



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Overview



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In this module, students explore perspectives in the American Revolution. Students study reasons why the 13 American colonies decided to declare independence, how colonists' opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. After a study of these various perspectives, students construct an opinion piece proclaiming reasons to be a Loyalist or a Patriot. In Unit 1, students build background knowledge on the war itself through close readings of several informational texts. Students will read closely to practice drawing inferences as they begin to think about what events happened in the war and why they happened. They also begin to gather evidence on the perspectives of the Patriots and Loyalists. In Unit 2, students will read the historical fiction play, *Divided Loyalties*, to deepen

their understanding of the Patriot and Loyalist perspectives. Drawing on their background knowledge about the Revolutionary War (from Unit 1), students will read the text closely, focusing on how one's perspective influences one's opinion as well as how one's perspective can change over time. Unit 3 allows students to synthesize their research of the Revolutionary War from Unit 1 and their analysis of perspectives from Unit 2 in a final performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier). To prepare for this task, students will study broadsides from the Revolutionary period and analyze examples of contemporary opinion writing. **This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W4.5, W.4.7, L.4.2a, c and d, and L.4.3.**

Guiding Questions And Big Ideas

- **How does a person's perspective influence her or his opinion?**
- **Why should we respect the opinions of others?**
- *American colonists had different perspectives on fighting for independence from Great Britain.*
- *Black colonists and slaves had unique and different perspectives on the fight for American independence.*

Performance Task

American Revolution Broadside

This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final broadsides to the class or another audience. **This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W4.5, W.4.7, L.4.2a, c and d, and L.4.3.**



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.

- Students will examine issues of political and economic rights that led to the American Revolution.
- Students will examine the importance of New York as a center of Loyalist support, the English plan to gain control of New York and why it failed.
- Students will investigate the strategically important battles of Long Island and Saratoga.
- Students will investigate why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none">• RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text.• I can make inferences using specific details from text.
<ul style="list-style-type: none">• RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none">• I can determine the theme of a story, drama, or poem.• I can summarize a story, drama, or poem.
<ul style="list-style-type: none">• RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none">• I can describe a story's character, setting, or events using specific details from the text.
<ul style="list-style-type: none">• RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none">• I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions).• I can describe the differences in structure of poems, drama, and prose.
<ul style="list-style-type: none">• RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none">• I can compare and contrast different narrators' points of view.



CCS Standards: Reading—Informational	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text.• I can make inferences using specific details from the text.
<ul style="list-style-type: none">• RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none">• I can determine the main idea using specific details from the text.• I can summarize informational text.
<ul style="list-style-type: none">• RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none">• I can explain the main points in a historical, scientific, or technical text, using specific details in the text.
<ul style="list-style-type: none">• RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none">• I can determine the meaning of academic words or phrases in an informational text.• I can determine the meaning of content words or phrases in an informational text.
<ul style="list-style-type: none">• RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none">• I can describe the organizational structure in informational text (chronology, comparison, cause/effect, problem/solution).
<ul style="list-style-type: none">• RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none">• I can explain how an author uses reasons and evidence to support particular points in a text.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. <ul style="list-style-type: none"> a. I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece.
<ul style="list-style-type: none"> W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> With support from peers and adults, I can use the writing process to produce clear and coherent writing.
<ul style="list-style-type: none"> W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none"> W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 	<ul style="list-style-type: none"> I can choose evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Choose words and phrases to convey ideas precisely.b. Choose punctuation for effect.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<ul style="list-style-type: none">• I can express ideas using carefully chosen words.• I can choose punctuation for effect in my writing.• I use formal English when appropriate.
CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts.<ul style="list-style-type: none">a. I can prepare myself to participate in discussions.a. I can draw on information to explore ideas in the discussion.b. I can follow our class norms when I participate in a conversation.c. I can ask questions that are on the topic being discussed.c. I can answer questions about the topic being discussed.c. I can connect my questions and responses to what others say.d. After a discussion, I can explain what I understand about the topic being discussed.



Texts

1. “Revolutionary War,” *The New Book of Knowledge*, Grolier Online. (Lexile 690)
2. “Loyalists,” *The New Book of Knowledge*, Grolier Online. (Lexile 730)
3. Thomas Flemming, “Private Yankee Doodle,” in *Boys’ Life*, July 2003. (Lexile 900)
4. Amy Miller, “An Incomplete Revolution” in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
5. Kathy Wilmore, “Thomas Jefferson and the Declaration of Independence,” in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)
6. Gare Thompson, *Divided Loyalties: The Barton Family during the American Revolution* (Monterey, CA: National Geographic School Publishing, 2006), ISBN: 978-0792258674. (L600–800)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Perspectives on the American Revolution: Building Background Knowledge			
Weeks 1-2	<ul style="list-style-type: none">• Using Mystery Pictures and Texts to Discover the Topic: American Revolution• Reading an Informational Text: Getting the Gist of the American Revolution• Explaining What Happened and Why: Rereading “Revolutionary War?”• Reading an Informational Text: Reading about the Loyalist Perspective• Determining the Main Idea and Supporting Details: Reading About the Loyalist Perspective	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can summarize informational or persuasive text. (RI.4.2)• I can explain the main points in a historical text, using specific details in the text. (RI.4.3)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	<ul style="list-style-type: none">• Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War (RI.4.1 and RI.4.2)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-2, continued	<ul style="list-style-type: none">• Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War• Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution• Close Reading: Learning about the Declaration of Independence	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can summarize informational or persuasive text. (RI.4.2)• I can explain the main points in a historical text, using specific details in the text. (RI.4.3)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can describe the organizational structure in an informational text. (RI.4.5)	<ul style="list-style-type: none">• End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence (RI.4.3, RI.4.4, and RI.4.5)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Digging Deeper into Perspectives through Literature			
Weeks 3-4.5	<ul style="list-style-type: none"> Preparing to Read the Play <i>Divided Loyalties</i> Summarizing Literature and Making Inferences Close Reading of an Excerpt of the Declaration of Independence Introduction to Discussing Literary Text Reading Drama Aloud for Fluency 	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) I can summarize a story, drama, or poem. (RL.4.2) I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5) I can read fourth-grade-level texts with purpose. (RF.4.4a) I can read fourth-grade-level texts with fluency. (RF.4.4b) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) I can draw on information to explore ideas in the discussion. (SL.4.1a) I can prepare myself to participate in discussions. (SL.4.1a) 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) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (RL.4.1, RL.4.5, L.4.4a, and L.4.4c)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-4.5, continued	<ul style="list-style-type: none"> • Close Reading of an Excerpt of the Declaration of Independence • Introduction to Discussing Literary Text • Reading Drama Aloud for Fluency • Story Mapping and Summarizing <i>Divided Loyalties</i> 	<ul style="list-style-type: none"> • I can summarize a story, drama, or poem. (RL.4.2) • 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 draw on information to explore ideas in the discussion. (SL.4.1a) • I can prepare myself to participate in discussions. (SL.4.1a) • I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6) <ul style="list-style-type: none"> a. I can read fourth-grade-level texts with purpose. b. I can read fourth-grade-level texts with fluency. c. I can use clues in the text to check my accuracy. d. I can reread to make sure that what I'm reading makes sense. • I can use context to help me to determine what a word or phrase means. (L.4.4a) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i> (RL.4.2, RL.4.3, RF.4.4, and SL.4.1)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 4.5-7.5	<ul style="list-style-type: none">• Introduction the Performance Task a Broadside Expressing an Opinion about the American Revolution• Reading and Analyzing Opinion Pieces• Identifying Characteristics of Broadside	<ul style="list-style-type: none">• I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b)• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, and W.4.9b)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 4.5-7.5, continued	<ul style="list-style-type: none"> Identifying Characteristics of Broadside Determining Reasons to Support Opinions about the Revolution Grouping Reasons with Evidence from Research Drafting a Broadside Revising for Organization: Grouping Reasons with Evidence Revising for Organization: Introductions and Conclusions Reviewing Conventions and Editing 	<ul style="list-style-type: none"> 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 write an opinion piece that supports a point of view with reasons and information. (W.4.1) 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) 	
	<ul style="list-style-type: none"> Publishing American Revolution Broadside Author's Chair Celebration 	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Part 1: Planning and Drafting a Broadside, Part 2: Revising to Create a Polished Broadside (W.4.1 and W.4.4)



Preparation and Materials

- Throughout this module, students will complete various note-catchers to capture their thinking about the texts they will read closely. These note-catchers will be useful to students as they write their opinion letters for the performance task in Unit 3. To help students stay organized, have them keep a folder for all of their note-catchers throughout the module. This folder can serve as a research folder, as many texts used in Units 1 and 2 will be key resources for their writing in Unit 3. Help students organize this folder by explicitly teaching an organizational strategy (such as dating all papers and placing them in the folder with the oldest at the back and the newest at the front or labeling each note-catcher with a “topic heading” and clipping like topics together).
- This folder may also serve as a “word warehouse” of sorts. Students will collect words from their reading throughout Units 1 and 2 in a vocabulary notebook. These words may be useful domain-specific or academic vocabulary as students write their opinion pieces in Unit 3. It may be helpful to keep this vocabulary notebook on one side of the folder and note-catchers on the other side.
- **Social Studies Connections:** Unit 1 of this module is designed with the assumption that students do not have extensive background knowledge about the American Revolution. Therefore in Lessons 1-3 students build background knowledge by engaging in a gallery walk of primary source documents, then read an article outlining of the causes and events of the Revolutionary War. If students have already studied the American Revolution in social studies, you may consider condensing these three lessons. Starting in Lesson 3 students learn and document different perspectives on the Revolutionary War. They read about and collect evidence of reasons individuals sided with the Patriots or why wished to remain loyal to the British. This close examination various perspectives will serve to prepare students for the performance task for this module (an opinion piece on the Revolutionary War) and should enrich prior study of this time period.
- **Independent Reading:** Each unit in this module is accompanied by a list of recommended texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as teacher read-alouds to entice students to new books, and as an ongoing homework expectation. For support and suggestions for setting up a system for accountable independent reading, see the Independent Reading Sample Plan and Importance of a Volume of Reading document in the Foundational Reading and Language Resource Package for Grades 3-5.



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Grade 4: Module 3B: Assessment Overview



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Final Performance Task	<p>American Revolution Broadside</p> <p>This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final broadsides to the class or another audience. This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W4.5, W.4.7, L.4.2a, c and d, and L.4.3.</p>
Mid-Unit 1 Assessment	<p>Reading and Answering Questions about the Revolutionary War</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, and RI.4.4. Students read an informational text about the Revolutionary War. They answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text and write a summary.</p>
End of Unit 1 Assessment	<p>Reading and Answering Questions about the Declaration of Independence</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.</p>



Mid-Unit 2 Assessment	<p>Reading and Answering Questions about <i>Divided Loyalties</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1, RL.4.5, L.4.4a, and L.4.4c. Students read a new scene from <i>Divided Loyalties</i>. They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. They also identify the parts of a drama.</p>
End of Unit 2 Assessment	<p>Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i></p> <p>This three-part assessment centers on NYSP12 ELA CCLS RL.4.2, RL.4.3, RF.4.4, and SL.4.1 and takes place during Lessons 9 and 10. In the first part of the assessment, students prepare for and discuss the following 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 <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not? During their discussion, students must use evidence from the text to support their answers. Then in Parts 2 and 3 students answer questions to analyze a scene from the play. They then summarize this scene and read it aloud to demonstrate their fluency.</p>
Mid-Unit 3 Assessment	<p>Planning for and Drafting a Narrative Introduction</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.3a and d, and W.4.4. Students will write a first draft beginning to their choose-your-own-adventure narrative. Students will use their narrative graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and coming events of their story. Students’ use of sensory details and of facts and details from their research will also be assessed.</p>
End of Unit 3 Assessment	<p>(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3. Students will plan, draft, and revise a new broadside about the American Revolution from the perspective of a Loyalist. In Part I, students will plan for their writing by rereading various texts from Unit 1 and revisiting notes in their research journals to develop reasons for their opinion and gather evidence to support these reasons. They then will complete a draft of their broadside. In Part II, students will revise to create a polished broadside based on the American Revolution Broadside rubric created in this module.</p>



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Grade 4: Module 3B: Performance Task



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Summary of Task

This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final broadsides to the class or another audience. **This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W4.5, W.4.7, L.4.2a, c and d, and L.4.3.**

Format

American Revolution Broadside

The format of the broadside will be based on study of actual broadsides from the time period studied.

The broadside will be research-based.

One planning, drafting, and revising will be scaffolded (during Unit 3 instruction).

The final broadside will be presented to the class or other audience.

Standards Assessed through This Task

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- L.4.2a Use correct capitalization.
- L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Student-Friendly Writing Invitation/Task Description

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.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your Broadside should include:

- A clear opinion statement
- Clear organizational structure that groups related ideas
- Historically accurate reasons that support opinion
- Historically accurate vocabulary
- Linking words and phrases to connect reasons and evidence
- A concluding statement that restates your opinion



Options for Students

- Students will write their broadsides individually. They will use their research notes to plan their broadsides.
- Students might have a partner to assist as they work on their broadsides, but the broadside will be an individual's product.
- Student broadsides could be various lengths, shorter for those for whom language is a barrier.
- Students could present their broadsides to their own class as practice for presenting to others in the school community.

Options for Teachers

- Students may present their broadsides to their own class, to other classes in the school, or to parents or other adults.
- Student broadsides could be accompanied by illustrations.
- Student broadsides could be displayed in the room, in the school library, or in the community to enhance student motivation with the potential authentic audiences.

Resources and Links

Broadside Images:

- http://www.masshist.org/revolution/image-viewer.php?item_id=467&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1
- http://www.masshist.org/revolution/image-viewer.php?item_id=498&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1
- http://www.masshist.org/revolution/image-viewer.php?item_id=497&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1
- <http://www.loc.gov/pictures/resource/cph.3a45071/>
- [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+10800500\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+10800500))&linkText=0)
- <http://www.loc.gov/pictures/resource/cph.3b01290/>
- <http://www.loc.gov/pictures/resource/cph.3b24838/>



Central Text and Informational Texts

1. "Revolutionary War." *The New Book of Knowledge*. Grolier Online, 2013. Web. 16 May. 2013. (Lexile 690)
2. "Loyalists," *The New Book of Knowledge*, Grolier Online. (Lexile 730)
3. Amy Miller, "An Incomplete Revolution" in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
4. Kathy Wilmore, "Thomas Jefferson and the Declaration of Independence," in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)
5. Gare Thompson, *Divided Loyalties: The Barton Family during the American Revolution* (Monterey, CA: National Geographic School Publishing, 2006), ISBN: 978-0792258674. (L600–800)



EXPEDITIONARY
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Grade 4: Module 3B: Unit 1: Overview



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Unit 1: Perspectives on the American Revolution: Building Background Knowledge

In this unit, students will explore colonial perspectives on the Revolutionary War. Students will read and analyze short informational texts and primary source documents to build background knowledge about the American Revolution and the reasons colonists became either Patriots who fought for independence, or Loyalists who fought to remain a part of Great Britain. In the beginning of the unit, students read about the events leading up to and concluding the American Revolution and create a timeline to build background knowledge on the topic.

Then, they move on to read various texts to determine reasons why American colonists chose to be Patriots or Loyalists. They go on to read about African American colonists and slaves and the reasons they fought for either the Patriots or the British. Finally, students read about the Declaration of Independence to learn more about the argument Thomas Jefferson and the founding fathers made for independence. This sets the stage for reading the play *Divided Loyalties* in Unit 2, where these perspectives on the war are brought to life for students through historical fiction.

Guiding Questions and Big Ideas

- **How does a person's perspective influence her or his opinion?**
- **Why should we respect the opinions of others?**
- *American colonists had different perspectives on fighting for independence from Great Britain.*
- *African American colonists and slaves had unique and different perspectives on the fight for American independence.*

Mid-Unit 1 Assessment

Reading and Answering Questions about the Revolutionary War

This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, and RI.4.4. Students read an informational text about the Revolutionary War. They answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text and write a summary.

End of Unit 1 Assessment

Reading and Answering Questions about the Declaration of Independence

This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

NYS Social Studies Core Curriculum:

- Standard 1—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Texts

1. “Revolutionary War,” *The New Book of Knowledge*, Grolier Online. (Lexile 690)
2. “Loyalists,” *The New Book of Knowledge*, Grolier Online. (Lexile 730)
3. Thomas Flemming, “Private Yankee Doodle,” in *Boys’ Life*, July 2003. (Lexile 900)
4. Amy Miller, “An Incomplete Revolution” in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
5. Kathy Wilmore, “Thomas Jefferson and the Declaration of Independence,” in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Using Mystery Pictures and Texts to Discover the Topic: American Revolution	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can actively listen and share in discussions with my peers. I can make inferences based on information from pictures and text. I can support my inferences with details and examples from pictures and texts. 	<ul style="list-style-type: none"> What Do You See? note-catcher Self-assessment on learning targets 	<ul style="list-style-type: none"> Mystery Picture protocol Gallery Walk protocol
Lesson 2	Reading an Informational Text: Getting the Gist of the American Revolution	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can determine the gist of the text "Revolutionary War." I can actively listen and share in discussions with my peers. I can explain what the text says about the American Revolution using details from the text "Revolutionary War." 	<ul style="list-style-type: none"> Answers to Text-Dependent Questions: "Revolutionary War" 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Vocabulary Strategies anchor chart
Lesson 3	Explaining What Happened and Why: Rereading "Revolutionary War"	<ul style="list-style-type: none"> I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can summarize informational or persuasive text. (RI.4.2) I can explain the main points in a historical text, using specific details in the text. (RI.4.3) 	<ul style="list-style-type: none"> I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War. I can summarize the events that led to the American Revolution using evidence from the text "Revolutionary War." I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text "Revolutionary War." 	<ul style="list-style-type: none"> What Happened and Why graphic organizer "Revolutionary War" Summary 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Be a Patriot anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Reading an Informational Text: Reading about the Loyalist Perspective	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can determine the gist of the text “Loyalists.” I can explain what the text says about Loyalists using details from the text. I can find the meanings of unfamiliar words to help me better understand the “Loyalists” text. 	<ul style="list-style-type: none"> “Loyalists” gist statement Answers to Text-dependent Questions: “Loyalists” 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol
Lesson 5	Determining the Main Idea and Supporting Details: Reading About the Loyalist Perspective	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can summarize informational or persuasive text. (RI.4.2) I can explain the main points in a historical text, using specific details in the text. (RI.4.3) 	<ul style="list-style-type: none"> I can explain what the text says about Loyalists using details from the text. I can identify the main idea and key details of the informational text “Loyalists.” I can summarize the perspective of the Loyalists using evidence from the text. 	<ul style="list-style-type: none"> Main Idea and Supporting Details graphic organizer Main Idea summary statement 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Be a Loyalist anchor chart
Lesson 6	Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can summarize informational. (RI.4.2) 	<ul style="list-style-type: none"> I can explain what happens in a text about the Revolutionary War using details from the text. I can summarize an informational text about the Revolutionary War. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War 	<ul style="list-style-type: none"> Be a Patriot anchor chart Be a Loyalist anchor chart
Lesson 7	Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can determine the gist of the text “An Incomplete Revolution.” I can explain what the text says about the different perspectives of African Americans during the American Revolution. I can find the meanings of unfamiliar words to help me better understand the “An Incomplete Revolution” text. 	<ul style="list-style-type: none"> “An Incomplete Revolution” gist statement Answers to Text-Dependent Questions: “An Incomplete Revolution” 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Quiz-Quiz-Trade protocol Be a Patriot anchor chart Be a Loyalist anchor chart Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution	<ul style="list-style-type: none"> I can describe the organizational structure in an informational text. (RI.4.5) I can explain what a text says using specific details from the text. (RI.4.1) I can summarize an informational text. (RI.4.2) 	<ul style="list-style-type: none"> I can describe the various text structures authors use to organize information in their writing. I can analyze a text to determine its text structure. I can explain how understanding the text structure of “An Incomplete Revolution” helps me to better understand the text. 	<ul style="list-style-type: none"> Text Structure Types handout 	
Lesson 9	Close Reading: Learning about the Declaration of Independence	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can explain the main points in a historical text, using specific details in the text. (RI.4.3) I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5) 	<ul style="list-style-type: none"> I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.” I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.” I can explain how and why the Declaration of Independence was written. I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.” 	<ul style="list-style-type: none"> Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 1-6) 	<ul style="list-style-type: none"> Be a Patriot anchor chart Be a Loyalist anchor chart Close Readers Do These Things anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Close Reading Continued: Learning about the Declaration of Independence	<ul style="list-style-type: none"> I can explain the main points in a historical text, using specific details in the text. (RI.4.3) I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5) 	<ul style="list-style-type: none"> I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.” I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.” I can explain how and why the Declaration of Independence was written. I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.” 	<ul style="list-style-type: none"> Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 7-11) 	<ul style="list-style-type: none"> Whip-around/Go ‘Round protocol
Lesson 11	End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence	<ul style="list-style-type: none"> I can explain the main points in a historical text, using specific details in the text. (RI.4.3) I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can describe the organizational structure in an informational text (chronology, comparison, cause/effect, problem/solution). (RI.4.5) 	<ul style="list-style-type: none"> I can describe how the Declaration of Independence was written using details from the text. I can identify the overall structure of a text using details from the text to support my answer. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence Tracking My Progress, End of Unit 1 recording form 	<ul style="list-style-type: none"> Be a Patriot anchor chart Be a Loyalist anchor chart Back-to-Back, Face-to-Face protocol



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a historian with expertise on the American Revolution to speak to the class. Look for historians who are willing to speak about the peoples who participated in this war and the variety of perspectives (African American slaves, American Indians, and Quaker pacifists, etc.).

Fieldwork:

- Arrange for a visit to the local historical society or a Revolutionary War historical site.
- A local museum that has exhibits on the Revolutionary War could offer expanded opportunities for learning about the local context for the fight for independence.

Optional: Extensions

- A study of black historical figures and their contributions during the American Revolution; see the following Web site for additional resources:
<http://www.pbs.org/wgbh/aia/part2/narrative.html>
- A study of Phillis Wheatley, the first published African American poet, who lived during the Revolutionary period. See the following Web site for additional resources:
<http://www.masshist.org/endofslavery/index.php?id=57>
- A study of the role of American Indians during the American Revolution. See the following Web site for additional resources:
http://www.nps.gov/revwar/about_the_revolution/american_indians.html
- A study of New York historical figures and their perspective on the American Revolution.



Preparation and Materials

- Throughout this module, students will complete various note-catchers to capture their thinking about the texts they will read closely. These note-catchers will be useful to students as they write their opinion letters for the performance task in Unit 3. To help students stay organized, have them keep a folder for all of their note-catchers throughout the module. This folder can serve as a research folder, as many texts used in Units 1 and 2 will be key resources for their writing in Unit 3. Help students organize this folder by explicitly teaching an organizational strategy (such as dating all papers and placing them in the folder with the oldest at the back and the newest at the front or labeling each note-catcher with a “topic heading” and clipping like topics together).
- This folder may also serve as a “word warehouse” of sorts. Students will collect words from their reading throughout Units 1 and 2 in a vocabulary notebook. These words may be useful domain-specific or academic vocabulary as students write their opinion pieces in Unit 3. It may be helpful to keep this vocabulary notebook on one side of the folder and note-catchers on the other side.
- **Social Studies Connections:** Unit 1 of this module is designed with the assumption that students do not have extensive background knowledge about the American Revolution. Therefore in Lessons 1-3 students build background knowledge by engaging in a gallery walk of primary source documents, then read an article outlining of the causes and events of the Revolutionary War. If students have already studied the American Revolution in social studies, you may consider condensing these three lessons. Starting in Lesson 3 students learn and document different perspectives on the Revolutionary War. They read about and collect evidence of reasons individuals sided with the Patriots or why wished to remain loyal to the British. This close examination various perspectives will serve to prepare students for the performance task for this module (an opinion piece on the Revolutionary War) and should enrich prior study of this time period.
- **Independent Reading:** Each unit in this module is accompanied by a list of recommended texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as teacher read-alouds to entice students to new books, and as an ongoing homework expectation. For support and suggestions for setting up a system for accountable independent reading, see the Independent Reading Sample Plan and Importance of a Volume of Reading document in the Foundational Reading and Language Resource Package for Grades 3-5.



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Grade 4: Module 3B: Unit 1:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the Revolutionary War. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>Molly Pitcher</i>	Jan Mader (author)	Biography	340
<i>Crispus Attucks: Hero of the Boston Massacre</i>	Anne Beier (author)	Biography	630*
<i>Abigail Adams</i>	Alexandra Wallner (author)	Biography	630
<i>Crispus Attucks</i>	Monica Rausch (Author)	Biography	675*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
<i>The Revolutionary War Begins: Would You Join the Fight?</i>	Elaine Landau (author)	Informational	750*
<i>Liberty! How the Revolutionary War Began</i>	Lucille Recht Penner (author) David Wenzel (illustrator)	Informational	780
<i>The Brave Women and Children of the American Revolution</i>	John Micklos, Jr. (author)	Informational	800*
<i>Can't You Make them Behave, King George?</i>	Jean Fritz (author) Margot Tomes (illustrator)	Informational	800
<i>They Called Her Molly Pitcher</i>	Anne Rockwell (author) Cynthia von Buhler (illustrator)	Biography	830
<i>Casimir Pulaski: Soldier on Horseback</i>	David Collins (author) Larry Nolte (illustrator)	Biography	860
<i>The Boston Massacre</i>	Marylou Morano Kjelle (author)	Informational	860
<i>If You Lived at the Time of the American Revolution</i>	Kay Moore (author) Daniel O'Leary (illustrator)	Informational	860
<i>Write on, Mercy!: The Secret Life of Mercy Otis Warren</i>	Gretchen Woelfle (author) Alexandra Wallner (illustrator)	Biography	860

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>Liberty or Death: The American Revolution: 1763–1783</i>	Betsy Maestro (author) Guilio Maestro (illustrator)	Informational	1060
<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Rosalyn Schanzer (author)	Informational	1120
<i>Lafayette and the American Revolution</i>	Russell Freedman(author)	Informational	1160

*Lexile based on a conversion from Accelerated Reading level.

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Grade 4: Module 3: Unit 1: Lesson 1

Using Mystery Pictures and Texts to Discover the Topic: American Revolution



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can actively listen and share in discussions with my peers.• I can make inferences based on information from pictures and text.• I can support my inferences with details and examples from pictures and texts.	<ul style="list-style-type: none">• What Do You See? note-catcher• Self-assessment on learning targets



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: Mystery Picture (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read of Gallery Walk Documents (10 minutes) B. Reread and Note Taking on Gallery Walk Documents (20 minutes) C. Think-Pair-Share Notices and Wonders (5 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Complete the What Do You See? Note-catcher (5 minutes) B. Launching Independent Reading (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Begin reading your independent reading book for this unit. 	<ul style="list-style-type: none"> • This lesson launches the study of perspectives on the American Revolution. Students begin to think about these perspectives by engaging in a Gallery Walk where they examine many primary source documents that connect to various perspectives on the war ranging from those of the founding fathers in the Declaration of Independence to Loyalists broadsides arguing that colonists fired the first shots at the Battle of Lexington and Concord. Consider revisiting the Mystery Documents in this lesson throughout the module, as students learn more about the Revolution and the perspectives of Patriots and Loyalists. • For this lesson to fully engage students, do NOT tell them the module topic in advance. Keep the American Revolution a mystery. Throughout this lesson, purposely do not answer students' questions as their engagement around the topic builds. Take note of key student questions to return to on another day. • This module was designed to intentional connect to and enhance students' work in social studies. If your students have studied the American Revolution in social studies prior to this module, consider making it a review based on the Mystery Pictures as opposed to "discovering" the topic with students. For example, during the Gallery Walk portion of this lesson tell students that the topic is perspectives on the American Revolution. Give them the meaning of the word perspective and ask them to consider what it may mean to have a perspective on the Revolution. Then have students record what they already know or what they wonder about each document in the Gallery Walk (some of the documents, the broadsides for example may still be unfamiliar to students), then construct a KWL chart about the American Revolution. Use the questions generated by students to help guide the rest of the module. • In this lesson, students interact with primary source documents in a Gallery Walk. These documents allow them to begin to wonder about the topic and make some inferences about what they will learn over the course of the module. Encourage students to be as quiet as possible during this time. While students will need some teacher reminders, the Gallery Walk is intentionally a silent protocol to allow students to discover the documents at their own pace. • The closing of this lesson includes a launch of independent reading for this module. Based on the needs of your class, consider extending the time for this activity, or continuing it at another point in the school day. For more on launching accountable independent reading in your classroom, see the stand-alone document Independent Reading Sample Plan and the Importance of a Volume of Reading document, in the Foundational Reading and Language Standards Resource Package for Grades 3-5.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Ensure students have a “research folder” in which they can organize their notes, texts, and vocabulary notebook for this module.– Review the Mystery Picture and Gallery Walk protocols (see Appendix).– Create a “gallery” by hanging Gallery Walk documents somewhere away from direct student view. Be sure to space them far enough apart that the class can comfortably spread out to view them.– Prepare independent reading books from the Unit 1 Recommended texts list, or other resources you gather.– Post: Learning targets.

Lesson Vocabulary	Materials
actively, listen, share, inferences, support, details, examples	<ul style="list-style-type: none">• Document camera• Mystery Picture (copies for student pairs and one for display)• Gallery Walk documents 1–8 (one each for display; see supporting materials)• Mystery Picture and Gallery Walk documents (for teacher reference; see supporting materials)• What Do You See? note-catcher (one per student and one to display)• Equity sticks• Folder (one per student)• Unit 1 Recommended texts list (for teacher reference; see Teaching Notes)• Recommended texts or other books for independent reading (various; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• When reviewing the learning targets for this lesson, focus on vocabulary in the targets rather than what students will be doing so as not to give away the mystery.• Direct students' attention to the learning targets.• Read the first learning target aloud:<ul style="list-style-type: none">* "I can actively listen and share in discussion with my peers."• Ask students to demonstrate what their body would look like if they were to actively listen and share. Remind them that when peers are sharing, there are no wrong answers and all ideas are to be treated with respect. Today, everyone will be starting on equal ground because no one will know what the topic is that the class is about to engage in.• Read the second learning target aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text."• Have students turn and talk to remind one another what an <i>inference</i> is. Remind them today to share all their inferences with peers so the class can unlock the mystery together. Inferences are based on sound evidence, not on silly, random ideas. This evidence will come from both text and pictures today.• Read the third learning target aloud:<ul style="list-style-type: none">* "I can support my inferences with details and examples from pictures and texts."• Ask students to demonstrate with their bodies what it means to <i>support</i> something (they may hold their arms up or out). Again, remind students that their inferences must be supported by <i>details</i> and <i>examples</i> from the pictures and texts.• Help students know what it would sound like to share an inference with a peer by saying something like: "Here's an example of an inference that has support—I'm thinking that we may be studying weather because I see lightning in this photograph." Have students turn and talk about the specific details and examples you used in your inference. Remind them that this is how specific their details and examples should be today.	<ul style="list-style-type: none">• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share.• For students who need further support, consider simplifying and typing up directions.• Also consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: "I think this picture is showing _____. I am still confused by this part because _____."



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Mystery Picture (10 minutes)</p> <ul style="list-style-type: none">• <i>Note: Do not yet reveal the topic of this picture.</i>• Using a document camera, display the Mystery Picture, or enlarge the picture and post on the board.• Tell students that they will work in partners to examine and discuss these pictures. Remind them of the class expectation for working in a small group. For example: All will participate and share their thinking; be respectful of other's ideas; etc.• Have students find a partner.• Distribute copies of the Mystery Picture to pairs of students. Ask students to examine the picture with their partner and discuss the following question:<ul style="list-style-type: none">* "What do you notice about this picture?"• While students discuss, distribute copies of the What Do You See? note-catcher.• Refocus student whole group. Then, focus students on the "Part I: Mystery Picture" side of the note-catcher. Tell students that the note-catcher is meant to guide their discussion with their partner and give them a place to catch their ideas. The top three boxes are questions they should each answer aloud to each other. They do not need to write in the top three boxes, but they should use them as talking points for their conversation.• Read each column description and ask if there are questions. They should write down questions they still have and some ideas about how they could find answers to their questions in the bottom two boxes.• Give students another 4 minutes to discuss and generate questions.• Circulate to listen in on discussions. Push students to provide evidence for their thinking from the pictures. For example, you might ask:<ul style="list-style-type: none">* "What detail in the picture makes you think this drawing is old?"• After 4 minutes, gather the class to share out questions. Be sure students share only questions at this point—inferences will come later. Use equity sticks (introduced in Module 2A) to cold call on a variety of students.• Pass out a folder (or another organizational material) to each student. Explain that students should place their note-catcher in the folder; they will use this folder as a place to store important work throughout the module. Without giving away too much of the performance task, tell students that they will use the note-catchers they store here as research for their performance task at the end of the module. If you choose to be more specific, explain that now (for instance, if you would like students to group their papers by topic or by date completed, be sure they know how to do that).	



Work Time	Meeting Students' Needs
<p>A. First Read of Gallery Walk Documents (10 minutes)</p> <p><i>Note: Do not give away any clues about the topic as you introduce the Gallery Walk.</i></p> <ul style="list-style-type: none">• Introduce students to the Gallery Walk protocol (see Appendix). Remind them of the following important aspects of a Gallery Walk:<ol style="list-style-type: none">1. Be respectful of others' needs and allow space for others to view the documents. (Ask one student to stand and demonstrate with you what it might look like to both read the same document without getting in one another's way.)2. Take your time and actually read some of the documents over.3. As you approach each new document, think about the four things you discussed during Opening B (observations, inferences, knowledge, and questions).• During this first read, students should bring nothing into the Gallery Walk with them.• Start the Gallery Walk.• After about 3 minutes, guide students' thinking by reminding them of the four things they should consider when looking at each document. Give reminders about silence as needed.• After another 3 minutes, let students know they have 2 minutes left in the Gallery Walk and give another reminder of the four things they are thinking about.• After 2 minutes are up, invite students to silently return to their seats.	<ul style="list-style-type: none">• Consider allowing some students to return to the Gallery Walk without the note-catcher so they can focus on reading/observing. Support them with capturing their thinking by meeting with them (or a strong note-taking peer) briefly after each document they read to fill in the note-catcher. It may also help to provide a partially completed note-catcher for some students.• To support ELLs and other students, use a graphic for each of the headings of the note-catcher. For example, eyeballs for "Observations," a connection symbol (two circles overlapping) for "Inferences," a light bulb for "Knowledge," and a ? for "Further Research."



Work Time (continued)	Meeting Students' Needs
<p>B. Reread and Note Taking on Gallery Walk Documents (20 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to Part II of the What Do You See? note-catcher.• Briefly read each column description and ask if there are questions. As students work through Part II, they should write their responses in the boxes rather than just talking about them as they did with Part I. Point out to students that the boxes are bigger so that they can fill them in. Tell students to leave the Knowledge column blank for now—they will finish that during today's Closing and Assessment A.• Tell students they will use Part II of the note-catcher to take notes on what they see/read during their second Gallery Walk.• Ask students what went well with the first part of the Gallery Walk protocol. Celebrate successes that you saw.• Ask students what reminders they have for their classmates to make their second Gallery Walk even more successful. Give any reminders that you took note of during students' first read.• Invite students to bring a pencil and their note-catcher and to silently reenter the Gallery Walk to reread and take a closer look at three documents—at least one picture and two texts.• After about 1 or 2 minutes, remind students to choose which document they will take notes on and begin to fill in their What Do You See? note-catcher.• After another 2 or 3 minutes, give students a time check—they should wrap up their notes on their first document and move onto their second.• Give students another 3 or 4 minutes to work on their second document before reminding them again to wrap up and move onto their last document.• After 3 or 4 minutes, ask students to wrap up their thinking and silently move back to their seats.• If it seems like students need extra time to fill in their note-catcher, give them a couple of minutes to do so in their seats.	
<p>C. Think-Pair-Share Notices and Wonders (5 minutes)</p> <ul style="list-style-type: none">• Place students in groups of three or four.• Invite them to share notices and wonders from their second Gallery Walk. Guide students to share mostly from their Observations and Inferences columns of their note-catchers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Complete the What Do You See? Note-catcher (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group and ask:<ul style="list-style-type: none">* “What do you know about the American Revolution from the pictures and texts you saw today?”• Tell students to answer this question in the Knowledge column of their note-catchers.• After giving students 1 or 2 minutes to fill in the Knowledge column, ask them:<ul style="list-style-type: none">* “What questions do you have about the pictures and texts you saw today?”• Tell students to answer this question in the Further Research/Wonder column of their note-catcher.• Collect the note-catchers to review later. These student responses can be used to inform how much background knowledge they have on the topic and what extra work you may want to do outside of the literacy block to enrich their study of the American Revolution.	<ul style="list-style-type: none">• Some students may be overwhelmed by the task of summarizing what they already know (the Knowledge column). It may be helpful to revise their task to simply list questions (the Further Research/Wonder column).• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
<p>B. Launching Independent Reading (5 minutes)</p> <ul style="list-style-type: none">• Tell students you have gathered books related to this topic for them to read independently throughout the module.• Remind students that they should use the Goldilocks Rule for selecting “just right” texts for independent reading.• Invite students to browse the recommended texts you have displayed for them and choose one.	<ul style="list-style-type: none">• You may wish to provide students with additional time to browse and select a text for reading at their independent reading level.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading your independent reading book for this unit. <p><i>Note: For Lesson 2, you will need to create engaging "Tax Experience." See Lesson 2 Teaching Notes for details.</i></p>	<ul style="list-style-type: none">• Consider providing additional support or struggling readers by providing audio versions of books on the recommended text list for this module. Students can listen to these audio recordings during the school day during their additional literacy time, and reread the printed version of the text for homework or take the audio recording and printed versions home to practice reading along.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 1

Supporting Materials



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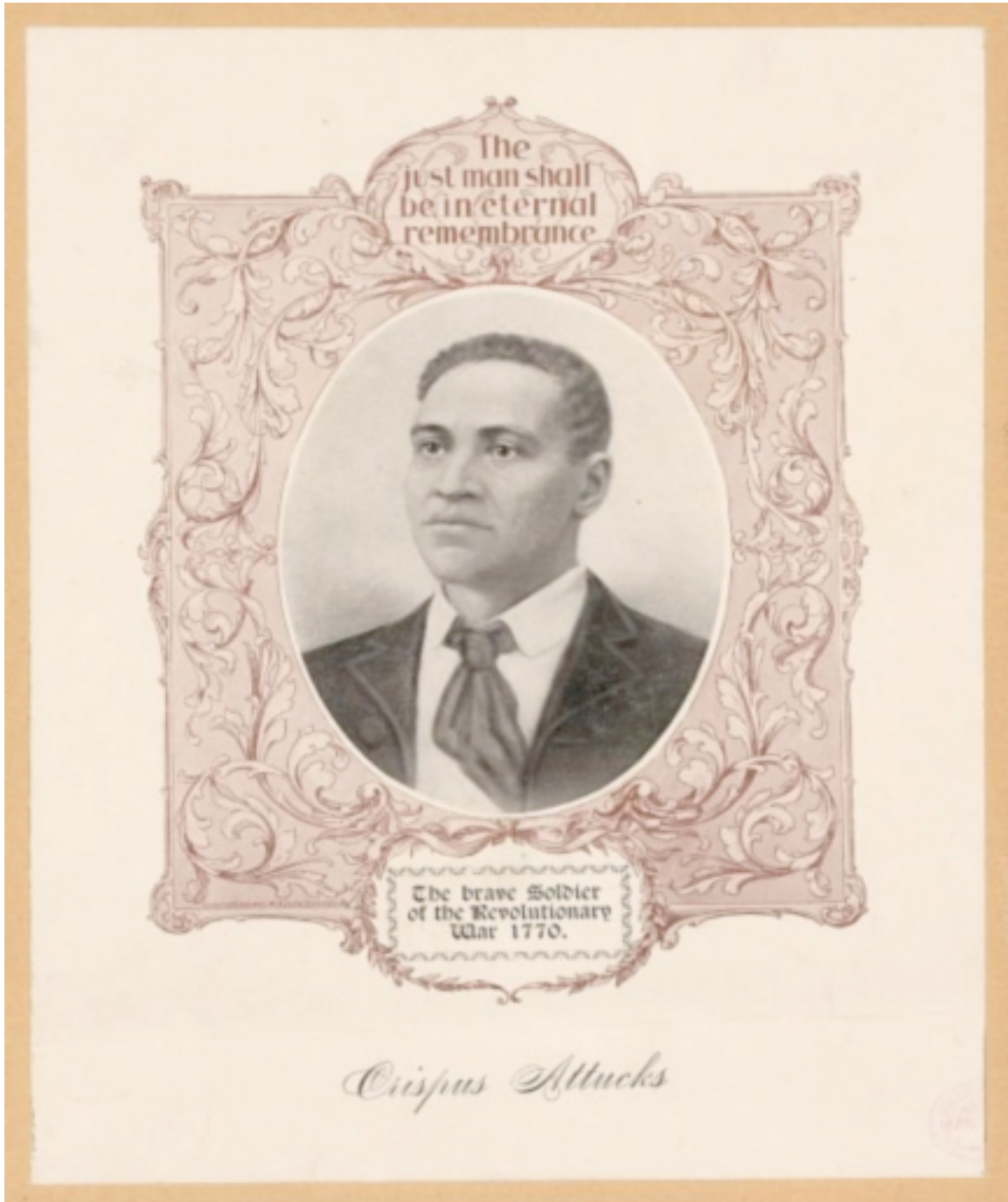
Mystery Picture



"The massacre perpetrated in King Street Boston on March 5th 1770", Rare Book and Special Collections Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3a45748/>



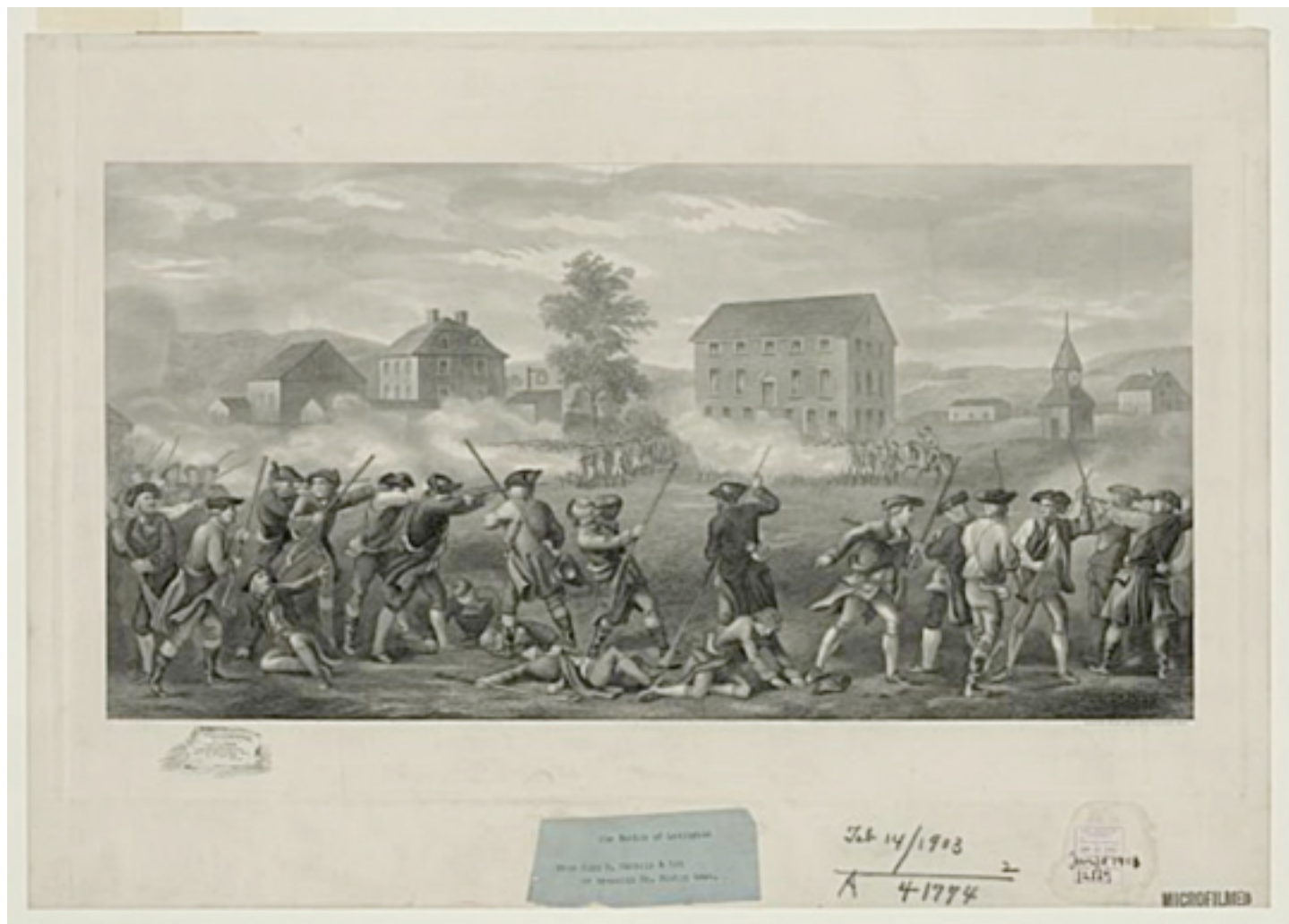
Gallery Walk Document 1



Library of Congress Prints and Photographs Division Washington, D.C LC-DIG-ppmsca-15704



Gallery Walk Document 2



Daniels, John H. & Sons. "The Battle of Lexington". Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2004669976/>



Gallery Walk Document 2



Currier & Ives., "Destruction of tea at Boston Harbor". Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/resource/cph.3b52022/>



A CIRCUMSTANTIAL ACCOUNT

Of an Attack that happened on the 19th of April 1775. on his
MAJESTY'S Troops,

By a Number of the People of the Province of MASSACHUSETTS
BAY.

ON Tuesday the 19th of April, about half past 10 at Night, Lieutenant Colonel Smith of the 10th Regiment, embarked from the Common at Boston, with the Grenadiers and Light Infantry of the Troops there, and landed on the opposite Side, from whence he began his March towards Concord, where he was ordered to destroy a Magazine of Military Stores, deposited there for the Use of an Army to be assembled, in Order to act against his Majesty, and his Government. The Colonel called his Officers together, and gave Orders, that the Troops should not fire, unless fired upon; and after marching a few Miles, detached six Companies of Light Infantry, under the Command of Major Pitcairn, to take Possession of two Bridges on the other Side of Concord. Soon after they heard many Signal Guns, and the ringing of Alarm Bells repeatedly, which convinced them that the Country was rising to oppose them, and that it was a preconcerted Scheme to oppose the King's Troops, whenever there should be a favorable Opportunity for it. About 3 o'Clock the next Morning, the Troops being advanced within two Miles of Lexington, Intelligence was received that about Five Hundred Men in Arms, were assembled, and determined to oppose the King's Troops. And on Major Pitcairn's galloping up to the Head of the advanced Companies, two Officers informed him that a Man (advanced from those that were assembled) had presented his Musket and attempted to shoot them, but the Piece failed in the Pan: On this the Major gave directions to the Troops to move forward, but on no Account to fire, nor even to attempt it without Orders. When they arrived at the End of the Village, they observed about 300 armed Men, drawn up on a Green, and when the Troops came within a Hundred Yards of them, they began to file off towards some Stone Walls, on their right Flank: The Light Infantry observing this, ran after them; the Major instantly called to the Soldiers not to fire, but to surround and disarm them; some of them who had jumped over a Wall, then fired four or five Shot at the Troops, wounded a Man of the 10th Regiment, and the Major's Horse in two Places, and at the same Time several Shots were fired from a Meeting-House on the left: Upon this, without any Order or Regularity, the Light Infantry began a scattered Fire, and killed several of the Country People; but were silenced as soon as the Authority of their Officers could make them.

After this, Colonel Smith marched up with the Remainder of the Detachment, and the whole Body proceeded to Concord, where they arrived about 9 o'Clock, without any Thing further happening; but vast numbers of armed People were seen assembling on all the Heights; while Colonel Smith with the Grenadiers, and Part of the Light Infantry remained at Concord, in search for Cannon, &c. there; he detached Captain Parsons with six Light Companies to secure a Bridge at some Distance from Concord, and to proceed from thence to certain Houses, where it was supposed there was Cannon, and Ammunition; Captain Parsons in pursuance of their Orders, posted three Compa-

nies at the Bridge, and on some Heights near it, under the Command of Captain Laurie of the 4th Regiment; and with the Remainder went and destroyed some Cannon Wheels, Powder, and Ball; the People still continued increasing on the Heights; and in about an Hour after, a large Body of them began to move towards the Bridge, the Light Companies of the 4th and 10th then defended, and joined Captain Laurie, the People continued to advance in great Numbers; and fired upon the King's Troops, killed three Men, wounded four Officers, one Sergeant, and four private Men, upon which (after returning the fire) Captain Laurie and his Officers, thought it prudent to retreat towards the Main Body at Concord, and were soon joined by two Companies of Grenadiers; when Captain Parsons returned with the three Companies over the Bridge, they observed three Soldiers on the Ground one of them scalped, his Head much mangled, and his Ears cut off, tho' not quite dead; a Sight which struck the Soldiers with Horror; Captain Parsons marched on and joined the Main Body, who were only waiting for his coming up, to march back to Boston; Colonel Smith had executed his Orders, without Opposition, by destroying all the Military Stores he could find; both the Colonel, and Major Pitcairn, having taken all possible Pains to convince the Inhabitants that no Injury was intended them, and that if they opened their Doors when required, to search for Gunpowder, nor the slightest Mischief should be done; neither had any of the People the least Occasion to complain, but they were bulky, and one of them even struck Major Pitcairn. Except upon Captain Laurie, at the Bridge, no Hostilities happened from the Affair at Lexington, until the Troops began their March back. As soon as the Troops had got out of the Town of Concord, they received a heavy Fire from all Sides, from Walls, Fences, Houses, Trees, Barns, &c. which continued without Interruption, till they met the first Brigade, with two Field Pieces, near Lexington; ordered out under the Command of Lord Percy to support them; (advice having been received about 7 o'Clock next Morning, that Signals had been made, and Expresses gone out to alarm the Country, and that the People were rising to attack the Troops under Colonel Smith.) Upon the Firing of the Field Pieces, the People's Fire was for a while silenced, but as they still continued to increase greatly in Numbers, they fired again as before, from all Places where they could find Cover, upon the whole Body, and continued so doing for the Space of Fifteen Miles: Notwithstanding their Numbers they did not attack openly during the Whole Day, but kept under Cover on all Occasions. The Troops were very much fatigued, the greater Part of them having been under Arms all Night, and made a March of upwards of Forty Miles before they arrived at Charlestown, from whence they were carried over to Boston.

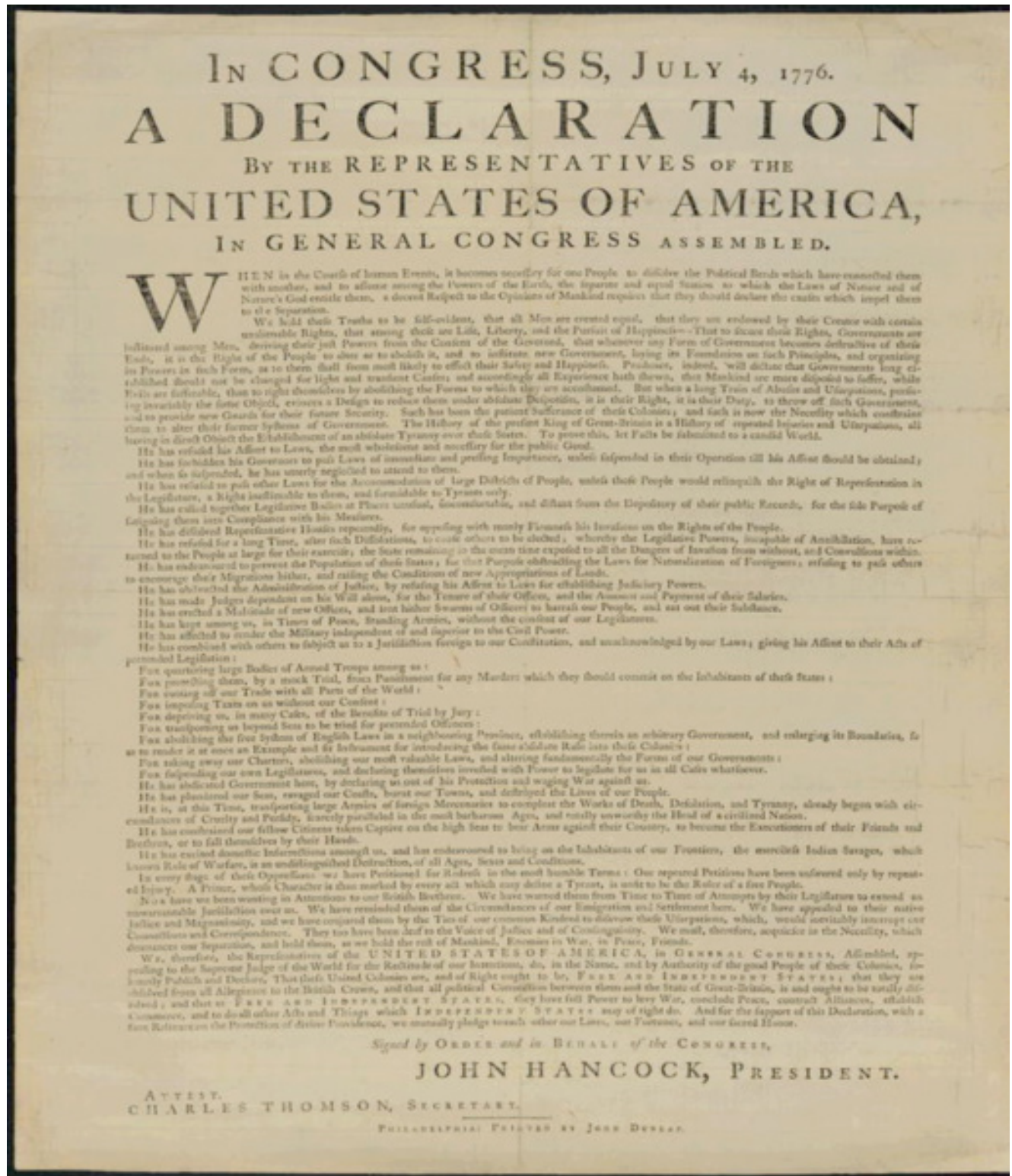
The Troops had above Fifty killed, and many more wounded: Reports are various about the Loss sustained by the Country People, some make it very considerable, others not so much.

This this unfortunate Affair has happened through the Rashness and Imprudence of a few People, who began Firing on the Troops at Lexington.

* At this Time the whole Light Companies loaded, but the Grenadiers were not loaded when they received their first Fire.
† Notwithstanding the Fire from the Meeting House, Colonel Smith and Major Pitcairn, with the greatest boldness kept the Soldiers from firing into the Meeting House and putting all their aim to Death.

the People say the Troops fired first & it is because they did





Declaration of Independence (US 1776)



Currier, N. "Declaration of Independence: July 4th 1776". Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3b50118/>



“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”



Mystery Picture and Gallery Walk Documents
(For Teacher Reference)

Mystery Picture: Boston Massacre, March 5, 1770.

<http://www.loc.gov/pictures/item/2004670035/>.

Gallery Walk Document 1: Print depicting Crispus Attucks, a slave; was considered the first casualty of the Revolutionary War when he was killed in the Boston Massacre.

<http://www.loc.gov/pictures/item/2004677546/>.

Gallery Walk Document 2: Print depicting the Boston Tea Party, Dec. 16, 1773.

<http://www.loc.gov/pictures/item/91795889/>.

Gallery Walk Document 3: Print depicting the Battle at Lexington and Concord, first battle of the Revolutionary War, April 19, 1775. <http://www.loc.gov/pictures/item/2004669976/>.

Gallery Walk Document 4: Broadside arguing that the Minute Men fired the first shot in the battle of Lexington and Concord. http://www.masshist.org/revolution/image-viewer.php?item_id=498&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1.

Gallery Walk Document 5: Broadside arguing that the British troops fired the first shot in the battle of Lexington and Concord. http://www.masshist.org/revolution/image-viewer.php?item_id=467&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1.

Gallery Walk Document 6: The Declaration of Independence.

<http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>.

Gallery Walk Document 7: Print depicting the signing of the Declaration of Independence on July 4, 1776. <http://www.loc.gov/pictures/item/91795009/>.

Gallery Walk Document 8: Quote from the Declaration of Independence.



What Do You See? Note-catcher
Part I: Mystery Picture

Name: _____

Date: _____

Observations (NOTICE)	Inferences	Knowledge
<p>Describe exactly what you see in the photo.</p> <ul style="list-style-type: none">• What people and objects are shown?• How are they arranged?• What is the physical setting?• What other details can you see?	<p>Say what you conclude from what you see.</p> <ul style="list-style-type: none">• What's going on in the picture?• Who are the people and what are they doing?• What might be the function of the objects?• What can we conclude about the time period?	<p>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</p>
Further Research (WONDER) What questions has the photo raised?	What are some sources I can use to find answers?	



What Do You See? Note-catcher
Part II: Gallery Walk

Document	Observations (NOTICE)	Inferences	Knowledge	Further Research (WONDER)
Picture/ text you are looking at/reading.	Describe exactly what you see/read in the photo/text.	Say what you conclude from what you see/read.	Summarize what you know about the situation and time period shown/described.	What questions has the photo/text raised?



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 2

Reading an Informational Text: Getting the Gist of the American Revolution



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

I can explain what a text says using specific details from the text. (RI.4.1)
I can determine the main idea using specific details from the text. (RI.4.2)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can determine the gist of the text “Revolutionary War.”
- I can actively listen and share in discussions with my peers.
- I can explain what the text says about the American Revolution using details from the text “Revolutionary War.”

Ongoing Assessment

- Answers to Text-Dependent Questions: “Revolutionary War”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Tax Experience (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading for Gist and Guided Practice with Text-Dependent Questions (15 minutes)Rereading with a Partner: Answering Text-Dependent Questions (20 minutes)Closing and Assessment<ol style="list-style-type: none">Introduce Word Wall and American Revolution Vocabulary Notebooks; Explain Homework (10 minutes)Homework<ol style="list-style-type: none">Reread the text “Revolutionary War.”Underline or highlight words for the Word Wall. Choose one word and use one of your vocabulary strategies to write a definition for this word.	<ul style="list-style-type: none">In this lesson, students begin a close reading of a text that gives an overview of the American Revolution—“Revolutionary War.” During this first exposure to the text, help students to focus on the main idea of the text. Remind students that they will read for gist first, then use evidence from their reading to answer text-dependent questions.Students will return to this text in Lesson 3 to focus on summarizing and RI.4.3, and they will create a timeline of important events of the American Revolution.This lesson launches with a “Tax Experience” meant to engage students and give them an idea of how some colonist felt about the high taxes imposed by the British after the French and Indian War. See the “in advance” section below regarding how to prepare for this experience.In advance:<ul style="list-style-type: none">Collect all pencils in the classroom in a box/basket. Place a sign on the box/basket about a new “Pencil Tax.” Create a sign for a new pencil box or basket. The sign should say something like: “Pencil Act of (year): From this time forth, any student in the colony of (your name/class name) shall pay a tax of \$5.” You will be collecting all the pencils in the classroom to put in this box or basket so students experience what it is like to pay a tax on an item they need and use every day.Create a Guiding Questions anchor chart with the following questions written on chart paper, with space below each question for recording student responses: “How does a person’s perspective influence her or his opinion? Why should we respect the opinions of others?”Prepare a space in the classroom for a Word Wall that students can easily access and interact with. You may want to cut a large sheet of paper as the backdrop of the Word Wall to make taping easier. Have 3 X 5 cards and markers ready. Create a heading for the Word Wall, such as “Revolutionary Words.”For more about how to have students interact with words on the word wall, review Vocabulary Strategies in the Appendix.Review: Back-to-Back, Face-to-Face protocol (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
tax, perspective, influence, opinion, connection, determine, main idea, explain, details, Loyalists, Patriots	<ul style="list-style-type: none">• Box or basket (for pencils; see Teaching Notes)• Paper sign (for “Pencil Tax”)• Guiding Questions anchor chart (new; teacher-created; see Teaching Notes)• “Revolutionary War” text (one per student)• Text-Dependent Questions note-catcher: “Revolutionary War”(one per student)• Equity sticks• Green colored pencil or thin marker (one per student)• Word Wall materials (3" x 5" cards, tape, marker)• Word Wall (new; co-created with students in Closing and Assessment A; see Teaching Notes)• American Revolution Vocabulary notebook (one per student)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Tax Experience (10 minutes)</p> <p><i>Before this lesson, collect all the pencils in the classroom and put them in a box or basket with a paper sign that says something like: "Pencil Act of (<u>year</u>): From this time forth, any student in the colony of (<u>your name/class name</u>) shall pay a tax of \$5."</i></p> <ul style="list-style-type: none"> To begin the lesson, partner students and have them prepare for the Back-to-Back, Face-to-Face protocol. Tell students that the Parliament of (your name/class name) has passed a new act for the class: From this time on, any student wishing to use a pencil in the classroom will have to pay a "Pencil Tax" of \$5. Use the Back-to-Back, Face-to-Face protocol to ask students the following questions: <ul style="list-style-type: none"> * "What is your first reaction to this new act?" * "What does it make you feel? Why do you feel that way?" * "What do you think should be done about this situation?" * "What does this situation have in common with what we learned from our Gallery Walk yesterday?" Tell students that American colonists may have had similar feelings about laws passed by the British and today they will learn more about this topic by closely reading a text that gives an overview of the American Revolution. Post the Guiding Questions anchor chart and read the questions aloud to students. Underline the words <i>perspective</i>, <i>influence</i>, and <i>opinion</i> on the anchor chart. Tell students that the word perspective means a person's point of view on a something. Give students an example "Adults and kids often have different perspectives on snow days. Kids like getting a day off from school, but adults often still have to go to work. Explain that because they have different experiences related to snow days this gives them different perspectives and likely leads to different opinions about snow days." Ask students: <ul style="list-style-type: none"> * "What does the word opinion mean?" Listen for students to explain an opinion is what someone thinks about something. Give students an example, "An adults opinion about snow days may be that snow days are a pain, because they have to get to work in the snow." Ask: <ul style="list-style-type: none"> * "What might a kid's opinion of snow days be?" "Why would their opinion likely be different than that of some adults?" Listen for students to explain that kids might think snow days are fun because they get a day off from school to play in the snow. 	<ul style="list-style-type: none"> Allow students time and space to experience what it would really be like to have a tax placed on an everyday item by giving them a moment to react excitedly or even with outrage. By not stifling their initial reaction, more students will buy in to the experience and learn from it.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that their perspective likely influences this opinion. Tell students that the word influence means that their perspective affects their opinion.• Ask student to engage in one more round of back-to-back and face –to-face to discuss the guiding questions with their partner. Call on a few pairs to share their responses and record their thinking on the anchor chart under the corresponding question. Tell student that during this module they will be reading and thinking about different perspectives during the Revolution and how this influence peoples opinions about the Revolutionary War.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Turn students' attention to the first learning target and read it aloud:<ul style="list-style-type: none">* "I can determine the gist of the text 'Revolutionary War.'"• Call on a student volunteer to explain what it means to <i>determine</i>.• Call on another student volunteer to explain what a <i>gist</i> is.• Have one or two students give a piece of advice about how best to do this from their previous experience writing gist statements.• Next, have one student read the second target aloud:<ul style="list-style-type: none">* "I can actively listen and share in discussions with my peers."• Ask students to show what their face and body should look like if they are actively listening. Point out one or two students who are showing a good example and tell the class that this is what you will be looking for today.• Now, have another student read the last learning target aloud:<ul style="list-style-type: none">* "I can explain what the text says about the American Revolution using details from the text 'Revolutionary War.'"• Have a student volunteer give a synonym for the word <i>explain</i>.• Write this synonym above the word <i>explain</i> on the target.• Ask students to turn and talk to their shoulder partner:<ul style="list-style-type: none">* "What is one <i>detail</i> you saw or read in yesterday's Gallery Walk?"• Tell students to look for details in today's text that will help them explain the American Revolution.	<ul style="list-style-type: none">• To support ELLs and other students with vocabulary needs, consider using pictures of language in the targets. For example, you may use a symbol for the words connection (two circles connected), main idea (star), etc.• Protocols like Back-to-Back, Face-to-Face allow for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist and Guided Practice with Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Transition students back to their independent work area.• Distribute “Revolutionary War” to them.• Invite students to follow along as you read the text aloud.• Begin reading the text, pausing after each section to ask:<ul style="list-style-type: none">* “What was this section of the text mostly about?”• After you have read the entire text, ask:<ul style="list-style-type: none">* “What was the gist of this text overall?”• Listen for students to explain that the text is about what happened during the American Revolutionary war.• Distribute the Text-Dependent Questions note-catcher: “Revolutionary War.”• Draw students’ attention to the first text-dependent question: “In ‘Events Leading to the Revolution,’ what does the word ‘assembly’ mean? What evidence in the text helps you know?”• Remind them that they need to use specific evidence from the text to help them answer these questions.• Give students 2 or 3 minutes to reread “Events Leading to the Revolution” silently to themselves. As they read, they should underline evidence that will help them answer the first question and write the number 1 near their evidence. Tell them not to write an answer on their graphic organizer until the class has discussed it.• Ask the students to turn to their partner from Opening A to share the evidence they identified. Encourage them to explain to their partners why the evidence they underlined will help them answer the question.• Use equity sticks to cold call on two or three partnerships to share their response.• Listen for responses like: “We think <i>assembly</i> is another word for <i>government</i>. We think this because the text says that they were used to running their own affairs or business, like collecting taxes. Government collects taxes.”• Invite students to write an answer to Question 1 on their note-catcher. Tell them that they may write the same answer they heard during the class discussion or one of their own. They just need to use specific evidence from the text to support their response.	<ul style="list-style-type: none">• Partnering students strategically during close reads is critical. Think carefully about how higher readers are used to support lower readers without being asked to carry the burden of the work alone. Varying partnerships over time helps all students feel the workload is shared equitably.• During rereading, readers who may find this text very challenging should read the section of the text that the teacher has already read aloud.• Some students may benefit from using sentence starters when writing their gist statement (for example: “The section of ‘Revolutionary War’ that I read is mostly about ...”).



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading with a Partner: Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Invite the partnerships to continue rereading the text and identifying specific evidence from the text that will help them answer the remaining four questions on the note-catcher.• Tell them that they only need to identify evidence that helps them answer the questions, but they will <u>not</u> write an answer on their graphic organizer. Remind them to underline the evidence and number it according to the question it answers.• Ask partnerships to stop working and turn to another partnership.• Have students share out one question that they were confident about and how they knew the answer as well as one question they found challenging and why.• After partner discussions are complete, cold call a few students to share out which question the other partnership was confident about. Ask these students to share the evidence their partners gave for their answer.• Listen for students to say something like: "Our partners were confident about Question 2. They said that the colonists wanted to keep their own assembly because they were used to taking care of themselves and having taxes pay for running their colonies. They knew they were right because they read, 'The British government therefore decided to tax the Americans.' And 'The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain?'"• Distribute a green colored pencil or thin marker to each student.• Encourage students to revise the answers they have on their note-catchers with the green colored pencil or marker based on the class discussion if they feel that it would improve their responses. They can keep their original answers.• Make sure that possible answers to all of the questions are shared during the class discussion so students can review and revise their answers if they choose.	<ul style="list-style-type: none">• To provide further support for students, continue Work Time B as guided practice, having partners work together for each question, then sharing out whole group before moving on to the next question. This will likely require more than the 20 minutes allotted.• Some students may benefit from having access to "hint cards": small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: "Check back in the third paragraph on page 7."• Using a different colored pencil for revisions is a very visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed, or not, based on collaboration with a peer.



Closing and Assessment	Meeting Students' Needs
<p>A. Introduce Word Wall and American Revolution Vocabulary Notebooks; Explain Homework (10 minutes)</p> <ul style="list-style-type: none">• Ask students to reread the section of “Revolutionary War” called “Colonial Opposition,” while thinking silently about the words in this section that they think are important.• Model this by rereading aloud the section called “Revolutionary War.”• Circle or highlight words as you read. Think aloud about why you chose each word. For example, you may read: “April 19, 1775, marked the end of an era.” Then say something like: “The word <i>era</i> seems important to me in this sentence because it delineates an important change—the way things used to be were no longer ...”• Using the Word Wall materials, write the word <i>era</i> on an index card and post on the Word Wall.• Invite students to begin rereading “Revolutionary War” and noting important words.• Have students choose one of the words from the “Colonial Opposition” section to say aloud.• On the count of three, have students say their word aloud all at the same time.• Point out the fact that there were many words spoken and different students thought different words were important enough to say aloud. Tell students that throughout this module, there will be many important words to know and understand. Some will be especially important for us as opinion writers later in the module. Our job is to start collecting words now that will help us understand the texts and that will help us with our writing in Unit 3.• Point out the space in the room you have set aside for the Word Wall. (You will introduce the Word Wall more fully in Lesson 3.)• Tell students that there will be some days when the class works together to find words to add to the Word Wall and other days, like today, when they will be responsible for finding and learning words.• Distribute American Revolution Vocabulary notebooks.• Explain that tonight they will begin filling in their American Revolution Vocabulary notebooks for the American Revolution.• Point out the Vocabulary Strategies anchor chart (introduced in Module 2A, Unit 1) and remind students of the strategies they may use when completing their homework.	<ul style="list-style-type: none">• Support students with staying organized by giving them time to put their papers in their Research folder at the end of this lesson.• It will be helpful to keep this American Revolution Vocabulary notebook on one side of the folder and graphic organizers on the other side.• Students should collect words from their reading throughout Units 1 and 2 in the American Revolution Vocabulary notebook. These words may be domain-specific or academic vocabulary that students will use to write their opinion letters in Unit 3.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread through the text “Revolutionary War.” While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.• After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 2

Supporting Materials



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Revolutionary War

April 19, 1775, marked the end of an era. At dawn that day, British troops fired on American colonists in Lexington and Concord, Massachusetts. This was the beginning of the American Revolution. The war started as a fight for the rights of English people in Britain's 13 American colonies. But those people soon declared—and won—their independence from Britain. They created a new nation—the United States of America.

The Founders

Many people made American independence possible. A group of them are known as the founders of the United States. The best known are George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, and Alexander Hamilton.

George Washington led the American military forces—the Continental Army—to victory over the British. He later became the first president of the United States. John Adams was the strongest supporter of American independence. He became the first vice president of the United States and its second president. Thomas Jefferson wrote the Americans' Declaration of Independence. He became the nation's third president.

Benjamin Franklin was the oldest of the founders. He was 70 when the Declaration of Independence was signed. Franklin helped get France to become an ally of the United States. Both during and after the Revolution, Alexander Hamilton urged Americans to form a stronger union of the states.

Events Leading to the Revolution

Britain established its first colony in North America in 1607. By the early 1760s, there were 13 colonies. These were Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. About 1.5 million colonists lived there. The colonies were far away from Britain, and they were used to running their own affairs. Each had its own assembly. They ran the everyday business of the colonies and collected taxes. Britain rarely taxed the Americans.

The French and Indian War (1754–63) changed that. Britain won that war against France. But the war was costly, and Britain owed a lot of money. Britain also needed money to keep up its army in North America. The British government therefore decided to tax the Americans.



Revolutionary War

Colonial Opposition

The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain? The colonists decided to fight against the taxes. Representatives of nine of the colonies met in New York in 1765. They formed the Stamp Act Congress. It said the colonists should boycott (refuse to buy) British goods. Groups called the Sons of Liberty also fought against British taxes. They often used violence against British tax collectors.

The colonists' opposition forced Parliament to repeal (withdraw) the Stamp Act. This made the colonists aware of their power. Other British attempts to impose new taxes only made things worse. Boston was the center of opposition to Britain's tax policies. In 1770, a raggedy crowd of people taunted some British soldiers. The frightened soldiers shot into the crowd, killing five Americans. The Boston Massacre, as it was called, led to a new boycott.

Parliament again gave in. It removed all taxes except for one on tea, the most popular drink in the colonies. The Americans were outraged. On the night of December 16, 1773, a group of men boarded British ships in Boston harbor. They threw the cargoes of tea overboard. This action became known as the Boston Tea Party.

The British Parliament then passed four harsh measures in 1774. The colonists called them the Intolerable Acts. The acts closed the port of Boston. They took away many of Massachusetts' rights of self-government. And they allowed British troops to be housed in private homes.

These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake. In 1774, representatives of all the colonies except Georgia met in Philadelphia at the First Continental Congress. They tried to get Britain to resolve the issues peacefully. But they were ready to fight if it became necessary.



Revolutionary War

War and Independence

The American Revolution is also called the Revolutionary War and the American War of Independence. The first shots of that war were fired on April 19, 1775. British troops were in Lexington, Massachusetts, searching for hidden arms. Waiting for the British were 77 minutemen. They were colonists who were trained to be “ready in a minute.” No one knows who fired first. But eight Americans were killed. That same day, British and American soldiers fought again at nearby Concord. The news spread through the colonies, which quickly prepared for war.

But not all colonists were ready for a complete break with Britain. Hundreds of thousands were still loyal to Britain and its king. They opposed independence. They were known as Loyalists or Tories. Hundreds of thousands of other colonists were neutral. They were not sure if they wanted a complete break with Britain.

The question of independence was finally decided at the Second Continental Congress. That Congress began in Philadelphia on May 1775, the month after the fighting started. At first, the delegates were just as divided as the rest of the colonists. They debated the issue for more than a year. Finally, the delegates adopted the Declaration of Independence on July 4, 1776. It declared that the 13 colonies were “free and independent states.”

The Congress decided to create a Continental Army, and it picked George Washington to lead it. In addition, it adopted the Articles of Confederation. This created a confederation, or loose union, of the 13 states. The Articles also set up a legislature called the Congress of the Confederation. The Congress was the central government of the Confederation.



Revolutionary War

Victory at Yorktown and Peace

Starting in 1778, the British focused their efforts on the southern colonies. In the Carolinas and Virginia, British general Charles Cornwallis defeated the Americans in one battle after another. The situation there seemed hopeless.

Then the French came to the rescue. General Rochambeau and some 5,000 French troops arrived in 1780. And a French fleet arrived in 1781.

At that time, General Cornwallis had an army of more than 6,000 British troops at Yorktown, Virginia. Washington led his American and French troops there. For the first time in the war, Washington had a larger military force than the British.

Yorktown was the last major battle of the war. Peace talks began in Paris, France, in 1782. The Treaty of Paris was signed in 1783. The new nation had been tested on the battlefield. Now the war was over. For the first time, Britain recognized the United States of America as an independent country.



Text-Dependent Questions:
"Revolutionary War"

Name:

Date:

Directions: Use evidence when answering each question.

1. In section "Events Leading to the Revolution," what does the word "assembly" mean? What evidence in the text helps you know?

2. Why was having their own assembly so important to the colonies?

Text-Dependent Questions:
"Revolutionary War"

3. In the section "Colonial Oppression," the text says, "These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake." What did Britain do to the colonists that caused them to feel their basic liberties were threatened?

4. Why were the Loyalists opposed to independence from Britain?

5. The colonists who wanted independence from Britain were called *Patriots*. Why did the Patriots feel so strongly about breaking from the British rule in order to form their own nation?

Text-Dependent Questions:
“Revolutionary War”
(Completed, for Teacher Reference)

Directions: Use evidence when answering each question.

1. In section “Events Leading to the Revolution,” what does the word “assembly” mean? What evidence in the text helps you know?

Possible Answer: I think the word assembly means a group of leaders. I inferred this because the text says that they “ran the everyday business of the colonies and collected taxes”

2. Why was having their own assembly so important to the colonies?

Possible Answer: Because they got to run their own business.

3. In the section “Colonial Oppression”, the text says, “These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake.” What did Britain do to the colonists that caused them to feel their basic liberties were threatened?

Possible Answer: They closed the port of Boston, took away their right to govern, and put troops in their homes.

4. Why were the Loyalists opposed to independence from Britain?

Possible Answer: They were still loyal to Britain and the king

5. The colonists who wanted independence from Britain were called *Patriots*. Why did the Patriots feel so strongly about breaking from the British rule in order to form their own nation?

Possible Answer: They were used to running their own affairs and did not want to be taxed and ruled by the British. The British tried to tax things used by the colonists everyday, like tea. Then in Boston they closed the port, took away self-government, and keep troops in their homes. This made the colonists unite against British rule.



American Revolution Vocabulary Notebook

Name: _____

Date: _____

Vocabulary Notebook Criteria for Adding Words: Determine if a word should be added to your notebook using the following criteria:

- The word is important for understanding the topic.
- The word is likely to be in another text on this topic.
- I am likely to use this word when writing about the topic.

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram
revolution	removing a government by force and creating a new government	dictionary	



American Revolution Vocabulary Notebook

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram



American Revolution Vocabulary Notebook

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram



American Revolution Vocabulary Notebook

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 3

Explaining What Happened and Why: Rereading “Revolutionary War”



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

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

I can summarize informational or persuasive text. (RI.4.2)

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)

Supporting Learning Targets

- I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War.
- I can summarize the events that led to the American Revolution using evidence from the text “Revolutionary War.”
- I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text “Revolutionary War.”

Ongoing Assessment

- What Happened and Why graphic organizer
- “Revolutionary War” Summary



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Creating a Revolutionary War Timeline (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reread “Revolutionary War” to Identify Domain-Specific Vocabulary (10 minutes) B. Using the What Happened and Why Graphic Organizer (10 minutes) C. Summarizing: What Happened and Why (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Create Be a Patriot Anchor Chart (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your independent reading book for this unit. 	<ul style="list-style-type: none"> • In this lesson, students revisit the text “Revolutionary War,” which they read in Lesson 2. In Lesson 2, students read the text for the gist and answered text-dependent questions to build a general understanding of the American Revolution, focusing on RI.4.1 (“I can explain what a text says using specific details from the text.”) and RI.4.2 (“I can determine the main idea using specific details from the text.”). Now in Lesson 3, students use evidence from the text as they consider what happened during the war and to think about why the events happened and how they impacted other events—RI.4.3 (“I can explain the main points in a historical, scientific, or technical text, using specific details in the text.”). Students also focus on RI.4.2 (“I can summarize informational or persuasive text.”) by summarizing the text using the What Happened and Why graphic organizer. • The timeline in this lesson (Opening A) helps students visually see the events in the order that they happened, and choosing the five most important events helps students think about the events that had the biggest impact on the war. • The lesson also sets aside time to dig into some domain-specific vocabulary needed to understand the text, which addresses RI.4.4 (“I can determine the meaning of content words or phrases in an informational text.”) Use this as an opportunity to begin interacting with the Word Wall. • In Unit 1, the vocabulary on the Word Wall helps with students’ understanding of the informational texts they will read. In Unit 2, the Word Wall expands to include key vocabulary from the literary texts students will read. These words may include both descriptive and figurative language. All of the words compiled in Units 1 and 2 will support the writing work students do in Unit 3. As they write and revise for word choice, students will need to interact with the words they have collected. • In advance: <ul style="list-style-type: none"> – Prepare sets of Revolutionary War timeline cards (one set for each group of four to five students). Make sure to cut the date and event cards apart; mix each set up so they aren’t in chronological order or in matched pairs. – Prepare a Revolutionary War timeline: a piece of chart paper with a line drawn down the center and the title “Revolutionary War Timeline” written at the top. – Prepare the Be a Patriot anchor chart. – Form triads: heterogeneous groups of three students (see Opening A) – Post: Learning targets.



Lesson Vocabulary	Materials
summarize, Patriots, evidence, timeline, key events, importance, significant, justify; established (1), passed, representatives, boycott, self-government, unite (2), delegates, free and independent states, recognized, fleet (3), surrendered, treaty (4)	<ul style="list-style-type: none">• Highlighters (one per student)• “Revolutionary War” text (from Lesson 2)• Revolutionary War timeline cards (one per group)• Revolutionary War timeline (new; teacher-created; see Teaching Notes)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• 3" x 5" index cards (one per student)• Word Wall (from Lesson 2)• What Happened and Why graphic organizer (one per student and one to display)• What Happened and Why graphic organizer (completed; for teacher reference)• Equity sticks• Green colored pencil or thin marker (one per student)• Be a Patriot anchor chart (new; co-created with students during Closing and Assessment A; see sample for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Creating a Revolutionary War Timeline (10 minutes)</p> <ul style="list-style-type: none">• Arrange students in groups of three to form triads (as in Module 1).• Ask students for a thumbs-up if they think they can explain the importance of a key event from the Revolutionary War.• Tell students that authors include dates as signposts for readers to recognize important events.• Distribute highlighters.• Ask students to independently skim “Revolutionary War” and highlight any date they see, including the month, day, and year whenever it’s provided.• Ask group members to share the importance of one key event they found with each other.• Distribute one set of Revolutionary War timeline cards to each triad.• Tell students they will now make a <i>timeline</i> of key events of the Revolutionary War. Clarify students understanding of the term <i>timeline</i> by asking them to think about the two words that make up this word. Ask:<ul style="list-style-type: none">* What two words do you hear in the word timeline?* What clue does this give you about the meaning of this word?• Explain that a timeline is a diagram formed by a line with labels. Each of the labels represents an event in time. Go on to tell students that they will form a timeline today for the American Revolution with the events on these cards.• Explain that timelines are often arranged either vertically or horizontally. It doesn’t matter which format is chosen as long as the dates are on one side in chronological order and the event is on the other side. If necessary model using a few of the timeline cards.• Tell students that they must choose just five events from the set of timeline cards, thinking about which events were the most important or <i>significant</i> of the American Revolution. Then, they should put the cards in order according to dates.• Give the groups 5 minutes to read the cards, decide the significant events, and arrange a timeline.• Once the groups have made their timelines, ask a few groups to share. On the prepared Revolutionary War Timeline chart construct a class timeline by taping the timeline cards on the chart or recording the events and their dates from the cards onto the chart. Explain that the class will annotate this timeline to explain why each of these events is important after they reread “Revolutionary War”.	<ul style="list-style-type: none">• Consider attaching the Mystery Documents from Lesson 1 to appropriate points in the timeline to create a visual for students. This can be done during this portion of the lesson or another time during the school day.



Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Refocus students’ attention on the posted learning targets.• Ask students to read the learning targets silently:<ul style="list-style-type: none">* I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War.* I can summarize the events that led to the American Revolution using evidence from the text “Revolutionary War.”* I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text “Revolutionary War.”• Then, ask students to give a thumbs-up if they are clear on what they will be learning today, a thumbs-sideways if they understand part but not all of what they will be learning, and a thumbs-down if they are very unsure about what they will be learning. Clarify any confusion before beginning the lesson.• Make sure to explain that not all colonists wanted independence from Britain. The colonists who wanted to break away from British rule were called <i>Patriots</i>.	



Work Time	Meeting Students’ Needs
<p>A. Reread “Revolutionary War” to Identify Domain-Specific Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Remind them of the homework from Lesson 2: “Read through the text ‘Revolutionary War’ one more time at home. While you read, underline or highlight words that you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when deciding which words you will choose. After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your Vocabulary notebook.”• Revisit the Vocabulary Strategies anchor chart.• Ask students to share in their triads the word they each chose for homework, the definition, and which strategy they used to figure out the meaning.• Ask triads to reread “Revolutionary War” together to identify significant content-specific words that they think are important to know to understand the American Revolution.• Gather students together to decide which words they identified will be useful to keep throughout the module. Use the criteria at the top of students’ American Revolution Vocabulary notebook when choosing words.• As students share out, write these words on 3" x 5" index cards to attach to the Word Wall. (Later, you can write the definitions on a separate index card. Attach the definition to the Word Wall with the word over top of the definition—be sure students can “flip” the word up to see the definition underneath.)	<ul style="list-style-type: none">• Students could be grouped intentionally or randomly, depending on your students’ needs. It is important to group ELL students with at least one other student who speaks their language to support them in participating in group conversations.• For ELLs who need additional support, consider providing translations of key vocabulary from the text in students’ home language (assembly, established, passed representatives, boycott, self-government, unite, delegates, recognized, fleet, surrendered, treaty).



Work Time (continued)	Meeting Students’ Needs
<p>B. Using the What Happened and Why Graphic Organizer (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that readers often reread texts multiple times for different purposes. Tell them that today’s purpose is to think about what happened during the Revolutionary War and why these events happened. • Explain that they will be using the dates and events they identified in their timelines. Tell students that not only is it important to think about what happened in historical texts, but we also need to think about why these events happened. • Distribute and display the What Happened and Why graphic organizer. • Call on a student to read the headings of each column. Tell the students that this graphic organizer will be used to track the events of the Revolutionary War using evidence from the text “Revolutionary War.” • Using the example “April 19, 1775—Battle of Lexington and Concord,” model filling in the first row with a think-aloud. Say something like: “The first date from the text that we highlighted is April 19, 1775, so I’ll write that in the Date column. Now, what should I write under Event? I underlined ‘British troops fired on American colonists in Lexington and Concord, Massachusetts.’ That’s the event! So I could write that in the Event column. I could shorten it to ‘The Battles of Lexington and Concord began,’ too. I’m going to write that because it’s shorter and more to the point. In this last column, I need to write about the <i>Importance</i> of this event. There are some questions here to guide my thinking” (read questions aloud). “So, why were the Battle of Lexington and Concord important? Well, I know that these battles were the first of the American Revolution. In the text right after what I underlined, it says: ‘This was the beginning of the American Revolution.’ So that’s why it was important—it was the start of the Revolution.” • Complete the next row with students. • First, focus students on the next date they highlighted (1607 in “Events Leading to the Revolution”). • Then, ask: <ul style="list-style-type: none"> * “Where should you write that on your graphic organizer?” * “What key event happened in that year?” • Listen for students to say that Britain established its first colony in North America. • Ask: <ul style="list-style-type: none"> * “Where should you write that on your graphic organizer?” * “What is the importance of this event?” 	<ul style="list-style-type: none"> • To provide additional support for students you can provide a partially completed graphic organizer, with one event completed for each column, some events with only the event described and the “why” column left blank, and the remaining events blank.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• If students need support with this, model briefly: “The British eventually went on to establish 13 colonies in North America, and these were the colonies that wanted their independence.”• Invite students to continue this process with a partner with the remainder of the text.• Circulate and check in with students as needed.• After 15 minutes focus the group on the Revolutionary War timeline chart. Ask students to help you annotate why each of the events was important using the What Happened and Why graphic organizer (completed; for teacher reference) as needed.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Summarizing: What Happened and Why (10 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk:<ul style="list-style-type: none">* “What does it mean to <i>summarize</i> a text?”• Use equity sticks to cold call one to two students. Listen for responses like: “Summarize means to explain what the important things the text says in your own words.”• Remind students that they learned how to summarize narrative texts using the Somebody In Wanted But So strategy in Module 1.• Group the students in the same triads as in Work Time A.• Explain that today they are going to summarize “Revolutionary War,” which is an informational text, using the What Happened and Why strategy.• Tell students to read through their graphic organizer and discuss what the text is mostly about—its big idea. Remind students that key details are important because they support the main idea, but caution students to try not to include all the details in their summary. Point out where students should record their summaries on the graphic organizer. Give students 10 minutes to work in their triads to summarize “Revolutionary War.”• Circulate and support as needed. As you confer with the students, encourage them to focus on the significant events the class identified in the class timeline in Opening A.• Refocus class whole group.• Ask triads to partner with another triad and share summaries.• Encourage students to use a green colored pencil or thin marker to revise their summaries based on the conversation with the other triad if they think it will improve their response.• Use equity sticks to cold call one or two triads to share their summaries.• Listen for responses similar to: “The Revolutionary War was fought between Britain and the colonists who wanted freedom from British control. The British government tried to unfairly tax the colonists on common goods like anything printed and tea. They also passed the Intolerable Acts that made living in the colonies really hard. The Second Continental Congress wrote the Declaration of Independence in 1776. This important document declared that the 13 colonies were ‘free and independent states.’ Eventually, with the help of the French army, the Patriots defeated Britain and gained their independence in 1783.”	<ul style="list-style-type: none">• To provide students with more structure in summarizing the text ask them to summarize verbally using sentence starters before crafting a written summary (ex. The text the Revolutionary War describes <u>main idea</u>. It begins by telling the reader _____ then goes on to explain _____ and _____. Finally it concludes by describing _____).



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Create Be a Patriot Anchor Chart (8 minutes)</p> <ul style="list-style-type: none">• Display the new Be a Patriot anchor chart.• Ask students to keep the What Happened and Why graphic organizers out and to also get their Text-Dependent Questions note-catcher: “Revolutionary War” (from Lesson 2). Explain that you would like students to help you record some reasons (with evidence from the text) why the Patriots wanted to break away from Britain.• . Ask students:<ul style="list-style-type: none">* “What is one reason the Patriots wanted to break away?”* “What evidence from ‘Revolutionary War’ supports this?”• Cold call three or four students to share their thinking adding reasons supported by evidence from the text.• Push them to cite specific evidence from the text instead of from memory.• Record students’ responses on the Be a Patriot anchor chart.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read from your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 3

Supporting Materials



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Revolutionary War Timeline Cards

Teacher Directions: Copy and cut a set for each triad.



April 19, 1775	Battle of Lexington and Concord
1607	Britain established its first colony in North America
1763	British won the French and Indian War
1765	The Stamp Act
December 16, 1773	Boston Tea Party



Revolutionary War Timeline Cards

Teacher Directions: Copy and cut a set for each triad.



1774	Intolerable Acts
July 4, 1776	Declaration of Independence was adopted
1780	French troops arrived
1783	The Treaty of Paris
March 5, 1770	The Boston Massacre



What Happened and Why Graphic Organizer

Name: _____

Date: _____

Source: _____

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)



What Happened and Why Graphic Organizer

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)





What Happened and Why Graphic Organizer
(Completed, for Teacher Reference)

Source: “Revolutionary War”

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
1607	Britain established its first colony in America	It was the beginning of the 13 American colonies that would later become the United States of America
1754-1763	Britain fought in the French and Indian War	Brian needed money to keep their army in North America, so they began to tax the colonies.
1765	British Parliament passed the Stamp Act and representatives from the colonies met to decide what to do about the Stamp Act.	This act taxed all printed-paper in the colonies. The colonists decided to fight these taxes and the act was repealed.
1770	British troops killed 5 colonist in what came to be known as the Boston Massacre	This angered the colonists and led to another boycott.



What Happened and Why Graphic Organizer
(Completed; for Teacher Reference)

When (When did it happen?)	What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
December 16, 1773	Boston Tea Party: colonists dressed up as Native Americans dumped British tea in the Boston harbor.	This angered the British and they passed the Intolerable Acts.
1774	The Intolerable Acts: Took away Maccucets right to self-government, closed the port of Boston, and housed British troops in colonists homes.	This united the colonists against British rule.
April 19, 1775	Battle of Lexington and Concord	This is the start of the fighting in the Revolutionary War. No one knows who fired the first shot, the British or the colonists.
July 4th 1776	The Continental Congress adopted the Declaration of Independence	Representatives from all the colonies agreed to fight for Independence from British rule.
1780	French troops arrived to help the Americans	This helped the Americans win the war for independence.
1783	Battle of Yorktown and Treaty in Paris	The American colonists won the war and the United States of America was established as a new and independent country.



What Happened and Why Graphic Organizer
(Completed; for Teacher Reference)

Summary:

“The Revolutionary War was fought between Britain and the colonists who wanted freedom from British control. The British government tried to unfairly tax the colonists on common goods like anything printed and tea. They also passed the Intolerable Acts that made living in the colonies really hard. The Second Continental Congress wrote the Declaration of Independence in 1776. This important document declared that the 13 colonies were ‘free and independent states.’ Eventually, with the help of the French army, the Patriots defeated Britain and gained their independence in 1783.”



Be a Patriot Anchor Chart
(Sample, for Teacher Reference)

Teacher Directions: In advance of the lesson, prepare the chart below leaving the “Reasons for this opinion” and “Evidence to support this reason” columns blank. Below are possible reasons and evidence that could be recorded with students during the lesson.

Be a Patriot:

America should be an independent country from Britain because...

Reasons for this opinion	Evidence to support this reason
The British soldiers are attacking the colonists and we need to fight back.	5 men killed in the Boston Massacre- from “Revolutionary War”
The British have taken away the colonists’ personal property and liberty.	Taxes on printed paper and tea- from “Revolutionary War”
Colonists should be able to govern themselves.	The Intolerable Acts: closing of the port in Boston and housing troops in homes- from “Revolutionary War” Colonists were used to running their own affairs and collecting their own taxes- from “Revolutionary War”



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 4

Reading an Information Text: Reading about the Loyalist Perspective



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the gist of the text “Loyalists.”• I can explain what the text says about Loyalists using details from the text.• I can find the meanings of unfamiliar words to help me better understand the “Loyalists” text.	<ul style="list-style-type: none">• “Loyalists” gist statement• Answers to Text-dependent Questions: “Loyalists”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading “Loyalists” for the Gist (10 minutes)B. Guided Practice: Answering Text-Dependent Questions (15 minutes)C. Rereading and Answering Text-Dependent Questions (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread the “Loyalists” text. Write down five words you think should be added to our Word Wall.	<ul style="list-style-type: none">• Lessons 4-5 follow a similar pattern as Lessons 3-4, but focus on the Loyalists.• Here, in Lesson 4 students read the text, “<i>The Loyalists</i>” for gist and reread more closely to answer a series of text dependent questions. Then in Lesson 5 students take a closer look at vocabulary in the text and then identify the main ideas of each section of the text, summarize the text, then close by identifying reasons that colonists remained loyal to Great Britain and create a “Be a Loyalist” anchor chart.• In advance:<ul style="list-style-type: none">– Locate a world map that shows the 13 colonies and depicts (if possible) the British empire during the Revolutionary War.– Review: Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding techniques (see Appendix).– Post: Learning targets.

Lesson Vocabulary	Materials
explain, meaning, unfamiliar, understand; Loyalists, Tories	<ul style="list-style-type: none">• World map (large version or one to display using a document camera; see Teaching Notes)• Equity sticks• “Loyalists” (one per student)• Text-Dependent Questions note-catcher: “Loyalists” (one per student)• Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</p> <ul style="list-style-type: none">• Post or display the world map. Draw students' attention to the location of the 13 colonies.• Use equity sticks to cold call on students to come up to the map and point out each of the following places: Georgia, South Carolina, Mid-Atlantic, New York.• Point out the location of Great Britain. Ask:<ul style="list-style-type: none">* "Where were the colonies in relation to Great Britain?"* "How do you think this affected the relationship between Britain and its colonies?"• Listen for students to recall from the "Revolutionary War" text read in Lessons 2 and 3 that this distance was important because the colonists were used to "running their own affairs."• Ask them to turn to their shoulder partner and briefly review the significant facts about the Revolutionary War that they remember from Lessons 2 and 3. Encourage them to think about how the Patriots felt about being under British rule and what they did about it.• Review the Back-to-Back, Face-to-Face protocol with your students.<ol style="list-style-type: none">1. Find a partner and stand back-to-back.2. After the teacher gives the talking point, take a moment to think about your response.3. At the signal, turn face-to-face with your partner and share your response. Make sure both voices are heard.4. Repeat Steps 1–3 with a new partner.• Ask students to stand and find their first partner. Ask the following questions:<ul style="list-style-type: none">* Round 1: Do you think the British were right to tax the colonists to pay for their debt? Why do you think this?* Round 2: Who do you think was right, the colonists who supported independence (Patriots) or the colonists who wanted to stay connected to Britain (Loyalists)? Why do you think this?	<ul style="list-style-type: none">• Consider posting the directions for protocols to support the visual learners in your class.• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share and giving the entire class some silent think time before they start to talk.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Redirect students' attention to the posted learning targets.• Invite students to silently read the targets silently:<ul style="list-style-type: none">* "I can determine the gist of the text "Loyalists."* "I can explain what the text says about Loyalists using details from the text."* "I can find meanings of unfamiliar words to help me better understand the 'Loyalists' text."• Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion before beginning the lesson.	
Work Time	Meeting Students' Needs
<p>A. Reading "Loyalists" for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute "Loyalists" to students.• Tell students to follow along on their copy of the text while you read aloud, looking for important words. They may underline, highlight, or circle these words.• Read the text aloud slowly, pausing now and then to give students a chance to notice and take note of important words.• After reading the entire text, give students a couple of minutes to come up with a gist statement.• Ask students to quickly write a gist statement at the end of the text.• Invite them to turn and share their gist statement with a shoulder partner.	<p>To further support students, allow them to determine the gist of chunks of the text and then write a gist statement as a class. If students have not studied the Revolutionary War yet in social studies this may be necessary.</p>



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Distribute individual copies of the Text-Dependent Questions note-catcher: “Loyalists.”• Remind students that readers often read a complex text several times—each time with a different purpose—to fully understand the information. Explain that they will reread the text “Loyalists” again to find evidence to answer text-dependent questions.• Invite the students to read along silently as you read the first question on their “Loyalists” Text-Dependent Questions note-catcher aloud to them: “Using evidence from the text, write a definition for <i>loyalist</i> in your own words.”• Ask them to think about how they would respond to this, then turn and share their thinking with their shoulder partner.• Use equity sticks to cold call on one to two students to share their responses. Listen for responses similar to: “A loyalist was a person who wanted to stay connected to and be protected by the British government.”• Invite students to record a response to this question in the Text Evidence box below the question.• Continue guided practice with question 2. Point out that while students are provided multiple choices for their answer they also need to find evidence in the text for the answer they select.• Ask students to work with their partner to answer and find evidence for question 2. Give them 5 minutes to work.• Ask students to hold up one finger if they answered A, two fingers for B, three for C, and 4 for D. Use this information to determine how many students selected the correct answer: See the Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference).• Cold call a few pairs to share their answer and evidence. Demonstrate to students how they might underline evidence in the text and then record it onto their note-catchers.	<ul style="list-style-type: none">• Use students’ responses to the first two questions, to determine whether to continue with guided practice or release students to work with their partners in Work Time C.



Work Time (continued)	Meeting Students' Needs
<p>C. Rereading and Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Invite students to continue working with their shoulder partner.• Ask them to reread the text to answer the questions on the “Loyalists” Text-Dependent Questions note-catcher.• Remind students to use the Text Evidence boxes to show where in the text they found proof for their answer.• Answer any clarifying questions.• Ask students to begin.• After 15 minutes, refocus students whole group.• Use equity sticks to call on students to share their answers. Refer to the Text-Dependent Questions note-catcher: “Loyalists” (answers, for teacher reference) as necessary.	<ul style="list-style-type: none">• To further support students in Work Time C, continue as guided practice (this may require more time than allotted in the agenda), or provide guided practice strategically by conferring with students who find this text challenging.• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.
Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Refocus students on the learning targets.• Using Fist to Five, ask students to rate themselves on how well they could “explain what the text says about loyalists.” Take note of any students who rate themselves poorly.• Explain to students that they will have a chance to dig deeper into this text, focusing on vocabulary and then summarizing, in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the “Loyalists” text. Write down five words you think should be added to our Word Wall.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 4

Supporting Materials



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“Loyalists”

The Loyalists were colonists who stayed loyal to Britain and King George III during the American Revolution. They were against American independence. There were about 500,000 Loyalists when the American Revolution started in 1775. That was about 16 percent of the total population.

Loyalists, also known as Tories, lived in all the colonies. They were strongest in the south, especially Georgia and South Carolina. Many also lived in the Mid-Atlantic colonies. New York had at least three times as many Loyalists as any other colony.

Who Were the Loyalists?

Many important and powerful people were Loyalists. Thomas Hutchinson was a famous historian and governor of Massachusetts. John Copley of Massachusetts was a famous painter. Peter Harrison of Rhode Island was the greatest architect of the time. Some Loyalists, like Joseph Galloway of Pennsylvania, did not like Britain’s harsh treatment of the colonies. But they remained loyal to Britain. They did not want to break away from their country.

Even Benjamin Franklin’s son William was a Loyalist. He was the colonial governor of New Jersey. His father urged him to join the patriot cause, but he refused. The patriots put William in jail in 1776. He was released in 1778 and went to New York City, which was occupied by British forces. There he became head of the Board of Associated Loyalists. The Board helped direct Loyalist military activities. William Franklin left New York for Britain in 1782 and never returned.

Most colonists who worked for Britain as crown officials were Loyalists. But Loyalists came from other groups as well. Rich people and poor people joined the Loyalist ranks. They were bakers and bankers, farmers and sailors. Every religious group had its share of Loyalists, too. Their ancestries were English, Irish, Welsh, Scottish, German, and Dutch.

Some black slaves joined the Loyalist cause. They had been offered freedom by the Loyalist leaders. But there were far more American Indians who sided with Britain. Joseph Brant, the leader of the Mohawks, remained loyal to Britain. So did some of the other leaders of the Iroquois Confederacy. Brant was even made a captain in the British Army. In 1777 and 1778, he led Indian forces against American settlements in New York and Pennsylvania.

The patriots fought hard for their cause during the Revolution. The Loyalists did too. Some were spies. Some served in the regular British Army. Others fought in militias. About 19,000 men fought in more than 40 Loyalist units. The largest of these was Cortlandt Skinner’s New Jersey Volunteers.



“Loyalists”

Many Loyalists Flee

The patriots believed the Loyalists were a serious threat to the Revolution. In January 1776, before the Declaration of Independence, the Second Continental Congress resolved that some Loyalists “ought to be disarmed, and the more dangerous of them ... kept in safe custody ...” After independence on July 4, 1776, some states passed laws to control the Loyalists. Their homes and property were taken away. They were beaten, tarred and feathered, and sometimes killed. This caused thousands of Loyalists to flee. During much of the American Revolution, the British army occupied New York City. Loyalists fleeing other states gathered there.

By the end of the American Revolution in 1783, about 100,000 Loyalists had fled to other countries. Some went to Britain, others to British colonies in Florida and the Caribbean. At least half the Loyalists went to Canada. They moved into the province of Nova Scotia. And they settled on lands that would become the provinces of New Brunswick and Ontario. Most Loyalists, however, stayed in the United States. And after the peace treaty was signed in 1783, some Loyalists who had fled returned to the United States.

Mohawk chief Joseph Brant was not one of them. He fled to Canada with thousands of Mohawks and other Native Americans. The British government gave him a large area of land in what is now Ontario. Loyalists did not support American independence. But they were an important part of American history. The British called the American Revolution a rebellion. The patriots called it a war for independence. The Loyalists made the war into a civil war.

"Loyalists." The New Book of Knowledge. Grolier Online, 2013. Web. 3 Dec. 2013. All rights reserved. Reprinted by permission of Scholastic Library Publishing, Inc.



Text-Dependent Questions:
“Loyalists”

Name: _____

Date: _____

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *loyalist* in your own words.

Text Evidence

2. According to the text, the loyalist presence in the American colonies was strongest in:

- A. New England
- B. the Mid-Atlantic colonies
- C. the South
- D. New York

Text Evidence



Text-Dependent Questions:
“Loyalists”

3. The text says: “Loyalists fleeing other states gathered there (New York City).” Why does the text say that many Loyalists went to live in New York City?
- A. The British army occupied New York City during much of the Revolutionary War
 - B. Loyalists were more likely to be merchants and therefore wanted to live near the New York City harbor
 - C. The mayor of New York City put out a decree welcoming Loyalists to stay in the city
 - D. The King of Britain came to visit New York City

Text Evidence

4. Speaking about Mohawk chief Joseph Brant, the text says: “The British government gave him a large area of land in what is now Ontario (Canada).” Use evidence from the text to make an inference: *Why* do think the British gave this loyalist land after the war ended?

Text Evidence



- ### Text Evidence

Text-Dependent Questions:
“Loyalists”
(Answers, for Teacher Reference)

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *loyalist* in your own words.

Text Evidence

Possible answer: A colonist who thought the American colonies should continue to be ruled by Britain.

2. According to the text, the loyalist presence in the American colonies was strongest in:

- A. New England
- B. the Mid-Atlantic colonies
- C. the South
- D. **New York**

Text Evidence

“New York had at least three times as many Loyalists as any other colony.”

3. The text says: “Loyalists fleeing other states gathered there (New York City).” Why does the text say that many Loyalists went to live in New York City?

- A. **The British army occupied New York City during much of the Revolutionary War**
- B. Loyalists were more likely to be merchants and therefore wanted to live near the New York City harbor
- C. The mayor of New York City put out a decree welcoming Loyalists to stay in the city
- D. The King of Britain came to visit New York City

Text Evidence

“During much of the American Revolution, the British army occupied New York City. Loyalists fleeing other states gathered there.”



Text-Dependent Questions:

“Loyalists”

(Answers, for Teacher Reference)

4. Speaking about Mohawk chief Joseph Brant, the text says: “The British government gave him a large area of land in what is now Ontario (Canada).” Use evidence from the text to make an inference: *Why* do think the British gave this loyalist land after the war ended?

Text Evidence

Possible answer: He probably worried for his tribe. The text says that many Loyalists were beaten and their homes and property were taken during the war. I infer that he would not feel safe coming back to the United States.

5. This text uses different words to describe the American Revolution: “The British called the American Revolution a **rebellion**. The Patriots called it a **war for independence**. The Loyalists made the war into a **civil war**.” Discuss why they might have used different terms to describe the same event.

Text Evidence

Possible answer: I think different people thought about the war differently depending on whether they agreed with the Patriots or the British. The different terms show how different people viewed the war.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 5

Determining Main Ideas and Supporting Details in Informational Text: Reading About the Loyalist Perspective



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using specific details from the text. (RI.4.1) I can summarize informational or persuasive text. (RI.4.2) I can explain the main points in a historical text, using specific details in the text. (RI.4.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain what the text says about Loyalists using details from the text.• I can identify the main idea and key details of the informational text “Loyalists.”• I can summarize the perspective of the Loyalists using evidence from the text.	<ul style="list-style-type: none">• Main Idea and Supporting Details graphic organizer• Main Idea summary statement



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Reread “Loyalists” to Identify Domain-Specific Vocabulary (10 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Guided Practice: Identify the Main Idea (15 minutes)B. Independent Practice: Identify the Main Idea (10 minutes)C. Writing a Main Idea Statement and Summarizing (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Create Be a Loyalist Anchor Chart (8 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• In this lesson, students revisit the text “Loyalists,” which they read in Lesson 4. They reread the text to determine the main ideas and supporting details of the text in order to learn about the Loyalist perspective on the Revolution. The lesson concludes with students creating a Be a Loyalist anchor chart outlining reasons and evidence that colonist wanted to remain loyal to Great Britain.• This lesson follows the same basic format as Lesson 3, with two important distinctions. First, students are learning about Loyalists rather than Patriots. Second, students focus more on the “ideas” of the Revolutionary War, rather than just the “events.” Therefore, students use a different graphic organizer. In Lesson 2, they used the What Happened and Why graphic organizer to focus on events. Here, they use the Main Idea and Supporting Details graphic organizer to focus on various perspectives on the war. Students will use this same Main Idea and Supporting Details graphic organizer again in Lesson 8, when they read about the perspectives of black colonists and slaves during the Revolutionary War.• In advance:<ul style="list-style-type: none">– Prepare the Be a Loyalist anchor chart.– Post: Learning targets.



Lesson Vocabulary	Materials
explain, main idea, summarize, perspective, sequence	<ul style="list-style-type: none">• “Loyalists” (from Lesson 4; one per student)• Word Wall (begun in Lesson 2)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• Vocabulary Strategies anchor chart (begun in Module 2, Unit 1, Lesson 3)• 3" x 5" index cards (one per student)• Main Idea and Supporting Details graphic organizer (one per student and one to display)• Main Idea and Supporting Details graphic organizer (answers, for teacher reference)• Green colored pencils or thin markers (one per student)• Equity sticks• Be a Loyalist anchor chart (new; co-created in Closing and Assessment A; see supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reread “Loyalists” to Identify Domain-Specific Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Group students in triads, asking them to take the “Loyalists” text with them.• Reread “Loyalists” aloud as the student follow along.• As they read along, they should focus on content-specific vocabulary. Tell them to underline or highlight these words so they can be added to the Word Wall.• Refer them to the criteria at the top of their American Revolution Vocabulary notebook when deciding which words you will choose.• Tell groups to decide on three to five words they feel are most important to include on the Word Wall.• Revisit the Vocabulary Strategies anchor chart.• Students should then choose one word from the three to five words their group narrowed down and, using one of the vocabulary strategies, write a definition for this word in their American Revolution Vocabulary notebook.• In their triads, ask students to share the word they each chose, the definition, and which strategy they used to figure out the meaning.• Gather students together to decide which words they identified will be useful to keep throughout the module.• As students share out, write these words on 3" x 5" index cards to attach to the Word Wall. (Later, you can write the definitions on a separate index card. Attach the definition to the Word Wall with the word over top of the definition—be sure students can “flip” the word up to see the definition underneath.)	<ul style="list-style-type: none">• Students could be grouped intentionally or randomly, depending on your students' needs. It is important to group ELL students with at least one other student who speaks their language to support them in participating in group conversations.• Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what they will be learning.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Ask for student volunteers to read the first two learning targets aloud:<ul style="list-style-type: none">* "I can explain what the text says about Loyalists using details from the text."* "I can identify the main idea and key details of the informational text 'Loyalists.'"• Pause after each learning target is read and ask students for a thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of the target. Clarify as needed.• Focus students on the last learning target and read it aloud:<ul style="list-style-type: none">* "I can summarize the perspective of the Loyalists using evidence from the text."• Tell students that by the end of today's lesson they will be able to <i>summarize</i> what the text says about Loyalists. Remind them that they summarized the text "Revolutionary War" in Lesson 3.• Circle the word <i>perspective</i>.• Explain that in this learning target, the word perspective means "how a individual understands or views a topic." Go on to explain that this means that this learning target is asking students to explain how Loyalists understood or viewed the Revolutionary War.	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Identify the Main Idea (15 minutes)</p> <ul style="list-style-type: none">• Remind students that readers often reread texts more deeply for different purposes. Today's purpose is to think about the Loyalists and their perspective on the colonies gaining independence from Britain.• Tell students that in Lesson 3 they read the informational text "Revolutionary War," which described what happened during the war and why in a sequence of events.• Explain that <i>sequence</i> means "in order."• Ask students:<ul style="list-style-type: none">* "Did the text 'Loyalists' describe a sequence of events?"• Invite students to put their hand on top of their head if their answer is "yes" or a finger on their nose if their answer is "no." Ask two or three students to explain their answers. Make sure they understand that "Loyalists" does not describe a sequence of events. It describes a group of people and their role in the war.• Explain that to find the main idea of the whole text, they will first determine the main idea of each section of the text along with key details that support the main idea.• Distribute the Main Idea and Supporting Details graphic organizer.• Ask students to return to their text "Loyalists" from Lesson 4.• Draw their attention to the gray bars labeled Section Title. Ask them to look in the text to see if they know what the section titles are. Make sure they know that there are three sections, even though only two are clearly labeled. The sections are:<ul style="list-style-type: none">– "Introduction"– "Who Were the Loyalists?"– "Many Loyalists Flee"• Invite students to read along silently as you read the first section aloud.• Ask them to think about the main idea of that section.• Read the section aloud.	<ul style="list-style-type: none">• To further support some students, provide a partially completed graphic organizer where students can practice determining the main idea when the supporting details are provided or practice finding supporting details when the main idea is provided.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Using the Think-aloud strategy, say something like: “This section has a lot of facts about Loyalists. I think the main idea of the first paragraph is that Loyalists were a small group of colonists who stayed loyal to Britain. The second paragraph mostly describes where the majority of Loyalists lived. I’d say the main idea of this section is that Loyalists were a small number of colonists who stayed loyal to Britain and who lived throughout the colonies ”• Model how to record your thinking on the Main Idea and Supporting Details graphic organizer. See the Main Idea and Supporting Details graphic organizer (answers, for teacher reference) as necessary.<ul style="list-style-type: none">– Main Idea: Loyalists were a small number of colonists who lived throughout the colonies and who stayed loyal to Britain.– Supporting Details: “They were against American independence”; “They were about 16 percent of the total population at the beginning of the American Revolution”; “Loyalists lived in all the colonies.”• Group students in partnerships.• Invite partners to continue this process with only the next section, “Who Were the Loyalists?”• Circulate and check in with students as needed. Encourage them to find the main idea of each paragraph and underline specific and important details to support the main ideas. Then summarize their thinking for the main idea for the section.• After about 8–10 minutes, bring the students back together and distribute green colored pencils or thin markers.• Use equity sticks to cold call two or three partnerships to share their main idea statements.• Make sure they have clear text-dependent supporting details. Listen for statements similar to: “The Loyalists were made up of all different kinds of people who may not have agreed with Britain’s harsh treatment of the colonists but stayed loyal anyway. Many important people were Loyalists, even Benjamin Franklin’s son, William. People from all different backgrounds sided with Britain, including rich, poor, black slaves, and many American Indians.”• Invite students to revise their main idea statements if they feel they could improve their response based on the class discussion. Ask them to use the green colored pencils or thin markers for their revisions.	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: Identify the Main Idea (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they will now reread “Many Loyalists Flee” and identify the main idea and key supporting details independently. Remind them to identify the main idea and key supporting details of each paragraph first before summarizing the section into a main idea statement.• Give students 10 minutes to work independently.• Circulate and assist students as needed. Some may struggle a bit with this, but encourage them to try their best. Let them know there will be more opportunities to identify the main idea of sections of text throughout the module.	<ul style="list-style-type: none">• Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.
<p>C. Writing a Main Idea Statement and Summarizing (15 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Invite them to return to working with their partner from Work Time A.• Explain that they are going to summarize “Loyalists” now that they have read it closely.• Remind students that they summarized the text “Revolutionary War” in Lesson 3. Review that to <i>summarize</i> a text means to explain the important things the text says in your own words.• Focus students on the Main Idea and Supporting Details graphic organizer, pointing out the final box at the bottom.• Ask students to talk with their partner and write what they think the main idea of the text is in this box.• Ask for a few volunteers to share out. Listen for students to say something like: “The main idea of the text is that the Loyalists were colonists who thought America should remain loyal to Britain and they supported Britain during the American Revolution.”• Have students revise their main idea statement if necessary.• Explain that students should now work with their partners to write a summary paragraph of “Loyalists” at the bottom of their Main Idea and Supporting Details graphic organizers. The main idea statement they just shared as a class should be the topic sentence for their summary paragraph and they should support this sentence using the main ideas from the different sections of the text to complete their summaries.• Give students 10 minutes to work.• Circulate and support as needed. As you confer with students, encourage them to think about what the text is about overall.• Gather the students back together. Ask partnerships to partner with another partnership and share summaries. Encourage students to use a green colored pencil or thin marker to revise their summaries based on the conversation with other students if they think it will improve their response.	<ul style="list-style-type: none">• To further support students gather students for a round of Concentric Circles (see Appendix) and have them practice verbally summarizing the text with multiple partners using their graphic organizers for a reference before they record a written summary of the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Use equity sticks to cold call one or two groups of four to share their summaries.• Listen for responses similar to: "During the Revolutionary War there were many colonists called Loyalists who thought America should remain a part of Britain. Loyalists lived throughout the colonies, but the greatest number lived in New York. They came from lots of backgrounds. Some were powerful and some were slaves. The Patriots thought the Loyalists were dangerous and did not treat them well. So many Loyalists decided to leave the country. In the end, they fought for what they believed and are an important part of American history."	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Create Be a Loyalist Anchor Chart (8 minutes)</p> <ul style="list-style-type: none">• Present the Be a Loyalist anchor chart. Students may need help brainstorming ideas for the anchor chart. Consider the following prompts:<ul style="list-style-type: none">– Reread the first paragraph in the "Who Were the Loyalists?" section of the text and ask: "What reason could you infer some colonists wanted to remain loyal from that paragraph in the text?" Listen for students to infer that some colonists felt that Britain was their country.– Reread the first sentence in the third paragraph in this same section: "Most colonists who worked for Britain as crown officials were Loyalists." Ask: "What reason could you infer that some colonists were Loyalists from this line of text?" Listen for students to infer that some colonists may not have wanted to lose their jobs.– Finally, ask: "Are there any other reasons you can infer?" Prompt students to use the text to support any reasons they may infer. Add to the anchor chart any reasons that can be reasonably supported by the text.• Record students' ideas on the Be a Loyalist anchor chart.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 5

Supporting Materials



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Main Idea and Supporting Details Graphic Organizer

Name: _____

Date: _____

Source: _____

Section Title: Introduction

Main Idea:

Supporting Details:

Section Title:

Main Idea:

Supporting Details:

Section Title:

Main Idea:

Supporting Details:



Main Idea and Supporting Details Graphic Organizer

Main Idea Statement: Below, record the main idea of the entire text. What was the text about overall?

Summary of “Loyalists”:



Main Idea and Supporting Details graphic organizer
(Answers, for Teacher Reference)

Source: Loyalists

Section Title: Introduction	
Main Idea: The Loyalists were a small number of colonists who lived throughout the colonies and who stayed loyal to Britain.	Supporting Details: They were against independence. 16 percent of the colonists were Loyalists. They were also known as Tories. The most Loyalists lived in New York.
Section Title: “Who Were the Loyalists?”	
Main Idea: There were Loyalists from different backgrounds during the Revolution.	Supporting Details: William Franklin, Benjamin Franklin’s son, was a famous Loyalist. Most colonists who worked for the British were Loyalists. Some black slaves were Loyalists because they were promised freedom.
Section Title: “Many Loyalists Flee”	
Main Idea: Patriots believed the Loyalists were a threat to the Revolution, so they did not treat them well and many Loyalists left the country.	Supporting Details: Many Loyalists’ property or homes were taken away. Many Loyalists were beaten or killed. Some Loyalists decided to flee to Canada but many remained in America. Joseph Brant, a Native American chief, was a Loyalist who fled with his tribe to Canada.



Main Idea and Supporting Details graphic organizer
(Answers, for Teacher Reference)

Main Idea Statement: Below, record the main idea of the entire text. What was the text about overall?

During the Revolutionary War there were many colonists called Loyalists who thought America should remain a part of Britain.

Summary of “Loyalists”:

Possible answer: During the Revolutionary War there were many colonists called Loyalists who thought America should remain a part of Britain. Loyalists lived throughout the colonies, but the greatest number lived in New York. They came from lots of backgrounds. Some were powerful and some were slaves. The Patriots thought the Loyalists were dangerous and did not treat them well. So many Loyalists decided to leave the country. In the end, they fought for what they believed and are an important part of American history.



Be a Loyalist Anchor Chart
(For Teacher Reference)

Opinion: Support the British rule over America

Reasons for this opinion	Evidence from the text
<p>Possible reasons:</p> <ul style="list-style-type: none">• It is our duty as subjects of the British crown• Slaves are promised freedom.	<p>Possible evidence:</p> <ul style="list-style-type: none">• They did not want to break away from Britain- From “Loyalists”• Some colonists worked for the British- From “Loyalists”• Slaves were offered freedom by Loyalist leaders- From “Loyalist”



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 6

Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can summarize informational. (RI.4.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain what happens in a text about the Revolutionary War using details from the text.• I can summarize an informational text about the Revolutionary War.	<ul style="list-style-type: none">• Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Reader: QuickWrite (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading from your independent reading for this unit.	<ul style="list-style-type: none">• In this lesson, students complete the Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War. Students have prepared for this assessment by reading and rereading texts, paying careful attention to vocabulary, determining the gist of texts, and writing summary paragraphs. They will have the opportunity to demonstrate these skills on the assessment.• Post: Learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Be a Patriot anchor chart (begun in Lesson 3)• Be a Loyalist anchor chart (begun in Lesson 5)• 4" x 6" index card (one per student)• Sticky note (one per student)• "Private Yankee Doodle" (assessment text; one per student)• Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War (one per student)• Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War (answers, for teacher reference)• 2-Point Rubric: Short Response (for teacher reference)• Tracking My Progress, Mid-Unit 1 Assessment recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: QuickWrite (10 minutes)</p> <ul style="list-style-type: none">• Post the Be a Loyalist anchor chart and Be a Patriot anchor chart.• Give each student a 4" x 6" index card. Ask students to refer to the anchor charts as needed and answer the following question on their index card:<ul style="list-style-type: none">* “Now that we’ve read and learned about these two different perspectives, which do you feel is the most reasonable (Patriot/Loyalist) and why?”• After 5 minutes, ask students to gather for the Back-to-Back, Face-to-Face protocol. Ask students to bring their index cards and get back-to-back with a partner.• Signal students to turn face-to-face and share their writing.• Collect the index cards.	<ul style="list-style-type: none">• Students’ QuickWrite cards can be used as a formative assessment of students’ ability to support their opinions with reasons and evidence. This will be helpful information when differentiating instruction in Unit 3.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the posted learning targets.• Cold call on a student to read the first target:<ul style="list-style-type: none">* “I can explain what happens in a text about the Revolutionary War using details from the text.”• Underline the word <i>inferences</i>.• Distribute one sticky note to each student. Ask students to draw a quick sketch of what is involved in inferences.• Have students turn and share their sketch with a partner and explain what an inference is.• Ask for volunteers to share their sketches and explanations.• Cold call a student to read the second learning target:<ul style="list-style-type: none">* “I can summarize an informational text about the Revolutionary War.”• Have students turn to a neighbor and share a strategy they use for <i>summarizing</i> a text.• Call on a few pairs to share strategies with the class.• Tell students that these targets will be the focus of today’s assessment.	<ul style="list-style-type: none">• While modeling, use both verbal and written cues so students can both listen to and read your thinking. This allows access to students who learn differently.• Add pictures or symbols to the boxes of the Clarifying Table to support ELLs and other students. For example, you may draw a light bulb in the Core Idea box or a connection symbol (two circles connected together) in the Knowledge Connections box.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute “Private Yankee Doodle” and the Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War.• Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Private Yankee Doodle” for the gist.2. Reread the text and answer the questions that follow.3. Use evidence from the text to support your answers.• Clarify if needed.• Allow students to begin. Let them know that if they finish before other students, they should read their independent reading book.• Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can help prepare students for future assessments and standardized tests.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 1 Assessment recording form.• Ask students to reflect on the learning targets and then record their progress using the Tracking My Progress, Mid-Unit 1 Assessment recording form.• Collect the recording forms for additional assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading from your independent reading for this unit.	



EXPEDITIONARY
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Grade 4: Module 3B: Unit 1: Lesson 6

Supporting Materials



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Private Yankee Doodle

*A soldier's vivid
descriptions of the
Revolutionary
War earned him
the title of...*

Private Yankee Doodle

ON Sept. 15, 1776, 15-year-old American Army Private Joseph Plumb Martin found himself crouched in a trench near the East River in New York. Five British man-of-war ships were blasting cannonballs at him and his friends. Martin held his ears and wondered "which part of my carcass was to go first."

Through the tumultuous years of the Revolutionary War, Martin kept a diary. Many years after the war, he wrote in it the story of his experience as a private in George Washington's army. He starved at Valley Forge and froze at Morristown. Yet he never lost his sense of humor—or his patriotism.

The Fine Art of Retreating

Things got worse for Martin in that first battle. When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat. It soon became a stampede.

For the next 24 hours, Martin struggled through swamps and woods with nothing to eat. He finally found his regiment, and the next day they fought a battle with the British, driving them back.

HISTORY



Martin was happy to discover they could make the enemy retreat, too.

Holding the Fort

A year later, Martin found himself in another trouble spot. His regiment was ordered to defend a fort on the Delaware River. The British had captured Philadelphia (it was the American capital then). But if they could not seize this fort, their ships would not be able to use the river and their army would starve.

It was, Martin later wrote, "in the cold month of November," and he had "not a scrap of either shoes or

stockings to my feet or legs." The British pounded the fort day and night using heavy guns. Martin saw five men killed by a single cannonball.

Starvation Time

After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort. They retreated to winter camp at Valley Forge. There they encountered another enemy: hunger. Night after night they dined, as Martin put it in his humorous way, "upon a leg of nothing and no turnips."

Even water was scarce. One night Martin paid another soldier three cents for a drink from his canteen.

Most of the army was barefoot. "They could be tracked by their blood on the rough frozen ground," Martin wrote.

Victory at Last

The war dragged on, and Martin fought bravely in several more battles. He was promoted to sergeant. In 1783, a few days after the key battle in Yorktown, Va., in which Martin also fought, the British Army surrendered.

After almost seven years in the army, Joseph Plumb Martin went home and wrote about his adventures. People liked his book so much they called him "Private Yankee Doodle."✦

—Thomas Fleming

READ MORE

You can read Martin's diaries in "Yankee Doodle Boy: A Young Soldier's Adventures in the American Revolution Told by Himself" (School and Library Binding, 1995).

You can also find selections from the diaries at www.mrbooth.com/edu/constit/diaries.html.



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War

Name: _____

Date: _____

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from the text. (RI.4.1)

I can summarize informational. (RI.4.2)

Directions:

1. Read “Private Yankee Doodle.”
2. Answer the questions that follow.

1.) According to the text, how do we know what we know about Joseph Plumb Martin?

- A. A soldier in Martin’s regiment kept a diary about him.
- B. George Washington wrote a story about him.
- C. He kept a diary of his adventures during the war.
- D. A British soldier kept a diary about him.

2.) Read this line from section with the heading “Starvation Time”:

“Night after night they dined, as Martin put it in his humorous way, ‘upon a leg of nothing and no turnips.’”

What does Martin mean by this?

- A. He and the regiment had nothing to eat.
- B. He and the regiment were thirsty.
- C. He and the regiment had plenty to eat.
- D. He and the regiment liked turnips.

Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War

3.) In the text, Thomas Fleming wrote, “Things got worse for Martin in that first battle.” How were things bad for Martin during the first battle?

- A. Martin had no shoes or socks.
- B. American officers ordered a retreat that turned into a stampede.
- C. American soldiers did not have much water to drink.
- D. The British army captured a fort on the Delaware River.

4.) The last section has the heading “Victory at Last.” Why is this a good heading for this section?

- A. The section is about how the British won the war.
- B. The section is about how Martin was promoted to sergeant.
- C. The section is about how Martin wrote about his adventures.
- D. The section is about how the British surrendered and the Americans won the war.

5.) Read this line from section with the heading “Holding the Fort”:

“It was, Martin later wrote, ‘in the cold month of November,’ and he had ‘not a scrap of either shoes or stockings to my feet or legs.’”

Based on this statement, how did Martin and the regiment feel while defending the fort on the Delaware River?

- A. He and the regiment were hungry because food and water were scarce.
- B. He and the regiment were comfortable because they had shoes and socks.
- C. He and the regiment were scared while defending the fort from the British.
- D. He and the regiment were cold because they didn’t have any shoes or socks.



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War

6.) Which word below has a similar meaning to the word retreat as it is used in the following line from the text?:

“When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat.”

- A. to leave
- B. move forward
- C. battle
- D. continue

7.) Which line from the text helps you to infer the meaning of the word retreat?

- A. “He finally found his regiment, and the next day they fought a battle with the British, driving them back.”
- B. “After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort.”
- C. “His regiment was ordered to defend a fort on the Delaware River.”
- D. “The war dragged on, and Martin fought bravely in several more battles.”

Short Response:

8.) After reading the article “Private Yankee Doodle,” write a paragraph that summarizes what the text is about. Be sure to include the main idea of the text with supporting details.



Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from the text. (RI.4.1)

I can summarize informational. (RI.4.2)

Directions:

1. Read “Private Yankee Doodle.”
2. Answer the questions that follow.

1.) According to the text, how do we know what we know about Joseph Plumb Martin?

- A. A soldier in Martin’s regiment kept a diary about him.
- B. George Washington wrote a story about him.
- C. He kept a diary of his adventures during the war.**
- D. A British soldier kept a diary about him.

2.) Read this line from section with the heading “Starvation Time”:

“Night after night they dined, as Martin put it in his humorous way, ‘upon a leg of nothing and no turnips.’”

What does Martin mean by this?

- A. He and the regiment had nothing to eat.**
- B. He and the regiment were thirsty.
- C. He and the regiment had plenty to eat.
- D. He and the regiment liked turnips.

Mid-Unit 1 Assessment:
Reading and Answering Questions about the Revolutionary War
(Answers, for Teacher Reference)

3.) In the text, Thomas Fleming wrote, “Things got worse for Martin in that first battle.” How were things bad for Martin during the first battle?

- A. Martin had no shoes or socks.
- B. American officers ordered a retreat that turned into a stampede.**
- C. American soldiers did not have much water to drink.
- D. The British army captured a fort on the Delaware River.

4.) The last section has the heading “Victory at Last.” Why is this a good heading for this section?

- A. The section is about how the British won the war.
- B. The section is about how Martin was promoted to sergeant.
- C. The section is about how Martin wrote about his adventures.
- D. The section is about how the British surrendered and the Americans won the war.**

5.) Read this line from section with the heading “Holding the Fort”:

“It was, Martin later wrote, ‘in the cold month of November,’ and he had ‘not a scrap of either shoes or stockings to my feet or legs.’”

Based on this statement, how did Martin and the regiment feel while defending the fort on the Delaware River?

- A. He and the regiment were hungry because food and water were scarce.
- B. He and the regiment were comfortable because they had shoes and socks.
- C. He and the regiment were scared while defending the fort from the British.
- D. He and the regiment were cold because they didn’t have any shoes or socks.**



Mid-Unit 1 Assessment:

Reading and Answering Questions about the Revolutionary War
(Answers, for Teacher Reference)

6.) Which word below has a similar meaning to the word retreat as it is used in the following line from the text?:

“When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat.”

- A. to leave
- B. move forward
- C. battle
- D. continue

7.) Which line from the text helps you to infer the meaning of the word retreat?

- A. **“He finally found his regiment, and the next day they fought a battle with the British, driving them back.”**
- B. “After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort.”
- C. “His regiment was ordered to defend a fort on the Delaware River.”
- D. “The war dragged on, and Martin fought bravely in several more battles.”

Short Response:

8.) After reading the article “Private Yankee Doodle,” write a paragraph that summarizes what the text is about. Be sure to include the main idea of the text with supporting details.

Possible answer: Joseph Martin was a Patriot soldier who fought many battles during the Revolutionary War. In his first battle he was ordered to retreat and there was a stampede. Later he was defending a fort on the Delaware River during the winter. It was freezing and he had no shoes. Then he went to Valley Forge, where he starved for a while. Finally, the Americans won the war and he wrote about his adventures during the war.

Note: Use the 2-Point Rubric to score students’ responses to this question.



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can explain what happens in a text about the Revolutionary War using details from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can summarize an informational text about the Revolutionary War.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
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Grade 4: Module 3B: Unit 1: Lesson 7

Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the gist of the text “An Incomplete Revolution.”• I can explain what the text says about the different perspectives of African Americans during the American Revolution.• I can find the meanings of unfamiliar words to help me better understand the “An Incomplete Revolution” text.	<ul style="list-style-type: none">• “An Incomplete Revolution” gist statement• Answers to Text-Dependent Questions: “An Incomplete Revolution”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)B. Reviewing Learning Targets and Entrance Ticket (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading “An Incomplete Revolution” for the Gist (10 minutes)B. Guided Practice: Answering Text-Dependent Questions (10 minutes)C. Rereading with a Partner: Answering Text-Dependent Questions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Quiz-Quiz-Trade: Vocabulary (10 minutes)B. Exit Ticket (5 minute)4. Homework<ol style="list-style-type: none">A. Reread “An Incomplete Revolution” and write a summary about the text. Use evidence from the text to list at least one reason each for why people joined the Patriots or the Loyalists during the American Revolution.	<ul style="list-style-type: none">• This lesson follows the same basic format as Lessons 2 and 4. The focus of this lesson is learning about the unique role African Americans played in the Revolution and reasons that blacks chose to fight with the British or the Patriots through the text “An Incomplete Revolution.” Students are asked to use textual evidence to answer several text-dependent questions.• In this lesson students have the opportunity to consider the perspectives of black colonists and slaves on the Revolutionary War and the roles they either choose or were forced to play during the war. This allows students to consider a perspective that is not typically addressed in most texts about the Revolutionary War, which may intrigue many students. It also can help students see that in the past, much like in modern times, one “group” of people often have differing perspectives and opinions about the important events and issues of their time in history. Help students make these connections.• In advance:<ul style="list-style-type: none">– Prepare the “An Incomplete Revolution” glossary: Cut words/definitions into strips (enough for each student in the class to have one word with a definition).– Review: Back-to-Back, Face-to-Face protocol and Quiz-Quiz-Trade protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
<p>incomplete, emancipation, skirmish, massacre, incidents, full-fledged, invoked, liberty, frantic, loyalty, enlist, precise, reimbursed, provided</p>	<ul style="list-style-type: none">• Be a Patriot anchor chart (begun in Lesson 3)• Be a Loyalist anchor chart (begun in Lesson 5)• 3" x 5" index cards (two per student)• “An Incomplete Revolution” (one per student)• Text-Dependent Questions note-catcher: “An Incomplete Revolution” (one per student)• Text-Dependent Questions note-catcher: “An Incomplete Revolution” (answers, for teacher reference)• Equity sticks• Vocabulary Strategies anchor chart (begun in Module 2, Unit 1, Lesson 3)• Document camera• Quiz-Quiz-Trade protocol (for display; see Appendix)• “An Incomplete Revolution” glossary (one to cut into strips)• American Revolution Vocabulary notebook (from Lesson 2; one per student)• Word Wall (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Back-to-Back, Face-to-Face: Opinion Questions (5 minutes)</p> <ul style="list-style-type: none">• Refer students to the Be a Patriot anchor chart and Be a Loyalist anchor chart.• Review the reasons colonists may have chosen to be either a Patriot or a Loyalist.• Review the Back-to-Back, Face-to-Face protocol with students:<ol style="list-style-type: none">1. Find a partner and stand back-to-back.2. After the teacher gives the talking point, take a moment to think about your response.3. At the signal, turn face-to-face with your partner and share your response. Make sure both voices are heard.4. Repeat Steps 1–3 with a new partner.• Ask students to stand and find their first partner. Ask the following questions:<ul style="list-style-type: none">* Round 1: What do you think was the best reason to be a Patriot? Why?* Round 2: What do you think was the best reason to be a Loyalist? Why?	<ul style="list-style-type: none">• Consider posting the directions for protocols to support the visual learners in your class.• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share and giving the class some silent think time before they start to talk.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets and Entrance Ticket (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets.• Ask for volunteers to read the learning targets aloud:<ul style="list-style-type: none">* "I can determine the gist of the text 'An Incomplete Revolution.'"* "I can explain what the text says about the different perspectives of African Americans during the American Revolution."* "I can find the meanings of unfamiliar words to help me better understand the 'An Incomplete Revolution' text."• Point out to students that these targets are similar to the targets addressed when they read the "Loyalists" text. Explain that these same skills will help them learn about another set of perspectives on the American Revolution: that of African Americans, many of whom were slaves during the Revolution.• Distribute a 3" x 5" index card to each student.• Ask them to put their names on the card.• Point out the word <i>incomplete</i> in the first learning target.• Ask for a volunteer to explain the meaning of this word.• Clarify the meaning as necessary and point out that the prefix <i>in-</i> means not, so incomplete means not complete, or not finished.• Ask students to respond to the following prompt on their index card:<ul style="list-style-type: none">* "Why might a text about African American perspectives during the Revolution be called 'An Incomplete Revolution'?"• Invite students to begin writing.• Invite students to share their responses to the prompt.• Give students context about what slavery was like in colonial America and how it continued after the American Revolution.• Collect the index cards, and hold on to them so students can use the back of the card for their exit ticket.	



Work Time	Meeting Students' Needs
<p>A. Reading “An Incomplete Revolution” for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute “An Incomplete Revolution” to each student. Tell students that they will follow along on their copy of the text while you read aloud, looking for important words. They may underline, highlight, or circle these words.• Read the text aloud slowly, pausing now and then to give students a chance to take note of important words.• After reading the entire text, give students a couple of minutes to come up with a gist statement.• Ask students to quickly write a gist statement at the end of the text.• Invite them to turn and share their gist statement with a shoulder partner.	
<p>B. Guided Practice: Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute individual copies of the “An Incomplete Revolution” Text-Dependent Questions note-catcher.• Remind students that readers often read a complex text several times—each time with a different purpose—to fully understand the information. Explain that they will reread the text “An Incomplete Revolution” again to find evidence to answer text-dependent questions.• Invite students to silently read the first question on their note-catcher: “Using evidence from the text, write a definition for <i>emancipation</i> in your own words.”• Ask them to think about how they would respond to this, then turn and share their thinking with their shoulder partner.• Use equity sticks to cold call one or two students to share their responses. Listen for responses similar to: “It means to make someone free. I inferred this because the next sentence in the text says ‘their struggle for freedom.’”• Invite students to record a response to this question in the Text Evidence box below the question.• Using the “An Incomplete Revolution” Text-Dependent Questions note-catcher (answers, for teacher reference), continue guided practice with Questions 2–4.	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Work Time (continued)	Meeting Students' Needs
<p>C. Rereading with a Partner: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they should continue to read the text once more with their partner and together answer the remaining text-dependent questions.• Remind students to use the Text Evidence boxes to show where in the text they found proof for their answer.• Check to see if there are any questions; then, invite students begin.• Support pairs who struggled during the guided practice or need additional support when reading grade-level texts.• After 12 minutes, refocus students whole group.• Using the “An Incomplete Revolution” Text-Dependent Questions note-catcher (answers, for teacher reference), review the answers for Questions 6–10 by cold calling pairs of students. Ask students to point out where in the text they found their answers and reread these lines from the text aloud during the review of the questions.• Collect students’ note-catchers for formative assessment for the next lesson.	<ul style="list-style-type: none">• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: “Reread the section ‘An Offer of Freedom’ to find evidence to help you answer question number 5.”• If you find that students struggle to answer the text-dependent questions during Work Time C, more time may need to be spent reviewing the answers in Lesson 8.



Closing and Assessment	Meeting Students' Needs
<p>A. Quiz-Quiz-Trade Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Refocus students on the Vocabulary Strategies anchor chart.• Quickly remind students of the vocabulary strategies they know, emphasizing using context clues.• Remind students they can use any of the strategies on the anchor chart to figure out the meaning of the unfamiliar words their peers will be “quizzing” them on.• Display (either on document camera or written on board—see supporting materials) and review the Quiz-Quiz-Trade protocol steps below:<ol style="list-style-type: none">1. Find a partner.2. Show your partner where your word is in the text.3. Ask your partner to read the sentence around the word and then give you a definition for that word.4. Tell your partner what the definition is according to the glossary.5. Switch roles (the quizzer gets quizzed).6. Trade words.7. Find a new partner to repeat this process.• Ask if there are any questions.• Hand out one “An Incomplete Revolution” glossary strip to each student.• Have students find their word in the text and read the definition they’ve been given.• Invite students to start the protocol. They should continue to quiz and trade until they have had at least three partners.• Once students have had three partners, ask them to quietly return to their seats.• Gather students together to decide which words they just practiced will be useful to keep throughout the module. Refer to the criteria at the top of students’ American Revolution Vocabulary notebook when choosing words. (Tell students they should use a similar process on their homework.)• Write these words on 3" x 5" index cards to attach to the Word Wall. (Later, you can write the definitions on a separate index card. Attach the definition to the Word Wall with the word over top of the definition—be sure students can “flip” the word up to see the definition underneath.)	<ul style="list-style-type: none">• Consider giving some students who may be overwhelmed by learning many new words in a short time the option of keeping the same word throughout the Quiz-Quiz-Trade protocol.• Make the text larger or add more space between the lines for students with visual organizational needs.



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Redistribute the index cards students used for their entrance tickets.• Ask students to reflect on the same question from their entrance ticket. This time they should respond in writing on the back of their index card and use evidence from the text to support their answer:<ul style="list-style-type: none">– Why might a text about African American perspectives during the Revolution be called “An Incomplete Revolution”?• Collect exit tickets as a formative assessment.• Discuss student responses to the exit ticket whole class. Be sure to clarify for students that African Americans did not win freedom from slavery during the Revolution, and that this did not happen until after the Civil War.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.• The exit ticket will help determine if students can infer from the text that African Americans did not win freedom from slavery during the Revolution.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread “An Incomplete Revolution” and write a summary about the text. Use evidence from the text to list at least one reason each for why people joined the Patriots or the Loyalists during the American Revolution.	



EXPEDITIONARY
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Grade 4: Module 3B: Unit 1: Lesson 7

Supporting Materials



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“An Incomplete Revolution”

Thousands of American blacks, both slave and free, fought in the American Revolution. Many slaves hoped the war would bring about their emancipation. But their struggle for freedom had just begun. March 5, 1770, began like any other day in Boston, Massachusetts. Outside the city’s Custom House, British soldiers stood guard as they had for two years. Many colonists hated the soldiers, who were a reminder that they had to obey British laws.

On that day, Crispus Attucks, a tall “near giant of a man,” joined a crowd gathering at the Custom House. A young boy was shouting rude remarks at a British soldier. Suddenly, the soldier lost his temper and struck the boy with the butt of his gun.

The scene soon got out of hand. More colonists, armed with sticks and clubs, joined the mob. Frightened British soldiers fired into the crowd. When it was over, Attucks and four other Americans lay dead or dying.

The skirmish, known as the Boston Massacre, was one of several incidents that led to the American Revolution (1775–1783). Crispus Attucks, an escaped slave, was the first of many blacks to die in the long struggle for American independence.

The Struggle Begins

The American Revolution began in 1775 when American soldiers calling themselves “patriots” fired at British soldiers in Lexington and Concord, Massachusetts, sparking full-fledged battles. Approximately 25,000 to 30,000 blacks, slave and free, took part in the major battles of the Revolution. But they fought for different reasons than white colonists.

Most white colonists who fought in the Revolution were angry because they had to pay taxes to Britain yet had no representatives in Britain’s parliament. They believed they had a God-given right to self-government and freedom. King George III was taking away those rights, they believed.

Many black Americans, however, fought because they wanted freedom from slavery. They were willing to fight for whichever side promised them independence. “Whoever invoked the image of liberty, be he American or British,” wrote historian Benjamin Quarles, “could count on a ready response from the blacks.”



“An Incomplete Revolution”

An Offer of Freedom

In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side. Between 10,000 and 20,000 black men offered their services to the king. The British used them as laborers, orderlies, scouts, and spies. Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.

The British also gave guns to blacks. Lord Dunmore, British governor of the colony of Virginia, enlisted 500 slaves in what became known as “Lord Dunmore’s Ethiopian Regiment.” In a letter to England, Dunmore wrote, “My Negroes fought with skill and valor. Daily, new men arrive to join us.” It was the first black regiment raised by either side during the Revolution.

Jupiter Charles was one of the slaves who fought in Lord Dunmore’s regiment. Jupiter told his mother why he wanted to fight for the British: “Mama, I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”

Many states desperately tried to prevent slaves from helping the British. The Virginia Gazette published frantic appeals for the loyalty of slaves tempted by Britain’s offer: “Be not then, ye negroes, tempted by the proclamation to ruin yourselves.”

American appeals often fell on deaf ears. A Baltimore newspaper described one incident in which 21 Maryland slaves stole their master’s boat and sailed away to the British.

Patriot Soldiers

Britain’s policy of recruiting slaves terrified many American slave owners. When the Revolution began, blacks could not enlist in the Continental Army. Slave owners feared that slaves might rebel if they were given guns. But as the need for soldiers grew, free blacks, as well as slaves, were allowed to enlist.

Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Jehu Grant, who fled slavery and joined the patriots, remembered, “When I saw liberty poles and people engaged for support of freedom, I could not but like and be pleased with such a thing.” For slaves like Grant, the words of the Declaration of Independence had special meaning. “All men are created equal,” proclaims the Declaration, with rights to “Life, Liberty, and the Pursuit of Happiness.”



“An Incomplete Revolution”

For slaves who could get to Rhode Island, fighting for the patriots brought freedom. In 1778, Rhode Island did not have enough white soldiers to send to the Continental Army. So the state declared that any slave who volunteered for the Rhode Island regiment would be set free.

Many blacks responded to the call. One observer wrote, “Three quarters of the Rhode Island regiment consists of Negroes, and that regiment is the most neatly dressed, the best under arms, and the most precise in its maneuvers.”

Many slaves did not win freedom by fighting for the Americans. Some Northern slave owners sent their slaves to fight in their place. In some states, the master would receive the slave soldier’s pay or even be reimbursed (paid back) if his “property” were killed. Only in a few states did a master have to free a slave before sending him to fight.

Whatever their reasons for joining the patriots’ cause, many blacks were rewarded for their courage and bravery. At the Battle of Bunker Hill, Peter Salem reportedly killed an important British officer and became a hero. Salem Poor, a free black man, showed extraordinary courage during battle. Fourteen officers asked Congress to give Poor “the Reward due to so great and Distinguished a Character.”

James Armistead was a servant to General Charles Cornwallis, leader of the British forces. Armistead also was a patriot spy who reported everything he saw and heard to General Lafayette of the Continental Army. The information Armistead provided helped the patriots defeat Cornwallis at the Battle of Yorktown (1781), the final battle of the Revolution. On the recommendation of General Lafayette, the state of Virginia bought Armistead from his master and set him free. From that day on, he called himself James Armistead Lafayette.

Free at Last?

These are just a few of the many stories of black Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

American blacks would not forget their experiences in the Revolution. The American victory established the colonists’ right to self-government. But one important question remained unanswered: When would blacks enjoy the freedoms they had fought so hard to win?



Text-Dependent Questions
“An Incomplete Revolution”

Name: _____

Date: _____

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *emancipation* in your own words.

Text Evidence

2. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence

3. According to the text, how did the Revolutionary War begin and who was responsible?

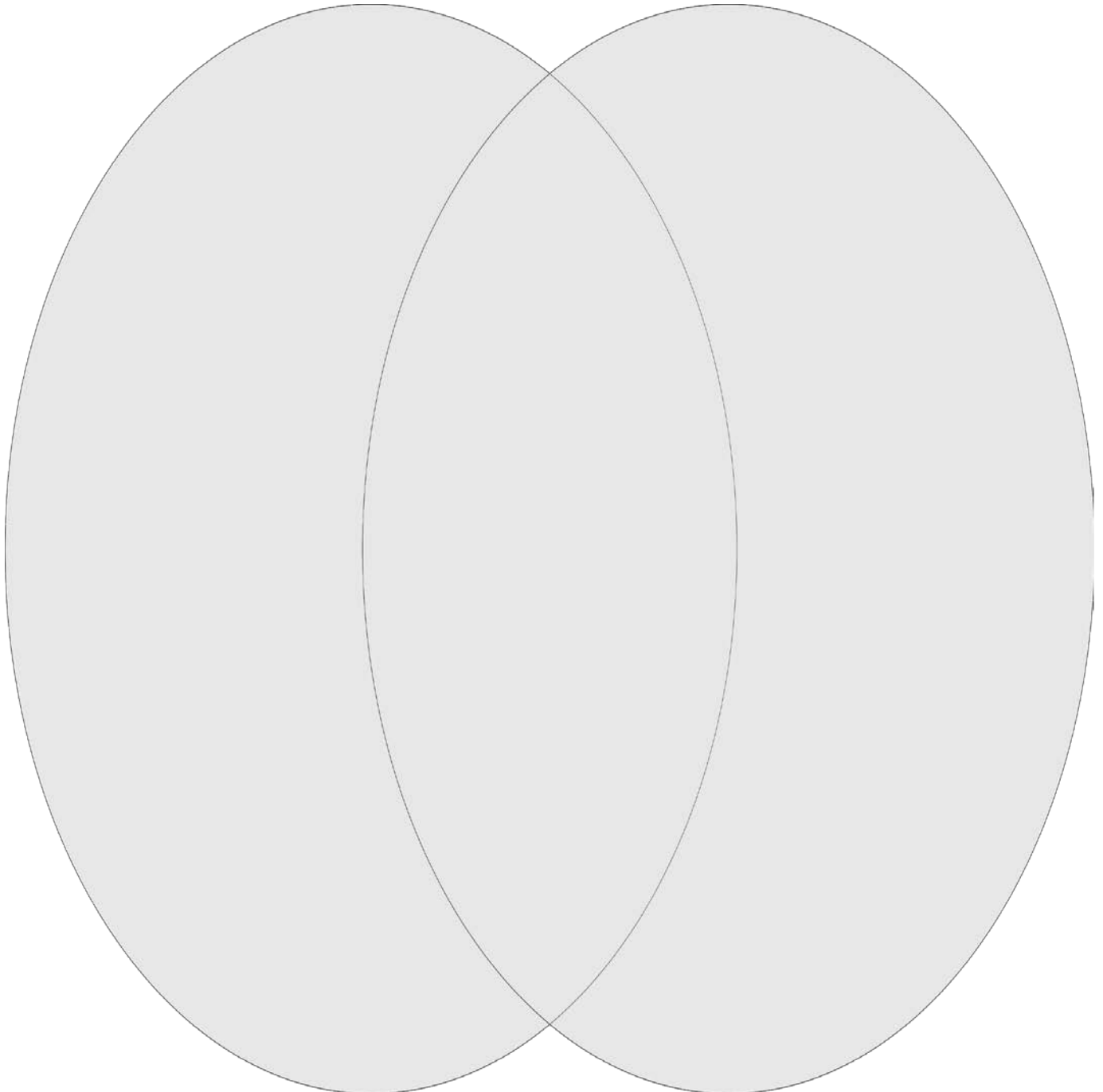
Text Evidence



Text-Dependent Questions

“An Incomplete Revolution”

4. **Compare and contrast:** The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.





Text-Dependent Questions
“An Incomplete Revolution”

5. For what reasons did blacks fight for the British during the Revolution?

Text Evidence

6. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

Text Evidence

7. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

Text Evidence



Text-Dependent Questions
“An Incomplete Revolution”

8. For what reasons did blacks fight for the Patriots during the Revolution?

Text Evidence

9. Name one black Patriot named in the article and what he is known for.

Text Evidence

10. Did African Americans win their freedom at the end of the American Revolution?

Text Evidence



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *emancipation* in your own words.

Text Evidence

freedom

“many slaves hoped”

“but their struggle for freedom had just begun”

11. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence

1.) It was “one of several incidents that led to the American Revolution.”

2.) Crispus Attucks died during the Boston Massacre and he was “the first of many blacks to die in the long struggle for American independence.”

12. According to the text, how did the Revolutionary War begin and who was responsible?

Text Evidence

It began when Patriots fired at British soldiers in Lexington and Concord, Massachusetts.

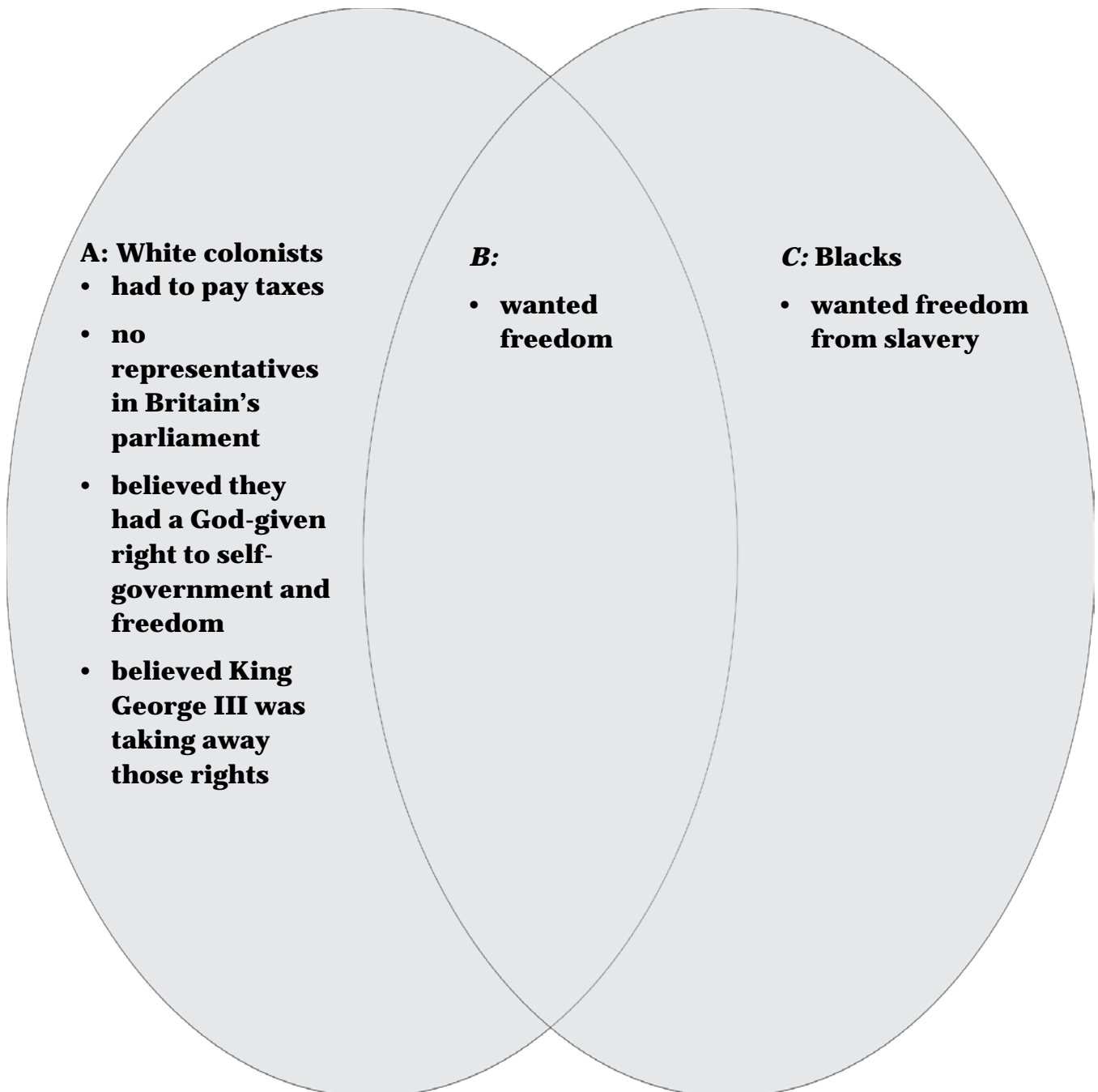


Text-Dependent Questions

"An Incomplete Revolution"

(Answers, for Teacher Reference)

13. Compare and contrast: The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

14. For what reasons did blacks fight for the British during the Revolution?

Text Evidence

They wanted freedom from slavery.

**“The British promised liberty and protection to slaves who would fight on their side”
“I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”**

15. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

Text Evidence

convince to enlist or join the army

“Promised liberty and protection to slaves who would fight on their side.”

16. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

Text Evidence

The American slave owners didn’t want the slaves to have guns.

“Slave owners feared that slaves might rebel if they were given guns.”



Text-Dependent Questions
“An Incomplete Revolution”
(Answers, for Teacher Reference)

17. For what reasons did blacks fight for the Patriots during the Revolution?

Text Evidence

They agreed with the Patriots.

“They believed in the ideals of freedom and liberty.”

“... the words of the Declaration of Independence had special meaning. ‘All men are created equal,’ proclaims the Declaration, with rights to ‘Life, Liberty, and the Pursuit of Happiness.’”

Rhode Island said any slave who volunteered for their army regiment would be free.

“The state declared that any slave who volunteered for the Rhode Island regiment would be set free.”

18. Name one black Patriot named in the article and what he is known for.

Text Evidence

Peter Salem—killed an important British officer.

Salem Poor—showed courage during battle.

James Armistead—servant to General Charles Cornwallis who was a leader for the British. Armistead was a Patriot spy and reported everything he saw and heard to General Lafayette, which helped the Patriots win at the Battle of Yorktown.

19. Did African Americans win their freedom at the end of the American Revolution?

Text Evidence

No.


“When would black enjoy the freedoms they had fought so hard to win?”

“But their struggle for freedom had just begun.”



“An Incomplete Revolution” Glossary


Teacher Directions: Make enough copies so each student to have one strip during Quiz-Quiz Trade. In advance of the lesson, cut apart each word with its definitions into strips.

Vocabulary Word	Definition
incomplete 	not complete; unfinished
emancipation	to be set free
skirmish	unplanned fight or battle
massacre	killing a large number of people without cause
incident	an event



“An Incomplete Revolution” Glossary

Teacher Directions: Make enough copies so each student to have one strip during Quiz-Quiz Trade. In advance of the lesson, cut apart each word with its definitions into strips.

Vocabulary Word	Definition
invoke 	to call forth
frantic	excited with fear or worry
enlist	sign up or serve
precise	exact (without error or mistakes)
reimbursed	payback
provide	give



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 8

Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe the organizational structure in an informational text. (RI.4.5) I can explain what a text says using specific details from the text. (RI.4.1) I can summarize an informational text. (RI.4.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe the various text structures authors use to organize information in their writing.• I can analyze a text to determine its text structure.• I can explain how understanding the text structure of “An Incomplete Revolution” helps me to better understand the text.	<ul style="list-style-type: none">• Text Structure Types handout

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. Introducing Text Structures in Informational Text (10 minutes) B. Guided Practice: Determining Text Structure (10 minutes) C. Partner Practice: Determining Text Structure (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (10 minutes) B. Exit Ticket (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Using the evidence on your exit ticket, write a paragraph comparing and contrasting reasons why blacks fought for the Patriots and the Loyalists during the American Revolution. 	<ul style="list-style-type: none"> • In this lesson, students learn about text structure to help them better understand their reading about the American Revolution thus far. • As a class, they reread excerpts of “Revolutionary War” to analyze text structure; then, they reread “Loyalist” and “An Incomplete Revolution” to analyze text structure with their partner. During both the whole group and partner work, the Text Structure Types handout guides students’ work. • At the conclusion of this lesson, students should begin to understand that text structure can help readers understand the main ideas of a text. The exit ticket should demonstrate progress toward this understanding. • Post: Learning targets.



Lesson Vocabulary	Materials
structure, description, chronology, comparison, cause, effect, problem, solution	<ul style="list-style-type: none">• Text Structure Types handout (one per student and one to display)• Sticky notes (two per student)• “Revolutionary War” (from Lesson 2; one per student and one to display)• “Loyalists” (from Lesson 4; one per student)• “An Incomplete Revolution” (from Lesson 7; one per student)• 3x5” Index cards (two per pair)• Exit ticket (one per student)• Exit ticket: Answers (one for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention on the learning targets and read them aloud: <ul style="list-style-type: none"> * "I can describe the various text structures authors use to organize information in their writing." * "I can analyze a text to determine its text structure." * "I can explain how understanding the text structure of "An Incomplete Revolution" helps me to better understand the text." • Circle the word <i>structure</i> in all of the learning targets. • Ask for volunteers to define this word. • Listen for students' ideas and build upon them to explain that the word <i>structure</i> is often used to describe buildings, and that it means different parts that are connected together to make a whole. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "Using what we know about the word <i>structure</i>, what do you think the phrase <i>text structure</i> means in these learning targets?" • Listen for students to explain that the word <i>text structure</i> means how a text is built or put together (sentences, paragraphs, and overall). 	

Work Time	Meeting Students' Needs
<p>A. Introducing Text Structures in Informational Text (10 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Text Structure Types handout and two sticky notes per student. • Ask students to read through the handout and record the following on each sticky note: <ol style="list-style-type: none"> 1. One thing they notice about text structures. 2. One thing they wonder about text structures. • After about 5 minutes, cold call several students to share what they notice and wonder about text structures. • Use what students notice and wonder to guide the discussion about text structure. Students may or may not cite examples from text they have recently read. Do not explain the structure of any texts students have read in this unit so far or confirm/deny students' references to the structures of these texts, since they will be analyzed over the course of this lesson. • Be sure to discuss the following: <ul style="list-style-type: none"> – Determining the structure of a text can help a reader understand what the text is about or the main idea. – Determining the structure of a text can also help a reader locate important information in a text. – Readers can find signal words in the text that can help them figure out the structure of the text. • Pay special attention to students' understanding of the words <i>description</i>, <i>chronology</i>, <i>compare</i>, <i>contrast</i>, <i>cause</i>, and <i>effect</i>. • Use the discussion to confirm that the class has a general understanding of what text structure means and assure students that these specific structures will be come clearer as they look for them in the texts they have recently read. Be sure to point out the Signal Words column as a helpful part of this tool if students do not comment on this column. • Clarify that students have a basic understanding of what text structure is with a thumbs-up, thumbs-sideways, or thumbs-down. 	<ul style="list-style-type: none"> • Students may benefit from previewing the vocabulary on the Text Structure Types handout in advance of this lesson. Consider doing some vocabulary work with these words before this lesson if these terms are unfamiliar to your students.

Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Determining Text Structure (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their copies of: <ul style="list-style-type: none"> – “Revolutionary War” (from Lesson 2) – “Loyalists” (from Lesson 4) – “An Incomplete Revolution” (from Lesson 7) • Ask students to take these texts and the Text Structure Types handout and join a predetermined partner. • Display the “Revolutionary War” text. • Remind students that determining the structure of a text can help a reader understand what the text is about or the main idea, and that it can also help them locate important information in a text. • Ask students to place their copy of the “Revolutionary War” texts side by side with their Text Structure Types handout. • Go on to explain that while texts usually have an overall text structure, sometimes they have sections or paragraphs that use different types of structures. Explain that the text “Revolutionary War” is one such text. • Distribute two index cards to each pair. • Tell students that you will read the first paragraph aloud and that they should read along silently, looking for clues about what the structure of this text might be and to circle any words they think may be signal words. • After you finish reading, ask students to review their Text Structure Types handout with their partner and try to determine a text structure. • Ask students to write this text structure on one of their index card and place them face-down. • Ask them to hold up their cards. Scan the answers to determine which students may need more support in Work Time C. • Cold call a few pairs to share their thinking. Listen for students to point out the date as “signal words” in the first sentence of this paragraph and identify “chronology” as a possible text structure. • Confirm that this is in fact the overall text structure and point out other “signal words” throughout the text (primarily dates). 	

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that you will now read the next section titled “The Founders” aloud and that you would like them to read along silently, thinking about the structure of this section of the text. • After reading the excerpt, give students a moment to consult their partner and write the structure on their second index card. • Ask students to hold up their cards or boards. Scan the answers to determine which students may need more support in Work Time C. • Cold call a few pairs to offer up possible structures and prompt them to support their answers with evidence from the text. • Students may struggle to identify the structure of this section of text as “descriptive” because it does not contain many of the “signal words” listed on their handouts. • Point out that the section title is a clue and if they think about what this section of the text is about, they can determine that it is describing several Founding Fathers. 	<ul style="list-style-type: none"> • Use the answers students display on their index cards or dry erase boards to determine if your class needs further support with more guided practice in Work Time C, or if some students would benefit from working in a small guided group while others continue with independent practice or working with partners, or if the entire class should move on to work with partners.
<p>C. Partner Practice: Determining Text Structure (15 minutes)</p> <ul style="list-style-type: none"> • Tell students they will now practice determining text structure with their partners. • Ask students to take their copies of “Loyalists” and “An Incomplete Revolution” and place them next to their Text Structure Types handout. • Explain that you would like them to determine the overall structure of “Loyalists.” • Give students the following directions and circulate to support pairs as they work: <ol style="list-style-type: none"> 1. Read “Loyalists” section by section and circle possible signal words. 2. Decide on a possible structure and write this next to the section in the margin. 3. Decide on a possible structure for the entire text of “Loyalists.” 4. Read and determine the structure of the first two sections of “An Incomplete Revolution.” 	<ul style="list-style-type: none"> • To support students, consider allowing them to use their dry erase boards to write a “come see us” message board. This allows students to ask for help if they get stuck on a section, and move on to work on the next section while they wait for assistance. • If you notice that your students are becoming too frustrated, refocus and continue this section as guided practice.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group and congratulate them on persevering through such a difficult challenge. Tell them that determining text structure is often more difficult with complex texts. This is because the ideas and concepts in these texts are 	

also more complex.

- Cold call pairs to share their work, section by section. Help students determine the following about the text structure in “Loyalists” and “An Incomplete Revolution”:
 - The structure of “Loyalists” is mostly descriptive (signal words: many, some, most, “Loyalists” repeated over and over)
 - The first section of “An Incomplete Revolution” is mostly chronological (signal words: dates, on that day, soon, when it was over)
 - The second section of “An Incomplete Revolution” is comparison (signal words: different reasons, most white colonists, many American blacks, however)
- Explain to students that the overall text structure of “An Incomplete Revolution” could be considered descriptive. Point out the first sentence in the introduction and the first sentence in the concluding section as evidence. The topic of the text is American blacks fighting during the Revolution.
- Go on to explain that this text also uses the comparison text structure since it compares the experience of white colonists to that of black slaves (in the second section of the text) and compares reasons some blacks fought for the British with reasons some blacks fought for the Patriots.

B. Exit Ticket (10 minutes)

- Distribute the **exit ticket**. Tell students that understanding the structure of this complex text will help them complete their exit ticket.
- Review the exit ticket and homework and allow students who finish their exit ticket early to begin writing their paragraphs for homework.
- Explain to students that they will keep their exit tickets so they can write their paragraphs for homework and turn them both in at the start of Lesson 9.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Using the evidence on your exit ticket, write a paragraph comparing and contrasting reasons why blacks fought for the Patriots and the Loyalists during the American Revolution.	



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LEARNING

Grade 4: Module 3B: Unit 1: Lesson 8

Supporting Materials



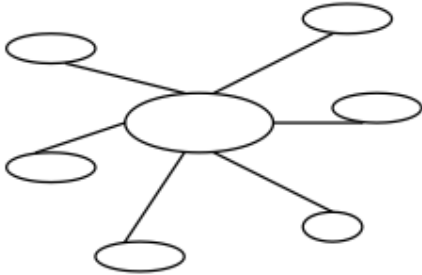
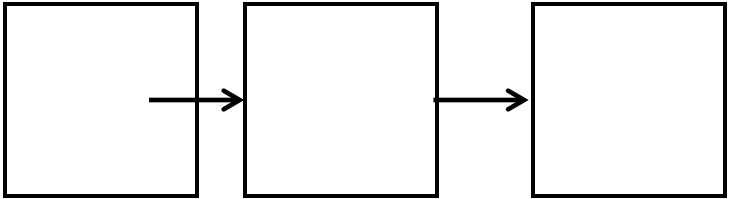
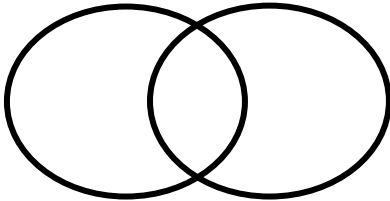
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Text Structure Types Handout

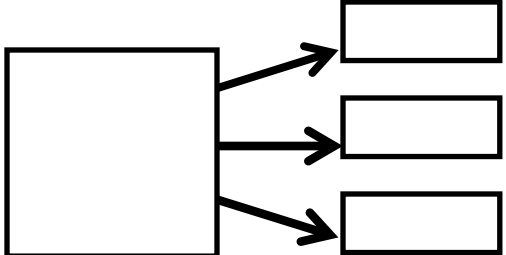
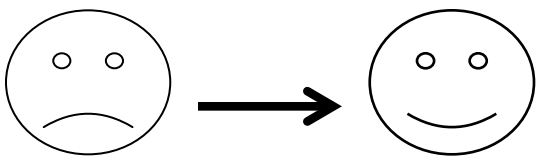
Name: _____

Date: _____

Text Structure	Signal Words	Visual
Description: description of a topic by listing characteristics, features, or examples	many, some, most, one, for example, for instance, such as, including *The topic word is often repeated (ex. <u>Snakes</u> are reptiles. Some <u>snakes</u> can be venomous.)	
Chronology: describing a sequence of events or measuring time	before, in the beginning, to start, first, next, then, during, after, finally, last, in the end *Dates (ex. Sept. 18th)	
Comparison: examining similarities and differences	similar, same, alike, both, unlike, different, on the other hand, however	



Text Structure Types Handout

Text Structure	Signal Words	Visual
Cause/Effect: the relationship between two events	since, because, if, then, as a result of, causes, therefore	
Problem/Solution: solving something that needs to be fixed or changed	problem, issue, since, as a result, solution, so, leads to	

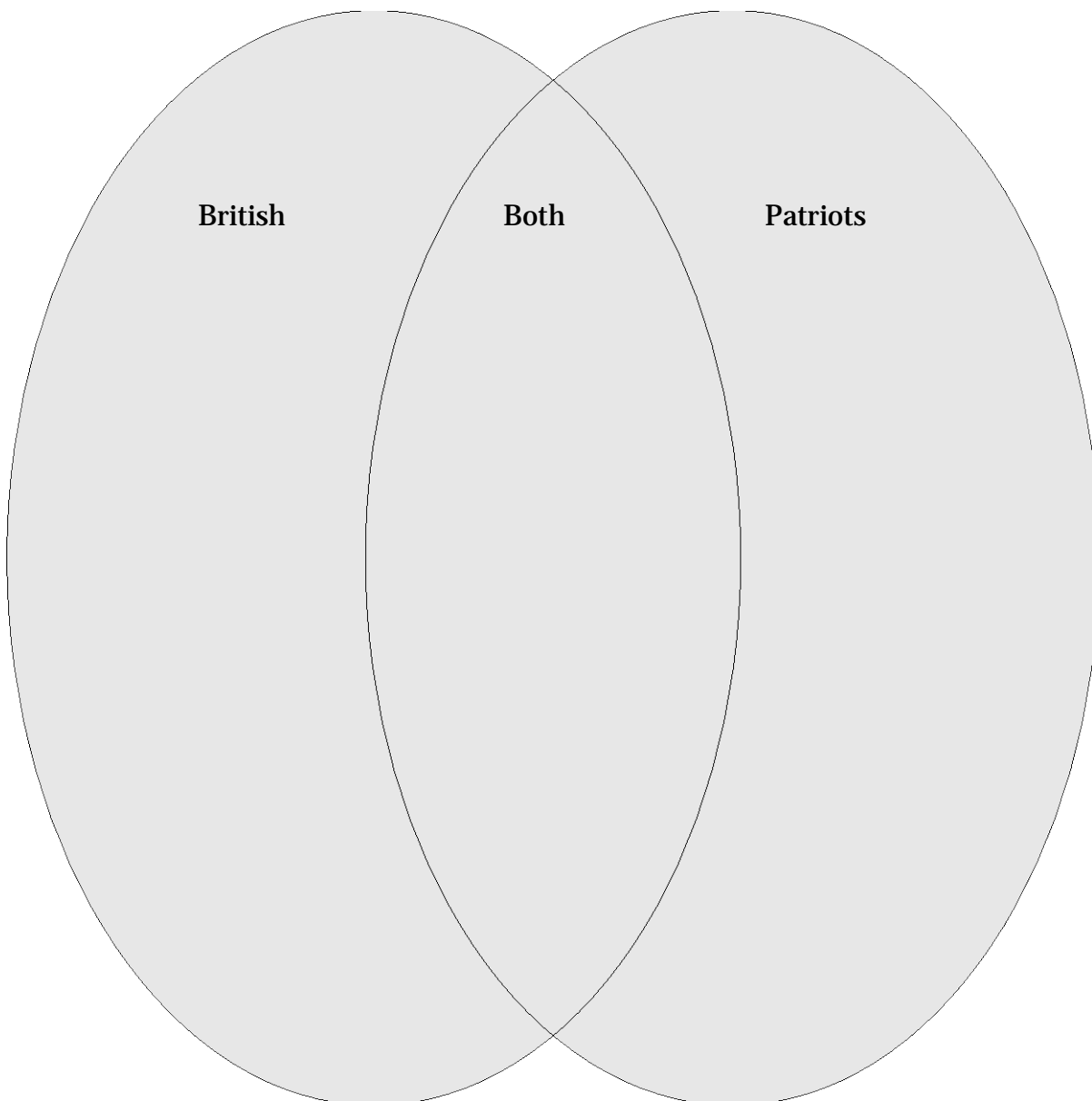


Exit Ticket

Name: _____

Date: _____

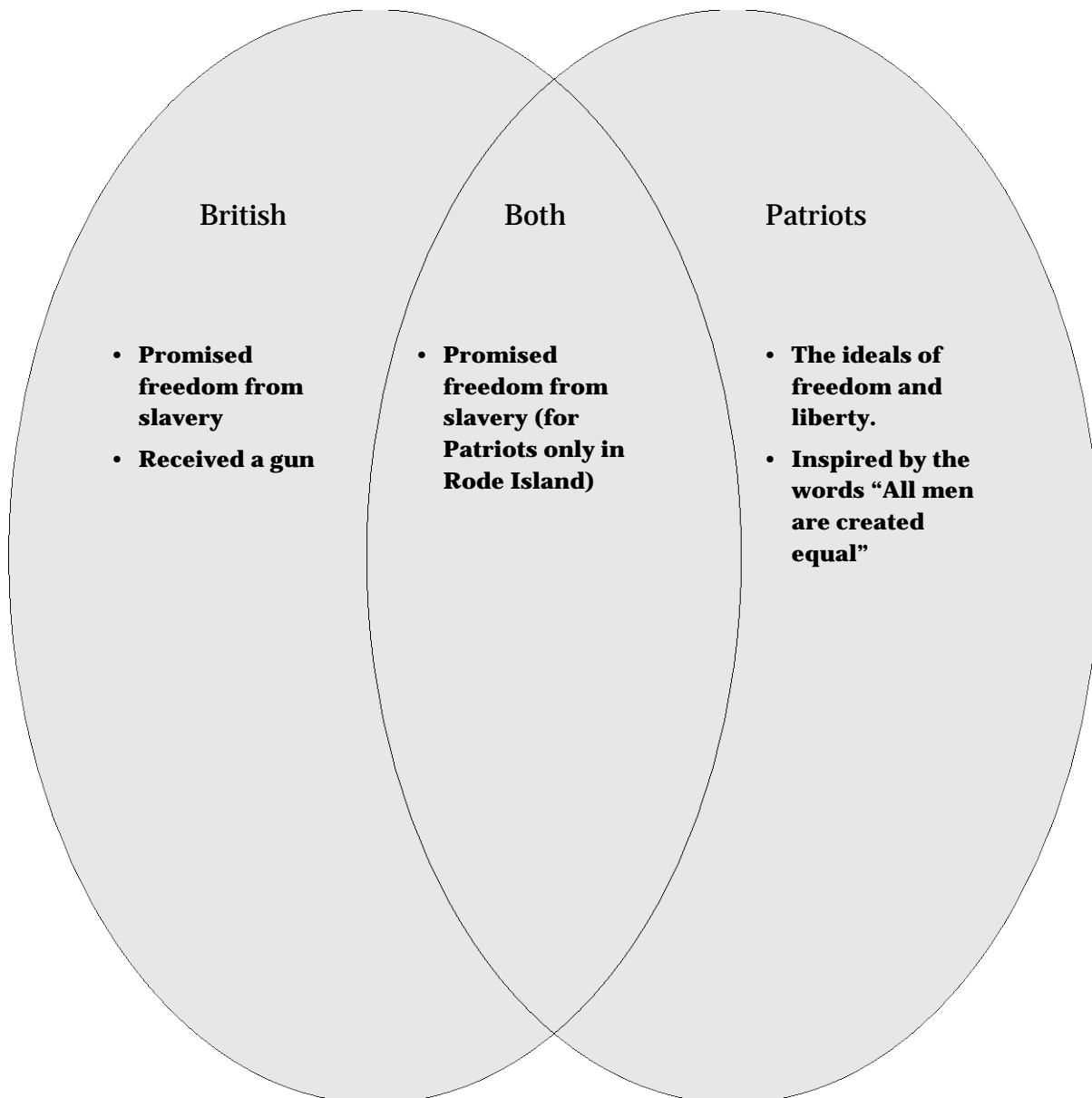
Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.





Exit Ticket Answers
For Teacher Reference

Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.





EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 9

Close Reading: Learning about the Declaration of Independence



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

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from the text. (RI.4.1)

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Supporting Learning Targets

- I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.”
- I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.”
- I can explain how and why the Declaration of Independence was written.
- I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.”

Ongoing Assessment

- Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 1-6)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Adding to Anchor Charts (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading for the Gist: “Thomas Jefferson and the Declaration of Independence” (15 minutes)Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)Closing and Assessment<ol style="list-style-type: none">Share and Debrief (5 minutes)Homework<ol style="list-style-type: none">Reread the introduction and first 3 paragraphs of “A Gifted Writer” from the text “Thomas Jefferson and the Declaration of Independence.”Underline or highlight words for the Word Wall. Choose one word and use one of your vocabulary strategies to write a definition for this word.	<ul style="list-style-type: none">To build on their understanding of the American Revolution and the Declaration of Independence, students read part of the first section of the article “Thomas Jefferson and the Declaration of Independence.” The second section of the article is read in Lesson 10. Students closely examine how and why the Declaration of Independence was written and to think about how it impacted other events through answering a series of text-dependent questions on their Close Reading note-catcher. Students continue close reading process in Lesson 10 and again in Lesson 11 for the End of Unit 1 Assessment. Preview Lessons 9-11 to get a sense of the arc of students’ work with this text.The close reading process is meant to help students deeply understand a section of the text. They read and reread to deconstruct the meaning of the text, and then reconstruct the meaning using evidence from the text. The teacher uses questioning geared toward a focus question to make the text accessible to students. See the Close Reading Guide for notes on guiding student through the text and answers to the text-dependent questions.The close reading process in this lesson is meant to be discussion-based; the teacher can choose to invite students to work independently or in pairs or small groups when thinking about different questions on the Close Reading note-catcher, but the teacher should guide the whole class in a discussion of each section on the note-catcher using the focus question at the top before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students to complete on their own.Row 8 of the Close Reading note-catcher asks students to reread Paragraphs 6 and 7 of “A Gifted Writer,” which includes the following quote: “That these United Colonies are, and of right ought to be, free and independent states.” This quote is not read closely in this lesson and is revisited in Unit 2.This close read sequence is designed as two lessons; however, depending on the needs of your class, you may choose to split this close reading into three lessons.The end goal of Lessons 9 and 10 is for students to be able to answer the focus question on their Close Read note-catchers. Students are given the opportunity to do so in Lesson 10.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review: Close Reading Note-catcher so you are familiar with the prompts and can address students' questions as needed. See supporting materials.– Review: Fist to Five in Checking for Understanding techniques (see Appendix).– Review: Back-to-Back, Face-to-Face protocol (see Appendix).– Post: Learning targets.

Lesson Vocabulary	Materials
declaration, independence; mightier (9), self-evident, delegate (10)	<ul style="list-style-type: none">• Be a Patriot anchor chart (begun in Lesson 3)• Be a Loyalist anchor chart (begun in Lesson 5)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)• Close Reading note-catcher: "Thomas Jefferson and the Declaration of Independence" (one per student and one to display)• Close Reading Guide: "Thomas Jefferson and the Declaration of Independence" (for teacher reference)• Equity sticks• "Thomas Jefferson and the Declaration of Independence" (one per student and one to display)• Sticky notes (five per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Adding to Anchor Charts (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Be a Patriot and Be a Loyalist anchor charts.• Ask students to get out their homework from Lesson 8, share their paragraphs with a partner, and discuss any reasons they think can be added to each anchor chart.• Give students a few minutes to discuss, then call on pairs to offer additional reasons to add to each anchor chart. Listen for and record reasons similar to the following:<ul style="list-style-type: none">– Be a Loyalist: promised freedom from slavery; receive a gun– Be a Patriot: the idea of freedom and liberty; the words "All men are created equal"; fighting in Rhode Island bought freedom	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."* "I can explain how and why the Declaration of Independence was written."* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."• Remind students that they have practiced the second and fourth learning targets in Lesson 7.• Tell them that today they will think about how someone's perspective influences his or her opinion of an event. Tell students that they will look closely at the events that happened leading up to the writing of the final version of the Declaration of Independence, thinking about what happened and why.• Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets. Clarify as necessary.	<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. Reading for the Gist: “Thomas Jefferson and the Declaration of Independence” (15 minutes)</p> <ul style="list-style-type: none">• Tell students they will expand their understanding of the American Revolution and the Declaration of Independence by reading an article about it over the next two days.• Display the Close Readers Do These Things anchor chart and remind students that they will be doing all of these things to closely read this text:<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.• Distribute and display the Close Reading note-catcher.• Tell students that they will be using this note-catcher to help them think and take notes about this article.• Use equity sticks to call on a student to read the focus question at the top of the Close Reading note-catcher. Remind students that they should keep this question in mind as they work:<ul style="list-style-type: none">* “How and why was the Declaration of Independence written?”• Distribute “Thomas Jefferson and the Declaration of Independence” and five sticky notes to each student.• Tell them they will only be reading half of the article in the next two lessons, and reading the second half as part of the End of Unit 1 Assessment in Lesson 11. Explain that they will read the first half of the article twice; first for the gist and a second time to think about what happened leading up to the writing of the final version of the Declaration and why those events happened.• Use equity sticks to call on a student to read aloud the article’s title and subtitle.	<ul style="list-style-type: none">• To provide more support, have students work with their partner to read and write the gist then share out a section at a time.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to turn and talk:<ul style="list-style-type: none">* “What does the word <i>declaration</i> mean? What word do you hear in the word <i>declaration</i>?” Listen for responses like: “I hear the word ‘declare’ in the word <i>declaration</i>,” or “I think it means to declare or say something.”• Use equity sticks to call on several students to share what they discussed with their partners. If necessary, clarify the meaning of <i>declaration</i> as something stated or made known in an official way.• Repeat with the word <i>independence</i>, clarifying the meaning as being free or not being controlled by anyone.• Explain to students that the Declaration of Independence was how the Patriots formally told England that they wanted to create their own country.• Read aloud the first three paragraphs of the article, asking students to follow along as you do so. (“As a boy ...” to “... has inspired lovers of freedom everywhere.”)• Invite students to write a gist statement for those first three paragraphs on one of their sticky notes. If students need more support, ask:<ul style="list-style-type: none">* “What were these paragraphs mostly about?”• Tell students to place their sticky notes on the text by these first three paragraphs.• Invite students to continue reading the next four sections (“A Gifted Writer,” “Expressing the American Mind,” “Hang Together—or Separately,” and “The Test of Time”) in pairs for gist, recording a gist statement for each section on a sticky note.• As students work, circulate and assist students. If they need support, ask:<ul style="list-style-type: none">* “What was that section mostly about?”• Invite students to examine their gist statements for each section and write a new gist statement for the entire article.• Use equity sticks to call on students to share their gist statements and choose one to fill in the first row of the Close Reading Note-catcher. Listen for responses like: “This article is about the writing of the Declaration of Independence and how Thomas Jefferson was involved with it.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)</p> <ul style="list-style-type: none">• Remind students that close readers reread the texts they are analyzing paragraph by paragraph, sentence by sentence.• Explain to them that they will now closely reread pages 8–10 of the Thomas Jefferson article to think carefully about the focus question:<ul style="list-style-type: none">* “How and why was the Declaration of Independence written?”• Tell students they will be doing this by rereading and discussing with their partner, then sharing their thinking with the class.• Using the Close Reading Guide, guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary.• Stop students at the seventh row with the prompt: “Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.” Tell students that they will continue rereading the rest of the section in the next lesson.	<ul style="list-style-type: none">• For students needing additional support, consider allowing them to reread the text with high-low partners or in a targeted small group with the teacher. <p>For students needing additional support and ELLs, consider providing smaller chunks of text for a close read. Teachers can check in on students' thinking as they speak about their text.</p>



Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together. Invite students to use Fist to Five to show how confident they are in answering the focus question for this article, showing a fist for being completely unsure of how or why the Declaration of Independence was written, or a five, meaning they can share several reasons about how and why the Declaration of Independence was written. Be sure to check in with students showing a fist, one, or two fingers during the close read in Lesson 10.• Using the Back-to-Back, Face-to-Face protocol, ask:<ul style="list-style-type: none">* “What was one event leading up to the writing of the Declaration of Independence?”• Listen for responses like: “The Battles of Lexington and Concord.”• Ask:<ul style="list-style-type: none">* “How is this process helping you better understand this text?”• Listen for responses like: “By rereading, I can think carefully about the meaning of words I don’t know like ‘delegate.’”• Explain to students that they will continue rereading “Thomas Jefferson and the Declaration of Independence” closely in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the introduction and first 3 paragraphs of “A Gifted Writer” from the text “Thomas Jefferson and the Declaration of Independence.”• Underline or highlight words for the Word Wall. Choose one word and use one of your vocabulary strategies to write a definition for this word.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 9

Supporting Materials



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“Thomas Jefferson and the Declaration of Independence”





“Thomas Jefferson and the Declaration of Independence”

Thomas Jefferson and the Declaration of Independence

For Thomas Jefferson, the pen truly
was mightier than the sword

by Kathy Wilmore

A Gifted Writer

As a boy, Thomas Jefferson was shy and often tongue-tied. He had a habit of always singing or humming to himself, and preferred the company of books to that of most people. Yet this quiet young man's passion for freedom carried him into a very public life.

For Thomas Jefferson, the pen truly was mightier than the sword. From his pen flowed some of the world's most famous and influential words: “*We hold these truths to be self-evident, that all men are created equal.*”

For more than two centuries, those simple words from the **preamble** (introduction) to the Declaration of Independence have inspired lovers of freedom everywhere.

Words to Know

- **self-evident**: obvious, unmistakable.
- **delegate**: representative.
- **unalienable**: cannot be taken away.

Benjamin Franklin (left), John Adams (center), and Thomas Jefferson review a draft of the Declaration of Independence.

Thomas Jefferson was born on April 13, 1743, in Shadwell, Albemarle County, Virginia. A studious young man with freckles and thick red hair, he spent 15 hours a day reading and writing, and 3 hours practicing his violin.

He had a way with words—on paper, anyway. Young Tom once hoped to impress a girl he loved with his talk. As he wrote to a friend: “I had dressed up in my own mind such thoughts as occurred to me, in as moving language as I knew how, and expected to have performed in a tolerably creditable manner.” Unfortunately, he failed miserably with the girl.

Jefferson soon found a way to use his “moving language” to greater effect. For some time, the American Colonies had been buzzing with rebellion against their ruler, King George III of Great Britain. On April 19, 1775, the buzzing turned into battles in Lexington and Concord, Massa-

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“Thomas Jefferson and the Declaration of Independence”

AMERICAN HISTORY

“This was the object of the Declaration of Independence. Not to find out new principles, or new arguments . . . but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent, and to justify ourselves in the independent stand we are compelled to take.”

—Thomas Jefferson

chusetts. The nation was at war. A few weeks later, the Colony of Virginia sent Jefferson to Philadelphia, as a **delegate** to the Second Continental Congress.

Jefferson was one of the youngest delegates—and probably the quietest. “During the whole time I sat with him in the Congress,” wrote Massachusetts delegate John Adams, “I never heard him utter three sentences together.”

Not everyone in Congress wanted independence from Britain. As the war dragged on, though, more colonists and Congress members talked of making a clean and total break. On April 12, 1776, North Carolina gave its delegates the go-ahead to vote for independence. Virginia soon did the same.

On June 7, Richard Henry Lee, a Virginia delegate, proposed: “That these United Colonies are, and of right ought to be, free and independent states . . . and that all political connection between them and the State of Great Britain is, and

Jefferson’s rough draft of the Declaration shows his neat handwriting—and his struggle to find exactly the right words to convey his thoughts.

ought to be, totally dissolved.” Congress appointed a committee to write up that proposal for further debate: John Adams, Benjamin Franklin, Roger Sherman, Robert R. Livingston, and Thomas Jefferson.

For several days, the men hashed out ideas. (Only four took part; Franklin was sick at the time.) Once they decided on a framework, someone had to fill in the gaps and write the proposal. The group chose Jefferson, who was known as a fine writer.

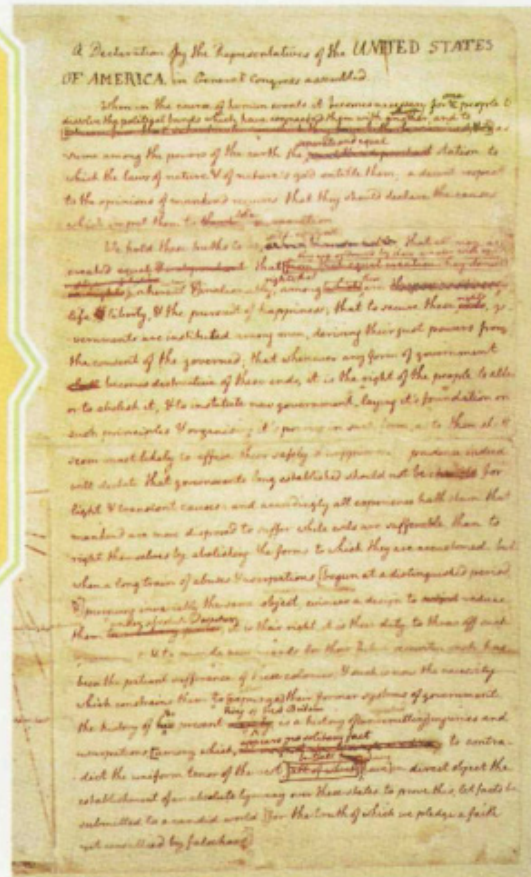
Being chosen was no special honor. Writing congressional proposals was a common task. At the time,

no one had any idea how important *this* one would turn out to be.

*Expressing
the American Mind*

The Declaration of Independence did not spring from Jefferson’s mind alone. Jefferson drew on the writings and ideas of others, including English philosopher John Locke, political writer Thomas Paine—whose popular pamphlet, “Common Sense,” argued for independence—and fellow Congress members.

Jefferson also reworked some of his own writings, such as *A Sum-*



CORBIS OUTLINE



“Thomas Jefferson and the Declaration of Independence”

mary View of the Rights of British America, which had been published two years earlier. As he wrote to a friend: “This was the object of the Declaration. Not to find out new principles, or new arguments... but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent [agreement], and to justify ourselves in the independent stand we are compelled to take. . . . [It] was intended to be an expression of the American mind.”

Even so, it was Jefferson’s brilliant, fact-crammed mind and flair for drama that gave the Declaration its poetic punch. He expressed the ideals in a way that people could take to heart—even be willing to die for.

Within a matter of days, Jefferson had a draft for the committee. Adams and Franklin made some changes. Then it went to the full Congress, where members made more changes.

After the Declaration’s stirring opening, Jefferson listed King George’s offenses against the American people. Some points sparked debates in Congress. One of the

hottest issues was slavery. Should the Declaration call to end it? Adams, Franklin, and Jefferson argued yes. Other delegates argued no, refusing to accept the proposal unless mention of slavery was cut. In the end, it was.

Hang Together— or Separately

The delegates wanted approval of the Declaration to be **unanimous** (all in agreement). They realized that the Declaration would have an enormous impact on the future.

They were waging rebellion against their King, and admitting it in writing. If they won the revolution, all well and good. However, if Britain won, anyone who had signed his name to the document would be branded a traitor to the Crown, and hanged for that crime. As Benjamin Franklin joked, “We must indeed all hang together, or most assuredly we shall all hang separately.”

By July 2, the delegates had reached a draft acceptable to all. On July 4, 1776, the Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.” Eventually, all 56 delegates signed the document, which ends with the words, “We mutually pledge to each other our lives, our fortunes, and our sacred honor.”

The Test of Time

The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years. From the time it appeared, the people of the United States were able to see in writing the ideals they were defending.

The Declaration of Indepen-

dence’s influence far outlasted that war. It gave heart to Abraham Lincoln as he strove to preserve the Union during the Civil War. Elizabeth Cady Stanton and other suffragists adapted it in demanding the right of women to vote. Martin Luther King Jr. used it to inspire African-Americans during their struggle for civil rights. Indeed, the Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.

Thomas Jefferson went on to achieve many other triumphs. Besides serving as the third U.S. President, he was a brilliant inventor, scientist, and architect. Yet he is most remembered for one thing: putting the ideals of freedom into words that have withstood the test of time. **JS**

write it!

Write an essay describing what the words “all men are created equal” means to you. Tell how the Declaration of Independence may not have completely lived up to those words.

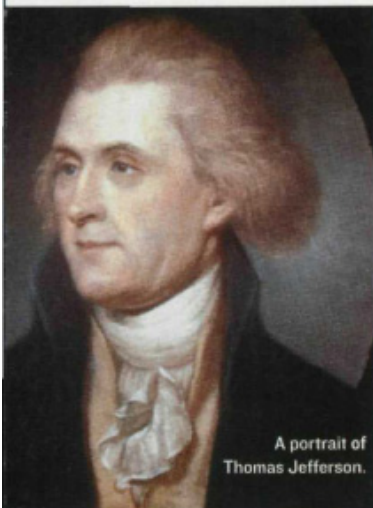
Your Turn

WORD MATCH

- | | |
|-----------------|--------------------------|
| 1. assent | A. representative |
| 2. delegate | B. cannot be taken away |
| 3. self-evident | C. all in agreement |
| 4. unalienable | D. acceptance |
| 5. unanimous | E. obvious; unmistakable |

THINK ABOUT IT

1. What was the purpose of the Declaration of Independence?
2. Could America have split from England without it? Explain.



A portrait of
Thomas Jefferson.

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Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

Name:

Date:

Focus question: How and why was the Declaration of Independence written?

1. What is the gist of this article?	
2. Examine the picture on page 8 and the caption for it on page 9. Then use details from the text to answer the questions on the right.	<p>Who is in the picture?</p> <p>What are they reading?</p> <p>There are many papers on the floor in the foreground of the picture. What might those papers be?</p> <p>The caption says they were “reviewing a draft of the Declaration of Independence.” Why were there many drafts of the Declaration?</p>



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

<p>3. Now, reread the title, subtitle, and introduction silently. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>mightier</i> means? What words in the text make you think so?</p> <p>The text says, “For Thomas Jefferson, the pen truly was mightier than the sword.” How could a pen be mightier than a sword?</p>
<p>4. Reread the last sentence of the second paragraph. Then use details from the text to answer the questions on the right.</p> <p><i>“We hold these truths to be self-evident, that all men are created equal.”</i></p>	<p>Use text features to determine what <i>self-evident</i> means.</p> <p>What is the main point of this sentence from the Declaration of Independence? What words in the text make you think so?</p>
<p>5. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>What words does the author use to describe Thomas Jefferson?</p>



Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”

6. Take turns reading the third paragraph to your partner. Then, working together, use details from the text to answer the questions on the right.

Use text features to determine what *delegate* means.

Jefferson was sent to Philadelphia as a delegate to the Second Continental Congress. According to the text, what events led to the Second Continental Congress?

Why was there a Second Continental Congress?

What were the two main events described in these paragraphs?

1.)

2.)

Stop Here. Continue with 7-11 in Lesson 10.

7. Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.

The text says, “Not everyone in Congress wanted independence from Britain.” Using what you have learned in this unit, what was the name of the group of people who did not want independence from Britain?

What was the main event described in these paragraphs?



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

<p>8. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>The word <i>dissolved</i> means brought to an end. What did Richard Henry Lee mean when he said, “... that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”</p> <p>What does the word <i>debate</i> mean? What words in the text make you think so?</p> <p>What were the two main events described in these paragraphs?</p> <p>1.)</p> <p>2.)</p>
<p>9. Read the seventh paragraph. Then use details from the text to answer the question on the right.</p>	<p>The text says, “At the time, no one had any idea how important <i>this</i> one would turn out to be.” Why did this proposal turn out to be so important?</p>



Close Reading Note-Catcher:
“Thomas Jefferson and the Declaration of Independence”

<p>10. Examine the picture and caption on page 9. Then use details from the text to answer the questions on the right.</p>	<p>What is this a picture of?</p> <p>What inferences can you make about Thomas Jefferson based on this picture and caption?</p> <p>I infer</p> <p>because ...</p>
<p>TEXT STRUCTURE</p> <p>11. What is the structure of the section “A Gifted Writer”? What words in the text make you think so?</p>	

Summarize!

After thinking more closely about this section of the text, summarize what you think the section “A Gifted Writer” is mostly about. Use several specific details from the text in your summary.



Close Reading Guide:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

Focus question: How and why was the Declaration of Independence written?

1. What is the gist of this article?	This article is about the writing of the Declaration of Independence and how Thomas Jefferson was involved with it.
2. Examine the picture on page 8 and the caption for it on page 9. Then use details from the text to answer the questions on the right.	<p>Who is in the picture? Benjamin Franklin, John Adams, and Thomas Jefferson</p> <p>What are they reading? a draft of the Declaration of Independence</p> <p>There are many papers on the floor in the foreground of the picture. What might those papers be? other drafts of the Declaration</p> <p>The caption says they were “reviewing a draft of the Declaration of Independence.” Why were there many drafts of the Declaration? they wanted to make sure it was precise and send the message they wanted to the British</p>

Close Reading Note-Catcher:
 “Thomas Jefferson and the Declaration of Independence”
 (Answers, for Teacher Reference)

<p>3. Now, reread the title, subtitle, and introduction silently. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>mightier</i> means? What words in the text make you think so?</p> <p>stronger “famous,” “influential”</p> <p>The text says, “For Thomas Jefferson, the pen truly was mightier than the sword.” How could a pen be mightier than a sword?</p> <p>The pen allowed Jefferson to write famous and influential words that were stronger than fighting.</p>
<p>4. Reread the last sentence of the second paragraph. Then use details from the text to answer the questions on the right.</p> <p><i>“We hold these truths to be self-evident, that all men are created equal.”</i></p>	<p>Use text features to determine what <i>self-evident</i> means.</p> <p>obvious, unmistakable</p> <p>What is the main point of this sentence from the Declaration of Independence? What words in the text make you think so?</p> <p>“all men are created equal” “freedom”</p>
<p>5. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>What words does the author use to describe Thomas Jefferson?</p> <p>“studious,” “reading and writing,” “had a way with words”</p>



Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

6. Take turns reading the third paragraph to your partner. Then, working together, use details from the text to answer the questions on the right.

Use text features to determine what *delegate* means.
representative

Jefferson was sent to Philadelphia as a delegate to the Second Continental Congress. According to the text, what events led to the Second Continental Congress?

the Battles of Lexington and Concord

Why was there a Second Continental Congress?

it was a way to gather representatives from the colonies to discuss the war and rebelling against Britain

What were the two main events described in these paragraphs?

1.) The Battles of Lexington and Concord started the war between the colonists and the British.

2.) The colonists sent representatives to Philadelphia for the Second Continental Congress.

Stop Here. Continue with 7-11 in Lesson 10.

7. Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.

The text says, “Not everyone in Congress wanted independence from Britain.” Using what you have learned in this unit, what was the name of the group of people who did not want independence from Britain?

Loyalists

What was the main event described in these paragraphs?

North Carolina and Virginia delegates voted for independence



Close Reading Note-Catcher:

“Thomas Jefferson and the Declaration of Independence”
(Answers, for Teacher Reference)

<p>8. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</p>	<p>The word <i>dissolved</i> means brought to an end. What did Richard Henry Lee mean when he said, “... that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.” any political connections between the colonies and Great Britain should be brought to an end or stopped</p> <p>What does the word <i>debate</i> mean? What words in the text make you think so? discuss “hashed out”</p> <p>What were the two main events described in these paragraphs? 1.) Richard Henry Lee proposed that the colonies should be free and independent with no political connection to Great Britain. 2.) A group of delegates drafted a proposal based on Lee’s statements.</p>
<p>9. Read the seventh paragraph. Then use details from the text to answer the question on the right.</p>	<p>The text says, “At the time, no one had any idea how important <i>this</i> one would turn out to be.” Why did this proposal turn out to be so important? It turned into the Declaration of Independence.</p>

Close Reading Note-Catcher:
 “Thomas Jefferson and the Declaration of Independence”
 (Answers, for Teacher Reference)

<p>10. Examine the picture and caption on page 9. Then use details from the text to answer the questions on the right.</p>	<p>What is this a picture of? a draft of the Declaration of Independence</p> <p>What inferences can you make about Thomas Jefferson based on this picture and caption? I infer that Thomas Jefferson wanted to use very precise language in his writing of the Declaration because ...there are so many words and phrases crossed out and revised in the draft.</p>
<p>TEXT STRUCTURE 11. What is the structure of the section “A Gifted Writer”? What words in the text make you think so?</p>	<p>chronology—describing a sequence of events or measuring time</p> <p>“On April 19, 1775,” “a few weeks later,” “On April 12, 1776,” “On June 7,” “For several days”</p>

Summarize!

After thinking more closely about this section of the text, summarize what you think the section “A Gifted Writer” is mostly about. Use several specific details from the text in your summary.

This section was about Thomas Jefferson and how he became involved in writing the Declaration of Independence. He always had a way with words, and was selected to be a delegate at the Second Continental Congress in Philadelphia after the Battles of Lexington and Concord. Here, the colonists discussed the war and rebelling against Britain. Richard Henry Lee proposed that the colonies should be free and independent with no political connection to Great Britain. A group of delegates, including Thomas Jefferson, drafted a proposal based on Lee’s statement. This proposal would become the Declaration of Independence.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 10

Close Reading Continued: Learning about the Declaration of Independence



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

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Supporting Learning Targets

- I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.”
- I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.”
- I can explain how and why the Declaration of Independence was written.
- I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.”

Ongoing Assessment

- Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 7-11)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Go 'Round(5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)B. Summarizing “Thomas Jefferson and the Declaration of Independence” (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting and Self-assessing Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread the remainder of the section, “A Gifted Writer” (paragraphs 4-7) in “Thomas Jefferson and the Declaration of Independence”. While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.B. After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.	<ul style="list-style-type: none">• In this lesson, students continue reading “Thomas Jefferson and the Declaration of Independence,” begun in Lesson 9. To quickly review what they have already read, they begin class with a Whip-around or “Go ‘round.”• Students then continue reading the text and working with the Close Reading note-catcher to think about how and why the Declaration of Independence was written and how it impacted other events—RI.4.3 (“I can explain the main points in a historical, scientific, or technical text, using specific details in the text.”). They will read the remaining sections of this article as part of the End of Unit 1 Assessment in Lesson 11.• Students reflect on and self-assess their progress toward the learning targets. This self-assessment serves as a gauge for teachers so instruction can be adjusted or tailored to students’ needs prior to the end of the unit.• In advance:<ul style="list-style-type: none">– Review Whip-around/Go ‘Round protocol and Fist to Five in Checking for Understanding techniques (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
inference, summarize dissolved (10), debate	<ul style="list-style-type: none">• Whip-around directions (for teacher reference)• American Revolution Vocabulary notebooks (from Lesson 2; one per student)• “Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student and one to display)• Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student)• Close Reading Guide: “Thomas Jefferson and the Declaration of Independence” (for teacher reference; from Lesson 9)• Text Structure Types handout (from Lesson 8; one per student)• Green colored pencils or thin marker (one per student)• Equity sticks

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Go ‘Round (5 minutes)</p> <ul style="list-style-type: none">• Tell students they will be doing a Whip-around, answering the question:<ul style="list-style-type: none">* “What is one new fact you learned after reading ‘Thomas Jefferson and the Declaration of Independence’ in our previous lesson?”• Review protocol for a Whip-around and remind students that their response should be brief.• Then, ask students:<ul style="list-style-type: none">* “What does it mean to make an inference?”	<ul style="list-style-type: none">• Use of protocols (like a Whip-around) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."* "I can explain how and why the Declaration of Independence was written."* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."• Remind students that these are the same learning targets as in Lesson 9.	



Work Time	Meeting Students' Needs
<p>A. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their American Revolution Vocabulary notebooks.• Have students use the Back-to-Back, Face-to-Face protocol to share one vocabulary word, what it means, and how they know from the first half of “Thomas Jefferson and the Declaration of Independence.”• Repeat two more times, with students switching partners each time.• To debrief, have students share whole group something new they learned or a question they now have.• Invite students to take out “Thomas Jefferson and the Declaration of Independence” and their Close Reading note-catcher (from Lesson 9).• Tell students they will be reading the second half of the first section today. Explain to students that, like in Lesson 9, they will be reading it and thinking about the focus question:<ul style="list-style-type: none">* “How and why was the Declaration of Independence written?”• Using the Close Reading Guide (for teacher reference; from Lesson 9), support students in rereading and discussing the remainder of the section “A Gifted Writer,” inviting them to Think-Pair-Share and discuss the prompts as necessary.• Start with the seventh row at the prompt: “Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right,” and work through Row 10.• Guide students through the prompt in Row 11 by asking:<ul style="list-style-type: none">* “Now that we’ve finished reading this section of the text, what structure did the author use in ‘A Gifted Writer’?”• Remind students to refer to their Text Structure Types handout as needed. Ask:<ul style="list-style-type: none">* “How do you know that is the structure?”* “What evidence from the text supports your answer?”	<ul style="list-style-type: none">• The Back-to-Back, Face-to-Face activity acts as a physical and mental release for students’ focus. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.



Work Time (continued)	Meeting Students' Needs
<p>B. Summarizing “Thomas Jefferson and the Declaration of Independence” (15 minutes)</p> <ul style="list-style-type: none">• Remind students that they summarized the text “Revolutionary War” in Lesson 3 and “Loyalists” in Lesson 5. Review that to <i>summarize</i> a text means to explain the important things the text says in your own words.• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “What is the main idea of this section of the article?”• Listen for responses like: “This section was about how the colonists started writing the Declaration of Independence.”• Explain that now they are going to work with a shoulder partner and summarize this section “A Gifted Writer” by thinking about the main events and putting them all together in a summary statement for the section.• Remind students to include key supporting details from the text and write their summaries at the bottom of their Close Reading note-catcher.• Encourage students to use the main events they recorded in Rows 6, 7, and 8 of the Close Reading note-catcher.• Circulate and support as needed. As you confer with the students, encourage them to think about what this section is mostly about.• Gather students back together and ask partnerships to partner with another partnership and share summaries. Encourage students to use a green colored pencil or thin marker to revise their summaries based on the conversation with the other students if they think it will improve their response.• Use equity sticks to cold call one to two groups of four to share their summaries.• Explain to students that they will be able to reread the remainder of the article more closely during the End of Unit 1 Assessment in the next lesson.• As a final wrap-up, ask students to jot the main topic of the graphic organizer at the top of the Close Reading note-catcher. Doing so will help keep them organized when referring back to these papers throughout the module.	<ul style="list-style-type: none">• To provide further support, consider allowing students to join with another partner pair to share their summaries verbally before crafting a written summary.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting and Self-assessing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Refocus students on the learning targets and read them aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."* "I can explain how and why the Declaration of Independence was written."* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."• Pause after each learning target and ask students to use a Fist to Five protocol to show their degree of comfort with the learning target by holding up a fist for no confidence, and one to five fingers for higher levels of confidence with the learning targets.• Invite students to turn and talk:<ul style="list-style-type: none">* "What is one action step you can take to build confidence with these learning targets?"• Cold call students to share, circulating to listen for areas that students plan to work on.	<ul style="list-style-type: none">• Specify what each level represents based on the context. For example: 0=not ready; need immediate support; 1-2=struggling; need support as soon as possible; 3=on my way; need no support right now; 4=I can do this on my own; 5=I can do this on my own and apply it to other texts.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the remainder of the section, "A Gifted Writer" (paragraphs 4-7) in "Thomas Jefferson and the Declaration of Independence". While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.• After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.	<ul style="list-style-type: none">• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 11

End of Unit Assessment: Reading and Answering Questions about the Declaration of Independence



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

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)
I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can describe the organizational structure in an informational text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Supporting Learning Targets

- I can describe how the Declaration of Independence was written using details from the text.
- I can identify the overall structure of a text using details from the text to support my answer.

Ongoing Assessment

- End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Adding to the Be a Patriot Anchor Chart (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 1 Assessment (40 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none">In this lesson, students complete the End of Unit 1 Assessment, which requires them to finish reading “Thomas Jefferson and the Declaration of Independence,” answer questions based on their reading, and use evidence to support their thinking.Use the 2-Point Rubric to score students’ short constructed responses on the assessment.Following the assessment, students complete a Tracking My Progress, End of Unit 1 recording form as a way to reflect on and actively monitor their learning.In advance:<ul style="list-style-type: none">Review: End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence.Review: Back-to-Back, Face-to-Face protocol (see Appendix).Post: Learning targets; Be a Patriot anchor chart.

Lesson Vocabulary	Materials
perspective, opinion	<ul style="list-style-type: none">Be a Patriot anchor chart (begun in Lesson 3)Be a Loyalist anchor chart (begun in Lesson 5)Equity sticksEnd of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence (one per student)“Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student)Tracking My Progress, End of Unit 1 recording form (one per student)End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence (answers, for teacher reference)2-Point Rubric (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Adding to the Be a Patriot Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Post the Be a Patriot anchor chart and the Be a Loyalist anchor chart.• Review the big idea for this unit:<ul style="list-style-type: none">* “American colonists had different perspectives on fighting for independence from Great Britain.”• Ask:<ul style="list-style-type: none">* “What were the two perspectives we have been learning about?”* “What was the Patriots’ opinion of the British?”* “What was the Loyalists’ opinion of the British?”• Cold call students to share out.• Direct student’s attention to the Be a Patriot anchor chart. Ask:<ul style="list-style-type: none">* “Now that we’ve read several more texts about the American Revolution and know more about the Patriot <i>perspective</i>, what can we add to this chart?”• As students come up with inferences for why someone should be a Patriot, continue to ask them for textual evidence for their idea. If necessary, ask students whether their idea is from their own background knowledge of the American Revolution or from text clues they have read throughout the unit.• Challenge students who offer ideas about patriots from their background knowledge to try to find evidence in a text they have read in this unit.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets.• Use equity sticks to call on a few students to read the learning targets aloud to the class:<ul style="list-style-type: none">* "I can describe how the Declaration of Independence was written using details from the text."* "I can identify the overall structure of a text using details from the text to support my answer."• Ask students to get back-to-back with a partner for a round of Back-to-Back, Face-to-Face. Ask them to think about the following question before signaling them to turn face-to-face with their partner:<ul style="list-style-type: none">* "What strategies can you use to help you understand a complex text as you read it for the first time?"• Tell student to turn face-to-face once they have had a moment to think.• Afterward, use a few equity sticks to call pairs to share their strategies. Listen for students to suggest strategies similar to the following:<ul style="list-style-type: none">– Reading the text once for the gist, then rereading the text– Reading smaller chunks of the text for the gist and recording notes about what each section is about– Circling unfamiliar words, then revisiting these sections of the text to reread and use context clues to determine the meaning• Remind students that they have been practicing these strategies since the beginning of the year.	<ul style="list-style-type: none">• Consider providing a sentence starter for students: "One strategy I use when reading a complex text is _____."



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence.• Invite students to take out “Thomas Jefferson and the Declaration of Independence” from Lessons 9 and 10.• Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.3. Use evidence from the text to support your answers.• Clarify if needed.• Allow students to begin.• Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can help prepare students for future assessments and standardized tests.• Collect students' End of Unit 1 Assessments.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, End of Unit 1 recording form.• Ask students to reflect on the learning targets and then record their progress using the Tracking My Progress, End of Unit 1 recording form.• Collect the recording forms for additional assessment.• Congratulate students on their study of the American Revolution so far!	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 11

Supporting Materials



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End of Unit 1 Assessment:
Reading and Answering Questions about the Declaration of Independence

Name: _____

Date: _____

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from the text. (RI.4.1)

I can explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Directions:

1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?

- A. That the colonies should be free and independent states
- B. King George’s offenses against the American people
- C. Ending slavery in America
- D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:

“The delegates wanted approval of the Declaration to be unanimous.”

Why was it important that all of the delegates agree on the Declaration?

End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence

3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?

- A. They realized that the Declaration would have an enormous impact on the future.
 - B. The people of the United States were able to see in writing the ideals they were defending.
 - C. The Declaration of Independence’s influence far outlasted that war.
 - D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.
4. Which word below has a similar meaning to the word *influence* as it is used in the following line from the text:
- “The Declaration of Independence’s influence far outlasted that war.”
- A. effect
 - B. powerless
 - C. reason
 - D. weakness
5. Which line from the text helps you infer the meaning of the word *influence* in Question 4?
- A. “On July 4, 1776, the Continental Congress officially adopted ‘The Unanimous Declaration of the Thirteen United States of America.’”
 - B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
 - C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”
 - D. “Thomas Jefferson went on to achieve many other triumphs.”



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence

6. What is the structure of the section “A Test of Time”?

- A. chronology
- B. description
- C. cause/effect
- D. problem/solution

7. List three examples from the text that support your answer for Question 7.

8. Using evidence from the text, complete the graphic organizer below.

What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
John Adams, Roger Sherman, Robert R. Livingston, and Thomas Jefferson drafted the Richard Henry Lee’s proposal.	
The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.	
The Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.”	



Tracking My Progress End of Unit 1 Recording Form

Name: _____

Date: _____

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from the text. (RI.4.1)

I can explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Directions:

1. Read “Thomas Jefferson and the Declaration of Independence” by Kathy Wilmore for the gist.
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?

- A. That the colonies should be free and independent states
- B. King George’s offenses against the American people
- C. Ending slavery in America**
- D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:

“The delegates wanted approval of the Declaration to be unanimous.”

Why was it important that all of the delegates agree on the Declaration?

They were worried that anyone who had signed the Declaration would be called a traitor to Britain and be hanged if the Patriots lost the war.



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?

- A. They realized that the Declaration would have an enormous impact on the future.
 - B. The people of the United States were able to see in writing the ideals they were defending.**
 - C. The Declaration of Independence’s influence far outlasted that war.
 - D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.
4. Which word below has a similar meaning to the word *influence* as it is used in the following line from the text:
- “The Declaration of Independence’s influence far outlasted that war.”
- A. effect**
 - B. powerless
 - C. reason
 - D. weakness
5. Which line from the text helps you infer the meaning of the word *influence* in Question 4?
- A. “On July 4, 1776, the Continental Congress officially adopted ‘The Unanimous Declaration of the Thirteen United States of America.’”
 - B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
 - C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”**
 - D. “Thomas Jefferson went on to achieve many other triumphs.”



End of Unit 1 Assessment:

Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

6. What is the structure of the section “A Test of Time”?
- A. chronology
 - B. description**
 - C. cause/effect
 - D. problem/solution
7. List three examples from the text that support your answer for Question 7.
- “The Declaration of Independence” used repeatedly**

“It” used repeatedly

Although “for example” is not explicitly stated, this section describes several examples of how the Declaration has influenced our history (how it was used by Abraham Lincoln, Elizabeth Cady Stanton, and Martin Luther King, Jr.).



End of Unit 1 Assessment:
Reading and Answering Questions about the Declaration of Independence
(Answers, for Teacher Reference)

8. Using evidence from the text, complete the graphic organizer below.

What (What happened? Describe the event outlined in the text.)	Why (Why was this event important? How did it impact others? How did it impact other events?)
John Adams, Roger Sherman, Robert R. Livingston, and Thomas Jefferson drafted the Richard Henry Lee's proposal.	This was important because they were writing a proposal that would be used for further debate. It impacted other events because it would eventually become the Declaration of Independence.
The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.	This was important because the delegates wanted to all be in agreement with the final version of the Declaration. It impacted others because some things, like the mention of slavery, had to be cut out in order for everyone to be in agreement. It impacted other events because it led to all of the delegates coming to an agreement over an acceptable draft, which led to the Continental Congress officially adopting "The Unanimous Declaration of the Thirteen United States of America."
The Continental Congress officially adopted "The Unanimous Declaration of the Thirteen United States of America."	This was important because the delegates formally told Britain that they were independent. It impacted other events of the American Revolution because it gave Americans a new sense of purpose to the war. It impacted events after the war because people used it to inspire others in their own causes.

2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1-point Response	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0-point Response	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.