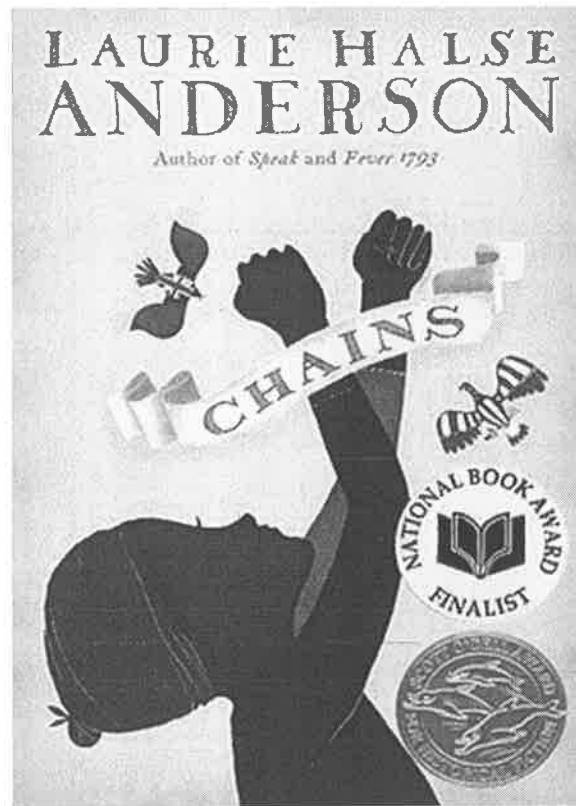


# EVCS SUMMER WORK

## INCOMING 7<sup>TH</sup> GRADE CLASS



YOUR ASSIGNED BOOK FOR THIS SUMMER IS *CHAINS*.

YOU WILL NEED TO COMPLETE YOUR READING AND READING GUIDE (ATTACHED) BY **FRIDAY, SEPTEMBER 7<sup>TH</sup>**.

MAKE SURE THAT YOU READ ALL OF THE DIRECTIONS IN YOUR READING GUIDE.

YOU WILL NEED TO COMPLETE YOUR FINAL PROJECT BY **FRIDAY, SEPTEMBER 14<sup>TH</sup>**. THERE WILL BE TIME DURING ELA FOR YOU TO WORK ON THIS.

CONTACT MS. BURKE AT [SBURKE@ELMWOODVILLAGESCHOOL.ORG](mailto:SBURKE@ELMWOODVILLAGESCHOOL.ORG) WITH ANY QUESTIONS. THANK YOU!

# Read this first!

## Historical Background to *Chains*

### Slaves Arrive in America

The first black Africans arrived in Virginia in 1619. They were treated as indentured servants, people who came to America under contract to work for an employer for a period of years. About a decade later, the first African slaves arrived in New Amsterdam (current-day New York City). By the end of the 17th century, every colony had slaves. On the eve of the American Revolution, about 1 in 5 colonists was a slave — around 500,000 people. Most black Africans were enslaved in the southern colonies, but there were slaves all over the colonies, including big cities like Boston and New York.

### International War Breaks Out

By 1750, the British, French, and Spanish all held claims to various parts of North America. In 1754, the French built a fort in the disputed Ohio Valley, leading to an attack on the French fort by a colonial militia led by a young George Washington. The attack sparked a war which became known as the **French and Indian War**. While the British sent thousands of troops to the colonies to lead the war effort, France relied on its Indian allies. The war finally ended in 1763 with France ceding all of Canada to Britain. As a result, Britain became the dominant colonial power in Eastern North America, and the American colonists were able to settle in new parts.

### Colonists are Taxed

Despite its victory, the war left Britain in great debt. To pay it off, the British government issued a **Stamp**

**Act** in 1765, forcing colonists to buy a stamp for every piece of paper they used. Most colonists were furious! For decades, they had made their own laws and now a Parliament hundreds of miles away was taxing them. Newspapers mocked the Act, and many protested by refusing to buy the stamps. The Stamp Act was repealed several months later, but not before the seeds of anti-British sentiment had begun to spread throughout the colonies.

In 1767, the British Parliament further angered the colonists. Intent on raising money to keep British troops in America, the Parliament issued the **Townsend Acts**. These acts taxed American colonists on common items like tea, clothes, and lead. In response, groups of colonists organized a boycott of British goods. In 1770, the British Parliament repealed all of the Townsend Acts except the tax on tea.

### Shots Are Fired

By the spring of 1770, tension in Boston between the colonists and British soldiers was high. On March 5, a mob of colonists surrounded a British sentry. Soon after, British soldiers fired into the crowd killing 5 Bostonians. The “Boston Massacre” as the event became known, stirred up passion throughout the colonies. Some called for the British troops to leave the colonies for good and to allow the colonies to be free of British rule — this group became known as **Patriots**. Others remained loyal to the British King — these colonists were known as **Loyalists** and they hoped that the colonies would remain under British rule.

## Historical Background to *Chains*

### Tea is Dumped

The colonist boycott of British goods, especially that of tea, had greatly diminished the profits of the British East India Company. By 1773, the company needed to sell millions of pounds of its tea or go broke. In an attempt to rescue the company, the British government actually lowered the cost of tea so that colonists would buy it. Soon the company gained complete control over the tea trade in the colonies.

Patriot leaders in Boston, known as the Sons of Liberty, were enraged that the British company had gained a monopoly off the drinking habits of the colonists. And so, on December 16, 1773, they dumped about 90,000 pounds of tea into the Boston Harbor. This event became known as the **Boston Tea Party**. When news of the event reached Britain, Parliament reacted with a new set of laws, so harsh that they were termed "**the Intolerable Acts**".

### Colonists Begin to Organize

In September 1774, Patriots and Loyalists leaders from twelve colonies convened at the **First Continental Congress**. They agreed to send a letter to the British King George asking for a repeal of the Intolerable Acts. They also decided to initiate a peaceful boycott of British goods and to meet again in May.

Throughout the winter and spring of 1774-75, leaders urged colonists to continue to boycott British goods. They also organized local militias where volunteers (called Minutemen) trained to be ready to fight in case of a rebellion.

### Onward to Lexington and Concord

On April 19, 1775, two Patriot spies, Paul Revere and William Dawes, learned that British troops were going

to march to Concord, Massachusetts, to destroy a purported stash of colonist military supplies. Revere and Dawes rode through the night warning villagers of the upcoming British attack. Fighting broke out at sunrise in Lexington and soon eight colonial soldiers were dead. When the British arrived in Concord, however, the local militia was waiting; after the first British shots rang out, Minutemen surrounded the British and forced them to retreat back to Boston. Despite their losses, colonists saw the British retreat as a victory and as proof that colonists were willing to fight for their freedom.

### The American Revolution Begins

In May 1775, colonial leaders met again in Philadelphia during the Second Continental Congress. There they chose George Washington to lead the Continental Army against the British. They also set about managing the war effort and writing the Declaration of Independence.

In January 1776 Patriot Thomas Paine published a pamphlet called **Common Sense**. In it, Paine called on colonists to overthrow its British tyrants and to become independent. Over 120,000 copies were distributed throughout the colonies and Paine's words persuaded many to support the Patriot cause.

Despite Washington's ragtag army, the Continental Army had some early successes, including pushing the British out of Boston in March 1776. Washington then moved his army south anticipating a British naval attack on New York City.

By May 1776, New York residents felt an attack by the British was imminent.

Directions: Answer the questions below after you finish reading each chapter set.

### CHAPTERS I – V (PAGES 3 THROUGH 35)

1. What dates do the first five chapters span?
2. In which colony does the story begin? To what city do Isabel and Ruth travel?
3. Why do you think the setting will play an important role in the story?
4. Why might the author choose to write this book from first person point of view? How does this affect the rest of the story?
5. Look at the **primary source** (first-hand information that was created at the time of an event) at the beginning of chapter 1. It says, “Youth is the seed time of good habits, as well in nations as in individuals” (p. 3). This was written in a pamphlet called *Common Sense*. It was published in 1776 and urged American colonists to declare freedom from their British rulers. According to its author, Thomas Paine, what is the purpose of youth?

### CHAPTERS VI – X (PAGES 36 THROUGH 67)

6. What do you know about Ruth so far?
7. How does Isabel feel about Ruth? Choose one quote from these chapters to support your response.
8. Describe Curzon. What is he fighting for?
9. Reread the primary source on page 26. What is Patrick M’Roberts point of view on slavery in New York?
10. Reread the primary source on page 62. What is Colonel Knox’s point of view on New Yorkers? Do you think Isabel would agree with Knox? Why or why not? Do you think the author would agree with him?

## CHAPTERS XI- XVI (PAGES 68 THROUGH 104)

11. What does *liberty* mean to the following characters?

- Elihu Lockton:
  
- Curzon:
  
- Isabel:

12. A **symbol** is something (an object, place, or person) that stands for something else. Authors often use symbols to communicate a deeper meaning. Reread pages 81 through 84.

- 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?

## CHAPTERS XVII - XXV (PAGES 105 THROUGH 161)

13. As readers, we know the historical outcome of the American Revolution, specifically that the Patriots eventually win the war and that slavery continues. How does our point of view as readers add to the suspense?

14. Why does the author include the primary source on page 123? How does it strengthen the chapter?

15. Isabel has a dream on page 130 that involves Ruth. What is the author foreshadowing, or hinting at?

16. These chapters show the different ways that Madam Anne and Lady Seymour view slavery and therefore treat Isabel. Explain these differences in the table below.

Madam Anne	Lady Seymour

## CHAPTERS XXVI – XXX (PAGES 162 THROUGH 190)

17. Reread the excerpt below.

“The woman in the yellow head cloth worked the pump for Grandfather. ‘The British promise freedom to slaves but won’t give it to the white rebels,’ she said as she pushed the handle up and down. ‘The rebels want to take freedom, but they won’t share it with us’” (p. 166).

How does this argument stick in Isabel’s mind? How might it shape her actions in the future?

18. Reread the excerpt below.

“He would not look at me. Didn’t say a word, neither. He simply carried the buckets to the Locktons’ gate for me, then walked away” (p. 168).

What does this reveal about Curzon’s character? How does this action begin to shape Isabel’s feelings for Curzon? Use details from the text to support your answer.

19. Reread the excerpt below.

“Everything that stands between you and freedom is the river Jordan... Look hard for your river Jordan, my child. You’ll find it” (p. 167).

The river Jordan refers to an actual river between current day Israel and Jordan. This river referred to in the Old Testament of the Bible as the river that the enslaved Israelites had to cross to become free. What do you think Grandfather means here? Is he speaking literally or figuratively?

## CHAPTERS XXXI - XXXV (PAGES 191 THROUGH 223)

20. The *Great Fire* of September 21, 1776, devastated New York City. Reread the primary source excerpts and Isabel's account of the fire on pages 191 and pages 196.

- According to the Loyalists, who started the fire and why? According to the Patriots, who started the fire and why?
- Explain whether the fire strengthened or weakened the British occupation of New York City.
- How did the fire and its aftermath affect the relationship between Isabel and Lady Seymour?
- How did the fire impact Curzon?

21. Despite incredible hardships, Isabel continues to grow and change. Reread pages 213-214. Give one adjective to describe Isabel in these pages. Use details from the text to support your answer.

## CHAPTERS XXXVI – XL (PAGES 224 THROUGH 262)

22. Think about Lady Seymour in these chapters.

- Where is she? What is her current health like?
- Describe her feelings towards Isabel. Why did she warn her about returning to prison and why she sent her to the bookstore (p. 229)? What did she want to tell Isabel on page 261 about wanting to buy her?
- What is her position on the war? What side does she support? How do you know?
- What do you think her hopes are for Isabel's future? What do you think are her hopes for the nation's future?

23. The word "chains" appears several times in the novel. On pages 246 and 247, Isabel ponders:

A thought surfaced through my ashes.

*She cannot chain my soul.*

Yes, she could hurt me. She'd already done so. But what was one more beating? A flogging, even? I would bleed, or not. Scar, or not. Live, or not. But she could no longer harm Ruth, and she could not hurt my soul, not unless I gave it to her.

- How does Isabel feel after she comes to the realization that Madame cannot chain her soul (p. 248)? How does Isabel change?
- Why do you think that the author titled the book *Chains*? Do you think it is the best title for the book? Explain.



**CHAPTERS XLI – XLV (PAGES 263 THROUGH 300 – THE END OF THE BOOK)**

24. Isabel is a character that has changed from the beginning of the story to the end of the book. Choose 4 events that were important to this change. Fill in the chart below by including the date, the event, and a few sentences that describe how the event affected Isabel's character.

Date	Description of Event	Explanation of How the Event Affected Isabel's Character

25. The primary sources throughout *Chains* give us more background about the history taking place and how this history contributes to Isabel's story. Look at the four examples below. For each, explain why the author chose it for that specific chapter and why you think it's important to the overall story.

Chapter (Page)	Primary Source Quote	Why I Think the Author Chose to Include This Quote	Why I Think this Quote is Important to the Story
XXI (130)	<p>“To be sold at the office of William Tongue, Broker, at the house of the late Mr. Waldron near the exchange (lower end of Broad Street) the following goods and merchandise, viz.:</p> <p>One Negro wench, 22 years old, has had Smallpox, is a useful domestic, price 80 £...</p> <p>One Negro boy, 16 years old, price 90 £... One Negro wench, 30 years old, with or without her son 5 years old price 60 or 80 £.”</p> <p>Advertisement in the <i>New York Gazette and Weekly Mercury</i> newspaper</p>		
XXIV (149)	<p>“The time is now near at hand which must probably determine, whether Americans are to be, Freemen, or Slaves;... The fate of unborn Millions will now depend, under God, on the Courage and Conduct of this army... We have therefore to resolve to conquer or die.”</p> <p>Message issued to Continental troops from New York military headquarters, July 1776</p>		

Chapter (Page)	Primary Source Quote	Why I Think the Author Chose to Include This Quote	Why I Think this Quote is Important to the Story
XXXI (191)	<p>“The Fire raged with Inconceived Violence and in its destructive Progress swept away all the Buildings between Broad Street and the North River... several Women and Children perished in the Fire; their shrieks joined to the roaring of the Flames. The Crash of falling Houses, and the widespread Ruin which everywhere appeared, formed a Scene of Horror great beyond Description and which was still heightened by the Darkness of the Night.”</p> <p><i>New York Mercury</i> newspaper</p>		
XXXVII (232)	<p>“The distress of the prisoners cannot be communicated in words. Twenty or thirty die every day; they lie in heaps unburied; what numbers of my countrymen have died by cold and hunger, perished for want of the common necessaries of life! I have seen it! This, sir, is the boasted British clemency!”</p> <p>Letter written from New York describing prisoners captured at Fort Washington</p>		
XLII (270)	<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Right, that among these are Life, Liberty and the pursuit of Happiness.”</p> <p>Declaration of Independence of the United States of America</p>		

26. At the end of the book, it is January, 1777. Isabel and Curzon are free slaves in New Jersey. The American Revolutionary War rages on and doesn't end until 1783. What challenges do you think Isabel and Curzon will face? Think about short-term and long-term challenges. Use **SIDD** (sentence starter, inference, detail, detail) to answer this question.

27. Think about what you may already know about American History. Between Isabel's story and present day, many significant things have happened. America became an independent country, free from British rule. Slavery was abolished. Racism and prejudice continued, though, due to Jim Crow Laws and segregation. Considering our nation's history, have Isabel and Curzon been freed from their chains? Explain your answer. Use **SIDD** (sentence starter, inference, detail, detail) to answer this question.