

Grade 6: Unit 3

Chains: Whole Class Novel Seminars

Seminar 1: Whole Class Novel

What Does Success Look Like?

Scholars envision the characters and setting Laurie Halse Anderson introduces. They understand the dilemma Isabel faces following the death of her former mistress.

Seminar 1:

***Chains*: Chapters I–III (pages 3–14)**

Do Now — 10 minutes

- Scholars revise their Exit Tickets from yesterday’s seminar based on the feedback you gave them.

Launch — 2 minutes

- Tell scholars that today, they will begin reading *Chains*, a moving novel about a slave’s struggle for freedom during the American Revolution. As they listen to the novel’s opening pages, they should envision the setting and characters Laurie Halse Anderson introduces.

Read and Discuss 1 — 20 minutes

Read:

- **Play Audiobook (Part 1, 00:29–07:25):** Chapter I, pages 3–7

Discuss:

- Scholars discuss the following question in pairs: What does Chapter I reveal about the setting? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What do we learn about Isabel's circumstances from Mr. Robert's order, "Go pray for her that owned you girl"? (page 7).

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapters II–III, pages 8–14

Discuss:

- Scholars discuss the following question in pairs: What is Isabel's dilemma after Miss Mary Finch dies? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Isabel mean when she says she could not even "mewl like a kitten"? (page 12).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on Chapters I–III, why is *Chains* an appropriate title for this novel? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 2: Whole Class Novel

What Does Success Look Like?

Scholars analyze why Isabel's circumstances take a turn for the worse in the tavern. They describe Isabel's emotions when she and Ruth leave Rhode Island by force.

Seminar 2:

***Chains*: Chapters III–IV (pages 14–25)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading by telling that today, they will journey to colonial New York alongside Isabel.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter III, pages 14–19

Discuss:

- Scholars discuss the following question in pairs: How does Anderson characterize Jenny? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why can't Jenny help Isabel?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter V, pages 19–25

Discuss:

- Scholars discuss the following question in pairs: What does the journey aboard the *Hartshorn* reveal about the treatment of slaves in 1776? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: At the end of Chapter IV, Isabel thinks, "That's where Momma was now, wailing at the water's edge, while her girls were pulled out of sight under white sails that cracked in the wind" (page 25). What mood do these lines convey?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why does Isabel compare "the thudding sound" of Mr. Robert's coins to "clods of dirt raining down on a fresh coffin"? (page 23) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Chains*, Chapters V–VII (pages 26–47).

Seminar 3: Whole Class Novel

What Does Success Look Like?

Scholars characterize Master and Madam Lockton and understand Isabel and Ruth's precarious situation as the Locktons' slaves. They evaluate how Isabel's desire to protect Ruth influences her actions.

Seminar 3:

***Chains*: Chapters VIII–IX (pages 48–61)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Who is Curzon and how does he think Isabel can help the Patriots? Then, build excitement for today's reading and discussion.

Read and Discuss 1 — 15 minutes

Read:

- **Play Audiobook (Part 8, 00:00–06:57):** Chapter VIII, pages 48–52

Discuss:

- Scholars discuss the following questions in pairs: Why does Becky tell Isabel about Madam Lockton's former slave? (page 51). What might this conversation foreshadow? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Isabel "lay awake every night...recalling the dangerous offer made by the boy in the floppy red hat"? (page 52).

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter IX, pages 53–61

Discuss:

- Scholars discuss the following question in pairs: Why have the men in Lockton's library gathered together? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: At the end of Chapter IX, Isabel tells us, "By the time the men rose to leave, I knew what I had to do" (page 61). What does Isabel feel compelled to do and why?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why does Isabel compare her life in New York to a knot? (page 49) Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 4: Whole Class Novel

What Does Success Look Like?

Scholars explain Isabel's motives for spying on the Locktons. They understand how Isabel's desire to protect Ruth drives the plot and overpowers her fear.

Seminar 4:

***Chains:* Chapters X–XII (pages 62–78)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading by telling scholars that they will see Isabel take a major risk in her quest to secure freedom for herself and Ruth.

Read and Discuss 1 — 15 minutes

Read:

- **Play Audiobook (Part 10, 00:00–10:11):** Chapter X, pages 62–67

Discuss:

- Scholars discuss the following question in pairs: On page 63, Isabel says that Mr. Robert took "almost everything." What does Isabel still have that she values? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: Why does Isabel ignore her fear and seek out Curzon?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapters XI–XII, pages 68–78

Discuss:

- Scholars discuss the following question in pairs: Why do the soldiers enter the Locktons' house? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Anderson show that Master Lockton knows the money is not in the chest?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Isabel's relationship with Ruth influence her actions? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Chains*, Chapters XII–XV (pages 79–96).

Seminar 5: Whole Class Novel

What Does Success Look Like?

Scholars understand Isabel's plan to flee New York. Scholars also analyze the power dynamic between Master and Madam Lockton.

Seminar 5:

***Chains*: Chapters XVI–XVII (pages 97–110)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How do Mr. Lockton and his friends plan to defeat the Patriots? Then, build excitement for today's reading and discussion.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapters XVI, pages 97–104

Discuss:

- Scholars discuss the following question in pairs: How does Isabel plan “to flee the city”? (page 97). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What can readers infer from Colonel Regan’s response to Isabel’s request on page 104?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XVII, pages 105–110

Discuss:

- Scholars discuss the following question in pairs: What does Master Lockton’s decision to flee New York reveal about his character? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Anderson characterize the relationship between Master and Madam Lockton?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How is the relationship between Master and Madam Lockton similar to the relationship between Isabel and Madam Lockton? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 6: Whole Class Novel

What Does Success Look Like?

Scholars recognize shifts in the political environment as the British army arrives in New York. They analyze how danger mounts within the Lockton household and Isabel navigates her search for freedom.

Seminar 6:

Chains: Chapters XVIII–XX (pages 111–126)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading and discussion by telling scholars that today, they will read about the arrival of British troops in New York.

Read and Discuss 1 — 15 minutes

Read:

- **Play Audiobook (Part 18, 00:00–08:50):** Chapter XVIII, pages 111–116

Discuss:

- Scholars discuss the following question in pairs: How are Curzon’s beliefs different from Isabel’s? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the public hanging reveal about the divide between Loyalists and Patriots?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapters XIX–XX, pages 117–126

Discuss:

- Scholars discuss the following question in pairs: How does Ruth’s illness move the plot forward? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Isabel describes the ruined statue: “I picked up a silver piece of lead that lay in the street. It was fringed with gilt; my own piece of majesty. *Tyrants beware*, I thought as I put it in my pocket” (page 126). What do these lines tell readers about Isabel?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does the arrival of British troops in New York impact Isabel? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Chains*, Chapters XX–XXI (pages 126–140).

Seminar 7: Whole Class Novel

What Does Success Look Like?

Scholars analyze how the trauma Isabel suffers impacts her emotional state. They recognize the craft and structure choices Anderson makes to convey Isabel's despair.

Seminar 7:

***Chains*: Chapters XXII–XXIV (pages 141–153)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How is Isabel “fighting for liberty” in Chapters XX–XXI (page 137). Then, build excitement for today's reading and discussion.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapters XXII–XXIII, pages 141–148

Discuss:

- Scholars discuss the following question in pairs: At Isabel's trial, the lawyer says, “We are a state, now. Independence and all that.” Why is this statement ironic? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What mood does Anderson create in Chapter XXIII?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XXIV, pages 149–153

Discuss:

- Scholars discuss the following question in pairs: What does the “hive of bees” inside Isabel's head symbolize? (page 150). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Isabel's reaction to adversity in Chapters XXII–XXIV compare to her reactions to challenges earlier in the novel?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does the trauma Isabel suffers in Chapters XXII–XXIV impact her emotional state? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 8: Whole Class Novel

What Does Success Look Like?

Scholars analyze Isabel’s feelings of betrayal and despair. They evaluate the various perspectives on freedom that Isabel encounters.

Seminar 8:

Chains: Chapters XXV–XXVII (pages 157–171)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading and discussion by telling scholars that today’s chapters will reveal how Isabel grapples with others’ perspectives on freedom.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapters XXV, pages 157–161

Discuss:

- Scholars discuss the following question in pairs: Why did Isabel “want to spit in the dust” whenever she “heard the words ‘liberty’ or ‘freedom’”? (page 158). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Isabel tell Curzon, “I’ll never talk to you again”? (page 161).

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XXVI–XXVII, pages 162–171

Discuss:

- Scholars discuss the following question in pairs: What does the slaves’ conversation at the Tea Water Pump reveal about different perspectives on freedom? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: What is Grandfather’s point of view on freedom?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What does Grandfather mean when he tells Isabel, “Look hard for your river Jordan”? (page 167) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Chains*, Chapters XXVIII–XXX (pages 172–190).

Seminar 9: Whole Class Novel

What Does Success Look Like?

Scholars analyze the fire’s role in the plot and Anderson’s use of fire-related imagery throughout these chapters. Scholars understand how the fire impacts Isabel’s relationship with Lady Seymour.

Seminar 9:

***Chains*: Chapters XXXI–XXXIII (pages 191–205)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars explain Isabel’s statement, “I was chained between two nations” (page 182). What leads Isabel to say this? Then, build excitement for today’s reading and discussion.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapters XXXI–XXXII, pages 191–199

Discuss:

- Scholars discuss the following question in pairs: How does the fire help drive the plot? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Isabel compare the burned-over district to her insides on page 198?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XXXIII, pages 200–205

Discuss:

- Scholars discuss the following question in pairs: How does the image of ashes on pages 200–201 contribute to this chapter's tone? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does the fire impact Isabel's relationship with Lady Seymour?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why did Anderson choose to include the fire in the plot? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 10: Whole Class Novel

What Does Success Look Like?

Scholars analyze Anderson's message about loyalty based on Isabel's visit to the jail. They understand how Anderson uses figurative language to convey characters' traits and emotions.

Seminar 10:

***Chains*: Chapters XXXIV–XXXV (pages 206–219)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars that they will read about a risk Isabel takes for Curzon.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter XXXIV, pages 206–214

Discuss:

- Scholars discuss the following questions in pairs: Why does Anderson go into great detail about Madam Lockton's beauty routine? What is Anderson's tone in her description? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Anderson use foreshadowing in Chapter XXXIV?

Read and Discuss 2 — 15 minutes**Independent Reading (10 minutes):**

- Chapter XXXV, pages 215–219 (stop at page break)

Discuss:

- Scholars discuss the following question in pairs: Why does Isabel feel conflicted about visiting Curzon in jail? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Isabel ultimately decide to visit Curzon, despite her internal conflict?

Exit Ticket — 8 minutes**Write an essay of no more than 200 words:**

- What is Anderson's message about loyalty in Chapter XXXV? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Chains*, Chapters XXXV–XXXVII (pages 219–234).

Seminar 11: Whole Class Novel

What Does Success Look Like?

Scholars understand the risk Isabel assumes in order to protect Curzon. They understand Isabel's increasing mental freedom and renewed feelings of hope despite her enslavement.

Seminar 11:

***Chains*: Chapters XXXVII–XXXVIII (pages 234–249)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why does Isabel plan to burn the book the shopkeeper gives her? Then, build excitement for today’s reading and discussion.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter XXXVII, pages 234–241

Discuss:

- Scholars discuss the following question in pairs: Isabel tells readers, “The prison was not a place of shared hardship anymore; it was a hole of desperation” (page 237). What details does Anderson include to illustrate these terrible conditions? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why is the quotation from *Common Sense* on page 241 fitting for *Chains*?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XXXVIII, pages 242–249

Discuss:

- Scholars discuss the following question in pairs: What does Isabel mean when she tells readers that Madam Lockton “cannot chain her soul”? (page 246). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Isabel finally feel “at peace” at the end of Chapter XXXVIII? (page 249).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What gives Isabel a renewed sense of hope in Chapter XXXVIII? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 12: Whole Class Novel

What Does Success Look Like?

Scholars understand how Isabel continues to grapple with her lack of power and search for freedom. Scholars recognize the significance of the rebel victories in the war, as well as Thomas Paine’s *Common Sense*.

Seminar 12:

***Chains*: Chapters XXXIX–XL (pages 250–262)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars that they will analyze how Isabel continues to search for freedom.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (5 minutes):** Chapter XXXIX, pages 250–255

Discuss:

- Scholars discuss the following in pairs: Explain how the quotation by Samuel Tenny that opens Chapter XXXIX relates to the content of the chapter. Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What convinces Isabel to deliver the note to the men in jail despite the potential danger?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XL, pages 256–262

Discuss:

- Scholars discuss the following question in pairs: How does Isabel feel when Lady Seymour reveals that she wanted to buy her? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does *Common Sense* resonate with Isabel?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What is significant about the rebel victories in the war? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Chains*, Chapters XLI–XLII (pages 263–276).

Seminar 13: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Isabel's intelligence and inner strength help her develop a new identity and persevere in the search for freedom.

Seminar 13:

***Chains*: Chapters XLII–XLIII (pages 276–288)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How does *Common Sense* impact Isabel's thoughts on freedom? Then, build excitement for today's reading and discussion.

Read and Discuss 1 — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapters XLII–XLIII, pages 276–282

Discuss:

- Scholars discuss the following questions in pairs: How does Isabel feel about being a messenger for the Patriots? Why does she feel this way? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Anderson build suspense in Chapters XLII–XLIII?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter XLIII, pages 282–288

Discuss:

- Scholars discuss the following questions in pairs: How does Isabel escape the potato bin? What does this reveal about her character? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is Isabel's point of view on her scar in Chapter XLIII?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Isabel develop a new identity in Chapter XLIII? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 14: Whole Class Novel

What Does Success Look Like?

Scholars understand how Isabel's loyalty as a friend and her commitment to freedom inspire her to overcome fear and face grave dangers. Scholars explain how the novel ends with hope.

Seminar 14:

Chains: Chapters XLIV–XLV (pages 289–300)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars they will discover how Isabel's narrative ends. Tell scholars to pay particular attention to the tone of the conclusion.

Read and Discuss 1 — 15 minutes

Read:

- **Play Audiobook (Part 44, 00:00–10:45):** Chapter XLIV, pages 289–295

Discuss:

- Scholars discuss the following question in pairs: What does Lady Seymour think about Isabel's decision to flee? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Isabel help Curzon escape from jail?

Read and Discuss 2 — 15 minutes

Independent Reading (5 minutes):

- Chapter XLV, pages 296–300

Discuss:

- Scholars discuss the following question in pairs: What does Isabel's commitment to rescuing Curzon reveal about her understanding of loyalty? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: Why does Anderson end the novel with the words, “I think we just crossed the river Jordan”? (page 300).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What is the tone of the novel’s conclusion? Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You’ve reached the end of Literature Unit 3: *Chains*!

As a result of teaching this unit, you as the teacher have:

- Built your scholars’ passion for great literature by helping them to envision and analyze the world of *Chains*.
- Built your scholars’ ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Notice interesting language and structures used by an author and explain how these choices support big ideas in a text.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars’ successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had reading *Chains* and making connections to other texts.

Reflect on your successes and stretches, as well as those of your scholars. Look at your Fountas & Pinnell results. Have your scholars grown as readers over the last month? Between the start of the school year and midyear, your scholars should move from a Level W to a Level X. This is always a tricky jump for scholars and they can easily get stuck, making little to no growth. In order to move to a Level X, scholars must keep track of jumps in time and narration, infer the meaning of symbols, and express changes in ideas and perspectives across a text. Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get

to consistently read at home? Set a goal for moving any scholars stuck at level V or below. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!