



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 8

Summarizing a Literary Text: *Divided Loyalties* Act I, Scene 1 through Act III, Scene 1



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

I can summarize a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can determine the main idea of each scene I've read in *Divided Loyalties*.
- I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of *Divided Loyalties*.

Ongoing Assessment

- Act III, Scene 1: summary notes and summary (from homework)
- Act I, Scene 1–Act III, Scene 1: Story Map
- Act I, Scene 1–Act III, Scene 1: Summary



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Creating a <i>Divided Loyalties</i> Timeline (10 minutes) B. Guided Practice: Summarizing Act I–Act III, Scene 1 (20 minutes) C. Guided Practice: Writing a Summary (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3. 	<ul style="list-style-type: none"> • During the first half of the lesson, students revisit their Revolutionary War timeline cards created in Unit 1, Lesson 3. They use the same process to create a timeline showing the main events in <i>Divided Loyalties</i>. It is important to stress to students that they are not adding events from <i>Divided Loyalties</i> to their Revolutionary War timelines because the play is historical fiction and the characters did not actually exist. Rather, they are creating parallel timelines. • Students create these new timelines in the same groups they were in for the Revolutionary War timelines. Have the list of groups on hand in case students forget which group they were in. • Students then create a Story Map of Act I, Scene 1–Act III, Scene 1 of <i>Divided Loyalties</i> to keep track of how the events of the play are connecting and unfolding. This process also helps students analyze how characters and settings are changing throughout the novel. • Students are asked to identify the most important details from their summary notes from their <i>Divided Loyalties: Reader's Guides</i>. These summary notes have been completed for homework—if students have not completed them, be sure to find time in class before this lesson for them to do so. Students work with partners to use these summary notes to create a longer, more comprehensive summary of the parts of the play they have read so far. • In the next lesson, students will engage in a discussion as part of the End of Unit 2 Assessment; be sure to have feedback for students from their discussion in Lesson 5 completed by Lesson 9. • In advance: <ul style="list-style-type: none"> – Review: Mix and Mingle protocol (see Appendix). – Post: Learning targets.



Lesson Vocabulary	Materials
summarize, main idea, timelines, significant	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)• Act III, Scene 1 Summary Notes and Summary (completed, for teacher reference)• <i>Divided Loyalties</i> (book; one per student)• Revolutionary War Timeline chart (from Unit 1, Lesson 3)• Revolutionary War timeline cards (from Unit 1, Lesson 3; one per group)• <i>Divided Loyalties</i> timeline cards (one per group)• Class Written Summary for Act I, Scene 1 and 2 (created with students in Lesson 3))• Act I, Scene 1–Act III, Scene 1: Story Map (completed; for teacher reference)• Act I, Scene 1–Act III, Scene 1: Summary (completed; for teacher reference)• Equity sticks



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their <i>Divided Loyalties: Reader's Guide</i> and remind them of their homework: Read Act III, Scene 1, then record summary notes and write a summary in your Reader's Guide.• Ask them to share their notes and summaries with a partner.• Cold call a few pairs to share their summaries. (See Act III, Scene 1 Summary Notes and Summary (completed, for teacher reference) to gauge strong responses.)• Tell students that today they will review all of their summary notes and summaries today, so that they can review and summarize the events of the play so far.	<ul style="list-style-type: none">• Spot check students' summaries to determine which students may need additional support when writing a longer summary of the play during Work Time C.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask for volunteers to read them aloud:<ul style="list-style-type: none">* "I can determine the main idea of each scene I've read in <i>Divided Loyalties</i>."* "I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of <i>Divided Loyalties</i>."• Explain that readers often stop throughout a text and ask themselves, "What's happening?" Tell students that today they will review what has happened in <i>Divided Loyalties</i> so far.	<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. Creating a <i>Divided Loyalties</i> Timeline (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take their copy of <i>Divided Loyalties</i> and move to sit with the groups they were in when they created their Revolutionary War timeline cards in Unit 1, Lesson 3. Have a list of the groups on hand in case students forgot which group they were in.• Post the Revolutionary War Timeline chart (from Unit 1, Lesson 3).• Distribute Revolutionary War timeline cards to each group.• Remind students that they created timelines with these cards in Unit 1 to show the significant dates and events from the American Revolution.• Invite students to reassemble their timelines with their groups.• Remind the class that the events of <i>Divided Loyalties</i> take place during the American Revolution.• Distribute one set of <i>Divided Loyalties</i> timeline cards to each group.• Tell students they will now create a parallel timeline, showing key events from <i>Divided Loyalties</i>. Review what “parallel” means, drawing if necessary a pair of parallel lines. Explain that the timelines will be parallel to keep the events of <i>Divided Loyalties</i> separate from the events on their Revolutionary War timelines because <i>Divided Loyalties</i> is historical fiction.• Explain that, like when they made their Revolutionary War timelines, they must choose just five events from the set, thinking about which events were the most important or <i>significant</i> events of <i>Divided Loyalties</i>.• Give groups 5 minutes to read the cards, decide the significant events of <i>Divided Loyalties</i>, and arrange them in a timeline.• Once groups have made their timelines, ask the students to find a partner from another group.• Direct partners to read each other's timelines and compare the significant dates that were chosen. Each partner should explain why his or her group chose the dates they did.	



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Summarizing Act I–Act III, Scene 1 (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to turn to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary on page 20 of their <i>Divided Loyalties: Reader's Guide</i>. • Explain that as readers read longer texts like plays, it's important not only to understand what happens in each scene but also to keep track of how the story is unfolding and moving forward. Tell the class that one way of doing this is by using a Story Map to organize the main ideas of each scene and then using those statements to <i>summarize</i> a larger section of a play. • Ask students to briefly reread the summary notes and summaries they have written in their Reader's Guides for Act I, Scene 1 through Act III, Scene 1 (students' copies from Lessons 1–6) and to think about all that has happened in the play so far. • Display a copy of the Class Written Summary for Act I, Scene 1 and 2 (created with students in Lesson 3). • Ask for a volunteer to read the summary for Act I, Scene 1 and 2 that the was written as a class and ask the rest of the class to read along in their own reader's guides. The summary should be similar to the following: • "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". • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What is the most important thing to remember about Act I, Scene 1?" • If necessary, prompt them by asking questions such as: <ul style="list-style-type: none"> * "Is it that William Barton was a Patriot?" * "Is it that Ben likes the British soldiers' red jackets?" • Use equity sticks to cold call two or three students to share their thinking. • Listen for responses like: "It's important to remember that William is a Patriot but his parents are Loyalists," and "It's important that his parents refused to be Patriots and stayed loyal to the British." Underline these details in the summary. 	<ul style="list-style-type: none"> • Underlining key details in the summary notes will help students focus on the essential information. • To support students who struggle with language, consider providing sentence starters such as: "I think the most important thing to know about in Act I, Scene 1 is ..." or "I think ... is important to know, but not...."



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Acknowledge that other things happened in the scene but that students are correct in thinking that the fact that Ben likes the British soldiers' red jackets isn't an important detail, nor is the fact that Abigail saw some women throw packages of tea onto the street. Explain that these are interesting details that help the story come alive but that they don't really help it to move forward.• Ask students to reread the summary the class wrote for Act I, Scenes 1 and 2 and to think about how they could simplify it to tell the <i>main idea</i> of the scenes.• Use equity sticks to cold call two or three students.• As they share what they would cut out, model how to record the main idea statement for Scene 1 on the Story Map. Refer to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary for a possible main idea statement for each scene.• Explain that students will find a partner to work with to write main idea statements for Act I, Scene 2–Act III, Scene 1 on the Story Map. Remind them of the steps the class went through as you wrote the summary for Act I, Scene 1 on the Story Map:<ol style="list-style-type: none">1. Reread the scene summary notes to recall the important events from the scene.2. Underline the most important details in the summary notes or summary.3. Write the most important details in a main idea statement in that scene's box.• Tell them that even though they are working with their partners, each person needs to record main idea statements on his or her own Story Map.• Invite students to move to sit with their partner.• Give partners 15 minutes to write main idea statements for Act I, Scene 2–Act III, Scene 1 on their Story Maps. Circulate and offer support as needed.• Note: After students have a chance to grapple with this task, we encourage you to pull out a small group that might need additional support and sort through the details of their summary notes to find the key details for their main idea statements.	



Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice: Writing a Summary (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the process they used to write summary about a longer informational text in Module 2. Review that they will write their summary by putting together the main ideas of each scene of the play. Explain that this summary will be longer than those they wrote for individual scenes.• Remind them that a paragraph is made up of connecting ideas and that because several events have occurred, it might take more than one paragraph to write a quality summary. Reiterate that they might need to change some words or condense some ideas to make the summary make sense.• Ask partners to work together to summarize Act I, Scene 1–Act III, Scene 1. Point out that the summaries will be written in the bottom box on the Story Map.• If necessary, model writing the first paragraph of the summary. Refer to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary for a possible example.• Demonstrate:<ul style="list-style-type: none">– Beginning with a sentence that introduces the characters and setting of the play.– Using the main idea statements from the Story Map to write the summary, being sure the events are written in chronological order.– Condensing ideas or changing words from the main idea statements to make the summary make sense.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a paragraph frame or paragraph starter to provide the structure required.
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Using the Mix and Mingle protocol, invite students to share their summaries for Act I, Scene 1–Act III, Scene 1 with at least two other students.• Encourage class members to use a green colored pencil to revise their summaries for clarity based on their conversations.• Preview homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3.	



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Supporting Materials



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Act III, Scene 1:

Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act III, Scene 1
Somebody: The Barton Family
In: Their home at supper time
Wanted: To talk about William's experience fighting for the Patriots in the war
But: Robert and Mary needed to make a decision about the future
So: They asked the children to leave, but the children wanted to help make the decision
Then: Robert and Mary told the children that the time had come for them to leave for New York where Loyalists were safe.

Summary of Act III, Scenes 1

William is home for a visit from fighting for the Patriots in the war and is sitting down for supper with his family. His siblings ask him to share about his experiences in battle and he tells them about fighting the British. Then his parents tell the children that they have an important decision to make and excuse themselves, but the children insist on being involved. Robert and Mary tell their children that the time has come for the family to leave for New York where Loyalist are safe.



Divided Loyalties Timeline Cards

April 1775	Mrs. Smith refuses to shop at the Bartons' store.
April 1775	An angry crowd asks Robert Barton to support the Patriots. He refuses.
April 1775	William Barton defends his father's choice to support the British.
December 1776	Abigail and William sneak out to a Sons of Liberty meeting.

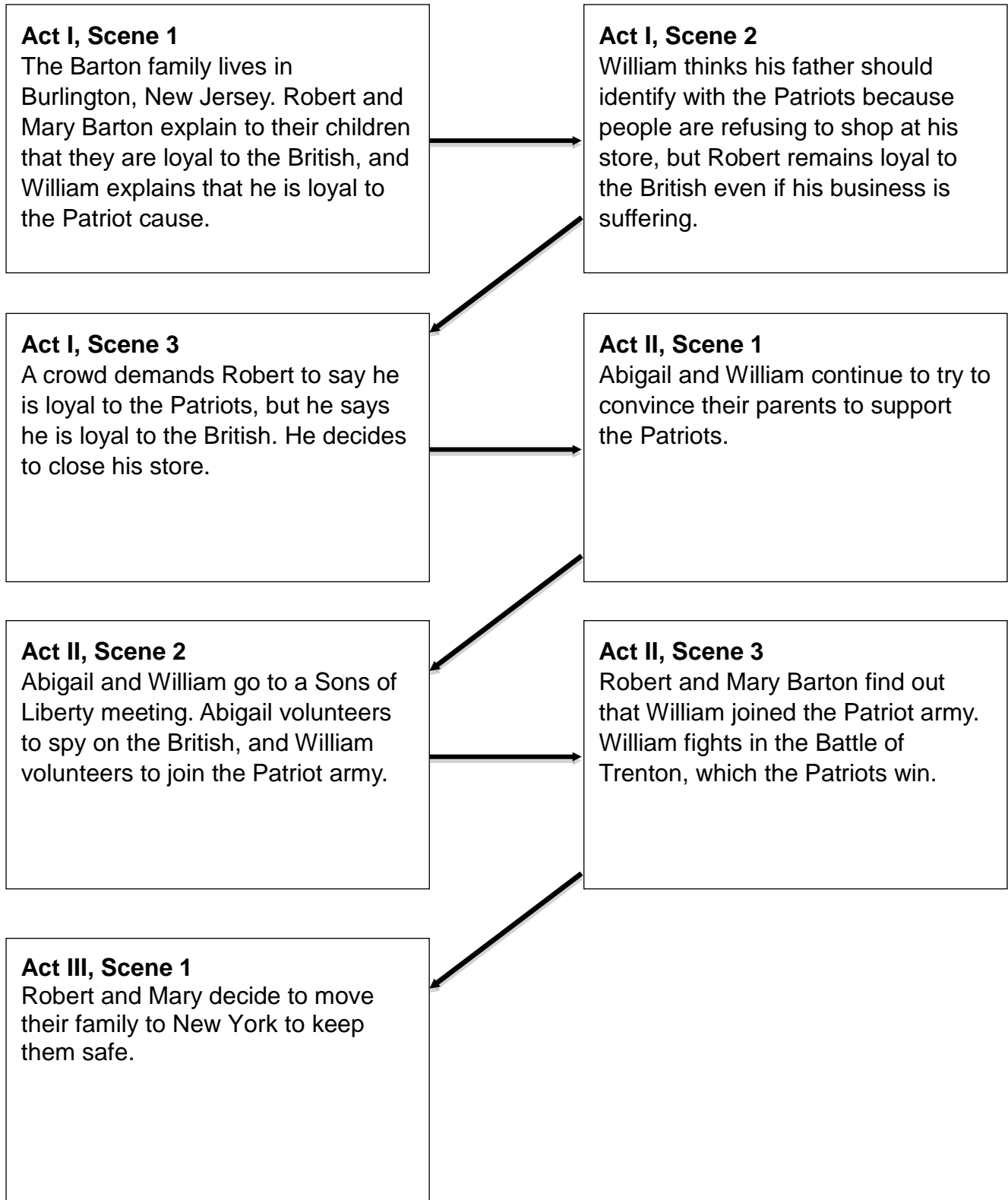


Divided Loyalties Timeline Cards

December 1776	Abigail volunteers to spy on the British. William joins the Patriot army.
December 1776	William fights in the Battle of Trenton.
November 1777	Robert and Mary Barton decide to move their family to New York.



Act I, Scene 1–Act III, Scene 1:
Story Map (Completed, for Teacher Reference)





Act I, Scene 1–Act III, Scene 1:
Summary
(Completed, for Teacher Reference)

Summary of Events

The Barton family lives in Burlington, New Jersey. Robert and Mary Barton are loyal to the British, but their son William is loyal to the Patriot cause. The Bartons own a store, and some Patriots are refusing to shop there because Robert is loyal to the British. A crowd of Patriots comes to their store and demand Robert to say he is loyal to the Patriots, but he says he is loyal to the British. He decides to close his store.

Meanwhile, Abigail and William, the Bartons' daughter and older son, continue to try to convince their parents to support the Patriots. They go to a Sons of Liberty meeting. Abigail volunteers to spy on the British, and William volunteers to join the Patriot army. Eventually, Robert and Mary Barton find out that William joined the Patriot army. William fights in the Battle of Trenton, which the Patriots win. Robert and Mary decide that it is not safe for their family in New Jersey because they are Loyalists. They decided to move their family to New York to keep them safe.