



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Overview



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.



In this module, students explore perspectives in the American Revolution. Students study reasons why the 13 American colonies decided to declare independence, how colonists' opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. After a study of these various perspectives, students construct an opinion piece proclaiming reasons to be a Loyalist or a Patriot. In Unit 1, students build background knowledge on the war itself through close readings of several informational texts. Students will read closely to practice drawing inferences as they begin to think about what events happened in the war and why they happened. They also begin to gather evidence on the perspectives of the Patriots and Loyalists. In Unit 2, students will read the historical fiction play, *Divided Loyalties*, to deepen

their understanding of the Patriot and Loyalist perspectives. Drawing on their background knowledge about the Revolutionary War (from Unit 1), students will read the text closely, focusing on how one's perspective influences one's opinion as well as how one's perspective can change over time. Unit 3 allows students to synthesize their research of the Revolutionary War from Unit 1 and their analysis of perspectives from Unit 2 in a final performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier). To prepare for this task, students will study broadsides from the Revolutionary period and analyze examples of contemporary opinion writing. **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.**

Guiding Questions And Big Ideas

- **How does a person's perspective influence her or his opinion?**
- **Why should we respect the opinions of others?**
- *American colonists had different perspectives on fighting for independence from Great Britain.*
- *Black colonists and slaves had unique and different perspectives on the fight for American independence.*

Performance Task

American Revolution Broadside

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.**



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.

- Students will examine issues of political and economic rights that led to the American Revolution.
- Students will examine the importance of New York as a center of Loyalist support, the English plan to gain control of New York and why it failed.
- Students will investigate the strategically important battles of Long Island and Saratoga.
- Students will investigate why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none">• RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text.• I can make inferences using specific details from text.
<ul style="list-style-type: none">• RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none">• I can determine the theme of a story, drama, or poem.• I can summarize a story, drama, or poem.
<ul style="list-style-type: none">• RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none">• I can describe a story's character, setting, or events using specific details from the text.
<ul style="list-style-type: none">• RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none">• I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions).• I can describe the differences in structure of poems, drama, and prose.
<ul style="list-style-type: none">• RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none">• I can compare and contrast different narrators' points of view.



CCS Standards: Reading—Informational	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text.• I can make inferences using specific details from the text.
<ul style="list-style-type: none">• RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none">• I can determine the main idea using specific details from the text.• I can summarize informational text.
<ul style="list-style-type: none">• RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none">• I can explain the main points in a historical, scientific, or technical text, using specific details in the text.
<ul style="list-style-type: none">• RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none">• I can determine the meaning of academic words or phrases in an informational text.• I can determine the meaning of content words or phrases in an informational text.
<ul style="list-style-type: none">• RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none">• I can describe the organizational structure in informational text (chronology, comparison, cause/effect, problem/solution).
<ul style="list-style-type: none">• RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none">• I can explain how an author uses reasons and evidence to support particular points in a text.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. <ul style="list-style-type: none"> a. I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece.
<ul style="list-style-type: none"> W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> With support from peers and adults, I can use the writing process to produce clear and coherent writing.
<ul style="list-style-type: none"> W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none"> W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 	<ul style="list-style-type: none"> I can choose evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Choose words and phrases to convey ideas precisely.b. Choose punctuation for effect.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<ul style="list-style-type: none">• I can express ideas using carefully chosen words.• I can choose punctuation for effect in my writing.• I use formal English when appropriate.
CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts.<ul style="list-style-type: none">a. I can prepare myself to participate in discussions.a. I can draw on information to explore ideas in the discussion.b. I can follow our class norms when I participate in a conversation.c. I can ask questions that are on the topic being discussed.c. I can answer questions about the topic being discussed.c. I can connect my questions and responses to what others say.d. After a discussion, I can explain what I understand about the topic being discussed.



Texts

1. “Revolutionary War,” *The New Book of Knowledge*, Grolier Online. (Lexile 690)
2. “Loyalists,” *The New Book of Knowledge*, Grolier Online. (Lexile 730)
3. Thomas Flemming, “Private Yankee Doodle,” in *Boys’ Life*, July 2003. (Lexile 900)
4. Amy Miller, “An Incomplete Revolution” in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
5. Kathy Wilmore, “Thomas Jefferson and the Declaration of Independence,” in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)
6. Gare Thompson, *Divided Loyalties: The Barton Family during the American Revolution* (Monterey, CA: National Geographic School Publishing, 2006), ISBN: 978-0792258674. (L600–800)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Perspectives on the American Revolution: Building Background Knowledge			
Weeks 1-2	<ul style="list-style-type: none">• Using Mystery Pictures and Texts to Discover the Topic: American Revolution• Reading an Informational Text: Getting the Gist of the American Revolution• Explaining What Happened and Why: Rereading “Revolutionary War?”• Reading an Informational Text: Reading about the Loyalist Perspective• Determining the Main Idea and Supporting Details: Reading About the Loyalist Perspective	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can summarize informational or persuasive text. (RI.4.2)• I can explain the main points in a historical text, using specific details in the text. (RI.4.3)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	<ul style="list-style-type: none">• Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War (RI.4.1 and RI.4.2)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-2, continued	<ul style="list-style-type: none">• Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War• Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution• Close Reading: Learning about the Declaration of Independence	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can summarize informational or persuasive text. (RI.4.2)• I can explain the main points in a historical text, using specific details in the text. (RI.4.3)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can describe the organizational structure in an informational text. (RI.4.5)	<ul style="list-style-type: none">• End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence (RI.4.3, RI.4.4, and RI.4.5)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Digging Deeper into Perspectives through Literature			
Weeks 3-4.5	<ul style="list-style-type: none"> Preparing to Read the Play <i>Divided Loyalties</i> Summarizing Literature and Making Inferences Close Reading of an Excerpt of the Declaration of Independence Introduction to Discussing Literary Text Reading Drama Aloud for Fluency 	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) I can summarize a story, drama, or poem. (RL.4.2) I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5) I can read fourth-grade-level texts with purpose. (RF.4.4a) I can read fourth-grade-level texts with fluency. (RF.4.4b) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) I can draw on information to explore ideas in the discussion. (SL.4.1a) I can prepare myself to participate in discussions. (SL.4.1a) I can use context to help me to determine what a word or phrase means. (L.4.4a) I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (RL.4.1, RL.4.5, L.4.4a, and L.4.4c)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-4.5, continued	<ul style="list-style-type: none"> • Close Reading of an Excerpt of the Declaration of Independence • Introduction to Discussing Literary Text • Reading Drama Aloud for Fluency • Story Mapping and Summarizing <i>Divided Loyalties</i> 	<ul style="list-style-type: none"> • I can summarize a story, drama, or poem. (RL.4.2) • I can describe a story's character, setting, or events using specific details from the text. (RL.4.3) • I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) • I can draw on information to explore ideas in the discussion. (SL.4.1a) • I can prepare myself to participate in discussions. (SL.4.1a) • I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6) <ul style="list-style-type: none"> a. I can read fourth-grade-level texts with purpose. b. I can read fourth-grade-level texts with fluency. c. I can use clues in the text to check my accuracy. d. I can reread to make sure that what I'm reading makes sense. • I can use context to help me to determine what a word or phrase means. (L.4.4a) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i> (RL.4.2, RL.4.3, RF.4.4, and SL.4.1)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 4.5-7.5	<ul style="list-style-type: none">• Introduction the Performance Task a Broadside Expressing an Opinion about the American Revolution• Reading and Analyzing Opinion Pieces• Identifying Characteristics of Broadside	<ul style="list-style-type: none">• I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b)• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, and W.4.9b)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 4.5-7.5, continued	<ul style="list-style-type: none"> Identifying Characteristics of Broadside Determining Reasons to Support Opinions about the Revolution Grouping Reasons with Evidence from Research Drafting a Broadside Revising for Organization: Grouping Reasons with Evidence Revising for Organization: Introductions and Conclusions Reviewing Conventions and Editing 	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can recall information that is important to a topic. (W.4.8) I can sort my notes into categories. (W.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can group together reasons with related evidence in my opinion piece. I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) 	
	<ul style="list-style-type: none"> Publishing American Revolution Broadside Author's Chair Celebration 	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Part 1: Planning and Drafting a Broadside, Part 2: Revising to Create a Polished Broadside (W.4.1 and W.4.4)



Preparation and Materials

- Throughout this module, students will complete various note-catchers to capture their thinking about the texts they will read closely. These note-catchers will be useful to students as they write their opinion letters for the performance task in Unit 3. To help students stay organized, have them keep a folder for all of their note-catchers throughout the module. This folder can serve as a research folder, as many texts used in Units 1 and 2 will be key resources for their writing in Unit 3. Help students organize this folder by explicitly teaching an organizational strategy (such as dating all papers and placing them in the folder with the oldest at the back and the newest at the front or labeling each note-catcher with a “topic heading” and clipping like topics together).
- This folder may also serve as a “word warehouse” of sorts. Students will collect words from their reading throughout Units 1 and 2 in a vocabulary notebook. These words may be useful domain-specific or academic vocabulary as students write their opinion pieces in Unit 3. It may be helpful to keep this vocabulary notebook on one side of the folder and note-catchers on the other side.
- **Social Studies Connections:** Unit 1 of this module is designed with the assumption that students do not have extensive background knowledge about the American Revolution. Therefore in Lessons 1-3 students build background knowledge by engaging in a gallery walk of primary source documents, then read an article outlining of the causes and events of the Revolutionary War. If students have already studied the American Revolution in social studies, you may consider condensing these three lessons. Starting in Lesson 3 students learn and document different perspectives on the Revolutionary War. They read about and collect evidence of reasons individuals sided with the Patriots or why wished to remain loyal to the British. This close examination various perspectives will serve to prepare students for the performance task for this module (an opinion piece on the Revolutionary War) and should enrich prior study of this time period.
- **Independent Reading:** Each unit in this module is accompanied by a list of recommended texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as teacher read-alouds to entice students to new books, and as an ongoing homework expectation. For support and suggestions for setting up a system for accountable independent reading, see the Independent Reading Sample Plan and Importance of a Volume of Reading document in the Foundational Reading and Language Resource Package for Grades 3-5.