Analyzing Theme  RL.8.2
On your own paper, create simple sketches for Elihu Lockton, Curzon, and Isabel. Add a large speech bubble to each character (include enough room to write a paragraph). Write the words, “Liberty to me means …” at the top of each speech bubble. Then, do the following:

- Finish the opening sentence from the perspective of the character.
- Support your claim with examples or evidence from the text.
  You may want to re-read pages 38 – 39 and 89 – 90.
- Provide a concluding statement that summarizes your position.

EXAMPLE:

Liberty to me means …

Elihu – wants to stay with England
Curzon – wants independence
Isabel – wants slavery to end
Discovering Symbolism  RL.8.1

A symbol is something (an object, place, or person) that stands for something else. Authors often use symbols to communicate a deeper meaning. Re-read pages 81 – 84.

1. What might the water pump symbolize to slaves?
   freedom / time / alone

2. Who or what might Grandfather symbolize to slaves?
   home / ken

3. What might the book Robinson Crusoe symbolize to Isabel?
   freedom

Interpreting Similes and Metaphors  RL.8.4

Authors use similes and metaphors to compare two unlike things and create more vivid and interesting mental images. Similes use the words “like” or “as” whereas metaphors do not.

Re-read page 89. Then examine this simile: A Loyal New York cuts off New England from the other colonies. The rebellion will wither like a vine cut off at its roots. (p. 89)

4. What two things are being compared?
   New York is loyal to England - cut off shipping port in New York from rest of New England

5. Based on this simile, what will happen if New York stays in the Loyalist camp? Why is this an effective comparison?
Creating Suspense   RL.8.6

Suspense in a novel occurs when the author creates anticipation or uncertainty about what is about to happen. Gail Carson Levine, a young adult author, cites some of these techniques to create suspense:
(taken from: http://ingridsnotes.wordpress.com/2010/09/07/12-ways-to-create-suspense/)

**Time:** Make the pressure loom by using a ticking clock device or a destination in the future that is looming. Worried thoughts can also help emphasize the time.

**Distance:** Create space between your character and his/her goal. A need to reach a faraway destination creates suspense.

**Thoughts:** Make your characters worry; show us the tension through their thoughts.

**Setting:** A dangerous environment will create immediate tension.

**Isolation:** Create a situation where there is danger around the main character but he/she is also isolated.

**Disaster:** Create a disaster, either small or large — for your characters such as a tornado or a sudden loss of transportation.

1. Re-read Chapter XVI. Which of the above techniques does Halse Anderson use to create suspense in this chapter? Cite at least two techniques and use specific quotes from the chapter to support your answer.

   *setting! danger pg 99 singing a verse as warning time! hurrying to my destination pg 99*

2. Re-read Chapter XVIII. Which of the above techniques does Halse Anderson use to create suspense in this chapter? Cite at least two techniques and use specific quotes from the chapter to support your answer.

   *Time! the drums beat faster, my heart sped up to meet the rhythm. pg 114 setting! Ruth & I found ourselves in a tide of people moving north.

3. As readers, we know the historical outcome of the American Revolution, specifically that the Patriots eventually win the war and that the harsh conditions of slavery continue. How does our point of view as readers add to the suspense?
Evaluating Primary Sources RH.8.2, RH.8.4

Re-read the primary source excerpt for Chapter XX on page 123. Then answer these questions:

5. Who was John Hancock? What was the purpose of his letter to George Washington?
   President of Continental Congress
   signed Dec. of Indep. (1st)
   to declare independence

6. Based on your reading of the chapter, where was the letter read from? What was the reaction to it?
   Steps of City Hall, New York
   everyone cheered

7. Why does Halse Anderson include this primary source excerpt for this chapter? How does it strengthen the chapter?
   Actual document was read

8. How does Halse Anderson bring this historical event to life? Choose two sentences from the text that support your response.
   People Fed including wives of Washington, Knox & Greene
Foreshadowing  RL.8.1

Foreshadowing is a literary device in which an author hints at or suggests events to come later. It can be subtle, such as a change in the weather or more direct, such as two characters discussing their wish to die rather than live without each other. Foreshadowing is used to build suspense and add dramatic tension to a story.

At the beginning of Chapter XXI, the author foreshadows various events. For each of the following, explain in 1 – 2 sentences what the author is trying to tell the reader through foreshadowing.

1. Re-read the primary source quote at the beginning of chapter XXI. What is the author foreshadowing here?

   Selling Ruth

2. Isabel has a dream at the beginning of chapter XXI that involves Ruth. Re-read this dream on page 130. What is the author foreshadowing here?

   Alone in dream
   Ruth sold to West Indies
Analyzing Literature RL.8.3

Chapter XXI is a turning point for Isabel. Fill in each of the boxes below to show how learning that Ruth has been sold becomes a catalyst for a chain of challenging and unexpected events, which change the course of Isabel's journey.

Isabel learns that Ruth has been sold.

In response, Isabel ...
will die if cut cane....
No she's a house maid
I. confronts madam

Madam responds by ...
you will not address me in that insolent manner

This leads Isabel to leave the house and ...
go to Coli Reagan

Madam comes after her and ...
has her arrested
Dramatic Irony  RL.8.6

When an audience knows something that a character does not, it is called dramatic irony. Authors use dramatic irony to create tension, suspense, and sometimes humor.

Throughout this story, the reader knows more than Isabel since the historical events happening around her — those involved with the American Revolution — have already taken place. In the chart below, fill in a few details for each of the topics to show what Isabel knows or thinks is occurring and what the readers already knows will happen.

<table>
<thead>
<tr>
<th></th>
<th>Isabel’s Perspective</th>
<th>Reader’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The outcome of the war</td>
<td>British win</td>
<td>Rebels win</td>
</tr>
<tr>
<td>Her chances at freedom</td>
<td>possible</td>
<td></td>
</tr>
<tr>
<td>with the British army</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe how your knowledge of history creates added tension when you read the following scenes:
   - Isabel leaves Madam’s house and decides to join the British army, hoping they will give her freedom. (Hint: What was the outcome of the war? What are her chances of gaining freedom this way?)
     -

   - Curzon insists that he is an American soldier and has been promised freedom for enlisting in the place of his master. (Hint: Were many slaves freed after the war?) NO