



EXPEDITIONARY  
LEARNING

# Grade 4: Module 3B: Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



### Summary of Task

This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final broadsides to the class or another audience. **This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W4.5, W.4.7, L.4.2a, c and d, and L.4.3.**

### Format

#### **American Revolution Broadside**

The format of the broadside will be based on study of actual broadsides from the time period studied.

The broadside will be research-based.

One planning, drafting, and revising will be scaffolded (during Unit 3 instruction).

The final broadside will be presented to the class or other audience.

### Standards Assessed through This Task

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- L.4.2a Use correct capitalization.
- L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



#### Student-Friendly Writing Invitation/Task Description

After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.

#### Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

#### **Your Broadside should include:**

- A clear opinion statement
- Clear organizational structure that groups related ideas
- Historically accurate reasons that support opinion
- Historically accurate vocabulary
- Linking words and phrases to connect reasons and evidence
- A concluding statement that restates your opinion



#### Options for Students

- Students will write their broadsides individually. They will use their research notes to plan their broadsides.
- Students might have a partner to assist as they work on their broadsides, but the broadside will be an individual's product.
- Student broadsides could be various lengths, shorter for those for whom language is a barrier.
- Students could present their broadsides to their own class as practice for presenting to others in the school community.

#### Options for Teachers

- Students may present their broadsides to their own class, to other classes in the school, or to parents or other adults.
- Student broadsides could be accompanied by illustrations.
- Student broadsides could be displayed in the room, in the school library, or in the community to enhance student motivation with the potential authentic audiences.

#### Resources and Links

##### Broadside Images:

- [http://www.masshist.org/revolution/image-viewer.php?item\\_id=467&img\\_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1](http://www.masshist.org/revolution/image-viewer.php?item_id=467&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1)
- [http://www.masshist.org/revolution/image-viewer.php?item\\_id=498&img\\_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1](http://www.masshist.org/revolution/image-viewer.php?item_id=498&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1)
- [http://www.masshist.org/revolution/image-viewer.php?item\\_id=497&img\\_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1](http://www.masshist.org/revolution/image-viewer.php?item_id=497&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1)
- <http://www.loc.gov/pictures/resource/cph.3a45071/>
- [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+10800500\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+10800500))&linkText=0)
- <http://www.loc.gov/pictures/resource/cph.3b01290/>
- <http://www.loc.gov/pictures/resource/cph.3b24838/>



Central Text and Informational Texts

1. "Revolutionary War." *The New Book of Knowledge*. Grolier Online, 2013. Web. 16 May. 2013. (Lexile 690)
2. "Loyalists," *The New Book of Knowledge*, Grolier Online. (Lexile 730)
3. Amy Miller, "An Incomplete Revolution" in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
4. Kathy Wilmore, "Thomas Jefferson and the Declaration of Independence," in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)
5. Gare Thompson, *Divided Loyalties: The Barton Family during the American Revolution* (Monterey, CA: National Geographic School Publishing, 2006), ISBN: 978-0792258674. (L600–800)