



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

Reading and Answering Questions about Opinion Pieces

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.

End of Unit 3 Assessment

Part I: Planning and Drafting a Broadside and Part II: Revising to Create a Polished Broadside

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.



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' BroadSides	<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 BroadSides	<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)