Chains Scope and Sequence

NOTE: The lessons for this unit give page references for the Atheneum paperback edition of *Chains* published in 2008.

Unit of Study: *Chains*   **Genre: Historical Fiction**

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	**Vocabulary:** *informant* Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. • Complete story elements handout together • Make a prediction • Infer genre
2		**Vocabulary:** *malicious* Use the genre chart to help students understand what to expect from historical fiction.	
3	Outside Texts: "The Original Thirteen Colonies"; Map		Focus on identifying important information—physical setting. Use a map to visualize the original colonies.

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4	Outside Texts: "Overview of the American Revolution"; Timeline		Focus on identifying important information—historical setting. Identify the historical context of the story—the American Revolution. • Co-create an important events of the Revolution list
5	Outside texts: "Slavery in the Colonies"; Video (Optional)	**Vocabulary:** *separated*	Focus on identifying important information—plot. Build background knowledge prior to reading.
6	Chapter 1 pp. 3–7	Readers notice text structure and infer its importance to the larger text. • Primary documents	Focus on using comprehension strategies to determine important characters. • Co-create a character list
7	Chapter 2 pp. 8–12	**Vocabulary:** *blockade*	Identify the problem in the story. • Co-create a problems list
8	Chapter 3 pp. 13–18	**Vocabulary:** *indentured*	Identify the setting of the story and infer character circumstance.

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9	Chapter 3 pp. 18–23	**Vocabulary:** *providence*	Focus on the important characters. • Continue to co-create a character list
10	Chapter 4 pp. 24–25	**Vocabulary:** *ancestors*	Focus on cause and effect. • Co-create a map showing cause and effect
11	Outside Text: "Loyalists vs. Patriots"	**Vocabulary:** *monarchy* **vs.** *democracy*	Continue to build background knowledge about the setting.
12		Contrast writing and share-out	
13	Chapter 5 pp. 26–35	**Vocabulary:** *dignity* **vs.** *lowliness*	Identify the problem in the story. • Continue to co-create a problems list
14	Chapter 6 pp. 36–41	**Vocabulary:** *beholden*	Focus on important events. • Co-create an important events list

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15	Chapters 7–8 pp. 42–49	**Vocabulary:** *deprived*	Identify a character's circumstance.
16	Chapter 8 p. 48	**Vocabulary:** *inhuman* Focus on gathering important information from primary documents. • Create a list of important quotes	
17	Chapters 8–9 pp. 49–54		Identify a character's circumstance. • Create a list of references that relate slaves to something inhuman
18	Chapter 9 pp. 54–60	Recognize author's craft. • Symbolism	Infer character feelings and motivations.
19	Chapters 9–10 pp. 60–67	**Vocabulary:** *bribe*	Identify the problem and solution. • Continue to co-create a problems list
20		Problem/solution/opinion writing and share-out	

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21	Chapter 11 pp. 68–74	**Vocabulary:** *thievery*	Focus on important events. • Continue to co-create an important events list
22		Retell summary writing and share-out	
23	Chapters 12–13 pp. 75–83	**Vocabulary:** *gossip*	Infer character feelings and motivations. • Continue to co-create a character list
24	Chapters 13–14 pp. 83–92	Recognize author's craft. • Mood	Use text evidence to make predictions.
25	Chapters 15–16 pp. 93–98	**Vocabulary:** *treason*	Infer character traits by focusing on the main character's actions, words, and feelings. • Co-create a character traits list
26	Chapter 16 pp. 98–104	**Vocabulary:** *conceal*	Infer character traits by focusing on the main character's actions, words, and feelings. • Continue to co-create a character traits list

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27		**Vocabulary:** *conspirator* Recognize author's craft. • Metaphor	
28	Chapters 17–18 pp. 105–116	**Vocabulary:** *submit*	Infer character traits by focusing on the main character's actions, words, and feelings. • Continue to co-create a character traits list
29	Chapters 19–20 pp. 117–126	**Vocabulary:** *forbearance*	Recognize cause and effect relationships.
30	Chapters 20–21 pp. 126–137	**Vocabulary:** *liberty*	Use text evidence to make predictions.
31	Chapters 21–22 pp. 137–145	**Vocabulary:** *insolence*	Empathize with the main character.

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32	Chapters 23–24 pp. 146–150	*Complete this lesson after the read-aloud.* Recognize author's craft. • Symbolism	Empathize with the main character.
33		**Vocabulary:** *betrayal* Recognize author's craft. • Metaphor	
34		Brainstorm lines of thinking.	
35	Chapter 24 pp.150–153	**Vocabulary:** *self-preservation*	Compare and contrast characters.
36	Chapters 25–26 pp. 157–168		Continue to consider possible themes.
37	Outside Texts: "Crossing the River Jordan"; Video: Martin Luther King's Last Speech (Optional)		Recognize intertextual connections: • Metaphor

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38		Choose a line of thinking. • Co-create an evidence collection box	
39	Chapters 27–29 pp. 169–182		Focus on collecting evidence to support a line of thinking.
40	Chapters 29–30 pp. 182–190		Identify a character's circumstance. • Continue to add evidence to the evidence collection box
41	Chapters 31–32 pp. 191–199	**Vocabulary:** *surrender* **vs.** *fight*	Recognize cause and effect relationships. • Continue to add evidence to the evidence collection box
42	Chapter 33 pp. 200–205	**Vocabulary:** *ruin*	Recognize cause and effect relationships. • Continue to add evidence to the evidence collection box

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43	Chapter 34 pp. 206–214	**Vocabulary:** *shame* **vs.** *honor*	Infer character feelings. • Continue to add evidence to the evidence collection box
44	Chapter 35 pp. 215–223		Identify the turning point. • Continue to add evidence to the evidence collection box
45		Turning point writing and share-out	
46	Chapters 36-37 pp. 232–241	**Vocabulary:** *merciful*	Use text evidence to make predictions.
47	Chapters 38–39 pp. 242–255	**Vocabulary:** *soul*	Use text evidence to make predictions.
48	Chapters 40–41 pp. 256–269		Use text evidence to make predictions.
49	Read-In Chapters 42–45 pp. 270–300		
50		Reflection writing: Synthesis summary	
51– 56		Formal writing: Literary essay	