



EXPEDITIONARY  
LEARNING

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

## **Introduction to Discussing a Literary Text:** *Divided Loyalties*, Act I, Scene 1-3



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

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

I can prepare myself to participate in discussions. (SL.4.1a)

I can draw on information to explore ideas in the discussion. (SL.4.1a)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

**Supporting Learning Targets**

- I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence.
- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can prepare for a discussion about *Divided Loyalties* by using evidence from the text.
- I can effectively participate in a literary discussion about *Divided Loyalties*.

**Ongoing Assessment**

- Act I, Scenes 3: summary notes and written summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 3
- Preparing for a Literary Discussion note-catcher



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"><li>A. Reviewing Homework (5 minutes)</li><li>B. Reviewing Learning Targets (5 minutes)</li></ul> <p>2. Work Time</p> <ul style="list-style-type: none"><li>A. Read-aloud of “Declaration of Independence—What the Declaration Says” (10 minutes)</li><li>B. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</li><li>C. Preparing Evidence and Questions for a Literary Discussion (15 minutes)</li></ul> <p>3. Closing and Assessment</p> <ul style="list-style-type: none"><li>A. Debriefing (5 minutes)</li></ul> <p>4. Homework</p> <ul style="list-style-type: none"><li>A. Finish the Preparing for a Literary Discussion note-catcher.</li></ul>	<ul style="list-style-type: none"><li>• This is the first of three lessons in this unit where students examine an excerpt from the Declaration of Independence. In each lesson, students deconstruct the meaning of the excerpt and then have a discussion about the characters of <i>Divided Loyalties</i> and what their opinions of that excerpt might be. In this lesson, students closely read an excerpt from the introduction of the Declaration; in later lessons, they closely read excerpts from the third section and conclusion of the Declaration.</li><li>• During the Opening, students listen to a read-aloud of the text, “Declaration of Independence—What the Declaration Says.” This is to introduce the structure of the Declaration of Independence in general terms to students. z</li><li>• Because the first part of this lesson is a close read of an excerpt from the Declaration of Independence, it might take longer than 60 minutes to complete the close read and discussion preparation. Consider breaking this lesson into two class periods if you feel that your students will need more time to complete both.</li><li>• Students’ work with the Close Reading note-catcher (found in their Reader’s Guide) is meant to be discussion-based. Use the Close Reading Guide (teacher resource) to help you guide students through this work. You may invite students to work independently, in pairs or small groups when thinking about different questions. But it is important that you guide the whole class in a discussion of each section, using the question in the note-catcher, before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own.</li><li>• Literary discussions provide students the opportunity to understand collectively and build on each other’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions might be.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Declaration of Independence Close Reading Guide: Lesson 3.</li><li>– Prepare and post the anchor charts:<ul style="list-style-type: none"><li>• Declaration of Independence</li><li>• Literary Discussion Norms</li><li>• Close Readers Do These Things</li></ul></li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>opinion, discuss, effectively participate; abolish, alter, destructive, government, institute, right</p>	<ul style="list-style-type: none"><li>• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)</li><li>• Act I, Scene 3 Summary Notes and Summary (completed; for teacher reference)</li><li>• Photograph of the Declaration of Independence (from Unit 1, Lesson 1; one to display)</li><li>• Declaration of Independence anchor chart (new; co-created with students in Opening A)</li><li>• Declaration of Independence: Close Reading note-catcher, Lesson 3 (in students' Reader's Guides)</li><li>• Declaration of Independence: Close Reading Guide, Lesson 3 (for teacher reference)</li><li>• "Declaration of Independence—What the Declaration Says" (one per student and one to display)</li><li>• Equity sticks</li><li>• Sticky notes (several per student)</li><li>• <i>Divided Loyalties</i> (book; one per student and one to display)</li><li>• Literary Discussion Norms anchor chart (new; co-created with students in Opening B)</li><li>• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their <b><i>Divided Loyalties: Reader's Guide</i></b>. Remind them of their homework: Read Act I, Scene 3, then record summary notes and write a summary in your Reader's Guide.</li> <li>• Ask them to share their notes and summaries with a partner.</li> <li>• Cold call a few pairs to share their summaries and have students add to their notes as necessary. (See the <b>Act I, Scene 3 Summary Notes and Summary (completed, for teacher reference)</b> in supporting materials.)</li> <li>• Point out to students that they may have noticed how strong the opinions of both the Patriots and the Loyalists are in the play. Tell them that today, they will revisit the Declaration of Independence so they can consider some of the reasons the Patriots had such strong opinions about independence from Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Spot check students' summaries to determine which students may need additional support. Once you have identified students who may need support, set up a check-in conference during additional time in your literacy block. During this time you can determine whether students need additional support reading and comprehending the text or with summary writing.</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 ask for volunteers to read them aloud:             <ul style="list-style-type: none"> <li>* "I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence."</li> <li>* "I can make inferences about the Declaration of Independence using evidence from the text."</li> <li>* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."</li> <li>* "I can prepare for a discussion about <i>Divided Loyalties</i> by using evidence from the text."</li> </ul> </li> <li>• Explain to students that during the next two lessons, they will plan for and <i>discuss</i> an excerpt from the Declaration of Independence and Act I of <b><i>Divided Loyalties</i></b> in a small group.</li> <li>• Introduce the literary discussion by saying that readers and writers share their thinking with others and that it helps build their understanding of a text by sharing their own thoughts as well as learning from what others say. Explain that readers and writers in the real world talk all the time to expand their thinking about texts. If applicable, tell students that this kind of a discussion is similar to a Science Talk from Module 2B.</li> <li>• Tell students that they will have the opportunity to discuss what they have read so far in <i>Divided Loyalties</i> and the excerpt from the Declaration that they will read in this lesson through a literary discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• Discussions help students process their thinking verbally and learn from others' thoughts.</li> <li>• Consider drawing visuals next to each norm, giving ELLs another access point to understand the text. Providing visual models of academic vocabulary supports language development and comprehension.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Point to today's learning target for the literary discussion: "I can effectively participate in a literary discussion about <i>Divided Loyalties</i>." Ensure that students understand the meaning of the words <i>effectively</i> and <i>participate</i>.</li><li>• Inform students that a literary discussion is a discussion about important questions readers have about a text and that while readers discuss these big questions with one another, it is important for them to create a set of rules, or norms, that they will all follow so everyone's ideas can be heard and considered.</li><li>• Start a <b>Literary Discussion Norms anchor chart</b>.</li><li>• Focus students' attention on the phrase <i>effectively participate</i>. Ask:<ul style="list-style-type: none"><li>* "What does it look or sound like to effectively participate with your peers?"</li></ul></li><li>• Cold call students to share. Listen for ideas such as: "Wait my turn to speak, so I am heard; don't shout or speak too loudly; make sure everyone gets a turn to speak; no one person does most or all of the speaking; use information from text to support my ideas," etc. Add students' ideas to the anchor chart.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud of “Declaration of Independence—What the Declaration Says” (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>photograph of the Declaration of Independence</b>.</li> <li>• Ask:           <ul style="list-style-type: none"> <li>* “What do we already know from Unit 1 about the Declaration of Independence?”</li> </ul> </li> <li>• Listen for responses like: “The Patriots wrote it to officially tell Britain that they wanted to create their own country.” Validate responses and explain to students that they will be closely reading an excerpt from the Declaration of Independence today, but first they will be listening to an overview about it.</li> <li>• Begin a new <b>Declaration of Independence anchor chart</b>.</li> <li>• Ask:           <ul style="list-style-type: none"> <li>* “What was the purpose of the Declaration of Independence?” Listen for responses like: “It was how the colonists formally told England that they wanted to create their own country.”</li> </ul> </li> <li>• Below the title of the anchor chart, add:           <ul style="list-style-type: none"> <li>– <u>Purpose</u>: to formally tell England that the Patriots wanted to create their own country</li> </ul> </li> <li>• Distribute and display <b>“Declaration of Independence—What the Declaration Says.”</b></li> <li>• Explain to students that you will read the text aloud several times while they follow along. The first time, they should just listen and think about the gist of the text.</li> <li>• Read aloud the text.</li> <li>• Invite students to turn and talk:           <ul style="list-style-type: none"> <li>* “Name one interesting thing you heard during the read-aloud.”</li> </ul> </li> <li>• Use <b>equity sticks</b> to call on two students to share what their partners found interesting.</li> <li>• Invite students to turn and talk:           <ul style="list-style-type: none"> <li>* “What is the gist of the text?”</li> </ul> </li> <li>• Use equity sticks to call on two students to share what their partners said.</li> <li>• Validate student responses and if necessary, explain that the text describes how the Declaration of Independence is organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussions encourage respectful and active listening, as well as social construction of knowledge.</li> </ul> <p>Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain to students that they will hear the text read a second time, and this time they should use <b>sticky notes</b> to record what they notice and wonder about the structure of the Declaration of Independence.</li><li>• Read aloud the first paragraph.</li><li>• Invite students to jot notes about what they notice and wonder about what the text says about the structure of the Declaration of Independence.</li><li>• Continue reading aloud the text, stopping after each paragraph and again inviting students to write notes about what they notice and wonder about the structure of the Declaration of Independence.</li><li>• Use equity sticks to call on students to share what they noticed and wondered.</li><li>• Add something like the following to the Declaration of Independence anchor chart:<ul style="list-style-type: none"><li>– Introduction: States why Congress wrote the Declaration</li><li>– Second Section: Declaration of rights</li><li>– Third Section: Charges King George III with violations of American rights</li><li>– Conclusion: Explains what Congress is going to do—create a new country with a new government</li></ul></li><li>• Point out that in the Declaration of Independence, the colonists are sharing their <i>opinion</i>.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What opinion are they sharing in this text?”</li></ul></li><li>• Listen for responses like: “They are sharing the opinion that they do not like being under England’s control and want to create their own country.”</li><li>• Explain that in today’s lesson, they will closely read an excerpt from the Declaration of Independence.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that throughout this unit, they will closely examine excerpts from the Declaration of Independence. Ask:<ul style="list-style-type: none"><li>* “What do we mean when we say an <i>excerpt</i> from a text?”</li></ul></li><li>• Listen for responses like: “It means a small part of a text.” Validate student responses and explain that they will only be reading small portions of the Declaration of Independence.</li><li>• Refer students to the <b>Close Readers Do These Things anchor chart</b>. Remind students that they will be doing all of these things to closely read this text:<ul style="list-style-type: none"><li>– Read small chunks of text slowly and think about the gist.</li><li>– Reread each passage one sentence at a time.</li><li>– Underline things that you understand or know about.</li><li>– Circle or underline words that you do not know.</li><li>– Talk with your partners about all of your good ideas.</li><li>– State the gist or message of the paragraph in the margin.</li><li>– Listen to the questions.</li><li>– Go back to the text in order to find answers to questions.</li><li>– Talk with your partners about the answers you find.</li></ul></li><li>• Tell students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time.</li><li>• Invite students to find the Declaration of Independence Close Reading note-catcher: Lesson 3 (on page 5 of their <b><i>Divided Loyalties: Reader’s Guide</i></b>.)</li><li>• Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence.</li><li>• Use equity sticks to call on a student to read the focus question at the top of the note-catcher:<ul style="list-style-type: none"><li>* “What does this excerpt from the Declaration of Independence mean?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Explain to students that they should keep this question in mind as they read the excerpt. Tell students the excerpt is from the first section of the Declaration. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart.</li> <li>• Using the <b>Declaration of Independence Close Reading Guide: Lesson 3 (for teacher reference)</b>, guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary.</li> </ul>	
<p><b>C. Preparing Evidence and Questions for a Literary Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask the class the literary discussion question:             <ul style="list-style-type: none"> <li>* “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 <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not?”</li> </ul> </li> <li>• Refer to the third learning target for today: “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text,” and remind students that one important thing they are working on while reading <i>Divided Loyalties</i> is thinking about how characters change and develop.</li> <li>• Refer to the fourth learning target for today: “I can prepare for a discussion by using evidence from <i>Divided Loyalties</i>,” and explain the importance of readers sharing specific evidence from texts in their discussions with others.</li> <li>• Explain to students that today they will collect notes and prepare for the discussion. Tell them they will have the discussion in the next lesson.</li> <li>• Display the Preparing for a Literary Discussion note-catcher on page 7 of their Reader’s Guide and invite students to open to it.</li> <li>• Point out the different sections for recording notes on this page. Indicate to students that they will only be taking notes on the first section (three-column chart) of the recording form labeled “Preparation” for now. The last three sections will be saved for the actual literary discussion and for teacher feedback and goal setting when the literary discussion is over.</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li> <li>• Providing models of expected work supports all students, especially challenged learners.</li> <li>• During Work Time A, you might want to pull a small group of students to support in finding evidence from their notes. Some students will need more guided practice before they are ready for independent work.</li> <li>• Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Briefly model how to fill in the graphic organizer using Robert Barton as an example. Be sure to demonstrate:<ul style="list-style-type: none"><li>– Thinking aloud about what the excerpt from the Declaration of Independence means, using the work done during Work Time A.</li><li>– Thinking aloud about whether Robert Barton would agree or disagree with the excerpt from the Declaration of Independence would be.</li><li>– Skimming Act I, Scenes 1 through 3 of <i>Divided Loyalties</i> for evidence that supports the discussion question.</li></ul></li><li>• Remind students that they will only be recording in the chart in the first section of the Preparing for a Literary Discussion note-catcher.</li><li>• Explain that the second section, “My Literary Discussion Notes: Ideas and Questions,” will be used during the literary discussion and needs to be left blank until the class begins the discussion in the next lesson.</li><li>• Give students 15 minutes to complete the first section of the Preparing for a Literary Discussion note-catcher. Confer with the class as necessary, and remind them to use specific evidence from the text to support their thinking.</li><li>• Circulate and check in with students as they work independently. To ensure that students use specific evidence from <i>Divided Loyalties</i>, ask them questions like: “Where in the text did you find that evidence?” or “How do you know that evidence helps answer our question, ‘How do the characters’ actions show that opinion?’” Encourage them to record page numbers with their evidence so they can easily refer to it if needed during the literary discussion.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debriefing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students back together.</li><li>• Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in answering the discussion question, showing a fist if they are completely unsure of what the characters' opinion may be of the excerpt from the Declaration of Independence, or a five, meaning they can share several pieces of evidence supporting what the characters' opinion may be of the excerpt from the Declaration of Independence. Be sure to check in with students who show a fist, one, or two fingers before the discussion in Lesson 4.</li><li>• Explain to students that they should finish any preparation notes on the Preparing for a Literary Discussion note-catcher for homework and that they will have their discussion in the next lesson.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish the Preparing for a Literary Discussion note-catcher.</li></ul>	



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

## Supporting Materials



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**Act I, Scene 3:**

Summary Notes and Summary  
(Completed, for Teacher Reference)

<b>Summary Notes: Act I, Scene 3</b>
<b>Somebody:</b> The Barton Family and a Patriot mob
<b>In:</b> Their store
<b>Wanted:</b> The Patriot mob wants Robert Barton to pledge an loyalty to the Patriots
<b>But:</b> Robert sticks to his beliefs
<b>So:</b> The mob want to tar an feather him
<b>Then:</b> William Barton and the Shop Keepers defend him and the mob leaves.

**Summary of Act I, Scenes 3**

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A Patriot mob enters the Barton Family store, and they tell Robert Barton that he must pledge loyalty to the Patriots. He refuses and tells them that he can't be forced to change his mind. The mob gets angry and threatens to tar and feather him. Then William comes in with a gun to defend his father. Other shopkeepers also come to his defense. The mob leaves, but William is worried and asks why his father won't pledge and oath and Robert tells him that he will continue to stand up for what he believes in, being loyal to Great Britain.

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## Declaration of Independence—What the Declaration Says

The Declaration of Independence is divided into four parts. The first part is an introduction. It states why the Continental Congress drew up the Declaration.

The second section is a declaration of rights. The most famous lines were in the opening sentences: “We hold these truths to be self-evident, that all men are created equal” and that they have “certain unalienable rights” (rights they can never give up) to “life, liberty, and the pursuit of happiness.” This section also said that governments are formed to secure these rights. Therefore, if a government acts without the consent of the governed (as Parliament did), the people have a right to disobey that government and set up a new one.

The third section charges King George III with violations of American rights. He was accused of trying to establish “an absolute tyranny” over the colonies. He had approved laws punishing the colonists for trying to protect their rights. And he then made war against them.

These charges were more than an attack on the king. They were also an attack on the idea that Americans should ever be ruled by kings. Americans deserved a different kind of government. That government would not rely on the orders of a distant king. It would rely only on the consent of the people.

The fourth part of the Declaration explained what Congress was now going to do. American efforts to resolve their differences with Britain peacefully had failed. War had begun. Therefore, the Declaration concluded, “these united colonies are, and of right ought to be, free and independent states.”

One of the most quoted phrases of the Declaration of Independence is the one that says “all men are created equal.” Thomas Jefferson wrote these words. When he wrote them, he meant that white American people had the same rights to liberty and self-government as the British people. He was not referring to the 500,000 slaves in the colonies. Jefferson himself owned many slaves. So did other members of the Congress, especially those from the South. Still, the phrase “all men are created equal” has come to mean “all people.”

“Declaration of Independence.” The New Book of Knowledge. Grolier Online, 2014, Web 29 Jan. 2014.



Declaration of Independence Anchor Chart  
(For Teacher Reference)

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

**Declaration of Independence**

**Purpose:** to formally tell England that the Patriots wanted to create their own country


Declaration of Independence Close Reading Guide: Lesson 3  
(For Teacher Reference)

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><i>when a group of people who are in charge cause a lot of damage or harm</i></p>
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Declaration of Independence Close Reading Guide: Lesson 3  
(For Teacher Reference)

<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? <i>the citizens the government is in charge of</i></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 it.” What does “it” refer to? <i>the government</i></p> <p>Write what this line means in your own words: <i>the citizens are allowed to change or get rid of the government</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... and to institute a new government.”</p>	<p>What is a synonym for <i>institute</i>? <i>start</i></p> <p>Which group wants to institute a new government? How do you know? <i>the Patriots</i></p> <p>Write what this line means in your own words: <i>and to start a new government</i></p>

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

When a government is causing a lot of damage or harm, the citizens of the government are

allowed to change or get rid of the government and start a new one.



**Act I, Scenes 1-3**

Preparing for a Literary Discussion  
(Answers, for Teacher Reference)

**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  
(Answers, for Teacher Reference)

Character	Opinion	I think this would be his or her opinion because...
Robert Barton	He would disagree with this excerpt.	<p>He supports the British. I know this because he says things like:</p> <ul style="list-style-type: none"> <li>• “But it is our duty as subjects of the British crown.” (p. 12)</li> <li>• “We have only one ruler here, and it is King George III.” (p. 21)</li> </ul>
William Barton	He would agree with this excerpt.	<p>He supports the Patriots. I know this because he says things like:</p> <ul style="list-style-type: none"> <li>• “Many think that we should be able to govern ourselves.” (p. 13)</li> <li>• “They say that we should not be taxed unless we have elected representatives to the British Parliament.” (p 13)</li> </ul>
Mrs. Smith	She would agree with this excerpt.	<p>She supports the Patriots. I know this because she says things like:</p> <ul style="list-style-type: none"> <li>• “Our taxes are too high.” (p. 15)</li> <li>• “Perhaps I should join them.” (p. 15, in reference to not buy from the Barton’s store because she does not agree with Robert’s views about the colonies and Great Britain)</li> </ul>
Mr. Lawson	He would disagree with this excerpt.	<p>He supports the British. I know this because he says things like:</p> <ul style="list-style-type: none"> <li>• he calls the Patriots “rebels” (p. 17)</li> <li>• “The British Army is there. Everyone knows there is no defeating a force that powerful.” (p. 17)</li> </ul>