



## 6<sup>th</sup> Grade English Language Arts

### Unit 5: Analyzing Across Genres

Anchor  
Text(s)

***Chains* by Laurie Halse Anderson**

Pacing

**7 weeks**

#### Unit Overview

The historical fiction novel *Chains*, set in New York during the American Revolution, lies at the heart of this unit. Narrated by Isabel, a young girl enslaved by a Loyalist couple, this novel will both engage students and expand their knowledge about the Revolutionary War and slavery in colonial America. Students will analyze how Isabel finds strength amidst impossible challenges, including the cruelty of her owners and becoming separated from her beloved sister, as she pursues her family's freedom. They will track how and why Isabel changes over time, and what themes the author conveys through her development.

Additionally, students will analyze the historical backdrop of the American Revolution. A major goal of this unit is for students to read and analyze a variety of texts across genres (news articles/current events, poetry, informational texts, primary sources) in order to develop a meaningful understanding of different topics. They will investigate the perspective and motivations of both the "Loyalists" and the "Patriots," and explore the complexity of life during the American Revolution. Through Isabel's experiences and informational texts, students will also learn about the terrible history of slavery in colonial times.

Besides building knowledge, another goal of reading multiple texts about similar topics is for students to compare two authors' presentation and portrayal of that topic (RI.9, RL.9). Readers should always pay attention to the lens an author writes through because it impacts their purpose and content. There are also opportunities throughout the unit for students to make thematic connections between the novel's big ideas and current events articles.

The culminating task is meant to build upon students' exploration of a central theme (specifically, being "chained" vs. being free) by asking them to explore the meaning of a quote by Rousseau: "*Man is born free, and everywhere he is in chains.*" To be successful, they will have to revisit the novel and at least two supplemental texts before making a claim about what it takes – historically or today, in fiction or in real life – to break free from chains. Students will also take an online MCLASS assessment to practice applying the unit's skills (specifically analyzing and making connections across two texts) with new passages and a variety of technology-enhanced question types.

## Unit 6.4: Analyze Across Genres (*Chains*)

Essential Questions	Genre and Standards-Based Vocabulary	Cutting to the Core
<p><u>Standards-Based Essential Questions:</u></p> <ol style="list-style-type: none"> <li>What lessons can we learn from reading historical fiction, and how do authors of this genre convey themes?</li> <li>How does an author develop a character's point of view?</li> <li>How and why do characters change over time?</li> <li>What are the benefits of reading and comparing texts from different genres? How can this process deepen our understanding of characters, time periods, and themes?</li> </ol> <p><u>Thematic Essential Questions:</u></p> <ol style="list-style-type: none"> <li>How and why have people had to fight for freedom and justice, throughout history and today?</li> <li>How do people find strength during times of extreme hardship?</li> <li>When is it worth it to take big risks? What causes are worth fighting for despite the danger?</li> </ol>	<p>Genre</p> <p>Text Feature</p> <p>Text Structure</p> <p>Chronological</p> <p>Cause and Effect</p> <p>Compare and Contrast</p> <p>Description</p> <p>Primary Source</p> <p>Secondary Source</p> <p>Point of View</p> <p>Perspective</p> <p>First Person POV</p> <p>Theme</p> <p>Central Idea</p> <p>Tone</p> <p>Diction (word choice)</p> <p>Figurative</p> <p>Literal</p> <p>Simile</p> <p>Metaphor</p> <p>Imagery</p> <p>Implicit</p> <p>Explicit</p> <p>Connotation</p> <p>Denotation</p> <p>Bias</p> <p>Purpose/Intent</p> <p>Stanza</p> <p>Plot</p> <p>Dynamic vs. Static Character</p>	<p><b>I: Building knowledge through content-rich nonfiction and informational texts</b></p> <p>➤ <i>"Students need to be grounded in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers"</i></p> <p><b>II: Reading and writing grounded in evidence from the text</b></p> <p>➤ <i>"Quality text-based questions, unlike low-level 'search and find' questions, require close reading and deep understanding of the text"</i></p> <p><b>III: Regular practice with complex text and its academic vocabulary</b></p> <p>➤ <i>"The ability to comprehend complex texts is the most significant factor differentiating college-ready from non-college-ready readers. This shift toward complex text requires practice, supported through close reading"</i></p>

## Unit 6.4: Analyze Across Genres (*Chains*)

### Common Core State Standards *(Including how the standards progress across grade levels)*

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.	RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL 5.9: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL 7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

## Unit 6.4: Analyze Across Genres (*Chains*)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>	L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>	L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> </ul>
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	W.6.1: Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> </ol>	W.7.1: Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> </ol>
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Anchor Text: *Chains* by Laurie Halse Anderson

Overview	Important Considerations for Instruction
<p><i>Chains</i> is the story of a young girl named Isabel and her personal quest for freedom. Isabel's story is set against the historical backdrop of the Revolutionary War. Although Isabel and her sister Ruth were promised freedom from slavery after their original owner's death, this promise is broken in the novel's opening chapters. The sisters are enslaved by a malicious couple (the Locktons) that lives in New York City. The Locktons have strong Loyalist ties to the British and are cruel owners to Isabel and Ruth.</p> <p>One day, Isabel meets a boy in town named Curzon, who is a slave with ties to the Patriots. He befriends Isabel and tries to persuade her to join the Patriot cause by spying on the Lockton family. Isabel doesn't think it's worth the danger at first, but when Mrs. Lockton unexpectedly sells Ruth, Isabel is forced to take any risk necessary that might secure her freedom and enable her to be reunited with her sister.</p> <p>This story conveys some of the frequently untold stories of America during this time period and the complexity of the Revolutionary War. It explores themes of loyalty, trust, identity, family, and most significantly, freedom.</p>	<p><b>I. Text Complexity:</b> This novel has a Lexile level of 780L. This is a low Lexile for a sixth grade book; however, the background knowledge needed to access the key themes in the book is complex. Students must have a detailed understanding of the Revolutionary War in order to fully understand the plot and its implications on characters' lives.</p> <p><b>II. Big Ideas/Themes:</b> The predominant idea running throughout the book is freedom. The author explores the cost of pursuing freedom and what it really means to be free. Isabel's relationship with her sister conveys strong themes of family and friendship. The novel also conveys themes of identity, as Isabel is often left wondering who she is and which side of the war effort she supports. Other themes include the tragic and destructive nature of war, courage in the face of danger, and the power of memories.</p> <p><b>III. Text Structure:</b> The novel is broken down into 45 short chapters and unfolds chronologically, with the exception of some flashbacks/dreams. At the beginning of each chapter, the author includes a primary source excerpt related to the Revolutionary War and to the chapter's events. This allows many opportunities for students to draw parallels between a historic time period and its fictional representation. The story is told from Isabel's first-person point of view. The author also incorporates numerous "cliffhangers" at the end of chapters and a significant amount of foreshadowing.</p> <p><b>III. Real World Connections:</b> <i>Chains</i> provides an opportunity for students to learn about and grapple with the realities of events – both positive and negative - that shape our country's history and legacy. Today, we still struggle as a world community to ensure all people are granted freedom and human rights. Additionally, students should be able to relate to some of Isabel's feelings on a personal level as she seeks to establish her identity in a changing world.</p> <p><b>IV. Potential Challenges:</b> Students will have trouble grasping the events and themes of the book if they are not properly prepared to read and talk about the American Revolution and the realities of slavery in America. As needed, build in additional opportunities for students to explore sources about these topics.</p>

## Unit 6.4: Analyze Across Genres (*Chains*)

### Instructional Calendar

Weekly Focus	Teaching Points	Texts and Resources	Suggestions for Implementation
<b>Week 1:</b>  RI.1 RI.3 RI.9  RL.2 RL.6	<b>I. How can reading texts across genres and forms help us build knowledge about the historical and cultural setting of <i>Chains</i>?</b> <ul style="list-style-type: none"> <li>Read the “Historical Background to <i>Chains</i>” informational text. Students should use the subheadings and bolded terms to write a one-sentence summary of each event in the margins or using the “Timeline Activity Cards” in Appendix D. After linking each event to its corresponding picture, use the text to sequence the events in the correct order on your timeline.               <ul style="list-style-type: none"> <li>Pair this text with the Brainpop video, “Causes of the American Revolution.” While watching, students can make connections between the informational text and video by elaborating/adding detail to the events on their timelines.</li> </ul> </li> <li>Read the “Patriots and Loyalists” Fact Sheet in Appendix B. Students should be able to explain major differences between the two groups (including their goals and motivations during the war) and recognize the variety of “nicknames” for each side, as they’ll appear frequently in <i>Chains</i>. Consider having students create visual representations (with captions) of a Patriot and a Loyalist to post in the room and/or to keep for reference in their notebooks.</li> <li>Lead students in a mini-research simulation about the slave trade and slavery in colonial America. Allow students to explore the various resources listed in Appendix B, take notes using graphic organizers, and draw conclusions about this time period. Students will get more out of these resources if you pair them with a few guiding text-dependent questions, especially when watching the video and examining the pictures.</li> </ul>	<b>Anchor Text:</b> <i>Chains</i> Ch. 1-4 (Pages 3-25)  <b>Supplemental Texts (Appendix B)</b> <ul style="list-style-type: none"> <li>“Historical Background to <i>Chains</i>”</li> <li>Brainpop Video: Causes of the American Revolution: <a href="https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/">https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/</a></li> <li>Patriots and Loyalists Fact Sheet</li> <li>“The Middle Passage” with photographs</li> <li>“The Experiences of Men and Women in Slavery”</li> <li>Origins of Slavery (History.com) Video: <a href="http://www.history.com/topics/black-history/slavery/videos/origins-of-slavery">http://www.history.com/topics/black-history/slavery/videos/origins-of-slavery</a></li> </ul>	<ul style="list-style-type: none"> <li>Since the chapters in <i>Chains</i> are usually short, you can typically read more than one chapter per class period.</li> <li>Suggested pacing this week: Spend three days building background knowledge on the topics in Teaching Point I, one day on Chapters 1-2, and one day on chapters 3-4.</li> <li>Feel free to supplement the “Historical Background to <i>Chains</i>” text with additional videos and/or articles to meet students’ needs or interests. Also consider posting an anchor chart with a timeline of key events, similar to what students are creating this week.</li> </ul>



## Unit 6.4: Analyze Across Genres (*Chains*)

### II. How does the author help us get to know the setting and the main character, Isabel, in the novel's opening chapters?

- Getting to know the Setting: The setting of a novel refers to its time period, location, and culture. It usually changes as the story unfolds. Especially when reading historical fiction, readers must pay close attention to all aspects of setting and how it influences characters and events.
  - In *Chains*, Laurie Halse Anderson gives us clues about the setting, time period, and historical events that connect to the story's plot. Point out the importance of noticing the date at the beginning of each chapter, and familiarize students with the setting by asking:
    - *What dates do the first chapters span?*
    - *In which colony does the story begin? To what city do Isabel and Ruth travel in Chapter IV and why?*
    - *Based on what you've read so far and what you know about the historical significance of this time period, why will the setting play an important role in the story?*
- Getting to Know Isabel: First-Person Point of View
  - The point of view of a story refers to the perspective from which the story is told. *Chains* is told in the first-person point of view because the story is narrated by a character (Isabel), we can only see her perspective, and the author uses the pronouns "I" and "me" when referring to the narrator.
  - Collect quotes and details about who Isabel is, what she cares about, and what her personality is like. Draw conclusions about Isabel based on her words, thoughts, feelings, memories, and behavior in these opening chapters.
  - Analyze: *Why do you think Laurie Halse Anderson decided to tell the story from Isabel's first person point of view? Based on what you've read so far, what do we gain as readers from the first-person point of view? What do we lose?*

### Supplemental Resources (Appendix D)

- Blank Timeline (use with Historical Background to *Chains*)
- Brainpop Educator Resources: Lesson Ideas for the American Revolution: <https://educators.brainpop.com/bp-topic/causes-of-the-american-revolution/>
- Analyzing Isabel's First-Person POV Student Handout
- Chapters 2 and 3 Text-Dependent Questions

## Unit 6.4: Analyze Across Genres (*Chains*)

### Week 2:

RI.1  
RI.9

RL.2  
RL.3  
RL.6

### I. What insight can quotes and other primary sources give us about a historical time period?

- **Teaching Point:** A primary source is an original artifact, document, or recording that was created at the time being studied. They usually provide first-hand perspectives of people living during that time period. A secondary source is written after the events being discussed and usually provides second-hand accounts that convey multiple perspectives or analyze/reflect on the time period.
  - Direct students to the quotations at the beginning of each chapter. Allow them to explore the quotes and, based on their description, defend whether or not these are primary or secondary sources.
  - Complete the “Jigsaw” task (protocol and resources in Appendix D) using the epigraphs from Ch. 1-4. In collaborative groups, students should (a) paraphrase their chapter’s epigraph, (b) connect it to the events of that chapter, and (c) infer what the quote helps us understand about the time period.
- Connect to Text Structure and Author’s Purpose in *Chains*:
  - An “epigraph” is a short quotation or saying at the beginning of a book or chapter, usually intended to suggest its theme or foreshadow the plot.
  - Analyze: *Why do you think Laurie Halse Anderson begins each chapter with an epigraph? How does each epigraph connect to the story’s plot and/or the chapter it precedes? How do they help readers understand the historical setting?*
- As an extension for this teaching point, see the document called “Understanding History: Focus on New York” and its corresponding questions in Appendix D.

### II. How does the author develop Isabel’s and other characters’ perspectives?

- In chapter 5, conduct a close reading of Mr. Lockton’s conversation with Bellingham, and Mrs. Lockton’s refusal to surrender her belongings to a search. Infer which side of the

**Anchor Text:**  
*Chains* Ch. 5-11  
(Pages 26-74)

**Supplemental Texts**  
**(Appendix B)**  
n/a

**Supplemental**  
**Resources**  
**(Appendix D)**

- Anchor Charts
- “Jigsaw” Protocol and Student Documents
- “Understanding History: Focus on New York”
- Ch. 9 Figurative Language & Isabel’s Characterization
- Ch. 10-11 Theme Development materials (silence and courage)

- Although we don’t typically think of “paraphrasing” as a high-rigor task, in this case it is rigorous due to the complexity of the primary sources and quotes. Students may need scaffolding and support (through glossaries or TDQs) before they’re able to paraphrase sections of these epigraphs.
- In chapter 6, Curzon offers Isabel a deal: if she spies on the Locktons and reports back to Colonel Regan, he may be able to help Isabel get back to Rhode Island. Ensure students understand this deal before moving ahead, as it fuels many future events.
- The student materials in Appendix D are included as a starting point/inspiration for planning. Based on your students and routines/materials



## Unit 6.4: Analyze Across Genres (*Chains*)

war the Locktons belong to, why this conflict on the dock occurred, and what it suggests might happen later in the story.

- In chapter 6, collect details about how Isabel's point of view differs from Curzon's point of view. *What is Curzon fighting for, and why? What is Isabel fighting for, and why? Why is Isabel conflicted over what to do when Curzon offers her the deal?*
- In chapter 7, analyze how the author develops Becky's character and point of view. Contrast Becky's perspective about how Isabel should behave with Curzon's perspective.
- In chapters 8-9, pay attention to Isabel's responses to different situations and conflicts. What does her behavior in these moments reveal about her character? Also pay attention to the figurative language the author uses to describe Isabel in these moments. What does the language emphasize about Isabel?
  - See the Chapter 9 Figurative Language student materials in Appendix D for ideas.

### III. Analyzing Themes: How does Laurie Halse Anderson begin to develop themes about big ideas in the book's early chapters?

- Interpret figurative language (metaphors, or symbols) that helps us understand characters and themes:
  - Reread pages 49 and 53 to determine what the "ropes" and the "knot" symbolize. Why does she compare these two things? What do these metaphors reveal about Isabel's point of view? What do they suggest about the theme of freedom?
- While reading chapters 10-11, "zoom in" on the big ideas of silence and courage. Have students collect evidence or "flag" times that these big ideas come up across these chapters in order to start forming ideas about what the author wants to teach us.
  - See the student materials (corresponding to chapters 10-11) in Appendix B for ideas.

you've established, these can and should be adapted or modified.

- Post an interactive anchor chart where you can add themes or big ideas that run throughout the book. Add to it and revise/make it more specific as you read and collect more evidence.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Week 3:

RL.2  
RL.3  
RL.4  
RL.9  
RI.9

#### I. Analyze Character Motivations

- Compare and contrast Lady Seymour with Madam Lockton using details from chapter 12. See Appendix D for resources. Make inferences about what motivates them to behave so differently.
- Analyze what specifically motivates Isabel to sneak out to visit Colonel Regan in chapters 15-16. Evaluate whether or not the risk was worth it based on her situation and surrounding environment.
  - This week, begin to notice changes in Isabel's character and perspective. How is she still the same as the character we met in the beginning of the book? How is she beginning to change, and why?
- In Chapter 20, notice how strangely Madam Lockton is behaving. Make inferences about why she may be acting this way at this moment in the story.

#### II. Analyzing Symbolism and Figurative Language

- A symbol is an object, place, or person that stands for something deeper. Authors often use symbols to communicate a theme.
  - Conduct a close reading of pages 81-84. Using details from the passage and knowledge about lives of slaves during this time, analyze the meaning of the following symbols:
    - *What might the water pump symbolize to slaves?*
    - *Who or what might Grandfather symbolize to slaves?*
    - *What might the book Robinson Crusoe symbolize to Isabel?*
    - *What do the "mystery seeds" symbolize to Isabel? What might seeds symbolize in general?*
- Authors use similes and metaphors to compare two seemingly unlike things that are similar in at least one important way. Sometimes this type of figurative language represents, or symbolizes, an important character or idea. They can also convey important themes.
  - See the "Interpreting Figurative Language" resources in Appendix B for examples and TDQs.

**Anchor Text:**  
*Chains* Ch. 12-20  
(Pages 75-129)

#### Supplemental Texts (Appendix B)

- "New Freedoms of Afghan Women Under Threat" (1020L, 830L, 710L)

#### Supplemental Resources (Appendix D)

- Ch. 12: Compare Lady Seymour and Madam Lockton handout
- Interpreting Figurative Language: Examples and TDQs (Chapter 14)
- "Freedoms of Afghan Women" Questions

- Based on the language of the standards, the more rigorous goal for students is for them to interpret the meaning and significance of figurative language, rather than simply identifying examples of it. To scaffold students to reach this higher level, it's okay to identify examples for them at first to isolate the practice interpreting their deeper meaning.
- In addition to reading and writing about this week's supplemental text, students should also engage in collaborative discussions about the content and connections they're making.
- Since the NewsELA articles are available in multiple levels, match students to the level that most closely meets his/her reading needs. These

## Unit 6.4: Analyze Across Genres (*Chains*)

### III. How can we connect and compare the presentation of ideas across texts and genres? Why is this a valuable process?

- Compare themes and big ideas across *Chains* and current events news articles. One example is listed here but if time permits, include additional related current events articles from NewsELA or another news source.
  - Read the leveled NewsELA article: “New Freedoms of Afghan Women Under Threat.” What themes and big ideas run throughout both *Chains* and the news article? How is the way the authors convey those ideas similar and different?

articles can be read and analyzed independently, so you can assign one or more of them for IP or homework for additional practice.

- Provide sentence starters and/or outlines to support ELLs and other students with how to cite evidence from multiple texts when writing in response to reading.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Week 4:

RL.3  
RL.5  
RL.6  
RL.9

#### I. Analyzing Text Structure: Foreshadowing

- Foreshadowing is when an author gives readers hints or clues about what's going to happen in the future. Authors include foreshadowing as a way to keep readers engaged, make the story's events seem plausible/realistic, and to build suspense.
  - After reading chapter 21, revisit the last sentence of chapter 20. How did this sentence foreshadow later events?
  - Use the two close reading passages and TDQs in Appendix D to support students in identifying and analyzing foreshadowing in Chapter 21, including Isabel's dream and the primary source quote.

#### II. Determining and Comparing Two Points of View

- (*Chains*) Infer Lady Seymour's opinion about slavery and analyze how it contrasts with Madam Lockton's. Analyze how the author developed both perspectives through their interactions with Isabel.
  - While reading Chapters 22-24, students should collect evidence about how each character treats Isabel in order to draw conclusions about their perspectives on slavery. Revisit Chapter 12 for additional context and evidence, and see Appendix D for guiding student materials.
  - How does a comparison of their perspectives reveal one of Laurie Halse Anderson's themes?
- (*Poetry Connection*) Read the two poems listed in Appendix B. Both Langston Hughes and Walt Whitman write about America and the experience of being American, but their perspectives and tones are very different. Read each poem to determine each poet's point of view about the topic, and then compare the poems by making a claim about which poem Isabel would relate to. See the corresponding materials (also in Appendix B) for planning ideas.

(Continued on next page)

#### Anchor Text:

*Chains* Ch. 21-30  
(Pages 130-190)

#### Supplemental Texts (Appendix B)

- Poem: "I, Too, Sing America" by Langston Hughes
- Poem: "I Hear America Singing" by Walt Whitman

#### Supplemental Resources (Appendix D)

- Ch. 21 Foreshadowing Close Readings and TDQs
- Seymour/Lockton Comparing POV
- Chapter 26 TDQs
- "Impact" Evidence Collectors and Discussion Questions
- Ch. 29-30 TDQs

- The text-dependent questions listed in Appendix D are for reference and as an additional support for planning. Alone, they will not necessarily meet the goals of all of the teaching points listed in the weekly overview – feel free to adapt these as needed.
- This week's foreshadowing lesson is based around Chapter 21; however there are countless other examples throughout the book of this device. Consider posting an anchor chart where you and students can record examples you notice, although it's not another formal "teaching point."
- When you compare Lady Seymour with Madam Lockton, share with students that characters are often devices authors use to convey

## Unit 6.4: Analyze Across Genres (*Chains*)

### III. How do specific moments and turning points in the story's plot impact Isabel?

- Identify and analyze significant turning points/moments in the story's plot, including Ruth's sale and Isabel's branding. How do Isabel's behavior, thoughts, feelings, attitude, and relationships change from this point on? What evidence do you have to explain these changes?
- Analyze the impact of specific characters, settings, and events on Isabel. See Appendix D for evidence collectors and discussion questions that address the different factors influencing Isabel at this point in the story.

themes. Begin thinking about what Anderson wants us to learn from the faults and behavior of these two women.

- When tracking character changes over time, point out to students that authors rarely tell us explicitly how characters are changing. Instead, they show us behaviors and decisions that allow us to draw our own conclusions.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Week 5:

RL.3  
RL.5  
RL.9  
RI.9

#### I. Compare and contrast two portrayals of the same event: the Great Fire of September 21, 1776 (RL.6, RI.9)

- Closely read and paraphrase the two primary source excerpts from the beginning of Chapters 31 and 32. From these texts, pull out historical facts about the fire and its aftermath. How closely does Isabel's fictional account of the fire match the details from the primary sources? What similarities and differences exist?
- Build on last week's teaching points by comparing the Loyalists' point of view with the Patriots':
  - *According to the Loyalists, who started the fire, and why? According to the Patriots, who started the fire, and why?*
  - *Did the fire strengthen or weaken the British occupation of New York City? Support your claim with evidence from the texts.*
- Using the details you collected about each representation of the Great Fire, analyze its impact on the novel's characters:
  - *How did the fire and its aftermath affect the relationship between Isabel and Lady Seymour?*
  - *How did the fire impact Curzon?*

#### II. How do specific moments (turning points) in the plot cause Isabel to change?

- Continue to identify and analyze significant turning points that impact Isabel and cause her to change, including many of her interactions with Curzon once he is thrown in jail.
- Interpret the author's use of figurative language and analyze how it emphasizes the changes Isabel is going through.
  - Pay close attention to the author's repeated use of the words "ash" and "ashes" – she uses this word in both literal and figurative ways. Students should distinguish when it's used literally vs. figuratively, and interpret what the ashes might represent or reveal about Isabel.

(Continued on next page)

#### Anchor Text:

*Chains* Ch. 31-38  
(Pages 191-249)

#### Supplemental Texts (Appendix B)

- "The Great Fire" (optional)
- "Iraq's Libraries Raided by Islamic Groups" (1040L, 850L, 680L)

#### Supplemental Resources (Appendix D)

- Iraq's Libraries TDQs
- Interpreting Figurative Language: "Ashes"

- Pull in the short supplemental text about the Great Fire only if you feel your students require additional pre-teaching or background knowledge about the topic. Otherwise, dive right into chapters 31-32 and push students to form their own description of what happened that night based on text evidence.
- (Optional) *Creative Writing Connection:* Students can write their own narrative told from the first-person perspective of a person who experienced the Great Fire. In their story, they should rely on details from both primary sources and Isabel's account of the fire to shape their narrative. Students could also write a news report about the Great Fire using details from both sets of texts.



## Unit 6.4: Analyze Across Genres (*Chains*)

### III. How do themes in a historical fiction novel connect to current events? What can we learn from reading both genres together?

- Read the NewsELA leveled article called “Iraq’s Libraries Raided by Islamic Groups” in order to make connections to *Chains*. Link this supplemental text with your reading of Chapter 36, when the store’s owner gives Isabel a forbidden book. Compare and contrast how and why freedom is restricted in each text and across the two time periods. See Appendix D for TDQs.

- Although there are copies of the NewsELA articles in Appendix B, these can also be assigned to students online if you will have access to technology. Feel free to assign additional articles from NewsELA that relate to the book’s themes and allow students on-level reading practice.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Week 6

RL.2  
RI.3  
RL.9  
RI.9

#### I. How can making connections across texts and genres enhance our understanding of a historic event (the Battle of Trenton)?

- Watch the video about the Battle of Trenton ([https://www.youtube.com/watch?v=KF-Y7s\\_YIAU](https://www.youtube.com/watch?v=KF-Y7s_YIAU)) in conjunction with Chapter 39. During the video, students should take notes using the Video Analysis Questions in Appendix D.
  - Reread pages 254-255 (a fictional account of how the news of Washington's victory spread). Compare and contrast the details in the fictional portrayal with the factual details from the video. Is Anderson's representation believable?
  - Make connections between Isabel and the rebels using this quote from page 255: "The rebels had attacked instead of running. The rebels had advanced instead of retreating. The rebels had won a battle." How are they similar in terms of qualities, experiences, and goals?
- Read the primary source document in Appendix B about George Washington's courage. Using the text-dependent questions included with the resource, students should compare his actions and leadership during this excerpt with his actions/leadership during the Battle of Trenton.

#### II. What themes does Laurie Halse Anderson convey in *Chains*, and how does she develop those themes? (RL.2)

- As we reach the end of books, good readers think about its lasting, universal themes. *How can the lessons characters learned be applied to our lives? In historical fiction, how can we learn from the past to make today's world better?*
  - Encourage students to collect evidence related to one or more of the story's recurring big ideas, including but not limited to injustice, power, freedom, risk-taking, honor, etc. in order to determine themes.
  - Analyze the thematic significance of the novel's title. See Appendix D for resources on analyzing theme, including a quote analysis of times the author uses the word "chains" and other text-dependent questions.

**Anchor Text:**  
*Chains* Ch. 39-45  
(Pages 250-300)

#### Supplemental Texts (Appendix B)

- Primary Source Document: John Suddarth (w/ TDQs): Washington's Courage

#### Supplemental Resources (Appendix D)

- "Battle of Trenton" Video Analysis Questions and Isabel/Rebel Comparison
- Ch. 40 Analyzing Themes: "Chains"
- Ch. 44: Theme Analysis TDQs
- Ch. 45: Discussion Cards

- You may need to show this video multiple times for students to answer the analysis questions. Consider showing it both before and after reading Chapter 39.
- Holding a class discussion or Socratic Seminar at the end of this week will allow students to process the story's ending, share ideas about complex themes, and prepare to engage with next week's culminating task.
- *Optional Creative Writing:* Have students continue the story after its open ending, or have them re-write the ending from Curzon's point of view. Or, have students create an "alternate" piece of cover art that represents the story's central themes and explain their choices in an organized paragraph.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Week 7

RI/RL.1  
RI/RL.9  
W.1  
W.9

### I. Synthesize Knowledge by Completing Performance Tasks

- Take the MCLASS End of Unit Assessment online to practice applying skills and standards addressed in this unit to cold passages and a variety of question types.
- Complete the unit's culminating writing task (see below). Student handouts, planning sheets, and rubrics are available in Appendix C. Students should have at least 2-3 days in class to work on this project.

Culminating Prompt: The philosopher Rousseau once said,

***"Man is born free, and everywhere he is in chains."***

- Part 1: Paraphrase
  - What does Rousseau mean? Explain the meaning of his quote in your own words. Create an original illustration that conveys the meaning of the Rousseau's quote.
- Part 2: Connect
  - What examples throughout history and today best illustrate Rousseau's message?
    - Example 1: (from *Chains*)
    - Example 2: (from a supplemental text of your choice)
    - Example 3: (from another supplemental text of your choice)
- Part 3: Synthesize and Apply
  - What does it take in order for people who are "chained" to break free? Support your claim with evidence from *Chains* and at least one additional text.

*\*Note: Parts 1 and two are short answer/informal responses. The rubric should be used only to evaluate student responses to Part 3.*

### Anchor Text:

*Students will use the anchor text for evidence collection this week.*

### Performance Tasks (Appendix C)

- MCLASS End of Unit Assessment
- MCLASS Teacher Rationale Document
- Culminating Writing Task

- Since the anchor text is so long, provide a "bank" of pages or chapters students can choose from when collecting evidence from *Chains* for their written task. Encourage students to use their class notes and reading handouts from across the unit to help them narrow down the strongest example(s) and evidence about how people "break free" from their chains.
- Any of this unit's supplemental texts can apply to this prompt, particularly the NewsELA articles and the background articles about slavery. As an extension, students can also select their own articles or examples if you're able to support additional research within the classroom.

## Unit 6.4: Analyze Across Genres (*Chains*)

### Appendix A: Unpacked Standards Guide

Source: Public Schools of North Carolina NCDPI Collaborative Workspace

Standard	Explanation and Example
<b>RL.6.2:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>Sixth grade students learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. To do this work, teachers first guide students in evaluating recurring ideas and changes in the characters and plot over the course of the text. Students will learn to monitor and keep track of such developmental changes through the use of graphic organizers. In this way, sixth graders are able to collect and effectively organize key thematic details within a text and create unbiased summaries withholding personal opinion and judgment.</p> <ul style="list-style-type: none"> <li>• What is the theme of the text? Cite evidence to support your identification of the theme.</li> <li>• Give an example of how the theme is developed in the text. Which details best support the theme?</li> <li>• How does the development of character/setting/plot contribute to the theme or central idea?</li> <li>• What lesson does the character learn? How does this relate to a theme?</li> <li>• How does the author use the way ____ responds to his/her situation to develop a theme?</li> <li>• Write an objective summary of the scene/story.</li> </ul>
<b>RL.6.3:</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>Sixth grade students will observe &amp; analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. In order to do this work, students may use graphic organizers to determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. By doing this, students have a broad overview of all characters and corresponding plot developments, prompting students to further examine why such change occurs and at the same time, they observe how these changes add to the overall momentum of the story. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.</p> <ul style="list-style-type: none"> <li>• Describe how a character evolves or changes in response to events.</li> <li>• How does the story's setting impact what happens in the plot?</li> <li>• How do the character's feelings about ____ change throughout the story?</li> <li>• What do we learn about character X when he/she _____?</li> <li>• How does character X respond to the challenge presented by _____?</li> <li>• What internal conflict is character X battling during _____?</li> <li>• What can you infer about ____ from ____?</li> <li>• The character's reactions in paragraph ____ tell the reader that ____.</li> <li>• In what ways does the character change?</li> <li>• What does the character realize at the end of the story, and why?</li> </ul>

## Unit 6.4: Analyze Across Genres (*Chains*)

**RL.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

As students read texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. To do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Students should begin to understand what impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone. Mini-lessons on figurative language assist sixth graders as they apply this skill during independent reading.

- What does the word/phrase \_\_\_\_ mean in the context of the story?
- What feeling or emotion is associated with the word \_\_\_\_ in this context?
- How did the author use word choice to impact meaning?
- Which words reveal the character's feelings or traits?
- What is the meaning of the figurative language \_\_\_\_? What does it convey or emphasize about \_\_\_\_?
- What/who does the narrator compare \_\_\_\_ to? What characteristics do they share?
- What does the narrator mean when he/she says \_\_\_\_?
- What do the words \_\_\_\_ and \_\_\_\_ tell you about the story's tone and the speaker's attitude?
- What do you think the character/author means by saying \_\_\_\_? How does the author's choice of words affect our understanding of the text?
- What two things are being compared in the metaphor, \_\_\_\_? What does the comparison convey about \_\_\_\_?
- What is the connotation of the words \_\_\_\_? How does this connotation impact the story's tone?
- What does the word/phrase/description \_\_\_\_ make you think about the character?

## Unit 6.4: Analyze Across Genres (*Chains*)

**RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.

Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/style would change if the narrator's point-of-view shifted to an alternate point- of-view. For example, students could reflect upon a particularly personal, introspective scene described in first-person point of view and wonder: *"Would this scene evoke the same reaction in the reader if told from 3<sup>rd</sup> person point of view? How does 1<sup>st</sup> person allow one to peer more deeply into a character's psyche than perhaps other viewpoints?" How does the author's word choice help develop the narrator or speaker's point of view?"*

- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- Who is the narrator? How would you describe the narrator's perspective on \_\_\_\_\_?
- From whose point of view is the story told?
- What is the narrator's point of view about \_\_\_\_\_?
- How might our understanding of the scene/story be different if another character told the story?
- How does \_\_\_\_\_'s point of view of \_\_\_\_\_ change throughout the story?
- How does telling the story from \_\_\_\_\_'s point of view affect what the reader learns about characters and events?
- What is the most likely reason the author decided to tell the story from Mike's point of view? Was it effective? Why or why not? Use examples from the text to support your claim.

**RL.9:** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Sixth grade students will compare and contrast texts across various genres on the same theme or topic. Teachers can create text sets organized around a theme, topic, or line of inquiry to expose students to information from multiple sources. Teachers may integrate a variety of audio and/or visual materials based upon the text to appeal to students' senses, for example, in a particular unit, students may read sections of a novel on a topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they *see and hear* to what they *listen to and watch*.

Sixth grade students should be able to compare and contrast texts of different genres that share similar themes. Students need to read each text closely and analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer. Students may also choose to investigate the authors' dissimilar backgrounds that inspire such works/themes and compare/contrast how each author infuses their philosophy and persona into their work.



## Unit 6.4: Analyze Across Genres (*Chains*)

**RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Sixth grade students will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details. Teachers may guide students (as they use organizers and other tools) and lead them to analyze how individual events or ideas are introduced and elaborated upon in a text. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.

**RI.6.9:** Compare and contrast one author's presentation of events with that of another.

Students at this level compare and contrast two authors' presentations of similar events. For example, students may read a person's memoir in conjunction with the same person's biography. In this way, students are able to view the similarities and differences of how information is presented, depending on the lens through which it is being portrayed. By doing this, students are able to make text-to-text connections across different authors' perspectives and explore these implications.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task. In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research. They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a *works cited* page detailing all sources used in proper format.

Sixth grade students are able to draw from texts, either literary or informational to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces -- reflective, analytical or both. By the same token, students must be able to evaluate the validity of the key details that support claims within informational pieces.