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Esther Forbes

Born in Westborough, Massachusetts on June 28, 1891 to parents Trowbridge Forbes and Harriette Merrifield. Esther Forbes would come to be a well-known and respected historian and author. Her father taught mathematics at Robert College in Constantinople before moving on to study law and work as a probate court judge for close to 40 years in Worcester, Massachusetts. Esther's mother was a historian and writer, becoming famous for her detailed reference books focusing on the history of New England. In 1898 Esther's grandfather died and left a large piece of land to Harriette. A home was built on the property and Esther moved with her family to Worcester. She attended Bancroft School for a time before moving on to Bradford Academy junior college in Bradford, Massachusetts from 1909 to 1912.



Esther struggled in school due to her dyslexia and extreme nearsightedness. Despite these obstacles, Esther was extremely creative. When she was assigned a school task to write about anything she wanted, Esther's imagination took over. Esther's creativity was so great, her teacher accused her of plagiarism, and she became reticent about her stories. Whenever she wanted to write, she would skip classes. Later, Esther moved to Madison, Wisconsin where her sisters lived. She attended some classes at the University of Wisconsin and ultimately drafted a short story titled *Breakneck Hill*. A teacher encouraged her to submit the piece to a magazine and it was eventually published. The story won the O. Henry Prize.

Following this success, Esther moved back to Massachusetts in 1918, working for Houghton Mifflin publishing company as a typist. However, since her dyslexia made the job difficult, Esther moved on to reading unsolicited manuscripts. She married lawyer Albert Hoskins in 1926, and that same year published her first novel, *O Gentle Lady!* The novel garnered praise and kicked off a career as an author. While she would go on to win a Pulitzer Prize for her biography of Paul Revere, her most well-known work may be her novel *Johnny Tremain*, published in 1943. Esther Forbes died on August 12, 1967.

Did You Know...?

- Author Esther Forbes won the Pulitzer Prize for History for her biography of Paul Revere, *Paul Revere and the World He Lived In* in 1943.
- Forbes won a Newbery Medal for *Johnny Tremain* in 1944.
- Forbes became the first woman to be elected to membership in the American Antiquarian Society in 1960.



Chapter Two

Answer the questions in complete sentences.

1. Predict whether Johnny will ever reveal his true heritage.

2. Do you believe Johnny will be successful in creating the piece for John Hancock? Why or why not?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- | | | | |
|---|------------|----------------------------------------------------------|---|
| 1 | Scold | Cruel or oppressive rule. | A |
| 2 | Prosperous | Direct or divert someone or something. | B |
| 3 | Ruddy | Of the earthly world rather than a spiritual one. | C |
| 4 | Slavishly | The quality of being able to clearly express something. | D |
| 5 | Shunt | Doing something sinister or cowardly while out of sight. | E |
| 6 | Tyranny | Reprimand — speak to someone angrily for a wrongdoing. | F |
| 7 | Skulking | Successful financially or materially. | G |
| 8 | Mundane | Done in a way that doesn't show originality. | H |
| 9 | Eloquence | A person's face having a healthy red glow. | I |



Chapter Five

1. Put a checkmark (✓) next to the answer that is most correct.

- a) Where does Johnny decide to spend the night after dining with Mr. Quincy?
 - A The Lapham house.
 - B The Afric Queen's stable.
 - C The cemetery.
 - D None of the above.
- b) Where does Mr. Lyte suggest Johnny could settle?
 - A Guadalupe
 - B Cuba
 - C Haiti
 - D Puerto Rico
- c) What color are Goblin's eyes?
 - A Blue
 - B Brown
 - C Black
 - D Beige
- d) Why are there so many chairs in the Observer's attic?
 - A It is the site of secret meetings.
 - B There weren't.
 - C Johnny and Rab made chairs in their spare time.
 - D Mr. Lorne wanted to make sure any company could be accommodated.
- e) Who would sometimes recommend Johnny to deliver letters?
 - A Mr. Lorne.
 - B Rab.
 - C The Afric Queen's landlord.
 - D None of the above.

Chapter Seven

Answer each question with a complete sentence.

1. What unintended consequence did the Tea Party initially have?

2. What united the people of Boston as much as the Tea Party itself? Why?

3. What uncharacteristic foolish thing did Rab do? What happened because of this?

4. How were the people of Boston treated under General Gage? Why didn't the people starve?

5. Why do you think Johnny reacts the way he does when Rab goes off with Cilla? Do you think these feelings are justified? Why or why not?

6. What does Johnny mean when he says "in a way he had died in that room"? Use examples to support your answer.

Journaling Prompt

Johnny feels sorry for Dove when the British soldiers are bullying him and wants to defend his former enemy. Dove promptly tells the soldiers Johnny is working against them. Shortly after, Johnny describes Dove oozing his way into Johnny's life. What could these actions suggest? Do you believe Dove could change? Does Dove have some other motive? Answer these questions in a few paragraphs.



Chapters 1 to 3

Compare and Contrast

Johnny Tremain is an aspiring silversmith apprenticing, and living with Mr. Lapham. Johnny is held in high regard because of his considerable skill, despite his young age. Perhaps this is why Johnny treats his compatriots — Dove and Dusty — with such contempt.

Johnny lords his skill over the other two boys, promoting a lot of resentment and strained relationships at the shop. Johnny is arrogant and taunting toward the other boys. Go back through the first few chapters and describe how Johnny reacts to various situations. Discuss how he carries himself.

Then, go to the back of the book and compare Johnny the apprentice silversmith to Johnny the patriot. Explain some of the differences you see and discuss why Johnny might have changed. Is Johnny the same in some ways? How is he different? Discuss these questions in about 500 words.



Chapters 4 to 5

Character Compare

Early on in the book we learn that Johnny Tremain has one small secret from the Lapham family — a secret his mother has asked him to keep and to only reveal if Johnny was desperate. This secret is Johnny's silver cup proving his relation to the Lyte family.

Ultimately, Johnny feels he has reached rock bottom. He no longer has a place at the Lapham home. His only choice is to approach a wealthy merchant named Jonathan Lyte and hope for some consideration for a relation. However, Johnny doesn't anticipate just how negatively Lyte would react to his visit. Lyte first threatens to have him thrown out, then accuses Johnny of being a thief.

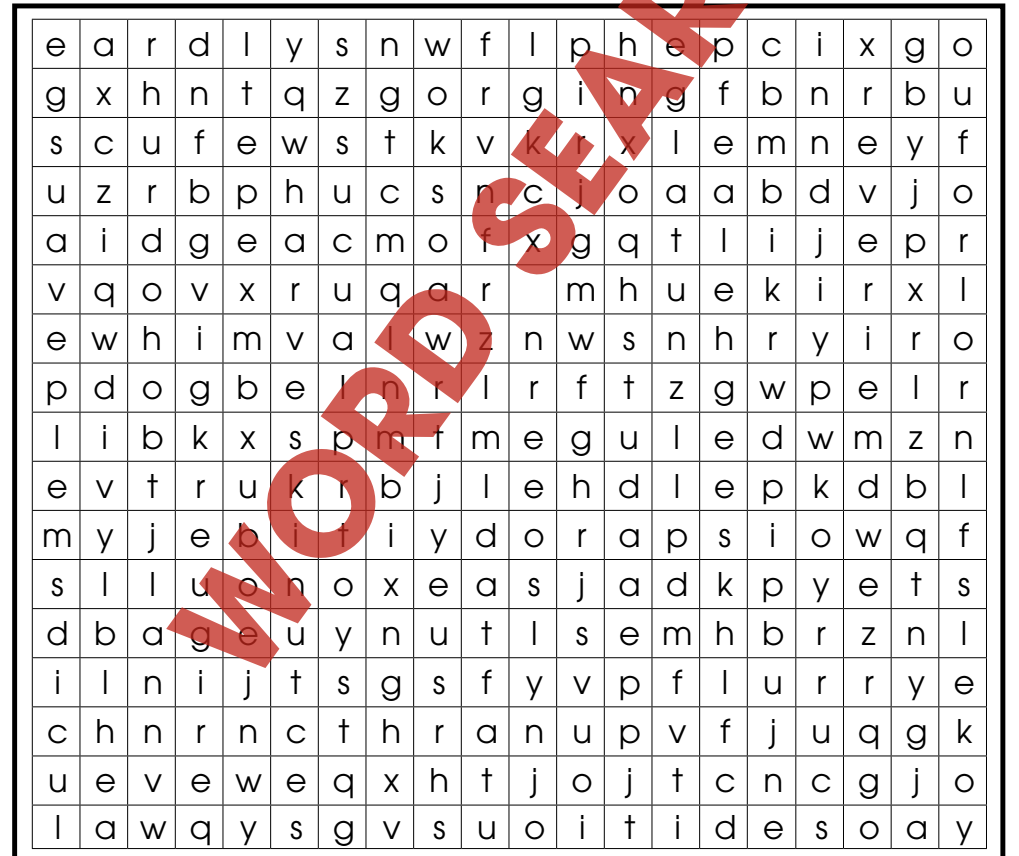
Use these interactions between Johnny and Lyte, as well as other information from the book, to compare these two characters. Set up a chart and jot down points as you go. Make sure you note both similarities and differences between the two characters. Write a few sentences explaining each point and describe a specific point in the book where you gathered this information.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

deluge	forlorn	lucid	reverie	suave
exuberant	genial	obedient	scornful	wharves
flog	gorging	parody	scurry	whim
flurry	lenient	piteous	seditious	yokels



Comprehension Quiz

Answer each question in a complete sentence.

- What are three themes from the book? 36
- What are three character traits of Johnny Tremain at the beginning of the book? 3
- Why is Johnny so driven and hardworking? 3
- What event early in the book hints at Johnny's downfall? 3
- What two events led to Johnny burning his hand? 2
- How did Johnny first react to his injury? 2
- Why was Johnny's first interaction with Rab special to him? 2

Moments of Loss

There are several moments throughout the book where characters must deal with loss in some way. For Johnny, it's his hand and his future as a silversmith. Losses could mean emotional losses or possessions that were lost. Use this organizer to describe some of the various moments of loss throughout the book.



NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence or short paragraph.

- Why does Dove feel he shouldn't have to take orders from Johnny?

- It is suggested Johnny could have been friends with Dove, but chose to bully him. What does this say about Johnny's character?

- What is Mr. Lapham suggesting with the passages he has Johnny read?

- What does it say about Johnny that he stays to work late even after his master and the other boys leave?

- What is revealed to be the reason Johnny works so hard?

- Why do you think Johnny's mother might have told him to go to Merchant Lyte only if he had no other option?

EASY MARKING



Do some research on silversmithing (or blacksmithing) using any resource available to you. Look specifically for tools, work gear, clothing, or anything else that would be essential to work in this trade. Also, research maker's marks and describe why they were used.

1.
Dove is older and has been working with Mr. Lapham longer than Johnny.

2.
Answers will vary.

3.
Mr. Lapham is suggesting Johnny is too prideful and should be humbler instead of lording his skill over the other apprentices.

4.
Although he may be humble, Johnny is hardworking and determined to get the project done right.

5.
His dying mother wanted him taught skilled work. She brought him to Boston to be a silversmith and even when she was weak she kept on teaching him reading and writing because she didn't want him to be uneducated.

6.
Answers will vary.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. F

2. G

3. I

4. H

5. B

6. A

7. E

8. C

9. D

1.

a) **F**

b) **T**

c) **F**

d) **T**

e) **T**

f) **F**

2.

a) 2

b) 3

c) 6

d) 1

e) 5

f) 4

1.

The relationship is obviously a strained one. Johnny has boasted and larded his talent over Dove and larded the older boy around. The other apprentices have no desire to help him. Johnny's reaction tells us he hasn't learned anything from his mistake.

2.

Johnny was in a hurry so he didn't bother to clean up spilled wax. He also didn't notice Dove had handed him a cracked crucible to use.

3.

When he found out, he ordered the sugar basin melted down. He returned the cream pitcher to Mr. Hancock and said it was impossible to make the sugar basin. He gave no further explanation.

4.

Answers will vary, but may include: Johnny had once felt like he belonged here and had something to work toward. Now, he feels he is an outcast and people pity him. "Seemingly in one month he had become a stranger, an outcast on Hancock's Wharf."

5.

He feels it was curious to be alone and didn't like the feeling of being cut off from his normal life.

6.

Swimming. In the water, his burned hand was as good as his other one. When swimming he could forget the injury.



Johnny Tremain

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
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Chapter Seven



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