



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><b>Reading and Answering Questions about <i>Divided Loyalties</i></b></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><b>Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i></b></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
<b>Lesson 1</b>	Preparing to Read <i>Divided Loyalties</i>	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the parts of a drama.</li> <li>I can identify the characteristics of historical fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in creation of Parts of a Drama and Characteristics of Historical Fiction anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Things We Notice and Wonder about <i>Divided Loyalties</i> anchor chart</li> <li>Parts of a Drama anchor chart</li> <li>Characteristics of Historical Fiction anchor chart</li> </ul>
<b>Lesson 2</b>	Summarizing Literature and Making Inferences: <i>Divided Loyalties</i> , Act 1, Scenes 1 and 2	<ul style="list-style-type: none"> <li>I can make inferences using specific details from text. (RL.4.1)</li> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> <li>I can read fourth-grade-level texts with purpose. (RF.4.6a)</li> <li>I can read fourth-grade-level texts with fluency. (RF.4.6b)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize Act I, Scenes 1 and 2 of <i>Divided Loyalties</i>.</li> <li>I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.</li> <li>I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Act I, Scenes 1 and 2: Summary</li> <li>Act I, Scenes 1 and 2 Character Analysis note-catcher</li> <li>Act I, Scenes 1 and 2 Fluency Notes</li> </ul>	<ul style="list-style-type: none"> <li>Somebody In Wanted But So Then anchor chart</li> <li>Reading with Fluency anchor chart</li> <li>Parts of a Drama anchor chart</li> <li>Be a Patriot anchor chart</li> <li>Be a Loyalist anchor chart</li> <li>Back-to-Back, Face-to-Face protocol</li> </ul>



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



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<b>Lesson 5</b>	Mid-Unit Assessment: Reading and Answering Questions about <i>Divided Loyalties</i>	<ul style="list-style-type: none"><li>• I can explain what a text says using specific details from the text. (RL.4.1)</li><li>• I can make inferences using specific details from text. (RL.4.1)</li><li>• 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)</li><li>• I can compare and contrast different narrators' points of view. (RL.4.6)</li><li>• I can use context to help me to determine what a word or phrase means. (L.4.4a)</li><li>• I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)</li></ul>	<ul style="list-style-type: none"><li>• I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.</li><li>• I can describe the parts of a drama.</li><li>• I can explain the difference between first-person and third-person point of view.</li><li>• I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>.</li><li>• I can read aloud <i>Divided Loyalties</i> with purpose and accuracy.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 2 Assessment</li><li>• Act II, Scene 1 Fluency Notes</li><li>• Tracking My Progress, Mid-Unit 2 recording form</li></ul>	<ul style="list-style-type: none"><li>• Reading with Fluency anchor chart</li></ul>



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<b>Lesson 6</b>	Discussing a Literary Text: <i>Divided Loyalties</i> Act II, Scenes 2 and 3	<ul style="list-style-type: none"> <li>I can make inferences using specific details from text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences about the Declaration of Independence using evidence from the text.</li> <li>I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text.</li> <li>I can effectively participate in a discussion about <i>Divided Loyalties</i>. <ul style="list-style-type: none"> <li>I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.</li> <li>I can ask questions so I am clear about what is being discussed.</li> <li>I can ask questions on the topic being discussed.</li> </ul> </li> <li>I can follow our class norms when I participate in a conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Act II, Scenes 2 and 3: summary notes and written summary (from homework)</li> <li>Declaration of Independence Close Reading note-catcher: Lesson 6</li> <li>Preparing for a Literary Discussion note-catcher</li> <li>Participating in a literary discussion</li> </ul>	<ul style="list-style-type: none"> <li>Declaration of Independence anchor chart</li> <li>Literary Discussion Norms anchor chart</li> <li>Participating in a Literary Discussion anchor chart</li> <li>Be a Patriot anchor chart</li> <li>Be a Loyalist anchor chart</li> <li>Close Readers Do These Things anchor chart</li> </ul>
<b>Lesson 7</b>	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"> <li>I can use clues in the text to check my accuracy. (RF.4.6c)</li> <li>I can reread to make sure that what I'm reading makes sense. (RF.4.6c)</li> <li>I can use context to help me to determine what a word or phrase means. (L.4.4a)</li> <li>I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)</li> </ul>	<ul style="list-style-type: none"> <li>I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>American Revolution Vocabulary notebook (from Unit 1)</li> <li>Act III, Scene 1 Fluency Notes</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Strategies anchor chart</li> <li>Reading with Fluency anchor chart</li> <li>Concentric Circles protocol</li> </ul>





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



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 10</b>	End of Unit Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i>	<ul style="list-style-type: none"><li>• I can summarize a story, drama, or poem. (RL.4.2)</li><li>• I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li><li>• I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)<ul style="list-style-type: none"><li>a. I can read fourth-grade-level texts with purpose.</li><li>b. I can read fourth-grade-level texts with fluency.</li><li>c. I can use clues in the text to check my accuracy.</li><li>d. I can reread to make sure that what I'm reading makes sense.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can summarize <i>Divided Loyalties</i>.</li><li>• I can make inferences about characters and events in <i>Divided Loyalties</i> using evidence from the text.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 2 Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i></li></ul>	



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).