



EXPEDITIONARY  
LEARNING

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

## **Explaining What Happened and Why: Rereading “Revolutionary War”**



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**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"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Creating a Revolutionary War Timeline (10 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Reread “Revolutionary War” to Identify Domain-Specific Vocabulary (10 minutes)</li> <li>B. Using the What Happened and Why Graphic Organizer (10 minutes)</li> <li>C. Summarizing: What Happened and Why (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: Create Be a Patriot Anchor Chart (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read your independent reading book for this unit.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– 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.</li> <li>– 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.</li> <li>– Prepare the Be a Patriot anchor chart.</li> <li>– Form triads: heterogeneous groups of three students (see Opening A)</li> <li>– Post: Learning targets.</li> </ul> </li> </ul>



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"><li>• Highlighters (one per student)</li><li>• “Revolutionary War” text (from Lesson 2)</li><li>• Revolutionary War timeline cards (one per group)</li><li>• Revolutionary War timeline (new; teacher-created; see Teaching Notes)</li><li>• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)</li><li>• American Revolution Vocabulary notebook (from Lesson 2; one per student)</li><li>• 3" x 5" index cards (one per student)</li><li>• Word Wall (from Lesson 2)</li><li>• What Happened and Why graphic organizer (one per student and one to display)</li><li>• What Happened and Why graphic organizer (completed; for teacher reference)</li><li>• Equity sticks</li><li>• Green colored pencil or thin marker (one per student)</li><li>• Be a Patriot anchor chart (new; co-created with students during Closing and Assessment A; see sample for teacher reference)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Creating a Revolutionary War Timeline (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange students in groups of three to form triads (as in Module 1).</li><li>• Ask students for a thumbs-up if they think they can explain the importance of a key event from the Revolutionary War.</li><li>• Tell students that authors include dates as signposts for readers to recognize important events.</li><li>• Distribute <b>highlighters</b>.</li><li>• Ask students to independently skim “<b>Revolutionary War</b>” and highlight any date they see, including the month, day, and year whenever it’s provided.</li><li>• Ask group members to share the importance of one key event they found with each other.</li><li>• Distribute one set of <b>Revolutionary War timeline cards</b> to each triad.</li><li>• 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"><li>* What two words do you hear in the word timeline?</li><li>* What clue does this give you about the meaning of this word?</li></ul></li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Give the groups 5 minutes to read the cards, decide the significant events, and arrange a timeline.</li><li>• Once the groups have made their timelines, ask a few groups to share. On the prepared <b>Revolutionary War Timeline chart</b> 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”.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Opening (continued)	Meeting Students’ Needs
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students’ attention on the posted learning targets.</li><li>• Ask students to read the learning targets silently:<ul style="list-style-type: none"><li>* 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.</li><li>* I can summarize the events that led to the American Revolution using evidence from the text “Revolutionary War.”</li><li>* I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text “Revolutionary War.”</li></ul></li><li>• 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.</li><li>• 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>.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Reread “Revolutionary War” to Identify Domain-Specific Vocabulary (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.”</li><li>• Revisit the <b>Vocabulary Strategies anchor chart</b>.</li><li>• 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.</li><li>• 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.</li><li>• 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’ <b>American Revolution Vocabulary notebook</b> when choosing words.</li><li>• As students share out, write these words on <b>3" x 5" index cards</b> to attach to the <b>Word Wall</b>. (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.)</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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).</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Using the What Happened and Why Graphic Organizer (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Distribute and display the <b>What Happened and Why graphic organizer</b>.</li> <li>• 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.”</li> <li>• 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.”</li> <li>• Complete the next row with students.</li> <li>• First, focus students on the next date they highlighted (1607 in “Events Leading to the Revolution”).</li> <li>• Then, ask:             <ul style="list-style-type: none"> <li>* “Where should you write that on your graphic organizer?”</li> <li>* “What key event happened in that year?”</li> </ul> </li> <li>• Listen for students to say that Britain established its first colony in North America.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “Where should you write that on your graphic organizer?”</li> <li>* “What is the importance of this event?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.”</li><li>• Invite students to continue this process with a partner with the remainder of the text.</li><li>• Circulate and check in with students as needed.</li><li>• 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 <b>What Happened and Why graphic organizer (completed; for teacher reference)</b> as needed.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Summarizing: What Happened and Why (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to turn and talk:           <ul style="list-style-type: none"> <li>* “What does it means to <i>summarize</i> a text?”</li> </ul> </li> <li>Use <b>equity sticks</b> 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.”</li> <li>Remind students that they learned how to summarize narrative texts using the Somebody In Wanted But So strategy in Module 1.</li> <li>Group the students in the same triads as in Work Time A.</li> <li>Explain that today they are going to summarize “Revolutionary War,” which is an informational text, using the What Happened and Why strategy.</li> <li>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.”</li> <li>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.</li> <li>Refocus class whole group.</li> <li>Ask triads to partner with another triad and share summaries.</li> <li>Encourage students to use a <b>green colored pencil or thin marker</b> to revise their summaries based on the conversation with the other triad if they think it will improve their response.</li> <li>Use equity sticks to cold call one or two triads to share their summaries.</li> <li>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.”</li> </ul>	<ul style="list-style-type: none"> <li>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 _____).</li> </ul>



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



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## Supporting Materials



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Revolutionary War Timeline Cards

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



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



Revolutionary War Timeline Cards

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



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



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

<b>When</b> (When did it happen?)	<b>What</b> (What happened? Describe the event outlined in the text.)	<b>Why</b> (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”

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



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

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



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”