



EXPEDITIONARY
LEARNING

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

Summarizing Literature and Making Inferences:

Divided Loyalties, Act I, Scenes 1 and 2



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
<p>I can make inferences using specific details from text. (RL.4.1)</p> <p>I can summarize a story, drama, or poem. (RL.4.2)</p> <p>I can read fourth-grade-level texts with purpose. (RF.4.6a)</p> <p>I can read fourth-grade-level texts with fluency. (RF.4.6b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.• I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.• I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.	<ul style="list-style-type: none">• Act I, Scenes 1 and 2: Summary• Act I, Scenes 1 and 2 Character Analysis note-catcher• Act I, Scenes 1 and 2 Fluency Notes



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Guided Practice: Somebody In Wanted But So Then (15 minutes)B. Character Analysis: Perspectives on the Revolution (15 minutes)C. Guided Practice: Reading Aloud with Purpose and Accuracy (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (10 minutes)4. Homework<ol style="list-style-type: none">A. Read Act I, Scene 3. Then record summary notes and write a summary in your Reader's Guide for Act I, Scene 3.	<ul style="list-style-type: none">• This lesson introduces three routines that will be revisited throughout the unit—using the Somebody In Wanted But So Then strategy for summarizing, analyzing characters by tracking their actions and perspectives on the American Revolution, and reading aloud with fluency. Students will be formally assessed on these targets on the End of Unit 2 Assessment in Lessons 9 and 10.• Continue to help students distinguish between summary “notes” (“Somebody In Wanted But So Then”) and a full written summary. See samples of both, completed for teacher reference, in the supporting materials for this lesson. Also see Work Time A.• In advance:<ul style="list-style-type: none">– Prepare and post anchor charts:<ul style="list-style-type: none">• Somebody In Wanted But So Then• Reading with Fluency• Be a Patriot (from Unit 1, Lesson 3)• Be a Loyalist (from Unit 1, Lesson 5)– Determine groups for fluency practice in Work Time C.– Review: Back-to-Back and Face-to-Face protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
summarize, inferences, story elements, characters, setting, events, perspectives, fluently, purpose, understanding, accuracy, opinion	<ul style="list-style-type: none">• Equity sticks• Somebody In Wanted But So Then anchor chart (new; co-created with students in Work Time A)• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Act I, Scenes 1 and 2 Summary Notes (completed, for teacher reference)• Act I, Scenes 1 and 2 Summary (completed, for teacher reference)• Act I, Scenes 1 and 2 Character Analysis (one to display)• <i>Divided Loyalties</i> (book; one per student)• Reading with Fluency anchor chart (new; co-created with students in Work Time C)• Parts of a Drama anchor chart (begun in Lesson 1)• Act I, Scenes 1 and 2 Fluency Notes (one to display)• Be a Patriot anchor chart (begun in Unit 1, Lesson 3)• Be a Loyalist anchor chart (begun in Unit 1, Lesson 5)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the learning targets and use equity sticks to call on a few students to read them aloud to the class:<ul style="list-style-type: none">* “I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.”* “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.”* “I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.”• Ask students to get back-to-back with a partner for a round of the Back-to-Back, Face-to-Face protocol. Ask them to think about the following question:<ul style="list-style-type: none">* “What strategies can you use to help you <i>summarize</i> a complex text?”• Tell students to turn face-to-face with their partners once they have had a moment to think. After students have shared with their partners, invite them to turn back around and think about the following question before signaling them to turn face-to-face with their partner again:<ul style="list-style-type: none">* “What strategies can you use to make <i>inferences</i> about a text?”• Tell students to turn face-to-face once they have had a moment to think. After class members have shared with their partners, invite them to return to their seats.• Encourage students by reminding them that they have been practicing these strategies since the beginning of the year.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Somebody In Wanted But So Then (15 minutes)</p> <ul style="list-style-type: none"> Remind students that they summarized informational texts in Module 2 by finding the main idea of sections of the text, then writing a summary from those notes. Remind them that they also learned a way to summarize a complex literary text in Module 1. Display the Somebody In Wanted But So Then anchor chart. Review the anchor chart with students, writing a few explanatory notes as you review each bullet: <ul style="list-style-type: none"> <i>Somebody</i> is the narrator or character in a text. <i>In</i> is the place where a text is set. <i>Wanted</i> is what the character or narrator is hoping for. <i>But</i> is the problem or obstacle that might get in the way of what the character or narrator wants. <i>So</i> is the outcome or resolution. <i>Then</i> is what happens to move the story forward. Remind students that this list of words is one way for readers to think about the main parts of a story. Explain that it might not fit every section of a text exactly but that it is a helpful way to think about summarizing literary text. Invite students to take out their Act I, Scenes 1 and 2 Summary, found on page 1 of their <i>Divided Loyalties: Reader's Guide</i>. Display the Act I, Scenes 1 and 2 Summary Notes (completed for teacher reference). Explain that you have made summary notes about the chapter and that theirs are probably similar to yours. Tell them that they may revise their notes based on the class's discussion and remind them to use colored pencils to make the revisions. After reviewing the summary notes, explain that a summary simply takes the notes and writes them in sentences that make sense. Work as a class to write a summary based off of their "Somebody In Wanted But So Then" the summary notes. Have students record this class summary under their summary notes. See the Act I, Scenes 1 and 2 Summary (completed for teacher reference) for an example 	<ul style="list-style-type: none"> Providing students with individual copies of key anchor charts offers them support when they are working independently at home and at school. Examining a model and revising allows students to check for understanding as they grapple with complex texts and the accompanying reading task.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Point out that the summary notes that students have recorded should be used to help guide them in writing their summary of the text.Explain that the class will be expected to summarize each section of <i>Divided Loyalties</i> using this summarizing process:<ol style="list-style-type: none">Take summary notes using the Somebody In Wanted But So Then strategy.Use the notes to write a summary .	
<p>B. Character Analysis: Perspectives on the Revolution (15 minutes)</p> <ul style="list-style-type: none">Remind students that the <i>story elements</i> of a literary text are:<ul style="list-style-type: none"><i>Characters</i>: people involved in the story<i>Setting</i>: where and when the story takes place<i>Events</i>: the things that happen to and about the charactersAsk students to Think-Pair-Share to identify the story elements so far in <i>Divided Loyalties</i>:<ol style="list-style-type: none">Think to yourself.Pair up with a partner to discuss what you thought about.Share your thinking with another pair of students.Circulate as the class discusses the story elements and listen for comments that identify:<ul style="list-style-type: none">Characters: The Barton family, Mrs. Smith, Mr. LawsonSetting: Burlington, New Jersey, 1774–1775Events: The Bartons discussed the Boston Tea Party and the Boston Massacre; they debated whether the colonists should join the Patriot cause or remain loyal to England; the Bartons helped customers at their store, including Mrs. Smith, who only wanted to buy goods from local farmers, and Mr. Lawson, who wanted to buy goods from England; townspeople came down the street to the Bartons' store looking angry and carrying weapons.Explain that as they read the text, students will be introduced to a number of key characters who have important roles in the storyline, and that it is important for them to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that they are reading <i>Divided Loyalties</i> not only to build background knowledge on the American Revolution, but also to understand the <i>perspectives</i> colonists had on the revolution.• Go on to explain that they will be thinking about and tracking characters' perspectives in this unit. Ask students to think about the main characters, their perspectives on the revolution, and the actions they take to demonstrate their perspectives.• Display Act I, Scenes 1 and 2 Character Analysis and invite students to turn to it on page 2 in their Reader's Guide.• Ask students to reread Act I, Scene 1 in <i>Divided Loyalties</i> with their partners.• Tell students they will be thinking about Robert, William, and Mary's perspectives on the revolution in this lesson. Ask them to think about these questions as they read and to write their responses on one sticky note:<ul style="list-style-type: none">* "What did Robert do?"* "What does this say about his perspective of the American Revolution?"• Give students 5–10 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share an action Robert took and how it demonstrates his perspective of the American Revolution.• Listen for responses and add something like the following to the middle column of the Act I, Scenes 1 and 2 Character Analysis: "He's loyal to Great Britain and has represented us well. But those rebels, the Patriots, call him a traitor" (page 10), and "But it is our duty, as subjects of the British crown" (page 12).• Cold call two or three additional students to share what they think this says about Robert's perspective of the revolution. Use their responses to help fill in the last column of the note-catcher.• Listen for and record: "He is a Loyalist," or "He is loyal to England."• Ask partners to reread Act I, Scene 1 again, thinking about these questions and writing their responses in the first column of the note-catcher.• Again, ask students to think about these questions as they read and to write their responses in the appropriate spots on the note-catcher:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* "What did William do?"* "What does this say about his perspective of the American Revolution?"* "What did Mary do?"* "What does this say about her perspective of the American Revolution?"• Give the students 5 minutes to reread the excerpt and briefly answer the questions, writing their answers on their note-catchers. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share actions William and Mary took and how it demonstrates their perspectives of the American Revolution.• Listen for responses similar to: "William: We should not have British soldiers watching our every move," and "Mary: We are loyal to the king." Use the responses to help add actions for William and Mary in the middle column of the note-catcher.• Cold call two or three additional students to share what they think this says about William and Mary's perspectives on the revolution.• Listen for: "William is a Patriot," and "Mary is a Loyalist." Use their responses to help add to the last column of the note-catcher.• Explain that readers often have to infer about why characters do and say things based on what they say and do. Also explain that characters often change as stories move forward. Inform students that they will be keeping track of the actions the characters take throughout the novel, as well as how they change.	



Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice: Reading Aloud with Purpose and Accuracy (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that because <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read <i>fluently</i> to help the audience understand the plot of the play.• Invite students to turn and talk:<ul style="list-style-type: none">* “What does it mean to read fluently?”• Cold call one or two pairs of students, listening for responses like: “It means to sound like you’re talking to someone else,” or “It means to read smoothly and without any mistakes.”• Post the Reading with Fluency anchor chart.• Read the definition of fluency written below the title:<ul style="list-style-type: none">– <u>Fluency</u>: reading aloud easily and smoothly• Circle the word <i>easily</i>. Explain to students that this includes reading with few or no mistakes.• Circle the word <i>smoothly</i>. Explain that this means the reading sounds smooth, as if you were talking to someone else or like a teacher might sound when reading aloud.• Display and invite students to turn to pages 14 and 15 in <i>Divided Loyalties</i> and review the parts of a drama.• Use equity sticks to call on students to come to the Parts of a Drama anchor chart and point to each part of a drama. Be sure to review the characters, act, scene, setting, dialogue, and stage directions.• Explain that now you would like students to listen as you read aloud, and while you read you would like them to notice the way you sound. Encourage students to write their ideas down on sticky notes. Point out that while you read aloud, you will only say the dialogue on the page.• Read aloud Robert and Mrs. Smith’s first lines on page 15; purposely make a mistake or two while reading aloud and self-correct.• After reading aloud, invite students to share their observations of the way you sounded with a partner.• Use equity sticks to cold-call pairs to share what they noticed about how you sounded.• Add characteristics of fluent reading to the Reading with Fluency anchor chart so it has students’ own words that are like the following:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– The rate is appropriate—don't read too fast or too slow.– The reader's voice changes based on the punctuation of the sentence.– The reader's voice changes based on what the character is saying or doing.– Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. <ul style="list-style-type: none">• Remind the class that by doing all of these things while reading aloud, the audience can better understand what is being read and the story being conveyed.• Tell students that they will have a chance to practice reading the text fluently. Explain that today, they will be practicing reading aloud with <i>purpose</i> and <i>understanding</i>, and with <i>accuracy</i>.• Ask:<ul style="list-style-type: none">* "What does it mean to read aloud with purpose?"• Guide students to the understanding that this means that the reader shows they read aloud in an intentional way based on clues the author gives like punctuation or stage directions. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with purpose, paying attention to the punctuation and stage directions, by reading aloud Robert's line on page 16: "I will not let these so-called Patriots tell me what to do! (<i>A customer enters.</i>) Ah, Mr. Lawson, good day." Reread the line, modeling how <i>not</i> to read with purpose so students may hear a non-example as well.• Ask:<ul style="list-style-type: none">* "What does it mean to read aloud with understanding?"• Guide students to the understanding that this means that the reader shows they understand what is happening in the story and conveys it in their voice when reading aloud. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with understanding by reading aloud Mrs. Smith's line on page 15: "Well, perhaps ... perhaps I should join them. You can keep the potatoes." Point out using the lines that come before this line, the stage direction that follows and Abigail's line that follows to show how these aid in a reader's understanding of the text—Mrs. Smith is bothered about buying from the Bartons' store because they support Great Britain. Reread the line, modeling how <i>not</i> to read with understanding so students may hear a non-example as well.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with accuracy?”• Guide students to the understanding that this means that the reader makes few or no mistakes when reading aloud. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with accuracy by reading aloud Mrs. Smith’s line on page 15 again. Reread the line, modeling how <i>not</i> to read with accuracy so students may hear a non-example as well.• Explain that they will now have an opportunity to practice fluent reading. Tell students that they will read part of Act I, Scene 2 aloud in a small group and then reflect on their fluency. Remind students that this is just practice, that they should not feel pressure to read perfectly the first time, and that they will just be focusing on reading aloud with purpose, understanding, and accuracy.• Group students into groups of three and invite them to decide on a role for each person—tell students the choices are Robert, Mr. Lawson, or Ben. Explain to students that they will be reading aloud in Act I, Scene 2 starting on the bottom of page 16 with Robert’s line: “I will not let these so-called Patriots tell me what to do!” and ending on page 18 with Robert’s line: “You see, children, there are still loyal citizens here in Burlington.”• Once students have determined parts, give them 3–5 minutes to reread this excerpt to themselves, thinking about purpose, understanding, and accuracy. Tell students to think about the following questions while reading to themselves and add these to the Reading with Fluency anchor chart:<ul style="list-style-type: none">* “What is happening in the story?”* “How does my character feel about this?”* “How would they sound when saying this line?”* “Are there any words I’m not sure of how to pronounce?”• Now, invite students to read this excerpt aloud with their partners, remembering to read aloud with purpose, understanding, and accuracy.• When students have finished reading this excerpt aloud, invite them to reflect with their partners:<ul style="list-style-type: none">* “What did you do well when reading aloud? What do you need to work on?”• Invite students to read the excerpt aloud again, focusing on improving on what they just discussed with their partners.	<ul style="list-style-type: none">• You might wish to group students into homogeneous groups and meet with a group of students who may be struggling with fluency. Alternatively, you may wish to group students heterogeneously, so students challenged by reading fluently may hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Finally, invite students to turn to the Act I, Scenes 1 and 2 Fluency Notes on page 3 in their Reader's Guide.• Display this page.• Tell students that now they will reflect on their fluency and record their notes on their Act I, Scenes 1 and 2 Fluency Notes.• If necessary, briefly model reflecting on fluent reading by completing the Fluency Notes; read aloud the criteria and circle "yes," "somewhat," or "no." Model writing some notes for each criteria based on what was circled; for example, you might write something like: "I read aloud with purpose because I paid attention to the punctuation in my character's lines. But I did not read with understanding because I forgot how my character might have been feeling and didn't read aloud to show that feeling."	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (10 minutes)</p> <ul style="list-style-type: none">• Review the meaning of the word <i>opinion</i> by asking:<ul style="list-style-type: none">* “What does the word ‘opinion’ mean?”* “How do you know what it means?”• Review the big idea for this unit:<ul style="list-style-type: none">* “American colonists had different perspectives on fighting for independence from Great Britain.”• Ask:<ul style="list-style-type: none">* “What were the two perspectives we have been learning about?” (Patriot and Loyalist)* “What was the Patriots’ opinion of the British?”* “What was the Loyalists’ opinion of the British?”• Display the Be a Patriot anchor chart and the Be a Loyalist anchor chart.• Ask:<ul style="list-style-type: none">* “Now that we’ve started reading a new text about the American Revolution and know more about the Patriot and Loyalist perspectives, what can we add to these charts?”• As students come up with inferences for why someone should be a Patriot or Loyalist to add to the charts, continue to ask them for textual evidence for their ideas. If necessary, ask students whether their ideas are from their own background knowledge of the American Revolution or from text clues they have read throughout the unit.• Challenge students who offer ideas about Patriots and Loyalists from their background knowledge to try to find evidence in <i>Divided Loyalties</i>.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act I, Scene 3. Then record summary notes and write a summary in your Reader’s Guide for Act I, Scene 3.	<ul style="list-style-type: none">• As an alternative to homework, consider allowing students to read assigned sections during independent reading time.



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Somebody In Wanted But So Then
(Completed, for Teacher Reference)

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

Somebody In Wanted But So Then

<i>Somebody</i>	narrator or character in a text
<i>In</i>	the place where a text is set
<i>Wanted</i>	what the character or narrator is hoping for
<i>But</i>	the problem or obstacle that might get in the way of what the character or narrator wants
<i>So</i>	the outcome or resolution
<i>Then</i>	what happens to move the story forward



Act I, Scenes 1 and 2:
Summary Notes
(Completed, for Teacher Reference)

Summary Notes: Act I, Scene 1	Summary Notes: Act I, Scene 2
Somebody: The Barton Family.	Somebody: William
In: Burlington, New Jersey in 1770, the Barton Family home.	In: Burlington, New Jersey in 1770, in the Barton Family store.
Wanted: Robert and Mary wanted to talk about the importance of being loyal to Great Britain.	Wanted: His family to join the Patriots because some people are not buying things from their store.
But: Their son William, thought the Patriots had good reasons to rebel.	But: His father says he will stand up for his beliefs
So: They debated the actions of the British and the Patriots.	So: He won't join the Patriots even to protect the store
Then: William mentioned that the colonist should stop trading with Britain.	Then: A group of angry townspeople who are Patriots come toward the store.



Act I, Scenes 1 and 2:

Summary

(Completed, for Teacher Reference)

Summary of Act I, Scenes 1 and 2

The Barton Family lived in Burlington, New Jersey, where they run a store selling goods like tea and paper during the beginning of the American Revolution. William Barton is a Patriot and his mother and father are Loyalists. He wants his father and mother to join the Patriot cause because people are refusing to buy from their store. His parents are loyal to England and the king though, so they refuse. Then, townspeople who are Patriots come toward the Barton's store, looking angry and carrying guns and pitchforks.



Act I, Scenes 1 and 2 Character Analysis
(Answers, for Teacher Reference)

Character	Action	Perspective on the American Revolution
Robert Barton	"He's loyal to Great Britain and has represented us well. But those rebels, the Patriots, call him a traitor."	Robert is loyal to England./Robert is a Loyalist.
William Barton	"We should not have British soldiers watching our every move."	William is a Patriot.
Mary Barton	"We are loyal to the king."	Mary is a Loyalist.



Reading with Fluency Anchor Chart
(For Teacher Reference)

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

Reading with Fluency:

*Fluency: reading aloud easily and smoothly

- * The rate is appropriate—don't read too fast or too slow.
- * The reader's voice changes based on the punctuation of the sentence.
- * The reader's voice changes based on what the character is saying or doing.
- * Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it.

Reading aloud with purpose:

*The reader reads aloud in an intentional way based on clues the author gives like punctuation or stage directions.

Reading aloud with understanding:

*The reader shows he or she understands what is happening in the story and conveys it in his or her voice when reading aloud:

- What is happening in the story?
- How does my character feel about this?
- How would they sound when saying this line?

Reading aloud with accuracy:

*The reader makes few or no mistakes when reading aloud:

- Are there any words I'm not sure of how to pronounce?



Act I, Scenes 1 and 2 Fluency Notes
(Answers, for Teacher Reference)

Self-Assessment	
Yes <u>Somewhat</u> No	I read aloud with purpose and understanding. I read aloud with purpose because I paid attention to the punctuation in my character's lines. However, I did not read with understanding because I forgot how my character might have been feeling and didn't read aloud to show that feeling.
<u>Yes</u> Somewhat No	I read aloud with accuracy, appropriate rate, and expression. I read aloud with accuracy because I did not make any mistakes when reading my lines.