



EXPEDITIONARY
LEARNING

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

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



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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.	



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Supporting Materials



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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