



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 9

End of Unit Assessment, Part I: Conducting a Literary Discussion



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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)
 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 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 III, Scenes 2 and 3: summary notes and summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 9
- End of Unit 2 Assessment, Part I: Conducting a Literary Discussion



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. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)B. End of Unit 2 Assessment, Part I: Preparing Evidence and Questions for a Literary Discussion (15 minutes)C. End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debriefing (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread <i>Divided Loyalties</i> in preparation for the second part of the End of Unit 2 Assessment.	<ul style="list-style-type: none">• This lesson follows the same format as Lesson 6; it begins with a close read of an excerpt from the Declaration of Independence. Students then work on Part I of the End of Unit 2 Assessment by preparing for a discussion about the Declaration of Independence and <i>Divided Loyalties</i> and then meeting in the same discussion groups as in Lessons 4 and 6 to think and talk about the discussion question.• 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 note-catcher using the questions in the Declaration of Independence Close Reading Guide (for teacher reference) in the supporting materials, 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.• In advance:<ul style="list-style-type: none">– Complete feedback for students on literary discussion from Lesson 6.– Prepare and post the anchor charts: Declaration of Independence; Participating in a Literary Discussion; Literary Discussion Norms



Lesson Vocabulary	Materials
declare, free, independent, ought, publish, solemnly, states, therefore	<ul style="list-style-type: none"> • <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student) • Act III, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3) • Equity sticks • Declaration of Independence anchor chart (begun in Lesson 3) • Declaration of Independence Close Reading note-catcher: Lesson 9 (in Reader's Guide) • Declaration of Independence Close Reading Guide: Lesson 9 (for teacher reference) • <i>Divided Loyalties</i> (book; one per student) • End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (one per student) • End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (answers; for teacher reference) • Participating in a Literary Discussion anchor chart (begun in Lesson 4) • Literary Discussion Norms anchor chart (begun in Lesson 3) • Literary Discussion Criteria checklist (from Lesson 4; one new blank copy for teacher use)

Opening	Meeting Students' Needs
<p>A. Homework Check and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their homework from the previous lesson: "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" and place it on their desks for a quick check. • Explain to students that today they will be assessed on their ability to discuss what they have read and this is something they have practiced throughout the unit. Give students the following prompt to reflect on in writing: <ul style="list-style-type: none"> * Review the posted learning targets. What is something you have done well in our class discussions of the text? What is something you will work on improving during today's discussion? • As students reflect in writing check their homework using the Act III, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference). Determine if your students need to spend time reviewing these scenes as a whole class before beginning with the lesson and assessment. 	<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. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Close Readers Do These Things anchor chart. • 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"> – Read small chunks of text slowly and think about the gist. – Reread each passage one sentence at a time. – Underline things that you understand or know about. – Circle or underline words that you do not know. – Talk with your partners about all of your good ideas. – State the gist or message of the paragraph in the margin. – Listen to the questions. – Go back to the text in order to find answers to questions. – Talk with your partners about the answers you find. • 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. • Invite students to find the Declaration of Independence Close Reading note-catcher on page 23 of their <i>Divided Loyalties: Reader's Guide</i>. • 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. • Use equity sticks to call on a student to read the focus question at the top of the Declaration of Independence Close Reading note-catcher, to keep in mind as they work: <ul style="list-style-type: none"> * “What does this excerpt from the Declaration of Independence mean?” • Explain to students that they will read this excerpt closely and think carefully about this question. Tell students the excerpt is from the last section of the Declaration. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Using the Declaration of Independence Close Reading Guide (for teacher reference), guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary.	
<p>B. End of Unit 2 Assessment, Part I: Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none">Explain to students that they will now use their copies of <i>Divided Loyalties</i> to prepare for a literary discussion. Tell students that since this is part of the End of Unit 2 Assessment, they will be preparing for the discussion independently.Distribute End of Unit 2 Assessment, Part I: Conducting a Literary Discussion.Remind students they should plan for this discussion in the same way as they planned for the discussions in Lessons 4 and 6.Remind students that they will only be recording in the T-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.Give students 15 minutes to complete their first section of the Preparing for a Literary Discussion note-catcher.Circulate and check in with students as they work independently. Remember to only answer clarifying questions for students, as this is an assessment.	
<p>C. End of Unit 2 Assessment Part I: Conducting a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none">Refocus students whole group and ask them to gather in the middle of the room. Remind them to bring their End of Unit 2 Assessment Part I: Conducting a Literary Discussion with them.Display the Participating in a Literary Discussion anchor chart.Briefly review the anchor chart with students, and answer any clarifying questions.Explain that like in Lessons 4 and 6, today they will again talk to each other in small groups about what they have been reading.Invite students to turn to their Act II, Scenes 2 and 3 Literary Discussion Notes and Goals note-catcher on page 17 of their Reader's Guide and read the teacher feedback and the goal they set after this last discussion.Invite students to take a minute to think of a goal they have set for themselves for today's discussion.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask the students 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.• Focus students on the Literary Discussion Norms anchor chart.• Briefly review the anchor chart and remind students that they should be following these norms during their discussions.• Invite students to gather in the same discussion groups as in Lessons 4 and 6.• Remind students that this discussion is part of their End of Unit 2 Assessment. Direct students to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to assess students' progress toward the learning targets. Remember that because this is an assessment, avoid answering questions and leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.• Collect students' End of Unit 2 Assessment, Part I: Conducting a Literary Discussion and use them 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.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together. Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in participating in a class discussion, showing a fist for completely unsure of how to participate, or a five, meaning they can participate by asking questions, follow class norms, and use text evidence.• Explain to students that in the next lesson, they will take the second part of the End of Unit 2 Assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Divided Loyalties</i> in preparation for the second part of the End of Unit 2 Assessment.	



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Act III, Scenes 2 and 3:
Summary Notes and Summary
(Completed: For Teacher Reference)

Summary Notes: Act III, Scene 2	Summary Notes: Act III, Scene 3
Somebody: William	Somebody: The Barton Family
In: The Barton family store	In: A boat at the dock
Wanted: His to convince his father to stay and join the Patriot cause	Wanted: To see William before they sail to New York so they can say good bye
But: They cannot be convinced to agree with each other's opinions on the war	But: They cannot see him in the crowd, but then he appears
So: They become angry and begin yelling.	So: William and his father make up and agree to respect one another's views
Then: William tells his father he is making a big mistake going to New York and his father calls him a traitor and tells him to leave	Then: Robert gives William the keys to the store and they say their goodbyes

Summary of Act III, Scenes 2 and 3

William and his father argue as the Barton family packs up their home and store to leave for New York. They become angry because they can't convince one another to agree on their view of the war. William tells his father he is making a big mistake going to New York and then his father calls him a traitor and tells him to leave the store. Later the Barton family is about to leave for New York on a ship and they are looking for William to say goodbye. At first they don't see him, but then arrives. William and his father make up and agree to respect one another's opinions on the war. Robert gives William the keys to the store and the family says goodbye to William.

Write a brief sentence that summarizes the epilogue:

After the war, the Barton family ends up moving to Canada and starts a trading business and William ends up becoming a successful Lawyer in Burlington New Jersey, now a part of a new country, the United States of America.

Declaration of Independence Close Reading Guide: Lesson 9
(For Teacher Reference)

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

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

Glossary

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

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

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

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

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

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

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

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

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



Declaration of Independence Close Reading Guide: Lesson 9
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... That these United Colonies are, and of Right ought to be....”</p>	<p>What does it mean when we say that something “ought to be?” <i>It should be that way.</i></p> <p>The excerpt says “that these United Colonies ...” What colonies are united? <i>the 13 colonies</i></p> <p>Write what this line means in your own words: <i>these 13 colonies are, and should be</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... Free and Independent States.”</p>	<p>What does “independent” mean? <i>On your own, not controlled by others.</i></p> <p>Who do the colonies want to be independent of? <i>Great Britain</i></p> <p>Write what this line means in your own words: <i>The colonies should be free states that are not controlled by Great Britain.</i></p>

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

Because of that, we seriously say that these 13 colonies should be free

states not controlled by Great Britain.



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion

Name:

Date:

Long-Term Learning Targets Assessed:

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 4th grade topics and texts. (SL.4.1)

Discussion Question:

Read the following line from the Declaration of Independence:

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent 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 *Divided Loyalties* to find evidence to help you answer the discussion question.



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion

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



End of Unit 2 Assessment, Part I:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

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)

Discussion Question:

Read the following line from the Declaration of Independence:

"We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent 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 *Divided Loyalties* to find evidence to help you answer the discussion question.



End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion
(Answers, for Teacher Reference)

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">• “They are writing laws that are fair, something that Great Britain never did.” (p. 43)• “It is clear the colonies must be free, and you are too stubborn to make the only reasonable decision.” (p. 49)
Mary Barton	She would disagree with this excerpt.	She supports the British . I know this because she says things like: <ul style="list-style-type: none">• “I am shocked that you have been meeting with those rebels and troublemakers.” (p. 36)• “Oh, William, I cannot believe you would betray us.” (p. 39)
Robert Barton	He would disagree with this excerpt.	He supports the British . I know this because he says things like: <ul style="list-style-type: none">• “You can’t respect a government that runs and hides.” (p. 42)• “So, my son, this is the future then. Then rebels have won you over.” (p. 39)



End of Unit 2 Assessment Part I:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion: