



EXPEDITIONARY  
LEARNING

# Grade 4: Module 3B: Unit 2: Lesson 1

## Preparing to Read *Divided Loyalties*



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

I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions).  
(RL.4.5)

**Supporting Learning Targets**

- I can describe the parts of a drama.
- I can identify the characteristics of historical fiction.

**Ongoing Assessment**

- Participation in creation of Parts of a Drama and Characteristics of Historical Fiction anchor charts



| Agenda   | Teaching Notes   |
|--|--|
| <p>1. Opening</p> <p>A. Engaging the Reader: Book Walk (15 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Understanding the Format: Creating the Parts of a Drama Anchor Chart (20 minutes)</p> <p>B. Understanding the Genre: Creating the Characteristics of Historical Fiction Anchor Chart (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Preparing for Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Read Act I, Scenes 1 and 2, then record summary notes on page 1 of your Reader's Guide (do not write a summary paragraph in the section below your notes- we will do this together as a class in the next lesson).</p> | <ul style="list-style-type: none"><li>• This lesson introduces the unit anchor text, <i>Divided Loyalties</i> by Gare Thompson, and provides context for how the text fits into this module.</li><li>• Students get to know the text through a book walk and several reads, noticing the characteristics of a drama and of a historical fiction text.</li><li>• Throughout this unit, the homework assignments will usually be the same—read a section of <i>Divided Loyalties</i> in preparation for the next day's lesson, completing summary notes in the Reader's Guide for that section. The summary notes use the same format as in Module 1, using the "Somebody In Wanted But So Then" summarizing strategy (developed by Kyleen Beers). The "Summary Notes" section can be found on page 1 of the Reader's Guide.</li><li>• In advance:<ul style="list-style-type: none"><li>– Prepare anchor charts:<ul style="list-style-type: none"><li>• Things We Notice and Wonder about <i>Divided Loyalties</i></li><li>• Parts of a Drama</li><li>• Characteristics of Historical Fiction</li></ul></li><li>– Prepare the Reader's Guide (see supporting materials), where students will record their notes and thinking about <i>Divided Loyalties</i> throughout Unit 2. Consider stapling these guides into packets for students before this lesson. Alternatively, you may have each student create a reading folder for storing their guides and other notes, texts, and writing throughout the unit.</li><li>– Post: Guiding Questions anchor chart, learning targets.</li></ul></li></ul> |



| Lesson Vocabulary  | Materials   |
|--|---|
| drama, historical fiction, describe, characteristics, difference, characters, act, scene, setting, descriptions, dialogue, stage directions, narrator, description, plot; colonies (4), loyalty (cover page) | <ul style="list-style-type: none"><li>• Guiding Questions anchor chart (begun in Unit 1, Lesson 2)</li><li>• <i>Divided Loyalties</i> (book; one per student and one to display)</li><li>• Sticky notes (several per student)</li><li>• Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart (new; co-created with students during Opening A; see supporting materials)</li><li>• Equity sticks</li><li>• Parts of a Drama anchor chart (new; co-created with students during Work Time A; see supporting materials)</li><li>• Characteristics of Historical Fiction anchor chart (new; co-created with students during Work Time B; see supporting materials)</li><li>• <i>Divided Loyalties</i>: Reader's Guide (one per student and one to display)</li></ul> |



| Opening  | Meeting Students' Needs |
|--|-------------------------|
| <p><b>A. Engaging the Reader: Book Walk (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work building background knowledge about the American Revolution in Unit 1.</li><li>• Display the <b>Guiding Questions anchor chart</b> and remind students that in this module, they are working toward understanding the following guiding questions:<ul style="list-style-type: none"><li>* “How does a person’s perspective influence their opinion?”</li><li>* “Why should we respect the opinions of others?”</li></ul></li><li>• Display the cover of <i><b>Divided Loyalties</b></i> by Gare Thompson.</li><li>• Explain to students that in this unit, they will be reading this text to continue building their background knowledge about the American Revolution and to understand the different perspectives people had on the revolution.</li><li>• Distribute student copies of <i>Divided Loyalties</i> and <b>sticky notes</b>.</li><li>• Invite students to open to the Table of Contents, flip through the book, and record what they notice and wonder about the book on the sticky notes.</li><li>• Give students 5 minutes to work.</li><li>• On a new piece of chart paper, create the <b>Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart</b>.</li><li>• Use <b>equity sticks</b> to call on students to share what they notice and wonder about the book, recording students’ ideas on the chart. Do not answer students’ questions at this time, explaining that they will learn more about the book as they start reading it throughout the unit.</li><li>• Invite students to open to page 4 in <i>Divided Loyalties</i> and then turn and talk:<ul style="list-style-type: none"><li>* “What are <i>colonies</i>?”</li></ul></li><li>• Ask:</li><li>• Listen for responses like: “Faraway places ruled by or under control of a nation.”</li><li>• Ask:<ul style="list-style-type: none"><li>* “What nation were the American colonies ruled by?”</li></ul></li><li>• Listen for responses like: “England,” or “Great Britain.”</li></ul> |                         |



| Opening (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"><li>• Ask:<ul style="list-style-type: none"><li>* “Look at pages 4 and 5. What do you notice?”</li></ul></li><li>• Listen for responses like: “I notice a paragraph of text, a timeline, and a map.”</li><li>• Pause after each question to allow students time to discuss.</li><li>• Then cold call students to share out.</li><li>• Read aloud or invite students to popcorn read the introduction on page 4.</li><li>• Ask:<ul style="list-style-type: none"><li>* “The text says, ‘In the 1770s, Burlington, New Jersey, was caught up in these questions of <i>loyalty</i>.’ What are the questions of loyalty referring to?”</li></ul></li><li>• Listen for responses like: “The colonists were questioning whether to be Patriots and support American independence or to be Loyalists and support England.”</li><li>• Focus students’ attention on the map on page 5. Ask:<ul style="list-style-type: none"><li>* “What is the title of this map?”</li></ul></li><li>• Listen for students to share the title printed at the top of the map.</li><li>• Invite students to practice reading the map. Say:<ul style="list-style-type: none"><li>* “Put your finger on New York.”</li><li>* “Put your finger on New Jersey.”</li></ul></li><li>• Explain to students that the story in this book takes place in New Jersey. Answer any clarifying questions students might have about the map.</li><li>• Focus students’ attention on the timeline at the bottom of pages 4 and 5. Ask:<ul style="list-style-type: none"><li>* “What information is presented on this timeline?”</li></ul></li><li>• Listen for responses like: “It shares events that took place before the American Revolution.”</li><li>• Invite students to independently read the timeline.</li><li>• Then, read each event aloud, asking students to show a thumbs-up if they have heard of that event before and can explain it, a thumbs-sideways if they have heard of the event but don’t remember many details about it, or a thumbs-down if they have not heard of the event.</li></ul> |                         |



| Opening (continued)  | Meeting Students' Needs   |
|--|---|
| <ul style="list-style-type: none"><li>Remind students that they learned about some of the events on the timeline in Unit 1 and that they will continue to learn about them as they read <i>Divided Loyalties</i> in this unit. Answer any clarifying questions students may have about the timeline.</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 and read them aloud:<ul style="list-style-type: none"><li>"I can describe the parts of a drama."</li><li>"I can identify the characteristics of historical fiction."</li></ul></li><li>Underline the word <i>drama</i> and the phrase <i>historical fiction</i> in the learning targets.</li><li>Ask students to turn and talk:<ul style="list-style-type: none"><li>"What is drama?"</li><li>"What is historical fiction?"</li></ul></li><li>Explain that they will learn about each of these terms throughout today's lesson.</li><li>Next, circle the words <i>describe</i> and <i>characteristics</i> in the learning targets.</li><li>Ask students to think of synonyms for these words. Provide examples if necessary. For example, you might say: "Identifying <i>characteristics</i> means you can pick out the qualities that make historical fiction different from other types of writing. For example, the characteristics of a person might be hair color, height, and personality." Students may notice that the words <i>characteristics</i> and <i>characters</i> are similar. Explain that these words have the same root word, <i>character</i>. As you explain these words, write synonyms above each (for example, "explain" above <i>describe</i>).</li><li>Have students give a thumbs-up if they think they understand the targets, a thumbs-sideways if they know a little, and a thumbs-down if they don't know. Clarify as needed.</li></ul> | <ul style="list-style-type: none"><li>Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul> |



| Work Time   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Understanding the Format: Creating the Parts of a Drama Anchor Chart (20 minutes)</b></p> <ul style="list-style-type: none"><li>Place class members with reading partners.</li><li>Tell students that today they will learn about drama by reading <i>Divided Loyalties</i>.</li><li>Post the <b>Parts of a Drama anchor chart</b>.</li><li>Read the definition of a drama written below the title:<ul style="list-style-type: none"><li>* "IT IS ... a type of writing where performers read a script to an audience. The script tells a story through action and dialogue and is meant to be acted on a stage."</li></ul></li><li>Circle the word <i>script</i> in the definition.</li><li>Explain to students that the meaning of "script" is "the written text of a play or drama." Tell them that a script is a characteristic of a drama.</li><li>Record the word and its definition below the section of the chart labeled "IT HAS...."</li><li>Explain that now you would like students to examine the text and help you identify other characteristics to add to the anchor chart.</li><li>Ask students to look through the <i>Divided Loyalties</i> with their partners and see what they notice about the characteristics of a drama.</li><li>Encourage students to annotate the text with sticky notes.</li><li>Give students 5 minutes to read the text, annotate, and discuss with their partner.</li><li>Display page 9 of the text.</li><li>Use equity sticks to cold call pairs to share what they notice. Identify the following terms and definitions as students share what they notice about the text: <i>characters, act, scene, setting, descriptions, dialogue, and stage directions</i>.</li><li>As students share, add the following words and their definitions in the section for "IT HAS ..." to the Parts of a Drama anchor chart. If students do not notice one of the below, be sure to point out this characteristic in the text and record it on the anchor chart:</li></ul> | <ul style="list-style-type: none"><li>Consider placing ELLs who are L1 with an L2 who speaks the same language. Also consider providing definitions of Readers Theater and related vocabulary in students' home language.</li></ul> |





| Work Time (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"><li>– <b><u>A script:</u></b> The written text of a play or Readers Theater</li><li>– <b><u>Characters:</u></b> Characters in a play or drama, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak</li><li>– <b><u>Act:</u></b> The way a play or drama is divided up; these are similar to chapters in a book.</li><li>– <b><u>Scene:</u></b> The way an act in a play is divided up; a single situation or conversation</li><li>– <b><u>Setting:</u></b> The time and place of the play</li><li>– <b><u>Dialogue:</u></b> Lines players or characters speak aloud in a performance; each line is written after the bolded name of the player who is to speak it.</li><li>– <b><u>Stage directions:</u></b> Tell performers how to act or what to do during the performance, usually written in italics and/or in parentheses (Note: direct students to page 15 for an example of this in <i>Divided Loyalties</i>.)</li><li>• Invite students to turn to pages 6 and 7. Ask:<ul style="list-style-type: none"><li>* “What information is presented on these pages?”</li></ul></li><li>• Listen for: “The characters’ names and descriptions of them.”</li><li>• Explain that the drawings and captions describe the main characters in the play. Point out the box labeled “Other Characters” on page 7. Explain that the characters listed here have lines in the play but are not main characters.</li><li>• Define the word <i>narrator</i> for students by saying something like: “A narrator is someone who explains what is happening in the play. The narrator is not a character and does not interact with the characters. He or she does not participate in the action of the play.”</li></ul> |                         |



| Work Time (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <p><b>B. Understanding the Genre: Creating the Characteristics of Historical Fiction Anchor Chart (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will now begin to read <i>Divided Loyalties</i>. Reiterate for the students that they have two purposes for reading:<ul style="list-style-type: none"><li>– They are continuing to build expertise about perspectives of the American Revolution (as they did in Unit 1).</li><li>– But more importantly, today they are also reading to learn the characteristics of historical fiction.</li></ul></li><li>• Remind students that they have experience reading and writing fiction from Module 2 (with the colonial narratives from Module 2A or the choose-your-own-adventure narratives from Module 2B). If necessary, briefly review the meaning of the word <i>fiction</i>.</li><li>• Post the <b>Characteristics of Historical Fiction anchor chart</b>.</li><li>• Partner students.</li><li>• Distribute at least three more sticky notes per partnership.</li><li>• Display pages 9 and 10 of <i>Divided Loyalties</i>. Tell students that they will analyze these pages to determine the characteristics of the genre.</li><li>• Explain to students that you will read the text aloud, and point out that you will read <u>just</u> the spoken parts, so they can see which parts of a drama are read aloud to the audience. Ask them to read along and notice the parts of the text you read aloud and those that you skip. Read the narrator's lines on page 9 and Robert and Ben's first lines on page 10 (stopping at "... and dump tea into the harbor as they did in Boston.") aloud as students follow along. Have students turn and talk with a partner:<ul style="list-style-type: none"><li>* "Which portions of the text were read aloud? Which were not? Why?"</li><li>* "What is this mostly about?"</li></ul></li><li>• Invite a few students to share out.</li><li>• Then focus them on the characteristics of historical fiction. Ask students to think then talk with a partner:<ul style="list-style-type: none"><li>* "What is a characteristic of historical fiction that you noticed?"</li></ul></li><li>• Invite a few students to share out. As they share, ask students to say where they noticed that in the text.</li><li>• Model as needed, showing how to refer to the text and name the characteristic on a sticky note. For example, you may say:</li></ul> |                         |



| Work Time (continued)  | Meeting Students' Needs  |
|--|--|
| <ul style="list-style-type: none"> <li>– “As I read the narrator’s lines, I notice the author introduces the characters.” (Underline: “Mary and Robert Barton” and “the Barton family.”) “I am thinking that the characters, Mary and Robert Barton, are probably fictional, since there is no author’s note saying they were real people, but I’m not really sure. However, they are doing something that a real family would do in Colonial America: sitting around the fireplace talking.”</li> <li>– Record the word <i>characters</i> on the top of your sticky note. “I am thinking that a characteristic of historical fiction is that the characters can be real or imaginary but must be realistic for the time period.” Record this thinking on a sticky note.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What did you notice about the dialogue in this text?”</li> </ul> </li> <li>• Listen for observations that the words the characters say reflect the knowledge and thoughts of people from that time period.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “Is there other evidence from the text that tells us that this is a historical fiction narrative about colonial times? Does it have factual information that we know to be true about that time in history?”</li> </ul> </li> <li>• Direct students to write on a sticky note what historical fact(s) this describes.</li> <li>• Invite students to turn and tell their partners what they found.</li> <li>• Ask students to work with a partner to do the following:             <ol style="list-style-type: none"> <li>1. Reread aloud the narrator’s lines on page 9 and Robert and Ben’s first lines on page 10 (stopping at “... and dump tea into the harbor as they did in Boston.”).</li> <li>2. Identify something you notice about the setting in <i>Divided Loyalties</i>.</li> </ol> </li> <li>• Have partners share whole class. Invite students to turn and talk, discussing:             <ul style="list-style-type: none"> <li>* “What inference can you make about the setting in historical fiction texts?”</li> </ul> </li> <li>• Invite partners to record their ideas on a sticky note.</li> <li>• Use equity sticks to call on partners to share their responses and place sticky notes on the Characteristics of Historical Fiction anchor chart in the Setting category.</li> <li>• Check for students’ understanding by examining sticky notes. Use this information to help determine who will need further support.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider giving students who need oral language support a sentence frame for sharing, such as: “We noted _____, because we think that _____ is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction.”</li> <li>• If students need further support determining the characteristics of historical fiction, consider giving some examples that students may be familiar with (ex. stories read in class) or pointing features and continue to note these features as a class through additional modeling and guided practice before moving on to working with partners.</li> </ul> |



| Work Time (continued)   | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none"><li>• Tell students that they will now repeat this process and reread the narrator's lines on page 9 and Robert and Ben's first lines on page 10 for a third time, this time looking specifically for characteristics related to the category of <i>plot</i>. Review these terms briefly if needed.</li><li>• Remind students to first discuss what they notice about the plot in <i>Divided Loyalties</i>, and then discuss what inferences they can make about this element in historical fiction texts. Give students 5 minutes to read, discuss, and record.</li><li>• Support students as needed based on your previous check for understanding during the earlier guided practice.</li><li>• Select students to share their sticky notes for <i>plot</i> aloud and then place their sticky notes in the appropriate category of the Characteristics of Historical Fiction anchor chart.</li><li>• For each category on the anchor chart, write a simple statement to synthesize the types of observations students offered on their sticky notes.<ul style="list-style-type: none"><li>– Characters: Can be imaginary, but look and behave realistically for the time period</li><li>– Setting: Real time and place from the past</li><li>– Plot: Realistic events for the time period, including problem and solution</li><li>– Dialogue: Words the characters say reflect the knowledge and thoughts of people from that time period</li></ul></li><li>• Explain to students that they will want to refer to this anchor chart throughout the unit.</li></ul> |                         |



| Closing and Assessment   | Meeting Students' Needs  |
|--|--|
| <p><b>A. Preparing for Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b><i>Divided Loyalties: Reader's Guides</i></b> to students.</li><li>• Explain to students that they will be using these throughout the unit to keep track of their thinking as they read <i>Divided Loyalties</i>.</li><li>• Invite students to open their Reader's Guide to page 1: the Act I, Scenes 1 and 2: Summary Notes.</li><li>• Answer any clarifying questions about how to use this note-catcher.</li><li>• Remind students that in Module 1, they used the "Somebody In Wanted But So Then" summarizing strategy. Challenge them to do their best to remember how this strategy helps to summarize a literary text. Explain that the class will review it in tomorrow's lesson.</li></ul> |  |
| Homework   | Meeting Students' Needs  |
| <ul style="list-style-type: none"><li>• Read Act I, Scenes 1 and 2, then record summary notes on page 1 of your Reader's Guide (do not write a summary paragraph in the section below your notes- we will do this together as a class in the next lesson).</li></ul>   | <ul style="list-style-type: none"><li>• As an alternative to homework, consider allowing students to read assigned sections during independent reading time.</li></ul> |



EXPEDITIONARY  
LEARNING

# Grade 4: Module 3B: Unit 2: Lesson 1

## Supporting Materials



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Things We Notice and Wonder about *Divided Loyalties* Anchor Chart  
(For Teacher Reference)

**Teacher Directions:** Write the following on chart paper to create this anchor chart.

***Divided Loyalties***

| We notice ... | We wonder ... |
|---------------|---------------|
|               |               |



**Parts of a Drama Anchor Chart**  
(For Teacher Reference)

**Teacher Directions:** Write the following on chart paper to create this anchor chart.

**Parts of a Drama**

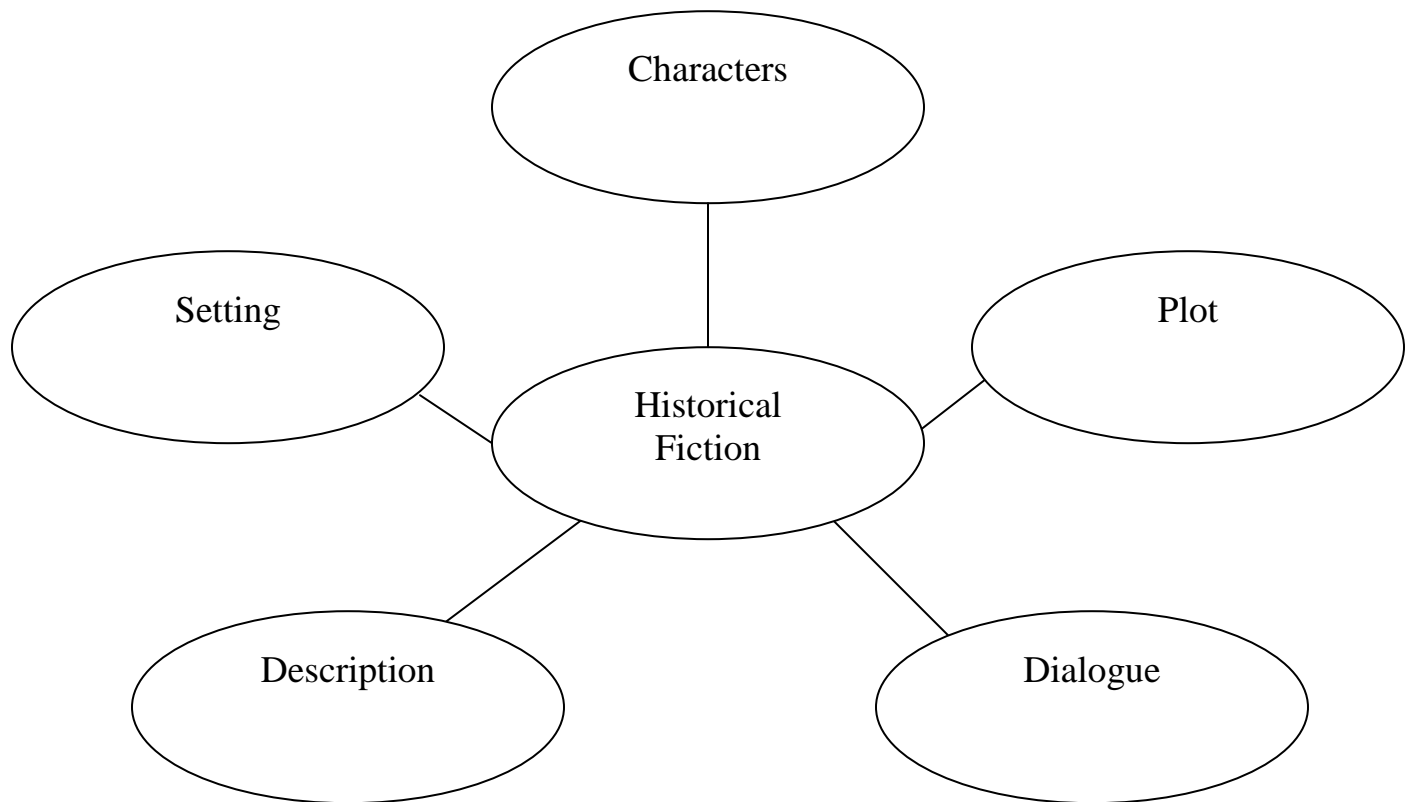
- IT IS ... a type of writing where performers read a script to an audience. The script tells a story through action and dialogue and is meant to be acted on a stage.
- IT HAS ...
- A script: The written text of a play or Readers Theater
- Characters: Characters in a play or drama, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak
- Act: The way a play or drama is divided up; these are similar to chapters in a book
- Scene: The way an act in a play is divided up; a single situation or conversation
- Setting: The time and place of the play
- Dialogue: Lines players or characters speak aloud in a performance; each line is written after the bolded name of the player who is to speak it
- Stage directions: Tell performers how to act or what to do during the performance; these are usually written in italics and/or in parentheses. (Note: Direct students to page 15 for an example of this in *Divided Loyalties*.)





Characteristics of Historical Fiction Anchor Chart  
(For Teacher Reference)

**Teacher Directions:** Write the following on chart paper to create this anchor chart.





*Divided Loyalties:*  
Reader's Guide

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

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

**Act I, Scenes 1 and 2**  
Summary Notes

| Summary Notes: Act I, Scene 1 | Summary Notes: Act I, Scene 2 |
|-------------------------------|-------------------------------|
| Somebody:                     | Somebody:                     |
| In:                           | In:                           |
| Wanted:                       | Wanted:                       |
| But:                          | But:                          |
| So:                           | So:                           |
| Then:                         | Then:                         |

**Summary of Act I, Scenes 1 and 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Act I, Scenes 1 and 2:  
Character Analysis

| Character             | Action | Perspective on the American Revolution |
|-----------------------|--------|--|
| <b>Robert Barton</b>  |        |  |
| <b>William Barton</b> |        |  |
| <b>Mary Barton</b>    |        |  |



Act I, Scenes 1 and 2:  
Fluency Notes

| Self-Assessment                                    |  |
|--|--|
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I read aloud with purpose and understanding.</b>                  |
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I read aloud with accuracy, appropriate rate, and expression.</b> |



**Act I, Scene 3:**  
Summary Notes

| Summary Notes: Act I, Scene 3 |
|-------------------------------|
| Somebody:                     |
| In:                           |
| Wanted:                       |
| But:                          |
| So:                           |
| Then:                         |

**Summary of Act I, Scenes 3**

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### Declaration of Independence Close Reading Note-Catcher: Lesson 3

Focus Question: What does this excerpt from the Declaration of Independence mean?

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...”

#### Glossary

**abolish** *verb* /uh-bol-ish/: to officially end or stop something

**alter** *verb* /al-ter/: to change something

**destructive** *adjective* /de-struk-tive/: causing a lot of damage or harm

**government** *noun* /gov-ern-ment/: the group of people who control or make decisions for a country, state, city, etc.

**institute** *verb* /in-stuh-toot/: to begin or create something, such as a new law, rule, or system

**right** *noun* /rite/: something that a person is or should be morally or legally allowed to have, get, or do

|   |  |
|---|--|
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... whenever any Form of Government becomes destructive of these ends....”</p> | <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none"> <li>• government</li> <li>• destructive</li> </ul> <p>Write what this line means in your own words:</p>  |
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... it is the Right of the People to alter or to abolish it....”</p>           | <p>What group of people were the writers talking about?</p> <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none"> <li>• alter</li> <li>• abolish</li> </ul> <p>The excerpt says “to alter or to abolish <b>it</b>”. What does “it” refer to?</p> |



|  |  |
|--|--|
|  | Write what this line means in your own words:  |
| Read the line from the excerpt below, and then answer the questions to the right.<br><br>“... and to institute new Government....” | What is a synonym for <i>institute</i> ?<br><br>Which group wants to institute a new government? How do you know?<br><br>Write what this line means in your own words: |

Write what this excerpt from the Declaration of Independence means in your own words:

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Act I, Scenes 1-3:  
Preparing for a Literary Discussion

**Discussion Question:**

Read the following line from the Declaration of Independence:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

**Preparation:** Look back in Act I of *Divided Loyalties* to find evidence that helps you answer the discussion question.





Act I, Scenes 1-3:  
Preparing for a Literary Discussion

| Character      | Opinion                               | I think this would be his or her opinion because...   |
|----------------|---------------------------------------|---|
| Robert Barton  | He would _____<br>with this excerpt.  | He supports the _____. I know this because he says things like: <ul style="list-style-type: none"><li>•</li><li>•</li></ul>   |
| William Barton | He would _____<br>with this excerpt.  | He supports the _____. I know this because he says things like: <ul style="list-style-type: none"><li>•</li><li>•</li></ul>   |
| Mrs. Smith     | She would _____<br>with this excerpt. | She supports the _____. I know this because she says things like: <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| Mr. Lawson     | He would _____<br>with this excerpt.  | He supports the _____. I know this because he says things like: <ul style="list-style-type: none"><li>•</li></ul>             |



**Act I, Scene 1-3:**  
Literary Discussion Notes and Goals

**My Literary Discussion Notes: Ideas and Questions**

**My teacher's feedback:**

**My goals for the next literary discussion:**



Act II, Scene 1:  
Fluency Notes

| Self-Assessment                                    |  |
|--|--|
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I read aloud with purpose and understanding.</b>                  |
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I read aloud with accuracy, appropriate rate, and expression.</b> |



Act II, Scenes 2 and 3:  
Summary Notes

| Summary Notes: Act II, Scene 2 | Summary Notes: Act II, Scene 3 |
|--------------------------------|--------------------------------|
| Somebody:                      | Somebody:                      |
| In:                            | In:                            |
| Wanted:                        | Wanted:                        |
| But:                           | But:                           |
| So:                            | So:                            |
| Then:                          | Then:                          |

**Summary of Act II, Scenes 2 and 3**

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Declaration of Independence Close Reading Note-Catcher: Lesson 6

Focus Question: What does this excerpt from the Declaration of Independence mean?

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

**Glossary**

**absolute** *adjective* /ab-so-lute/: complete and total; having unlimited power

**establishment** *noun* /es-tab-lish-ment/: beginning or creating

**history** *noun* /his-to-ry/: events of the past; the established record

**injuries** *noun* /in-jur-ies/: harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

**object** *noun* /ob-ject/: the goal or end of an effort or activity

**present** *adjective* /pres-ent/: not past or future; existing or happening now

**tyranny** *noun* /tyr-an-ny/: a government in which all power belongs to one person

**usurpations** *noun* /u-surp-a-tions/: to take and keep (something, such as power) in a forceful or violent way and especially without the right to do so

Read the line from the excerpt below, and then answer the questions to the right.

“... the history of the present King of Great Britain....”

What does the word “history” mean?

What is a synonym for “present” as used in the context of this line?

Write what this line means in your own words:



Declaration of Independence Close Reading Note-Catcher: Lesson 6

|   |  |
|---|--|
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... is a history of repeated injuries and usurpations....”</p> | <p>Use the glossary to find the meaning of the following word:</p> <ul style="list-style-type: none"><li>• usurpations</li></ul> <p>What is a synonym for “repeated”?</p> <p>The excerpt says “repeated injuries and usurpations.” What are some examples of the repeated injuries and usurpations by the King?</p> <p>Write what this line means in your own words:</p> |
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... all having in direct object....”</p>                       | <p>Use the glossary to find the meanings of the following word:</p> <ul style="list-style-type: none"><li>• object</li></ul> <p>The excerpt says “<b>all</b> having in direct object.” What does “all” refer to?</p> <p>Write what this line means in your own words:</p>  |



Declaration of Independence Close Reading Note-Catcher: Lesson 6

|   |   |
|---|---|
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the establishment of an absolute Tyranny over these States.”</p> | <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none"><li>• establishment</li><li>• tyranny</li></ul> <p>The excerpt says “over these States.” What do “these States” refer to?</p> <p>Write what this line means in your own words:</p> |
|---|---|

Write what this excerpt from the Declaration of Independence means in your own words:

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Act II, Scenes 2 and 3:  
Preparing for a Literary Discussion

**Discussion Question:**

Read the following line from the Declaration of Independence:

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

**Preparation:** Look back in Acts I and II of *Divided Loyalties* to find evidence that helps you answer the discussion question.

| Character      | Opinion                            | I think this would be his or her opinion because...                                |
|----------------|------------------------------------|--|
| William Barton | He would _____ with this excerpt.  | He supports the _____.<br>I know this because he says things like:<br>•            |
| Abigail Barton | She would _____ with this excerpt. | She supports the _____.<br>I know this because she says things like:<br>•<br><br>• |





Act II, Scenes 2 and 3:  
Preparing for a Literary Discussion

| Character | Opinion                           | I think this would be his or her opinion because...  |
|-----------|-----------------------------------|--|
| Soldier   | He would _____ with this excerpt. | He supports the _____.<br>I know this because he says things like: <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |



**Act II, Scenes 2 and 3:**  
Literary Discussion Notes and Goals

**My Literary Discussion Notes: Ideas and Questions**

**My teacher's feedback:**

**My goals for the next literary discussion:**



Act II, Scene 3:  
Fluency Notes

| Self-Assessment                                    |  |
|--|--|
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I read aloud with purpose and understanding.</b>  |
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I read aloud with accuracy, appropriate rate, and expression.</b>   |
| <b>Yes</b><br><br><b>Somewhat</b><br><br><b>No</b> | <b>I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</b> |



**Act III, Scene 1:**  
Summary Notes

| Summary Notes: Act III, Scene 1 |
|---------------------------------|
| Somebody:                       |
| In:                             |
| Wanted:                         |
| But:                            |
| So:                             |
| Then:                           |

**Summary of Act III, Scenes 1**

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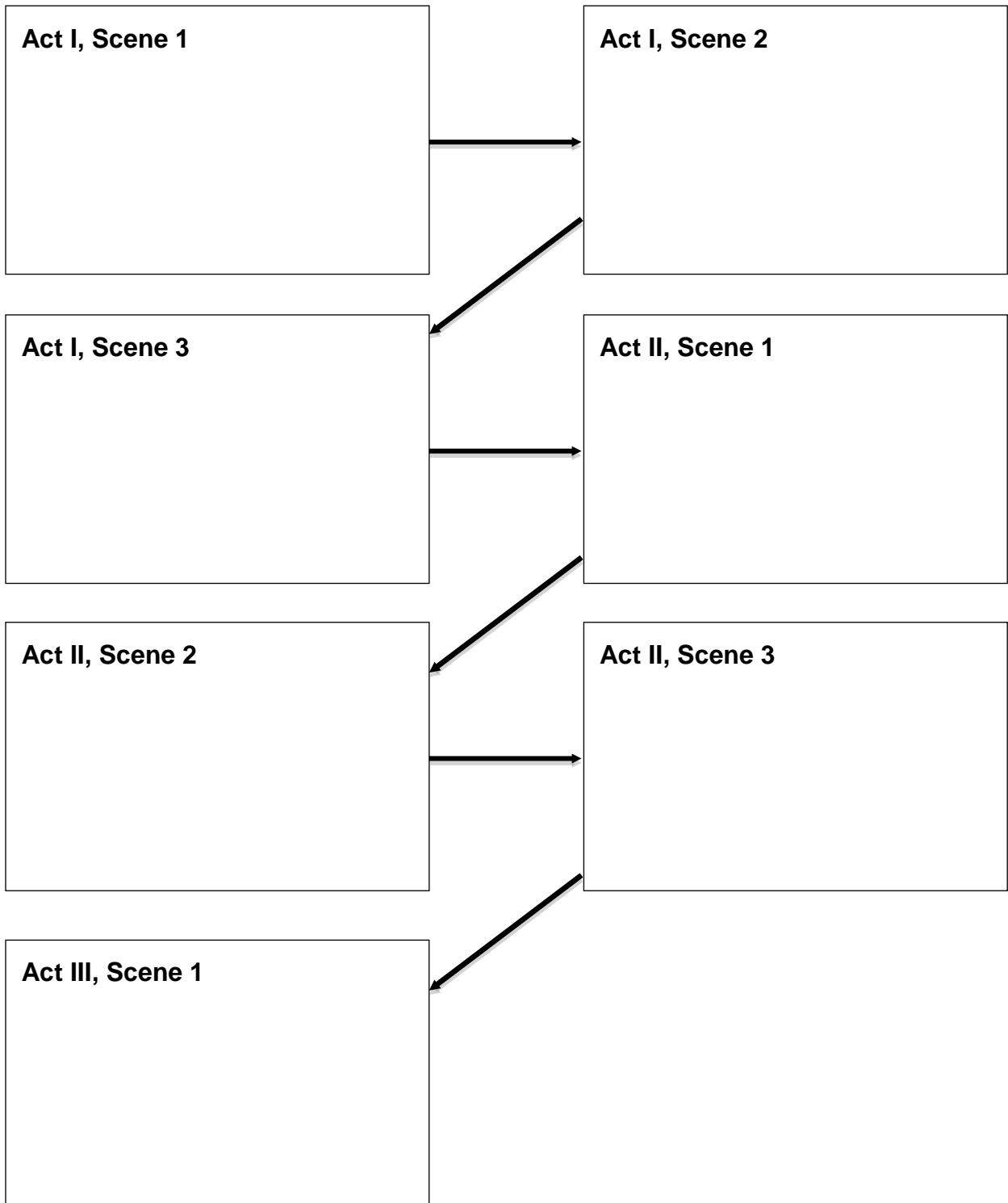
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Act I, Scene 1–Act III, Scene 1:  
Story Map







Act III, Scenes 2 and 3:  
Summary Notes

| Summary Notes: Act III, Scene 2 | Summary Notes: Act III, Scene 3 |
|---------------------------------|---------------------------------|
| Somebody:                       | Somebody:                       |
| In:                             | In:                             |
| Wanted:                         | Wanted:                         |
| But:                            | But:                            |
| So:                             | So:                             |
| Then:                           | Then:                           |

**Summary of Act III, Scenes 2 and 3**

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**Write a brief sentence that summarizes the epilogue:**

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## Declaration of Independence Close Reading Note-Catcher: Lesson 9

Focus Question: What does this excerpt from the Declaration of Independence mean?

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

### Glossary

**declare** *verb* /de-clare/: to say or state something in an official or public way

**free** *adjective* /free/: not controlled by another

**independent** *adjective* /in-de-pen-dent/: not controlled by others

**ought** *verb* /ot/: to fulfill a moral obligation; duty

**publish** *verb* /pub-lish/: to prepare or produce writing

**solemnly** *adverb* /sol-emn-ly/: seriously or formally

**states** *noun* /states/: a unit of a nation under one government

**therefore** *adverb* /there-for/: for that reason; because of that

|  |  |
|--|--|
| Listen as your teacher reads the quote aloud.  | What do you think this line means? Share your ideas with a partner.  |
| Read the line from the excerpt below, and then answer the questions to the right.<br><br>“We, therefore, ... solemnly publish and declare....” | Use the glossary to find the meanings of the following words: <ul style="list-style-type: none"> <li>• therefore</li> <li>• declare</li> </ul> Write what this line means in your own words: |





Declaration of Independence Close Reading Note-Catcher: Lesson 9

|  |   |
|--|---|
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“That these United Colonies are, and of Right ought to be....”</p> | <p>What does it mean when we say that something “ought to be?”</p> <p>The excerpt says “that these <b>United Colonies</b> ...” What colonies are united?</p> <p>Write what this line means in your own words:</p> |
| <p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... Free and Independent States.”</p>                             | <p>What does “independent” mean?</p> <p>Who do the colonies want to be independent of?</p> <p>Write what this line means in your own words:</p>   |

Write what this excerpt from the Declaration of Independence means in your own words:

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