



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3B: Unit 1: Lesson 11**

## **End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)  
I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)  
I can determine the meaning of content words or phrases in an informational text. (RI.4.4)  
I can describe the organizational structure in an informational text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

**Supporting Learning Targets**

- I can describe how the Declaration of Independence was written using details from the text.
- I can identify the overall structure of a text using details from the text to support my answer.

**Ongoing Assessment**

- End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Adding to the Be a Patriot Anchor Chart (10 minutes)</li><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 1 Assessment (40 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Tracking My Progress (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue reading in your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students complete the End of Unit 1 Assessment, which requires them to finish reading “Thomas Jefferson and the Declaration of Independence,” answer questions based on their reading, and use evidence to support their thinking.</li><li>Use the 2-Point Rubric to score students’ short constructed responses on the assessment.</li><li>Following the assessment, students complete a Tracking My Progress, End of Unit 1 recording form as a way to reflect on and actively monitor their learning.</li><li>In advance:<ul style="list-style-type: none"><li>Review: End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence.</li><li>Review: Back-to-Back, Face-to-Face protocol (see Appendix).</li><li>Post: Learning targets; Be a Patriot anchor chart.</li></ul></li></ul>

Lesson Vocabulary	Materials
perspective, opinion	<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>Equity sticks</li><li>End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence (one per student)</li><li>“Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student)</li><li>Tracking My Progress, End of Unit 1 recording form (one per student)</li><li>End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence (answers, for teacher reference)</li><li>2-Point Rubric (for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Adding to the Be a Patriot Anchor Chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Be a Patriot anchor chart</b> and the <b>Be a Loyalist anchor chart</b>.</li><li>• Review the big idea for this unit:<ul style="list-style-type: none"><li>* “American colonists had different perspectives on fighting for independence from Great Britain.”</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* “What were the two perspectives we have been learning about?”</li><li>* “What was the Patriots’ opinion of the British?”</li><li>* “What was the Loyalists’ opinion of the British?”</li></ul></li><li>• Cold call students to share out.</li><li>• Direct student’s attention to the Be a Patriot anchor chart. Ask:<ul style="list-style-type: none"><li>* “Now that we’ve read several more texts about the American Revolution and know more about the Patriot <i>perspective</i>, what can we add to this chart?”</li></ul></li><li>• As students come up with inferences for why someone should be a Patriot, continue to ask them for textual evidence for their idea. If necessary, ask students whether their idea is from their own background knowledge of the American Revolution or from text clues they have read throughout the unit.</li><li>• Challenge students who offer ideas about patriots from their background knowledge to try to find evidence in a text they have read in this unit.</li></ul>	



Opening (continued)	Meeting Students' Needs
<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>• Use <b>equity sticks</b> to call on a few students to read the learning targets aloud to the class:<ul style="list-style-type: none"><li>* "I can describe how the Declaration of Independence was written using details from the text."</li><li>* "I can identify the overall structure of a text using details from the text to support my answer."</li></ul></li><li>• Ask students to get back-to-back with a partner for a round of Back-to-Back, Face-to-Face. Ask them to think about the following question before signaling them to turn face-to-face with their partner:<ul style="list-style-type: none"><li>* "What strategies can you use to help you understand a complex text as you read it for the first time?"</li></ul></li><li>• Tell student to turn face-to-face once they have had a moment to think.</li><li>• Afterward, use a few equity sticks to call pairs to share their strategies. Listen for students to suggest strategies similar to the following:<ul style="list-style-type: none"><li>– Reading the text once for the gist, then rereading the text</li><li>– Reading smaller chunks of the text for the gist and recording notes about what each section is about</li><li>– Circling unfamiliar words, then revisiting these sections of the text to reread and use context clues to determine the meaning</li></ul></li><li>• Remind students that they have been practicing these strategies since the beginning of the year.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing a sentence starter for students: "One strategy I use when reading a complex text is _____."</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence</b>.</li><li>• Invite students to take out “<b>Thomas Jefferson and the Declaration of Independence</b>” from Lessons 9 and 10.</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 “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.</li><li>2. Reread “Expressing the American Mind” through the end of 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.</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><li>• Collect students' End of Unit 1 Assessments.</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, End of Unit 1 recording form</b>.</li><li>• Ask students to reflect on the learning targets and then record their progress using the Tracking My Progress, End of Unit 1 recording form.</li><li>• Collect the recording forms for additional assessment.</li><li>• Congratulate students on their study of the American Revolution so far!</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit.</li></ul>	



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# Grade 4: Module 3B: Unit 1: Lesson 11

## Supporting Materials



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End of Unit 1 Assessment:  
Reading and Answering Questions about the Declaration of Independence

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 explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

**Directions:**

1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?

- A. That the colonies should be free and independent states
- B. King George’s offenses against the American people
- C. Ending slavery in America
- D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:

“The delegates wanted approval of the Declaration to be unanimous.”

Why was it important that all of the delegates agree on the Declaration?

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**End of Unit 1 Assessment:**

Reading and Answering Questions about the Declaration of Independence

3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?

- A. They realized that the Declaration would have an enormous impact on the future.
  - B. The people of the United States were able to see in writing the ideals they were defending.
  - C. The Declaration of Independence’s influence far outlasted that war.
  - D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.
4. Which word below has a similar meaning to the word *influence* as it is used in the following line from the text:
- “The Declaration of Independence’s influence far outlasted that war.”
- A. effect
  - B. powerless
  - C. reason
  - D. weakness
5. Which line from the text helps you infer the meaning of the word *influence* in Question 4?
- A. “On July 4, 1776, the Continental Congress officially adopted ‘The Unanimous Declaration of the Thirteen United States of America.’”
  - B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
  - C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”
  - D. “Thomas Jefferson went on to achieve many other triumphs.”



**End of Unit 1 Assessment:**

Reading and Answering Questions about the Declaration of Independence

6. What is the structure of the section “A Test of Time”?

- A. chronology
- B. description
- C. cause/effect
- D. problem/solution

7. List three examples from the text that support your answer for Question 7.

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8. Using evidence from the text, complete the graphic organizer below.

<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?)
John Adams, Roger Sherman, Robert R. Livingston, and Thomas Jefferson drafted the Richard Henry Lee’s proposal.	
The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.	
The Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.”	



Tracking My Progress End of Unit 1 Recording Form

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

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

Learning Target: I can use details and examples to explain explicit information and inferences in informational 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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**End of Unit 1 Assessment:**

Reading and Answering Questions about the Declaration of Independence  
(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 explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

**Directions:**

1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?

- A. That the colonies should be free and independent states
- B. King George’s offenses against the American people
- C. Ending slavery in America**
- D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:

“The delegates wanted approval of the Declaration to be unanimous.”

Why was it important that all of the delegates agree on the Declaration?

**They were worried that anyone who had signed the Declaration would be called a traitor to Britain and be hanged if the Patriots lost the war.**

**End of Unit 1 Assessment:**  
Reading and Answering Questions about the Declaration of Independence  
(Answers, for Teacher Reference)

3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?

- A. They realized that the Declaration would have an enormous impact on the future.
  - B. The people of the United States were able to see in writing the ideals they were defending.**
  - C. The Declaration of Independence’s influence far outlasted that war.
  - D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.
4. Which word below has a similar meaning to the word *influence* as it is used in the following line from the text:

“The Declaration of Independence’s influence far outlasted that war.”

- A. effect**
  - B. powerless
  - C. reason
  - D. weakness
5. Which line from the text helps you infer the meaning of the word *influence* in Question 4?
- A. “On July 4, 1776, the Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.””
  - B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
  - C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”**
  - D. “Thomas Jefferson went on to achieve many other triumphs.”



**End of Unit 1 Assessment:**

Reading and Answering Questions about the Declaration of Independence  
(Answers, for Teacher Reference)

6. What is the structure of the section “A Test of Time”?
- A. chronology
  - B. description**
  - C. cause/effect
  - D. problem/solution
7. List three examples from the text that support your answer for Question 7.
- “The Declaration of Independence” used repeatedly**

**“It” used repeatedly**

**Although “for example” is not explicitly stated, this section describes several examples of how the Declaration has influenced our history (how it was used by Abraham Lincoln, Elizabeth Cady Stanton, and Martin Luther King, Jr.).**



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence  
(Answers, for Teacher Reference)

8. Using evidence from the text, complete the graphic organizer below.

<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?)
John Adams, Roger Sherman, Robert R. Livingston, and Thomas Jefferson drafted the Richard Henry Lee's proposal.	<b>This was important because they were writing a proposal that would be used for further debate. It impacted other events because it would eventually become the Declaration of Independence.</b>
The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.	<b>This was important because the delegates wanted to all be in agreement with the final version of the Declaration. It impacted others because some things, like the mention of slavery, had to be cut out in order for everyone to be in agreement. It impacted other events because it led to all of the delegates coming to an agreement over an acceptable draft, which led to the Continental Congress officially adopting "The Unanimous Declaration of the Thirteen United States of America."</b>
The Continental Congress officially adopted "The Unanimous Declaration of the Thirteen United States of America."	<b>This was important because the delegates formally told Britain that they were independent. It impacted other events of the American Revolution because it gave Americans a new sense of purpose to the war. It impacted events after the war because people used it to inspire others in their own causes.</b>





**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.