



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">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.Provide reasons that are supported by facts and details.Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).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">I can introduce the topic of my opinion piece.I can create an organizational structure in which I group together related ideas.I can identify reasons that support my opinion.I can use linking words to connect my opinion and reasons.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">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].").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">(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].").(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 Broad­sides 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 Broad­sides 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. (W4.1) 	<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.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Assessment 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.



Final Performance Task	<p>American Revolution Broadside</p> <p>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.</p>
Mid-Unit 1 Assessment	<p>Reading and Answering Questions about the Revolutionary War</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, and RI.4.4. Students read an informational text about the Revolutionary War. They answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text and write a summary.</p>
End of Unit 1 Assessment	<p>Reading and Answering Questions about the Declaration of Independence</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.</p>



Mid-Unit 2 Assessment	<p>Reading and Answering Questions about <i>Divided Loyalties</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1, RL.4.5, L.4.4a, and L.4.4c. Students read a new scene from <i>Divided Loyalties</i>. They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. They also identify the parts of a drama.</p>
End of Unit 2 Assessment	<p>Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i></p> <p>This three-part assessment centers on NYSP12 ELA CCLS RL.4.2, RL.4.3, RF.4.4, and SL.4.1 and takes place during Lessons 9 and 10. In the first part of the assessment, students prepare for and discuss the following question: Read the following line from the Declaration of Independence: “We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.” In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not? During their discussion, students must use evidence from the text to support their answers. Then in Parts 2 and 3 students answer questions to analyze a scene from the play. They then summarize this scene and read it aloud to demonstrate their fluency.</p>
Mid-Unit 3 Assessment	<p>Planning for and Drafting a Narrative Introduction</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.3a and d, and W.4.4. Students will write a first draft beginning to their choose-your-own-adventure narrative. Students will use their narrative graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and coming events of their story. Students’ use of sensory details and of facts and details from their research will also be assessed.</p>
End of Unit 3 Assessment	<p>(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3. Students will plan, draft, and revise a new broadside about the American Revolution from the perspective of a Loyalist. In Part I, students will plan for their writing by rereading various texts from Unit 1 and revisiting notes in their research journals to develop reasons for their opinion and gather evidence to support these reasons. They then will complete a draft of their broadside. In Part II, students will revise to create a polished broadside based on the American Revolution Broadside rubric created in this module.</p>



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=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.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)



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: 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.



Unit 1: Perspectives on the American Revolution: Building Background Knowledge

In this unit, students will explore colonial perspectives on the Revolutionary War. Students will read and analyze short informational texts and primary source documents to build background knowledge about the American Revolution and the reasons colonists became either Patriots who fought for independence, or Loyalists who fought to remain a part of Great Britain. In the beginning of the unit, students read about the events leading up to and concluding the American Revolution and create a timeline to build background knowledge on the topic.

Then, they move on to read various texts to determine reasons why American colonists chose to be Patriots or Loyalists. They go on to read about African American colonists and slaves and the reasons they fought for either the Patriots or the British. Finally, students read about the Declaration of Independence to learn more about the argument Thomas Jefferson and the founding fathers made for independence. This sets the stage for reading the play *Divided Loyalties* in Unit 2, where these perspectives on the war are brought to life for students through historical fiction.

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.*
- *African American colonists and slaves had unique and different perspectives on the fight for American independence.*

Mid-Unit 1 Assessment

Reading and Answering Questions about the Revolutionary War

This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, and RI.4.4. Students read an informational text about the Revolutionary War. They answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text and write a summary.

End of Unit 1 Assessment

Reading and Answering Questions about the Declaration of Independence

This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.



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:

NYS Social Studies Core Curriculum:

- Standard 1—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

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)



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Using Mystery Pictures and Texts to Discover the Topic: American Revolution	<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 effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can actively listen and share in discussions with my peers. I can make inferences based on information from pictures and text. I can support my inferences with details and examples from pictures and texts. 	<ul style="list-style-type: none"> What Do You See? note-catcher Self-assessment on learning targets 	<ul style="list-style-type: none"> Mystery Picture protocol Gallery Walk protocol
Lesson 2	Reading an Informational Text: Getting the Gist of the American Revolution	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can determine the gist of the text "Revolutionary War." I can actively listen and share in discussions with my peers. I can explain what the text says about the American Revolution using details from the text "Revolutionary War." 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Revolutionary War" 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Vocabulary Strategies anchor chart
Lesson 3	Explaining What Happened and Why: Rereading "Revolutionary War"	<ul style="list-style-type: none"> I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 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) 	<ul style="list-style-type: none"> I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War. I can summarize the events that led to the American Revolution using evidence from the text "Revolutionary War." I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text "Revolutionary War." 	<ul style="list-style-type: none"> What Happened and Why graphic organizer "Revolutionary War" Summary 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Be a Patriot anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Reading an Informational Text: 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 determine the main idea using specific details from the text. (RI.4.2) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can determine the gist of the text “Loyalists.” I can explain what the text says about Loyalists using details from the text. I can find the meanings of unfamiliar words to help me better understand the “Loyalists” text. 	<ul style="list-style-type: none"> “Loyalists” gist statement Answers to Text-dependent Questions: “Loyalists” 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol
Lesson 5	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 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) 	<ul style="list-style-type: none"> I can explain what the text says about Loyalists using details from the text. I can identify the main idea and key details of the informational text “Loyalists.” I can summarize the perspective of the Loyalists using evidence from the text. 	<ul style="list-style-type: none"> Main Idea and Supporting Details graphic organizer Main Idea summary statement 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Be a Loyalist anchor chart
Lesson 6	Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War	<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. (RI.4.2) 	<ul style="list-style-type: none"> I can explain what happens in a text about the Revolutionary War using details from the text. I can summarize an informational text about the Revolutionary War. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War 	<ul style="list-style-type: none"> Be a Patriot anchor chart Be a Loyalist anchor chart
Lesson 7	Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can determine the gist of the text “An Incomplete Revolution.” I can explain what the text says about the different perspectives of African Americans during the American Revolution. I can find the meanings of unfamiliar words to help me better understand the “An Incomplete Revolution” text. 	<ul style="list-style-type: none"> “An Incomplete Revolution” gist statement Answers to Text-Dependent Questions: “An Incomplete Revolution” 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Quiz-Quiz-Trade protocol Be a Patriot anchor chart Be a Loyalist anchor chart Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution	<ul style="list-style-type: none"> I can describe the organizational structure in an informational text. (RI.4.5) I can explain what a text says using specific details from the text. (RI.4.1) I can summarize an informational text. (RI.4.2) 	<ul style="list-style-type: none"> I can describe the various text structures authors use to organize information in their writing. I can analyze a text to determine its text structure. I can explain how understanding the text structure of “An Incomplete Revolution” helps me to better understand the text. 	<ul style="list-style-type: none"> Text Structure Types handout 	
Lesson 9	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 explain the main points in a historical text, using specific details in the text. (RI.4.3) I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5) 	<ul style="list-style-type: none"> I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.” I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.” I can explain how and why the Declaration of Independence was written. I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.” 	<ul style="list-style-type: none"> Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 1-6) 	<ul style="list-style-type: none"> Be a Patriot anchor chart Be a Loyalist anchor chart Close Readers Do These Things anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Close Reading Continued: Learning about the Declaration of Independence	<ul style="list-style-type: none"> I can explain the main points in a historical text, using specific details in the text. (RI.4.3) I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5) 	<ul style="list-style-type: none"> I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.” I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.” I can explain how and why the Declaration of Independence was written. I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.” 	<ul style="list-style-type: none"> Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 7-11) 	<ul style="list-style-type: none"> Whip-around/Go ‘Round protocol
Lesson 11	End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence	<ul style="list-style-type: none"> 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 academic words or phrases in an informational text. (RI.4.4) 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 (chronology, comparison, cause/effect, problem/solution). (RI.4.5) 	<ul style="list-style-type: none"> I can describe how the Declaration of Independence was written using details from the text. I can identify the overall structure of a text using details from the text to support my answer. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence Tracking My Progress, End of Unit 1 recording form 	<ul style="list-style-type: none"> Be a Patriot anchor chart Be a Loyalist anchor chart Back-to-Back, Face-to-Face protocol



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a historian with expertise on the American Revolution to speak to the class. Look for historians who are willing to speak about the peoples who participated in this war and the variety of perspectives (African American slaves, American Indians, and Quaker pacifists, etc.).

Fieldwork:

- Arrange for a visit to the local historical society or a Revolutionary War historical site.
- A local museum that has exhibits on the Revolutionary War could offer expanded opportunities for learning about the local context for the fight for independence.

Optional: Extensions

- A study of black historical figures and their contributions during the American Revolution; see the following Web site for additional resources:
<http://www.pbs.org/wgbh/aia/part2/narrative.html>
- A study of Phillis Wheatley, the first published African American poet, who lived during the Revolutionary period. See the following Web site for additional resources:
<http://www.masshist.org/endofslavery/index.php?id=57>
- A study of the role of American Indians during the American Revolution. See the following Web site for additional resources:
http://www.nps.gov/revwar/about_the_revolution/american_indians.html
- A study of New York historical figures and their perspective on the American Revolution.



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.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1:

Recommended Texts



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.



The list below includes texts with a range of Lexile® text measures about the Revolutionary War. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>Molly Pitcher</i>	Jan Mader (author)	Biography	340
<i>Crispus Attucks: Hero of the Boston Massacre</i>	Anne Beier (author)	Biography	630*
<i>Abigail Adams</i>	Alexandra Wallner (author)	Biography	630
<i>Crispus Attucks</i>	Monica Rausch (Author)	Biography	675*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
<i>The Revolutionary War Begins: Would You Join the Fight?</i>	Elaine Landau (author)	Informational	750*
<i>Liberty! How the Revolutionary War Began</i>	Lucille Recht Penner (author) David Wenzel (illustrator)	Informational	780
<i>The Brave Women and Children of the American Revolution</i>	John Micklos, Jr. (author)	Informational	800*
<i>Can't You Make them Behave, King George?</i>	Jean Fritz (author) Margot Tomes (illustrator)	Informational	800
<i>They Called Her Molly Pitcher</i>	Anne Rockwell (author) Cynthia von Buhler (illustrator)	Biography	830
<i>Casimir Pulaski: Soldier on Horseback</i>	David Collins (author) Larry Nolte (illustrator)	Biography	860
<i>The Boston Massacre</i>	Marylou Morano Kjelle (author)	Informational	860
<i>If You Lived at the Time of the American Revolution</i>	Kay Moore (author) Daniel O'Leary (illustrator)	Informational	860
<i>Write on, Mercy!: The Secret Life of Mercy Otis Warren</i>	Gretchen Woelfle (author) Alexandra Wallner (illustrator)	Biography	860

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>Liberty or Death: The American Revolution: 1763–1783</i>	Betsy Maestro (author) Guilio Maestro (illustrator)	Informational	1060
<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Rosalyn Schanzer (author)	Informational	1120
<i>Lafayette and the American Revolution</i>	Russell Freedman(author)	Informational	1160

*Lexile based on a conversion from Accelerated Reading level.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.



EXPEDITIONARY
LEARNING

Grade 4: Module 3: Unit 1: Lesson 1

Using Mystery Pictures and Texts to Discover the Topic: American Revolution



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can actively listen and share in discussions with my peers.• I can make inferences based on information from pictures and text.• I can support my inferences with details and examples from pictures and texts.	<ul style="list-style-type: none">• What Do You See? note-catcher• Self-assessment on learning targets



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Engaging the Reader: Mystery Picture (10 minutes)Work Time<ol style="list-style-type: none">First Read of Gallery Walk Documents (10 minutes)Reread and Note Taking on Gallery Walk Documents (20 minutes)Think-Pair-Share Notices and Wonders (5 minutes)Closing and Assessment<ol style="list-style-type: none">Complete the What Do You See? Note-catcher (5 minutes)Launching Independent Reading (5 minutes)Homework<ol style="list-style-type: none">Begin reading your independent reading book for this unit.	<ul style="list-style-type: none">This lesson launches the study of perspectives on the American Revolution. Students begin to think about these perspectives by engaging in a Gallery Walk where they examine many primary source documents that connect to various perspectives on the war ranging from those of the founding fathers in the Declaration of Independence to Loyalists broadsides arguing that colonists fired the first shots at the Battle of Lexington and Concord. Consider revisiting the Mystery Documents in this lesson throughout the module, as students learn more about the Revolution and the perspectives of Patriots and Loyalists.For this lesson to fully engage students, do NOT tell them the module topic in advance. Keep the American Revolution a mystery. Throughout this lesson, purposely do not answer students' questions as their engagement around the topic builds. Take note of key student questions to return to on another day.This module was designed to intentionally connect to and enhance students' work in social studies. If your students have studied the American Revolution in social studies prior to this module, consider making it a review based on the Mystery Pictures as opposed to "discovering" the topic with students. For example, during the Gallery Walk portion of this lesson tell students that the topic is perspectives on the American Revolution. Give them the meaning of the word perspective and ask them to consider what it may mean to have a perspective on the Revolution. Then have students record what they already know or what they wonder about each document in the Gallery Walk (some of the documents, the broadsides for example may still be unfamiliar to students), then construct a KWL chart about the American Revolution. Use the questions generated by students to help guide the rest of the module.In this lesson, students interact with primary source documents in a Gallery Walk. These documents allow them to begin to wonder about the topic and make some inferences about what they will learn over the course of the module. Encourage students to be as quiet as possible during this time. While students will need some teacher reminders, the Gallery Walk is intentionally a silent protocol to allow students to discover the documents at their own pace.The closing of this lesson includes a launch of independent reading for this module. Based on the needs of your class, consider extending the time for this activity, or continuing it at another point in the school day. For more on launching accountable independent reading in your classroom, see the stand-alone document Independent Reading Sample Plan and the Importance of a Volume of Reading document, in the Foundational Reading and Language Standards Resource Package for Grades 3-5.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Ensure students have a “research folder” in which they can organize their notes, texts, and vocabulary notebook for this module.– Review the Mystery Picture and Gallery Walk protocols (see Appendix).– Create a “gallery” by hanging Gallery Walk documents somewhere away from direct student view. Be sure to space them far enough apart that the class can comfortably spread out to view them.– Prepare independent reading books from the Unit 1 Recommended texts list, or other resources you gather.– Post: Learning targets.

Lesson Vocabulary	Materials
actively, listen, share, inferences, support, details, examples	<ul style="list-style-type: none">• Document camera• Mystery Picture (copies for student pairs and one for display)• Gallery Walk documents 1–8 (one each for display; see supporting materials)• Mystery Picture and Gallery Walk documents (for teacher reference; see supporting materials)• What Do You See? note-catcher (one per student and one to display)• Equity sticks• Folder (one per student)• Unit 1 Recommended texts list (for teacher reference; see Teaching Notes)• Recommended texts or other books for independent reading (various; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• When reviewing the learning targets for this lesson, focus on vocabulary in the targets rather than what students will be doing so as not to give away the mystery.• Direct students' attention to the learning targets.• Read the first learning target aloud:<ul style="list-style-type: none">* "I can actively listen and share in discussion with my peers."• Ask students to demonstrate what their body would look like if they were to actively listen and share. Remind them that when peers are sharing, there are no wrong answers and all ideas are to be treated with respect. Today, everyone will be starting on equal ground because no one will know what the topic is that the class is about to engage in.• Read the second learning target aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text."• Have students turn and talk to remind one another what an <i>inference</i> is. Remind them today to share all their inferences with peers so the class can unlock the mystery together. Inferences are based on sound evidence, not on silly, random ideas. This evidence will come from both text and pictures today.• Read the third learning target aloud:<ul style="list-style-type: none">* "I can support my inferences with details and examples from pictures and texts."• Ask students to demonstrate with their bodies what it means to <i>support</i> something (they may hold their arms up or out). Again, remind students that their inferences must be supported by <i>details</i> and <i>examples</i> from the pictures and texts.• Help students know what it would sound like to share an inference with a peer by saying something like: "Here's an example of an inference that has support—I'm thinking that we may be studying weather because I see lightning in this photograph." Have students turn and talk about the specific details and examples you used in your inference. Remind them that this is how specific their details and examples should be today.	<ul style="list-style-type: none">• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share.• For students who need further support, consider simplifying and typing up directions.• Also consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: "I think this picture is showing _____. I am still confused by this part because _____."



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Mystery Picture (10 minutes)</p> <ul style="list-style-type: none">• <i>Note: Do not yet reveal the topic of this picture.</i>• Using a document camera, display the Mystery Picture, or enlarge the picture and post on the board.• Tell students that they will work in partners to examine and discuss these pictures. Remind them of the class expectation for working in a small group. For example: All will participate and share their thinking; be respectful of other's ideas; etc.• Have students find a partner.• Distribute copies of the Mystery Picture to pairs of students. Ask students to examine the picture with their partner and discuss the following question:<ul style="list-style-type: none">* "What do you notice about this picture?"• While students discuss, distribute copies of the What Do You See? note-catcher.• Refocus student whole group. Then, focus students on the "Part I: Mystery Picture" side of the note-catcher. Tell students that the note-catcher is meant to guide their discussion with their partner and give them a place to catch their ideas. The top three boxes are questions they should each answer aloud to each other. They do not need to write in the top three boxes, but they should use them as talking points for their conversation.• Read each column description and ask if there are questions. They should write down questions they still have and some ideas about how they could find answers to their questions in the bottom two boxes.• Give students another 4 minutes to discuss and generate questions.• Circulate to listen in on discussions. Push students to provide evidence for their thinking from the pictures. For example, you might ask:<ul style="list-style-type: none">* "What detail in the picture makes you think this drawing is old?"• After 4 minutes, gather the class to share out questions. Be sure students share only questions at this point—inferences will come later. Use equity sticks (introduced in Module 2A) to cold call on a variety of students.• Pass out a folder (or another organizational material) to each student. Explain that students should place their note-catcher in the folder; they will use this folder as a place to store important work throughout the module. Without giving away too much of the performance task, tell students that they will use the note-catchers they store here as research for their performance task at the end of the module. If you choose to be more specific, explain that now (for instance, if you would like students to group their papers by topic or by date completed, be sure they know how to do that).	



Work Time	Meeting Students' Needs
<p>A. First Read of Gallery Walk Documents (10 minutes)</p> <p><i>Note: Do not give away any clues about the topic as you introduce the Gallery Walk.</i></p> <ul style="list-style-type: none">• Introduce students to the Gallery Walk protocol (see Appendix). Remind them of the following important aspects of a Gallery Walk:<ol style="list-style-type: none">1. Be respectful of others' needs and allow space for others to view the documents. (Ask one student to stand and demonstrate with you what it might look like to both read the same document without getting in one another's way.)2. Take your time and actually read some of the documents over.3. As you approach each new document, think about the four things you discussed during Opening B (observations, inferences, knowledge, and questions).• During this first read, students should bring nothing into the Gallery Walk with them.• Start the Gallery Walk.• After about 3 minutes, guide students' thinking by reminding them of the four things they should consider when looking at each document. Give reminders about silence as needed.• After another 3 minutes, let students know they have 2 minutes left in the Gallery Walk and give another reminder of the four things they are thinking about.• After 2 minutes are up, invite students to silently return to their seats.	<ul style="list-style-type: none">• Consider allowing some students to return to the Gallery Walk without the note-catcher so they can focus on reading/observing. Support them with capturing their thinking by meeting with them (or a strong note-taking peer) briefly after each document they read to fill in the note-catcher. It may also help to provide a partially completed note-catcher for some students.• To support ELLs and other students, use a graphic for each of the headings of the note-catcher. For example, eyeballs for "Observations," a connection symbol (two circles overlapping) for "Inferences," a light bulb for "Knowledge," and a ? for "Further Research."



Work Time (continued)	Meeting Students' Needs
<p>B. Reread and Note Taking on Gallery Walk Documents (20 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to Part II of the What Do You See? note-catcher.• Briefly read each column description and ask if there are questions. As students work through Part II, they should write their responses in the boxes rather than just talking about them as they did with Part I. Point out to students that the boxes are bigger so that they can fill them in. Tell students to leave the Knowledge column blank for now—they will finish that during today's Closing and Assessment A.• Tell students they will use Part II of the note-catcher to take notes on what they see/read during their second Gallery Walk.• Ask students what went well with the first part of the Gallery Walk protocol. Celebrate successes that you saw.• Ask students what reminders they have for their classmates to make their second Gallery Walk even more successful. Give any reminders that you took note of during students' first read.• Invite students to bring a pencil and their note-catcher and to silently reenter the Gallery Walk to reread and take a closer look at three documents—at least one picture and two texts.• After about 1 or 2 minutes, remind students to choose which document they will take notes on and begin to fill in their What Do You See? note-catcher.• After another 2 or 3 minutes, give students a time check—they should wrap up their notes on their first document and move onto their second.• Give students another 3 or 4 minutes to work on their second document before reminding them again to wrap up and move onto their last document.• After 3 or 4 minutes, ask students to wrap up their thinking and silently move back to their seats.• If it seems like students need extra time to fill in their note-catcher, give them a couple of minutes to do so in their seats.	
<p>C. Think-Pair-Share Notices and Wonders (5 minutes)</p> <ul style="list-style-type: none">• Place students in groups of three or four.• Invite them to share notices and wonders from their second Gallery Walk. Guide students to share mostly from their Observations and Inferences columns of their note-catchers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Complete the What Do You See? Note-catcher (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group and ask:<ul style="list-style-type: none">* “What do you know about the American Revolution from the pictures and texts you saw today?”• Tell students to answer this question in the Knowledge column of their note-catchers.• After giving students 1 or 2 minutes to fill in the Knowledge column, ask them:<ul style="list-style-type: none">* “What questions do you have about the pictures and texts you saw today?”• Tell students to answer this question in the Further Research/Wonder column of their note-catcher.• Collect the note-catchers to review later. These student responses can be used to inform how much background knowledge they have on the topic and what extra work you may want to do outside of the literacy block to enrich their study of the American Revolution.	<ul style="list-style-type: none">• Some students may be overwhelmed by the task of summarizing what they already know (the Knowledge column). It may be helpful to revise their task to simply list questions (the Further Research/Wonder column).• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
<p>B. Launching Independent Reading (5 minutes)</p> <ul style="list-style-type: none">• Tell students you have gathered books related to this topic for them to read independently throughout the module.• Remind students that they should use the Goldilocks Rule for selecting “just right” texts for independent reading.• Invite students to browse the recommended texts you have displayed for them and choose one.	<ul style="list-style-type: none">• You may wish to provide students with additional time to browse and select a text for reading at their independent reading level.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading your independent reading book for this unit. <p><i>Note: For Lesson 2, you will need to create engaging "Tax Experience." See Lesson 2 Teaching Notes for details.</i></p>	<ul style="list-style-type: none">• Consider providing additional support or struggling readers by providing audio versions of books on the recommended text list for this module. Students can listen to these audio recordings during the school day during their additional literacy time, and reread the printed version of the text for homework or take the audio recording and printed versions home to practice reading along.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 1

Supporting Materials



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.



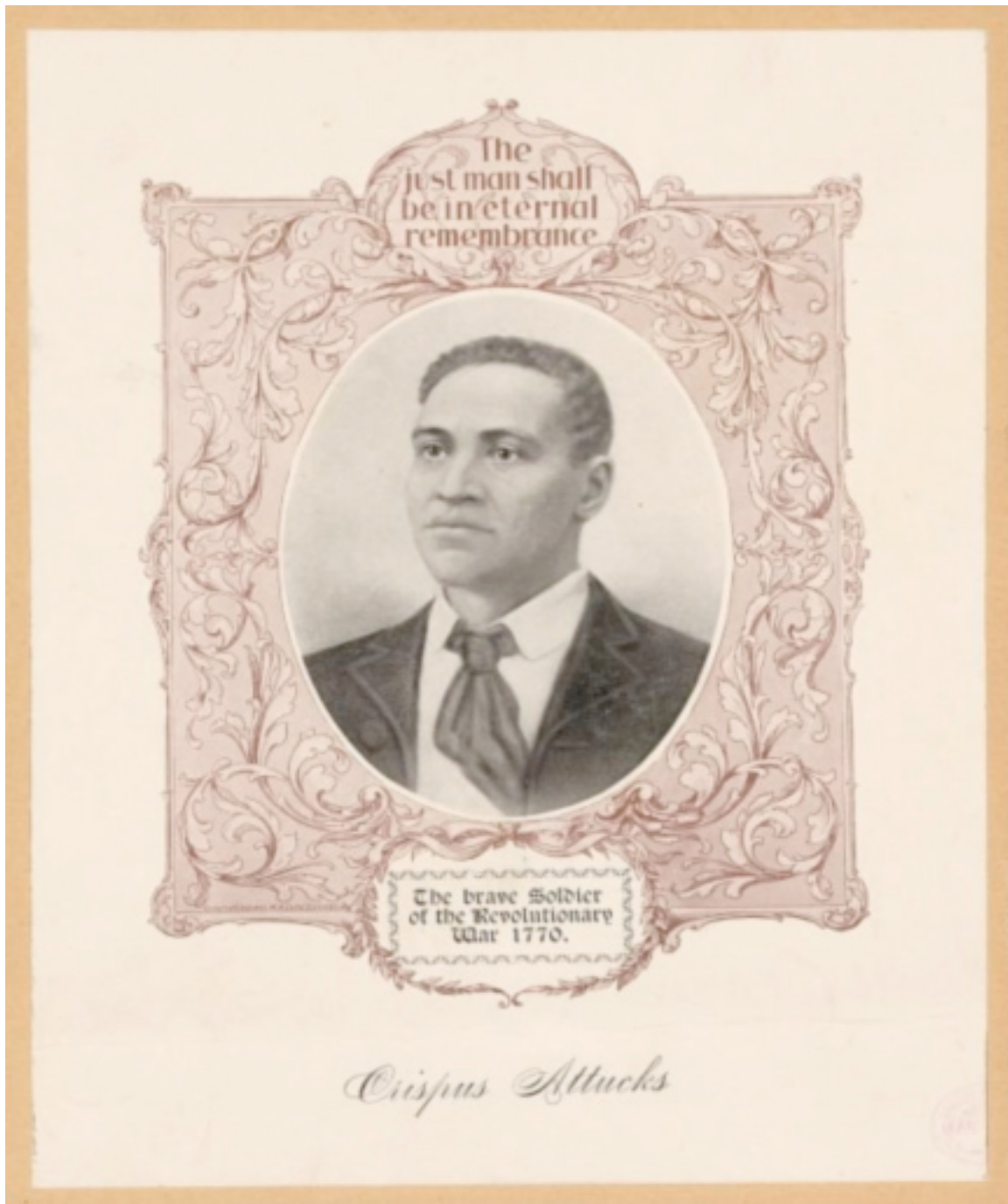
Mystery Picture



"The massacre perpetrated in King Street Boston on March 5th 1770", Rare Book and Special Collections Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3a45748/>



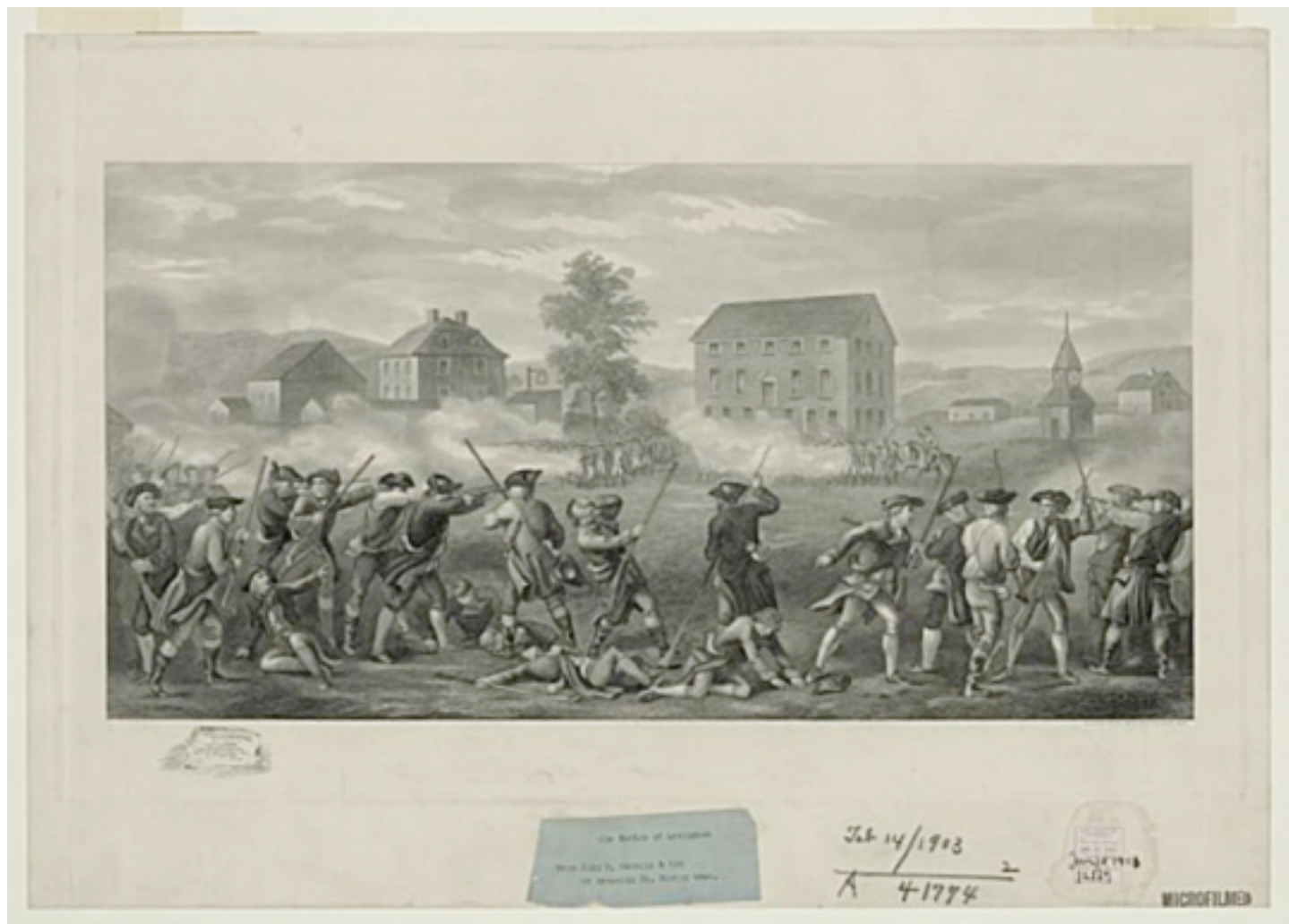
Gallery Walk Document 1



Library of Congress Prints and Photographs Division Washington, D.C LC-DIG-ppmsca-15704



Gallery Walk Document 2



Daniels, John H. & Sons. "The Battle of Lexington". Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2004669976/>



Gallery Walk Document 2



Currier & Ives., "Destruction of tea at Boston Harbor". Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/resource/cph.3b52022/>



A CIRCUMSTANTIAL ACCOUNT

Of an Attack that happened on the 19th of April 1775. on his
MAJESTY'S Troops,

By a Number of the People of the Province of MASSACHUSETTS
BAY.

ON Tuesday the 19th of April, about half past 10 at Night, Lieutenant Colonel Smith of the 10th Regiment, embarked from the Common at Boston, with the Grenadiers and Light Infantry of the Troops there, and landed on the opposite Side, from whence he began his March towards Concord, where he was ordered to destroy a Magazine of Military Stores, deposited there for the Use of an Army to be assembled, in Order to act against his Majesty, and his Government. The Colonel called his Officers together, and gave Orders, that the Troops should not fire, unless fired upon; and after marching a few Miles, detached six Companies of Light Infantry, under the Command of Major Pitcairn, to take Possession of two Bridges on the other Side of Concord. Soon after they heard many Signal Guns, and the ringing of Alarm Bells repeatedly, which convinced them that the Country was rising to oppose them, and that it was a preconcerted Scheme to oppose the King's Troops, whenever there should be a favorable Opportunity for it. About 3 o'Clock the next Morning, the Troops being advanced within two Miles of Lexington, Intelligence was received that about Five Hundred Men in Arms, were assembled, and determined to oppose the King's Troops. And on Major Pitcairn's galloping up to the Head of the advanced Companies, two Officers informed him that a Man (advanced from those that were assembled) had presented his Musket and attempted to shoot them, but the Piece failed in the Pan: On this the Major gave directions to the Troops to move forward, but on no Account to fire, nor even to attempt it without Orders. When they arrived at the End of the Village, they observed about 300 armed Men, drawn up on a Green, and when the Troops came within a Hundred Yards of them, they began to file off towards some Stone Walls, on their right Flank: The Light Infantry observing this, ran after them; the Major instantly called to the Soldiers not to fire, but to surround and disarm them; some of them who had jumped over a Wall, then fired four or five Shot at the Troops, wounded a Man of the 10th Regiment, and the Major's Horse in two Places, and at the same Time several Shots were fired from a Meeting-House on the left: Upon this, without any Order or Regularity, the Light Infantry began a scattered Fire, and killed several of the Country People; but were silenced as soon as the Authority of their Officers could make them.

After this, Colonel Smith marched up with the Remainder of the Detachment, and the whole Body proceeded to Concord, where they arrived about 9 o'Clock, without any Thing further happening; but vast numbers of armed People were seen assembling on all the Heights; while Colonel Smith with the Grenadiers, and Part of the Light Infantry remained at Concord, in search for Cannon, &c. there; he detached Captain Parsons with six Light Companies to secure a Bridge at some Distance from Concord, and to proceed from thence to certain Houses, where it was supposed there was Cannon, and Ammunition; Captain Parsons in pursuance of their Orders, posted three Compa-

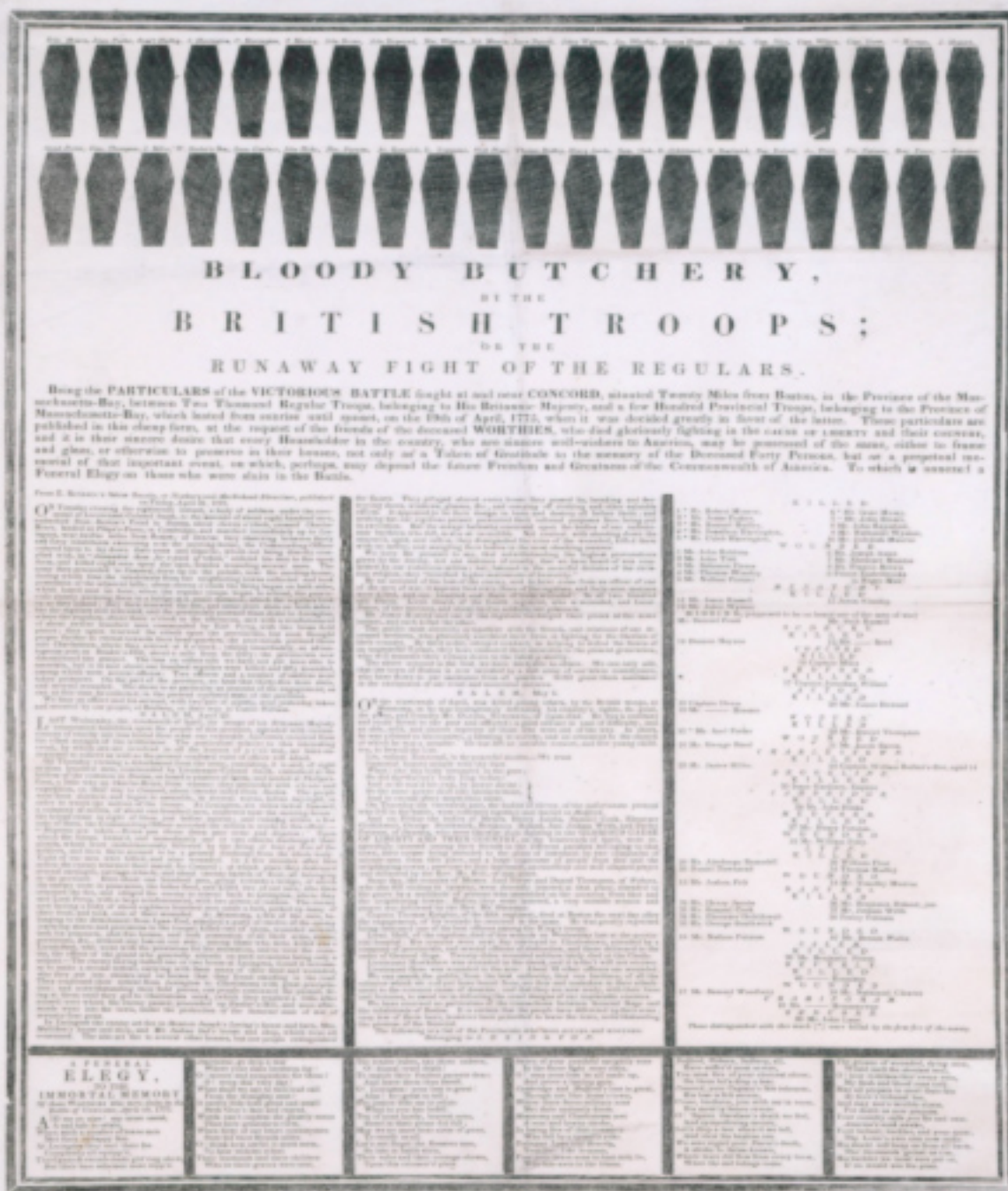
nies at the Bridge, and on some Heights near it, under the Command of Captain Laurie of the 4th Regiment; and with the Remainder went and destroyed some Cannon Wheels, Powder, and Ball; the People still continued increasing on the Heights; and in about an Hour after, a large Body of them began to move towards the Bridge, the Light Companies of the 4th and 10th then defended, and joined Captain Laurie, the People continued to advance in great Numbers; and fired upon the King's Troops, killed three Men, wounded four Officers, one Sergeant, and four private Men, upon which (after returning the fire) Captain Laurie and his Officers, thought it prudent to retreat towards the Main Body at Concord, and were soon joined by two Companies of Grenadiers; when Captain Parsons returned with the three Companies over the Bridge, they observed three Soldiers on the Ground one of them scalped, his Head much mangled, and his Ears cut off, tho' not quite dead; a Sight which struck the Soldiers with Horror; Captain Parsons marched on and joined the Main Body, who were only waiting for his coming up, to march back to Boston; Colonel Smith had executed his Orders, without Opposition, by destroying all the Military Stores he could find; both the Colonel, and Major Pitcairn, having taken all possible Pains to convince the Inhabitants that no Injury was intended them, and that if they opened their Doors when required, to search for Fire Stores, nor the slightest Mischief should be done; neither had any of the People the least Occasion to complain, but they were bulky, and one of them even struck Major Pitcairn. Except upon Captain Laurie, at the Bridge, no Hostilities happened from the Affair at Lexington, until the Troops began their March back. As soon as the Troops had got out of the Town of Concord, they received a heavy Fire from all Sides, from Walls, Fences, Houses, Trees, Barns, &c. which continued without Interruption, till they met the first Brigade, with two Field Pieces, near Lexington; ordered out under the Command of Lord Percy to support them; (advice having been received about 7 o'Clock next Morning, that Signals had been made, and Expresses gone out to alarm the Country, and that the People were rising to attack the Troops under Colonel Smith.) Upon the Firing of the Field Pieces, the People's Fire was for a while silenced, but as they still continued to increase greatly in Numbers, they fired again as before, from all Places where they could find Cover, upon the whole Body, and continued so doing for the Space of Fifteen Miles: Notwithstanding their Numbers they did not attack openly during the Whole Day, but kept under Cover on all Occasions. The Troops were very much fatigued, the greater Part of them having been under Arms all Night, and made a March of upwards of Forty Miles before they arrived at Charlestown, from whence they were carried over to Boston.

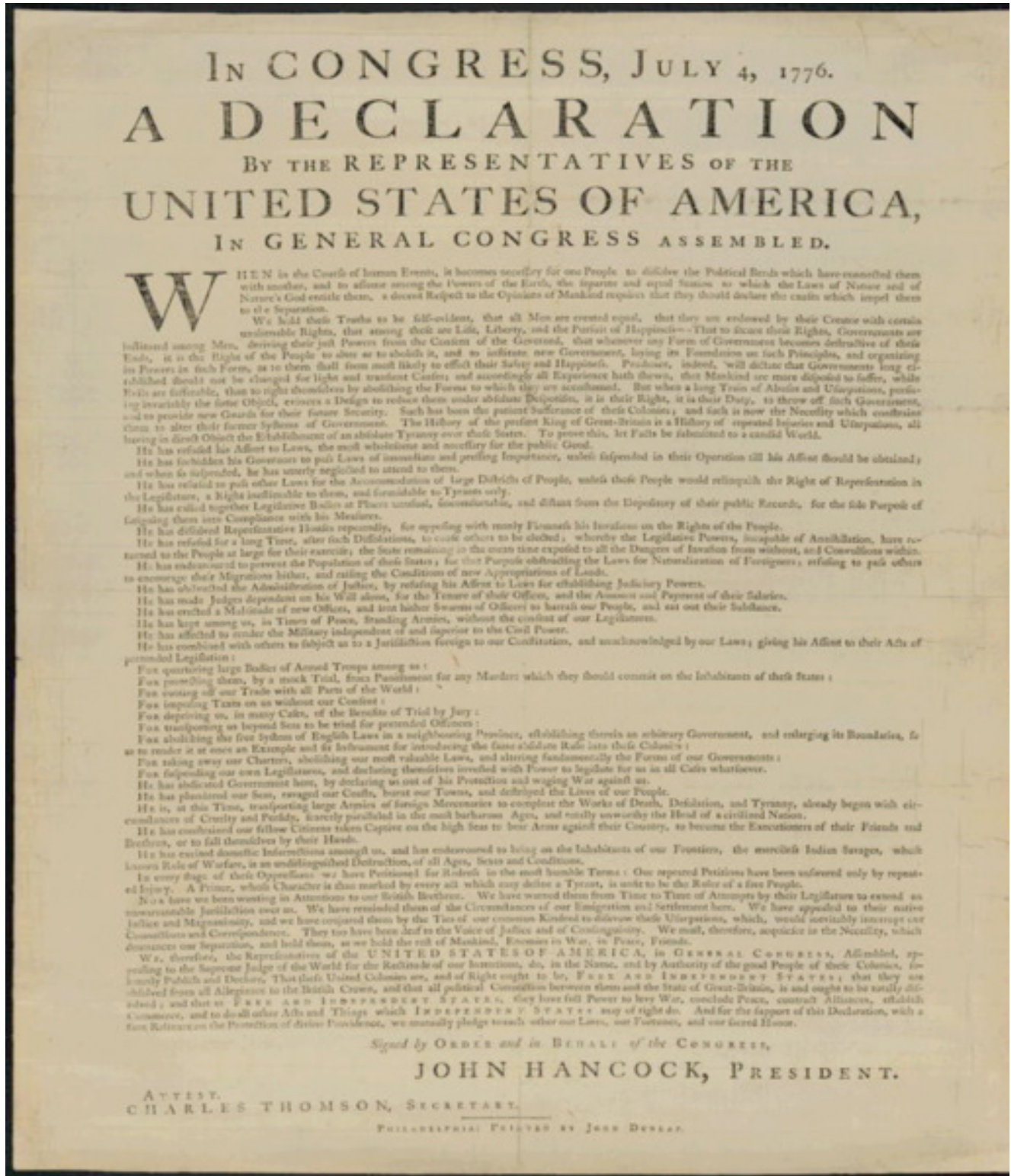
The Troops had above Fifty killed, and many more wounded: Reports are various about the Loss sustained by the Country People, some make it very considerable, others not so much.

This this unfortunate Affair has happened through the Rashness and Imprudence of a few People, who began Firing on the Troops at Lexington.

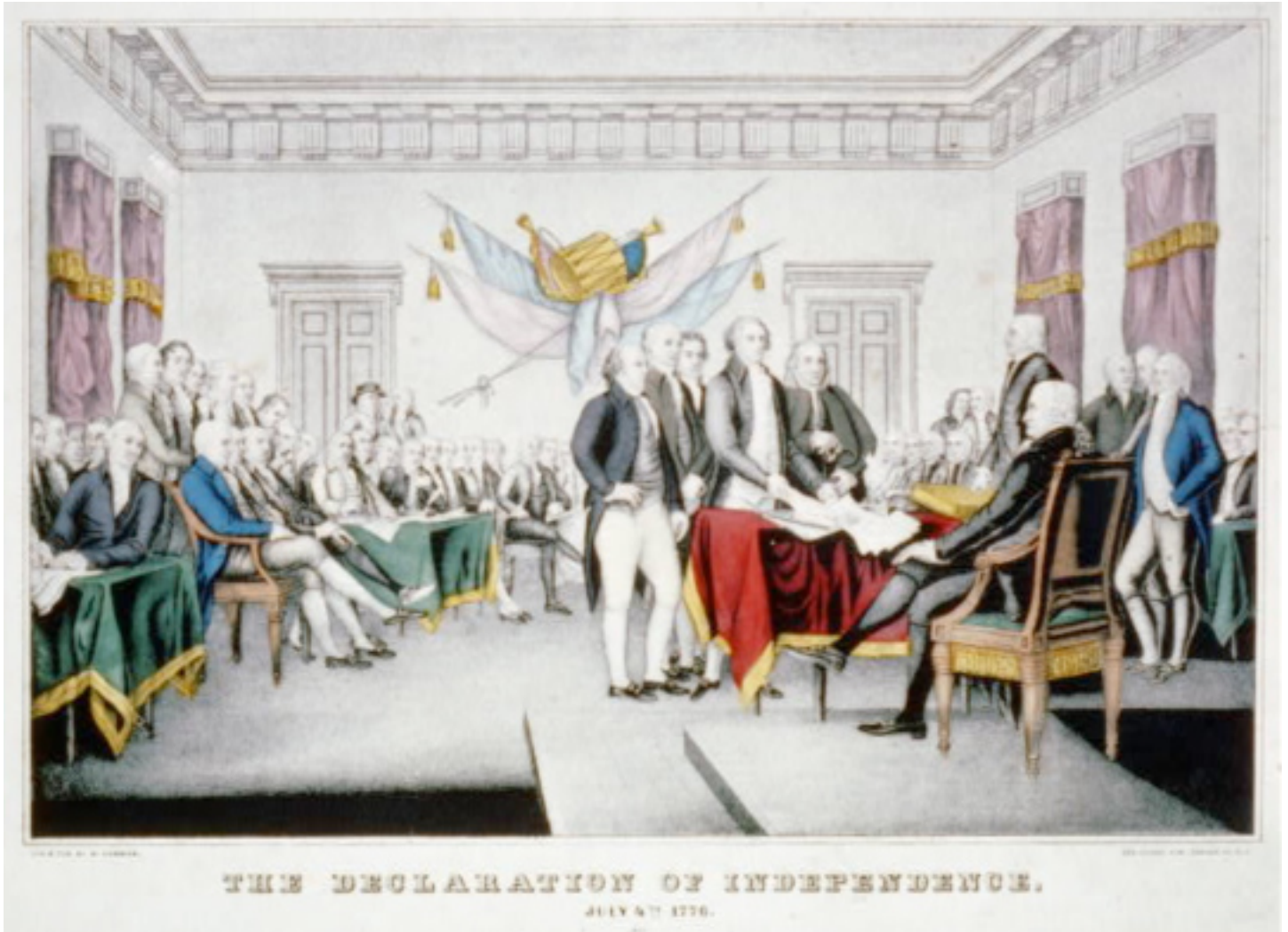
* At this Time the whole Light Companies loaded, but the Grenadiers were not loaded when they received their first Fire.
† Notwithstanding the Fire from the Meeting House, Colonel Smith and Major Pitcairn, with the greatest boldness kept the Soldiers from firing into the Meeting House and putting all their aim to Death.

the People say the Troops fired first & it is because they did





Declaration of Independence (US 1776)



Currier, N. "Declaration of Independence: July 4th 1776". Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3b50118/>



“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”



Mystery Picture and Gallery Walk Documents
(For Teacher Reference)

Mystery Picture: Boston Massacre, March 5, 1770.

<http://www.loc.gov/pictures/item/2004670035/>.

Gallery Walk Document 1: Print depicting Crispus Attucks, a slave; was considered the first casualty of the Revolutionary War when he was killed in the Boston Massacre.

<http://www.loc.gov/pictures/item/2004677546/>.

Gallery Walk Document 2: Print depicting the Boston Tea Party, Dec. 16, 1773.

<http://www.loc.gov/pictures/item/91795889/>.

Gallery Walk Document 3: Print depicting the Battle at Lexington and Concord, first battle of the Revolutionary War, April 19, 1775. <http://www.loc.gov/pictures/item/2004669976/>.

Gallery Walk Document 4: Broadside arguing that the Minute Men fired the first shot in the battle of Lexington and Concord. http://www.masshist.org/revolution/image-viewer.php?item_id=498&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1.

Gallery Walk Document 5: Broadside arguing that the British troops fired the first shot in the battle of Lexington and Concord. http://www.masshist.org/revolution/image-viewer.php?item_id=467&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1.

Gallery Walk Document 6: The Declaration of Independence.

<http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>.

Gallery Walk Document 7: Print depicting the signing of the Declaration of Independence on July 4, 1776. <http://www.loc.gov/pictures/item/91795009/>.

Gallery Walk Document 8: Quote from the Declaration of Independence.



What Do You See? Note-catcher
Part I: Mystery Picture

Name: _____

Date: _____

Observations (NOTICE)	Inferences	Knowledge
<p>Describe exactly what you see in the photo.</p> <ul style="list-style-type: none">• What people and objects are shown?• How are they arranged?• What is the physical setting?• What other details can you see?	<p>Say what you conclude from what you see.</p> <ul style="list-style-type: none">• What's going on in the picture?• Who are the people and what are they doing?• What might be the function of the objects?• What can we conclude about the time period?	<p>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</p>
<p>Further Research (WONDER) What questions has the photo raised?</p>	<p>What are some sources I can use to find answers?</p>	



What Do You See? Note-catcher
Part II: Gallery Walk

Document	Observations (NOTICE)	Inferences	Knowledge	Further Research (WONDER)
Picture/ text you are looking at/reading.	Describe exactly what you see/read in the photo/text.	Say what you conclude from what you see/read.	Summarize what you know about the situation and time period shown/described.	What questions has the photo/text raised?



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 2

Reading an Informational Text: Getting the Gist of the American Revolution



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can determine the main idea using specific details from the text. (RI.4.2)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can determine the gist of the text “Revolutionary War.”
- I can actively listen and share in discussions with my peers.
- I can explain what the text says about the American Revolution using details from the text “Revolutionary War.”

Ongoing Assessment

- Answers to Text-Dependent Questions: “Revolutionary War”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Tax Experience (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading for Gist and Guided Practice with Text-Dependent Questions (15 minutes)Rereading with a Partner: Answering Text-Dependent Questions (20 minutes)Closing and Assessment<ol style="list-style-type: none">Introduce Word Wall and American Revolution Vocabulary Notebooks; Explain Homework (10 minutes)Homework<ol style="list-style-type: none">Reread the text “Revolutionary War.”Underline or highlight words for the Word Wall. Choose one word and use one of your vocabulary strategies to write a definition for this word.	<ul style="list-style-type: none">In this lesson, students begin a close reading of a text that gives an overview of the American Revolution—“Revolutionary War.” During this first exposure to the text, help students to focus on the main idea of the text. Remind students that they will read for gist first, then use evidence from their reading to answer text-dependent questions.Students will return to this text in Lesson 3 to focus on summarizing and RI.4.3, and they will create a timeline of important events of the American Revolution.This lesson launches with a “Tax Experience” meant to engage students and give them an idea of how some colonist felt about the high taxes imposed by the British after the French and Indian War. See the “in advance” section below regarding how to prepare for this experience.In advance:<ul style="list-style-type: none">Collect all pencils in the classroom in a box/basket. Place a sign on the box/basket about a new “Pencil Tax.” Create a sign for a new pencil box or basket. The sign should say something like: “Pencil Act of (year): From this time forth, any student in the colony of (your name/class name) shall pay a tax of \$5.” You will be collecting all the pencils in the classroom to put in this box or basket so students experience what it is like to pay a tax on an item they need and use every day.Create a Guiding Questions anchor chart with the following questions written on chart paper, with space below each question for recording student responses: “How does a person’s perspective influence her or his opinion? Why should we respect the opinions of others?”Prepare a space in the classroom for a Word Wall that students can easily access and interact with. You may want to cut a large sheet of paper as the backdrop of the Word Wall to make taping easier. Have 3 X 5 cards and markers ready. Create a heading for the Word Wall, such as “Revolutionary Words.”For more about how to have students interact with words on the word wall, review Vocabulary Strategies in the Appendix.Review: Back-to-Back, Face-to-Face protocol (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
tax, perspective, influence, opinion, connection, determine, main idea, explain, details, Loyalists, Patriots	<ul style="list-style-type: none">• Box or basket (for pencils; see Teaching Notes)• Paper sign (for “Pencil Tax”)• Guiding Questions anchor chart (new; teacher-created; see Teaching Notes)• “Revolutionary War” text (one per student)• Text-Dependent Questions note-catcher: “Revolutionary War”(one per student)• Equity sticks• Green colored pencil or thin marker (one per student)• Word Wall materials (3" x 5" cards, tape, marker)• Word Wall (new; co-created with students in Closing and Assessment A; see Teaching Notes)• American Revolution Vocabulary notebook (one per student)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Tax Experience (10 minutes)</p> <p><i>Before this lesson, collect all the pencils in the classroom and put them in a box or basket with a paper sign that says something like: "Pencil Act of (<u>year</u>): From this time forth, any student in the colony of (<u>your name/class name</u>) shall pay a tax of \$5."</i></p> <ul style="list-style-type: none"> To begin the lesson, partner students and have them prepare for the Back-to-Back, Face-to-Face protocol. Tell students that the Parliament of (your name/class name) has passed a new act for the class: From this time on, any student wishing to use a pencil in the classroom will have to pay a "Pencil Tax" of \$5. Use the Back-to-Back, Face-to-Face protocol to ask students the following questions: <ul style="list-style-type: none"> * "What is your first reaction to this new act?" * "What does it make you feel? Why do you feel that way?" * "What do you think should be done about this situation?" * "What does this situation have in common with what we learned from our Gallery Walk yesterday?" Tell students that American colonists may have had similar feelings about laws passed by the British and today they will learn more about this topic by closely reading a text that gives an overview of the American Revolution. Post the Guiding Questions anchor chart and read the questions aloud to students. Underline the words <i>perspective</i>, <i>influence</i>, and <i>opinion</i> on the anchor chart. Tell students that the word perspective means a person's point of view on a something. Give students an example "Adults and kids often have different perspectives on snow days. Kids like getting a day off from school, but adults often still have to go to work. Explain that because they have different experiences related to snow days this gives them different perspectives and likely leads to different opinions about snow days." Ask students: <ul style="list-style-type: none"> * "What does the word opinion mean?" Listen for students to explain an opinion is what someone thinks about something. Give students an example, "An adults opinion about snow days may be that snow days are a pain, because they have to get to work in the snow." Ask: <ul style="list-style-type: none"> * "What might a kid's opinion of snow days be?" "Why would their opinion likely be different than that of some adults?" Listen for students to explain that kids might think snow days are fun because they get a day off from school to play in the snow. 	<ul style="list-style-type: none"> Allow students time and space to experience what it would really be like to have a tax placed on an everyday item by giving them a moment to react excitedly or even with outrage. By not stifling their initial reaction, more students will buy in to the experience and learn from it.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Explain that their perspective likely influences this opinion. Tell students that the word influence means that their perspective affects their opinion. • Ask student to engage in one more round of back-to-back and face –to-face to discuss the guiding questions with their partner. Call on a few pairs to share their responses and record their thinking on the anchor chart under the corresponding question. Tell student that during this module they will be reading and thinking about different perspectives during the Revolution and how this influence peoples opinions about the Revolutionary War. 	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Turn students' attention to the first learning target and read it aloud: <ul style="list-style-type: none"> * "I can determine the gist of the text 'Revolutionary War.'" • Call on a student volunteer to explain what it means to <i>determine</i>. • Call on another student volunteer to explain what a <i>gist</i> is. • Have one or two students give a piece of advice about how best to do this from their previous experience writing gist statements. • Next, have one student read the second target aloud: <ul style="list-style-type: none"> * "I can actively listen and share in discussions with my peers." • Ask students to show what their face and body should look like if they are actively listening. Point out one or two students who are showing a good example and tell the class that this is what you will be looking for today. • Now, have another student read the last learning target aloud: <ul style="list-style-type: none"> * "I can explain what the text says about the American Revolution using details from the text 'Revolutionary War.'" • Have a student volunteer give a synonym for the word <i>explain</i>. • Write this synonym above the word <i>explain</i> on the target. • Ask students to turn and talk to their shoulder partner: <ul style="list-style-type: none"> * "What is one <i>detail</i> you saw or read in yesterday's Gallery Walk?" • Tell students to look for details in today's text that will help them explain the American Revolution. 	<ul style="list-style-type: none"> • To support ELLs and other students with vocabulary needs, consider using pictures of language in the targets. For example, you may use a symbol for the words connection (two circles connected), main idea (star), etc. • Protocols like Back-to-Back, Face-to-Face allow for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist and Guided Practice with Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none"> • Transition students back to their independent work area. • Distribute “Revolutionary War” to them. • Invite students to follow along as you read the text aloud. • Begin reading the text, pausing after each section to ask: <ul style="list-style-type: none"> * “What was this section of the text mostly about?” • After you have read the entire text, ask: <ul style="list-style-type: none"> * “What was the gist of this text overall?” • Listen for students to explain that the text is about what happened during the American Revolutionary war. • Distribute the Text-Dependent Questions note-catcher: “Revolutionary War.” • Draw students’ attention to the first text-dependent question: “In ‘Events Leading to the Revolution,’ what does the word ‘assembly’ mean? What evidence in the text helps you know?” • Remind them that they need to use specific evidence from the text to help them answer these questions. • Give students 2 or 3 minutes to reread “Events Leading to the Revolution” silently to themselves. As they read, they should underline evidence that will help them answer the first question and write the number 1 near their evidence. Tell them not to write an answer on their graphic organizer until the class has discussed it. • Ask the students to turn to their partner from Opening A to share the evidence they identified. Encourage them to explain to their partners why the evidence they underlined will help them answer the question. • Use equity sticks to cold call on two or three partnerships to share their response. • Listen for responses like: “We think <i>assembly</i> is another word for <i>government</i>. We think this because the text says that they were used to running their own affairs or business, like collecting taxes. Government collects taxes.” • Invite students to write an answer to Question 1 on their note-catcher. Tell them that they may write the same answer they heard during the class discussion or one of their own. They just need to use specific evidence from the text to support their response. 	<ul style="list-style-type: none"> • Partnering students strategically during close reads is critical. Think carefully about how higher readers are used to support lower readers without being asked to carry the burden of the work alone. Varying partnerships over time helps all students feel the workload is shared equitably. • During rereading, readers who may find this text very challenging should read the section of the text that the teacher has already read aloud. • Some students may benefit from using sentence starters when writing their gist statement (for example: “The section of ‘Revolutionary War’ that I read is mostly about ...”).



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading with a Partner: Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Invite the partnerships to continue rereading the text and identifying specific evidence from the text that will help them answer the remaining four questions on the note-catcher.• Tell them that they only need to identify evidence that helps them answer the questions, but they will <u>not</u> write an answer on their graphic organizer. Remind them to underline the evidence and number it according to the question it answers.• Ask partnerships to stop working and turn to another partnership.• Have students share out one question that they were confident about and how they knew the answer as well as one question they found challenging and why.• After partner discussions are complete, cold call a few students to share out which question the other partnership was confident about. Ask these students to share the evidence their partners gave for their answer.• Listen for students to say something like: "Our partners were confident about Question 2. They said that the colonists wanted to keep their own assembly because they were used to taking care of themselves and having taxes pay for running their colonies. They knew they were right because they read, 'The British government therefore decided to tax the Americans.' And 'The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain?'"• Distribute a green colored pencil or thin marker to each student.• Encourage students to revise the answers they have on their note-catchers with the green colored pencil or marker based on the class discussion if they feel that it would improve their responses. They can keep their original answers.• Make sure that possible answers to all of the questions are shared during the class discussion so students can review and revise their answers if they choose.	<ul style="list-style-type: none">• To provide further support for students, continue Work Time B as guided practice, having partners work together for each question, then sharing out whole group before moving on to the next question. This will likely require more than the 20 minutes allotted.• Some students may benefit from having access to "hint cards": small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: "Check back in the third paragraph on page 7."• Using a different colored pencil for revisions is a very visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed, or not, based on collaboration with a peer.



Closing and Assessment	Meeting Students' Needs
<p>A. Introduce Word Wall and American Revolution Vocabulary Notebooks; Explain Homework (10 minutes)</p> <ul style="list-style-type: none">• Ask students to reread the section of “Revolutionary War” called “Colonial Opposition,” while thinking silently about the words in this section that they think are important.• Model this by rereading aloud the section called “Revolutionary War.”• Circle or highlight words as you read. Think aloud about why you chose each word. For example, you may read: “April 19, 1775, marked the end of an era.” Then say something like: “The word <i>era</i> seems important to me in this sentence because it delineates an important change—the way things used to be were no longer ...”• Using the Word Wall materials, write the word <i>era</i> on an index card and post on the Word Wall.• Invite students to begin rereading “Revolutionary War” and noting important words.• Have students choose one of the words from the “Colonial Opposition” section to say aloud.• On the count of three, have students say their word aloud all at the same time.• Point out the fact that there were many words spoken and different students thought different words were important enough to say aloud. Tell students that throughout this module, there will be many important words to know and understand. Some will be especially important for us as opinion writers later in the module. Our job is to start collecting words now that will help us understand the texts and that will help us with our writing in Unit 3.• Point out the space in the room you have set aside for the Word Wall. (You will introduce the Word Wall more fully in Lesson 3.)• Tell students that there will be some days when the class works together to find words to add to the Word Wall and other days, like today, when they will be responsible for finding and learning words.• Distribute American Revolution Vocabulary notebooks.• Explain that tonight they will begin filling in their American Revolution Vocabulary notebooks for the American Revolution.• Point out the Vocabulary Strategies anchor chart (introduced in Module 2A, Unit 1) and remind students of the strategies they may use when completing their homework.	<ul style="list-style-type: none">• Support students with staying organized by giving them time to put their papers in their Research folder at the end of this lesson.• It will be helpful to keep this American Revolution Vocabulary notebook on one side of the folder and graphic organizers on the other side.• Students should collect words from their reading throughout Units 1 and 2 in the American Revolution Vocabulary notebook. These words may be domain-specific or academic vocabulary that students will use to write their opinion letters in Unit 3.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread through the text “Revolutionary War.” While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.• After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 2

Supporting Materials



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.



Revolutionary War

April 19, 1775, marked the end of an era. At dawn that day, British troops fired on American colonists in Lexington and Concord, Massachusetts. This was the beginning of the American Revolution. The war started as a fight for the rights of English people in Britain's 13 American colonies. But those people soon declared—and won—their independence from Britain. They created a new nation—the United States of America.

The Founders

Many people made American independence possible. A group of them are known as the founders of the United States. The best known are George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, and Alexander Hamilton.

George Washington led the American military forces—the Continental Army—to victory over the British. He later became the first president of the United States. John Adams was the strongest supporter of American independence. He became the first vice president of the United States and its second president. Thomas Jefferson wrote the Americans' Declaration of Independence. He became the nation's third president.

Benjamin Franklin was the oldest of the founders. He was 70 when the Declaration of Independence was signed. Franklin helped get France to become an ally of the United States. Both during and after the Revolution, Alexander Hamilton urged Americans to form a stronger union of the states.

Events Leading to the Revolution

Britain established its first colony in North America in 1607. By the early 1760s, there were 13 colonies. These were Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. About 1.5 million colonists lived there. The colonies were far away from Britain, and they were used to running their own affairs. Each had its own assembly. They ran the everyday business of the colonies and collected taxes. Britain rarely taxed the Americans.

The French and Indian War (1754–63) changed that. Britain won that war against France. But the war was costly, and Britain owed a lot of money. Britain also needed money to keep up its army in North America. The British government therefore decided to tax the Americans.



Revolutionary War

Colonial Opposition

The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain?

The colonists decided to fight against the taxes. Representatives of nine of the colonies met in New York in 1765. They formed the Stamp Act Congress. It said the colonists should boycott (refuse to buy) British goods. Groups called the Sons of Liberty also fought against British taxes. They often used violence against British tax collectors.

The colonists' opposition forced Parliament to repeal (withdraw) the Stamp Act. This made the colonists aware of their power. Other British attempts to impose new taxes only made things worse. Boston was the center of opposition to Britain's tax policies. In 1770, a raggedy crowd of people taunted some British soldiers. The frightened soldiers shot into the crowd, killing five Americans. The Boston Massacre, as it was called, led to a new boycott.

Parliament again gave in. It removed all taxes except for one on tea, the most popular drink in the colonies. The Americans were outraged. On the night of December 16, 1773, a group of men boarded British ships in Boston harbor. They threw the cargoes of tea overboard. This action became known as the Boston Tea Party.

The British Parliament then passed four harsh measures in 1774. The colonists called them the Intolerable Acts. The acts closed the port of Boston. They took away many of Massachusetts' rights of self-government. And they allowed British troops to be housed in private homes.

These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake. In 1774, representatives of all the colonies except Georgia met in Philadelphia at the First Continental Congress. They tried to get Britain to resolve the issues peacefully. But they were ready to fight if it became necessary.



Revolutionary War

War and Independence

The American Revolution is also called the Revolutionary War and the American War of Independence. The first shots of that war were fired on April 19, 1775. British troops were in Lexington, Massachusetts, searching for hidden arms. Waiting for the British were 77 minutemen. They were colonists who were trained to be “ready in a minute.” No one knows who fired first. But eight Americans were killed. That same day, British and American soldiers fought again at nearby Concord. The news spread through the colonies, which quickly prepared for war.

But not all colonists were ready for a complete break with Britain. Hundreds of thousands were still loyal to Britain and its king. They opposed independence. They were known as Loyalists or Tories. Hundreds of thousands of other colonists were neutral. They were not sure if they wanted a complete break with Britain.

The question of independence was finally decided at the Second Continental Congress. That Congress began in Philadelphia on May 1775, the month after the fighting started. At first, the delegates were just as divided as the rest of the colonists. They debated the issue for more than a year. Finally, the delegates adopted the Declaration of Independence on July 4, 1776. It declared that the 13 colonies were “free and independent states.”

The Congress decided to create a Continental Army, and it picked George Washington to lead it. In addition, it adopted the Articles of Confederation. This created a confederation, or loose union, of the 13 states. The Articles also set up a legislature called the Congress of the Confederation. The Congress was the central government of the Confederation.



Revolutionary War

Victory at Yorktown and Peace

Starting in 1778, the British focused their efforts on the southern colonies. In the Carolinas and Virginia, British general Charles Cornwallis defeated the Americans in one battle after another. The situation there seemed hopeless.

Then the French came to the rescue. General Rochambeau and some 5,000 French troops arrived in 1780. And a French fleet arrived in 1781.

At that time, General Cornwallis had an army of more than 6,000 British troops at Yorktown, Virginia. Washington led his American and French troops there. For the first time in the war, Washington had a larger military force than the British.

Yorktown was the last major battle of the war. Peace talks began in Paris, France, in 1782. The Treaty of Paris was signed in 1783. The new nation had been tested on the battlefield. Now the war was over. For the first time, Britain recognized the United States of America as an independent country.



Text-Dependent Questions:
"Revolutionary War"

Name:

Date:

Directions: Use evidence when answering each question.

1. In section "Events Leading to the Revolution," what does the word "assembly" mean? What evidence in the text helps you know?

2. Why was having their own assembly so important to the colonies?

Text-Dependent Questions:
“Revolutionary War”

3. In the section “Colonial Oppression,” the text says, “These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake.” What did Britain do to the colonists that caused them to feel their basic liberties were threatened?

4. Why were the Loyalists opposed to independence from Britain?

5. The colonists who wanted independence from Britain were called *Patriots*. Why did the Patriots feel so strongly about breaking from the British rule in order to form their own nation?

Text-Dependent Questions:
“Revolutionary War”
(Completed, for Teacher Reference)

Directions: Use evidence when answering each question.

1. In section “Events Leading to the Revolution,” what does the word “assembly” mean? What evidence in the text helps you know?

Possible Answer: I think the word assembly means a group of leaders. I inferred this because the text says that they “ran the everyday business of the colonies and collected taxes”

2. Why was having their own assembly so important to the colonies?

Possible Answer: Because they got to run their own business.

3. In the section “Colonial Oppression”, the text says, “These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake.” What did Britain do to the colonists that caused them to feel their basic liberties were threatened?

Possible Answer: They closed the port of Boston, took away their right to govern, and put troops in their homes.

4. Why were the Loyalists opposed to independence from Britain?

Possible Answer: They were still loyal to Britain and the king

5. The colonists who wanted independence from Britain were called *Patriots*. Why did the Patriots feel so strongly about breaking from the British rule in order to form their own nation?

Possible Answer: They were used to running their own affairs and did not want to be taxed and ruled by the British. The British tried to tax things used by the colonists everyday, like tea. Then in Boston they closed the port, took away self-government, and keep troops in their homes. This made the colonists unite against British rule.



American Revolution Vocabulary Notebook

Name: _____

Date: _____

Vocabulary Notebook Criteria for Adding Words: Determine if a word should be added to your notebook using the following criteria:

- The word is important for understanding the topic.
- The word is likely to be in another text on this topic.
- I am likely to use this word when writing about the topic.

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram
revolution	removing a government by force and creating a new government	dictionary	



American Revolution Vocabulary Notebook

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram



American Revolution Vocabulary Notebook

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram



American Revolution Vocabulary Notebook

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 3

Explaining What Happened and Why: Rereading “Revolutionary War”



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

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)

Supporting Learning Targets

- I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War.
- I can summarize the events that led to the American Revolution using evidence from the text “Revolutionary War.”
- I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text “Revolutionary War.”

Ongoing Assessment

- What Happened and Why graphic organizer
- “Revolutionary War” Summary



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Creating a Revolutionary War Timeline (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reread “Revolutionary War” to Identify Domain-Specific Vocabulary (10 minutes) B. Using the What Happened and Why Graphic Organizer (10 minutes) C. Summarizing: What Happened and Why (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Create Be a Patriot Anchor Chart (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your independent reading book for this unit. 	<ul style="list-style-type: none"> • In this lesson, students revisit the text “Revolutionary War,” which they read in Lesson 2. In Lesson 2, students read the text for the gist and answered text-dependent questions to build a general understanding of the American Revolution, focusing on RI.4.1 (“I can explain what a text says using specific details from the text.”) and RI.4.2 (“I can determine the main idea using specific details from the text.”). Now in Lesson 3, students use evidence from the text as they consider what happened during the war and to think about why the events happened and how they impacted other events—RI.4.3 (“I can explain the main points in a historical, scientific, or technical text, using specific details in the text.”). Students also focus on RI.4.2 (“I can summarize informational or persuasive text.”) by summarizing the text using the What Happened and Why graphic organizer. • The timeline in this lesson (Opening A) helps students visually see the events in the order that they happened, and choosing the five most important events helps students think about the events that had the biggest impact on the war. • The lesson also sets aside time to dig into some domain-specific vocabulary needed to understand the text, which addresses RI.4.4 (“I can determine the meaning of content words or phrases in an informational text.”) Use this as an opportunity to begin interacting with the Word Wall. • In Unit 1, the vocabulary on the Word Wall helps with students’ understanding of the informational texts they will read. In Unit 2, the Word Wall expands to include key vocabulary from the literary texts students will read. These words may include both descriptive and figurative language. All of the words compiled in Units 1 and 2 will support the writing work students do in Unit 3. As they write and revise for word choice, students will need to interact with the words they have collected. • In advance: <ul style="list-style-type: none"> – Prepare sets of Revolutionary War timeline cards (one set for each group of four to five students). Make sure to cut the date and event cards apart; mix each set up so they aren’t in chronological order or in matched pairs. – Prepare a Revolutionary War timeline: a piece of chart paper with a line drawn down the center and the title “Revolutionary War Timeline” written at the top. – Prepare the Be a Patriot anchor chart. – Form triads: heterogeneous groups of three students (see Opening A) – Post: Learning targets.



Lesson Vocabulary	Materials
summarize, Patriots, evidence, timeline, key events, importance, significant, justify; established (1), passed, representatives, boycott, self-government, unite (2), delegates, free and independent states, recognized, fleet (3), surrendered, treaty (4)	<ul style="list-style-type: none">• Highlighters (one per student)• “Revolutionary War” text (from Lesson 2)• Revolutionary War timeline cards (one per group)• Revolutionary War timeline (new; teacher-created; see Teaching Notes)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• 3" x 5" index cards (one per student)• Word Wall (from Lesson 2)• What Happened and Why graphic organizer (one per student and one to display)• What Happened and Why graphic organizer (completed; for teacher reference)• Equity sticks• Green colored pencil or thin marker (one per student)• Be a Patriot anchor chart (new; co-created with students during Closing and Assessment A; see sample for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Creating a Revolutionary War Timeline (10 minutes)</p> <ul style="list-style-type: none">• Arrange students in groups of three to form triads (as in Module 1).• Ask students for a thumbs-up if they think they can explain the importance of a key event from the Revolutionary War.• Tell students that authors include dates as signposts for readers to recognize important events.• Distribute highlighters.• Ask students to independently skim “Revolutionary War” and highlight any date they see, including the month, day, and year whenever it’s provided.• Ask group members to share the importance of one key event they found with each other.• Distribute one set of Revolutionary War timeline cards to each triad.• Tell students they will now make a <i>timeline</i> of key events of the Revolutionary War. Clarify students understanding of the term <i>timeline</i> by asking them to think about the two words that make up this word. Ask:<ul style="list-style-type: none">* What two words do you hear in the word timeline?* What clue does this give you about the meaning of this word?• Explain that a timeline is a diagram formed by a line with labels. Each of the labels represents an event in time. Go on to tell students that they will form a timeline today for the American Revolution with the events on these cards.• Explain that timelines are often arranged either vertically or horizontally. It doesn’t matter which format is chosen as long as the dates are on one side in chronological order and the event is on the other side. If necessary model using a few of the timeline cards.• Tell students that they must choose just five events from the set of timeline cards, thinking about which events were the most important or <i>significant</i> of the American Revolution. Then, they should put the cards in order according to dates.• Give the groups 5 minutes to read the cards, decide the significant events, and arrange a timeline.• Once the groups have made their timelines, ask a few groups to share. On the prepared Revolutionary War Timeline chart construct a class timeline by taping the timeline cards on the chart or recording the events and their dates from the cards onto the chart. Explain that the class will annotate this timeline to explain why each of these events is important after they reread “Revolutionary War”.	<ul style="list-style-type: none">• Consider attaching the Mystery Documents from Lesson 1 to appropriate points in the timeline to create a visual for students. This can be done during this portion of the lesson or another time during the school day.



Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Refocus students’ attention on the posted learning targets.• Ask students to read the learning targets silently:<ul style="list-style-type: none">* I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War.* I can summarize the events that led to the American Revolution using evidence from the text “Revolutionary War.”* I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text “Revolutionary War.”• Then, ask students to give a thumbs-up if they are clear on what they will be learning today, a thumbs-sideways if they understand part but not all of what they will be learning, and a thumbs-down if they are very unsure about what they will be learning. Clarify any confusion before beginning the lesson.• Make sure to explain that not all colonists wanted independence from Britain. The colonists who wanted to break away from British rule were called <i>Patriots</i>.	



Work Time	Meeting Students’ Needs
<p>A. Reread “Revolutionary War” to Identify Domain-Specific Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Remind them of the homework from Lesson 2: “Read through the text ‘Revolutionary War’ one more time at home. While you read, underline or highlight words that you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when deciding which words you will choose. After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your Vocabulary notebook.”• Revisit the Vocabulary Strategies anchor chart.• Ask students to share in their triads the word they each chose for homework, the definition, and which strategy they used to figure out the meaning.• Ask triads to reread “Revolutionary War” together to identify significant content-specific words that they think are important to know to understand the American Revolution.• Gather students together to decide which words they identified will be useful to keep throughout the module. Use the criteria at the top of students’ American Revolution Vocabulary notebook when choosing words.• As students share out, write these words on 3" x 5" index cards to attach to the Word Wall. (Later, you can write the definitions on a separate index card. Attach the definition to the Word Wall with the word over top of the definition—be sure students can “flip” the word up to see the definition underneath.)	<ul style="list-style-type: none">• Students could be grouped intentionally or randomly, depending on your students’ needs. It is important to group ELL students with at least one other student who speaks their language to support them in participating in group conversations.• For ELLs who need additional support, consider providing translations of key vocabulary from the text in students’ home language (assembly, established, passed representatives, boycott, self-government, unite, delegates, recognized, fleet, surrendered, treaty).



Work Time (continued)	Meeting Students’ Needs
<p>B. Using the What Happened and Why Graphic Organizer (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that readers often reread texts multiple times for different purposes. Tell them that today’s purpose is to think about what happened during the Revolutionary War and why these events happened. • Explain that they will be using the dates and events they identified in their timelines. Tell students that not only is it important to think about what happened in historical texts, but we also need to think about why these events happened. • Distribute and display the What Happened and Why graphic organizer. • Call on a student to read the headings of each column. Tell the students that this graphic organizer will be used to track the events of the Revolutionary War using evidence from the text “Revolutionary War.” • Using the example “April 19, 1775—Battle of Lexington and Concord,” model filling in the first row with a think-aloud. Say something like: “The first date from the text that we highlighted is April 19, 1775, so I’ll write that in the Date column. Now, what should I write under Event? I underlined ‘British troops fired on American colonists in Lexington and Concord, Massachusetts.’ That’s the event! So I could write that in the Event column. I could shorten it to ‘The Battles of Lexington and Concord began,’ too. I’m going to write that because it’s shorter and more to the point. In this last column, I need to write about the <i>Importance</i> of this event. There are some questions here to guide my thinking” (read questions aloud). “So, why were the Battle of Lexington and Concord important? Well, I know that these battles were the first of the American Revolution. In the text right after what I underlined, it says: ‘This was the beginning of the American Revolution.’ So that’s why it was important—it was the start of the Revolution.” • Complete the next row with students. • First, focus students on the next date they highlighted (1607 in “Events Leading to the Revolution”). • Then, ask: <ul style="list-style-type: none"> * “Where should you write that on your graphic organizer?” * “What key event happened in that year?” • Listen for students to say that Britain established its first colony in North America. • Ask: <ul style="list-style-type: none"> * “Where should you write that on your graphic organizer?” * “What is the importance of this event?” 	<ul style="list-style-type: none"> • To provide additional support for students you can provide a partially completed graphic organizer, with one event completed for each column, some events with only the event described and the “why” column left blank, and the remaining events blank.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• If students need support with this, model briefly: “The British eventually went on to establish 13 colonies in North America, and these were the colonies that wanted their independence.”• Invite students to continue this process with a partner with the remainder of the text.• Circulate and check in with students as needed.• After 15 minutes focus the group on the Revolutionary War timeline chart. Ask students to help you annotate why each of the events was important using the What Happened and Why graphic organizer (completed; for teacher reference) as needed.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Summarizing: What Happened and Why (10 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk:<ul style="list-style-type: none">* “What does it mean to <i>summarize</i> a text?”• Use equity sticks to cold call one to two students. Listen for responses like: “Summarize means to explain what the important things the text says in your own words.”• Remind students that they learned how to summarize narrative texts using the Somebody In Wanted But So strategy in Module 1.• Group the students in the same triads as in Work Time A.• Explain that today they are going to summarize “Revolutionary War,” which is an informational text, using the What Happened and Why strategy.• Tell students to read through their graphic organizer and discuss what the text is mostly about—its big idea. Remind students that key details are important because they support the main idea, but caution students to try not to include all the details in their summary. Point out where students should record their summaries on the graphic organizer. Give students 10 minutes to work in their triads to summarize “Revolutionary War.”• Circulate and support as needed. As you confer with the students, encourage them to focus on the significant events the class identified in the class timeline in Opening A.• Refocus class whole group.• Ask triads to partner with another triad and share summaries.• Encourage students to use a green colored pencil or thin marker to revise their summaries based on the conversation with the other triad if they think it will improve their response.• Use equity sticks to cold call one or two triads to share their summaries.• Listen for responses similar to: “The Revolutionary War was fought between Britain and the colonists who wanted freedom from British control. The British government tried to unfairly tax the colonists on common goods like anything printed and tea. They also passed the Intolerable Acts that made living in the colonies really hard. The Second Continental Congress wrote the Declaration of Independence in 1776. This important document declared that the 13 colonies were ‘free and independent states.’ Eventually, with the help of the French army, the Patriots defeated Britain and gained their independence in 1783.”	<ul style="list-style-type: none">• To provide students with more structure in summarizing the text ask them to summarize verbally using sentence starters before crafting a written summary (ex. The text the Revolutionary War describes <u>main idea</u>. It begins by telling the reader _____ then goes on to explain _____ and _____. Finally it concludes by describing _____.).



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Create Be a Patriot Anchor Chart (8 minutes)</p> <ul style="list-style-type: none">• Display the new Be a Patriot anchor chart.• Ask students to keep the What Happened and Why graphic organizers out and to also get their Text-Dependent Questions note-catcher: “Revolutionary War” (from Lesson 2). Explain that you would like students to help you record some reasons (with evidence from the text) why the Patriots wanted to break away from Britain.• . Ask students:<ul style="list-style-type: none">* “What is one reason the Patriots wanted to break away?”* “What evidence from ‘Revolutionary War’ supports this?”• Cold call three or four students to share their thinking adding reasons supported by evidence from the text.• Push them to cite specific evidence from the text instead of from memory.• Record students’ responses on the Be a Patriot anchor chart.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read from your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 3

Supporting Materials



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.



Revolutionary War Timeline Cards

Teacher Directions: Copy and cut a set for each triad.



April 19, 1775	Battle of Lexington and Concord
1607	Britain established its first colony in North America
1763	British won the French and Indian War
1765	The Stamp Act
December 16, 1773	Boston Tea Party



Revolutionary War Timeline Cards

Teacher Directions: Copy and cut a set for each triad.



1774	Intolerable Acts
July 4, 1776	Declaration of Independence was adopted
1780	French troops arrived
1783	The Treaty of Paris
March 5, 1770	The Boston Massacre



What Happened and Why Graphic Organizer

Name: _____

Date: _____

Source: _____

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)



What Happened and Why Graphic Organizer

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)





What Happened and Why Graphic Organizer
(Completed, for Teacher Reference)

Source: “Revolutionary War”

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
1607	Britain established its first colony in America	It was the beginning of the 13 American colonies that would later become the United States of America
1754-1763	Britain fought in the French and Indian War	Brian needed money to keep their army in North America, so they began to tax the colonies.
1765	British Parliament passed the Stamp Act and representatives from the colonies met to decide what to do about the Stamp Act.	This act taxed all printed-paper in the colonies. The colonists decided to fight these taxes and the act was repealed.
1770	British troops killed 5 colonist in what came to be known as the Boston Massacre	This angered the colonists and led to another boycott.



What Happened and Why Graphic Organizer
(Completed; for Teacher Reference)

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
December 16, 1773	Boston Tea Party: colonists dressed up as Native Americans dumped British tea in the Boston harbor.	This angered the British and they passed the Intolerable Acts.
1774	The Intolerable Acts: Took away Maccucets right to self-government, closed the port of Boston, and housed British troops in colonists homes.	This united the colonists against British rule.
April 19, 1775	Battle of Lexington and Concord	This is the start of the fighting in the Revolutionary War. No one knows who fired the first shot, the British or the colonists.
July 4th 1776	The Continental Congress adopted the Declaration of Independence	Representatives from all the colonies agreed to fight for Independence from British rule.
1780	French troops arrived to help the Americans	This helped the Americans win the war for independence.
1783	Battle of Yorktown and Treaty in Paris	The American colonists won the war and the United States of America was established as a new and independent country.



What Happened and Why Graphic Organizer
(Completed; for Teacher Reference)

Summary:

“The Revolutionary War was fought between Britain and the colonists who wanted freedom from British control. The British government tried to unfairly tax the colonists on common goods like anything printed and tea. They also passed the Intolerable Acts that made living in the colonies really hard. The Second Continental Congress wrote the Declaration of Independence in 1776. This important document declared that the 13 colonies were ‘free and independent states.’ Eventually, with the help of the French army, the Patriots defeated Britain and gained their independence in 1783.”



Be a Patriot Anchor Chart
(Sample, for Teacher Reference)

Teacher Directions: In advance of the lesson, prepare the chart below leaving the “Reasons for this opinion” and “Evidence to support this reason” columns blank. Below are possible reasons and evidence that could be recorded with students during the lesson.

Be a Patriot:

America should be an independent country from Britain because...

Reasons for this opinion	Evidence to support this reason
The British soldiers are attacking the colonists and we need to fight back.	5 men killed in the Boston Massacre- from “Revolutionary War”
The British have taken away the colonists’ personal property and liberty.	Taxes on printed paper and tea- from “Revolutionary War”
Colonists should be able to govern themselves.	The Intolerable Acts: closing of the port in Boston and housing troops in homes- from “Revolutionary War” Colonists were used to running their own affairs and collecting their own taxes- from “Revolutionary War”



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 4

Reading an Information Text: Reading about the Loyalist Perspective



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the gist of the text “Loyalists.”• I can explain what the text says about Loyalists using details from the text.• I can find the meanings of unfamiliar words to help me better understand the “Loyalists” text.	<ul style="list-style-type: none">• “Loyalists” gist statement• Answers to Text-dependent Questions: “Loyalists”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading “Loyalists” for the Gist (10 minutes)Guided Practice: Answering Text-Dependent Questions (15 minutes)Rereading and Answering Text-Dependent Questions (20 minutes)Closing and Assessment<ol style="list-style-type: none">Reflecting on Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Reread the “Loyalists” text. Write down five words you think should be added to our Word Wall.	<ul style="list-style-type: none">Lessons 4-5 follow a similar pattern as Lessons 3-4, but focus on the Loyalists.Here, in Lesson 4 students read the text, “<i>The Loyalists</i>” for gist and reread more closely to answer a series of text dependent questions. Then in Lesson 5 students take a closer look at vocabulary in the text and then identify the main ideas of each section of the text, summarize the text, then close by identifying reasons that colonists remained loyal to Great Britain and create a “Be a Loyalist” anchor chart.In advance:<ul style="list-style-type: none">Locate a world map that shows the 13 colonies and depicts (if possible) the British empire during the Revolutionary War.Review: Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding techniques (see Appendix).Post: Learning targets.

Lesson Vocabulary	Materials
explain, meaning, unfamiliar, understand; Loyalists, Tories	<ul style="list-style-type: none">World map (large version or one to display using a document camera; see Teaching Notes)Equity sticks“Loyalists” (one per student)Text-Dependent Questions note-catcher: “Loyalists” (one per student)Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</p> <ul style="list-style-type: none">• Post or display the world map. Draw students' attention to the location of the 13 colonies.• Use equity sticks to cold call on students to come up to the map and point out each of the following places: Georgia, South Carolina, Mid-Atlantic, New York.• Point out the location of Great Britain. Ask:<ul style="list-style-type: none">* "Where were the colonies in relation to Great Britain?"* "How do you think this affected the relationship between Britain and its colonies?"• Listen for students to recall from the "Revolutionary War" text read in Lessons 2 and 3 that this distance was important because the colonists were used to "running their own affairs."• Ask them to turn to their shoulder partner and briefly review the significant facts about the Revolutionary War that they remember from Lessons 2 and 3. Encourage them to think about how the Patriots felt about being under British rule and what they did about it.• Review the Back-to-Back, Face-to-Face protocol with your students.<ol style="list-style-type: none">1. Find a partner and stand back-to-back.2. After the teacher gives the talking point, take a moment to think about your response.3. At the signal, turn face-to-face with your partner and share your response. Make sure both voices are heard.4. Repeat Steps 1–3 with a new partner.• Ask students to stand and find their first partner. Ask the following questions:<ul style="list-style-type: none">* Round 1: Do you think the British were right to tax the colonists to pay for their debt? Why do you think this?* Round 2: Who do you think was right, the colonists who supported independence (Patriots) or the colonists who wanted to stay connected to Britain (Loyalists)? Why do you think this?	<ul style="list-style-type: none">• Consider posting the directions for protocols to support the visual learners in your class.• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share and giving the entire class some silent think time before they start to talk.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Redirect students' attention to the posted learning targets.• Invite students to silently read the targets silently:<ul style="list-style-type: none">* "I can determine the gist of the text "Loyalists."* "I can explain what the text says about Loyalists using details from the text."* "I can find meanings of unfamiliar words to help me better understand the 'Loyalists' text."• Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion before beginning the lesson.	
Work Time	Meeting Students' Needs
<p>A. Reading "Loyalists" for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute "Loyalists" to students.• Tell students to follow along on their copy of the text while you read aloud, looking for important words. They may underline, highlight, or circle these words.• Read the text aloud slowly, pausing now and then to give students a chance to notice and take note of important words.• After reading the entire text, give students a couple of minutes to come up with a gist statement.• Ask students to quickly write a gist statement at the end of the text.• Invite them to turn and share their gist statement with a shoulder partner.	<p>To further support students, allow them to determine the gist of chunks of the text and then write a gist statement as a class. If students have not studied the Revolutionary War yet in social studies this may be necessary.</p>



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Distribute individual copies of the Text-Dependent Questions note-catcher: “Loyalists.”• Remind students that readers often read a complex text several times—each time with a different purpose—to fully understand the information. Explain that they will reread the text “Loyalists” again to find evidence to answer text-dependent questions.• Invite the students to read along silently as you read the first question on their “Loyalists” Text-Dependent Questions note-catcher aloud to them: “Using evidence from the text, write a definition for <i>loyalist</i> in your own words.”• Ask them to think about how they would respond to this, then turn and share their thinking with their shoulder partner.• Use equity sticks to cold call on one to two students to share their responses. Listen for responses similar to: “A loyalist was a person who wanted to stay connected to and be protected by the British government.”• Invite students to record a response to this question in the Text Evidence box below the question.• Continue guided practice with question 2. Point out that while students are provided multiple choices for their answer they also need to find evidence in the text for the answer they select.• Ask students to work with their partner to answer and find evidence for question 2. Give them 5 minutes to work.• Ask students to hold up one finger if they answered A, two fingers for B, three for C, and 4 for D. Use this information to determine how many students selected the correct answer: See the Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference).• Cold call a few pairs to share their answer and evidence. Demonstrate to students how they might underline evidence in the text and then record it onto their note-catchers.	<ul style="list-style-type: none">• Use students’ responses to the first two questions, to determine whether to continue with guided practice or release students to work with their partners in Work Time C.



Work Time (continued)	Meeting Students' Needs
<p>C. Rereading and Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Invite students to continue working with their shoulder partner.• Ask them to reread the text to answer the questions on the “Loyalists” Text-Dependent Questions note-catcher.• Remind students to use the Text Evidence boxes to show where in the text they found proof for their answer.• Answer any clarifying questions.• Ask students to begin.• After 15 minutes, refocus students whole group.• Use equity sticks to call on students to share their answers. Refer to the Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference) as necessary.	<ul style="list-style-type: none">• To further support students in Work Time C, continue as guided practice (this may require more time than allotted in the agenda), or provide guided practice strategically by conferring with students who find this text challenging.• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.
Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Refocus students on the learning targets.• Using Fist to Five, ask students to rate themselves on how well they could “explain what the text says about loyalists.” Take note of any students who rate themselves poorly.• Explain to students that they will have a chance to dig deeper into this text, focusing on vocabulary and then summarizing, in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the “Loyalists” text. Write down five words you think should be added to our Word Wall.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 4

Supporting Materials



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.



“Loyalists”

The Loyalists were colonists who stayed loyal to Britain and King George III during the American Revolution. They were against American independence. There were about 500,000 Loyalists when the American Revolution started in 1775. That was about 16 percent of the total population.

Loyalists, also known as Tories, lived in all the colonies. They were strongest in the south, especially Georgia and South Carolina. Many also lived in the Mid-Atlantic colonies. New York had at least three times as many Loyalists as any other colony.

Who Were the Loyalists?

Many important and powerful people were Loyalists. Thomas Hutchinson was a famous historian and governor of Massachusetts. John Copley of Massachusetts was a famous painter. Peter Harrison of Rhode Island was the greatest architect of the time. Some Loyalists, like Joseph Galloway of Pennsylvania, did not like Britain’s harsh treatment of the colonies. But they remained loyal to Britain. They did not want to break away from their country.

Even Benjamin Franklin’s son William was a Loyalist. He was the colonial governor of New Jersey. His father urged him to join the patriot cause, but he refused. The patriots put William in jail in 1776. He was released in 1778 and went to New York City, which was occupied by British forces. There he became head of the Board of Associated Loyalists. The Board helped direct Loyalist military activities. William Franklin left New York for Britain in 1782 and never returned.

Most colonists who worked for Britain as crown officials were Loyalists. But Loyalists came from other groups as well. Rich people and poor people joined the Loyalist ranks. They were bakers and bankers, farmers and sailors. Every religious group had its share of Loyalists, too. Their ancestries were English, Irish, Welsh, Scottish, German, and Dutch.

Some black slaves joined the Loyalist cause. They had been offered freedom by the Loyalist leaders. But there were far more American Indians who sided with Britain. Joseph Brant, the leader of the Mohawks, remained loyal to Britain. So did some of the other leaders of the Iroquois Confederacy. Brant was even made a captain in the British Army. In 1777 and 1778, he led Indian forces against American settlements in New York and Pennsylvania.

The patriots fought hard for their cause during the Revolution. The Loyalists did too. Some were spies. Some served in the regular British Army. Others fought in militias. About 19,000 men fought in more than 40 Loyalist units. The largest of these was Cortlandt Skinner’s New Jersey Volunteers.



“Loyalists”

Many Loyalists Flee

The patriots believed the Loyalists were a serious threat to the Revolution. In January 1776, before the Declaration of Independence, the Second Continental Congress resolved that some Loyalists “ought to be disarmed, and the more dangerous of them ... kept in safe custody ...” After independence on July 4, 1776, some states passed laws to control the Loyalists. Their homes and property were taken away. They were beaten, tarred and feathered, and sometimes killed. This caused thousands of Loyalists to flee. During much of the American Revolution, the British army occupied New York City. Loyalists fleeing other states gathered there.

By the end of the American Revolution in 1783, about 100,000 Loyalists had fled to other countries. Some went to Britain, others to British colonies in Florida and the Caribbean. At least half the Loyalists went to Canada. They moved into the province of Nova Scotia. And they settled on lands that would become the provinces of New Brunswick and Ontario. Most Loyalists, however, stayed in the United States. And after the peace treaty was signed in 1783, some Loyalists who had fled returned to the United States.

Mohawk chief Joseph Brant was not one of them. He fled to Canada with thousands of Mohawks and other Native Americans. The British government gave him a large area of land in what is now Ontario. Loyalists did not support American independence. But they were an important part of American history. The British called the American Revolution a rebellion. The patriots called it a war for independence. The Loyalists made the war into a civil war.

"Loyalists." The New Book of Knowledge. Grolier Online, 2013. Web. 3 Dec. 2013. All rights reserved. Reprinted by permission of Scholastic Library Publishing, Inc.



Text-Dependent Questions:
“Loyalists”

Name: _____

Date: _____

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *loyalist* in your own words.

Text Evidence

2. According to the text, the loyalist presence in the American colonies was strongest in:

- A. New England
- B. the Mid-Atlantic colonies
- C. the South
- D. New York

Text Evidence



Text-Dependent Questions:
“Loyalists”

3. The text says: “Loyalists fleeing other states gathered there (New York City).” Why does the text say that many Loyalists went to live in New York City?
- A. The British army occupied New York City during much of the Revolutionary War
 - B. Loyalists were more likely to be merchants and therefore wanted to live near the New York City harbor
 - C. The mayor of New York City put out a decree welcoming Loyalists to stay in the city
 - D. The King of Britain came to visit New York City

Text Evidence

4. Speaking about Mohawk chief Joseph Brant, the text says: “The British government gave him a large area of land in what is now Ontario (Canada).” Use evidence from the text to make an inference: *Why* do think the British gave this loyalist land after the war ended?

Text Evidence



Text-Dependent Questions:

“Loyalists”

5. This text uses different words to describe the American Revolution: “The British called the American Revolution a **rebellion**. The Patriots called it a **war for independence**. The Loyalists made the war into a **civil war**.” Discuss why they might have used different terms to describe the same event.

Text Evidence



Text-Dependent Questions:

“Loyalists”

(Answers, for Teacher Reference)

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *loyalist* in your own words.

Text Evidence

Possible answer: A colonist who thought the American colonies should continue to be ruled by Britain.

2. According to the text, the loyalist presence in the American colonies was strongest in:

- A. New England
- B. the Mid-Atlantic colonies
- C. the South
- D. **New York**

Text Evidence

“New York had at least three times as many Loyalists as any other colony.”

3. The text says: “Loyalists fleeing other states gathered there (New York City).” Why does the text say that many Loyalists went to live in New York City?

- A. **The British army occupied New York City during much of the Revolutionary War**
- B. Loyalists were more likely to be merchants and therefore wanted to live near the New York City harbor
- C. The mayor of New York City put out a decree welcoming Loyalists to stay in the city
- D. The King of Britain came to visit New York City

Text Evidence

“During much of the American Revolution, the British army occupied New York City. Loyalists fleeing other states gathered there.”



Text-Dependent Questions:

“Loyalists”

(Answers, for Teacher Reference)

4. Speaking about Mohawk chief Joseph Brant, the text says: “The British government gave him a large area of land in what is now Ontario (Canada).” Use evidence from the text to make an inference: *Why* do think the British gave this loyalist land after the war ended?

Text Evidence

Possible answer: He probably worried for his tribe. The text says that many Loyalists were beaten and their homes and property were taken during the war. I infer that he would not feel safe coming back to the United States.

5. This text uses different words to describe the American Revolution: “The British called the American Revolution a **rebellion**. The Patriots called it a **war for independence**. The Loyalists made the war into a **civil war**.” Discuss why they might have used different terms to describe the same event.

Text Evidence

Possible answer: I think different people thought about the war differently depending on whether they agreed with the Patriots or the British. The different terms show how different people viewed the war.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 5

Determining Main Ideas and Supporting Details in Informational Text: Reading About the Loyalist Perspective



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can summarize informational or persuasive text. (RI.4.2)</p> <p>I can explain the main points in a historical text, using specific details in the text. (RI.4.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain what the text says about Loyalists using details from the text.• I can identify the main idea and key details of the informational text “Loyalists.”• I can summarize the perspective of the Loyalists using evidence from the text.	<ul style="list-style-type: none">• Main Idea and Supporting Details graphic organizer• Main Idea summary statement



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Reread “Loyalists” to Identify Domain-Specific Vocabulary (10 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Guided Practice: Identify the Main Idea (15 minutes)B. Independent Practice: Identify the Main Idea (10 minutes)C. Writing a Main Idea Statement and Summarizing (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Create Be a Loyalist Anchor Chart (8 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• In this lesson, students revisit the text “Loyalists,” which they read in Lesson 4. They reread the text to determine the main ideas and supporting details of the text in order to learn about the Loyalist perspective on the Revolution. The lesson concludes with students creating a Be a Loyalist anchor chart outlining reasons and evidence that colonist wanted to remain loyal to Great Britain.• This lesson follows the same basic format as Lesson 3, with two important distinctions. First, students are learning about Loyalists rather than Patriots. Second, students focus more on the “ideas” of the Revolutionary War, rather than just the “events.” Therefore, students use a different graphic organizer. In Lesson 2, they used the What Happened and Why graphic organizer to focus on events. Here, they use the Main Idea and Supporting Details graphic organizer to focus on various perspectives on the war. Students will use this same Main Idea and Supporting Details graphic organizer again in Lesson 8, when they read about the perspectives of black colonists and slaves during the Revolutionary War.• In advance:<ul style="list-style-type: none">– Prepare the Be a Loyalist anchor chart.– Post: Learning targets.



Lesson Vocabulary	Materials
explain, main idea, summarize, perspective, sequence	<ul style="list-style-type: none">• “Loyalists” (from Lesson 4; one per student)• Word Wall (begun in Lesson 2)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• Vocabulary Strategies anchor chart (begun in Module 2, Unit 1, Lesson 3)• 3" x 5" index cards (one per student)• Main Idea and Supporting Details graphic organizer (one per student and one to display)• Main Idea and Supporting Details graphic organizer (answers, for teacher reference)• Green colored pencils or thin markers (one per student)• Equity sticks• Be a Loyalist anchor chart (new; co-created in Closing and Assessment A; see supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reread “Loyalists” to Identify Domain-Specific Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Group students in triads, asking them to take the “Loyalists” text with them.• Reread “Loyalists” aloud as the student follow along.• As they read along, they should focus on content-specific vocabulary. Tell them to underline or highlight these words so they can be added to the Word Wall.• Refer them to the criteria at the top of their American Revolution Vocabulary notebook when deciding which words you will choose.• Tell groups to decide on three to five words they feel are most important to include on the Word Wall.• Revisit the Vocabulary Strategies anchor chart.• Students should then choose one word from the three to five words their group narrowed down and, using one of the vocabulary strategies, write a definition for this word in their American Revolution Vocabulary notebook.• In their triads, ask students to share the word they each chose, the definition, and which strategy they used to figure out the meaning.• Gather students together to decide which words they identified will be useful to keep throughout the module.• As students share out, write these words on 3" x 5" index cards to attach to the Word Wall. (Later, you can write the definitions on a separate index card. Attach the definition to the Word Wall with the word over top of the definition—be sure students can “flip” the word up to see the definition underneath.)	<ul style="list-style-type: none">• Students could be grouped intentionally or randomly, depending on your students' needs. It is important to group ELL students with at least one other student who speaks their language to support them in participating in group conversations.• Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what they will be learning.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Ask for student volunteers to read the first two learning targets aloud:<ul style="list-style-type: none">* "I can explain what the text says about Loyalists using details from the text."* "I can identify the main idea and key details of the informational text 'Loyalists.'"• Pause after each learning target is read and ask students for a thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of the target. Clarify as needed.• Focus students on the last learning target and read it aloud:<ul style="list-style-type: none">* "I can summarize the perspective of the Loyalists using evidence from the text."• Tell students that by the end of today's lesson they will be able to <i>summarize</i> what the text says about Loyalists. Remind them that they summarized the text "Revolutionary War" in Lesson 3.• Circle the word <i>perspective</i>.• Explain that in this learning target, the word perspective means "how a individual understands or views a topic." Go on to explain that this means that this learning target is asking students to explain how Loyalists understood or viewed the Revolutionary War.	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Identify the Main Idea (15 minutes)</p> <ul style="list-style-type: none">• Remind students that readers often reread texts more deeply for different purposes. Today's purpose is to think about the Loyalists and their perspective on the colonies gaining independence from Britain.• Tell students that in Lesson 3 they read the informational text "Revolutionary War," which described what happened during the war and why in a sequence of events.• Explain that <i>sequence</i> means "in order."• Ask students:<ul style="list-style-type: none">* "Did the text 'Loyalists' describe a sequence of events?"• Invite students to put their hand on top of their head if their answer is "yes" or a finger on their nose if their answer is "no." Ask two or three students to explain their answers. Make sure they understand that "Loyalists" does not describe a sequence of events. It describes a group of people and their role in the war.• Explain that to find the main idea of the whole text, they will first determine the main idea of each section of the text along with key details that support the main idea.• Distribute the Main Idea and Supporting Details graphic organizer.• Ask students to return to their text "Loyalists" from Lesson 4.• Draw their attention to the gray bars labeled Section Title. Ask them to look in the text to see if they know what the section titles are. Make sure they know that there are three sections, even though only two are clearly labeled. The sections are:<ul style="list-style-type: none">– "Introduction"– "Who Were the Loyalists?"– "Many Loyalists Flee"• Invite students to read along silently as you read the first section aloud.• Ask them to think about the main idea of that section.• Read the section aloud.	<ul style="list-style-type: none">• To further support some students, provide a partially completed graphic organizer where students can practice determining the main idea when the supporting details are provided or practice finding supporting details when the main idea is provided.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Using the Think-aloud strategy, say something like: “This section has a lot of facts about Loyalists. I think the main idea of the first paragraph is that Loyalists were a small group of colonists who stayed loyal to Britain. The second paragraph mostly describes where the majority of Loyalists lived. I’d say the main idea of this section is that Loyalists were a small number of colonists who stayed loyal to Britain and who lived throughout the colonies ”• Model how to record your thinking on the Main Idea and Supporting Details graphic organizer. See the Main Idea and Supporting Details graphic organizer (answers, for teacher reference) as necessary.<ul style="list-style-type: none">– Main Idea: Loyalists were a small number of colonists who lived throughout the colonies and who stayed loyal to Britain.– Supporting Details: “They were against American independence”; “They were about 16 percent of the total population at the beginning of the American Revolution”; “Loyalists lived in all the colonies.”• Group students in partnerships.• Invite partners to continue this process with only the next section, “Who Were the Loyalists?”• Circulate and check in with students as needed. Encourage them to find the main idea of each paragraph and underline specific and important details to support the main ideas. Then summarize their thinking for the main idea for the section.• After about 8–10 minutes, bring the students back together and distribute green colored pencils or thin markers.• Use equity sticks to cold call two or three partnerships to share their main idea statements.• Make sure they have clear text-dependent supporting details. Listen for statements similar to: “The Loyalists were made up of all different kinds of people who may not have agreed with Britain’s harsh treatment of the colonists but stayed loyal anyway. Many important people were Loyalists, even Benjamin Franklin’s son, William. People from all different backgrounds sided with Britain, including rich, poor, black slaves, and many American Indians.”• Invite students to revise their main idea statements if they feel they could improve their response based on the class discussion. Ask them to use the green colored pencils or thin markers for their revisions.	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: Identify the Main Idea (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they will now reread “Many Loyalists Flee” and identify the main idea and key supporting details independently. Remind them to identify the main idea and key supporting details of each paragraph first before summarizing the section into a main idea statement.• Give students 10 minutes to work independently.• Circulate and assist students as needed. Some may struggle a bit with this, but encourage them to try their best. Let them know there will be more opportunities to identify the main idea of sections of text throughout the module.	<ul style="list-style-type: none">• Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.
<p>C. Writing a Main Idea Statement and Summarizing (15 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Invite them to return to working with their partner from Work Time A.• Explain that they are going to summarize “Loyalists” now that they have read it closely.• Remind students that they summarized the text “Revolutionary War” in Lesson 3. Review that to <i>summarize</i> a text means to explain the important things the text says in your own words.• Focus students on the Main Idea and Supporting Details graphic organizer, pointing out the final box at the bottom.• Ask students to talk with their partner and write what they think the main idea of the text is in this box.• Ask for a few volunteers to share out. Listen for students to say something like: “The main idea of the text is that the Loyalists were colonists who thought America should remain loyal to Britain and they supported Britain during the American Revolution.”• Have students revise their main idea statement if necessary.• Explain that students should now work with their partners to write a summary paragraph of “Loyalists” at the bottom of their Main Idea and Supporting Details graphic organizers. The main idea statement they just shared as a class should be the topic sentence for their summary paragraph and they should support this sentence using the main ideas from the different sections of the text to complete their summaries.• Give students 10 minutes to work.• Circulate and support as needed. As you confer with students, encourage them to think about what the text is about overall.• Gather the students back together. Ask partnerships to partner with another partnership and share summaries. Encourage students to use a green colored pencil or thin marker to revise their summaries based on the conversation with other students if they think it will improve their response.	<ul style="list-style-type: none">• To further support students gather students for a round of Concentric Circles (see Appendix) and have them practice verbally summarizing the text with multiple partners using their graphic organizers for a reference before they record a written summary of the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Use equity sticks to cold call one or two groups of four to share their summaries.• Listen for responses similar to: "During the Revolutionary War there were many colonists called Loyalists who thought America should remain a part of Britain. Loyalists lived throughout the colonies, but the greatest number lived in New York. They came from lots of backgrounds. Some were powerful and some were slaves. The Patriots thought the Loyalists were dangerous and did not treat them well. So many Loyalists decided to leave the country. In the end, they fought for what they believed and are an important part of American history."	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Create Be a Loyalist Anchor Chart (8 minutes)</p> <ul style="list-style-type: none">• Present the Be a Loyalist anchor chart. Students may need help brainstorming ideas for the anchor chart. Consider the following prompts:<ul style="list-style-type: none">– Reread the first paragraph in the "Who Were the Loyalists?" section of the text and ask: "What reason could you infer some colonists wanted to remain loyal from that paragraph in the text?" Listen for students to infer that some colonists felt that Britain was their country.– Reread the first sentence in the third paragraph in this same section: "Most colonists who worked for Britain as crown officials were Loyalists." Ask: "What reason could you infer that some colonists were Loyalists from this line of text?" Listen for students to infer that some colonists may not have wanted to lose their jobs.– Finally, ask: "Are there any other reasons you can infer?" Prompt students to use the text to support any reasons they may infer. Add to the anchor chart any reasons that can be reasonably supported by the text.• Record students' ideas on the Be a Loyalist anchor chart.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 5

Supporting Materials



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.



Main Idea and Supporting Details Graphic Organizer

Name: _____

Date: _____

Source: _____

Section Title: Introduction

Main Idea:

Supporting Details:

Section Title:

Main Idea:

Supporting Details:

Section Title:

Main Idea:

Supporting Details:



Main Idea and Supporting Details Graphic Organizer

Main Idea Statement: Below, record the main idea of the entire text. What was the text about overall?

Summary of “Loyalists”:



Main Idea and Supporting Details graphic organizer
(Answers, for Teacher Reference)

Source: Loyalists

Section Title: Introduction	
Main Idea: The Loyalists were a small number of colonists who lived throughout the colonies and who stayed loyal to Britain.	Supporting Details: They were against independence. 16 percent of the colonists were Loyalists. They were also known as Tories. The most Loyalists lived in New York.
Section Title: “Who Were the Loyalists?”	
Main Idea: There were Loyalists from different backgrounds during the Revolution.	Supporting Details: William Franklin, Benjamin Franklin’s son, was a famous Loyalist. Most colonists who worked for the British were Loyalists. Some black slaves were Loyalists because they were promised freedom.
Section Title: “Many Loyalists Flee”	
Main Idea: Patriots believed the Loyalists were a threat to the Revolution, so they did not treat them well and many Loyalists left the country.	Supporting Details: Many Loyalists’ property or homes were taken away. Many Loyalists were beaten or killed. Some Loyalists decided to flee to Canada but many remained in America. Joseph Brant, a Native American chief, was a Loyalist who fled with his tribe to Canada.



Main Idea and Supporting Details graphic organizer
(Answers, for Teacher Reference)

Main Idea Statement: Below, record the main idea of the entire text. What was the text about overall?

During the Revolutionary War there were many colonists called Loyalists who thought America should remain a part of Britain.

Summary of “Loyalists”:

Possible answer: During the Revolutionary War there were many colonists called Loyalists who thought America should remain a part of Britain. Loyalists lived throughout the colonies, but the greatest number lived in New York. They came from lots of backgrounds. Some were powerful and some were slaves. The Patriots thought the Loyalists were dangerous and did not treat them well. So many Loyalists decided to leave the country. In the end, they fought for what they believed and are an important part of American history.



Be a Loyalist Anchor Chart
(For Teacher Reference)

Opinion: Support the British rule over America

Reasons for this opinion	Evidence from the text
<p>Possible reasons:</p> <ul style="list-style-type: none">• It is our duty as subjects of the British crown• Slaves are promised freedom.	<p>Possible evidence:</p> <ul style="list-style-type: none">• They did not want to break away from Britain- From “Loyalists”• Some colonists worked for the British- From “Loyalists”• Slaves were offered freedom by Loyalist leaders- From “Loyalist”



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 6

Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can summarize informational. (RI.4.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain what happens in a text about the Revolutionary War using details from the text.• I can summarize an informational text about the Revolutionary War.	<ul style="list-style-type: none">• Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engage the Reader: QuickWrite (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 1 Assessment (40 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">Continue reading from your independent reading for this unit.	<ul style="list-style-type: none">In this lesson, students complete the Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War. Students have prepared for this assessment by reading and rereading texts, paying careful attention to vocabulary, determining the gist of texts, and writing summary paragraphs. They will have the opportunity to demonstrate these skills on the assessment.Post: Learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">Be a Patriot anchor chart (begun in Lesson 3)Be a Loyalist anchor chart (begun in Lesson 5)4" x 6" index card (one per student)Sticky note (one per student)"Private Yankee Doodle" (assessment text; one per student)Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War (one per student)Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War (answers, for teacher reference)2-Point Rubric: Short Response (for teacher reference)Tracking My Progress, Mid-Unit 1 Assessment recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: QuickWrite (10 minutes)</p> <ul style="list-style-type: none">• Post the Be a Loyalist anchor chart and Be a Patriot anchor chart.• Give each student a 4" x 6" index card. Ask students to refer to the anchor charts as needed and answer the following question on their index card:<ul style="list-style-type: none">* “Now that we’ve read and learned about these two different perspectives, which do you feel is the most reasonable (Patriot/Loyalist) and why?”• After 5 minutes, ask students to gather for the Back-to-Back, Face-to-Face protocol. Ask students to bring their index cards and get back-to-back with a partner.• Signal students to turn face-to-face and share their writing.• Collect the index cards.	<ul style="list-style-type: none">• Students’ QuickWrite cards can be used as a formative assessment of students’ ability to support their opinions with reasons and evidence. This will be helpful information when differentiating instruction in Unit 3.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the posted learning targets.• Cold call on a student to read the first target:<ul style="list-style-type: none">* “I can explain what happens in a text about the Revolutionary War using details from the text.”• Underline the word <i>inferences</i>.• Distribute one sticky note to each student. Ask students to draw a quick sketch of what is involved in inferences.• Have students turn and share their sketch with a partner and explain what an inference is.• Ask for volunteers to share their sketches and explanations.• Cold call a student to read the second learning target:<ul style="list-style-type: none">* “I can summarize an informational text about the Revolutionary War.”• Have students turn to a neighbor and share a strategy they use for <i>summarizing</i> a text.• Call on a few pairs to share strategies with the class.• Tell students that these targets will be the focus of today’s assessment.	<ul style="list-style-type: none">• While modeling, use both verbal and written cues so students can both listen to and read your thinking. This allows access to students who learn differently.• Add pictures or symbols to the boxes of the Clarifying Table to support ELLs and other students. For example, you may draw a light bulb in the Core Idea box or a connection symbol (two circles connected together) in the Knowledge Connections box.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute “Private Yankee Doodle” and the Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War.• Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Private Yankee Doodle” for the gist.2. Reread the text and answer the questions that follow.3. Use evidence from the text to support your answers.• Clarify if needed.• Allow students to begin. Let them know that if they finish before other students, they should read their independent reading book.• Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can help prepare students for future assessments and standardized tests.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 1 Assessment recording form.• Ask students to reflect on the learning targets and then record their progress using the Tracking My Progress, Mid-Unit 1 Assessment recording form.• Collect the recording forms for additional assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading from your independent reading for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 6

Supporting Materials



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.



Private Yankee Doodle

*A soldier's vivid
descriptions of the
Revolutionary
War earned him
the title of...*

Private Yankee Doodle

ON Sept. 15, 1776, 15-year-old American Army Private Joseph Plumb Martin found himself crouched in a trench near the East River in New York. Five British man-of-war ships were blasting cannonballs at him and his friends. Martin held his ears and wondered "which part of my carcass was to go first."

Through the tumultuous years of the Revolutionary War, Martin kept a diary. Many years after the war, he wrote in it the story of his experience as a private in George Washington's army. He starved at Valley Forge and froze at Morristown. Yet he never lost his sense of humor—or his patriotism.

The Fine Art of Retreating

Things got worse for Martin in that first battle. When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat. It soon became a stampede.

For the next 24 hours, Martin struggled through swamps and woods with nothing to eat. He finally found his regiment, and the next day they fought a battle with the British, driving them back.

HISTORY



Martin was happy to discover they could make the enemy retreat, too.

Holding the Fort

A year later, Martin found himself in another trouble spot. His regiment was ordered to defend a fort on the Delaware River. The British had captured Philadelphia (it was the American capital then). But if they could not seize this fort, their ships would not be able to use the river and their army would starve.

It was, Martin later wrote, "in the cold month of November," and he had "not a scrap of either shoes or

stockings to my feet or legs." The British pounded the fort day and night using heavy guns. Martin saw five men killed by a single cannonball.

Starvation Time

After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort. They retreated to winter camp at Valley Forge. There they encountered another enemy: hunger. Night after night they dined, as Martin put it in his humorous way, "upon a leg of nothing and no turnips."

Even water was scarce. One night Martin paid another soldier three cents for a drink from his canteen.

Most of the army was barefoot. "They could be tracked by their blood on the rough frozen ground," Martin wrote.

Victory at Last

The war dragged on, and Martin fought bravely in several more battles. He was promoted to sergeant. In 1783, a few days after the key battle in Yorktown, Va., in which Martin also fought, the British Army surrendered.

After almost seven years in the army, Joseph Plumb Martin went home and wrote about his adventures. People liked his book so much they called him "Private Yankee Doodle."✦

—Thomas Fleming

READ MORE

You can read Martin's diaries in "Yankee Doodle Boy: A Young Soldier's Adventures in the American Revolution Told by Himself" (School and Library Binding, 1995).

You can also find selections from the diaries at www.mrbooth.com/edu/constit/diaries.html.

Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War

Name:

Date:

Long-Term Learning Targets Assessed:

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. (RI.4.2)

Directions:

1. Read “Private Yankee Doodle.”
2. Answer the questions that follow.

1.) According to the text, how do we know what we know about Joseph Plumb Martin?

- A. A soldier in Martin’s regiment kept a diary about him.
- B. George Washington wrote a story about him.
- C. He kept a diary of his adventures during the war.
- D. A British soldier kept a diary about him.

2.) Read this line from section with the heading “Starvation Time”:

“Night after night they dined, as Martin put it in his humorous way, ‘upon a leg of nothing and no turnips.’”

What does Martin mean by this?

- A. He and the regiment had nothing to eat.
- B. He and the regiment were thirsty.
- C. He and the regiment had plenty to eat.
- D. He and the regiment liked turnips.



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War

3.) In the text, Thomas Fleming wrote, “Things got worse for Martin in that first battle.” How were things bad for Martin during the first battle?

- A. Martin had no shoes or socks.
- B. American officers ordered a retreat that turned into a stampede.
- C. American soldiers did not have much water to drink.
- D. The British army captured a fort on the Delaware River.

4.) The last section has the heading “Victory at Last.” Why is this a good heading for this section?

- A. The section is about how the British won the war.
- B. The section is about how Martin was promoted to sergeant.
- C. The section is about how Martin wrote about his adventures.
- D. The section is about how the British surrendered and the Americans won the war.

5.) Read this line from section with the heading “Holding the Fort”:

“It was, Martin later wrote, ‘in the cold month of November,’ and he had ‘not a scrap of either shoes or stockings to my feet or legs.’”

Based on this statement, how did Martin and the regiment feel while defending the fort on the Delaware River?

- A. He and the regiment were hungry because food and water were scarce.
- B. He and the regiment were comfortable because they had shoes and socks.
- C. He and the regiment were scared while defending the fort from the British.
- D. He and the regiment were cold because they didn’t have any shoes or socks.



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War

6.) Which word below has a similar meaning to the word retreat as it is used in the following line from the text?:

“When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat.”

- A. to leave
- B. move forward
- C. battle
- D. continue

7.) Which line from the text helps you to infer the meaning of the word retreat?

- A. “He finally found his regiment, and the next day they fought a battle with the British, driving them back.”
- B. “After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort.”
- C. “His regiment was ordered to defend a fort on the Delaware River.”
- D. “The war dragged on, and Martin fought bravely in several more battles.”

Short Response:

8.) After reading the article “Private Yankee Doodle,” write a paragraph that summarizes what the text is about. Be sure to include the main idea of the text with supporting details.



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

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. (RI.4.2)

Directions:

1. Read “Private Yankee Doodle.”
2. Answer the questions that follow.

1.) According to the text, how do we know what we know about Joseph Plumb Martin?

- A. A soldier in Martin’s regiment kept a diary about him.
- B. George Washington wrote a story about him.
- C. He kept a diary of his adventures during the war.**
- D. A British soldier kept a diary about him.

2.) Read this line from section with the heading “Starvation Time”:

“Night after night they dined, as Martin put it in his humorous way, ‘upon a leg of nothing and no turnips.’”

What does Martin mean by this?

- A. He and the regiment had nothing to eat.**
- B. He and the regiment were thirsty.
- C. He and the regiment had plenty to eat.
- D. He and the regiment liked turnips.

Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War
(Answers, for Teacher Reference)

3.) In the text, Thomas Fleming wrote, “Things got worse for Martin in that first battle.” How were things bad for Martin during the first battle?

- A. Martin had no shoes or socks.
- B. American officers ordered a retreat that turned into a stampede.**
- C. American soldiers did not have much water to drink.
- D. The British army captured a fort on the Delaware River.

4.) The last section has the heading “Victory at Last.” Why is this a good heading for this section?

- A. The section is about how the British won the war.
- B. The section is about how Martin was promoted to sergeant.
- C. The section is about how Martin wrote about his adventures.
- D. The section is about how the British surrendered and the Americans won the war.**

5.) Read this line from section with the heading “Holding the Fort”:

“It was, Martin later wrote, ‘in the cold month of November,’ and he had ‘not a scrap of either shoes or stockings to my feet or legs.’”

Based on this statement, how did Martin and the regiment feel while defending the fort on the Delaware River?

- A. He and the regiment were hungry because food and water were scarce.
- B. He and the regiment were comfortable because they had shoes and socks.
- C. He and the regiment were scared while defending the fort from the British.
- D. He and the regiment were cold because they didn’t have any shoes or socks.**



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War
(Answers, for Teacher Reference)

6.) Which word below has a similar meaning to the word retreat as it is used in the following line from the text?:

“When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat.”

- A. to leave**
- B. move forward
- C. battle
- D. continue

7.) Which line from the text helps you to infer the meaning of the word retreat?

- A. “He finally found his regiment, and the next day they fought a battle with the British, driving them back.”**
- B. “After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort.”
- C. “His regiment was ordered to defend a fort on the Delaware River.”
- D. “The war dragged on, and Martin fought bravely in several more battles.”

Short Response:

8.) After reading the article “Private Yankee Doodle,” write a paragraph that summarizes what the text is about. Be sure to include the main idea of the text with supporting details.

Possible answer: Joseph Martin was a Patriot soldier who fought many battles during the Revolutionary War. In his first battle he was ordered to retreat and there was a stampede. Later he was defending a fort on the Delaware River during the winter. It was freezing and he had no shoes. Then he went to Valley Forge, where he starved for a while. Finally, the Americans won the war and he wrote about his adventures during the war.

Note: Use the 2-Point Rubric to score students’ responses to this question.



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can explain what happens in a text about the Revolutionary War using details from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can summarize an informational text about the Revolutionary War.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 7

Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the gist of the text “An Incomplete Revolution.”• I can explain what the text says about the different perspectives of African Americans during the American Revolution.• I can find the meanings of unfamiliar words to help me better understand the “An Incomplete Revolution” text.	<ul style="list-style-type: none">• “An Incomplete Revolution” gist statement• Answers to Text-Dependent Questions: “An Incomplete Revolution”



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</p> <p>B. Reviewing Learning Targets and Entrance Ticket (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading “An Incomplete Revolution” for the Gist (10 minutes)</p> <p>B. Guided Practice: Answering Text-Dependent Questions (10 minutes)</p> <p>C. Rereading with a Partner: Answering Text-Dependent Questions (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Quiz-Quiz-Trade: Vocabulary (10 minutes)</p> <p>B. Exit Ticket (5 minute)</p> <p>4. Homework</p> <p>A. Reread “An Incomplete Revolution” and write a summary about the text. Use evidence from the text to list at least one reason each for why people joined the Patriots or the Loyalists during the American Revolution.</p>	<ul style="list-style-type: none">• This lesson follows the same basic format as Lessons 2 and 4. The focus of this lesson is learning about the unique role African Americans played in the Revolution and reasons that blacks chose to fight with the British or the Patriots through the text “An Incomplete Revolution.” Students are asked to use textual evidence to answer several text-dependent questions.• In this lesson students have the opportunity to consider the perspectives of black colonists and slaves on the Revolutionary War and the roles they either choose or were forced to play during the war. This allows students to consider a perspective that is not typically addressed in most texts about the Revolutionary War, which may intrigue many students. It also can help students see that in the past, much like in modern times, one “group” of people often have differing perspectives and opinions about the important events and issues of their time in history. Help students make these connections.• In advance:<ul style="list-style-type: none">– Prepare the “An Incomplete Revolution” glossary: Cut words/definitions into strips (enough for each student in the class to have one word with a definition).– Review: Back-to-Back, Face-to-Face protocol and Quiz-Quiz-Trade protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
incomplete, emancipation, skirmish, massacre, incidents, full-fledged, invoked, liberty, frantic, loyalty, enlist, precise, reimbursed, provided	<ul style="list-style-type: none">• Be a Patriot anchor chart (begun in Lesson 3)• Be a Loyalist anchor chart (begun in Lesson 5)• 3" x 5" index cards (two per student)• “An Incomplete Revolution” (one per student)• Text-Dependent Questions note-catcher: “An Incomplete Revolution” (one per student)• Text-Dependent Questions note-catcher: “An Incomplete Revolution” (answers, for teacher reference)• Equity sticks• Vocabulary Strategies anchor chart (begun in Module 2, Unit 1, Lesson 3)• Document camera• Quiz-Quiz-Trade protocol (for display; see Appendix)• “An Incomplete Revolution” glossary (one to cut into strips)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• Word Wall (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</p> <ul style="list-style-type: none">• Refer students to the Be a Patriot anchor chart and Be a Loyalist anchor chart.• Review the reasons colonists may have chosen to be either a Patriot or a Loyalist.• Review the Back-to-Back, Face-to-Face protocol with students:<ol style="list-style-type: none">1. Find a partner and stand back-to-back.2. After the teacher gives the talking point, take a moment to think about your response.3. At the signal, turn face-to-face with your partner and share your response. Make sure both voices are heard.4. Repeat Steps 1–3 with a new partner.• Ask students to stand and find their first partner. Ask the following questions:<ul style="list-style-type: none">* Round 1: What do you think was the best reason to be a Patriot? Why?* Round 2: What do you think was the best reason to be a Loyalist? Why?	<ul style="list-style-type: none">• Consider posting the directions for protocols to support the visual learners in your class.• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share and giving the class some silent think time before they start to talk.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets and Entrance Ticket (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets.• Ask for volunteers to read the learning targets aloud:<ul style="list-style-type: none">* "I can determine the gist of the text 'An Incomplete Revolution.'"* "I can explain what the text says about the different perspectives of African Americans during the American Revolution."* "I can find the meanings of unfamiliar words to help me better understand the 'An Incomplete Revolution' text."• Point out to students that these targets are similar to the targets addressed when they read the "Loyalists" text. Explain that these same skills will help them learn about another set of perspectives on the American Revolution: that of African Americans, many of whom were slaves during the Revolution.• Distribute a 3" x 5" index card to each student.• Ask them to put their names on the card.• Point out the word <i>incomplete</i> in the first learning target.• Ask for a volunteer to explain the meaning of this word.• Clarify the meaning as necessary and point out that the prefix <i>in-</i> means not, so incomplete means not complete, or not finished.• Ask students to respond to the following prompt on their index card:<ul style="list-style-type: none">* "Why might a text about African American perspectives during the Revolution be called 'An Incomplete Revolution'?"• Invite students to begin writing.• Invite students to share their responses to the prompt.• Give students context about what slavery was like in colonial America and how it continued after the American Revolution.• Collect the index cards, and hold on to them so students can use the back of the card for their exit ticket.	



Work Time	Meeting Students' Needs
<p>A. Reading “An Incomplete Revolution” for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute “An Incomplete Revolution” to each student. Tell students that they will follow along on their copy of the text while you read aloud, looking for important words. They may underline, highlight, or circle these words.• Read the text aloud slowly, pausing now and then to give students a chance to take note of important words.• After reading the entire text, give students a couple of minutes to come up with a gist statement.• Ask students to quickly write a gist statement at the end of the text.• Invite them to turn and share their gist statement with a shoulder partner.	
<p>B. Guided Practice: Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute individual copies of the “An Incomplete Revolution” Text-Dependent Questions note-catcher.• Remind students that readers often read a complex text several times—each time with a different purpose—to fully understand the information. Explain that they will reread the text “An Incomplete Revolution” again to find evidence to answer text-dependent questions.• Invite students to silently read the first question on their note-catcher: “Using evidence from the text, write a definition for <i>emancipation</i> in your own words.”• Ask them to think about how they would respond to this, then turn and share their thinking with their shoulder partner.• Use equity sticks to cold call one or two students to share their responses. Listen for responses similar to: “It means to make someone free. I inferred this because the next sentence in the text says ‘their struggle for freedom.’”• Invite students to record a response to this question in the Text Evidence box below the question.• Using the “An Incomplete Revolution” Text-Dependent Questions note-catcher (answers, for teacher reference), continue guided practice with Questions 2–4.	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Work Time (continued)	Meeting Students' Needs
<p>C. Rereading with a Partner: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should continue to read the text once more with their partner and together answer the remaining text-dependent questions.• Remind students to use the Text Evidence boxes to show where in the text they found proof for their answer.• Check to see if there are any questions; then, invite students begin.• Support pairs who struggled during the guided practice or need additional support when reading grade-level texts.• After 12 minutes, refocus students whole group.• Using the “An Incomplete Revolution” Text-Dependent Questions note-catcher (answers, for teacher reference), review the answers for Questions 6–10 by cold calling pairs of students. Ask students to point out where in the text they found their answers and reread these lines from the text aloud during the review of the questions.• Collect students’ note-catchers for formative assessment for the next lesson.	<ul style="list-style-type: none">• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: “Reread the section ‘An Offer of Freedom’ to find evidence to help you answer question number 5.”• If you find that students struggle to answer the text-dependent questions during Work Time C, more time may need to be spent reviewing the answers in Lesson 8.



Closing and Assessment	Meeting Students' Needs
<p>A. Quiz-Quiz-Trade Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Refocus students on the Vocabulary Strategies anchor chart.• Quickly remind students of the vocabulary strategies they know, emphasizing using context clues.• Remind students they can use any of the strategies on the anchor chart to figure out the meaning of the unfamiliar words their peers will be “quizzing” them on.• Display (either on document camera or written on board—see supporting materials) and review the Quiz-Quiz-Trade protocol steps below:<ol style="list-style-type: none">1. Find a partner.2. Show your partner where your word is in the text.3. Ask your partner to read the sentence around the word and then give you a definition for that word.4. Tell your partner what the definition is according to the glossary.5. Switch roles (the quizzier gets quizzed).6. Trade words.7. Find a new partner to repeat this process.• Ask if there are any questions.• Hand out one “An Incomplete Revolution” glossary strip to each student.• Have students find their word in the text and read the definition they’ve been given.• Invite students to start the protocol. They should continue to quiz and trade until they have had at least three partners.• Once students have had three partners, ask them to quietly return to their seats.• Gather students together to decide which words they just practiced will be useful to keep throughout the module. Refer to the criteria at the top of students’ American Revolution Vocabulary notebook when choosing words. (Tell students they should use a similar process on their homework.)• Write these words on 3" x 5" index cards to attach to the Word Wall. (Later, you can write the definitions on a separate index card. Attach the definition to the Word Wall with the word over top of the definition—be sure students can “flip” the word up to see the definition underneath.)	<ul style="list-style-type: none">• Consider giving some students who may be overwhelmed by learning many new words in a short time the option of keeping the same word throughout the Quiz-Quiz-Trade protocol.• Make the text larger or add more space between the lines for students with visual organizational needs.



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Redistribute the index cards students used for their entrance tickets.• Ask students to reflect on the same question from their entrance ticket. This time they should respond in writing on the back of their index card and use evidence from the text to support their answer:<ul style="list-style-type: none">– Why might a text about African American perspectives during the Revolution be called “An Incomplete Revolution”?• Collect exit tickets as a formative assessment.• Discuss student responses to the exit ticket whole class. Be sure to clarify for students that African Americans did not win freedom from slavery during the Revolution, and that this did not happen until after the Civil War.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.• The exit ticket will help determine if students can infer from the text that African Americans did not win freedom from slavery during the Revolution.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread “An Incomplete Revolution” and write a summary about the text. Use evidence from the text to list at least one reason each for why people joined the Patriots or the Loyalists during the American Revolution.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 7

Supporting Materials



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.



“An Incomplete Revolution”

Thousands of American blacks, both slave and free, fought in the American Revolution. Many slaves hoped the war would bring about their emancipation. But their struggle for freedom had just begun. March 5, 1770, began like any other day in Boston, Massachusetts. Outside the city’s Custom House, British soldiers stood guard as they had for two years. Many colonists hated the soldiers, who were a reminder that they had to obey British laws.

On that day, Crispus Attucks, a tall “near giant of a man,” joined a crowd gathering at the Custom House. A young boy was shouting rude remarks at a British soldier. Suddenly, the soldier lost his temper and struck the boy with the butt of his gun.

The scene soon got out of hand. More colonists, armed with sticks and clubs, joined the mob. Frightened British soldiers fired into the crowd. When it was over, Attucks and four other Americans lay dead or dying.

The skirmish, known as the Boston Massacre, was one of several incidents that led to the American Revolution (1775–1783). Crispus Attucks, an escaped slave, was the first of many blacks to die in the long struggle for American independence.

The Struggle Begins

The American Revolution began in 1775 when American soldiers calling themselves “patriots” fired at British soldiers in Lexington and Concord, Massachusetts, sparking full-fledged battles. Approximately 25,000 to 30,000 blacks, slave and free, took part in the major battles of the Revolution. But they fought for different reasons than white colonists.

Most white colonists who fought in the Revolution were angry because they had to pay taxes to Britain yet had no representatives in Britain’s parliament. They believed they had a God-given right to self-government and freedom. King George III was taking away those rights, they believed.

Many black Americans, however, fought because they wanted freedom from slavery. They were willing to fight for whichever side promised them independence. “Whoever invoked the image of liberty, be he American or British,” wrote historian Benjamin Quarles, “could count on a ready response from the blacks.”

“An Incomplete Revolution”

An Offer of Freedom

In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side. Between 10,000 and 20,000 black men offered their services to the king. The British used them as laborers, orderlies, scouts, and spies. Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.

The British also gave guns to blacks. Lord Dunmore, British governor of the colony of Virginia, enlisted 500 slaves in what became known as “Lord Dunmore’s Ethiopian Regiment.” In a letter to England, Dunmore wrote, “My Negroes fought with skill and valor. Daily, new men arrive to join us.” It was the first black regiment raised by either side during the Revolution.

Jupiter Charles was one of the slaves who fought in Lord Dunmore’s regiment. Jupiter told his mother why he wanted to fight for the British: “Mama, I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”

Many states desperately tried to prevent slaves from helping the British. The Virginia Gazette published frantic appeals for the loyalty of slaves tempted by Britain’s offer: “Be not then, ye negroes, tempted by the proclamation to ruin yourselves.”

American appeals often fell on deaf ears. A Baltimore newspaper described one incident in which 21 Maryland slaves stole their master’s boat and sailed away to the British.

Patriot Soldiers

Britain’s policy of recruiting slaves terrified many American slave owners. When the Revolution began, blacks could not enlist in the Continental Army. Slave owners feared that slaves might rebel if they were given guns. But as the need for soldiers grew, free blacks, as well as slaves, were allowed to enlist.

Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Jehu Grant, who fled slavery and joined the patriots, remembered, “When I saw liberty poles and people engaged for support of freedom, I could not but like and be pleased with such a thing.” For slaves like Grant, the words of the Declaration of Independence had special meaning. “All men are created equal,” proclaims the Declaration, with rights to “Life, Liberty, and the Pursuit of Happiness.”



“An Incomplete Revolution”

For slaves who could get to Rhode Island, fighting for the patriots brought freedom. In 1778, Rhode Island did not have enough white soldiers to send to the Continental Army. So the state declared that any slave who volunteered for the Rhode Island regiment would be set free.

Many blacks responded to the call. One observer wrote, “Three quarters of the Rhode Island regiment consists of Negroes, and that regiment is the most neatly dressed, the best under arms, and the most precise in its maneuvers.”

Many slaves did not win freedom by fighting for the Americans. Some Northern slave owners sent their slaves to fight in their place. In some states, the master would receive the slave soldier’s pay or even be reimbursed (paid back) if his “property” were killed. Only in a few states did a master have to free a slave before sending him to fight.

Whatever their reasons for joining the patriots’ cause, many blacks were rewarded for their courage and bravery. At the Battle of Bunker Hill, Peter Salem reportedly killed an important British officer and became a hero. Salem Poor, a free black man, showed extraordinary courage during battle. Fourteen officers asked Congress to give Poor “the Reward due to so great and Distinguished a Character.”

James Armistead was a servant to General Charles Cornwallis, leader of the British forces. Armistead also was a patriot spy who reported everything he saw and heard to General Lafayette of the Continental Army. The information Armistead provided helped the patriots defeat Cornwallis at the Battle of Yorktown (1781), the final battle of the Revolution. On the recommendation of General Lafayette, the state of Virginia bought Armistead from his master and set him free. From that day on, he called himself James Armistead Lafayette.

Free at Last?

These are just a few of the many stories of black Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

American blacks would not forget their experiences in the Revolution. The American victory established the colonists’ right to self-government. But one important question remained unanswered: When would blacks enjoy the freedoms they had fought so hard to win?



Text-Dependent Questions
“An Incomplete Revolution”

Name: _____

Date: _____

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *emancipation* in your own words.

Text Evidence

2. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence

3. According to the text, how did the Revolutionary War begin and who was responsible?

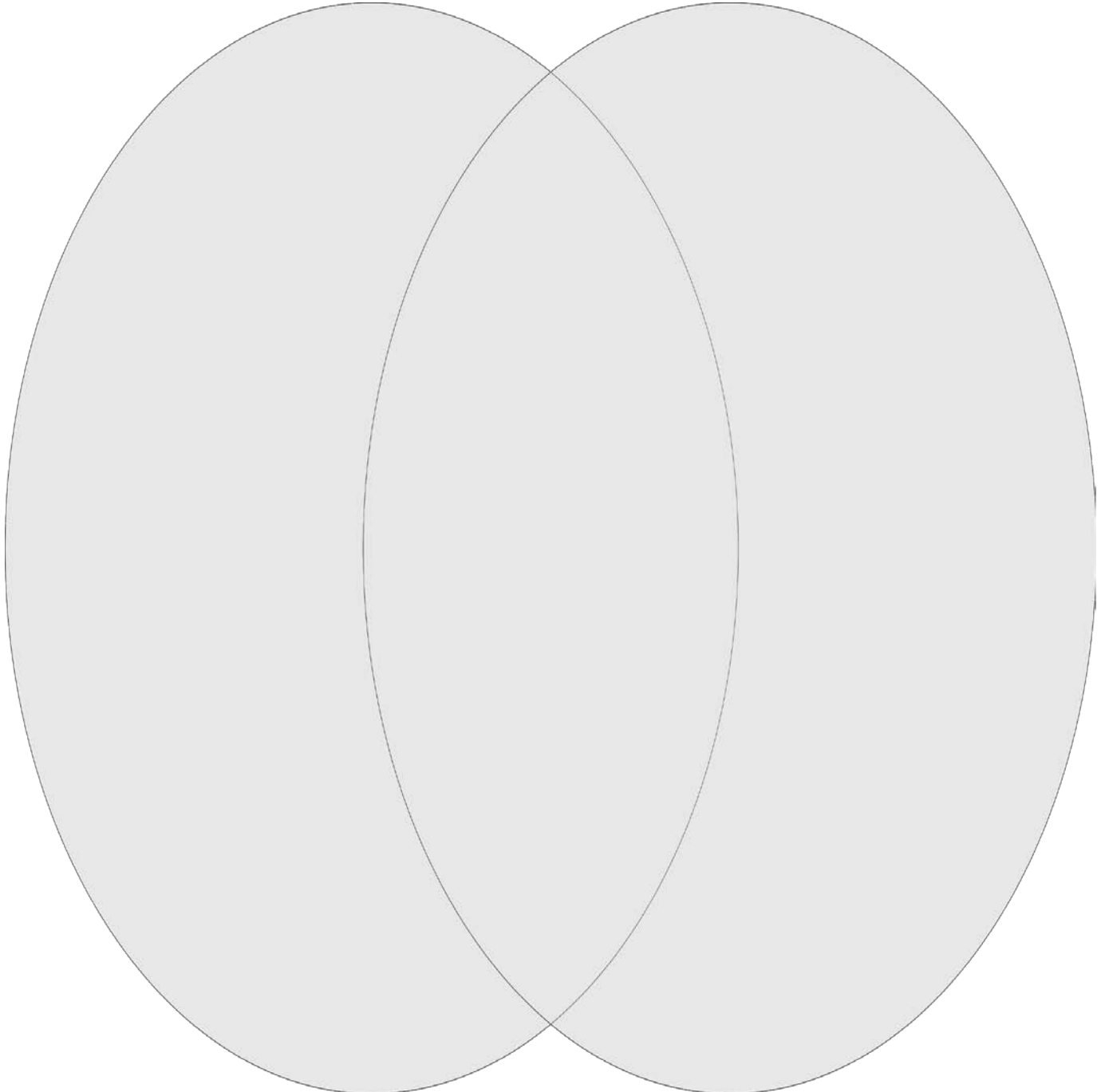
Text Evidence



Text-Dependent Questions

"An Incomplete Revolution"

4. **Compare and contrast:** The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.





Text-Dependent Questions
“An Incomplete Revolution”

5. For what reasons did blacks fight for the British during the Revolution?

Text Evidence

6. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

Text Evidence

7. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

Text Evidence



Text-Dependent Questions
“An Incomplete Revolution”

8. For what reasons did blacks fight for the Patriots during the Revolution?

Text Evidence

9. Name one black Patriot named in the article and what he is known for.

Text Evidence

10. Did African Americans win their freedom at the end of the American Revolution?

Text Evidence



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *emancipation* in your own words.

Text Evidence

freedom

“many slaves hoped”

“but their struggle for freedom had just begun”

11. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence

1.) It was “one of several incidents that led to the American Revolution.”

2.) Crispus Attucks died during the Boston Massacre and he was “the first of many blacks to die in the long struggle for American independence.”

12. According to the text, how did the Revolutionary War begin and who was responsible?

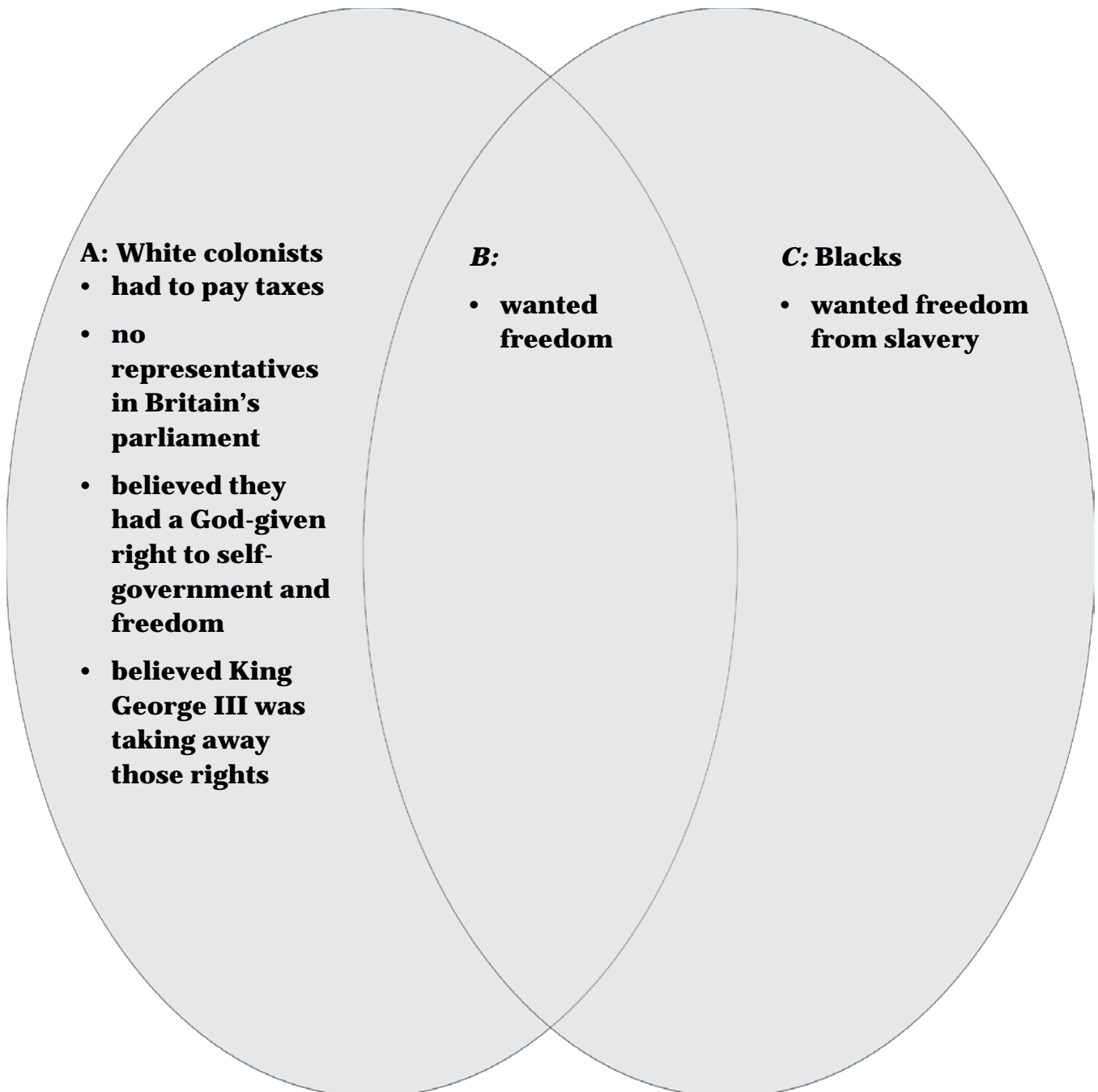
Text Evidence

It began when Patriots fired at British soldiers in Lexington and Concord, Massachusetts.



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

13. Compare and contrast: The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

14. For what reasons did blacks fight for the British during the Revolution?

Text Evidence

They wanted freedom from slavery.

**“The British promised liberty and protection to slaves who would fight on their side”
“I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”**

15. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

Text Evidence

convince to enlist or join the army

“Promised liberty and protection to slaves who would fight on their side.”

16. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

Text Evidence

The American slave owners didn’t want the slaves to have guns.

“Slave owners feared that slaves might rebel if they were given guns.”



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

17. For what reasons did blacks fight for the Patriots during the Revolution?

Text Evidence

They agreed with the Patriots.

“They believed in the ideals of freedom and liberty.”

“... the words of the Declaration of Independence had special meaning. ‘All men are created equal,’ proclaims the Declaration, with rights to ‘Life, Liberty, and the Pursuit of Happiness.’”

Rhode Island said any slave who volunteered for their army regiment would be free.

“The state declared that any slave who volunteered for the Rhode Island regiment would be set free.”

18. Name one black Patriot named in the article and what he is known for.

Text Evidence

Peter Salem—killed an important British officer.

Salem Poor—showed courage during battle.

James Armistead—servant to General Charles Cornwallis who was a leader for the British. Armistead was a Patriot spy and reported everything he saw and heard to General Lafayette, which helped the Patriots win at the Battle of Yorktown.

19. Did African Americans win their freedom at the end of the American Revolution?

Text Evidence

No.


“When would black enjoy the freedoms they had fought so hard to win?”

“But their struggle for freedom had just begun.”



“An Incomplete Revolution” Glossary


Teacher Directions: Make enough copies so each student to have one strip during Quiz-Quiz Trade. In advance of the lesson, cut apart each word with its definitions into strips.

Vocabulary Word	Definition
incomplete 	not complete; unfinished
emancipation	to be set free
skirmish	unplanned fight or battle
massacre	killing a large number of people without cause
incident	an event



“An Incomplete Revolution” Glossary

Teacher Directions: Make enough copies so each student to have one strip during Quiz-Quiz Trade. In advance of the lesson, cut apart each word with its definitions into strips.

Vocabulary Word	Definition
invoke 	to call forth
frantic	excited with fear or worry
enlist	sign up or serve
precise	exact (without error or mistakes)
reimbursed	payback
provide	give



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 8

Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution



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.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe the organizational structure in an informational text. (RI.4.5) I can explain what a text says using specific details from the text. (RI.4.1) I can summarize an informational text. (RI.4.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe the various text structures authors use to organize information in their writing.• I can analyze a text to determine its text structure.• I can explain how understanding the text structure of “An Incomplete Revolution” helps me to better understand the text.	<ul style="list-style-type: none">• Text Structure Types handout

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Introducing Text Structures in Informational Text (10 minutes) B. Guided Practice: Determining Text Structure (10 minutes) C. Partner Practice: Determining Text Structure (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (10 minutes) B. Exit Ticket (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Using the evidence on your exit ticket, write a paragraph comparing and contrasting reasons why blacks fought for the Patriots and the Loyalists during the American Revolution. 	<ul style="list-style-type: none"> • In this lesson, students learn about text structure to help them better understand their reading about the American Revolution thus far. • As a class, they reread excerpts of “Revolutionary War” to analyze text structure; then, they reread “Loyalist” and “An Incomplete Revolution” to analyze text structure with their partner. During both the whole group and partner work, the Text Structure Types handout guides students’ work. • At the conclusion of this lesson, students should begin to understand that text structure can help readers understand the main ideas of a text. The exit ticket should demonstrate progress toward this understanding. • Post: Learning targets.



Lesson Vocabulary	Materials
structure, description, chronology, comparison, cause, effect, problem, solution	<ul style="list-style-type: none">• Text Structure Types handout (one per student and one to display)• Sticky notes (two per student)• “Revolutionary War” (from Lesson 2; one per student and one to display)• “Loyalists” (from Lesson 4; one per student)• “An Incomplete Revolution” (from Lesson 7; one per student)• 3x5” Index cards (two per pair)• Exit ticket (one per student)• Exit ticket: Answers (one for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention on the learning targets and read them aloud: <ul style="list-style-type: none"> * "I can describe the various text structures authors use to organize information in their writing." * "I can analyze a text to determine its text structure." * "I can explain how understanding the text structure of "An Incomplete Revolution" helps me to better understand the text." • Circle the word <i>structure</i> in all of the learning targets. • Ask for volunteers to define this word. • Listen for students' ideas and build upon them to explain that the word <i>structure</i> is often used to describe buildings, and that it means different parts that are connected together to make a whole. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "Using what we know about the word <i>structure</i>, what do you think the phrase <i>text structure</i> means in these learning targets?" • Listen for students to explain that the word <i>text structure</i> means how a text is built or put together (sentences, paragraphs, and overall). 	

Work Time	Meeting Students' Needs
<p>A. Introducing Text Structures in Informational Text (10 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Text Structure Types handout and two sticky notes per student. • Ask students to read through the handout and record the following on each sticky note: <ol style="list-style-type: none"> 1. One thing they notice about text structures. 2. One thing they wonder about text structures. • After about 5 minutes, cold call several students to share what they notice and wonder about text structures. • Use what students notice and wonder to guide the discussion about text structure. Students may or may not cite examples from text they have recently read. Do not explain the structure of any texts students have read in this unit so far or confirm/deny students' references to the structures of these texts, since they will be analyzed over the course of this lesson. • Be sure to discuss the following: <ul style="list-style-type: none"> – Determining the structure of a text can help a reader understand what the text is about or the main idea. – Determining the structure of a text can also help a reader locate important information in a text. – Readers can find signal words in the text that can help them figure out the structure of the text. • Pay special attention to students' understanding of the words <i>description</i>, <i>chronology</i>, <i>compare</i>, <i>contrast</i>, <i>cause</i>, and <i>effect</i>. • Use the discussion to confirm that the class has a general understanding of what text structure means and assure students that these specific structures will become clearer as they look for them in the texts they have recently read. Be sure to point out the Signal Words column as a helpful part of this tool if students do not comment on this column. • Clarify that students have a basic understanding of what text structure is with a thumbs-up, thumbs-sideways, or thumbs-down. 	<ul style="list-style-type: none"> • Students may benefit from previewing the vocabulary on the Text Structure Types handout in advance of this lesson. Consider doing some vocabulary work with these words before this lesson if these terms are unfamiliar to your students.

Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Determining Text Structure (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their copies of: <ul style="list-style-type: none"> – “Revolutionary War” (from Lesson 2) – “Loyalists” (from Lesson 4) – “An Incomplete Revolution” (from Lesson 7) • Ask students to take these texts and the Text Structure Types handout and join a predetermined partner. • Display the “Revolutionary War” text. • Remind students that determining the structure of a text can help a reader understand what the text is about or the main idea, and that it can also help them locate important information in a text. • Ask students to place their copy of the “Revolutionary War” texts side by side with their Text Structure Types handout. • Go on to explain that while texts usually have an overall text structure, sometimes they have sections or paragraphs that use different types of structures. Explain that the text “Revolutionary War” is one such text. • Distribute two index cards to each pair. • Tell students that you will read the first paragraph aloud and that they should read along silently, looking for clues about what the structure of this text might be and to circle any words they think may be signal words. • After you finish reading, ask students to review their Text Structure Types handout with their partner and try to determine a text structure. • Ask students to write this text structure on one of their index card and place them face-down. • Ask them to hold up their cards. Scan the answers to determine which students may need more support in Work Time C. • Cold call a few pairs to share their thinking. Listen for students to point out the date as “signal words” in the first sentence of this paragraph and identify “chronology” as a possible text structure. • Confirm that this is in fact the overall text structure and point out other “signal words” throughout the text (primarily dates). 	

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that you will now read the next section titled “The Founders” aloud and that you would like them to read along silently, thinking about the structure of this section of the text. • After reading the excerpt, give students a moment to consult their partner and write the structure on their second index card. • Ask students to hold up their cards or boards. Scan the answers to determine which students may need more support in Work Time C. • Cold call a few pairs to offer up possible structures and prompt them to support their answers with evidence from the text. • Students may struggle to identify the structure of this section of text as “descriptive” because it does not contain many of the “signal words” listed on their handouts. • Point out that the section title is a clue and if they think about what this section of the text is about, they can determine that it is describing several Founding Fathers. 	<ul style="list-style-type: none"> • Use the answers students display on their index cards or dry erase boards to determine if your class needs further support with more guided practice in Work Time C, or if some students would benefit from working in a small guided group while others continue with independent practice or working with partners, or if the entire class should move on to work with partners.
<p>C. Partner Practice: Determining Text Structure (15 minutes)</p> <ul style="list-style-type: none"> • Tell students they will now practice determining text structure with their partners. • Ask students to take their copies of “Loyalists” and “An Incomplete Revolution” and place them next to their Text Structure Types handout. • Explain that you would like them to determine the overall structure of “Loyalists.” • Give students the following directions and circulate to support pairs as they work: <ol style="list-style-type: none"> 1. Read “Loyalists” section by section and circle possible signal words. 2. Decide on a possible structure and write this next to the section in the margin. 3. Decide on a possible structure for the entire text of “Loyalists.” 4. Read and determine the structure of the first two sections of “An Incomplete Revolution.” 	<ul style="list-style-type: none"> • To support students, consider allowing them to use their dry erase boards to write a “come see us” message board. This allows students to ask for help if they get stuck on a section, and move on to work on the next section while they wait for assistance. • If you notice that your students are becoming too frustrated, refocus and continue this section as guided practice.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group and congratulate them on persevering through such a difficult challenge. Tell them that determining text structure is often more difficult with complex texts. This is because the ideas and concepts in these texts are 	

also more complex.

- Cold call pairs to share their work, section by section. Help students determine the following about the text structure in “Loyalists” and “An Incomplete Revolution”:
 - The structure of “Loyalists” is mostly descriptive (signal words: many, some, most, “Loyalists” repeated over and over)
 - The first section of “An Incomplete Revolution” is mostly chronological (signal words: dates, on that day, soon, when it was over)
 - The second section of “An Incomplete Revolution” is comparison (signal words: different reasons, most white colonists, many American blacks, however)
- Explain to students that the overall text structure of “An Incomplete Revolution” could be considered descriptive. Point out the first sentence in the introduction and the first sentence in the concluding section as evidence. The topic of the text is American blacks fighting during the Revolution.
- Go on to explain that this text also uses the comparison text structure since it compares the experience of white colonists to that of black slaves (in the second section of the text) and compares reasons some blacks fought for the British with reasons some blacks fought for the Patriots.

B. Exit Ticket (10 minutes)

- Distribute the **exit ticket**. Tell students that understanding the structure of this complex text will help them complete their exit ticket.
- Review the exit ticket and homework and allow students who finish their exit ticket early to begin writing their paragraphs for homework.
- Explain to students that they will keep their exit tickets so they can write their paragraphs for homework and turn them both in at the start of Lesson 9.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Using the evidence on your exit ticket, write a paragraph comparing and contrasting reasons why blacks fought for the Patriots and the Loyalists during the American Revolution.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 8

Supporting Materials



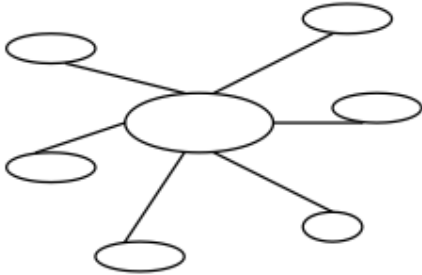
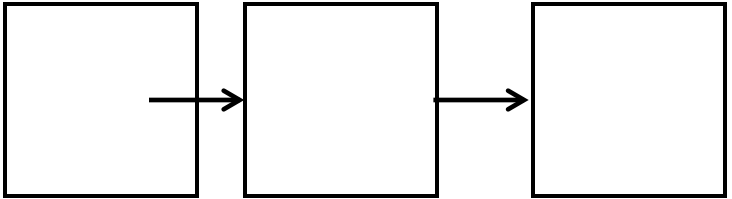
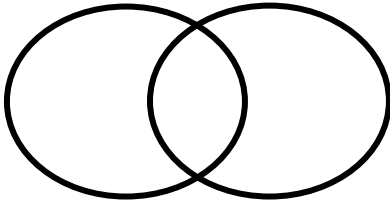
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Text Structure Types Handout

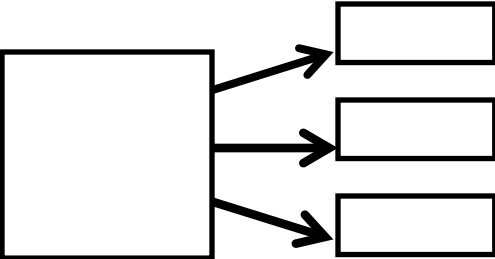
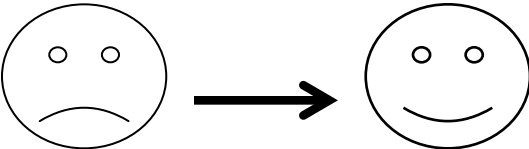
Name: _____

Date: _____

Text Structure	Signal Words	Visual
Description: description of a topic by listing characteristics, features, or examples	many, some, most, one, for example, for instance, such as, including *The topic word is often repeated (ex. <u>Snakes</u> are reptiles. Some <u>snakes</u> can be venomous.)	
Chronology: describing a sequence of events or measuring time	before, in the beginning, to start, first, next, then, during, after, finally, last, in the end *Dates (ex. Sept. 18th)	
Comparison: examining similarities and differences	similar, same, alike, both, unlike, different, on the other hand, however	



Text Structure Types Handout

Text Structure	Signal Words	Visual
Cause/Effect: the relationship between two events	since, because, if, then, as a result of, causes, therefore	
Problem/Solution: solving something that needs to be fixed or changed	problem, issue, since, as a result, solution, so, leads to	

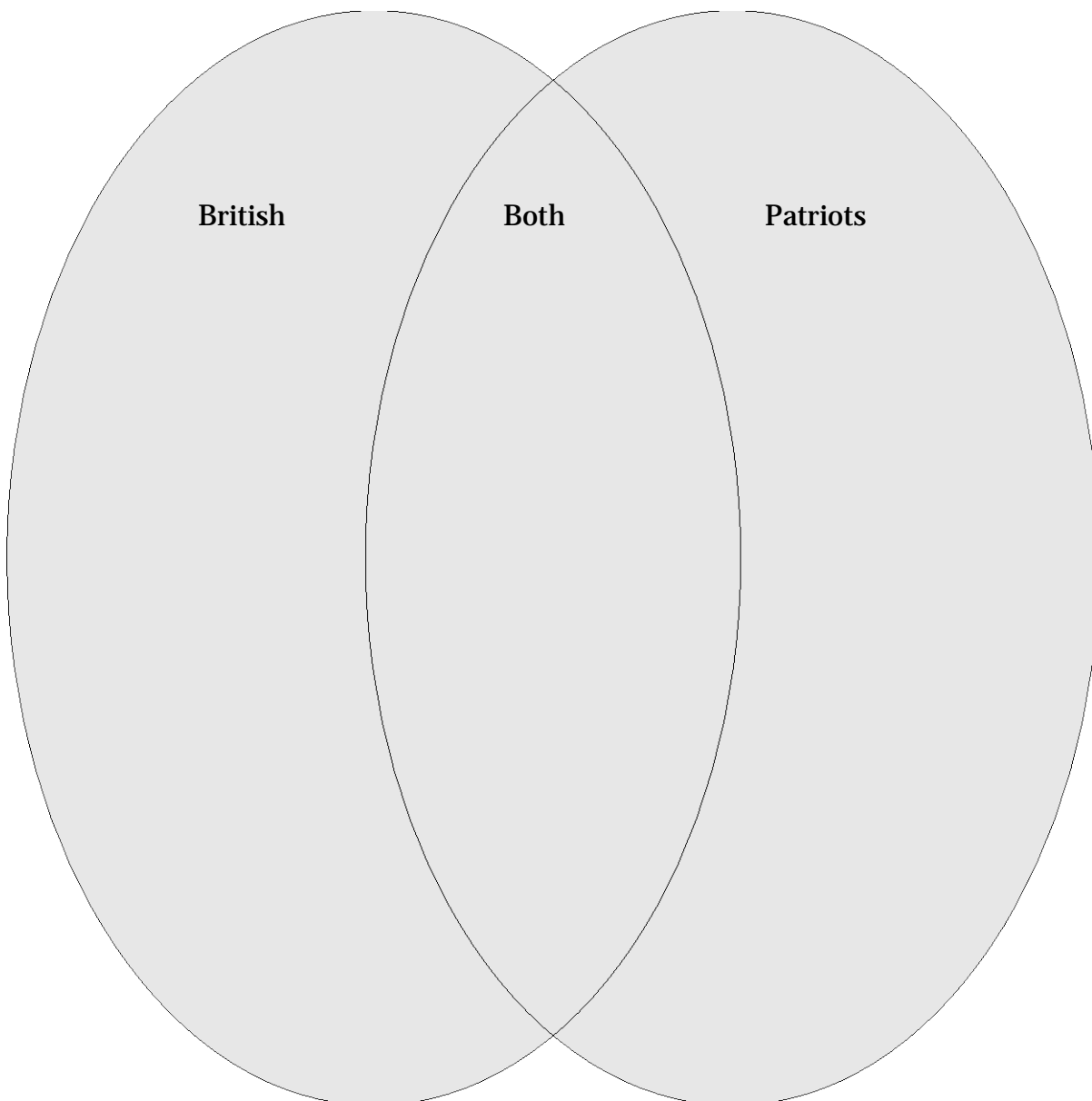


Exit Ticket

Name:

Date:

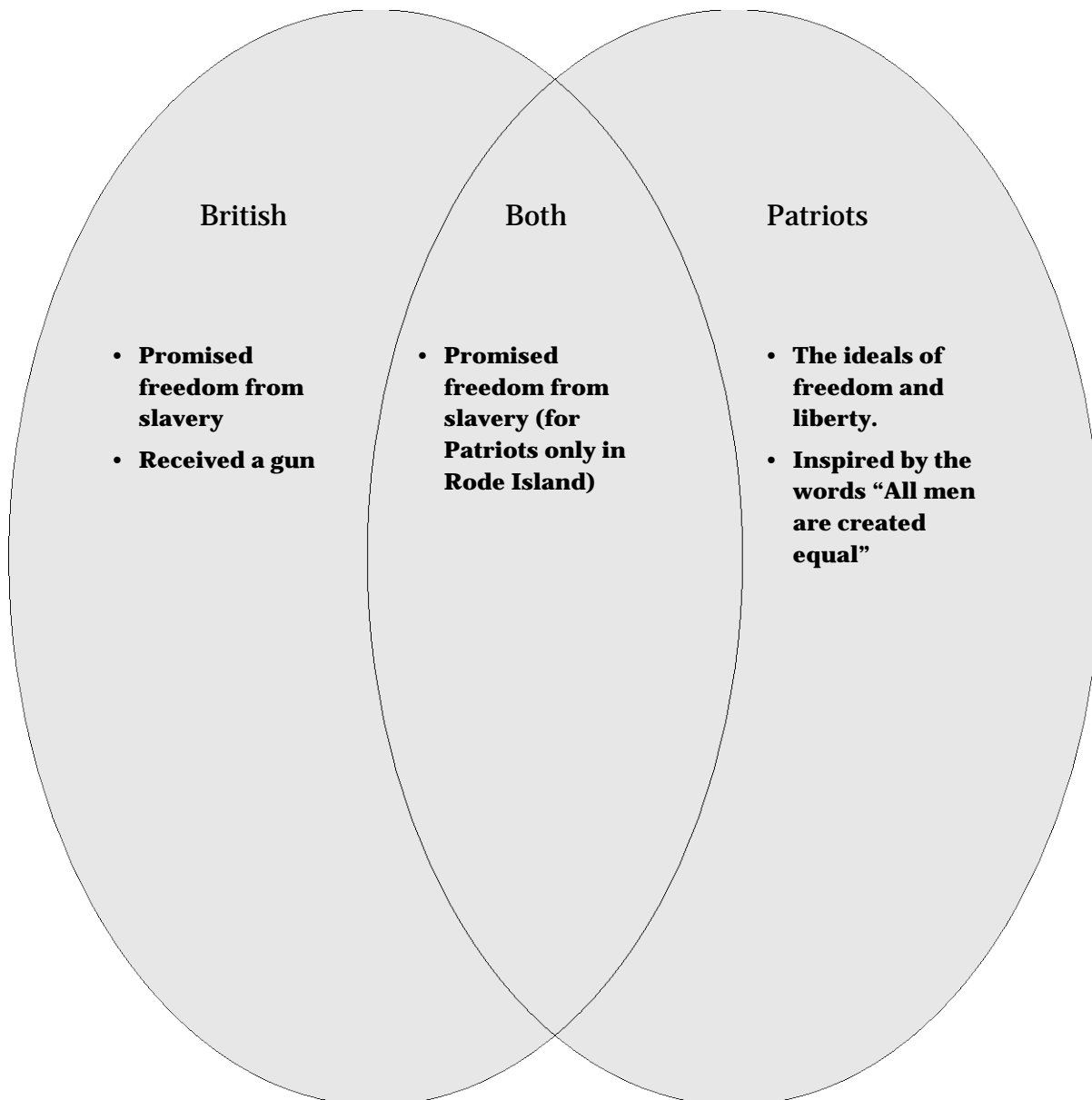
Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.





Exit Ticket Answers
For Teacher Reference

Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.





EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 9

Close Reading: Learning about the Declaration of Independence



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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 explain the main points in a historical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Supporting Learning Targets

- I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.”
- I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.”
- I can explain how and why the Declaration of Independence was written.
- I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.”

Ongoing Assessment

- Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 1-6)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Adding to Anchor Charts (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading for the Gist: “Thomas Jefferson and the Declaration of Independence” (15 minutes)Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)Closing and Assessment<ol style="list-style-type: none">Share and Debrief (5 minutes)Homework<ol style="list-style-type: none">Reread the introduction and first 3 paragraphs of “A Gifted Writer” from the text “Thomas Jefferson and the Declaration of Independence.”Underline or highlight words for the Word Wall. Choose one word and use one of your vocabulary strategies to write a definition for this word.	<ul style="list-style-type: none">To build on their understanding of the American Revolution and the Declaration of Independence, students read part of the first section of the article “Thomas Jefferson and the Declaration of Independence.” The second section of the article is read in Lesson 10. Students closely examine how and why the Declaration of Independence was written and to think about how it impacted other events through answering a series of text-dependent questions on their Close Reading note-catcher. Students continue close reading process in Lesson 10 and again in Lesson 11 for the End of Unit 1 Assessment. Preview Lessons 9-11 to get a sense of the arc of students’ work with this text.The close reading process is meant to help students deeply understand a section of the text. They read and reread to deconstruct the meaning of the text, and then reconstruct the meaning using evidence from the text. The teacher uses questioning geared toward a focus question to make the text accessible to students. See the Close Reading Guide for notes on guiding student through the text and answers to the text-dependent questions.The close reading process in this lesson is meant to be discussion-based; the teacher can choose to invite students to work independently or in pairs or small groups when thinking about different questions on the Close Reading note-catcher, but the teacher should guide the whole class in a discussion of each section on the note-catcher using the focus question at the top before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students to complete on their own.Row 8 of the Close Reading note-catcher asks students to reread Paragraphs 6 and 7 of “A Gifted Writer,” which includes the following quote: “That these United Colonies are, and of right ought to be, free and independent states.” This quote is not read closely in this lesson and is revisited in Unit 2.This close read sequence is designed as two lessons; however, depending on the needs of your class, you may choose to split this close reading into three lessons.The end goal of Lessons 9 and 10 is for students to be able to answer the focus question on their Close Read note-catchers. Students are given the opportunity to do so in Lesson 10.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review: Close Reading Note-catcher so you are familiar with the prompts and can address students' questions as needed. See supporting materials.– Review: Fist to Five in Checking for Understanding techniques (see Appendix).– Review: Back-to-Back, Face-to-Face protocol (see Appendix).– Post: Learning targets.

Lesson Vocabulary	Materials
declaration, independence; mightier (9), self-evident, delegate (10)	<ul style="list-style-type: none">• Be a Patriot anchor chart (begun in Lesson 3)• Be a Loyalist anchor chart (begun in Lesson 5)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)• Close Reading note-catcher: "Thomas Jefferson and the Declaration of Independence" (one per student and one to display)• Close Reading Guide: "Thomas Jefferson and the Declaration of Independence" (for teacher reference)• Equity sticks• "Thomas Jefferson and the Declaration of Independence" (one per student and one to display)• Sticky notes (five per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Adding to Anchor Charts (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Be a Patriot and Be a Loyalist anchor charts.• Ask students to get out their homework from Lesson 8, share their paragraphs with a partner, and discuss any reasons they think can be added to each anchor chart.• Give students a few minutes to discuss, then call on pairs to offer additional reasons to add to each anchor chart. Listen for and record reasons similar to the following:<ul style="list-style-type: none">– Be a Loyalist: promised freedom from slavery; receive a gun– Be a Patriot: the idea of freedom and liberty; the words "All men are created equal"; fighting in Rhode Island bought freedom	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."* "I can explain how and why the Declaration of Independence was written."* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."• Remind students that they have practiced the second and fourth learning targets in Lesson 7.• Tell them that today they will think about how someone's perspective influences his or her opinion of an event. Tell students that they will look closely at the events that happened leading up to the writing of the final version of the Declaration of Independence, thinking about what happened and why.• Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets. Clarify as necessary.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reading for the Gist: “Thomas Jefferson and the Declaration of Independence” (15 minutes)</p> <ul style="list-style-type: none">• Tell students they will expand their understanding of the American Revolution and the Declaration of Independence by reading an article about it over the next two days.• Display the Close Readers Do These Things anchor chart and remind students that they will be doing all of these things to closely read this text:<ul style="list-style-type: none">– Read small chunks of text slowly and think about the gist.– Reread each passage one sentence at a time.– Underline things that you understand or know about.– Circle or underline words that you do not know.– Talk with your partners about all of your good ideas.– State the gist or message of the paragraph in the margin.– Listen to the questions.– Go back to the text in order to find answers to questions.– Talk with your partners about the answers you find.• Distribute and display the Close Reading note-catcher.• Tell students that they will be using this note-catcher to help them think and take notes about this article.• Use equity sticks to call on a student to read the focus question at the top of the Close Reading note-catcher. Remind students that they should keep this question in mind as they work:<ul style="list-style-type: none">* “How and why was the Declaration of Independence written?”• Distribute “Thomas Jefferson and the Declaration of Independence” and five sticky notes to each student.• Tell them they will only be reading half of the article in the next two lessons, and reading the second half as part of the End of Unit 1 Assessment in Lesson 11. Explain that they will read the first half of the article twice; first for the gist and a second time to think about what happened leading up to the writing of the final version of the Declaration and why those events happened.• Use equity sticks to call on a student to read aloud the article’s title and subtitle.	<ul style="list-style-type: none">• To provide more support, have students work with their partner to read and write the gist then share out a section at a time.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to turn and talk:<ul style="list-style-type: none">* “What does the word <i>declaration</i> mean? What word do you hear in the word <i>declaration</i>?” Listen for responses like: “I hear the word ‘declare’ in the word declaration,” or “I think it means to declare or say something.”• Use equity sticks to call on several students to share what they discussed with their partners. If necessary, clarify the meaning of <i>declaration</i> as something stated or made known in an official way.• Repeat with the word <i>independence</i>, clarifying the meaning as being free or not being controlled by anyone.• Explain to students that the Declaration of Independence was how the Patriots formally told England that they wanted to create their own country.• Read aloud the first three paragraphs of the article, asking students to follow along as you do so. (“As a boy ...” to “... has inspired lovers of freedom everywhere.”)• Invite students to write a gist statement for those first three paragraphs on one of their sticky notes. If students need more support, ask:<ul style="list-style-type: none">* “What were these paragraphs mostly about?”• Tell students to place their sticky notes on the text by these first three paragraphs.• Invite students to continue reading the next four sections (“A Gifted Writer,” “Expressing the American Mind,” “Hang Together—or Separately,” and “The Test of Time”) in pairs for gist, recording a gist statement for each section on a sticky note.• As students work, circulate and assist students. If they need support, ask:<ul style="list-style-type: none">* “What was that section mostly about?”• Invite students to examine their gist statements for each section and write a new gist statement for the entire article.• Use equity sticks to call on students to share their gist statements and choose one to fill in the first row of the Close Reading Note-catcher. Listen for responses like: “This article is about the writing of the Declaration of Independence and how Thomas Jefferson was involved with it.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)</p> <ul style="list-style-type: none">• Remind students that close readers reread the texts they are analyzing paragraph by paragraph, sentence by sentence.• Explain to them that they will now closely reread pages 8–10 of the Thomas Jefferson article to think carefully about the focus question:<ul style="list-style-type: none">* “How and why was the Declaration of Independence written?”• Tell students they will be doing this by rereading and discussing with their partner, then sharing their thinking with the class.• Using the Close Reading Guide, guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary.• Stop students at the seventh row with the prompt: “Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.” Tell students that they will continue rereading the rest of the section in the next lesson.	<ul style="list-style-type: none">• For students needing additional support, consider allowing them to reread the text with high-low partners or in a targeted small group with the teacher. <p>For students needing additional support and ELLs, consider providing smaller chunks of text for a close read. Teachers can check in on students' thinking as they speak about their text.</p>



Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together. Invite students to use Fist to Five to show how confident they are in answering the focus question for this article, showing a fist for being completely unsure of how or why the Declaration of Independence was written, or a five, meaning they can share several reasons about how and why the Declaration of Independence was written. Be sure to check in with students showing a fist, one, or two fingers during the close read in Lesson 10.• Using the Back-to-Back, Face-to-Face protocol, ask:<ul style="list-style-type: none">* “What was one event leading up to the writing of the Declaration of Independence?”• Listen for responses like: “The Battles of Lexington and Concord.”• Ask:<ul style="list-style-type: none">* “How is this process helping you better understand this text?”• Listen for responses like: “By rereading, I can think carefully about the meaning of words I don’t know like ‘delegate.’”• Explain to students that they will continue rereading “Thomas Jefferson and the Declaration of Independence” closely in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the introduction and first 3 paragraphs of “A Gifted Writer” from the text “Thomas Jefferson and the Declaration of Independence.”• Underline or highlight words for the Word Wall. Choose one word and use one of your vocabulary strategies to write a definition for this word.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 9

Supporting Materials



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.



“Thomas Jefferson and the Declaration of Independence”





“Thomas Jefferson and the Declaration of Independence”

Thomas Jefferson and the Declaration of Independence

For Thomas Jefferson, the pen truly
was mightier than the sword

by Kathy Wilmore

A Gifted Writer

As a boy, Thomas Jefferson was shy and often tongue-tied. He had a habit of always singing or humming to himself, and preferred the company of books to that of most people. Yet this quiet young man's passion for freedom carried him into a very public life.

For Thomas Jefferson, the pen truly was mightier than the sword. From his pen flowed some of the world's most famous and influential words: “*We hold these truths to be self-evident, that all men are created equal.*”

For more than two centuries, those simple words from the **preamble** (introduction) to the Declaration of Independence have inspired lovers of freedom everywhere.

Words to Know

- **self-evident**: obvious, unmistakable.
- **delegate**: representative.
- **unalienable**: cannot be taken away.

Benjamin Franklin (left), John Adams (center), and Thomas Jefferson review a draft of the Declaration of Independence.

Thomas Jefferson was born on April 13, 1743, in Shadwell, Albemarle County, Virginia. A studious young man with freckles and thick red hair, he spent 15 hours a day reading and writing, and 3 hours practicing his violin.

He had a way with words—on paper, anyway. Young Tom once hoped to impress a girl he loved with his talk. As he wrote to a friend: “I had dressed up in my own mind such thoughts as occurred to me, in as moving language as I knew how, and expected to have performed in a tolerably creditable manner.” Unfortunately, he failed miserably with the girl.

Jefferson soon found a way to use his “moving language” to greater effect. For some time, the American Colonies had been buzzing with rebellion against their ruler, King George III of Great Britain. On April 19, 1775, the buzzing turned into battles in Lexington and Concord, Massa-

PREVIOUS PAGE: LIBRARY OF CONGRESS

NOVEMBER 29, 2004 9

“Thomas Jefferson and the Declaration of Independence”

AMERICAN HISTORY

“This was the object of the Declaration of Independence. Not to find out new principles, or new arguments . . . but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent, and to justify ourselves in the independent stand we are compelled to take.”

—Thomas Jefferson

chusetts. The nation was at war. A few weeks later, the Colony of Virginia sent Jefferson to Philadelphia, as a **delegate** to the Second Continental Congress.

Jefferson was one of the youngest delegates—and probably the quietest. “During the whole time I sat with him in the Congress,” wrote Massachusetts delegate John Adams, “I never heard him utter three sentences together.”

Not everyone in Congress wanted independence from Britain. As the war dragged on, though, more colonists and Congress members talked of making a clean and total break. On April 12, 1776, North Carolina gave its delegates the go-ahead to vote for independence. Virginia soon did the same.

On June 7, Richard Henry Lee, a Virginia delegate, proposed: “That these United Colonies are, and of right ought to be, free and independent states . . . and that all political connection between them and the State of Great Britain is, and

Jefferson’s rough draft of the Declaration shows his neat handwriting—and his struggle to find exactly the right words to convey his thoughts.

ought to be, totally dissolved.” Congress appointed a committee to write up that proposal for further debate: John Adams, Benjamin Franklin, Roger Sherman, Robert R. Livingston, and Thomas Jefferson.

For several days, the men hashed out ideas. (Only four took part; Franklin was sick at the time.) Once they decided on a framework, someone had to fill in the gaps and write the proposal. The group chose Jefferson, who was known as a fine writer.

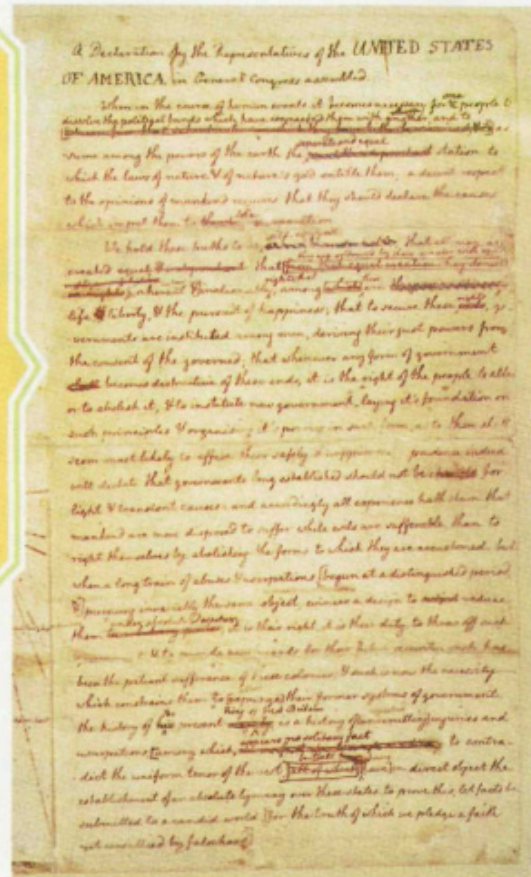
Being chosen was no special honor. Writing congressional proposals was a common task. At the time,

no one had any idea how important *this* one would turn out to be.

*Expressing
the American Mind*

The Declaration of Independence did not spring from Jefferson’s mind alone. Jefferson drew on the writings and ideas of others, including English philosopher John Locke, political writer Thomas Paine—whose popular pamphlet, “Common Sense,” argued for independence—and fellow Congress members.

Jefferson also reworked some of his own writings, such as *A Sum-*



CORBIS (2)



“Thomas Jefferson and the Declaration of Independence”

mary View of the Rights of British America, which had been published two years earlier. As he wrote to a friend: “This was the object of the Declaration. Not to find out new principles, or new arguments... but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent [agreement], and to justify ourselves in the independent stand we are compelled to take... [It] was intended to be an expression of the American mind.”

Even so, it was Jefferson’s brilliant, fact-crammed mind and flair for drama that gave the Declaration its poetic punch. He expressed the ideals in a way that people could take to heart—even be willing to die for.

Within a matter of days, Jefferson had a draft for the committee. Adams and Franklin made some changes. Then it went to the full Congress, where members made more changes.

After the Declaration’s stirring opening, Jefferson listed King George’s offenses against the American people. Some points sparked debates in Congress. One of the

hottest issues was slavery. Should the Declaration call to end it? Adams, Franklin, and Jefferson argued yes. Other delegates argued no, refusing to accept the proposal unless mention of slavery was cut. In the end, it was.

Hang Together— or Separately

The delegates wanted approval of the Declaration to be **unanimous** (all in agreement). They realized that the Declaration would have an enormous impact on the future.

They were waging rebellion against their King, and admitting it in writing. If they won the revolution, all well and good. However, if Britain won, anyone who had signed his name to the document would be branded a traitor to the Crown, and hanged for that crime. As Benjamin Franklin joked, “We must indeed all hang together, or most assuredly we shall all hang separately.”

By July 2, the delegates had reached a draft acceptable to all. On July 4, 1776, the Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.” Eventually, all 56 delegates signed the document, which ends with the words, “We mutually pledge to each other our lives, our fortunes, and our sacred honor.”

The Test of Time

The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years. From the time it appeared, the people of the United States were able to see in writing the ideals they were defending.

The Declaration of Indepen-

dence’s influence far outlasted that war. It gave heart to Abraham Lincoln as he strove to preserve the Union during the Civil War. Elizabeth Cady Stanton and other suffragists adapted it in demanding the right of women to vote. Martin Luther King Jr. used it to inspire African-Americans during their struggle for civil rights. Indeed, the Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.

Thomas Jefferson went on to achieve many other triumphs. Besides serving as the third U.S. President, he was a brilliant inventor, scientist, and architect. Yet he is most remembered for one thing: putting the ideals of freedom into words that have withstood the test of time. **JS**

write it!

Write an essay describing what the words “all men are created equal” means to you. Tell how the Declaration of Independence may not have completely lived up to those words.

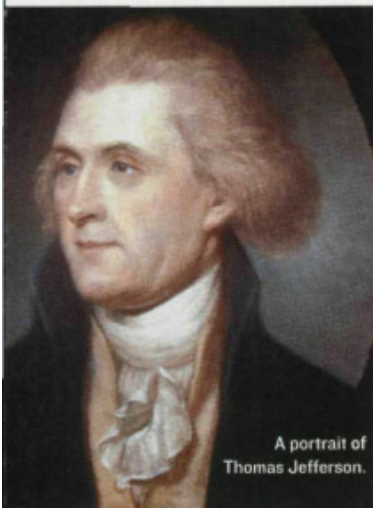
Your Turn

WORD MATCH

- | | |
|-----------------|--------------------------|
| 1. assent | A. representative |
| 2. delegate | B. cannot be taken away |
| 3. self-evident | C. all in agreement |
| 4. unalienable | D. acceptance |
| 5. unanimous | E. obvious; unmistakable |

THINK ABOUT IT

1. What was the purpose of the Declaration of Independence?
2. Could America have split from England without it? Explain.



A portrait of
Thomas Jefferson.

NOVEMBER 29, 2004 11

From Junior Scholastic, November 29, 2004. Copyright © 2004 by Scholastic Inc. Reprinted by permission of Scholastic Inc.



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

Name:

Date:

Focus question: How and why was the Declaration of Independence written?

1. What is the gist of this article?	
2. Examine the picture on page 8 and the caption for it on page 9. Then use details from the text to answer the questions on the right.	<p>Who is in the picture?</p> <p>What are they reading?</p> <p>There are many papers on the floor in the foreground of the picture. What might those papers be?</p> <p>The caption says they were “reviewing a draft of the Declaration of Independence.” Why were there many drafts of the Declaration?</p>



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

<p>3. Now, reread the title, subtitle, and introduction silently. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>mightier</i> means? What words in the text make you think so?</p> <p>The text says, “For Thomas Jefferson, the pen truly was mightier than the sword.” How could a pen be mightier than a sword?</p>
<p>4. Reread the last sentence of the second paragraph. Then use details from the text to answer the questions on the right.</p> <p><i>“We hold these truths to be self-evident, that all men are created equal.”</i></p>	<p>Use text features to determine what <i>self-evident</i> means.</p> <p>What is the main point of this sentence from the Declaration of Independence? What words in the text make you think so?</p>
<p>5. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>What words does the author use to describe Thomas Jefferson?</p>



Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”

6. Take turns reading the third paragraph to your partner. Then, working together, use details from the text to answer the questions on the right.

Use text features to determine what *delegate* means.

Jefferson was sent to Philadelphia as a delegate to the Second Continental Congress. According to the text, what events led to the Second Continental Congress?

Why was there a Second Continental Congress?

What were the two main events described in these paragraphs?

1.)

2.)

Stop Here. Continue with 7-11 in Lesson 10.

7. Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.

The text says, “Not everyone in Congress wanted independence from Britain.” Using what you have learned in this unit, what was the name of the group of people who did not want independence from Britain?

What was the main event described in these paragraphs?



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

<p>8. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>The word <i>dissolved</i> means brought to an end. What did Richard Henry Lee mean when he said, “... that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”</p> <p>What does the word <i>debate</i> mean? What words in the text make you think so?</p> <p>What were the two main events described in these paragraphs?</p> <p>1.)</p> <p>2.)</p>
<p>9. Read the seventh paragraph. Then use details from the text to answer the question on the right.</p>	<p>The text says, “At the time, no one had any idea how important <i>this</i> one would turn out to be.” Why did this proposal turn out to be so important?</p>



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

<p>10. Examine the picture and caption on page 9. Then use details from the text to answer the questions on the right.</p>	<p>What is this a picture of?</p> <p>What inferences can you make about Thomas Jefferson based on this picture and caption?</p> <p>I infer</p> <p>because ...</p>
<p>TEXT STRUCTURE</p> <p>11. What is the structure of the section “A Gifted Writer”? What words in the text make you think so?</p>	

Summarize!

After thinking more closely about this section of the text, summarize what you think the section “A Gifted Writer” is mostly about. Use several specific details from the text in your summary.



Close Reading Guide:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

Focus question: How and why was the Declaration of Independence written?

1. What is the gist of this article?	This article is about the writing of the Declaration of Independence and how Thomas Jefferson was involved with it.
2. Examine the picture on page 8 and the caption for it on page 9. Then use details from the text to answer the questions on the right.	<p>Who is in the picture? Benjamin Franklin, John Adams, and Thomas Jefferson</p> <p>What are they reading? a draft of the Declaration of Independence</p> <p>There are many papers on the floor in the foreground of the picture. What might those papers be? other drafts of the Declaration</p> <p>The caption says they were “reviewing a draft of the Declaration of Independence.” Why were there many drafts of the Declaration? they wanted to make sure it was precise and send the message they wanted to the British</p>



Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

<p>3. Now, reread the title, subtitle, and introduction silently. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>mightier</i> means? What words in the text make you think so?</p> <p>stronger “famous,” “influential”</p> <p>The text says, “For Thomas Jefferson, the pen truly was mightier than the sword.” How could a pen be mightier than a sword?</p> <p>The pen allowed Jefferson to write famous and influential words that were stronger than fighting.</p>
<p>4. Reread the last sentence of the second paragraph. Then use details from the text to answer the questions on the right.</p> <p><i>“We hold these truths to be self-evident, that all men are created equal.”</i></p>	<p>Use text features to determine what <i>self-evident</i> means.</p> <p>obvious, unmistakable</p> <p>What is the main point of this sentence from the Declaration of Independence? What words in the text make you think so?</p> <p>“all men are created equal” “freedom”</p>
<p>5. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>What words does the author use to describe Thomas Jefferson?</p> <p>“studious,” “reading and writing,” “had a way with words”</p>



Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

6. Take turns reading the third paragraph to your partner. Then, working together, use details from the text to answer the questions on the right.

Use text features to determine what *delegate* means.
representative

Jefferson was sent to Philadelphia as a delegate to the Second Continental Congress. According to the text, what events led to the Second Continental Congress?

the Battles of Lexington and Concord

Why was there a Second Continental Congress?

it was a way to gather representatives from the colonies to discuss the war and rebelling against Britain

What were the two main events described in these paragraphs?

1.) The Battles of Lexington and Concord started the war between the colonists and the British.

2.) The colonists sent representatives to Philadelphia for the Second Continental Congress.

Stop Here. Continue with 7-11 in Lesson 10.

7. Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.

The text says, “Not everyone in Congress wanted independence from Britain.” Using what you have learned in this unit, what was the name of the group of people who did not want independence from Britain?

Loyalists

What was the main event described in these paragraphs?

North Carolina and Virginia delegates voted for independence

Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

<p>8. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>The word <i>dissolved</i> means brought to an end. What did Richard Henry Lee mean when he said, “... that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.” any political connections between the colonies and Great Britain should be brought to an end or stopped</p> <p>What does the word <i>debate</i> mean? What words in the text make you think so? discuss “hashed out”</p> <p>What were the two main events described in these paragraphs? 1.) Richard Henry Lee proposed that the colonies should be free and independent with no political connection to Great Britain. 2.) A group of delegates drafted a proposal based on Lee’s statements.</p>
<p>9. Read the seventh paragraph. Then use details from the text to answer the question on the right.</p>	<p>The text says, “At the time, no one had any idea how important <i>this</i> one would turn out to be.” Why did this proposal turn out to be so important? It turned into the Declaration of Independence.</p>

Close Reading Note-Catcher:
 “Thomas Jefferson and the Declaration of Independence”
 (Answers, for Teacher Reference)

<p>10. Examine the picture and caption on page 9. Then use details from the text to answer the questions on the right.</p>	<p>What is this a picture of? a draft of the Declaration of Independence</p> <p>What inferences can you make about Thomas Jefferson based on this picture and caption? I infer that Thomas Jefferson wanted to use very precise language in his writing of the Declaration because ...there are so many words and phrases crossed out and revised in the draft.</p>
<p>TEXT STRUCTURE 11. What is the structure of the section “A Gifted Writer”? What words in the text make you think so?</p>	<p>chronology—describing a sequence of events or measuring time</p> <p>“On April 19, 1775,” “a few weeks later,” “On April 12, 1776,” “On June 7,” “For several days”</p>

Summarize!

After thinking more closely about this section of the text, summarize what you think the section “A Gifted Writer” is mostly about. Use several specific details from the text in your summary.

This section was about Thomas Jefferson and how he became involved in writing the Declaration of Independence. He always had a way with words, and was selected to be a delegate at the Second Continental Congress in Philadelphia after the Battles of Lexington and Concord. Here, the colonists discussed the war and rebelling against Britain. Richard Henry Lee proposed that the colonies should be free and independent with no political connection to Great Britain. A group of delegates, including Thomas Jefferson, drafted a proposal based on Lee’s statement. This proposal would become the Declaration of Independence.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 10

Close Reading Continued: Learning about the Declaration of Independence



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Supporting Learning Targets

- I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.”
- I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.”
- I can explain how and why the Declaration of Independence was written.
- I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.”

Ongoing Assessment

- Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 7-11)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Go 'Round(5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)B. Summarizing “Thomas Jefferson and the Declaration of Independence” (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting and Self-assessing Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread the remainder of the section, “A Gifted Writer” (paragraphs 4-7) in “Thomas Jefferson and the Declaration of Independence”. While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.B. After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.	<ul style="list-style-type: none">• In this lesson, students continue reading “Thomas Jefferson and the Declaration of Independence,” begun in Lesson 9. To quickly review what they have already read, they begin class with a Whip-around or “Go ‘round.”• Students then continue reading the text and working with the Close Reading note-catcher to think about how and why the Declaration of Independence was written and how it impacted other events—RI.4.3 (“I can explain the main points in a historical, scientific, or technical text, using specific details in the text.”). They will read the remaining sections of this article as part of the End of Unit 1 Assessment in Lesson 11.• Students reflect on and self-assess their progress toward the learning targets. This self-assessment serves as a gauge for teachers so instruction can be adjusted or tailored to students’ needs prior to the end of the unit.• In advance:<ul style="list-style-type: none">– Review Whip-around/Go ‘Round protocol and Fist to Five in Checking for Understanding techniques (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
inference, summarize dissolved (10), debate	<ul style="list-style-type: none">• Whip-around directions (for teacher reference)• American Revolution Vocabulary notebooks (from Lesson 2; one per student)• “Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student and one to display)• Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student)• Close Reading Guide: “Thomas Jefferson and the Declaration of Independence” (for teacher reference; from Lesson 9)• Text Structure Types handout (from Lesson 8; one per student)• Green colored pencils or thin marker (one per student)• Equity sticks

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Go ‘Round (5 minutes)</p> <ul style="list-style-type: none">• Tell students they will be doing a Whip-around, answering the question:<ul style="list-style-type: none">* “What is one new fact you learned after reading ‘Thomas Jefferson and the Declaration of Independence’ in our previous lesson?”• Review protocol for a Whip-around and remind students that their response should be brief.• Then, ask students:<ul style="list-style-type: none">* “What does it mean to make an inference?”	<ul style="list-style-type: none">• Use of protocols (like a Whip-around) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."* "I can explain how and why the Declaration of Independence was written."* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."• Remind students that these are the same learning targets as in Lesson 9.	



Work Time	Meeting Students' Needs
<p>A. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their American Revolution Vocabulary notebooks.• Have students use the Back-to-Back, Face-to-Face protocol to share one vocabulary word, what it means, and how they know from the first half of “Thomas Jefferson and the Declaration of Independence.”• Repeat two more times, with students switching partners each time.• To debrief, have students share whole group something new they learned or a question they now have.• Invite students to take out “Thomas Jefferson and the Declaration of Independence” and their Close Reading note-catcher (from Lesson 9).• Tell students they will be reading the second half of the first section today. Explain to students that, like in Lesson 9, they will be reading it and thinking about the focus question:<ul style="list-style-type: none">* “How and why was the Declaration of Independence written?”• Using the Close Reading Guide (for teacher reference; from Lesson 9), support students in rereading and discussing the remainder of the section “A Gifted Writer,” inviting them to Think-Pair-Share and discuss the prompts as necessary.• Start with the seventh row at the prompt: “Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right,” and work through Row 10.• Guide students through the prompt in Row 11 by asking:<ul style="list-style-type: none">* “Now that we’ve finished reading this section of the text, what structure did the author use in ‘A Gifted Writer’?”• Remind students to refer to their Text Structure Types handout as needed. Ask:<ul style="list-style-type: none">* “How do you know that is the structure?”* “What evidence from the text supports your answer?”	<ul style="list-style-type: none">• The Back-to-Back, Face-to-Face activity acts as a physical and mental release for students’ focus. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.



Work Time (continued)	Meeting Students' Needs
<p>B. Summarizing “Thomas Jefferson and the Declaration of Independence” (15 minutes)</p> <ul style="list-style-type: none"> Remind students that they summarized the text “Revolutionary War” in Lesson 3 and “Loyalists” in Lesson 5. Review that to <i>summarize</i> a text means to explain the important things the text says in your own words. Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the main idea of this section of the article?” Listen for responses like: “This section was about how the colonists started writing the Declaration of Independence.” Explain that now they are going to work with a shoulder partner and summarize this section “A Gifted Writer” by thinking about the main events and putting them all together in a summary statement for the section. Remind students to include key supporting details from the text and write their summaries at the bottom of their Close Reading note-catcher. Encourage students to use the main events they recorded in Rows 6, 7, and 8 of the Close Reading note-catcher. Circulate and support as needed. As you confer with the students, encourage them to think about what this section is mostly about. Gather students back together and ask partnerships to partner with another partnership and share summaries. Encourage students to use a green colored pencil or thin marker to revise their summaries based on the conversation with the other students if they think it will improve their response. Use equity sticks to cold call one to two groups of four to share their summaries. Explain to students that they will be able to reread the remainder of the article more closely during the End of Unit 1 Assessment in the next lesson. As a final wrap-up, ask students to jot the main topic of the graphic organizer at the top of the Close Reading note-catcher. Doing so will help keep them organized when referring back to these papers throughout the module. 	<ul style="list-style-type: none"> To provide further support, consider allowing students to join with another partner pair to share their summaries verbally before crafting a written summary.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting and Self-assessing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Refocus students on the learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."* "I can explain how and why the Declaration of Independence was written."* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."• Pause after each learning target and ask students to use a Fist to Five protocol to show their degree of comfort with the learning target by holding up a fist for no confidence, and one to five fingers for higher levels of confidence with the learning targets.• Invite students to turn and talk:<ul style="list-style-type: none">* "What is one action step you can take to build confidence with these learning targets?"• Cold call students to share, circulating to listen for areas that students plan to work on.	<ul style="list-style-type: none">• Specify what each level represents based on the context. For example: 0=not ready; need immediate support; 1-2=struggling; need support as soon as possible; 3=on my way; need no support right now; 4=I can do this on my own; 5=I can do this on my own and apply it to other texts.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the remainder of the section, "A Gifted Writer" (paragraphs 4-7) in "Thomas Jefferson and the Declaration of Independence". While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.• After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.	<ul style="list-style-type: none">• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 11

End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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 academic words or phrases in an informational text. (RI.4.4)
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 (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Supporting Learning Targets

- I can describe how the Declaration of Independence was written using details from the text.
- I can identify the overall structure of a text using details from the text to support my answer.

Ongoing Assessment

- End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Adding to the Be a Patriot Anchor Chart (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 1 Assessment (40 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none">In this lesson, students complete the End of Unit 1 Assessment, which requires them to finish reading “Thomas Jefferson and the Declaration of Independence,” answer questions based on their reading, and use evidence to support their thinking.Use the 2-Point Rubric to score students’ short constructed responses on the assessment.Following the assessment, students complete a Tracking My Progress, End of Unit 1 recording form as a way to reflect on and actively monitor their learning.In advance:<ul style="list-style-type: none">Review: End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence.Review: Back-to-Back, Face-to-Face protocol (see Appendix).Post: Learning targets; Be a Patriot anchor chart.

Lesson Vocabulary	Materials
perspective, opinion	<ul style="list-style-type: none">Be a Patriot anchor chart (begun in Lesson 3)Be a Loyalist anchor chart (begun in Lesson 5)Equity sticksEnd of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence (one per student)“Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student)Tracking My Progress, End of Unit 1 recording form (one per student)End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence (answers, for teacher reference)2-Point Rubric (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Adding to the Be a Patriot Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Post the Be a Patriot anchor chart and the Be a Loyalist anchor chart.• Review the big idea for this unit:<ul style="list-style-type: none">* “American colonists had different perspectives on fighting for independence from Great Britain.”• Ask:<ul style="list-style-type: none">* “What were the two perspectives we have been learning about?”* “What was the Patriots’ opinion of the British?”* “What was the Loyalists’ opinion of the British?”• Cold call students to share out.• Direct student’s attention to the Be a Patriot anchor chart. Ask:<ul style="list-style-type: none">* “Now that we’ve read several more texts about the American Revolution and know more about the Patriot <i>perspective</i>, what can we add to this chart?”• As students come up with inferences for why someone should be a Patriot, continue to ask them for textual evidence for their idea. If necessary, ask students whether their idea is from their own background knowledge of the American Revolution or from text clues they have read throughout the unit.• Challenge students who offer ideas about patriots from their background knowledge to try to find evidence in a text they have read in this unit.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets.• Use equity sticks to call on a few students to read the learning targets aloud to the class:<ul style="list-style-type: none">* "I can describe how the Declaration of Independence was written using details from the text."* "I can identify the overall structure of a text using details from the text to support my answer."• Ask students to get back-to-back with a partner for a round of Back-to-Back, Face-to-Face. Ask them to think about the following question before signaling them to turn face-to-face with their partner:<ul style="list-style-type: none">* "What strategies can you use to help you understand a complex text as you read it for the first time?"• Tell student to turn face-to-face once they have had a moment to think.• Afterward, use a few equity sticks to call pairs to share their strategies. Listen for students to suggest strategies similar to the following:<ul style="list-style-type: none">– Reading the text once for the gist, then rereading the text– Reading smaller chunks of the text for the gist and recording notes about what each section is about– Circling unfamiliar words, then revisiting these sections of the text to reread and use context clues to determine the meaning• Remind students that they have been practicing these strategies since the beginning of the year.	<ul style="list-style-type: none">• Consider providing a sentence starter for students: "One strategy I use when reading a complex text is _____."



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence.• Invite students to take out “Thomas Jefferson and the Declaration of Independence” from Lessons 9 and 10.• Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.3. Use evidence from the text to support your answers.• Clarify if needed.• Allow students to begin.• Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can help prepare students for future assessments and standardized tests.• Collect students’ End of Unit 1 Assessments.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, End of Unit 1 recording form.• Ask students to reflect on the learning targets and then record their progress using the Tracking My Progress, End of Unit 1 recording form.• Collect the recording forms for additional assessment.• Congratulate students on their study of the American Revolution so far!	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 11

Supporting Materials



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.



End of Unit 1 Assessment:
Reading and Answering Questions about the Declaration of Independence

Name: _____

Date: _____

Long-Term Learning Targets Assessed:

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 explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Directions:

1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?

- A. That the colonies should be free and independent states
- B. King George’s offenses against the American people
- C. Ending slavery in America
- D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:

“The delegates wanted approval of the Declaration to be unanimous.”

Why was it important that all of the delegates agree on the Declaration?

End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence

3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?

- A. They realized that the Declaration would have an enormous impact on the future.
 - B. The people of the United States were able to see in writing the ideals they were defending.
 - C. The Declaration of Independence’s influence far outlasted that war.
 - D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.
4. Which word below has a similar meaning to the word *influence* as it is used in the following line from the text:
- “The Declaration of Independence’s influence far outlasted that war.”
- A. effect
 - B. powerless
 - C. reason
 - D. weakness
5. Which line from the text helps you infer the meaning of the word *influence* in Question 4?
- A. “On July 4, 1776, the Continental Congress officially adopted ‘The Unanimous Declaration of the Thirteen United States of America.’”
 - B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
 - C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”
 - D. “Thomas Jefferson went on to achieve many other triumphs.”



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence

6. What is the structure of the section “A Test of Time”?

- A. chronology
- B. description
- C. cause/effect
- D. problem/solution

7. List three examples from the text that support your answer for Question 7.

8. Using evidence from the text, complete the graphic organizer below.

What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
John Adams, Roger Sherman, Robert R. Livingston, and Thomas Jefferson drafted the Richard Henry Lee’s proposal.	
The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.	
The Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.”	



Tracking My Progress End of Unit 1 Recording Form

Name: _____

Date: _____

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

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 explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Directions:

1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?

- A. That the colonies should be free and independent states
- B. King George’s offenses against the American people
- C. Ending slavery in America**
- D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:

“The delegates wanted approval of the Declaration to be unanimous.”

Why was it important that all of the delegates agree on the Declaration?

They were worried that anyone who had signed the Declaration would be called a traitor to Britain and be hanged if the Patriots lost the war.

End of Unit 1 Assessment:
Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?

- A. They realized that the Declaration would have an enormous impact on the future.
 - B. The people of the United States were able to see in writing the ideals they were defending.**
 - C. The Declaration of Independence’s influence far outlasted that war.
 - D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.
4. Which word below has a similar meaning to the word *influence* as it is used in the following line from the text:
- “The Declaration of Independence’s influence far outlasted that war.”
- A. effect**
 - B. powerless
 - C. reason
 - D. weakness
5. Which line from the text helps you infer the meaning of the word *influence* in Question 4?
- A. “On July 4, 1776, the Continental Congress officially adopted ‘The Unanimous Declaration of the Thirteen United States of America.’”
 - B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
 - C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”**
 - D. “Thomas Jefferson went on to achieve many other triumphs.”



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

6. What is the structure of the section “A Test of Time”?
- A. chronology
 - B. description**
 - C. cause/effect
 - D. problem/solution
7. List three examples from the text that support your answer for Question 7.
- “The Declaration of Independence” used repeatedly**

“It” used repeatedly

Although “for example” is not explicitly stated, this section describes several examples of how the Declaration has influenced our history (how it was used by Abraham Lincoln, Elizabeth Cady Stanton, and Martin Luther King, Jr.).



End of Unit 1 Assessment:
Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

8. Using evidence from the text, complete the graphic organizer below.

What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
John Adams, Roger Sherman, Robert R. Livingston, and Thomas Jefferson drafted the Richard Henry Lee's proposal.	This was important because they were writing a proposal that would be used for further debate. It impacted other events because it would eventually become the Declaration of Independence.
The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.	This was important because the delegates wanted to all be in agreement with the final version of the Declaration. It impacted others because some things, like the mention of slavery, had to be cut out in order for everyone to be in agreement. It impacted other events because it led to all of the delegates coming to an agreement over an acceptable draft, which led to the Continental Congress officially adopting "The Unanimous Declaration of the Thirteen United States of America."
The Continental Congress officially adopted "The Unanimous Declaration of the Thirteen United States of America."	This was important because the delegates formally told Britain that they were independent. It impacted other events of the American Revolution because it gave Americans a new sense of purpose to the war. It impacted events after the war because people used it to inspire others in their own causes.



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: 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.



Unit 2: Digging Deeper into Perspectives through Literature

In this unit, students read the play *Divided Loyalties*, by Gare Thompson, to dig deeper into the perspectives of Patriots and Loyalists. Students read about the Barton family and analyze how various members of the family react to the events of the looming American Revolution. Throughout the unit, they practice reading aloud to build fluency skills. At key points in the play, students pause to do a close read of select lines from the Declaration of Independence and analyze these lines to determine their meaning.

Afterward, students are given a discussion prompt that asks them to infer how specific characters in the play would react to these lines from the Declaration. Students then gather evidence from *Divided Loyalties* and engage in a class discussion based on this prompt. This analysis of both the perspectives in the play and the Declaration helps to prepare students for Unit 3, when they will be asked to write their own opinions about the Revolutionary War.

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.*
- *Characters' perspectives can be inferred by what they say and do in a story.*



Mid-Unit 2 Assessment	<p>Reading and Answering Questions about <i>Divided Loyalties</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1, RL.4.5, L.4.4a, and L.4.4c. Students read a new scene from <i>Divided Loyalties</i>. They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. They also identify the parts of a drama.</p>
End of Unit 2 Assessment	<p>Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i></p> <p>This three-part assessment centers on NYSP12 ELA CCLS RL.4.2, RL.4.3, RF.4.4, and SL.4.1 and takes place during Lessons 9 and 10. In the first part of the assessment, students prepare for and discuss the following question: Read the following line from the Declaration of Independence: “We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.” In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not? During their discussion, students must use evidence from the text to support their answers. Then in Parts 2 and 3 students answer questions to analyze a scene from the play. They then summarize this scene and read it aloud to demonstrate their fluency.</p>



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:

NYS Social Studies Core Curriculum:

- Standard 1—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Texts

1. Gare Thompson, *Divided Loyalties: The Barton Family during the American Revolution* (Monterey, CA: National Geographic School Publishing, 2006), ISBN: 978-0792258674. (L600–800)



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Preparing to Read <i>Divided Loyalties</i>	<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). (RL.4.5) 	<ul style="list-style-type: none"> I can describe the parts of a drama. I can identify the characteristics of historical fiction. 	<ul style="list-style-type: none"> Participation in creation of Parts of a Drama and Characteristics of Historical Fiction anchor charts 	<ul style="list-style-type: none"> Guiding Questions anchor chart Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart Parts of a Drama anchor chart Characteristics of Historical Fiction anchor chart
Lesson 2	Summarizing Literature and Making Inferences: <i>Divided Loyalties</i> , Act 1, Scenes 1 and 2	<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 read fourth-grade-level texts with purpose. (RF.4.6a) I can read fourth-grade-level texts with fluency. (RF.4.6b) 	<ul style="list-style-type: none"> I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can read aloud <i>Divided Loyalties</i> with purpose and accuracy. 	<ul style="list-style-type: none"> Act I, Scenes 1 and 2: Summary Act I, Scenes 1 and 2 Character Analysis note-catcher Act I, Scenes 1 and 2 Fluency Notes 	<ul style="list-style-type: none"> Somebody In Wanted But So Then anchor chart Reading with Fluency anchor chart Parts of a Drama anchor chart Be a Patriot anchor chart Be a Loyalist anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Introduction to Discussing a Literary Text: : <i>Divided Loyalties</i> , Act 1, Scenes 1 – 3	<ul style="list-style-type: none"> • I can make inferences using specific details from text. (RL.4.1) • I can prepare myself to participate in discussions. (SL.4.1a) • I can draw on information to explore ideas in the discussion. (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"> • I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence. • I can make inferences about the Declaration of Independence using evidence from the text. • I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. • I can prepare for a discussion about <i>Divided Loyalties</i> by using evidence from the text. • I can effectively participate in a literary discussion about <i>Divided Loyalties</i>. 	<ul style="list-style-type: none"> • Act I, Scenes 3: summary notes and written summary (from homework) • Declaration of Independence Close Reading note-catcher: Lesson 3 • Preparing for a Literary Discussion note-catcher 	<ul style="list-style-type: none"> • Declaration of Independence anchor chart • Literary Discussion Norms anchor chart • Close Readers Do These Things anchor chart
Lesson 4	Discussing a Literary Text and a Closer Look at Words: <i>Divided Loyalties</i> , Act 1, Scenes 1 – 3	<ul style="list-style-type: none"> • I can make inferences using specific details from text. (RL.4.1) • I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) • 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"> • I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. • I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> – I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>. – I can ask questions so I am clear about what is being discussed. – I can ask questions on the topic being discussed. – I can follow our class norms when I participate in a conversation. • I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>. 	<ul style="list-style-type: none"> • Preparing for a Literary Discussion note-catcher (from homework) • Participation in literary discussion • American Revolution Vocabulary notebook 	<ul style="list-style-type: none"> • Participating in a Literary Discussion anchor chart • Literary Discussion Norms anchor chart • Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: Reading and Answering Questions about <i>Divided Loyalties</i>	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can make inferences using specific details from text. (RL.4.1) 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 compare and contrast different narrators' points of view. (RL.4.6) 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"> I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can describe the parts of a drama. I can explain the difference between first-person and third-person point of view. I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>. I can read aloud <i>Divided Loyalties</i> with purpose and accuracy. 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment Act II, Scene 1 Fluency Notes Tracking My Progress, Mid-Unit 2 recording form 	<ul style="list-style-type: none"> Reading with Fluency anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Discussing a Literary Text: <i>Divided Loyalties</i> Act II, Scenes 2 and 3	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) 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) 	<ul style="list-style-type: none"> I can make inferences about the Declaration of Independence using evidence from the text. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. I can follow our class norms when I participate in a conversation. 	<ul style="list-style-type: none"> Act II, Scenes 2 and 3: summary notes and written summary (from homework) Declaration of Independence Close Reading note-catcher: Lesson 6 Preparing for a Literary Discussion note-catcher Participating in a literary discussion 	<ul style="list-style-type: none"> Declaration of Independence anchor chart Literary Discussion Norms anchor chart Participating in a Literary Discussion anchor chart Be a Patriot anchor chart Be a Loyalist anchor chart Close Readers Do These Things anchor chart
Lesson 7	A Closer Look at Words and Reading Aloud with Accuracy: <i>Divided Loyalties</i> Act II, Scenes 2 and 3	<ul style="list-style-type: none"> I can use clues in the text to check my accuracy. (RF.4.6c) I can reread to make sure that what I'm reading makes sense. (RF.4.6c) 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"> I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>. I can read aloud <i>Divided Loyalties</i> with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense. 	<ul style="list-style-type: none"> American Revolution Vocabulary notebook (from Unit 1) Act III, Scene 1 Fluency Notes 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Reading with Fluency anchor chart Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Summarizing a Literary Text: <i>Divided Loyalties</i> Act 1, Scene 1 through Act III, Scene 1	<ul style="list-style-type: none"> I can summarize a story, drama, or poem. (RL.4.2) 	<ul style="list-style-type: none"> I can determine the main idea of each scene I've read in <i>Divided Loyalties</i>. I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of <i>Divided Loyalties</i>. 	<ul style="list-style-type: none"> Act III, Scene 1: summary notes and summary (from homework) Act I, Scene 1–Act III, Scene 1: Story Map Act I, Scene 1–Act III, Scene 1: Summary 	
Lesson 9	End of Unit Assessment, Part 1: <i>Conducting a Literary Discussion</i>	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) 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 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"> I can make inferences about the Declaration of Independence using evidence from the text. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. I can follow our class norms when I participate in a conversation. 	<ul style="list-style-type: none"> Act III, Scenes 2 and 3: summary notes and summary (from homework) Declaration of Independence Close Reading note-catcher: Lesson 9 End of Unit 2 Assessment, Part I: Conducting a Literary Discussion 	<ul style="list-style-type: none"> Declaration of Independence anchor chart Participating in a Literary Discussion anchor chart Literary Discussion Norms anchor chart Close Readers Do These Things anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud <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 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.	<ul style="list-style-type: none">• I can summarize <i>Divided Loyalties</i>.• I can make inferences about characters and events in <i>Divided Loyalties</i> using evidence from the text.• I can read aloud <i>Divided Loyalties</i> with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.	<ul style="list-style-type: none">• End of Unit 2 Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i>	



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a local theater teacher to come in and work with students on expression to help them improve their fluency.

Fieldwork:

- Arrange for students to see a play or a Readers Theater performed.

Optional: Extensions

- Organize students to practice and preform *Divided Loyalties* for an audience within or outside the school setting.
- Teach students to write a Readers Theater of their own based on their reading about the Battle of Lexington and Concord in Unit 1.



Preparation and Materials

Students should continue to work toward mastery of fluent reading skills outlined in the **Foundational Reading and Language Skills Resource Package**. To help students increase accuracy and move on to establishing goals aligned to more complex criteria described in the Fluency Self-Assessment, such as punctuation, phrasing and expression, consider having students reread pages of *Divided Loyalties*. See also the **Fluency Resource** (in the Foundational Reading and Language Skills Resource Package, which is a stand-alone document on EngageNY.org).



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2:

Recommended Texts



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.



The list below includes historical fiction and Reader's Theater with a range of Lexile® text measures about the Revolutionary War, including texts from various perspectives on this important era in U.S. history. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>Revolutionary War on Wednesday</i>	Mary Pope Osborne (author) Sal Murdocca (illustrator)	Literature	320
<i>Secret Weapons: A Tale of the Revolutionary War</i>	Jessica Gunderson (author) Jesus Salvador Aburto Martinez (illustrator)	Graphic Novel	470
<i>John Greenwood's Journey to Bunker Hill</i>	Marty Rhodes Figley (author) Craig Orback (illustrator)	Informational Reader's Theater	550

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<i>Sybil's Night Ride</i>	Karen B. Winnick (author)	Literature	550*
<i>Sophia's War: A Tale of the Revolution</i>	Avi (author)	Literature	730
<i>John, Paul, George, & Ben</i>	Lane Smith (author)	Literature	660
<i>Toliver's Secret</i>	Esther Wood Brady (author)	Literature	740
Lexile text measures within band level (740L–1010L)			
<i>The Keeping Room</i>	Anna Myers (author)	Literature	780
<i>Arrow over the Door</i>	Joseph Bruchac (author) James Watling (illustrator)	Literature	810
<i>A True Patriot: The Journal of William Thomas Emerson, a Revolutionary War Patriot</i>	Barry Denenberg (author)	Literature	860*
<i>The Matchlock Gun</i>	Walter D. Edmonds (author)	Literature	860
<i>The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777</i>	Kristiana Gregory (author)	Literature	870*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>The Scarlet Stockings Spy</i>	Trinka Hakes Noble (author) Robert Papp (illustrator)	Literature	1020
<i>Tea Overboard! The Boston Tea Party</i>	Houghton Mifflin Reading Leveled Readers	Reader's Theater	Nolxl
[^] <i>The Boston Tea Party</i>	Robert Reed (author)	Reader's Theater	Nolxl
[^] <i>Paul Revere's Midnight Ride</i>	Robert Reed (author)	Reader's Theater	Nolxl

[^]Must be purchased through http://www.artdramascripts.com/readers_theater

*Lexile based on a conversion from Accelerated Reading level.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 1

Preparing to Read *Divided Loyalties*



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.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)

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)

Supporting Learning Targets

- I can describe the parts of a drama.
- I can identify the characteristics of historical fiction.

Ongoing Assessment

- Participation in creation of Parts of a Drama and Characteristics of Historical Fiction anchor charts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Book Walk (15 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Understanding the Format: Creating the Parts of a Drama Anchor Chart (20 minutes)B. Understanding the Genre: Creating the Characteristics of Historical Fiction Anchor Chart (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Act I, Scenes 1 and 2, then record summary notes on page 1 of your Reader's Guide (do not write a summary paragraph in the section below your notes- we will do this together as a class in the next lesson).	<ul style="list-style-type: none">• This lesson introduces the unit anchor text, <i>Divided Loyalties</i> by Gare Thompson, and provides context for how the text fits into this module.• Students get to know the text through a book walk and several reads, noticing the characteristics of a drama and of a historical fiction text.• Throughout this unit, the homework assignments will usually be the same—read a section of <i>Divided Loyalties</i> in preparation for the next day's lesson, completing summary notes in the Reader's Guide for that section. The summary notes use the same format as in Module 1, using the "Somebody In Wanted But So Then" summarizing strategy (developed by Kyleen Beers). The "Summary Notes" section can be found on page 1 of the Reader's Guide.• In advance:<ul style="list-style-type: none">– Prepare anchor charts:<ul style="list-style-type: none">• Things We Notice and Wonder about <i>Divided Loyalties</i>• Parts of a Drama• Characteristics of Historical Fiction– Prepare the Reader's Guide (see supporting materials), where students will record their notes and thinking about <i>Divided Loyalties</i> throughout Unit 2. Consider stapling these guides into packets for students before this lesson. Alternatively, you may have each student create a reading folder for storing their guides and other notes, texts, and writing throughout the unit.– Post: Guiding Questions anchor chart, learning targets.



Lesson Vocabulary	Materials
drama, historical fiction, describe, characteristics, difference, characters, act, scene, setting, descriptions, dialogue, stage directions, narrator, description, plot; colonies (4), loyalty (cover page)	<ul style="list-style-type: none">• Guiding Questions anchor chart (begun in Unit 1, Lesson 2)• <i>Divided Loyalties</i> (book; one per student and one to display)• Sticky notes (several per student)• Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart (new; co-created with students during Opening A; see supporting materials)• Equity sticks• Parts of a Drama anchor chart (new; co-created with students during Work Time A; see supporting materials)• Characteristics of Historical Fiction anchor chart (new; co-created with students during Work Time B; see supporting materials)• <i>Divided Loyalties</i>: Reader's Guide (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Book Walk (15 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work building background knowledge about the American Revolution in Unit 1.• Display the Guiding Questions anchor chart and remind students that in this module, they are working toward understanding the following guiding questions:<ul style="list-style-type: none">* “How does a person’s perspective influence their opinion?”* “Why should we respect the opinions of others?”• Display the cover of <i>Divided Loyalties</i> by Gare Thompson.• Explain to students that in this unit, they will be reading this text to continue building their background knowledge about the American Revolution and to understand the different perspectives people had on the revolution.• Distribute student copies of <i>Divided Loyalties</i> and sticky notes.• Invite students to open to the Table of Contents, flip through the book, and record what they notice and wonder about the book on the sticky notes.• Give students 5 minutes to work.• On a new piece of chart paper, create the Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart.• Use equity sticks to call on students to share what they notice and wonder about the book, recording students’ ideas on the chart. Do not answer students’ questions at this time, explaining that they will learn more about the book as they start reading it throughout the unit.• Invite students to open to page 4 in <i>Divided Loyalties</i> and then turn and talk:<ul style="list-style-type: none">* “What are <i>colonies</i>?”• Ask:<ul style="list-style-type: none">• Listen for responses like: “Faraway places ruled by or under control of a nation.”• Ask:<ul style="list-style-type: none">* “What nation were the American colonies ruled by?”• Listen for responses like: “England,” or “Great Britain.”	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “Look at pages 4 and 5. What do you notice?”• Listen for responses like: “I notice a paragraph of text, a timeline, and a map.”• Pause after each question to allow students time to discuss.• Then cold call students to share out.• Read aloud or invite students to popcorn read the introduction on page 4.• Ask:<ul style="list-style-type: none">* “The text says, ‘In the 1770s, Burlington, New Jersey, was caught up in these questions of <i>loyalty</i>.’ What are the questions of loyalty referring to?”• Listen for responses like: “The colonists were questioning whether to be Patriots and support American independence or to be Loyalists and support England.”• Focus students’ attention on the map on page 5. Ask:<ul style="list-style-type: none">* “What is the title of this map?”• Listen for students to share the title printed at the top of the map.• Invite students to practice reading the map. Say:<ul style="list-style-type: none">* “Put your finger on New York.”* “Put your finger on New Jersey.”• Explain to students that the story in this book takes place in New Jersey. Answer any clarifying questions students might have about the map.• Focus students’ attention on the timeline at the bottom of pages 4 and 5. Ask:<ul style="list-style-type: none">* “What information is presented on this timeline?”• Listen for responses like: “It shares events that took place before the American Revolution.”• Invite students to independently read the timeline.• Then, read each event aloud, asking students to show a thumbs-up if they have heard of that event before and can explain it, a thumbs-sideways if they have heard of the event but don’t remember many details about it, or a thumbs-down if they have not heard of the event.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that they learned about some of the events on the timeline in Unit 1 and that they will continue to learn about them as they read <i>Divided Loyalties</i> in this unit. Answer any clarifying questions students may have about the timeline.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can describe the parts of a drama."* "I can identify the characteristics of historical fiction."• Underline the word <i>drama</i> and the phrase <i>historical fiction</i> in the learning targets.• Ask students to turn and talk:<ul style="list-style-type: none">* "What is drama?"* "What is historical fiction?"• Explain that they will learn about each of these terms throughout today's lesson.• Next, circle the words <i>describe</i> and <i>characteristics</i> in the learning targets.• Ask students to think of synonyms for these words. Provide examples if necessary. For example, you might say: "Identifying <i>characteristics</i> means you can pick out the qualities that make historical fiction different from other types of writing. For example, the characteristics of a person might be hair color, height, and personality." Students may notice that the words <i>characteristics</i> and <i>characters</i> are similar. Explain that these words have the same root word, <i>character</i>. As you explain these words, write synonyms above each (for example, "explain" above <i>describe</i>).• Have students give a thumbs-up if they think they understand the targets, a thumbs-sideways if they know a little, and a thumbs-down if they don't know. Clarify as needed.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Understanding the Format: Creating the Parts of a Drama Anchor Chart (20 minutes)</p> <ul style="list-style-type: none">Place class members with reading partners.Tell students that today they will learn about drama by reading <i>Divided Loyalties</i>.Post the Parts of a Drama anchor chart.Read the definition of a drama written below the title:<ul style="list-style-type: none">* "IT IS ... a type of writing where performers read a script to an audience. The script tells a story through action and dialogue and is meant to be acted on a stage."Circle the word <i>script</i> in the definition.Explain to students that the meaning of "script" is "the written text of a play or drama." Tell them that a script is a characteristic of a drama.Record the word and its definition below the section of the chart labeled "IT HAS...."Explain that now you would like students to examine the text and help you identify other characteristics to add to the anchor chart.Ask students to look through the <i>Divided Loyalties</i> with their partners and see what they notice about the characteristics of a drama.Encourage students to annotate the text with sticky notes.Give students 5 minutes to read the text, annotate, and discuss with their partner.Display page 9 of the text.Use equity sticks to cold call pairs to share what they notice. Identify the following terms and definitions as students share what they notice about the text: <i>characters, act, scene, setting, descriptions, dialogue, and stage directions</i>.As students share, add the following words and their definitions in the section for "IT HAS ..." to the Parts of a Drama anchor chart. If students do not notice one of the below, be sure to point out this characteristic in the text and record it on the anchor chart:	<ul style="list-style-type: none">Consider placing ELLs who are L1 with an L2 who speaks the same language. Also consider providing definitions of Readers Theater and related vocabulary in students' home language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– <u>A script:</u> The written text of a play or Readers Theater– <u>Characters:</u> Characters in a play or drama, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak– <u>Act:</u> The way a play or drama is divided up; these are similar to chapters in a book.– <u>Scene:</u> The way an act in a play is divided up; a single situation or conversation– <u>Setting:</u> The time and place of the play– <u>Dialogue:</u> Lines players or characters speak aloud in a performance; each line is written after the bolded name of the player who is to speak it.– <u>Stage directions:</u> Tell performers how to act or what to do during the performance, usually written in italics and/or in parentheses (Note: direct students to page 15 for an example of this in <i>Divided Loyalties</i>.)• Invite students to turn to pages 6 and 7. Ask:<ul style="list-style-type: none">* “What information is presented on these pages?”• Listen for: “The characters’ names and descriptions of them.”• Explain that the drawings and captions describe the main characters in the play. Point out the box labeled “Other Characters” on page 7. Explain that the characters listed here have lines in the play but are not main characters.• Define the word <i>narrator</i> for students by saying something like: “A narrator is someone who explains what is happening in the play. The narrator is not a character and does not interact with the characters. He or she does not participate in the action of the play.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Understanding the Genre: Creating the Characteristics of Historical Fiction Anchor Chart (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now begin to read <i>Divided Loyalties</i>. Reiterate for the students that they have two purposes for reading:<ul style="list-style-type: none">– They are continuing to build expertise about perspectives of the American Revolution (as they did in Unit 1).– But more importantly, today they are also reading to learn the characteristics of historical fiction.• Remind students that they have experience reading and writing fiction from Module 2 (with the colonial narratives from Module 2A or the choose-your-own-adventure narratives from Module 2B). If necessary, briefly review the meaning of the word <i>fiction</i>.• Post the Characteristics of Historical Fiction anchor chart.• Partner students.• Distribute at least three more sticky notes per partnership.• Display pages 9 and 10 of <i>Divided Loyalties</i>. Tell students that they will analyze these pages to determine the characteristics of the genre.• Explain to students that you will read the text aloud, and point out that you will read <u>just</u> the spoken parts, so they can see which parts of a drama are read aloud to the audience. Ask them to read along and notice the parts of the text you read aloud and those that you skip. Read the narrator's lines on page 9 and Robert and Ben's first lines on page 10 (stopping at "... and dump tea into the harbor as they did in Boston.") aloud as students follow along. Have students turn and talk with a partner:<ul style="list-style-type: none">* "Which portions of the text were read aloud? Which were not? Why?"* "What is this mostly about?"• Invite a few students to share out.• Then focus them on the characteristics of historical fiction. Ask students to think then talk with a partner:<ul style="list-style-type: none">* "What is a characteristic of historical fiction that you noticed?"• Invite a few students to share out. As they share, ask students to say where they noticed that in the text.• Model as needed, showing how to refer to the text and name the characteristic on a sticky note. For example, you may say:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – “As I read the narrator’s lines, I notice the author introduces the characters.” (Underline: “Mary and Robert Barton” and “the Barton family.”) “I am thinking that the characters, Mary and Robert Barton, are probably fictional, since there is no author’s note saying they were real people, but I’m not really sure. However, they are doing something that a real family would do in Colonial America: sitting around the fireplace talking.” – Record the word <i>characters</i> on the top of your sticky note. “I am thinking that a characteristic of historical fiction is that the characters can be real or imaginary but must be realistic for the time period.” Record this thinking on a sticky note. • Ask: <ul style="list-style-type: none"> * “What did you notice about the dialogue in this text?” • Listen for observations that the words the characters say reflect the knowledge and thoughts of people from that time period. • Ask: <ul style="list-style-type: none"> * “Is there other evidence from the text that tells us that this is a historical fiction narrative about colonial times? Does it have factual information that we know to be true about that time in history?” • Direct students to write on a sticky note what historical fact(s) this describes. • Invite students to turn and tell their partners what they found. • Ask students to work with a partner to do the following: <ol style="list-style-type: none"> 1. Reread aloud the narrator’s lines on page 9 and Robert and Ben’s first lines on page 10 (stopping at “... and dump tea into the harbor as they did in Boston.”). 2. Identify something you notice about the setting in <i>Divided Loyalties</i>. • Have partners share whole class. Invite students to turn and talk, discussing: <ul style="list-style-type: none"> * “What inference can you make about the setting in historical fiction texts?” • Invite partners to record their ideas on a sticky note. • Use equity sticks to call on partners to share their responses and place sticky notes on the Characteristics of Historical Fiction anchor chart in the Setting category. • Check for students’ understanding by examining sticky notes. Use this information to help determine who will need further support. 	<ul style="list-style-type: none"> • Consider giving students who need oral language support a sentence frame for sharing, such as: “We noted _____, because we think that _____ is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction.” • If students need further support determining the characteristics of historical fiction, consider giving some examples that students may be familiar with (ex. stories read in class) or pointing features and continue to note these features as a class through additional modeling and guided practice before moving on to working with partners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will now repeat this process and reread the narrator's lines on page 9 and Robert and Ben's first lines on page 10 for a third time, this time looking specifically for characteristics related to the category of <i>plot</i>. Review these terms briefly if needed.• Remind students to first discuss what they notice about the plot in <i>Divided Loyalties</i>, and then discuss what inferences they can make about this element in historical fiction texts. Give students 5 minutes to read, discuss, and record.• Support students as needed based on your previous check for understanding during the earlier guided practice.• Select students to share their sticky notes for <i>plot</i> aloud and then place their sticky notes in the appropriate category of the Characteristics of Historical Fiction anchor chart.• For each category on the anchor chart, write a simple statement to synthesize the types of observations students offered on their sticky notes.<ul style="list-style-type: none">– Characters: Can be imaginary, but look and behave realistically for the time period– Setting: Real time and place from the past– Plot: Realistic events for the time period, including problem and solution– Dialogue: Words the characters say reflect the knowledge and thoughts of people from that time period• Explain to students that they will want to refer to this anchor chart throughout the unit.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework (5 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Divided Loyalties: Reader's Guides</i> to students.• Explain to students that they will be using these throughout the unit to keep track of their thinking as they read <i>Divided Loyalties</i>.• Invite students to open their Reader's Guide to page 1: the Act I, Scenes 1 and 2: Summary Notes.• Answer any clarifying questions about how to use this note-catcher.• Remind students that in Module 1, they used the "Somebody In Wanted But So Then" summarizing strategy. Challenge them to do their best to remember how this strategy helps to summarize a literary text. Explain that the class will review it in tomorrow's lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act I, Scenes 1 and 2, then record summary notes on page 1 of your Reader's Guide (do not write a summary paragraph in the section below your notes- we will do this together as a class in the next lesson).	<ul style="list-style-type: none">• As an alternative to homework, consider allowing students to read assigned sections during independent reading time.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 1

Supporting Materials



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.



Things We Notice and Wonder about *Divided Loyalties* Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Divided Loyalties

We notice ...	We wonder ...



Parts of a Drama Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Parts of a Drama

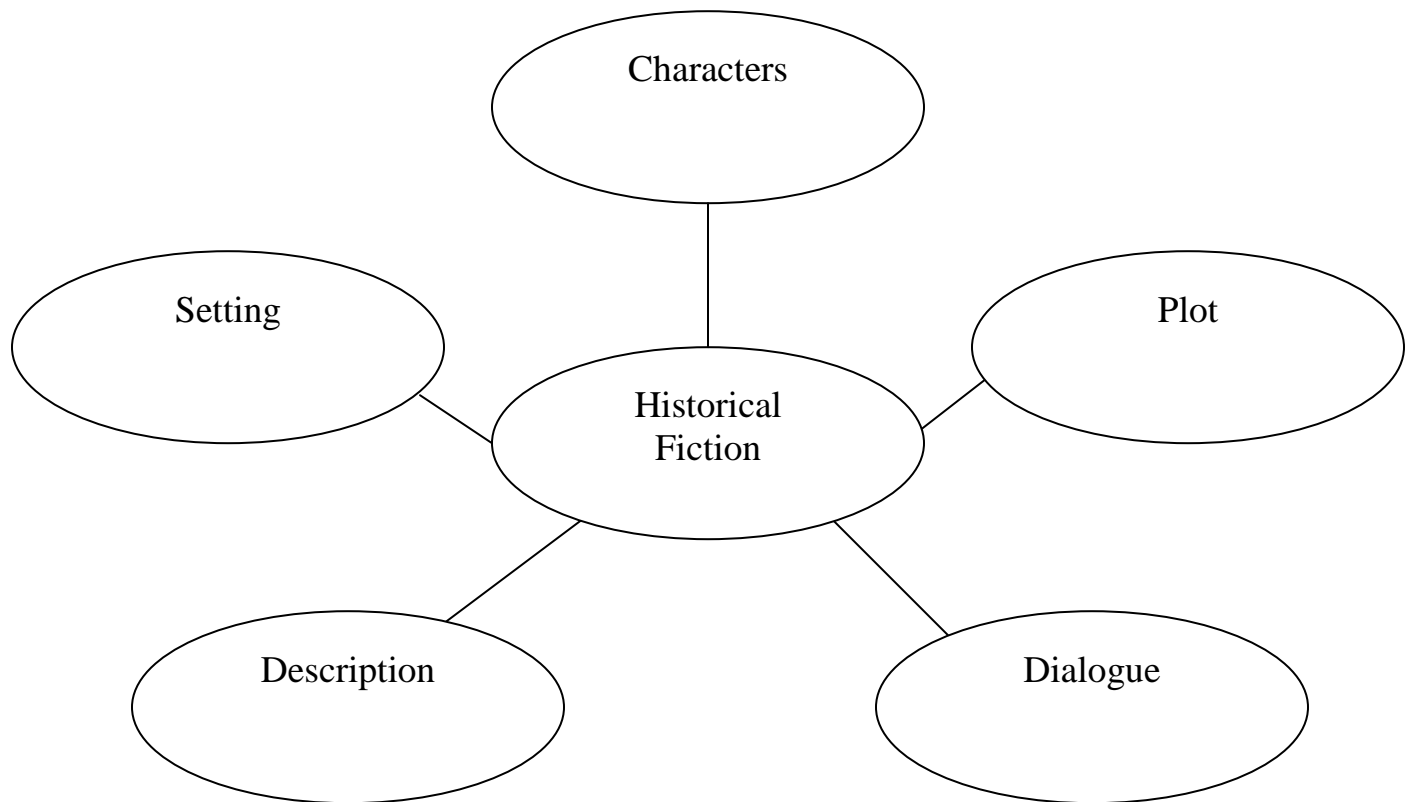
- IT IS ... a type of writing where performers read a script to an audience. The script tells a story through action and dialogue and is meant to be acted on a stage.

- IT HAS ...
- A script: The written text of a play or Readers Theater
- Characters: Characters in a play or drama, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak
- Act: The way a play or drama is divided up; these are similar to chapters in a book
- Scene: The way an act in a play is divided up; a single situation or conversation
- Setting: The time and place of the play
- Dialogue: Lines players or characters speak aloud in a performance; each line is written after the bolded name of the player who is to speak it
- Stage directions: Tell performers how to act or what to do during the performance; these are usually written in italics and/or in parentheses. (Note: Direct students to page 15 for an example of this in *Divided Loyalties*.)



Characteristics of Historical Fiction Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.





Divided Loyalties:
Reader's Guide

Name:

Date:

Act I, Scenes 1 and 2
Summary Notes

Summary Notes: Act I, Scene 1	Summary Notes: Act I, Scene 2
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act I, Scenes 1 and 2



Act I, Scenes 1 and 2:
Character Analysis

Character	Action	Perspective on the American Revolution
Robert Barton		
William Barton		
Mary Barton		



Act I, Scenes 1 and 2:
Fluency Notes

Self-Assessment	
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with purpose and understanding.</p>
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with accuracy, appropriate rate, and expression.</p>



Act I, Scene 3:
Summary Notes

Summary Notes: Act I, Scene 3
Somebody:
In:
Wanted:
But:
So:
Then:

Summary of Act I, Scenes 3



Declaration of Independence Close Reading Note-Catcher: Lesson 3

Focus Question: What does this excerpt from the Declaration of Independence mean?

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

Glossary

abolish *verb* /uh-bol-ish/: to officially end or stop something

alter *verb* /al-ter/: to change something

destructive *adjective* /de-struk-tive/: causing a lot of damage or harm

government *noun* /gov-ern-ment/: the group of people who control or make decisions for a country, state, city, etc.

institute *verb* /in-stuh-toot/: to begin or create something, such as a new law, rule, or system

right *noun* /rite/: something that a person is or should be morally or legally allowed to have, get, or do

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... whenever any Form of Government becomes destructive of these ends....”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• government• destructive <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... it is the Right of the People to alter or to abolish it....”</p>	<p>What group of people were the writers talking about?</p> <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• alter• abolish <p>The excerpt says “to alter or to abolish it”. What does “it” refer to?</p>



	Write what this line means in your own words:
Read the line from the excerpt below, and then answer the questions to the right. “... and to institute new Government....”	What is a synonym for <i>institute</i> ? Which group wants to institute a new government? How do you know? Write what this line means in your own words:

Write what this excerpt from the Declaration of Independence means in your own words:



Act I, Scenes 1-3:
Preparing for a Literary Discussion

Discussion Question:

Read the following line from the Declaration of Independence:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Act I of *Divided Loyalties* to find evidence that helps you answer the discussion question.



Act I, Scenes 1-3:
Preparing for a Literary Discussion

Character	Opinion	I think this would be his or her opinion because...
Robert Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: <ul style="list-style-type: none">••
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: <ul style="list-style-type: none">••
Mrs. Smith	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: <ul style="list-style-type: none">••
Mr. Lawson	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: <ul style="list-style-type: none">•



Act I, Scene 1-3:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



Act II, Scene 1:
Fluency Notes

Self-Assessment	
Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.



Act II, Scenes 2 and 3:
Summary Notes

Summary Notes: Act II, Scene 2	Summary Notes: Act II, Scene 3
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act II, Scenes 2 and 3



Declaration of Independence Close Reading Note-Catcher: Lesson 6

Focus Question: What does this excerpt from the Declaration of Independence mean?

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

Glossary

absolute *adjective* /ab-so-lute/: complete and total; having unlimited power

establishment *noun* /es-tab-lish-ment/: beginning or creating

history *noun* /his-to-ry/: events of the past; the established record

injuries *noun* /in-jur-ies/: harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

object *noun* /ob-ject/: the goal or end of an effort or activity

present *adjective* /pres-ent/: not past or future; existing or happening now

tyranny *noun* /tyr-an-ny/: a government in which all power belongs to one person

usurpations *noun* /u-surp-a-tions/: to take and keep (something, such as power) in a forceful or violent way and especially without the right to do so

Read the line from the excerpt below, and then answer the questions to the right.

“... the history of the present King of Great Britain....”

What does the word “history” mean?

What is a synonym for “present” as used in the context of this line?

Write what this line means in your own words:



Declaration of Independence Close Reading Note-Catcher: Lesson 6

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... is a history of repeated injuries and usurpations....”</p>	<p>Use the glossary to find the meaning of the following word:</p> <ul style="list-style-type: none">• usurpations <p>What is a synonym for “repeated”?</p> <p>The excerpt says “repeated injuries and usurpations.” What are some examples of the repeated injuries and usurpations by the King?</p> <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... all having in direct object....”</p>	<p>Use the glossary to find the meanings of the following word:</p> <ul style="list-style-type: none">• object <p>The excerpt says “all having in direct object.” What does “all” refer to?</p> <p>Write what this line means in your own words:</p>



Declaration of Independence Close Reading Note-Catcher: Lesson 6

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the establishment of an absolute Tyranny over these States.”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• establishment• tyranny <p>The excerpt says “over these States.” What do “these States” refer to?</p> <p>Write what this line means in your own words:</p>
---	---

Write what this excerpt from the Declaration of Independence means in your own words:



Act II, Scenes 2 and 3:
Preparing for a Literary Discussion

Discussion Question:

Read the following line from the Declaration of Independence:

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Acts I and II of *Divided Loyalties* to find evidence that helps you answer the discussion question.

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: •
Abigail Barton	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: • •



Act II, Scenes 2 and 3:
Preparing for a Literary Discussion

Character	Opinion	I think this would be his or her opinion because...
Soldier	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: <ul style="list-style-type: none">••



Act II, Scenes 2 and 3:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



Act II, Scene 3:
Fluency Notes

Self-Assessment	
Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.
Yes Somewhat No	I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.



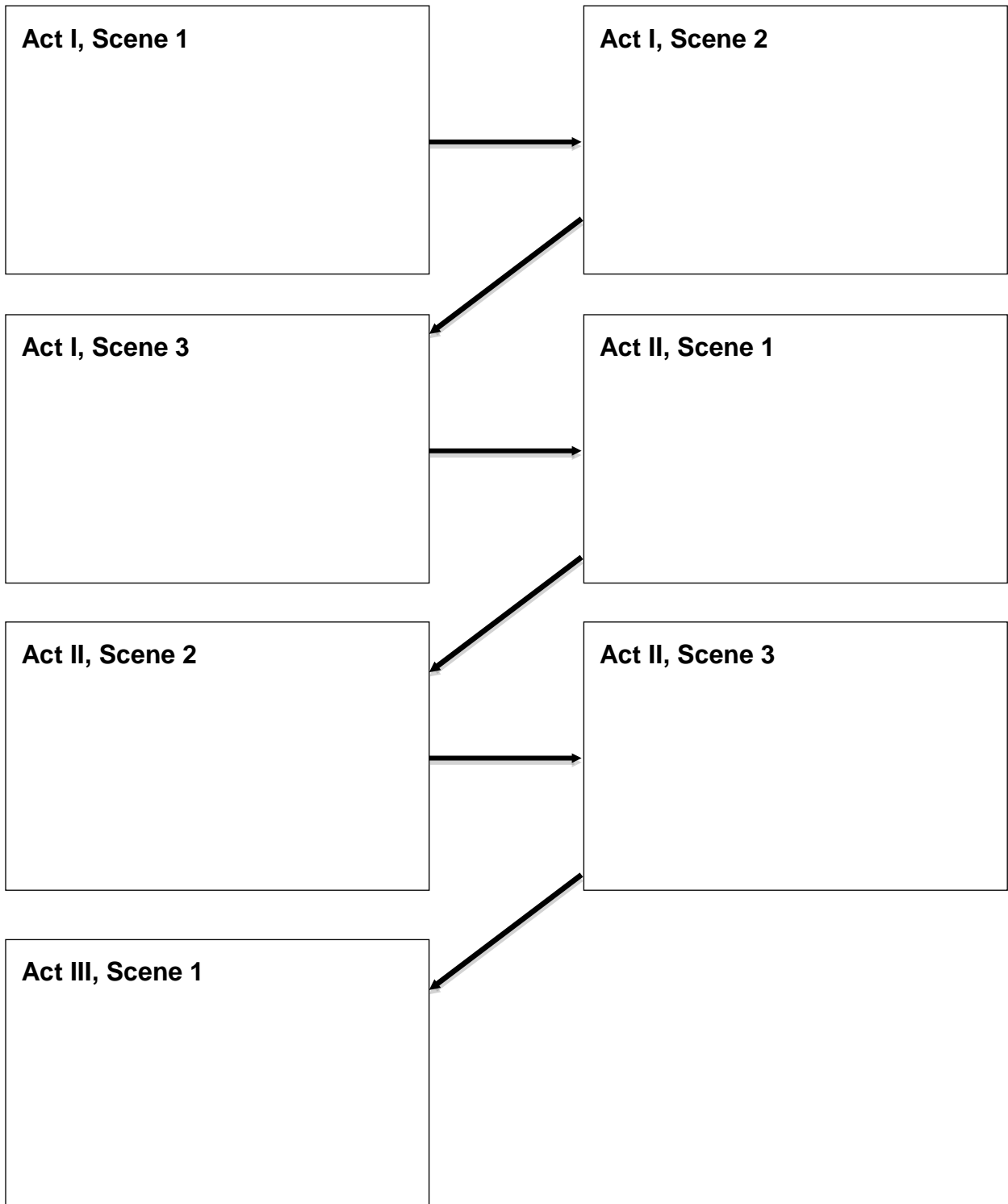
Act III, Scene 1:
Summary Notes

Summary Notes: Act III, Scene 1
Somebody:
In:
Wanted:
But:
So:
Then:

Summary of Act III, Scenes 1



Act I, Scene 1–Act III, Scene 1:
Story Map







Act III, Scenes 2 and 3:
Summary Notes

Summary Notes: Act III, Scene 2	Summary Notes: Act III, Scene 3
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act III, Scenes 2 and 3

Write a brief sentence that summarizes the epilogue:



Declaration of Independence Close Reading Note-Catcher: Lesson 9

Focus Question: What does this excerpt from the Declaration of Independence mean?

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

Glossary

declare *verb* /de-clare/: to say or state something in an official or public way

free *adjective* /free/: not controlled by another

independent *adjective* /in-de-pen-dent/: not controlled by others

ought *verb* /ot/: to fulfill a moral obligation; duty

publish *verb* /pub-lish/: to prepare or produce writing

solemnly *adverb* /sol-emn-ly/: seriously or formally

states *noun* /states/: a unit of a nation under one government

therefore *adverb* /there-for/: for that reason; because of that

Listen as your teacher reads the quote aloud.	What do you think this line means? Share your ideas with a partner.
Read the line from the excerpt below, and then answer the questions to the right. “We, therefore, ... solemnly publish and declare....”	Use the glossary to find the meanings of the following words: <ul style="list-style-type: none">• therefore• declare Write what this line means in your own words:



Declaration of Independence Close Reading Note-Catcher: Lesson 9

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“That these United Colonies are, and of Right ought to be....”</p>	<p>What does it mean when we say that something “ought to be?”</p> <p>The excerpt says “that these United Colonies ...” What colonies are united?</p> <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... Free and Independent States.”</p>	<p>What does “independent” mean?</p> <p>Who do the colonies want to be independent of?</p> <p>Write what this line means in your own words:</p>

Write what this excerpt from the Declaration of Independence means in your own words:



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 2

Summarizing Literature and Making Inferences:

Divided Loyalties, Act I, Scenes 1 and 2



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.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
<p>I can make inferences using specific details from text. (RL.4.1)</p> <p>I can summarize a story, drama, or poem. (RL.4.2)</p> <p>I can read fourth-grade-level texts with purpose. (RF.4.6a)</p> <p>I can read fourth-grade-level texts with fluency. (RF.4.6b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.• I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.• I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.	<ul style="list-style-type: none">• Act I, Scenes 1 and 2: Summary• Act I, Scenes 1 and 2 Character Analysis note-catcher• Act I, Scenes 1 and 2 Fluency Notes



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Guided Practice: Somebody In Wanted But So Then (15 minutes)B. Character Analysis: Perspectives on the Revolution (15 minutes)C. Guided Practice: Reading Aloud with Purpose and Accuracy (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (10 minutes)4. Homework<ol style="list-style-type: none">A. Read Act I, Scene 3. Then record summary notes and write a summary in your Reader's Guide for Act I, Scene 3.	<ul style="list-style-type: none">• This lesson introduces three routines that will be revisited throughout the unit—using the Somebody In Wanted But So Then strategy for summarizing, analyzing characters by tracking their actions and perspectives on the American Revolution, and reading aloud with fluency. Students will be formally assessed on these targets on the End of Unit 2 Assessment in Lessons 9 and 10.• Continue to help students distinguish between summary “notes” (“Somebody In Wanted But So Then”) and a full written summary. See samples of both, completed for teacher reference, in the supporting materials for this lesson. Also see Work Time A.• In advance:<ul style="list-style-type: none">– Prepare and post anchor charts:<ul style="list-style-type: none">• Somebody In Wanted But So Then• Reading with Fluency• Be a Patriot (from Unit 1, Lesson 3)• Be a Loyalist (from Unit 1, Lesson 5)– Determine groups for fluency practice in Work Time C.– Review: Back-to-Back and Face-to-Face protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
summarize, inferences, story elements, characters, setting, events, perspectives, fluently, purpose, understanding, accuracy, opinion	<ul style="list-style-type: none">• Equity sticks• Somebody In Wanted But So Then anchor chart (new; co-created with students in Work Time A)• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Act I, Scenes 1 and 2 Summary Notes (completed, for teacher reference)• Act I, Scenes 1 and 2 Summary (completed, for teacher reference)• Act I, Scenes 1 and 2 Character Analysis (one to display)• <i>Divided Loyalties</i> (book; one per student)• Reading with Fluency anchor chart (new; co-created with students in Work Time C)• Parts of a Drama anchor chart (begun in Lesson 1)• Act I, Scenes 1 and 2 Fluency Notes (one to display)• Be a Patriot anchor chart (begun in Unit 1, Lesson 3)• Be a Loyalist anchor chart (begun in Unit 1, Lesson 5)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the learning targets and use equity sticks to call on a few students to read them aloud to the class:<ul style="list-style-type: none">* “I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.”* “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.”* “I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.”• Ask students to get back-to-back with a partner for a round of the Back-to-Back, Face-to-Face protocol. Ask them to think about the following question:<ul style="list-style-type: none">* “What strategies can you use to help you <i>summarize</i> a complex text?”• Tell students to turn face-to-face with their partners once they have had a moment to think. After students have shared with their partners, invite them to turn back around and think about the following question before signaling them to turn face-to-face with their partner again:<ul style="list-style-type: none">* “What strategies can you use to make <i>inferences</i> about a text?”• Tell students to turn face-to-face once they have had a moment to think. After class members have shared with their partners, invite them to return to their seats.• Encourage students by reminding them that they have been practicing these strategies since the beginning of the year.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Somebody In Wanted But So Then (15 minutes)</p> <ul style="list-style-type: none">• Remind students that they summarized informational texts in Module 2 by finding the main idea of sections of the text, then writing a summary from those notes.• Remind them that they also learned a way to summarize a complex literary text in Module 1.• Display the Somebody In Wanted But So Then anchor chart.• Review the anchor chart with students, writing a few explanatory notes as you review each bullet:<ul style="list-style-type: none">– <i>Somebody</i> is the narrator or character in a text.– <i>In</i> is the place where a text is set.– <i>Wanted</i> is what the character or narrator is hoping for.– <i>But</i> is the problem or obstacle that might get in the way of what the character or narrator wants.– <i>So</i> is the outcome or resolution.– <i>Then</i> is what happens to move the story forward.• Remind students that this list of words is one way for readers to think about the main parts of a story. Explain that it might not fit every section of a text exactly but that it is a helpful way to think about summarizing literary text.• Invite students to take out their Act I, Scenes 1 and 2 Summary, found on page 1 of their <i>Divided Loyalties: Reader's Guide</i>.• Display the Act I, Scenes 1 and 2 Summary Notes (completed for teacher reference).• Explain that you have made summary notes about the chapter and that theirs are probably similar to yours. Tell them that they may revise their notes based on the class's discussion and remind them to use colored pencils to make the revisions.• After reviewing the summary notes, explain that a summary simply takes the notes and writes them in sentences that make sense.• Work as a class to write a summary based off of their "Somebody In Wanted But So Then" the summary notes. Have students record this class summary under their summary notes. See the Act I, Scenes 1 and 2 Summary (completed for teacher reference) for an example	<ul style="list-style-type: none">• Providing students with individual copies of key anchor charts offers them support when they are working independently at home and at school.• Examining a model and revising allows students to check for understanding as they grapple with complex texts and the accompanying reading task.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out that the summary notes that students have recorded should be used to help guide them in writing their summary of the text.• Explain that the class will be expected to summarize each section of <i>Divided Loyalties</i> using this summarizing process:<ol style="list-style-type: none">1. Take summary notes using the Somebody In Wanted But So Then strategy.2. Use the notes to write a summary .	
<p>B. Character Analysis: Perspectives on the Revolution (15 minutes)</p> <ul style="list-style-type: none">• Remind students that the <i>story elements</i> of a literary text are:<ul style="list-style-type: none">– <i>Characters</i>: people involved in the story– <i>Setting</i>: where and when the story takes place– <i>Events</i>: the things that happen to and about the characters• Ask students to Think-Pair-Share to identify the story elements so far in <i>Divided Loyalties</i>:<ol style="list-style-type: none">1. Think to yourself.2. Pair up with a partner to discuss what you thought about.3. Share your thinking with another pair of students.• Circulate as the class discusses the story elements and listen for comments that identify:<ul style="list-style-type: none">– Characters: The Barton family, Mrs. Smith, Mr. Lawson– Setting: Burlington, New Jersey, 1774–1775– Events: The Bartons discussed the Boston Tea Party and the Boston Massacre; they debated whether the colonists should join the Patriot cause or remain loyal to England; the Bartons helped customers at their store, including Mrs. Smith, who only wanted to buy goods from local farmers, and Mr. Lawson, who wanted to buy goods from England; townspeople came down the street to the Bartons' store looking angry and carrying weapons.• Explain that as they read the text, students will be introduced to a number of key characters who have important roles in the storyline, and that it is important for them to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that they are reading <i>Divided Loyalties</i> not only to build background knowledge on the American Revolution, but also to understand the <i>perspectives</i> colonists had on the revolution.• Go on to explain that they will be thinking about and tracking characters' perspectives in this unit. Ask students to think about the main characters, their perspectives on the revolution, and the actions they take to demonstrate their perspectives.• Display Act I, Scenes 1 and 2 Character Analysis and invite students to turn to it on page 2 in their Reader's Guide.• Ask students to reread Act I, Scene 1 in <i>Divided Loyalties</i> with their partners.• Tell students they will be thinking about Robert, William, and Mary's perspectives on the revolution in this lesson. Ask them to think about these questions as they read and to write their responses on one sticky note:<ul style="list-style-type: none">* "What did Robert do?"* "What does this say about his perspective of the American Revolution?"• Give students 5–10 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share an action Robert took and how it demonstrates his perspective of the American Revolution.• Listen for responses and add something like the following to the middle column of the Act I, Scenes 1 and 2 Character Analysis: "He's loyal to Great Britain and has represented us well. But those rebels, the Patriots, call him a traitor" (page 10), and "But it is our duty, as subjects of the British crown" (page 12).• Cold call two or three additional students to share what they think this says about Robert's perspective of the revolution. Use their responses to help fill in the last column of the note-catcher.• Listen for and record: "He is a Loyalist," or "He is loyal to England."• Ask partners to reread Act I, Scene 1 again, thinking about these questions and writing their responses in the first column of the note-catcher.• Again, ask students to think about these questions as they read and to write their responses in the appropriate spots on the note-catcher:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* "What did William do?"* "What does this say about his perspective of the American Revolution?"* "What did Mary do?"* "What does this say about her perspective of the American Revolution?"• Give the students 5 minutes to reread the excerpt and briefly answer the questions, writing their answers on their note-catchers. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share actions William and Mary took and how it demonstrates their perspectives of the American Revolution.• Listen for responses similar to: "William: We should not have British soldiers watching our every move," and "Mary: We are loyal to the king." Use the responses to help add actions for William and Mary in the middle column of the note-catcher.• Cold call two or three additional students to share what they think this says about William and Mary's perspectives on the revolution.• Listen for: "William is a Patriot," and "Mary is a Loyalist." Use their responses to help add to the last column of the note-catcher.• Explain that readers often have to infer about why characters do and say things based on what they say and do. Also explain that characters often change as stories move forward. Inform students that they will be keeping track of the actions the characters take throughout the novel, as well as how they change.	



Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice: Reading Aloud with Purpose and Accuracy (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that because <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read <i>fluently</i> to help the audience understand the plot of the play.• Invite students to turn and talk:<ul style="list-style-type: none">* “What does it mean to read fluently?”• Cold call one or two pairs of students, listening for responses like: “It means to sound like you’re talking to someone else,” or “It means to read smoothly and without any mistakes.”• Post the Reading with Fluency anchor chart.• Read the definition of fluency written below the title:<ul style="list-style-type: none">– <u>Fluency</u>: reading aloud easily and smoothly• Circle the word <i>easily</i>. Explain to students that this includes reading with few or no mistakes.• Circle the word <i>smoothly</i>. Explain that this means the reading sounds smooth, as if you were talking to someone else or like a teacher might sound when reading aloud.• Display and invite students to turn to pages 14 and 15 in <i>Divided Loyalties</i> and review the parts of a drama.• Use equity sticks to call on students to come to the Parts of a Drama anchor chart and point to each part of a drama. Be sure to review the characters, act, scene, setting, dialogue, and stage directions.• Explain that now you would like students to listen as you read aloud, and while you read you would like them to notice the way you sound. Encourage students to write their ideas down on sticky notes. Point out that while you read aloud, you will only say the dialogue on the page.• Read aloud Robert and Mrs. Smith’s first lines on page 15; purposely make a mistake or two while reading aloud and self-correct.• After reading aloud, invite students to share their observations of the way you sounded with a partner.• Use equity sticks to cold-call pairs to share what they noticed about how you sounded.• Add characteristics of fluent reading to the Reading with Fluency anchor chart so it has students’ own words that are like the following:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– The rate is appropriate—don't read too fast or too slow.– The reader's voice changes based on the punctuation of the sentence.– The reader's voice changes based on what the character is saying or doing.– Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. <ul style="list-style-type: none">• Remind the class that by doing all of these things while reading aloud, the audience can better understand what is being read and the story being conveyed.• Tell students that they will have a chance to practice reading the text fluently. Explain that today, they will be practicing reading aloud with <i>purpose</i> and <i>understanding</i>, and with <i>accuracy</i>.• Ask:<ul style="list-style-type: none">* "What does it mean to read aloud with purpose?"• Guide students to the understanding that this means that the reader shows they read aloud in an intentional way based on clues the author gives like punctuation or stage directions. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with purpose, paying attention to the punctuation and stage directions, by reading aloud Robert's line on page 16: "I will not let these so-called Patriots tell me what to do! (<i>A customer enters.</i>) Ah, Mr. Lawson, good day." Reread the line, modeling how <i>not</i> to read with purpose so students may hear a non-example as well.• Ask:<ul style="list-style-type: none">* "What does it mean to read aloud with understanding?"• Guide students to the understanding that this means that the reader shows they understand what is happening in the story and conveys it in their voice when reading aloud. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with understanding by reading aloud Mrs. Smith's line on page 15: "Well, perhaps ... perhaps I should join them. You can keep the potatoes." Point out using the lines that come before this line, the stage direction that follows and Abigail's line that follows to show how these aid in a reader's understanding of the text—Mrs. Smith is bothered about buying from the Bartons' store because they support Great Britain. Reread the line, modeling how <i>not</i> to read with understanding so students may hear a non-example as well.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> * “What does it mean to read aloud with accuracy?” • Guide students to the understanding that this means that the reader makes few or no mistakes when reading aloud. Add to the Reading with Fluency anchor chart. • Briefly model reading aloud with accuracy by reading aloud Mrs. Smith’s line on page 15 again. Reread the line, modeling how <i>not</i> to read with accuracy so students may hear a non-example as well. • Explain that they will now have an opportunity to practice fluent reading. Tell students that they will read part of Act I, Scene 2 aloud in a small group and then reflect on their fluency. Remind students that this is just practice, that they should not feel pressure to read perfectly the first time, and that they will just be focusing on reading aloud with purpose, understanding, and accuracy. • Group students into groups of three and invite them to decide on a role for each person—tell students the choices are Robert, Mr. Lawson, or Ben. Explain to students that they will be reading aloud in Act I, Scene 2 starting on the bottom of page 16 with Robert’s line: “I will not let these so-called Patriots tell me what to do!” and ending on page 18 with Robert’s line: “You see, children, there are still loyal citizens here in Burlington.” • Once students have determined parts, give them 3–5 minutes to reread this excerpt to themselves, thinking about purpose, understanding, and accuracy. Tell students to think about the following questions while reading to themselves and add these to the Reading with Fluency anchor chart: <ul style="list-style-type: none"> * “What is happening in the story?” * “How does my character feel about this?” * “How would they sound when saying this line?” * “Are there any words I’m not sure of how to pronounce?” • Now, invite students to read this excerpt aloud with their partners, remembering to read aloud with purpose, understanding, and accuracy. • When students have finished reading this excerpt aloud, invite them to reflect with their partners: <ul style="list-style-type: none"> * “What did you do well when reading aloud? What do you need to work on?” • Invite students to read the excerpt aloud again, focusing on improving on what they just discussed with their partners. 	<ul style="list-style-type: none"> • You might wish to group students into homogeneous groups and meet with a group of students who may be struggling with fluency. Alternatively, you may wish to group students heterogeneously, so students challenged by reading fluently may hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Finally, invite students to turn to the Act I, Scenes 1 and 2 Fluency Notes on page 3 in their Reader's Guide.• Display this page.• Tell students that now they will reflect on their fluency and record their notes on their Act I, Scenes 1 and 2 Fluency Notes.• If necessary, briefly model reflecting on fluent reading by completing the Fluency Notes; read aloud the criteria and circle "yes," "somewhat," or "no." Model writing some notes for each criteria based on what was circled; for example, you might write something like: "I read aloud with purpose because I paid attention to the punctuation in my character's lines. But I did not read with understanding because I forgot how my character might have been feeling and didn't read aloud to show that feeling."	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (10 minutes)</p> <ul style="list-style-type: none">• Review the meaning of the word <i>opinion</i> by asking:<ul style="list-style-type: none">* “What does the word ‘opinion’ mean?”* “How do you know what it means?”• Review the big idea for this unit:<ul style="list-style-type: none">* “American colonists had different perspectives on fighting for independence from Great Britain.”• Ask:<ul style="list-style-type: none">* “What were the two perspectives we have been learning about?” (Patriot and Loyalist)* “What was the Patriots’ opinion of the British?”* “What was the Loyalists’ opinion of the British?”• Display the Be a Patriot anchor chart and the Be a Loyalist anchor chart.• Ask:<ul style="list-style-type: none">* “Now that we’ve started reading a new text about the American Revolution and know more about the Patriot and Loyalist perspectives, what can we add to these charts?”• As students come up with inferences for why someone should be a Patriot or Loyalist to add to the charts, continue to ask them for textual evidence for their ideas. If necessary, ask students whether their ideas are from their own background knowledge of the American Revolution or from text clues they have read throughout the unit.• Challenge students who offer ideas about Patriots and Loyalists from their background knowledge to try to find evidence in <i>Divided Loyalties</i>.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act I, Scene 3. Then record summary notes and write a summary in your Reader’s Guide for Act I, Scene 3.	<ul style="list-style-type: none">• As an alternative to homework, consider allowing students to read assigned sections during independent reading time.



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.



Somebody In Wanted But So Then
(Completed, for Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Somebody In Wanted But So Then

<i>Somebody</i>	narrator or character in a text
<i>In</i>	the place where a text is set
<i>Wanted</i>	what the character or narrator is hoping for
<i>But</i>	the problem or obstacle that might get in the way of what the character or narrator wants
<i>So</i>	the outcome or resolution
<i>Then</i>	what happens to move the story forward



Act I, Scenes 1 and 2:
Summary Notes
(Completed, for Teacher Reference)

Summary Notes: Act I, Scene 1	Summary Notes: Act I, Scene 2
Somebody: The Barton Family.	Somebody: William
In: Burlington, New Jersey in 1770, the Barton Family home.	In: Burlington, New Jersey in 1770, in the Barton Family store.
Wanted: Robert and Mary wanted to talk about the importance of being loyal to Great Britain.	Wanted: His family to join the Patriots because some people are not buying things from their store.
But: Their son William, thought the Patriots had good reasons to rebel.	But: His father says he will stand up for his beliefs
So: They debated the actions of the British and the Patriots.	So: He won't join the Patriots even to protect the store
Then: William mentioned that the colonist should stop trading with Britain.	Then: A group of angry townspeople who are Patriots come toward the store.



Act I, Scenes 1 and 2:

Summary

(Completed, for Teacher Reference)

Summary of Act I, Scenes 1 and 2

The Barton Family lived in Burlington, New Jersey, where they run a store selling goods like tea and paper during the beginning of the American Revolution. William Barton is a Patriot and his mother and father are Loyalists. He wants his father and mother to join the Patriot cause because people are refusing to buy from their store. His parents are loyal to England and the king though, so they refuse. Then, townspeople who are Patriots come toward the Barton's store, looking angry and carrying guns and pitchforks.



Act I, Scenes 1 and 2 Character Analysis
(Answers, for Teacher Reference)

Character	Action	Perspective on the American Revolution
Robert Barton	"He's loyal to Great Britain and has represented us well. But those rebels, the Patriots, call him a traitor."	Robert is loyal to England./Robert is a Loyalist.
William Barton	"We should not have British soldiers watching our every move."	William is a Patriot.
Mary Barton	"We are loyal to the king."	Mary is a Loyalist.



Reading with Fluency Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Reading with Fluency:

*Fluency: reading aloud easily and smoothly

- * The rate is appropriate—don't read too fast or too slow.
- * The reader's voice changes based on the punctuation of the sentence.
- * The reader's voice changes based on what the character is saying or doing.
- * Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it.

Reading aloud with purpose:

*The reader reads aloud in an intentional way based on clues the author gives like punctuation or stage directions.

Reading aloud with understanding:

*The reader shows he or she understands what is happening in the story and conveys it in his or her voice when reading aloud:

- What is happening in the story?
- How does my character feel about this?
- How would they sound when saying this line?

Reading aloud with accuracy:

*The reader makes few or no mistakes when reading aloud:

- Are there any words I'm not sure of how to pronounce?



Act I, Scenes 1 and 2 Fluency Notes
(Answers, for Teacher Reference)

Self-Assessment	
Yes <u>Somewhat</u> No	I read aloud with purpose and understanding. I read aloud with purpose because I paid attention to the punctuation in my character's lines. However, I did not read with understanding because I forgot how my character might have been feeling and didn't read aloud to show that feeling.
<u>Yes</u> Somewhat No	I read aloud with accuracy, appropriate rate, and expression. I read aloud with accuracy because I did not make any mistakes when reading my lines.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 3

Introduction to Discussing a Literary Text:

Divided Loyalties, Act I, Scene 1-3



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can make inferences using specific details from text. (RL.4.1)

I can prepare myself to participate in discussions. (SL.4.1a)

I can draw on information to explore ideas in the discussion. (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)

Supporting Learning Targets

- I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence.
- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can prepare for a discussion about *Divided Loyalties* by using evidence from the text.
- I can effectively participate in a literary discussion about *Divided Loyalties*.

Ongoing Assessment

- Act I, Scenes 3: summary notes and written summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 3
- Preparing for a Literary Discussion note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Read-aloud of “Declaration of Independence—What the Declaration Says” (10 minutes) B. Close Reading: An Excerpt from the Declaration of Independence (20 minutes) C. Preparing Evidence and Questions for a Literary Discussion (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish the Preparing for a Literary Discussion note-catcher. 	<ul style="list-style-type: none"> • This is the first of three lessons in this unit where students examine an excerpt from the Declaration of Independence. In each lesson, students deconstruct the meaning of the excerpt and then have a discussion about the characters of <i>Divided Loyalties</i> and what their opinions of that excerpt might be. In this lesson, students closely read an excerpt from the introduction of the Declaration; in later lessons, they closely read excerpts from the third section and conclusion of the Declaration. • During the Opening, students listen to a read-aloud of the text, “Declaration of Independence—What the Declaration Says.” This is to introduce the structure of the Declaration of Independence in general terms to students. z • Because the first part of this lesson is a close read of an excerpt from the Declaration of Independence, it might take longer than 60 minutes to complete the close read and discussion preparation. Consider breaking this lesson into two class periods if you feel that your students will need more time to complete both. • Students’ work with the Close Reading note-catcher (found in their Reader’s Guide) is meant to be discussion-based. Use the Close Reading Guide (teacher resource) to help you guide students through this work. You may invite students to work independently, in pairs or small groups when thinking about different questions. But it is important that you guide the whole class in a discussion of each section, using the question in the note-catcher, before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own. • Literary discussions provide students the opportunity to understand collectively and build on each other’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions might be. • In advance: <ul style="list-style-type: none"> – Review the Declaration of Independence Close Reading Guide: Lesson 3. – Prepare and post the anchor charts: <ul style="list-style-type: none"> • Declaration of Independence • Literary Discussion Norms • Close Readers Do These Things • Post: Learning targets.



Lesson Vocabulary	Materials
opinion, discuss, effectively participate; abolish, alter, destructive, government, institute, right	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Act I, Scene 3 Summary Notes and Summary (completed; for teacher reference)• Photograph of the Declaration of Independence (from Unit 1, Lesson 1; one to display)• Declaration of Independence anchor chart (new; co-created with students in Opening A)• Declaration of Independence: Close Reading note-catcher, Lesson 3 (in students' Reader's Guides)• Declaration of Independence: Close Reading Guide, Lesson 3 (for teacher reference)• "Declaration of Independence—What the Declaration Says" (one per student and one to display)• Equity sticks• Sticky notes (several per student)• <i>Divided Loyalties</i> (book; one per student and one to display)• Literary Discussion Norms anchor chart (new; co-created with students in Opening B)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their <i>Divided Loyalties: Reader's Guide</i>. Remind them of their homework: Read Act I, Scene 3, then record summary notes and write a summary in your Reader's Guide. Ask them to share their notes and summaries with a partner. Cold call a few pairs to share their summaries and have students add to their notes as necessary. (See the Act I, Scene 3 Summary Notes and Summary (completed, for teacher reference) in supporting materials.) Point out to students that they may have noticed how strong the opinions of both the Patriots and the Loyalists are in the play. Tell them that today, they will revisit the Declaration of Independence so they can consider some of the reasons the Patriots had such strong opinions about independence from Britain. 	<ul style="list-style-type: none"> Spot check students' summaries to determine which students may need additional support. Once you have identified students who may need support, set up a check-in conference during additional time in your literacy block. During this time you can determine whether students need additional support reading and comprehending the text or with summary writing.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the posted learning targets and ask for volunteers to read them aloud: <ul style="list-style-type: none"> * "I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence." * "I can make inferences about the Declaration of Independence using evidence from the text." * "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text." * "I can prepare for a discussion about <i>Divided Loyalties</i> by using evidence from the text." Explain to students that during the next two lessons, they will plan for and <i>discuss</i> an excerpt from the Declaration of Independence and Act I of <i>Divided Loyalties</i> in a small group. Introduce the literary discussion by saying that readers and writers share their thinking with others and that it helps build their understanding of a text by sharing their own thoughts as well as learning from what others say. Explain that readers and writers in the real world talk all the time to expand their thinking about texts. If applicable, tell students that this kind of a discussion is similar to a Science Talk from Module 2B. Tell students that they will have the opportunity to discuss what they have read so far in <i>Divided Loyalties</i> and the excerpt from the Declaration that they will read in this lesson through a literary discussion. 	<ul style="list-style-type: none"> Discussing and clarifying the language of learning targets helps build academic vocabulary. Discussions help students process their thinking verbally and learn from others' thoughts. Consider drawing visuals next to each norm, giving ELLs another access point to understand the text. Providing visual models of academic vocabulary supports language development and comprehension.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point to today's learning target for the literary discussion: "I can effectively participate in a literary discussion about <i>Divided Loyalties</i>." Ensure that students understand the meaning of the words <i>effectively</i> and <i>participate</i>.• Inform students that a literary discussion is a discussion about important questions readers have about a text and that while readers discuss these big questions with one another, it is important for them to create a set of rules, or norms, that they will all follow so everyone's ideas can be heard and considered.• Start a Literary Discussion Norms anchor chart.• Focus students' attention on the phrase <i>effectively participate</i>. Ask:<ul style="list-style-type: none">* "What does it look or sound like to effectively participate with your peers?"• Cold call students to share. Listen for ideas such as: "Wait my turn to speak, so I am heard; don't shout or speak too loudly; make sure everyone gets a turn to speak; no one person does most or all of the speaking; use information from text to support my ideas," etc. Add students' ideas to the anchor chart.	



Work Time	Meeting Students' Needs
<p>A. Read-aloud of “Declaration of Independence—What the Declaration Says” (10 minutes)</p> <ul style="list-style-type: none">• Display the photograph of the Declaration of Independence.• Ask:<ul style="list-style-type: none">* “What do we already know from Unit 1 about the Declaration of Independence?”• Listen for responses like: “The Patriots wrote it to officially tell Britain that they wanted to create their own country.” Validate responses and explain to students that they will be closely reading an excerpt from the Declaration of Independence today, but first they will be listening to an overview about it.• Begin a new Declaration of Independence anchor chart.• Ask:<ul style="list-style-type: none">* “What was the purpose of the Declaration of Independence?” Listen for responses like: “It was how the colonists formally told England that they wanted to create their own country.”• Below the title of the anchor chart, add:<ul style="list-style-type: none">– <u>Purpose</u>: to formally tell England that the Patriots wanted to create their own country• Distribute and display “Declaration of Independence—What the Declaration Says.”• Explain to students that you will read the text aloud several times while they follow along. The first time, they should just listen and think about the gist of the text.• Read aloud the text.• Invite students to turn and talk:<ul style="list-style-type: none">* “Name one interesting thing you heard during the read-aloud.”• Use equity sticks to call on two students to share what their partners found interesting.• Invite students to turn and talk:<ul style="list-style-type: none">* “What is the gist of the text?”• Use equity sticks to call on two students to share what their partners said.• Validate student responses and if necessary, explain that the text describes how the Declaration of Independence is organized.	<ul style="list-style-type: none">• Whole class discussions encourage respectful and active listening, as well as social construction of knowledge. <p>Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that they will hear the text read a second time, and this time they should use sticky notes to record what they notice and wonder about the structure of the Declaration of Independence.• Read aloud the first paragraph.• Invite students to jot notes about what they notice and wonder about what the text says about the structure of the Declaration of Independence.• Continue reading aloud the text, stopping after each paragraph and again inviting students to write notes about what they notice and wonder about the structure of the Declaration of Independence.• Use equity sticks to call on students to share what they noticed and wondered.• Add something like the following to the Declaration of Independence anchor chart:<ul style="list-style-type: none">– Introduction: States why Congress wrote the Declaration– Second Section: Declaration of rights– Third Section: Charges King George III with violations of American rights– Conclusion: Explains what Congress is going to do—create a new country with a new government• Point out that in the Declaration of Independence, the colonists are sharing their <i>opinion</i>.• Ask:<ul style="list-style-type: none">* “What opinion are they sharing in this text?”• Listen for responses like: “They are sharing the opinion that they do not like being under England’s control and want to create their own country.”• Explain that in today’s lesson, they will closely read an excerpt from the Declaration of Independence.	



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that throughout this unit, they will closely examine excerpts from the Declaration of Independence. Ask:<ul style="list-style-type: none">* “What do we mean when we say an <i>excerpt</i> from a text?”• Listen for responses like: “It means a small part of a text.” Validate student responses and explain that they will only be reading small portions of the Declaration of Independence.• Refer students to the Close Readers Do These Things anchor chart. Remind students that they will be doing all of these things to closely read this text:<ul style="list-style-type: none">– Read small chunks of text slowly and think about the gist.– Reread each passage one sentence at a time.– Underline things that you understand or know about.– Circle or underline words that you do not know.– Talk with your partners about all of your good ideas.– State the gist or message of the paragraph in the margin.– Listen to the questions.– Go back to the text in order to find answers to questions.– Talk with your partners about the answers you find.• Tell students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time.• Invite students to find the Declaration of Independence Close Reading note-catcher: Lesson 3 (on page 5 of their <i>Divided Loyalties: Reader’s Guide</i>.)• Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence.• Use equity sticks to call on a student to read the focus question at the top of the note-catcher:<ul style="list-style-type: none">* “What does this excerpt from the Declaration of Independence mean?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Explain to students that they should keep this question in mind as they read the excerpt. Tell students the excerpt is from the first section of the Declaration. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. Using the Declaration of Independence Close Reading Guide: Lesson 3 (for teacher reference), guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary. 	
<p>C. Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none"> Ask the class the literary discussion question: <ul style="list-style-type: none"> * “Read the following line from the Declaration of Independence: ‘... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....’ In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not?” Refer to the third learning target for today: “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text,” and remind students that one important thing they are working on while reading <i>Divided Loyalties</i> is thinking about how characters change and develop. Refer to the fourth learning target for today: “I can prepare for a discussion by using evidence from <i>Divided Loyalties</i>,” and explain the importance of readers sharing specific evidence from texts in their discussions with others. Explain to students that today they will collect notes and prepare for the discussion. Tell them they will have the discussion in the next lesson. Display the Preparing for a Literary Discussion note-catcher on page 7 of their Reader’s Guide and invite students to open to it. Point out the different sections for recording notes on this page. Indicate to students that they will only be taking notes on the first section (three-column chart) of the recording form labeled “Preparation” for now. The last three sections will be saved for the actual literary discussion and for teacher feedback and goal setting when the literary discussion is over. 	<ul style="list-style-type: none"> When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. Providing models of expected work supports all students, especially challenged learners. During Work Time A, you might want to pull a small group of students to support in finding evidence from their notes. Some students will need more guided practice before they are ready for independent work. Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Briefly model how to fill in the graphic organizer using Robert Barton as an example. Be sure to demonstrate:<ul style="list-style-type: none">– Thinking aloud about what the excerpt from the Declaration of Independence means, using the work done during Work Time A.– Thinking aloud about whether Robert Barton would agree or disagree with the excerpt from the Declaration of Independence would be.– Skimming Act I, Scenes 1 through 3 of <i>Divided Loyalties</i> for evidence that supports the discussion question.• Remind students that they will only be recording in the chart in the first section of the Preparing for a Literary Discussion note-catcher.• Explain that the second section, “My Literary Discussion Notes: Ideas and Questions,” will be used during the literary discussion and needs to be left blank until the class begins the discussion in the next lesson.• Give students 15 minutes to complete the first section of the Preparing for a Literary Discussion note-catcher. Confer with the class as necessary, and remind them to use specific evidence from the text to support their thinking.• Circulate and check in with students as they work independently. To ensure that students use specific evidence from <i>Divided Loyalties</i>, ask them questions like: “Where in the text did you find that evidence?” or “How do you know that evidence helps answer our question, ‘How do the characters’ actions show that opinion?’” Encourage them to record page numbers with their evidence so they can easily refer to it if needed during the literary discussion.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together.• Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in answering the discussion question, showing a fist if they are completely unsure of what the characters' opinion may be of the excerpt from the Declaration of Independence, or a five, meaning they can share several pieces of evidence supporting what the characters' opinion may be of the excerpt from the Declaration of Independence. Be sure to check in with students who show a fist, one, or two fingers before the discussion in Lesson 4.• Explain to students that they should finish any preparation notes on the Preparing for a Literary Discussion note-catcher for homework and that they will have their discussion in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the Preparing for a Literary Discussion note-catcher.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 3

Supporting Materials



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.



Act I, Scene 3:

Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act I, Scene 3
Somebody: The Barton Family and a Patriot mob
In: Their store
Wanted: The Patriot mob wants Robert Barton to pledge an loyalty to the Patriots
But: Robert sticks to his beliefs
So: The mob want to tar an feather him
Then: William Barton and the Shop Keepers defend him and the mob leaves.

Summary of Act I, Scenes 3

A Patriot mob enters the Barton Family store, and they tell Robert Barton that he must pledge loyalty to the Patriots. He refuses and tells them that he can't be forced to change his mind. The mob gets angry and threatens to tar and feather him. Then William comes in with a gun to defend his father. Other shopkeepers also come to his defense. The mob leaves, but William is worried and asks why his father won't pledge and oath and Robert tells him that he will continue to stand up for what he believes in, being loyal to Great Britain.

Declaration of Independence—What the Declaration Says

The Declaration of Independence is divided into four parts. The first part is an introduction. It states why the Continental Congress drew up the Declaration.

The second section is a declaration of rights. The most famous lines were in the opening sentences: “We hold these truths to be self-evident, that all men are created equal” and that they have “certain unalienable rights” (rights they can never give up) to “life, liberty, and the pursuit of happiness.” This section also said that governments are formed to secure these rights. Therefore, if a government acts without the consent of the governed (as Parliament did), the people have a right to disobey that government and set up a new one.

The third section charges King George III with violations of American rights. He was accused of trying to establish “an absolute tyranny” over the colonies. He had approved laws punishing the colonists for trying to protect their rights. And he then made war against them.

These charges were more than an attack on the king. They were also an attack on the idea that Americans should ever be ruled by kings. Americans deserved a different kind of government. That government would not rely on the orders of a distant king. It would rely only on the consent of the people.

The fourth part of the Declaration explained what Congress was now going to do. American efforts to resolve their differences with Britain peacefully had failed. War had begun. Therefore, the Declaration concluded, “these united colonies are, and of right ought to be, free and independent states.”

One of the most quoted phrases of the Declaration of Independence is the one that says “all men are created equal.” Thomas Jefferson wrote these words. When he wrote them, he meant that white American people had the same rights to liberty and self-government as the British people. He was not referring to the 500,000 slaves in the colonies. Jefferson himself owned many slaves. So did other members of the Congress, especially those from the South. Still, the phrase “all men are created equal” has come to mean “all people.”

"Declaration of Independence." The New Book of Knowledge. Grolier Online, 2014, Web 29 Jan. 2014.



Declaration of Independence Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Declaration of Independence

Purpose: to formally tell England that the Patriots wanted to create their own country

Declaration of Independence Close Reading Guide: Lesson 3
(For Teacher Reference)

Focus Question: What does this excerpt from the Declaration of Independence mean?

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

Glossary

abolish *verb* /uh-bol-ish/: to officially end or stop something

alter *verb* /al-ter/: to change something

destructive *adjective* /de-struk-tive/: causing a lot of damage or harm

government *noun* /gov-ern-ment/: the group of people who control or make decisions for a country, state, city, etc.

institute *verb* /in-stuh-toot/: to begin or create something, such as a new law, rule, or system

right *noun* /rite/: something that a person is or should be morally or legally allowed to have, get, or do

Read the line from the excerpt below, and then answer the questions to the right.

“... whenever any Form of Government becomes destructive of these ends....”

Use the glossary to find the meanings of the following words:

- government
- destructive

Write what this line means in your own words:

when a group of people who are in charge cause a lot of damage or harm



Declaration of Independence Close Reading Guide: Lesson 3
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... it is the Right of the People to alter or to abolish it....”</p>	<p>What group of people were the writers talking about? <i>the citizens the government is in charge of</i></p> <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• alter• abolish <p>The excerpt says “to alter or to abolish it.” What does “it” refer to? <i>the government</i></p> <p>Write what this line means in your own words: <i>the citizens are allowed to change or get rid of the government</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... and to institute a new government.”</p>	<p>What is a synonym for <i>institute</i>? <i>start</i></p> <p>Which group wants to institute a new government? How do you know? <i>the Patriots</i></p> <p>Write what this line means in your own words: <i>and to start a new government</i></p>

Write what this excerpt from the Declaration of Independence means in your own words:

When a government is causing a lot of damage or harm, the citizens of the government are

allowed to change or get rid of the government and start a new one.



Act I, Scenes 1-3

Preparing for a Literary Discussion
(Answers, for Teacher Reference)

Discussion Question:

Read the following line from the Declaration of Independence:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Act I of *Divided Loyalties* to find evidence that helps you answer the discussion question.



Act I, Scenes 1-3

Preparing for a Literary Discussion
(Answers, for Teacher Reference)

Character	Opinion	I think this would be his or her opinion because...
Robert Barton	He would disagree with this excerpt.	He supports the British. I know this because he says things like: <ul style="list-style-type: none">• “But it is our duty as subjects of the British crown.” (p. 12)• “We have only one ruler here, and it is King George III.” (p. 21)
William Barton	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none">• “Many think that we should be able to govern ourselves.” (p. 13)• “They say that we should not be taxed unless we have elected representatives to the British Parliament.” (p. 13)
Mrs. Smith	She would agree with this excerpt.	She supports the Patriots. I know this because she says things like: <ul style="list-style-type: none">• “Our taxes are too high.” (p. 15)• “Perhaps I should join them.” (p. 15, in reference to not buy from the Barton’s store because she does not agree with Robert’s views about the colonies and Great Britain)
Mr. Lawson	He would disagree with this excerpt.	He supports the British. I know this because he says things like: <ul style="list-style-type: none">• he calls the Patriots “rebels” (p. 17)• “The British Army is there. Everyone knows there is no defeating a force that powerful.” (p. 17)



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 4

Discussing a Literary Text and a Closer Look at Words: *Divided Loyalties*, Act I, Scenes 1-3



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can make inferences using specific details from text. (RL.4.1)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

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)

Supporting Learning Targets

- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.
- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.

Ongoing Assessment

- Preparing for a Literary Discussion note-catcher (from homework)
- Participation in literary discussion
- American Revolution Vocabulary notebook



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Conducting a Literary Discussion (25 minutes)B. A Closer Look at Words: Identifying Domain-Specific Words (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread Act I and review your notes from the unit in preparation for the Mid-Unit 2 Assessment.B. Write your goals on your Preparing for a Literary Discussion Notes and Goals note-catcher (in the box labeled “My goals for the next literary discussion”).	<ul style="list-style-type: none">• Literary discussions provide students the opportunity to collectively understand and build on each other’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions may be.• The Mid-Unit 2 Assessment is in the next lesson; you might wish to collect students’ <i>Divided Loyalties</i>: Reader’s Guides during this lesson and use pages 7–9 and the Literary Discussion Criteria checklist to assess individual students’ progress toward SL.4.1 and record feedback in the appropriate spot on students’ note-catchers. Have this feedback done so students can use it during the discussion in Lesson 6.• The second half of the lesson focuses on vocabulary. A mini lesson on using resources in a text like footnotes is also taught; do not discuss using the footnote to understand the meaning of the word <i>rebellion</i> on page 16, as this is on the Mid-Unit 2 Assessment.• In advance:<ul style="list-style-type: none">– Prepare and post the anchor charts:<ul style="list-style-type: none">• Participating in a Literary Discussion• Literary Discussion Norms• Vocabulary Strategies– Determine groups for the literary discussion in Work Time A; students will work in these groups for each discussion throughout the unit.– Post: Learning targets.



Lesson Vocabulary	Materials
discuss, opinion, effectively participate, footnote; rebels (10), traitor (10), staunch (19)	<ul style="list-style-type: none">• Equity sticks• <i>Divided Loyalties</i> (book; one per student and one to display)• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Participating in a Literary Discussion anchor chart (new; teacher-created; see Supporting Materials)• Literary Discussion Norms anchor chart (begun in Lesson 3)• Literary Discussion Criteria checklist (for teacher reference)• American Revolution Vocabulary notebooks (from Unit 1)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• Sticky notes (several per student)• 3"x5" index cards (one per student)• Word Wall (begun in Unit 1)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and use equity sticks to call on a few students to read them aloud to the class:<ul style="list-style-type: none">* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can effectively participate in a discussion about <i>Divided Loyalties</i>."<ul style="list-style-type: none">• I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.• I can ask questions so I am clear about what is being discussed.• I can ask questions on the topic being discussed.• I can follow our class norms when I participate in a conversation.* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."• Explain to students that today they will have an opportunity to <i>discuss</i> the excerpt they read closely in Lesson 3 from <i>Divided Loyalties</i>.• Explain that after their discussions, they will examine Act I of <i>Divided Loyalties</i> for vocabulary related to <i>opinion</i> and for point of view.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Conducting a Literary Discussion (25 minutes)</p> <ul style="list-style-type: none">• Invite students to gather in a whole group meeting area, asking them to bring their <i>Divided Loyalties</i> text and <i>Divided Loyalties: Reader's Guide</i>.• Display the Participating in a Literary Discussion anchor chart.• Briefly review the anchor chart with the class, and answer any clarifying questions.• Explain that today students will talk to each other in small groups about what they have been reading and that this will not be the same kind of conversation that they might have on the playground or at other times during the day. Ask: * "Why might this conversation be different?"• Listen for responses like: "We'll have to be more formal with each other and talk to each other like we would talk to an adult."• Ask class members to look at their Preparing for a Literary Discussion note-catcher in their Reader's Guide and reread the discussion question to themselves.• Ask students to find the second section of their note-catcher labeled "My Literary Discussion Notes: Ideas and Questions." Explain that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak.• Briefly review the Literary Discussion Norms anchor chart and remind students that they should be following these norms during their discussions.• Create groups of four or five students.• Direct the class to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to monitor students' progress toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.	<ul style="list-style-type: none">• Providing visual models of academic vocabulary supports language development and comprehension.• Provide sentence frames for students to use as they participate in the literary discussion: "When I saw/heard _____, I learned _____" and "I wonder _____."• Encourage students to agree or disagree using thumbs-up or thumbs-down. This can help students who struggle with language to process what their peers are saying.



Work Time (continued)	Meeting Students' Needs
<p>B. A Closer Look at Words: Identifying Domain-Specific Words (25 minutes)</p> <ul style="list-style-type: none"> • Tell class members that throughout this unit, they will be rereading <i>Divided Loyalties</i> looking for domain-specific words to add to their American Revolution Vocabulary notebooks from Unit 1. • Tell students that, as in previous modules, there are several strategies they can use when they come to a word they don't know in the text. • Revisit the Vocabulary Strategies anchor chart (created in Module 2A, Unit 1, Lesson 3). • The chart should contain something similar to the following: <ul style="list-style-type: none"> – Reading on in the text and inferring – Thinking about parts of the word that you know (like word roots) – Looking for a text feature that defines the word – Looking in the glossary – Looking in a dictionary – Discussing a word with another (after trying some of the above strategies) • Explain to students that authors sometimes give the reader resource tools to help them understand the meaning of words in a text. • Invite students to turn to page 19 of <i>Divided Loyalties</i>. Ask: <ul style="list-style-type: none"> * “What do you notice about the words on this page?” • Listen for students to notice that the word <i>staunch</i> is in bold print. • Tell students that this word is in bold because the author thought his readers might not be familiar with it. Ask students if they notice a resource on this page that will help them understand what this word means. Listen for them to notice the <i>footnote</i> at the bottom of the page. • Use equity sticks to call on a student to read the definition of “staunch” at the bottom of page 19. Invite students to Think-Pair-Share, asking: <ul style="list-style-type: none"> * “How can we use this resource to help us understand what ‘staunch’ means in the context of this text?” 	<ul style="list-style-type: none"> • Consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: “To me this word means _____. I am still confused by this word because _____.” • Students could be grouped intentionally or randomly, depending on your students' needs. It is important to group ELL students with at least one other student who speaks their language in order to support them in participating in group conversations. • Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what students will be learning.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Guide students to the idea of replacing the word in the sentence with the definition or words from the definition. If necessary, model briefly by rereading the sentence but replacing “staunch” with its definition, for example: “They want to judge and pass sentence on Robert Barton, a committed Loyalist.”• Ask:<ul style="list-style-type: none">* “What does this description tell us about Robert Barton?”• Listen for responses like: “We know that he is committed to being loyal to Great Britain and will not change his mind.”• Group students in triads.• Tell them that this time they will reread Act I of <i>Divided Loyalties</i> and focus on specific content vocabulary words. Post and review the following directions with students:<ol style="list-style-type: none">1. Work with your small group to decide on three to five words you feel are most important to include on the class Word Wall.2. Be sure to use the criteria at the top of your American Revolution Vocabulary notebook when deciding which words you will choose.3. Write your group’s chosen words on a sticky note.• Invite students to begin.• Once groups have selected words, ask students work individually and choose one of their group’s words to record in their American Revolution Vocabulary notebook. Remind them to use one of the vocabulary strategies they have reviewed as a class. Give students a moment to select a word, determine the meaning, and record it in their notebooks.• Prompt students to share in their triads the word they each chose, the definition and which strategy they used to figure out the meaning.• Gather students together to decide which words they identified will be useful to keep throughout the module.• Write these words on 3"x5" index cards to attach to the Word Wall. (Later, you can write the definitions on separate index cards. Attach the definition to the wall with the word on top of the definition—be sure students can “flip” the word up to see the definition underneath.)	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in the next lesson they will take the Mid-Unit 2 Assessment. In preparation for this assessment, they should reread Act I for homework.• Tell students that they will also need to write their goals for literary discussions for homework in the box labeled “My goals for the next literary discussion” on their Preparing for a Literary Discussion Notes and Goals note-catchers.• Prompt students to share on their reflections on the following questions to prepare for their homework:<ul style="list-style-type: none">* “What norms did you follow during the literary discussion today?”* What can you continue to work on?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Act I and review your notes from the unit in preparation for the Mid-Unit 2 Assessment.• Write your goals on your Preparing for a Literary Discussion Notes and Goals note-catcher (in the box labeled “My goals for the next literary discussion”).	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 4

Supporting Materials



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.



Participating in a Literary Discussion Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Participating in a Literary Discussion

- Discussing a question from a text you are reading with your peers can help you understand what you have read.
- Think about the discussion question.
- Revisit the text and gather evidence to support your thinking.
- Gather in a circle on the floor with your Preparing for a Literary Discussion and Literary Discussion Notes and Goals note-catchers.
- Take turns sharing your thinking about the question. Be sure to reference the evidence you gathered from the text and recorded on your note-catcher.
- As you listen to the conversation, record any new ideas or questions you would like to share with the group as you wait to speak.
- Respond to others and build on their ideas.
- Follow Literary Discussion Norms.



Literary Discussion Criteria Checklist

Teacher Directions: List each student's name. Add any norms your class has agreed on. In the columns, note how well each student demonstrates the norms and meets the learning targets listed in the heading columns.

Learning target: I can effectively participate in a discussion about *Divided Loyalties*.

- a. I can prepare for the discussion by using evidence from *Divided Loyalties*.
- b. I can ask questions so I am clear about what is being discussed.
- c. I can ask questions on the topic being discussed.
- d. I can follow our class norms when I participate in a conversation.

Student name	Prepares with evidence	Follows Literary Discussion Norms	Asks questions related to topic	Connects questions to what others say	Teacher comments



Literary Discussion Criteria Checklist

Student name	Prepares with evidence	Follows Literary Discussion Norms	Asks questions related to topic	Connects questions to what others say	Teacher comments



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 5

Mid-Unit Assessment: Reading and Answering Questions about *Divided Loyalties*



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

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 compare and contrast different narrators' points of view. (RL.4.6)

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)

Supporting Learning Targets

- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can describe the parts of a drama.
- I can explain the difference between first-person and third-person point of view.
- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.
- I can read aloud *Divided Loyalties* with purpose and accuracy.

Ongoing Assessment

- Mid-Unit 2 Assessment
- Act II, Scene 1 Fluency Notes
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (30 minutes) Guided Practice: Reading Aloud with Purpose and Accuracy (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Reflecting on Learning Targets—Tracking My Progress (5 minutes) Homework <ol style="list-style-type: none"> Read Act II, Scenes 2 and 3, then record summary notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3. 	<ul style="list-style-type: none"> In this lesson, students take the Mid-Unit 2 Assessment. While students complete this assessment, you might wish to collect their <i>Divided Loyalties</i>: Reader's Guides and use the Preparing for a Literary Discussion note-catcher on page 7, the Literary Discussion Notes and Goals note-catcher on page 9, and the Literary Discussion Criteria checklist from Lesson 3 to assess individual students' progress toward SL.4.1 and record feedback in the appropriate spot on students' note-catchers. Have this feedback done so students can use it during the next discussion in Lesson 6. During the second half of the lesson, students practice reading with fluency, focusing again on reading with purpose, understanding, and accuracy as introduced in Lesson 2. Students will read aloud all of Act II, Scene 1 in small groups. In advance: <ul style="list-style-type: none"> Determine groups for fluency practice in Work Time B. Post: Reading with Fluency anchor chart, learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"> <i>Divided Loyalties</i> (book; one per student) Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (one per student) Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (answers, for teacher reference) Reading with Fluency anchor chart (begun in Lesson 2) Equity sticks <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display) Tracking My Progress, Mid-Unit 2 recording form (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete the Mid-Unit 2 Assessment, in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none">– Read a new scene from <i>Divided Loyalties</i>.– Answer questions that are dependent on the text.– Identify the parts of a drama.• Remind them that they will need to refer to the text to answer the questions thoroughly. Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in a literary text. This is also an opportunity to read on in <i>Divided Loyalties</i>.• Direct students' attention to the learning targets and ask them to read the first four targets silently to themselves:<ul style="list-style-type: none">* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can describe the parts of a drama."* "I can explain the difference between first-person and third-person point of view."* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."• Have students give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions before beginning the assessment.• Explain to students that after the assessment, they will have another opportunity to practice fluency when reading aloud, working toward the last learning target:<ul style="list-style-type: none">* "I can read aloud <i>Divided Loyalties</i> with purpose and accuracy."	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (30 minutes)</p> <ul style="list-style-type: none"> • Ask students to clear their desks and get out a pencil and their copy of <i>Divided Loyalties</i>. • Distribute the Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i>. • Read the directions for the assessment aloud and remind students that they should refer back to the text when they answer the questions. • Invite students to begin. • While students take the assessment, circulate to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behavior while taking an assessment. Document strategies student use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and referring to the text as they answer questions. • Collect students' assessments. 	<ul style="list-style-type: none"> • If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. • For some students, this assessment might require more than the 30 minutes allotted. Consider providing students time over multiple days if necessary.
<p>B. Guided Practice: Reading Aloud with Purpose and Accuracy (20 minutes)</p> <ul style="list-style-type: none"> • Remind students that since <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read fluently to help the audience understand the plot of the play. Review by asking: <ul style="list-style-type: none"> * "What does it mean to read fluently?" • Cold call one or two pairs of students, listening for responses like: "It means to sound like you're talking to someone else," or "It means to read smoothly and without any mistakes." • Refer students to the Reading with Fluency anchor chart and ask: <ul style="list-style-type: none"> * "What are the characteristics of fluent reading? What does fluent reading sound like?" • Use equity sticks to cold-call pairs to share what they know about fluent reading. Listen for the characteristics listed on the anchor chart, such as: <ul style="list-style-type: none"> – The rate is appropriate—don't read too fast or too slow. – The reader's voice changes based on the punctuation of the sentence. – The reader's voice changes based on what the character is saying or doing. – Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. 	<ul style="list-style-type: none"> • You may wish to group students into homogeneous groups and meet with a group of students who might be struggling with fluency. Alternatively, you might wish to group students heterogeneously, so students challenged by reading fluently can hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “How does fluent reading help the audience watching or listening to the play?”• Listen for responses like: “It is easier for the audience to understand the story.”• Explain to students that they will have another chance to practice reading the text fluently today and that they will again practice reading aloud with purpose, understanding, and accuracy. Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with purpose?”• Listen for students explaining that this means the reader shows they read aloud in an intentional way based on clues the author gives like punctuation or stage directions.• If necessary, call on a student to briefly model reading aloud with purpose by reading aloud William’s line on page 27: “I don’t know about that, Father. The Patriots are a pretty determined bunch, and they’re determined to govern themselves. Have you read <i>Common Sense</i>? Thomas Paine explains that Great Britain will continue to tax us until we have nothing left. Freedom will cost us, but <i>we will be free</i>.”• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with understanding?”• Listen for students explaining that this means that the reader shows they understand what is happening in the story and conveys it in their voice when reading aloud.• If necessary, call on a student to briefly model reading aloud with understanding by reading aloud William’s line on page 27 again, focusing this time on reading with understanding.• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with accuracy?”• Listen for students explaining that this means that the reader makes few or no mistakes when reading aloud.• If necessary, call on a student to briefly model reading aloud with accuracy by reading aloud William’s line on page 27 again, focusing this time on reading with accuracy.• Explain that the class will now have an opportunity to practice fluent reading. Tell students that they will read Act II, Scene 1 aloud in a small group and then reflect on their fluency. Remind students that this is just practice and that they should not feel pressure to read perfectly the first time.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Group students into groups of five and invite them to decide on a role for each person—tell students the choices are the Narrator, Robert, Mary, Abigail, or William. Explain to students that they will be reading aloud all of Act II, Scene 1.• Once group members have determined parts, give them 5 minutes to reread this excerpt to themselves, thinking about purpose, understanding and accuracy. Tell students to think about the following questions while rereading to themselves and remind them that they are on the Reading with Fluency anchor chart:<ul style="list-style-type: none">* “What is happening in the story?”* “How does my character feel about this?”* “How would they sound when saying this line?”* “Are there any words I’m not sure of how to pronounce?”• Now, invite students to read aloud this excerpt with their partners, remembering to read aloud with purpose, understanding, and accuracy.• When students have finished reading this excerpt aloud, invite them to reflect with their partners, discussing:<ul style="list-style-type: none">* “What did you do well when reading aloud? What do you need to work on?”• Invite students to read aloud the excerpt again, focusing on improving on what they just discussed with their partners.• Finally, invite students to open their <i>Divided Loyalties: Reader’s Guide</i> and turn to page 10—the Act II, Scene 1 Fluency Notes; display a copy of this page. Tell students that now they will reflect on their fluency and record their notes on this page in their Reader’s Guides.• Circulate and support students as needed. If necessary, prompt them by asking them questions like: “What did you do well when reading aloud? What do you need to work on?”, “Did you read in a way that showed how the character might be feeling?”, or “Did you make any mistakes while you were reading aloud?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work on the Mid-Unit 2 Assessment.• Distribute and display the Tracking My Progress, Mid-Unit 2 recording form.• Remind students that successful learners keep track and reflect on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.• Review Step 1 on the recording form and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “make inferences about characters.” They should write what the target means in their own words by explaining what an inference is and how a reader makes one while reading.• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or –down method that they have used in previous lessons, and that students should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I am not sure how to use evidence from the text to support my inference.”• Collect students' Tracking My Progress recording forms to use as a formative assessment to guide instructional decisions during the second half of the unit.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act II, Scenes 2 and 3, then record summary notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 5

Supporting Materials



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.



Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

Name:

Date:

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

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 compare and contrast different narrators' points of view. (RL.4.6)

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)

Directions: Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

2. In Act I, Scene 2 the text says, “**William:** ... You don’t have to support the rebellion” (p. 16).



Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?

- a. win
- b. beat
- c. victory
- d. lose

4. Which line from the text best supports your answer for Question 3?

- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”



Mid-Unit 2 Assessment:

Reading and Answering Questions about *Divided Loyalties*

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)

Act I ←

The Setting

Burlington, New Jersey, 1776 ←

Scene 3 ←

Outside the Bartons' store ←

Robert: William! Come here please!

Crowd Member 4: So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

Robert: I am. We have only one ruler here, and it is King George III.

Crowd Member 4: He is guilty as charged. ←

Crowd: Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

William: *(Enter William with a gun)* I ~~have my father alone!~~ He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.

6. In a drama, what is the purpose of stage directions? (RL.4.5)

- Stage directions give more details about the setting.
- Stage directions tell what the characters say.
- Stage directions tell the characters how to move or say things.
- Stage directions tell how the drama is divided into parts.



Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

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 compare and contrast different narrators' points of view. (RL.4.6)

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)

Directions: Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

At the end of Act II, Scene 1, Robert and William disagree with each other. For example, Robert says, "I cannot take that oath for the new government. Some may have declared themselves independent, but I have not." This shows his perspective on the Revolution. He is loyal to Britain. Also, William says, "I think you're making a terrible mistake." This shows William's perspective of being a Patriot. They disagree with each other because William thinks Robert is making a mistake in supporting the king and Robert wants to stand up for what he believes in.



Mid-Unit 2 Assessment:

Reading and Answering Questions about *Divided Loyalties*
(Answers, for Teacher Reference)

2. In Act I, Scene 2 the text says, “**William:** ... You don’t have to support the rebellion” (p. 16).
- a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

an armed resistance against the government

- b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

I used text features to determine the meaning of this word. The definition is in a footnote at the bottom of page 16.

3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?

- a. win
- b. beat**
- c. victory
- d. lose

4. Which line from the text best supports your answer for Question 3?

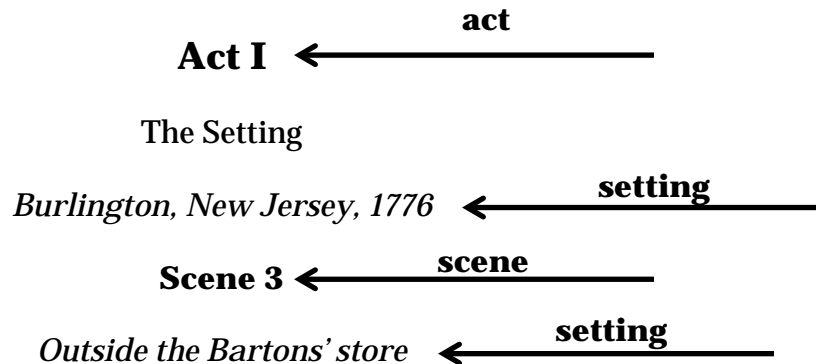
- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”**



Mid-Unit 2 Assessment:

Reading and Answering Questions about *Divided Loyalties*
(Answers, for Teacher Reference)

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)



Robert: William! Come here please!

Crowd Member 4: So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

character

Robert: I am. We have only one ruler here, and it is King George III.

dialogue

Crowd Member 4: He is guilty as charged.

Crowd: Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

stage directions

William: *(Enter William with a gun)* I have my father alone! He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.

6. In a drama, what is the purpose of stage directions? (RL 4.5)
- Stage directions give more details about the setting.
 - Stage directions tell what the characters say.
 - Stage directions tell the characters how to move or say things.**
 - Stage directions tell how the drama is divided into parts.



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can make inferences about characters in *Divided Loyalties* using evidence from the text.

1. The target in my own words is:
2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can describe the parts of a drama.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can explain the difference between first-person and third-person point of view.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.

1. The target in my own words is:
2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 6

Discussing a Literary Text: *Divided Loyalties* Act II, Scenes 2 and 3



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.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can make inferences using specific details from text. (RL.4.1)
 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)

Supporting Learning Targets

- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.

Ongoing Assessment

- Act II, Scenes 2 and 3: summary notes and written summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 6
- Preparing for a Literary Discussion note-catcher
- Participating in a literary discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes) B. Preparing Evidence and Questions for a Literary Discussion (10 minutes) C. Conducting a Literary Discussion (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread Act I, Scene 1 through Act II, Scene 3 and revise your summary notes if needed. 	<ul style="list-style-type: none"> • This lesson follows a condensed format of Lessons 3 and 4. As in Lesson 3, it begins with a close read of an excerpt from the Declaration of Independence. Students then prepare for a literary discussion about the Declaration of Independence and <i>Divided Loyalties</i>. Then, as in Lesson 4, students meet in the same discussion groups from Lesson 4 to think and talk about the discussion question. • As noted in Lesson 3, the Declaration of Independence Close Reading note-catcher is meant to be discussion-based; the teacher may invite students to work independently or in pairs or small groups when thinking about different questions. But be sure to guide the whole class in a discussion of each section of the using the questions in the Close Reading Guide before moving on to the next section. The Close Reading note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own. • Collect students' Literary Discussion Notes and Goals note-catchers and use it along with the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1. Record feedback in the appropriate spot on students' note-catchers. Have this feedback done so students can use it during the discussion in Lesson 9. • In advance: <ul style="list-style-type: none"> – Complete feedback on students' Literary Discussion Notes and Goals note-catchers from Lesson 4 and be prepared to hand these back in this lesson. – Review the Declaration of Independence Close Reading Guide: Lesson 6. – Prepare and post the following anchor charts: <ul style="list-style-type: none"> • Declaration of Independence • Literary Discussion Norms • Participating in a Literary Discussion • Be a Patriot • Be a Loyalist – Post: Learning targets.



Lesson Vocabulary	Materials
effectively participate, actions; disappointed (36)	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student; one per student and one to display)• Act II, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference)• <i>Divided Loyalties</i> (book; one per student)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)• Equity sticks• Declaration of Independence anchor chart (begun in Lesson 3)• Declaration of Independence Close Reading note-catcher: Lesson 6 (in Reader's Guide)• Declaration of Independence Close Reading Guide: Lesson 6 (for teacher reference)• Preparing for a Literary Discussion note-catcher (answers; for teacher reference)• Participating in a Literary Discussion anchor chart (begun in Lesson 4)• Literary Discussion Norms anchor chart (begun in Lesson 3)• Literary Discussion Criteria checklist (from Lesson 4; one new blank copy for teacher use)• Be a Patriot anchor chart (begun in Unit 1, Lesson 3)• Be a Loyalist anchor chart (begun in Unit 1, Lesson 5)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their <i>Divided Loyalties: Reader's Guide</i> and remind them of their homework: Read Act II, Scenes 2 and 3, then record Summary Notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3.• Ask them to share their notes and summaries with a partner.• Cold call a few pairs to share their summaries and have students add to their notes as necessary. See the Act II, Scenes 2 and 3: Summary Notes and Summary (completed, for teacher reference) in the supporting materials of this lesson.	<ul style="list-style-type: none">• Spot check students' summaries to determine which students may need additional support. Once you have identified students who may need support, set up a check-in conference during additional time in your literacy block. During this time you can determine whether students need additional support reading and comprehending the text or with summary writing.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read the first three aloud:<ul style="list-style-type: none">* "I can make inferences about the Declaration of Independence using evidence from the text."* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can effectively participate in a discussion about <i>Divided Loyalties</i>."• Underline the phrase <i>effectively participate</i> in the learning targets.• Ask students to turn and talk:<ul style="list-style-type: none">* "What does it mean to effectively participate in a discussion?"• Listen for responses like: "It means to follow our Literary Discussion Norms," or "It means to prepare and use evidence from the text when discussing it with others."• Tell students that they will be closely reading another excerpt from the Declaration of Independence and discussing characters from <i>Divided Loyalties</i>.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none"> Refer students to the Close Readers Do These Things anchor chart. Remind students that they will be doing all of these things to closely read a new excerpt from the Declaration of Independence: <ul style="list-style-type: none"> Read small chunks of text slowly and think about the gist. Reread each passage one sentence at a time. Underline things that you understand or know about. Circle or underline words that you do not know. Talk with your partners about all of your good ideas. State the gist or message of the paragraph in the margin. Listen to the questions. Go back to the text in order to find answers to questions. Talk with your partners about the answers you find. Remind students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time. Invite students to find the Declaration of Independence Close Reading Note-Catcher on page 12 of their <i>Divided Loyalties: Reader's Guide</i>. Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence. Use equity sticks to call on a student to read the focus question at the top of the note-catcher: <ul style="list-style-type: none"> * "What does this excerpt from the Declaration of Independence mean?" Explain to students that they will read this excerpt closely and think carefully about this question. Tell students the excerpt is from the third section of the Declaration of Independence. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. Using the Declaration of Independence Close Reading Guide: Lesson 6 (for teacher reference), guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary. 	

Work Time (continued)	Meeting Students' Needs
<p>B. Preparing Evidence and Questions for a Literary Discussion (10 minutes)</p> <ul style="list-style-type: none"> • Ask the class the literary discussion question: • “Read the following line from the Declaration of Independence: ‘... the history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.’ In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not?” • Refer to the second learning target for today and remind students that one important thing they are working on while reading <i>Divided Loyalties</i> is thinking about how characters change and develop: <ul style="list-style-type: none"> * “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.” • Refer to the third learning target for today: <ul style="list-style-type: none"> * “I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.” • Remind students that it is important for readers to share specific evidence from texts in their discussions. • Display the Preparing for a Literary Discussion note-catcher on page 15 of the Reader’s Guide and invite students to open to it. • Review the different sections for recording notes on this page. Indicate to students that, as in Lesson 3, they will be taking notes only on the first section of the recording form labeled “Preparation” for now. The last three sections will be saved for the actual literary discussion and for teacher feedback and goal setting when the literary discussion is over. • If necessary, briefly review how to fill in the graphic organizer for William Barton using evidence from <i>Divided Loyalties</i>. Remind students that they used a similar graphic organizer to prepare for the first literary discussion in Lesson 3. Be sure to demonstrate: <ul style="list-style-type: none"> – Thinking aloud about what the excerpt from the Declaration of Independence means, using the work done during Work Time A. – Thinking aloud about whether William Barton would agree or disagree with the excerpt from the Declaration of Independence. – Skimming Acts I and II of <i>Divided Loyalties</i> for evidence that supports the discussion question. 	<ul style="list-style-type: none"> • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Providing models of expected work supports all students, especially challenged learners. • During Work Time A, you might want to pull a small group of students to support in finding evidence from their notes. Some students will need more guided practice before they are ready for independent work. • Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Remind students that they will only be recording in the chart in the first section of the Preparing for a Literary Discussion note-catcher and remind students that the second section, "My Literary Discussion Notes: Ideas and Questions," will be used during the literary discussion and needs to be left blank until the class begins the discussion. Invite students to complete the first section of the Preparing for a Literary Discussion note-catcher. Circulate and check in with students as they work independently. To ensure that students use specific evidence from <i>Divided Loyalties</i>, ask them questions like: "Where in the text did you find that evidence?" or "How do you know that evidence helps answer our question, 'How do the characters' actions show that opinion?'" Encourage them to record page numbers with their evidence so they can easily refer to it if needed during the literary discussion. 	
<p>C. Conducting a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none"> Invite students to gather in a whole group meeting area, asking them to bring their Reader's Guide. Display the Participating in a Literary Discussion anchor chart. Briefly review the anchor chart with the class, and answer any clarifying questions. Explain that today students will talk to each other in small groups about what they have been reading, like they did in Lesson 4. Invite class members to turn to their Act I, Scene 3 Literary Discussion Notes and Goals note-catcher on page 9 of their Reader's Guides and read the teacher feedback and the goal they set for homework after Lesson 4. Ask students to take their materials and move to sit with their discussion group from Lesson 4. Invite students to turn and talk with their discussion groups: <ul style="list-style-type: none"> * "Based on the feedback you received from your teacher and the goal you set for yourself after the first discussion, what is one goal you have for today's discussion?" Listen for students to refer to the Literary Discussion Norms and Participating in a Literary Discussion anchor charts when sharing with their groups. Ask class members to find the second section of their note-catcher labeled "My Literary Discussion Notes: Ideas and Questions." Remind students that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak. 	<ul style="list-style-type: none"> Providing visual models of academic vocabulary supports language development and comprehension. Provide sentence frames for students to use as they participate in the literary discussion: "When I saw/heard _____, I learned _____" and "I wonder _____." Encourage students to agree or disagree using thumbs-up or thumbs-down. This can help students who struggle with language to process what their peers are saying.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Briefly review the Literary Discussion Norms anchor chart and remind students that they should follow these norms during their discussions.• Direct the class to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to monitor students' progress toward the learning targets. Quickly redirect and support class members as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.• After the discussion, invite students to reflect on the following questions:<ul style="list-style-type: none">* "What norms did you follow during the literary discussion today?"* "What can you continue to work on?"• Have students write a goal in the box labeled "My goals for the next literary discussion" on their Preparing for a Literary Discussion Notes and Goals note-catchers based on this reflection.• Collect students' Literary Discussion Notes and Goals note-catchers, and use these and the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1. Record feedback in the appropriate spot on students' note-catchers. Have this feedback done for student use during the discussion in Lesson 9.	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (5 minutes)</p> <ul style="list-style-type: none"> Review the big idea for this unit: <ul style="list-style-type: none"> * “American colonists had different perspectives on fighting for independence from Great Britain.” Ask: <ul style="list-style-type: none"> * “What were the two perspectives we have been learning about?” (Patriot and Loyalist) * “What was the Patriots’ opinion of the British?” * “What was the Loyalists’ opinion of the British?” Display the Be a Patriot anchor chart and Be a Loyalist anchor chart. Ask: <ul style="list-style-type: none"> * “Now that we’ve read more of <i>Divided Loyalties</i> and know more about the Patriot and Loyalist perspectives, what can we add to these charts?” Draw a horizontal line on each chart and add the label <i>Divided Loyalties</i> below the line. Remind students that this play is historical fiction, so while the historical events are true (for example, Patrick Henry’s “Give me liberty or give me death” speech and the signing of the Declaration of Independence), the events that happen to the characters did not actually happen (for example, Abigail sneaking out to go to the Sons of Liberty meeting or William joining the Patriot army). Explain to students that they will add reasons to the Be a Patriot or Be a Loyalist anchor charts as depicted in the play. As students come up with inferences for why someone should be a Patriot or Loyalist to add to the charts, continue to ask them for textual evidence for their idea. If necessary, ask students whether their idea is from their own background knowledge of the American Revolution or from text clues they have read throughout the unit. Challenge students who offer ideas about Patriots and Loyalists from their background knowledge to try to find evidence in <i>Divided Loyalties</i>. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread Act I, Scene 1 through Act II, Scene 3 and revise your summary notes if needed. 	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 6

Supporting Materials



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.



Act II, Scenes 2 and 3:
Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act II, Scene 2	Summary Notes: Act II, Scene 3
Somebody: William	Somebody: William
In: Burlington, New Jersey	In: New Jersey
Wanted: to sneak out of the house to a Son's of Liberty Meeting	Wanted: to tell his parents that he has joined the Patriot cause
But: He is caught by his brother, Ben and sister, Abigail and they want to come with him	But: they are disappointed in his decision but still respect his opinion and decision
So: He asks his brother to cover for him and brings his sister with him	So: later he goes to fight the British with George Washington in the battle of Trenton
Then: William and Abigail join the Patriots as a spies	Then: when he tells his parents they feel betrayed

Summary of Act II, Scenes 2 and 3

William meets with the Sons of Liberty and he and his sister decide to spy for the Patriots. When his parents ask him where he has been going at night he admits that he has been meeting with the Sons of Liberty. They are disappointed but still respect his opinion and decision. Later he fights at the battle of Trenton with George Washington and the Patriots and they defeat the British. When he comes home and share the new with his parents they are worried and feel betrayed.



Declaration of Independence Close Reading Guide: Lesson 6
(For Teacher Reference)

Focus Question: What does this excerpt from the Declaration of Independence mean?

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

Glossary

absolute *adjective* /ab-so-lute/: complete and total; having unlimited power

establishment *noun* /es-tab-lish-ment/: the act of beginning or creating

history *noun* /his-to-ry/: events of the past; the established record

injuries *noun* /in-jur-ies/: harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

object *noun* /ob-ject/: the goal or end of an effort or activity

present *adjective* /pres-ent/: not past or future; existing or happening now

tyranny *noun* /tyr-an-ny/: a government in which all power belongs to one person

usurpations *noun* /u-surp-a-tions/: the act of taking and keeping (something, such as power) in a forceful or violent way and especially without the right to do so



Declaration of Independence Close Reading Guide: Lesson 6
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“The history of the present King of Great Britain....”</p>	<p>What does the word “history” mean? <i>something that happened (was done) in the past</i></p> <p>What is a synonym for “present” as used in the context of this line? <i>current</i></p> <p>Write what this line means in your own words: <i>what the current King of Great Britain has done in the past</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... is a history of repeated injuries and usurpations....”</p>	<p>Use the glossary to find the meaning of the following word:</p> <ul style="list-style-type: none">• usurpations <p>What is a synonym for <i>repeated</i>? <i>frequent</i></p> <p>The excerpt says “repeated injuries and usurpations.” What are some examples of the repeated injuries and usurpations by the King? <i>taxes, sending soldiers to the colonies, not allowing representation in the government</i></p> <p>Write what this line means in your own words: <i>frequent harm and taking power forcefully or without the right to do so</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... all having in direct object....”</p>	<p>Use the glossary to find the meanings of the following word:</p> <ul style="list-style-type: none">• object <p>The excerpt says “all having in direct object.” What does the “all” refer to? <i>the repeated injuries and usurpations</i></p> <p>Write what this line means in your own words: <i>the repeated injuries and usurpations all have the purpose</i></p>



Declaration of Independence Close Reading Guide: Lesson 6
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the establishment of an absolute Tyranny over these States.”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• establishment• tyranny <p>The excerpt says “over these States.” What do “these States” refer to? <i>the colonies</i></p> <p>Write what this line means in your own words: <i>the creation of a government with unlimited power belonging to only one person</i></p>
---	---

Write what this excerpt from the Declaration of Independence means in your own words:

What the current King of Great Britain has done has caused a lot of harm.

He has taken power forcefully without the right to do so. He has done this over

and over because he is trying to create a government with unlimited power that

belongs to only one person.

Act II, Scenes 2 and 3:
Preparing for a Literary Discussion
(Answers, for Teacher Reference)

Discussion Question:

Read the following line from the Declaration of Independence:

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Acts I and II of *Divided Loyalties* to find evidence that helps you answer the discussion question.

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none"> “Thomas Paine explains that Great Britain will continue to tax us until we have nothing left.” (p. 27) “I believe very strongly in the independence movement.” (p. 36)
Abigail Barton	She would agree with this excerpt.	She supports the Patriots. I know this because she says things like: <ul style="list-style-type: none"> “Father, perhaps Mrs. Smith is right. Perhaps we shouldn’t sell tea. Maybe we should sell only local produce—goods produced by people around here.” (p. 16) “I want to be a Patriot as much as you do.” (p. 31)
Soldier	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none"> “It is our right to govern ourselves.” (p. 32) “We do not need Great Britain telling us how to live our lives.” (p. 32)



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 7

A Closer Look at Words and Reading Aloud with Accuracy: *Divided Loyalties* Act II, Scenes 2 and 3



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use clues in the text to check my accuracy. (RF.4.6c)

I can reread to make sure that what I'm reading makes sense. (RF.4.6c)

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)

Supporting Learning Targets

- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.
- I can read aloud *Divided Loyalties* with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

Ongoing Assessment

- American Revolution Vocabulary notebook (from Unit 1)
- Act III, Scene 1 Fluency Notes



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Concentric Circles (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">A Closer Look at Words: Identifying Domain-Specific Words (20 minutes)Close and Guided Reading: Reading Aloud with Accuracy (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Read Act III, Scene 1, then record summary notes and write a summary in your Reader's Guide for Act III, Scene 1.	<ul style="list-style-type: none">In this lesson, students revisit an excerpt in <i>Divided Loyalties</i> to look for domain-specific vocabulary to add to the Word Wall.During Work Time B, students practice reading with fluency focusing on reading with accuracy by self-monitoring and self-correcting. Students read aloud all of Act III, Scene 1 at this time in small groups. Students should be familiar with the process for this read-aloud, as they have done similar read-alouds, focusing on reading with fluency, earlier in the unit.In advance:<ul style="list-style-type: none">Determine triads for Work Time A and small groups for Work Time B.Review Concentric Circles protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).Post: Vocabulary Strategies anchor chart; Reading with Fluency anchor chart; Learning targets



Lesson Vocabulary	Materials
self-correcting, self-monitoring; disappointed (36), shocked (36), troublemakers (36);	<ul style="list-style-type: none">• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• Sticky notes (several per student)• <i>Divided Loyalties</i> (book; one per student)• American Revolution Vocabulary notebook (from Unit 1)• Word Wall (begun in Unit 1)• 3"x5" index cards (one per student)• Reading with Fluency anchor chart (begun in Lesson 2)• Equity sticks• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Concentric Circles (10 minutes)</p> <ul style="list-style-type: none">• Invite students to gather in two circles, one facing in and the other facing out, for Concentric Circles to discuss <i>Divided Loyalties</i>.• For the first round of Concentric Circles, ask students to share their opinion of Abigail sneaking out to go to the Sons of Liberty meeting with William.• Give students 2 minutes to share with their partner.• Next, ask students in the inside circle to move two people to their right and ask students to share their opinion of William joining the Patriot army and fighting in the Battle of Trenton.• Give students 2 minutes to share.	<ul style="list-style-type: none">• Use of protocols like Concentric Circles allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."* "I can read aloud <i>Divided Loyalties</i> with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense."• Explain that today they will reread Act II, Scenes 2 and 3 looking for opinion words and practicing fluency. Tell students they will learn some new things to think about when reading a text aloud.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. A Closer Look at Words: Identifying Domain-Specific Words (20 minutes)</p> <ul style="list-style-type: none">• Explain that today you would like students to focus on Act II of <i>Divided Loyalties</i> to find domain-specific words to add to their Vocabulary Notebooks.• Remind students that there are several strategies they can use when they come to a word they don't know in the text. If necessary, review the Vocabulary Strategies anchor chart.• The chart should contain something similar to the following:<ul style="list-style-type: none">– Reading on in the text and inferring– Thinking about parts of the word that you know (like word roots)– Looking for a text feature that defines the word– Looking in the glossary– Looking in a dictionary– Discussing a word with another person (after trying some of the above strategies)• Distribute one sticky note to each student.• Ask students to take their copy of <i>Divided Loyalties</i> and their American Revolution Vocabulary notebook and join predetermined triads.• Give students 10 minutes to reread Act II, find specific content vocabulary words, discuss their understanding and record their questions and visuals/notes that they think should go on the Word Wall on a sticky note. Remind them to use the criteria at the top of their American Revolution Vocabulary notebook to decide which words to choose.• Ask students to begin working with their triads.• Circulate and support pairs as needed.• Tell the students to decide as a small group on three to five words they feel are most important to include on the class Word Wall.• Refocus students whole group. Ask each student to choose one word and, using one of the vocabulary strategies, write a definition for this word in their American Revolution Vocabulary notebook.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask the students to share in their triads the word they each chose, the definition and which strategy they used to figure out the meaning. Gather students together to decide which words they identified will be useful to keep throughout the module. Use the criteria at the top of students' American Revolution Vocabulary notebooks when choosing words. Write these words on 3"x5" index cards to attach to the Word Wall. (Later, you can write the definitions on separate index cards. Attach the definition to the wall with the word on top of the definition—be sure students can “flip” the word up to see the definition underneath.) 	
<p>B. Close and Guided Reading: Reading Aloud with Accuracy (20 minutes)</p> <ul style="list-style-type: none"> Remind students that because <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read fluently to help the audience understand the plot of the play. Review by asking: <ul style="list-style-type: none"> * “What does it mean to read fluently?” Cold call one or two pairs of students, listening for responses like: “It means to sound like you’re talking to someone else,” or “It means to read smoothly and without any mistakes.” Post the Reading with Fluency anchor chart and ask: <ul style="list-style-type: none"> * “What are the characteristics of fluent reading? What does fluent reading sound like?” Use equity sticks to cold call students to share what they know about fluent reading. Listen for the characteristics listed on the anchor chart, such as: <ul style="list-style-type: none"> – The rate is appropriate—don’t read too fast or too slow. – The reader’s voice changes based on the punctuation of the sentence. – The reader’s voice changes based on what the character is saying or doing. – Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. Ask: <ul style="list-style-type: none"> * “How does fluent reading help the audience watching or listening to the play?” Listen for responses like: “It is easier for the audience to understand the story.” 	<ul style="list-style-type: none"> You might wish to group students into homogeneous groups and meet with a group of students who might be struggling with fluency. Alternatively, you might wish to group students heterogeneously, so students challenged by reading fluently can hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that they will have another chance to practice reading the text fluently today and that they will again focus more deeply on reading aloud with accuracy.• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with accuracy?”• Listen for students explaining that this means that the reader makes few or no mistakes when reading aloud.• Explain to students that you will read aloud an excerpt from Act II, Scene 3 of <i>Divided Loyalties</i>. Distribute sticky notes to students and invite them to write notes about what they notice about your fluency when reading aloud.• Invite students to turn to page 38 in <i>Divided Loyalties</i>, to William’s last line on the page, starting with, “But he did, Father,” and ending with, “It’s too late to tell me not to enlist.” Read this line aloud, purposely making several mistakes and self-correcting by rereading.• Ask:<ul style="list-style-type: none">* “What did you notice about my read-aloud?”• Listen for students observing that when you made a mistake, you went back in the text and reread the text, correcting yourself. Explain to students that this is called <i>self-correcting</i>.• Tell the class that when readers are reading aloud, they make sure what they are reading is <i>accurate</i> by thinking about what they have read, making sure it matches with what is printed on the page and makes sense with the story. Explain that this is called <i>self-monitoring</i>.• Briefly model reading aloud with accuracy and self-correcting by reading and thinking aloud William’s last line on page 38 again. Demonstrate asking yourself the following questions:<ul style="list-style-type: none">* “Does what I read look right?” This means self-monitoring for mistakes in word recognition—for example, misreading “surround,” saying “surrounded” and correcting it.* “Does what I read make sense?” This means self-monitoring for mistakes in understanding—for example, misreading “Father” for “dad” and correcting it.• Reread the line, modeling how <i>not</i> to read with accuracy and without self-corrections so students may hear a non-example as well.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Add these to the Reading with Fluency anchor chart:<ul style="list-style-type: none">– Does what I read look right?– Does what I read sound right?• Explain that the class will now have an opportunity to practice fluent reading, focusing on self-monitoring and self-correcting. Tell students that they will read Act II, Scene 3 aloud in small groups and then reflect on their fluency. Remind them that this is just practice and they should not feel pressure to read perfectly the first time.• Group triads together, forming groups of six students.• Invite the class to decide on a role for each person—tell students the choices are the Narrator, Robert, Abigail, Mary, Ben, and William. Explain to students that they will be reading aloud all of Act II, Scene 3.• Once students have determined parts, give them 5 minutes to reread this excerpt to themselves, thinking about accuracy. Tell students to think about the following question while rereading to themselves and remind them that it is on the Reading with Fluency anchor chart:<ul style="list-style-type: none">* “Are there any words I’m not sure of how to pronounce or don’t understand?”• Now invite students to read aloud this excerpt with their group, remembering to read aloud with accuracy and self-monitor and self-correct as necessary.• When students have finished reading this excerpt aloud, invite them to reflect with their group, discussing:<ul style="list-style-type: none">* “What did you do well when reading aloud? What do you need to work on?”• Invite students to read aloud the excerpt again, focusing on improving on what they just discussed with their group.• Finally, invite students to turn to the Act II, Scene 3 Fluency Notes on page 18 of their <i>Divided Loyalties: Reader’s Guide</i> and display so students can see.• Tell students that now they will reflect on their fluency and record their notes on their Act II, Scene 3 Fluency Notes in their Reader’s Guides.• Circulate and support students as needed. If necessary, prompt them by asking them questions like: “What did you do well when reading aloud? What do you need to work on?”, “Did you self-monitor while you were reading aloud?”, or “Did you self-correct while you were reading aloud?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together.• Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in reading aloud, showing a fist for feeling completely unsure of how to read aloud purposefully, with understanding, and with accuracy, or a five, meaning they can read aloud with purpose, understanding, and accuracy. Be sure to check in with students who show a fist, one, or two fingers before the End of Unit 2 Assessment in Lesson 10.• Explain to students that they should finish any summary notes in their Reader's Guide, and read Act III, Scene 1 and record summary notes in their Reader's Guide for that scene for homework and to be ready for Lesson 8.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act III, Scene 1, then record summary notes in your Reader's Guide for Act III, Scene 1.	

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 8

Summarizing a Literary Text: *Divided Loyalties* Act I, Scene 1 through Act III, Scene 1



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.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)

I can summarize a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can determine the main idea of each scene I've read in *Divided Loyalties*.
- I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of *Divided Loyalties*.

Ongoing Assessment

- Act III, Scene 1: summary notes and summary (from homework)
- Act I, Scene 1–Act III, Scene 1: Story Map
- Act I, Scene 1–Act III, Scene 1: Summary



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Creating a <i>Divided Loyalties</i> Timeline (10 minutes) B. Guided Practice: Summarizing Act I–Act III, Scene 1 (20 minutes) C. Guided Practice: Writing a Summary (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3. 	<ul style="list-style-type: none"> • During the first half of the lesson, students revisit their Revolutionary War timeline cards created in Unit 1, Lesson 3. They use the same process to create a timeline showing the main events in <i>Divided Loyalties</i>. It is important to stress to students that they are not adding events from <i>Divided Loyalties</i> to their Revolutionary War timelines because the play is historical fiction and the characters did not actually exist. Rather, they are creating parallel timelines. • Students create these new timelines in the same groups they were in for the Revolutionary War timelines. Have the list of groups on hand in case students forget which group they were in. • Students then create a Story Map of Act I, Scene 1–Act III, Scene 1 of <i>Divided Loyalties</i> to keep track of how the events of the play are connecting and unfolding. This process also helps students analyze how characters and settings are changing throughout the novel. • Students are asked to identify the most important details from their summary notes from their <i>Divided Loyalties: Reader's Guides</i>. These summary notes have been completed for homework—if students have not completed them, be sure to find time in class before this lesson for them to do so. Students work with partners to use these summary notes to create a longer, more comprehensive summary of the parts of the play they have read so far. • In the next lesson, students will engage in a discussion as part of the End of Unit 2 Assessment; be sure to have feedback for students from their discussion in Lesson 5 completed by Lesson 9. • In advance: <ul style="list-style-type: none"> – Review: Mix and Mingle protocol (see Appendix). – Post: Learning targets.



Lesson Vocabulary	Materials
summarize, main idea, timelines, significant	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)• Act III, Scene 1 Summary Notes and Summary (completed, for teacher reference)• <i>Divided Loyalties</i> (book; one per student)• Revolutionary War Timeline chart (from Unit 1, Lesson 3)• Revolutionary War timeline cards (from Unit 1, Lesson 3; one per group)• <i>Divided Loyalties</i> timeline cards (one per group)• Class Written Summary for Act I, Scene 1 and 2 (created with students in Lesson 3))• Act I, Scene 1–Act III, Scene 1: Story Map (completed; for teacher reference)• Act I, Scene 1–Act III, Scene 1: Summary (completed; for teacher reference)• Equity sticks



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their <i>Divided Loyalties: Reader's Guide</i> and remind them of their homework: Read Act III, Scene 1, then record summary notes and write a summary in your Reader's Guide.• Ask them to share their notes and summaries with a partner.• Cold call a few pairs to share their summaries. (See Act III, Scene 1 Summary Notes and Summary (completed, for teacher reference) to gauge strong responses.)• Tell students that today they will review all of their summary notes and summaries today, so that they can review and summarize the events of the play so far.	<ul style="list-style-type: none">• Spot check students' summaries to determine which students may need additional support when writing a longer summary of the play during Work Time C.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask for volunteers to read them aloud:<ul style="list-style-type: none">* "I can determine the main idea of each scene I've read in <i>Divided Loyalties</i>."* "I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of <i>Divided Loyalties</i>."• Explain that readers often stop throughout a text and ask themselves, "What's happening?" Tell students that today they will review what has happened in <i>Divided Loyalties</i> so far.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Creating a <i>Divided Loyalties</i> Timeline (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take their copy of <i>Divided Loyalties</i> and move to sit with the groups they were in when they created their Revolutionary War timeline cards in Unit 1, Lesson 3. Have a list of the groups on hand in case students forgot which group they were in.• Post the Revolutionary War Timeline chart (from Unit 1, Lesson 3).• Distribute Revolutionary War timeline cards to each group.• Remind students that they created timelines with these cards in Unit 1 to show the significant dates and events from the American Revolution.• Invite students to reassemble their timelines with their groups.• Remind the class that the events of <i>Divided Loyalties</i> take place during the American Revolution.• Distribute one set of <i>Divided Loyalties</i> timeline cards to each group.• Tell students they will now create a parallel timeline, showing key events from <i>Divided Loyalties</i>. Review what “parallel” means, drawing if necessary a pair of parallel lines. Explain that the timelines will be parallel to keep the events of <i>Divided Loyalties</i> separate from the events on their Revolutionary War timelines because <i>Divided Loyalties</i> is historical fiction.• Explain that, like when they made their Revolutionary War timelines, they must choose just five events from the set, thinking about which events were the most important or <i>significant</i> events of <i>Divided Loyalties</i>.• Give groups 5 minutes to read the cards, decide the significant events of <i>Divided Loyalties</i>, and arrange them in a timeline.• Once groups have made their timelines, ask the students to find a partner from another group.• Direct partners to read each other's timelines and compare the significant dates that were chosen. Each partner should explain why his or her group chose the dates they did.	

Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Summarizing Act I–Act III, Scene 1 (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to turn to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary on page 20 of their <i>Divided Loyalties: Reader's Guide</i>. • Explain that as readers read longer texts like plays, it's important not only to understand what happens in each scene but also to keep track of how the story is unfolding and moving forward. Tell the class that one way of doing this is by using a Story Map to organize the main ideas of each scene and then using those statements to <i>summarize</i> a larger section of a play. • Ask students to briefly reread the summary notes and summaries they have written in their Reader's Guides for Act I, Scene 1 through Act III, Scene 1 (students' copies from Lessons 1–6) and to think about all that has happened in the play so far. • Display a copy of the Class Written Summary for Act I, Scene 1 and 2 (created with students in Lesson 3). • Ask for a volunteer to read the summary for Act I, Scene 1 and 2 that the was written as a class and ask the rest of the class to read along in their own reader's guides. The summary should be similar to the following: • “The Barton Family lived in Burlington, New Jersey, where they run a store selling goods like tea and paper during the beginning of the American Revolution. William Barton is a Patriot and his mother and father are Loyalists. He wants his father and mother to join the Patriot cause because people are refusing to buy from their store. His parents are loyal to England and the king though, so they refuse. Then, townspeople who are Patriots come toward the Barton's store, looking angry and carrying guns and pitchforks”. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the most important thing to remember about Act I, Scene 1?” • If necessary, prompt them by asking questions such as: <ul style="list-style-type: none"> * “Is it that William Barton was a Patriot?” * “Is it that Ben likes the British soldiers' red jackets?” • Use equity sticks to cold call two or three students to share their thinking. • Listen for responses like: “It's important to remember that William is a Patriot but his parents are Loyalists,” and “It's important that his parents refused to be Patriots and stayed loyal to the British.” Underline these details in the summary. 	<ul style="list-style-type: none"> • Underlining key details in the summary notes will help students focus on the essential information. • To support students who struggle with language, consider providing sentence starters such as: “I think the most important thing to know about in Act I, Scene 1 is ...” or “I think ... is important to know, but not....”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Acknowledge that other things happened in the scene but that students are correct in thinking that the fact that Ben likes the British soldiers' red jackets isn't an important detail, nor is the fact that Abigail saw some women throw packages of tea onto the street. Explain that these are interesting details that help the story come alive but that they don't really help it to move forward.• Ask students to reread the summary the class wrote for Act I, Scenes 1 and 2 and to think about how they could simplify it to tell the <i>main idea</i> of the scenes.• Use equity sticks to cold call two or three students.• As they share what they would cut out, model how to record the main idea statement for Scene 1 on the Story Map. Refer to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary for a possible main idea statement for each scene.• Explain that students will find a partner to work with to write main idea statements for Act I, Scene 2–Act III, Scene 1 on the Story Map. Remind them of the steps the class went through as you wrote the summary for Act I, Scene 1 on the Story Map:<ol style="list-style-type: none">1. Reread the scene summary notes to recall the important events from the scene.2. Underline the most important details in the summary notes or summary.3. Write the most important details in a main idea statement in that scene's box.• Tell them that even though they are working with their partners, each person needs to record main idea statements on his or her own Story Map.• Invite students to move to sit with their partner.• Give partners 15 minutes to write main idea statements for Act I, Scene 2–Act III, Scene 1 on their Story Maps. Circulate and offer support as needed.• Note: After students have a chance to grapple with this task, we encourage you to pull out a small group that might need additional support and sort through the details of their summary notes to find the key details for their main idea statements.	

Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice: Writing a Summary (15 minutes)</p> <ul style="list-style-type: none"> Remind students of the process they used to write summary about a longer informational text in Module 2. Review that they will write their summary by putting together the main ideas of each scene of the play. Explain that this summary will be longer than those they wrote for individual scenes. Remind them that a paragraph is made up of connecting ideas and that because several events have occurred, it might take more than one paragraph to write a quality summary. Reiterate that they might need to change some words or condense some ideas to make the summary make sense. Ask partners to work together to summarize Act I, Scene 1–Act III, Scene 1. Point out that the summaries will be written in the bottom box on the Story Map. If necessary, model writing the first paragraph of the summary. Refer to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary for a possible example. Demonstrate: <ul style="list-style-type: none"> Beginning with a sentence that introduces the characters and setting of the play. Using the main idea statements from the Story Map to write the summary, being sure the events are written in chronological order. Condensing ideas or changing words from the main idea statements to make the summary make sense. 	<ul style="list-style-type: none"> For students needing additional support producing language, consider offering a paragraph frame or paragraph starter to provide the structure required.
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none"> Using the Mix and Mingle protocol, invite students to share their summaries for Act I, Scene 1–Act III, Scene 1 with at least two other students. Encourage class members to use a green colored pencil to revise their summaries for clarity based on their conversations. Preview homework. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3. 	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 8

Supporting Materials



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.



Act III, Scene 1:

Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act III, Scene 1
Somebody: The Barton Family
In: Their home at supper time
Wanted: To talk about William's experience fighting for the Patriots in the war
But: Robert and Mary needed to make a decision about the future
So: They asked the children to leave, but the children wanted to help make the decision
Then: Robert and Mary told the children that the time had come for them to leave for New York where Loyalists were safe.

Summary of Act III, Scenes 1

William is home for a visit from fighting for the Patriots in the war and is sitting down for supper with his family. His siblings ask him to share about his experiences in battle and he tells them about fighting the British. Then his parents tell the children that they have an important decision to make and excuse themselves, but the children insist on being involved. Robert and Mary tell their children that the time has come for the family to leave for New York where Loyalist are safe.



Divided Loyalties Timeline Cards

April 1775	Mrs. Smith refuses to shop at the Bartons' store.
April 1775	An angry crowd asks Robert Barton to support the Patriots. He refuses.
April 1775	William Barton defends his father's choice to support the British.
December 1776	Abigail and William sneak out to a Sons of Liberty meeting.

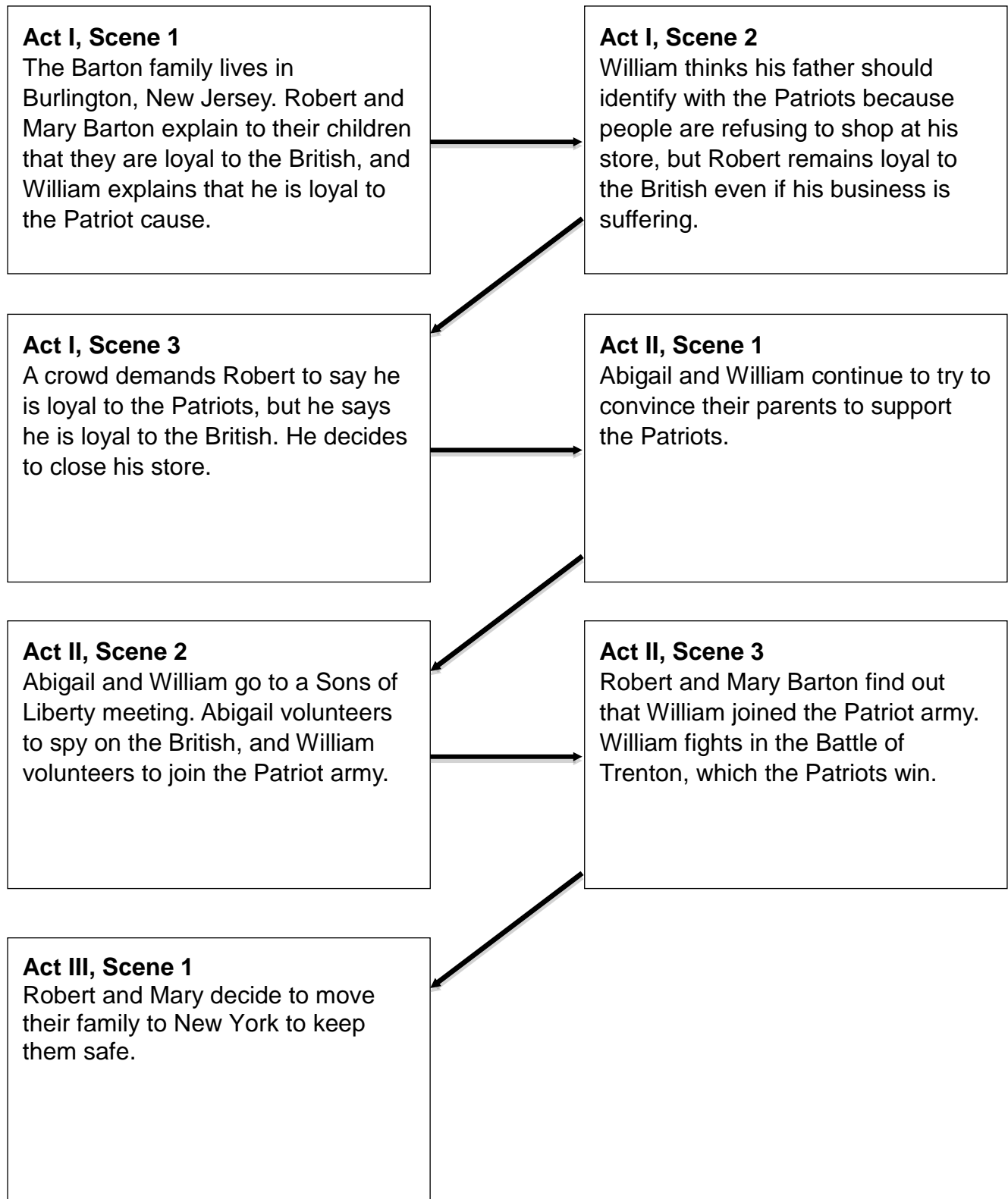


Divided Loyalties Timeline Cards

December 1776	Abigail volunteers to spy on the British. William joins the Patriot army.
December 1776	William fights in the Battle of Trenton.
November 1777	Robert and Mary Barton decide to move their family to New York.



Act I, Scene 1–Act III, Scene 1:
Story Map (Completed, for Teacher Reference)





Act I, Scene 1–Act III, Scene 1:
Summary
(Completed, for Teacher Reference)

Summary of Events

The Barton family lives in Burlington, New Jersey. Robert and Mary Barton are loyal to the British, but their son William is loyal to the Patriot cause. The Bartons own a store, and some Patriots are refusing to shop there because Robert is loyal to the British. A crowd of Patriots comes to their store and demand Robert to say he is loyal to the Patriots, but he says he is loyal to the British. He decides to close his store.

Meanwhile, Abigail and William, the Bartons' daughter and older son, continue to try to convince their parents to support the Patriots. They go to a Sons of Liberty meeting. Abigail volunteers to spy on the British, and William volunteers to join the Patriot army. Eventually, Robert and Mary Barton find out that William joined the Patriot army. William fights in the Battle of Trenton, which the Patriots win. Robert and Mary decide that it is not safe for their family in New Jersey because they are Loyalists. They decided to move their family to New York to keep them safe.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 9

End of Unit Assessment, Part I: Conducting a Literary Discussion



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.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can make inferences using specific details from text. (RL.4.1)
 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 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)

Supporting Learning Targets

- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.

Ongoing Assessment

- Act III, Scenes 2 and 3: summary notes and summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 9
- End of Unit 2 Assessment, Part I: Conducting a Literary Discussion



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)B. End of Unit 2 Assessment, Part I: Preparing Evidence and Questions for a Literary Discussion (15 minutes)C. End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debriefing (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread <i>Divided Loyalties</i> in preparation for the second part of the End of Unit 2 Assessment.	<ul style="list-style-type: none">• This lesson follows the same format as Lesson 6; it begins with a close read of an excerpt from the Declaration of Independence. Students then work on Part I of the End of Unit 2 Assessment by preparing for a discussion about the Declaration of Independence and <i>Divided Loyalties</i> and then meeting in the same discussion groups as in Lessons 4 and 6 to think and talk about the discussion question.• The Declaration of Independence Close Reading note-catcher is meant to be discussion-based; the teacher may invite students to work independently or in pairs or small groups when thinking about different questions. But be sure to guide the whole class in a discussion of each section of the note-catcher using the questions in the Declaration of Independence Close Reading Guide (for teacher reference) in the supporting materials, before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own.• In advance:<ul style="list-style-type: none">– Complete feedback for students on literary discussion from Lesson 6.– Prepare and post the anchor charts: Declaration of Independence; Participating in a Literary Discussion; Literary Discussion Norms



Lesson Vocabulary	Materials
declare, free, independent, ought, publish, solemnly, states, therefore	<ul style="list-style-type: none"> • <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student) • Act III, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3) • Equity sticks • Declaration of Independence anchor chart (begun in Lesson 3) • Declaration of Independence Close Reading note-catcher: Lesson 9 (in Reader's Guide) • Declaration of Independence Close Reading Guide: Lesson 9 (for teacher reference) • <i>Divided Loyalties</i> (book; one per student) • End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (one per student) • End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (answers; for teacher reference) • Participating in a Literary Discussion anchor chart (begun in Lesson 4) • Literary Discussion Norms anchor chart (begun in Lesson 3) • Literary Discussion Criteria checklist (from Lesson 4; one new blank copy for teacher use)

Opening	Meeting Students' Needs
<p>A. Homework Check and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their homework from the previous lesson: "Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3" and place it on their desks for a quick check. • Explain to students that today they will be assessed on their ability to discuss what they have read and this is something they have practiced throughout the unit. Give students the following prompt to reflect on in writing: <ul style="list-style-type: none"> * Review the posted learning targets. What is something you have done well in our class discussions of the text? What is something you will work on improving during today's discussion? • As students reflect in writing check their homework using the Act III, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference). Determine if your students need to spend time reviewing these scenes as a whole class before beginning with the lesson and assessment. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Close Readers Do These Things anchor chart. • Remind students that they will be doing all of these things to closely read a new excerpt from the Declaration of Independence: <ul style="list-style-type: none"> – Read small chunks of text slowly and think about the gist. – Reread each passage one sentence at a time. – Underline things that you understand or know about. – Circle or underline words that you do not know. – Talk with your partners about all of your good ideas. – State the gist or message of the paragraph in the margin. – Listen to the questions. – Go back to the text in order to find answers to questions. – Talk with your partners about the answers you find. • Remind students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time. • Invite students to find the Declaration of Independence Close Reading note-catcher on page 23 of their <i>Divided Loyalties: Reader's Guide</i>. • Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence. • Use equity sticks to call on a student to read the focus question at the top of the Declaration of Independence Close Reading note-catcher, to keep in mind as they work: <ul style="list-style-type: none"> * "What does this excerpt from the Declaration of Independence mean?" • Explain to students that they will read this excerpt closely and think carefully about this question. Tell students the excerpt is from the last section of the Declaration. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Using the Declaration of Independence Close Reading Guide (for teacher reference), guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary.	
<p>B. End of Unit 2 Assessment, Part I: Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none">Explain to students that they will now use their copies of <i>Divided Loyalties</i> to prepare for a literary discussion. Tell students that since this is part of the End of Unit 2 Assessment, they will be preparing for the discussion independently.Distribute End of Unit 2 Assessment, Part I: Conducting a Literary Discussion.Remind students they should plan for this discussion in the same way as they planned for the discussions in Lessons 4 and 6.Remind students that they will only be recording in the T-chart in the first section of the Preparing for a Literary Discussion note-catcher and remind students that the second section, "My Literary Discussion Notes: Ideas and Questions," will be used during the literary discussion and needs to be left blank until the class begins the discussion.Give students 15 minutes to complete their first section of the Preparing for a Literary Discussion note-catcher.Circulate and check in with students as they work independently. Remember to only answer clarifying questions for students, as this is an assessment.	
<p>C. End of Unit 2 Assessment Part I: Conducting a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none">Refocus students whole group and ask them to gather in the middle of the room. Remind them to bring their End of Unit 2 Assessment Part I: Conducting a Literary Discussion with them.Display the Participating in a Literary Discussion anchor chart.Briefly review the anchor chart with students, and answer any clarifying questions.Explain that like in Lessons 4 and 6, today they will again talk to each other in small groups about what they have been reading.Invite students to turn to their Act II, Scenes 2 and 3 Literary Discussion Notes and Goals note-catcher on page 17 of their Reader's Guide and read the teacher feedback and the goal they set after this last discussion.Invite students to take a minute to think of a goal they have set for themselves for today's discussion.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask the students to find the second section of their note-catcher labeled “My Literary Discussion Notes: Ideas and Questions.” Remind students that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak.• Focus students on the Literary Discussion Norms anchor chart.• Briefly review the anchor chart and remind students that they should be following these norms during their discussions.• Invite students to gather in the same discussion groups as in Lessons 4 and 6.• Remind students that this discussion is part of their End of Unit 2 Assessment. Direct students to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to assess students' progress toward the learning targets. Remember that because this is an assessment, avoid answering questions and leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.• Collect students' End of Unit 2 Assessment, Part I: Conducting a Literary Discussion and use them along with the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1.• Record feedback in the appropriate spot on students' note-catchers.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together. Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in participating in a class discussion, showing a fist for completely unsure of how to participate, or a five, meaning they can participate by asking questions, follow class norms, and use text evidence.• Explain to students that in the next lesson, they will take the second part of the End of Unit 2 Assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Divided Loyalties</i> in preparation for the second part of the End of Unit 2 Assessment.	



EXPEDITIONARY
LEARNING



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.



Act III, Scenes 2 and 3:
Summary Notes and Summary
(Completed: For Teacher Reference)

Summary Notes: Act III, Scene 2	Summary Notes: Act III, Scene 3
Somebody: William	Somebody: The Barton Family
In: The Barton family store	In: A boat at the dock
Wanted: His to convince his father to stay and join the Patriot cause	Wanted: To see William before they sail to New York so they can say good bye
But: They cannot be convinced to agree with each other's opinions on the war	But: They cannot see him in the crowd, but then he appears
So: They become angry and begin yelling.	So: William and his father make up and agree to respect one another's views
Then: William tells his father he is making a big mistake going to New York and his father calls him a traitor and tells him to leave	Then: Robert gives William the keys to the store and they say their goodbyes

Summary of Act III, Scenes 2 and 3

William and his father argue as the Barton family packs up their home and store to leave for New York. They become angry because they can't convince one another to agree on their view of the war. William tells his father he is making a big mistake going to New York and then his father calls him a traitor and tells him to leave the store. Later the Barton family is about to leave for New York on a ship and they are looking for William to say goodbye. At first they don't see him, but then arrives. William and his father make up and agree to respect one another's opinions on the war. Robert gives William the keys to the store and the family says goodbye to William.

Write a brief sentence that summarizes the epilogue:

After the war, the Barton family ends up moving to Canada and starts a trading business and William ends up becoming a successful Lawyer in Burlington New Jersey, now a part of a new country, the United States of America.

Declaration of Independence Close Reading Guide: Lesson 9
(For Teacher Reference)

Focus Question: What does this excerpt from the Declaration of Independence mean?

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

Glossary

declare *verb* /de-clare/: to say or state something in an official or public way

free *adjective* /free/: not controlled by another

independent *adjective* /in-de-pen-dent/: not controlled by others

ought *verb* /ot/: to fulfill a moral obligation; duty

publish *verb* /pub-lish/: to prepare or produce writing

solemnly *adverb* /sol-emn-ly/: seriously or formally

states *noun* /states/: a unit of a nation under one government

therefore *adverb* /there-for/: for that reason; because of that

Listen as your teacher reads the quote aloud.	What do you think this line means? Share your ideas with a partner.
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“We, therefore, ... solemnly publish and declare....”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none"> therefore declare <p>Write what this line means in your own words:</p> <p><i>Because of that, we seriously say</i></p>



Declaration of Independence Close Reading Guide: Lesson 9
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... That these United Colonies are, and of Right ought to be....”</p>	<p>What does it mean when we say that something “ought to be?” <i>It should be that way.</i></p> <p>The excerpt says “that these United Colonies ...” What colonies are united? <i>the 13 colonies</i></p> <p>Write what this line means in your own words: <i>these 13 colonies are, and should be</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... Free and Independent States.”</p>	<p>What does “independent” mean? <i>On your own, not controlled by others.</i></p> <p>Who do the colonies want to be independent of? <i>Great Britain</i></p> <p>Write what this line means in your own words: <i>The colonies should be free states that are not controlled by Great Britain.</i></p>

Write what this excerpt from the Declaration of Independence means in your own words:

Because of that, we seriously say that these 13 colonies should be free

states not controlled by Great Britain.



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion

Name:

Date:

Long-Term Learning Targets Assessed:

I can make inferences using specific details from text. (RL.4.1)

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 4th grade topics and texts. (SL.4.1)

Discussion Question:

Read the following line from the Declaration of Independence:

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in *Divided Loyalties* to find evidence to help you answer the discussion question.



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: <ul style="list-style-type: none">•
Abigail Barton	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: <ul style="list-style-type: none">••
Soldier	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: <ul style="list-style-type: none">••



End of Unit 2 Assessment, Part I:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

I can make inferences using specific details from text. (RL.4.1)

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)

Discussion Question:

Read the following line from the Declaration of Independence:

"We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States."

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in *Divided Loyalties* to find evidence to help you answer the discussion question.



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion
(Answers, for Teacher Reference)

Character	Opinion	I think this would be his or her opinion because ...
William Barton	He would agree with this excerpt.	He supports the Patriots . I know this because he says things like: <ul style="list-style-type: none">• “They are writing laws that are fair, something that Great Britain never did.” (p. 43)• “It is clear the colonies must be free, and you are too stubborn to make the only reasonable decision.” (p. 49)
Mary Barton	She would disagree with this excerpt.	She supports the British . I know this because she says things like: <ul style="list-style-type: none">• “I am shocked that you have been meeting with those rebels and troublemakers.” (p. 36)• “Oh, William, I cannot believe you would betray us.” (p. 39)
Robert Barton	He would disagree with this excerpt.	He supports the British . I know this because he says things like: <ul style="list-style-type: none">• “You can’t respect a government that runs and hides.” (p. 42)• “So, my son, this is the future then. Then rebels have won you over.” (p. 39)



End of Unit 2 Assessment Part I:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 10

**End of Unit Assessment, Parts 2 and 3: Analyzing,
Summarizing, and Reading Aloud *Divided Loyalties***



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- 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 read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)
- I can read fourth-grade-level texts with purpose.
 - I can read fourth-grade-level texts with fluency.
 - I can use clues in the text to check my accuracy.
 - I can reread to make sure that what I'm reading makes sense.

Supporting Learning Targets

- I can summarize *Divided Loyalties*.
- I can make inferences about characters and events in *Divided Loyalties* using evidence from the text.
- I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

Ongoing Assessment

- End of Unit 2 Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud *Divided Loyalties*



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment, Parts 2 and 3: Summarizing, Analyzing, and Reading Aloud <i>Divided Loyalties</i> (50 minutes)Closing and Assessment<ol style="list-style-type: none">Reflecting on Learning Targets—Tracking My Progress (5 minutes)Homework<p>None.</p>	<ul style="list-style-type: none">In this lesson, students complete Parts 2 and 3 of the End of Unit 2 Assessment.Part 3 of the End of Unit 2 Assessment assesses students' oral reading fluency. While students take Part 2 of the assessment, pull individual students to read a portion of <i>Divided Loyalties</i> aloud to you. Be sure to choose a section from <i>Divided Loyalties</i> that was not used for fluency practice earlier in the unit.Post: Learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"><i>Divided Loyalties</i> (book; one per student)End of Unit 2, Assessment Part 2: Analyzing and Summarizing <i>Divided Loyalties</i> (one per student)End of Unit 2, Assessment Part 3: Reading Aloud with Fluency (one per student)End of Unit 2, Assessment Part 2: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i> (answers, for teacher reference)Tracking My Progress, End of Unit 2 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete a formal assessment, in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none">– Reread <i>Divided Loyalties</i>.– Answer questions that are dependent on the text.– Read aloud a section of <i>Divided Loyalties</i>.• Remind them that they will need to refer to the text to answer the questions thoroughly. Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in a literary text. This is also an opportunity to reread <i>Divided Loyalties</i>.• Direct students' attention to the learning targets and ask the class to read them silently:<ul style="list-style-type: none">* "I can summarize <i>Divided Loyalties</i>."* "I can make inferences about characters and events in <i>Divided Loyalties</i> using evidence from the text."* "I can read aloud <i>Divided Loyalties</i> with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense."• Have students give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do.• Address any clarifying questions before beginning the assessment.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Parts 2 and 3: Summarizing, Analyzing, and Reading Aloud <i>Divided Loyalties</i> (50 minutes)</p> <ul style="list-style-type: none"> Ask students to clear their desks and get out a pencil and their copy of <i>Divided Loyalties</i>. Distribute the End of Unit 2 Assessment, Part 2: Analyzing and Summarizing <i>Divided Loyalties</i>. Remind students that they should refer to the text when they answer the questions on the assessment. Invite students to begin. While students take the assessment, pull individual students to assess their fluency, using the End of Unit 2 Assessment, Part 3: Reading Aloud with Fluency. When students have finished this part of the assessment, invite them to complete the self-assessment column. 	<ul style="list-style-type: none"> If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. For some students, this assessment might require more than the 50 minutes allotted. Consider providing students time over multiple days if necessary.
Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> Congratulate students on their hard work on the End of Unit 2 Assessment. Distribute the Tracking My Progress, End of Unit 2 recording form. Remind students that successful learners keep track and reflect on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets. Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “make inferences about characters.” They should write what the target means in their own words by explaining what an inference is and how a reader makes one while reading. Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down method that they have used in previous lessons. They should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I am not sure how to use evidence from the text to support my inference. Collect students' Tracking My Progress recording forms to use as a formative assessment to guide instructional decisions during the remainder of the module. 	<ul style="list-style-type: none"> Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 10

Supporting Materials



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.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

Name:

Date:

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RL.4.1)

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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

Directions: Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

4. On the lines below, write a line from the text that supports your answer for Question 3.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)



End of Unit 2 Assessment, Part 3:
Reading Aloud with Fluency

Directions:

1. Read aloud page _____ from *Divided Loyalties*.
2. Complete the self-assessment below after reading aloud. For each statement, circle either “Yes,” “No,” or “Somewhat.” Explain your rating in the box below each statement.

Self-Assessment	Teacher's Assessment	
Yes Somewhat No	Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.
Yes Somewhat No	Yes Somewhat No	I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RL.4.1)

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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

Directions: Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

He decided to leave New Jersey and go to New York. He decided to do this because it was not safe for Loyalists to stay in New Jersey. On page 45, the text says, "The blockade has kept us from shipping or getting goods from Britain, and no one here will sell their goods to me." The Bartons were not able to get things to sell at their store, and no one wanted to shop at their store because Robert and Mary were Loyalists.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*
(Answers, for Teacher Reference)

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

She decided to do this because she wanted to help the Patriots. In the text, she said, “How can we not help? Why are we loyal to a country that is so far away?” She wanted to help her neighbors, who were joining the Patriots. Also, she did not want to be left out. She said, “I want to be a Patriot as much as you do. I don’t want to just knit socks like the other women.” This shows she wanted to do more to help the Patriots.

3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

A person who is not loyal to a group of people like his or her country, family, or friends

4. On the lines below, write a line from the text that support your answer for Question 3.

**“I think that *you* are making a mistake.” (p. 48)
“to all that I believe in” (p. 49)**

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)

***Divided Loyalties* is about a family living in New Jersey during the American Revolution. Robert and Mary Barton, the parents, are loyal to Great Britain, but their children William and Abigail are Patriots. Robert Barton owns a store, but his customers stop shopping there because he is a Loyalist and they do not want to support him. Against their parents’ wishes, William and Abigail help the Sons of Liberty and William joins the Patriot army. They continue to try to convince their parents to join the Patriots, but they refuse. Eventually, Robert Barton decides to move his family to New York where it is safer for them. He and William argue over the family moving, and Robert yells at William to leave. When it is time for the family to board the ship to New York, they are all sad that William is not there so they can say goodbye. In the end, William comes to the dock to say goodbye. Even though the family does not have the same views on the American Revolution, they respect each other and their beliefs.**



Tracking My Progress, End of Unit 2

Name:

Date:

Learning target: I can make inferences about characters in *Divided Loyalties* using evidence from the text.

1. The target in my own words is:
2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 2

Name:

Date:

Learning target: I can summarize *Divided Loyalties*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 2

Name:

Date:

Learning target: I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning target: I can effectively participate in a discussion about *Divided Loyalties*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: 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.



Unit 3: Using Writing to Share an Opinion about the American Revolution

In the third unit, students apply what they have learned about the American Revolution and perspectives in order to complete their performance task, a broadside convincing someone to be a Patriot. Reading and analyzing a primary source example of a broadside and a model broadside will prepare students for this task by introducing them to the characteristics and format of a broadside and opinion writing.

For the mid-unit assessment, students will read and answer questions about an opinion piece. Students will then continue to learn from a class model as well as from peer critique. They will draft and then revise their broadsides during the second half of this unit. The end of unit assessment asks students to demonstrate their learning by writing a new broadside about the American Revolution from the perspective of a Loyalist.

Guiding Questions and Big Ideas

- **How does a person's perspective influence his or her opinion?**
- **Why should we respect the opinions of others?**
- **How did a person's perspective help him or her to form an opinion about the American Revolution?**
- *American colonists had different perspectives on fighting for independence from Great Britain.*

Mid-Unit 3 Assessment	<p>Reading and Answering Questions about Opinion Pieces</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.8, W.4.9b. In this assessment, students will read and answer questions about an opinion piece with a focus on author's craft.</p>
End of Unit 3 Assessment	<p>Part I: Planning and Drafting a Broadside and Part II: Revising to Create a Polished Broadside</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3. Students will plan, draft, and revise a new broadside about the American Revolution from the perspective of a Loyalist. In Part I, students will plan for their writing by rereading various texts from Unit 1 and revisiting notes in their research journals to develop reasons for their opinion and gather evidence to support these reasons. They then will complete a draft of their broadside. In Part II, students will revise to create a polished broadside based on the American Revolution Broadside rubric created in this module.</p>



Final 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:

NYS Social Studies Core Curriculum:

- Standard 1—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

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. Amy Miller, “An Incomplete Revolution” in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
4. Thomas Flemming, “The Shot Heard Around the World,” in *Boys’ Life*, October 1997. (860 Lexile)
5. Kathy Wilmore, “Thomas Jefferson and the Declaration of Independence,” in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading Opinion Pieces, Part I: Determining Authors' Opinions	<ul style="list-style-type: none"> I can write a broadside stating my opinion about the American Revolution. (W.4.1) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) 	<ul style="list-style-type: none"> I can determine an author's opinion in a text. I can write a gist statement about an opinion piece. 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart (added notes) Entrance ticket Exit ticket 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart
Lesson 2	Reading Opinion Pieces, Part II: How Authors Support Their Opinions with Reasons and Evidence	<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) 	<ul style="list-style-type: none"> I can write a gist statement about an opinion piece. I can determine an author's opinion in an opinion piece. I can explain how authors support their opinions with reasons and evidence. 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart Reading and Analyzing an Opinion Piece graphic organizer Exit ticket 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart
Lesson 3	Reading as Writers: Identifying Characteristics of BroadSides	<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) 	<ul style="list-style-type: none"> I can explain how authors support their opinions with reasons and evidence. I can identify the characteristics of a broadside. 	<ul style="list-style-type: none"> Reading and Analyzing an Opinion Piece graphic organizers (from Lesson 2 classwork and homework) What Do You See? graphic organizer Participation in creation of Characteristics of BroadSides anchor chart 	<ul style="list-style-type: none"> Characteristics of BroadSides anchor chart Exploring Opinions as Readers and Writers anchor chart Gallery Walk protocol Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces	<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 determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b) 	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support an opinion. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol
Lesson 5	Preparing to Write: Identifying Characteristics of Broad­sides and Determining Reasons to Support	<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 effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can identify the characteristics of a broadside. I can give reasons for my opinion on the American Revolution based on historical texts and my notes. 	<ul style="list-style-type: none"> Reasons/Evidence graphic organizer (students' copies) 	<ul style="list-style-type: none"> Characteristics of Broad­sides anchor chart "Be A Patriot because..." anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Planning to Write Broadside: Grouping Reasons with Evidence That Supports My Opinion	<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) 	<ul style="list-style-type: none"> I can use historically accurate reasons and evidence to support my opinion about the American Revolution. I can group together reasons with related evidence in my broadside. 	<ul style="list-style-type: none"> American Revolution Broadside graphic organizer 	<ul style="list-style-type: none"> American Revolution Broadside Rubric anchor chart Exploring Opinions as Readers and Writers anchor chart Characteristics of Broadside anchor chart "Be A Patriot because..." anchor chart
Lesson 7	Drafting a Broadside about the American Revolution	<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 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"> I can write a broadside stating my opinion on the American Revolution. I can use historically accurate reasons and evidence to support my opinion about the American Revolution. I can group together reasons with related evidence in my broadside. I can give kind, helpful, and specific feedback to my critique partner. 	<ul style="list-style-type: none"> American Revolution Broadside graphic organizers Drafts of American Revolution broadside 	<ul style="list-style-type: none"> Critique Protocol Norms anchor chart Characteristics of Broadside anchor chart American Revolution Broadside Rubric anchor chart Critique Protocol Norms anchor chart Peer Critique protocol
Lesson 8	Revising for Organization: Grouping Reasons with Related Evidence	<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 create an organizational structure in which I group together related ideas. (W.4.1a) I can identify reasons that support my opinion. (W.4.1b) 	<ul style="list-style-type: none"> I can use historically accurate reasons and evidence to support my opinion about the American Revolution. I can group together reasons with related evidence in my broadside. 	<ul style="list-style-type: none"> Revised American Revolution broadside drafts 	<ul style="list-style-type: none"> Grouping Reasons with Related Evidence anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Revising for Organization: Interesting Introductions and Convincing Conclusions	<ul style="list-style-type: none"> I can introduce the topic of my opinion piece. (W.4.1a) I can construct a concluding statement or section for my opinion piece. (W.4.1d) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can write an introduction that states my opinion clearly. I can develop a conclusion that summarizes the Patriot point of view in my broadside. 	<ul style="list-style-type: none"> Revised American Revolution broadside draft 	<ul style="list-style-type: none"> Bold Beginnings anchor chart Convincing Conclusions anchor chart Interesting Introductions anchor chart
Lesson 10	Reviewing Conventions and Editing Peers' BroadSides	<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 use the writing process to produce clear and coherent writing (with support). (W.4.5) I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3) 	<ul style="list-style-type: none"> I can check my peers' work for correct capitalization. I can check my peers' work for correct spelling. I can check my peers' work for correct punctuation at the end of sentences. I can check my peers' work for complete sentences. 	<ul style="list-style-type: none"> Conventions anchor charts Revised American Revolution broadside drafts Exit tickets 	<ul style="list-style-type: none"> Convention anchor chart Chalk Talk protocol
Lesson 11	Publishing American Revolution BroadSides	<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 use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2) With support, I can use technology to publish a piece of writing. (W.4.6) 	<ul style="list-style-type: none"> I can write a broadside stating my opinion on the American Revolution from the Patriot perspective. I can correct conventions based on editing notes on my writing and online reference resources. I can publish a typed version of my broadside. 	<ul style="list-style-type: none"> Revised American Revolution broadside drafts 	<ul style="list-style-type: none"> American Revolution Broadside Rubric anchor chart "Be A Loyalist because..." anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	End of Unit Assessment, Part I: Planning and Drafting a Broadside	<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 produce writing that is appropriate to task, purpose, and audience. (W.4.4) 	<ul style="list-style-type: none"> I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. I can plan, draft, and revise a broadside in the course of two lessons. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside 	
Lesson 13	End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside and 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) I can produce writing that is appropriate to task, purpose, and audience. (W.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"> I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. I can plan, draft, and revise a broadside in the course of two lessons. I can listen as my peers share their writing and give specific praise for their work. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Author's Chair Celebration anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Have a professional writer visit the class to discuss the writing process. Ask them to share how they research the topics they are going to write about.
- Have a historian from a local museum or university come and share their knowledge about the role of the printing press and broadsides during the American Revolution.

Fieldwork:

- Visit the historical society to view original or reprints of broadsides from the time period

Service:

- Share students' finished broadsides at a local historical society—perhaps they can display them or use them for classes.

Optional: Extensions

- Have students read additional texts about the role of the printing press during the American Revolution.
- Work with the art teacher to teach students printing techniques and design their own symbols to add to the boarder of their finished broadsides.
- Have students read aloud or perform their broadsides for the class.



Preparation and Materials

Texts, Notes, and Anchor Charts from Units 1 and 2

During this unit, students will need to reference the research notes they completed during Units 1 and 2 to gather reasons and evidence for their performance task opinion piece: American Revolution broadside. They will use both the “Be a Patriot” anchor chart and “Be a Loyalist” anchor chart (from Units 1 and 2) and the following texts and notes and graphic organizers associated with these texts:

- “Revolutionary War” (from Unit 1, Lesson 3)
- “Loyalists” (from Unit 1, Lesson 5)
- “Incomplete Revolution” (from Unit 1, Lesson 7)
- “Thomas Jefferson and the Declaration of Independence” (from Unit 1, Lesson 9)
- *Divided Loyalties* (from Unit 2, Lesson 1)



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3:

Recommended Texts



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.



The list below includes texts with a range of Lexile® text measures about the Revolutionary War, particularly texts that might help students understand the loyalist and patriot perspectives. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>The Ride: The Legend of Betsy Dowdy</i>	Kitty Griffin (author) Marjorie Priceman (illustrator)	Literature	510
<i>The Secret Soldier: The Story of Deborah Sampson</i>	Ann McGovern (author) Harold Goodwin and Katherine Thompson (illustrators)	Informational	590
<i>American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday</i>	Mary Pope Osborne and Natalie Pope Boyce (authors) Sal Murdocca (illustrator)	Informational	600



Title	Author and Illustrator	Text Type	Lexile Measure
<i>Colonial Voices: Hear Them Speak</i>	Kay Winters (author) Larry Day (illustrator)	Informational	640
<i>The British Are Coming!: Paul Revere Makes a Midnight Ride</i>	Nancy Golden (author)	Informational	650*
Lexile text measures within band level (740L–1010L)			
<i>Dangerous Crossing: The Revolutionary Voyage of John Quincy Adams</i>	Stephen Krensky (author) Greg Harlin (illustrator)	Literature	800*
<i>Why Don't You Get a Horse, Sam Adams?</i>	Jean Fritz (author)	Informational	800
<i>And Then What Happened, Paul Revere?</i>	Jean Fritz (author) Margot Tomes (illustrator)	Informational	830
<i>Heroes of the Revolution</i>	David A. Adler (author) Donald A. Smith (illustrator)	Informational	890
<i>Why Not, Lafayette?</i>	Jean Fritz (author) Ronald Himler (illustrator)	Informational	900
<i>Independent Dames: What You Never Knew about Women and Girls of the American Revolution</i>	Laurie Halse Anderson (author) Matt Faulkner (illustrator)	Informational	910*
<i>The Split History of the American Revolution: A Perspectives Flip Book</i>	Michael Burgan (author)	Informational	930
<i>Great Women of the American Revolution</i>	Michael Burgan (author)	Informational	940

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>The American Revolution for Kids: A History with 21 Activities</i>	Janis Herbert (author)	Informational	1010*
<i>The Life and Times of Samuel Adams</i>	Karen Bush Gibson (author)	Informational	1010*
<i>Traitor: The Case of Benedict Arnold</i>	Jean Fritz (author)	Biography	1020

*Lexile based on a conversion from Accelerated Reading level.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 1

Reading Opinion Pieces, Part I: Determining Authors' Opinions



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write a broadside stating my opinion about the American Revolution. (W.4.1)
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)

Supporting Learning Targets

- I can determine an author's opinion in a text.
- I can write a gist statement about an opinion piece.

Ongoing Assessment

- Exploring Opinions as Readers and Writers anchor chart (added notes)
- Entrance ticket
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader/Writer: Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Characteristics of Opinion (10 minutes)First Read of an Opinion Letter: Reading for the Gist (15 minutes)Second Read of an Opinion Letter: Finding the Opinion (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Identifying Opinion in a Broadside (10 minutes)Homework<ol style="list-style-type: none">Reread William Barton's opinion letter. Underline three statements that support William's opinion of the American Revolution.	<ul style="list-style-type: none">In this unit, students complete their performance task for the module, a broadside expressing an opinion about the Revolutionary War. A broadside is a type of flyer/poster that was commonly used during the Revolutionary time period to communicate ideas, news, and opinions with a public audience. During this unit students will examine broadsides from the Revolutionary war era to learn about their purpose and format. They also will study opinion writing through mentor texts to learn how to write an opinion based on reasons and evidence.This lesson launches students into their performance task by having them read an opinion letter written from the perspective of the main character, William Barton, from the play <i>Divided Loyalties</i> (read in Unit 2). Students will learn how authors support their points through reasons and evidence (RI.4.8) by reading these texts and then will reread these same letters as mentor texts later in the unit as they work to craft their own opinion pieces for their performance task, an American Revolution Broadside (W.4.1).Ensure that students have a way to organize their texts and writing materials for this unit. See Unit 3 overview for details.In advance:<ul style="list-style-type: none">Prepare the Exploring Opinions as Readers and Writers anchor chart (see supporting materials).Prepare the sentence strips.Post: Learning targets



Lesson Vocabulary	Materials
opinion, best, worst, most, least	<ul style="list-style-type: none">• <i>Divided Loyalties</i> (book; distributed in Unit 2; one per student and one to display)• Entrance ticket (one per student and one to display)• Exploring Opinions as Readers and Writers anchor chart (new; teacher created)• Sentence strips: Is this an Opinion? (one strip per student)• William Barton's opinion letter (one per student and enough excerpts cut out for one quote per student)• Document camera• Exit ticket (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader/Writer: Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing the End of Unit 2 Assessment and building expertise on the American Revolution. Explain that as they begin this final unit of the module, they will have an opportunity to share their expertise as writers through opinion writing. Let them know that over the next few lessons, they will explore some examples of opinion writing. Today, they use an excerpt from <i>Divided Loyalties</i> to identify an opinion in writing. They will identify Mary Barton's opinion of William fighting in the Patriot army.• Have students turn to page 38 in <i>Divided Loyalties</i> OR pass out the excerpt and entrance ticket.• Read the excerpt aloud while students follow along. Ask them to independently read and then complete the entrance ticket.• Collect students' entrance tickets to be used as an informal pre-assessment of students' understanding of opinion writing.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud to students:<ul style="list-style-type: none">* "I can determine an author's opinion in a text."* "I can write a gist statement about an opinion piece."• Underline the word <i>opinion</i> and ask students to turn to a partner and respond to the following prompt:<ul style="list-style-type: none">* What does the word opinion mean? How can you tell when a statement is an opinion?• Cold call a few pairs to share their responses. Listen for students to explain that someone's opinion is something they believe or think about something.• Remind students that through out the module you have been thinking about the different perspectives on the American Revolution and how these perspectives lead to different opinions about the war. Tell students that they will dig a little deeper into the idea of opinions and how they can be expressed in writing during this unit.	



Work Time	Meeting Students' Needs
<p>A. Characteristics of Opinion (10 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart. Review the definition of <i>opinion</i> written on the top of the chart: “Opinion: what a person thinks about something or someone. This thinking can be based on facts, feelings, experience, or a combination of all three.”• Tell students that you have some statements about various topics they can discuss with one another to determine whether each statement is an opinion or not.• Explain that for each topic (dancing, flowers, etc.), there are two statements. Distribute one sentence strip to each student and give students 1 minute to read their strip.• Tell them they will “mix and mingle,” reading their statements aloud to one another until they have found someone with a statement on the same topic.• Give students time to mix and mingle and share their sentence strips until they find a partner with a sentence on a similar topic (ex. A. Winter is cold in the north/ B. Winter is the worst season). Circulate and assist as necessary until all students have found a partner with a sentence strip on a similar topic.• Once students have found partners, focus their attention and prompt them:<ul style="list-style-type: none">* “Which of your statements is most likely an opinion? How do you know?”• Give pairs a few minutes to discuss, then gather them together as a whole group, asking partners to stick together.• Draw a simple T-chart on the board titled Opinion: Yes or No. Ask a pair to share out their statements and their thinking.• Have the class indicate whether they agree by using a thumbs up, or disagree by using a thumbs-down.• Record each statement onto the T-chart. Ask pairs to share until all statements have been shared and voted on.• Ask students to examine the “Yes” side of the T-chart and share what they notice with their partner.• Cold call a few students to share what their partner said. Point out the following common characteristics of opinions; record them onto the Exploring Opinions as Readers and Writers anchor chart: Characteristics of Opinions:<ul style="list-style-type: none">– A way of thinking about something– A belief– A judgment; can be debated or argued– A differing point of view could be stated	<ul style="list-style-type: none">• To further support ELL students, consider partnering them with a student who speaks their L1 or provide them with a translation of their quote from Google Translate.



Work Time (continued)	Meeting Students' Needs
<p>B. First Read of an Opinion Letter: Reading for the Gist (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they know some characteristics of opinions, they are ready to take a look at an opinion letter and identify evidence for an opinion in the author's writing. Explain that as with any complex text, first they will read for the gist, or what the text is about. Tell students you would like them to annotate the text by writing the gist in the margin at the bottom of the text after you have read it aloud. Remind students that the gist is a short (20 words or less) statement of what a text is mostly about. It should describe the main idea and include evidence from the text to support it.• Distribute William Barton's opinion letter. Ask students to read along silently as you read aloud.• Ask students to take 5 minutes to reread the text and write the gist at the bottom of the page. Circulate and support as necessary.• Ask for volunteers to read their gist statements. Listen for: "This letter tells reasons why William felt he had to join the Patriot army."	<ul style="list-style-type: none">• Consider pulling a small group or conferring with students who struggle to read grade-level text. Another strategy is to provide text-dependent questions that support them in comprehending the text. For example: "Why does William think fighting in the Patriot army is a good idea?"
<p>C. Second Read of an Opinion Letter: Finding the Opinion (10 minutes)</p> <ul style="list-style-type: none">• Using the document camera, display the letter and zoom in on the first paragraph. Ask students to reread this paragraph with a partner and locate the sentence that most clearly states William's opinion. Remind them to use the Exploring Opinions as Readers and Writers anchor chart as a resource.• Cold call a pair to share their thinking. Listen for students to point out the following sentence:<ul style="list-style-type: none">– "Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain."• Explain that this sentence most clearly states William's opinion about the American Revolution, which is the topic of the letter. Invite students to underline this sentence on their letters.• Ask:<ul style="list-style-type: none">* "How do you know this statement is an opinion?"• Listen for responses like:<ul style="list-style-type: none">– "It says what William thinks and believes about the American Revolution," or– "Someone could disagree or have a different point of view."	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Identifying Opinion in a Broadside (10 minutes)</p> <ul style="list-style-type: none">• Distribute the exit ticket.• Allow students to use the Exploring Opinions as Readers and Writers anchor chart as a resource. Collect exit tickets and use them as a formative assessment for the learning target:<ul style="list-style-type: none">* "I can determine an author's opinion in a text."• Ask students to hold onto their text for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread William Barton's opinion letter. Underline three statements that support William's opinion about the American Revolution.	<ul style="list-style-type: none">• Students who struggled to identify the opinion in William Barton's letter may struggle with this homework. Consider pulling these students together for a guided practice finding one statement that supports the opinion prior to sending this task home for homework.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 1

Supporting Materials



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.



Entrance Ticket

Describe what Mary Barton's opinion is of William leaving to join the fighting.

How do you know that this is how she feels? What evidence in the text shows that this is Mary Barton's opinion?



Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Exploring Opinions as Readers and Writers

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience, or a combination of all three



Sentence Strips: Is This an Opinion?

Teacher Directions:

- Make enough copies for each student to have an A or B strip (i.e., for 25 students, make five copies of the strips below).
- Cut strips apart so that students have either an A or B strip.
- Students will have to find a partner with a statement that is similar to theirs to compare and decide which is most likely an opinion.

A. Recess is an important part of the school day.

B. We have recess every day at our school.

A. Winter is cold in the north.

B. Winter is the worst season.

A. Everyone should play a sport.

B. In our school, some students play basketball.

A. Students will be better readers if they go to school in the summer.

B. Some schools have summer sessions.

A. I think Anna is the fastest runner in our class.

B. Anna won the race.





William Barton's Opinion Letter

January 1777

Dear Father,

I arrived safely at the Patriot camp yesterday evening. It is certainly not like living in our warm, comfortable home, but the excitement in the air is keeping us all warm. I can feel a fire burning in my heart as I prepare for the day's training. It is with great joy that I join this regiment, so determined for the cause of freedom. Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain.

You say that we are British subjects, but we are not treated like we are part of Great Britain. We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions. The King sends his own governors to rule us and we have no representatives in the British Parliament. British soldiers watch our every move, and have even killed innocent people. The British soldiers sent here threaten, not protect, us. There is no choice but to fight for our freedom! General Washington is a great leader, and I know he will lead our army to victory.

I truly am sorry for the worry I have caused you and Mother. I will do my best to send regular letters so that your fear and worry may not last long. As long as I am well, you will hear word from me. I believe I am doing what is right—I hope you can respect that and find a way to be proud of your son. I know this cause is one worth fighting—and perhaps dying—for.

Fondly,

William Barton



Exit Ticket

Directions: Choose one of the quotes from our mentor text broadside below. Highlight words that express *opinion* in that excerpt:

“... gloriously fighting in the cause of liberty and country”

OR

“All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy.”

What is this author’s opinion about the American Revolution?



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 2

Reading Opinion Pieces, Part II: How Authors Support Their Opinions with Reasons and Evidence



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a gist statement about an opinion piece.• I can determine an author's opinion in an opinion piece.• I can explain how authors support their opinions with reasons and evidence.	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart• Reading and Analyzing an Opinion Piece graphic organizer• Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework: Mix and Mingle (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing William Barton's Opinion Letter: Recording the Gist and Opinion (5 minutes)B. Rereading the Text to Determine Reasons and Evidence (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework: Reading Another Opinion Piece for the Gist (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread Robert Barton's opinion letter and answer Questions 1 and 2 in your graphic organizer.	<ul style="list-style-type: none">• In this lesson students continue to learn how authors articulate and support their opinions in writing by analyzing the opinion letter they read in Lesson 1, which is written from the perspective of the main character, William Barton, from the play <i>Divided Loyalties</i> (read in Unit 2). In this lesson they will focus on how the character supports his opinion with reasons and evidence.• Then for homework and to prepare for the next lesson, students read another opinion letter, this time written from the perspective of Robert Barton, William's father in <i>Divided Loyalties</i>. They will continue to define the characteristics of opinion writing through both of these letters and add to the Exploring Opinions as Readers and Writers anchor chart (begun in Lesson 1) through over the next several lessons.• In advance:<ul style="list-style-type: none">– Determine partnerships for Work Times A and B.– Review students' exit tickets from Lesson 1 to determine whether or not to spend more instructional time during Work Time A. Based on the needs of your students, consider doing a "think-aloud" about determining the author's opinion in the introductory paragraph of the text.– Post: Learning targets.



Lesson Vocabulary	Materials
opinions, reasons, evidence	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart (begun in Lesson 1)• Exploring Opinions as Readers and Writers anchor chart (added to in this lesson; for teacher reference; see supporting materials)• William Barton's opinion letter (from Lesson 1)• Exit ticket (from Lesson 1; one to display)• Document camera• Reading and Analyzing an Opinion Piece graphic organizer (two per student; one to use in class and a second blank copy for homework)• Writing folder (one per student to organize texts, graphic organizers, and writing materials)• Robert Barton's opinion letter (one per student, for homework)



Opening	Meeting Students' Needs
<p>A. Sharing Homework: Mix and Mingle (5 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart. Have students take out William Barton's opinion letter from their homework from the night before.• Explain to students that in this mix and mingle they will share the reasons they found in the letter to support William's opinion.• Give students a few minutes to mingle and share with one or two peers. Gather students back to sit whole group. Ask:<ul style="list-style-type: none">* "Were the reasons you recorded the same as or different from those of your classmates?"* "How did you identify the statement you underlined as reason?"• Cold call a few students to share what they underlined. Discuss with the class and clarify misunderstandings as necessary.• Have students hold onto their texts; they will need them for the rest of this lesson.• On a document camera or written on the board, display the quotes from the exit ticket for Lesson 1.• Cold call a few students to point out the author's opinion of the American Revolution. Listen for students to say something like: "The author supports the Revolution," or "The author is a Patriot."• Clarify any confusion about the author's opinion and/or point out words in the excerpts that help the reader understand the author's opinion about the American Revolution.• Redistribute students' exit tickets and ask them to keep them in their writing folder as a resource for later research.	<ul style="list-style-type: none">• For students who need further support reading grade-level text or are in need of a visual, consider using a document camera when students are called to share their work with the whole group.• For students limited in their English language or oral skills, consider allowing them to do a quick sketch of what the learning target means to them before the Think-Pair-Share.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that yesterday they focused on defining and identifying opinions. Tell students that today they will examine examples of opinion writing more closely.• Post and read aloud the following learning targets:<ul style="list-style-type: none">* “I can write a gist statement about an opinion piece.”* “I can determine an author’s opinion in an opinion piece.”• Students should notice that these targets are the same targets as they worked with in Lesson 1. They give you a quick thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of these targets. Clarify if necessary.• Post and read the third learning target:<ul style="list-style-type: none">* “I can explain how authors support their opinions with reasons and evidence.”• Ask students to Think-Pair-Share on important words they notice in the target and what the target means to them.• Ask a few pairs to share their thinking. Be sure to point out the following words: <i>opinions</i>, <i>reasons</i>, and <i>evidence</i>.• Remind students that yesterday they defined what an <i>opinion</i> is and how to determine one when they are reading. Explain that today they will focus on the reasons authors give for their opinions, or why they believe what they believe.• Explain that they will also examine how authors use evidence (facts, observations, or details) to support their reasoning. Let students know that they will be rereading William Barton’s opinion letter to analyze how authors do this.	



Work Time	Meeting Students' Needs
<p>A. Reviewing William Barton's Opinion Letter: Recording the Gist and Opinion (5 minutes)</p> <ul style="list-style-type: none">• Place students with a partner for review, rereading, and discussion of this text. They will remain working with this partner for most of the lesson.• Next, distribute the Reading and Analyzing an Opinion Piece graphic organizer. Make sure students still have their William Barton opinion letters. On the graphic organizer, have students record their names and title of the opinion piece. Display the graphic organizer using a document camera. Point out Question 1 on the graphic organizer:<ul style="list-style-type: none">* "What is the topic? What is the gist of this opinion piece?"• Ask a few volunteers to share the gist statement they wrote on the bottom of their text in Lesson 1. If necessary, clarify the gist with the class. Tell students that in a moment they will record their gist again on the graphic organizer.• Point out Question 2 on the graphic organizer:<ul style="list-style-type: none">* "What is the author's opinion on this topic (WHAT the author believes)?"• Remind students that yesterday they identified the author's opinion in the introductory paragraph and underlined it. Display the text and zoom in on the first paragraph.• Ask students to turn to their partner and share which sentence in the first paragraph of the letter states William's opinion on the American Revolution. Remind them to refer to the Characteristics of Opinions listed on the anchor chart as they share.• Cold call a pair to share their response. Students should identify the last sentence in the first paragraph as William's stated opinion: "Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain."• Help students notice that there could be a different/opposing point of view on the issue of the American Revolution.• Once students are clear on the gist and William's opinion, ask them to record their responses for both Questions 1 and 2 of the graphic organizer. Model this as necessary using a document camera and a copy of the graphic organizer.	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading the Text to Determine Reasons and Evidence (35 minutes)</p> <ul style="list-style-type: none">• Refer to the Exploring Opinions as Readers and Writers anchor chart. Remind students that in informational writing, authors use reasons and evidence to support a point about a topic. Point out to students that this is true for opinion writing as well; authors often use reasons and evidence to support a point they want to make, which is their opinion on a topic.• Explain that a <i>reason</i> is an explanation for why an author thinks something is true. It is why someone believes what he or she believes. Add the following to the Exploring Opinions as Readers and Writers anchor chart:<ul style="list-style-type: none">– “Authors support their <i>opinions</i> (WHAT they believe) with <i>reasons</i> (WHY they believe).”• Point out Question 3 in the graphic organizer:<ul style="list-style-type: none">* “What are the reasons and evidence the author uses to support this opinion?”• Put a box around the word <i>reasons</i>.• Ask students to take about 5 minutes to complete the following with their partners:<ol style="list-style-type: none">1. Reread the second paragraph of the letter.2. Find a sentence that you think is the author’s reason.3. Be prepared to share your sentence and why you think it is the reason. (Use details in the text to support your thinking.)• After about 5 minutes, cold call pairs to share the sentence they identified and why they identified it as the reason. Listen for students to identify the first sentence of the paragraph: “You say that we are British subjects, but we are not treated like we are part of Great Britain.” Ask students to write the sentence as the first reason on their graphic organizer.• Next, reread Question 3 on the graphic organizer. Ask students to focus on the word <i>evidence</i>. Remind them that this word means facts or details listed in the text that support the reason stated. Tell students that <i>evidence</i> is HOW authors support their reasons with facts and details.• Model with a think-aloud something like the following:<ul style="list-style-type: none">– “So, if the reason stated is that the colonists were not treated like they were part of Great Britain, then I should find some details or facts that support this reason in the paragraph.”	<ul style="list-style-type: none">• During guided practice, determine which, if any, students should be pulled into a small group supported by the teacher during the partner work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– Read the second paragraph aloud to students and point out the sentences: “We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions.”– Explain that these sentences are facts that support the author’s reason. Let them know that it is likely that some facts have been researched by the author, but others will be common knowledge.– On your graphic organizer, model writing this evidence under the recorded reason. Ask students to record the evidence on their own graphic organizers.• Ask students to work with their partners to reread this paragraph and find another sentence that contains evidence that supports the author’s reason. After a minute or so, have pairs share their sentences.• Once students are ready to identify reasons and evidence with their partner, have them continue analyzing the second paragraph in the letter, recording their evidence in the bulleted section of the graphic organizer.• Give them 10 minutes to do this. Circulate and support partners as necessary or pull a small group to continue with another round of guided practice.• Have pairs group with another pair and share their reasons and evidence. Ask groups to discuss the following:<ul style="list-style-type: none">* “What information should we add about reasons and evidence to the Exploring Opinions as Readers and Writers anchor chart?”• Give groups 5 minutes to share and discuss. Circulate and note any groups that could be selected to share with the whole group about the discussion question. Also note any misconceptions that should be cleared up during the whole group debrief.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask one or two groups to share their evidence from the second paragraph. Listen for students to share the following evidence:<ul style="list-style-type: none">– The King sends his own governors to rule us and we have no representatives in the British Parliament.– British soldiers watch our every move, and have even killed innocent people.– The British soldiers sent here threaten, not protect, us.• Add the following to the anchor chart:<ul style="list-style-type: none">– Opinions are supported by:– <u>Reasons</u>: WHY an author has a particular opinion.– WITH– <u>Evidence</u>: HOW authors support their reasons with facts or details (based on research and/or observations).• Point out that the facts or details used by authors can be from research or observation. Add this note after the explanation of evidence.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework: Reading Another Opinion Piece for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Talk with students about how people share their opinion with others today. Examples editorials, blogs, Twitter, Facebook, etc. Tell students that during the American Revolution, people shared their opinions as well, but used other means to do so, such as broadsides. They will have a chance to learn more about broadsides in the next lesson.• Collect their Reading and Analyzing an Opinion Piece graphic organizers (about William Barton's letter) to help determine any instructional adjustments to the next lesson. Have students put the William Barton opinion letter into their writing folder.• Distribute the Robert Barton's opinion letter. Explain that the class will analyze this next opinion letter to help them explain how authors use reasons and evidence to support their opinions. Today you will read the text aloud to help them get the gist; tonight they will reread the letter and answer the questions on the graphic organizer.• Reassure them that it is okay if they do not fully understand the letter after you have read it aloud; they will be able to confirm their answers to the questions on the graphic organizer in class tomorrow.• Read the text aloud as students follow along in their own copies. Afterward, have them turn to a partner and discuss what they think the letter is mostly about.• Finally, distribute a second clean copy of the Reading and Analyzing an Opinion Piece graphic organizer to students for use in their homework.	<ul style="list-style-type: none">• For students who struggle to read grade-level texts, consider allowing them to have an adult at home read the text aloud to them. You can also provide support by adding text-dependent questions or excerpts from the text to their graphic organizer. For example, an additional scaffold for Question 2 on the graphic organizer could be the following: In the first paragraph, the author shares his opinion about the American Revolution. Based on the following sentences from the text, what is the author's opinion? "We are loyal citizens of Great Britain, and will remain so."
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Robert Barton's opinion letter and answer Questions 1 and 2 on your graphic organizer. <p><i>Note: Use students' first Reading and Analyzing an Opinion Piece graphic organizers (used with William Barton's opinion letter) to determine student progress toward the following learning target: "I can explain how authors support their opinions with reasons and evidence." Use this information to inform differentiation for Lesson 3</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 2

Supporting Materials



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.



Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Teacher Directions: This anchor chart was begun in Lesson 1. During Lesson 2, add the following:

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience or a combination of all three

Characteristics of Opinions:

- A way of thinking about something
- A belief
- A judgment; can be debated or argued
- A differing point of view could be stated

**Date:**

1. What is the topic? What is the gist of this opinion piece?

2. What is the author's opinion on this topic (WHAT the author believes)?

3. What are the reasons and evidence the author uses to support this opinion?

(List the reasons and their supporting evidence from the text: you may not need to use all the spaces below.)

Reason ("WHY" the author believes an opinion):



Reading and Analyzing an Opinion Piece Graphic Organizer

Evidence (facts, details, information):

Evidence:



Robert Barton's Opinion Letter

February 1777

Dear William,

I am glad to hear you arrived safely and are well. Please do keep me informed of your well-being. You will always be my son, so I care very much about how you are doing. Your mother, sister, brother, and I arrived safely in New York and are settling in as best we can. Leaving our home and the store was difficult, as you know, but we had to go to a place where our beliefs are respected. We are loyal citizens of Great Britain, and will remain so.

It does greatly disappoint me to hear you continue on with your rebel ideas. You forget that paying those taxes is our duty as subjects of the British crown. Great Britain protected us against France in the last war, and British soldiers continue to keep us safe. The Royal governors are good men, and serve us wisely. All of this costs money, and we must pay our fair share.

You cannot win this war, William. I know you are now part of their army, so it hurts me to say this, but the rebel Patriots will not be able to defeat the British army without a navy. Remember, speeches and pamphlets are fine, but soldiers win a war. Your group is a ragtag bunch. I do hope you are able to stay safe among them, William.

Please continue to write to let us know how you are. We worry every day that something has happened to you in battle. Despite our differing views about this war, we are still family and will never be enemies. We miss you and care about you.

Fondly,

Father



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 3

Reading as Writers: Identifying Characteristics of Broadsides



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain how authors support their opinions with reasons and evidence.• I can identify the characteristics of a broadside.	<ul style="list-style-type: none">• Reading and Analyzing an Opinion Piece graphic organizers (from Lesson 2 classwork and homework)• What Do You See? graphic organizer• Participation in creation of Characteristics of Broadside anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing Homework: Sharing the Gist, Opinion, Reasons, and Evidence (20 minutes)B. Discussing Opinion during the American Revolution (10 minutes)C. Exploring BroadSides: Gallery Walk (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief/BroadSides Anchor Chart (5 minutes)B. Preparing for the Mid-Unit 3 Assessment (5 minutes)4. Homework<ol style="list-style-type: none">A. Review your study guide for the mid-unit assessment.	<ul style="list-style-type: none">• In this first half of this lesson, students continue to learn how authors articulate and support their opinions in writing by analyzing the opinion letter they read for Lesson 2 homework, from the perspective of the main character, Robert Barton, from the play <i>Divided Loyalties</i>. They again focus on how the character supports his opinion with reasons and evidence., and continue to define the characteristics of opinion writing through this letter and add to the Exploring Opinions as Readers and Writers anchor chart (begun in Lesson 1).• In the second half of the lesson, students are introduced to the concept of broadsides through a Gallery Walk to help them understand how broadsides were used to share opinions during the American Revolution. Students co-create a Characteristics of BroadSides anchor chart after examining real broadsides from the time period of the revolution. They will add to and refer to this anchor chart throughout the remainder of this unit as they create their own broadsides.• As with Lesson 2, adjust the pacing for Work Time B based on how much support your students need.• In advance:<ul style="list-style-type: none">– Review students' Reading and Analyzing an Opinion Piece graphic organizers (from Lesson 2 classwork and homework) to determine if any students should be pulled into a small group supported by the teacher during Work Time B.– If you provided students with a copy of the Exploring Opinions and Reasons anchor chart in Lesson 2, encourage them to add to it (see example for teacher reference).–– Review Gallery Walk protocol (see Appendix).– Prepare the Gallery Walk of broadsides (see supporting materials) by making one large copy of each broadside to display. Also hang the descriptions and excerpts of each broadside next to them so students do not have to read the entire broadside, but can still get an idea about it during the Gallery Walk.– Prepare: Characteristics of BroadSides anchor chart (see supporting materials).– Review Concentric Circles protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
opinions, reasons, evidence, characteristics, broadsides	<ul style="list-style-type: none">• Writing folders (from Lesson 2)• Document camera• Reading and Analyzing an Opinion Piece graphic organizer (from Lesson 2; one blank copy for teacher modeling)• Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 2)• Exploring Opinions as Readers and Writers anchor chart (for teacher reference; see supporting materials)• Lesson 1 exit ticket (one for display)• What Do You See? graphic organizer (one per student)• BroadSides for the Gallery Walk, #1-8 (printed out on large paper for display)• Characteristics of BroadSides anchor chart (new; co-created in Closing and Assessment A; see supporting materials)• Notebook paper

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Share the learning target: "I can identify the characteristics of a broadside" with students. Tell students that they will learn more about broadsides today.• Remind students of the learning target: "I can explain how authors support their opinions with reasons and evidence." Ask them to turn and share with a partner what opinion Robert Barton expressed in the letter they read for homework. Explain that, together, you will look more closely at the opinion, reasons and evidence in Robert Barton's letter.	



Work Time	Meeting Students' Needs
<p>A. Reviewing Homework: Sharing the Gist, Opinion, Reasons, and Evidence (20 minutes)</p> <ul style="list-style-type: none">• Distribute students' completed Reading and Analyzing an Opinion Piece graphic organizer for William Barton's opinion letter (from Lesson 2). Ask students to put this in their writing folder for safekeeping.• Ask students to get out their copy of Robert Barton's opinion letter and their Reading and Analyzing an Opinion Piece graphic organizer from last night's homework.• Have students share answers to Question 1 from their homework with a partner. Ask them to listen closely to their partner's answer, as they may be asked to share it with the rest of the class.• Ask for a few pairs to share their partner's answer. Listen for the following gist: "This letter is about what Robert Barton thinks about the American Revolution." Help students if they are struggling to generate this gist statement independently.• Using a document camera, display your Reading and Analyzing an Opinion Piece graphic organizer (blank copy for teacher modeling). Model for students: Based on the class' discussion, write a gist statement. Encourage students to add or revise their gist statements if necessary.• Display Robert Barton's opinion letter. Zoom in on the first paragraph. Ask partners to share their answers to Question 2 on their graphic organizers and find where in the first paragraph of the text a reader can find this opinion stated.• Ask a few pairs to share the opinion they recorded and point out where this opinion can be found in the text. Listen for the students to say that Robert's opinion is that: "They should stay loyal to Great Britain." They should point out the following sentences in the text: "We are loyal citizens of Great Britain, and will remain so."• Prompt students with the following question:<ul style="list-style-type: none">* "How did you determine the author's opinion?"• Encourage them to reference the text and Exploring Opinions as Readers and Writers anchor chart for characteristics of opinions.	<ul style="list-style-type: none">• Consider adding a think-aloud with more explicit modeling to further support students if they are having trouble getting the gist of this letter.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then add Robert Barton's opinion to Question 2 on your displayed Reading and Analyzing an Opinion Piece graphic organizer. Allow students to once again add to or revise their own graphic organizers (if necessary).• Ask partners to share their answers to Question 3 on their graphic organizers and point out the reasons/evidence they used in the text.• Ask a few pairs to share the reasons and evidence they recorded and point out where they found these in the text. Listen for the students to say something like: "You forget that paying those taxes is our duty as subjects of the British crown" and "Great Britain protected us against France in the last war, and British soldiers continue to keep us safe."• Let students know they will continue to work on the target: "I can explain how authors support their opinions with reasons and evidence" as they explore some broadsides today.	



Work Time (continued)	Meeting Students' Needs
<p>B. Discussing Opinion during the American Revolution (10 minutes)</p> <ul style="list-style-type: none"> Ask students to turn and talk about the ways people can share their opinion in today's world. Listen for students to say things like: "Twitter," "Facebook," "newspaper editorials," "blogs," etc. Now invite students to think about how people may have shared their opinion during the American Revolution when all of the things they listed did not yet exist. Give students a few seconds to just think. Tell students that in the American colonies, printers had an important job. Their job was to use their printing press to create documents that could be used to educate, advertise, share new, and give someone's opinion. These documents were often posted in public spaces where people could read them. They often weren't able to print enough copies for everyone to have their own copy, so they printed fewer and posted them in places where many people could share them. Let students know that they'll experience something similar to this during today's Gallery Walk. There may be many students trying to read the same document at the same time, but it is a public document meant for many to read and share, just as the colonists experienced with broadsides printed and posted during the time period of the revolution. Display and read aloud the first excerpt from the Lesson 1 exit ticket: "... gloriously fighting in the cause of liberty and country ..." Remind students that they first read this excerpt on the Lesson 1 exit ticket and discussed it again in Lesson 2. Ask students to turn and talk to a neighbor about this author's opinion of the American Revolution. After a few seconds, invite pairs to share out what they think and how they know. Listen for students to say something like: "This author thinks that the colonies should be free from the King. I know because the quote talks about liberty and it says that fighting is glorious." Display and read aloud the second excerpt from the Lesson 1 exit ticket: "All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy." Ask students to turn and talk to a neighbor about this author's opinion of the American Revolution. After a few seconds, invite pairs to share out what they think and how they know. Listen for students to say something like: "This author also thinks that the colonies should be free from the King. I know because the quote talks about Britain as the 'cruel enemy,'" or "This author thinks that all the colonies should work together to defeat the King and fight for freedom for America. I know because the quote says that the colonies are 'firm and unshaken' and that they are 'ready.'" 	<ul style="list-style-type: none"> Determining which sentences or phrases from the text most clearly state the evidence or details used by the author can be difficult for students. If you find students struggling to pull this evidence out of the text, consider explicitly modeling with a think-aloud that allows students to understand the process of selectively choosing evidence or details to underline. It is important that students be able to identify reasons and evidence independently so they can explain how it supports the author's opinion. Students will be asked to do this independently on the mid-unit assessment in Lesson 4. If you have students who are continuing to struggle with this, consider pulling them into a small group or having them work with a partner during this portion of the lesson.



Work Time (continued)	Meeting Students' Needs
<p>C. Exploring Broadside: Gallery Walk (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will investigate more broadsides on their own. Remind students about the Gallery Walk protocol, emphasizing the importance of silence as others look at and read the documents in the gallery.• Distribute copies of the What Do You See? graphic organizer. Remind students that they used this graphic organizer during the Gallery Walk in Unit 1 as well. Let students know that they will be focusing on filling in the Document and Observations columns while they are in the gallery today. Cold call one student to tell others what they will write about in each of these columns. Be sure to emphasize that observations are just what they see—not what they think. There will time for reflection after they look.• As you invite students to silently enter the gallery, let them know that they will see many examples of broadside for the Gallery Walk so that they can meet the target: “I can identify the characteristics of a broadside.”• Give students about 5-7 minutes to explore the gallery.• As students complete their observations, encourage them back to their workspace to fill in the Inferences, Knowledge, and Further Research columns on their own.• After all students have returned to their workspace, remind them about what to do in each column of the What Do You See? graphic organizer. Give students about 5-7 minutes to complete the graphic organizer.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief/BroadSides Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to arrange themselves so they are ready for the Concentric Circles protocol. • Ask each of the following questions and have students rotate partners for each question: <ul style="list-style-type: none"> * “Now that you’ve seen some more broadsides, what do you think broadsides were used for during the American Revolution?” * “What was one characteristic you saw in most of the broadsides you looked at today?” * “What was one opinion you saw expressed in the broadsides?” • Gather students back together to add to the Characteristics of BroadSides anchor chart. Call on students to report what they learned today from the Gallery Walk and from their conversations during Concentric Circles. • Complete the anchor chart together, listing characteristics of broadsides. 	<ul style="list-style-type: none"> • To further support students in their analysis of opinion pieces, you may want to provide students with their own copy of the texts as well as displaying them on the document camera.
<p>B. Preparing for the Mid-Unit 3 Assessment (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that on the upcoming mid-unit assessment, they will demonstrate their progress toward the following learning target: <ul style="list-style-type: none"> – “I can explain how authors support their opinions with reasons and evidence.” • Remind students that they now know what an opinion is, how to identify one in an author’s writing, and how authors support their opinions with reasons and evidence. • Ask students to make a copy of the Exploring Opinions as Readers and Writers anchor chart on notebook paper to use as a study guide for their homework (see supporting materials for an example of a finished Exploring Opinions as Readers and Writers form). • Tell them that for their assessment, they will read an opinion piece and identify the opinion as well as the author’s reasons and evidence used to support that opinion. Reassure students that there are no tricks with this assessment. They will be using the same process they have used over the past several days to closely read an opinion piece and answer questions. 	<ul style="list-style-type: none"> • Consider providing a copy of this anchor chart for students as an alternative to copying it.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Review your study guide for the mid-unit assessment. 	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 3

Supporting Materials



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.



Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Teacher Directions: This anchor chart was added to in Lesson 2. At the start of this lesson (Lesson 3), the chart should contain the following:

Exploring Opinions as Readers and Writers

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience or a combination of all three

Characteristics of Opinions:

- A way of thinking about something
- A belief
- A judgment; can be debated or argued
- A differing point of view could be stated

Opinions are supported by:

Reasons: WHY an author has a particular opinion

WITH

Evidence: HOW authors support their reasons with facts or details (based on research and/or observations)



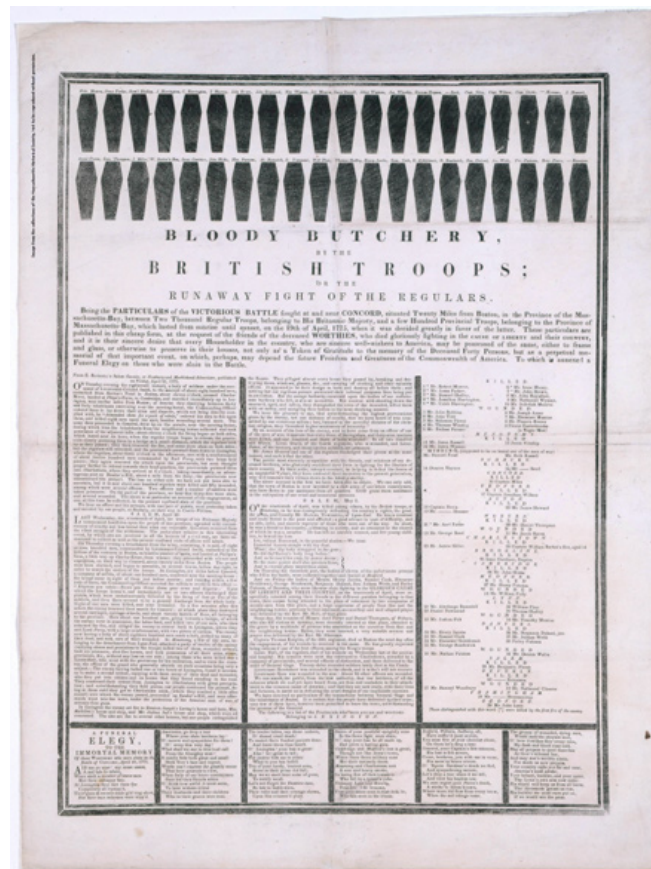
What Do You See? Graphic Organizer

Document	Observations (NOTICE)	Inferences	Knowledge	Further Research (WONDER)
Picture/ text you are looking at/reading.	Describe exactly what you see/read in the picture/text.	Say what you conclude from what you see/read.	Summarize what you know about the situation and time period shown/described.	What questions has the picture/text raised?

**Broadsides for the Gallery Walk
#1**

In this broadside, the printer used the image of black coffins across the top to show how many men died in the Battle of Lexington and Concord. This broadside was sent throughout the 13 colonies to spread the word about what Patriots saw as the British Regulars' gruesome attack on the people of Lexington, Massachusetts.

Excerpts used from Lesson 1: "... gloriously fighting in the cause of liberty and country ..." or "All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy."



Library of Congress, Rare Book and Special Collections Division

To access the broadside, use the following link:

[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/0380090a/rbpe0380090a.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+0380090a\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/0380090a/rbpe0380090a.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+0380090a))&linkText=0)

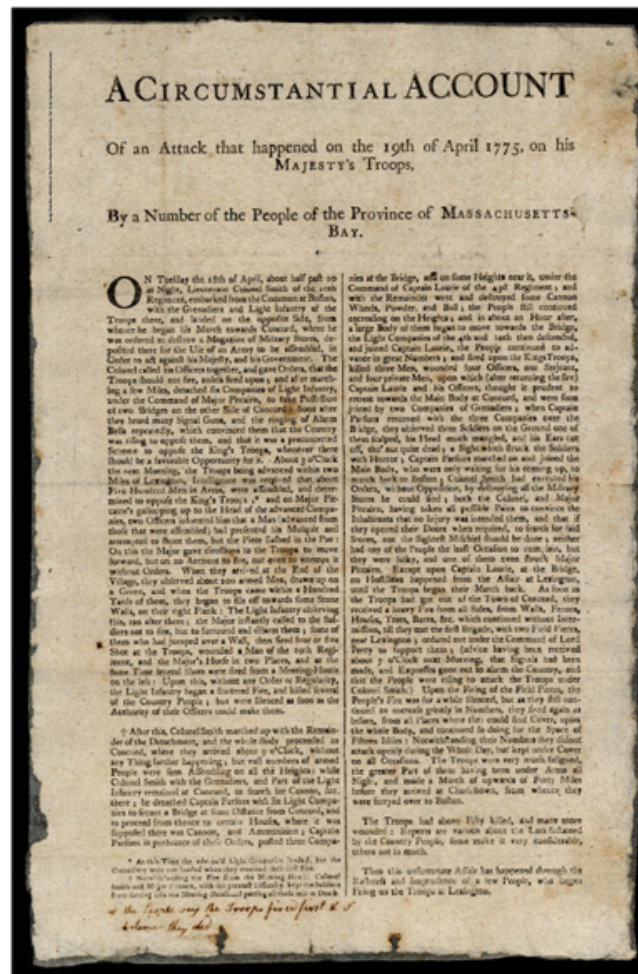


Broadsides for the Gallery Walk

#2

This broadside describes the Battle of Lexington and Concord from the perspective of a British officer who felt the Patriot colonists started the fight.

Excerpts used in Lesson 2: "... this affair has happened through the rashness and imprudence of a few people, who began firing on the troops at Lexington" or "... it was a preconcerted scheme to oppose the King's troops, whenever there should be a favorable opportunity for it.... They heard many Signal Guns and the ringing of Alarm Bells, which convinced them the Country was rising against them."



Library of Congress, Rare Book and Special Collections Division

To access the broadside, use the following link:

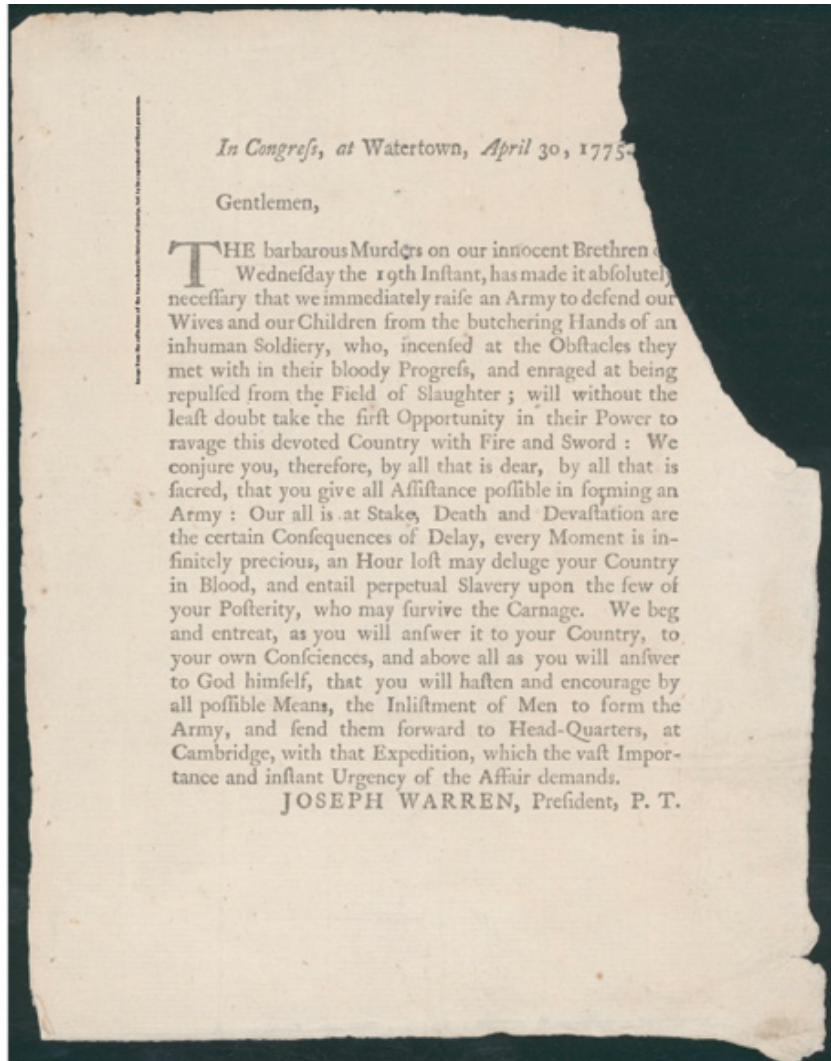
[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801100/rbpe03801100.db&recNum=0&itmLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+03801100\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801100/rbpe03801100.db&recNum=0&itmLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+03801100))&linkText=0)



Broadsides for the Gallery Walk

#3

This broadside is a plea for the Congress to officially put together an army to fight the British. The author, a well-known Patriot, is giving his opinion about what the colonists should do—protect themselves and fight for their liberty.



Library of Congress, Rare and Special Book Collection

To access the broadside, use the following link:

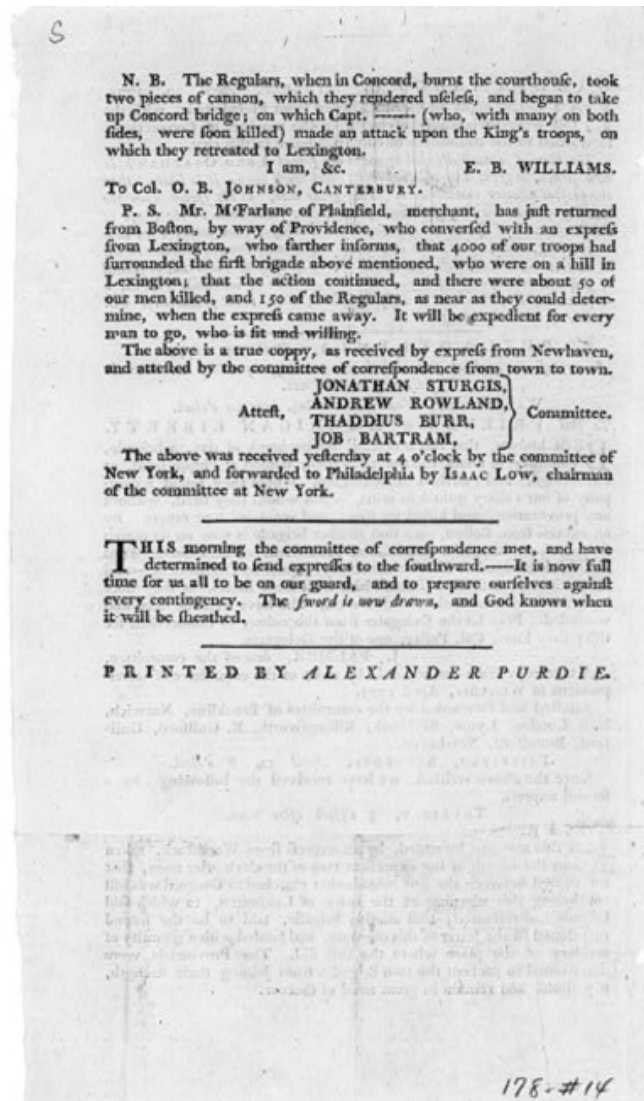
[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801200/rbpe03801200.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+03801200\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801200/rbpe03801200.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+03801200))&linkText=0)



Broadsides for the Gallery Walk

#4

This broadside is an example of how news was spread during the American Revolution. It tells what happened during the Battle of Lexington and Concord. However, it also shares an opinion. For example, at the end, it says, “The sword is now drawn and God knows when it will be sheathed.”



Library of Congress Prints and Photographs Division Washington, D.C. LC-USZ62-44847

To access the broadside, use the following link:

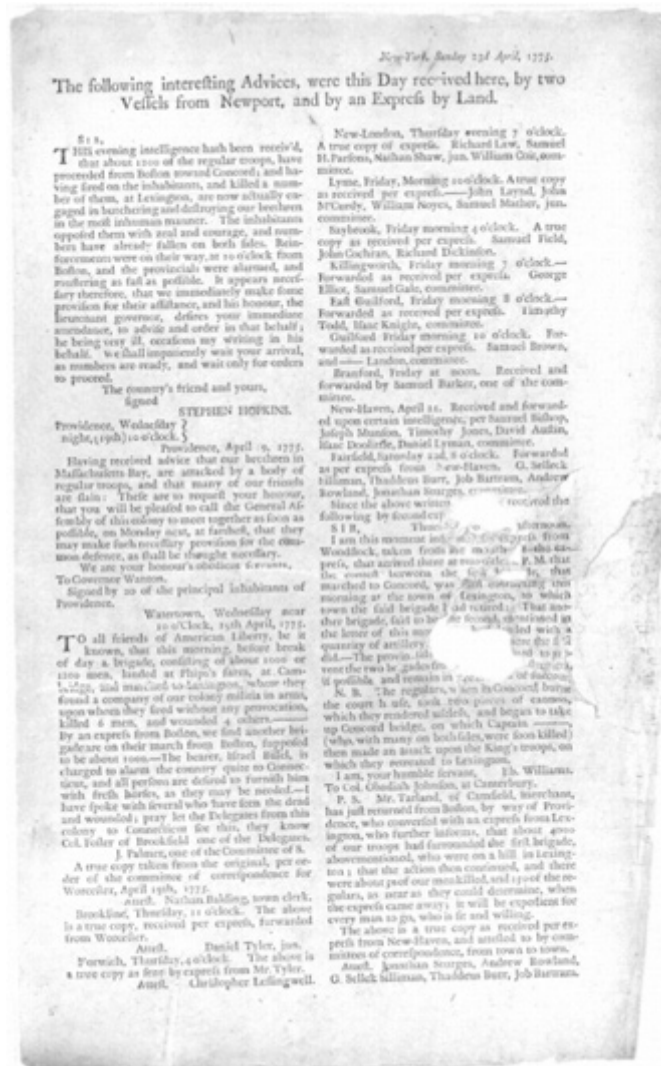
<http://www.loc.gov/pictures/resource/cph.3a45071/>



Broadsides for the Gallery Walk

#5

This is another broadside giving information about the events of the Battle of Lexington and Concord. The author's perspective is seen from this quote: "About 1200 of the regular troops (British) are now actually engaged in butchering and destroying our brethren in the most inhuman manner."



Library of Congress, Rare and Special Book Collection

To access the broadside, use the following link:

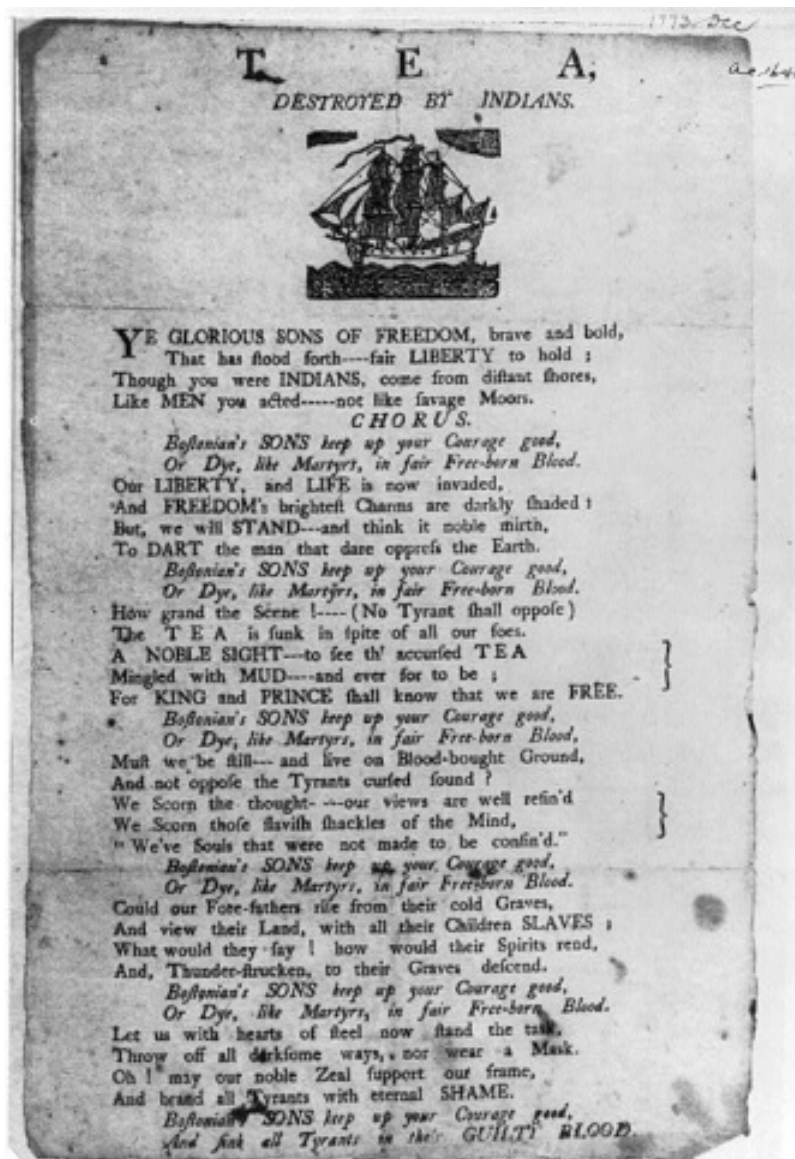
[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+10800500\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+10800500))&linkText=0)



Broadsides for the Gallery Walk

#6

This broadside shows another way that colonists often shared their opinion about “current” events—in verse, or song. The author’s opinion is clear in these lines: “Our liberty, our life is now invaded, and Freedom’s brightest charms are darkly shaded ... Let us with hearts of steel now stand ...” We also see an example of how printers used engravings to include an image that may draw people’s attention.



Library of Congress Prints and Photographs Division Washington, D.C. LC-USZ62-53319

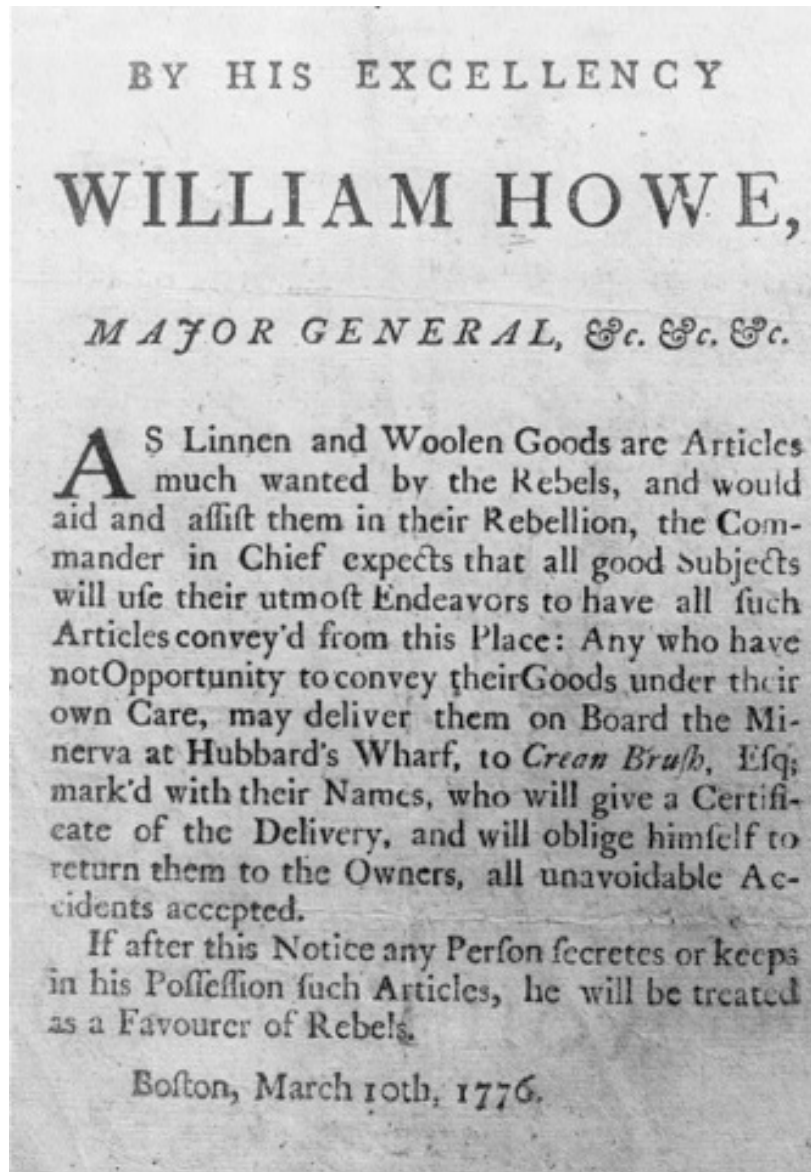
To access the broadside, use the following link:
<http://www.loc.gov/pictures/resource/cph.3b01290/>



Broadsides for the Gallery Walk

#7

This broadside was used as a warning to the Patriots. The Continental (Patriot) army had asked for warm clothes for the soldiers. This broadside tells all who read it that if they are found with linen or wool that may end up with the Patriot soldiers, they will be “treated as a favorer of the Rebels,” or, in other words, a traitor to the King.



Library of Congress Prints and Photographs Division Washington, D.C. LC-USZ62-53323

To access the broadside, use the following link:

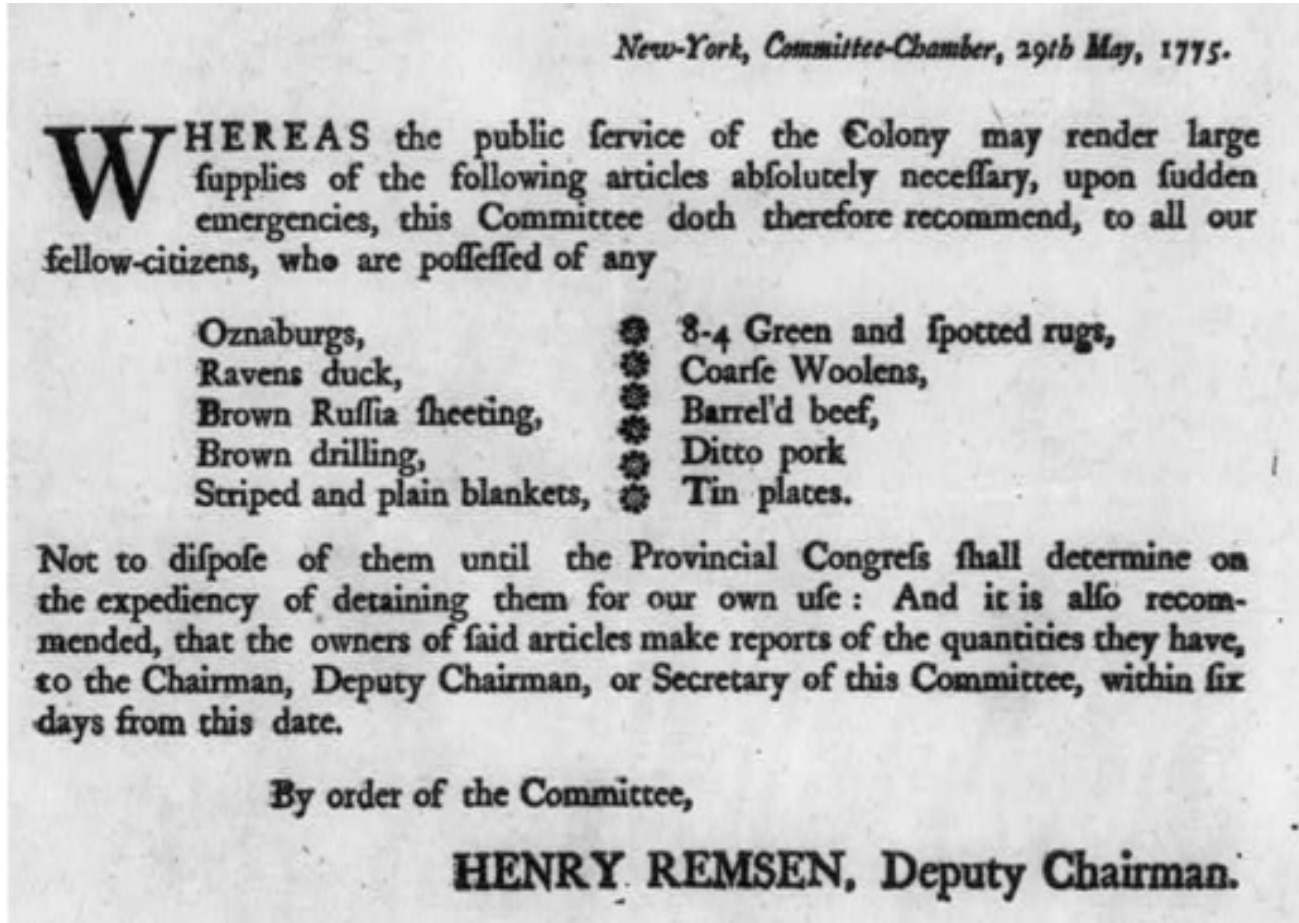
<http://www.loc.gov/pictures/resource/cph.3b01294/>



Broadsides for the Gallery Walk

#8

This broadside was posted as a list of supplies needed by the Continental (Patriot) Army. It tells people to donate to the soldiers who are fighting for freedom.



Library of Congress Prints and Photographs Division Washington, D.C LC-USZ62-77711

To access the broadside, use the following link:

<http://www.loc.gov/pictures/resource/cph.3b24838/>

Characteristics of Broadsides Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Characteristics of Broadsides

Broadsides are ...

... posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause

Broadsides ... *(note: the list generated with students during the Closing and Assessment may look something like the following:)*

- * Share an opinion on an event or topic
- * Give reasons and evidence to support the opinion
- * Try to convince the reader of something
- * Share details about news or an event
- * Have words in bold, italics, or all capital letters
- * Have large headlines
- * Have the introduction paragraph stand alone
- * Have columns
- * Have dates and location
- * Include “printed by ...” or “by ...”
- * Start with words like “gentlemen” or “sir”



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 4

Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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 explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b)

Supporting Learning Targets

- I can explain how an author uses reasons and evidence to support an opinion.

Ongoing Assessment

- Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing the Learning Target (5 minutes)B. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking Progress and Discussing Guiding Questions (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• The mid-unit assessment gauges students' ability to read and analyze opinion writing (aligned with RI.4.8). Students read and answer questions about an opinion piece with a particular focus on author's craft. Note that for teachers to assess students' ability to read and analyze a text on their own, the opinion piece is about a new topic. Thus, students must base their answers on their understanding of the text itself, rather than on background knowledge the class built together about the American Revolution.• The text used for the assessment, a broadside written from the Quaker perspective, will be used as a mentor text through the remainder of the unit as students write their own broadsides. This version, the Quaker Broadside: final draft, will be used alongside a second version introduced in Lesson 8, the Quaker Broadside: first draft. The first draft of the broadside will be analyzed and compared to the final draft used in this lesson as students revise their own writing.• Consider students who need testing accommodations: extra time, separate location, scribe, etc.• In advance:<ul style="list-style-type: none">– Review: Back-Back, Face-to-Face protocol (see Appendix).– Post: Learning target.

Lesson Vocabulary	Materials
summarize, reasons, evidence, opinion, perspective, influence, respectful	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (one per student)• Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (answers, for teacher reference; see supporting materials)• Tracking My Progress, Mid-Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target (5 minutes)</p> <ul style="list-style-type: none">Post and read the following learning target:<ul style="list-style-type: none">* "I can explain how an author uses reasons and evidence to support an opinion."Tell students that today they will complete an assessment based on this learning target. They have been making progress toward this target for the past several days. Reassure students that for the assessment they will not be doing anything new.Ask students to turn to a partner and describe what this target means to them and what they anticipate for the assessment. Have a few pairs share out.Explain that they will be reading an opinion piece and answering questions that focus on this learning target. They will do a round of Back-to-Back, Face-to-Face to refresh their memories and activate prior knowledge about reading opinion pieces so they are ready for the assessment.	
<p>B. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes)</p> <ul style="list-style-type: none">Ask students to find a partner and arrange themselves for the Back-to-Back, Face-to-Face protocol.After all students are standing back-to-back with a partner, explain to students that the first few questions are not directly related to the assessment. Ask the first question: "What is your opinion of school uniforms?" Give students about 10 seconds to think about their answer.Tell students to turn face-to-face with their partner and each take a turn answering the question.After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: "What do you think the principal's opinion of school uniforms is?" Give students about 10 seconds to think about their answer.Tell students to turn face-to-face with their partner and each take a turn answering the question.After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: "What do you think parents' opinion of school uniforms is?" Give students about 10 seconds to think about their answer.After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: "How does a person's perspective influence their opinion?" Give students about 10 seconds to think about their answer.Tell students to turn face-to-face with their partner and each take a turn answering the question.Remind students that the last question is one of the guiding questions for this module. Ask a few pairs to share out their answer to the last question.	<ul style="list-style-type: none">If some students are not familiar with the issue of school uniforms, consider substituting a question more relevant to your school or class.Consider providing copies of Questions for Back-to-Back, Face-to-Face (in supporting materials) to students who struggle with auditory processing.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (35 minutes)</p> <ul style="list-style-type: none">• Ask students to move back to their seats to prepare for the assessment. Distribute the Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces. Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment and clarify if needed.• Ask students to begin. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• Encourage students who finish early to continue with their independent reading.	<ul style="list-style-type: none">• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on New York State assessments.• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment.• For some students, this assessment might require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress and Discussing Guiding Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 3 recording form.• Ask students to take some time to reflect on their conversations during Back-to-Back, Face-to-Face and their experience with the assessment, then to fill out the tracking sheet.• Collect the Tracking My Progress sheets for additional assessment information on the learning target.• Ask students to return to their partner for one more round of the Back-to-Back, Face-to-Face.• After all students are standing back-to-back with a partner, remind them of the last question they discussed: “How does a person’s perspective influence their opinion?” Ask them to think about how they could discuss school uniforms with their principal and parents in a productive way. Give them 10 seconds just to think.• Ask the first question: “How can someone be respectful in sharing their opinion?” Give students 10 seconds to think about their answer.• Tell students to turn face-to-face with their partner and each take a turn answering the question.• Remind students that this question is another of the guiding questions for this module. Ask a few pairs to share out their answer to the last question.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Be sure that students hold onto the opinion pieces from the first half of this unit in their writing folders. They will continue to reference them as mentor texts as they learn how to write their own opinion pieces about the American Revolution.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 4

Supporting Materials



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.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

Name:

Date:

Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:

- Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Dec. 2013.
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
- http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends,_the_early_quakers/924490.
- Practicing Peace by Sylvia Whitman; Cobblestone, Nov-Dec 2008 v29 i9 p2(3).
- Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.
- Rebellion: 1774–1775; from The National Humanities Center.
- <http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

Assessing RI.4.1, RI.4.4, RI.4.8, and W.4.9b.

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

2. Which of the following statements best describes the author's opinion?

- a. You should fight in the Patriot army.
- b. You should fight in the British army.
- c. You should not fight in either army.

3. Which line from the text best supports the answer to Question 2 above?

- a. "As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists."
- b. "It is important, however, to stay uninvolved."
- c. "Another of our beliefs is nonviolence."
- d. "We know it means you may be fined, put into prison, or called Loyalists and traitors."

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

4. Read the line from the text and answer the question that follows:

“If we choose to fight, we are not valuing the side we fight against as equals.”

How does this reason support the author’s opinion?

- a. It explains what will happen to the Quakers if they do not join the Patriot army.
 - b. It explains one of the Quaker beliefs.
 - c. It explains the Quaker view on taxes.
 - d. It explains why Quakers came to the colonies.
5. Another reason the author uses to support his/her opinion about being involved in the American Revolution is: “Another of our beliefs is nonviolence.” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces

6. Which word below has a similar meaning to the word *declare* as it is used in the following line from the text:

“... and declare our loyalty....”?

- a. ignore
 - b. announce
 - c. hide
 - d. reject
7. Which line from the text helps you to infer the meaning of the word *oaths*?
- a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...”
 - b. “... with threats of fines or prison if we do not.”
 - c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
 - d. “It goes against everything we believe in.”



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:

- Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Dec. 2013.
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
- http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends,_the_early_quakers/924490.
- Practicing Peace by Sylvia Whitman; Cobblestone, Nov-Dec 2008 v29 i9 p2(3).
- Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.
- Rebellion: 1774–1775; from The National Humanities Center.
- <http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

Possible answer: This broadside is from the Quaker perspective and is trying to convince people to stay uninvolved in the American Revolution.

2. Which of the following statements best describes the author's opinion?
- a. You should fight in the Patriot army.
 - b. You should fight in the British army.
 - c. **You should not fight in either army.**
3. Which line from the text best supports the answer to Question 2 above?
- a. "As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists."
 - b. **"It is important, however, to stay uninvolved."**
 - c. "Another of our beliefs is nonviolence."
 - d. "We know it means you may be fined, put into prison, or called Loyalists and traitors."

4. Read the line from the text and answer the question that follows:

"If we choose to fight, we are not valuing the side we fight against as equals."

How does this reason support the author's opinion?

- a. It explains what will happen to the Quakers if they do not join the Patriot army.
- b. **It explains one of the Quaker beliefs.**
- c. It explains the Quaker view on taxes.
- d. It explains why Quakers came to the colonies.

Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

5. Another reason the author uses to support his/her opinion about being involved in the American Revolution is: “Another of our beliefs is nonviolence.” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Possible answer: The broadside says that fighting in either army would mean hurting or killing others. I think this supports the author’s reason that staying uninvolved in the war goes with their belief in nonviolence, because killing or hurting others is violent.

6. Which word below has a similar meaning to the word *declare* as it is used in the following line from the text:

“... and declare our loyalty....”?

- a. ignore
 - b. announce**
 - c. hide
 - d. reject
7. Which line from the text helps you to infer the meaning of the word *oaths*?
- a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...”**
 - b. “... with threats of fines or prison if we do not.”
 - c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
 - d. “It goes against everything we believe in.”



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning target: I can explain how an author uses reasons and evidence to support particular an opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 5

Preparing to Write: Identifying Characteristics of Broad­sides and Determining Reasons to Support Our Opinions about the American Revolution



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- 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 effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can identify the characteristics of a broadside.
- I can give reasons for my opinion on the American Revolution based on historical texts and my notes.

Ongoing Assessment

- Reasons/Evidence graphic organizer (students' copies)



Identifying Characteristics of Broadside and Determining Reasons to Support
Our Opinions about the American Revolution

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining Reasons That Support Opinions: Guided Practice (15 minutes)B. Determining Reasons That Support Opinions: Independent Practice (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this half of the unit, students reread the Quaker broadside from the Mid Unit 3 Assessment and analyze this opinion piece as a model to guide the writing of their own broadsides. They read two versions of this model: a first draft and a final copy. The final copy is the actual authentic broadside students read as part of the Mid Unit 3 Assessment. Here in Lesson 5, they reread this authentic final copy of a broadside to determine how the reasons are grouped with evidence to support the opinion. In later lessons, students will read a “first draft” of the broadside (created by Expeditionary Learning for instructional purposes), and compare this draft with the actual final broadside, in order to determine how the broadside was revised and improved. Comparing a draft and final version will inform students’ revisions of their own broadsides.• In the opening of this lesson, students are introduced to the performance task prompt. In advance, review the separate performance task document on EngageNY.org (as part of the module level documents), in order to fully envision the task students are heading toward.• Before this lesson, pair students with a writing partner. They will work with this partner in a series of critique and feedback sessions to help revise their writing. Consider strategic partnerships where students writing and research skills are complementary to one another (ex. a student who enjoy adding creative details and voice to his or her writing, with one who is organized and able to draw on their research when writing).• In advance:<ul style="list-style-type: none">– Display the module guiding questions.– Review: Fist to Five Checking for Understanding technique (see Appendix).– Review: Whip Around/Go ‘Round in Checking for Understanding techniques (see Appendix).– Post: Learning targets.



Identifying Characteristics of Broadside and Determining Reasons to Support
Our Opinions about the American Revolution

Lesson Vocabulary	Materials
characteristics, broadsides, evidence, historical, opinion; valor, skillful	<ul style="list-style-type: none">• American Revolution Broadside rubric (one for display)• Document camera• Characteristics of Broadside anchor chart (from Lesson 3; for teacher reference; see supporting materials)• Quaker broadside: final copy (one new copy per student and one for display; see Teaching Notes)• Reasons/Evidence graphic organizer (two blank copies per student and one for display)• Equity sticks• Reasons/Evidence graphic organizer: Quaker broadside (completed, for teacher reference)• Reasons/Evidence graphic organizer: Patriot perspective (completed, for teacher reference)• “Be a Patriot because ...” anchor chart (from Unit 1, Lesson 3)• Notes and texts from Unit 1 (students’ copies)<ul style="list-style-type: none">– “Revolutionary War” and What Happened and Why graphic organizer (from Unit 1, Lesson 1)– “Incomplete Revolution” and Main Idea graphic organizer (from Unit 1, Lesson 7)– “Thomas Jefferson and the Declaration of Independence” and Close Reading note-catcher (from Unit 1, Lesson 9)• Writing folders (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Explain to students that now that they have closely read and analyzed some opinion pieces, they are ready to start writing their own broadside about the American Revolution. Display the top half of page 1 of the American Revolution Broadside rubric using the document camera. Review the Performance Task Prompt with students:<ul style="list-style-type: none">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.Post and read aloud the main long-term learning target for the performance task:<ul style="list-style-type: none">"I can write a broadside stating my opinion on the American Revolution from a Patriot perspective."Explain that today's learning targets will help students make progress toward this bigger target of their performance task. Post and read the day's learning targets:<ul style="list-style-type: none">"I can identify the characteristics of a broadside.""I can create reasons for my opinion on the American Revolution based on historical text and my notes."Address the targets by reviewing (one at a time) the words <i>characteristics</i>, <i>broadside</i>, <i>historical</i>, and <i>opinion</i>. Have students discuss the meaning of each target with a partner. Invite pairs to share out their thinking. Clarify the targets as necessary.	<ul style="list-style-type: none">Help students to connect their analysis of broadsides (RI.4.8) to the performance task (W.4.1). While these standards are taught explicitly, they act to support students in reading like writers and writing like readers.Asking students to review classroom expectations and make suggestions for improvement helps them to monitor their behavior. Students who struggle with group work may benefit from writing individualized goals and sharing them with their teacher and perhaps a trusted peer.



Work Time	Meeting Students' Needs
<p>A. Determining Reasons That Support Opinions: Guided Practice (15 minutes)</p> <ul style="list-style-type: none">• Let students know that over the next few lessons they will work together to analyze a model broadside that expresses the opinion of a Quaker during the American Revolution. Note that they will be looking more carefully at the same broadside they examined during the mid-unit assessment.• Take a minute to set the stage by describing the life of a Quaker in the American colonies during this time period. Say something like: "Try to imagine what it would be like to be a Quaker living in New York State in the 1770s. You came to the colonies from England because you were not allowed to practice your religion there. By now there are many people who are Quakers in the colonies, but many who are not. Quakers are peaceful and simple people. Now imagine that someone comes along and tells you that if you do not sign up to fight with the Patriots, you will be fined or jailed. What would you think? What might you do?"• Have students turn and talk about their opinion of the American Revolution if their perspective were that of a Quaker living in the colonies. Remind students to think about the guiding questions as they discuss (Why should we respect the opinions of others? How did a person's perspective help them to form an opinion about the American Revolution?).• Invite a few pairs to share what they think the opinion of a Quaker would be.• Let students know that for the model broadside, they will be analyzing the perspective of a Quaker who believes that you should not be involved with either army during the American Revolution.• Display a copy of the Quaker broadside on a document camera and distribute to students. Tell them to watch and listen as you find reasons and evidence for the opinion of one Quaker that one should not be involved in the American Revolution.• Zoom in on the first paragraph. Think aloud to find and underline the sentences that express the opinion.• Display and distribute a Reasons/Evidence graphic organizer to each student. Begin modeling by recording the opinion statement (see the Reasons/Evidence graphic organizer: Quaker broadside (completed, for teacher reference) in the supporting materials) onto the displayed graphic organizer.• Switch back to displaying the Quaker broadside: final copy. Continue reading aloud the second paragraph. Think aloud to find and underline the first reason that supports the opinion.• Switch back to the Reasons/Evidence graphic organizer and fill in the first reason box with something like: "One of our beliefs is to treat everyone equally."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Now tell students that you need to find some evidence that this reason is true. Invite students to reread the second paragraph of the Quaker broadside: final copy, looking for evidence that supports the reason that they should stay out of the war because they believe everyone should be treated equally.• After a few minutes, use equity sticks to call on students to share evidence. Listen for responses that identify evidence from the second paragraph.• Validate student responses and think aloud about the evidence that students identified to fill in the evidence boxes for Reason 1 on the Reasons/Evidence graphic organizer. (For example, "Yes 'everyone should be treated the same' is evidence for this reason. The text says 'each person is valued equally, so everyone should be treated the same' and that is what I will record on my graphic organizer as evidence.")• Repeat this process to identify reasons and evidence in the third and fourth paragraphs of the Quaker broadside, filling in the reasons and evidence boxes on the graphic organizer. Point out where students should record the source of the information (the Quaker broadside in this case) and explain that this column will be important when they begin to collect evidence for their own broadsides later in the lesson.• Have students fill in the evidence boxes for this reason on their own then collect their graphic organizers as a quick check for understanding on how students are able to identify evidence that supports reasons for an opinion. Use this information to determine which students may need more support in Work Time B or whether to continue Work Time B with additional modeling and guided practice.	



Work Time (continued)	Meeting Students' Needs
<p>B. Determining Reasons That Support Opinions: Independent Practice (35 minutes)</p> <ul style="list-style-type: none"> Place students with a partner. Tell students that it is now their turn to search for reasons that support their opinion for their broadside. Explain that they will all be supporting the Patriot perspective for their broadside. It will be their job to find reasons and evidence that support that. Distribute an another blank Reasons/Evidence graphic organizer to each student. Have the class write their opinion at the top of their graphic organizer. They should write something like: "Colonists should be Patriots." Explain to students that they just did this with the Quaker broadside. Tell students that their practice will go a little differently because they used just one text for the Quaker broadside, but will be using many texts from their research in Unit 1 for their broadside. On their graphic organizers, point out the "source" column and explain how this will look a bit different because they may gather evidence for one reason from two different texts. If necessary give an example using the Reasons/Evidence graphic organizer: Patriot perspective (for teacher reference; see supporting materials). Ask: <ul style="list-style-type: none"> * "What texts can you use to look for reasons that support your opinion?" Listen for students to name the "Be a Patriot because ..." anchor chart and texts read throughout the module. Give students 30 minutes to work with their partner to use the Be a Patriot anchor chart and their notes and texts from Unit 1 to find reasons that support that opinion and to fill in the evidence from the texts for those reasons. Circulate and support students in completing their individual Reasons/Evidence graphic organizer as needed. Prompt students by asking questions like: "Does that reason support the opinion that colonists should be Patriots?" 	<ul style="list-style-type: none"> Using students' Reasons/Evidence graphic organizers from Work Time A, determine whether they need additional support from you. If a significant portion of the class need support, consider modeling determining a reason from the Be a Patriot anchor chart and finding evidence in notes and texts from Unit 1, then continue the rest of Work Time B as guided practice. Another option is to pull a small invitational group and offer additional support for students who struggle with management of multiple materials or those who need support determining reasons and finding evidence in their notes and texts from Unit 1.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Go 'Round (5 minutes)</p> <ul style="list-style-type: none">• Call students together and invite them to think about one reason they wrote that supports the opinion that colonists should be Patriots.• Do a Whip-around/Go-'round, allowing each student to share one reason they found for colonists to be Patriots.• Take note of any students that have trouble with this as an informal assessment of the learning target: "I can create reasons for my opinion on the American Revolution based on historical texts and my notes."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 5

Supporting Materials



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.



American Revolution Broadside Rubric

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.

Learning Target: I can write a broadside stating my opinion on the American Revolution from a Patriot perspective. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my broadside that states my opinion clearly. (W.4.1a)	My introduction clearly states my opinion.	My introduction somewhat clearly states my opinion.	My introduction does not clearly state my opinion.
I can use historically accurate reasons and evidence to support my opinion. (W.4.1b)	I include at least three historically accurate reasons to support my opinion.	I include two historically accurate reasons to support my opinion.	I include one historically accurate reason to support my opinion.
I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	I develop my reasons with at least three details from my research.	I develop my reasons with two details from my research.	I develop my reasons with one detail from my research.
Word Choice			
I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)	I use at least four words from my research to write precise, historically accurate explanations.	I use two or three words from my research to write precise, historically accurate explanations.	I use less than two words from my research to write precise, historically accurate explanations.



American Revolution Broadside Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can group together reasons with related evidence in my broadside. (W.4.1a, W.4.1c)	<p>I include at least three linking words to connect my opinion to my reasons.</p> <p>The reasons in my broadside are grouped with related evidence.</p>	<p>I include two linking words to connect my opinion to my reasons.</p> <p>Some of the reasons in my broadside are grouped with related evidence.</p>	<p>I include one linking word to connect my opinion to my reasons.</p> <p>The reasons in my broadside are not grouped with related evidence.</p>
I can develop a conclusion that summarizes my opinion. (W.4.1d)	My conclusion summarizes my opinion.	My conclusion somewhat summarizes my opinion.	My conclusion does not summarize my opinion.
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2a, L.4.2c, L.4.3b)	<p>I correctly use capitalization in my writing.</p> <p>My sentences are complete.</p> <p>I can choose correct punctuation for ending my sentences.</p>	I have some mistakes with my capitalization and punctuation or some incomplete sentences.	I have many mistakes with my capitalization and punctuation or many incomplete sentences.
I can spell grade-appropriate words correctly. (L.4.2d)	I have no misspelled words in my writing and use references when I need to.	I have misspelled some words.	I have many misspelled words.

Characteristics of Broadsides Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Characteristics of Broadsides

Broadsides are ...

... posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause

Broadsides ... *(note: the list generated with students during the Closing and Assessment may look something like the following:)*

- * Share an opinion on an event or topic
- * Give reasons and evidence to support the opinion
- * Try to convince the reader of something
- * Share details about news or an event
- * Have words in bold, italics, or all capital letters
- * Have large headlines
- * Have the introduction paragraph stand alone
- * Have columns
- * Have dates and location
- * Include “printed by ...” or “by ...”
- * Start with words like “gentlemen” or “sir”

Quaker Broadside: Final Copy

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:

Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." *The New Book of Knowledge*. Grolier Online, 2013. Web. 11 Dec. 2013.

Our First Friends, The Early Quakers; from *The Pennsylvania Historical & Museum Commission*.

http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends_the_early_quakers/924490.

Practicing Peace by Sylvia Whitman; **Cobblestone**, Nov-Dec 2008 v29 i9 p2(3).

Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.

Rebellion: 1774–1775; from The National Humanities Center.

<http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.



Reasons/Evidence Graphic Organizer

Opinion _____

Reason 1:	
Evidence:	Source:
Reason 2:	
Evidence:	Source:
Reason 3:	
Evidence:	Source:



Reasons/Evidence Graphic Organizer: Quaker Broadside
(Completed, For Teacher Reference)

Opinion: Colonists should stay uninvolved in the American Revolution because it goes against our beliefs.

Reason 1:	
One of our beliefs is to treat everyone equally.	
Evidence:	Source:
each person is valued equally, so everyone should be treated the same	Quaker broadside
they believed in simple worship, honesty, and equality	Quaker broadside
Reason 2:	
One of our beliefs is nonviolence.	
Evidence:	Source:
paying taxes that go toward the military is the same as supporting the army, which goes against our beliefs	Quaker broadside
refused to join the Patriot army or support/contribute to the war—we oppose violence, and fighting for either side will mean having to hurt or kill others	Quaker broadside
Reason 3:	
One of our beliefs is to not take any oaths.	
Evidence:	Source:
believed oaths were forbidden by the Bible—thought if you always told the truth, swearing to do so wasn't necessary	Quaker broadside
refuse to take any oaths of allegiance, even if it leads to being fined, put into prison, or condemned as Loyalists and traitors	Quaker broadside



Reasons/Evidence Graphic Organizer: Patriot Perspective
(Completed, For Teacher Reference)

Opinion: Colonists should be Patriots.

Reason 1:	
The British soldiers are attacking the colonists and we need to fight back.	
Evidence:	Source:
Boston Massacre	"Incomplete Revolution"
Battle at Lexington	"Revolutionary War"
Reason 2:	
The British have taken away the colonists' personal property and liberty.	
Evidence:	Source:
Boston Harbor has been closed	"Revolutionary War"
Taxes on tea, paper, etc.	"Revolutionary War"
Reason 3:	
Colonists should be able to govern themselves.	
Evidence:	Source:
"All men are created equal" and have the right to "life, liberty, and the pursuit of happiness"	"Thomas Jefferson and the Declaration of Independence"
The colonies are used to running their own affairs	"Revolutionary War"



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 6

Planning to Write Broadsides: Grouping Reasons with Evidence That Supports My Opinion



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can recall information that is important to a topic. (W.4.8)</p> <p>I can sort my notes into categories. (W.4.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use historically accurate reasons and evidence to support my opinion about the American Revolution.• I can group together reasons with related evidence in my broadside.	<ul style="list-style-type: none">• American Revolution Broadside graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Anticipating the Learning Targets on the Rubric/Reviewing Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Planning a Broadside: Guided Practice with the Quaker Broadside (20 minutes)B. Planning a Broadside: Independent Practice (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. American Revolution Broadside Rubric: Adding Criteria for Success (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This portion of the unit begins the writing process for the performance task located in Lesson 13. Be sure students have a system for organizing their writing resources (research folder from Unit 1 and Unit 1 texts), graphic organizers, and drafts.• In this lesson students refer to many anchor charts during the Opening and Work Time. In advance, read through the lesson to visualize how various charts are used, and organize accordingly.• Prepare a larger version of American Revolution Broadside rubric on chart paper. You will add criteria for success toward the performance task on this chart.• Co-constructing the rubric based on the learning targets outlined from the standards allows students to clearly picture what meeting these targets will look like as they write their broadsides. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, but it supports struggling learners the most.• Students continue to work with their writing partner in this lesson and the lessons that follow.• In advance:<ul style="list-style-type: none">– Review: Mix and Mingle in Checking for Understanding techniques (see Appendix).– Post: Learning targets, Exploring Opinions as Readers and Writers anchor chart, and Characteristics of Broadside anchor chart.



Lesson Vocabulary	Materials
historically accurate, reasons, evidence	<ul style="list-style-type: none">• Document camera• American Revolution Broadside rubric (from Lesson 5; one per student and one enlarged to display as an anchor chart)• Exploring Opinions as Readers and Writers anchor chart (from Lesson 1)• Characteristics of Broadside anchor chart (from Lesson 3)• American Revolution Broadside rubric chart (new; co-created during Opening A)• American Revolution Broadside graphic organizer: Quaker model (completed, for teacher reference)• Sticky notes (one per student)• Quaker Broadside: final copy (from Lesson 5)• Research folders (from Unit 1, Lesson 1)• Reasons/Evidence graphic organizer: Quaker broadside (from Lesson 5; one for display)• Notes and texts from Unit 1 (students' copies)<ul style="list-style-type: none">– “Revolutionary War” and What Happened and Why graphic organizer (from Unit 1, Lesson 1)– “Incomplete Revolution” and Main Idea graphic organizer (from Unit 1, Lesson 7)– “Thomas Jefferson and the Declaration of Independence” and Close Reading note-catcher (from Unit 1, Lesson 9)• “Be a Patriot because ...” anchor chart (from Unit 1, Lesson 3)• American Revolution Broadside graphic organizer (one per student)• American Revolution Broadside graphic organizer (for teacher reference)• Writing folder (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Anticipating the Learning Targets on the Rubric/Reviewing Learning Targets (10minutes)</p> <ul style="list-style-type: none">Using a document camera, display the top half of the American Revolution Broadside rubric (from Lesson 5).Review the writing prompt and learning target with the class:<ul style="list-style-type: none">“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.”Review the learning target on the rubric:<ul style="list-style-type: none">“I can write a broadside stating my opinion on the American Revolution.”Remind students that they have become experts on the American Revolution and over the past several days have learned a lot about how authors support their opinions with reasons and evidence. Refer to the posted Exploring Opinions as Readers and Writers anchor chart and Characteristics of Broadside anchor chart.Prompt students to mix and mingle on the following:<ul style="list-style-type: none">“Given what we know about opinions and broadsides, what would you expect to see for learning targets on the bottom half of this rubric?”Circulate and listen as the class discusses the prompt. Listen for them to say things such as: “I think one of the learning targets will be about writing an introduction that has the opinion about the American Revolution,” or “There will be a learning target about using evidence to support our reasons.”Ask students to return to their seats. Focus them on the American Revolution Broadside rubric chart. Tell students that you would like them to give you a thumbs-up if the target is something they expected as you read each aloud.Read the targets in the criteria for success table on the rubric one at a time.	<ul style="list-style-type: none">Co-constructing the rubric based on the learning targets allows students to clearly picture what meeting these targets will look like as they write their broadsides.When students give their thumbs up for learning targets they, notice which targets students anticipated and which may need more clarification in upcoming lessons.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that today they will focus on two of these targets. Point out the following learning targets under the Ideas and Organization sections on the chart:<ul style="list-style-type: none">* "I can use historically accurate reasons and evidence to support my opinion about the American Revolution."* "I can group together reasons with related evidence in my broadside."• Discuss the phrase <i>historically accurate</i>. Ask students to share with a partner what they think this phrase means. Cold call pairs to share. Listen for explanations like: "It means the information in our broadsides needs to be correct for the time period of the American Revolution," or "Our reasons and evidence must be based on our research." Clarify this target as necessary.• For the second target, ask students:<ul style="list-style-type: none">* "What do you think it means to 'group <i>reasons</i> with related <i>evidence</i>'?"• Have students turn and talk once again. Listen for explanations like: "It means our evidence has to match our reasons."• Tell students that today's lesson will help them clarify these targets further so they can add criteria for success to the rubric.	



Work Time	Meeting Students' Needs
<p>A. Planning a Broadside: Guided Practice with the Quaker Broadside (20 minutes)</p> <ul style="list-style-type: none">• Tell students that you would like their help analyzing the Quaker broadside. Use the characteristics outlined on the Characteristics of Broadside anchor chart to guide your analysis (see the American Revolution Broadside graphic organizer: Quaker model in the supporting materials as an example).• Before beginning your modeling, do the following:<ul style="list-style-type: none">– Distribute one sticky note to each student.– Invite students to get out their copy of the Quaker broadside: final copy.– Have students get out their research folders.– Place students with their writing partner from Lesson 5. Students will continue to work with their writing partner for critique and feedback throughout the unit.• Model as follows: Tell students that you, as teacher, have already identified the opinion shared in the broadside that: “We should stay uninvolved in the American Revolution because it goes against our beliefs.” Record this as a note in the Introduction box. Remind students that their broadsides will be about a different topic—they will justify their opinion of the American Revolution from the Patriot perspective.• Explain that you also know that the Quaker broadside gives readers some background information about the American Revolution and Quakers’ involvement.• Ask students to work with their partner to help you identify this in the broadside by doing the following:<ol style="list-style-type: none">1. Reread the first paragraph of the Quaker broadside.2. On a sticky note, jot down background information about the Quakers and their role in the American Revolution.• Give students a few minutes to look over their notes, discuss, and record with their partners.• Then ask pairs to share out their suggestions. Listen for students to suggest: “There is a lot of pressure to be involved in the war,” or “Both sides are pressuring us to take oaths and declare our loyalty.”	<ul style="list-style-type: none">• During the guided practice, be sure to note which students are struggling. This can help you determine with whom to confer during the independent practice (Work Time B).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that broadsides have headlines. Ask:<ul style="list-style-type: none">* “What is the headline for the Quaker broadside?”• Listen for students to say: “Violence Is Not the Answer!”• Ask:<ul style="list-style-type: none">* “What would be another strong headline for this broadside?”• Add suggestions to the Introduction box.• Thank students for their help. Then point to the posted American Revolution Broadside graphic organizer: Quaker model. Explain to the class that before the Quaker model was drafted, the author determined which reasons and evidence he wanted to include in the broadside.• Explain to students that they have already identified the reasons the author used in their broadside on the Reasons/Evidence graphic organizer: Quaker broadside in Lesson 5. Display that graphic organizer and invite students to compare it to the American Revolution Broadside graphic organizer: Quaker model.• Cold call a few students to share what they notice about the two organizers. They should notice that they have the same information, but that the American Revolution Broadside graphic organizer: Quaker model includes planning for the introduction and conclusion.• Help students think about how evidence must match up with a specific reason by providing a counterexample. Point out the sentence: “And, fighting in the army for either side will mean having to hurt or kill others.” Ask partners to discuss:<ul style="list-style-type: none">* “Could this sentence be used as evidence to support the reason that Quakers should stay uninvolved because they do not believe in taking oaths? Why or why not?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students discuss briefly, cold call a few more pairs to share their thinking. Explain that while this sentence might be good evidence for another reason (Quakers believe in nonviolence), it does not fit with this reason. It is important that they group reasons with evidence that is related (or supports them); otherwise their broadsides will not make sense to the reader.• Thank the students for their assistance. Tell them you will continue to analyze evidence related to the reasons and add notes for what the author included in the concluding statement. Quickly review what this statement should include (a summary of the author's opinion), then ask students for a thumbs-up if they feel ready to plan their own broadsides or thumbs-down if they need you to clarify how to use the graphic organizer.• Clarify as necessary or decide which students you will confer with during the independent practice based on this information.	
<p>B. Planning a Broadside: Independent Practice (20 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will plan their broadsides using their own graphic organizers. They will do this individually but should sit next to their partner so they can support each other as needed. Be sure students have their texts and research folders for gathering evidence.• Remind students that they can refer to their Notes and texts from Unit 1 and the “Be a Patriot because ...” anchor chart as they gather evidence.• Distribute an American Revolution Broadside graphic organizer to each student. Circulate and support as needed. As students finish planning, have them put their materials away in their writing folder.	<ul style="list-style-type: none">• Students will be using their Unit 1 research folders and Units 1 and 2 texts to select evidence. If some students struggle in managing these materials, consider marking the sections of the text and their research folders where they should focus to gather evidence. This can be done ahead of time or as needed when you confer.



Closing and Assessment	Meeting Students' Needs
<p>A. American Revolution Broadside Rubric: Adding Criteria for Success (10 minutes)</p> <ul style="list-style-type: none">• Gather students together and focus them on the American Revolution Broadside rubric chart again. Ask them to reread the first learning target for the day: "I can use historically accurate reasons and evidence to support my opinion about the American Revolution."• Ask students to Think-Pair-Share on the following question:<ul style="list-style-type: none">* "What will it look like if we meet this target in our broadsides?"• Listen for comments like: "We will use information from our research for our reasons and evidence," or "We will pick reasons that can be supported by evidence from our notes or the text."• Add something like the following to the "Meets" column of the rubric next to this learning target:<ul style="list-style-type: none">– All reasons are supported by evidence from our class research on the American Revolution (Units 1 and 2 texts and our Unit 1 research folders).• For the "Partially Meets" column, you can add the above with the word "Some" instead of "All". For "Does Not Meet", add "No" instead of "All". This will hold true for each of the learning targets for which you create criteria on the rubric in this unit.• Repeat a similar process with the day's second learning target: "I can group together reasons with related evidence in my broadside." Add something like the following to the "Meets" column of the rubric next to this learning target:<ul style="list-style-type: none">– All reasons are supported by evidence (examples, details, and facts) that is directly related to the reasons.• Tell students that at the start of the next lesson, they will get feedback on their plans from their writing partners based on these criteria. Then they will write a draft of their opinion pieces.	<ul style="list-style-type: none">• Consider adding models with examples of "Meets" or "Does Not Meet" to the rubric or beside it. Using models can further clarify for students what it means to meet the learning target.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Add the rest of the planning notes to the Characteristics of Broadside anchor chart (see supporting materials in this lesson) to prepare for Lesson 7.</i></p>	<ul style="list-style-type: none">• An alternative to having students finish this planning at home is to give them additional designated time at some point during the school day.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 6

Supporting Materials



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.



American Revolution Broadside Graphic Organizer: Quaker Model
(For Teacher Reference)

<p>Headline</p> <p>Uses words that reflect Quaker perspective No more than one to two lines</p> <p>Violence Is Not the Answer</p> <p>Introduction</p> <p>Explain your opinion Describe the basic reason to stay out of the war</p> <p>We should stay uninvolved in the American Revolution because it goes against our beliefs.</p>	<p>Reason Paragraph 1</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>One of our beliefs is to treat everyone equally. Each person is valued equally, so everyone should be treated the same. We believe in simple worship, honesty, and equality. By fighting, we are not valuing the side we fight against as equals.</p> <p>Reason Paragraph 2</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>One of our beliefs is nonviolence. Paying taxes that go toward the military is the same as supporting the army, which supports violence. We need to refuse to join the Patriot army or support the war. Because we oppose violence, fighting for either side will mean having to hurt or kill others.</p> <p>Reason Paragraph 3 (optional)</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>One of our beliefs is to not take any oaths. Doing so is forbidden by the Bible because if you always tell the truth, swearing to do so by taking an oath isn't necessary. We know it means you may be fined, put into prison, or condemned as Loyalists and traitors. But, because it goes against our beliefs, you cannot do it!</p>	<p>Concluding Statement</p> <p>Demonstrate your beliefs and stay out of the war!</p>
---	---	---



American Revolution Broadside Graphic Organizer

Name: _____

Date: _____

Headline Uses words that reflect Patriot perspective No more than one to two lines Introduction Explain your opinion Describe the basic reason you have that opinion	Reason Paragraph 1 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	Concluding Statement
	Reason Paragraph 2 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	
	Reason Paragraph 3 (optional) <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	



American Revolution Broadside Graphic Organizer
(Completed, For Teacher Reference)

<p>Headline</p> <p>Uses words that reflect Patriot perspective</p> <p>No more than one to two lines</p> <p>Fight for the Cause of Liberty!</p> <p>Introduction</p> <p>Explain your opinion</p> <p>Describe the basic reason you have that opinion</p> <p>The King doesn't deserve our loyalty. We have been oppressed by the British.</p>	<p>Reason Paragraph 1</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>The Regulars have attacked us, unprovoked. At Lexington Green, 8 men were killed and 10 wounded by the Redcoats.</p>	<p>Concluding Statement</p> <p>Show your pride in the colonies—take up arms, boycott merchants selling British goods, tell everyone you know that we must fight for our liberty!</p>
	<p>Reason Paragraph 2</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>The British have taken away our property and personal rights. They closed our harbors and forced us to open our homes to their soldiers. We must fight to protect ourselves. We have to reopen the harbor and show the arrogant British that we have rights, too.</p>	
	<p>Reason Paragraph 3 (optional)</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>We should be able to govern ourselves. It is unfair for American colonists to pay taxes to the King without even being represented in Parliament.</p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 7

Drafting a Broadside about the American Revolution



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

a. 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)

Supporting Learning Targets

- I can write a broadside stating my opinion on the American Revolution.
- I can use historically accurate reasons and evidence to support my opinion about the American Revolution.
- I can group together reasons with related evidence in my broadside.
- I can give kind, helpful, and specific feedback to my critique partner.

Ongoing Assessment

- American Revolution Broadside graphic organizers
- Drafts of American Revolution broadside



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Peer Critique on Plans: Focused on Historical Accuracy and Grouping Reasons and Evidence (15 minutes)B. Reviewing Characteristics of Broadside and Strong Paragraphs (5 minutes)C. Drafting American Revolution Broadside (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing and Debrief (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this lesson, students write their first draft of their American Revolution broadsides. They receive feedback on historical accuracy and the grouping of reasons and evidence in their graphic organizers from a peer and then proceed to draft.• The supporting materials include the Quaker broadside: first draft as an option for you to use if additional modeling is needed; it will also be used in future lessons as a model for revisions.• Note that Lesson 11 is dedicated to having students publish their work in a computer lab. The lessons leading up to this lesson assume this drafting will be done with pencil and paper. However, if you have students word-process throughout their drafting, they will have to print off a draft for critique, feedback, and annotating revisions. See lesson notes throughout the rest of the unit to prepare accordingly.• In advance: Prepare on chart paper the Critique Protocol anchor chart (see supporting materials or use the version created in Module 2A, Unit 3, Lesson 7); decide whether students will draft on the computer or on paper.<ul style="list-style-type: none">– Review: Peer Critique protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
opinion, specific, critique, historically accurate, reasons, evidence	<ul style="list-style-type: none">• Equity sticks• Critique Protocol Norms anchor chart (from Module 2A, Unit 3, Lesson 7, or see supporting materials for a model to create)• American Revolution Broadside Rubric anchor chart (from Lesson 6)• American Revolution Broadside graphic organizer (from Lesson 6; one per student)• Research folder (from Unit 1, Lesson 1)• Characteristics of Broadside anchor chart (from Lesson 3)• Notebook paper or computers for drafting (enough for each student)• Writing folder (from Lesson 2)• Quaker broadside: first draft (for teacher reference)• Index cards (standard size, one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning targets:<ul style="list-style-type: none">* “I can write a broadside stating my opinion on the American Revolution.”* “I can use historically accurate reasons and evidence to support my opinion about the American Revolution.”* “I can group together reasons with related evidence in my broadside.”* “I can give kind, helpful, and specific feedback to my critique partner.”• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking. Then cold call students using the equity sticks.• All of these targets should be familiar to students. They have been focused on the first three targets for the past several lessons. The last is a target used for critique sessions in Modules 1 and 2. Have students share what they recall about this target. Clarify as needed and explain that the class will review the critique process more thoroughly in a moment.	



Work Time	Meeting Students' Needs
<p>A. Peer Critique on Plans: Focused on Historical Accuracy and Grouping Reasons and Evidence (15 minutes)</p> <ul style="list-style-type: none">• Review the main components of a successful critique on the Critique Protocol Norms anchor chart (see teaching notes and supporting materials of this lesson for preparing this anchor chart).<ul style="list-style-type: none">– Be kind– Be specific– Be helpful– Participate• Tell students that today they will critique their writing partner's broadside plans to help them prepare for writing their first draft. They will focus their feedback using the American Revolution Broadside Rubric anchor chart.• Explain that for today their feedback will focus only on learning targets 2 and 5 from the rubric: "I can use historically accurate reasons and evidence to support my opinion about the American Revolution," and "I can group together reasons with related evidence in my broadside."• Review the criteria for "Meets" on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas.• Ask students to get out their American Revolution Broadside graphic organizer, their Unit 1 texts, and their research folder. Place students with their writing partners (established in Lesson 6). Explain that they will have 5 minutes each to critique and take notes. Those being critiqued should make notes about changes or revisions directly on their graphic organizers. Circulate and support partnerships in keeping their critique kind and focused.	<ul style="list-style-type: none">• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.• Students should be comfortable with the routine of peer critique from their experiences in Modules 1 and 2. However, you may consider modeling with your plans from the American Revolution Broadside graphic organizer: Quaker model in Lesson 6 if your students need more practice with peer critique before working with a partner.



Work Time (continued)	Meeting Students' Needs
<p>B. Reviewing Characteristics of Broadside and Strong Paragraphs (5 minutes)</p> <ul style="list-style-type: none">• Post the Characteristics of Broadside anchor chart next to the American Revolution Broadside rubric anchor chart and gather students back together.• Ask the class to examine the broadside plans for the Quaker perspective. Briefly review the following with students:<ul style="list-style-type: none">* “How many paragraphs do you have planned?”* “What should each paragraph contain, based on your plans and what you know about the characteristics of broadsides?”* “What are the features of a strong paragraph?” (Topic sentence, details, and concluding sentence.)* “What are the features of opinion writing?” (State opinion, share reasons, support each reason with facts and evidence.)	<ul style="list-style-type: none">• If your class needs more explicit instruction on paragraph writing, expand this area of the lesson to include more modeling with the Quaker Broadside: first draft, comparing the plan from Lesson 6 to the draft (see supporting materials). Another option is to pull a small group during Work Time C to provide more direct support with the drafting process.
<p>C. Drafting American Revolution Broadside (25 minutes)</p> <ul style="list-style-type: none">• Tell students that the first draft broadsides they will now complete need not be perfect. They should reference the rubric when drafting, but shouldn't worry about meeting every learning target at this point. Request that they pay special attention to learning targets 2 and 5 from the rubric and use their partner's feedback to guide the drafting process.• Students should spend the next 25 minutes writing their first drafts, using notebook paper or computers for drafting. Circulate and support as needed. Be sure to confer with students you observed struggling in Lesson 6. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar; they will edit for these toward the end of the writing process. The supporting materials include the Quaker broadside: first draft as an option for teachers to use if additional modeling is needed.• After 25 minutes, have students put their drafts and materials in their writing folder.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing and Debrief (10 minutes)</p> <ul style="list-style-type: none">• Invite students to share their drafts with their writing partners. They should focus on sharing what they accomplished during Work Time C; no critique should be given at this time. Give students 5 minutes to share.• Explain that it has been a while since they participated in a critique session and that they may feel a bit rusty. Tell them that today for an exit ticket you would like them to reflect on the fourth learning target alone, so that they can set goals for their next critique session.• Distribute an index card to each student for the exit ticket. Explain that they will be recording their thinking on their card. Ask students to do the following:<ol style="list-style-type: none">1. "On the front of the card, record your name at the top and write the learning target: 'I can give kind, helpful, and specific feedback to my critique partner.'"2. "On the front of the card, write a personal reflection answering the questions: 'Did you meet the learning target? What is your evidence?'"3. "On the back, write a class evaluation answering the questions: 'How did the class do with giving kind, helpful, and specific feedback? What is your evidence?'"• Give students 5 minutes to complete their exit slips. Collect and use as an informal assessment of the learning target.	<ul style="list-style-type: none">• For students who struggle with following multiple step directions, consider displaying these directions using a document camera or an interactive whiteboard system. Another option is to type up these instructions for students to have in hand.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' American Revolution broadside drafts and give specific feedback on the following learning targets on the rubric: "I can use historically accurate reasons and evidence to support my opinion about the American Revolution" and "I can group together reasons with related evidence in my broadside."</i></p> <p><i>Consider writing your feedback on sticky notes instead of directly on students' papers. This will allow them space for their own annotations during the revision process and is respectful of their work as a writer. Students will be able to revise based on your feedback and that of their peers the next time they draft.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 7

Supporting Materials



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.



Critique Protocol Norms Anchor Chart

Be Kind: Treat others with dignity and respect.

Be Specific: Focus on why something is good, or what, particularly, needs improvement.

Be Helpful: The goal is to help everyone improve his or her work.

Participate: Support one another. Your feedback is valued!

Directions:

1. Author and listener: Review area of critique focus from the rubric.
2. Author: Reads his or her piece.
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."
4. Author: Records feedback.
5. Author: Says, "Thank you for _____. My next step will be _____."
6. Switch roles and repeat.

Quaker Broadside: First Draft
(For Teacher Reference)

Violence Is Not the Answer!

It is important to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers. As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both sides. People from both sides are pressuring us to take oaths. They want us to say we are loyal. They are threatening fines or prison if we do not.

One of our beliefs is living a simple life. Equality means we believe each person in this world is valued equally. It means that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war. If we do that, it will lead to violence. Do not take an oath for the Patriot cause! Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and enemies. It goes against everything we believe in. Do not do it!

Stay out of the war!



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 8

Revising for Organization: Grouping Reasons with Related Evidence



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can create an organizational structure in which I group together related ideas. (W.4.1a)</p> <p>I can identify reasons that support my opinion. (W.4.1b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use historically accurate reasons and evidence to support my opinion about the American Revolution.• I can group together reasons with related evidence in my broadside.	<ul style="list-style-type: none">• Revised American Revolution broadside drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the American Revolution Broadside Rubric/Reviewing Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Examining Models: Grouping Reasons with Related Evidence (15 minutes)B. Independent Practice (15 minutes)C. Revising Broadside for Historically Accurate Vocabulary (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson is similar to Lessons 5 and 6. The students examine the Quaker broadside: final draft for how authors write effectively. They will then apply what they learn to their own writing. In this lesson, students examine the mentor text for how reasons and evidence are grouped to support an opinion about the American Revolution.• Writing partners for this unit were established in Lesson 6.• Beginning with this lesson, students revise their work using different colored pencils for each focus of the American Revolution Broadside rubric. See materials list for the color used in this lesson.• In this lesson, the class analyzes the revisions made to the body paragraphs of the Quaker Broadside: final draft. Consider supplying copies of the Grouping Reasons with Related Evidence anchor chart for students to reference and keep in their writing folders.• Throughout this unit, students read a series of mentor texts, which are model texts written by real authors that students examine to see strong examples of writing craft. In this unit, students analyze the Quaker broadside. For more information on mentor texts, read <i>Study Driven</i> by Katie Wood Ray.• A new supporting material is included at the end of this lesson—the Quaker broadside: final draft (annotated revisions). This is for teacher reference and shows the changes made to the first draft, which is analyzed in Lessons 8 and 9. The Quaker broadside: final draft (annotated revisions) is color-coded using the same colors students use when revising their own drafts. The revisions analyzed in this lesson for grouping related reasons and evidence and using historically accurate vocabulary have been bolded and underlined.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 3B, Unit 3 lessons.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Prepare the Grouping Reasons with Related Evidence anchor chart.– Enlarge the body paragraphs from the Quaker broadside: final draft to be posted on the class anchor chart during Work Time A.– Review the Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)– Post: Learning targets.

Lesson Vocabulary	Materials
support, related; Patriots, Loyalists, declare, loyalty, revolution	<ul style="list-style-type: none">• American Revolution Broadside rubric (from Lesson 5; one per student and one to display)• Quaker Broadside: final draft (from Lesson 5)• Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)• Document camera• Equity sticks• Grouping Reasons with Related Evidence anchor chart (new; co-created during Work Time A)• American Revolution Broadside drafts (from Lesson 7; one per student)• American Revolution Broadside graphic organizer (from Lesson 6; one per student)• American Revolution Broadside graphic organizer: Quaker model (from Lesson 5; one to display)• Blue colored pencil (one per student)• American Revolution Broadside Rubric chart (from Lesson 6)• Writing folder (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the American Revolution Broadside Rubric/Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their copies of the American Revolution Broadside rubric and look at the fifth row, with the target:<ul style="list-style-type: none">* “I can group together reasons with related evidence in my broadside.”• Invite students to turn and talk about what this should look like in their writing. Listen for responses like: “The facts and details I included support one of my reasons for my opinion.”• Validate this thinking and explain that in today’s lesson, they will work with their writing partner to revise their drafts, making sure their reasons follow their claims, and that their facts and details support their reasons.• Invite the students to read the learning targets:<ul style="list-style-type: none">* “I can use historically accurate reasons and evidence to support my opinion about the American Revolution.”* “I can group together reasons with related evidence in my broadside.”• Ask them if there are any words or phrases they think are important or unfamiliar to them. They may identify the following words:<ul style="list-style-type: none">– <i>support</i> = to give evidence for– <i>related</i> = connected• Write the synonyms about the word/phrases and ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand some but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.	<ul style="list-style-type: none">• Deconstructing unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand clearly what they will learn in the lesson.



Work Time	Meeting Students' Needs
<p>A. Examining Models: Grouping Reasons with Related Evidence (15 minutes)</p> <ul style="list-style-type: none">• Refer to the Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference) to help you to guide this portion of the lesson.• Ask students to get out their copy of the Quaker Broadside: final draft. Project the first paragraph using a document camera. Remind students that they should be familiar with this broadside; they've been working with it since Lesson 4. (Note: If your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.)• Read the first paragraph aloud and ask the class to find the author's opinion statement. Ask them to turn and tell their partner and then underline it. Students should identify: "It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers" as the opinion statement. Use equity sticks to call on a student to share the author's opinion of the American Revolution.• Next, read the second paragraph aloud and ask the class to think about what reason the author identified to support his opinion. Invite students to turn and talk with their partner, circling the reason. Use equity sticks to call on a student to share the author's first reason.• Ask students:<ul style="list-style-type: none">* "What do you notice about the reason in this paragraph?" Listen for students to notice that the reason supports the opinion shared in the first paragraph.• Ask the class to turn and talk about how the author designed the organization of the paragraph. Use equity sticks to cold call one or two students. You should hear responses such as:<ul style="list-style-type: none">– "The author started by telling us his first reason that supports his opinion in the first sentence," and– "Then he shared some facts and details."• Ask students:<ul style="list-style-type: none">* "What do you notice about the facts and details in this paragraph?" Listen for students to notice that the facts and details connect to the reason shared in this paragraph.• Remind students that the reasons in their writing should support their opinion, and that the facts and details they use should relate to each reason.	<ul style="list-style-type: none">• Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner a more advanced ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Grouping Reasons with Related Evidence anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Paragraph 2:<ul style="list-style-type: none">• Begins by stating a reason that supports the opinion• Details/facts relate to the reason• Post a copy of the first paragraph in the right-hand column.• Repeat this process with the third paragraph of the Quaker broadside: final draft.• Document their observations on the chart by writing in the left-hand column:<ul style="list-style-type: none">– Paragraph 3:<ul style="list-style-type: none">• Begins by sharing a new reason that supports the opinion• Gives only new details/facts from the research notes that relate to this reason	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice (15 minutes)</p> <ul style="list-style-type: none">• Direct students to review their American Revolution broadside drafts and American Revolution broadside graphic organizers and revise their body paragraphs. Remind them that they will not rewrite the entire broadside. They will just make notes of their revisions directly on their drafts, on the lines they skipped when they wrote their drafts, using their blue colored pencil.• Give the students 15 minutes to revise their body paragraphs, making sure that the opinions, reasons, and evidence are well organized and solidly connected. As the students work, circulate to assist as needed. Encourage students to think about the criteria for grouping reasons and evidence as they work. Prompt students if necessary by asking questions like: “Does this reason support your opinion?” or “Does your evidence relate to the reason presented in this paragraph?”	<ul style="list-style-type: none">• During independent work, the teacher can support students with special needs or ELLs as needed. It’s okay to let them experience productive struggle with the task, as successful completion after considerable effort builds both stamina and confidence. Pull students into a small group or work with them one on one if they refuse to work independently due to frustration.
<p>C. Revising Broadside for Historically Accurate Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Explain that when writing about evidence and reasons, it is important to use words that will make your broadside more historically accurate. Have the class brainstorm vocabulary that might be useful in talking about the American Revolution. Encourage students to look back through the texts they have read to generate a list of words like: <i>Patriots, Loyalists, declare, loyalty, revolution</i>.• Ask students to use the list to underline any historically accurate words they have already used in their drafts. Explain that the goal is to use at least four historically accurate words in the broadside. This may mean replacing or adding some words as they revise.• Give students least 10 minutes to revise their drafts with historically accurate vocabulary. Circulate and assist as needed.• When students have finished, help the class add historically accurate vocabulary criteria on the American Revolution Broadside Rubric chart.	<ul style="list-style-type: none">• To further support students consider modeling how to revise for historically accurate vocabulary with the Quaker Broadside first draft from Lesson 7 and the Quaker Broadside: final draft (annotated revisions for Historically Accurate Vocabulary in green; for teacher reference) in the supporting materials of this lesson.



Closing and Assessment	Meeting Students' Needs
<p>A. Share (10 minutes)</p> <ul style="list-style-type: none">• Invite students to read the second learning target to themselves:<ul style="list-style-type: none">* “I can give kind and helpful feedback to my writing partner.”• Ask them what it means to “give helpful feedback.” Call on one or two students to share their thinking. Listen for: “It’s ideas that will help make my writing better,” or “It’s not ‘That’s really good.’ Because that doesn’t help me know what I need to do to make it better. I need specific ideas to help me.”• Ask students to sit with their writing partner to share their revisions and give helpful feedback.• Invite students to put their drafts and materials in their writing folder.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 8

Supporting Materials



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.



Grouping Reasons with Related Evidence Anchor Chart
(For Teacher Reference)

1. **Each reason supports the opinion:** something that proves your point
2. **Evidence relates to the reason:** facts and details connect to the reason

Description of Reasons and Evidence	Example from a Text We Have Read

Quaker Broadside: Final Draft

Annotated Revisions for Reasons, Evidence, and Historically Accurate Vocabulary
(For Teacher Reference)

Teaching Note: The colors below indicate the revisions made to the Quaker broadside: first draft.

- Blue: reasons and evidence
- Green: historically accurate vocabulary
- Red: introduction and conclusion

The changes examined in this lesson, revisions for reasons and evidence and historically accurate vocabulary, are underlined.

Violence is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. **It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.**

~~One of our beliefs is living a simple life. One of our beliefs is to treat everyone equally.~~
We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. ~~Do not take an oath for the Patriot cause!~~ Paying taxes that go towards the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and traitors. It goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 9

Revising for Organization: Interesting Introductions and Convincing Conclusions



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can introduce the topic of my opinion piece. (W.4.1a)</p> <p>I can construct a concluding statement or section for my opinion piece. (W.4.1d)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an introduction that states my opinion clearly.• I can develop a conclusion that summarizes the Patriot point of view in my broadside.	<ul style="list-style-type: none">• Revised American Revolution broadside draft



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Criteria for Effective Introductions and Conclusions in a Broadside (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Examining Models of Effective Introductions (10 minutes) B. Guided Practice Writing Different Types of Introductions (10 minutes) C. Examining Models of Effective Broadside Conclusions (10 minutes) D. Guided Practice Writing Different Types of Conclusions (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Revise your introduction and conclusion. 	<ul style="list-style-type: none"> • This lesson is very similar to the format of Lesson 8. Students examine a mentor text for how authors effectively write introductions that catch the reader's attention and make them want to read more and conclusions that wrap up the piece and leave the reader with a final thought. They then apply what they learn to their own writing. • Writing partners for this unit were established in Lesson 5. • In this lesson, the class analyzes the revisions made to the introduction and conclusion of the Quaker Broadside: first draft. Consider supplying copies of the Interesting Introductions and Convincing Conclusions anchor charts for students to reference and keep in their writing folders. • Recreate the Bold Beginnings anchor chart from Module 2, Unit 3, Lesson 12. • As in Lesson 8, the Quaker broadside: final draft (annotated revisions) has been included at the end of this lesson. This is for teacher reference and shows the changes made to the first draft which are analyzed in Lessons 8 and 9. It is color-coded using the same colors students use when revising their own drafts. The revisions analyzed in this lesson for effective introductions and conclusions have been bolded and underlined. • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 3B, Unit 3 lessons. • In advance: <ul style="list-style-type: none"> – Enlarge the introduction and conclusion paragraphs from the Quaker broadside: final draft to be posted on the class anchor chart during Work Times A and C. – Prepare the new anchor charts: Interesting Introductions and Convincing Conclusions (see supporting materials). – Review the Quaker Broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference) – Post: Learning targets.



Lesson Vocabulary	Materials
introduction, conclusion, states, summarizes	<ul style="list-style-type: none">• Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12)• Convincing Conclusions anchor chart (new; co-created in Work Time C)• Equity sticks• Quaker Broadside: final draft (from Lesson 5)• Quaker Broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference)• Document camera• Interesting Introductions anchor chart (for teacher reference; new; co-created in Work Time A)• Quaker Broadside: first draft (from Lesson 7)• American Revolution Broadside Rubric chart (from Lesson 6)• Writing folder (from Lesson 2)• Interesting Introductions and Convincing Conclusions Reference Sheet (one per student)



Opening	Meeting Students' Needs
<p>A. Criteria for Effective Introductions and Conclusions in a Broadside (10 minutes)</p> <ul style="list-style-type: none">• Remind students about all the revisions they went through with their historical fiction narratives in Module 2A or their Choose Your Own Adventure narratives in Module 2B. Two of the criteria they focused on were how to write effective beginnings that grab the reader and conclusions that leave the reader with a sense of completeness. Explain that today they will create an <i>introduction</i> and <i>conclusion</i> for their broadsides, much as they did with their narratives.• Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12):<ul style="list-style-type: none">– Catches the reader's attention: hooks a reader into wanting to read more– Makes the reader want to read more: gets your reader curious about what's coming next– Is appropriate to purpose and audience: makes the reader feel your piece will be an interesting experience and worth his/her time• In narratives, we call the beginning of a piece "the beginning." In opinion writing, we call the beginning "an introduction." It's similar but has different purposes and audiences. Explain that in all writing, the author must make sure the text begins in a way that is appropriate for the audience and grabs readers' attention, making them want to read more.• Display the Convincing Conclusions anchor chart. Explain that an effective concluding statement in an opinion piece is similar to a conclusion in a narrative. It helps wraps up the piece and leaves the reader with a final thought. If a writer left their broadside without a concluding sentence, the writing would end suddenly and leave the reader without a sense of completeness.	<ul style="list-style-type: none">• Putting copies of anchor charts in students' research folders will give them access to important information as they work independently.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets:<ul style="list-style-type: none">* “I can write an introduction that states my opinion clearly.”* “I can develop a conclusion that summarizes the Patriot point of view in my broadside.”• Ask them to turn and talk with a shoulder partner about what the word <i>states</i> means in the first learning target. Use equity sticks to cold call two or three students to share what they discussed with their partner. Listen for comments like: “It means to explain what our opinion is.”• Next, ask students to turn and talk about what <i>summarizes</i> means in the second learning target. Use equity sticks to cold call two or three students to share what they discussed with their partner. Listen for comments like: “It means we’ll take everything we said about our opinion in our broadside and explain it again but not as detailed.”• Explain that today they will work with a partner to write an introduction and conclusion for their broadsides.	



Work Time	Meeting Students' Needs
<p>A. Examining Models of Effective Introductions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copy of the Quaker broadside: final draft. Project the first paragraph using a document camera. Remind them that they should be familiar with this broadside; they've worked with it since Lesson 4. (Note: If your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.)• Read the first paragraph aloud and ask the class to think about how the author designed the introduction so it grabbed the reader's attention. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the paragraph. Use equity sticks to cold call one or two students. You should hear responses such as: "She started by telling us about the sides of the American Revolution," and "The author ended by telling us her opinion in the last sentence."• Display the Interesting Introductions anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Introductions:<ul style="list-style-type: none">• Begin by explaining a bit about the American Revolution• State opinion of the American Revolution• Post a copy of the introduction paragraph in the right-hand column.	<ul style="list-style-type: none">• Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner a more advanced ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.
<p>B. Guided Practice Writing Different Types of Introductions (10 minutes)</p> <ul style="list-style-type: none">• Display the Quaker Broadside: first draft using the document camera. Explain that in this first draft of the broadside, the introduction needed some revisions before it became the final version they are familiar with.• Read the draft aloud. As a class, brainstorm what revisions were made to the introduction so the context is given first and followed with the author's opinion, just like the final model on the class chart.• Use the Quaker broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference) to guide your work in this portion of the lesson.• Annotate the first draft of the Quaker model showing the changes made to the introduction.• Point out the following:<ul style="list-style-type: none">– The opinion statement was moved to the end after context was given.– The paragraph was confusing with the opinion sentence at the beginning.	



Work Time (continued)	Meeting Students' Needs
<p>C. Examining Models of Effective Broadside Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Now, project the last sentence of the Quaker Broadside: final draft.• Read the last sentence aloud and ask students to think about how the author designed the conclusion statement so it summarizes the topic and restates the opinion for the reader. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the sentence. Use equity sticks to cold call one or two students. You should hear responses such as: “The author restated her opinion that you should stay out of the war,” and “She started by reminding us of her reasons and then stated her opinion.”• Display the Convincing Conclusions anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Conclusions:<ul style="list-style-type: none">• Begin by summing up reasons• Restate opinion• Post a copy of the conclusion statement in the right-hand column.• Ask students to turn to a shoulder partner. Tell them to think about another way an author could write a conclusion statement that would give the reader a sense of completeness.• Invite partnerships to turn to another pair of students nearby and share their thinking. Once the foursome has a collective understanding of how a conclusion might summarize the author's thinking for the reader, ask them all to raise their hands so they form a silent “tepee” of hands. When all groups have their hands up, ask one person from each group to share. You should hear responses such as: “The author could summarize the facts first and then restate the opinion,” or “The author could end with a question that would make readers keep thinking after they're finished reading.”• Document their observations on the chart by writing in the left-hand column.	



Work Time (continued)	Meeting Students' Needs
<p>D. Guided Practice Writing Different Types of Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Display the Quaker Broadside: first draft using a document camera. Remind the class that this is the first draft of the broadside. Explain that the conclusion also needed some revisions before it became the final version they are familiar with.• Read the conclusion statement aloud. As a class, brainstorm what revisions were made to the conclusion so the reasons are summarized and followed by the opinion, just like the final model on the class chart.• Annotate the Quaker Broadside: first draft showing the changes that were made to the conclusion statement. Be sure to point out that the draft concluding statement just restated the opinion—it did not summarize the reasons.• Remind students that before a writer settles on one conclusion, he or she will often write several versions of them. Now ask students to talk with the same foursome of peers they worked with just a short time ago about other ways to write a conclusion.• Give the students 2 to 3 minutes to discuss options for how another conclusion might be written.• Call on one or two groups to share their ideas. Choose one to write beneath the first conclusion.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">As a class, add introduction criteria to the American Revolution Broadside Rubric chart using the Interesting Introductions anchor chart to clarify the meaning of the following learning target on the rubric:<ul style="list-style-type: none">* "I can write an introduction in my editorial that states my opinion clearly."Next, as a class, add conclusion criteria using the Convincing Conclusions anchor chart to clarify the meaning of the following learning target:<ul style="list-style-type: none">* "I can develop a conclusion that summarizes the Patriot point of view in my broadside."Invite students to put their drafts and materials in their writing folder.Explain to students that for homework, they will be revising their drafts for effective introductions and conclusions. Distribute the Interesting Introductions and Convincing Conclusions Reference Sheets and explain to students that it has the same information as the anchor charts they created earlier in the lesson. Tell students they should refer to this while they revise their drafts so they remember what to include in their introductions and conclusions.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Revise your introduction and conclusion.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 9

Supporting Materials



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.



Convincing Conclusions Anchor Chart
(For Teacher Reference)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.

Description of Conclusion	Example from a Text We Have Read



Interesting Introductions Anchor Chart
(For Teacher Reference)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Description of Introduction	Example from a Text We Have Read



Quaker Broadside: Final Draft

Annotated Revisions for Effective Introductions and Conclusions
(For Teacher Reference)

Teaching Note: The colors below indicate the revisions made to the Quaker broadside: first draft.

- Blue: reasons and evidence
- Green: historically accurate vocabulary
- Red: introduction and conclusion

The changes examined in this lesson, revisions for effective introductions and conclusions, are underlined.

Violence is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both **the Patriots and the Loyalists. Colonists** from both sides are pressuring us to take oaths and **declare** our **loyalty**, with threats of fines or prison if we do not. **It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.**

~~One of our beliefs is living a simple life.~~ **One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality.** Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. ~~Do not take an oath for the Patriot cause!~~ Paying taxes that go towards the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and **traitors**. It goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Interesting Introductions and Convincing Conclusions Reference Sheet

Your introduction should catch the reader's attention and make them want to keep reading.

- **Catches the reader's attention:** something that hooks a reader into wanting to read more
- **Makes the reader want to read more:** something that makes your reader curious about what's coming next
- **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 10

Reviewing Conventions and Editing Peers' Broadsides



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling.• I can check my peers' work for correct punctuation at the end of sentences.• I can check my peers' work for complete sentences.	<ul style="list-style-type: none">• Conventions anchor charts• Revised American Revolution broadside drafts• Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer/Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Chalk Talk (15 minutes)B. Modeling: Editing for Conventions (5 minutes)C. Editing Stations (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket/ Completing Our American Revolution Broadside Rubric chart(10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this lesson, students read one another's broadsides to identify issues with writing conventions (spelling, punctuation, capitalization, and use of complete sentences). Students note mistakes as they edit; they do not actually correct the errors. In the next lesson, students will be given time to correct their own work.• Given the one-hour time constraint, language standards are not heavily emphasized in this module. Students need additional instruction on language conventions during an additional literacy block. This lesson is intended to review and reinforce this additional instruction, and help students apply the conventions to their own authentic product. For more information on structuring an additional literacy block that gives students further instruction and practice with language standards, see the Foundational Reading and Language Resource Package for Grades 3–5.• In advance:<ul style="list-style-type: none">– Write a short “convention-less paragraph” with dialogue without proper conventions—incorrect spelling, lack of punctuation, and no capitalization—to display with a document camera. A model has been provided in the supplemental materials for your use.– Set up four stations with Conventions anchor charts, markers, and colored pencils. Ideally each station has enough room for about a quarter of your class to sit, with writing partners staying together. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards).– Students again use colored pencils. In this lesson, a different color is used for each type of convention (for example, red pencils and markers for spelling, blue for punctuation, green for capitalization, and purple for incomplete sentences).– Having different colors at each station helps students focus on editing for one convention at a time and recall what must be corrected when revising. Place matching colored pencils and markers at each station.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Post a chart paper at each station. On each chart, write the following questions in the designated color:<ul style="list-style-type: none">• How do I make sure my SPELLING is correct?• How do I know if I have a COMPLETE SENTENCE?• How do I know if my ENDING PUNCTUATION is correct?• How do I know if CAPITALIZATION in my writing is correct?– Review: Chalk Talk protocol (see Appendix).– Post: Learning targets.

Lesson Vocabulary	Materials
capitalization, punctuation, conventions, complete sentences	<ul style="list-style-type: none">• Document camera• American Revolution Broadside rubric (from Lesson 5)• Convention-less paragraph (for teacher reference)• Conventions anchor charts (four pieces of chart paper prepared with questions; see teaching notes)• Markers (several each of four different colors to match each chart; see teaching notes)• Colored pencils (four colors with each color enough for a quarter of your class; see teaching notes)• American Revolution broadside drafts ((from Lesson 7)• Index cards (3" x 5") for exit ticket (one per student)• American Revolution Broadside Rubric chart (from Lesson 6)• Exit ticket prompt (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer/ Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display your short convention-less paragraph. Ask for a volunteer to try to read it aloud.• Ask the class what made reading this paragraph difficult. Listen for students to notice that the reason your paragraph was unclear to them as readers is that there were no <i>conventions</i> used. Review that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Review the conventions section of the American Revolution Broadside rubric with students.• Explain that today they will review conventions and edit their writing so it is clear and understandable and ready for final publication.• Introduce the supporting targets:<ul style="list-style-type: none">* "I can check my peers' work for correct capitalization."* "I can check my peers' work for correct spelling."* "I can check my peers' work for correct punctuation at the end of sentences."* "I can check my peers' work for complete sentences."• Tell students that they will edit their broadsides for the conventions listed in the supporting targets. Circle key words: <i>spelling, punctuation, capitalization, and complete sentences</i>. Clarify the meanings of these words or targets as needed.	<ul style="list-style-type: none">• Allow students to discover the topic of this lesson through reading your convention-less paragraph. This will help interest them in editing for conventions.



Work Time	Meeting Students' Needs
<p>A. Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Point out the four stations to students. Read the Conventions anchor chart at each station:<ul style="list-style-type: none">– How do I make sure my SPELLING is correct?– How do I know if I have a COMPLETE SENTENCE?– How do I know if my ENDING PUNCTUATION is correct?– How do I know if my CAPITALIZATION is correct?• Tell students that they will do a Chalk Talk to share their thoughts on each question. Remind students that they have engaged in this protocol before in Module 2 and briefly review directions:<ol style="list-style-type: none">1. Go to your assigned chart first.2. Read the question on the chart.3. Add your thoughts on the question to the chart using markers at the station.4. Visit all charts to read the questions and your classmates' answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.5. Once you have visited every chart, sit in your seat.• Give students time to visit each chart, read, and add their thoughts—about 10 minutes or less.• Have students return to their seats. Gather the charts and review each chart with students. Read a few responses from each chart, and circle or add important tips for each question. Make sure to check for accuracy in punctuation and capitalization rules and offer helpful hints with spelling. Tell students that they will use these Conventions anchor charts later this lesson.	<ul style="list-style-type: none">• Although students have experienced this protocol before, it could still be confusing for ELLs or students with other special needs. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of shortened directions with visuals to guide them.



Work Time (continued)	Meeting Students' Needs
<p>B. Model: Editing for Conventions (5 minutes)</p> <ul style="list-style-type: none"> • Display the convention-less paragraph. Use the first few sentences of your paragraph to model. Demonstrate how to edit for each convention by circling or underlining with the correct colored pencil (see teaching notes). Be sure to model referring to the Conventions anchor charts (posted at each station) as resources. • For example: Read the capitalization chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that one of the rules for capitalization is to be sure names of people or places are capitalized." Demonstrate fixing a mistake: "I see that I capitalized 'Machines,' but this is not a proper noun, so it shouldn't be capitalized. I am going to circle it with a colored pencil from the capitalization station." • Clarify as needed. 	<ul style="list-style-type: none"> • When you model editing for students, remember that you are showing them how to identify and note mistakes, not revise them. They will be able to correct their mistakes in Lesson 13. • Be sure students are editing their drafts with their revised introduction and conclusion written for homework in Lesson 9.
<p>C. Editing Stations (25 minutes)</p> <ul style="list-style-type: none"> • Repost the Conventions anchor charts at the appropriate editing station. • Tell students they will go to all four stations to get help from peers to improve their American Revolution broadside drafts. Divide the class into fourths to send a quarter of the students to each station, but be sure writing partners stay together. • Give directions: <ol style="list-style-type: none"> 1. Go to your assigned station with the second draft of your broadside. 2. At that station, trade papers with your peer critique partner. 3. Read your partner's draft and identify any convention mistakes related to the topic of that station's chart. 4. When both partners are finished, move to the next station. 5. Be sure to visit all four stations. • Circulate and confer with pairs who may need extra support. Every 5 minutes or so, remind students to rotate to another station. Pairs that finish early can begin revising and typing, if these facilities are available. • Collect students' broadsides to add further edits. Students will use these edits to correct their spelling, punctuation, capitalization, and incomplete sentences when they revise and publish in Lesson 13. 	<ul style="list-style-type: none"> • In addition to the Conventions anchor charts, a conventions checklist can be prepared beforehand to support ELLs or students with special needs during editing. • Consider several options if students need more structured management of movement. Partners can raise their hands when they are done at a given station and check with you before they move on. Or students can remain in one place, and all materials can be available where they are working.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket/ Completing American Revolution Broadside Rubric chart (10 minutes)</p> <ul style="list-style-type: none">• Gather students into a whole group and review the learning targets. Distribute one index card to each student. Reading from the exit ticket prompt (for teacher reference), ask them to write their names at the top and do a QuickWrite on the following questions:<ul style="list-style-type: none">* "How will this editing improve your broadsides?"* "What made editing easy or difficult for you?"• Have them share their answers with a partner, then collect the exit tickets for a formative assessment of the learning targets.• Ask students to help you add to the conventions criteria on the American Revolution Broadside Rubric chart based on their work today.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: To prepare for Lesson 11, do the following:</i></p> <ol style="list-style-type: none">1. <i>Edit students' broadsides. Remember to add only those edits that pertain to the conventions discussed in class.</i>2. <i>Review the exit tickets to determine if any students need further support in the next lesson, where they will revise to correct their mistakes and publish their broadsides.</i>3. <i>Type up the American Revolution Broadside Rubric chart as it currently stands after this lesson, and make a copy for each student to be distributed in the next lesson</i> <p><i>In Lesson 11, students will finalize their writing. If they did not type up their second drafts yet, consider giving them additional time to type their final copies before Lesson 11.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 10

Supporting Materials



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.



Convention-less Paragraph
(For Teacher Reference)

Use this or write your own convention-less paragraph for modeling:

i am very pleesed with how my class has learned so much about the american revolution when we first started we new very little about the american revolution but over the last severel weeks we hav come very far another teacher asked how do your students know so much about the american revolution i told her they had become expert researchers threw reading and writing



Exit Ticket Prompt
(For Teacher Reference)

How will this editing improve your broadside?

What made editing easy or difficult for you?



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 11

Publishing American Revolution Broadsides



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W4.1)

I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)

With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

- I can write a broadside stating my opinion on the American Revolution from the Patriot perspective.
- I can correct conventions based on editing notes on my writing and online reference resources.
- I can publish a typed version of my broadside.

Ongoing Assessment

- Revised American Revolution broadside drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Gallery Walk: Reexamining Broadside from the Revolutionary War (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Modeling: Using Technology to Publish (10 minutes)Independent Work and Conferring (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Prepare for your end of unit assessment by doing the following:<ol style="list-style-type: none">Reread the “Loyalists” text from Unit 1.Review your notes in your research folder about Loyalists.Review the American Revolution Broadside rubric.	<ul style="list-style-type: none">This lesson is similar to Module 2A, Unit 3, Lesson 15 and Module 2B, Unit 3, Lesson 14. It represents the final publication of students’ performance task.In the Opening of this lesson, students re-examine the broadsides they studied in the beginning of this unit, now focusing on the visuals that some broadsides included. It is an option for students after they finish typing their broadside to decorate their boarders with visuals that symbolize their opinion. This portion of the lesson can be extended or omitted based on teacher preference. It is included here as an option so students’ finished work will more closely resemble the broadsides of the time period. You may also consider allowing students to select from a choice of fonts similar to those of the time period.This lesson is largely dependent on each student having access to a computer, online dictionary, and a printer. If students have already typed their second draft on the computer, the timing of this lesson will work well. If students have not yet started typing, consider giving them additional time to word-process their final copies.If your class lacks sufficient technology, consider modifying this lesson to use standard print dictionaries and focus students on using neat handwriting to create a polished final copy of their broadsides.Students may need additional time for typing.In advance:<ul style="list-style-type: none">Prepare the Steps for Publishing My Broadside chart (see supporting materials).Review: Gallery Walk (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
publish	<ul style="list-style-type: none">• Broadside for the Gallery Walk, #1-8 (from Lesson 3)• Teacher computer• Online dictionary (www.dictionary.com or http://www.wordcentral.com)• LCD projector• Printer and printer paper• American Revolution Broadside rubric chart (completed in Lesson 10 and typed; one per student)• Steps for Publishing My Broadside chart (for teacher reference)• American Revolution broadside drafts (from Lesson 7)• Computers for students (see teaching notes)



Opening	Meeting Students' Needs
<p>A. Gallery Walk: Reexamining BroadSides from the Revolutionary War (10 minutes)</p> <ul style="list-style-type: none">• Post the BroadSides for the Gallery Walk, #1-8 for a second Gallery Walk. Review the expectations for a silent Gallery Walk. Tell students that you would like them to examine the broadSides as they did earlier in this module, but this time thinking about the following prompt:<ul style="list-style-type: none">* What do you notice about how these broadSides look?• Give students 5 minutes to examine the broadSides. Then gather students together. Call on a few students to share their responses to the prompt.• Listen for them to notice that the broadSides are typed (not handwritten) and often contain visuals.• Ask:<ul style="list-style-type: none">* “Why do you think the authors of these broadSides typed them and included visuals?”• Explain to students that having a polished and visually appealing piece of writing can make it easier to read and eye-catching. Today they will work on making their broadSides polished by typing them up on the computer and, if they wish, by including visuals that represent the opinions in their broadSides.• If you allow students to include a visual, select a broadside and discuss how the visuals communicate and complement the message contained in the writing. Ask students to suggest visuals that may complement the Patriot perspective and prompt them to support their suggestions with details from their research.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets. Circle the word <i>publish</i> and ask students to turn to a partner and share what they remember about this word and its meaning from writing their narratives. Call on a few students to share their partner’s thinking.• Ask:<ul style="list-style-type: none">* “What references can you use to check the meaning of this word?”• Some answers might include: dictionary, Google, peers, or the teacher. Tell them that today they will use a computer as both a reference and to publish their broadSides.	



Work Time	Meeting Students' Needs
<p>A. Modeling: Using Technology to Publish (10 minutes)</p> <ul style="list-style-type: none"> Ask students to sit where they can see the projection of your teacher computer. Let them know that today is the day they prepare their work to make it public—in other words, to publish it. Project the online dictionary www.dictionary.com or www.wordcentral.com on an LCD projector. Tell students that you are using this online resource to check their thinking about the word <i>publish</i>. Type the word <i>publish</i> into an online dictionary and read the definitions to the class and have students turn to a partner and explain what it means to <i>publish</i> something in their own words. Have a few pairs share their thinking. Set purpose: Remind students that they will share their published broadsides with their classmates. Tell them that to publish their broadsides, they need to ensure everything is complete and correct. Today they will have time to polish their writing. Remind them that they now have an edited draft complete with their revised beginning and ending. It is on this draft that they will correct their conventions. Demonstrate how to use the online dictionary for misspellings. Show students how to scroll down and check for possible correct spellings by checking the definitions. Distribute the now-typed version of the American Revolution Broadside rubric chart. Explain to students that you have taken the rubric anchor chart and typed it up for reference as they prepare to publish. Post the Steps for Publishing My Broadside chart. <ol style="list-style-type: none"> Read your draft and correct conventions based on editing notes. Check your broadside one last time using the American Revolution Broadside rubric. Type up your draft to include all corrections and revisions. *Optional: Decorate the border of your broadside with visuals that represent your opinion. 	<ul style="list-style-type: none"> If using a conventional printed dictionary, you may want to review searching for a word using alphabetical order. If possible, expand the audience to include others who are not a part of the class (i.e., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations in Lesson: Reflecting on Writing Broadside: Author's Chair in the teaching notes.
<p>B. Independent Work and Conferring (30 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their American Revolution broadside drafts and move to a computer to begin work following the Steps for Publishing My Broadside chart. Confer with students as needed and when they decide they are finished. Ask students to add a footer to their paper with their full name. This avoids confusion when they print their papers. 	<ul style="list-style-type: none"> Some students who have difficulty spelling may have a hard time finding correct spellings for severely misspelled words. Keep these students in mind when conferring. Depending on the pace, students may need additional time for typing.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students as a whole group. Reread the learning targets.• Tell them that in the next lesson, they will demonstrate their ability to write opinions supported by reasons and evidence in an on-demand assessment. This means they will take all of the skills and knowledge they have gained over the past several weeks to plan and write another broadside, this time from the perspective of a Loyalist. Instead of having several weeks to write and revise, they will be asked to do this in one class period.• Assure them that they are ready for this “on my own” assessment. They have just finished their broadsides and are now well prepared to write opinions supported by reasons and evidence. Explain that they will be able to use the Be a Loyalist anchor chart, their notes and texts from Unit 1, and the American Revolution rubric chart to help them.• Explain that in the lesson that follows the assessment, they will celebrate their learning as readers, researchers, and writers by sharing their published broadsides in an activity called Author’s Chair Celebration. Tell them they will read these published broadsides to one another and reflect on the writing process.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Prepare for your end of unit assessment by doing the following:<ol style="list-style-type: none">1. Reread the “Loyalists” text from Unit 1.2. Review your notes in your research folder about Loyalists.3. Review the American Revolution Broadside rubric chart.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 11

Supporting Materials



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.



Steps for Publishing My Broadside Chart
(For Teacher Reference)

(Directions for teacher: Prepare a chart paper with the following directions for students.)

Steps for Publishing My Broadside:

1. Read your draft and correct conventions based on editing notes.
2. Check your broadside one last time using the American Revolution Broadside rubric.
3. Type up your draft to include the corrections and revisions.
4. *Optional: Decorate the border of your broadside with visuals that represent your opinion.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 12

End of Unit Assessment, Part I: Planning and Drafting a Broadside



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.• I can plan, draft, and revise a broadside in the course of two lessons.	<ul style="list-style-type: none">• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (50 minutes) Closing and Assessment <ol style="list-style-type: none"> Preparing for End of Unit 3 Assessment, Part II (5 minutes) Homework <ol style="list-style-type: none"> None 	<ul style="list-style-type: none"> In this lesson, students will complete Part I of the End of Unit 3 Assessment: Planning and Drafting a Broadside. To complete this on-demand writing assessment, students will be asked to write an opinion on the American Revolution from the perspective of a Loyalist based on their research in Unit 1. In this portion of the assessment, they will develop reasons and gather evidence to plan for this new broadside drawing on their research in Unit 1, using the Be a Loyalist anchor chart, the notes in their research folders, and the texts “Revolutionary War,” “Loyalists,” and “An Incomplete Revolution.” They will then draft their broadsides using a new copy of the American Revolution Broadside rubric chart, with the long term target adjusted to focus on the Loyalist perspective, to guide their work. In Lesson 13, students will complete Part II of the assessment, where they will revise their drafts and focus on conventions to create a polished final copy. This two-part assessment centers on W.4.1. In advance: <ul style="list-style-type: none"> Post: Learning targets.

Lesson Vocabulary	Materials
<p>broadside, opinion, draft, revise (review)</p>	<ul style="list-style-type: none"> Research folders (from Unit 1) “Be a Loyalist because...” anchor chart (from Unit 1, Lesson 5) “Revolutionary War” (from Unit 1, Lesson 2; students’ copies) “Loyalists” (students’ copies; from Unit 1, Lesson 4) “An Incomplete Revolution” (from Unit 1, Lesson 7; students’ copies) <i>Divided Loyalties</i> (Book; distributed in Unit 2, Lesson 1) Pencils (one per student) Lined notebook paper (enough for each student’s broadside draft) American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment (one per student) End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (one per student) End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets and read aloud to students:<ul style="list-style-type: none">* “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”* “I can plan, draft, and revise a broadside in the course of two lessons.”• Explain that they are familiar with the first target, but the second is new; it means they will be writing a new broadside, this time from the perspective of a Loyalist for their assessment. Today they will start planning and drafting for Part I of the assessment and revising tomorrow for Part II.• Ask students to mix and mingle and discuss the following question with at least two people:<ul style="list-style-type: none">* “What will you have to do differently as a writer for this assessment than you did when you wrote your broadside in class?”• Allow students a few minutes to discuss this question with peers. Ask a few members of the class to share out. Students will likely note that they do not have weeks to complete their writing this time around. Remind them that they have built expertise on writing opinion pieces; this assessment will allow them to demonstrate what they have learned as writers, but that they will have to pace themselves. Reassure students that you will help them do this during this lesson and the next lesson.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (50 minutes)</p> <ul style="list-style-type: none">Have students gather their materials:<ul style="list-style-type: none">Research folders (from Unit 1) <p>Texts from Unit 1 (“Revolutionary War,” “Loyalists,” “An Incomplete Revolution,” and from Unit 2 <i>Divided Loyalties</i>, as well as a pencil and lined notebook paper</p> <ul style="list-style-type: none">Post the “Be a Loyalist because...” anchor chart.Ask students to think about the steps they took in crafting their first broadside. Explain that while they will not have weeks to plan, draft, and revise their work, they will have time to take each step in the writing process over the next two days. Explain that today they will just focus on planning and drafting; tomorrow, in Part II, they will revise to create a final copy.Distribute the American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment. Tell students to refer to this rubric to ensure their broadside meets all the criteria the class has built together; it will be the same criteria used to evaluate their assessments. Reassure them that this is good because they have built a lot of knowledge and skills as opinion writers over the past few weeks, and it is all captured on this rubric.Distribute the End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside. Give students time to read it silently. Address any clarifying questions.Ask students to begin. Help them keep pace:<ul style="list-style-type: none">* Give students about 5 minutes to read the directions and the prompt.* Give them about 20 minutes to plan using their graphic organizer, notes in their research folders, and the text.* Give them the remaining 25 minutes to write their drafts.	<ul style="list-style-type: none">If students receive accommodations for the assessment, communicate with the cooperating service providers regarding adjustments, accommodations, or extended time.



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for End of Unit 3 Assessment, Part II (5 minutes)</p> <ul style="list-style-type: none">• Gather students together as a whole group and have them mix and mingle again to discuss the following prompt:<ul style="list-style-type: none">* “As a writer, what is going well for you so far in this assessment?”* “What are your next steps?”• Listen for students to outline clear next steps, such as: “I came up with great reasons and evidence, and next I have to finish my conclusion, then revise,” or “I finished my draft, and now I have to revise for conventions.”	<ul style="list-style-type: none">• Consider giving your students a sentence frame for this discussion: “So far in my writing, I _____. Next I will _____.”
Homework	Meeting Students' Needs
None.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 12

Supporting Materials



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.



American Revolution Broadside Rubric:
For the End of Unit 3 Assessment

Learning target: I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my broadside that states my opinion clearly. (W.4.1a)	My introduction clearly states my opinion.	My introduction somewhat clearly states my opinion.	My introduction does not clearly state my opinion.
I can use historically accurate reasons and evidence to support my opinion. (W.4.1b)	I include at least three historically accurate reasons to support my opinion.	I include two historically accurate reasons to support my opinion.	I include one historically accurate reason to support my opinion.
I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	I develop my reasons with at least three details from my research.	I develop my reasons with two details from my research.	I develop my reasons with one detail from my research.
Word Choice			
I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)	I use at least four words from my research to write precise, historically accurate explanations.	I use two or three words from my research to write precise, historically accurate explanations.	I use less than two words from my research to write precise, historically accurate explanations.



American Revolution Broadside Rubric:
For the End of Unit 3 Assessment

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can group together reasons with related evidence in my broadside. (W.4.1a, W.4.1c)	I include at least three linking words to connect my opinion to my reasons. The reasons in my broadside are grouped with related evidence.	I include two linking words to connect my opinion to my reasons. Some of the reasons in my broadside are grouped with related evidence.	I include one linking word to connect my opinion to my reasons. The reasons in my broadside are not grouped with related evidence.
I can develop a conclusion that summarizes my opinion. (W.4.1d)	My conclusion summarizes my opinion.	My conclusion somewhat summarizes my opinion.	My conclusion does not summarize my opinion.
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2a, L.4.2c, L.4.3b)	I correctly use capitalization in my writing. I correctly use commas in a compound sentence. I can choose correct punctuation for ending my sentences.	I have some mistakes with my capitalization and punctuation.	I have many mistakes with my capitalization and punctuation.
I can spell grade-appropriate words correctly. (L.4.2d)	I have no misspelled words in my writing and use references when I need to.	I have misspelled some words.	I have many misspelled words.



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside

Name:

Date:

Directions:

1. Read the prompt below.
2. Review the Broadside rubric.
3. Plan your broadside using the graphic organizer below. Be sure to review the following to develop reasons and gather evidence: Be a Loyalist anchor chart and texts read in Unit 1 (“Revolutionary War,” “Loyalists,” “Incomplete Revolution,”) and Unit 2 (*Divided Loyalties*).
4. Write a draft of your broadside on a separate sheet of lined paper.
5. If you finish early, hand in your plans and draft and choose a book from your independent reading.

Prompt:

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

Focus question:

In your opinion as a Loyalist, why should the colonists remain loyal to Great Britain?



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside

Opinion _____

Reason 1:	
Evidence:	Source:
Reason 2:	
Evidence:	Source:
Reason 3:	
Evidence:	Source:



Loyalist Broadside Graphic Organizer

Name: _____

Date: _____

Headline Uses words that reflect the loyalist perspective No more than one line Introduction Explain your opinion Describe generally why colonists should remain loyal	Reason Paragraph 1 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	Concluding Statement
	Reason Paragraph 2 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	
	Reason Paragraph 3 (optional) <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Opinion **The colonists should remain loyal to Great Britain.**

Reason 1:	
It is our duty as subjects of the British crown.	
Evidence:	Source:
"They did not want to break away from that country."	"Loyalists"
Great Britain protected the colonists against France in the French and Indian War.	<i>Divided Loyalties</i>
Their taxes pay for the soldiers who are there to protect the colonists.	<i>Divided Loyalties, Revolutionary War</i>
"We have only one ruler here, and it is King George III."	<i>Divided Loyalties</i>
Reason 2:	
Slaves are promised freedom.	
Evidence:	Source:
"They had been offered freedom by the Loyalist leaders."	<i>Loyalists</i>
"In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side."	<i>An Incomplete Revolution</i>
"Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not."	<i>An Incomplete Revolution</i>



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Reason 3:	
The British army is stronger.	
Evidence:	Source:
Britain has the strongest army in the world.	<i>Divided Loyalties</i>
George Washington has not won any major battles, the Patriots do not have a navy and the army needs guns and supplies.	<i>Divided Loyalties</i>



Loyalist Broadside Graphic Organizer
(For Teacher Reference)

<p>Headline</p> <p>Uses words that reflect loyalist perspective</p> <p>No more than one line</p> <p>Stay Loyal!</p> <p>Introduction</p> <p>Explain your opinion</p> <p>Describe the basic colonists should remain loyal</p> <p>The rebel Patriots have caused enough trouble. Washington and his ragtag army are not strong. We are British citizens and should stay loyal to the crown!</p>	<p>Reason Paragraph 1</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>It is our duty as citizens of England.</p> <ul style="list-style-type: none">Great Britain protected us during the French and Indian WarOur taxes pay for the soldiers who are here to protect us<u>We only have one king—King George III</u> <p>Reason Paragraph 2</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>The British army is stronger.</p> <ul style="list-style-type: none">Britain's army is the strongest army in the worldWashington hasn't won any major battlesThe Patriot army needs guns and suppliesThe Patriots do not have a navy <p>Reason Paragraph 3 (optional)</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>If you are a slave, you have been promised freedom.</p> <ul style="list-style-type: none">"In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side.""Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not."	<p>Concluding Statement</p>
--	--	------------------------------------

End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Model Broadside Draft

Stay Loyal!

The rebel Patriots have caused us enough trouble. Between the Boston Tea Party and the lies they spread about the so-called Boston Massacre, they have done no good. Their desire to have independence from Great Britain is simply absurd. We are British citizens and should stay loyal to the crown!

It is our duty as citizens of England to remain loyal. Great Britain protected us during the French and Indian War. Now, our tax dollars go to repay them for the soldiers they sent to protect us during that war and who are here now to protect us. We have only one king—King George III.

The British army is stronger than the Patriot army. It is the strongest army in the world! Washington has not won any major battles, and his army needs guns and supplies. They do not have a navy—there is no way they can defeat the British soldiers.

Even slaves have reason to join our cause—they have been promised freedom if they serve for the British. They make our army that much stronger, with their knowledge of local roads and rivers. The Patriots do not suspect them as scouts or spies, so they can pass on information to our army easily.

The reasons are clear: our army is stronger and more knowledgeable. Be proud to be British and stay loyal to Great Britain during this terrible war!



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 13

End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside and Author's Chair Celebration



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.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.• I can plan, draft, and revise a broadside in the course of two lessons.• I can listen as my peers share their writing and give specific praise for their work.	<ul style="list-style-type: none">• End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside• Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (25 minutes)B. Author's Chair Celebration (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. None	<ul style="list-style-type: none">• In the first half of this lesson, students complete their End of Unit 3 Assessment, Part II by revising their drafts from Part I. They will use the American Revolution Broadside rubric chart: For The End of Unit 3 Assessment as a guide and will be asked to pay particular focus to conventions to create a polished final broadside for the assessment.• In the last half of the lesson, students celebrate their hard work as writers by sharing and reflecting in small groups. The Author's Chair Celebration anchor chart in the supporting materials of this lesson provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing is based on groups of three.• In this lesson, students' assessments are collected after the author's celebration. Use the American Revolution Broadside rubric chart (from Lesson 12) and the NYS Rubric for Expository Writing to evaluate and score students' assessments.• In advance:<ul style="list-style-type: none">– Prepare and review the Author's Chair Celebration anchor chart (see supporting materials).– Create groups of three students for sharing in the Author's Chair Celebration.– Post: Learning targets.



Lesson Vocabulary	Materials
broadside, opinion, peers, praise	<ul style="list-style-type: none">• American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment (from Lesson 12; one per student)• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (from Lesson 12; students' plans and drafts)• Dictionary (online- such as www.dictionary.com or http://www.wordcentral.com, or print; one per student)• End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (one per student or displayed on the board)• American Revolution broadsides (students' published copies, from Lesson 11)• Author's Chair Celebration anchor chart (chart paper)• Tracking My Progress, End of Unit 3 recording form (one per student)• NYS Rubric for Expository Writing (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets and read them aloud to students:<ul style="list-style-type: none">– “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”– “I can plan, draft, and revise a broadside in the course of two lessons.”– “I can listen as my peers share their writing and give specific praise for their work.”• Explain that today they will complete Part II of the assessment and then they will participate in an Author's Chair Celebration to share their broadsides. Let students know they will revisit the third learning target once Part II of the assessment is over.• Explain that first they will complete Part II of the assessment, where they will finish their drafts (if necessary) and then revise for conventions to create a polished copy. Explain that this means they will have to read their drafts and edit for spelling, capitalization, punctuation, and complete sentences, then revise to make these corrections and create a polished (or corrected and neat) copy to complete the assessment. Tell them to use the American Revolution Broadside Rubric Chart: For the End of Unit 3 Assessment to check their drafts before they revise.	
Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (25 minutes)</p> <ul style="list-style-type: none">• Be sure students have prepared their space to complete End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside. Explain the expectations for using or accessing a dictionary for their editing. Distribute the American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment as well as students' plans and drafts from the End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside.• Give students 25 minutes to complete their assessments. To help students pace themselves, let them know when they have 10 and 5 minutes left.• Collect students' broadside plans and drafts; have them keep their polished American Revolution broadsides until after the Author's Chair Celebration.	<ul style="list-style-type: none">• For some students, this part of the assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Author's Chair Celebration (25 minutes)</p> <ul style="list-style-type: none">• Gather students together whole group. Tell them they have come a long way as writers. At the beginning of the year they were working on writing strong informative paragraphs (Module 1) and then writing narratives based on research (Module 2). Now they have also built expertise in opinions based on reasons and evidence. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an Author's Chair Celebration.• Post the Author's Chair Celebration anchor chart. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate publishing their work. Tell the class that at these events, the author reads to the audience and signs a copy of his or her work. Explain to the students that while they will not have to sign copies of their work, they will get to read their work to a small group.• Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will focus on what they hear as a strength in their group members' work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.• Split students into their groups. Explain that they will have about 5 minutes for each person in the group to read, reflect, and receive praise.• Circulate as students share their work, reflect, and give one another praise. Monitor to ensure that students are taking turns about every 5 minutes.• Write the following prompt on the board. If a group finishes early, have them discuss:<ul style="list-style-type: none">* "How have we grown as writers since the beginning of the year?"• Collect polished American Revolution broadsides.• <i>Note: These pieces of writing will act as formative assessments of the performance task learning targets and demonstrate what students can do with support from teachers and peers. These pieces can be compared to students performance on the end-of-unit assessment and inform writing instruction and supports for Module 4.</i>	<ul style="list-style-type: none">• As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELLs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their learning as readers and writers as they researched the American Revolution and wrote broadsides. Comment that you are proud of the knowledge and skills they have built and would like them to take a short moment to reflect in writing.• Distribute the Tracking My Progress, End of Unit 3 recording form. Give students 5 minutes to reflect in writing and collect as additional assessment information for students' progress toward the learning target.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 13

Supporting Materials



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.



End of Unit 3 Assessment, Part II:
Revising to Create a Polished Broadside

Directions:

1. If your draft is not finished, finish writing it.
2. Review the American Revolution Broadside rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your broadside to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished broadside).
7. If you finish early, choose a book from your independent reading and read quietly.



Author's Chair Celebration Anchor Chart
(For Teacher Reference)

*As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - * "What are you most proud of in this piece?"
 - * "What was your biggest challenge, and how did you handle it?"
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold onto your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so authors can read them.
7. Congratulate one another on the publication of your work.



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning target: I can write a broadside stating my opinion the American Revolution from the Loyalist perspective.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:



NYS Rubric for Expository Writing

New York State Grades 4-5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1-9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1-9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).