



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 5

Preparing to Write: Identifying Characteristics of Broad­sides and Determining Reasons to Support Our Opinions about the American Revolution



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

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can recall information that is important to a topic. (W.4.8)
I can sort my notes into categories. (W.4.8)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can identify the characteristics of a broadside.
- I can give reasons for my opinion on the American Revolution based on historical texts and my notes.

Ongoing Assessment

- Reasons/Evidence graphic organizer (students' copies)



Identifying Characteristics of Broadside and Determining Reasons to Support
Our Opinions about the American Revolution

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. Determining Reasons That Support Opinions: Guided Practice (15 minutes)B. Determining Reasons That Support Opinions: Independent Practice (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this half of the unit, students reread the Quaker broadside from the Mid Unit 3 Assessment and analyze this opinion piece as a model to guide the writing of their own broadsides. They read two versions of this model: a first draft and a final copy. The final copy is the actual authentic broadside students read as part of the Mid Unit 3 Assessment. Here in Lesson 5, they reread this authentic final copy of a broadside to determine how the reasons are grouped with evidence to support the opinion. In later lessons, students will read a “first draft” of the broadside (created by Expeditionary Learning for instructional purposes), and compare this draft with the actual final broadside, in order to determine how the broadside was revised and improved. Comparing a draft and final version will inform students’ revisions of their own broadsides.• In the opening of this lesson, students are introduced to the performance task prompt. In advance, review the separate performance task document on EngageNY.org (as part of the module level documents), in order to fully envision the task students are heading toward.• Before this lesson, pair students with a writing partner. They will work with this partner in a series of critique and feedback sessions to help revise their writing. Consider strategic partnerships where students writing and research skills are complementary to one another (ex. a student who enjoy adding creative details and voice to his or her writing, with one who is organized and able to draw on their research when writing).• In advance:<ul style="list-style-type: none">– Display the module guiding questions.– Review: Fist to Five Checking for Understanding technique (see Appendix).– Review: Whip Around/Go ‘Round in Checking for Understanding techniques (see Appendix).– Post: Learning targets.



Identifying Characteristics of Broadside and Determining Reasons to Support
Our Opinions about the American Revolution

Lesson Vocabulary	Materials
characteristics, broadsides, evidence, historical, opinion; valor, skillful	<ul style="list-style-type: none">• American Revolution Broadside rubric (one for display)• Document camera• Characteristics of Broadside anchor chart (from Lesson 3; for teacher reference; see supporting materials)• Quaker broadside: final copy (one new copy per student and one for display; see Teaching Notes)• Reasons/Evidence graphic organizer (two blank copies per student and one for display)• Equity sticks• Reasons/Evidence graphic organizer: Quaker broadside (completed, for teacher reference)• Reasons/Evidence graphic organizer: Patriot perspective (completed, for teacher reference)• “Be a Patriot because ...” anchor chart (from Unit 1, Lesson 3)• Notes and texts from Unit 1 (students’ copies)<ul style="list-style-type: none">– “Revolutionary War” and What Happened and Why graphic organizer (from Unit 1, Lesson 1)– “Incomplete Revolution” and Main Idea graphic organizer (from Unit 1, Lesson 7)– “Thomas Jefferson and the Declaration of Independence” and Close Reading note-catcher (from Unit 1, Lesson 9)• Writing folders (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that now that they have closely read and analyzed some opinion pieces, they are ready to start writing their own broadside about the American Revolution. Display the top half of page 1 of the American Revolution Broadside rubric using the document camera. Review the Performance Task Prompt with students:<ul style="list-style-type: none">* After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.• Post and read aloud the main long-term learning target for the performance task:<ul style="list-style-type: none">* “I can write a broadside stating my opinion on the American Revolution from a Patriot perspective.”• Explain that today’s learning targets will help students make progress toward this bigger target of their performance task. Post and read the day’s learning targets:<ul style="list-style-type: none">* “I can identify the characteristics of a broadside.”* “I can create reasons for my opinion on the American Revolution based on historical text and my notes.”• Address the targets by reviewing (one at a time) the words <i>characteristics</i>, <i>broadside</i>, <i>historical</i>, and <i>opinion</i>. Have students discuss the meaning of each target with a partner. Invite pairs to share out their thinking. Clarify the targets as necessary.	<ul style="list-style-type: none">• Help students to connect their analysis of broadsides (RI.4.8) to the performance task (W.4.1). While these standards are taught explicitly, they act to support students in reading like writers and writing like readers.• Asking students to review classroom expectations and make suggestions for improvement helps them to monitor their behavior. Students who struggle with group work may benefit from writing individualized goals and sharing them with their teacher and perhaps a trusted peer.



Work Time	Meeting Students' Needs
<p>A. Determining Reasons That Support Opinions: Guided Practice (15 minutes)</p> <ul style="list-style-type: none">• Let students know that over the next few lessons they will work together to analyze a model broadside that expresses the opinion of a Quaker during the American Revolution. Note that they will be looking more carefully at the same broadside they examined during the mid-unit assessment.• Take a minute to set the stage by describing the life of a Quaker in the American colonies during this time period. Say something like: "Try to imagine what it would be like to be a Quaker living in New York State in the 1770s. You came to the colonies from England because you were not allowed to practice your religion there. By now there are many people who are Quakers in the colonies, but many who are not. Quakers are peaceful and simple people. Now imagine that someone comes along and tells you that if you do not sign up to fight with the Patriots, you will be fined or jailed. What would you think? What might you do?"• Have students turn and talk about their opinion of the American Revolution if their perspective were that of a Quaker living in the colonies. Remind students to think about the guiding questions as they discuss (Why should we respect the opinions of others? How did a person's perspective help them to form an opinion about the American Revolution?).• Invite a few pairs to share what they think the opinion of a Quaker would be.• Let students know that for the model broadside, they will be analyzing the perspective of a Quaker who believes that you should not be involved with either army during the American Revolution.• Display a copy of the Quaker broadside on a document camera and distribute to students. Tell them to watch and listen as you find reasons and evidence for the opinion of one Quaker that one should not be involved in the American Revolution.• Zoom in on the first paragraph. Think aloud to find and underline the sentences that express the opinion.• Display and distribute a Reasons/Evidence graphic organizer to each student. Begin modeling by recording the opinion statement (see the Reasons/Evidence graphic organizer: Quaker broadside (completed, for teacher reference) in the supporting materials) onto the displayed graphic organizer.• Switch back to displaying the Quaker broadside: final copy. Continue reading aloud the second paragraph. Think aloud to find and underline the first reason that supports the opinion.• Switch back to the Reasons/Evidence graphic organizer and fill in the first reason box with something like: "One of our beliefs is to treat everyone equally."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Now tell students that you need to find some evidence that this reason is true. Invite students to reread the second paragraph of the Quaker broadside: final copy, looking for evidence that supports the reason that they should stay out of the war because they believe everyone should be treated equally.• After a few minutes, use equity sticks to call on students to share evidence. Listen for responses that identify evidence from the second paragraph.• Validate student responses and think aloud about the evidence that students identified to fill in the evidence boxes for Reason 1 on the Reasons/Evidence graphic organizer. (For example, "Yes 'everyone should be treated the same' is evidence for this reason. The text says 'each person is valued equally, so everyone should be treated the same' and that is what I will record on my graphic organizer as evidence.")• Repeat this process to identify reasons and evidence in the third and fourth paragraphs of the Quaker broadside, filling in the reasons and evidence boxes on the graphic organizer. Point out where students should record the source of the information (the Quaker broadside in this case) and explain that this column will be important when they begin to collect evidence for their own broadsides later in the lesson.• Have students fill in the evidence boxes for this reason on their own then collect their graphic organizers as a quick check for understanding on how students are able to identify evidence that supports reasons for an opinion. Use this information to determine which students may need more support in Work Time B or whether to continue Work Time B with additional modeling and guided practice.	



Work Time (continued)	Meeting Students' Needs
<p>B. Determining Reasons That Support Opinions: Independent Practice (35 minutes)</p> <ul style="list-style-type: none"> Place students with a partner. Tell students that it is now their turn to search for reasons that support their opinion for their broadside. Explain that they will all be supporting the Patriot perspective for their broadside. It will be their job to find reasons and evidence that support that. Distribute an another blank Reasons/Evidence graphic organizer to each student. Have the class write their opinion at the top of their graphic organizer. They should write something like: "Colonists should be Patriots." Explain to students that they just did this with the Quaker broadside. Tell students that their practice will go a little differently because they used just one text for the Quaker broadside, but will be using many texts from their research in Unit 1 for their broadside. On their graphic organizers, point out the "source" column and explain how this will look a bit different because they may gather evidence for one reason from two different texts. If necessary give an example using the Reasons/Evidence graphic organizer: Patriot perspective (for teacher reference; see supporting materials). Ask: <ul style="list-style-type: none"> * "What texts can you use to look for reasons that support your opinion?" Listen for students to name the "Be a Patriot because ..." anchor chart and texts read throughout the module. Give students 30 minutes to work with their partner to use the Be a Patriot anchor chart and their notes and texts from Unit 1 to find reasons that support that opinion and to fill in the evidence from the texts for those reasons. Circulate and support students in completing their individual Reasons/Evidence graphic organizer as needed. Prompt students by asking questions like: "Does that reason support the opinion that colonists should be Patriots?" 	<ul style="list-style-type: none"> Using students' Reasons/Evidence graphic organizers from Work Time A, determine whether they need additional support from you. If a significant portion of the class need support, consider modeling determining a reason from the Be a Patriot anchor chart and finding evidence in notes and texts from Unit 1, then continue the rest of Work Time B as guided practice. Another option is to pull a small invitational group and offer additional support for students who struggle with management of multiple materials or those who need support determining reasons and finding evidence in their notes and texts from Unit 1.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Go 'Round (5 minutes)</p> <ul style="list-style-type: none">• Call students together and invite them to think about one reason they wrote that supports the opinion that colonists should be Patriots.• Do a Whip-around/Go-'round, allowing each student to share one reason they found for colonists to be Patriots.• Take note of any students that have trouble with this as an informal assessment of the learning target: "I can create reasons for my opinion on the American Revolution based on historical texts and my notes."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



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Supporting Materials



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American Revolution Broadside Rubric

After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.

Learning Target: I can write a broadside stating my opinion on the American Revolution from a Patriot perspective. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my broadside that states my opinion clearly. (W.4.1a)	My introduction clearly states my opinion.	My introduction somewhat clearly states my opinion.	My introduction does not clearly state my opinion.
I can use historically accurate reasons and evidence to support my opinion. (W.4.1b)	I include at least three historically accurate reasons to support my opinion.	I include two historically accurate reasons to support my opinion.	I include one historically accurate reason to support my opinion.
I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	I develop my reasons with at least three details from my research.	I develop my reasons with two details from my research.	I develop my reasons with one detail from my research.
Word Choice			
I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)	I use at least four words from my research to write precise, historically accurate explanations.	I use two or three words from my research to write precise, historically accurate explanations.	I use less than two words from my research to write precise, historically accurate explanations.



American Revolution Broadside Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can group together reasons with related evidence in my broadside. (W.4.1a, W.4.1c)	<p>I include at least three linking words to connect my opinion to my reasons.</p> <p>The reasons in my broadside are grouped with related evidence.</p>	<p>I include two linking words to connect my opinion to my reasons.</p> <p>Some of the reasons in my broadside are grouped with related evidence.</p>	<p>I include one linking word to connect my opinion to my reasons.</p> <p>The reasons in my broadside are not grouped with related evidence.</p>
I can develop a conclusion that summarizes my opinion. (W.4.1d)	My conclusion summarizes my opinion.	My conclusion somewhat summarizes my opinion.	My conclusion does not summarize my opinion.
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2a, L.4.2c, L.4.3b)	<p>I correctly use capitalization in my writing.</p> <p>My sentences are complete.</p> <p>I can choose correct punctuation for ending my sentences.</p>	I have some mistakes with my capitalization and punctuation or some incomplete sentences.	I have many mistakes with my capitalization and punctuation or many incomplete sentences.
I can spell grade-appropriate words correctly. (L.4.2d)	I have no misspelled words in my writing and use references when I need to.	I have misspelled some words.	I have many misspelled words.



Characteristics of Broadside Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Characteristics of Broadside

Broadside are ...

... posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause

Broadside ... *(note: the list generated with students during the Closing and Assessment may look something like the following:)*

- * Share an opinion on an event or topic
- * Give reasons and evidence to support the opinion
- * Try to convince the reader of something
- * Share details about news or an event
- * Have words in bold, italics, or all capital letters
- * Have large headlines
- * Have the introduction paragraph stand alone
- * Have columns
- * Have dates and location
- * Include “printed by ...” or “by ...”
- * Start with words like “gentlemen” or “sir”



Quaker Broadside: Final Copy

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:

Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." *The New Book of Knowledge*. Grolier Online, 2013. Web. 11 Dec. 2013.

Our First Friends, The Early Quakers; from *The Pennsylvania Historical & Museum Commission*.

http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends,_the_early_quakers/924490.

Practicing Peace by Sylvia Whitman; **Cobblestone**, Nov-Dec 2008 v29 i9 p2(3).

Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.

Rebellion: 1774–1775; from The National Humanities Center.

<http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.



Reasons/Evidence Graphic Organizer

Opinion _____

Reason 1:	
Evidence:	Source:
Reason 2:	
Evidence:	Source:
Reason 3:	
Evidence:	Source:



Reasons/Evidence Graphic Organizer: Quaker Broadside
(Completed, For Teacher Reference)

Opinion: Colonists should stay uninvolved in the American Revolution because it goes against our beliefs.

Reason 1:	
One of our beliefs is to treat everyone equally.	
Evidence:	Source:
each person is valued equally, so everyone should be treated the same	Quaker broadside
they believed in simple worship, honesty, and equality	Quaker broadside
Reason 2:	
One of our beliefs is nonviolence.	
Evidence:	Source:
paying taxes that go toward the military is the same as supporting the army, which goes against our beliefs	Quaker broadside
refused to join the Patriot army or support/contribute to the war—we oppose violence, and fighting for either side will mean having to hurt or kill others	Quaker broadside
Reason 3:	
One of our beliefs is to not take any oaths.	
Evidence:	Source:
believed oaths were forbidden by the Bible—thought if you always told the truth, swearing to do so wasn't necessary	Quaker broadside
refuse to take any oaths of allegiance, even if it leads to being fined, put into prison, or condemned as Loyalists and traitors	Quaker broadside



Reasons/Evidence Graphic Organizer: Patriot Perspective
(Completed, For Teacher Reference)

Opinion: Colonists should be Patriots.

Reason 1:	
The British soldiers are attacking the colonists and we need to fight back.	
Evidence:	Source:
Boston Massacre	"Incomplete Revolution"
Battle at Lexington	"Revolutionary War"
Reason 2:	
The British have taken away the colonists' personal property and liberty.	
Evidence:	Source:
Boston Harbor has been closed	"Revolutionary War"
Taxes on tea, paper, etc.	"Revolutionary War"
Reason 3:	
Colonists should be able to govern themselves.	
Evidence:	Source:
"All men are created equal" and have the right to "life, liberty, and the pursuit of happiness"	"Thomas Jefferson and the Declaration of Independence"
The colonies are used to running their own affairs	"Revolutionary War"