



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 11

Publishing American Revolution Broadsides



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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. (W4.1)

I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)

With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

- I can write a broadside stating my opinion on the American Revolution from the Patriot perspective.
- I can correct conventions based on editing notes on my writing and online reference resources.
- I can publish a typed version of my broadside.

Ongoing Assessment

- Revised American Revolution broadside drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Gallery Walk: Reexamining Broadside from the Revolutionary War (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Modeling: Using Technology to Publish (10 minutes)Independent Work and Conferring (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Prepare for your end of unit assessment by doing the following:<ol style="list-style-type: none">Reread the “Loyalists” text from Unit 1.Review your notes in your research folder about Loyalists.Review the American Revolution Broadside rubric.	<ul style="list-style-type: none">This lesson is similar to Module 2A, Unit 3, Lesson 15 and Module 2B, Unit 3, Lesson 14. It represents the final publication of students’ performance task.In the Opening of this lesson, students re-examine the broadsides they studied in the beginning of this unit, now focusing on the visuals that some broadsides included. It is an option for students after they finish typing their broadside to decorate their boarders with visuals that symbolize their opinion. This portion of the lesson can be extended or omitted based on teacher preference. It is included here as an option so students’ finished work will more closely resemble the broadsides of the time period. You may also consider allowing students to select from a choice of fonts similar to those of the time period.This lesson is largely dependent on each student having access to a computer, online dictionary, and a printer. If students have already typed their second draft on the computer, the timing of this lesson will work well. If students have not yet started typing, consider giving them additional time to word-process their final copies.If your class lacks sufficient technology, consider modifying this lesson to use standard print dictionaries and focus students on using neat handwriting to create a polished final copy of their broadsides.Students may need additional time for typing.In advance:<ul style="list-style-type: none">Prepare the Steps for Publishing My Broadside chart (see supporting materials).Review: Gallery Walk (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
publish	<ul style="list-style-type: none">• Broadside for the Gallery Walk, #1-8 (from Lesson 3)• Teacher computer• Online dictionary (www.dictionary.com or http://www.wordcentral.com)• LCD projector• Printer and printer paper• American Revolution Broadside rubric chart (completed in Lesson 10 and typed; one per student)• Steps for Publishing My Broadside chart (for teacher reference)• American Revolution broadside drafts (from Lesson 7)• Computers for students (see teaching notes)



Opening	Meeting Students' Needs
<p>A. Gallery Walk: Reexamining Broadside from the Revolutionary War (10 minutes)</p> <ul style="list-style-type: none">• Post the Broadside for the Gallery Walk, #1-8 for a second Gallery Walk. Review the expectations for a silent Gallery Walk. Tell students that you would like them to examine the broadside as they did earlier in this module, but this time thinking about the following prompt:<ul style="list-style-type: none">* What do you notice about how these broadside look?• Give students 5 minutes to examine the broadside. Then gather students together. Call on a few students to share their responses to the prompt.• Listen for them to notice that the broadside are typed (not handwritten) and often contain visuals.• Ask:<ul style="list-style-type: none">* “Why do you think the authors of these broadside typed them and included visuals?”• Explain to students that having a polished and visually appealing piece of writing can make it easier to read and eye-catching. Today they will work on making their broadside polished by typing them up on the computer and, if they wish, by including visuals that represent the opinions in their broadside.• If you allow students to include a visual, select a broadside and discuss how the visuals communicate and complement the message contained in the writing. Ask students to suggest visuals that may complement the Patriot perspective and prompt them to support their suggestions with details from their research.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets. Circle the word <i>publish</i> and ask students to turn to a partner and share what they remember about this word and its meaning from writing their narratives. Call on a few students to share their partner’s thinking.• Ask:<ul style="list-style-type: none">* “What references can you use to check the meaning of this word?”• Some answers might include: dictionary, Google, peers, or the teacher. Tell them that today they will use a computer as both a reference and to publish their broadside.	



Work Time	Meeting Students' Needs
<p>A. Modeling: Using Technology to Publish (10 minutes)</p> <ul style="list-style-type: none"> Ask students to sit where they can see the projection of your teacher computer. Let them know that today is the day they prepare their work to make it public—in other words, to publish it. Project the online dictionary www.dictionary.com or www.wordcentral.com on an LCD projector. Tell students that you are using this online resource to check their thinking about the word <i>publish</i>. Type the word <i>publish</i> into an online dictionary and read the definitions to the class and have students turn to a partner and explain what it means to <i>publish</i> something in their own words. Have a few pairs share their thinking. Set purpose: Remind students that they will share their published broadsides with their classmates. Tell them that to publish their broadsides, they need to ensure everything is complete and correct. Today they will have time to polish their writing. Remind them that they now have an edited draft complete with their revised beginning and ending. It is on this draft that they will correct their conventions. Demonstrate how to use the online dictionary for misspellings. Show students how to scroll down and check for possible correct spellings by checking the definitions. Distribute the now-typed version of the American Revolution Broadside rubric chart. Explain to students that you have taken the rubric anchor chart and typed it up for reference as they prepare to publish. Post the Steps for Publishing My Broadside chart. <ol style="list-style-type: none"> Read your draft and correct conventions based on editing notes. Check your broadside one last time using the American Revolution Broadside rubric. Type up your draft to include all corrections and revisions. *Optional: Decorate the border of your broadside with visuals that represent your opinion. 	<ul style="list-style-type: none"> If using a conventional printed dictionary, you may want to review searching for a word using alphabetical order. If possible, expand the audience to include others who are not a part of the class (i.e., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations in Lesson: Reflecting on Writing Broadside: Author's Chair in the teaching notes.
<p>B. Independent Work and Conferring (30 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their American Revolution broadside drafts and move to a computer to begin work following the Steps for Publishing My Broadside chart. Confer with students as needed and when they decide they are finished. Ask students to add a footer to their paper with their full name. This avoids confusion when they print their papers. 	<ul style="list-style-type: none"> Some students who have difficulty spelling may have a hard time finding correct spellings for severely misspelled words. Keep these students in mind when conferring. Depending on the pace, students may need additional time for typing.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students as a whole group. Reread the learning targets.• Tell them that in the next lesson, they will demonstrate their ability to write opinions supported by reasons and evidence in an on-demand assessment. This means they will take all of the skills and knowledge they have gained over the past several weeks to plan and write another broadside, this time from the perspective of a Loyalist. Instead of having several weeks to write and revise, they will be asked to do this in one class period.• Assure them that they are ready for this “on my own” assessment. They have just finished their broadsides and are now well prepared to write opinions supported by reasons and evidence. Explain that they will be able to use the Be a Loyalist anchor chart, their notes and texts from Unit 1, and the American Revolution rubric chart to help them.• Explain that in the lesson that follows the assessment, they will celebrate their learning as readers, researchers, and writers by sharing their published broadsides in an activity called Author’s Chair Celebration. Tell them they will read these published broadsides to one another and reflect on the writing process.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Prepare for your end of unit assessment by doing the following:<ol style="list-style-type: none">1. Reread the “Loyalists” text from Unit 1.2. Review your notes in your research folder about Loyalists.3. Review the American Revolution Broadside rubric chart.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 11

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Steps for Publishing My Broadside Chart
(For Teacher Reference)

(Directions for teacher: Prepare a chart paper with the following directions for students.)

Steps for Publishing My Broadside:

1. Read your draft and correct conventions based on editing notes.
2. Check your broadside one last time using the American Revolution Broadside rubric.
3. Type up your draft to include the corrections and revisions.
4. *Optional: Decorate the border of your broadside with visuals that represent your opinion.