



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3B: Unit 3: Lesson 7**

## **Drafting a Broadside 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)

a. I can group together reasons with related evidence in my opinion piece.

I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

I can effectively participate in a conversation with my peers and adults. (SL.4.1)

**Supporting Learning Targets**

- I can write a broadside stating my opinion on the American Revolution.
- I can use historically accurate reasons and evidence to support my opinion about the American Revolution.
- I can group together reasons with related evidence in my broadside.
- I can give kind, helpful, and specific feedback to my critique partner.

**Ongoing Assessment**

- American Revolution Broadside graphic organizers
- Drafts of American Revolution broadside



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Peer Critique on Plans: Focused on Historical Accuracy and Grouping Reasons and Evidence (15 minutes)</li><li>B. Reviewing Characteristics of Broadside and Strong Paragraphs (5 minutes)</li><li>C. Drafting American Revolution Broadside (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing and Debrief (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students write their first draft of their American Revolution broadsides. They receive feedback on historical accuracy and the grouping of reasons and evidence in their graphic organizers from a peer and then proceed to draft.</li><li>• The supporting materials include the Quaker broadside: first draft as an option for you to use if additional modeling is needed; it will also be used in future lessons as a model for revisions.</li><li>• Note that Lesson 11 is dedicated to having students publish their work in a computer lab. The lessons leading up to this lesson assume this drafting will be done with pencil and paper. However, if you have students word-process throughout their drafting, they will have to print off a draft for critique, feedback, and annotating revisions. See lesson notes throughout the rest of the unit to prepare accordingly.</li><li>• In advance: Prepare on chart paper the Critique Protocol anchor chart (see supporting materials or use the version created in Module 2A, Unit 3, Lesson 7); decide whether students will draft on the computer or on paper.<ul style="list-style-type: none"><li>– Review: Peer Critique protocol (see Appendix).</li><li>– Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
opinion, specific, critique, historically accurate, reasons, evidence	<ul style="list-style-type: none"> <li>• Equity sticks</li> <li>• Critique Protocol Norms anchor chart (from Module 2A, Unit 3, Lesson 7, or see supporting materials for a model to create)</li> <li>• American Revolution Broadside Rubric anchor chart (from Lesson 6)</li> <li>• American Revolution Broadside graphic organizer (from Lesson 6; one per student)</li> <li>• Research folder (from Unit 1, Lesson 1 )</li> <li>• Characteristics of Broadside anchor chart (from Lesson 3)</li> <li>• Notebook paper or computers for drafting (enough for each student)</li> <li>• Writing folder (from Lesson 2)</li> <li>• Quaker broadside: first draft (for teacher reference)</li> <li>• Index cards (standard size, one per student )</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post and read aloud the following learning targets: <ul style="list-style-type: none"> <li>* “I can write a broadside stating my opinion on the American Revolution.”</li> <li>* “I can use historically accurate reasons and evidence to support my opinion about the American Revolution.”</li> <li>* “I can group together reasons with related evidence in my broadside.”</li> <li>* “I can give kind, helpful, and specific feedback to my critique partner.”</li> </ul> </li> <li>• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking. Then cold call students using the <b>equity sticks</b>.</li> <li>• All of these targets should be familiar to students. They have been focused on the first three targets for the past several lessons. The last is a target used for critique sessions in Modules 1 and 2. Have students share what they recall about this target. Clarify as needed and explain that the class will review the critique process more thoroughly in a moment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Peer Critique on Plans: Focused on Historical Accuracy and Grouping Reasons and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the main components of a successful critique on the <b>Critique Protocol Norms anchor chart</b> (see teaching notes and supporting materials of this lesson for preparing this anchor chart).<ul style="list-style-type: none"><li>– Be kind</li><li>– Be specific</li><li>– Be helpful</li><li>– Participate</li></ul></li><li>• Tell students that today they will critique their writing partner's broadside plans to help them prepare for writing their first draft. They will focus their feedback using the <b>American Revolution Broadside Rubric anchor chart</b>.</li><li>• Explain that for today their feedback will focus only on learning targets 2 and 5 from the rubric: "I can use historically accurate reasons and evidence to support my opinion about the American Revolution," and "I can group together reasons with related evidence in my broadside."</li><li>• Review the criteria for "Meets" on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas.</li><li>• Ask students to get out their <b>American Revolution Broadside graphic organizer</b>, their <b>Unit 1 texts</b>, and their <b>research folder</b>. Place students with their writing partners (established in Lesson 6). Explain that they will have 5 minutes each to critique and take notes. Those being critiqued should make notes about changes or revisions directly on their graphic organizers. Circulate and support partnerships in keeping their critique kind and focused.</li></ul>	<ul style="list-style-type: none"><li>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li><li>• Students should be comfortable with the routine of peer critique from their experiences in Modules 1 and 2. However, you may consider modeling with your plans from the American Revolution Broadside graphic organizer: Quaker model in Lesson 6 if your students need more practice with peer critique before working with a partner.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reviewing Characteristics of Broadside and Strong Paragraphs (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Characteristics of Broadside anchor chart</b> next to the American Revolution Broadside rubric anchor chart and gather students back together.</li><li>• Ask the class to examine the broadside plans for the Quaker perspective. Briefly review the following with students:<ul style="list-style-type: none"><li>* “How many paragraphs do you have planned?”</li><li>* “What should each paragraph contain, based on your plans and what you know about the characteristics of broadsides?”</li><li>* “What are the features of a strong paragraph?” (Topic sentence, details, and concluding sentence.)</li><li>* “What are the features of opinion writing?” (State opinion, share reasons, support each reason with facts and evidence.)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• If your class needs more explicit instruction on paragraph writing, expand this area of the lesson to include more modeling with the Quaker Broadside: first draft, comparing the plan from Lesson 6 to the draft (see supporting materials). Another option is to pull a small group during Work Time C to provide more direct support with the drafting process.</li></ul>
<p><b>C. Drafting American Revolution Broadside (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that the first draft broadsides they will now complete need not be perfect. They should reference the rubric when drafting, but shouldn't worry about meeting every learning target at this point. Request that they pay special attention to learning targets 2 and 5 from the rubric and use their partner's feedback to guide the drafting process.</li><li>• Students should spend the next 25 minutes writing their first drafts, using <b>notebook paper or computers for drafting</b>. Circulate and support as needed. Be sure to confer with students you observed struggling in Lesson 6. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar; they will edit for these toward the end of the writing process. The supporting materials include the <b>Quaker broadside: first draft</b> as an option for teachers to use if additional modeling is needed.</li><li>• After 25 minutes, have students put their drafts and materials in their <b>writing folder</b>.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing and Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to share their drafts with their writing partners. They should focus on sharing what they accomplished during Work Time C; no critique should be given at this time. Give students 5 minutes to share.</li><li>• Explain that it has been a while since they participated in a critique session and that they may feel a bit rusty. Tell them that today for an exit ticket you would like them to reflect on the fourth learning target alone, so that they can set goals for their next critique session.</li><li>• Distribute an <b>index card</b> to each student for the exit ticket. Explain that they will be recording their thinking on their card. Ask students to do the following:<ol style="list-style-type: none"><li>1. "On the front of the card, record your name at the top and write the learning target: 'I can give kind, helpful, and specific feedback to my critique partner.'"</li><li>2. "On the front of the card, write a personal reflection answering the questions: 'Did you meet the learning target? What is your evidence?'"</li><li>3. "On the back, write a class evaluation answering the questions: 'How did the class do with giving kind, helpful, and specific feedback? What is your evidence?'"</li></ol></li><li>• Give students 5 minutes to complete their exit slips. Collect and use as an informal assessment of the learning target.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with following multiple step directions, consider displaying these directions using a document camera or an interactive whiteboard system. Another option is to type up these instructions for students to have in hand.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul> <p><i>Note: Review students' American Revolution broadside drafts and give specific feedback on the following learning targets on the rubric: "I can use historically accurate reasons and evidence to support my opinion about the American Revolution" and "I can group together reasons with related evidence in my broadside."</i></p> <p><i>Consider writing your feedback on sticky notes instead of directly on students' papers. This will allow them space for their own annotations during the revision process and is respectful of their work as a writer. Students will be able to revise based on your feedback and that of their peers the next time they draft.</i></p>	



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## Supporting Materials



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### Critique Protocol Norms Anchor Chart

**Be Kind:** Treat others with dignity and respect.

**Be Specific:** Focus on why something is good, or what, particularly, needs improvement.

**Be Helpful:** The goal is to help everyone improve his or her work.

**Participate:** Support one another. Your feedback is valued!

#### **Directions:**

1. Author and listener: Review area of critique focus from the rubric.
2. Author: Reads his or her piece.
3. Listener: Gives feedback based on rubric criteria: "I like how you \_\_\_\_\_. You might consider \_\_\_\_\_."
4. Author: Records feedback.
5. Author: Says, "Thank you for \_\_\_\_\_. My next step will be \_\_\_\_\_."
6. Switch roles and repeat.



**Quaker Broadside: First Draft**  
(For Teacher Reference)

**Violence Is Not the Answer!**

It is important to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers. As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both sides. People from both sides are pressuring us to take oaths. They want us to say we are loyal. They are threatening fines or prison if we do not.

One of our beliefs is living a simple life. Equality means we believe each person in this world is valued equally. It means 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. If we do that, it will lead to violence. Do not take an oath for the Patriot cause! 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 it means you may be fined, put into prison, or called Loyalists and enemies. It goes against everything we believe in. Do not do it!

**Stay out of the war!**