C.I.A.
Collect · Interpret · Apply
Unit of Study

5TH GRADE
VOLUME 5.3

Historical Fiction
Chains

Sarah Collinge
with Bethany Robinson

Read Side by Side

Requests for such permissions should be addressed to:

Table of Contents

Welcome to the C. I. A. Unit of Study for the book *Chains*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach.* I hope you enjoy guiding your students through the authentic work of expert readers!

Chains is the first in the Seeds of America series written by Laurie Halse Anderson. The books tell about an important time in our nation's history, the Revolutionary War, through the unique perspective of a young slave girl. You and your students will be fascinated as you hear the events of the war unfold from this character's point of view. Students will question the paradox of the fight for freedom by a nation of people who condone the enslavement of others. At the conclusion of the unit, students will write about natural human rights and the Declaration of Independence.

Chains is a challenging text for fifth-graders because it demands a great deal of background knowledge about this time in history. I suggest teaching about colonial America in your content area literacy block prior to beginning this unit of study. To facilitate this, I've included a section at the end of this unit in which I make suggestions for optional related projects and lessons that might be conducted during your content area literacy block during the weeks when you are teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding of the time period of the Revolutionary War.

In addition to providing the social studies content of the Revolutionary War to fifth-grade students, this unit of study is also designed to teach students the features of historical fiction. They will learn the importance of analyzing the main character's circumstances in order to determine the author's message. Furthermore, students will consider how the message in *Chains* has significance for and influence on our lives today.

The book *Chains* connects well to the second unit in the C. I. A. series for fifth grade, *Holes*. In the book *Holes*, Stanley is wrongfully imprisoned in a juvenile correctional facility. He is innocent of the crime for which he is being punished. At the beginning of *Chains*, Isabel and her sister Ruth are wrongfully sold to a new master. Their original master, Miss Mary Finch, has freed the girls in her will, but upon her death, the lawyer and the will are nowhere to be found. Throughout the rest of the story, Isabel struggles to believe that the promise of freedom will be fulfilled.

In addition to highlighting this common theme of injustice throughout units 5.2 and 5.3, teachers might also choose to draw students' attention to the intertextual Biblical connections that extend beyond the book *Holes* into the book *Chains*. While the book *Holes* is loosely tied to the story of the Israelites who were cursed to wander the desert for 40 years, the book *Chains* has a metaphoric connection to the last part of that same biblical story, in which Joshua leads the Israelites across the River Jordan, from the land of promise to the land of fulfillment.

Anderson's gift for layering the structural complexities of symbolism and metaphor throughout the story makes *Chains* an exceptional choice for fifth grade. The difference between a symbol and a metaphor is subtle. A symbol is used in substitution of something (for example the dollar sign in place of the word dollar), whereas a metaphor is more like an analogy. While a symbol can be immediately recognized, a metaphor might be developed throughout a piece of literature and not completely defined until the end of the story. To help students keep track of Anderson's use of figurative language throughout the book *Chains*, I recommend that students use colored Post-it flags to mark

Get Ready for Vocabulary Instruction

"Teacher read-aloud is one of the major opportunities for children to learn new word meanings" (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at readsidebyside.com.) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

1. Introduce the word and highlight morphemes.	*Today our target word is…* If applicable: *What is the root? (underline the root)* *What does the root mean?* *What is the prefix? (circle the prefix)* *What does the prefix mean?* *What is the suffix? (box the suffix)* *What does the suffix mean?*
2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.	*Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?*
3. Turn and talk: What does the word _____ mean?	*Based on the clues, what words or phrases describe this word? Turn and talk.*
4. Share-out and add to chart.	*What did you come up with?* *add accurate examples to the chart
5. Brainstorm other contexts for this word.	*In what other contexts might we find this word?* *add accurate examples to the chart
6. Turn and talk: What are opposites of this word?	*What words or phrases describe the opposite of this word? Turn and talk.*
7. Share-out and add to chart.	*What did you come up with?* *add accurate examples to the chart
8. I will remember this word…	*How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.*
9. Link…	*Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.*

Chains Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to freedom vs. slavery, the value of freedom, the effects of war, and the role of government. These themes are conveyed through the author's use of symbolism and metaphor.	The Lexile level for *Chains* is 780, based on word frequency and sentence length. This is in the upper range of the complexity band for 4th–5th grade according to the Common Core State Standards.

QUALITATIVE MEASURES	READER TASK CONSIDERATIONS
Structure This narrative is told in sequential order. Each chapter title gives a date, which references the timeline of historical events. What makes the structure of this text complex is Anderson's use of primary documents at the beginning of each chapter to give credibility to the fictional story she tells. In addition, the genre historical fiction is a more complex genre than realistic fiction, requiring background knowledge and the ability to distinguish between factual information and fictional story.	These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.

Language Conventionality and Clarity
Historical language and dialect add a greater depth to the language of this text. In addition, vocabulary used throughout the text is advanced vocabulary for fifth grade students.

Knowledge Demands
While reading, students will need to rely on their understanding of colonial America, slavery, causes of the Revolutionary War, major events of the Revolutionary War, the Declaration of Independence, and influential people from this time period. In addition, students will need to rely on their understanding of symbolism and metaphor, including some understanding of the Biblical story of the Israelites crossing the River Jordan and its significance to American slaves.

Chains Scope and Sequence

NOTE: The lessons for this unit give page references for the Atheneum paperback edition of *Chains* published in 2008.

Unit of Study: *Chains*   **Genre: Historical Fiction**

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	**Vocabulary:** *informant* Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. • Complete story elements handout together • Make a prediction • Infer genre
2		**Vocabulary:** *malicious* Use the genre chart to help students understand what to expect from historical fiction.	
3	Outside Texts: "The Original Thirteen Colonies"; Map		Focus on identifying important information—physical setting. Use a map to visualize the original colonies.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
4	Outside Texts: "Overview of the American Revolution"; Timeline		Focus on identifying important information—historical setting. Identify the historical context of the story—the American Revolution. • Co-create an important events of the Revolution list
5	Outside texts: "Slavery in the Colonies"; Video (Optional)	**Vocabulary:** *separated*	Focus on identifying important information—plot. Build background knowledge prior to reading.
6	Chapter 1 pp. 3–7	Readers notice text structure and infer its importance to the larger text. • Primary documents	Focus on using comprehension strategies to determine important characters. • Co-create a character list
7	Chapter 2 pp. 8–12	**Vocabulary:** *blockade*	Identify the problem in the story. • Co-create a problems list
8	Chapter 3 pp. 13–18	**Vocabulary:** *indentured*	Identify the setting of the story and infer character circumstance.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
9	Chapter 3 pp. 18–23	**Vocabulary:** *providence*	Focus on the important characters. • Continue to co-create a character list
10	Chapter 4 pp. 24–25	**Vocabulary:** *ancestors*	Focus on cause and effect. • Co-create a map showing cause and effect
11	Outside Text: "Loyalists vs. Patriots"	**Vocabulary:** *monarchy* **vs.** *democracy*	Continue to build background knowledge about the setting.
12		Contrast writing and share-out	
13	Chapter 5 pp. 26–35	**Vocabulary:** *dignity* **vs.** *lowliness*	Identify the problem in the story. • Continue to co-create a problems list
14	Chapter 6 pp. 36–41	**Vocabulary:** *beholden*	Focus on important events. • Co-create an important events list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
15	Chapters 7–8 pp. 42–49	**Vocabulary:** *deprived*	Identify a character's circumstance.
16	Chapter 8 p. 48	**Vocabulary:** *inhuman* Focus on gathering important information from primary documents. • Create a list of important quotes	
17	Chapters 8–9 pp. 49–54		Identify a character's circumstance. • Create a list of references that relate slaves to something inhuman
18	Chapter 9 pp. 54–60	Recognize author's craft. • Symbolism	Infer character feelings and motivations.
19	Chapters 9–10 pp. 60–67	**Vocabulary:** *bribe*	Identify the problem and solution. • Continue to co-create a problems list
20		Problem/solution/opinion writing and share-out	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
21	Chapter 11 pp. 68–74	**Vocabulary:** *thievery*	Focus on important events. • Continue to co-create an important events list
22		Retell summary writing and share-out	
23	Chapters 12–13 pp. 75–83	**Vocabulary:** *gossip*	Infer character feelings and motivations. • Continue to co-create a character list
24	Chapters 13–14 pp. 83–92	Recognize author's craft. • Mood	Use text evidence to make predictions.
25	Chapters 15–16 pp. 93–98	**Vocabulary:** *treason*	Infer character traits by focusing on the main character's actions, words, and feelings. • Co-create a character traits list
26	Chapter 16 pp. 98–104	**Vocabulary:** *conceal*	Infer character traits by focusing on the main character's actions, words, and feelings. • Continue to co-create a character traits list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
27		**Vocabulary:** *conspirator* Recognize author's craft. • Metaphor	
28	Chapters 17–18 pp. 105–116	**Vocabulary:** *submit*	Infer character traits by focusing on the main character's actions, words, and feelings. • Continue to co-create a character traits list
29	Chapters 19–20 pp. 117–126	**Vocabulary:** *forbearance*	Recognize cause and effect relationships.
30	Chapters 20–21 pp. 126–137	**Vocabulary:** *liberty*	Use text evidence to make predictions.
31	Chapters 21–22 pp. 137–145	**Vocabulary:** *insolence*	Empathize with the main character.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
32	Chapters 23–24 pp. 146–150	**Complete this lesson after the read-aloud.* Recognize author's craft. • Symbolism	Empathize with the main character.
33		**Vocabulary:** ***betrayal*** Recognize author's craft. • Metaphor	
34		Brainstorm lines of thinking.	
35	Chapter 24 pp.150–153	**Vocabulary:** ***self-preservation***	Compare and contrast characters.
36	Chapters 25–26 pp. 157–168		Continue to consider possible themes.
37	Outside Texts: "Crossing the River Jordan"; Video: Martin Luther King's Last Speech (Optional)		Recognize intertextual connections: • Metaphor

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
38		Choose a line of thinking. • Co-create an evidence collection box	
39	Chapters 27–29 pp. 169–182		Focus on collecting evidence to support a line of thinking.
40	Chapters 29–30 pp. 182–190		Identify a character's circumstance. • Continue to add evidence to the evidence collection box
41	Chapters 31–32 pp. 191–199	**Vocabulary:** *surrender* **vs.** *fight*	Recognize cause and effect relationships. • Continue to add evidence to the evidence collection box
42	Chapter 33 pp. 200–205	**Vocabulary:** *ruin*	Recognize cause and effect relationships. • Continue to add evidence to the evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
43	Chapter 34 pp. 206–214	**Vocabulary:** *shame* vs. *honor*	Infer character feelings. • Continue to add evidence to the evidence collection box
44	Chapter 35 pp. 215–223		Identify the turning point. • Continue to add evidence to the evidence collection box
45		Turning point writing and share-out	
46	Chapters 36-37 pp. 232–241	**Vocabulary:** *merciful*	Use text evidence to make predictions.
47	Chapters 38–39 pp. 242–255	**Vocabulary:** *soul*	Use text evidence to make predictions.
48	Chapters 40–41 pp. 256–269		Use text evidence to make predictions.
49	Read-In Chapters 42–45 pp. 270–300		
50		Reflection writing: Synthesis summary	
51– 56		Formal writing: Literary essay	

Chains Stems List

Day 1 – Blurb
When the blurb said _____, I was thinking _____. This helps me understand _____ .

Day 2 – Genre
When the chart said _____, I made a prediction. I think _____ because_____ .

Day 4 – Outside Text
When the article said _____, I was thinking this was important because _____ .

Day 5 – Outside Text
When the article said _____, I was thinking this was important because _____ .

Day 6 – Character List
When the book said_____, I thought this was an important detail because _____ .
This makes me think _____ .

Day 7 – Problem
When the book said _____, I was thinking this was important because _____ .

Day 8 – Setting (Time Period)
When the book said _____, I thought this was an important detail because_____ .
This makes me think _____ .

Day 9 – Character List
When the book said_____, I thought this was an important detail because _____ .
This makes me think _____ .

Day 10 – Cause and Effect
When the book said _____, I was thinking this was an important detail because _____ .

Day 11 – Outside Text
When the article said _____, I thought this was important because _____ .
This helps me understand_____ .

Day 13 – Problem
When the book said _____, I was thinking this was important because _____ .

Day 14 – Important Events
When the book said _____, I was thinking this was important because _____ .

Day 15 – Character Circumstance
When the book said _____, I thought this was an important detail because_____ .
This helps me understand_____ .

Day 17—Character Circumstance

When the book said _____, I was thinking this was important because _____ .

This helps me understand_____ .

Day 18 – Infer Character Feelings

When the book said _____, I was thinking _____ because _____ .

This helps me understand_____ .

Day 19 – Problem/Solution

When the book said _____, I was thinking this was important because _____ .

This makes me think _____ .

Day 21 – Important Events

When the book said _____, I was thinking this was important because _____ .

This makes me think _____ .

Day 23 – Infer Character Feelings

When the book said _____, I was thinking _____ because _____ .

This helps me understand_____ .

Day 24 - Mood

When the book said _____, I felt _____. This makes me think_____ .

Day 24 – Make Predictions

When the book said _____, I made a prediction. I was thinking_____ .

Day 25 – Infer Character Traits

When the book said _____, I was thinking this was important because _____ .

This helps me understand_____ .

Day 26 – Infer Character Traits

When the book said _____, I was thinking this was important because _____ .

This helps me understand_____ .

Day 27 – Metaphor

When the book said _____, I was thinking _____ is/are like _____ .

This helps me understand_____ .

Day 28 – Infer Character Traits

When the book said _____, I was thinking this was important because _____ .

This helps me understand_____ .

Day 29 – Cause and Effect

When the book said _____, I was thinking this was an important detail because _____ .

This helps me understand_____ .

Day 30 – Make Predictions

When the book said _____, I made a prediction. I was thinking_____ .

Day 31 - Empathy

When the book said _____, I felt empathetic because _____. This helps me understand_____ .

Day 32 - Empathy

When the book said _____, I felt empathetic because _____. This helps me understand_____ .

Day 33 - Metaphor

When the book said _____, I was thinking _____ is/are like _____ .
This helps me understand_____ .

Day 34 – Line of Thinking

When the book said ____, I thought this was important. The author might be telling me that the theme of the book is_____ .

Day 35 – Compare and Contrast

When the book said _____, I was thinking _____. This is similar to/different from _____ because _____. This makes me think_____ .

Day 36 – Line of Thinking

When the book said ____, I thought this was important. The author might be telling me that the theme of the book is_____ .

Day 37 – Outside Text

When the article said _____, I was thinking _____ because_____ .

Day 38 – Evidence Collection Box

I think the author is trying to tell me _____ .
Evidence from the text that supports this theme is _____ .

Day 39 – Collect Evidence

When the book said _____, I was thinking this was important because _____ .
This helps me understand_____ .

Day 40 – Character Circumstance

When the book said _____, I was thinking this was important because _____ .
This helps me understand_____ .

Day 41 – Cause and Effect

When the book said _____, I was thinking this was an important detail because _____ .
This helps me understand_____ .

Day 42 – Cause and Effect

When the book said _____, I was thinking this was an important detail because _____ .

This helps me understand_____ .

Day 43 – Infer Character Feelings

When the book said _____, I was thinking _____ because _____ .

This helps me understand_____ .

Day 44 – Turning Point

When the book said _____, I was thinking this was an important event because _____ .

This makes me think _____ .

Day 46 – Make Predictions

When the book said _____, I made a prediction. I was thinking_____ .

Day 47 – Make Predictions

When the book said _____, I made a prediction. I was thinking_____ .

Day 48 – Make Predictions

When the book said _____, I made a prediction. I was thinking_____ .

Day 49 – Read-In

When the book said _____, I was thinking _____ because _____ .

C. I. A.
Lesson Plans

Chains

NOTE: The lessons for this unit give page references for the Atheneum paperback edition of *Chains* published in 2008.

C
Collect Critical Information

Identify the main story elements:
- Character
- Setting
- Problem
- Main Events

In this quadrant, readers read slowly and often reread in order to monitor their comprehension.

After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–22, Chapters 1–11

Mini-Lesson

Vocabulary Routine: *informant* (L 4, 5)
The Latin root 'form' means *give someone facts or information,* and the suffix 'ant' means *serving in the capacity of.*

Instructional Read-Aloud

In this blurb…readers are introduced to Isabel, a thirteen-year-old slave girl who is fighting for freedom for both herself and her sister, Ruth. After their owner's death, they become the property of a New York City couple who are loyal to the British king during the American Revolution. Isabel is encouraged by another slave to spy for the Patriots in return for freedom.

In this lesson…you will be modeling for students how you use clues in the blurb to help you get main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will glue or tape this handout into their reader's notebooks.

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Make predictions

Show understanding of story elements (RL 3)
- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers preview the book before they read to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you…

…that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:
When the blurb said _____, I was thinking _____. This helps me understand _____.

Listen and follow along while I read the blurb.
Read the entire blurb aloud.

Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to add these names to my handout. I will also add any important information I have learned about each of the characters.

When the blurb said "thirteen-year-old Isabel wages her own fight for freedom," **I was thinking** she will be an important character in this book. I think she is a slave girl. **This helps me understand** that the book will be about a slave trying to attain freedom.

Let's record Isabel on the handout as the main character in our story.

(Model adding to the handout.)

Guided Practice:

Who are the other important characters?

Turn and talk to your partners using this stem:
When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding new characters to the handout.)

Model:

Now let's think about what information we found in the blurb about the setting.

When the blurb said that Isabel and Ruth are sold to a New York City couple during the American Revolution, **I was thinking** the story takes place in a big, important city during the time of the British colonies. **This helps me understand** that the book takes place in the past and is probably historical fiction.

(Model adding this information to the handout.)

Guided Practice:

Did you learn any other important details about the setting?

Turn and talk to your partners using this stem:
When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding new setting details to the handout.)

Guided Practice:

We can also use the blurb and the cover to identify the problem in the story.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:
When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding the problem to the handout.)

Guided Practice:

Good readers not only gather key information about the character, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Write a prediction you can make about the story on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

Link:

Today and every day when you read…
…I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Notebook Entry #1: Finding Story Elements in the Blurb

Chains Summary (Blurb)
From Laurie Halse Anderson's website: madwomanintheforest.com

If an entire nation could seek its freedom, why not a girl?
As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight…for freedom. Promised freedom upon the death of their owner, she and her sister, Ruth, in a cruel twist of fate become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets Curzon, a slave with ties to the Patriots, he encourages her to spy on her owners, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to Ruth, Isabel realizes her loyalty is available to the bidder who can provide her with freedom. Isabel's story shows the lengths we can go to cast off chains, both physical and spiritual.

Characters:

Setting (place):

Setting (time):

Problem:

Prediction:

Mini-Lesson

In this lesson…you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read.

Learning Target:

Analyze the structure of texts (RL 5)
- how larger portions of the text relate to each other and the whole

Connect:

We have been learning…
…that good readers get ready to read by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

Teach:

Today I am also going to teach you…
…that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

Model:

First, open up your book to the last page. There are 300 pages in our book, *Chains.* If we take that number and divide it by 4, we get 75. We are going to divide our book into four quadrants that are each roughly 75 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 74, at the end of chapter 11. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 148. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 223. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

Link:

Today and every day when you read…
…I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

Mini-Lesson

Vocabulary Routine: *malicious* **(L 4, 5)**
The Latin root 'mal' means *bad*. **The suffix 'ice' makes the word a noun and the suffix 'ous' makes the word an adjective.**

Mini-Lesson

In this lesson…you will be activating students' background knowledge about the genre historical fiction. For this lesson, I suggest transferring the sample genre chart for historical fiction onto chart paper or purchase a set of genre posters from shop.readsidebyside.com. Post the realistic fiction chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

Learning Targets:

Show understanding of story elements (RL 3)
- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RL 5)
- Historical fiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers think about story elements before they read by looking carefully at the cover and reading the blurb.

Teach:

Today I am going to teach you…
…that good readers also use what they know about the genre to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to review the genre historical fiction, which is the genre of *Chains*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Chains*.

Today we will be using this stem for turn and talk:
When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When reading historical fiction, you can expect the setting to be a real place that exists or existed in the past. The story is typically attached to a specific event or time in history.

When the chart said that the story takes place in the past and is attached to a specific historical event, **I made a prediction. I think** this book will tell about what it was like to live in New York City during the American Revolution **because** I am predicting that the story will be focused on this historic event.

Guided Practice:

When reading historical fiction, you can expect the characters to be fictional characters who are believable in the context of the story's setting. You can also expect the main character to change over time.

What are you predicting about the main character?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____ because _____.

Guided Practice:

When reading historical fiction, you can expect real people from history to also be part of the story. These people are key players—real people from history who are significant to the plot.

Who are you predicting might be key players?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____ because _____.

Guided Practice:

When reading historical fiction, you can expect the characters to be impacted by actual circumstances and events of the story's setting.

What are you predicting about the plot?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When reading historical fiction, the most important element to focus on is the main character and the setting. You can expect to think about how the main character responded to the events that occurred during that particular time in history.

When the chart said that the main character will be changed by the events, **I made a prediction. I think** Isabel will experience hardships during the war and this might make her a stronger person **because** in other books we have read this year the main character became stronger through experiencing hardships.

Link:

Today and every day when you read…
…I want you to think about the genre of the book and use what you know about the genre to make predictions.

Historical Fiction

Setting	A real place that exists or existed in the past. The story is typically attached to a specific event or time in history.
Characters	Fictional characters who are believable in the context of the story's setting. Fictional characters who represent groups of people from history. Key players (real people from history) who are significant to the plot. A main character who changes over time.
Plot	The characters are impacted by actual circumstances and events of the story's setting. The main character changes over time.
Most important story elements	Character Setting
What readers will think about	How does the main character change over time? How does the main character overcome challenges? How do the main character's circumstances impact his or her choices? Which details in the story are facts, and which details in the story are fiction?

Instructional Read-Aloud

Topic: "The Original Thirteen Colonies," by Sarah Collinge

In this article…the author describes the agriculture and economies of the New England, Middle, and Southern colonies.

In this lesson…you be modeling how readers focus on important information about each group of colonies. As students read the article, they will label and color code a map of the original thirteen colonies.

To prepare for this lesson, print and copy a blank map of the thirteen colonies, such as the one that can be found at the following web address:
http://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf

Or, print and copy a labeled map of the thirteen colonies, such as the one that can be found at this web address:
http://www.eduplace.com/ss/maps/pdf/colonies.pdf

Students will need three different colors of crayons or colored pencils: blue for the New England colonies, yellow for the Middle colonies, and green for the Southern colonies.

After coloring the map, students can glue or tape their copies of the map into their reader's notebooks for reference.

To prepare for this lesson, also print and copy the text "The Original Thirteen Colonies" for each student.

Learning Targets:

Read closely to monitor comprehension (RI 1)
- Visualize
- Infer

Show understanding of important story elements (RI 3)
- Setting

Connect:

We have been learning…
…that good readers think about what they know about the genre of a story prior to reading. Recalling what readers know about a genre will help them think about what the story will be about.

Teach:

Today I am going to teach you…
…that good readers gather important information prior to reading and use that information to help them visualize the setting.

Today we will be using an outside text and map to help us think about important information about the time period in which our story takes place.

Listen as I read the outside text. Be thinking about how information presented in this text helps us understand the setting of our story. As we read, we will be using the map to locate important places.

📖 **Begin reading "The Original Thirteen Colonies."**

Model:

📖 **Stop after reading paragraph 2.**

(Model coloring and labeling the New England colonies—blue.)

Tell students that the story will begin in Newport, Rhode Island. Help them label this town on the map.

Discuss: What can we expect this area to be like based on information we learned from our text?

Model:

📖 **Stop after reading paragraph 3.**

(Model coloring and labeling the Middle colonies—yellow.)

Tell students that the majority of the story will take place in New York City. Help them label this city on the map.

Discuss: What can we expect this area to be like based on information we learned from our text?

Model:

📖 **Stop after reading paragraph 4.**

(Model coloring and labeling the Southern colonies—green.)

Link:

Today and every day when you read…
…I want you to think about the setting of the story and create a setting map to help you visualize where the story takes place.

The Original Thirteen Colonies

Sarah Collinge

The story of the United States began with the original thirteen colonies. A colony is a region controlled by a distant country. People who came to North America from all over Europe settled in areas of land owned by Great Britain. Each colony was different from the others because each colony's inhabitants practiced their own religions, spoke their own languages, and celebrated their own customs. However, each colony was the same as the others in that they all were governed by Great Britain, their parent country.

New England Colonies

The New England Colonies were the farthest north and were made up of Connecticut, Massachusetts, New Hampshire, and Rhode Island. The land in these colonies was used predominantly for farms, which produced corn, wheat, and potatoes. Farmers in the northern colonies also raised cattle for meat and dairy. Large-scale farming in the northern colonies looked similar to that of southern plantations, and used slave labor. Port towns were important to trade between the northern colonies and European countries. In these port towns fishing, lumbering, and shipbuilding were important jobs.

Middle Colonies

The Middle Colonies were originally owned by the Dutch, and then were taken over by the British. These colonies included Delaware, New Jersey, New York, and Pennsylvania. These colonies became known as the "breadbasket colonies" because they grew wheat and used mills to crush grain into flour that was then baked into bread. Here, slaves were used as laborers on farms and in mills. Large port towns also made fishing, lumbering, shipbuilding, and ironworks popular. Urban slaves in port towns like New York City tended to the household needs of wealthy merchants. The major port city of New York became important not only to European trade, but also as the location of the arrival of the British Fleet during the Revolutionary War. Therefore it was a political and military center.

Southern Colonies

The Southern Colonies included Maryland, Virginia, North Carolina, South Carolina, and Georgia. These colonies made large profits from cash crops such as tobacco, indigo, and rice. Large plantations were large farms that resembled villages. Slaves were used for planting and harvesting the crops.

Resources:

Colonial Williamsburg. Introduction to colonial African American life. Online article retrieved on 1/2/2012 from http://www.history.org/almanack/people/african/aaintro.cfm.

Dirksen Congressional Center. (2008). The original thirteen colonies. Online article retrieved on 1/2/2012 from http://congressforkids.net/Independence_thirteencolonies.htm.

Harper, D. (2003). Slavery in the North. Online article retrieved on 1/2/2012 from http://www.slavenorth.com/slavenorth.htm

Permission to reprint this article granted by Sarah Collinge, author.

Instructional Read-Aloud

Topic: "Overview of the American Revolution," by Sarah Collinge

In this article...the author describes British control of the thirteen colonies and the unrest that occurred after the French and Indian War, when Great Britain began taxing the colonies. Students will learn the terms "Loyalist" and "Patriot."

In this lesson...you be modeling how readers focus on gathering important information while reading. You will model keeping a list of the important events as you read the article. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic before reading. You will be modeling how to use an outside text to help you visualize the time period in which the story takes place. Students will use this article to activate their background knowledge about this time period.

Prior to teaching this lesson, you will want to photocopy the outside text for all students. In addition, you will need to copy the timeline titled "Revolutionary War Timeline." Students will need to glue or tape this into their reader's notebooks for reference during this lesson and future lessons.

Learning Targets:

Read closely to monitor comprehension (RI 1)
- Visualize
- Infer

Recognize main idea and detail (RI 2)

Show understanding of important story elements (RI 3)
- Setting
- Plot—problem

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...
...that good readers identify important information and use that information to help them build background knowledge about a topic prior to reading.

Teach:

Today I am going to teach you…
…that good readers gather important information prior to reading from additional resources. Good readers use a variety of resources to help them build background knowledge about the time period in which the story takes place.

Watch me as I model how I recognize important events that occurred during the time our story takes place.

Notice how I keep track of these important events so that I can use them as a reference tool when I start reading our story.

Today we will be using this stem for turn and talk:
When the article said _____, I was thinking this was important because _____.

Open up your reader's notebooks to a clean page and title it **Important Events of the Revolution.** As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.

Begin reading "Overview of the American Revolution."

Model:

Stop after: "By the 1700s there were almost two million people living in the British colonies." (paragraph 2)

When the article said that there were almost two million people living in the colonies, **I was thinking this was important because** that is a lot of people to be living in an area controlled by a distant country. I think it will be hard for Great Britain to rule over so many people living so far away.

(Model adding this to the important events list.)

Guided Practice:

📖 **Stop after:** "These citizens, known as Loyalists or Tories, did not desire to form their own country and stayed loyal to the British king." (paragraph 3)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____.

(Model adding "Great Britain provided military protection during the French and Indian War, 1754–1763" to the important events list.).

Guided Practice:

📖 **Stop after:** "Patriots were also known as 'rebels' because they went against the laws of the King." (paragraph 4)

What did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____.

(Model adding "The colonies were taxed by Great Britain" and "Some colonists desired freedom from British taxes and control" to the important events list.)

Guided Practice:

📖 **Stop after:** "They formed their own militia—trained soldiers called Minutemen." (paragraph 5)

What events did you think were important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____.

(Model adding "King George III sent British soldiers to the colonies" and "Colonists prepared to fight Great Britain" to the important events list.)

Guided Practice:

📖 **Stop after:** "Thirty thousand British troops were sent to New York Harbor, and the violent battle waged on." (paragraph 7)

What events did you think were important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____.

(Model adding "The First Continental Congress declared independence" and "Great Britain did not agree to give colonists their freedom" to the important events list.)

Guided Practice:

📖 **Stop after:** "The declaration did not free slaves—slaves would continue to fight for their freedoms even after the Revolutionary War ended in 1783."

What event did you think was important here?

Turn and talk to your partners using this stem:
When the article said _____, I was thinking this was important because _____.

(Model adding "The United States became an independent nation at the end of the war in 1783" to the important events list.)

Model:

Please open up to the "Revolutionary War Timeline." Let's look at how the events described in the article compare to the events listed on our timeline.

(Model matching the events from the article to the timeline.)

Stretch It (Optional):

Respond to the statement, "Despite their dedication, the freedoms outlined in the Declaration of Independence were not meant for them. The declaration did not free slaves…"

Link:

Today and every day when you read…
…I want you to think about the time in which the story takes place and use outside sources if necessary to help you build your background knowledge about the time period.

Overview of the American Revolution

Sarah Collinge

Before our country became known as the United States, it was divided into thirteen original colonies owned by Great Britain. This land, though owned by Great Britain, was known for the freedoms it offered—the freedom to worship, the freedom to own land, and the freedom to work.

By the 1700s, many people had come to the colonies from countries such as Great Britain, Germany, France, Holland, and Sweden. By the 1700s there were almost two million people living in the British colonies.

Many people living in the colonies were happy to be British subjects. Great Britain offered the colonists military protection and had already come to the aid of the colonists during the French and Indian War of 1754–1763. These citizens, known as Loyalists or Tories, did not desire to form their own country and stayed loyal to the British king.

Other colonists desired freedom from Great Britain. After the French and Indian War, Great Britain needed money to pay war debts. British Parliament began to tax the colonies. The colonists were not allowed to vote on these taxes. Some colonists thought this was unfair. They began to call themselves Patriots—a name describing people who love their country enough to fight for it. Patriots were also known "rebels" because they went against the laws of the King.

Due to the rebellion, King George III sent British soldiers to the colonies. This made colonists angry. They did not want British soldiers living in their homes and guarding their cities. Colonists began to prepare to fight. They formed their own militia—trained soldiers called Minutemen.

Delegates from each colony formed the First Continental Congress, and appointed George Washington to lead the colonial army. These 56 delegates wanted the colonies to become independent from Great Britain. They decided to declare independence from Great Britain in a formal document known as the Declaration of Independence. Signed by all the delegates on July 4, 1776, the Declaration of Independence declared, "all men are created equal."

Despite the inspiring declaration, Great Britain did not agree to give colonists their freedom. Thirty thousand British troops were sent to New York Harbor, and the violent battle waged on.

Slaves and Native Americans joined the fight. They each had their own beliefs about freedom and citizenship—they chose sides based on whom they thought would be most fair to their people. Some fought with the Loyalists, others with the Patriots. Despite their dedication, the freedoms outlined in the Declaration of Independence were not meant for them. The declaration did not free slaves—slaves would continue to fight for their freedoms even after the Revolutionary War ended in 1783.

Resources:

Liberty Kids. (2004). The Revolutionary War: What were we fighting about? Online article retrieved on 1/2/2012 from http://libertyskids.com

Ennis, E., Johnson, S., Evans, J., & Evans, M. (2008). History pockets: The American Revolution. Monterey, CA: Evan-Moor Corp.

Osborne, M. P., & Boyce, N. P. (2005). American Revolution. New York, NY: Scholastic.

Permission to reprint article granted by Sarah Collinge, author.

The following list is an example of what your co-created list *might* look like:

Important Events of the Revolution:

1. Almost 2 million people lived in the colonies (1700)

2. Great Britain provided military protection during the French and Indian War, 1754-1763.

3. The Colonies were taxed by Great Britain.

4. Some colonists desired freedom from British taxes and control

5. King George III sent British soldiers to the colonies.

6. Colonists prepared to fight Great Britain.

7. The First Continental Congress declared independence

8. Great Britain did not agree to give colonists their freedom

9. The U.S. became an independent nation at the end of the war in 1783.

Revolutionary War Timeline

1763 End of the French and Indian War	1776	Notes:
1764 Sugar Act	**(January)** Thomas Paine Publishes Common Sense	
1765 Stamp Act	**(July)** Declaration of Independence	
1767 Townshend Acts	**(August)** Arrival of British Troops in New York Harbor	
1770 Boston Massacre	**(September)** British Occupy New York	
1773 Boston Tea Party	**(November)** British Capture Fort Washington, New York	
1774 First Continental Congress	**(December)** Washington Crosses the Delaware	
1775 **(April)** Battle at Lexington and Concord **(May)** Second Continental Congress **(June)** George Washington Named Commander-in-Chief of the Continental Army Battle of Bunker Hill		