



EXPEDITIONARY  
LEARNING

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

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



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



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engage the Reader: QuickWrite (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. Mid-Unit 1 Assessment (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading from your independent reading for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students complete the Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War. Students have prepared for this assessment by reading and rereading texts, paying careful attention to vocabulary, determining the gist of texts, and writing summary paragraphs. They will have the opportunity to demonstrate these skills on the assessment.</li><li>• Post: Learning targets.</li></ul>

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



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



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



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



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

## Supporting Materials



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## Private Yankee Doodle

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

# Private Yankee Doodle

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

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

### The Fine Art of Retreating

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

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



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

### Holding the Fort

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

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

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

### Starvation Time

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

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

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

### Victory at Last

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

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

—Thomas Fleming

### READ MORE

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

You can also find selections from the diaries at [www.mrbooth.com/edu/constit/diaries.html](http://www.mrbooth.com/edu/constit/diaries.html).

**HISTORY**





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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Long-Term Learning Targets Assessed:**

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

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

I can summarize informational. (RI.4.2)

**Directions:**

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

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

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

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

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

What does Martin mean by this?

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

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

- 3.) In the text, Thomas Fleming wrote, “Things got worse for Martin in that first battle.” How were things bad for Martin during the first battle?
- A. Martin had no shoes or socks.
  - B. American officers ordered a retreat that turned into a stampede.
  - C. American soldiers did not have much water to drink.
  - D. The British army captured a fort on the Delaware River.
- 4.) The last section has the heading “Victory at Last.” Why is this a good heading for this section?
- A. The section is about how the British won the war.
  - B. The section is about how Martin was promoted to sergeant.
  - C. The section is about how Martin wrote about his adventures.
  - D. The section is about how the British surrendered and the Americans won the war.
- 5.) Read this line from section with the heading “Holding the Fort”:
- “It was, Martin later wrote, ‘in the cold month of November,’ and he had ‘not a scrap of either shoes or stockings to my feet or legs.’”

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

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



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

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

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

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

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

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

Short Response:

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



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

**Long-Term Learning Targets Assessed:**

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

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

I can summarize informational. (RI.4.2)

**Directions:**

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

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

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

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

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

What does Martin mean by this?

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



Mid-Unit 1 Assessment:

Reading and Answering Questions about the Revolutionary War  
(Answers, for Teacher Reference)

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

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

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

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

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

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

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

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



Mid-Unit 1 Assessment:

Reading and Answering Questions about the Revolutionary War  
(Answers, for Teacher Reference)

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

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

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

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

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

Short Response:

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

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

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



**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(for Teacher Reference)

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

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

<sup>1</sup>From New York State Department of Education, October 6, 2012.





Tracking My Progress Mid-Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



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

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Tracking My Progress Mid-Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



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

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