



EXPEDITIONARY  
LEARNING

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

## **Reading an Information Text: Reading about the Loyalist Perspective**



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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"><li>• I can determine the gist of the text “Loyalists.”</li><li>• I can explain what the text says about Loyalists using details from the text.</li><li>• I can find the meanings of unfamiliar words to help me better understand the “Loyalists” text.</li></ul>	<ul style="list-style-type: none"><li>• “Loyalists” gist statement</li><li>• Answers to Text-dependent Questions: “Loyalists”</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</li><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading “Loyalists” for the Gist (10 minutes)</li><li>Guided Practice: Answering Text-Dependent Questions (15 minutes)</li><li>Rereading and Answering Text-Dependent Questions (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Reflecting on Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread the “Loyalists” text. Write down five words you think should be added to our Word Wall.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Lessons 4-5 follow a similar pattern as Lessons 3-4, but focus on the Loyalists.</li><li>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.</li><li>In advance:<ul style="list-style-type: none"><li>Locate a world map that shows the 13 colonies and depicts (if possible) the British empire during the Revolutionary War.</li><li>Review: Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding techniques (see Appendix).</li><li>Post: Learning targets.</li></ul></li></ul>

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



Opening	Meeting Students' Needs
<p><b>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post or display the <b>world map</b>. Draw students' attention to the location of the 13 colonies.</li><li>• Use <b>equity sticks</b> 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.</li><li>• Point out the location of Great Britain. Ask:<ul style="list-style-type: none"><li>* "Where were the colonies in relation to Great Britain?"</li><li>* "How do you think this affected the relationship between Britain and its colonies?"</li></ul></li><li>• 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."</li><li>• 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.</li><li>• Review the Back-to-Back, Face-to-Face protocol with your students.<ol style="list-style-type: none"><li>1. Find a partner and stand back-to-back.</li><li>2. After the teacher gives the talking point, take a moment to think about your response.</li><li>3. At the signal, turn face-to-face with your partner and share your response. Make sure both voices are heard.</li><li>4. Repeat Steps 1–3 with a new partner.</li></ol></li><li>• Ask students to stand and find their first partner. Ask the following questions:<ul style="list-style-type: none"><li>* Round 1: Do you think the British were right to tax the colonists to pay for their debt? Why do you think this?</li><li>* 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?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider posting the directions for protocols to support the visual learners in your class.</li><li>• 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.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Redirect students' attention to the posted learning targets.</li><li>• Invite students to silently read the targets silently:<ul style="list-style-type: none"><li>* "I can determine the gist of the text "Loyalists."</li><li>* "I can explain what the text says about Loyalists using details from the text."</li><li>* "I can find meanings of unfamiliar words to help me better understand the 'Loyalists' text."</li></ul></li><li>• 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.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Reading "Loyalists" for the Gist (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute "<b>Loyalists</b>" to students.</li><li>• 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.</li><li>• Read the text aloud slowly, pausing now and then to give students a chance to notice and take note of important words.</li><li>• After reading the entire text, give students a couple of minutes to come up with a gist statement.</li><li>• Ask students to quickly write a gist statement at the end of the text.</li><li>• Invite them to turn and share their gist statement with a shoulder partner.</li></ul>	<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>B. Guided Practice: Answering Text-Dependent Questions (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute individual copies of the <b>Text-Dependent Questions note-catcher: “Loyalists.”</b></li><li>• 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.</li><li>• 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.”</li><li>• Ask them to think about how they would respond to this, then turn and share their thinking with their shoulder partner.</li><li>• 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.”</li><li>• Invite students to record a response to this question in the Text Evidence box below the question.</li><li>• 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.</li><li>• Ask students to work with their partner to answer and find evidence for question 2. Give them 5 minutes to work.</li><li>• 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 <b>Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference).</b></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Rereading and Answering Text-Dependent Questions (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to continue working with their shoulder partner.</li><li>• Ask them to reread the text to answer the questions on the “Loyalists” Text-Dependent Questions note-catcher.</li><li>• Remind students to use the Text Evidence boxes to show where in the text they found proof for their answer.</li><li>• Answer any clarifying questions.</li><li>• Ask students to begin.</li><li>• After 15 minutes, refocus students whole group.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students on the learning targets.</li><li>• 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.</li><li>• 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.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread the “Loyalists” text. Write down five words you think should be added to our Word Wall.</li></ul>	



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## Supporting Materials



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## “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 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.**