



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Overview



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Unit 3: Using Writing to Share an Opinion about the American Revolution

In the third unit, students apply what they have learned about the American Revolution and perspectives in order to complete their performance task, a broadside convincing someone to be a Patriot. Reading and analyzing a primary source example of a broadside and a model broadside will prepare students for this task by introducing them to the characteristics and format of a broadside and opinion writing.

For the mid-unit assessment, students will read and answer questions about an opinion piece. Students will then continue to learn from a class model as well as from peer critique. They will draft and then revise their broadsides during the second half of this unit. The end of unit assessment asks students to demonstrate their learning by writing a new broadside about the American Revolution from the perspective of a Loyalist.

Guiding Questions and Big Ideas

- **How does a person's perspective influence his or her opinion?**
- **Why should we respect the opinions of others?**
- **How did a person's perspective help him or her to form an opinion about the American Revolution?**
- *American colonists had different perspectives on fighting for independence from Great Britain.*

Mid-Unit 3 Assessment	<p>Reading and Answering Questions about Opinion Pieces</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.8, W.4.9b. In this assessment, students will read and answer questions about an opinion piece with a focus on author's craft.</p>
End of Unit 3 Assessment	<p>Part I: Planning and Drafting a Broadside and Part II: Revising to Create a Polished Broadside</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3. Students will plan, draft, and revise a new broadside about the American Revolution from the perspective of a Loyalist. In Part I, students will plan for their writing by rereading various texts from Unit 1 and revisiting notes in their research journals to develop reasons for their opinion and gather evidence to support these reasons. They then will complete a draft of their broadside. In Part II, students will revise to create a polished broadside based on the American Revolution Broadside rubric created in this module.</p>



Final Performance Task

American Revolution Broadside

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

Content Connections

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

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

NYS Social Studies Core Curriculum:

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

Texts

1. “Revolutionary War,” *The New Book of Knowledge*, Grolier Online. (Lexile 690)
2. “Loyalists,” *The New Book of Knowledge*, Grolier Online. (Lexile 730)
3. Amy Miller, “An Incomplete Revolution” in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
4. Thomas Flemming, “The Shot Heard Around the World,” in *Boys’ Life*, October 1997. (860 Lexile)
5. Kathy Wilmore, “Thomas Jefferson and the Declaration of Independence,” in *Junior Scholastic* (Vol. 107, Issue 8), Nov. 29, 2004, 8–11. (Lexile 870)



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading Opinion Pieces, Part I: Determining Authors' Opinions	<ul style="list-style-type: none"> I can write a broadside stating my opinion about the American Revolution. (W.4.1) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) 	<ul style="list-style-type: none"> I can determine an author's opinion in a text. I can write a gist statement about an opinion piece. 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart (added notes) Entrance ticket Exit ticket 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart
Lesson 2	Reading Opinion Pieces, Part II: How Authors Support Their Opinions with Reasons and Evidence	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) 	<ul style="list-style-type: none"> I can write a gist statement about an opinion piece. I can determine an author's opinion in an opinion piece. I can explain how authors support their opinions with reasons and evidence. 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart Reading and Analyzing an Opinion Piece graphic organizer Exit ticket 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart
Lesson 3	Reading as Writers: Identifying Characteristics of BroadSides	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) 	<ul style="list-style-type: none"> I can explain how authors support their opinions with reasons and evidence. I can identify the characteristics of a broadside. 	<ul style="list-style-type: none"> Reading and Analyzing an Opinion Piece graphic organizers (from Lesson 2 classwork and homework) What Do You See? graphic organizer Participation in creation of Characteristics of BroadSides anchor chart 	<ul style="list-style-type: none"> Characteristics of BroadSides anchor chart Exploring Opinions as Readers and Writers anchor chart Gallery Walk protocol Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b) 	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support an opinion. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol
Lesson 5	Preparing to Write: Identifying Characteristics of BroadSides and Determining Reasons to Support	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can recall information that is important to a topic. (W.4.8) I can sort my notes into categories. (W.4.8) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can identify the characteristics of a broadside. I can give reasons for my opinion on the American Revolution based on historical texts and my notes. 	<ul style="list-style-type: none"> Reasons/Evidence graphic organizer (students' copies) 	<ul style="list-style-type: none"> Characteristics of BroadSides anchor chart "Be A Patriot because..." anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Planning to Write Broadside: Grouping Reasons with Evidence That Supports My Opinion	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can recall information that is important to a topic. (W.4.8) I can sort my notes into categories. (W.4.8) 	<ul style="list-style-type: none"> I can use historically accurate reasons and evidence to support my opinion about the American Revolution. I can group together reasons with related evidence in my broadside. 	<ul style="list-style-type: none"> American Revolution Broadside graphic organizer 	<ul style="list-style-type: none"> American Revolution Broadside Rubric anchor chart Exploring Opinions as Readers and Writers anchor chart Characteristics of Broadside anchor chart "Be A Patriot because..." anchor chart
Lesson 7	Drafting a Broadside about the American Revolution	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can group together reasons with related evidence in my opinion piece. I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) 	<ul style="list-style-type: none"> I can write a broadside stating my opinion on the American Revolution. I can use historically accurate reasons and evidence to support my opinion about the American Revolution. I can group together reasons with related evidence in my broadside. I can give kind, helpful, and specific feedback to my critique partner. 	<ul style="list-style-type: none"> American Revolution Broadside graphic organizers Drafts of American Revolution broadside 	<ul style="list-style-type: none"> Critique Protocol Norms anchor chart Characteristics of Broadside anchor chart American Revolution Broadside Rubric anchor chart Critique Protocol Norms anchor chart Peer Critique protocol
Lesson 8	Revising for Organization: Grouping Reasons with Related Evidence	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can create an organizational structure in which I group together related ideas. (W.4.1a) I can identify reasons that support my opinion. (W.4.1b) 	<ul style="list-style-type: none"> I can use historically accurate reasons and evidence to support my opinion about the American Revolution. I can group together reasons with related evidence in my broadside. 	<ul style="list-style-type: none"> Revised American Revolution broadside drafts 	<ul style="list-style-type: none"> Grouping Reasons with Related Evidence anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Revising for Organization: Interesting Introductions and Convincing Conclusions	<ul style="list-style-type: none"> I can introduce the topic of my opinion piece. (W.4.1a) I can construct a concluding statement or section for my opinion piece. (W.4.1d) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) 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 write an introduction that states my opinion clearly. I can develop a conclusion that summarizes the Patriot point of view in my broadside. 	<ul style="list-style-type: none"> Revised American Revolution broadside draft 	<ul style="list-style-type: none"> Bold Beginnings anchor chart Convincing Conclusions anchor chart Interesting Introductions anchor chart
Lesson 10	Reviewing Conventions and Editing Peers' Broadside	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3) 	<ul style="list-style-type: none"> I can check my peers' work for correct capitalization. I can check my peers' work for correct spelling. I can check my peers' work for correct punctuation at the end of sentences. I can check my peers' work for complete sentences. 	<ul style="list-style-type: none"> Conventions anchor charts Revised American Revolution broadside drafts Exit tickets 	<ul style="list-style-type: none"> Convention anchor chart Chalk Talk protocol
Lesson 11	Publishing American Revolution Broadside	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2) With support, I can use technology to publish a piece of writing. (W.4.6) 	<ul style="list-style-type: none"> I can write a broadside stating my opinion on the American Revolution from the Patriot perspective. I can correct conventions based on editing notes on my writing and online reference resources. I can publish a typed version of my broadside. 	<ul style="list-style-type: none"> Revised American Revolution broadside drafts 	<ul style="list-style-type: none"> American Revolution Broadside Rubric anchor chart "Be A Loyalist because..." anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	End of Unit Assessment, Part I: Planning and Drafting a Broadside	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) 	<ul style="list-style-type: none"> I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. I can plan, draft, and revise a broadside in the course of two lessons. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside 	
Lesson 13	End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside and Author's Chair Celebration	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. I can plan, draft, and revise a broadside in the course of two lessons. I can listen as my peers share their writing and give specific praise for their work. 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Author's Chair Celebration anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Have a professional writer visit the class to discuss the writing process. Ask them to share how they research the topics they are going to write about.
- Have a historian from a local museum or university come and share their knowledge about the role of the printing press and broadsides during the American Revolution.

Fieldwork:

- Visit the historical society to view original or reprints of broadsides from the time period

Service:

- Share students' finished broadsides at a local historical society—perhaps they can display them or use them for classes.

Optional: Extensions

- Have students read additional texts about the role of the printing press during the American Revolution.
- Work with the art teacher to teach students printing techniques and design their own symbols to add to the boarder of their finished broadsides.
- Have students read aloud or perform their broadsides for the class.



Preparation and Materials

Texts, Notes, and Anchor Charts from Units 1 and 2

During this unit, students will need to reference the research notes they completed during Units 1 and 2 to gather reasons and evidence for their performance task opinion piece: American Revolution broadside. They will use both the “Be a Patriot” anchor chart and “Be a Loyalist” anchor chart (from Units 1 and 2) and the following texts and notes and graphic organizers associated with these texts:

- “Revolutionary War” (from Unit 1, Lesson 3)
- “Loyalists” (from Unit 1, Lesson 5)
- “Incomplete Revolution” (from Unit 1, Lesson 7)
- “Thomas Jefferson and the Declaration of Independence” (from Unit 1, Lesson 9)
- *Divided Loyalties* (from Unit 2, Lesson 1)



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Grade 4: Module 3B: Unit 3:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the Revolutionary War, particularly texts that might help students understand the loyalist and patriot perspectives. 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>The Ride: The Legend of Betsy Dowdy</i>	Kitty Griffin (author) Marjorie Priceman (illustrator)	Literature	510
<i>The Secret Soldier: The Story of Deborah Sampson</i>	Ann McGovern (author) Harold Goodwin and Katherine Thompson (illustrators)	Informational	590
<i>American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday</i>	Mary Pope Osborne and Natalie Pope Boyce (authors) Sal Murdocca (illustrator)	Informational	600



Title	Author and Illustrator	Text Type	Lexile Measure
<i>Colonial Voices: Hear Them Speak</i>	Kay Winters (author) Larry Day (illustrator)	Informational	640
<i>The British Are Coming!: Paul Revere Makes a Midnight Ride</i>	Nancy Golden (author)	Informational	650*
Lexile text measures within band level (740L–1010L)			
<i>Dangerous Crossing: The Revolutionary Voyage of John Quincy Adams</i>	Stephen Krensky (author) Greg Harlin (illustrator)	Literature	800*
<i>Why Don't You Get a Horse, Sam Adams?</i>	Jean Fritz (author)	Informational	800
<i>And Then What Happened, Paul Revere?</i>	Jean Fritz (author) Margot Tomes (illustrator)	Informational	830
<i>Heroes of the Revolution</i>	David A. Adler (author) Donald A. Smith (illustrator)	Informational	890
<i>Why Not, Lafayette?</i>	Jean Fritz (author) Ronald Himler (illustrator)	Informational	900
<i>Independent Dames: What You Never Knew about Women and Girls of the American Revolution</i>	Laurie Halse Anderson (author) Matt Faulkner (illustrator)	Informational	910*
<i>The Split History of the American Revolution: A Perspectives Flip Book</i>	Michael Burgan (author)	Informational	930
<i>Great Women of the American Revolution</i>	Michael Burgan (author)	Informational	940

*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 American Revolution for Kids: A History with 21 Activities</i>	Janis Herbert (author)	Informational	1010*
<i>The Life and Times of Samuel Adams</i>	Karen Bush Gibson (author)	Informational	1010*
<i>Traitor: The Case of Benedict Arnold</i>	Jean Fritz (author)	Biography	1020

*Lexile based on a conversion from Accelerated Reading level.

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

Reading Opinion Pieces, Part I: Determining Authors' Opinions



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

I can write a broadside stating my opinion about the American Revolution. (W.4.1)
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)

Supporting Learning Targets

- I can determine an author's opinion in a text.
- I can write a gist statement about an opinion piece.

Ongoing Assessment

- Exploring Opinions as Readers and Writers anchor chart (added notes)
- Entrance ticket
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader/Writer: Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Characteristics of Opinion (10 minutes)B. First Read of an Opinion Letter: Reading for the Gist (15 minutes)C. Second Read of an Opinion Letter: Finding the Opinion (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Identifying Opinion in a Broadside (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread William Barton's opinion letter. Underline three statements that support William's opinion of the American Revolution.	<ul style="list-style-type: none">• In this unit, students complete their performance task for the module, a broadside expressing an opinion about the Revolutionary War. A broadside is a type of flyer/poster that was commonly used during the Revolutionary time period to communicate ideas, news, and opinions with a public audience. During this unit students will examine broadsides from the Revolutionary war era to learn about their purpose and format. They also will study opinion writing through mentor texts to learn how to write an opinion based on reasons and evidence.• This lesson launches students into their performance task by having them read an opinion letter written from the perspective of the main character, William Barton, from the play <i>Divided Loyalties</i> (read in Unit 2). Students will learn how authors support their points through reasons and evidence (RI.4.8) by reading these texts and then will reread these same letters as mentor texts later in the unit as they work to craft their own opinion pieces for their performance task, an American Revolution Broadside (W.4.1).• Ensure that students have a way to organize their texts and writing materials for this unit. See Unit 3 overview for details.• In advance:<ul style="list-style-type: none">– Prepare the Exploring Opinions as Readers and Writers anchor chart (see supporting materials).– Prepare the sentence strips.– Post: Learning targets



Lesson Vocabulary	Materials
opinion, best, worst, most, least	<ul style="list-style-type: none">• <i>Divided Loyalties</i> (book; distributed in Unit 2; one per student and one to display)• Entrance ticket (one per student and one to display)• Exploring Opinions as Readers and Writers anchor chart (new; teacher created)• Sentence strips: Is this an Opinion? (one strip per student)• William Barton's opinion letter (one per student and enough excerpts cut out for one quote per student)• Document camera• Exit ticket (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader/Writer: Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing the End of Unit 2 Assessment and building expertise on the American Revolution. Explain that as they begin this final unit of the module, they will have an opportunity to share their expertise as writers through opinion writing. Let them know that over the next few lessons, they will explore some examples of opinion writing. Today, they use an excerpt from <i>Divided Loyalties</i> to identify an opinion in writing. They will identify Mary Barton's opinion of William fighting in the Patriot army.• Have students turn to page 38 in <i>Divided Loyalties</i> OR pass out the excerpt and entrance ticket.• Read the excerpt aloud while students follow along. Ask them to independently read and then complete the entrance ticket.• Collect students' entrance tickets to be used as an informal pre-assessment of students' understanding of opinion writing.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud to students:<ul style="list-style-type: none">* "I can determine an author's opinion in a text."* "I can write a gist statement about an opinion piece."• Underline the word <i>opinion</i> and ask students to turn to a partner and respond to the following prompt:<ul style="list-style-type: none">* What does the word opinion mean? How can you tell when a statement is an opinion?• Cold call a few pairs to share their responses. Listen for students to explain that someone's opinion is something they believe or think about something.• Remind students that through out the module you have been thinking about the different perspectives on the American Revolution and how these perspectives lead to different opinions about the war. Tell students that they will dig a little deeper into the idea of opinions and how they can be expressed in writing during this unit.	



Work Time	Meeting Students' Needs
<p>A. Characteristics of Opinion (10 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart. Review the definition of <i>opinion</i> written on the top of the chart: “Opinion: what a person thinks about something or someone. This thinking can be based on facts, feelings, experience, or a combination of all three.”• Tell students that you have some statements about various topics they can discuss with one another to determine whether each statement is an opinion or not.• Explain that for each topic (dancing, flowers, etc.), there are two statements. Distribute one sentence strip to each student and give students 1 minute to read their strip.• Tell them they will “mix and mingle,” reading their statements aloud to one another until they have found someone with a statement on the same topic.• Give students time to mix and mingle and share their sentence strips until they find a partner with a sentence on a similar topic (ex. A. Winter is cold in the north/ B. Winter is the worst season). Circulate and assist as necessary until all students have found a partner with a sentence strip on a similar topic.• Once students have found partners, focus their attention and prompt them:<ul style="list-style-type: none">* “Which of your statements is most likely an opinion? How do you know?”• Give pairs a few minutes to discuss, then gather them together as a whole group, asking partners to stick together.• Draw a simple T-chart on the board titled Opinion: Yes or No. Ask a pair to share out their statements and their thinking.• Have the class indicate whether they agree by using a thumbs up, or disagree by using a thumbs-down.• Record each statement onto the T-chart. Ask pairs to share until all statements have been shared and voted on.• Ask students to examine the “Yes” side of the T-chart and share what they notice with their partner.• Cold call a few students to share what their partner said. Point out the following common characteristics of opinions; record them onto the Exploring Opinions as Readers and Writers anchor chart: Characteristics of Opinions:<ul style="list-style-type: none">– A way of thinking about something– A belief– A judgment; can be debated or argued– A differing point of view could be stated	<ul style="list-style-type: none">• To further support ELL students, consider partnering them with a student who speaks their L1 or provide them with a translation of their quote from Google Translate.



Work Time (continued)	Meeting Students' Needs
<p>B. First Read of an Opinion Letter: Reading for the Gist (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that now that they know some characteristics of opinions, they are ready to take a look at an opinion letter and identify evidence for an opinion in the author's writing. Explain that as with any complex text, first they will read for the gist, or what the text is about. Tell students you would like them to annotate the text by writing the gist in the margin at the bottom of the text after you have read it aloud. Remind students that the gist is a short (20 words or less) statement of what a text is mostly about. It should describe the main idea and include evidence from the text to support it. • Distribute William Barton's opinion letter. Ask students to read along silently as you read aloud. • Ask students to take 5 minutes to reread the text and write the gist at the bottom of the page. Circulate and support as necessary. • Ask for volunteers to read their gist statements. Listen for: "This letter tells reasons why William felt he had to join the Patriot army." 	<ul style="list-style-type: none"> • Consider pulling a small group or conferring with students who struggle to read grade-level text. Another strategy is to provide text-dependent questions that support them in comprehending the text. For example: "Why does William think fighting in the Patriot army is a good idea?"
<p>C. Second Read of an Opinion Letter: Finding the Opinion (10 minutes)</p> <ul style="list-style-type: none"> • Using the document camera, display the letter and zoom in on the first paragraph. Ask students to reread this paragraph with a partner and locate the sentence that most clearly states William's opinion. Remind them to use the Exploring Opinions as Readers and Writers anchor chart as a resource. • Cold call a pair to share their thinking. Listen for students to point out the following sentence: <ul style="list-style-type: none"> – "Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain." • Explain that this sentence most clearly states William's opinion about the American Revolution, which is the topic of the letter. Invite students to underline this sentence on their letters. • Ask: <ul style="list-style-type: none"> * "How do you know this statement is an opinion?" • Listen for responses like: <ul style="list-style-type: none"> – "It says what William thinks and believes about the American Revolution," or – "Someone could disagree or have a different point of view." 	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Identifying Opinion in a Broadside (10 minutes)</p> <ul style="list-style-type: none">• Distribute the exit ticket.• Allow students to use the Exploring Opinions as Readers and Writers anchor chart as a resource. Collect exit tickets and use them as a formative assessment for the learning target:<ul style="list-style-type: none">* "I can determine an author's opinion in a text."• Ask students to hold onto their text for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread William Barton's opinion letter. Underline three statements that support William's opinion about the American Revolution.	<ul style="list-style-type: none">• Students who struggled to identify the opinion in William Barton's letter may struggle with this homework. Consider pulling these students together for a guided practice finding one statement that supports the opinion prior to sending this task home for homework.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Entrance Ticket

Describe what Mary Barton's opinion is of William leaving to join the fighting.

How do you know that this is how she feels? What evidence in the text shows that this is Mary Barton's opinion?



Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Exploring Opinions as Readers and Writers

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience, or a combination of all three



Sentence Strips: Is This an Opinion?

Teacher Directions:

- Make enough copies for each student to have an A or B strip (i.e., for 25 students, make five copies of the strips below).
- Cut strips apart so that students have either an A or B strip.
- Students will have to find a partner with a statement that is similar to theirs to compare and decide which is most likely an opinion.

A. Recess is an important part of the school day.

B. We have recess every day at our school.

A. Winter is cold in the north.

B. Winter is the worst season.

A. Everyone should play a sport.

B. In our school, some students play basketball.

A. Students will be better readers if they go to school in the summer.

B. Some schools have summer sessions.

A. I think Anna is the fastest runner in our class.

B. Anna won the race.





William Barton's Opinion Letter

January 1777

Dear Father,

I arrived safely at the Patriot camp yesterday evening. It is certainly not like living in our warm, comfortable home, but the excitement in the air is keeping us all warm. I can feel a fire burning in my heart as I prepare for the day's training. It is with great joy that I join this regiment, so determined for the cause of freedom. Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain.

You say that we are British subjects, but we are not treated like we are part of Great Britain. We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions. The King sends his own governors to rule us and we have no representatives in the British Parliament. British soldiers watch our every move, and have even killed innocent people. The British soldiers sent here threaten, not protect, us. There is no choice but to fight for our freedom! General Washington is a great leader, and I know he will lead our army to victory.

I truly am sorry for the worry I have caused you and Mother. I will do my best to send regular letters so that your fear and worry may not last long. As long as I am well, you will hear word from me. I believe I am doing what is right—I hope you can respect that and find a way to be proud of your son. I know this cause is one worth fighting—and perhaps dying—for.

Fondly,

William Barton



Exit Ticket

Directions: Choose one of the quotes from our mentor text broadside below. Highlight words that express *opinion* in that excerpt:

“... gloriously fighting in the cause of liberty and country”

OR

“All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy.”

What is this author’s opinion about the American Revolution?



EXPEDITIONARY
LEARNING

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

Reading Opinion Pieces, Part II: How Authors Support Their Opinions with Reasons and Evidence



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a gist statement about an opinion piece.• I can determine an author's opinion in an opinion piece.• I can explain how authors support their opinions with reasons and evidence.	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart• Reading and Analyzing an Opinion Piece graphic organizer• Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework: Mix and Mingle (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing William Barton's Opinion Letter: Recording the Gist and Opinion (5 minutes)B. Rereading the Text to Determine Reasons and Evidence (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework: Reading Another Opinion Piece for the Gist (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread Robert Barton's opinion letter and answer Questions 1 and 2 in your graphic organizer.	<ul style="list-style-type: none">• In this lesson students continue to learn how authors articulate and support their opinions in writing by analyzing the opinion letter they read in Lesson 1, which is written from the perspective of the main character, William Barton, from the play <i>Divided Loyalties</i> (read in Unit 2). In this lesson they will focus on how the character supports his opinion with reasons and evidence.• Then for homework and to prepare for the next lesson, students read another opinion letter, this time written from the perspective of Robert Barton, William's father in <i>Divided Loyalties</i>. They will continue to define the characteristics of opinion writing through both of these letters and add to the Exploring Opinions as Readers and Writers anchor chart (begun in Lesson 1) through over the next several lessons.• In advance:<ul style="list-style-type: none">– Determine partnerships for Work Times A and B.– Review students' exit tickets from Lesson 1 to determine whether or not to spend more instructional time during Work Time A. Based on the needs of your students, consider doing a "think-aloud" about determining the author's opinion in the introductory paragraph of the text.– Post: Learning targets.



Lesson Vocabulary	Materials
opinions, reasons, evidence	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart (begun in Lesson 1)• Exploring Opinions as Readers and Writers anchor chart (added to in this lesson; for teacher reference; see supporting materials)• William Barton's opinion letter (from Lesson 1)• Exit ticket (from Lesson 1; one to display)• Document camera• Reading and Analyzing an Opinion Piece graphic organizer (two per student; one to use in class and a second blank copy for homework)• Writing folder (one per student to organize texts, graphic organizers, and writing materials)• Robert Barton's opinion letter (one per student, for homework)



Opening	Meeting Students' Needs
<p>A. Sharing Homework: Mix and Mingle (5 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart. Have students take out William Barton's opinion letter from their homework from the night before.• Explain to students that in this mix and mingle they will share the reasons they found in the letter to support William's opinion.• Give students a few minutes to mingle and share with one or two peers. Gather students back to sit whole group. Ask:<ul style="list-style-type: none">* "Were the reasons you recorded the same as or different from those of your classmates?"* "How did you identify the statement you underlined as reason?"• Cold call a few students to share what they underlined. Discuss with the class and clarify misunderstandings as necessary.• Have students hold onto their texts; they will need them for the rest of this lesson.• On a document camera or written on the board, display the quotes from the exit ticket for Lesson 1.• Cold call a few students to point out the author's opinion of the American Revolution. Listen for students to say something like: "The author supports the Revolution," or "The author is a Patriot."• Clarify any confusion about the author's opinion and/or point out words in the excerpts that help the reader understand the author's opinion about the American Revolution.• Redistribute students' exit tickets and ask them to keep them in their writing folder as a resource for later research.	<ul style="list-style-type: none">• For students who need further support reading grade-level text or are in need of a visual, consider using a document camera when students are called to share their work with the whole group.• For students limited in their English language or oral skills, consider allowing them to do a quick sketch of what the learning target means to them before the Think-Pair-Share.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that yesterday they focused on defining and identifying opinions. Tell students that today they will examine examples of opinion writing more closely.• Post and read aloud the following learning targets:<ul style="list-style-type: none">* “I can write a gist statement about an opinion piece.”* “I can determine an author’s opinion in an opinion piece.”• Students should notice that these targets are the same targets as they worked with in Lesson 1. They give you a quick thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of these targets. Clarify if necessary.• Post and read the third learning target:<ul style="list-style-type: none">* “I can explain how authors support their opinions with reasons and evidence.”• Ask students to Think-Pair-Share on important words they notice in the target and what the target means to them.• Ask a few pairs to share their thinking. Be sure to point out the following words: <i>opinions</i>, <i>reasons</i>, and <i>evidence</i>.• Remind students that yesterday they defined what an <i>opinion</i> is and how to determine one when they are reading. Explain that today they will focus on the reasons authors give for their opinions, or why they believe what they believe.• Explain that they will also examine how authors use evidence (facts, observations, or details) to support their reasoning. Let students know that they will be rereading William Barton’s opinion letter to analyze how authors do this.	



Work Time	Meeting Students' Needs
<p>A. Reviewing William Barton's Opinion Letter: Recording the Gist and Opinion (5 minutes)</p> <ul style="list-style-type: none">• Place students with a partner for review, rereading, and discussion of this text. They will remain working with this partner for most of the lesson.• Next, distribute the Reading and Analyzing an Opinion Piece graphic organizer. Make sure students still have their William Barton opinion letters. On the graphic organizer, have students record their names and title of the opinion piece. Display the graphic organizer using a document camera. Point out Question 1 on the graphic organizer:<ul style="list-style-type: none">* "What is the topic? What is the gist of this opinion piece?"• Ask a few volunteers to share the gist statement they wrote on the bottom of their text in Lesson 1. If necessary, clarify the gist with the class. Tell students that in a moment they will record their gist again on the graphic organizer.• Point out Question 2 on the graphic organizer:<ul style="list-style-type: none">* "What is the author's opinion on this topic (WHAT the author believes)?"• Remind students that yesterday they identified the author's opinion in the introductory paragraph and underlined it. Display the text and zoom in on the first paragraph.• Ask students to turn to their partner and share which sentence in the first paragraph of the letter states William's opinion on the American Revolution. Remind them to refer to the Characteristics of Opinions listed on the anchor chart as they share.• Cold call a pair to share their response. Students should identify the last sentence in the first paragraph as William's stated opinion: "Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain."• Help students notice that there could be a different/opposing point of view on the issue of the American Revolution.• Once students are clear on the gist and William's opinion, ask them to record their responses for both Questions 1 and 2 of the graphic organizer. Model this as necessary using a document camera and a copy of the graphic organizer.	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading the Text to Determine Reasons and Evidence (35 minutes)</p> <ul style="list-style-type: none">• Refer to the Exploring Opinions as Readers and Writers anchor chart. Remind students that in informational writing, authors use reasons and evidence to support a point about a topic. Point out to students that this is true for opinion writing as well; authors often use reasons and evidence to support a point they want to make, which is their opinion on a topic.• Explain that a <i>reason</i> is an explanation for why an author thinks something is true. It is why someone believes what he or she believes. Add the following to the Exploring Opinions as Readers and Writers anchor chart:<ul style="list-style-type: none">– “Authors support their <i>opinions</i> (WHAT they believe) with <i>reasons</i> (WHY they believe).”• Point out Question 3 in the graphic organizer:<ul style="list-style-type: none">* “What are the reasons and evidence the author uses to support this opinion?”• Put a box around the word <i>reasons</i>.• Ask students to take about 5 minutes to complete the following with their partners:<ol style="list-style-type: none">1. Reread the second paragraph of the letter.2. Find a sentence that you think is the author’s reason.3. Be prepared to share your sentence and why you think it is the reason. (Use details in the text to support your thinking.)• After about 5 minutes, cold call pairs to share the sentence they identified and why they identified it as the reason. Listen for students to identify the first sentence of the paragraph: “You say that we are British subjects, but we are not treated like we are part of Great Britain.” Ask students to write the sentence as the first reason on their graphic organizer.• Next, reread Question 3 on the graphic organizer. Ask students to focus on the word <i>evidence</i>. Remind them that this word means facts or details listed in the text that support the reason stated. Tell students that <i>evidence</i> is HOW authors support their reasons with facts and details.• Model with a think-aloud something like the following:<ul style="list-style-type: none">– “So, if the reason stated is that the colonists were not treated like they were part of Great Britain, then I should find some details or facts that support this reason in the paragraph.”	<ul style="list-style-type: none">• During guided practice, determine which, if any, students should be pulled into a small group supported by the teacher during the partner work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– Read the second paragraph aloud to students and point out the sentences: “We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions.”– Explain that these sentences are facts that support the author’s reason. Let them know that it is likely that some facts have been researched by the author, but others will be common knowledge.– On your graphic organizer, model writing this evidence under the recorded reason. Ask students to record the evidence on their own graphic organizers.• Ask students to work with their partners to reread this paragraph and find another sentence that contains evidence that supports the author’s reason. After a minute or so, have pairs share their sentences.• Once students are ready to identify reasons and evidence with their partner, have them continue analyzing the second paragraph in the letter, recording their evidence in the bulleted section of the graphic organizer.• Give them 10 minutes to do this. Circulate and support partners as necessary or pull a small group to continue with another round of guided practice.• Have pairs group with another pair and share their reasons and evidence. Ask groups to discuss the following:<ul style="list-style-type: none">* “What information should we add about reasons and evidence to the Exploring Opinions as Readers and Writers anchor chart?”• Give groups 5 minutes to share and discuss. Circulate and note any groups that could be selected to share with the whole group about the discussion question. Also note any misconceptions that should be cleared up during the whole group debrief.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask one or two groups to share their evidence from the second paragraph. Listen for students to share the following evidence:<ul style="list-style-type: none">– The King sends his own governors to rule us and we have no representatives in the British Parliament.– British soldiers watch our every move, and have even killed innocent people.– The British soldiers sent here threaten, not protect, us.• Add the following to the anchor chart:<ul style="list-style-type: none">– Opinions are supported by:– <u>Reasons</u>: WHY an author has a particular opinion.– WITH– <u>Evidence</u>: HOW authors support their reasons with facts or details (based on research and/or observations).• Point out that the facts or details used by authors can be from research or observation. Add this note after the explanation of evidence.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework: Reading Another Opinion Piece for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Talk with students about how people share their opinion with others today. Examples editorials, blogs, Twitter, Facebook, etc. Tell students that during the American Revolution, people shared their opinions as well, but used other means to do so, such as broadsides. They will have a chance to learn more about broadsides in the next lesson.• Collect their Reading and Analyzing an Opinion Piece graphic organizers (about William Barton's letter) to help determine any instructional adjustments to the next lesson. Have students put the William Barton opinion letter into their writing folder.• Distribute the Robert Barton's opinion letter. Explain that the class will analyze this next opinion letter to help them explain how authors use reasons and evidence to support their opinions. Today you will read the text aloud to help them get the gist; tonight they will reread the letter and answer the questions on the graphic organizer.• Reassure them that it is okay if they do not fully understand the letter after you have read it aloud; they will be able to confirm their answers to the questions on the graphic organizer in class tomorrow.• Read the text aloud as students follow along in their own copies. Afterward, have them turn to a partner and discuss what they think the letter is mostly about.• Finally, distribute a second clean copy of the Reading and Analyzing an Opinion Piece graphic organizer to students for use in their homework.	<ul style="list-style-type: none">• For students who struggle to read grade-level texts, consider allowing them to have an adult at home read the text aloud to them. You can also provide support by adding text-dependent questions or excerpts from the text to their graphic organizer. For example, an additional scaffold for Question 2 on the graphic organizer could be the following: In the first paragraph, the author shares his opinion about the American Revolution. Based on the following sentences from the text, what is the author's opinion? "We are loyal citizens of Great Britain, and will remain so."
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Robert Barton's opinion letter and answer Questions 1 and 2 on your graphic organizer. <p><i>Note: Use students' first Reading and Analyzing an Opinion Piece graphic organizers (used with William Barton's opinion letter) to determine student progress toward the following learning target: "I can explain how authors support their opinions with reasons and evidence." Use this information to inform differentiation for Lesson 3</i></p>	



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

Supporting Materials



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Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Teacher Directions: This anchor chart was begun in Lesson 1. During Lesson 2, add the following:

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience or a combination of all three

Characteristics of Opinions:

- A way of thinking about something
- A belief
- A judgment; can be debated or argued
- A differing point of view could be stated

**Date:**

1. What is the topic? What is the gist of this opinion piece?

2. What is the author's opinion on this topic (WHAT the author believes)?

3. What are the reasons and evidence the author uses to support this opinion?

(List the reasons and their supporting evidence from the text: you may not need to use all the spaces below.)

Reason ("WHY" the author believes an opinion):



Reading and Analyzing an Opinion Piece Graphic Organizer

Evidence (facts, details, information):

Evidence:



Robert Barton's Opinion Letter

February 1777

Dear William,

I am glad to hear you arrived safely and are well. Please do keep me informed of your well-being. You will always be my son, so I care very much about how you are doing. Your mother, sister, brother, and I arrived safely in New York and are settling in as best we can. Leaving our home and the store was difficult, as you know, but we had to go to a place where our beliefs are respected. We are loyal citizens of Great Britain, and will remain so.

It does greatly disappoint me to hear you continue on with your rebel ideas. You forget that paying those taxes is our duty as subjects of the British crown. Great Britain protected us against France in the last war, and British soldiers continue to keep us safe. The Royal governors are good men, and serve us wisely. All of this costs money, and we must pay our fair share.

You cannot win this war, William. I know you are now part of their army, so it hurts me to say this, but the rebel Patriots will not be able to defeat the British army without a navy. Remember, speeches and pamphlets are fine, but soldiers win a war. Your group is a ragtag bunch. I do hope you are able to stay safe among them, William.

Please continue to write to let us know how you are. We worry every day that something has happened to you in battle. Despite our differing views about this war, we are still family and will never be enemies. We miss you and care about you.

Fondly,

Father



EXPEDITIONARY
LEARNING

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

Reading as Writers: Identifying Characteristics of Broadsides



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

I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

Supporting Learning Targets

- I can explain how authors support their opinions with reasons and evidence.
- I can identify the characteristics of a broadside.

Ongoing Assessment

- Reading and Analyzing an Opinion Piece graphic organizers (from Lesson 2 classwork and homework)
- What Do You See? graphic organizer
- Participation in creation of Characteristics of Broadside anchor chart



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. Reviewing Homework: Sharing the Gist, Opinion, Reasons, and Evidence (20 minutes) B. Discussing Opinion during the American Revolution (10 minutes) C. Exploring BroadSides: Gallery Walk (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief/BroadSides Anchor Chart (5 minutes) B. Preparing for the Mid-Unit 3 Assessment (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Review your study guide for the mid-unit assessment. 	<ul style="list-style-type: none"> • In this first half of this lesson, students continue to learn how authors articulate and support their opinions in writing by analyzing the opinion letter they read for Lesson 2 homework, from the perspective of the main character, Robert Barton, from the play <i>Divided Loyalties</i>. They again focus on how the character supports his opinion with reasons and evidence., and continue to define the characteristics of opinion writing through this letter and add to the Exploring Opinions as Readers and Writers anchor chart (begun in Lesson 1). • In the second half of the lesson, students are introduced to the concept of broadsides through a Gallery Walk to help them understand how broadsides were used to share opinions during the American Revolution. Students co-create a Characteristics of BroadSides anchor chart after examining real broadsides from the time period of the revolution. They will add to and refer to this anchor chart throughout the remainder of this unit as they create their own broadsides. • As with Lesson 2, adjust the pacing for Work Time B based on how much support your students need. • In advance: <ul style="list-style-type: none"> – Review students' Reading and Analyzing an Opinion Piece graphic organizers (from Lesson 2 classwork and homework) to determine if any students should be pulled into a small group supported by the teacher during Work Time B. – If you provided students with a copy of the Exploring Opinions and Reasons anchor chart in Lesson 2, encourage them to add to it (see example for teacher reference). – – Review Gallery Walk protocol (see Appendix). – Prepare the Gallery Walk of broadsides (see supporting materials) by making one large copy of each broadside to display. Also hang the descriptions and excerpts of each broadside next to them so students do not have to read the entire broadside, but can still get an idea about it during the Gallery Walk. – Prepare: Characteristics of BroadSides anchor chart (see supporting materials). – Review Concentric Circles protocol (see Appendix). – Post: Learning targets.



Lesson Vocabulary	Materials
opinions, reasons, evidence, characteristics, broadsides	<ul style="list-style-type: none">• Writing folders (from Lesson 2)• Document camera• Reading and Analyzing an Opinion Piece graphic organizer (from Lesson 2; one blank copy for teacher modeling)• Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 2)• Exploring Opinions as Readers and Writers anchor chart (for teacher reference; see supporting materials)• Lesson 1 exit ticket (one for display)• What Do You See? graphic organizer (one per student)• Broadside for the Gallery Walk, #1-8 (printed out on large paper for display)• Characteristics of Broadside anchor chart (new; co-created in Closing and Assessment A; see supporting materials)• Notebook paper

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Share the learning target: "I can identify the characteristics of a broadside" with students. Tell students that they will learn more about broadsides today.• Remind students of the learning target: "I can explain how authors support their opinions with reasons and evidence." Ask them to turn and share with a partner what opinion Robert Barton expressed in the letter they read for homework. Explain that, together, you will look more closely at the opinion, reasons and evidence in Robert Barton's letter.	



Work Time	Meeting Students' Needs
<p>A. Reviewing Homework: Sharing the Gist, Opinion, Reasons, and Evidence (20 minutes)</p> <ul style="list-style-type: none">• Distribute students' completed Reading and Analyzing an Opinion Piece graphic organizer for William Barton's opinion letter (from Lesson 2). Ask students to put this in their writing folder for safekeeping.• Ask students to get out their copy of Robert Barton's opinion letter and their Reading and Analyzing an Opinion Piece graphic organizer from last night's homework.• Have students share answers to Question 1 from their homework with a partner. Ask them to listen closely to their partner's answer, as they may be asked to share it with the rest of the class.• Ask for a few pairs to share their partner's answer. Listen for the following gist: "This letter is about what Robert Barton thinks about the American Revolution." Help students if they are struggling to generate this gist statement independently.• Using a document camera, display your Reading and Analyzing an Opinion Piece graphic organizer (blank copy for teacher modeling). Model for students: Based on the class' discussion, write a gist statement. Encourage students to add or revise their gist statements if necessary.• Display Robert Barton's opinion letter. Zoom in on the first paragraph. Ask partners to share their answers to Question 2 on their graphic organizers and find where in the first paragraph of the text a reader can find this opinion stated.• Ask a few pairs to share the opinion they recorded and point out where this opinion can be found in the text. Listen for the students to say that Robert's opinion is that: "They should stay loyal to Great Britain." They should point out the following sentences in the text: "We are loyal citizens of Great Britain, and will remain so."• Prompt students with the following question:<ul style="list-style-type: none">* "How did you determine the author's opinion?"• Encourage them to reference the text and Exploring Opinions as Readers and Writers anchor chart for characteristics of opinions.	<ul style="list-style-type: none">• Consider adding a think-aloud with more explicit modeling to further support students if they are having trouble getting the gist of this letter.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then add Robert Barton's opinion to Question 2 on your displayed Reading and Analyzing an Opinion Piece graphic organizer. Allow students to once again add to or revise their own graphic organizers (if necessary).• Ask partners to share their answers to Question 3 on their graphic organizers and point out the reasons/evidence they used in the text.• Ask a few pairs to share the reasons and evidence they recorded and point out where they found these in the text. Listen for the students to say something like: "You forget that paying those taxes is our duty as subjects of the British crown" and "Great Britain protected us against France in the last war, and British soldiers continue to keep us safe."• Let students know they will continue to work on the target: "I can explain how authors support their opinions with reasons and evidence" as they explore some broadsides today.	



Work Time (continued)	Meeting Students' Needs
<p>B. Discussing Opinion during the American Revolution (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk about the ways people can share their opinion in today's world. Listen for students to say things like: "Twitter," "Facebook," "newspaper editorials," "blogs," etc. • Now invite students to think about how people may have shared their opinion during the American Revolution when all of the things they listed did not yet exist. Give students a few seconds to just think. • Tell students that in the American colonies, printers had an important job. Their job was to use their printing press to create documents that could be used to educate, advertise, share new, and give someone's opinion. These documents were often posted in public spaces where people could read them. They often weren't able to print enough copies for everyone to have their own copy, so they printed fewer and posted them in places where many people could share them. Let students know that they'll experience something similar to this during today's Gallery Walk. There may be many students trying to read the same document at the same time, but it is a public document meant for many to read and share, just as the colonists experienced with broadsides printed and posted during the time period of the revolution. • Display and read aloud the first excerpt from the Lesson 1 exit ticket: "... gloriously fighting in the cause of liberty and country ..." • Remind students that they first read this excerpt on the Lesson 1 exit ticket and discussed it again in Lesson 2. • Ask students to turn and talk to a neighbor about this author's opinion of the American Revolution. After a few seconds, invite pairs to share out what they think and how they know. Listen for students to say something like: "This author thinks that the colonies should be free from the King. I know because the quote talks about liberty and it says that fighting is glorious." • Display and read aloud the second excerpt from the Lesson 1 exit ticket: "All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy." • Ask students to turn and talk to a neighbor about this author's opinion of the American Revolution. After a few seconds, invite pairs to share out what they think and how they know. Listen for students to say something like: "This author also thinks that the colonies should be free from the King. I know because the quote talks about Britain as the 'cruel enemy,'" or "This author thinks that all the colonies should work together to defeat the King and fight for freedom for America. I know because the quote says that the colonies are 'firm and unshaken' and that they are 'ready.'" 	<ul style="list-style-type: none"> • Determining which sentences or phrases from the text most clearly state the evidence or details used by the author can be difficult for students. If you find students struggling to pull this evidence out of the text, consider explicitly modeling with a think-aloud that allows students to understand the process of selectively choosing evidence or details to underline. • It is important that students be able to identify reasons and evidence independently so they can explain how it supports the author's opinion. Students will be asked to do this independently on the mid-unit assessment in Lesson 4. If you have students who are continuing to struggle with this, consider pulling them into a small group or having them work with a partner during this portion of the lesson.



Work Time (continued)	Meeting Students' Needs
<p>C. Exploring Broadside: Gallery Walk (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will investigate more broadsides on their own. Remind students about the Gallery Walk protocol, emphasizing the importance of silence as others look at and read the documents in the gallery.• Distribute copies of the What Do You See? graphic organizer. Remind students that they used this graphic organizer during the Gallery Walk in Unit 1 as well. Let students know that they will be focusing on filling in the Document and Observations columns while they are in the gallery today. Cold call one student to tell others what they will write about in each of these columns. Be sure to emphasize that observations are just what they see—not what they think. There will time for reflection after they look.• As you invite students to silently enter the gallery, let them know that they will see many examples of broadside for the Gallery Walk so that they can meet the target: “I can identify the characteristics of a broadside.”• Give students about 5-7 minutes to explore the gallery.• As students complete their observations, encourage them back to their workspace to fill in the Inferences, Knowledge, and Further Research columns on their own.• After all students have returned to their workspace, remind them about what to do in each column of the What Do You See? graphic organizer. Give students about 5-7 minutes to complete the graphic organizer.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief/BroadSides Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> Ask students to arrange themselves so they are ready for the Concentric Circles protocol. Ask each of the following questions and have students rotate partners for each question: <ul style="list-style-type: none"> * “Now that you’ve seen some more broadsides, what do you think broadsides were used for during the American Revolution?” * “What was one characteristic you saw in most of the broadsides you looked at today?” * “What was one opinion you saw expressed in the broadsides?” Gather students back together to add to the Characteristics of BroadSides anchor chart. Call on students to report what they learned today from the Gallery Walk and from their conversations during Concentric Circles. Complete the anchor chart together, listing characteristics of broadsides. 	<ul style="list-style-type: none"> To further support students in their analysis of opinion pieces, you may want to provide students with their own copy of the texts as well as displaying them on the document camera.
<p>B. Preparing for the Mid-Unit 3 Assessment (5 minutes)</p> <ul style="list-style-type: none"> Tell students that on the upcoming mid-unit assessment, they will demonstrate their progress toward the following learning target: <ul style="list-style-type: none"> – “I can explain how authors support their opinions with reasons and evidence.” Remind students that they now know what an opinion is, how to identify one in an author’s writing, and how authors support their opinions with reasons and evidence. Ask students to make a copy of the Exploring Opinions as Readers and Writers anchor chart on notebook paper to use as a study guide for their homework (see supporting materials for an example of a finished Exploring Opinions as Readers and Writers form). Tell them that for their assessment, they will read an opinion piece and identify the opinion as well as the author’s reasons and evidence used to support that opinion. Reassure students that there are no tricks with this assessment. They will be using the same process they have used over the past several days to closely read an opinion piece and answer questions. 	<ul style="list-style-type: none"> Consider providing a copy of this anchor chart for students as an alternative to copying it.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Review your study guide for the mid-unit assessment. 	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Teacher Directions: This anchor chart was added to in Lesson 2. At the start of this lesson (Lesson 3), the chart should contain the following:

Exploring Opinions as Readers and Writers

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience or a combination of all three

Characteristics of Opinions:

- A way of thinking about something
- A belief
- A judgment; can be debated or argued
- A differing point of view could be stated

Opinions are supported by:

Reasons: WHY an author has a particular opinion

WITH

Evidence: HOW authors support their reasons with facts or details (based on research and/or observations)



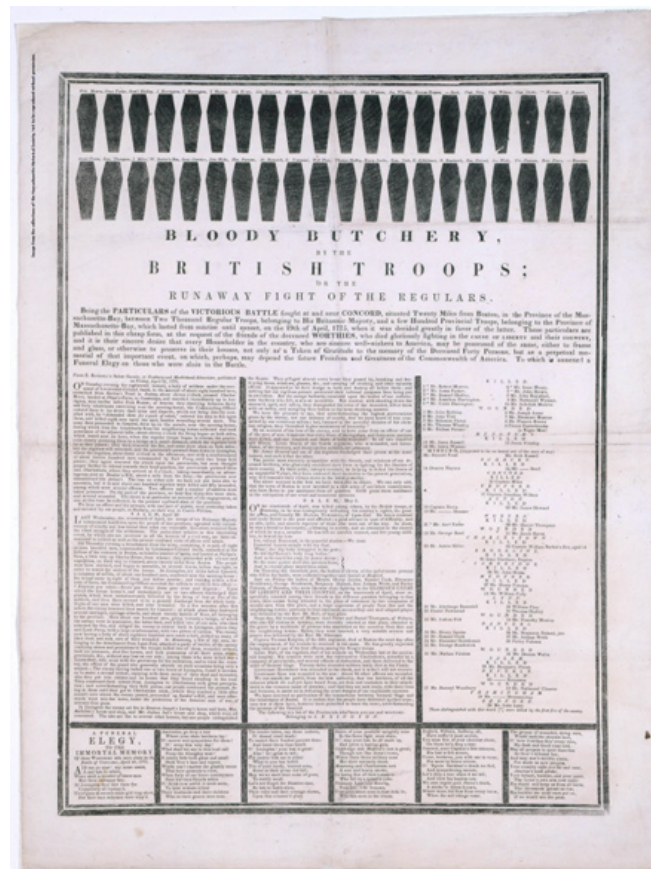
What Do You See? Graphic Organizer

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

**Broadsides for the Gallery Walk
#1**

In this broadside, the printer used the image of black coffins across the top to show how many men died in the Battle of Lexington and Concord. This broadside was sent throughout the 13 colonies to spread the word about what Patriots saw as the British Regulars' gruesome attack on the people of Lexington, Massachusetts.

Excerpts used from Lesson 1: "... gloriously fighting in the cause of liberty and country ..." or "All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy."



Library of Congress, Rare Book and Special Collections Division

To access the broadside, use the following link:

[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/0380090a/rbpe0380090a.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+0380090a\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/0380090a/rbpe0380090a.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+0380090a))&linkText=0)

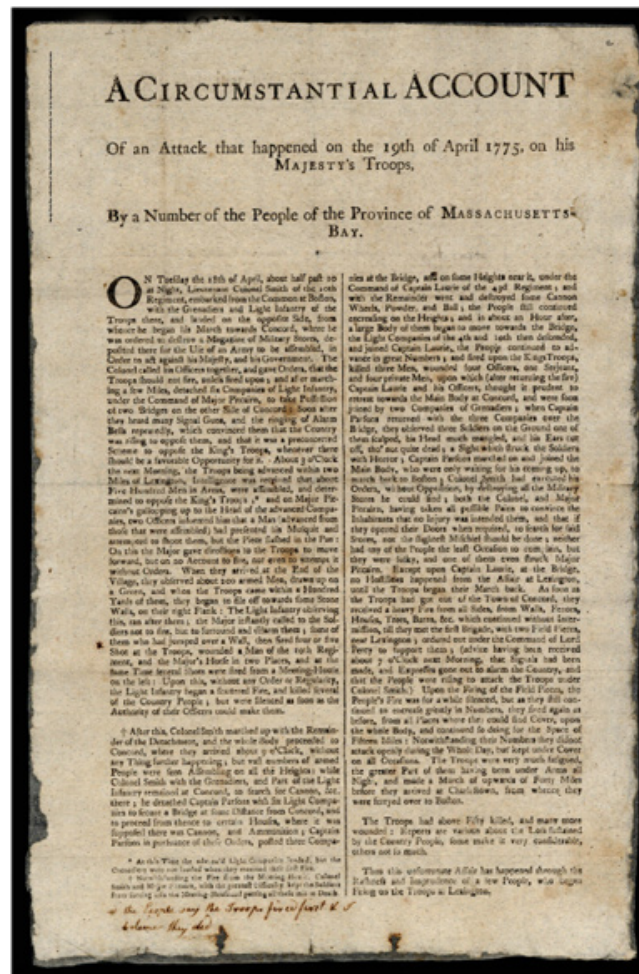


Broadside for the Gallery Walk

#2

This broadside describes the Battle of Lexington and Concord from the perspective of a British officer who felt the Patriot colonists started the fight.

Excerpts used in Lesson 2: "... this affair has happened through the rashness and imprudence of a few people, who began firing on the troops at Lexington" or "... it was a preconcerted scheme to oppose the King's troops, whenever there should be a favorable opportunity for it.... They heard many Signal Guns and the ringing of Alarm Bells, which convinced them the Country was rising against them."



Library of Congress, Rare Book and Special Collections Division

To access the broadside, use the following link:

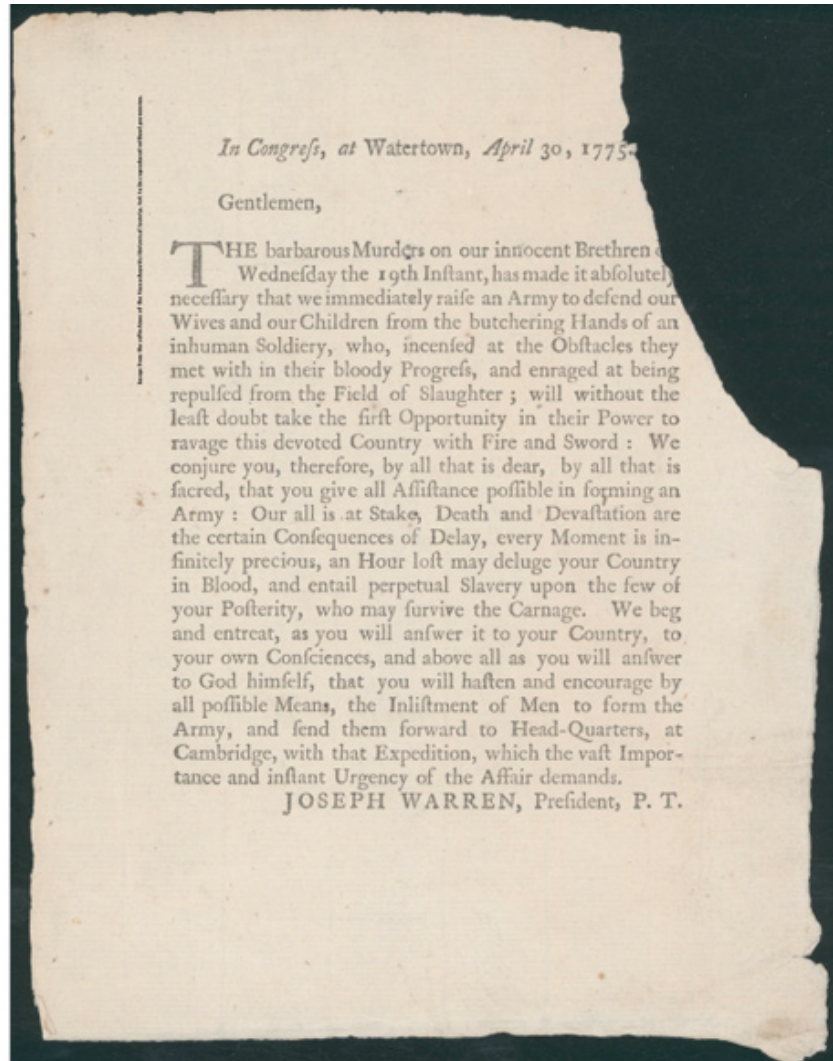
[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801100/rbpe03801100.db&recNum=0&itmLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+03801100\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801100/rbpe03801100.db&recNum=0&itmLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+03801100))&linkText=0)



Broadsides for the Gallery Walk

#3

This broadside is a plea for the Congress to officially put together an army to fight the British. The author, a well-known Patriot, is giving his opinion about what the colonists should do—protect themselves and fight for their liberty.



Library of Congress, Rare and Special Book Collection

To access the broadside, use the following link:

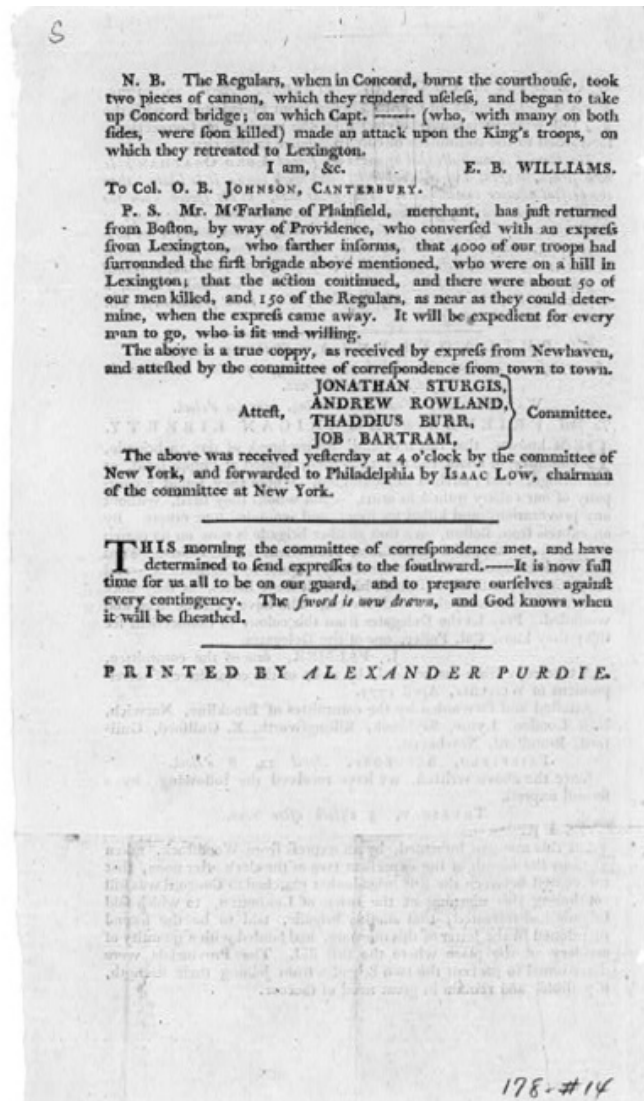
[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801200/rbpe03801200.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+03801200\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801200/rbpe03801200.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+03801200))&linkText=0)



Broadsides for the Gallery Walk

#4

This broadside is an example of how news was spread during the American Revolution. It tells what happened during the Battle of Lexington and Concord. However, it also shares an opinion. For example, at the end, it says, “The sword is now drawn and God knows when it will be sheathed.”



Library of Congress Prints and Photographs Division Washington, D.C. LC-USZ62-44847

To access the broadside, use the following link:

<http://www.loc.gov/pictures/resource/cph.3a45071/>



Broadsides for the Gallery Walk

#5

This is another broadside giving information about the events of the Battle of Lexington and Concord. The author's perspective is seen from this quote: "About 1200 of the regular troops (British) are now actually engaged in butchering and destroying our brethren in the most inhuman manner."



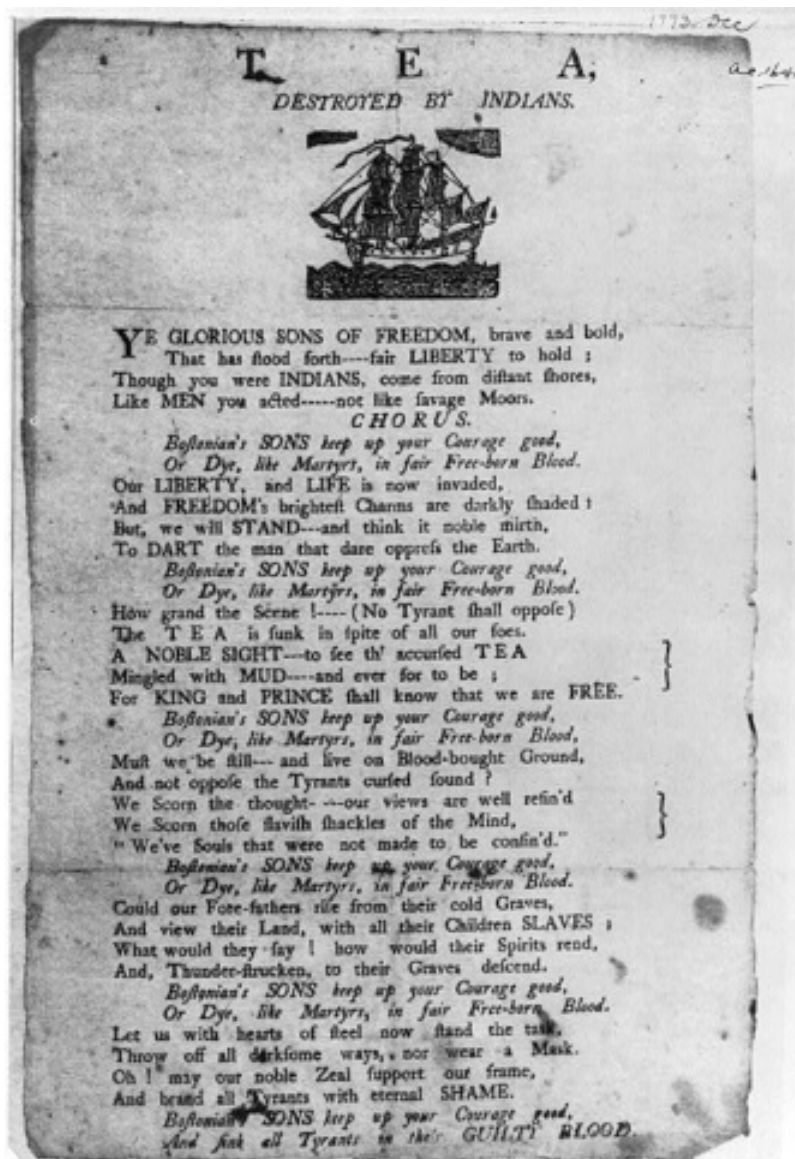
Library of Congress, Rare and Special Book Collection

To access the broadside, use the following link:

[http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+10800500\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe10/rbpe108/10800500/rbpe10800500.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+10800500))&linkText=0)



This broadside shows another way that colonists often shared their opinion about “current” events—in verse, or song. The author’s opinion is clear in these lines: “Our liberty, our life is now invaded, and Freedom’s brightest charms are darkly shaded ... Let us with hearts of steel now stand ...” We also see an example of how printers used engravings to include an image that may draw people’s attention.



Library of Congress Prints and Photographs Division Washington, D.C, LC-USZ62-53319

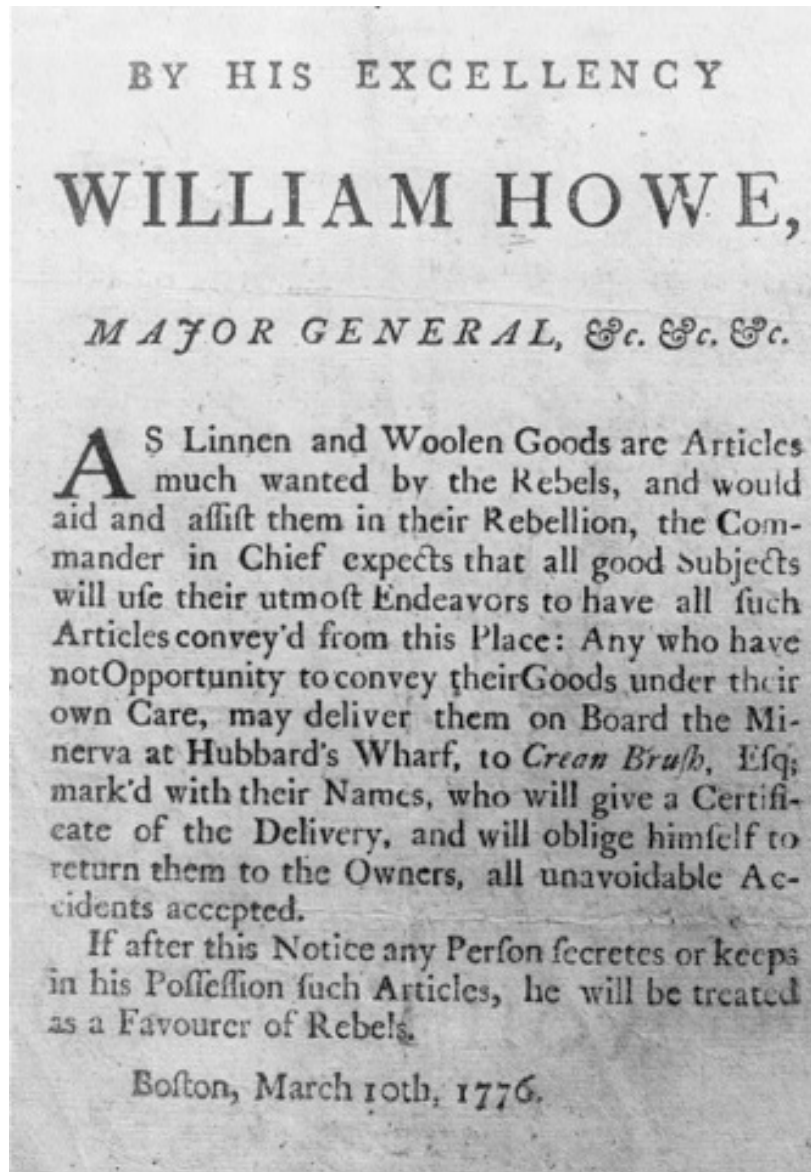
To access the broadside, use the following link:
<http://www.loc.gov/pictures/resource/cph.3b01290/>



Broadsides for the Gallery Walk

#7

This broadside was used as a warning to the Patriots. The Continental (Patriot) army had asked for warm clothes for the soldiers. This broadside tells all who read it that if they are found with linen or wool that may end up with the Patriot soldiers, they will be “treated as a favorer of the Rebels,” or, in other words, a traitor to the King.



Library of Congress Prints and Photographs Division Washington, D.C. LC-USZ62-53323

To access the broadside, use the following link:

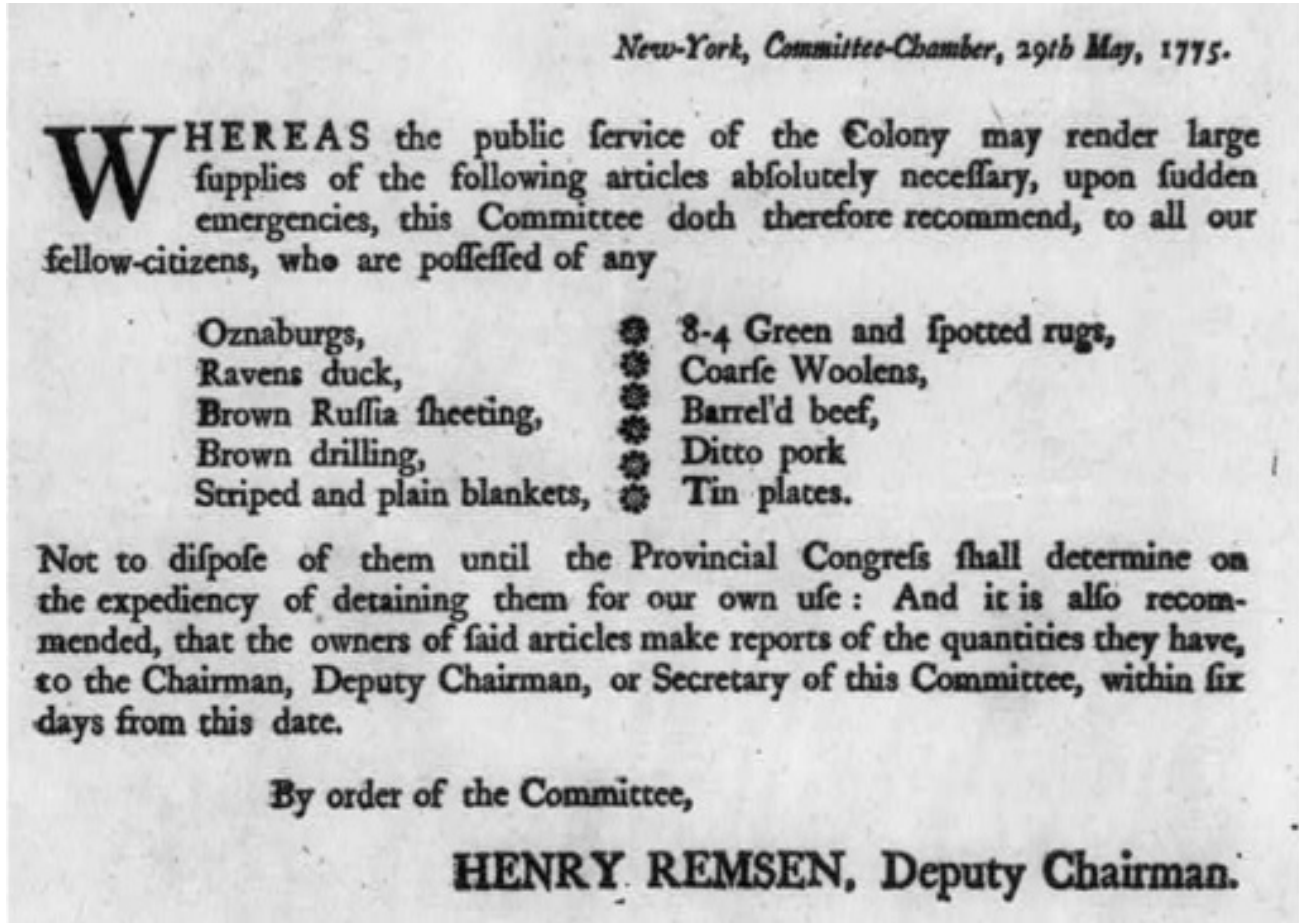
<http://www.loc.gov/pictures/resource/cph.3b01294/>



Broadsides for the Gallery Walk

#8

This broadside was posted as a list of supplies needed by the Continental (Patriot) Army. It tells people to donate to the soldiers who are fighting for freedom.



Library of Congress Prints and Photographs Division Washington, D.C LC-USZ62-77711

To access the broadside, use the following link:

<http://www.loc.gov/pictures/resource/cph.3b24838/>

Characteristics of Broad­sides Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Characteristics of Broad­sides

Broad­sides are ...

... posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause

Broad­sides ... *(note: the list generated with students during the Closing and Assessment may look something like the following:)*

- * Share an opinion on an event or topic
- * Give reasons and evidence to support the opinion
- * Try to convince the reader of something
- * Share details about news or an event
- * Have words in bold, italics, or all capital letters
- * Have large headlines
- * Have the introduction paragraph stand alone
- * Have columns
- * Have dates and location
- * Include “printed by ...” or “by ...”
- * Start with words like “gentlemen” or “sir”



EXPEDITIONARY
LEARNING

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

Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces



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

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9b)

Supporting Learning Targets

- I can explain how an author uses reasons and evidence to support an opinion.

Ongoing Assessment

- Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing the Learning Target (5 minutes)B. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking Progress and Discussing Guiding Questions (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• The mid-unit assessment gauges students' ability to read and analyze opinion writing (aligned with RI.4.8). Students read and answer questions about an opinion piece with a particular focus on author's craft. Note that for teachers to assess students' ability to read and analyze a text on their own, the opinion piece is about a new topic. Thus, students must base their answers on their understanding of the text itself, rather than on background knowledge the class built together about the American Revolution.• The text used for the assessment, a broadside written from the Quaker perspective, will be used as a mentor text through the remainder of the unit as students write their own broadsides. This version, the Quaker Broadside: final draft, will be used alongside a second version introduced in Lesson 8, the Quaker Broadside: first draft. The first draft of the broadside will be analyzed and compared to the final draft used in this lesson as students revise their own writing.• Consider students who need testing accommodations: extra time, separate location, scribe, etc.• In advance:<ul style="list-style-type: none">– Review: Back-Back, Face-to-Face protocol (see Appendix).– Post: Learning target.

Lesson Vocabulary	Materials
summarize, reasons, evidence, opinion, perspective, influence, respectful	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (one per student)• Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (answers, for teacher reference; see supporting materials)• Tracking My Progress, Mid-Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Post and read the following learning target:<ul style="list-style-type: none">* “I can explain how an author uses reasons and evidence to support an opinion.”• Tell students that today they will complete an assessment based on this learning target. They have been making progress toward this target for the past several days. Reassure students that for the assessment they will not be doing anything new.• Ask students to turn to a partner and describe what this target means to them and what they anticipate for the assessment. Have a few pairs share out.• Explain that they will be reading an opinion piece and answering questions that focus on this learning target. They will do a round of Back-to-Back, Face-to-Face to refresh their memories and activate prior knowledge about reading opinion pieces so they are ready for the assessment.	
<p>B. Practice Using Opinion Words and Discussing Guiding Questions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner and arrange themselves for the Back-to-Back, Face-to-Face protocol.• After all students are standing back-to-back with a partner, explain to students that the first few questions are not directly related to the assessment. Ask the first question: “What is your opinion of school uniforms?” Give students about 10 seconds to think about their answer.• Tell students to turn face-to-face with their partner and each take a turn answering the question.• After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: “What do you think the principal’s opinion of school uniforms is?” Give students about 10 seconds to think about their answer.• Tell students to turn face-to-face with their partner and each take a turn answering the question.• After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: “What do you think parents’ opinion of school uniforms is?” Give students about 10 seconds to think about their answer.• After about 30-60 seconds, ask the students to turn back-to-back again. Ask the next question: “How does a person’s perspective influence their opinion?” Give students about 10 seconds to think about their answer.• Tell students to turn face-to-face with their partner and each take a turn answering the question.• Remind students that the last question is one of the guiding questions for this module. Ask a few pairs to share out their answer to the last question.	<ul style="list-style-type: none">• If some students are not familiar with the issue of school uniforms, consider substituting a question more relevant to your school or class.• Consider providing copies of Questions for Back-to-Back, Face-to-Face (in supporting materials) to students who struggle with auditory processing.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces (35 minutes)</p> <ul style="list-style-type: none">• Ask students to move back to their seats to prepare for the assessment. Distribute the Mid-Unit 3 Assessment: Reading and Answering Questions about Opinion Pieces. Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment and clarify if needed.• Ask students to begin. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• Encourage students who finish early to continue with their independent reading.	<ul style="list-style-type: none">• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on New York State assessments.• 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 35 minutes allotted. Consider providing students time over multiple days if necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress and Discussing Guiding Questions (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 3 recording form.• Ask students to take some time to reflect on their conversations during Back-to-Back, Face-to-Face and their experience with the assessment, then to fill out the tracking sheet.• Collect the Tracking My Progress sheets for additional assessment information on the learning target.• Ask students to return to their partner for one more round of the Back-to-Back, Face-to-Face.• After all students are standing back-to-back with a partner, remind them of the last question they discussed: “How does a person’s perspective influence their opinion?” Ask them to think about how they could discuss school uniforms with their principal and parents in a productive way. Give them 10 seconds just to think.• Ask the first question: “How can someone be respectful in sharing their opinion?” Give students 10 seconds to think about their answer.• Tell students to turn face-to-face with their partner and each take a turn answering the question.• Remind students that this question is another of the guiding questions for this module. Ask a few pairs to share out their answer to the last question.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Be sure that students hold onto the opinion pieces from the first half of this unit in their writing folders. They will continue to reference them as mentor texts as they learn how to write their own opinion pieces about the American Revolution.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

Name:

Date:

Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:

- Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Dec. 2013.
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
- http://www.portal.state.pa.us/portal/server.pt/community/history/20018/our_first_friends,_the_early_quakers/924490.
- Practicing Peace by Sylvia Whitman; Cobblestone, Nov-Dec 2008 v29 i9 p2(3).
- Quakers: The Religious Society of Friends; from <http://web.archive.org/web/20060828125831/religiousmovements.lib.virginia.edu/nrms/quak.html>.
- Rebellion: 1774–1775; from The National Humanities Center.
- <http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces

Assessing RI.4.1, RI.4.4, RI.4.8, and W.4.9b.

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

2. Which of the following statements best describes the author's opinion?

- a. You should fight in the Patriot army.
- b. You should fight in the British army.
- c. You should not fight in either army.

3. Which line from the text best supports the answer to Question 2 above?

- a. "As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists."
- b. "It is important, however, to stay uninvolved."
- c. "Another of our beliefs is nonviolence."
- d. "We know it means you may be fined, put into prison, or called Loyalists and traitors."

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

4. Read the line from the text and answer the question that follows:

“If we choose to fight, we are not valuing the side we fight against as equals.”

How does this reason support the author’s opinion?

- a. It explains what will happen to the Quakers if they do not join the Patriot army.
 - b. It explains one of the Quaker beliefs.
 - c. It explains the Quaker view on taxes.
 - d. It explains why Quakers came to the colonies.
5. Another reason the author uses to support his/her opinion about being involved in the American Revolution is: “Another of our beliefs is nonviolence.” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces

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

“... and declare our loyalty....”?

- a. ignore
 - b. announce
 - c. hide
 - d. reject
7. Which line from the text helps you to infer the meaning of the word *oaths*?
- a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...”
 - b. “... with threats of fines or prison if we do not.”
 - c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
 - d. “It goes against everything we believe in.”

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

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Sources:

- Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Dec. 2013.
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
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- Rebellion: 1774–1775; from The National Humanities Center.
- <http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

Possible answer: This broadside is from the Quaker perspective and is trying to convince people to stay uninvolved in the American Revolution.

2. Which of the following statements best describes the author's opinion?
- a. You should fight in the Patriot army.
 - b. You should fight in the British army.
 - c. **You should not fight in either army.**
3. Which line from the text best supports the answer to Question 2 above?
- a. "As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists."
 - b. **"It is important, however, to stay uninvolved."**
 - c. "Another of our beliefs is nonviolence."
 - d. "We know it means you may be fined, put into prison, or called Loyalists and traitors."

4. Read the line from the text and answer the question that follows:

"If we choose to fight, we are not valuing the side we fight against as equals."

How does this reason support the author's opinion?

- a. It explains what will happen to the Quakers if they do not join the Patriot army.
- b. **It explains one of the Quaker beliefs.**
- c. It explains the Quaker view on taxes.
- d. It explains why Quakers came to the colonies.

Mid-Unit 3 Assessment:

Reading and Answering Questions about Opinion Pieces
(Answers, for Teacher Reference)

5. Another reason the author uses to support his/her opinion about being involved in the American Revolution is: “Another of our beliefs is nonviolence.” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Possible answer: The broadside says that fighting in either army would mean hurting or killing others. I think this supports the author’s reason that staying uninvolved in the war goes with their belief in nonviolence, because killing or hurting others is violent.

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

“... and declare our loyalty....”?

- a. ignore
 - b. announce**
 - c. hide
 - d. reject
7. Which line from the text helps you to infer the meaning of the word *oaths*?
- a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...”**
 - b. “... with threats of fines or prison if we do not.”
 - c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
 - d. “It goes against everything we believe in.”



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning target: I can explain how an author uses reasons and evidence to support particular an opinion.

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:



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

Preparing to Write: Identifying Characteristics of Broad­sides and Determining Reasons to Support Our Opinions about the American Revolution



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

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
- I can recall information that is important to a topic. (W.4.8)
- I can sort my notes into categories. (W.4.8)
- I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can identify the characteristics of a broadside.
- I can give reasons for my opinion on the American Revolution based on historical texts and my notes.

Ongoing Assessment

- Reasons/Evidence graphic organizer (students' copies)



Identifying Characteristics of Broadside and Determining Reasons to Support
Our Opinions about the American Revolution

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. Determining Reasons That Support Opinions: Guided Practice (15 minutes)B. Determining Reasons That Support Opinions: Independent Practice (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this half of the unit, students reread the Quaker broadside from the Mid Unit 3 Assessment and analyze this opinion piece as a model to guide the writing of their own broadsides. They read two versions of this model: a first draft and a final copy. The final copy is the actual authentic broadside students read as part of the Mid Unit 3 Assessment. Here in Lesson 5, they reread this authentic final copy of a broadside to determine how the reasons are grouped with evidence to support the opinion. In later lessons, students will read a “first draft” of the broadside (created by Expeditionary Learning for instructional purposes), and compare this draft with the actual final broadside, in order to determine how the broadside was revised and improved. Comparing a draft and final version will inform students’ revisions of their own broadsides.• In the opening of this lesson, students are introduced to the performance task prompt. In advance, review the separate performance task document on EngageNY.org (as part of the module level documents), in order to fully envision the task students are heading toward.• Before this lesson, pair students with a writing partner. They will work with this partner in a series of critique and feedback sessions to help revise their writing. Consider strategic partnerships where students writing and research skills are complementary to one another (ex. a student who enjoy adding creative details and voice to his or her writing, with one who is organized and able to draw on their research when writing).• In advance:<ul style="list-style-type: none">– Display the module guiding questions.– Review: Fist to Five Checking for Understanding technique (see Appendix).– Review: Whip Around/Go ‘Round in Checking for Understanding techniques (see Appendix).– Post: Learning targets.



Identifying Characteristics of Broadside and Determining Reasons to Support
Our Opinions about the American Revolution

Lesson Vocabulary	Materials
characteristics, broadsides, evidence, historical, opinion; valor, skillful	<ul style="list-style-type: none">• American Revolution Broadside rubric (one for display)• Document camera• Characteristics of Broadside anchor chart (from Lesson 3; for teacher reference; see supporting materials)• Quaker broadside: final copy (one new copy per student and one for display; see Teaching Notes)• Reasons/Evidence graphic organizer (two blank copies per student and one for display)• Equity sticks• Reasons/Evidence graphic organizer: Quaker broadside (completed, for teacher reference)• Reasons/Evidence graphic organizer: Patriot perspective (completed, for teacher reference)• “Be a Patriot because ...” anchor chart (from Unit 1, Lesson 3)• Notes and texts from Unit 1 (students’ copies)<ul style="list-style-type: none">– “Revolutionary War” and What Happened and Why graphic organizer (from Unit 1, Lesson 1)– “Incomplete Revolution” and Main Idea graphic organizer (from Unit 1, Lesson 7)– “Thomas Jefferson and the Declaration of Independence” and Close Reading note-catcher (from Unit 1, Lesson 9)• Writing folders (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that now that they have closely read and analyzed some opinion pieces, they are ready to start writing their own broadside about the American Revolution. Display the top half of page 1 of the American Revolution Broadside rubric using the document camera. Review the Performance Task Prompt with students:<ul style="list-style-type: none">* After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.• Post and read aloud the main long-term learning target for the performance task:<ul style="list-style-type: none">* “I can write a broadside stating my opinion on the American Revolution from a Patriot perspective.”• Explain that today’s learning targets will help students make progress toward this bigger target of their performance task. Post and read the day’s learning targets:<ul style="list-style-type: none">* “I can identify the characteristics of a broadside.”* “I can create reasons for my opinion on the American Revolution based on historical text and my notes.”• Address the targets by reviewing (one at a time) the words <i>characteristics</i>, <i>broadside</i>, <i>historical</i>, and <i>opinion</i>. Have students discuss the meaning of each target with a partner. Invite pairs to share out their thinking. Clarify the targets as necessary.	<ul style="list-style-type: none">• Help students to connect their analysis of broadsides (RI.4.8) to the performance task (W.4.1). While these standards are taught explicitly, they act to support students in reading like writers and writing like readers.• Asking students to review classroom expectations and make suggestions for improvement helps them to monitor their behavior. Students who struggle with group work may benefit from writing individualized goals and sharing them with their teacher and perhaps a trusted peer.



Work Time	Meeting Students' Needs
<p>A. Determining Reasons That Support Opinions: Guided Practice (15 minutes)</p> <ul style="list-style-type: none">• Let students know that over the next few lessons they will work together to analyze a model broadside that expresses the opinion of a Quaker during the American Revolution. Note that they will be looking more carefully at the same broadside they examined during the mid-unit assessment.• Take a minute to set the stage by describing the life of a Quaker in the American colonies during this time period. Say something like: "Try to imagine what it would be like to be a Quaker living in New York State in the 1770s. You came to the colonies from England because you were not allowed to practice your religion there. By now there are many people who are Quakers in the colonies, but many who are not. Quakers are peaceful and simple people. Now imagine that someone comes along and tells you that if you do not sign up to fight with the Patriots, you will be fined or jailed. What would you think? What might you do?"• Have students turn and talk about their opinion of the American Revolution if their perspective were that of a Quaker living in the colonies. Remind students to think about the guiding questions as they discuss (Why should we respect the opinions of others? How did a person's perspective help them to form an opinion about the American Revolution?).• Invite a few pairs to share what they think the opinion of a Quaker would be.• Let students know that for the model broadside, they will be analyzing the perspective of a Quaker who believes that you should not be involved with either army during the American Revolution.• Display a copy of the Quaker broadside on a document camera and distribute to students. Tell them to watch and listen as you find reasons and evidence for the opinion of one Quaker that one should not be involved in the American Revolution.• Zoom in on the first paragraph. Think aloud to find and underline the sentences that express the opinion.• Display and distribute a Reasons/Evidence graphic organizer to each student. Begin modeling by recording the opinion statement (see the Reasons/Evidence graphic organizer: Quaker broadside (completed, for teacher reference) in the supporting materials) onto the displayed graphic organizer.• Switch back to displaying the Quaker broadside: final copy. Continue reading aloud the second paragraph. Think aloud to find and underline the first reason that supports the opinion.• Switch back to the Reasons/Evidence graphic organizer and fill in the first reason box with something like: "One of our beliefs is to treat everyone equally."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Now tell students that you need to find some evidence that this reason is true. Invite students to reread the second paragraph of the Quaker broadside: final copy, looking for evidence that supports the reason that they should stay out of the war because they believe everyone should be treated equally.• After a few minutes, use equity sticks to call on students to share evidence. Listen for responses that identify evidence from the second paragraph.• Validate student responses and think aloud about the evidence that students identified to fill in the evidence boxes for Reason 1 on the Reasons/Evidence graphic organizer. (For example, "Yes 'everyone should be treated the same' is evidence for this reason. The text says 'each person is valued equally, so everyone should be treated the same' and that is what I will record on my graphic organizer as evidence.")• Repeat this process to identify reasons and evidence in the third and fourth paragraphs of the Quaker broadside, filling in the reasons and evidence boxes on the graphic organizer. Point out where students should record the source of the information (the Quaker broadside in this case) and explain that this column will be important when they begin to collect evidence for their own broadsides later in the lesson.• Have students fill in the evidence boxes for this reason on their own then collect their graphic organizers as a quick check for understanding on how students are able to identify evidence that supports reasons for an opinion. Use this information to determine which students may need more support in Work Time B or whether to continue Work Time B with additional modeling and guided practice.	



Work Time (continued)	Meeting Students' Needs
<p>B. Determining Reasons That Support Opinions: Independent Practice (35 minutes)</p> <ul style="list-style-type: none"> Place students with a partner. Tell students that it is now their turn to search for reasons that support their opinion for their broadside. Explain that they will all be supporting the Patriot perspective for their broadside. It will be their job to find reasons and evidence that support that. Distribute an another blank Reasons/Evidence graphic organizer to each student. Have the class write their opinion at the top of their graphic organizer. They should write something like: "Colonists should be Patriots." Explain to students that they just did this with the Quaker broadside. Tell students that their practice will go a little differently because they used just one text for the Quaker broadside, but will be using many texts from their research in Unit 1 for their broadside. On their graphic organizers, point out the "source" column and explain how this will look a bit different because they may gather evidence for one reason from two different texts. If necessary give an example using the Reasons/Evidence graphic organizer: Patriot perspective (for teacher reference; see supporting materials). Ask: <ul style="list-style-type: none"> * "What texts can you use to look for reasons that support your opinion?" Listen for students to name the "Be a Patriot because ..." anchor chart and texts read throughout the module. Give students 30 minutes to work with their partner to use the Be a Patriot anchor chart and their notes and texts from Unit 1 to find reasons that support that opinion and to fill in the evidence from the texts for those reasons. Circulate and support students in completing their individual Reasons/Evidence graphic organizer as needed. Prompt students by asking questions like: "Does that reason support the opinion that colonists should be Patriots?" 	<ul style="list-style-type: none"> Using students' Reasons/Evidence graphic organizers from Work Time A, determine whether they need additional support from you. If a significant portion of the class need support, consider modeling determining a reason from the Be a Patriot anchor chart and finding evidence in notes and texts from Unit 1, then continue the rest of Work Time B as guided practice. Another option is to pull a small invitational group and offer additional support for students who struggle with management of multiple materials or those who need support determining reasons and finding evidence in their notes and texts from Unit 1.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Go 'Round (5 minutes)</p> <ul style="list-style-type: none">• Call students together and invite them to think about one reason they wrote that supports the opinion that colonists should be Patriots.• Do a Whip-around/Go-'round, allowing each student to share one reason they found for colonists to be Patriots.• Take note of any students that have trouble with this as an informal assessment of the learning target: "I can create reasons for my opinion on the American Revolution based on historical texts and my notes."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



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

Supporting Materials



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American Revolution Broadside Rubric

After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.

Learning Target: I can write a broadside stating my opinion on the American Revolution from a Patriot perspective. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my broadside that states my opinion clearly. (W.4.1a)	My introduction clearly states my opinion.	My introduction somewhat clearly states my opinion.	My introduction does not clearly state my opinion.
I can use historically accurate reasons and evidence to support my opinion. (W.4.1b)	I include at least three historically accurate reasons to support my opinion.	I include two historically accurate reasons to support my opinion.	I include one historically accurate reason to support my opinion.
I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	I develop my reasons with at least three details from my research.	I develop my reasons with two details from my research.	I develop my reasons with one detail from my research.
Word Choice			
I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)	I use at least four words from my research to write precise, historically accurate explanations.	I use two or three words from my research to write precise, historically accurate explanations.	I use less than two words from my research to write precise, historically accurate explanations.



American Revolution Broadside Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can group together reasons with related evidence in my broadside. (W.4.1a, W.4.1c)	<p>I include at least three linking words to connect my opinion to my reasons.</p> <p>The reasons in my broadside are grouped with related evidence.</p>	<p>I include two linking words to connect my opinion to my reasons.</p> <p>Some of the reasons in my broadside are grouped with related evidence.</p>	<p>I include one linking word to connect my opinion to my reasons.</p> <p>The reasons in my broadside are not grouped with related evidence.</p>
I can develop a conclusion that summarizes my opinion. (W.4.1d)	My conclusion summarizes my opinion.	My conclusion somewhat summarizes my opinion.	My conclusion does not summarize my opinion.
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2a, L.4.2c, L.4.3b)	<p>I correctly use capitalization in my writing.</p> <p>My sentences are complete.</p> <p>I can choose correct punctuation for ending my sentences.</p>	I have some mistakes with my capitalization and punctuation or some incomplete sentences.	I have many mistakes with my capitalization and punctuation or many incomplete sentences.
I can spell grade-appropriate words correctly. (L.4.2d)	I have no misspelled words in my writing and use references when I need to.	I have misspelled some words.	I have many misspelled words.

Characteristics of Broadside Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following at the top of a piece of chart paper:

Characteristics of Broadside

Broadside are ...

... posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause

Broadside ... *(note: the list generated with students during the Closing and Assessment may look something like the following:)*

- * Share an opinion on an event or topic
- * Give reasons and evidence to support the opinion
- * Try to convince the reader of something
- * Share details about news or an event
- * Have words in bold, italics, or all capital letters
- * Have large headlines
- * Have the introduction paragraph stand alone
- * Have columns
- * Have dates and location
- * Include “printed by ...” or “by ...”
- * Start with words like “gentlemen” or “sir”

Quaker Broadside: Final Copy

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!

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Written by Expeditionary Learning for instructional purposes

Sources:

Nolt, Cynthia L., and Donald B. Kraybill. "Quakers." *The New Book of Knowledge*. Grolier Online, 2013. Web. 11 Dec. 2013.

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Rebellion: 1774–1775; from The National Humanities Center.

<http://nationalhumanitiescenter.org/pds/makingrev/rebellion/text5/text5read.htm>.



Reasons/Evidence Graphic Organizer

Opinion _____

Reason 1:	
Evidence:	Source:
Reason 2:	
Evidence:	Source:
Reason 3:	
Evidence:	Source:



Reasons/Evidence Graphic Organizer: Quaker Broadside
(Completed, For Teacher Reference)

Opinion: Colonists should stay uninvolved in the American Revolution because it goes against our beliefs.

Reason 1:	
One of our beliefs is to treat everyone equally.	
Evidence:	Source:
each person is valued equally, so everyone should be treated the same	Quaker broadside
they believed in simple worship, honesty, and equality	Quaker broadside
Reason 2:	
One of our beliefs is nonviolence.	
Evidence:	Source:
paying taxes that go toward the military is the same as supporting the army, which goes against our beliefs	Quaker broadside
refused to join the Patriot army or support/contribute to the war—we oppose violence, and fighting for either side will mean having to hurt or kill others	Quaker broadside
Reason 3:	
One of our beliefs is to not take any oaths.	
Evidence:	Source:
believed oaths were forbidden by the Bible—thought if you always told the truth, swearing to do so wasn't necessary	Quaker broadside
refuse to take any oaths of allegiance, even if it leads to being fined, put into prison, or condemned as Loyalists and traitors	Quaker broadside



Reasons/Evidence Graphic Organizer: Patriot Perspective
(Completed, For Teacher Reference)

Opinion: Colonists should be Patriots.

Reason 1:	
The British soldiers are attacking the colonists and we need to fight back.	
Evidence:	Source:
Boston Massacre	"Incomplete Revolution"
Battle at Lexington	"Revolutionary War"
Reason 2:	
The British have taken away the colonists' personal property and liberty.	
Evidence:	Source:
Boston Harbor has been closed	"Revolutionary War"
Taxes on tea, paper, etc.	"Revolutionary War"
Reason 3:	
Colonists should be able to govern themselves.	
Evidence:	Source:
"All men are created equal" and have the right to "life, liberty, and the pursuit of happiness"	"Thomas Jefferson and the Declaration of Independence"
The colonies are used to running their own affairs	"Revolutionary War"



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

Planning to Write Broadsides: Grouping Reasons with Evidence That Supports My Opinion



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can recall information that is important to a topic. (W.4.8)</p> <p>I can sort my notes into categories. (W.4.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use historically accurate reasons and evidence to support my opinion about the American Revolution.• I can group together reasons with related evidence in my broadside.	<ul style="list-style-type: none">• American Revolution Broadside graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Anticipating the Learning Targets on the Rubric/Reviewing Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Planning a Broadside: Guided Practice with the Quaker Broadside (20 minutes)B. Planning a Broadside: Independent Practice (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. American Revolution Broadside Rubric: Adding Criteria for Success (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This portion of the unit begins the writing process for the performance task located in Lesson 13. Be sure students have a system for organizing their writing resources (research folder from Unit 1 and Unit 1 texts), graphic organizers, and drafts.• In this lesson students refer to many anchor charts during the Opening and Work Time. In advance, read through the lesson to visualize how various charts are used, and organize accordingly.• Prepare a larger version of American Revolution Broadside rubric on chart paper. You will add criteria for success toward the performance task on this chart.• Co-constructing the rubric based on the learning targets outlined from the standards allows students to clearly picture what meeting these targets will look like as they write their broadsides. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, but it supports struggling learners the most.• Students continue to work with their writing partner in this lesson and the lessons that follow.• In advance:<ul style="list-style-type: none">– Review: Mix and Mingle in Checking for Understanding techniques (see Appendix).– Post: Learning targets, Exploring Opinions as Readers and Writers anchor chart, and Characteristics of Broadside anchor chart.



Lesson Vocabulary	Materials
historically accurate, reasons, evidence	<ul style="list-style-type: none">• Document camera• American Revolution Broadside rubric (from Lesson 5; one per student and one enlarged to display as an anchor chart)• Exploring Opinions as Readers and Writers anchor chart (from Lesson 1)• Characteristics of Broadside anchor chart (from Lesson 3)• American Revolution Broadside rubric chart (new; co-created during Opening A)• American Revolution Broadside graphic organizer: Quaker model (completed, for teacher reference)• Sticky notes (one per student)• Quaker Broadside: final copy (from Lesson 5)• Research folders (from Unit 1, Lesson 1)• Reasons/Evidence graphic organizer: Quaker broadside (from Lesson 5; one for display)• Notes and texts from Unit 1 (students' copies)<ul style="list-style-type: none">– “Revolutionary War” and What Happened and Why graphic organizer (from Unit 1, Lesson 1)– “Incomplete Revolution” and Main Idea graphic organizer (from Unit 1, Lesson 7)– “Thomas Jefferson and the Declaration of Independence” and Close Reading note-catcher (from Unit 1, Lesson 9)• “Be a Patriot because ...” anchor chart (from Unit 1, Lesson 3)• American Revolution Broadside graphic organizer (one per student)• American Revolution Broadside graphic organizer (for teacher reference)• Writing folder (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Anticipating the Learning Targets on the Rubric/Reviewing Learning Targets (10minutes)</p> <ul style="list-style-type: none">Using a document camera, display the top half of the American Revolution Broadside rubric (from Lesson 5).Review the writing prompt and learning target with the class:<ul style="list-style-type: none">“After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.”Review the learning target on the rubric:<ul style="list-style-type: none">“I can write a broadside stating my opinion on the American Revolution.”Remind students that they have become experts on the American Revolution and over the past several days have learned a lot about how authors support their opinions with reasons and evidence. Refer to the posted Exploring Opinions as Readers and Writers anchor chart and Characteristics of Broadside anchor chart.Prompt students to mix and mingle on the following:<ul style="list-style-type: none">“Given what we know about opinions and broadsides, what would you expect to see for learning targets on the bottom half of this rubric?”Circulate and listen as the class discusses the prompt. Listen for them to say things such as: “I think one of the learning targets will be about writing an introduction that has the opinion about the American Revolution,” or “There will be a learning target about using evidence to support our reasons.”Ask students to return to their seats. Focus them on the American Revolution Broadside rubric chart. Tell students that you would like them to give you a thumbs-up if the target is something they expected as you read each aloud.Read the targets in the criteria for success table on the rubric one at a time.	<ul style="list-style-type: none">Co-constructing the rubric based on the learning targets allows students to clearly picture what meeting these targets will look like as they write their broadsides.When students give their thumbs up for learning targets they, notice which targets students anticipated and which may need more clarification in upcoming lessons.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that today they will focus on two of these targets. Point out the following learning targets under the Ideas and Organization sections on the chart:<ul style="list-style-type: none">* "I can use historically accurate reasons and evidence to support my opinion about the American Revolution."* "I can group together reasons with related evidence in my broadside."• Discuss the phrase <i>historically accurate</i>. Ask students to share with a partner what they think this phrase means. Cold call pairs to share. Listen for explanations like: "It means the information in our broadsides needs to be correct for the time period of the American Revolution," or "Our reasons and evidence must be based on our research." Clarify this target as necessary.• For the second target, ask students:<ul style="list-style-type: none">* "What do you think it means to 'group <i>reasons</i> with related <i>evidence</i>'?"• Have students turn and talk once again. Listen for explanations like: "It means our evidence has to match our reasons."• Tell students that today's lesson will help them clarify these targets further so they can add criteria for success to the rubric.	



Work Time	Meeting Students' Needs
<p>A. Planning a Broadside: Guided Practice with the Quaker Broadside (20 minutes)</p> <ul style="list-style-type: none">• Tell students that you would like their help analyzing the Quaker broadside. Use the characteristics outlined on the Characteristics of Broadside anchor chart to guide your analysis (see the American Revolution Broadside graphic organizer: Quaker model in the supporting materials as an example).• Before beginning your modeling, do the following:<ul style="list-style-type: none">– Distribute one sticky note to each student.– Invite students to get out their copy of the Quaker broadside: final copy.– Have students get out their research folders.– Place students with their writing partner from Lesson 5. Students will continue to work with their writing partner for critique and feedback throughout the unit.• Model as follows: Tell students that you, as teacher, have already identified the opinion shared in the broadside that: “We should stay uninvolved in the American Revolution because it goes against our beliefs.” Record this as a note in the Introduction box. Remind students that their broadsides will be about a different topic—they will justify their opinion of the American Revolution from the Patriot perspective.• Explain that you also know that the Quaker broadside gives readers some background information about the American Revolution and Quakers’ involvement.• Ask students to work with their partner to help you identify this in the broadside by doing the following:<ol style="list-style-type: none">1. Reread the first paragraph of the Quaker broadside.2. On a sticky note, jot down background information about the Quakers and their role in the American Revolution.• Give students a few minutes to look over their notes, discuss, and record with their partners.• Then ask pairs to share out their suggestions. Listen for students to suggest: “There is a lot of pressure to be involved in the war,” or “Both sides are pressuring us to take oaths and declare our loyalty.”	<ul style="list-style-type: none">• During the guided practice, be sure to note which students are struggling. This can help you determine with whom to confer during the independent practice (Work Time B).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that broadsides have headlines. Ask:<ul style="list-style-type: none">* “What is the headline for the Quaker broadside?”• Listen for students to say: “Violence Is Not the Answer!”• Ask:<ul style="list-style-type: none">* “What would be another strong headline for this broadside?”• Add suggestions to the Introduction box.• Thank students for their help. Then point to the posted American Revolution Broadside graphic organizer: Quaker model. Explain to the class that before the Quaker model was drafted, the author determined which reasons and evidence he wanted to include in the broadside.• Explain to students that they have already identified the reasons the author used in their broadside on the Reasons/Evidence graphic organizer: Quaker broadside in Lesson 5. Display that graphic organizer and invite students to compare it to the American Revolution Broadside graphic organizer: Quaker model.• Cold call a few students to share what they notice about the two organizers. They should notice that they have the same information, but that the American Revolution Broadside graphic organizer: Quaker model includes planning for the introduction and conclusion.• Help students think about how evidence must match up with a specific reason by providing a counterexample. Point out the sentence: “And, fighting in the army for either side will mean having to hurt or kill others.” Ask partners to discuss:<ul style="list-style-type: none">* “Could this sentence be used as evidence to support the reason that Quakers should stay uninvolved because they do not believe in taking oaths? Why or why not?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students discuss briefly, cold call a few more pairs to share their thinking. Explain that while this sentence might be good evidence for another reason (Quakers believe in nonviolence), it does not fit with this reason. It is important that they group reasons with evidence that is related (or supports them); otherwise their broadsides will not make sense to the reader.• Thank the students for their assistance. Tell them you will continue to analyze evidence related to the reasons and add notes for what the author included in the concluding statement. Quickly review what this statement should include (a summary of the author's opinion), then ask students for a thumbs-up if they feel ready to plan their own broadsides or thumbs-down if they need you to clarify how to use the graphic organizer.• Clarify as necessary or decide which students you will confer with during the independent practice based on this information.	
<p>B. Planning a Broadside: Independent Practice (20 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will plan their broadsides using their own graphic organizers. They will do this individually but should sit next to their partner so they can support each other as needed. Be sure students have their texts and research folders for gathering evidence.• Remind students that they can refer to their Notes and texts from Unit 1 and the “Be a Patriot because ...” anchor chart as they gather evidence.• Distribute an American Revolution Broadside graphic organizer to each student. Circulate and support as needed. As students finish planning, have them put their materials away in their writing folder.	<ul style="list-style-type: none">• Students will be using their Unit 1 research folders and Units 1 and 2 texts to select evidence. If some students struggle in managing these materials, consider marking the sections of the text and their research folders where they should focus to gather evidence. This can be done ahead of time or as needed when you confer.



Closing and Assessment	Meeting Students' Needs
<p>A. American Revolution Broadside Rubric: Adding Criteria for Success (10 minutes)</p> <ul style="list-style-type: none">• Gather students together and focus them on the American Revolution Broadside rubric chart again. Ask them to reread the first learning target for the day: "I can use historically accurate reasons and evidence to support my opinion about the American Revolution."• Ask students to Think-Pair-Share on the following question:<ul style="list-style-type: none">* "What will it look like if we meet this target in our broadsides?"• Listen for comments like: "We will use information from our research for our reasons and evidence," or "We will pick reasons that can be supported by evidence from our notes or the text."• Add something like the following to the "Meets" column of the rubric next to this learning target:<ul style="list-style-type: none">– All reasons are supported by evidence from our class research on the American Revolution (Units 1 and 2 texts and our Unit 1 research folders).• For the "Partially Meets" column, you can add the above with the word "Some" instead of "All". For "Does Not Meet", add "No" instead of "All". This will hold true for each of the learning targets for which you create criteria on the rubric in this unit.• Repeat a similar process with the day's second learning target: "I can group together reasons with related evidence in my broadside." Add something like the following to the "Meets" column of the rubric next to this learning target:<ul style="list-style-type: none">– All reasons are supported by evidence (examples, details, and facts) that is directly related to the reasons.• Tell students that at the start of the next lesson, they will get feedback on their plans from their writing partners based on these criteria. Then they will write a draft of their opinion pieces.	<ul style="list-style-type: none">• Consider adding models with examples of "Meets" or "Does Not Meet" to the rubric or beside it. Using models can further clarify for students what it means to meet the learning target.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Add the rest of the planning notes to the Characteristics of Broadside anchor chart (see supporting materials in this lesson) to prepare for Lesson 7.</i></p>	<ul style="list-style-type: none">• An alternative to having students finish this planning at home is to give them additional designated time at some point during the school day.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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American Revolution Broadside Graphic Organizer: Quaker Model
(For Teacher Reference)

<p>Headline</p> <p>Uses words that reflect Quaker perspective No more than one to two lines</p> <p>Violence Is Not the Answer</p> <p>Introduction</p> <p>Explain your opinion Describe the basic reason to stay out of the war</p> <p>We should stay uninvolved in the American Revolution because it goes against our beliefs.</p>	<p>Reason Paragraph 1</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>One of our beliefs is to treat everyone equally. Each person is valued equally, so everyone should be treated the same. We believe in simple worship, honesty, and equality. By fighting, we are not valuing the side we fight against as equals.</p> <p>Reason Paragraph 2</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>One of our beliefs is nonviolence. Paying taxes that go toward the military is the same as supporting the army, which supports violence. We need to refuse to join the Patriot army or support the war. Because we oppose violence, fighting for either side will mean having to hurt or kill others.</p> <p>Reason Paragraph 3 (optional)</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>One of our beliefs is to not take any oaths. Doing so is forbidden by the Bible because if you always tell the truth, swearing to do so by taking an oath isn't necessary. We know it means you may be fined, put into prison, or condemned as Loyalists and traitors. But, because it goes against our beliefs, you cannot do it!</p>	<p>Concluding Statement</p> <p>Demonstrate your beliefs and stay out of the war!</p>
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American Revolution Broadside Graphic Organizer

Name: _____

Date: _____

Headline Uses words that reflect Patriot perspective No more than one to two lines Introduction Explain your opinion Describe the basic reason you have that opinion	Reason Paragraph 1 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	Concluding Statement
	Reason Paragraph 2 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	
	Reason Paragraph 3 (optional) <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	



American Revolution Broadside Graphic Organizer
(Completed, For Teacher Reference)

<p>Headline</p> <p>Uses words that reflect Patriot perspective</p> <p>No more than one to two lines</p> <p>Fight for the Cause of Liberty!</p> <p>Introduction</p> <p>Explain your opinion</p> <p>Describe the basic reason you have that opinion</p> <p>The King doesn't deserve our loyalty. We have been oppressed by the British.</p>	<p>Reason Paragraph 1</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>The Regulars have attacked us, unprovoked. At Lexington Green, 8 men were killed and 10 wounded by the Redcoats.</p> <p>Reason Paragraph 2</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>The British have taken away our property and personal rights. They closed our harbors and forced us to open our homes to their soldiers. We must fight to protect ourselves. We have to reopen the harbor and show the arrogant British that we have rights, too.</p> <p>Reason Paragraph 3 (optional)</p> <ul style="list-style-type: none">Detail/Reason Paragraph: Evidence <p>We should be able to govern ourselves. It is unfair for American colonists to pay taxes to the King without even being represented in Parliament.</p>	<p>Concluding Statement</p> <p>Show your pride in the colonies—take up arms, boycott merchants selling British goods, tell everyone you know that we must fight for our liberty!</p>
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EXPEDITIONARY
LEARNING

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

Drafting a Broadside about the American Revolution



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

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

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

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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Critique Protocol Norms Anchor Chart

Be Kind: Treat others with dignity and respect.

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

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

Participate: Support one another. Your feedback is valued!

Directions:

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



Quaker Broadside: First Draft
(For Teacher Reference)

Violence Is Not the Answer!

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

One of our beliefs is living a simple life. Equality means we believe each person in this world is valued equally. It means that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war. If we do that, it will lead to violence. Do not take an oath for the Patriot cause! Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and enemies. It goes against everything we believe in. Do not do it!

Stay out of the war!



EXPEDITIONARY
LEARNING

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

Revising for Organization: Grouping Reasons with Related Evidence



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can create an organizational structure in which I group together related ideas. (W.4.1a)</p> <p>I can identify reasons that support my opinion. (W.4.1b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use historically accurate reasons and evidence to support my opinion about the American Revolution.• I can group together reasons with related evidence in my broadside.	<ul style="list-style-type: none">• Revised American Revolution broadside drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the American Revolution Broadside Rubric/Reviewing Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Examining Models: Grouping Reasons with Related Evidence (15 minutes)B. Independent Practice (15 minutes)C. Revising Broadside for Historically Accurate Vocabulary (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson is similar to Lessons 5 and 6. The students examine the Quaker broadside: final draft for how authors write effectively. They will then apply what they learn to their own writing. In this lesson, students examine the mentor text for how reasons and evidence are grouped to support an opinion about the American Revolution.• Writing partners for this unit were established in Lesson 6.• Beginning with this lesson, students revise their work using different colored pencils for each focus of the American Revolution Broadside rubric. See materials list for the color used in this lesson.• In this lesson, the class analyzes the revisions made to the body paragraphs of the Quaker Broadside: final draft. Consider supplying copies of the Grouping Reasons with Related Evidence anchor chart for students to reference and keep in their writing folders.• Throughout this unit, students read a series of mentor texts, which are model texts written by real authors that students examine to see strong examples of writing craft. In this unit, students analyze the Quaker broadside. For more information on mentor texts, read <i>Study Driven</i> by Katie Wood Ray.• A new supporting material is included at the end of this lesson—the Quaker broadside: final draft (annotated revisions). This is for teacher reference and shows the changes made to the first draft, which is analyzed in Lessons 8 and 9. The Quaker broadside: final draft (annotated revisions) is color-coded using the same colors students use when revising their own drafts. The revisions analyzed in this lesson for grouping related reasons and evidence and using historically accurate vocabulary have been bolded and underlined.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 3B, Unit 3 lessons.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Prepare the Grouping Reasons with Related Evidence anchor chart.– Enlarge the body paragraphs from the Quaker broadside: final draft to be posted on the class anchor chart during Work Time A.– Review the Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)– Post: Learning targets.

Lesson Vocabulary	Materials
support, related; Patriots, Loyalists, declare, loyalty, revolution	<ul style="list-style-type: none">• American Revolution Broadside rubric (from Lesson 5; one per student and one to display)• Quaker Broadside: final draft (from Lesson 5)• Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)• Document camera• Equity sticks• Grouping Reasons with Related Evidence anchor chart (new; co-created during Work Time A)• American Revolution Broadside drafts (from Lesson 7; one per student)• American Revolution Broadside graphic organizer (from Lesson 6; one per student)• American Revolution Broadside graphic organizer: Quaker model (from Lesson 5; one to display)• Blue colored pencil (one per student)• American Revolution Broadside Rubric chart (from Lesson 6)• Writing folder (from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the American Revolution Broadside Rubric/Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their copies of the American Revolution Broadside rubric and look at the fifth row, with the target:<ul style="list-style-type: none">* “I can group together reasons with related evidence in my broadside.”• Invite students to turn and talk about what this should look like in their writing. Listen for responses like: “The facts and details I included support one of my reasons for my opinion.”• Validate this thinking and explain that in today’s lesson, they will work with their writing partner to revise their drafts, making sure their reasons follow their claims, and that their facts and details support their reasons.• Invite the students to read the learning targets:<ul style="list-style-type: none">* “I can use historically accurate reasons and evidence to support my opinion about the American Revolution.”* “I can group together reasons with related evidence in my broadside.”• Ask them if there are any words or phrases they think are important or unfamiliar to them. They may identify the following words:<ul style="list-style-type: none">– <i>support</i> = to give evidence for– <i>related</i> = connected• Write the synonyms about the word/phrases and ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand some but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.	<ul style="list-style-type: none">• Deconstructing unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand clearly what they will learn in the lesson.



Work Time	Meeting Students' Needs
<p>A. Examining Models: Grouping Reasons with Related Evidence (15 minutes)</p> <ul style="list-style-type: none"> Refer to the Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference) to help you to guide this portion of the lesson. Ask students to get out their copy of the Quaker Broadside: final draft. Project the first paragraph using a document camera. Remind students that they should be familiar with this broadside; they've been working with it since Lesson 4. (Note: If your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.) Read the first paragraph aloud and ask the class to find the author's opinion statement. Ask them to turn and tell their partner and then underline it. Students should identify: "It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers" as the opinion statement. Use equity sticks to call on a student to share the author's opinion of the American Revolution. Next, read the second paragraph aloud and ask the class to think about what reason the author identified to support his opinion. Invite students to turn and talk with their partner, circling the reason. Use equity sticks to call on a student to share the author's first reason. Ask students: <ul style="list-style-type: none"> * "What do you notice about the reason in this paragraph?" Listen for students to notice that the reason supports the opinion shared in the first paragraph. Ask the class to turn and talk about how the author designed the organization of the paragraph. Use equity sticks to cold call one or two students. You should hear responses such as: <ul style="list-style-type: none"> – "The author started by telling us his first reason that supports his opinion in the first sentence," and – "Then he shared some facts and details." Ask students: <ul style="list-style-type: none"> * "What do you notice about the facts and details in this paragraph?" Listen for students to notice that the facts and details connect to the reason shared in this paragraph. Remind students that the reasons in their writing should support their opinion, and that the facts and details they use should relate to each reason. 	<ul style="list-style-type: none"> Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner a more advanced ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Grouping Reasons with Related Evidence anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Paragraph 2:<ul style="list-style-type: none">• Begins by stating a reason that supports the opinion• Details/facts relate to the reason• Post a copy of the first paragraph in the right-hand column.• Repeat this process with the third paragraph of the Quaker broadside: final draft.• Document their observations on the chart by writing in the left-hand column:<ul style="list-style-type: none">– Paragraph 3:<ul style="list-style-type: none">• Begins by sharing a new reason that supports the opinion• Gives only new details/facts from the research notes that relate to this reason	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice (15 minutes)</p> <ul style="list-style-type: none">• Direct students to review their American Revolution broadside drafts and American Revolution broadside graphic organizers and revise their body paragraphs. Remind them that they will not rewrite the entire broadside. They will just make notes of their revisions directly on their drafts, on the lines they skipped when they wrote their drafts, using their blue colored pencil.• Give the students 15 minutes to revise their body paragraphs, making sure that the opinions, reasons, and evidence are well organized and solidly connected. As the students work, circulate to assist as needed. Encourage students to think about the criteria for grouping reasons and evidence as they work. Prompt students if necessary by asking questions like: “Does this reason support your opinion?” or “Does your evidence relate to the reason presented in this paragraph?”	<ul style="list-style-type: none">• During independent work, the teacher can support students with special needs or ELLs as needed. It's okay to let them experience productive struggle with the task, as successful completion after considerable effort builds both stamina and confidence. Pull students into a small group or work with them one on one if they refuse to work independently due to frustration.
<p>C. Revising Broadside for Historically Accurate Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Explain that when writing about evidence and reasons, it is important to use words that will make your broadside more historically accurate. Have the class brainstorm vocabulary that might be useful in talking about the American Revolution. Encourage students to look back through the texts they have read to generate a list of words like: <i>Patriots, Loyalists, declare, loyalty, revolution</i>.• Ask students to use the list to underline any historically accurate words they have already used in their drafts. Explain that the goal is to use at least four historically accurate words in the broadside. This may mean replacing or adding some words as they revise.• Give students least 10 minutes to revise their drafts with historically accurate vocabulary. Circulate and assist as needed.• When students have finished, help the class add historically accurate vocabulary criteria on the American Revolution Broadside Rubric chart.	<ul style="list-style-type: none">• To further support students consider modeling how to revise for historically accurate vocabulary with the Quaker Broadside first draft from Lesson 7 and the Quaker Broadside: final draft (annotated revisions for Historically Accurate Vocabulary in green; for teacher reference) in the supporting materials of this lesson.



Closing and Assessment	Meeting Students' Needs
<p>A. Share (10 minutes)</p> <ul style="list-style-type: none">• Invite students to read the second learning target to themselves:<ul style="list-style-type: none">* “I can give kind and helpful feedback to my writing partner.”• Ask them what it means to “give helpful feedback.” Call on one or two students to share their thinking. Listen for: “It’s ideas that will help make my writing better,” or “It’s not ‘That’s really good.’ Because that doesn’t help me know what I need to do to make it better. I need specific ideas to help me.”• Ask students to sit with their writing partner to share their revisions and give helpful feedback.• Invite students to put their drafts and materials in their writing folder.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Grouping Reasons with Related Evidence Anchor Chart
(For Teacher Reference)

1. **Each reason supports the opinion:** something that proves your point
2. **Evidence relates to the reason:** facts and details connect to the reason

Description of Reasons and Evidence	Example from a Text We Have Read



Quaker Broadside: Final Draft

Annotated Revisions for Reasons, Evidence, and Historically Accurate Vocabulary
(For Teacher Reference)

Teaching Note: The colors below indicate the revisions made to the Quaker broadside: first draft.

- Blue: reasons and evidence
- Green: historically accurate vocabulary
- Red: introduction and conclusion

The changes examined in this lesson, revisions for reasons and evidence and historically accurate vocabulary, are underlined.

Violence is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. **It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.**

~~One of our beliefs is living a simple life. One of our beliefs is to treat everyone equally.~~
We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. ~~Do not take an oath for the Patriot cause!~~ Paying taxes that go towards the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and traitors. It goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



EXPEDITIONARY
LEARNING

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

Revising for Organization: Interesting Introductions and Convincing Conclusions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can introduce the topic of my opinion piece. (W.4.1a)</p> <p>I can construct a concluding statement or section for my opinion piece. (W.4.1d)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an introduction that states my opinion clearly.• I can develop a conclusion that summarizes the Patriot point of view in my broadside.	<ul style="list-style-type: none">• Revised American Revolution broadside draft



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Criteria for Effective Introductions and Conclusions in a Broadside (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Examining Models of Effective Introductions (10 minutes)B. Guided Practice Writing Different Types of Introductions (10 minutes)C. Examining Models of Effective Broadside Conclusions (10 minutes)D. Guided Practice Writing Different Types of Conclusions (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your introduction and conclusion.	<ul style="list-style-type: none">• This lesson is very similar to the format of Lesson 8. Students examine a mentor text for how authors effectively write introductions that catch the reader's attention and make them want to read more and conclusions that wrap up the piece and leave the reader with a final thought. They then apply what they learn to their own writing.• Writing partners for this unit were established in Lesson 5.• In this lesson, the class analyzes the revisions made to the introduction and conclusion of the Quaker Broadside: first draft Consider supplying copies of the Interesting Introductions and Convincing Conclusions anchor charts for students to reference and keep in their writing folders.• Recreate the Bold Beginnings anchor chart from Module 2, Unit 3, Lesson 12.• As in Lesson 8, the Quaker broadside: final draft (annotated revisions) has been included at the end of this lesson. This is for teacher reference and shows the changes made to the first draft which are analyzed in Lessons 8 and 9. It is color-coded using the same colors students use when revising their own drafts. The revisions analyzed in this lesson for effective introductions and conclusions have been bolded and underlined.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 3B, Unit 3 lessons.• In advance:<ul style="list-style-type: none">– Enlarge the introduction and conclusion paragraphs from the Quaker broadside: final draft to be posted on the class anchor chart during Work Times A and C.– Prepare the new anchor charts: Interesting Introductions and Convincing Conclusions (see supporting materials).– Review the Quaker Broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference)– Post: Learning targets.



Lesson Vocabulary	Materials
introduction, conclusion, states, summarizes	<ul style="list-style-type: none">• Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12)• Convincing Conclusions anchor chart (new; co-created in Work Time C)• Equity sticks• Quaker Broadside: final draft (from Lesson 5)• Quaker Broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference)• Document camera• Interesting Introductions anchor chart (for teacher reference; new; co-created in Work Time A)• Quaker Broadside: first draft (from Lesson 7)• American Revolution Broadside Rubric chart (from Lesson 6)• Writing folder (from Lesson 2)• Interesting Introductions and Convincing Conclusions Reference Sheet (one per student)



Opening	Meeting Students' Needs
<p>A. Criteria for Effective Introductions and Conclusions in a Broadside (10 minutes)</p> <ul style="list-style-type: none">• Remind students about all the revisions they went through with their historical fiction narratives in Module 2A or their Choose Your Own Adventure narratives in Module 2B. Two of the criteria they focused on were how to write effective beginnings that grab the reader and conclusions that leave the reader with a sense of completeness. Explain that today they will create an <i>introduction</i> and <i>conclusion</i> for their broadsides, much as they did with their narratives.• Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12):<ul style="list-style-type: none">– Catches the reader's attention: hooks a reader into wanting to read more– Makes the reader want to read more: gets your reader curious about what's coming next– Is appropriate to purpose and audience: makes the reader feel your piece will be an interesting experience and worth his/her time• In narratives, we call the beginning of a piece "the beginning." In opinion writing, we call the beginning "an introduction." It's similar but has different purposes and audiences. Explain that in all writing, the author must make sure the text begins in a way that is appropriate for the audience and grabs readers' attention, making them want to read more.• Display the Convincing Conclusions anchor chart. Explain that an effective concluding statement in an opinion piece is similar to a conclusion in a narrative. It helps wraps up the piece and leaves the reader with a final thought. If a writer left their broadside without a concluding sentence, the writing would end suddenly and leave the reader without a sense of completeness.	<ul style="list-style-type: none">• Putting copies of anchor charts in students' research folders will give them access to important information as they work independently.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets:<ul style="list-style-type: none">* “I can write an introduction that states my opinion clearly.”* “I can develop a conclusion that summarizes the Patriot point of view in my broadside.”• Ask them to turn and talk with a shoulder partner about what the word <i>states</i> means in the first learning target. Use equity sticks to cold call two or three students to share what they discussed with their partner. Listen for comments like: “It means to explain what our opinion is.”• Next, ask students to turn and talk about what <i>summarizes</i> means in the second learning target. Use equity sticks to cold call two or three students to share what they discussed with their partner. Listen for comments like: “It means we’ll take everything we said about our opinion in our broadside and explain it again but not as detailed.”• Explain that today they will work with a partner to write an introduction and conclusion for their broadsides.	



Work Time	Meeting Students' Needs
<p>A. Examining Models of Effective Introductions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copy of the Quaker broadside: final draft. Project the first paragraph using a document camera. Remind them that they should be familiar with this broadside; they've worked with it since Lesson 4. (Note: If your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.)• Read the first paragraph aloud and ask the class to think about how the author designed the introduction so it grabbed the reader's attention. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the paragraph. Use equity sticks to cold call one or two students. You should hear responses such as: "She started by telling us about the sides of the American Revolution," and "The author ended by telling us her opinion in the last sentence."• Display the Interesting Introductions anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Introductions:<ul style="list-style-type: none">• Begin by explaining a bit about the American Revolution• State opinion of the American Revolution• Post a copy of the introduction paragraph in the right-hand column.	<ul style="list-style-type: none">• Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner a more advanced ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.
<p>B. Guided Practice Writing Different Types of Introductions (10 minutes)</p> <ul style="list-style-type: none">• Display the Quaker Broadside: first draft using the document camera. Explain that in this first draft of the broadside, the introduction needed some revisions before it became the final version they are familiar with.• Read the draft aloud. As a class, brainstorm what revisions were made to the introduction so the context is given first and followed with the author's opinion, just like the final model on the class chart.• Use the Quaker broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference) to guide your work in this portion of the lesson.• Annotate the first draft of the Quaker model showing the changes made to the introduction.• Point out the following:<ul style="list-style-type: none">– The opinion statement was moved to the end after context was given.– The paragraph was confusing with the opinion sentence at the beginning.	



Work Time (continued)	Meeting Students' Needs
<p>C. Examining Models of Effective Broadside Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Now, project the last sentence of the Quaker Broadside: final draft.• Read the last sentence aloud and ask students to think about how the author designed the conclusion statement so it summarizes the topic and restates the opinion for the reader. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the sentence. Use equity sticks to cold call one or two students. You should hear responses such as: “The author restated her opinion that you should stay out of the war,” and “She started by reminding us of her reasons and then stated her opinion.”• Display the Convincing Conclusions anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Conclusions:<ul style="list-style-type: none">• Begin by summing up reasons• Restate opinion• Post a copy of the conclusion statement in the right-hand column.• Ask students to turn to a shoulder partner. Tell them to think about another way an author could write a conclusion statement that would give the reader a sense of completeness.• Invite partnerships to turn to another pair of students nearby and share their thinking. Once the foursome has a collective understanding of how a conclusion might summarize the author's thinking for the reader, ask them all to raise their hands so they form a silent “tepee” of hands. When all groups have their hands up, ask one person from each group to share. You should hear responses such as: “The author could summarize the facts first and then restate the opinion,” or “The author could end with a question that would make readers keep thinking after they're finished reading.”• Document their observations on the chart by writing in the left-hand column.	



Work Time (continued)	Meeting Students' Needs
<p>D. Guided Practice Writing Different Types of Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Display the Quaker Broadside: first draft using a document camera. Remind the class that this is the first draft of the broadside. Explain that the conclusion also needed some revisions before it became the final version they are familiar with.• Read the conclusion statement aloud. As a class, brainstorm what revisions were made to the conclusion so the reasons are summarized and followed by the opinion, just like the final model on the class chart.• Annotate the Quaker Broadside: first draft showing the changes that were made to the conclusion statement. Be sure to point out that the draft concluding statement just restated the opinion—it did not summarize the reasons.• Remind students that before a writer settles on one conclusion, he or she will often write several versions of them. Now ask students to talk with the same foursome of peers they worked with just a short time ago about other ways to write a conclusion.• Give the students 2 to 3 minutes to discuss options for how another conclusion might be written.• Call on one or two groups to share their ideas. Choose one to write beneath the first conclusion.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">As a class, add introduction criteria to the American Revolution Broadside Rubric chart using the Interesting Introductions anchor chart to clarify the meaning of the following learning target on the rubric:<ul style="list-style-type: none">* "I can write an introduction in my editorial that states my opinion clearly."Next, as a class, add conclusion criteria using the Convincing Conclusions anchor chart to clarify the meaning of the following learning target:<ul style="list-style-type: none">* "I can develop a conclusion that summarizes the Patriot point of view in my broadside."Invite students to put their drafts and materials in their writing folder.Explain to students that for homework, they will be revising their drafts for effective introductions and conclusions. Distribute the Interesting Introductions and Convincing Conclusions Reference Sheets and explain to students that it has the same information as the anchor charts they created earlier in the lesson. Tell students they should refer to this while they revise their drafts so they remember what to include in their introductions and conclusions.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Revise your introduction and conclusion.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Convincing Conclusions Anchor Chart
(For Teacher Reference)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.

Description of Conclusion	Example from a Text We Have Read



Interesting Introductions Anchor Chart
(For Teacher Reference)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Description of Introduction	Example from a Text We Have Read



Quaker Broadside: Final Draft

Annotated Revisions for Effective Introductions and Conclusions
(For Teacher Reference)

Teaching Note: The colors below indicate the revisions made to the Quaker broadside: first draft.

- Blue: reasons and evidence
- Green: historically accurate vocabulary
- Red: introduction and conclusion

The changes examined in this lesson, revisions for effective introductions and conclusions, are underlined.

Violence is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both **the Patriots and the Loyalists. Colonists** from both sides are pressuring us to take oaths and **declare** our **loyalty**, with threats of fines or prison if we do not. **It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.**

~~One of our beliefs is living a simple life.~~ **One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality.** Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. ~~Do not take an oath for the Patriot cause!~~ Paying taxes that go towards the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and **traitors**. It goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!



Interesting Introductions and Convincing Conclusions Reference Sheet

Your introduction should catch the reader's attention and make them want to keep reading.

- **Catches the reader's attention:** something that hooks a reader into wanting to read more
- **Makes the reader want to read more:** something that makes your reader curious about what's coming next
- **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.



EXPEDITIONARY
LEARNING

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

Reviewing Conventions and Editing Peers' Broadsides



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

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

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

I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3)

Supporting Learning Targets

- I can check my peers' work for correct capitalization.
- I can check my peers' work for correct spelling.
- I can check my peers' work for correct punctuation at the end of sentences.
- I can check my peers' work for complete sentences.

Ongoing Assessment

- Conventions anchor charts
- Revised American Revolution broadside drafts
- Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer/Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Chalk Talk (15 minutes)B. Modeling: Editing for Conventions (5 minutes)C. Editing Stations (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket/ Completing Our American Revolution Broadside Rubric chart(10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this lesson, students read one another's broadsides to identify issues with writing conventions (spelling, punctuation, capitalization, and use of complete sentences). Students note mistakes as they edit; they do not actually correct the errors. In the next lesson, students will be given time to correct their own work.• Given the one-hour time constraint, language standards are not heavily emphasized in this module. Students need additional instruction on language conventions during an additional literacy block. This lesson is intended to review and reinforce this additional instruction, and help students apply the conventions to their own authentic product. For more information on structuring an additional literacy block that gives students further instruction and practice with language standards, see the Foundational Reading and Language Resource Package for Grades 3–5.• In advance:<ul style="list-style-type: none">– Write a short “convention-less paragraph” with dialogue without proper conventions—incorrect spelling, lack of punctuation, and no capitalization—to display with a document camera. A model has been provided in the supplemental materials for your use.– Set up four stations with Conventions anchor charts, markers, and colored pencils. Ideally each station has enough room for about a quarter of your class to sit, with writing partners staying together. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards).– Students again use colored pencils. In this lesson, a different color is used for each type of convention (for example, red pencils and markers for spelling, blue for punctuation, green for capitalization, and purple for incomplete sentences).– Having different colors at each station helps students focus on editing for one convention at a time and recall what must be corrected when revising. Place matching colored pencils and markers at each station.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Post a chart paper at each station. On each chart, write the following questions in the designated color:<ul style="list-style-type: none">• How do I make sure my SPELLING is correct?• How do I know if I have a COMPLETE SENTENCE?• How do I know if my ENDING PUNCTUATION is correct?• How do I know if CAPITALIZATION in my writing is correct?– Review: Chalk Talk protocol (see Appendix).– Post: Learning targets.

Lesson Vocabulary	Materials
capitalization, punctuation, conventions, complete sentences	<ul style="list-style-type: none">• Document camera• American Revolution Broadside rubric (from Lesson 5)• Convention-less paragraph (for teacher reference)• Conventions anchor charts (four pieces of chart paper prepared with questions; see teaching notes)• Markers (several each of four different colors to match each chart; see teaching notes)• Colored pencils (four colors with each color enough for a quarter of your class; see teaching notes)• American Revolution broadside drafts ((from Lesson 7)• Index cards (3" x 5") for exit ticket (one per student)• American Revolution Broadside Rubric chart (from Lesson 6)• Exit ticket prompt (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer/ Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display your short convention-less paragraph. Ask for a volunteer to try to read it aloud.• Ask the class what made reading this paragraph difficult. Listen for students to notice that the reason your paragraph was unclear to them as readers is that there were no <i>conventions</i> used. Review that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Review the conventions section of the American Revolution Broadside rubric with students.• Explain that today they will review conventions and edit their writing so it is clear and understandable and ready for final publication.• Introduce the supporting targets:<ul style="list-style-type: none">* "I can check my peers' work for correct capitalization."* "I can check my peers' work for correct spelling."* "I can check my peers' work for correct punctuation at the end of sentences."* "I can check my peers' work for complete sentences."• Tell students that they will edit their broadsides for the conventions listed in the supporting targets. Circle key words: <i>spelling, punctuation, capitalization, and complete sentences</i>. Clarify the meanings of these words or targets as needed.	<ul style="list-style-type: none">• Allow students to discover the topic of this lesson through reading your convention-less paragraph. This will help interest them in editing for conventions.



Work Time	Meeting Students' Needs
<p>A. Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Point out the four stations to students. Read the Conventions anchor chart at each station:<ul style="list-style-type: none">– How do I make sure my SPELLING is correct?– How do I know if I have a COMPLETE SENTENCE?– How do I know if my ENDING PUNCTUATION is correct?– How do I know if my CAPITALIZATION is correct?• Tell students that they will do a Chalk Talk to share their thoughts on each question. Remind students that they have engaged in this protocol before in Module 2 and briefly review directions:<ol style="list-style-type: none">1. Go to your assigned chart first.2. Read the question on the chart.3. Add your thoughts on the question to the chart using markers at the station.4. Visit all charts to read the questions and your classmates' answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.5. Once you have visited every chart, sit in your seat.• Give students time to visit each chart, read, and add their thoughts—about 10 minutes or less.• Have students return to their seats. Gather the charts and review each chart with students. Read a few responses from each chart, and circle or add important tips for each question. Make sure to check for accuracy in punctuation and capitalization rules and offer helpful hints with spelling. Tell students that they will use these Conventions anchor charts later this lesson.	<ul style="list-style-type: none">• Although students have experienced this protocol before, it could still be confusing for ELLs or students with other special needs. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of shortened directions with visuals to guide them.



Work Time (continued)	Meeting Students' Needs
<p>B. Model: Editing for Conventions (5 minutes)</p> <ul style="list-style-type: none"> • Display the convention-less paragraph. Use the first few sentences of your paragraph to model. Demonstrate how to edit for each convention by circling or underlining with the correct colored pencil (see teaching notes). Be sure to model referring to the Conventions anchor charts (posted at each station) as resources. • For example: Read the capitalization chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that one of the rules for capitalization is to be sure names of people or places are capitalized." Demonstrate fixing a mistake: "I see that I capitalized 'Machines,' but this is not a proper noun, so it shouldn't be capitalized. I am going to circle it with a colored pencil from the capitalization station." • Clarify as needed. 	<ul style="list-style-type: none"> • When you model editing for students, remember that you are showing them how to identify and note mistakes, not revise them. They will be able to correct their mistakes in Lesson 13. • Be sure students are editing their drafts with their revised introduction and conclusion written for homework in Lesson 9.
<p>C. Editing Stations (25 minutes)</p> <ul style="list-style-type: none"> • Repost the Conventions anchor charts at the appropriate editing station. • Tell students they will go to all four stations to get help from peers to improve their American Revolution broadside drafts. Divide the class into fourths to send a quarter of the students to each station, but be sure writing partners stay together. • Give directions: <ol style="list-style-type: none"> 1. Go to your assigned station with the second draft of your broadside. 2. At that station, trade papers with your peer critique partner. 3. Read your partner's draft and identify any convention mistakes related to the topic of that station's chart. 4. When both partners are finished, move to the next station. 5. Be sure to visit all four stations. • Circulate and confer with pairs who may need extra support. Every 5 minutes or so, remind students to rotate to another station. Pairs that finish early can begin revising and typing, if these facilities are available. • Collect students' broadsides to add further edits. Students will use these edits to correct their spelling, punctuation, capitalization, and incomplete sentences when they revise and publish in Lesson 13. 	<ul style="list-style-type: none"> • In addition to the Conventions anchor charts, a conventions checklist can be prepared beforehand to support ELLs or students with special needs during editing. • Consider several options if students need more structured management of movement. Partners can raise their hands when they are done at a given station and check with you before they move on. Or students can remain in one place, and all materials can be available where they are working.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket/ Completing American Revolution Broadside Rubric chart (10 minutes)</p> <ul style="list-style-type: none">• Gather students into a whole group and review the learning targets. Distribute one index card to each student. Reading from the exit ticket prompt (for teacher reference), ask them to write their names at the top and do a QuickWrite on the following questions:<ul style="list-style-type: none">* "How will this editing improve your broadsides?"* "What made editing easy or difficult for you?"• Have them share their answers with a partner, then collect the exit tickets for a formative assessment of the learning targets.• Ask students to help you add to the conventions criteria on the American Revolution Broadside Rubric chart based on their work today.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: To prepare for Lesson 11, do the following:</i></p> <ol style="list-style-type: none">1. <i>Edit students' broadsides. Remember to add only those edits that pertain to the conventions discussed in class.</i>2. <i>Review the exit tickets to determine if any students need further support in the next lesson, where they will revise to correct their mistakes and publish their broadsides.</i>3. <i>Type up the American Revolution Broadside Rubric chart as it currently stands after this lesson, and make a copy for each student to be distributed in the next lesson</i> <p><i>In Lesson 11, students will finalize their writing. If they did not type up their second drafts yet, consider giving them additional time to type their final copies before Lesson 11.</i></p>	



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

Supporting Materials



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Convention-less Paragraph
(For Teacher Reference)

Use this or write your own convention-less paragraph for modeling:

i am very pleesed with how my class has learned so much about the american revolution when we first started we new very little about the american revolution but over the last severel weeks we hav come very far another teacher asked how do your students know so much about the american revolution i told her they had become expert researchers threw reading and writing



Exit Ticket Prompt
(For Teacher Reference)

How will this editing improve your broadside?

What made editing easy or difficult for you?



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

Publishing American Revolution Broadsides



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

I can write an opinion piece that supports a point of view with reasons and information. (W4.1)
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)
With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

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

Ongoing Assessment

- Revised American Revolution broadside drafts



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Gallery Walk: Reexamining Broadside from the Revolutionary War (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modeling: Using Technology to Publish (10 minutes) B. Independent Work and Conferring (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Prepare for your end of unit assessment by doing the following: <ol style="list-style-type: none"> 1. Reread the “Loyalists” text from Unit 1. 2. Review your notes in your research folder about Loyalists. 3. Review the American Revolution Broadside rubric. 	<ul style="list-style-type: none"> • This lesson is similar to Module 2A, Unit 3, Lesson 15 and Module 2B, Unit 3, Lesson 14. It represents the final publication of students’ performance task. • In the Opening of this lesson, students re-examine the broadsides they studied in the beginning of this unit, now focusing on the visuals that some broadsides included. It is an option for students after they finish typing their broadside to decorate their boarders with visuals that symbolize their opinion. This portion of the lesson can be extended or omitted based on teacher preference. It is included here as an option so students’ finished work will more closely resemble the broadsides of the time period. You may also consider allowing students to select from a choice of fonts similar to those of the time period. • This lesson is largely dependent on each student having access to a computer, online dictionary, and a printer. If students have already typed their second draft on the computer, the timing of this lesson will work well. If students have not yet started typing, consider giving them additional time to word-process their final copies. • If your class lacks sufficient technology, consider modifying this lesson to use standard print dictionaries and focus students on using neat handwriting to create a polished final copy of their broadsides. • Students may need additional time for typing. • In advance: <ul style="list-style-type: none"> – Prepare the Steps for Publishing My Broadside chart (see supporting materials). – Review: Gallery Walk (see Appendix). – Post: Learning targets.



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



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



Work Time	Meeting Students' Needs
<p>A. Modeling: Using Technology to Publish (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit where they can see the projection of your teacher computer. Let them know that today is the day they prepare their work to make it public—in other words, to publish it. • Project the online dictionary www.dictionary.com or www.wordcentral.com on an LCD projector. Tell students that you are using this online resource to check their thinking about the word <i>publish</i>. Type the word <i>publish</i> into an online dictionary and read the definitions to the class and have students turn to a partner and explain what it means to <i>publish</i> something in their own words. Have a few pairs share their thinking. • Set purpose: Remind students that they will share their published broadsides with their classmates. Tell them that to publish their broadsides, they need to ensure everything is complete and correct. Today they will have time to polish their writing. Remind them that they now have an edited draft complete with their revised beginning and ending. It is on this draft that they will correct their conventions. • Demonstrate how to use the online dictionary for misspellings. Show students how to scroll down and check for possible correct spellings by checking the definitions. • Distribute the now-typed version of the American Revolution Broadside rubric chart. Explain to students that you have taken the rubric anchor chart and typed it up for reference as they prepare to publish. • Post the Steps for Publishing My Broadside chart. <ol style="list-style-type: none"> 1. Read your draft and correct conventions based on editing notes. 2. Check your broadside one last time using the American Revolution Broadside rubric. 3. Type up your draft to include all corrections and revisions. 4. *Optional: Decorate the border of your broadside with visuals that represent your opinion. 	<ul style="list-style-type: none"> • If using a conventional printed dictionary, you may want to review searching for a word using alphabetical order. • If possible, expand the audience to include others who are not a part of the class (i.e., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations in Lesson: Reflecting on Writing Broadside: Author's Chair in the teaching notes.
<p>B. Independent Work and Conferring (30 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their American Revolution broadside drafts and move to a computer to begin work following the Steps for Publishing My Broadside chart. • Confer with students as needed and when they decide they are finished. • Ask students to add a footer to their paper with their full name. This avoids confusion when they print their papers. 	<ul style="list-style-type: none"> • Some students who have difficulty spelling may have a hard time finding correct spellings for severely misspelled words. Keep these students in mind when conferring. • Depending on the pace, students may need additional time for typing.



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



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

Supporting Materials



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Steps for Publishing My Broadside Chart
(For Teacher Reference)

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

Steps for Publishing My Broadside:

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



EXPEDITIONARY
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Grade 4: Module 3B: Unit 3: Lesson 12

End of Unit Assessment, Part I: Planning and Drafting a Broadside



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.• I can plan, draft, and revise a broadside in the course of two lessons.	<ul style="list-style-type: none">• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside



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. End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (50 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for End of Unit 3 Assessment, Part II (5 minutes)4. Homework<ol style="list-style-type: none">A. None	<ul style="list-style-type: none">• In this lesson, students will complete Part I of the End of Unit 3 Assessment: Planning and Drafting a Broadside. To complete this on-demand writing assessment, students will be asked to write an opinion on the American Revolution from the perspective of a Loyalist based on their research in Unit 1.• In this portion of the assessment, they will develop reasons and gather evidence to plan for this new broadside drawing on their research in Unit 1, using the Be a Loyalist anchor chart, the notes in their research folders, and the texts “Revolutionary War,” “Loyalists,” and “An Incomplete Revolution.” They will then draft their broadsides using a new copy of the American Revolution Broadside rubric chart, with the long term target adjusted to focus on the Loyalist perspective, to guide their work.• In Lesson 13, students will complete Part II of the assessment, where they will revise their drafts and focus on conventions to create a polished final copy. This two-part assessment centers on W.4.1.• In advance:<ul style="list-style-type: none">– Post: Learning targets.

Lesson Vocabulary	Materials
broadside, opinion, draft, revise (review)	<ul style="list-style-type: none">• Research folders (from Unit 1)• “Be a Loyalist because...” anchor chart (from Unit 1, Lesson 5)• “Revolutionary War” (from Unit 1, Lesson 2; students’ copies)• “Loyalists” (students’ copies; from Unit 1, Lesson 4)• “An Incomplete Revolution” (from Unit 1, Lesson 7; students’ copies)• <i>Divided Loyalties</i> (Book; distributed in Unit 2, Lesson 1)• Pencils (one per student)• Lined notebook paper (enough for each student’s broadside draft)• American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment (one per student)• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (one per student)• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets and read aloud to students:<ul style="list-style-type: none">* “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”* “I can plan, draft, and revise a broadside in the course of two lessons.”• Explain that they are familiar with the first target, but the second is new; it means they will be writing a new broadside, this time from the perspective of a Loyalist for their assessment. Today they will start planning and drafting for Part I of the assessment and revising tomorrow for Part II.• Ask students to mix and mingle and discuss the following question with at least two people:<ul style="list-style-type: none">* “What will you have to do differently as a writer for this assessment than you did when you wrote your broadside in class?”• Allow students a few minutes to discuss this question with peers. Ask a few members of the class to share out. Students will likely note that they do not have weeks to complete their writing this time around. Remind them that they have built expertise on writing opinion pieces; this assessment will allow them to demonstrate what they have learned as writers, but that they will have to pace themselves. Reassure students that you will help them do this during this lesson and the next lesson.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (50 minutes)</p> <ul style="list-style-type: none">Have students gather their materials:<ul style="list-style-type: none">Research folders (from Unit 1) <p>Texts from Unit 1 (“Revolutionary War,” “Loyalists,” “An Incomplete Revolution,” and from Unit 2 <i>Divided Loyalties</i>, as well as a pencil and lined notebook paper</p> <ul style="list-style-type: none">Post the “Be a Loyalist because...” anchor chart.Ask students to think about the steps they took in crafting their first broadside. Explain that while they will not have weeks to plan, draft, and revise their work, they will have time to take each step in the writing process over the next two days. Explain that today they will just focus on planning and drafting; tomorrow, in Part II, they will revise to create a final copy.Distribute the American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment. Tell students to refer to this rubric to ensure their broadside meets all the criteria the class has built together; it will be the same criteria used to evaluate their assessments. Reassure them that this is good because they have built a lot of knowledge and skills as opinion writers over the past few weeks, and it is all captured on this rubric.Distribute the End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside. Give students time to read it silently. Address any clarifying questions.Ask students to begin. Help them keep pace:<ul style="list-style-type: none">* Give students about 5 minutes to read the directions and the prompt.* Give them about 20 minutes to plan using their graphic organizer, notes in their research folders, and the text.* Give them the remaining 25 minutes to write their drafts.	<ul style="list-style-type: none">If students receive accommodations for the assessment, communicate with the cooperating service providers regarding adjustments, accommodations, or extended time.



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for End of Unit 3 Assessment, Part II (5 minutes)</p> <ul style="list-style-type: none">• Gather students together as a whole group and have them mix and mingle again to discuss the following prompt:<ul style="list-style-type: none">* “As a writer, what is going well for you so far in this assessment?”* “What are your next steps?”• Listen for students to outline clear next steps, such as: “I came up with great reasons and evidence, and next I have to finish my conclusion, then revise,” or “I finished my draft, and now I have to revise for conventions.”	<ul style="list-style-type: none">• Consider giving your students a sentence frame for this discussion: “So far in my writing, I _____. Next I will _____.”
Homework	Meeting Students' Needs
None.	



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Grade 4: Module 3B: Unit 3: Lesson 12

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American Revolution Broadside Rubric:
For the End of Unit 3 Assessment

Learning target: I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my broadside that states my opinion clearly. (W.4.1a)	My introduction clearly states my opinion.	My introduction somewhat clearly states my opinion.	My introduction does not clearly state my opinion.
I can use historically accurate reasons and evidence to support my opinion. (W.4.1b)	I include at least three historically accurate reasons to support my opinion.	I include two historically accurate reasons to support my opinion.	I include one historically accurate reason to support my opinion.
I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	I develop my reasons with at least three details from my research.	I develop my reasons with two details from my research.	I develop my reasons with one detail from my research.
Word Choice			
I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)	I use at least four words from my research to write precise, historically accurate explanations.	I use two or three words from my research to write precise, historically accurate explanations.	I use less than two words from my research to write precise, historically accurate explanations.



American Revolution Broadside Rubric:
For the End of Unit 3 Assessment

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can group together reasons with related evidence in my broadside. (W.4.1a, W.4.1c)	I include at least three linking words to connect my opinion to my reasons. The reasons in my broadside are grouped with related evidence.	I include two linking words to connect my opinion to my reasons. Some of the reasons in my broadside are grouped with related evidence.	I include one linking word to connect my opinion to my reasons. The reasons in my broadside are not grouped with related evidence.
I can develop a conclusion that summarizes my opinion. (W.4.1d)	My conclusion summarizes my opinion.	My conclusion somewhat summarizes my opinion.	My conclusion does not summarize my opinion.
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2a, L.4.2c, L.4.3b)	I correctly use capitalization in my writing. I correctly use commas in a compound sentence. I can choose correct punctuation for ending my sentences.	I have some mistakes with my capitalization and punctuation.	I have many mistakes with my capitalization and punctuation.
I can spell grade-appropriate words correctly. (L.4.2d)	I have no misspelled words in my writing and use references when I need to.	I have misspelled some words.	I have many misspelled words.



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside

Name:

Date:

Directions:

1. Read the prompt below.
2. Review the Broadside rubric.
3. Plan your broadside using the graphic organizer below. Be sure to review the following to develop reasons and gather evidence: Be a Loyalist anchor chart and texts read in Unit 1 (“Revolutionary War,” “Loyalists,” “Incomplete Revolution,”) and Unit 2 (*Divided Loyalties*).
4. Write a draft of your broadside on a separate sheet of lined paper.
5. If you finish early, hand in your plans and draft and choose a book from your independent reading.

Prompt:

After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a **Loyalist**, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.

Focus question:

In your opinion as a Loyalist, why should the colonists remain loyal to Great Britain?



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside

Opinion _____

Reason 1:	
Evidence:	Source:
Reason 2:	
Evidence:	Source:
Reason 3:	
Evidence:	Source:



Loyalist Broadside Graphic Organizer

Name: _____

Date: _____

Headline Uses words that reflect the loyalist perspective No more than one line Introduction Explain your opinion Describe generally why colonists should remain loyal	Reason Paragraph 1 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	Concluding Statement
	Reason Paragraph 2 <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	
	Reason Paragraph 3 (optional) <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence	



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Opinion **The colonists should remain loyal to Great Britain.**

Reason 1:	
It is our duty as subjects of the British crown.	
Evidence:	Source:
"They did not want to break away from that country."	"Loyalists"
Great Britain protected the colonists against France in the French and Indian War.	<i>Divided Loyalties</i>
Their taxes pay for the soldiers who are there to protect the colonists.	<i>Divided Loyalties, Revolutionary War</i>
"We have only one ruler here, and it is King George III."	<i>Divided Loyalties</i>
Reason 2:	
Slaves are promised freedom.	
Evidence:	Source:
"They had been offered freedom by the Loyalist leaders."	<i>Loyalists</i>
"In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side."	<i>An Incomplete Revolution</i>
"Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not."	<i>An Incomplete Revolution</i>



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Reason 3:	
The British army is stronger.	
Evidence:	Source:
Britain has the strongest army in the world.	<i>Divided Loyalties</i>
George Washington has not won any major battles, the Patriots do not have a navy and the army needs guns and supplies.	<i>Divided Loyalties</i>



Loyalist Broadside Graphic Organizer
(For Teacher Reference)

<p>Headline</p> <p>Uses words that reflect loyalist perspective</p> <p>No more than one line</p> <p>Stay Loyal!</p> <p>Introduction</p> <p>Explain your opinion</p> <p>Describe the basic colonists should remain loyal</p> <p>The rebel Patriots have caused enough trouble. Washington and his ragtag army are not strong. We are British citizens and should stay loyal to the crown!</p>	<p>Reason Paragraph 1</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>It is our duty as citizens of England.</p> <ul style="list-style-type: none">• Great Britain protected us during the French and Indian War• Our taxes pay for the soldiers who are here to protect us• <u>We only have one king—King George III</u> <p>Reason Paragraph 2</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>The British army is stronger.</p> <ul style="list-style-type: none">• Britain's army is the strongest army in the world• Washington hasn't won any major battles• The Patriot army needs guns and supplies• The Patriots do not have a navy <p>Reason Paragraph 3 (optional)</p> <ul style="list-style-type: none">• Detail/Reason Paragraph: Evidence <p>If you are a slave, you have been promised freedom.</p> <ul style="list-style-type: none">• "In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side."• "Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not."	<p>Concluding Statement</p>
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End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Model Broadside Draft

Stay Loyal!

The rebel Patriots have caused us enough trouble. Between the Boston Tea Party and the lies they spread about the so-called Boston Massacre, they have done no good. Their desire to have independence from Great Britain is simply absurd. We are British citizens and should stay loyal to the crown!

It is our duty as citizens of England to remain loyal. Great Britain protected us during the French and Indian War. Now, our tax dollars go to repay them for the soldiers they sent to protect us during that war and who are here now to protect us. We have only one king—King George III.

The British army is stronger than the Patriot army. It is the strongest army in the world! Washington has not won any major battles, and his army needs guns and supplies. They do not have a navy—there is no way they can defeat the British soldiers.

Even slaves have reason to join our cause—they have been promised freedom if they serve for the British. They make our army that much stronger, with their knowledge of local roads and rivers. The Patriots do not suspect them as scouts or spies, so they can pass on information to our army easily.

The reasons are clear: our army is stronger and more knowledgeable. Be proud to be British and stay loyal to Great Britain during this terrible war!



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 13

End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside and Author's Chair Celebration



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.• I can plan, draft, and revise a broadside in the course of two lessons.• I can listen as my peers share their writing and give specific praise for their work.	<ul style="list-style-type: none">• End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside• Tracking My Progress, End of Unit 3 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">End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (25 minutes)Author's Chair Celebration (25 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">None	<ul style="list-style-type: none">In the first half of this lesson, students complete their End of Unit 3 Assessment, Part II by revising their drafts from Part I. They will use the American Revolution Broadside rubric chart: For The End of Unit 3 Assessment as a guide and will be asked to pay particular focus to conventions to create a polished final broadside for the assessment.In the last half of the lesson, students celebrate their hard work as writers by sharing and reflecting in small groups. The Author's Chair Celebration anchor chart in the supporting materials of this lesson provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing is based on groups of three.In this lesson, students' assessments are collected after the author's celebration. Use the American Revolution Broadside rubric chart (from Lesson 12) and the NYS Rubric for Expository Writing to evaluate and score students' assessments.In advance:<ul style="list-style-type: none">Prepare and review the Author's Chair Celebration anchor chart (see supporting materials).Create groups of three students for sharing in the Author's Chair Celebration.Post: Learning targets.



Lesson Vocabulary	Materials
broadside, opinion, peers, praise	<ul style="list-style-type: none">• American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment (from Lesson 12; one per student)• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (from Lesson 12; students' plans and drafts)• Dictionary (online- such as www.dictionary.com or http://www.wordcentral.com, or print; one per student)• End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (one per student or displayed on the board)• American Revolution broadsides (students' published copies, from Lesson 11)• Author's Chair Celebration anchor chart (chart paper)• Tracking My Progress, End of Unit 3 recording form (one per student)• NYS Rubric for Expository Writing (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets and read them aloud to students:<ul style="list-style-type: none">– “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”– “I can plan, draft, and revise a broadside in the course of two lessons.”– “I can listen as my peers share their writing and give specific praise for their work.”• Explain that today they will complete Part II of the assessment and then they will participate in an Author's Chair Celebration to share their broadsides. Let students know they will revisit the third learning target once Part II of the assessment is over.• Explain that first they will complete Part II of the assessment, where they will finish their drafts (if necessary) and then revise for conventions to create a polished copy. Explain that this means they will have to read their drafts and edit for spelling, capitalization, punctuation, and complete sentences, then revise to make these corrections and create a polished (or corrected and neat) copy to complete the assessment. Tell them to use the American Revolution Broadside Rubric Chart: For the End of Unit 3 Assessment to check their drafts before they revise.	
Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (25 minutes)</p> <ul style="list-style-type: none">• Be sure students have prepared their space to complete End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside. Explain the expectations for using or accessing a dictionary for their editing. Distribute the American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment as well as students' plans and drafts from the End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside.• Give students 25 minutes to complete their assessments. To help students pace themselves, let them know when they have 10 and 5 minutes left.• Collect students' broadside plans and drafts; have them keep their polished American Revolution broadsides until after the Author's Chair Celebration.	<ul style="list-style-type: none">• For some students, this part of the assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Author's Chair Celebration (25 minutes)</p> <ul style="list-style-type: none">• Gather students together whole group. Tell them they have come a long way as writers. At the beginning of the year they were working on writing strong informative paragraphs (Module 1) and then writing narratives based on research (Module 2). Now they have also built expertise in opinions based on reasons and evidence. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an Author's Chair Celebration.• Post the Author's Chair Celebration anchor chart. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate publishing their work. Tell the class that at these events, the author reads to the audience and signs a copy of his or her work. Explain to the students that while they will not have to sign copies of their work, they will get to read their work to a small group.• Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will focus on what they hear as a strength in their group members' work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.• Split students into their groups. Explain that they will have about 5 minutes for each person in the group to read, reflect, and receive praise.• Circulate as students share their work, reflect, and give one another praise. Monitor to ensure that students are taking turns about every 5 minutes.• Write the following prompt on the board. If a group finishes early, have them discuss:<ul style="list-style-type: none">* "How have we grown as writers since the beginning of the year?"• Collect polished American Revolution broadsides.• <i>Note: These pieces of writing will act as formative assessments of the performance task learning targets and demonstrate what students can do with support from teachers and peers. These pieces can be compared to students performance on the end-of-unit assessment and inform writing instruction and supports for Module 4.</i>	<ul style="list-style-type: none">• As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELLs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their learning as readers and writers as they researched the American Revolution and wrote broadsides. Comment that you are proud of the knowledge and skills they have built and would like them to take a short moment to reflect in writing.• Distribute the Tracking My Progress, End of Unit 3 recording form. Give students 5 minutes to reflect in writing and collect as additional assessment information for students' progress toward the learning target.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 13

Supporting Materials



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End of Unit 3 Assessment, Part II:
Revising to Create a Polished Broadside

Directions:

1. If your draft is not finished, finish writing it.
2. Review the American Revolution Broadside rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your broadside to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished broadside).
7. If you finish early, choose a book from your independent reading and read quietly.



Author's Chair Celebration Anchor Chart
(For Teacher Reference)

*As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - * "What are you most proud of in this piece?"
 - * "What was your biggest challenge, and how did you handle it?"
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold onto your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so authors can read them.
7. Congratulate one another on the publication of your work.



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning target: I can write a broadside stating my opinion the American Revolution from the Loyalist perspective.

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:



NYS Rubric for Expository Writing

New York State Grades 4-5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1-9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1-9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).