



EXPEDITIONARY
LEARNING

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

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



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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 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 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.

Ongoing Assessment

- Main Idea and Supporting Details graphic organizer
- Main Idea summary statement



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Reread “Loyalists” to Identify Domain-Specific Vocabulary (10 minutes)Reviewing Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Identify the Main Idea (15 minutes)Independent Practice: Identify the Main Idea (10 minutes)Writing a Main Idea Statement and Summarizing (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Create Be a Loyalist Anchor Chart (8 minutes)Homework<ol style="list-style-type: none">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.	



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Supporting Materials



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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”