



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 7

Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War



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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 determine the meaning of content words or phrases in an informational text. (RI.4.4)

Supporting Learning Targets

- I can determine the gist of the text “An Incomplete Revolution.”
- I can explain what the text says about the different perspectives of African Americans during the American Revolution.
- I can find the meanings of unfamiliar words to help me better understand the “An Incomplete Revolution” text.

Ongoing Assessment

- “An Incomplete Revolution” gist statement
- Answers to Text-Dependent Questions: “An Incomplete Revolution”



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)B. Reviewing Learning Targets and Entrance Ticket (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading “An Incomplete Revolution” for the Gist (10 minutes)B. Guided Practice: Answering Text-Dependent Questions (10 minutes)C. Rereading with a Partner: Answering Text-Dependent Questions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Quiz-Quiz-Trade: Vocabulary (10 minutes)B. Exit Ticket (5 minute)4. Homework<ol style="list-style-type: none">A. Reread “An Incomplete Revolution” and write a summary about the text. Use evidence from the text to list at least one reason each for why people joined the Patriots or the Loyalists during the American Revolution. | <ul style="list-style-type: none">• This lesson follows the same basic format as Lessons 2 and 4. The focus of this lesson is learning about the unique role African Americans played in the Revolution and reasons that blacks chose to fight with the British or the Patriots through the text “An Incomplete Revolution.” Students are asked to use textual evidence to answer several text-dependent questions.• In this lesson students have the opportunity to consider the perspectives of black colonists and slaves on the Revolutionary War and the roles they either choose or were forced to play during the war. This allows students to consider a perspective that is not typically addressed in most texts about the Revolutionary War, which may intrigue many students. It also can help students see that in the past, much like in modern times, one “group” of people often have differing perspectives and opinions about the important events and issues of their time in history. Help students make these connections.• In advance:<ul style="list-style-type: none">– Prepare the “An Incomplete Revolution” glossary: Cut words/definitions into strips (enough for each student in the class to have one word with a definition).– Review: Back-to-Back, Face-to-Face protocol and Quiz-Quiz-Trade protocol (see Appendix).– Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|--|
| incomplete, emancipation, skirmish, massacre, incidents, full-fledged, invoked, liberty, frantic, loyalty, enlist, precise, reimbursed, provided | <ul style="list-style-type: none">• Be a Patriot anchor chart (begun in Lesson 3)• Be a Loyalist anchor chart (begun in Lesson 5)• 3" x 5" index cards (two per student)• “An Incomplete Revolution” (one per student)• Text-Dependent Questions note-catcher: “An Incomplete Revolution” (one per student)• Text-Dependent Questions note-catcher: “An Incomplete Revolution” (answers, for teacher reference)• Equity sticks• Vocabulary Strategies anchor chart (begun in Module 2, Unit 1, Lesson 3)• Document camera• Quiz-Quiz-Trade protocol (for display; see Appendix)• “An Incomplete Revolution” glossary (one to cut into strips)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• Word Wall (begun in Lesson 2) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</p> <ul style="list-style-type: none">• Refer students to the Be a Patriot anchor chart and Be a Loyalist anchor chart.• Review the reasons colonists may have chosen to be either a Patriot or a Loyalist.• Review the Back-to-Back, Face-to-Face protocol with students:<ol style="list-style-type: none">1. Find a partner and stand back-to-back.2. After the teacher gives the talking point, take a moment to think about your response.3. At the signal, turn face-to-face with your partner and share your response. Make sure both voices are heard.4. Repeat Steps 1–3 with a new partner.• Ask students to stand and find their first partner. Ask the following questions:<ul style="list-style-type: none">* Round 1: What do you think was the best reason to be a Patriot? Why?* Round 2: What do you think was the best reason to be a Loyalist? Why? | <ul style="list-style-type: none">• Consider posting the directions for protocols to support the visual learners in your class.• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share and giving the class some silent think time before they start to talk. |



| Opening (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>B. Reviewing Learning Targets and Entrance Ticket (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets.• Ask for volunteers to read the learning targets aloud:<ul style="list-style-type: none">* "I can determine the gist of the text 'An Incomplete Revolution.'"* "I can explain what the text says about the different perspectives of African Americans during the American Revolution."* "I can find the meanings of unfamiliar words to help me better understand the 'An Incomplete Revolution' text."• Point out to students that these targets are similar to the targets addressed when they read the "Loyalists" text. Explain that these same skills will help them learn about another set of perspectives on the American Revolution: that of African Americans, many of whom were slaves during the Revolution.• Distribute a 3" x 5" index card to each student.• Ask them to put their names on the card.• Point out the word <i>incomplete</i> in the first learning target.• Ask for a volunteer to explain the meaning of this word.• Clarify the meaning as necessary and point out that the prefix <i>in-</i> means not, so incomplete means not complete, or not finished.• Ask students to respond to the following prompt on their index card:<ul style="list-style-type: none">* "Why might a text about African American perspectives during the Revolution be called 'An Incomplete Revolution'?"• Invite students to begin writing.• Invite students to share their responses to the prompt.• Give students context about what slavery was like in colonial America and how it continued after the American Revolution.• Collect the index cards, and hold on to them so students can use the back of the card for their exit ticket. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Reading “An Incomplete Revolution” for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute “An Incomplete Revolution” to each student. Tell students that they will follow along on their copy of the text while you read aloud, looking for important words. They may underline, highlight, or circle these words.• Read the text aloud slowly, pausing now and then to give students a chance to take note of important words.• After reading the entire text, give students a couple of minutes to come up with a gist statement.• Ask students to quickly write a gist statement at the end of the text.• Invite them to turn and share their gist statement with a shoulder partner. | |
| <p>B. Guided Practice: Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute individual copies of the “An Incomplete Revolution” Text-Dependent Questions note-catcher.• 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 “An Incomplete Revolution” again to find evidence to answer text-dependent questions.• Invite students to silently read the first question on their note-catcher: “Using evidence from the text, write a definition for <i>emancipation</i> in your own words.”• Ask them to think about how they would respond to this, then turn and share their thinking with their shoulder partner.• Use equity sticks to cold call one or two students to share their responses. Listen for responses similar to: “It means to make someone free. I inferred this because the next sentence in the text says ‘their struggle for freedom.’”• Invite students to record a response to this question in the Text Evidence box below the question.• Using the “An Incomplete Revolution” Text-Dependent Questions note-catcher (answers, for teacher reference), continue guided practice with Questions 2–4. | <ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>C. Rereading with a Partner: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should continue to read the text once more with their partner and together answer the remaining text-dependent questions.• Remind students to use the Text Evidence boxes to show where in the text they found proof for their answer.• Check to see if there are any questions; then, invite students begin.• Support pairs who struggled during the guided practice or need additional support when reading grade-level texts.• After 12 minutes, refocus students whole group.• Using the “An Incomplete Revolution” Text-Dependent Questions note-catcher (answers, for teacher reference), review the answers for Questions 6–10 by cold calling pairs of students. Ask students to point out where in the text they found their answers and reread these lines from the text aloud during the review of the questions.• Collect students’ note-catchers for formative assessment for the next lesson. | <ul style="list-style-type: none">• 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: “Reread the section ‘An Offer of Freedom’ to find evidence to help you answer question number 5.”• If you find that students struggle to answer the text-dependent questions during Work Time C, more time may need to be spent reviewing the answers in Lesson 8. |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Quiz-Quiz-Trade Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Refocus students on the Vocabulary Strategies anchor chart.• Quickly remind students of the vocabulary strategies they know, emphasizing using context clues.• Remind students they can use any of the strategies on the anchor chart to figure out the meaning of the unfamiliar words their peers will be “quizzing” them on.• Display (either on document camera or written on board—see supporting materials) and review the Quiz-Quiz-Trade protocol steps below:<ol style="list-style-type: none">1. Find a partner.2. Show your partner where your word is in the text.3. Ask your partner to read the sentence around the word and then give you a definition for that word.4. Tell your partner what the definition is according to the glossary.5. Switch roles (the quizzer gets quizzed).6. Trade words.7. Find a new partner to repeat this process.• Ask if there are any questions.• Hand out one “An Incomplete Revolution” glossary strip to each student.• Have students find their word in the text and read the definition they’ve been given.• Invite students to start the protocol. They should continue to quiz and trade until they have had at least three partners.• Once students have had three partners, ask them to quietly return to their seats.• Gather students together to decide which words they just practiced will be useful to keep throughout the module. Refer to the criteria at the top of students’ American Revolution Vocabulary notebook when choosing words. (Tell students they should use a similar process on their homework.)• 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">• Consider giving some students who may be overwhelmed by learning many new words in a short time the option of keeping the same word throughout the Quiz-Quiz-Trade protocol.• Make the text larger or add more space between the lines for students with visual organizational needs. |



| Closing and Assessment (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Redistribute the index cards students used for their entrance tickets.• Ask students to reflect on the same question from their entrance ticket. This time they should respond in writing on the back of their index card and use evidence from the text to support their answer:<ul style="list-style-type: none">– Why might a text about African American perspectives during the Revolution be called “An Incomplete Revolution”?• Collect exit tickets as a formative assessment.• Discuss student responses to the exit ticket whole class. Be sure to clarify for students that African Americans did not win freedom from slavery during the Revolution, and that this did not happen until after the Civil War. | <ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.• The exit ticket will help determine if students can infer from the text that African Americans did not win freedom from slavery during the Revolution. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Reread “An Incomplete Revolution” and write a summary about the text. Use evidence from the text to list at least one reason each for why people joined the Patriots or the Loyalists during the American Revolution. | |



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Supporting Materials



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“An Incomplete Revolution”

Thousands of American blacks, both slave and free, fought in the American Revolution. Many slaves hoped the war would bring about their emancipation. But their struggle for freedom had just begun. March 5, 1770, began like any other day in Boston, Massachusetts. Outside the city’s Custom House, British soldiers stood guard as they had for two years. Many colonists hated the soldiers, who were a reminder that they had to obey British laws.

On that day, Crispus Attucks, a tall “near giant of a man,” joined a crowd gathering at the Custom House. A young boy was shouting rude remarks at a British soldier. Suddenly, the soldier lost his temper and struck the boy with the butt of his gun.

The scene soon got out of hand. More colonists, armed with sticks and clubs, joined the mob. Frightened British soldiers fired into the crowd. When it was over, Attucks and four other Americans lay dead or dying.

The skirmish, known as the Boston Massacre, was one of several incidents that led to the American Revolution (1775–1783). Crispus Attucks, an escaped slave, was the first of many blacks to die in the long struggle for American independence.

The Struggle Begins

The American Revolution began in 1775 when American soldiers calling themselves “patriots” fired at British soldiers in Lexington and Concord, Massachusetts, sparking full-fledged battles. Approximately 25,000 to 30,000 blacks, slave and free, took part in the major battles of the Revolution. But they fought for different reasons than white colonists.

Most white colonists who fought in the Revolution were angry because they had to pay taxes to Britain yet had no representatives in Britain’s parliament. They believed they had a God-given right to self-government and freedom. King George III was taking away those rights, they believed.

Many black Americans, however, fought because they wanted freedom from slavery. They were willing to fight for whichever side promised them independence. “Whoever invoked the image of liberty, be he American or British,” wrote historian Benjamin Quarles, “could count on a ready response from the blacks.”



“An Incomplete Revolution”

An Offer of Freedom

In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side. Between 10,000 and 20,000 black men offered their services to the king. The British used them as laborers, orderlies, scouts, and spies. Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.

The British also gave guns to blacks. Lord Dunmore, British governor of the colony of Virginia, enlisted 500 slaves in what became known as “Lord Dunmore’s Ethiopian Regiment.” In a letter to England, Dunmore wrote, “My Negroes fought with skill and valor. Daily, new men arrive to join us.” It was the first black regiment raised by either side during the Revolution.

Jupiter Charles was one of the slaves who fought in Lord Dunmore’s regiment. Jupiter told his mother why he wanted to fight for the British: “Mama, I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”

Many states desperately tried to prevent slaves from helping the British. The Virginia Gazette published frantic appeals for the loyalty of slaves tempted by Britain’s offer: “Be not then, ye negroes, tempted by the proclamation to ruin yourselves.”

American appeals often fell on deaf ears. A Baltimore newspaper described one incident in which 21 Maryland slaves stole their master’s boat and sailed away to the British.

Patriot Soldiers

Britain’s policy of recruiting slaves terrified many American slave owners. When the Revolution began, blacks could not enlist in the Continental Army. Slave owners feared that slaves might rebel if they were given guns. But as the need for soldiers grew, free blacks, as well as slaves, were allowed to enlist.

Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Jehu Grant, who fled slavery and joined the patriots, remembered, “When I saw liberty poles and people engaged for support of freedom, I could not but like and be pleased with such a thing.” For slaves like Grant, the words of the Declaration of Independence had special meaning. “All men are created equal,” proclaims the Declaration, with rights to “Life, Liberty, and the Pursuit of Happiness.”



“An Incomplete Revolution”

For slaves who could get to Rhode Island, fighting for the patriots brought freedom. In 1778, Rhode Island did not have enough white soldiers to send to the Continental Army. So the state declared that any slave who volunteered for the Rhode Island regiment would be set free.

Many blacks responded to the call. One observer wrote, “Three quarters of the Rhode Island regiment consists of Negroes, and that regiment is the most neatly dressed, the best under arms, and the most precise in its maneuvers.”

Many slaves did not win freedom by fighting for the Americans. Some Northern slave owners sent their slaves to fight in their place. In some states, the master would receive the slave soldier’s pay or even be reimbursed (paid back) if his “property” were killed. Only in a few states did a master have to free a slave before sending him to fight.

Whatever their reasons for joining the patriots’ cause, many blacks were rewarded for their courage and bravery. At the Battle of Bunker Hill, Peter Salem reportedly killed an important British officer and became a hero. Salem Poor, a free black man, showed extraordinary courage during battle. Fourteen officers asked Congress to give Poor “the Reward due to so great and Distinguished a Character.”

James Armistead was a servant to General Charles Cornwallis, leader of the British forces. Armistead also was a patriot spy who reported everything he saw and heard to General Lafayette of the Continental Army. The information Armistead provided helped the patriots defeat Cornwallis at the Battle of Yorktown (1781), the final battle of the Revolution. On the recommendation of General Lafayette, the state of Virginia bought Armistead from his master and set him free. From that day on, he called himself James Armistead Lafayette.

Free at Last?

These are just a few of the many stories of black Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

American blacks would not forget their experiences in the Revolution. The American victory established the colonists’ right to self-government. But one important question remained unanswered: When would blacks enjoy the freedoms they had fought so hard to win?



Text-Dependent Questions
“An Incomplete Revolution”

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 *emancipation* in your own words.

Text Evidence

2. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence

3. According to the text, how did the Revolutionary War begin and who was responsible?

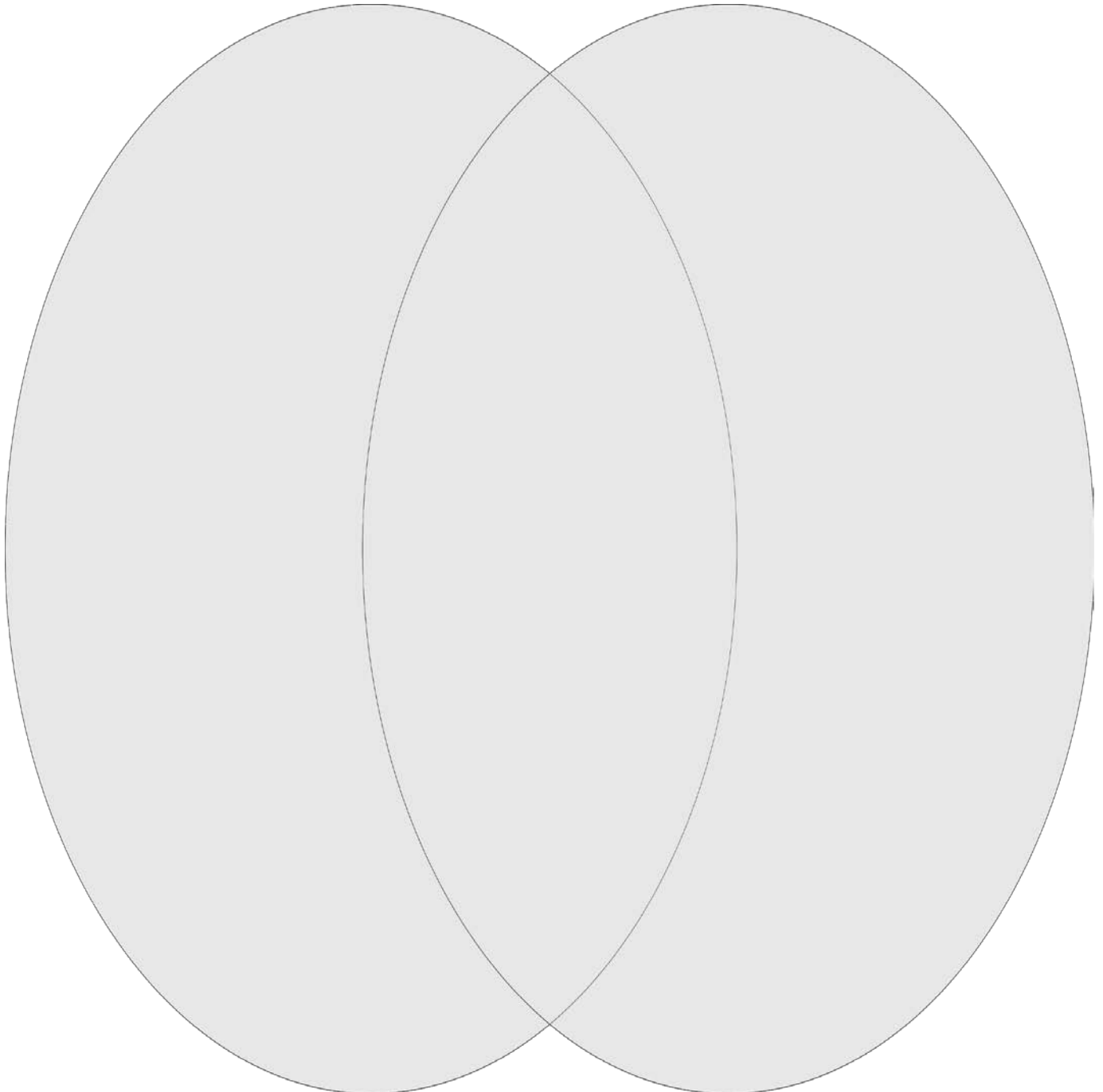
Text Evidence



Text-Dependent Questions

"An Incomplete Revolution"

4. **Compare and contrast:** The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.





Text-Dependent Questions
“An Incomplete Revolution”

5. For what reasons did blacks fight for the British during the Revolution?

Text Evidence

6. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

Text Evidence

7. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

Text Evidence



Text-Dependent Questions
“An Incomplete Revolution”

8. For what reasons did blacks fight for the Patriots during the Revolution?

Text Evidence

9. Name one black Patriot named in the article and what he is known for.

Text Evidence

10. Did African Americans win their freedom at the end of the American Revolution?

Text Evidence



Text-Dependent Questions
“An Incomplete Revolution”
(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 *emancipation* in your own words.

Text Evidence

freedom

“many slaves hoped”

“but their struggle for freedom had just begun”

11. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence

1.) It was “one of several incidents that led to the American Revolution.”

2.) Crispus Attucks died during the Boston Massacre and he was “the first of many blacks to die in the long struggle for American independence.”

12. According to the text, how did the Revolutionary War begin and who was responsible?

Text Evidence

It began when Patriots fired at British soldiers in Lexington and Concord, Massachusetts.

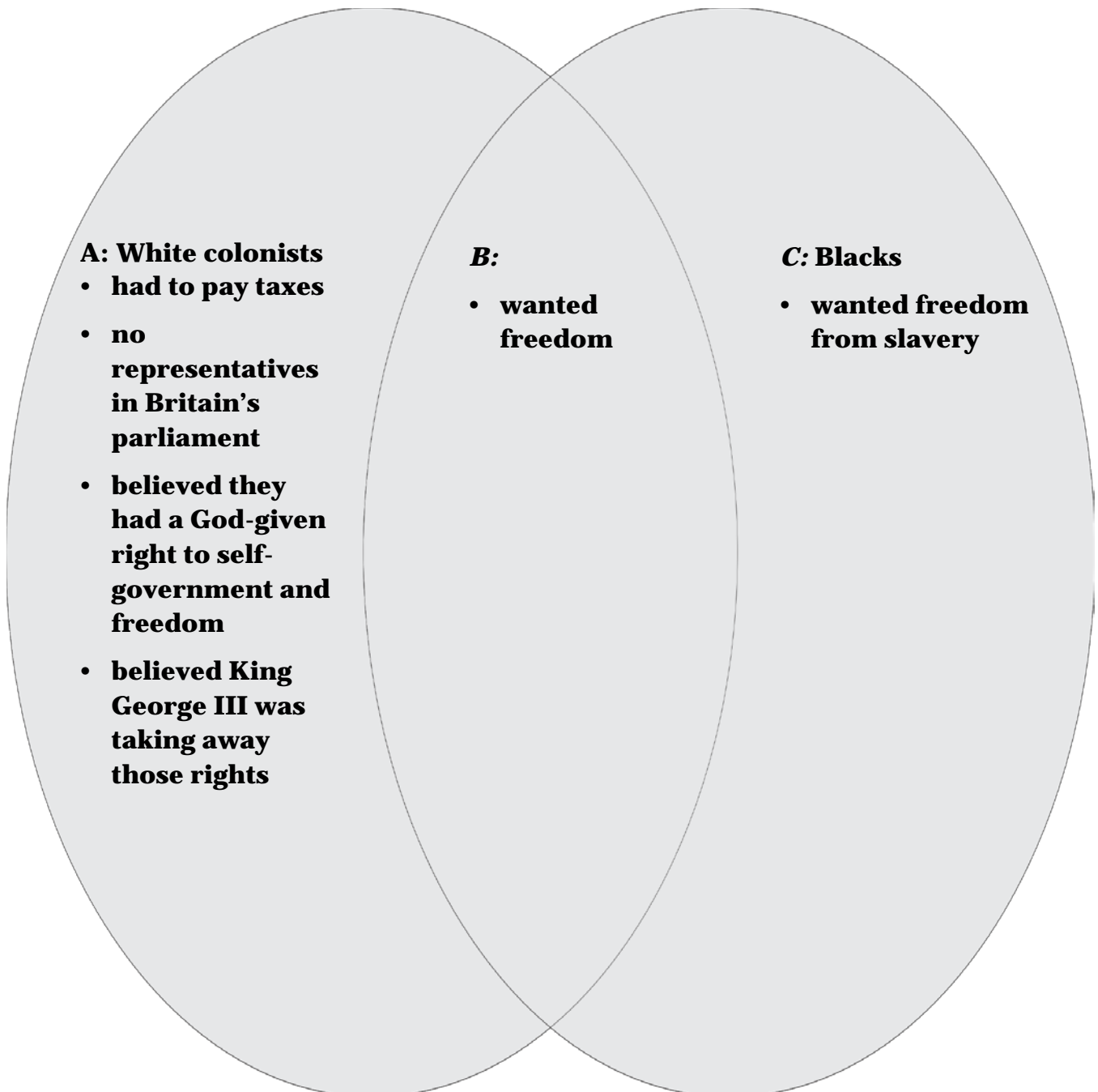


Text-Dependent Questions

"An Incomplete Revolution"

(Answers, for Teacher Reference)

13. Compare and contrast: The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

14. For what reasons did blacks fight for the British during the Revolution?

Text Evidence

They wanted freedom from slavery.

**“The British promised liberty and protection to slaves who would fight on their side”
“I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”**

15. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

Text Evidence

convince to enlist or join the army

“Promised liberty and protection to slaves who would fight on their side.”

16. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

Text Evidence

The American slave owners didn’t want the slaves to have guns.

“Slave owners feared that slaves might rebel if they were given guns.”



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

17. For what reasons did blacks fight for the Patriots during the Revolution?

Text Evidence

They agreed with the Patriots.

“They believed in the ideals of freedom and liberty.”

“... the words of the Declaration of Independence had special meaning. ‘All men are created equal,’ proclaims the Declaration, with rights to ‘Life, Liberty, and the Pursuit of Happiness.’”

Rhode Island said any slave who volunteered for their army regiment would be free.

“The state declared that any slave who volunteered for the Rhode Island regiment would be set free.”

18. Name one black Patriot named in the article and what he is known for.

Text Evidence

Peter Salem—killed an important British officer.

Salem Poor—showed courage during battle.

James Armistead—servant to General Charles Cornwallis who was a leader for the British. Armistead was a Patriot spy and reported everything he saw and heard to General Lafayette, which helped the Patriots win at the Battle of Yorktown.

19. Did African Americans win their freedom at the end of the American Revolution?

Text Evidence

No.


“When would black enjoy the freedoms they had fought so hard to win?”

“But their struggle for freedom had just begun.”



“An Incomplete Revolution” Glossary


Teacher Directions: Make enough copies so each student to have one strip during Quiz-Quiz Trade. In advance of the lesson, cut apart each word with its definitions into strips.

| Vocabulary Word | Definition |
|---|--|
| incomplete  | not complete; unfinished |
| emancipation | to be set free |
| skirmish | unplanned fight or battle |
| massacre | killing a large number of people without cause |
| incident | an event |



“An Incomplete Revolution” Glossary

Teacher Directions: Make enough copies so each student to have one strip during Quiz-Quiz Trade. In advance of the lesson, cut apart each word with its definitions into strips.

| Vocabulary Word | Definition |
|--|-----------------------------------|
| invoke  | to call forth |
| frantic | excited with fear or worry |
| enlist | sign up or serve |
| precise | exact (without error or mistakes) |
| reimbursed | payback |
| provide | give |