



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 3B: Unit 2: Lesson 6**

### **Discussing a Literary Text: *Divided Loyalties* Act II, Scenes 2 and 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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- 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 effectively participate in a discussion about *Divided Loyalties*.
  - I can prepare for the discussion by using evidence from *Divided Loyalties*.
  - I can ask questions so I am clear about what is being discussed.
  - I can ask questions on the topic being discussed.
  - I can follow our class norms when I participate in a conversation.

Ongoing Assessment

- Act II, Scenes 2 and 3: summary notes and written summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 6
- Preparing for a Literary Discussion note-catcher
- Participating in a literary discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Homework (5 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</li> <li>B. Preparing Evidence and Questions for a Literary Discussion (10 minutes)</li> <li>C. Conducting a Literary Discussion (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread Act I, Scene 1 through Act II, Scene 3 and revise your summary notes if needed.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson follows a condensed format of Lessons 3 and 4. As in Lesson 3, it begins with a close read of an excerpt from the Declaration of Independence. Students then prepare for a literary discussion about the Declaration of Independence and <i>Divided Loyalties</i>. Then, as in Lesson 4, students meet in the same discussion groups from Lesson 4 to think and talk about the discussion question.</li> <li>• As noted in Lesson 3, the Declaration of Independence Close Reading note-catcher is meant to be discussion-based; the teacher may invite students to work independently or in pairs or small groups when thinking about different questions. But be sure to guide the whole class in a discussion of each section of the using the questions in the Close Reading Guide before moving on to the next section. The Close Reading note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own.</li> <li>• Collect students' Literary Discussion Notes and Goals note-catchers and use it along with the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1. Record feedback in the appropriate spot on students' note-catchers. Have this feedback done so students can use it during the discussion in Lesson 9.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Complete feedback on students' Literary Discussion Notes and Goals note-catchers from Lesson 4 and be prepared to hand these back in this lesson.</li> <li>– Review the Declaration of Independence Close Reading Guide: Lesson 6.</li> <li>– Prepare and post the following anchor charts:                   <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• Literary Discussion Norms</li> <li>• Participating in a Literary Discussion</li> <li>• Be a Patriot</li> <li>• Be a Loyalist</li> </ul> </li> <li>– Post: Learning targets.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
effectively participate, actions; disappointed (36)	<ul style="list-style-type: none"><li>• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student; one per student and one to display)</li><li>• Act II, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference)</li><li>• <i>Divided Loyalties</i> (book; one per student)</li><li>• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)</li><li>• Equity sticks</li><li>• Declaration of Independence anchor chart (begun in Lesson 3)</li><li>• Declaration of Independence Close Reading note-catcher: Lesson 6 (in Reader's Guide)</li><li>• Declaration of Independence Close Reading Guide: Lesson 6 (for teacher reference)</li><li>• Preparing for a Literary Discussion note-catcher (answers; for teacher reference)</li><li>• Participating in a Literary Discussion anchor chart (begun in Lesson 4)</li><li>• Literary Discussion Norms anchor chart (begun in Lesson 3)</li><li>• Literary Discussion Criteria checklist (from Lesson 4; one new blank copy for teacher use)</li><li>• Be a Patriot anchor chart (begun in Unit 1, Lesson 3)</li><li>• Be a Loyalist anchor chart (begun in Unit 1, Lesson 5)</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> and remind them of their homework: Read Act II, Scenes 2 and 3, then record Summary Notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3.</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 II, Scenes 2 and 3: Summary Notes and Summary (completed, for teacher reference)</b> in the supporting materials of this lesson.</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 read the first three aloud:<ul style="list-style-type: none"><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 effectively participate in a discussion about <i>Divided Loyalties</i>."</li></ul></li><li>• Underline the phrase <i>effectively participate</i> in the learning targets.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* "What does it mean to effectively participate in a discussion?"</li></ul></li><li>• Listen for responses like: "It means to follow our Literary Discussion Norms," or "It means to prepare and use evidence from the text when discussing it with others."</li><li>• Tell students that they will be closely reading another excerpt from the Declaration of Independence and discussing characters from <b><i>Divided Loyalties</i></b>.</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. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Refer students to the <b>Close Readers Do These Things</b> anchor chart.</li><li>• Remind students that they will be doing all of these things to closely read a new excerpt from the Declaration of Independence:<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>• Remind 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 on page 12 of their <b><i>Divided Loyalties: Reader's Guide</i></b>. 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 <b>equity sticks</b> 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><li>• Explain to students that they will read this excerpt closely and think carefully about this question. Tell students the excerpt is from the third section of the Declaration of Independence.</li><li>• Add the excerpt to the appropriate box on the <b>Declaration of Independence</b> anchor chart.</li><li>• Using the <b>Declaration of Independence Close Reading Guide: Lesson 6 (for teacher reference)</b>, guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary.</li></ul>	

Work Time (continued)	Meeting Students' Needs
<p><b>B. Preparing Evidence and Questions for a Literary Discussion (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask the class the literary discussion question:</li> <li>• “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 <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not?”</li> <li>• Refer to the second learning target for today 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:             <ul style="list-style-type: none"> <li>* “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.”</li> </ul> </li> <li>• Refer to the third learning target for today:             <ul style="list-style-type: none"> <li>* “I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.”</li> </ul> </li> <li>• Remind students that it is important for readers to share specific evidence from texts in their discussions.</li> <li>• Display the Preparing for a Literary Discussion note-catcher on page 15 of the Reader’s Guide and invite students to open to it.</li> <li>• Review the different sections for recording notes on this page. Indicate to students that, as in Lesson 3, they will be taking notes only on the first section 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> <li>• If necessary, briefly review how to fill in the graphic organizer for William Barton using evidence from <i>Divided Loyalties</i>. Remind students that they used a similar graphic organizer to prepare for the first literary discussion in Lesson 3. 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 William Barton would agree or disagree with the excerpt from the Declaration of Independence.</li> <li>– Skimming Acts I and II of <i>Divided Loyalties</i> for evidence that supports the discussion question.</li> </ul> </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>Remind students that they will only be recording in the chart in the first section of the Preparing for a Literary Discussion note-catcher and remind students 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.</li> <li>Invite students to complete the first section of the <b>Preparing for a Literary Discussion note-catcher</b>.</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>	
<p><b>C. Conducting a Literary Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to gather in a whole group meeting area, asking them to bring their Reader's Guide.</li> <li>Display the <b>Participating in a Literary Discussion anchor chart</b>.</li> <li>Briefly review the anchor chart with the class, and answer any clarifying questions.</li> <li>Explain that today students will talk to each other in small groups about what they have been reading, like they did in Lesson 4.</li> <li>Invite class members to turn to their Act I, Scene 3 Literary Discussion Notes and Goals note-catcher on page 9 of their Reader's Guides and read the teacher feedback and the goal they set for homework after Lesson 4.</li> <li>Ask students to take their materials and move to sit with their discussion group from Lesson 4.</li> <li>Invite students to turn and talk with their discussion groups:           <ul style="list-style-type: none"> <li>* "Based on the feedback you received from your teacher and the goal you set for yourself after the first discussion, what is one goal you have for today's discussion?"</li> </ul> </li> <li>Listen for students to refer to the Literary Discussion Norms and Participating in a Literary Discussion anchor charts when sharing with their groups.</li> <li>Ask class members to find the second section of their note-catcher labeled "My Literary Discussion Notes: Ideas and Questions." Remind students that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak.</li> </ul>	<ul style="list-style-type: none"> <li>Providing visual models of academic vocabulary supports language development and comprehension.</li> <li>Provide sentence frames for students to use as they participate in the literary discussion: "When I saw/heard _____, I learned _____" and "I wonder _____."</li> <li>Encourage students to agree or disagree using thumbs-up or thumbs-down. This can help students who struggle with language to process what their peers are saying.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Briefly review the <b>Literary Discussion Norms anchor chart</b> and remind students that they should follow these norms during their discussions.</li><li>• Direct the class to begin the literary text discussion.</li><li>• Use the <b>Literary Discussion Criteria checklist</b> during this time to monitor students' progress toward the learning targets. Quickly redirect and support class members as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.</li><li>• After the discussion, invite students to reflect on the following questions:<ul style="list-style-type: none"><li>* "What norms did you follow during the literary discussion today?"</li><li>* "What can you continue to work on?"</li></ul></li><li>• Have students write a goal in the box labeled "My goals for the next literary discussion" on their Preparing for a Literary Discussion Notes and Goals note-catchers based on this reflection.</li><li>• Collect students' Literary Discussion Notes and Goals note-catchers, and use these and the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1. Record feedback in the appropriate spot on students' note-catchers. Have this feedback done for student use during the discussion in Lesson 9.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the big idea for this unit: <ul style="list-style-type: none"> <li>* “American colonists had different perspectives on fighting for independence from Great Britain.”</li> </ul> </li> <li>Ask: <ul style="list-style-type: none"> <li>* “What were the two perspectives we have been learning about?” (Patriot and Loyalist)</li> <li>* “What was the Patriots’ opinion of the British?”</li> <li>* “What was the Loyalists’ opinion of the British?”</li> </ul> </li> <li>Display the <b>Be a Patriot anchor chart</b> and <b>Be a Loyalist anchor chart</b>.</li> <li>Ask: <ul style="list-style-type: none"> <li>* “Now that we’ve read more of <i>Divided Loyalties</i> and know more about the Patriot and Loyalist perspectives, what can we add to these charts?”</li> </ul> </li> <li>Draw a horizontal line on each chart and add the label <i>Divided Loyalties</i> below the line. Remind students that this play is historical fiction, so while the historical events are true (for example, Patrick Henry’s “Give me liberty or give me death” speech and the signing of the Declaration of Independence), the events that happen to the characters did not actually happen (for example, Abigail sneaking out to go to the Sons of Liberty meeting or William joining the Patriot army).</li> <li>Explain to students that they will add reasons to the Be a Patriot or Be a Loyalist anchor charts as depicted in the play.</li> <li>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 idea. If necessary, ask students whether their idea is from their own background knowledge of the American Revolution or from text clues they have read throughout the unit.</li> <li>Challenge students who offer ideas about Patriots and Loyalists from their background knowledge to try to find evidence in <i>Divided Loyalties</i>.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread Act I, Scene 1 through Act II, Scene 3 and revise your summary notes if needed.</li> </ul>	



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# Grade 4: Module 3B: Unit 2: Lesson 6

## Supporting Materials



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**Act II, Scenes 2 and 3:**  
Summary Notes and Summary  
(Completed, for Teacher Reference)

Summary Notes: Act II, Scene 2	Summary Notes: Act II, Scene 3
Somebody: William	Somebody: William
In: Burlington, New Jersey	In: New Jersey
Wanted: to sneak out of the house to a Son's of Liberty Meeting	Wanted: to tell his parents that he has joined the Patriot cause
But: He is caught by his brother, Ben and sister, Abigail and they want to come with him	But: they are disappointed in his decision but still respect his opinion and decision
So: He asks his brother to cover for him and brings his sister with him	So: later he goes to fight the British with George Washington in the battle of Trenton
Then: William and Abigail join the Patriots as a spies	Then: when he tells his parents they feel betrayed

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

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William meets with the Sons of Liberty and he and his sister decide to spy for the Patriots. When his parents ask him where he has been going at night he admits that he has been meeting with the Sons of Liberty. They are disappointed but still respect his opinion and decision. Later he fights at the battle of Trenton with George Washington and the Patriots and they defeat the British. When he comes home and share the new with his parents they are worried and feel betrayed.

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Declaration of Independence Close Reading Guide: Lesson 6  
(For Teacher Reference)

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/: the act of 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/: the act of taking and keeping (something, such as power) in a forceful or violent way and especially without the right to do so



Declaration of Independence Close Reading Guide: Lesson 6  
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“The history of the present King of Great Britain....”</p>	<p>What does the word “history” mean? <i>something that happened (was done) in the past</i></p> <p>What is a synonym for “present” as used in the context of this line? <i>current</i></p> <p>Write what this line means in your own words: <i>what the current King of Great Britain has done in the past</i></p>
<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 <i>repeated</i>? <i>frequent</i></p> <p>The excerpt says “repeated <b>injuries</b> and <b>usurpations</b>.” What are some examples of the repeated injuries and usurpations by the King? <i>taxes, sending soldiers to the colonies, not allowing representation in the government</i></p> <p>Write what this line means in your own words: <i>frequent harm and taking power forcefully or without the right to do so</i></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 the “all” refer to? <i>the repeated injuries and usurpations</i></p> <p>Write what this line means in your own words: <i>the repeated injuries and usurpations all have the purpose</i></p>



Declaration of Independence Close Reading Guide: Lesson 6  
(For Teacher Reference)

<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? <i>the colonies</i></p> <p>Write what this line means in your own words: <i>the creation of a government with unlimited power belonging to only one person</i></p>
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Write what this excerpt from the Declaration of Independence means in your own words:

*What the current King of Great Britain has done has caused a lot of harm.*

*He has taken power forcefully without the right to do so. He has done this over*

*and over because he is trying to create a government with unlimited power that*

*belongs to only one person.*

**Act II, Scenes 2 and 3:**  
Preparing for a Literary Discussion  
(Answers, for Teacher Reference)

**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 agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none"> <li>“Thomas Paine explains that Great Britain will continue to tax us until we have nothing left.” (p. 27)</li> <li>“I believe very strongly in the independence movement.” (p. 36)</li> </ul>
Abigail Barton	She would agree with this excerpt.	She supports the Patriots. I know this because she says things like: <ul style="list-style-type: none"> <li>“Father, perhaps Mrs. Smith is right. Perhaps we shouldn’t sell tea. Maybe we should sell only local produce—goods produced by people around here.” (p. 16)</li> <li>“I want to be a Patriot as much as you do.” (p. 31)</li> </ul>
Soldier	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none"> <li>“It is our right to govern ourselves.” (p. 32)</li> <li>“We do not need Great Britain telling us how to live our lives.” (p. 32)</li> </ul>