



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Overview



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Unit 2: Digging Deeper into Perspectives through Literature

In this unit, students read the play *Divided Loyalties*, by Gare Thompson, to dig deeper into the perspectives of Patriots and Loyalists. Students read about the Barton family and analyze how various members of the family react to the events of the looming American Revolution. Throughout the unit, they practice reading aloud to build fluency skills. At key points in the play, students pause to do a close read of select lines from the Declaration of Independence and analyze these lines to determine their meaning.

Afterward, students are given a discussion prompt that asks them to infer how specific characters in the play would react to these lines from the Declaration. Students then gather evidence from *Divided Loyalties* and engage in a class discussion based on this prompt. This analysis of both the perspectives in the play and the Declaration helps to prepare students for Unit 3, when they will be asked to write their own opinions about the Revolutionary War.

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.*
- *Characters' perspectives can be inferred by what they say and do in a story.*



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>



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. Gare Thompson, *Divided Loyalties: The Barton Family during the American Revolution* (Monterey, CA: National Geographic School Publishing, 2006), ISBN: 978-0792258674. (L600–800)



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Preparing to Read <i>Divided Loyalties</i>	<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). (RL.4.5) 	<ul style="list-style-type: none"> I can describe the parts of a drama. I can identify the characteristics of historical fiction. 	<ul style="list-style-type: none"> Participation in creation of Parts of a Drama and Characteristics of Historical Fiction anchor charts 	<ul style="list-style-type: none"> Guiding Questions anchor chart Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart Parts of a Drama anchor chart Characteristics of Historical Fiction anchor chart
Lesson 2	Summarizing Literature and Making Inferences: <i>Divided Loyalties</i> , Act 1, Scenes 1 and 2	<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 read fourth-grade-level texts with purpose. (RF.4.6a) I can read fourth-grade-level texts with fluency. (RF.4.6b) 	<ul style="list-style-type: none"> I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can read aloud <i>Divided Loyalties</i> with purpose and accuracy. 	<ul style="list-style-type: none"> Act I, Scenes 1 and 2: Summary Act I, Scenes 1 and 2 Character Analysis note-catcher Act I, Scenes 1 and 2 Fluency Notes 	<ul style="list-style-type: none"> Somebody In Wanted But So Then anchor chart Reading with Fluency anchor chart Parts of a Drama anchor chart Be a Patriot anchor chart Be a Loyalist anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Introduction to Discussing a Literary Text: : <i>Divided Loyalties</i> , Act 1, Scenes 1 – 3	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) I can prepare myself to participate in discussions. (SL.4.1a) I can draw on information to explore ideas in the discussion. (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"> I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence. I can make inferences about the Declaration of Independence using evidence from the text. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can prepare for a discussion about <i>Divided Loyalties</i> by using evidence from the text. I can effectively participate in a literary discussion about <i>Divided Loyalties</i>. 	<ul style="list-style-type: none"> Act I, Scenes 3: summary notes and written summary (from homework) Declaration of Independence Close Reading note-catcher: Lesson 3 Preparing for a Literary Discussion note-catcher 	<ul style="list-style-type: none"> Declaration of Independence anchor chart Literary Discussion Norms anchor chart Close Readers Do These Things anchor chart
Lesson 4	Discussing a Literary Text and a Closer Look at Words: <i>Divided Loyalties</i> , Act 1, Scenes 1 – 3	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) I can use context to help me to determine what a word or phrase means. (L.4.4a) I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c) 	<ul style="list-style-type: none"> I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. I can follow our class norms when I participate in a conversation. I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>. 	<ul style="list-style-type: none"> Preparing for a Literary Discussion note-catcher (from homework) Participation in literary discussion American Revolution Vocabulary notebook 	<ul style="list-style-type: none"> Participating in a Literary Discussion anchor chart Literary Discussion Norms anchor chart Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: Reading and Answering Questions about <i>Divided Loyalties</i>	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can make inferences using specific details from text. (RL.4.1) 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 compare and contrast different narrators' points of view. (RL.4.6) 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"> I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can describe the parts of a drama. I can explain the difference between first-person and third-person point of view. I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>. I can read aloud <i>Divided Loyalties</i> with purpose and accuracy. 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment Act II, Scene 1 Fluency Notes Tracking My Progress, Mid-Unit 2 recording form 	<ul style="list-style-type: none"> Reading with Fluency anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Discussing a Literary Text: <i>Divided Loyalties</i> Act II, Scenes 2 and 3	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) I can describe a story's character, setting, or events using specific details from the text. (RL.4.3) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can make inferences about the Declaration of Independence using evidence from the text. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. I can follow our class norms when I participate in a conversation. 	<ul style="list-style-type: none"> Act II, Scenes 2 and 3: summary notes and written summary (from homework) Declaration of Independence Close Reading note-catcher: Lesson 6 Preparing for a Literary Discussion note-catcher Participating in a literary discussion 	<ul style="list-style-type: none"> Declaration of Independence anchor chart Literary Discussion Norms anchor chart Participating in a Literary Discussion anchor chart Be a Patriot anchor chart Be a Loyalist anchor chart Close Readers Do These Things anchor chart
Lesson 7	A Closer Look at Words and Reading Aloud with Accuracy: <i>Divided Loyalties</i> Act II, Scenes 2 and 3	<ul style="list-style-type: none"> I can use clues in the text to check my accuracy. (RF.4.6c) I can reread to make sure that what I'm reading makes sense. (RF.4.6c) 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"> I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>. I can read aloud <i>Divided Loyalties</i> with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense. 	<ul style="list-style-type: none"> American Revolution Vocabulary notebook (from Unit 1) Act III, Scene 1 Fluency Notes 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Reading with Fluency anchor chart Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Summarizing a Literary Text: <i>Divided Loyalties</i> Act 1, Scene 1 through Act III, Scene 1	<ul style="list-style-type: none"> I can summarize a story, drama, or poem. (RL.4.2) 	<ul style="list-style-type: none"> I can determine the main idea of each scene I've read in <i>Divided Loyalties</i>. I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of <i>Divided Loyalties</i>. 	<ul style="list-style-type: none"> Act III, Scene 1: summary notes and summary (from homework) Act I, Scene 1–Act III, Scene 1: Story Map Act I, Scene 1–Act III, Scene 1: Summary 	
Lesson 9	End of Unit Assessment, Part 1: <i>Conducting a Literary Discussion</i>	<ul style="list-style-type: none"> I can make inferences using specific details from text. (RL.4.1) I can describe a story's character, setting, or events using specific details from the text. (RL.4.3) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) I can use context to help me to determine what a word or phrase means. (L.4.4a) I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c) 	<ul style="list-style-type: none"> I can make inferences about the Declaration of Independence using evidence from the text. I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text. I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. I can follow our class norms when I participate in a conversation. 	<ul style="list-style-type: none"> Act III, Scenes 2 and 3: summary notes and summary (from homework) Declaration of Independence Close Reading note-catcher: Lesson 9 End of Unit 2 Assessment, Part I: Conducting a Literary Discussion 	<ul style="list-style-type: none"> Declaration of Independence anchor chart Participating in a Literary Discussion anchor chart Literary Discussion Norms anchor chart Close Readers Do These Things anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud <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 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.	<ul style="list-style-type: none">• I can summarize <i>Divided Loyalties</i>.• I can make inferences about characters and events in <i>Divided Loyalties</i> using evidence from the text.• I can read aloud <i>Divided Loyalties</i> with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.	<ul style="list-style-type: none">• End of Unit 2 Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i>	



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a local theater teacher to come in and work with students on expression to help them improve their fluency.

Fieldwork:

- Arrange for students to see a play or a Readers Theater performed.

Optional: Extensions

- Organize students to practice and preform *Divided Loyalties* for an audience within or outside the school setting.
- Teach students to write a Readers Theater of their own based on their reading about the Battle of Lexington and Concord in Unit 1.



Preparation and Materials

Students should continue to work toward mastery of fluent reading skills outlined in the **Foundational Reading and Language Skills Resource Package**. To help students increase accuracy and move on to establishing goals aligned to more complex criteria described in the Fluency Self-Assessment, such as punctuation, phrasing and expression, consider having students reread pages of *Divided Loyalties*. See also the **Fluency Resource** (in the Foundational Reading and Language Skills Resource Package, which is a stand-alone document on EngageNY.org).



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Grade 4: Module 3B: Unit 2:

Recommended Texts



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The list below includes historical fiction and Reader's Theater with a range of Lexile® text measures about the Revolutionary War, including texts from various perspectives on this important era in U.S. history. 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>Revolutionary War on Wednesday</i>	Mary Pope Osborne (author) Sal Murdocca (illustrator)	Literature	320
<i>Secret Weapons: A Tale of the Revolutionary War</i>	Jessica Gunderson (author) Jesus Salvador Aburto Martinez (illustrator)	Graphic Novel	470
<i>John Greenwood's Journey to Bunker Hill</i>	Marty Rhodes Figley (author) Craig Orback (illustrator)	Informational Reader's Theater	550

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<i>Sybil's Night Ride</i>	Karen B. Winnick (author)	Literature	550*
<i>Sophia's War: A Tale of the Revolution</i>	Avi (author)	Literature	730
<i>John, Paul, George, & Ben</i>	Lane Smith (author)	Literature	660
<i>Toliver's Secret</i>	Esther Wood Brady (author)	Literature	740
Lexile text measures within band level (740L–1010L)			
<i>The Keeping Room</i>	Anna Myers (author)	Literature	780
<i>Arrow over the Door</i>	Joseph Bruchac (author) James Watling (illustrator)	Literature	810
<i>A True Patriot: The Journal of William Thomas Emerson, a Revolutionary War Patriot</i>	Barry Denenberg (author)	Literature	860*
<i>The Matchlock Gun</i>	Walter D. Edmonds (author)	Literature	860
<i>The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777</i>	Kristiana Gregory (author)	Literature	870*

*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>The Scarlet Stockings Spy</i>	Trinka Hakes Noble (author) Robert Papp (illustrator)	Literature	1020
<i>Tea Overboard! The Boston Tea Party</i>	Houghton Mifflin Reading Leveled Readers	Reader's Theater	Nolxl
[^] <i>The Boston Tea Party</i>	Robert Reed (author)	Reader's Theater	Nolxl
[^] <i>Paul Revere's Midnight Ride</i>	Robert Reed (author)	Reader's Theater	Nolxl

[^]Must be purchased through http://www.artdramascripts.com/readers_theater

*Lexile based on a conversion from Accelerated Reading level.

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

Preparing to Read *Divided Loyalties*



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

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)

Supporting Learning Targets

- I can describe the parts of a drama.
- I can identify the characteristics of historical fiction.

Ongoing Assessment

- Participation in creation of Parts of a Drama and Characteristics of Historical Fiction anchor charts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Book Walk (15 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Understanding the Format: Creating the Parts of a Drama Anchor Chart (20 minutes)B. Understanding the Genre: Creating the Characteristics of Historical Fiction Anchor Chart (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Act I, Scenes 1 and 2, then record summary notes on page 1 of your Reader's Guide (do not write a summary paragraph in the section below your notes- we will do this together as a class in the next lesson).	<ul style="list-style-type: none">• This lesson introduces the unit anchor text, <i>Divided Loyalties</i> by Gare Thompson, and provides context for how the text fits into this module.• Students get to know the text through a book walk and several reads, noticing the characteristics of a drama and of a historical fiction text.• Throughout this unit, the homework assignments will usually be the same—read a section of <i>Divided Loyalties</i> in preparation for the next day's lesson, completing summary notes in the Reader's Guide for that section. The summary notes use the same format as in Module 1, using the "Somebody In Wanted But So Then" summarizing strategy (developed by Kyleen Beers). The "Summary Notes" section can be found on page 1 of the Reader's Guide.• In advance:<ul style="list-style-type: none">– Prepare anchor charts:<ul style="list-style-type: none">• Things We Notice and Wonder about <i>Divided Loyalties</i>• Parts of a Drama• Characteristics of Historical Fiction– Prepare the Reader's Guide (see supporting materials), where students will record their notes and thinking about <i>Divided Loyalties</i> throughout Unit 2. Consider stapling these guides into packets for students before this lesson. Alternatively, you may have each student create a reading folder for storing their guides and other notes, texts, and writing throughout the unit.– Post: Guiding Questions anchor chart, learning targets.



Lesson Vocabulary	Materials
<p>drama, historical fiction, describe, characteristics, difference, characters, act, scene, setting, descriptions, dialogue, stage directions, narrator, description, plot; colonies (4), loyalty (cover page)</p>	<ul style="list-style-type: none">• Guiding Questions anchor chart (begun in Unit 1, Lesson 2)• <i>Divided Loyalties</i> (book; one per student and one to display)• Sticky notes (several per student)• Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart (new; co-created with students during Opening A; see supporting materials)• Equity sticks• Parts of a Drama anchor chart (new; co-created with students during Work Time A; see supporting materials)• Characteristics of Historical Fiction anchor chart (new; co-created with students during Work Time B; see supporting materials)• <i>Divided Loyalties</i>: Reader's Guide (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Book Walk (15 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work building background knowledge about the American Revolution in Unit 1.• Display the Guiding Questions anchor chart and remind students that in this module, they are working toward understanding the following guiding questions:<ul style="list-style-type: none">* “How does a person’s perspective influence their opinion?”* “Why should we respect the opinions of others?”• Display the cover of <i>Divided Loyalties</i> by Gare Thompson.• Explain to students that in this unit, they will be reading this text to continue building their background knowledge about the American Revolution and to understand the different perspectives people had on the revolution.• Distribute student copies of <i>Divided Loyalties</i> and sticky notes.• Invite students to open to the Table of Contents, flip through the book, and record what they notice and wonder about the book on the sticky notes.• Give students 5 minutes to work.• On a new piece of chart paper, create the Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart.• Use equity sticks to call on students to share what they notice and wonder about the book, recording students’ ideas on the chart. Do not answer students’ questions at this time, explaining that they will learn more about the book as they start reading it throughout the unit.• Invite students to open to page 4 in <i>Divided Loyalties</i> and then turn and talk:<ul style="list-style-type: none">* “What are <i>colonies</i>?”• Ask:• Listen for responses like: “Faraway places ruled by or under control of a nation.”• Ask:* “What nation were the American colonies ruled by?”• Listen for responses like: “England,” or “Great Britain.”	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “Look at pages 4 and 5. What do you notice?”• Listen for responses like: “I notice a paragraph of text, a timeline, and a map.”• Pause after each question to allow students time to discuss.• Then cold call students to share out.• Read aloud or invite students to popcorn read the introduction on page 4.• Ask:<ul style="list-style-type: none">* “The text says, ‘In the 1770s, Burlington, New Jersey, was caught up in these questions of <i>loyalty</i>.’ What are the questions of loyalty referring to?”• Listen for responses like: “The colonists were questioning whether to be Patriots and support American independence or to be Loyalists and support England.”• Focus students’ attention on the map on page 5. Ask:<ul style="list-style-type: none">* “What is the title of this map?”• Listen for students to share the title printed at the top of the map.• Invite students to practice reading the map. Say:<ul style="list-style-type: none">* “Put your finger on New York.”* “Put your finger on New Jersey.”• Explain to students that the story in this book takes place in New Jersey. Answer any clarifying questions students might have about the map.• Focus students’ attention on the timeline at the bottom of pages 4 and 5. Ask:<ul style="list-style-type: none">* “What information is presented on this timeline?”• Listen for responses like: “It shares events that took place before the American Revolution.”• Invite students to independently read the timeline.• Then, read each event aloud, asking students to show a thumbs-up if they have heard of that event before and can explain it, a thumbs-sideways if they have heard of the event but don’t remember many details about it, or a thumbs-down if they have not heard of the event.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that they learned about some of the events on the timeline in Unit 1 and that they will continue to learn about them as they read <i>Divided Loyalties</i> in this unit. Answer any clarifying questions students may have about the timeline.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can describe the parts of a drama."* "I can identify the characteristics of historical fiction."• Underline the word <i>drama</i> and the phrase <i>historical fiction</i> in the learning targets.• Ask students to turn and talk:<ul style="list-style-type: none">* "What is drama?"* "What is historical fiction?"• Explain that they will learn about each of these terms throughout today's lesson.• Next, circle the words <i>describe</i> and <i>characteristics</i> in the learning targets.• Ask students to think of synonyms for these words. Provide examples if necessary. For example, you might say: "Identifying <i>characteristics</i> means you can pick out the qualities that make historical fiction different from other types of writing. For example, the characteristics of a person might be hair color, height, and personality." Students may notice that the words <i>characteristics</i> and <i>characters</i> are similar. Explain that these words have the same root word, <i>character</i>. As you explain these words, write synonyms above each (for example, "explain" above <i>describe</i>).• Have students give a thumbs-up if they think they understand the targets, a thumbs-sideways if they know a little, and a thumbs-down if they don't know. Clarify as needed.	<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. Understanding the Format: Creating the Parts of a Drama Anchor Chart (20 minutes)</p> <ul style="list-style-type: none">Place class members with reading partners.Tell students that today they will learn about drama by reading <i>Divided Loyalties</i>.Post the Parts of a Drama anchor chart.Read the definition of a drama written below the title:<ul style="list-style-type: none">* “IT IS ... a type of writing where performers read a script to an audience. The script tells a story through action and dialogue and is meant to be acted on a stage.”Circle the word <i>script</i> in the definition.Explain to students that the meaning of “script” is “the written text of a play or drama.” Tell them that a script is a characteristic of a drama.Record the word and its definition below the section of the chart labeled “IT HAS....”Explain that now you would like students to examine the text and help you identify other characteristics to add to the anchor chart.Ask students to look through the <i>Divided Loyalties</i> with their partners and see what they notice about the characteristics of a drama.Encourage students to annotate the text with sticky notes.Give students 5 minutes to read the text, annotate, and discuss with their partner.Display page 9 of the text.Use equity sticks to cold call pairs to share what they notice. Identify the following terms and definitions as students share what they notice about the text: <i>characters, act, scene, setting, descriptions, dialogue, and stage directions</i>.As students share, add the following words and their definitions in the section for “IT HAS ...” to the Parts of a Drama anchor chart. If students do not notice one of the below, be sure to point out this characteristic in the text and record it on the anchor chart:	<ul style="list-style-type: none">Consider placing ELLs who are L1 with an L2 who speaks the same language. Also consider providing definitions of Readers Theater and related vocabulary in students’ home language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– <u>A script:</u> The written text of a play or Readers Theater– <u>Characters:</u> Characters in a play or drama, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak– <u>Act:</u> The way a play or drama is divided up; these are similar to chapters in a book.– <u>Scene:</u> The way an act in a play is divided up; a single situation or conversation– <u>Setting:</u> The time and place of the play– <u>Dialogue:</u> Lines players or characters speak aloud in a performance; each line is written after the bolded name of the player who is to speak it.– <u>Stage directions:</u> Tell performers how to act or what to do during the performance, usually written in italics and/or in parentheses (Note: direct students to page 15 for an example of this in <i>Divided Loyalties</i>.)• Invite students to turn to pages 6 and 7. Ask:<ul style="list-style-type: none">* “What information is presented on these pages?”• Listen for: “The characters’ names and descriptions of them.”• Explain that the drawings and captions describe the main characters in the play. Point out the box labeled “Other Characters” on page 7. Explain that the characters listed here have lines in the play but are not main characters.• Define the word <i>narrator</i> for students by saying something like: “A narrator is someone who explains what is happening in the play. The narrator is not a character and does not interact with the characters. He or she does not participate in the action of the play.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Understanding the Genre: Creating the Characteristics of Historical Fiction Anchor Chart (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now begin to read <i>Divided Loyalties</i>. Reiterate for the students that they have two purposes for reading:<ul style="list-style-type: none">– They are continuing to build expertise about perspectives of the American Revolution (as they did in Unit 1).– But more importantly, today they are also reading to learn the characteristics of historical fiction.• Remind students that they have experience reading and writing fiction from Module 2 (with the colonial narratives from Module 2A or the choose-your-own-adventure narratives from Module 2B). If necessary, briefly review the meaning of the word <i>fiction</i>.• Post the Characteristics of Historical Fiction anchor chart.• Partner students.• Distribute at least three more sticky notes per partnership.• Display pages 9 and 10 of <i>Divided Loyalties</i>. Tell students that they will analyze these pages to determine the characteristics of the genre.• Explain to students that you will read the text aloud, and point out that you will read <u>just</u> the spoken parts, so they can see which parts of a drama are read aloud to the audience. Ask them to read along and notice the parts of the text you read aloud and those that you skip. Read the narrator's lines on page 9 and Robert and Ben's first lines on page 10 (stopping at "... and dump tea into the harbor as they did in Boston.") aloud as students follow along. Have students turn and talk with a partner:<ul style="list-style-type: none">* "Which portions of the text were read aloud? Which were not? Why?"* "What is this mostly about?"• Invite a few students to share out.• Then focus them on the characteristics of historical fiction. Ask students to think then talk with a partner:<ul style="list-style-type: none">* "What is a characteristic of historical fiction that you noticed?"• Invite a few students to share out. As they share, ask students to say where they noticed that in the text.• Model as needed, showing how to refer to the text and name the characteristic on a sticky note. For example, you may say:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – “As I read the narrator’s lines, I notice the author introduces the characters.” (Underline: “Mary and Robert Barton” and “the Barton family.”) “I am thinking that the characters, Mary and Robert Barton, are probably fictional, since there is no author’s note saying they were real people, but I’m not really sure. However, they are doing something that a real family would do in Colonial America: sitting around the fireplace talking.” – Record the word <i>characters</i> on the top of your sticky note. “I am thinking that a characteristic of historical fiction is that the characters can be real or imaginary but must be realistic for the time period.” Record this thinking on a sticky note. • Ask: <ul style="list-style-type: none"> * “What did you notice about the dialogue in this text?” • Listen for observations that the words the characters say reflect the knowledge and thoughts of people from that time period. • Ask: <ul style="list-style-type: none"> * “Is there other evidence from the text that tells us that this is a historical fiction narrative about colonial times? Does it have factual information that we know to be true about that time in history?” • Direct students to write on a sticky note what historical fact(s) this describes. • Invite students to turn and tell their partners what they found. • Ask students to work with a partner to do the following: <ol style="list-style-type: none"> 1. Reread aloud the narrator’s lines on page 9 and Robert and Ben’s first lines on page 10 (stopping at “... and dump tea into the harbor as they did in Boston.”). 2. Identify something you notice about the setting in <i>Divided Loyalties</i>. • Have partners share whole class. Invite students to turn and talk, discussing: <ul style="list-style-type: none"> * “What inference can you make about the setting in historical fiction texts?” • Invite partners to record their ideas on a sticky note. • Use equity sticks to call on partners to share their responses and place sticky notes on the Characteristics of Historical Fiction anchor chart in the Setting category. • Check for students’ understanding by examining sticky notes. Use this information to help determine who will need further support. 	<ul style="list-style-type: none"> • Consider giving students who need oral language support a sentence frame for sharing, such as: “We noted _____, because we think that _____ is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction.” • If students need further support determining the characteristics of historical fiction, consider giving some examples that students may be familiar with (ex. stories read in class) or pointing features and continue to note these features as a class through additional modeling and guided practice before moving on to working with partners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will now repeat this process and reread the narrator's lines on page 9 and Robert and Ben's first lines on page 10 for a third time, this time looking specifically for characteristics related to the category of <i>plot</i>. Review these terms briefly if needed.• Remind students to first discuss what they notice about the plot in <i>Divided Loyalties</i>, and then discuss what inferences they can make about this element in historical fiction texts. Give students 5 minutes to read, discuss, and record.• Support students as needed based on your previous check for understanding during the earlier guided practice.• Select students to share their sticky notes for <i>plot</i> aloud and then place their sticky notes in the appropriate category of the Characteristics of Historical Fiction anchor chart.• For each category on the anchor chart, write a simple statement to synthesize the types of observations students offered on their sticky notes.<ul style="list-style-type: none">– Characters: Can be imaginary, but look and behave realistically for the time period– Setting: Real time and place from the past– Plot: Realistic events for the time period, including problem and solution– Dialogue: Words the characters say reflect the knowledge and thoughts of people from that time period• Explain to students that they will want to refer to this anchor chart throughout the unit.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework (5 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Divided Loyalties: Reader's Guides</i> to students.• Explain to students that they will be using these throughout the unit to keep track of their thinking as they read <i>Divided Loyalties</i>.• Invite students to open their Reader's Guide to page 1: the Act I, Scenes 1 and 2: Summary Notes.• Answer any clarifying questions about how to use this note-catcher.• Remind students that in Module 1, they used the "Somebody In Wanted But So Then" summarizing strategy. Challenge them to do their best to remember how this strategy helps to summarize a literary text. Explain that the class will review it in tomorrow's lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act I, Scenes 1 and 2, then record summary notes on page 1 of your Reader's Guide (do not write a summary paragraph in the section below your notes- we will do this together as a class in the next lesson).	<ul style="list-style-type: none">• As an alternative to homework, consider allowing students to read assigned sections during independent reading time.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Things We Notice and Wonder about *Divided Loyalties* Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Divided Loyalties

We notice ...	We wonder ...



Parts of a Drama Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

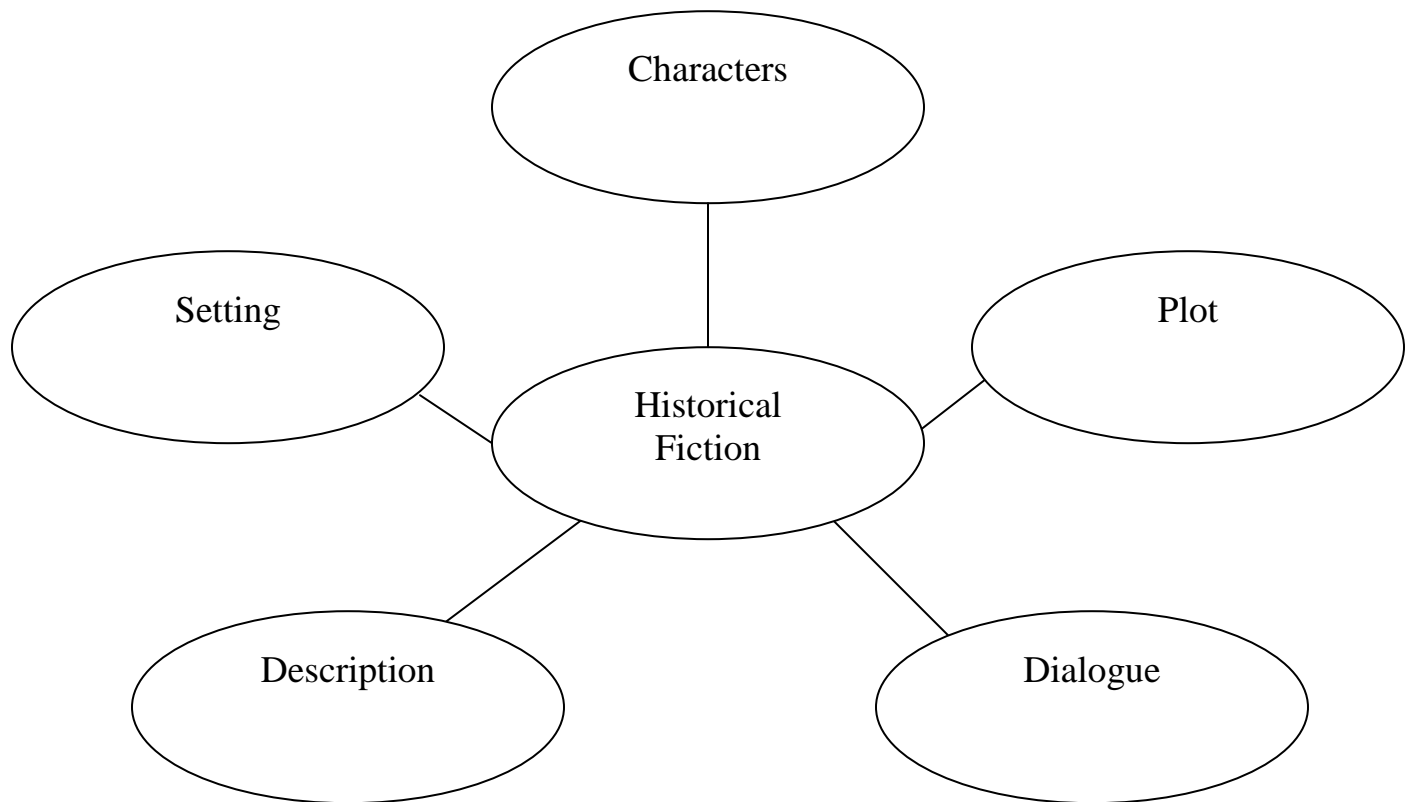
Parts of a Drama

- IT IS ... a type of writing where performers read a script to an audience. The script tells a story through action and dialogue and is meant to be acted on a stage.
- IT HAS ...
- A script: The written text of a play or Readers Theater
- Characters: Characters in a play or drama, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak
- Act: The way a play or drama is divided up; these are similar to chapters in a book
- Scene: The way an act in a play is divided up; a single situation or conversation
- Setting: The time and place of the play
- Dialogue: Lines players or characters speak aloud in a performance; each line is written after the bolded name of the player who is to speak it
- Stage directions: Tell performers how to act or what to do during the performance; these are usually written in italics and/or in parentheses. (Note: Direct students to page 15 for an example of this in *Divided Loyalties*.)



Characteristics of Historical Fiction Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.





Divided Loyalties:
Reader's Guide

Name: _____

Date: _____

Act I, Scenes 1 and 2
Summary Notes

Summary Notes: Act I, Scene 1	Summary Notes: Act I, Scene 2
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act I, Scenes 1 and 2



Act I, Scenes 1 and 2:
Character Analysis

Character	Action	Perspective on the American Revolution
Robert Barton		
William Barton		
Mary Barton		



Act I, Scenes 1 and 2:
Fluency Notes

Self-Assessment	
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with purpose and understanding.</p>
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with accuracy, appropriate rate, and expression.</p>



Act I, Scene 3:
Summary Notes

Summary Notes: Act I, Scene 3
Somebody:
In:
Wanted:
But:
So:
Then:

Summary of Act I, Scenes 3



Declaration of Independence Close Reading Note-Catcher: Lesson 3

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

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

Glossary

abolish *verb* /uh-bol-ish/: to officially end or stop something

alter *verb* /al-ter/: to change something

destructive *adjective* /de-struk-tive/: causing a lot of damage or harm

government *noun* /gov-ern-ment/: the group of people who control or make decisions for a country, state, city, etc.

institute *verb* /in-stuh-toot/: to begin or create something, such as a new law, rule, or system

right *noun* /rite/: something that a person is or should be morally or legally allowed to have, get, or do

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... whenever any Form of Government becomes destructive of these ends....”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• government• destructive <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... it is the Right of the People to alter or to abolish it....”</p>	<p>What group of people were the writers talking about?</p> <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• alter• abolish <p>The excerpt says “to alter or to abolish it”. What does “it” refer to?</p>



	Write what this line means in your own words:
Read the line from the excerpt below, and then answer the questions to the right. “... and to institute new Government....”	What is a synonym for <i>institute</i> ? Which group wants to institute a new government? How do you know? Write what this line means in your own words:

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



Act I, Scenes 1-3:
Preparing for a Literary Discussion

Discussion Question:

Read the following line from the Declaration of Independence:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Act I of *Divided Loyalties* to find evidence that helps you answer the discussion question.



Act I, Scenes 1-3:
Preparing for a Literary Discussion

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



Act I, Scene 1-3:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



Act II, Scene 1:
Fluency Notes

Self-Assessment	
Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.



Act II, Scenes 2 and 3:
Summary Notes

Summary Notes: Act II, Scene 2	Summary Notes: Act II, Scene 3
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act II, Scenes 2 and 3



Declaration of Independence Close Reading Note-Catcher: Lesson 6

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

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

Glossary

absolute *adjective* /ab-so-lute/: complete and total; having unlimited power

establishment *noun* /es-tab-lish-ment/: beginning or creating

history *noun* /his-to-ry/: events of the past; the established record

injuries *noun* /in-jur-ies/: harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

object *noun* /ob-ject/: the goal or end of an effort or activity

present *adjective* /pres-ent/: not past or future; existing or happening now

tyranny *noun* /tyr-an-ny/: a government in which all power belongs to one person

usurpations *noun* /u-surp-a-tions/: to take and keep (something, such as power) in a forceful or violent way and especially without the right to do so

Read the line from the excerpt below, and then answer the questions to the right.

“... the history of the present King of Great Britain....”

What does the word “history” mean?

What is a synonym for “present” as used in the context of this line?

Write what this line means in your own words:



Declaration of Independence Close Reading Note-Catcher: Lesson 6

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... is a history of repeated injuries and usurpations....”</p>	<p>Use the glossary to find the meaning of the following word:</p> <ul style="list-style-type: none">• usurpations <p>What is a synonym for “repeated”?</p> <p>The excerpt says “repeated injuries and usurpations.” What are some examples of the repeated injuries and usurpations by the King?</p> <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... all having in direct object....”</p>	<p>Use the glossary to find the meanings of the following word:</p> <ul style="list-style-type: none">• object <p>The excerpt says “all having in direct object.” What does “all” refer to?</p> <p>Write what this line means in your own words:</p>



Declaration of Independence Close Reading Note-Catcher: Lesson 6

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the establishment of an absolute Tyranny over these States.”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• establishment• tyranny <p>The excerpt says “over these States.” What do “these States” refer to?</p> <p>Write what this line means in your own words:</p>
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Write what this excerpt from the Declaration of Independence means in your own words:



Act II, Scenes 2 and 3:
Preparing for a Literary Discussion

Discussion Question:

Read the following line from the Declaration of Independence:

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Acts I and II of *Divided Loyalties* to find evidence that helps you answer the discussion question.

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: •
Abigail Barton	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: • •



Act II, Scenes 2 and 3:
Preparing for a Literary Discussion

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



Act II, Scenes 2 and 3:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



Act II, Scene 3:
Fluency Notes

Self-Assessment	
Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.
Yes Somewhat No	I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.



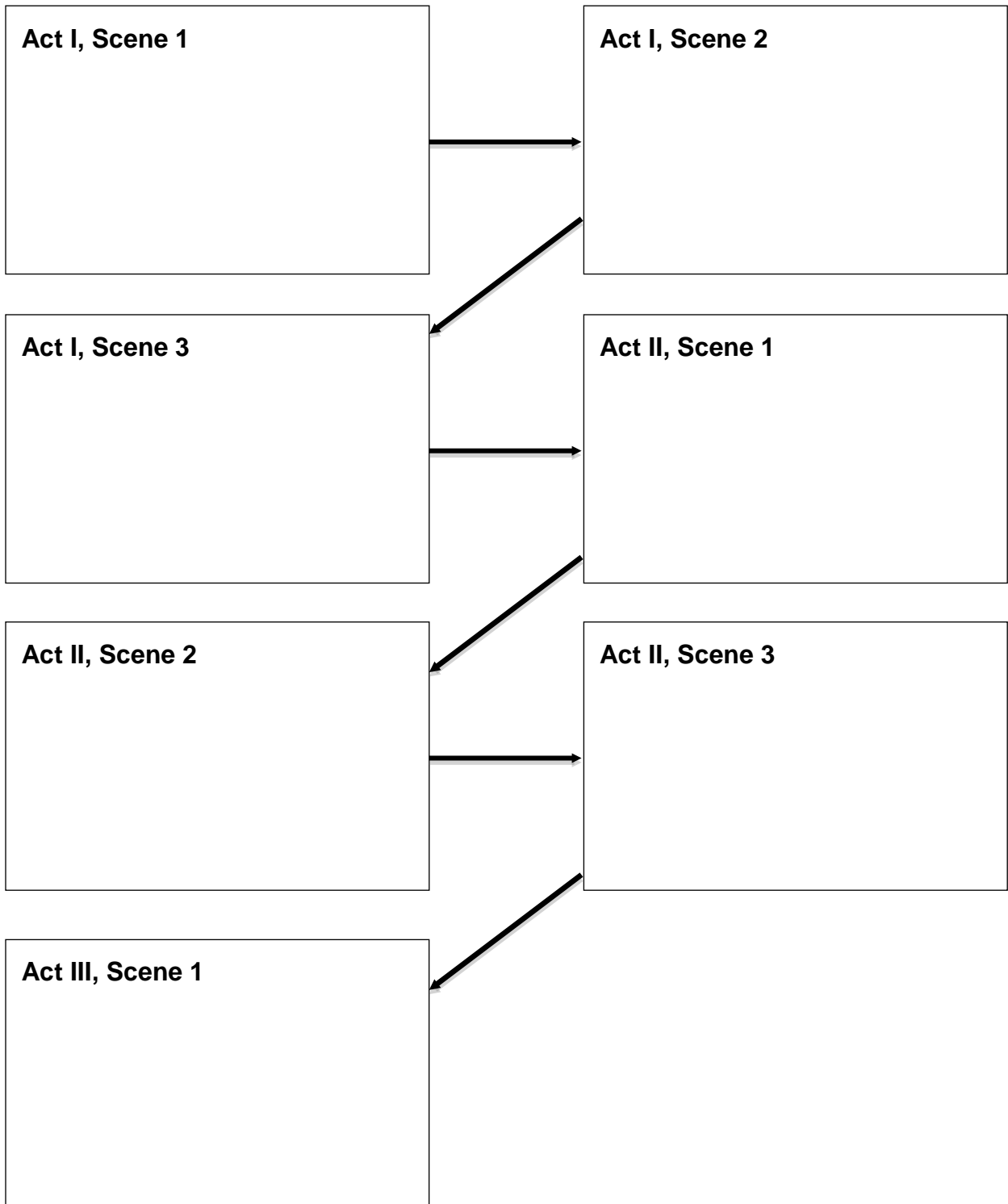
Act III, Scene 1:
Summary Notes

Summary Notes: Act III, Scene 1
Somebody:
In:
Wanted:
But:
So:
Then:

Summary of Act III, Scenes 1



Act I, Scene 1–Act III, Scene 1:
Story Map







Act III, Scenes 2 and 3:
Summary Notes

Summary Notes: Act III, Scene 2	Summary Notes: Act III, Scene 3
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act III, Scenes 2 and 3

Write a brief sentence that summarizes the epilogue:



Declaration of Independence Close Reading Note-Catcher: Lesson 9

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

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

Glossary

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

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

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

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

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

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

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

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

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



Declaration of Independence Close Reading Note-Catcher: Lesson 9

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“That these United Colonies are, and of Right ought to be....”</p>	<p>What does it mean when we say that something “ought to be?”</p> <p>The excerpt says “that these United Colonies ...” What colonies are united?</p> <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... Free and Independent States.”</p>	<p>What does “independent” mean?</p> <p>Who do the colonies want to be independent of?</p> <p>Write what this line means in your own words:</p>

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



EXPEDITIONARY
LEARNING

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

Summarizing Literature and Making Inferences:

Divided Loyalties, Act I, Scenes 1 and 2



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
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 read fourth-grade-level texts with purpose. (RF.4.6a) I can read fourth-grade-level texts with fluency. (RF.4.6b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.• I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.• I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.	<ul style="list-style-type: none">• Act I, Scenes 1 and 2: Summary• Act I, Scenes 1 and 2 Character Analysis note-catcher• Act I, Scenes 1 and 2 Fluency Notes



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. Guided Practice: Somebody In Wanted But So Then (15 minutes)B. Character Analysis: Perspectives on the Revolution (15 minutes)C. Guided Practice: Reading Aloud with Purpose and Accuracy (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (10 minutes)4. Homework<ol style="list-style-type: none">A. Read Act I, Scene 3. Then record summary notes and write a summary in your Reader's Guide for Act I, Scene 3.	<ul style="list-style-type: none">• This lesson introduces three routines that will be revisited throughout the unit—using the Somebody In Wanted But So Then strategy for summarizing, analyzing characters by tracking their actions and perspectives on the American Revolution, and reading aloud with fluency. Students will be formally assessed on these targets on the End of Unit 2 Assessment in Lessons 9 and 10.• Continue to help students distinguish between summary “notes” (“Somebody In Wanted But So Then”) and a full written summary. See samples of both, completed for teacher reference, in the supporting materials for this lesson. Also see Work Time A.• In advance:<ul style="list-style-type: none">– Prepare and post anchor charts:<ul style="list-style-type: none">• Somebody In Wanted But So Then• Reading with Fluency• Be a Patriot (from Unit 1, Lesson 3)• Be a Loyalist (from Unit 1, Lesson 5)– Determine groups for fluency practice in Work Time C.– Review: Back-to-Back and Face-to-Face protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
summarize, inferences, story elements, characters, setting, events, perspectives, fluently, purpose, understanding, accuracy, opinion	<ul style="list-style-type: none">• Equity sticks• Somebody In Wanted But So Then anchor chart (new; co-created with students in Work Time A)• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Act I, Scenes 1 and 2 Summary Notes (completed, for teacher reference)• Act I, Scenes 1 and 2 Summary (completed, for teacher reference)• Act I, Scenes 1 and 2 Character Analysis (one to display)• <i>Divided Loyalties</i> (book; one per student)• Reading with Fluency anchor chart (new; co-created with students in Work Time C)• Parts of a Drama anchor chart (begun in Lesson 1)• Act I, Scenes 1 and 2 Fluency Notes (one to display)• Be a Patriot anchor chart (begun in Unit 1, Lesson 3)• Be a Loyalist anchor chart (begun in Unit 1, Lesson 5)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the learning targets and use equity sticks to call on a few students to read them aloud to the class:<ul style="list-style-type: none">* “I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.”* “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.”* “I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.”• Ask students to get back-to-back with a partner for a round of the Back-to-Back, Face-to-Face protocol. Ask them to think about the following question:<ul style="list-style-type: none">* “What strategies can you use to help you <i>summarize</i> a complex text?”• Tell students to turn face-to-face with their partners once they have had a moment to think. After students have shared with their partners, invite them to turn back around and think about the following question before signaling them to turn face-to-face with their partner again:<ul style="list-style-type: none">* “What strategies can you use to make <i>inferences</i> about a text?”• Tell students to turn face-to-face once they have had a moment to think. After class members have shared with their partners, invite them to return to their seats.• Encourage students by reminding them that they have been practicing these strategies since the beginning of the year.	<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. Guided Practice: Somebody In Wanted But So Then (15 minutes)</p> <ul style="list-style-type: none">• Remind students that they summarized informational texts in Module 2 by finding the main idea of sections of the text, then writing a summary from those notes.• Remind them that they also learned a way to summarize a complex literary text in Module 1.• Display the Somebody In Wanted But So Then anchor chart.• Review the anchor chart with students, writing a few explanatory notes as you review each bullet:<ul style="list-style-type: none">– <i>Somebody</i> is the narrator or character in a text.– <i>In</i> is the place where a text is set.– <i>Wanted</i> is what the character or narrator is hoping for.– <i>But</i> is the problem or obstacle that might get in the way of what the character or narrator wants.– <i>So</i> is the outcome or resolution.– <i>Then</i> is what happens to move the story forward.• Remind students that this list of words is one way for readers to think about the main parts of a story. Explain that it might not fit every section of a text exactly but that it is a helpful way to think about summarizing literary text.• Invite students to take out their Act I, Scenes 1 and 2 Summary, found on page 1 of their <i>Divided Loyalties: Reader's Guide</i>.• Display the Act I, Scenes 1 and 2 Summary Notes (completed for teacher reference).• Explain that you have made summary notes about the chapter and that theirs are probably similar to yours. Tell them that they may revise their notes based on the class's discussion and remind them to use colored pencils to make the revisions.• After reviewing the summary notes, explain that a summary simply takes the notes and writes them in sentences that make sense.• Work as a class to write a summary based off of their "Somebody In Wanted But So Then" the summary notes. Have students record this class summary under their summary notes. See the Act I, Scenes 1 and 2 Summary (completed for teacher reference) for an example	<ul style="list-style-type: none">• Providing students with individual copies of key anchor charts offers them support when they are working independently at home and at school.• Examining a model and revising allows students to check for understanding as they grapple with complex texts and the accompanying reading task.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Point out that the summary notes that students have recorded should be used to help guide them in writing their summary of the text.Explain that the class will be expected to summarize each section of <i>Divided Loyalties</i> using this summarizing process:<ol style="list-style-type: none">Take summary notes using the Somebody In Wanted But So Then strategy.Use the notes to write a summary .	
<p>B. Character Analysis: Perspectives on the Revolution (15 minutes)</p> <ul style="list-style-type: none">Remind students that the <i>story elements</i> of a literary text are:<ul style="list-style-type: none"><i>Characters</i>: people involved in the story<i>Setting</i>: where and when the story takes place<i>Events</i>: the things that happen to and about the charactersAsk students to Think-Pair-Share to identify the story elements so far in <i>Divided Loyalties</i>:<ol style="list-style-type: none">Think to yourself.Pair up with a partner to discuss what you thought about.Share your thinking with another pair of students.Circulate as the class discusses the story elements and listen for comments that identify:<ul style="list-style-type: none">Characters: The Barton family, Mrs. Smith, Mr. LawsonSetting: Burlington, New Jersey, 1774–1775Events: The Bartons discussed the Boston Tea Party and the Boston Massacre; they debated whether the colonists should join the Patriot cause or remain loyal to England; the Bartons helped customers at their store, including Mrs. Smith, who only wanted to buy goods from local farmers, and Mr. Lawson, who wanted to buy goods from England; townspeople came down the street to the Bartons' store looking angry and carrying weapons.Explain that as they read the text, students will be introduced to a number of key characters who have important roles in the storyline, and that it is important for them to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that they are reading <i>Divided Loyalties</i> not only to build background knowledge on the American Revolution, but also to understand the <i>perspectives</i> colonists had on the revolution.• Go on to explain that they will be thinking about and tracking characters' perspectives in this unit. Ask students to think about the main characters, their perspectives on the revolution, and the actions they take to demonstrate their perspectives.• Display Act I, Scenes 1 and 2 Character Analysis and invite students to turn to it on page 2 in their Reader's Guide.• Ask students to reread Act I, Scene 1 in <i>Divided Loyalties</i> with their partners.• Tell students they will be thinking about Robert, William, and Mary's perspectives on the revolution in this lesson. Ask them to think about these questions as they read and to write their responses on one sticky note:<ul style="list-style-type: none">* "What did Robert do?"* "What does this say about his perspective of the American Revolution?"• Give students 5–10 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share an action Robert took and how it demonstrates his perspective of the American Revolution.• Listen for responses and add something like the following to the middle column of the Act I, Scenes 1 and 2 Character Analysis: "He's loyal to Great Britain and has represented us well. But those rebels, the Patriots, call him a traitor" (page 10), and "But it is our duty, as subjects of the British crown" (page 12).• Cold call two or three additional students to share what they think this says about Robert's perspective of the revolution. Use their responses to help fill in the last column of the note-catcher.• Listen for and record: "He is a Loyalist," or "He is loyal to England."• Ask partners to reread Act I, Scene 1 again, thinking about these questions and writing their responses in the first column of the note-catcher.• Again, ask students to think about these questions as they read and to write their responses in the appropriate spots on the note-catcher:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* "What did William do?"* "What does this say about his perspective of the American Revolution?"* "What did Mary do?"* "What does this say about her perspective of the American Revolution?"• Give the students 5 minutes to reread the excerpt and briefly answer the questions, writing their answers on their note-catchers. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share actions William and Mary took and how it demonstrates their perspectives of the American Revolution.• Listen for responses similar to: "William: We should not have British soldiers watching our every move," and "Mary: We are loyal to the king." Use the responses to help add actions for William and Mary in the middle column of the note-catcher.• Cold call two or three additional students to share what they think this says about William and Mary's perspectives on the revolution.• Listen for: "William is a Patriot," and "Mary is a Loyalist." Use their responses to help add to the last column of the note-catcher.• Explain that readers often have to infer about why characters do and say things based on what they say and do. Also explain that characters often change as stories move forward. Inform students that they will be keeping track of the actions the characters take throughout the novel, as well as how they change.	



Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice: Reading Aloud with Purpose and Accuracy (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that because <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read <i>fluently</i> to help the audience understand the plot of the play.• Invite students to turn and talk:<ul style="list-style-type: none">* “What does it mean to read fluently?”• Cold call one or two pairs of students, listening for responses like: “It means to sound like you’re talking to someone else,” or “It means to read smoothly and without any mistakes.”• Post the Reading with Fluency anchor chart.• Read the definition of fluency written below the title:<ul style="list-style-type: none">– <u>Fluency</u>: reading aloud easily and smoothly• Circle the word <i>easily</i>. Explain to students that this includes reading with few or no mistakes.• Circle the word <i>smoothly</i>. Explain that this means the reading sounds smooth, as if you were talking to someone else or like a teacher might sound when reading aloud.• Display and invite students to turn to pages 14 and 15 in <i>Divided Loyalties</i> and review the parts of a drama.• Use equity sticks to call on students to come to the Parts of a Drama anchor chart and point to each part of a drama. Be sure to review the characters, act, scene, setting, dialogue, and stage directions.• Explain that now you would like students to listen as you read aloud, and while you read you would like them to notice the way you sound. Encourage students to write their ideas down on sticky notes. Point out that while you read aloud, you will only say the dialogue on the page.• Read aloud Robert and Mrs. Smith’s first lines on page 15; purposely make a mistake or two while reading aloud and self-correct.• After reading aloud, invite students to share their observations of the way you sounded with a partner.• Use equity sticks to cold-call pairs to share what they noticed about how you sounded.• Add characteristics of fluent reading to the Reading with Fluency anchor chart so it has students’ own words that are like the following:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– The rate is appropriate—don't read too fast or too slow.– The reader's voice changes based on the punctuation of the sentence.– The reader's voice changes based on what the character is saying or doing.– Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. <ul style="list-style-type: none">• Remind the class that by doing all of these things while reading aloud, the audience can better understand what is being read and the story being conveyed.• Tell students that they will have a chance to practice reading the text fluently. Explain that today, they will be practicing reading aloud with <i>purpose</i> and <i>understanding</i>, and with <i>accuracy</i>.• Ask:<ul style="list-style-type: none">* "What does it mean to read aloud with purpose?"• Guide students to the understanding that this means that the reader shows they read aloud in an intentional way based on clues the author gives like punctuation or stage directions. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with purpose, paying attention to the punctuation and stage directions, by reading aloud Robert's line on page 16: "I will not let these so-called Patriots tell me what to do! (<i>A customer enters.</i>) Ah, Mr. Lawson, good day." Reread the line, modeling how <i>not</i> to read with purpose so students may hear a non-example as well.• Ask:<ul style="list-style-type: none">* "What does it mean to read aloud with understanding?"• Guide students to the understanding that this means that the reader shows they understand what is happening in the story and conveys it in their voice when reading aloud. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with understanding by reading aloud Mrs. Smith's line on page 15: "Well, perhaps ... perhaps I should join them. You can keep the potatoes." Point out using the lines that come before this line, the stage direction that follows and Abigail's line that follows to show how these aid in a reader's understanding of the text—Mrs. Smith is bothered about buying from the Bartons' store because they support Great Britain. Reread the line, modeling how <i>not</i> to read with understanding so students may hear a non-example as well.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with accuracy?”• Guide students to the understanding that this means that the reader makes few or no mistakes when reading aloud. Add to the Reading with Fluency anchor chart.• Briefly model reading aloud with accuracy by reading aloud Mrs. Smith’s line on page 15 again. Reread the line, modeling how <i>not</i> to read with accuracy so students may hear a non-example as well.• Explain that they will now have an opportunity to practice fluent reading. Tell students that they will read part of Act I, Scene 2 aloud in a small group and then reflect on their fluency. Remind students that this is just practice, that they should not feel pressure to read perfectly the first time, and that they will just be focusing on reading aloud with purpose, understanding, and accuracy.• Group students into groups of three and invite them to decide on a role for each person—tell students the choices are Robert, Mr. Lawson, or Ben. Explain to students that they will be reading aloud in Act I, Scene 2 starting on the bottom of page 16 with Robert’s line: “I will not let these so-called Patriots tell me what to do!” and ending on page 18 with Robert’s line: “You see, children, there are still loyal citizens here in Burlington.”• Once students have determined parts, give them 3–5 minutes to reread this excerpt to themselves, thinking about purpose, understanding, and accuracy. Tell students to think about the following questions while reading to themselves and add these to the Reading with Fluency anchor chart:<ul style="list-style-type: none">* “What is happening in the story?”* “How does my character feel about this?”* “How would they sound when saying this line?”* “Are there any words I’m not sure of how to pronounce?”• Now, invite students to read this excerpt aloud with their partners, remembering to read aloud with purpose, understanding, and accuracy.• When students have finished reading this excerpt aloud, invite them to reflect with their partners:<ul style="list-style-type: none">* “What did you do well when reading aloud? What do you need to work on?”• Invite students to read the excerpt aloud again, focusing on improving on what they just discussed with their partners.	<ul style="list-style-type: none">• You might wish to group students into homogeneous groups and meet with a group of students who may be struggling with fluency. Alternatively, you may wish to group students heterogeneously, so students challenged by reading fluently may hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Finally, invite students to turn to the Act I, Scenes 1 and 2 Fluency Notes on page 3 in their Reader's Guide.• Display this page.• Tell students that now they will reflect on their fluency and record their notes on their Act I, Scenes 1 and 2 Fluency Notes.• If necessary, briefly model reflecting on fluent reading by completing the Fluency Notes; read aloud the criteria and circle "yes," "somewhat," or "no." Model writing some notes for each criteria based on what was circled; for example, you might write something like: "I read aloud with purpose because I paid attention to the punctuation in my character's lines. But I did not read with understanding because I forgot how my character might have been feeling and didn't read aloud to show that feeling."	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (10 minutes)</p> <ul style="list-style-type: none">• Review the meaning of the word <i>opinion</i> by asking:<ul style="list-style-type: none">* “What does the word ‘opinion’ mean?”* “How do you know what it means?”• 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?” (Patriot and Loyalist)* “What was the Patriots’ opinion of the British?”* “What was the Loyalists’ opinion of the British?”• Display the Be a Patriot anchor chart and the Be a Loyalist anchor chart.• Ask:<ul style="list-style-type: none">* “Now that we’ve started reading a new text about the American Revolution and know more about the Patriot and Loyalist perspectives, what can we add to these charts?”• As students come up with inferences for why someone should be a Patriot or Loyalist to add to the charts, continue to ask them for textual evidence for their ideas. If necessary, ask students whether their ideas are 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 and Loyalists from their background knowledge to try to find evidence in <i>Divided Loyalties</i>.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act I, Scene 3. Then record summary notes and write a summary in your Reader’s Guide for Act I, Scene 3.	<ul style="list-style-type: none">• As an alternative to homework, consider allowing students to read assigned sections during independent reading time.



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Somebody In Wanted But So Then
(Completed, for Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Somebody In Wanted But So Then

<i>Somebody</i>	narrator or character in a text
<i>In</i>	the place where a text is set
<i>Wanted</i>	what the character or narrator is hoping for
<i>But</i>	the problem or obstacle that might get in the way of what the character or narrator wants
<i>So</i>	the outcome or resolution
<i>Then</i>	what happens to move the story forward



Act I, Scenes 1 and 2:
Summary Notes
(Completed, for Teacher Reference)

Summary Notes: Act I, Scene 1	Summary Notes: Act I, Scene 2
Somebody: The Barton Family.	Somebody: William
In: Burlington, New Jersey in 1770, the Barton Family home.	In: Burlington, New Jersey in 1770, in the Barton Family store.
Wanted: Robert and Mary wanted to talk about the importance of being loyal to Great Britain.	Wanted: His family to join the Patriots because some people are not buying things from their store.
But: Their son William, thought the Patriots had good reasons to rebel.	But: His father says he will stand up for his beliefs
So: They debated the actions of the British and the Patriots.	So: He won't join the Patriots even to protect the store
Then: William mentioned that the colonist should stop trading with Britain.	Then: A group of angry townspeople who are Patriots come toward the store.



Act I, Scenes 1 and 2:

Summary

(Completed, for Teacher Reference)

Summary of Act I, Scenes 1 and 2

The Barton Family lived in Burlington, New Jersey, where they run a store selling goods like tea and paper during the beginning of the American Revolution. William Barton is a Patriot and his mother and father are Loyalists. He wants his father and mother to join the Patriot cause because people are refusing to buy from their store. His parents are loyal to England and the king though, so they refuse. Then, townspeople who are Patriots come toward the Barton's store, looking angry and carrying guns and pitchforks.



Act I, Scenes 1 and 2 Character Analysis
(Answers, for Teacher Reference)

Character	Action	Perspective on the American Revolution
Robert Barton	"He's loyal to Great Britain and has represented us well. But those rebels, the Patriots, call him a traitor."	Robert is loyal to England./Robert is a Loyalist.
William Barton	"We should not have British soldiers watching our every move."	William is a Patriot.
Mary Barton	"We are loyal to the king."	Mary is a Loyalist.



Reading with Fluency Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Reading with Fluency:

*Fluency: reading aloud easily and smoothly

- * The rate is appropriate—don't read too fast or too slow.
- * The reader's voice changes based on the punctuation of the sentence.
- * The reader's voice changes based on what the character is saying or doing.
- * Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it.

Reading aloud with purpose:

*The reader reads aloud in an intentional way based on clues the author gives like punctuation or stage directions.

Reading aloud with understanding:

*The reader shows he or she understands what is happening in the story and conveys it in his or her voice when reading aloud:

- What is happening in the story?
- How does my character feel about this?
- How would they sound when saying this line?

Reading aloud with accuracy:

*The reader makes few or no mistakes when reading aloud:

- Are there any words I'm not sure of how to pronounce?



Act I, Scenes 1 and 2 Fluency Notes
(Answers, for Teacher Reference)

Self-Assessment	
Yes <u>Somewhat</u> No	I read aloud with purpose and understanding. I read aloud with purpose because I paid attention to the punctuation in my character's lines. However, I did not read with understanding because I forgot how my character might have been feeling and didn't read aloud to show that feeling.
<u>Yes</u> Somewhat No	I read aloud with accuracy, appropriate rate, and expression. I read aloud with accuracy because I did not make any mistakes when reading my lines.



EXPEDITIONARY
LEARNING

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

Introduction to Discussing a Literary Text:

Divided Loyalties, Act I, Scene 1-3



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

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

I can prepare myself to participate in discussions. (SL.4.1a)

I can draw on information to explore ideas in the discussion. (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)

Supporting Learning Targets

- I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence.
- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can prepare for a discussion about *Divided Loyalties* by using evidence from the text.
- I can effectively participate in a literary discussion about *Divided Loyalties*.

Ongoing Assessment

- Act I, Scenes 3: summary notes and written summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 3
- Preparing for a Literary Discussion note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Read-aloud of “Declaration of Independence—What the Declaration Says” (10 minutes) B. Close Reading: An Excerpt from the Declaration of Independence (20 minutes) C. Preparing Evidence and Questions for a Literary Discussion (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish the Preparing for a Literary Discussion note-catcher. 	<ul style="list-style-type: none"> • This is the first of three lessons in this unit where students examine an excerpt from the Declaration of Independence. In each lesson, students deconstruct the meaning of the excerpt and then have a discussion about the characters of <i>Divided Loyalties</i> and what their opinions of that excerpt might be. In this lesson, students closely read an excerpt from the introduction of the Declaration; in later lessons, they closely read excerpts from the third section and conclusion of the Declaration. • During the Opening, students listen to a read-aloud of the text, “Declaration of Independence—What the Declaration Says.” This is to introduce the structure of the Declaration of Independence in general terms to students. z • Because the first part of this lesson is a close read of an excerpt from the Declaration of Independence, it might take longer than 60 minutes to complete the close read and discussion preparation. Consider breaking this lesson into two class periods if you feel that your students will need more time to complete both. • Students’ work with the Close Reading note-catcher (found in their Reader’s Guide) is meant to be discussion-based. Use the Close Reading Guide (teacher resource) to help you guide students through this work. You may invite students to work independently, in pairs or small groups when thinking about different questions. But it is important that you guide the whole class in a discussion of each section, using the question in the note-catcher, before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own. • Literary discussions provide students the opportunity to understand collectively and build on each other’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions might be. • In advance: <ul style="list-style-type: none"> – Review the Declaration of Independence Close Reading Guide: Lesson 3. – Prepare and post the anchor charts: <ul style="list-style-type: none"> • Declaration of Independence • Literary Discussion Norms • Close Readers Do These Things • Post: Learning targets.



Lesson Vocabulary	Materials
opinion, discuss, effectively participate; abolish, alter, destructive, government, institute, right	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Act I, Scene 3 Summary Notes and Summary (completed; for teacher reference)• Photograph of the Declaration of Independence (from Unit 1, Lesson 1; one to display)• Declaration of Independence anchor chart (new; co-created with students in Opening A)• Declaration of Independence: Close Reading note-catcher, Lesson 3 (in students' Reader's Guides)• Declaration of Independence: Close Reading Guide, Lesson 3 (for teacher reference)• "Declaration of Independence—What the Declaration Says" (one per student and one to display)• Equity sticks• Sticky notes (several per student)• <i>Divided Loyalties</i> (book; one per student and one to display)• Literary Discussion Norms anchor chart (new; co-created with students in Opening B)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their <i>Divided Loyalties: Reader's Guide</i>. Remind them of their homework: Read Act I, Scene 3, then record summary notes and write a summary in your Reader's Guide. Ask them to share their notes and summaries with a partner. Cold call a few pairs to share their summaries and have students add to their notes as necessary. (See the Act I, Scene 3 Summary Notes and Summary (completed, for teacher reference) in supporting materials.) Point out to students that they may have noticed how strong the opinions of both the Patriots and the Loyalists are in the play. Tell them that today, they will revisit the Declaration of Independence so they can consider some of the reasons the Patriots had such strong opinions about independence from Britain. 	<ul style="list-style-type: none"> Spot check students' summaries to determine which students may need additional support. Once you have identified students who may need support, set up a check-in conference during additional time in your literacy block. During this time you can determine whether students need additional support reading and comprehending the text or with summary writing.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the posted learning targets and ask for volunteers to read them aloud: <ul style="list-style-type: none"> * "I can find the meanings of unfamiliar words to help me better understand an excerpt from the Declaration of Independence." * "I can make inferences about the Declaration of Independence using evidence from the text." * "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text." * "I can prepare for a discussion about <i>Divided Loyalties</i> by using evidence from the text." Explain to students that during the next two lessons, they will plan for and <i>discuss</i> an excerpt from the Declaration of Independence and Act I of <i>Divided Loyalties</i> in a small group. Introduce the literary discussion by saying that readers and writers share their thinking with others and that it helps build their understanding of a text by sharing their own thoughts as well as learning from what others say. Explain that readers and writers in the real world talk all the time to expand their thinking about texts. If applicable, tell students that this kind of a discussion is similar to a Science Talk from Module 2B. Tell students that they will have the opportunity to discuss what they have read so far in <i>Divided Loyalties</i> and the excerpt from the Declaration that they will read in this lesson through a literary discussion. 	<ul style="list-style-type: none"> Discussing and clarifying the language of learning targets helps build academic vocabulary. Discussions help students process their thinking verbally and learn from others' thoughts. Consider drawing visuals next to each norm, giving ELLs another access point to understand the text. Providing visual models of academic vocabulary supports language development and comprehension.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point to today's learning target for the literary discussion: "I can effectively participate in a literary discussion about <i>Divided Loyalties</i>." Ensure that students understand the meaning of the words <i>effectively</i> and <i>participate</i>.• Inform students that a literary discussion is a discussion about important questions readers have about a text and that while readers discuss these big questions with one another, it is important for them to create a set of rules, or norms, that they will all follow so everyone's ideas can be heard and considered.• Start a Literary Discussion Norms anchor chart.• Focus students' attention on the phrase <i>effectively participate</i>. Ask:<ul style="list-style-type: none">* "What does it look or sound like to effectively participate with your peers?"• Cold call students to share. Listen for ideas such as: "Wait my turn to speak, so I am heard; don't shout or speak too loudly; make sure everyone gets a turn to speak; no one person does most or all of the speaking; use information from text to support my ideas," etc. Add students' ideas to the anchor chart.	



Work Time	Meeting Students' Needs
<p>A. Read-aloud of “Declaration of Independence—What the Declaration Says” (10 minutes)</p> <ul style="list-style-type: none"> • Display the photograph of the Declaration of Independence. • Ask: <ul style="list-style-type: none"> * “What do we already know from Unit 1 about the Declaration of Independence?” • Listen for responses like: “The Patriots wrote it to officially tell Britain that they wanted to create their own country.” Validate responses and explain to students that they will be closely reading an excerpt from the Declaration of Independence today, but first they will be listening to an overview about it. • Begin a new Declaration of Independence anchor chart. • Ask: <ul style="list-style-type: none"> * “What was the purpose of the Declaration of Independence?” Listen for responses like: “It was how the colonists formally told England that they wanted to create their own country.” • Below the title of the anchor chart, add: <ul style="list-style-type: none"> – <u>Purpose</u>: to formally tell England that the Patriots wanted to create their own country • Distribute and display “Declaration of Independence—What the Declaration Says.” • Explain to students that you will read the text aloud several times while they follow along. The first time, they should just listen and think about the gist of the text. • Read aloud the text. • Invite students to turn and talk: <ul style="list-style-type: none"> * “Name one interesting thing you heard during the read-aloud.” • Use equity sticks to call on two students to share what their partners found interesting. • Invite students to turn and talk: <ul style="list-style-type: none"> * “What is the gist of the text?” • Use equity sticks to call on two students to share what their partners said. • Validate student responses and if necessary, explain that the text describes how the Declaration of Independence is organized. 	<ul style="list-style-type: none"> • Whole class discussions encourage respectful and active listening, as well as social construction of knowledge. <p>Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that they will hear the text read a second time, and this time they should use sticky notes to record what they notice and wonder about the structure of the Declaration of Independence.• Read aloud the first paragraph.• Invite students to jot notes about what they notice and wonder about what the text says about the structure of the Declaration of Independence.• Continue reading aloud the text, stopping after each paragraph and again inviting students to write notes about what they notice and wonder about the structure of the Declaration of Independence.• Use equity sticks to call on students to share what they noticed and wondered.• Add something like the following to the Declaration of Independence anchor chart:<ul style="list-style-type: none">– Introduction: States why Congress wrote the Declaration– Second Section: Declaration of rights– Third Section: Charges King George III with violations of American rights– Conclusion: Explains what Congress is going to do—create a new country with a new government• Point out that in the Declaration of Independence, the colonists are sharing their <i>opinion</i>.• Ask:<ul style="list-style-type: none">* “What opinion are they sharing in this text?”• Listen for responses like: “They are sharing the opinion that they do not like being under England’s control and want to create their own country.”• Explain that in today’s lesson, they will closely read an excerpt from the Declaration of Independence.	



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that throughout this unit, they will closely examine excerpts from the Declaration of Independence. Ask:<ul style="list-style-type: none">* “What do we mean when we say an <i>excerpt</i> from a text?”• Listen for responses like: “It means a small part of a text.” Validate student responses and explain that they will only be reading small portions of the Declaration of Independence.• Refer students to the Close Readers Do These Things anchor chart. 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.• Tell students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time.• Invite students to find the Declaration of Independence Close Reading note-catcher: Lesson 3 (on page 5 of their <i>Divided Loyalties: Reader’s Guide</i>.)• Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence.• Use equity sticks to call on a student to read the focus question at the top of the note-catcher:<ul style="list-style-type: none">* “What does this excerpt from the Declaration of Independence mean?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Explain to students that they should keep this question in mind as they read the excerpt. Tell students the excerpt is from the first section of the Declaration. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. Using the Declaration of Independence Close Reading Guide: Lesson 3 (for teacher reference), guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary. 	
<p>C. Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none"> Ask the class the literary discussion question: <ul style="list-style-type: none"> * “Read the following line from the Declaration of Independence: ‘... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....’ 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?” Refer to the third learning target for today: “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text,” and remind students that one important thing they are working on while reading <i>Divided Loyalties</i> is thinking about how characters change and develop. Refer to the fourth learning target for today: “I can prepare for a discussion by using evidence from <i>Divided Loyalties</i>,” and explain the importance of readers sharing specific evidence from texts in their discussions with others. Explain to students that today they will collect notes and prepare for the discussion. Tell them they will have the discussion in the next lesson. Display the Preparing for a Literary Discussion note-catcher on page 7 of their Reader’s Guide and invite students to open to it. Point out the different sections for recording notes on this page. Indicate to students that they will only be taking notes on the first section (three-column chart) of the recording form labeled “Preparation” for now. The last three sections will be saved for the actual literary discussion and for teacher feedback and goal setting when the literary discussion is over. 	<ul style="list-style-type: none"> When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. Providing models of expected work supports all students, especially challenged learners. During Work Time A, you might want to pull a small group of students to support in finding evidence from their notes. Some students will need more guided practice before they are ready for independent work. Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Briefly model how to fill in the graphic organizer using Robert Barton as an example. Be sure to demonstrate:<ul style="list-style-type: none">– Thinking aloud about what the excerpt from the Declaration of Independence means, using the work done during Work Time A.– Thinking aloud about whether Robert Barton would agree or disagree with the excerpt from the Declaration of Independence would be.– Skimming Act I, Scenes 1 through 3 of <i>Divided Loyalties</i> for evidence that supports the discussion question.• Remind students that they will only be recording in the chart in the first section of the Preparing for a Literary Discussion note-catcher.• Explain that the second section, “My Literary Discussion Notes: Ideas and Questions,” will be used during the literary discussion and needs to be left blank until the class begins the discussion in the next lesson.• Give students 15 minutes to complete the first section of the Preparing for a Literary Discussion note-catcher. Confer with the class as necessary, and remind them to use specific evidence from the text to support their thinking.• Circulate and check in with students as they work independently. To ensure that students use specific evidence from <i>Divided Loyalties</i>, ask them questions like: “Where in the text did you find that evidence?” or “How do you know that evidence helps answer our question, ‘How do the characters’ actions show that opinion?’” Encourage them to record page numbers with their evidence so they can easily refer to it if needed during the literary discussion.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together.• Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in answering the discussion question, showing a fist if they are completely unsure of what the characters' opinion may be of the excerpt from the Declaration of Independence, or a five, meaning they can share several pieces of evidence supporting what the characters' opinion may be of the excerpt from the Declaration of Independence. Be sure to check in with students who show a fist, one, or two fingers before the discussion in Lesson 4.• Explain to students that they should finish any preparation notes on the Preparing for a Literary Discussion note-catcher for homework and that they will have their discussion in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the Preparing for a Literary Discussion note-catcher.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Act I, Scene 3:

Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act I, Scene 3
Somebody: The Barton Family and a Patriot mob
In: Their store
Wanted: The Patriot mob wants Robert Barton to pledge an loyalty to the Patriots
But: Robert sticks to his beliefs
So: The mob want to tar an feather him
Then: William Barton and the Shop Keepers defend him and the mob leaves.

Summary of Act I, Scenes 3

A Patriot mob enters the Barton Family store, and they tell Robert Barton that he must pledge loyalty to the Patriots. He refuses and tells them that he can't be forced to change his mind. The mob gets angry and threatens to tar and feather him. Then William comes in with a gun to defend his father. Other shopkeepers also come to his defense. The mob leaves, but William is worried and asks why his father won't pledge and oath and Robert tells him that he will continue to stand up for what he believes in, being loyal to Great Britain.

Declaration of Independence—What the Declaration Says

The Declaration of Independence is divided into four parts. The first part is an introduction. It states why the Continental Congress drew up the Declaration.

The second section is a declaration of rights. The most famous lines were in the opening sentences: “We hold these truths to be self-evident, that all men are created equal” and that they have “certain unalienable rights” (rights they can never give up) to “life, liberty, and the pursuit of happiness.” This section also said that governments are formed to secure these rights. Therefore, if a government acts without the consent of the governed (as Parliament did), the people have a right to disobey that government and set up a new one.

The third section charges King George III with violations of American rights. He was accused of trying to establish “an absolute tyranny” over the colonies. He had approved laws punishing the colonists for trying to protect their rights. And he then made war against them.

These charges were more than an attack on the king. They were also an attack on the idea that Americans should ever be ruled by kings. Americans deserved a different kind of government. That government would not rely on the orders of a distant king. It would rely only on the consent of the people.

The fourth part of the Declaration explained what Congress was now going to do. American efforts to resolve their differences with Britain peacefully had failed. War had begun. Therefore, the Declaration concluded, “these united colonies are, and of right ought to be, free and independent states.”

One of the most quoted phrases of the Declaration of Independence is the one that says “all men are created equal.” Thomas Jefferson wrote these words. When he wrote them, he meant that white American people had the same rights to liberty and self-government as the British people. He was not referring to the 500,000 slaves in the colonies. Jefferson himself owned many slaves. So did other members of the Congress, especially those from the South. Still, the phrase “all men are created equal” has come to mean “all people.”

“Declaration of Independence.” The New Book of Knowledge. Grolier Online, 2014, Web 29 Jan. 2014.



Declaration of Independence Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Declaration of Independence

Purpose: to formally tell England that the Patriots wanted to create their own country

Declaration of Independence Close Reading Guide: Lesson 3
(For Teacher Reference)

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

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

Glossary

abolish *verb* /uh-bol-ish/: to officially end or stop something

alter *verb* /al-ter/: to change something

destructive *adjective* /de-struk-tive/: causing a lot of damage or harm

government *noun* /gov-ern-ment/: the group of people who control or make decisions for a country, state, city, etc.

institute *verb* /in-stuh-toot/: to begin or create something, such as a new law, rule, or system

right *noun* /rite/: something that a person is or should be morally or legally allowed to have, get, or do

Read the line from the excerpt below, and then answer the questions to the right.

“... whenever any Form of Government becomes destructive of these ends....”

Use the glossary to find the meanings of the following words:

- government
- destructive

Write what this line means in your own words:

when a group of people who are in charge cause a lot of damage or harm



Declaration of Independence Close Reading Guide: Lesson 3
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... it is the Right of the People to alter or to abolish it....”</p>	<p>What group of people were the writers talking about? <i>the citizens the government is in charge of</i></p> <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• alter• abolish <p>The excerpt says “to alter or to abolish it.” What does “it” refer to? <i>the government</i></p> <p>Write what this line means in your own words: <i>the citizens are allowed to change or get rid of the government</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... and to institute a new government.”</p>	<p>What is a synonym for <i>institute</i>? <i>start</i></p> <p>Which group wants to institute a new government? How do you know? <i>the Patriots</i></p> <p>Write what this line means in your own words: <i>and to start a new government</i></p>

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

When a government is causing a lot of damage or harm, the citizens of the government are

allowed to change or get rid of the government and start a new one.



Act I, Scenes 1-3

Preparing for a Literary Discussion
(Answers, for Teacher Reference)

Discussion Question:

Read the following line from the Declaration of Independence:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Act I of *Divided Loyalties* to find evidence that helps you answer the discussion question.



Act I, Scenes 1-3

Preparing for a Literary Discussion
(Answers, for Teacher Reference)

Character	Opinion	I think this would be his or her opinion because...
Robert Barton	He would disagree with this excerpt.	He supports the British. I know this because he says things like: <ul style="list-style-type: none">• “But it is our duty as subjects of the British crown.” (p. 12)• “We have only one ruler here, and it is King George III.” (p. 21)
William Barton	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none">• “Many think that we should be able to govern ourselves.” (p. 13)• “They say that we should not be taxed unless we have elected representatives to the British Parliament.” (p. 13)
Mrs. Smith	She would agree with this excerpt.	She supports the Patriots. I know this because she says things like: <ul style="list-style-type: none">• “Our taxes are too high.” (p. 15)• “Perhaps I should join them.” (p. 15, in reference to not buy from the Barton’s store because she does not agree with Robert’s views about the colonies and Great Britain)
Mr. Lawson	He would disagree with this excerpt.	He supports the British. I know this because he says things like: <ul style="list-style-type: none">• he calls the Patriots “rebels” (p. 17)• “The British Army is there. Everyone knows there is no defeating a force that powerful.” (p. 17)



EXPEDITIONARY
LEARNING

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

Discussing a Literary Text and a Closer Look at Words: *Divided Loyalties*, Act I, Scenes 1-3



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

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

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Supporting Learning Targets

- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.
- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.

Ongoing Assessment

- Preparing for a Literary Discussion note-catcher (from homework)
- Participation in literary discussion
- American Revolution Vocabulary notebook



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. Conducting a Literary Discussion (25 minutes)B. A Closer Look at Words: Identifying Domain-Specific Words (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread Act I and review your notes from the unit in preparation for the Mid-Unit 2 Assessment.B. Write your goals on your Preparing for a Literary Discussion Notes and Goals note-catcher (in the box labeled “My goals for the next literary discussion”).	<ul style="list-style-type: none">• Literary discussions provide students the opportunity to collectively understand and build on each other’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions may be.• The Mid-Unit 2 Assessment is in the next lesson; you might wish to collect students’ <i>Divided Loyalties</i>: Reader’s Guides during this lesson and use pages 7–9 and the Literary Discussion Criteria checklist to assess individual students’ progress toward SL.4.1 and record feedback in the appropriate spot on students’ note-catchers. Have this feedback done so students can use it during the discussion in Lesson 6.• The second half of the lesson focuses on vocabulary. A mini lesson on using resources in a text like footnotes is also taught; do not discuss using the footnote to understand the meaning of the word <i>rebellion</i> on page 16, as this is on the Mid-Unit 2 Assessment.• In advance:<ul style="list-style-type: none">– Prepare and post the anchor charts:<ul style="list-style-type: none">• Participating in a Literary Discussion• Literary Discussion Norms• Vocabulary Strategies– Determine groups for the literary discussion in Work Time A; students will work in these groups for each discussion throughout the unit.– Post: Learning targets.



Lesson Vocabulary	Materials
discuss, opinion, effectively participate, footnote; rebels (10), traitor (10), staunch (19)	<ul style="list-style-type: none">• Equity sticks• <i>Divided Loyalties</i> (book; one per student and one to display)• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Participating in a Literary Discussion anchor chart (new; teacher-created; see Supporting Materials)• Literary Discussion Norms anchor chart (begun in Lesson 3)• Literary Discussion Criteria checklist (for teacher reference)• American Revolution Vocabulary notebooks (from Unit 1)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• Sticky notes (several per student)• 3"x5" index cards (one per student)• Word Wall (begun in Unit 1)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and use equity sticks to call on a few students to read them aloud to the class:<ul style="list-style-type: none">* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can effectively participate in a discussion about <i>Divided Loyalties</i>."<ul style="list-style-type: none">• I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.• I can ask questions so I am clear about what is being discussed.• I can ask questions on the topic being discussed.• I can follow our class norms when I participate in a conversation.* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."• Explain to students that today they will have an opportunity to <i>discuss</i> the excerpt they read closely in Lesson 3 from <i>Divided Loyalties</i>.• Explain that after their discussions, they will examine Act I of <i>Divided Loyalties</i> for vocabulary related to <i>opinion</i> and for point of view.	<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. Conducting a Literary Discussion (25 minutes)</p> <ul style="list-style-type: none">• Invite students to gather in a whole group meeting area, asking them to bring their <i>Divided Loyalties</i> text and <i>Divided Loyalties: Reader's Guide</i>.• Display the Participating in a Literary Discussion anchor chart.• Briefly review the anchor chart with the class, and answer any clarifying questions.• Explain that today students will talk to each other in small groups about what they have been reading and that this will not be the same kind of conversation that they might have on the playground or at other times during the day. Ask: * "Why might this conversation be different?"• Listen for responses like: "We'll have to be more formal with each other and talk to each other like we would talk to an adult."• Ask class members to look at their Preparing for a Literary Discussion note-catcher in their Reader's Guide and reread the discussion question to themselves.• Ask students to find the second section of their note-catcher labeled "My Literary Discussion Notes: Ideas and Questions." Explain that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak.• Briefly review the Literary Discussion Norms anchor chart and remind students that they should be following these norms during their discussions.• Create groups of four or five students.• Direct the class to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to monitor students' progress toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.	<ul style="list-style-type: none">• Providing visual models of academic vocabulary supports language development and comprehension.• Provide sentence frames for students to use as they participate in the literary discussion: "When I saw/heard _____, I learned _____" and "I wonder _____."• Encourage students to agree or disagree using thumbs-up or thumbs-down. This can help students who struggle with language to process what their peers are saying.



Work Time (continued)	Meeting Students' Needs
<p>B. A Closer Look at Words: Identifying Domain-Specific Words (25 minutes)</p> <ul style="list-style-type: none"> • Tell class members that throughout this unit, they will be rereading <i>Divided Loyalties</i> looking for domain-specific words to add to their American Revolution Vocabulary notebooks from Unit 1. • Tell students that, as in previous modules, there are several strategies they can use when they come to a word they don't know in the text. • Revisit the Vocabulary Strategies anchor chart (created in Module 2A, Unit 1, Lesson 3). • The chart should contain something similar to the following: <ul style="list-style-type: none"> – Reading on in the text and inferring – Thinking about parts of the word that you know (like word roots) – Looking for a text feature that defines the word – Looking in the glossary – Looking in a dictionary – Discussing a word with another (after trying some of the above strategies) • Explain to students that authors sometimes give the reader resource tools to help them understand the meaning of words in a text. • Invite students to turn to page 19 of <i>Divided Loyalties</i>. Ask: <ul style="list-style-type: none"> * “What do you notice about the words on this page?” • Listen for students to notice that the word <i>staunch</i> is in bold print. • Tell students that this word is in bold because the author thought his readers might not be familiar with it. Ask students if they notice a resource on this page that will help them understand what this word means. Listen for them to notice the <i>footnote</i> at the bottom of the page. • Use equity sticks to call on a student to read the definition of “staunch” at the bottom of page 19. Invite students to Think-Pair-Share, asking: <ul style="list-style-type: none"> * “How can we use this resource to help us understand what ‘staunch’ means in the context of this text?” 	<ul style="list-style-type: none"> • Consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: “To me this word means _____. I am still confused by this word because _____.” • 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 in order 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 students will be learning.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Guide students to the idea of replacing the word in the sentence with the definition or words from the definition. If necessary, model briefly by rereading the sentence but replacing “staunch” with its definition, for example: “They want to judge and pass sentence on Robert Barton, a committed Loyalist.”• Ask:<ul style="list-style-type: none">* “What does this description tell us about Robert Barton?”• Listen for responses like: “We know that he is committed to being loyal to Great Britain and will not change his mind.”• Group students in triads.• Tell them that this time they will reread Act I of <i>Divided Loyalties</i> and focus on specific content vocabulary words. Post and review the following directions with students:<ol style="list-style-type: none">1. Work with your small group to decide on three to five words you feel are most important to include on the class Word Wall.2. Be sure to use the criteria at the top of your American Revolution Vocabulary notebook when deciding which words you will choose.3. Write your group’s chosen words on a sticky note.• Invite students to begin.• Once groups have selected words, ask students work individually and choose one of their group’s words to record in their American Revolution Vocabulary notebook. Remind them to use one of the vocabulary strategies they have reviewed as a class. Give students a moment to select a word, determine the meaning, and record it in their notebooks.• Prompt students to share in their triads 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.• Write these words on 3"x5" index cards to attach to the Word Wall. (Later, you can write the definitions on separate index cards. Attach the definition to the wall with the word on top of the definition—be sure students can “flip” the word up to see the definition underneath.)	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in the next lesson they will take the Mid-Unit 2 Assessment. In preparation for this assessment, they should reread Act I for homework.• Tell students that they will also need to write their goals for literary discussions for homework in the box labeled “My goals for the next literary discussion” on their Preparing for a Literary Discussion Notes and Goals note-catchers.• Prompt students to share on their reflections on the following questions to prepare for their homework:<ul style="list-style-type: none">* “What norms did you follow during the literary discussion today?”* What can you continue to work on?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Act I and review your notes from the unit in preparation for the Mid-Unit 2 Assessment.• Write your goals on your Preparing for a Literary Discussion Notes and Goals note-catcher (in the box labeled “My goals for the next literary discussion”).	



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

Supporting Materials



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Participating in a Literary Discussion Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Participating in a Literary Discussion

- Discussing a question from a text you are reading with your peers can help you understand what you have read.
- Think about the discussion question.
- Revisit the text and gather evidence to support your thinking.
- Gather in a circle on the floor with your Preparing for a Literary Discussion and Literary Discussion Notes and Goals note-catchers.
- Take turns sharing your thinking about the question. Be sure to reference the evidence you gathered from the text and recorded on your note-catcher.
- As you listen to the conversation, record any new ideas or questions you would like to share with the group as you wait to speak.
- Respond to others and build on their ideas.
- Follow Literary Discussion Norms.



Literary Discussion Criteria Checklist

Teacher Directions: List each student's name. Add any norms your class has agreed on. In the columns, note how well each student demonstrates the norms and meets the learning targets listed in the heading columns.

Learning target: I can effectively participate in a discussion about *Divided Loyalties*.

a. I can prepare for the discussion by using evidence from *Divided Loyalties*.

b. I can ask questions so I am clear about what is being discussed.

c. I can ask questions on the topic being discussed.

d. I can follow our class norms when I participate in a conversation.

Student name	Prepares with evidence	Follows Literary Discussion Norms	Asks questions related to topic	Connects questions to what others say	Teacher comments



Literary Discussion Criteria Checklist

Student name	Prepares with evidence	Follows Literary Discussion Norms	Asks questions related to topic	Connects questions to what others say	Teacher comments



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 5

Mid-Unit Assessment: Reading and Answering Questions about *Divided Loyalties*



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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. (RL.4.1)

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

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 compare and contrast different narrators' points of view. (RL.4.6)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Supporting Learning Targets

- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can describe the parts of a drama.
- I can explain the difference between first-person and third-person point of view.
- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.
- I can read aloud *Divided Loyalties* with purpose and accuracy.

Ongoing Assessment

- Mid-Unit 2 Assessment
- Act II, Scene 1 Fluency Notes
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (30 minutes) Guided Practice: Reading Aloud with Purpose and Accuracy (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Reflecting on Learning Targets—Tracking My Progress (5 minutes) Homework <ol style="list-style-type: none"> Read Act II, Scenes 2 and 3, then record summary notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3. 	<ul style="list-style-type: none"> In this lesson, students take the Mid-Unit 2 Assessment. While students complete this assessment, you might wish to collect their <i>Divided Loyalties</i>: Reader's Guides and use the Preparing for a Literary Discussion note-catcher on page 7, the Literary Discussion Notes and Goals note-catcher on page 9, and the Literary Discussion Criteria checklist from Lesson 3 to assess individual students' progress toward SL.4.1 and record feedback in the appropriate spot on students' note-catchers. Have this feedback done so students can use it during the next discussion in Lesson 6. During the second half of the lesson, students practice reading with fluency, focusing again on reading with purpose, understanding, and accuracy as introduced in Lesson 2. Students will read aloud all of Act II, Scene 1 in small groups. In advance: <ul style="list-style-type: none"> Determine groups for fluency practice in Work Time B. Post: Reading with Fluency anchor chart, learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"> <i>Divided Loyalties</i> (book; one per student) Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (one per student) Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (answers, for teacher reference) Reading with Fluency anchor chart (begun in Lesson 2) Equity sticks <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display) Tracking My Progress, Mid-Unit 2 recording form (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete the Mid-Unit 2 Assessment, in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none">– Read a new scene from <i>Divided Loyalties</i>.– Answer questions that are dependent on the text.– Identify the parts of a drama.• Remind them that they will need to refer to the text to answer the questions thoroughly. Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in a literary text. This is also an opportunity to read on in <i>Divided Loyalties</i>.• Direct students' attention to the learning targets and ask them to read the first four targets silently to themselves:<ul style="list-style-type: none">* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can describe the parts of a drama."* "I can explain the difference between first-person and third-person point of view."* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."• Have students 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. Address any clarifying questions before beginning the assessment.• Explain to students that after the assessment, they will have another opportunity to practice fluency when reading aloud, working toward the last learning target:<ul style="list-style-type: none">* "I can read aloud <i>Divided Loyalties</i> with purpose and accuracy."	<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. Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (30 minutes)</p> <ul style="list-style-type: none"> Ask students to clear their desks and get out a pencil and their copy of <i>Divided Loyalties</i>. Distribute the Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i>. Read the directions for the assessment aloud and remind students that they should refer back to the text when they answer the questions. Invite students to begin. While students take the assessment, circulate to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behavior while taking an assessment. Document strategies student use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and referring to the text as they answer questions. Collect students' assessments. 	<ul style="list-style-type: none"> If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. For some students, this assessment might require more than the 30 minutes allotted. Consider providing students time over multiple days if necessary.
<p>B. Guided Practice: Reading Aloud with Purpose and Accuracy (20 minutes)</p> <ul style="list-style-type: none"> Remind students that since <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read fluently to help the audience understand the plot of the play. Review by asking: <ul style="list-style-type: none"> * "What does it mean to read fluently?" Cold call one or two pairs of students, listening for responses like: "It means to sound like you're talking to someone else," or "It means to read smoothly and without any mistakes." Refer students to the Reading with Fluency anchor chart and ask: <ul style="list-style-type: none"> * "What are the characteristics of fluent reading? What does fluent reading sound like?" Use equity sticks to cold-call pairs to share what they know about fluent reading. Listen for the characteristics listed on the anchor chart, such as: <ul style="list-style-type: none"> – The rate is appropriate—don't read too fast or too slow. – The reader's voice changes based on the punctuation of the sentence. – The reader's voice changes based on what the character is saying or doing. – Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. 	<ul style="list-style-type: none"> You may wish to group students into homogeneous groups and meet with a group of students who might be struggling with fluency. Alternatively, you might wish to group students heterogeneously, so students challenged by reading fluently can hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “How does fluent reading help the audience watching or listening to the play?”• Listen for responses like: “It is easier for the audience to understand the story.”• Explain to students that they will have another chance to practice reading the text fluently today and that they will again practice reading aloud with purpose, understanding, and accuracy. Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with purpose?”• Listen for students explaining that this means the reader shows they read aloud in an intentional way based on clues the author gives like punctuation or stage directions.• If necessary, call on a student to briefly model reading aloud with purpose by reading aloud William’s line on page 27: “I don’t know about that, Father. The Patriots are a pretty determined bunch, and they’re determined to govern themselves. Have you read <i>Common Sense</i>? Thomas Paine explains that Great Britain will continue to tax us until we have nothing left. Freedom will cost us, but <i>we will be free</i>.”• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with understanding?”• Listen for students explaining that this means that the reader shows they understand what is happening in the story and conveys it in their voice when reading aloud.• If necessary, call on a student to briefly model reading aloud with understanding by reading aloud William’s line on page 27 again, focusing this time on reading with understanding.• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with accuracy?”• Listen for students explaining that this means that the reader makes few or no mistakes when reading aloud.• If necessary, call on a student to briefly model reading aloud with accuracy by reading aloud William’s line on page 27 again, focusing this time on reading with accuracy.• Explain that the class will now have an opportunity to practice fluent reading. Tell students that they will read Act II, Scene 1 aloud in a small group and then reflect on their fluency. Remind students that this is just practice and that they should not feel pressure to read perfectly the first time.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Group students into groups of five and invite them to decide on a role for each person—tell students the choices are the Narrator, Robert, Mary, Abigail, or William. Explain to students that they will be reading aloud all of Act II, Scene 1.• Once group members have determined parts, give them 5 minutes to reread this excerpt to themselves, thinking about purpose, understanding and accuracy. Tell students to think about the following questions while rereading to themselves and remind them that they are on the Reading with Fluency anchor chart:<ul style="list-style-type: none">* “What is happening in the story?”* “How does my character feel about this?”* “How would they sound when saying this line?”* “Are there any words I’m not sure of how to pronounce?”• Now, invite students to read aloud this excerpt with their partners, remembering to read aloud with purpose, understanding, and accuracy.• When students have finished reading this excerpt aloud, invite them to reflect with their partners, discussing:<ul style="list-style-type: none">* “What did you do well when reading aloud? What do you need to work on?”• Invite students to read aloud the excerpt again, focusing on improving on what they just discussed with their partners.• Finally, invite students to open their <i>Divided Loyalties: Reader’s Guide</i> and turn to page 10—the Act II, Scene 1 Fluency Notes; display a copy of this page. Tell students that now they will reflect on their fluency and record their notes on this page in their Reader’s Guides.• Circulate and support students as needed. If necessary, prompt them by asking them questions like: “What did you do well when reading aloud? What do you need to work on?”, “Did you read in a way that showed how the character might be feeling?”, or “Did you make any mistakes while you were reading aloud?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work on the Mid-Unit 2 Assessment.• Distribute and display the Tracking My Progress, Mid-Unit 2 recording form.• Remind students that successful learners keep track and reflect on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.• Review Step 1 on the recording form and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “make inferences about characters.” They should write what the target means in their own words by explaining what an inference is and how a reader makes one while reading.• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or –down method that they have used in previous lessons, and that students should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I am not sure how to use evidence from the text to support my inference.”• Collect students' Tracking My Progress recording forms to use as a formative assessment to guide instructional decisions during the second half of the unit.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act II, Scenes 2 and 3, then record summary notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3.	



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Grade 4: Module 3B: Unit 2: Lesson 5

Supporting Materials



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Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

Name: _____

Date: _____

Long-Term Learning Targets Assessed:

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

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

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 compare and contrast different narrators' points of view. (RL.4.6)

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)

Directions: Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

2. In Act I, Scene 2 the text says, “**William:** ... You don’t have to support the rebellion” (p. 16).



Mid-Unit 2 Assessment:

Reading and Answering Questions about *Divided Loyalties*

- a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

- b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?

- a. win
- b. beat
- c. victory
- d. lose

4. Which line from the text best supports your answer for Question 3?

- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”



Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)

Act I ←

The Setting

Burlington, New Jersey, 1776 ←

Scene 3 ←

Outside the Bartons' store ←

Robert: William! Come here please!

Crowd Member 4: So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

Robert: I am. We have only one ruler here, and it is King George III.

Crowd Member 4: He is guilty as charged. ←

Crowd: Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

William: (Enter William with a gun) ~~I leave my father alone!~~ He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.

6. In a drama, what is the purpose of stage directions? (RL.4.5)

- a. Stage directions give more details about the setting.
- b. Stage directions tell what the characters say.
- c. Stage directions tell the characters how to move or say things.
- d. Stage directions tell how the drama is divided into parts.

Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

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

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

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 compare and contrast different narrators' points of view. (RL.4.6)

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)

Directions: Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

At the end of Act II, Scene 1, Robert and William disagree with each other. For example, Robert says, "I cannot take that oath for the new government. Some may have declared themselves independent, but I have not." This shows his perspective on the Revolution. He is loyal to Britain. Also, William says, "I think you're making a terrible mistake." This shows William's perspective of being a Patriot. They disagree with each other because William thinks Robert is making a mistake in supporting the king and Robert wants to stand up for what he believes in.



Mid-Unit 2 Assessment:

Reading and Answering Questions about *Divided Loyalties*
(Answers, for Teacher Reference)

2. In Act I, Scene 2 the text says, “**William:** ... You don’t have to support the rebellion” (p. 16).
- a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

an armed resistance against the government

- b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

I used text features to determine the meaning of this word. The definition is in a footnote at the bottom of page 16.

3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?

- a. win
- b. beat**
- c. victory
- d. lose

4. Which line from the text best supports your answer for Question 3?

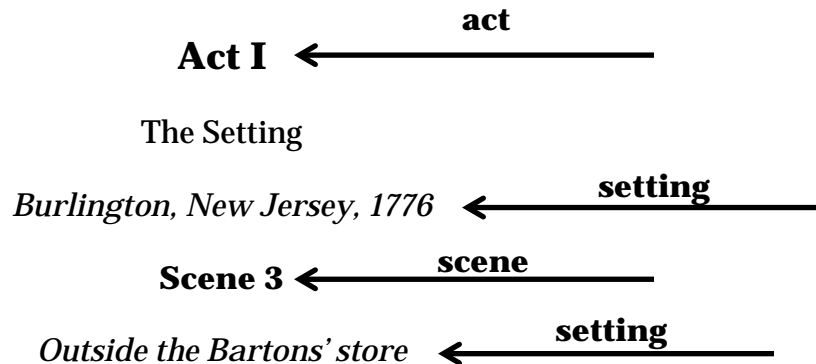
- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”**



Mid-Unit 2 Assessment:

Reading and Answering Questions about *Divided Loyalties*
(Answers, for Teacher Reference)

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)



Robert: William! Come here please!

Crowd Member 4: So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

character

Robert: I am. We have only one ruler here, and it is King George III.

dialogue

Crowd Member 4: He is guilty as charged.

Crowd: Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

stage directions

William: *(Enter William with a gun)* I have my father alone! He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.

6. In a drama, what is the purpose of stage directions? (RL 4.5)
- Stage directions give more details about the setting.
 - Stage directions tell what the characters say.
 - Stage directions tell the characters how to move or say things.**
 - Stage directions tell how the drama is divided into parts.



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can make inferences about characters in *Divided Loyalties* using evidence 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 2

Name:

Date:

Learning target: I can describe the parts of a drama.

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 2

Name: _____

Date: _____

Learning target: I can explain the difference between first-person and third-person point of view.

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 2

Name: _____

Date: _____

Learning target: I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.

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 2: Lesson 6

Discussing a Literary Text: *Divided Loyalties* Act II, Scenes 2 and 3



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

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

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.

Ongoing Assessment

- Act II, Scenes 2 and 3: summary notes and written summary (from homework)
- Declaration of Independence Close Reading note-catcher: Lesson 6
- Preparing for a Literary Discussion note-catcher
- Participating in a literary discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes) B. Preparing Evidence and Questions for a Literary Discussion (10 minutes) C. Conducting a Literary Discussion (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread Act I, Scene 1 through Act II, Scene 3 and revise your summary notes if needed. 	<ul style="list-style-type: none"> • This lesson follows a condensed format of Lessons 3 and 4. As in Lesson 3, it begins with a close read of an excerpt from the Declaration of Independence. Students then prepare for a literary discussion about the Declaration of Independence and <i>Divided Loyalties</i>. Then, as in Lesson 4, students meet in the same discussion groups from Lesson 4 to think and talk about the discussion question. • As noted in Lesson 3, the Declaration of Independence Close Reading note-catcher is meant to be discussion-based; the teacher may invite students to work independently or in pairs or small groups when thinking about different questions. But be sure to guide the whole class in a discussion of each section of the using the questions in the Close Reading Guide before moving on to the next section. The Close Reading note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own. • Collect students' Literary Discussion Notes and Goals note-catchers and use it along with the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1. Record feedback in the appropriate spot on students' note-catchers. Have this feedback done so students can use it during the discussion in Lesson 9. • In advance: <ul style="list-style-type: none"> – Complete feedback on students' Literary Discussion Notes and Goals note-catchers from Lesson 4 and be prepared to hand these back in this lesson. – Review the Declaration of Independence Close Reading Guide: Lesson 6. – Prepare and post the following anchor charts: <ul style="list-style-type: none"> • Declaration of Independence • Literary Discussion Norms • Participating in a Literary Discussion • Be a Patriot • Be a Loyalist – Post: Learning targets.



Lesson Vocabulary	Materials
effectively participate, actions; disappointed (36)	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student; one per student and one to display)• Act II, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference)• <i>Divided Loyalties</i> (book; one per student)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 3)• Equity sticks• Declaration of Independence anchor chart (begun in Lesson 3)• Declaration of Independence Close Reading note-catcher: Lesson 6 (in Reader's Guide)• Declaration of Independence Close Reading Guide: Lesson 6 (for teacher reference)• Preparing for a Literary Discussion note-catcher (answers; for teacher reference)• Participating in a Literary Discussion anchor chart (begun in Lesson 4)• Literary Discussion Norms anchor chart (begun in Lesson 3)• Literary Discussion Criteria checklist (from Lesson 4; one new blank copy for teacher use)• Be a Patriot anchor chart (begun in Unit 1, Lesson 3)• Be a Loyalist anchor chart (begun in Unit 1, Lesson 5)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their <i>Divided Loyalties: Reader's Guide</i> and remind them of their homework: Read Act II, Scenes 2 and 3, then record Summary Notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3.• Ask them to share their notes and summaries with a partner.• Cold call a few pairs to share their summaries and have students add to their notes as necessary. See the Act II, Scenes 2 and 3: Summary Notes and Summary (completed, for teacher reference) in the supporting materials of this lesson.	<ul style="list-style-type: none">• Spot check students' summaries to determine which students may need additional support. Once you have identified students who may need support, set up a check-in conference during additional time in your literacy block. During this time you can determine whether students need additional support reading and comprehending the text or with summary writing.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read the first three aloud:<ul style="list-style-type: none">* "I can make inferences about the Declaration of Independence using evidence from the text."* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can effectively participate in a discussion about <i>Divided Loyalties</i>."• Underline the phrase <i>effectively participate</i> in the learning targets.• Ask students to turn and talk:<ul style="list-style-type: none">* "What does it mean to effectively participate in a discussion?"• Listen for responses like: "It means to follow our Literary Discussion Norms," or "It means to prepare and use evidence from the text when discussing it with others."• Tell students that they will be closely reading another excerpt from the Declaration of Independence and discussing characters from <i>Divided Loyalties</i>.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none"> Refer students to the Close Readers Do These Things anchor chart. Remind students that they will be doing all of these things to closely read a new excerpt from the Declaration of Independence: <ul style="list-style-type: none"> Read small chunks of text slowly and think about the gist. Reread each passage one sentence at a time. Underline things that you understand or know about. Circle or underline words that you do not know. Talk with your partners about all of your good ideas. State the gist or message of the paragraph in the margin. Listen to the questions. Go back to the text in order to find answers to questions. Talk with your partners about the answers you find. Remind students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time. Invite students to find the Declaration of Independence Close Reading Note-Catcher on page 12 of their <i>Divided Loyalties: Reader's Guide</i>. Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence. Use equity sticks to call on a student to read the focus question at the top of the note-catcher: <ul style="list-style-type: none"> * "What does this excerpt from the Declaration of Independence mean?" Explain to students that they will read this excerpt closely and think carefully about this question. Tell students the excerpt is from the third section of the Declaration of Independence. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. Using the Declaration of Independence Close Reading Guide: Lesson 6 (for teacher reference), guide students through reading the excerpt, inviting them to Think-Pair-Share and discuss the prompts as necessary. 	

Work Time (continued)	Meeting Students' Needs
<p>B. Preparing Evidence and Questions for a Literary Discussion (10 minutes)</p> <ul style="list-style-type: none"> • Ask the class the literary discussion question: • “Read the following line from the Declaration of Independence: ‘... the history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these 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?” • Refer to the second learning target for today and remind students that one important thing they are working on while reading <i>Divided Loyalties</i> is thinking about how characters change and develop: <ul style="list-style-type: none"> * “I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.” • Refer to the third learning target for today: <ul style="list-style-type: none"> * “I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.” • Remind students that it is important for readers to share specific evidence from texts in their discussions. • Display the Preparing for a Literary Discussion note-catcher on page 15 of the Reader’s Guide and invite students to open to it. • Review the different sections for recording notes on this page. Indicate to students that, as in Lesson 3, they will be taking notes only on the first section of the recording form labeled “Preparation” for now. The last three sections will be saved for the actual literary discussion and for teacher feedback and goal setting when the literary discussion is over. • If necessary, briefly review how to fill in the graphic organizer for William Barton using evidence from <i>Divided Loyalties</i>. Remind students that they used a similar graphic organizer to prepare for the first literary discussion in Lesson 3. Be sure to demonstrate: <ul style="list-style-type: none"> – Thinking aloud about what the excerpt from the Declaration of Independence means, using the work done during Work Time A. – Thinking aloud about whether William Barton would agree or disagree with the excerpt from the Declaration of Independence. – Skimming Acts I and II of <i>Divided Loyalties</i> for evidence that supports the discussion question. 	<ul style="list-style-type: none"> • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Providing models of expected work supports all students, especially challenged learners. • During Work Time A, you might want to pull a small group of students to support in finding evidence from their notes. Some students will need more guided practice before they are ready for independent work. • Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Remind students that they will only be recording in the chart in the first section of the Preparing for a Literary Discussion note-catcher and remind students that the second section, "My Literary Discussion Notes: Ideas and Questions," will be used during the literary discussion and needs to be left blank until the class begins the discussion. Invite students to complete the first section of the Preparing for a Literary Discussion note-catcher. Circulate and check in with students as they work independently. To ensure that students use specific evidence from <i>Divided Loyalties</i>, ask them questions like: "Where in the text did you find that evidence?" or "How do you know that evidence helps answer our question, 'How do the characters' actions show that opinion?'" Encourage them to record page numbers with their evidence so they can easily refer to it if needed during the literary discussion. 	
<p>C. Conducting a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none"> Invite students to gather in a whole group meeting area, asking them to bring their Reader's Guide. Display the Participating in a Literary Discussion anchor chart. Briefly review the anchor chart with the class, and answer any clarifying questions. Explain that today students will talk to each other in small groups about what they have been reading, like they did in Lesson 4. Invite class members to turn to their Act I, Scene 3 Literary Discussion Notes and Goals note-catcher on page 9 of their Reader's Guides and read the teacher feedback and the goal they set for homework after Lesson 4. Ask students to take their materials and move to sit with their discussion group from Lesson 4. Invite students to turn and talk with their discussion groups: <ul style="list-style-type: none"> * "Based on the feedback you received from your teacher and the goal you set for yourself after the first discussion, what is one goal you have for today's discussion?" Listen for students to refer to the Literary Discussion Norms and Participating in a Literary Discussion anchor charts when sharing with their groups. Ask class members to find the second section of their note-catcher labeled "My Literary Discussion Notes: Ideas and Questions." Remind students that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak. 	<ul style="list-style-type: none"> Providing visual models of academic vocabulary supports language development and comprehension. Provide sentence frames for students to use as they participate in the literary discussion: "When I saw/heard _____, I learned _____" and "I wonder _____." Encourage students to agree or disagree using thumbs-up or thumbs-down. This can help students who struggle with language to process what their peers are saying.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Briefly review the Literary Discussion Norms anchor chart and remind students that they should follow these norms during their discussions.• Direct the class to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to monitor students' progress toward the learning targets. Quickly redirect and support class members as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.• After the discussion, invite students to reflect on the following questions:<ul style="list-style-type: none">* "What norms did you follow during the literary discussion today?"* "What can you continue to work on?"• Have students write a goal in the box labeled "My goals for the next literary discussion" on their Preparing for a Literary Discussion Notes and Goals note-catchers based on this reflection.• Collect students' Literary Discussion Notes and Goals note-catchers, and use these and the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1. Record feedback in the appropriate spot on students' note-catchers. Have this feedback done for student use during the discussion in Lesson 9.	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Be a Patriot and Be a Loyalist Anchor Charts (5 minutes)</p> <ul style="list-style-type: none"> 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?” (Patriot and Loyalist) * “What was the Patriots’ opinion of the British?” * “What was the Loyalists’ opinion of the British?” Display the Be a Patriot anchor chart and Be a Loyalist anchor chart. Ask: <ul style="list-style-type: none"> * “Now that we’ve read more of <i>Divided Loyalties</i> and know more about the Patriot and Loyalist perspectives, what can we add to these charts?” Draw a horizontal line on each chart and add the label <i>Divided Loyalties</i> below the line. Remind students that this play is historical fiction, so while the historical events are true (for example, Patrick Henry’s “Give me liberty or give me death” speech and the signing of the Declaration of Independence), the events that happen to the characters did not actually happen (for example, Abigail sneaking out to go to the Sons of Liberty meeting or William joining the Patriot army). Explain to students that they will add reasons to the Be a Patriot or Be a Loyalist anchor charts as depicted in the play. As students come up with inferences for why someone should be a Patriot or Loyalist to add to the charts, 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 and Loyalists from their background knowledge to try to find evidence in <i>Divided Loyalties</i>. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread Act I, Scene 1 through Act II, Scene 3 and revise your summary notes if needed. 	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 6

Supporting Materials



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Act II, Scenes 2 and 3:
Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act II, Scene 2	Summary Notes: Act II, Scene 3
Somebody: William	Somebody: William
In: Burlington, New Jersey	In: New Jersey
Wanted: to sneak out of the house to a Son's of Liberty Meeting	Wanted: to tell his parents that he has joined the Patriot cause
But: He is caught by his brother, Ben and sister, Abigail and they want to come with him	But: they are disappointed in his decision but still respect his opinion and decision
So: He asks his brother to cover for him and brings his sister with him	So: later he goes to fight the British with George Washington in the battle of Trenton
Then: William and Abigail join the Patriots as a spies	Then: when he tells his parents they feel betrayed

Summary of Act II, Scenes 2 and 3

William meets with the Sons of Liberty and he and his sister decide to spy for the Patriots. When his parents ask him where he has been going at night he admits that he has been meeting with the Sons of Liberty. They are disappointed but still respect his opinion and decision. Later he fights at the battle of Trenton with George Washington and the Patriots and they defeat the British. When he comes home and share the new with his parents they are worried and feel betrayed.



Declaration of Independence Close Reading Guide: Lesson 6
(For Teacher Reference)

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

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

Glossary

absolute *adjective* /ab-so-lute/: complete and total; having unlimited power

establishment *noun* /es-tab-lish-ment/: the act of beginning or creating

history *noun* /his-to-ry/: events of the past; the established record

injuries *noun* /in-jur-ies/: harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

object *noun* /ob-ject/: the goal or end of an effort or activity

present *adjective* /pres-ent/: not past or future; existing or happening now

tyranny *noun* /tyr-an-ny/: a government in which all power belongs to one person

usurpations *noun* /u-surp-a-tions/: the act of taking and keeping (something, such as power) in a forceful or violent way and especially without the right to do so



Declaration of Independence Close Reading Guide: Lesson 6
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“The history of the present King of Great Britain....”</p>	<p>What does the word “history” mean? <i>something that happened (was done) in the past</i></p> <p>What is a synonym for “present” as used in the context of this line? <i>current</i></p> <p>Write what this line means in your own words: <i>what the current King of Great Britain has done in the past</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... is a history of repeated injuries and usurpations....”</p>	<p>Use the glossary to find the meaning of the following word:</p> <ul style="list-style-type: none">• usurpations <p>What is a synonym for <i>repeated</i>? <i>frequent</i></p> <p>The excerpt says “repeated injuries and usurpations.” What are some examples of the repeated injuries and usurpations by the King? <i>taxes, sending soldiers to the colonies, not allowing representation in the government</i></p> <p>Write what this line means in your own words: <i>frequent harm and taking power forcefully or without the right to do so</i></p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... all having in direct object....”</p>	<p>Use the glossary to find the meanings of the following word:</p> <ul style="list-style-type: none">• object <p>The excerpt says “all having in direct object.” What does the “all” refer to? <i>the repeated injuries and usurpations</i></p> <p>Write what this line means in your own words: <i>the repeated injuries and usurpations all have the purpose</i></p>



Declaration of Independence Close Reading Guide: Lesson 6
(For Teacher Reference)

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the establishment of an absolute Tyranny over these States.”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• establishment• tyranny <p>The excerpt says “over these States.” What do “these States” refer to? <i>the colonies</i></p> <p>Write what this line means in your own words: <i>the creation of a government with unlimited power belonging to only one person</i></p>
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Write what this excerpt from the Declaration of Independence means in your own words:

What the current King of Great Britain has done has caused a lot of harm.

He has taken power forcefully without the right to do so. He has done this over

and over because he is trying to create a government with unlimited power that

belongs to only one person.

Act II, Scenes 2 and 3:
Preparing for a Literary Discussion
(Answers, for Teacher Reference)

Discussion Question:

Read the following line from the Declaration of Independence:

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Acts I and II of *Divided Loyalties* to find evidence that helps you answer the discussion question.

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none"> “Thomas Paine explains that Great Britain will continue to tax us until we have nothing left.” (p. 27) “I believe very strongly in the independence movement.” (p. 36)
Abigail Barton	She would agree with this excerpt.	She supports the Patriots. I know this because she says things like: <ul style="list-style-type: none"> “Father, perhaps Mrs. Smith is right. Perhaps we shouldn’t sell tea. Maybe we should sell only local produce—goods produced by people around here.” (p. 16) “I want to be a Patriot as much as you do.” (p. 31)
Soldier	He would agree with this excerpt.	He supports the Patriots. I know this because he says things like: <ul style="list-style-type: none"> “It is our right to govern ourselves.” (p. 32) “We do not need Great Britain telling us how to live our lives.” (p. 32)



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 7

A Closer Look at Words and Reading Aloud with Accuracy: *Divided Loyalties* Act II, Scenes 2 and 3



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

I can use clues in the text to check my accuracy. (RF.4.6c)

I can reread to make sure that what I'm reading makes sense. (RF.4.6c)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Supporting Learning Targets

- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.
- I can read aloud *Divided Loyalties* with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

Ongoing Assessment

- American Revolution Vocabulary notebook (from Unit 1)
- Act III, Scene 1 Fluency Notes



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Concentric Circles (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">A Closer Look at Words: Identifying Domain-Specific Words (20 minutes)Close and Guided Reading: Reading Aloud with Accuracy (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Read Act III, Scene 1, then record summary notes and write a summary in your Reader's Guide for Act III, Scene 1.	<ul style="list-style-type: none">In this lesson, students revisit an excerpt in <i>Divided Loyalties</i> to look for domain-specific vocabulary to add to the Word Wall.During Work Time B, students practice reading with fluency focusing on reading with accuracy by self-monitoring and self-correcting. Students read aloud all of Act III, Scene 1 at this time in small groups. Students should be familiar with the process for this read-aloud, as they have done similar read-alouds, focusing on reading with fluency, earlier in the unit.In advance:<ul style="list-style-type: none">Determine triads for Work Time A and small groups for Work Time B.Review Concentric Circles protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).Post: Vocabulary Strategies anchor chart; Reading with Fluency anchor chart; Learning targets



Lesson Vocabulary	Materials
self-correcting, self-monitoring; disappointed (36), shocked (36), troublemakers (36);	<ul style="list-style-type: none">• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• Sticky notes (several per student)• <i>Divided Loyalties</i> (book; one per student)• American Revolution Vocabulary notebook (from Unit 1)• Word Wall (begun in Unit 1)• 3"x5" index cards (one per student)• Reading with Fluency anchor chart (begun in Lesson 2)• Equity sticks• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Concentric Circles (10 minutes)</p> <ul style="list-style-type: none">• Invite students to gather in two circles, one facing in and the other facing out, for Concentric Circles to discuss <i>Divided Loyalties</i>.• For the first round of Concentric Circles, ask students to share their opinion of Abigail sneaking out to go to the Sons of Liberty meeting with William.• Give students 2 minutes to share with their partner.• Next, ask students in the inside circle to move two people to their right and ask students to share their opinion of William joining the Patriot army and fighting in the Battle of Trenton.• Give students 2 minutes to share.	<ul style="list-style-type: none">• Use of protocols like Concentric Circles allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."* "I can read aloud <i>Divided Loyalties</i> with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense."• Explain that today they will reread Act II, Scenes 2 and 3 looking for opinion words and practicing fluency. Tell students they will learn some new things to think about when reading a text aloud.	<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. A Closer Look at Words: Identifying Domain-Specific Words (20 minutes)</p> <ul style="list-style-type: none">• Explain that today you would like students to focus on Act II of <i>Divided Loyalties</i> to find domain-specific words to add to their Vocabulary Notebooks.• Remind students that there are several strategies they can use when they come to a word they don't know in the text. If necessary, review the Vocabulary Strategies anchor chart.• The chart should contain something similar to the following:<ul style="list-style-type: none">– Reading on in the text and inferring– Thinking about parts of the word that you know (like word roots)– Looking for a text feature that defines the word– Looking in the glossary– Looking in a dictionary– Discussing a word with another person (after trying some of the above strategies)• Distribute one sticky note to each student.• Ask students to take their copy of <i>Divided Loyalties</i> and their American Revolution Vocabulary notebook and join predetermined triads.• Give students 10 minutes to reread Act II, find specific content vocabulary words, discuss their understanding and record their questions and visuals/notes that they think should go on the Word Wall on a sticky note. Remind them to use the criteria at the top of their American Revolution Vocabulary notebook to decide which words to choose.• Ask students to begin working with their triads.• Circulate and support pairs as needed.• Tell the students to decide as a small group on three to five words they feel are most important to include on the class Word Wall.• Refocus students whole group. Ask each student to choose one word and, using one of the vocabulary strategies, write a definition for this word in their American Revolution Vocabulary notebook.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask the students to share in their triads 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. Use the criteria at the top of students' American Revolution Vocabulary notebooks when choosing words. Write these words on 3"x5" index cards to attach to the Word Wall. (Later, you can write the definitions on separate index cards. Attach the definition to the wall with the word on top of the definition—be sure students can “flip” the word up to see the definition underneath.) 	
<p>B. Close and Guided Reading: Reading Aloud with Accuracy (20 minutes)</p> <ul style="list-style-type: none"> Remind students that because <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read fluently to help the audience understand the plot of the play. Review by asking: <ul style="list-style-type: none"> * “What does it mean to read fluently?” Cold call one or two pairs of students, listening for responses like: “It means to sound like you’re talking to someone else,” or “It means to read smoothly and without any mistakes.” Post the Reading with Fluency anchor chart and ask: <ul style="list-style-type: none"> * “What are the characteristics of fluent reading? What does fluent reading sound like?” Use equity sticks to cold call students to share what they know about fluent reading. Listen for the characteristics listed on the anchor chart, such as: <ul style="list-style-type: none"> – The rate is appropriate—don’t read too fast or too slow. – The reader’s voice changes based on the punctuation of the sentence. – The reader’s voice changes based on what the character is saying or doing. – Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it. Ask: <ul style="list-style-type: none"> * “How does fluent reading help the audience watching or listening to the play?” Listen for responses like: “It is easier for the audience to understand the story.” 	<ul style="list-style-type: none"> You might wish to group students into homogeneous groups and meet with a group of students who might be struggling with fluency. Alternatively, you might wish to group students heterogeneously, so students challenged by reading fluently can hear additional models of fluent reading while working in a small group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that they will have another chance to practice reading the text fluently today and that they will again focus more deeply on reading aloud with accuracy.• Ask:<ul style="list-style-type: none">* “What does it mean to read aloud with accuracy?”• Listen for students explaining that this means that the reader makes few or no mistakes when reading aloud.• Explain to students that you will read aloud an excerpt from Act II, Scene 3 of <i>Divided Loyalties</i>. Distribute sticky notes to students and invite them to write notes about what they notice about your fluency when reading aloud.• Invite students to turn to page 38 in <i>Divided Loyalties</i>, to William’s last line on the page, starting with, “But he did, Father,” and ending with, “It’s too late to tell me not to enlist.” Read this line aloud, purposely making several mistakes and self-correcting by rereading.• Ask:<ul style="list-style-type: none">* “What did you notice about my read-aloud?”• Listen for students observing that when you made a mistake, you went back in the text and reread the text, correcting yourself. Explain to students that this is called <i>self-correcting</i>.• Tell the class that when readers are reading aloud, they make sure what they are reading is <i>accurate</i> by thinking about what they have read, making sure it matches with what is printed on the page and makes sense with the story. Explain that this is called <i>self-monitoring</i>.• Briefly model reading aloud with accuracy and self-correcting by reading and thinking aloud William’s last line on page 38 again. Demonstrate asking yourself the following questions:<ul style="list-style-type: none">* “Does what I read look right?” This means self-monitoring for mistakes in word recognition—for example, misreading “surround,” saying “surrounded” and correcting it.* “Does what I read make sense?” This means self-monitoring for mistakes in understanding—for example, misreading “Father” for “dad” and correcting it.• Reread the line, modeling how <i>not</i> to read with accuracy and without self-corrections so students may hear a non-example as well.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Add these to the Reading with Fluency anchor chart:<ul style="list-style-type: none">– Does what I read look right?– Does what I read sound right?• Explain that the class will now have an opportunity to practice fluent reading, focusing on self-monitoring and self-correcting. Tell students that they will read Act II, Scene 3 aloud in small groups and then reflect on their fluency. Remind them that this is just practice and they should not feel pressure to read perfectly the first time.• Group triads together, forming groups of six students.• Invite the class to decide on a role for each person—tell students the choices are the Narrator, Robert, Abigail, Mary, Ben, and William. Explain to students that they will be reading aloud all of Act II, Scene 3.• Once students have determined parts, give them 5 minutes to reread this excerpt to themselves, thinking about accuracy. Tell students to think about the following question while rereading to themselves and remind them that it is on the Reading with Fluency anchor chart:<ul style="list-style-type: none">* “Are there any words I’m not sure of how to pronounce or don’t understand?”• Now invite students to read aloud this excerpt with their group, remembering to read aloud with accuracy and self-monitor and self-correct as necessary.• When students have finished reading this excerpt aloud, invite them to reflect with their group, discussing:<ul style="list-style-type: none">* “What did you do well when reading aloud? What do you need to work on?”• Invite students to read aloud the excerpt again, focusing on improving on what they just discussed with their group.• Finally, invite students to turn to the Act II, Scene 3 Fluency Notes on page 18 of their <i>Divided Loyalties: Reader’s Guide</i> and display so students can see.• Tell students that now they will reflect on their fluency and record their notes on their Act II, Scene 3 Fluency Notes in their Reader’s Guides.• Circulate and support students as needed. If necessary, prompt them by asking them questions like: “What did you do well when reading aloud? What do you need to work on?”, “Did you self-monitor while you were reading aloud?”, or “Did you self-correct while you were reading aloud?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together.• Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in reading aloud, showing a fist for feeling completely unsure of how to read aloud purposefully, with understanding, and with accuracy, or a five, meaning they can read aloud with purpose, understanding, and accuracy. Be sure to check in with students who show a fist, one, or two fingers before the End of Unit 2 Assessment in Lesson 10.• Explain to students that they should finish any summary notes in their Reader's Guide, and read Act III, Scene 1 and record summary notes in their Reader's Guide for that scene for homework and to be ready for Lesson 8.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act III, Scene 1, then record summary notes in your Reader's Guide for Act III, Scene 1.	

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 8

Summarizing a Literary Text: *Divided Loyalties* Act I, Scene 1 through Act III, Scene 1



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

I can summarize a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can determine the main idea of each scene I've read in *Divided Loyalties*.
- I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of *Divided Loyalties*.

Ongoing Assessment

- Act III, Scene 1: summary notes and summary (from homework)
- Act I, Scene 1–Act III, Scene 1: Story Map
- Act I, Scene 1–Act III, Scene 1: Summary



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Creating a <i>Divided Loyalties</i> Timeline (10 minutes) B. Guided Practice: Summarizing Act I–Act III, Scene 1 (20 minutes) C. Guided Practice: Writing a Summary (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3. 	<ul style="list-style-type: none"> • During the first half of the lesson, students revisit their Revolutionary War timeline cards created in Unit 1, Lesson 3. They use the same process to create a timeline showing the main events in <i>Divided Loyalties</i>. It is important to stress to students that they are not adding events from <i>Divided Loyalties</i> to their Revolutionary War timelines because the play is historical fiction and the characters did not actually exist. Rather, they are creating parallel timelines. • Students create these new timelines in the same groups they were in for the Revolutionary War timelines. Have the list of groups on hand in case students forget which group they were in. • Students then create a Story Map of Act I, Scene 1–Act III, Scene 1 of <i>Divided Loyalties</i> to keep track of how the events of the play are connecting and unfolding. This process also helps students analyze how characters and settings are changing throughout the novel. • Students are asked to identify the most important details from their summary notes from their <i>Divided Loyalties: Reader's Guides</i>. These summary notes have been completed for homework—if students have not completed them, be sure to find time in class before this lesson for them to do so. Students work with partners to use these summary notes to create a longer, more comprehensive summary of the parts of the play they have read so far. • In the next lesson, students will engage in a discussion as part of the End of Unit 2 Assessment; be sure to have feedback for students from their discussion in Lesson 5 completed by Lesson 9. • In advance: <ul style="list-style-type: none"> – Review: Mix and Mingle protocol (see Appendix). – Post: Learning targets.



Lesson Vocabulary	Materials
summarize, main idea, timelines, significant	<ul style="list-style-type: none">• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)• Act III, Scene 1 Summary Notes and Summary (completed, for teacher reference)• <i>Divided Loyalties</i> (book; one per student)• Revolutionary War Timeline chart (from Unit 1, Lesson 3)• Revolutionary War timeline cards (from Unit 1, Lesson 3; one per group)• <i>Divided Loyalties</i> timeline cards (one per group)• Class Written Summary for Act I, Scene 1 and 2 (created with students in Lesson 3))• Act I, Scene 1–Act III, Scene 1: Story Map (completed; for teacher reference)• Act I, Scene 1–Act III, Scene 1: Summary (completed; for teacher reference)• Equity sticks



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their <i>Divided Loyalties: Reader's Guide</i> and remind them of their homework: Read Act III, Scene 1, then record summary notes and write a summary in your Reader's Guide.• Ask them to share their notes and summaries with a partner.• Cold call a few pairs to share their summaries. (See Act III, Scene 1 Summary Notes and Summary (completed, for teacher reference) to gauge strong responses.)• Tell students that today they will review all of their summary notes and summaries today, so that they can review and summarize the events of the play so far.	<ul style="list-style-type: none">• Spot check students' summaries to determine which students may need additional support when writing a longer summary of the play during Work Time C.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask for volunteers to read them aloud:<ul style="list-style-type: none">* "I can determine the main idea of each scene I've read in <i>Divided Loyalties</i>."* "I can summarize the events of Act I, Scene 1 through Act III, Scene 1 of <i>Divided Loyalties</i>."• Explain that readers often stop throughout a text and ask themselves, "What's happening?" Tell students that today they will review what has happened in <i>Divided Loyalties</i> so far.	<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. Creating a <i>Divided Loyalties</i> Timeline (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take their copy of <i>Divided Loyalties</i> and move to sit with the groups they were in when they created their Revolutionary War timeline cards in Unit 1, Lesson 3. Have a list of the groups on hand in case students forgot which group they were in.• Post the Revolutionary War Timeline chart (from Unit 1, Lesson 3).• Distribute Revolutionary War timeline cards to each group.• Remind students that they created timelines with these cards in Unit 1 to show the significant dates and events from the American Revolution.• Invite students to reassemble their timelines with their groups.• Remind the class that the events of <i>Divided Loyalties</i> take place during the American Revolution.• Distribute one set of <i>Divided Loyalties</i> timeline cards to each group.• Tell students they will now create a parallel timeline, showing key events from <i>Divided Loyalties</i>. Review what “parallel” means, drawing if necessary a pair of parallel lines. Explain that the timelines will be parallel to keep the events of <i>Divided Loyalties</i> separate from the events on their Revolutionary War timelines because <i>Divided Loyalties</i> is historical fiction.• Explain that, like when they made their Revolutionary War timelines, they must choose just five events from the set, thinking about which events were the most important or <i>significant</i> events of <i>Divided Loyalties</i>.• Give groups 5 minutes to read the cards, decide the significant events of <i>Divided Loyalties</i>, and arrange them in a timeline.• Once groups have made their timelines, ask the students to find a partner from another group.• Direct partners to read each other's timelines and compare the significant dates that were chosen. Each partner should explain why his or her group chose the dates they did.	

Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Summarizing Act I–Act III, Scene 1 (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to turn to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary on page 20 of their <i>Divided Loyalties: Reader's Guide</i>. • Explain that as readers read longer texts like plays, it's important not only to understand what happens in each scene but also to keep track of how the story is unfolding and moving forward. Tell the class that one way of doing this is by using a Story Map to organize the main ideas of each scene and then using those statements to <i>summarize</i> a larger section of a play. • Ask students to briefly reread the summary notes and summaries they have written in their Reader's Guides for Act I, Scene 1 through Act III, Scene 1 (students' copies from Lessons 1–6) and to think about all that has happened in the play so far. • Display a copy of the Class Written Summary for Act I, Scene 1 and 2 (created with students in Lesson 3). • Ask for a volunteer to read the summary for Act I, Scene 1 and 2 that the was written as a class and ask the rest of the class to read along in their own reader's guides. The summary should be similar to the following: • “The Barton Family lived in Burlington, New Jersey, where they run a store selling goods like tea and paper during the beginning of the American Revolution. William Barton is a Patriot and his mother and father are Loyalists. He wants his father and mother to join the Patriot cause because people are refusing to buy from their store. His parents are loyal to England and the king though, so they refuse. Then, townspeople who are Patriots come toward the Barton's store, looking angry and carrying guns and pitchforks”. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the most important thing to remember about Act I, Scene 1?” • If necessary, prompt them by asking questions such as: <ul style="list-style-type: none"> * “Is it that William Barton was a Patriot?” * “Is it that Ben likes the British soldiers' red jackets?” • Use equity sticks to cold call two or three students to share their thinking. • Listen for responses like: “It's important to remember that William is a Patriot but his parents are Loyalists,” and “It's important that his parents refused to be Patriots and stayed loyal to the British.” Underline these details in the summary. 	<ul style="list-style-type: none"> • Underlining key details in the summary notes will help students focus on the essential information. • To support students who struggle with language, consider providing sentence starters such as: “I think the most important thing to know about in Act I, Scene 1 is ...” or “I think ... is important to know, but not....”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Acknowledge that other things happened in the scene but that students are correct in thinking that the fact that Ben likes the British soldiers' red jackets isn't an important detail, nor is the fact that Abigail saw some women throw packages of tea onto the street. Explain that these are interesting details that help the story come alive but that they don't really help it to move forward.• Ask students to reread the summary the class wrote for Act I, Scenes 1 and 2 and to think about how they could simplify it to tell the <i>main idea</i> of the scenes.• Use equity sticks to cold call two or three students.• As they share what they would cut out, model how to record the main idea statement for Scene 1 on the Story Map. Refer to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary for a possible main idea statement for each scene.• Explain that students will find a partner to work with to write main idea statements for Act I, Scene 2–Act III, Scene 1 on the Story Map. Remind them of the steps the class went through as you wrote the summary for Act I, Scene 1 on the Story Map:<ol style="list-style-type: none">1. Reread the scene summary notes to recall the important events from the scene.2. Underline the most important details in the summary notes or summary.3. Write the most important details in a main idea statement in that scene's box.• Tell them that even though they are working with their partners, each person needs to record main idea statements on his or her own Story Map.• Invite students to move to sit with their partner.• Give partners 15 minutes to write main idea statements for Act I, Scene 2–Act III, Scene 1 on their Story Maps. Circulate and offer support as needed.• Note: After students have a chance to grapple with this task, we encourage you to pull out a small group that might need additional support and sort through the details of their summary notes to find the key details for their main idea statements.	



Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice: Writing a Summary (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the process they used to write summary about a longer informational text in Module 2. Review that they will write their summary by putting together the main ideas of each scene of the play. Explain that this summary will be longer than those they wrote for individual scenes.• Remind them that a paragraph is made up of connecting ideas and that because several events have occurred, it might take more than one paragraph to write a quality summary. Reiterate that they might need to change some words or condense some ideas to make the summary make sense.• Ask partners to work together to summarize Act I, Scene 1–Act III, Scene 1. Point out that the summaries will be written in the bottom box on the Story Map.• If necessary, model writing the first paragraph of the summary. Refer to the Act I, Scene 1–Act III, Scene 1: Story Map and Summary for a possible example.• Demonstrate:<ul style="list-style-type: none">– Beginning with a sentence that introduces the characters and setting of the play.– Using the main idea statements from the Story Map to write the summary, being sure the events are written in chronological order.– Condensing ideas or changing words from the main idea statements to make the summary make sense.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a paragraph frame or paragraph starter to provide the structure required.
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Using the Mix and Mingle protocol, invite students to share their summaries for Act I, Scene 1–Act III, Scene 1 with at least two other students.• Encourage class members to use a green colored pencil to revise their summaries for clarity based on their conversations.• Preview homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 2: Lesson 8

Supporting Materials



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Act III, Scene 1:

Summary Notes and Summary
(Completed, for Teacher Reference)

Summary Notes: Act III, Scene 1
Somebody: The Barton Family
In: Their home at supper time
Wanted: To talk about William's experience fighting for the Patriots in the war
But: Robert and Mary needed to make a decision about the future
So: They asked the children to leave, but the children wanted to help make the decision
Then: Robert and Mary told the children that the time had come for them to leave for New York where Loyalists were safe.

Summary of Act III, Scenes 1

William is home for a visit from fighting for the Patriots in the war and is sitting down for supper with his family. His siblings ask him to share about his experiences in battle and he tells them about fighting the British. Then his parents tell the children that they have an important decision to make and excuse themselves, but the children insist on being involved. Robert and Mary tell their children that the time has come for the family to leave for New York where Loyalist are safe.



Divided Loyalties Timeline Cards

April 1775	Mrs. Smith refuses to shop at the Bartons' store.
April 1775	An angry crowd asks Robert Barton to support the Patriots. He refuses.
April 1775	William Barton defends his father's choice to support the British.
December 1776	Abigail and William sneak out to a Sons of Liberty meeting.

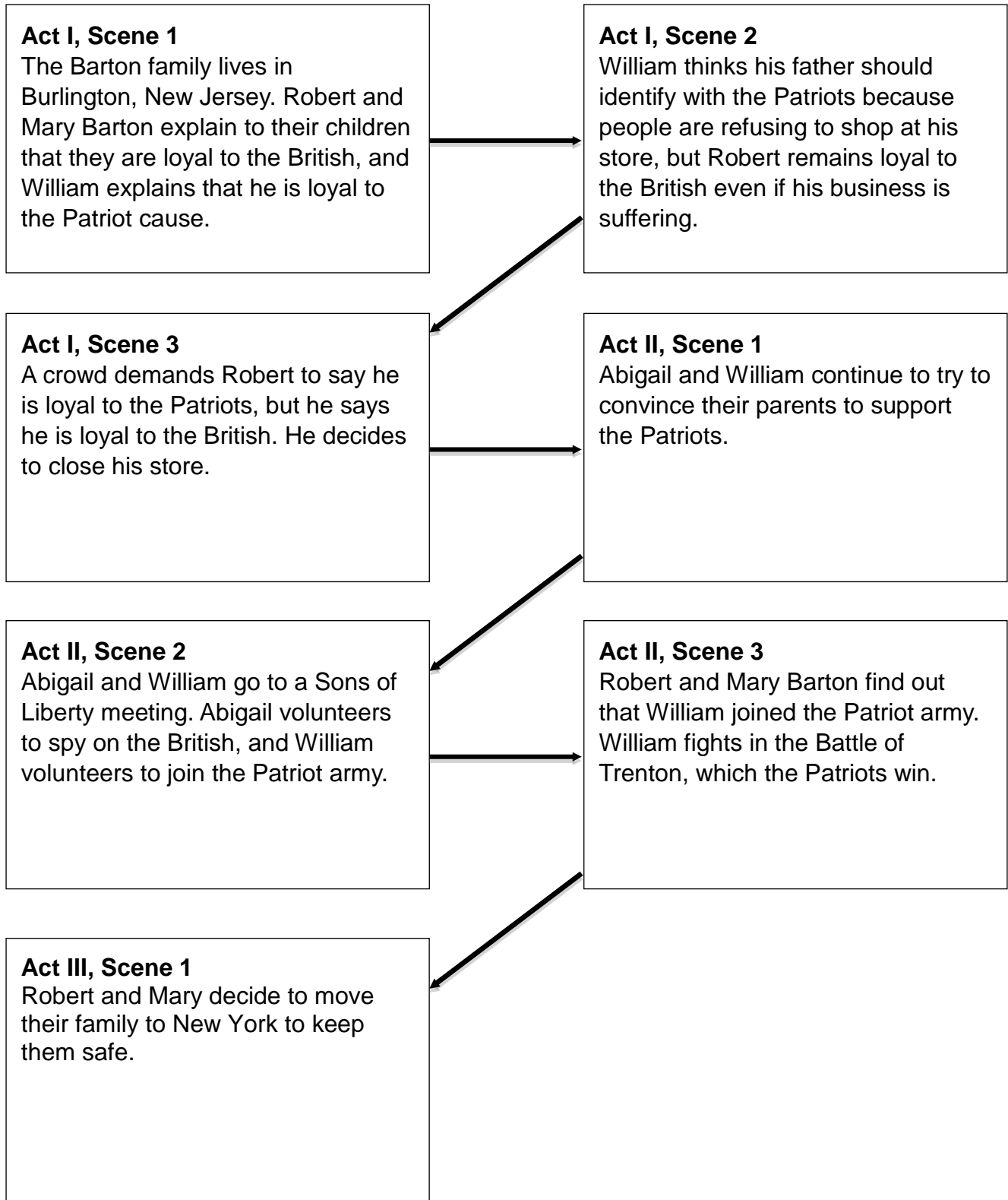


Divided Loyalties Timeline Cards

December 1776	Abigail volunteers to spy on the British. William joins the Patriot army.
December 1776	William fights in the Battle of Trenton.
November 1777	Robert and Mary Barton decide to move their family to New York.



Act I, Scene 1–Act III, Scene 1:
Story Map (Completed, for Teacher Reference)





Act I, Scene 1–Act III, Scene 1:
Summary
(Completed, for Teacher Reference)

Summary of Events

The Barton family lives in Burlington, New Jersey. Robert and Mary Barton are loyal to the British, but their son William is loyal to the Patriot cause. The Bartons own a store, and some Patriots are refusing to shop there because Robert is loyal to the British. A crowd of Patriots comes to their store and demand Robert to say he is loyal to the Patriots, but he says he is loyal to the British. He decides to close his store.

Meanwhile, Abigail and William, the Bartons' daughter and older son, continue to try to convince their parents to support the Patriots. They go to a Sons of Liberty meeting. Abigail volunteers to spy on the British, and William volunteers to join the Patriot army. Eventually, Robert and Mary Barton find out that William joined the Patriot army. William fights in the Battle of Trenton, which the Patriots win. Robert and Mary decide that it is not safe for their family in New Jersey because they are Loyalists. They decided to move their family to New York to keep them safe.



EXPEDITIONARY
LEARNING

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

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



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

- I can make inferences using specific details from text. (RL.4.1)
- I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)
- I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)
- I can use context to help me to determine what a word or phrase means. (L.4.4a)
- I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Supporting Learning Targets

- I can make inferences about the Declaration of Independence using evidence from the text.
- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)B. End of Unit 2 Assessment, Part I: Preparing Evidence and Questions for a Literary Discussion (15 minutes)C. End of Unit 2 Assessment, Part I: Conducting a Literary Discussion (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debriefing (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread <i>Divided Loyalties</i> in preparation for the second part of the End of Unit 2 Assessment.	<ul style="list-style-type: none">• This lesson follows the same format as Lesson 6; it begins with a close read of an excerpt from the Declaration of Independence. Students then work on Part I of the End of Unit 2 Assessment by preparing for a discussion about the Declaration of Independence and <i>Divided Loyalties</i> and then meeting in the same discussion groups as in Lessons 4 and 6 to think and talk about the discussion question.• The Declaration of Independence Close Reading note-catcher is meant to be discussion-based; the teacher may invite students to work independently or in pairs or small groups when thinking about different questions. But be sure to guide the whole class in a discussion of each section of the note-catcher using the questions in the Declaration of Independence Close Reading Guide (for teacher reference) in the supporting materials, before moving on to the next section. This note-catcher is not meant to be a worksheet that is assigned to students or partnered pairs to complete on their own.• In advance:<ul style="list-style-type: none">– Complete feedback for students on literary discussion from Lesson 6.– Prepare and post the anchor charts: Declaration of Independence; Participating in a Literary Discussion; Literary Discussion Norms



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

Opening	Meeting Students' Needs
<p>A. Homework Check and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their homework from the previous lesson: "Read Act III, Scenes 2 and 3 and the Epilogue, then record summary notes and write a summary in your Reader's Guide for Act III, Scenes 2 and 3" and place it on their desks for a quick check. • Explain to students that today they will be assessed on their ability to discuss what they have read and this is something they have practiced throughout the unit. Give students the following prompt to reflect on in writing: <ul style="list-style-type: none"> * Review the posted learning targets. What is something you have done well in our class discussions of the text? What is something you will work on improving during today's discussion? • As students reflect in writing check their homework using the Act III, Scenes 2 and 3 Summary Notes and Summary (completed, for teacher reference). Determine if your students need to spend time reviewing these scenes as a whole class before beginning with the lesson and assessment. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Close Reading: An Excerpt from the Declaration of Independence (20 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Close Readers Do These Things anchor chart. • Remind students that they will be doing all of these things to closely read a new excerpt from the Declaration of Independence: <ul style="list-style-type: none"> – Read small chunks of text slowly and think about the gist. – Reread each passage one sentence at a time. – Underline things that you understand or know about. – Circle or underline words that you do not know. – Talk with your partners about all of your good ideas. – State the gist or message of the paragraph in the margin. – Listen to the questions. – Go back to the text in order to find answers to questions. – Talk with your partners about the answers you find. • Remind students that today they will be reading a sentence from the Declaration, so instead of reading a passage one sentence at a time, they will be reading short phrases at a time. • Invite students to find the Declaration of Independence Close Reading note-catcher on page 23 of their <i>Divided Loyalties: Reader's Guide</i>. • Tell them that they will be using this note-catcher to help them think and take notes about this excerpt from the Declaration of Independence. • Use equity sticks to call on a student to read the focus question at the top of the Declaration of Independence Close Reading note-catcher, to keep in mind as they work: <ul style="list-style-type: none"> * "What does this excerpt from the Declaration of Independence mean?" • Explain to students that they will read this excerpt closely and think carefully about this question. Tell students the excerpt is from the last section of the Declaration. Add the excerpt to the appropriate box on the Declaration of Independence anchor chart. 	



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



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask the students to find the second section of their note-catcher labeled “My Literary Discussion Notes: Ideas and Questions.” Remind students that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak.• Focus students on the Literary Discussion Norms anchor chart.• Briefly review the anchor chart and remind students that they should be following these norms during their discussions.• Invite students to gather in the same discussion groups as in Lessons 4 and 6.• Remind students that this discussion is part of their End of Unit 2 Assessment. Direct students to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to assess students' progress toward the learning targets. Remember that because this is an assessment, avoid answering questions and leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.• Collect students' End of Unit 2 Assessment, Part I: Conducting a Literary Discussion and use them along with the Literary Discussion Criteria checklist to assess individual students' progress toward SL.4.1.• Record feedback in the appropriate spot on students' note-catchers.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together. Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in participating in a class discussion, showing a fist for completely unsure of how to participate, or a five, meaning they can participate by asking questions, follow class norms, and use text evidence.• Explain to students that in the next lesson, they will take the second part of the End of Unit 2 Assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Divided Loyalties</i> in preparation for the second part of the End of Unit 2 Assessment.	



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

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

Summary of Act III, Scenes 2 and 3

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

Write a brief sentence that summarizes the epilogue:

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

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

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

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

states not controlled by Great Britain.



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

Name:

Date:

Long-Term Learning Targets Assessed:

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

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can effectively engage in discussions with diverse partners about 4th grade topics and texts. (SL.4.1)

Discussion Question:

Read the following line from the Declaration of Independence:

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

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in *Divided Loyalties* to find evidence to help you answer the discussion question.



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

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



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

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



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

Name:

Date:

Long-Term Learning Targets Assessed:

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

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Discussion Question:

Read the following line from the Declaration of Independence:

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

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in *Divided Loyalties* to find evidence to help you answer the discussion question.



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

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



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

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:



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Grade 4: Module 3B: Unit 2: Lesson 10

**End of Unit Assessment, Parts 2 and 3: Analyzing,
Summarizing, and Reading Aloud *Divided Loyalties***



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

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 read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- 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.

Supporting Learning Targets

- I can summarize *Divided Loyalties*.
- I can make inferences about characters and events in *Divided Loyalties* using evidence from the text.
- I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

Ongoing Assessment

- End of Unit 2 Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud *Divided Loyalties*



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment, Parts 2 and 3: Summarizing, Analyzing, and Reading Aloud <i>Divided Loyalties</i> (50 minutes)Closing and Assessment<ol style="list-style-type: none">Reflecting on Learning Targets—Tracking My Progress (5 minutes)Homework<p>None.</p>	<ul style="list-style-type: none">In this lesson, students complete Parts 2 and 3 of the End of Unit 2 Assessment.Part 3 of the End of Unit 2 Assessment assesses students' oral reading fluency. While students take Part 2 of the assessment, pull individual students to read a portion of <i>Divided Loyalties</i> aloud to you. Be sure to choose a section from <i>Divided Loyalties</i> that was not used for fluency practice earlier in the unit.Post: Learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"><i>Divided Loyalties</i> (book; one per student)End of Unit 2, Assessment Part 2: Analyzing and Summarizing <i>Divided Loyalties</i> (one per student)End of Unit 2, Assessment Part 3: Reading Aloud with Fluency (one per student)End of Unit 2, Assessment Part 2: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i> (answers, for teacher reference)Tracking My Progress, End of Unit 2 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete a formal assessment, in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none">– Reread <i>Divided Loyalties</i>.– Answer questions that are dependent on the text.– Read aloud a section of <i>Divided Loyalties</i>.• Remind them that they will need to refer to the text to answer the questions thoroughly. Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in a literary text. This is also an opportunity to reread <i>Divided Loyalties</i>.• Direct students' attention to the learning targets and ask the class to read them silently:<ul style="list-style-type: none">* "I can summarize <i>Divided Loyalties</i>."* "I can make inferences about characters and events in <i>Divided Loyalties</i> using evidence from the text."* "I can read aloud <i>Divided Loyalties</i> with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense."• Have students 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.• Address any clarifying questions before beginning the assessment.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Parts 2 and 3: Summarizing, Analyzing, and Reading Aloud <i>Divided Loyalties</i> (50 minutes)</p> <ul style="list-style-type: none">• Ask students to clear their desks and get out a pencil and their copy of <i>Divided Loyalties</i>.• Distribute the End of Unit 2 Assessment, Part 2: Analyzing and Summarizing <i>Divided Loyalties</i>.• Remind students that they should refer to the text when they answer the questions on the assessment.• Invite students to begin.• While students take the assessment, pull individual students to assess their fluency, using the End of Unit 2 Assessment, Part 3: Reading Aloud with Fluency.• When students have finished this part of the assessment, invite them to complete the self-assessment column.	<ul style="list-style-type: none">• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment.• For some students, this assessment might require more than the 50 minutes allotted. Consider providing students time over multiple days if necessary.
Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work on the End of Unit 2 Assessment.• Distribute the Tracking My Progress, End of Unit 2 recording form.• Remind students that successful learners keep track and reflect on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.• Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “make inferences about characters.” They should write what the target means in their own words by explaining what an inference is and how a reader makes one while reading.• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down method that they have used in previous lessons. They should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I am not sure how to use evidence from the text to support my inference.• Collect students' Tracking My Progress recording forms to use as a formative assessment to guide instructional decisions during the remainder of the module.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.



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Grade 4: Module 3B: Unit 2: Lesson 10

Supporting Materials



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End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

Name:

Date:

Long-Term Learning Targets Assessed:

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

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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

Directions: Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

4. On the lines below, write a line from the text that supports your answer for Question 3.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)



End of Unit 2 Assessment, Part 3:
Reading Aloud with Fluency

Directions:

1. Read aloud page _____ from *Divided Loyalties*.
2. Complete the self-assessment below after reading aloud. For each statement, circle either “Yes,” “No,” or “Somewhat.” Explain your rating in the box below each statement.

Self-Assessment	Teacher's Assessment	
Yes Somewhat No	Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.
Yes Somewhat No	Yes Somewhat No	I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

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

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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

Directions: Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

He decided to leave New Jersey and go to New York. He decided to do this because it was not safe for Loyalists to stay in New Jersey. On page 45, the text says, "The blockade has kept us from shipping or getting goods from Britain, and no one here will sell their goods to me." The Bartons were not able to get things to sell at their store, and no one wanted to shop at their store because Robert and Mary were Loyalists.



End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*
(Answers, for Teacher Reference)

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

She decided to do this because she wanted to help the Patriots. In the text, she said, “How can we not help? Why are we loyal to a country that is so far away?” She wanted to help her neighbors, who were joining the Patriots. Also, she did not want to be left out. She said, “I want to be a Patriot as much as you do. I don’t want to just knit socks like the other women.” This shows she wanted to do more to help the Patriots.

3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

A person who is not loyal to a group of people like his or her country, family, or friends

4. On the lines below, write a line from the text that support your answer for Question 3.

**“I think that *you* are making a mistake.” (p. 48)
“to all that I believe in” (p. 49)**

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)

***Divided Loyalties* is about a family living in New Jersey during the American Revolution. Robert and Mary Barton, the parents, are loyal to Great Britain, but their children William and Abigail are Patriots. Robert Barton owns a store, but his customers stop shopping there because he is a Loyalist and they do not want to support him. Against their parents’ wishes, William and Abigail help the Sons of Liberty and William joins the Patriot army. They continue to try to convince their parents to join the Patriots, but they refuse. Eventually, Robert Barton decides to move his family to New York where it is safer for them. He and William argue over the family moving, and Robert yells at William to leave. When it is time for the family to board the ship to New York, they are all sad that William is not there so they can say goodbye. In the end, William comes to the dock to say goodbye. Even though the family does not have the same views on the American Revolution, they respect each other and their beliefs.**



Tracking My Progress, End of Unit 2

Name:

Date:

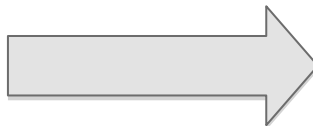
Learning target: I can make inferences about characters in *Divided Loyalties* using evidence from the text.

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, End of Unit 2

Name:

Date:

Learning target: I can summarize *Divided Loyalties*.

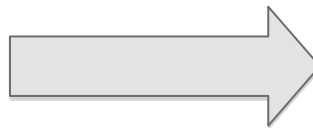
1. The target in my own words is:

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, End of Unit 2

Name:

Date:

Learning target: I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

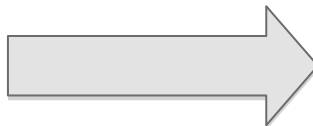
1. The target in my own words is:

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, End of Unit 2

Name: _____

Date: _____

Learning target: I can effectively participate in a discussion about *Divided Loyalties*.

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:
