

A Novel Guide for *War Comes to Willy Freeman*

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**with additions from 2018*

War Comes to Willy Freeman

Chapter One

Pages 1-11

Revolutionary viewpoints/timely thoughts:

With a partner, read each statement below, and discuss whether you agree or disagree with it.

1. Teenagers today are different from teenagers 230+ years ago.
2. Men are braver than women.
3. During a war, both women and men should fight.
4. Leaders should always be elected by the people.
5. There is no slavery in the world in 2006.
6. There are no countries in the world ruled by kings in 2006.
7. Children are not equal to adults.
8. Life is more dangerous for boys than for girls.
9. It's wrong to use violence to fight for freedom.
10. Today in the US all people have equal rights.

Pre-reading small group discussion:

1. Look at the front cover of *War Comes to Willy Freeman* (don't look at the back yet). Who do you see?
2. Who are these people?
3. What are they doing?
4. What does the name Willy Freeman mean to you? Is it a gendered name?
5. What smaller words do you recognize in the name?
6. What does it mean to "go to war"?
7. Do you think Willy goes to war in the book?
8. What does "War comes to Willy" mean? How is it different?
9. Based on the book's cover, what time period is it about?
10. Now read the two paragraphs on the back of the book. What do you know now about :
 - the character(s),
 - the plot,
 - the setting,
 - the language,
 - the theme(s).

Questions for understanding and critical thinking:

1. Who is telling this story?
2. Where does the narrator live?

3. What year is it?
4. What is Willy's full name? What are her parents' full names? What do their names mean?
5. Describe Willy's house: how many rooms, what kind of furniture, what other possessions?
6. What is Willy's father determined to do?
7. Who is Colonel Ledyard?
8. What does Willy's father do for Colonel Ledyard?
9. What kind of work does Willy do?
10. What's for breakfast at Willy's house?
11. Describe Willy's mother.
12. Whose scream cuts like a knife through the air?
13. How does Willy's mother describe her father?
14. Which side is Willy's family on? Why?
15. What is Uncle Jack's plan for the future?
16. Why are the two black soldiers fighting for the British?
17. Why does Pa threaten to kill one of the soldiers?

Vocabulary: Below is a list of descriptive phrases from chapter 1. With your group, decide which character fits each description, and explain why.

mighty brave
 chocolate colored
 wearing short jackets with no leggings
 gasping for breath
 free
 scared for Pa
 grim and bitter

With a partner, translate the following dialect phrases into modern English, and discuss why you think the authors decided to use dialect in this book.

1. "...there wasn't no use in us niggers fighting."
2. "...there wasn't nothing fair in anything."
3. "The cow ain't going to milk herself."
4. "Ma was mighty careful about that cow."
5. "Put on them milking britches."
6. "I ain't having no child of mine sitting on a milking stool with her skirt pulled up, and all them soldiers marching by."

Character quotes: Fill in the table with information about each quotation. For "tone," decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. "We ain't British. We're from New Jersey."
2. "No, your Pa, he's made his mind up he's an American by law and right and he's going to fight for it."
3. "We're not slaves. We're free."
4. "You've killed her. She was mine. She was the only thing I ever owned."
5. "He's always done right by us and don't drink and carry on like some."
6. "He's a boy."

For journal writing:

- Write about a time when you or someone in your family had to fight for something. What was it? Was it worth fighting for?
- Write about a time when you were in danger, or worried. What were you afraid or worried about? What did you do to resolve or get out of the situation?

*Additions from 2018, below:

CHARACTERS

- | | |
|--|---|
| • "Wilhelmina" Willy Freeman: Main character/protagonist | • New Jersey Volunteer: Small role characters |
| • Jordan "Pa" Freeman: Supporting character | • Granny Hyde: Transition character |
| • Lucy "Ma" Freeman: Supporting character | • British Army: Main characters/antagonist |
| • Cousin Daniel "Dan": Transition character | • American Army: Main characters |
| • Aunt Betsy: Transition character | • Horace: Supporting character |
| • Captain Ivers: Transition character | • Charlie: small role character |
| • Mrs. Ivers: Transition character | • Mr. Goodrich: supporting character |
| • William Latham: Small role character | • Mr. Chauncey: transition character |
| • Colonel Ledyard: Supporting character | • Judge James Wadsworth: transition character |
| • Mrs. Ledyard: Small role character | • Ned: Small role character |
| • Captain Bradley: Small role character | • Dr. Beach: transition character |
| • Uncle Jack Arabus: Transition character | • Dr. Beach wife: small role character |
| • Black Sam Fraunces: unknown | • Goodrich landlady: small role character |
| | • Ferry operator: small role character |

- Female bartender: small role character
- Drunk man: unhelpful character

Keywords/Topics:

- Freedom/Independence Movement
- Rights (Civil, Gender)
- Power Relations (hierarchy)
- Wealth
- Race/Racism
- Child labor/Slavery
- Colonization
- Terror/Trauma
- Gender
- Identity
- Nationalism
- War/Revolution
- Determination
- Death/loss
- and...

Steps to Identifying a Theme in literature:

1. As you start reading make notes & annotations about events in the story that resonate with you.
2. Finish reading the literature such as, the novel, the letter, etc...
3. Create a list of topics such as, gender, trauma, loss, etc...
4. Pick a topic and write a sentence about what the author believes about the topic. For example: "The author believes that" (insert topic here) and describe...
 - a. "The author believes that" persistence is required to overcome risky decisions. (student A example)
 - b. The author believes that social status is a roadblock between equality and freedom. (student B example).
 - c. The author believes that gender matters because women can use it to save their lives during Colonial America. (student C example).
 - d. The author believes that changing gender is a strategy used by women to survive. (student D example).
5. Remove the "The Author believes that"... and you are left with a theme for writing about a topic of your interest as connected to the literature.
 - a. Persistence is required to overcome risky decisions.
 - b. Social status is a roadblock between equality and freedom.
 - c. Gender matters because women can use it to save their lives during Colonial America.
 - d. Changing gender is a strategy used by women to survive.

CHOOSE ONE OF THE ESSAY QUESTIONS BELOW.

1. Describe a theme from the novel War Comes to Willy Freeman. By ***critically analyzing*** character(s), conflicts (scenes) and the plot give *at least two* examples of how we see evidence of this theme throughout the novel.
2. At the end of the novel War Comes to Willy Freeman, Willy discusses how some people were “more free than others.” Do you agree with her position? Explain your answer using a claim, **link to a theme** and *at least two* pieces of evidence from the novel.

Quote #	Complete Quote	Page #	Character Speaking	Meaning	Tone

War Comes to Willy Freeman

Chapter Two

Pages 13-21

Questions for understanding and critical thinking:

1. What does Ma want to argue about (and why doesn't she dare?)
2. Who isn't afraid of anything?
3. Why does the soldier tell Pa he's lucky?
4. What does Ma do when Willy leaves with Pa?
5. Describe the people Willy and Pa see on the road to the fort. What are they doing? Why?
6. Who calls Willy a spy? Why?

Characters and actions: Below are some actions performed by various characters in chapter 2. With a partner, identify the character who does each action.

1. kneels and begs
2. creeps through the woods
3. gets pulled up by a rope
4. gets shot at
5. leads a piglet on a string
6. eats pork and biscuits
7. does what she's told

Vocabulary: Write the vocabulary word that matches the definition. Then, write a sentence using each word. The sentence should:

- start with an upper case (capital) letter and end with a period
- have a subject and verb that agree

1. b _____ a blade that fits on the end of a rifle
2. f _____ a building with thick walls, for protection from enemies.
3. c _____ a very large mounted weapon that fires heavy balls.
4. f _____ a group of warships
5. h _____ to be quiet; to stop talking or making noise

6. n _____ an offensive slang term for a black person

Character quotes: Work with your group to fill in the table with information about each quotation. For “tone,” decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. “Oh, run, Pa.”
2. “Jordan, please, you have a child.”
3. “If you was white, I’d run you through. ”
- 4 .“You’ll get her killed.”
- 5.“Willy, get one of my cockade hats out of the cupboard.”

Work with a partner. On a map (or maps), find these locations on Long Island and in Connecticut:

- The New Thames River
- Groton Point
- Long Point
- New London
- Fort Griswold
- Fairfield
- New Haven
- Norwalk
- Long Island Sound
- Danbury

For Journal Writing:

- Write about Jordan’s decision to join the fight. What are his reasons for fighting against the British? Is he doing the best thing for himself and his family? Explain.
- Write about the relationship between Willy’s mother and father. How do they treat each other? How do they speak to each other? Are they equals? What are their rights? Explain.

Quote #	Complete Quote	Page #	Character Speaking	Meaning	Tone

War Comes to Willy Freeman

Chapter Three

Pages 23-31

Questions for understanding and critical thinking:

1. Where does the action take place in chapter 3?
2. What does Willy lie about? Why?
3. What is Willy's role in the battle?
4. Describe the battle: Who is fighting, what weapons are they using, who is in charge? Who wins? Is it a fair fight? Why or why not?
5. What horrors does Willy witness during the battle?

Reread Chapter 3 and work with a partner to find the character(s) who does/do each action:

- jab with pikes
- jab with bayonets
- shake and moan
- surrenders
- begins to shriek
- break in
- make cartridges
- dies

Character quotes: Work in a group to fill in the table with information about each quotation. For "tone," decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. "We ain't going to. We're going to fight."
2. "It's your turn to go up with the cartridges."
3. "Who commands here?"
4. "Do you think they'll break in?"

Vocabulary: Write the vocabulary word that matches the definition. Then, write a sentence using each word. The sentence should:

- start with an upper case (capital) letter and end with a period
- have a subject and verb that agree

1. m _____ killing of many at once
2. s _____ to give up (to an enemy)
3. p _____ explosive mixture
4. p _____ fence, barrier, fortification
5. c _____ small case filled with gun powder
6. p _____ spear or pole-shaped weapon
7. t _____ expressed intention to harm
8. b _____ to brag, show off, or threaten

For journal writing:

- What do you think will happen to Willy next? If you were Willy, what would you do now? Where would you go? What do you think Willy's plan should be?

Quote #	Complete Quote	Page #	Character Speaking	Meaning	Tone

War Comes to Willy Freeman

Chapter Four

Pages 33-46

Questions for understanding and critical thinking:

1. Describe the scene after the battle.
2. Describe the river. What does Willy see there?
3. What does Willy see on the ocean?
4. What happens when Willy gets home?
5. What does Willy decide to do?
6. Who is Granny Hyde? What kind of person is she?
7. What does Granny Hyde tell Willy?
8. How does Willy describe New London? What does she compare it to?
9. How does Willy travel to Stratford?
10. Why does she go there?
11. What colony is Stratford in?
12. What questions does Willy ask herself on the way to Aunt Betsy's place?
13. What's the name of the river that ends at Long Island Sound?
14. Who is Uncle Jack? What kind of person is he?
15. Who is Captain Ivers? What does Willy learn about him?
16. What does Dan call Willy?
17. What does Aunt Betsy say about Willy? Who does she compare Willy to?

Vocabulary: With your group, put the words below into several categories based on their meaning. Be prepared to explain your categories to the rest of the class.

frigate	scared	lonely
sobbing	fleet	oak
hemlock	harbor	brig
willow	tears	jolly boat
branches	gasping	pain

Character quotes: Fill in the table with information about each quotation. For “tone,” decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. “I saw it happen.”
2. “What are you doing in this?”
3. “Ma, where are you?”
4. “You’re the spittin’ image of your Ma.”
5. “I don’t know what Captain Ivers’ll say about that.”
6. “I figured on staying with you. I’ll work hard.”

For journal writing:

- Describe Willy’s feelings on the way to her Aunt Betsy’s place, and how she feels after she arrives and meets her relatives.
- How will Willy’s life change if she stays with her aunt and uncle? How will it be similar to her life in the past? How will it be different?

War Comes to Willy Freeman

Chapter Five

Pages 47-58

Questions for understanding and critical thinking:

1. What does Willy learn about George Washington's army?
2. What do black men get in return for joining the Connecticut line, according to Uncle Jack?
3. Why is Uncle Jack at home now?
4. Describe Uncle Jack's experience as a soldier. Has he fought in many battles? Where has he fought? Where will he fight next, possibly?
5. What does Willy tell the Arabus family in the kitchen?
6. Whose kitchen are they in?
7. How do Captain Ivers and his wife talk to Willy? What do they call her? Make a list of the things they call Willy.
8. What does Captain Ivers disagree with his wife about?
9. What does Willy think Captain Ivers is planning?
10. What are freedom papers? Where are Willy's freedom papers?
11. What might happen to Willy if she goes to New York? Make a list of the possible risks.
12. Make a list of Willy's reasons for wanting to go to New York.
13. What gives Willy a lovely feeling?
14. Why does Willy offer to deliver a message for Captain Ivers?
15. Why does she take her aunt's coat?
16. Who does Willy run into on the Sound?

Characters and actions: Below are some actions performed by various characters in chapter 5. Work with a partner. Identify the character who does each action.

1. puts Willy to work
2. runs a tavern in New York
3. advises Willy against going to New York
4. takes a chance
5. twists Willy's ear
6. hands Willy a note

Role play: With a partner, write a dialogue and act out a scene (from this chapter) involving:

- Willy and Aunt Betsy
- Captain Ivers and Mrs. Ivers
- Captain Ivers and Willy

Make sure there is a conflict between the characters in your dialogue.

Character quotes: Fill in the table with information about each quotation. For “tone,” decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. “Who’s nigger boy is this?”
2. “She’s staying.”
3. “It’s rough down there, Willy.”
4. “Where are they?”
5. “He’s got a tavern to run.”
6. “Hurry back so’s you can help with supper.”

Work in a small group. Translate the following dialect phrases into Standard American English:

1. “I knew it wasn’t going to be no fun.”
2. “There was lights here and there along the shore.”
3. “...a few stars was out.”
4. “They was coming out from shore and they was traveling mighty fast.”
5. “On they came, lickety split.”
6. “I was mighty sorry to be alone and cold again.”

For journal writing:

- Write about Willy’s decision(s) in chapter 5. Why does she make these decisions? Do you think Willy makes the right decision(s)? Why or why not? What other choices does she have?
- Imagine that Willy could live in Connecticut in the year 2007. How would her life be different -- in terms of her home, parents, school, work, and future?

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Chapter Six

Pages 59-69

Questions for understanding and critical thinking:

1. What happens to the jolly boat?
2. What is a raiding party? Who is in the raiding party?
3. What does Willy tell the men in the raiding party?
4. Why does one man think Willy is a spy?
5. Is Willy a runaway? Explain.
6. What are Willy's thoughts about the society she lives in? Who's on the top? Who's at the bottom? Where is Willy in the hierarchy?
7. How does Willy "get clear of the raiders"?
8. How does Willy survive?
9. Describe New York as Willy sees it. How does Willy's New York compare with the city today?
10. Make a list of the things Willy sees in New York.
11. What are the "extra big ships"?
12. What does Willy know about these ships?

Characters and actions: Below are some actions performed by various characters in chapter 6. Work with a partner. Identify the character who does each action, and explain why he or she does it.

1. calls Willy a spy
2. describes the battle at Fort Griswold
3. hide their boats in the bushes
4. throws pebbles into the woods
5. gives Willy six potatoes

Role plays: With a partner (or small group), write a dialogue and act out a scene (from this chapter) involving:

- Willy and two members of the raiding party
- Willy and the "old darky"
- Willy talking to herself (a monologue) about the war (and what it's for)

Cause and effect: Match the beginnings of these sentences with the endings that make the most sense.

1. Willy goes to New York...
2. Uncle Jack fights on the American side...
3. Willy throws rocks...
4. Willy lies about being a boy...
5. Willy takes the jolly boat...

...to protect herself.
 ...to distract the raiders.
 ...to escape from Captain Ivers.
 ...to find her mother.
 ...to get his freedom.

Now, write 5 sentences about these characters and their actions, using the word *because*.

Vocabulary: With your group, put the words below into categories related to their meaning (as many different categories as you think makes sense). Be prepared to explain your categories to the rest of the class.

houses	smack	click-click
steeple	docks	creep
crouch	slip off	buildings
duck	squat	hunker
stumble	stroll	slap-slap-slap

Character quotes: Fill in the table with information about each quotation. For “tone,” decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. “They busted down the door and came pouring in.” (Who are *they*?)
2. “Somebody’s out there. Let’s spread out.” (Who is *somebody*?)
3. “The niggers are all for the British.”
4. “That sounds right to me. I heard about it.” (What is *it*?)
5. “I saw it happen, sir.” (What is *it*?)

For journal writing:

- Write about what Willy sees as she stands across the river from New York. Describe the scene. What impresses Willy? What is beautiful, interesting, or ugly about the scene?
- Think about Willy's adventures so far. What or who has she escaped from? Has she been lucky or unlucky? Explain.

War Comes to Willy Freeman

Chapter Seven

Pages 71-76

Questions for understanding and critical thinking:

1. What does Willy think about while she looks at New York across the river?
2. In Willy's daydream, what is heaven like? Who takes orders there? Who gives orders?
3. What does each character want: Willy, Charlie, the British officer?
4. For Willy, what's the difference between the British and the Americans?
5. How does she feel about the British?
6. Why does Willy talk to the British officer?
7. Why does she say she's from Long Point?
8. Why does she admit that she's a girl?
9. How does Willy fool Charlie?

Work with a partner. Translate the following dialect phrases into Standard American English:

1. "I ain't a girl."
2. "...so's I couldn't even tell what town I was in."
3. "I didn't have no choice."

Vocabulary work: With your group, put the words below into categories related to their meaning. Be prepared to explain your categories to the rest of the class.

magical	hollering	laughing
exciting	sparkling	shore
island	point	blushing

Character Quotes: Work with a group. Fill in the table with information about each quotation. For “tone,” decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. “A point? In the middle of the island?”
2. “Charlie, better leave her alone.”
3. “So, you’re really a girl.”
4. “Charlie, you’re a fool.”

For journal writing:

- What does Willy learn about the British and the war in chapter 7?
- How do you think Willy feels as she skips away from the British soldier? How would you feel in her situation?

War Comes to Willy Freeman

Chapter Eight

Pages 77-90

Questions for understanding and critical thinking:

1. What is “pretty clear” to Willy at this point?
2. What is the name of the “little village” across the river from New York?
3. What does the “little village” look like?
4. Describe what Willy sees in the village.
5. How much does the ferry to New York cost?
6. What does Willy tell the boy who gives her a ride?
7. How does he react?
8. What makes Willy blush?
9. What advice does the boy give Willy?
10. What part of Willy’s story is true? What part is a lie?
11. Around New York, what is “ordinary”?
12. Who is “flooding in” to New York? Why?
13. What kind of lie “lowers you”?
14. What lies does Willy tell about her father?
15. Why does Willy say that Horace is “mighty kind”?
16. What is a pig scraper? A tanner?
17. Why do Horace and Willy take the ferry instead of the bridge?
18. Describe Sam Fraunces’ tavern. How big is it?
19. What does the sign on the tavern say?
20. Why does it say that?
21. Why does Willy think Sam Fraunces will help her?
22. What does Horace explain to Willy in the tavern kitchen?
23. Whose side is Black Sam on? Explain.
24. What does Willy tell Black Sam?
25. What kind of person is Sam?
26. How does he respond to Willy’s story?
27. What advice does he give her?

Vocabulary: Write the vocabulary word that matches the definition. Then, write a sentence using each word. The sentence should:

- start with an upper case (capital) letter and end with a period
- have a subject and verb that agree

1. b _____ to become red in the face
2. f _____ boat that transports people and things across a body of water
3. t _____ an inn for travelers
4. t _____ two pennies; two cents
5. r _____ one who has escaped slavery or imprisonment
6. c _____ careful, prudent, showing caution
7. s _____ not willing to trust or confide
8. n _____ son of one's brother or sister
9. n _____ daughter of one's brother or sister

Role play:

- One student plays Willy; the other plays Horace. Willy tells Horace some lies. Horace gives Willy advice on lying.
- One student plays Sam Fraunces; the other plays Willy. Sam asks Willy where she's from. She tells her story. Sam reacts.

Character quotes: Fill in the table with information about each quotation. For "tone," decide how the character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other? Correct any grammatically incorrect sentences.

1. "Who's your master?"
2. "I ain't got tuppence."
3. "Did you think you'd be better off with the British here in New York?"
4. "You don't even know she's in New York."
5. "I think it best that you stay a boy for a while."

For journal writing:

- Describe Black Sam Fraunces. What kind of man is he? Whose side is he on? What does he look like? What does he think about Willy and her story?
- How does Horace treat Willy? Is he a good friend? Would you want to have a friend like Horace? Explain.

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Chapter Nine

Pages 91-105

1. Where does Willy stay in New York?
2. How kind of work does she do?
3. How much does she get paid?
4. What does she worry about?
5. What story does she make up about her family?
6. Why can't Willy write?
7. What does she have to be careful about?
8. What does Willy want Horace to do for her?
9. What does Horace notice?
10. What is Canvas Town? Who built it?
11. Who lives in Canvas Town?
12. What kind of work do black workmen do?
13. How much do they get paid?
14. What are the houses in Canvas Town made of?
15. What news does Willy hear about General Washington?
16. What do the British do at Fraunces Tavern?
17. What job does Horace hope to have someday?
18. Where are Broad Street and Beaver Street?
19. Describe New York as Willy and Horace see it. What do the buildings and streets look like?
20. What does Horace tell Willy as they walk around New York?
21. Describe the buildings and people in Canvas Town.
22. What does the woman in Canvas Town tell Willy?
23. What does Horace think about the idea of going back to Canvas Town?
24. Describe the lantern Willy takes to Canvas Town.
25. What happens when Willy and Horace go back to the woman?

Role play:

- One student plays Willy; the other plays Horace. They discuss going back to Canvas Town.
- One student plays the woman with the rum; the other plays Willy. They discuss Willy's mother.
- One student plays the man with the pipe; the other plays Willy. They discuss Willy's mother and the people in Canvas Town.

Vocabulary: Work with a partner. Scan chapter 9 and find a synonym for each of the following words:

calculate (p. 92)
smallpox (p. 92)
revolutionaries (p. 93)
Tories (p. 93)
dwellings (p.95)
lack (p. 95)
problems or hazards (p. 100)
pennies (p. 101)
crazy (p. 103)
thieves (p. 103)

Character quotes: In a small group, fill in the table with information about each quotation. For “tone,” decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other?

1. “I’m going in, anyway.”
2. “She won’t be pretty if she’s down here long.”
3. “They’d kill you just to see the blood flow.”
4. “I think this is the one.”

For journal writing:

- How does Willy feel after looking for her mother in Canvas Town? Do you think Willy will go back there and look again? Would you go back? Explain.
- Write a description of Canvas Town, as if you were there. Include as many sensory details as you can: sights, sounds, smells, and textures.

War Comes to Willy Freeman

Chapter Ten

Pages 107-119

Questions for understanding and critical thinking:

1. How long has New York been occupied by the British?
2. What kind of shape is New York in?
3. What are there shortages of?
4. Where is Freshwater Pond?
5. Why isn't there a shortage of food, water, or wood at Fraunces Tavern?
6. Why are the British still in New York, if the fighting is over?
7. Who is a mystery to Willy?
8. How does Willy feel about "being a boy"? What are the pros and cons?
9. Who will push Willy around when she's a girl again?
10. What is Horace's annoying habit?
11. Can Horace write? Explain.
12. Why doesn't Willy add more to her letter?
13. Who is Elizur Goodrich? How can he help Willy?
14. Describe Greenwich and the area around it.
15. What does Willy talk to Mr. Goodrich about?
16. How does Mr. Goodrich know Uncle Jack?
17. Why doesn't Willy want to go swimming?
18. How does Horace react when Willy tells him the truth?

Vocabulary work: With a partner, scan chapter ten and find a synonym for each of the following words:

courteous (p. 108)
retrieve (p. 109)
pen (p. 110)
hurt (p. 111)
uneducated (p. 112)
fields (p. 113)
nervous (p. 114)
embarrassed (p. 115)
ran (p. 116)
tricked (p. 119)

Writing: Look at Willy's letter to Aunt Betsy on p. 111. Rewrite the letter, making corrections AND adding more facts and details about Willy's life in New York.

For example, you could add details about:

- how New York looks and what it's like to live there
- Willy's daily routine: eating, sleeping, dressing, working, etc.
- Sam Fraunces: what kind of person he is, and what it's like to work for him
- the British soldiers, and how they spend their time at the tavern

Character quotes: Fill in the table with information about each quotation. For "tone," decide how each character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other? Correct any sentences that are not grammatically correct.

1. "I thought you was a prince at writing, Horace."
2. "You're the boy who was at Fort Griswold?"
3. "I ain't going to swim in my clothes, you idiot."
4. "You ain't got no cold, Willy."
5. "You could have told *me* at least."

Role play:

- One student plays Willy; the other plays Horace. They discuss the idea of going swimming.
- One student plays Elizur Goodrich; the other plays Willy. They discuss what happened at Fort Griswold.
- One student plays Aunt Betsy; the other plays Uncle Jack. They read and discuss Willy's letter.

For journal writing:

- Write about your favorite scene in Chapter 10. Why did you like this scene? What was funny, scary, or interesting? Draw a picture of the scene and explain what's happening in your picture.
- What have you learned about Horace in this chapter? What does Horace do well? What doesn't he do very well? How does he feel when Willy reveals her true identity?

War Comes to Willy Freeman
Chapter Eleven
Pages 121-132

Questions for understanding and critical thinking:

1. What's the big news?
2. Where does Willy keep looking for her mother?
3. How is Willy's life different, now that she's a girl again?
4. Discuss how Horace's behavior changes after he learns Willy's secret.
5. What does Willy think about Horace's peeping and cursing? Explain.
6. Who helped the Americans during the war?
7. What's going on in Europe?
8. What does Willy mean when she says "everything's short"? Explain.
9. How old is Willy now?
10. Who believes that his time is more important than Willy's? Why?
11. Describe the people who are released from the British prison ships. What condition are they in?
12. Are there women on the prison ships?
13. What does Willy remember about her mother?
14. How does Willy react when she doesn't find her mother?
15. Where do the loyalists go after the war?
16. Why do you think the loyalists go to those places?
17. When and how do the British leave New York?
18. Who comes to see Willy at the end of chapter 11?
19. What does Willy find out about her mother?

Vocabulary: With your group, put the words and expressions into categories according to their meaning or context in the chapter. Be prepared to explain your categories to the rest of the class.

ague	sweet	negotiations	frostbitten
custard	scrubbing	wages	articles of peace
fever	shilling	treaty	tempting
sores	cook	quivering	waiter
prime minister	flushed	pence	Lord North
tarts	starvation	sweet tooth	Paris

Role play:

- One student plays Willy; the other plays Horace. They discuss their sleeping situation.
- One student plays Elizur Goodrich; the other plays Willy. Mr. Goodrich doesn't recognize her, and asks if she knows Willy Freeman.

Character quotes: Work with a group. Fill in the table with information about each quotation. For "tone," decide how the character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other? Correct any grammatically incorrect sentences.

1. "I saw you peeking this morning."
2. "I ain't got time to mess with them chickens today..."
3. "You ain't my boss, Horace."
4. "It's over. They've signed it."
5. "Go on down there and see if you can find her."
6. "I'm afraid it's serious."

For journal writing:

- Write a thank you letter from Willy to Sam Fraunces. In the voice of Willy, tell Sam all the things he's done for you that you're grateful for. Write about the things you enjoyed in New York, and things you admire about Sam.
- Write a letter to Horace thanking him for being your friend. Write about the ways Horace helped or supported you. Write about some of the good times you've had with Horace, and/or the difficult or painful moments you've shared.

Questions for understanding and critical thinking:

1. What does “it’s serious” mean to Willy?
2. How does Willy think she can save her mother?
3. Could Captain Ivers make Willy his slave? How?
4. Does Sam Fraunces believe that Willy is taking a risk? Explain.
5. What “papers” does Mr. Goodrich ask Willy about?
6. Why didn’t Willy think of taking the papers?
7. What does Sam Fraunces say and do when Willy leaves?
8. What does he give her?
9. How does Willy travel to Newfield?
10. What does Horace say to Willy when she leaves?
11. How does Willy respond to Horace?
12. Where is Willy’s home now?
13. Describe Black Rock. What does Willy notice about it?
14. Why does the ferryman complain?
15. When Willy arrives, what is the Arabus family doing?
16. What has Captain Ivers been telling people about Willy?
17. Describe Ma. How has she changed?
18. Where was Ma during the war? What was she doing?
19. What was Uncle Jack doing during the war?
20. How does Willy know that Uncle Jack is free?
21. What are Jack’s “soldier’s notes”? What are they worth? Explain.
22. How does Willy try to help Ma?
23. According to Captain Ivers, what is a waste of money?
24. What does Ma die of?
25. What kind of funeral does she get? Describe the funeral.
26. What does Willy take to Mr. Goodrich?
27. How does Willy persuade the ferryman to take her across the river?
28. Why doesn’t the ferryman examine the paper?
29. Where does Mr. Goodrich live? Who does he live with?
30. Where does Mr. Goodrich go after Willy gives him the paper?

Vocabulary/Characters and Actions: Work with your group to identify the character who does each of the following actions. In some cases, it may be more than one character.

- claims he bought Willy
- won't accept the Spanish dollar
- sleeps under a horse blanket
- gives up on Ma
- chats while Willy waits for help
- grumbles after being roused
- speaks in whispery voice
- hides in the woodlot
- threatens to have Jack jailed
- drops down on her knees
- winces like someone hit him
- hits Captain Ivers with her fist
- goes down to the jailhouse

Vocabulary: With a partner, define each word or phrase below. Find a synonym for each.

dumbstruck	cupboard
clapped into slavery	flogging
discharge papers	The Lord's Prayer
constable	to be lax
to catch the ague	to look someone up and down
to reckon	to be contrary to the law
woodlot	dory
a heap of trouble	to claim something

Role play:

- One student plays Willy; the other plays Mr. Goodrich. Willy gives the paper to Mr. Goodrich and explains why she is worried.
- One student plays the ferryman; the other plays Willy. Willy shows the paper to the ferryman and explains why she needs to get across the river right away.
- One student plays Willy; the other plays Aunt Betsy. They bury Ma and say prayers over her grave. Then they discuss where Willy should go.

Character quotes: Fill in the table with information about each quotation. For “tone,” decide how the character feels when he/she says these words. Is he/she proud, cheerful, worried, sad, angry, disgusted, desperate, other? Work with your group to correct any grammatically incorrect sentences.

1. “He says he can’t come if Ivers don’t want him.”
2. “You...you back here?”
3. “He’ll steal his soldier’s notes and sell him off to the West Indies.”
4. “Another foot’ll be enough.”
5. “What business is it of yours?”
6. “It’s a mighty big risk, Willy.”
7. “I reckoned he couldn’t read any more’n I could.”
8. “He can’t do that.”

For journal writing:

- Write about Mr. Goodrich. What do you know about him: his age, his profession, his beliefs. What kind of man is he? Why does Willy think he can help her family?
- Write about Captain Ivers. What do you know about him? What does he want from Willy and her family? Why does he do the things he does? Describe his character and motivation.

War Comes to Willy Freeman

Chapter Thirteen

Pages 163-169

Questions for understanding and critical thinking:

1. What is a *writ of habeas corpus*?
2. Who is going to get one?
3. What does *habeas corpus* mean?
4. How can Willy help Uncle Jack?
5. How does Willy feel when she walks into the courtroom?
6. Describe the judge and the lawyer for Captain Ivers.
7. What is a *bill of sale*?
8. What does the law say about black men who enlisted in the American army?
9. How did Captain Ivers *manumit* Uncle Jack?
10. What did Captain Ivers get for freeing Jack?
11. Did Jack attack Ivers with *no provocation*?
12. Explain who provoked whom.
13. What argument does Mr. Goodrich make (to show that Jack is free)?
14. How does he support his argument?
15. What does Willy say to the judge in her own defense?
16. At what point does the judge become sympathetic? Why?
17. What is Mr. Chauncy's argument? Why does he say the judge should believe his client?
18. What does the judge conclude?
19. How does Ivers react to the verdict?

Vocabulary: Work with a partner. Match each phrase from chapter 13 with the word or phrase it means the same as, or refers to.

a thought	a decision	a courthouse
a risk	hurry	a prisoner
sat	saw	appeared

- He left it *up to me*.
- I'd take *a chance*.
- ...*columns* along the front and *great big windows*.
- All I wanted to do was *skedaddle* out of there.
- It *flashed through my mind*.

- He *plunked himself down*.
- Captain Ivers *spotted me*.
- Look who's *turned up*.
- ...with manacles on his wrists

Vocabulary work: With a partner, scan chapter 13 and find a synonym for each of the following words:

attack
reward
whipped
join the army
glasses
set free
to make money
documents

Complete the Quote: Break into teams. The teams find each quote below in chapter 13. Each team has to: 1. finish the quote (as it appears in chapter 13), 2. identify the speaker, 3. identify the person spoken to, and 4. say what the quote means. The first team to finish is the winner.

1. "Come here, Wilhelmina, and let's hear....."
2. "Her father was killed....."
3. "This little pickaninny's word is certainly....."
4. "Your honor, there's a question of....."
5. "Did you really.....?"
6. "All the while you sat home and....."
7. "I've a right to....."
8. "Under the law, no slaves were....."
9. "Damn the.....!"
10. "Ivers sent Arabus to fight for the nation's freedom -- and by law he couldn't do that without....."

For journal writing:

- Write a letter from Willy to Horace, explaining what happened in court. Remember that you are writing in the voice of Willy. Describe the high points of your day in court, and how you felt when you heard the judge's verdict.
- Write a letter from Mr. Goodrich to Sam Fraunces, explaining what happened in court and how you defended Willy and Jack Arabus. In the voice of Mr. Goodrich, describe how the judge, Mr. Chauncy, and Mr. Ivers responded to your argument, and what the result was.

War Comes to Willy Freeman
Chapter Fourteen
Pages 171-173

Questions for Understanding and Critical Thinking:

1. Now that the war is over, where does Willy want to go? Why?
2. How does Willy see her future?
3. How does she describe herself?
4. What does Willy think about her position in society?
5. According to Willy, who's at the top of the heap and who's at the bottom?
6. What is Uncle Jack's plan?
7. What does Willy think of Uncle Jack's plan?
8. What does Willy observe about Captain Ivers, Mr. Goodrich, and Mr. Fraunces? What do they have in common?
9. According to Willy, what is worth trying?
10. What are Willy's thoughts as she sails out of the New Haven harbor?

With a partner, scan chapter 14 and find where each of the following idioms is used. Write down the sentence, as it appears in the book, and explain what it means.

- to be *over* someone
- to *take orders from* someone
- to be *stuck*
- to be *over*
- to be *bound to do* something

In your group, discuss the difference (if there is a difference) between:

- being *argumentative* and being *free*
- to *figure* and to *reckon*
- *taking orders* and *giving orders*
- being *bossed around* and being *a slave*
- to *manumit someone* and to *set someone free*

For journal writing:

- Write a journal entry in the voice of Willy, reflecting on your past and making plans for the future. In your journal entry, use the following idioms:

I reckon

skedaddle

a heap of...

boss around

a mighty big risk

lickety split

How Much of this Book is True?

pp. 175-178

Questions for understanding and critical thinking:

1. Who is the narrator or speaker in this section?
2. Which parts (places, people, events) of this book are real?
3. Which parts are made up?
4. How can you find out more about *Arabus vs. Ivers*?
5. When Jack Arabus sued for his freedom, what was the result?
6. Was Fraunces Tavern a real place? Does it still exist? Explain.
7. Did Canvas Town exist? Does it exist today?
8. Was Black Sam Fraunces a real person? Was he black? Explain.
9. Make a list of the events in the book that really happened. How do we know these events happened?
10. Make a list of events in the book that probably didn't really happen. What makes you think these events are fictitious?
11. When you read about which events are real and which are made up, what surprises you?
12. What are the authors of *Willy Freeman* pretty sure about?
13. What are they not so sure about?
14. Why did the authors decide to use the word *nigger* in this book, even though modern readers consider the word insulting?
15. Why did the authors write this book? What were they trying to do?

Vocabulary: With a partner, find the person or thing each phrase refers to.

- a victualler for American troops
- a good replica of the original
- a gruesome massacre
- a steward of President Washington
- a veteran who sued for his freedom
- another name for Fraunces Tavern (during the British occupation)
- another book by the Collier Brothers

For journal writing:

- Write about what you liked most about this book. What interested you, surprised you, made you feel sad or made you laugh? How would you describe this book to a friend? Would you recommend it? Why or why not?

How Much of this Book is True?

In this chart, list the events, people and places in the novel that are “true.”
Explain how some are both true and fictional.

Events	People	Places

