Analyzing Literature RL.8.3

In these chapters, Laurie Halse Anderson uses specific incidents to show us new sides to a character as well as propel the story forward by forcing Isabel to make decisions. Think about how the following lines contribute to the overall significance of the story.

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

How does this argument stick in Isabel's mind and shape her actions in future chapters?

She thinks joining the British might be the answer.

5. I made slow progress in this manner for two blocks when Curzon joined me.
He would not look at me. Didn't say a word, neither. He simply carried the buckets to the Locktons' gate for me, then walked away. (p. 168)

What does this reveal about Curzon's character? How does this action begin to shape Isabel's feelings for Curzon? Cite specific examples from the text that support your answer.

He likes her.
She respects him.

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

The river Jordan refers to an actual river between current day Israel and Jordan. This river is referred to in the Old Testament of the Bible as the river that the enslaved Israelites had to cross to become free.

What do you think Grandfather means here? Is he speaking literally or figuratively?
Understanding History  RH.8.2, RH.8.5

In November of 1775, Virginia's royal governor, the Earl of Dunmore, issued a proclamation after he became aware that colonists were forming armies and attacking British troops. Known as “Dunmore's Proclamation,” it declared Virginia in a state of rebellion and placed the colony under martial law. It also stated, to the dismay of many, “all indentured Servants, Negroes, or others (appertaining to Rebels) free, that are able and willing to bear Arms, they joining his Majesty's Troops.” This line of the proclamation heightened distrust between masters and slaves by offering freedom to those slaves willing to fight for the king. Fear of revolts increased.

On pages 164 – 167, many of the city's slaves discuss Dunmore's Proclamation while getting water.

There are two opposing viewpoints about this proclamation. In the diagram below, copy quotes from the text to illustrate the two sides of this debate.
Chapter Response Questions

Chapters XXXI – XXXV

Understanding History RH.8.2
The Great Fire of September 21, 1776, devastated New York City. Re-read the primary source excerpts and Isabel’s account of the fire in Chapter XXXI and XXXII.

1. List five historical facts that you learn about the fire and its aftermath.

   Broadway, N. North River
   Sat Sept 21 - Sun Sep 22, 1776
   Hundreds of Families lost All, Thousands homeless
   500(+) Homes, Shops, Churches, Stables

2. According to the Loyalists, who started the fire and why? According to the Patriots, who started the fire and why?

   Rebel Sabotage
   God's judgement on the British

3. Explain whether the fire strengthened or weakened the British occupation of New York City.

   Leave the British without shelter, but it strengthened their position, they had $$

4. How did the fire and its aftermath affect the relationship between Isabel and Lady Seymour?

   Became closer, Lady Seymour ate with

5. How did the fire impact Curzon?

   In sail, “Lobsteback”