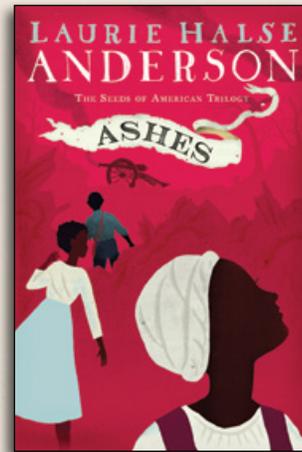
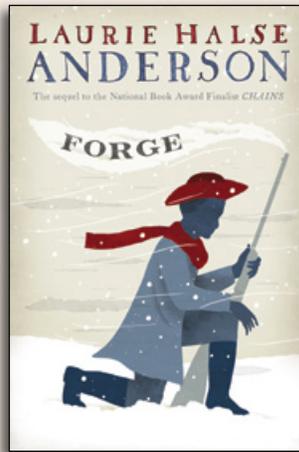
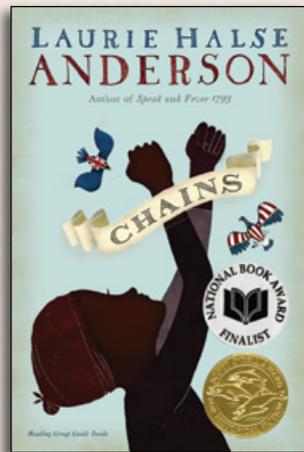
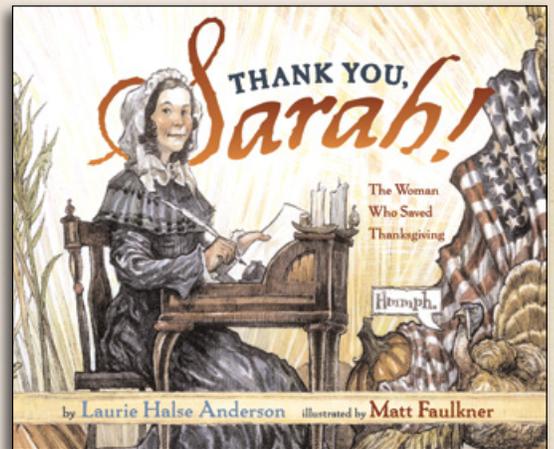
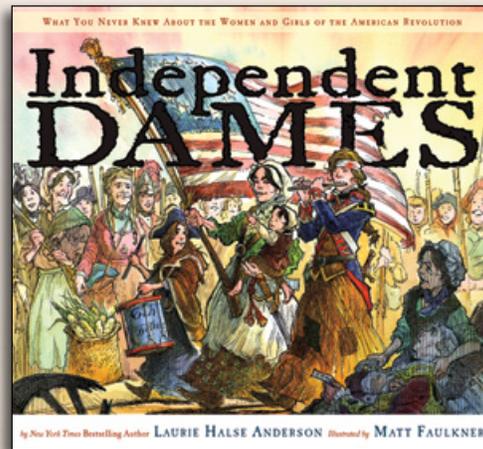
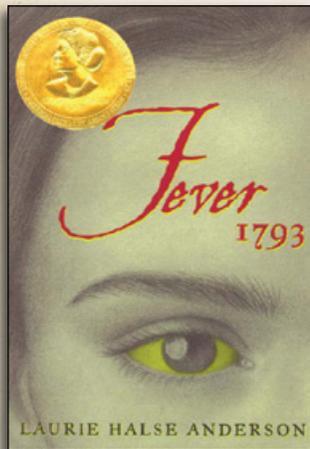


A CURRICULUM GUIDE
TO THE HISTORICAL FICTION WORKS OF
Laurie Halse Anderson



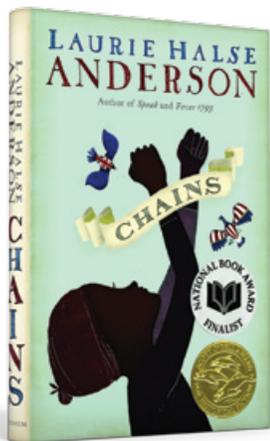
THE SEEDS OF AMERICA TRILOGY



CAITLYN DLOUHY BOOKS

SIMON & SCHUSTER
Children's Publishing





CHAINS

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

—The Declaration of Independence, July 4, 1776

ABOUT THE BOOK

As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight...for freedom. Promised this upon the death of the woman who holds them in slavery, she and her sister, Ruth, are double-crossed, and become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets Curzon, a slave with ties to the Patriots, he encourages her to spy on the Locktons, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to her sister, Isabel realizes her loyalty is available to the bidder who can provide her with freedom.

PREREADING ACTIVITY

The following activity particularly addresses the Common Core State Standards: (W.7–9.1)

The Declaration of Independence was signed on July 4, 1776. Ask students to write a short paper about the meaning of “Life, Liberty, and the pursuit of Happiness,” all rights guaranteed in this document. Allow time in class for students to share their work.

CLASSROOM DISCUSSION

The following questions contained in this section particularly address the Common Core State Standards: (RL.7–8.1, 2, 3, 4) (SL.7–8.1, 3, 4, 6) (L.7–8.1, 3)

1. Setting establishes when and where the novel takes place. How does the author use language and character to make the setting clear and believable? Explain how the quotes at the beginning of each chapter contribute to the authenticity of the setting.
2. Describe the life of slaves in the American colonies in the 1700s. Discuss the difference between a servant and a slave. How does Mary Finch’s view of slavery differ from that of most slave owners?
3. Why does Mr. Robert accuse Isabel of lying when she tells him that she read Miss Mary’s will? Explain why Pastor Weeks thinks that teaching a slave to read only “leads to trouble.”
4. Mr. Robert collects Isabel and Ruth on the day of Miss Mary’s funeral. Why aren’t the girls allowed to take personal items with them?
5. Explain the symbolism of the “seeds” that Isabel hides in the hem of her dress. She plants the seeds, and one day finds that the plants have died. What do the dead plants represent?
6. There is another plant metaphor in the novel. Explain what the Mayor of New York means when he compares the rebels to vines.
7. Role models may be found in real life and in a story. How are Isabel’s momma and Queen Esther in the Bible her role models for bravery?

8. Discuss the connection between bravery, courage, and fear. What is Isabel’s first act of bravery? Discuss her most fearful moments. How is her bravery and courage fueled by her fears? How does she become bolder and braver as the novel develops?
9. The American Revolution was about freedom and liberty. Mr. Lockton, a Loyalist, thinks that freedom and liberty have many meanings. Define freedom and liberty from his point of view. How might the patriots define freedom and liberty? What about Isabel?
10. Isabel has lived her entire life in bondage but dreams of freedom. What does freedom look like in Isabel’s mind?
11. Discuss why Curzon thinks that Isabel will be a good spy. Why does she accept his offer?
12. Why does Isabel feel betrayed by Curzon? How does Colonel Regan betray Curzon? What other betrayals occur in the novel?
13. At what point does Isabel understand that Curzon’s dream of freedom is the same as hers? How does this realization help her forgive him?
14. At the beginning of the novel, Isabel needs Curzon. How does he need her at the end of the novel?
15. Isabel encounters a woman in the street singing “Yankee Doodle,” and realizes that the woman is a messenger. What is the message? Colonel Regan gives Isabel the code word *ad astra* to use when entering the rebel camp. The word means “to the stars” in Latin. Why is this an appropriate code word for the rebels? How does this word foreshadow Isabel and Curzon’s ultimate escape to freedom at the end of the novel?
16. The Mayor of New York, a Loyalist, says, “The beast has grown too large. If it breaks free of its chains, we are all in danger. We need to cut off its head.” Who is the beast? Who is the head? Why is Lockton so adamantly opposed to the mayor’s proposal?
17. Isabel says, “Madam looked down without seeing me. She did not look into my eyes, did not see the lion inside. She did not see the me in me, the Isabel.” What is the lion inside of Isabel?
18. What does Lady Seymour see in Isabel that Madam Lockton doesn’t see? How does the “lamb” in Lady Seymour help the “lion” inside of Isabel escape?
19. The bookseller gives Isabel a copy of *Common Sense* by Thomas Paine. He advises her that the words are dangerous, and that she should commit them to memory. At what point does she understand Paine’s words? How does the book give her courage?
20. Explain the brand on Isabel’s cheek. At what point does Isabel gain strength from the brand? How is this moment a rebirth for Isabel?
21. What does Isabel mean when she says, “I was chained between two nations”?
22. There are other references to chains throughout the novel. How is the word *chain* used as an antonym to the word *freedom*?

EXTENSION ACTIVITIES

The following activities contained in this section particularly address the Common Core State Standards: (W.7–8.1, 2, 4, 6, 7, 8, 9) (L.7–8.1, 2, 3, 5)

1. Ask students to make a list of words that best describe the following characters: Isabel, Curzon, Ruth, Madam Lockton, and Lady Seymour. Write an acrostic poem about each character, using their name as the spine word.

2. Mr. Lockton says, “Freedom and liberty has many meanings.” Consider Lockton’s explanation of the two words, and write an essay that differentiates *freedom* and *liberty* from Isabel’s point of view.
3. The author uses figurative language to create certain images. Explain the following simile: “I practiced the code word over and over until it felt like a prayer in my mouth.” Find other similes in the novel. Then write a simile that describes the scene when Isabel and Curzon are escaping at the end of the novel.
4. Make a list of the American Revolution battles mentioned in the novel. Allow students to work with a partner and instruct them to use books in the library or sites on the Internet (see: LandoftheBrave.info/Revolutionary-Battles.htm) to find out more details about one battle and the outcome. Who were the key military leaders of the battle? Partners should develop a short PowerPoint presentation about their assigned battle. Instruct them to use one or two images from the Internet or scanned from a book. Cite sources used.
5. The old man that Isabel calls Grandfather says, “Everything that stands between you and freedom is the River Jordan.” He assures her that she will find it if she looks hard enough. Write a paper that explains the figurative River Jordan in the novel. Include a discussion of all the tributaries that feed into Isabel’s River Jordan.
6. Chapter XXXII begins with a quote from the *New York Mercury* newspaper about the fire in New York that left many people homeless. A month after the fire, Madam read the newspaper account of the fire to Lady Seymour. Ask students to use books in the library or sites on the Internet (see: BoweryBoysHistory.com/2015/10/Perilous-Night-the-Great-Fire-of-1776.html) and write the story that Madam read. Remember to include who, what, when, where, why, and how. Include the various speculations about the cause of the fire and use quotes from key figures.
7. Ask students to write an essay that explains these words from Thomas Paine’s *Common Sense*: “Society is produced by our wants, and government by our wickedness.” (p. 241)
8. Take a virtual field trip to American Revolutionary Places (see: NPS.gov/RevWar/Revolutionary_Parks/Tour_the_Revolution.html). Which state has the most sites? Choose a site, and then make a postcard that includes a one-sentence summary about the site that might be sold in the gift shop.
9. *Chains* was one of the five finalists for the National Book Award for Young People in 2008. “The mission of the National Book Foundation and the National Book Awards is to celebrate the best of American literature, to expand its audience, and to enhance the cultural value of great writing in America.” Consider the purpose of the award and write a review of *Chains* that supports it as a finalist. Support claims by quoting specific scenes and passages from the book.

VOCABULARY/USE OF LANGUAGE

The following activity particularly addresses the Common Core State Standards: (L.7–8.4)

Students should be encouraged to write down unfamiliar words while reading the book and to try to define them by recognizing context clues. Such words may include:

- blockade (p. 10)
- proprietor (p. 15)
- sovereign (p. 19)
- impudence (p. 23)
- vexatious (p. 37)
- informant (p. 67)
- conversating (p. 81)
- melt (p. 88)
- strangled (p. 102)
- medicinal (p. 109)
- sedition (p. 116)
- elixir (p. 124)
- insolent (p. 134)
- sentries (p. 138)
- inferno (p. 191)
- hovel (p. 249)
- pestilence (p. 259)
- fartherings (p. 268)
- insurrection (p. 274)
- consort (p. 279)
- reticule (p. 290)

Which of these words are unique to the time period of the novel?

The page numbers noted in this section of the guide reference the paperback edition of this book: 9781416905868.



FORGE

*"We have it in our power to begin the world over again...
The birthday of a new world is at hand."
—Thomas Paine*

ABOUT THE BOOK

Set in 1777 and 1778 in the middle of the American Revolution, *Forge* opens with fifteen-year-old Curzon fighting alongside the Patriots in Saratoga. In the winter he lands at Valley Forge, the encampment of General George Washington and his army. Soldiers are suffering from lack of supplies and food and battle wounds. Disease is rampant. Spies are swarming the towns and battlefields, and Curzon doesn't know whom to trust. To make matters worse, he worries about Isabel. They had parted ways in a fit of anger because he wanted to fight for freedom, and she was set on finding Ruth, her little sister, who was shipped off to an undisclosed location by Madam Lockton. Curzon survived a horrid time in a British prison, but can he survive the battlefields and the prejudices of the soldiers so that he might hold on to his freedom?

PREREADING ACTIVITY

The following activity particularly addresses the Common Core State Standards: (SL.7–8.1, 2, 3)

Have students view the four-minute video “Surviving Valley Forge”: History.com/Topics/American-Revolution/American-Revolution-History/Videos/Surviving-Valley-Forge).

Ask them to list the hardships that the soldiers endured. Then have them debate whether Curzon, a boy of fifteen, is prepared for such hardships.

CLASSROOM DISCUSSION

The following questions contained in this section particularly address the Common Core State Standards: (RL.7–8.1, 2, 3, 4) (SL.7–8.1, 3, 4, 6) (L.7–8.1, 3)

1. Compare and contrast the way Anderson presents the hardships of Valley Forge with that of the video viewed in the prereading activity.
2. Explain what Curzon means when he says, “the freedom could kill us.” How does freedom separate Isabel and Curzon?
3. Curzon makes references to Isabel throughout the novel. Why does he call her “ungrateful, peevish, and vexatious”? What is the reason for the argument that separated them? When does he miss her the most?
4. Curzon cries when he realizes that his felt hat is gone. Explain the symbolism of the hat.
5. Valley Forge wasn't a battlefield. Instead, it was a winter encampment for Washington's army. What types of personal battles did the soldiers endure at Valley Forge? Why is Valley Forge considered the turning point in the American Revolution?
6. Eben is a mere boy when he enlists in the Continental army. How is his inexperience obvious when he kills the British soldier? Curzon saves Eben's life by throwing a rock at the British soldier. Discuss why Curzon allows Eben to think that he is a soldier. Why does Curzon feel guilty about lying to Eben?

7. What other times in the novel is Curzon forced to live a lie because the truth is simply too dangerous?
8. Explain why Curzon is especially sensitive to Turnbull's insults in front of Eben and his uncle Caleb.
9. Curzon becomes Private Curzon Smith and a tentmate of Eben when he enlists in the Sixteenth Massachusetts Regiment, Second Brigade of the Fourth Division of the Northern Continental Army. Why does joining the army seem the best decision and protection for Curzon at the time?
10. Stealing is the only way that Curzon can exist in freedom. How does he justify stealing from Turnbull? Curzon steals from Bellingham at the end of the novel so that he and Isabel can once again be free. How might he defend the theft?
11. British General Burgoyne surrendered to the Continental army at Saratoga. Curzon seems surprised that no one in the Continental army shames the British soldiers with insults. Why does Eben's uncle say that British troops should be honored? How does this reasoning confuse Curzon about the point of the war?
12. Discuss how Curzon comes to realize that silence is "powerful."
13. Curzon is the victim of prejudice. He deals with it by remembering something that his father once told him: "A lot of white people have twisted hearts. It prevents them from seeing the world properly and turns them into tools of the devil." Who has the most "twisted heart" in Curzon's company? How does he spread "poison" about Curzon?
14. At what point does Curzon begin doubting Eben's loyalty? What does it take for Curzon and Eben to become friends again? At the beginning of the novel, Curzon saves Eben's life. How does Eben help Curzon at the end of the novel?
15. Bellingham comes to Valley Forge and recognizes Curzon. Explain what Curzon means, "Tho' I stood in rags and upon frozen feet, I felt much more a man than he." How does Bellingham deceive Curzon?
16. Curzon is brutalized by Bellingham. He deals with it by remembering a story that Benny Edwards told about a man who stole fire from the gods. He was chained to a rock and an eagle was sent in to peck away at his liver. Curzon says, "I now knew. I would fight the eagle and the chains and that mountain as long as I had breath." Who is the eagle? What are the chains? What is the mountain that he must fight?
17. Analyze the following: "The parrot squawked as the two of us entered the kitchen...I was every bit as caged as the kitchen parrot." What does Curzon mean when he says that he is caged? What does the parrot symbolize to Curzon?
18. Describe Curzon and Isabel's reunion. How do they have to learn to trust each other again? How does Gideon interfere with this trust? Explain the role of ghosts in Isabel and Curzon's final reunion.
19. Discuss the quotes at the beginning of the first and last chapters. To what is General Horatio Gates referring when he says, "Begin the Game?" What is the "Mother Country" that Richard Allen is referencing? Explain how these quotes establish the conflict and contribute to the conclusion of the novel?

EXTENSION ACTIVITIES

The following activities contained in this section particularly address the Common Core State Standards: (W.7-8.1, 2, 3, 4, 6, 7, 8) (L.7-8.1, 2, 3, 5)

1. Discuss the various meanings of the word *forge*. Then have students write a paper that explains the title of the novel. Cite specific quotes and passages to support thoughts.
2. Review the quote from *Common Sense* by Thomas Paine that the author uses at the beginning of the Prelude. Write an essay that discusses the "birthday" and the "new world" that Paine is advocating.
3. The author uses similes and metaphors to create powerful images in the mind of the reader.

- **Simile** – Comparison of two unlike things using the words “as” or “like”
 - Example: “His eyes burned like those of a hungry wolf.”
- **Metaphor** – Makes an implied comparison between two unlike things
 - Example: “The sunset burned red, a coal buried deep in ash.”

Have students identify other examples of simile and metaphor in the novel. Then ask them to write a simile and metaphor that describes Curzon and Isabel’s reunion.

4. “Slaves had to choose between the side that liked to talk about freedom and the side that actually offered it to them.” (p. 289) Write a paper from Curzon’s point of view that explains these two sides of freedom.
5. The fifiers of the Continental army played “Yankee Doodle Dandy” as an insult to the British army. Prepare a rap to the music of “Yankee Doodle” that explains the mood of the Continental soldiers after their win at Saratoga.
6. Benjamin Edwards is a prodigious reader who believes that his true calling is to be a philosopher. His father, a Tory, kicked him out after a disagreement over the Declaration of Independence. That’s when Benny enlisted in the Continental army. Read the following piece about the Declaration of Independence: PBS.org/ktca/Liberty/Chronicle_Philadelphia1776.html. Then write a letter that Benjamin Edwards might write to his father after reading this article.
7. Dunmore’s Proclamation of 1775 offered freedom to slaves of Patriot masters who escaped and joined the Loyalist army. Consult two print and two Internet sources to find out more about Dunmore’s Proclamation. Then create a proclamation flyer to secretly distribute among slaves. Include an introduction, a paragraph with at least three to five concrete details and facts about the Proclamation, an analysis of what might happen if large numbers of slaves escape and join the Loyalist side, a simple illustration, and a concluding statement urging slaves to act swiftly. Cite sources at the bottom of the flyer.
8. The top ten founding fathers of our nation are George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, Samuel Adams, Thomas Paine, Patrick Henry, Alexander Hamilton, and Gouverneur Morris. Research the contribution of each of these men. Prepare a PowerPoint presentation titled “Those Who Fathered a Nation” that includes photographs and a thumbnail sketch of each man. Cite sources at the end of the presentation.
9. Research the role of women during the American Revolution. Explain why some were called “camp followers.” Read about Margaret Cochran Corbin. Find out why the Daughters of the American Revolution had her remains reinterred at West Point Military Academy. Write a tribute to her that might be delivered on January 16, the day of her death, by the women cadets of the military academy.

VOCABULARY/USE OF LANGUAGE

The following activity particularly addresses the Common Core State Standards: (L.7–8.4)

Students should be encouraged to write down unfamiliar words while reading the book and to try to define them by recognizing context clues. Such words may include:

- | | | |
|----------------------|------------------------|------------------------|
| • rusticated (p. 32) | • mutiny (p. 120) | • cogitations (p. 191) |
| • indenture (p. 43) | • mettle (p. 121) | • apoplexy (p. 230) |
| • commissary (p. 74) | • mercenaries (p. 132) | • decreed (p. 248) |
| • artisan (p. 86) | • malcontent (p. 165) | • odiferous (p. 271) |
| • prodigious (p. 94) | • doleful (p. 189) | |

The page numbers noted in this section of the guide reference the paperback edition of this book: 9781416961451.



ASHES

“Tell them that if I am Black, I am free born American and a revolutionary soldier and therefore ought not to be thrown entirely out of the scale of notice.”

—John Chavis, Fifth Virginia regiment

ABOUT THE BOOK

The year is 1781. Curzon has promised to help Isabel find Ruth because of his debt to her for saving his life, but he would much rather be supporting the Patriot cause. The two learn that Madam Lockton shipped Ruth to Riverbend Plantation near Charleston, South Carolina. They travel by night and seek safe shelter by day. When they reach Charleston, they find Ruth under the loving care of Mister Walter and Missus Serafina, two slaves owned by the Locktons. Ruth doesn't appear to recognize her sister, but Missus Serafina gives Isabel good advice about handling Ruth and sends them on their way. Isabel faces many ups and downs in her relationship with Curzon, and it takes a while to gain Ruth's trust. Through it all, they live the day-by-day harsh realities of the war including the battle of Yorktown and eventually make some surprise discoveries about who they are and what they want for their future.

PREREADING ACTIVITY

The following activity particularly addresses the Common Core State Standards: (W.7–8.1, 4)

Tell students that *Ashes* takes place in 1781. Have students study the following time line: HortonsArticles.org/Timeline1781.htm. Then have them write a short paper that makes a prediction about the challenges that Isabel and Curzon are likely to encounter in their search for Ruth. What cities and towns should they avoid? Which are safe places?

CLASSROOM DISCUSSION

The following questions contained in this section particularly address the Common Core State Standards: (RL.7–8.1, 2, 3, 4) (SL.7–8.1, 3, 4, 6) (L.7–8.1, 3)

1. Explain what Isabel means when she says, “Time and hard travel had changed us both.” Debate whether she is referring to her relationship with Curzon or their individual goals.
2. Isabel says, “Everyone was fighting for freedom, but few could agree on the meaning of the word.” Compare and contrast Isabel and Curzon's definition of freedom. Explain what she means when she says, “Neither side was talking about freedom for people who looked like us.”
3. Why is Curzon indebted to Isabel? Discuss how Isabel needs him to help her find Ruth. How do they learn that Ruth is at Riverbend? Why is the Charleston region an especially unsafe place for Isabel and Curzon?
4. Isabel says, “It did no good to let desire and dream race ahead of common sense.” What is her desire and dream? How do she and Curzon use “common sense” as they journey south in search of Ruth? How do their dreams look differently at the end of the novel?
5. Isabel and Curzon find Ruth under the loving care of Mister Walter and Missus Serafina, two slaves at Riverbend Plantation. How do they understand Ruth and know how to calm her “fits”? How does Ruth respond to them?
6. How does Missus Serafina describe Madam Lockton? Isabel learns that Madam Lockton has gone to England until the end of the war. How might Ruth's life have been harder had Madam Lockton been at Riverbend in Charleston?
7. Mister Walter and Missus Serafina know that Ruth should be with her sister. Explain Mister Walter's parting message to Ruth, “Keep home in your heart where no one can steal it away.”

8. Missus Serafina offers Isabel the following advice in dealing with Ruth: “Don’t forget how to be gentle. Don’t let the hardness of the world steal the softness of your heart.” How has the hardness of the world affected Isabel? At what point does she learn to be gentle with Ruth?
9. Describe Isabel’s reunion with Ruth. How is it different than what she expected? Why won’t Ruth make eye contact with Isabel? What advice does Missus Serafina give Isabel about dealing with Ruth? At what point does Isabel heed the advice?
10. Explain the close relationship between Ruth and Aberdeen. What do they have in common? How does Isabel depend on Aberdeen to help her understand Ruth? Why is Isabel so determined to “wean” Ruth from Aberdeen?
11. Curzon and Isabel agree that they need to find work, but they disagree about which city is the safest for them. Why does Curzon think that Williamsburg, Virginia, is safe? Does he have an ulterior motive in staying there? Why does Isabel doubt Curzon’s honesty about “all his doings”?
12. What is the source of most arguments between Isabel and Curzon? How does their fighting affect Ruth?
13. Why is Widow Hallahan reluctant to hire Isabel? How does Isabel convince her that she and Ruth make a good team? Contrast the way Isabel and Ruth are forced to live and work to that of Kate and Elspeth, indentured servants at the laundry.
14. Discuss why Isabel and Ruth leave their work at the laundry. Explain what Isabel means when she says, “We had been forced back into war for our liberty.”
15. Describe Isabel’s emotions when she learns that Ruth thought she sent her away. How does this explain Ruth’s response to Isabel?
16. How does Henry help Isabel understand the true meaning of friendship? Discuss how the harshness of the times causes Isabel to be suspicious of making friends. Who is her best friend in the novel?
17. Isabel says that Curzon prefers “the larger stage,” and she the smaller. Explain the difference. Discuss how these differences ultimately help them bring out the best in each other? What makes Isabel realize that there is a “middle” ground?
18. Curzon admits that he was wrong about freedom and the war. Trace this long journey of discovery. How long does it take a person to admit that he or she is wrong? Why does Curzon say that only “people like us” understand the true meaning of freedom?
19. Discuss the title of the novel. How is it an appropriate title for the final book in the trilogy?

EXTENSION ACTIVITIES

The following activities contained in this section particularly address the Common Core State Standards: (W.7–8.1, 2, 3, 4, 7, 8) (L.7–8.1, 2, 3, 5)

1. Ask students to think of the definition of *master*. Then have them write a paper that explains the following metaphor: “Hunger was a stern master.”
2. Isabel smuggles newspapers under her skirt to read while she is in the privy. Ask students to return to the time line used in the prereading activity and select one major event in 1781 to further research. Then write a front-page newspaper story about the event that Isabel might read. Remember to include who, what, when, where, why, and how.
3. Isabel talks to Ruth while she is out of her head with fever. She tells her the “differences in our Congregation Church, and the Catholics, and the Quakers, and the little I knew about the folks called Jews, and the folks called Mussulmans.” Ask students to use books in the library or sites on the Internet to find out the information that Isabel probably told Ruth. Ask them to write a brief and simple explanation of each religion’s beliefs.

4. Ask students to read about the “camp followers” of the American Revolution on the following websites:
- History.org/History/Teaching/Enewsletter/Volume7/novo8/Women_RevArmy.cfm
 - GilderLehrman.org/History-by-Era/War-for-Independence/Essays/Women-and-Wagoners-Camp-Followers-American-War-for-Indepe
 - RevolutionaryWarArchives.org/CampFollow.html

Have students annotate these resources. Which of these sites appears the most reliable and accurate in their account of the women’s role? Why? Locate and annotate two print resources (this may include only a chapter in a book on the American Revolution). Cite each of these sources in proper form.

5. Ask students to use the above resources and write an essay called “The Role of Women in the American Revolution.”

6. Smallpox is a disease that plagued the people of the eighteenth century. Isabel and Ruth encounter a group of people who are sick with the disease. Isabel tells Ruth not to worry because they had smallpox when they were very young. Use books in the library or sites on the Internet to research smallpox. The following website is helpful: History.com/News/The-Rise-and-Fall-of-Smallpox. Then have students make a pamphlet about smallpox. Include the following information: cause of the disease; symptoms; treatment; cure; last documented case.

7. Henry describes Curzon as having a “quick mind, fast legs, and a brave heart.” Locate scenes in the novel that support this analysis. Then have students write a poem titled “Curzon: The Soldier.”

8. Have student read the ballads from the American Revolutionary War: AmericanRevolution.org/WarSongs.php. Ask them to consider what they have learned about the American Revolution from the author’s books and do a line-by-line annotation of a ballad of their choice.

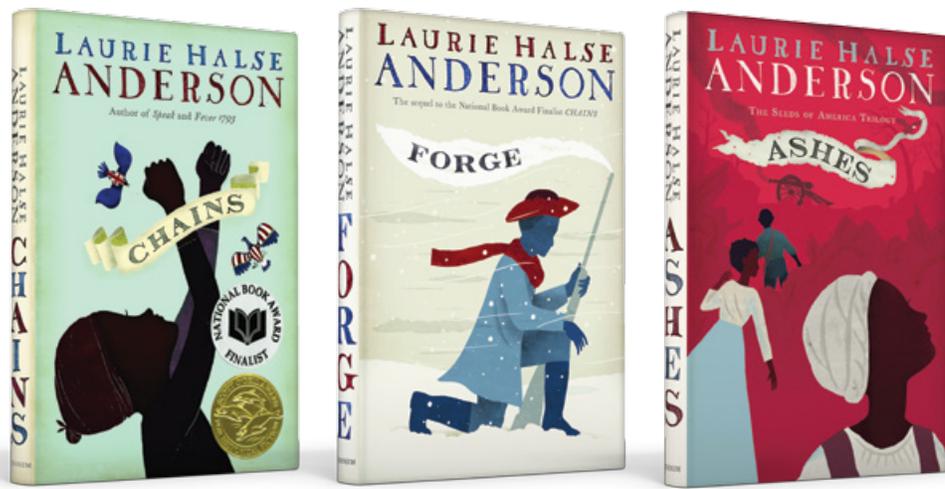
9. It took a long time for Isabel and Curzon to realize they loved each other. Ask students to write one more chapter to the book and tell what happens to them after they marry. Where do they go? How do they make a living?

VOCABULARY/USE OF LANGUAGE

The following activity particularly addresses the Common Core State Standards: (L.7–8.4)

Students should be encouraged to write down unfamiliar words while reading the book and to try to define them by recognizing context clues. Such words may include:

- | | | | |
|----------------|----------------|--------------|----------------|
| • foraging | • ferocity | • prodigious | • maelstrom |
| • plunder | • firmament | • victualed | • unfathomable |
| • intermittent | • tenacity | • chided | • infernal |
| • piratical | • supplication | • mirth | • arrogant |
| • betwixt | • resolute | • fettle | |
| • feigned | • blasphemy | • perilous | |



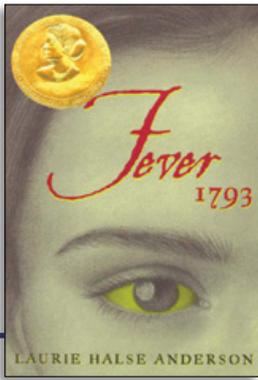
THE SEEDS OF AMERICA TRILOGY

It's 1776 and Isabel, Curzon, and Ruth have only ever known life as slaves. But now the young country of America is in turmoil—there are whisperings, then cries, of freedom from England spreading like fire, and with it is a whole new type of danger. For freedom being fought for one isn't necessarily freedom being fought for all...especially if you are a slave. But if an entire nation can seek its freedom, why can't they? As war breaks out, sides must be chosen, death is at every turn, and one question forever rings in their ears: Would you risk everything to be free? As battles rage up and down the Eastern seaboard, Isabel, Curzon, and Ruth flee, separate, fight, face unparalleled heartbreak, and, just like war, they must depend on their allies—and each other—if they are to survive. Which leads to a second, harrowing question: Amidst so much pain and destruction, can they even recognize who their allies are?

DISCUSSING THE TRILOGY

The following questions contained in this section particularly address the Common Core State Standards: (RL.7–8.1, 2, 3, 4) (SL.7–8.1, 3, 4, 6) (L.7–8.1, 3)

1. How is *The Seeds of America* an appropriate title for the trilogy?
2. *Chains* is told in first person from Isabel's point of view. *Forge* is told in Curzon's voice. Why do you think the author wrote *Ashes* from Isabel's point of view?
3. How does Isabel give a different meaning to the I branded on her cheek in the three novels? Discuss how her explanation reveals her growth as an individual.
4. Fear is something that Isabel has lived with all of her life. Trace the way she deals with fear throughout the three novels. In *Ashes*, she says, "I want to live the rest of my days without fear." Debate whether that ever happens for Isabel.
5. The author divides *Chains* and *Forge* into three parts. What is the purpose of this organization? How does it contribute to the readers' understanding of the "order" of events? Why do you think *Ashes* isn't organized in the same way?



Fever 1793

"[I] smelled the breath of death for the first time since all this hardship began, [and] was scared."

—J. Henry C. Helmuth

ABOUT THE BOOK

During the summer of 1793, Mattie Cook lives above the family coffee shop with her widowed mother and grandfather. Mattie spends her days avoiding chores and making plans to turn the family business into the finest Philadelphia has ever seen. But then the fever breaks out.

Disease sweeps the streets, destroying everything in its path and turning Mattie's world upside down. At her feverish mother's insistence, Mattie flees the city with her grandfather. But she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease.

PREREADING ACTIVITY

The following activity particularly addresses the Common Core State Standards: (W.7–8.1, 4) (L.7–8.1, 2, 3)

Ask students to read the Appendix of the novel. Then have them write a one-page paragraph about how the Appendix sets the historical stage of the novel. Make an assumption about the conflict of the novel.

VOCABULARY/USE OF LANGUAGE

The following activity particularly addresses the Common Core State Standards: (L.7–8.4)

Students should be encouraged to write down unfamiliar words while reading the book and to try to define them by recognizing context clues. Such words may include:

- rouse (p. 1)
- abhorred (p. 3)
- anvil (p. 4)
- victuals (p. 8)
- lather (p. 9)
- disreputable (p. 11)
- puckish (p. 16)
- miasma (p. 19)
- bilious (p. 20)
- noxious (p. 20)
- conceded (p. 22)
- fervent (p. 24)
- impudence (p. 31)
- demure (p. 32)
- mangle (p. 34)
- bestir (p. 40)
- implore (p. 49)
- tedious (p. 50)
- vile (p. 51)
- respite (p. 60)
- pestilence (p. 60)
- fractious (p. 64)
- lancet (p. 72)
- valise (p. 76)
- odiferous (p. 80)
- jaundiced (p. 107)
- placid (p. 116)
- abates (p. 116)
- ominous (p. 196)
- fetid (p. 210)

CLASSROOM DISCUSSION

The following questions contained in this section particularly address the Common Core State Standards: (RL.7–8.1, 2, 3, 4) (SL.7–8.1, 3, 4, 6) (L.7–8.1, 3)

1. Why is it significant that a mosquito in the opening chapter bites Matilda? What might the mosquito bite foreshadow?
2. Describe the Cook Coffeehouse. Matilda's mother refuses to serve spirits, but she does allow gambling if it isn't within her view. Why does she think gambling is okay if she doesn't see it? Discuss Mattie's dreams for the coffeehouse.
3. What are Matilda's duties at the coffeehouse? Discuss how she, Polly, and Elisa work together to make the coffeehouse a success.

4. Matilda tells Eliza that she is her best friend. Why does this make Eliza laugh? What is unusual about their friendship? How is their friendship further revealed at the end of the novel?
5. Explain what Matilda means: “Life was a battle, and Mother a tired and bitter captain. The captain I had to obey.” (p. 17) What has made her mother tired and bitter? What does this quote reveal about Mattie’s relationship with her mother? How do Mattie and Eliza become captains at the end of the novel?
6. Polly doesn’t show up for work, and Mattie worries that she is sick. Discuss why her mother says, “Serving girls don’t get sick.” (p. 10) Explain how this reveals the way Mrs. Cook views servants. Then they learn that Polly died of the fever. Why won’t Mattie’s mother allow her to visit Polly’s family or attend the funeral? Discuss the harshness of the statement, “The girl was our servant, not our friend.” (p. 16) How was Polly a friend to Mattie?
7. Why is Mattie so set on doing the market run? Explain why her mother doesn’t want her on the street. How does Grandfather Cook support Mattie’s desire to go to the market?
8. Nathaniel Benson is interested in Mattie. What does her mother have against Nathaniel? What is Grandfather Cook’s attitude toward the boy?
9. Discuss why Pernilla Ogilvie invites Matilda and her mother to tea. Why is Mrs. Cook excited about this opportunity? What is Matilda’s attitude toward the Ogilvie girls? How does Matilda realize that she and her mother don’t belong there? Discuss the rudeness of the Ogilvie girls.
10. As the fever reaches epidemic level, many people migrate to the country. Why does Mrs. Cook say that Matilda is “too soft to live in the country”? (p. 44)
11. How does learning that her mother has yellow fever change Mattie’s life? Grandfather becomes ill and Matilda becomes the key decision maker. How is this a key event for Mattie’s character?
12. Discuss how the author vividly depicts what the fever is like. Cite specific passages from the book that reveal the horror of the disease.
13. Why does Mrs. Bowles want Mattie to go to the orphan house? What is Grandfather’s attitude toward the orphanage?
14. Contrast the way Dr. Rush and the French doctors treat yellow fever. How does Dr. Rush change his treatment as the epidemic progresses? Who is Mr. Rowley and how does he treat the fever?
15. Mattie’s grandfather had been an army officer and fought in the American Revolution under General George Washington. Throughout the book, Mattie speaks to her grandfather in military language. Why do you think they speak to each other in this way? In what way does using military language help them cope with the death and destruction around them?
16. Explain the work of the Free African Society. How is Eliza a major player in their work? Discuss how she also helps her brother Joseph after his wife dies. What does her devotion to her work say about her character?
17. What does Nell think happened to her mother? Explain what Matilda means when she says, “I needed Nell as much as she needed me.” (p. 180) Why does Mother Smith think that Matilda should take Nell to the orphan house? Explain what Mattie means when she says, “I felt like a turncoat, a traitor.” (p. 183)
18. How does Nathaniel encourage Mattie to remain hopeful that her mother is alive?
19. News spreads that the president is back in town. How is this a sign of hope?
20. The climax of a novel is the turning point in the plot. What is the climax of *Fever 1793*?

EXTENSION ACTIVITIES

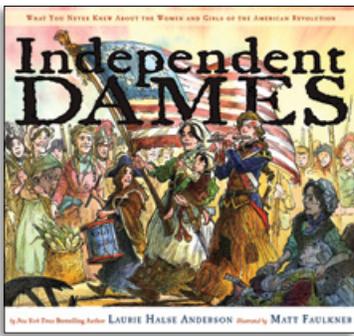
The following activities contained in this section particularly address the Common Core State Standards: (W.7–8.1, 2, 3, 4, 8) (L.7–8.1, 2, 3, 5) (RL.7 – 8.1)

1. Grandfather tells Matilda that she is a “Daughter of Liberty.” Write an essay that explains what this means. Cite passages from the book to support the argument.
2. Mockingbirds have symbolized peace and protection in other literary works. Locate references to the mockingbird in *Fever 1793* and write a paper that examines what it symbolizes. Support your analysis with direct quotes and passages from the novel.
3. The author uses figurative language to create certain images in readers’ minds. Review the following types of figurative language:
 - Simile: compares two unlike things, using like and as
 - Example: “Her cheeks shone pink and chubby like a baby pig’s.” (p. 48)
 - Metaphor: an implied comparison between two unlike things
 - Example: “Death was a heavy companion.” (p. 151)
 - Personification: gives human qualities to an object
 - Example: “The sodden wharf planks moaned as the tide pulled the river water toward the open sea.” (p. 161)

Ask students to find other examples of simile, metaphor, and personification in the novel. Then have them write a simile, metaphor, and personification that best describes Matilda’s reaction when she returns to Philadelphia and finds Eliza.

4. Imagine that you are Matilda, lying in the hospital bed in Bush Hill, recovering from yellow fever. Write a letter to your mother describing your experience at Bush Hill. Include the following:
 - Explain where you are and how you got there.
 - Describe in detail what it was like to have yellow fever. Include sensory language that captures your experience with the disease: describe what you felt, heard, dreamed, and smelled.
 - Conclude by telling your mother your plans after you have been released from Bush Hill.
5. Mattie’s grandfather doesn’t have a proper funeral or burial because there aren’t enough ministers in the city to take care of all the dead. Write a eulogy that Mattie might have written for her grandfather. Consider his life as a soldier and what he has meant to her.
6. Take a virtual field trip of Philadelphia: NationalGeographic.com/WalkingTours/Philadelphia_Walking_Tour/. Ask students to keep a travel journal as they walk through the historic city. Make note in the journal of places mentioned in the novel.
7. Ask students to write an essay that discusses why Lord Adam Gordon calls Philadelphia “one of the wonders of the world.” Cite specific quotes or scenes from the book to support the argument.
8. Mattie plans to keep the coffeehouse and Eliza will be her partner. They plan to deliver cakes to the statehouse with a handbill advertising their new wares. Design and write the handbill that Mattie and Eliza present with their deliveries.

The page numbers throughout this guide reference the paperback edition of this book: 9780689848919.



Independent Dames: What You Never Knew About the Women and Girls of the American Revolution

By Laurie Halse Anderson • Illustrated by Matt Faulkner

ABOUT THE BOOK

It wasn't just men who were responsible for the birth of the United States. Women dressed as men, picked up muskets, and took to the battlefields; some became scouts and spies and others became fund-raisers for the war effort. Still others took charge of family businesses while the men were away at war. They were pioneer women, wealthy women, poor women, and Native Americans who found their unique way of contributing to the cause for freedom.

PREREADING ACTIVITY

The following activities particularly address the Common Core State Standards: (SL.3-5.4) (W.3-5.7) (L.3-5.1, 3, 4)

1. Display books on the American Revolution. Ask students to browse the index of at least three titles, making sure to note the women mentioned. Who were these women? How did they contribute to the war effort? As a class, list these women and make a statement about their contribution. Then keep this information in mind while reading *Independent Dames*.
2. Students should be encouraged to write down unfamiliar words while reading the book and try to define them by recognizing context clues. Such words may include: *pathetic*, *eavesdroph*, *inoculated*, *epidemic*, *unity*, and *ambushes*. Then have them use a dictionary to check their definitions.

CLASSROOM DISCUSSION

The following questions contained in this section particularly address the Common Core State Standards: (RI.3-5.1, 2, 7) (SL.3-5.1, 2, 3) (L.3-5.1, 3)

1. Discuss the meaning of the word "independent." Ask students to point out the various ways the book cover illustration conveys independence. Why are the eyes of the people turned toward the woman carrying the flag?
2. The author presents *Independent Dames* as a school play. How do the dialogue bubbles make the book contemporary and funny?
3. Discuss the section of the book where the author acts as narrator. The story of the play unveils what really happened with the women during the American Revolution. Compare the author's writing style as narrator to her style as she reports the facts of the story.
4. Describe the humor in Matt Faulkner's illustrations. How does he make the women seem larger than life? Discuss how this symbolizes independence.
5. Explain how the text boxes become part of the illustrations.
6. Study the illustrations on pages 4 and 5. Identify the actual historical figures and the groups of people who played an important role in the American Revolution. Have students turn their eyes to the bottom right of p. 5. Explain the significance of the female figure holding the flag and saying "hi."
7. The text explains the conflict between the American colonies and England by saying, "Great Britain bossed America around" (p.6). Study the time line at the bottom of the page and discuss how Great Britain "bossed" the colonies. How was this the beginning of the American Revolution?

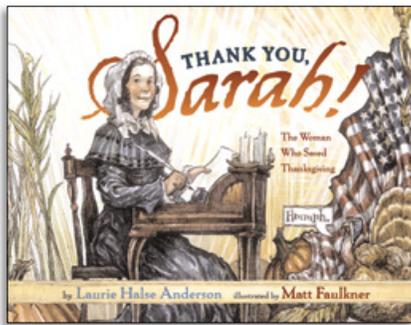
8. Explain how boycotts worked against the British. What did Betsy Foote and Charity Clarke mean when they said that spinning and knitting made them feel “Nationly”? Is this the same as being patriotic?
9. Discuss the difference between a spy and a scout. Why did pioneer women make such good scouts? Explain why women were especially good spies. How did it take courage to do both?
10. Why were women and girls called the support troops for the American army?
11. It was illegal for women to join the army. Discuss how Deborah Sampson, Anna Marie Lane, Ann (Nancy) Bailey, and Sally St. Clair managed to defy this law.
12. How did the Native American nations in the book view women? Explain how their views made it easier for women like Tyonajanegen to join in active war battles.
13. Describe the many changes for women and girls after the American Revolution.
14. Abigail Adams wrote to her husband, “We possess a Spirit that will not be conquered.” How might she define *spirit*?

CURRICULUM CONNECTIONS

The following activities contained in this section particularly address the Common Core State Standards: (RI.3-5.5, 9) (W.3-5.1, 2, 3, 7) (L.3-5.1, 2, 3)

1. Read “The Midnight Ride of Paul Revere” by Henry Wadsworth Longfellow: Poets.org/PoetsOrg/Poem/Paul-Reveres-Ride. Compare Sybil Ludington and Deborah Champion to Paul Revere. Ask students to write a short poem about their rides.
2. Mary Katherine Goddard ran a newspaper called *The Maryland Journal*. Be a reporter and interview Eliza Wilkinson and Rachel Wells. Write their stories for Goddard’s newspaper. Remember to include who, what, when, where, why, and how.
3. When the Continental army ran out of money, the Ladies Association of Philadelphia, led by Esther de Berdt Reed, wrote letters asking for donations. It wasn’t long until ladies from other parts of the country began collecting donations as well. Consider the things the army needed. Then write a letter that Esther de Berdt Reed and the ladies of Philadelphia might have written to politicians and wealthy citizens asking for money.
4. Explain to students that a legend is a semi-true story and often symbolizes historic people and events. Read about Molly Pitcher and write a one-page paper that explains what she symbolizes and why her story is a legend.
5. Thomas Paine wrote, “It is not in numbers, but in unity, that our great strength lies.” Write a paragraph that describes how the women contributed to unity. Then write an additional paragraph that addresses the question: Could the men have survived without the independent dames?
6. Divide the class into small groups and ask them to find out how many independent dames are included on the National Women’s History Museum website: NWHM.org. Instruct them how to use the search box on the website to locate information.

The page numbers noted throughout this guide reference the hardcover edition of this book: 9780689858086.



Thank You, Sarah: The Woman Who Saved Thanksgiving

By Laurie Halse Anderson • Illustrated by Matt Faulkner

ABOUT THE BOOK

Sarah Hale, a determined widow, magazine editor, and author, wanted Thanksgiving declared a national holiday. Through her monthly magazine column, Sarah encouraged the women of America to join her in a continuous letter-writing campaign to presidents of the United States that spanned thirty-eight years; finally, Abraham Lincoln was persuaded. Now families across the United States celebrate time together with feasts, televised parades, and football games.

PREREADING DISCUSSION

The following activities particularly address the Common Core State Standards: (SL.3-5.1, 2, 3) (W.3-5.1) (L.3-5.1, 3, 4)

1. Engage readers in a discussion about the difference between fiction and nonfiction. Ask them to write a paragraph that classifies *Thank You, Sarah*, taking hints from the cover of the book. Allow time in class for students to share their writing.
2. Students should be encouraged to write down unfamiliar words while reading the book and try to define them by recognizing context clues. Such words may include: *harvest*, *dainty*, *underestimate*, *curdled*, *politicians*, and *elegant*. Then have them use a dictionary to check their definitions.

CLASSROOM DISCUSSION

The following questions contained in this section particularly address the Common Core State Standards: (RI.3-5.1, 2, 7) (SL.3-5.1, 2, 3) (L.3-5.1, 3)

1. Study the artwork on the cover of the book. What is the historical period?
2. Foreshadowing is a literary or art device used to provide clues about something that might occur in the story later. Notice the quill and inkwell on the cover of the book and the quill on the dedication page. Discuss what this foreshadows about Sarah. Find other examples of foreshadowing in the book.
3. Identify the first reference in the book about the way some families spend Thanksgiving today. How is this different from the way Sarah Hale celebrated the holiday?
4. Sarah Hale is described as bold, brave, stubborn, and smart. Why were these traits necessary for Sarah to win her battle to save Thanksgiving?
5. Explain why her pen is called “a secret weapon.”
6. “The pen is mightier than the sword” is a quote attributed to Edward Bulwer-Lytton. Explain how Sarah proved this quote correct.
7. Why were other women so willing to take up Sarah’s cause?
8. The First Amendment to the United States Constitution gives citizens the right to assemble and the right to petition. Discuss what this means. Then point out illustrations in the book where this right is demonstrated.
9. Discuss why President Lincoln, more so than any president before him, recognized the need to make Thanksgiving a national holiday.

10. Note the double-page spread at the end of the book. How many different religions and cultures are represented? Discuss the term “melting pot.” How does this illustration reveal that the United States is the melting pot of the world? What does the same illustration say about freedom of religion?
11. How does the author use humor to reveal the conflict of the story, as well as facts about Sarah? The illustrator, too, reveals humor in various ways: exaggeration of character features and expressions, movement, line, bold sizes and shapes, and general content. Analyze humor in both the text and the illustrations.
12. In the section called “A Feast of Facts,” Sarah is described as a “traditional woman.” In what ways was she traditional?
13. What does “second-class citizen” mean? How did society make women second-class citizens in the 1800s?
14. Elizabeth Cady Stanton and Susan B. Anthony, leaders of the women’s movement, were working hard to get women the right to vote. Why was Sarah Hale reluctant to become involved with their effort? In what ways did she influence the women’s movement?

CURRICULUM CONNECTIONS

The following activities contained in this section particularly address the Common Core State Standards: (W.3-5.1, 2, 4, 7) (L.3-5.1, 2, 3)

1. Read about Sarah Hale on the following website: NWHM.org/EducationResources/Biography/Biographies/Sarah-Hale/. Discuss how her observations as a reader helped her career as an editor. She said that she wanted to “promote the reputation of my own sex, and do something for my own country.” Ask students to prepare a memorial tribute to Sarah that states how she accomplished what she set out to do for her own sex and her country.
2. Divide the class into small groups. Have them take a look at newspaper and magazine advertisements. Then ask them to write and illustrate a full-page newspaper advertisement that pays tribute to Sarah Hale on Thanksgiving Day. Encourage them to explore different styles of illustration and writing. For example, some may wish to pay tribute with a poem.
3. On the last page of the book, Anderson challenges readers to “Pick up your pen. Change the world.” Ask readers to jot down five ways they would like to change the world. Explain that this may be a change at school, in their community, or in the nation. Have them write a letter to the editor of a local or national newspaper, a politician, or a school official about their issue or concern. Instruct them to explain the outcome they expect.
4. Sarah wrote to presidents Zachary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan, and Abraham Lincoln urging them to make Thanksgiving a national celebration. Lincoln was the only one who listened. Have students select one of the four presidents that refused Sarah’s request and find out what major events were going on during his administration. Then have students write a letter to Sarah from their chosen president’s point of view, explaining why he couldn’t support her cause.
5. The author calls Sarah a superhero. What are the qualities of a superhero? Ask your students to create a five-frame comic strip with Sarah as a superhero.
6. Ask students to read the mission statement of the National Women’s History Museum: NWHM.org/About-NWHM/Mission/Mission-Statement. Then have them write a one-page paper that states why Sarah Hale is featured on the museum’s website.



CAITLYN DLOUHY BOOKS



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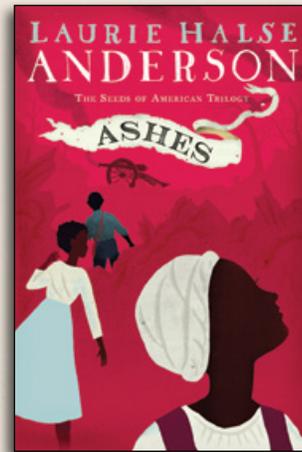
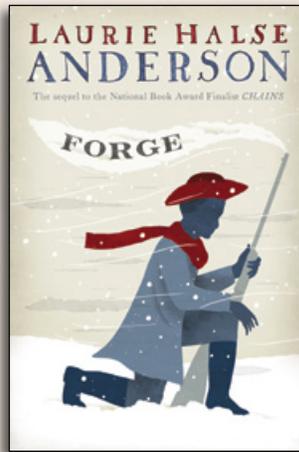
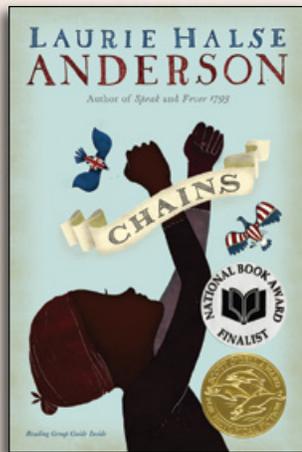
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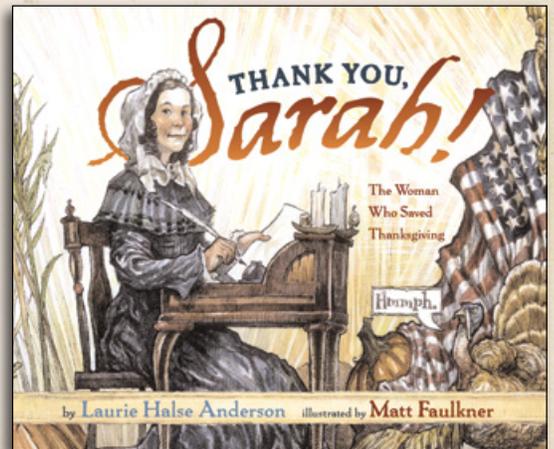
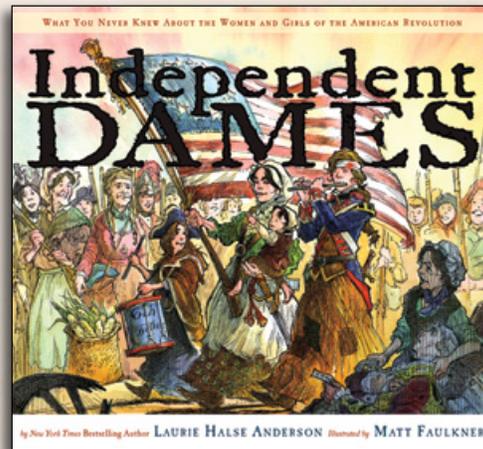
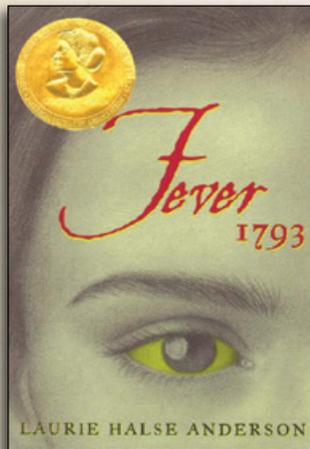
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Guide written by Pat Scales, a retired middle and high school librarian who is currently a children’s and young adult literature consultant and specializes in curriculum and free speech issues. This guide, written to align with the Common Core State Standards (CoreStandards.org), is provided by Simon & Schuster for classroom, library, and reading group use. It may be reproduced in its entirety or excerpted for these purposes.

Laurie Halse Anderson



THE SEEDS OF AMERICA TRILOGY



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