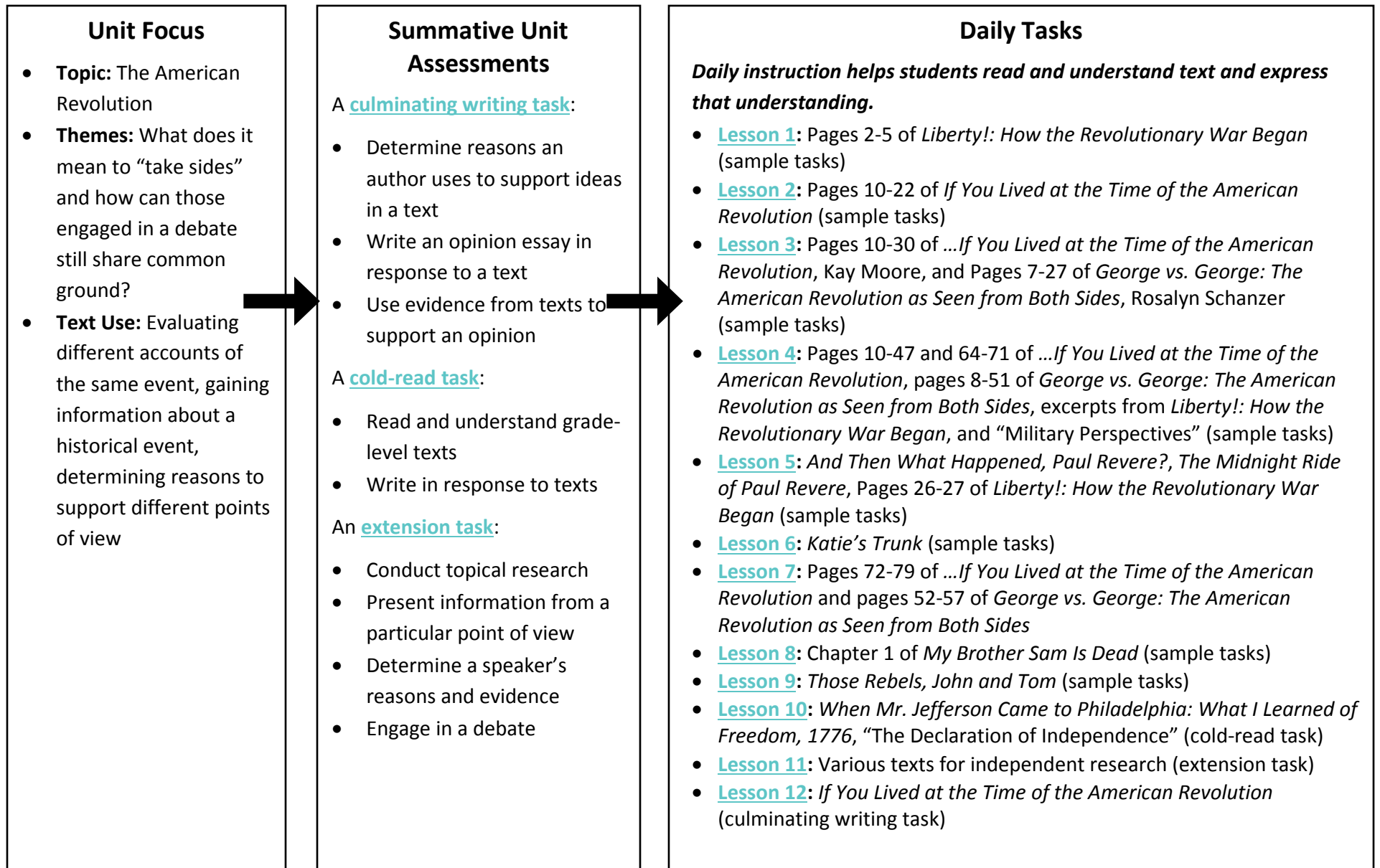


UNIT: AMERICAN REVOLUTION

<p>ANCHOR TEXT</p> <p><i>...If You Lived at the Time of the American Revolution</i>, Kay Moore (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none">• “The Midnight Ride of Paul Revere,” Henry Wadsworth Longfellow• <i>Katie’s Trunk</i>, Ann Turner• Chapter 1 from <i>My Brother Sam Is Dead</i>, James Lincoln Collier and Christopher Collier• <i>When Mr. Jefferson Came to Philadelphia: What I Learned of Freedom, 1776</i>, Ann Turner	<p>UNIT FOCUS</p> <p>Students learn about the American Revolution and evaluate the decisions and choices colonists had to make leading up to and during their fight for freedom from England. Students explore the idea of “taking sides” and how, despite having different points of view about an issue or a situation, those engaged in debate can still share common ground. This set connects to social studies.</p> <p>Text Use: Evaluating different accounts of the same event, gaining information about a historical event, determining reasons to support different points of view</p> <p>Reading: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10</p> <p>Reading Foundational Skills: RF.4.4a-c</p> <p>Writing: W.4.1a-d, W.4.2a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10</p> <p>Speaking and Listening: SL.4.1a-d, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</p> <p>Language: L.4.1a-g, L.4.2a-d, L.4.3a-c, L.4.4a-c, L.4.5a-c, L.4.6</p>
<p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none">• Excerpts from <i>Liberty!: How the Revolutionary War Began</i>, Lucille Recht Penner• <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer• “Military Perspectives,” PBS.org (website)• <i>And Then What Happened, Paul Revere?</i> Jean Fritz• <i>Those Rebels, John and Tom</i>, Barbara Kerley• “The Declaration of Independence,” ReadWorks	<p>CONTENTS</p> <p>Page 241: Text Set and Unit Focus</p> <p>Page 242: <i>If You Lived at the Time of the American Revolution</i> Unit Overview</p> <p>Pages 243-246: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 247: ELA Instructional Framework</p> <p>Pages 248-269: Text Sequence and Use for Whole-Class Instruction</p>

American Revolution Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Reread pages 12-18 of *If You Lived at the Time of the American Revolution*. Create a list of reasons why the colonists started the American Revolution. **(RI.4.8)** Determine whether the colonists were justified in rebelling against King George and the English government. Then write an essay stating whether you believe the colonists were right or wrong to declare their independence and fight the American Revolution. **(W.4.1a-d, W.4.9a-b, W.4.10)**

Include an introduction; develop your position with reasons, facts, and details from texts; and then finish with a conclusion. Write an essay that demonstrates command of proper grammar and usage, capitalization, punctuation, and spelling. It should also use grade-appropriate words and phrases.

Teacher Note: *The completed writing should identify an opinion, use appropriate transitions such as for instance or in addition, and provide a relevant conclusion. (W.4.1a, b, c, d; L.4.3a) Students should use grade-appropriate words and phrases and a variety of sentence patterns for meaning and interest while maintaining a consistent style. (W.4.4, L.4.3b-c, L.4.6) The essay should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.4.1a-g, L.4.2a-d) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.4.5)*

If time allows, have students publish their essays using technology. (W.4.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The American Revolution • Themes: What does it mean to “take sides” and how can those engaged in a debate still share common ground? • Text Use: Evaluating different accounts of the same event, gaining information about a historical event, determining reasons to support different points of view 	This task assesses: <ul style="list-style-type: none"> • Determining reasons an author uses to support ideas in a text • Writing an opinion essay in response to a text • Using evidence from texts to support an opinion 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 12 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Independently read *When Mr. Jefferson Came to Philadelphia: What I Learned of Freedom, 1776* by Ann Turner and “The Declaration of Independence” from ReadWorks. **Answer** a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:⁴

1. Describe Ned’s feelings about the war at the beginning of the text. Describe his feelings at the end of the text. How do Ned’s feelings about the war change? What causes Ned’s change in feelings? Provide specific details from the text to support your answer. **(RL.4.1, RL.4.3, W.4.9a, W.4.10)**
2. Look at the illustrations on pages 18-23. What do these illustrations show about war during the American Revolution? How do these illustrations support the emotions Ned expresses in the text? **(RL.4.1, RL.4.3, RL.4.7)**
3. How does the author Ann Turner describe freedom? Provide specific details from the text. **(RL.4.1, RL.4.4, L.4.5a)**
4. Determine a theme of *When Mr. Jefferson Came to Philadelphia* based on Ned’s changing feelings and how Ann Turner describes freedom. **(RL.4.1, RL.4.2, RL.4.4, L.4.5a)**
5. What is the main idea of the passage “The Declaration of Independence?” Provide key details from the text to support your answer. **(RI.4.1, RI.4.2)**
6. What events led to the writing of the Declaration of Independence? **(RI.4.3, RI.4.8)**
7. Compare and contrast the description of writing the Declaration of Independence in each of these texts. Provide specific examples from the texts. **(RL.4.1, RI.4.1, RI.4.6, RI.4.9, W.4.2a-e, W.4.9a-b, W.4.10, L.4.1a-g, L.4.2a-d, L.4.3a-c, L.4.6)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The American Revolution • Themes: What does it mean to “take sides” and how can those engaged in a debate still share common ground? • Text Use: Evaluating different accounts of the same event, gaining information about a historical event, determining reasons to support different points of view 	This task focuses on: <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Writing in response to texts 	Read and understand text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 7 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 10 (use this task)

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

⁴ Sample questions adapted from <http://www.ccsso.org/Documents/Text%20Complexity/Showroom%20Models/Roadmaps/4-5%20Mr.%20Jefferson%20Came%20to%20Philadelphia.docx>

EXTENSION TASK⁵

1. Divide the class in half and assign each half a side (Patriot or Loyalist).
2. Have them investigate their side’s stance on key issues, such as King George as a ruler, paying taxes, and the meaning of freedom and loyalty. **(RI.4.1, RI.4.2, RI.4.3, RI.4.6, RI.4.8, RI.4.9, W.4.7, W.4.9b, W.4.10, L.4.3c)**
3. Have students use the texts read in class as well as sources gathered from the Internet or library research to create a list of sources. **(W.4.8)**

Student Prompt:

You have been assigned to research in order to debate the American Revolution from the point of view of a Patriot/Rebel or a Loyalist/Tory. To prepare for the debate, investigate your assigned side’s stance on the following issues of the American Revolution:

- King George as a ruler
- Paying taxes
- The meaning of freedom and loyalty

We have learned in this unit that people’s words carry powerful messages in times of war. If you are assigned the stance of a Patriot/Rebel, include the quote from Patriot Thomas Paine and an explanation of what it means. If you are assigned the stance of a Loyalist/Tory, include the quote from Loyalist Isaac Wilkins and an explanation of what it means.

- “Those who expect to reap the blessings of freedom, must, like men, undergo the fatigues of supporting it.” —Thomas Paine, 1777
- “I leave America, and every endearing connection, because I will not raise my hand against my Sovereign—nor will I draw my sword against my Country.” —Isaac Wilkins, Loyalist, 1775

You may use the texts read in class as well as information found on the Internet and in the library to research your side’s stance. As you research, be sure to cite evidence from texts and keep a list of sources (where you found the information). Prepare to engage in a debate in which each side will present the gathered information. Prepare to answer questions asked by the opposing side.

4. Have students engage in a series of debates using [accountable talk](#).⁶ **(L.4.3c, L.4.6)** Ensure that each side presents their information, allowing the opposing side to ask questions. **(SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)** Ask each side to restate the points the other side makes prior to responding with an opposing opinion or evidence. **(SL.4.2)** Also, ensure the audience keeps track of the reasons and evidence presented by both sides. **(SL.4.3)**
5. After the debate, have students complete the [Culminating Writing Task](#).

⁵ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The American Revolution • Themes: What does it mean to “take sides” and how can those engaged in a debate still share common ground? • Text Use: Evaluating different accounts of the same event, gaining information about a historical event, determining reasons to support different points of view 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting topical research • Presenting information from a particular point of view • Determining a speaker’s reasons and evidence • Engaging in a debate 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 9 (sample tasks included) • Lesson 11 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports the language and comprehension development necessary for continual reading growth.

This plan presents sample whole-class tasks to represent how standards might be met at this grade level.

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

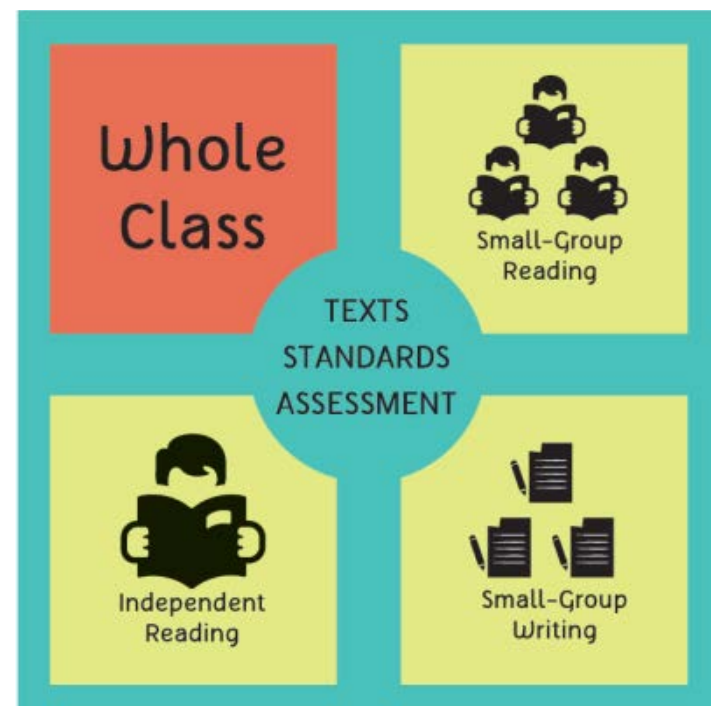
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but that is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit students will build knowledge about the American Revolution. Students will progressively build knowledge using these tools throughout the unit.

- **Reading Log:** Students keep track of vocabulary and notes, and respond to daily writing prompts in a consistent location. Begin in Lesson 1.
- **Vocabulary Display:** Students identify unknown vocabulary in order to understand the texts. They identify unknown vocabulary and its meaning using context clues. They also describe how the vocabulary contributes to the meaning of the text. Students create an individual list and suggest words to be added to a classroom vocabulary display. Students return to the list and build on it throughout the lessons. Begin in Lesson 1.
- **American Revolution Timeline:** Students create a timeline of events leading to the American Revolution. As students encounter events in their reading, they write the events on a 3 x 5 index card. The cards are then bound by a binder ring or posted in sequence on a classroom wall. Begin in Lesson 1.
- **Unit Focus Questions:** Students investigate the same series of questions throughout the unit based on the various texts. Create an anchor chart and post the questions for students to reference as they are reading texts throughout the unit. Begin in Lesson 2.

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>Cover art of <i>...If You Lived at the Time of the American Revolution</i>, Kay Moore</p> <p>Pages 2-5 of <i>Liberty!: How the Revolutionary War Began</i>, Lucille Recht Penner</p>	<p>TEXT DESCRIPTION: These pages set the scene for the American Revolution. They provide background information on the events leading up to the war.</p> <p>TEXT FOCUS: The text on these pages is rich in text features including illustrations and sidebars. It also introduces the students to vocabulary that will be used throughout the unit. The text also provides opportunities to explore text structure as it is organized by topic and then chronologically within each topic.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students build a vocabulary notebook to be kept throughout the unit. The information is also shared on a class vocabulary wall. Students then use the text features to navigate through the text. They begin a timeline of the events of the American Revolution.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Begin the Reading Log. Instruct the students to build an individual vocabulary notebook. Prompt students to focus on words that are unknown to them. (RI.4.4) <ul style="list-style-type: none"> ○ First, have students define the words in context. (L.4.4a)

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definition of the words based on their affixes or using a dictionary. (L.4.4b, L.4.4c) ○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) through semantic maps.⁹ (L.4.5c) ○ Encourage students to use the words when they write. (L.4.6) ○ Also begin the vocabulary display¹⁰ of the words from the vocabulary notebook. Have students write words on large index cards or sentence strips so that they can be seen throughout the classroom. ● Have students analyze the cover of <i>...If You Lived at the Time of the American Revolution</i> using the OPTIC strategy.¹¹ Prompt them to write down their analysis of the image, focusing on the interaction between the two groups of people. Ask them what the image seems to represent about the American Revolution. ● Read aloud pages 2-5 of <i>Liberty!: How the Revolutionary War Began</i> as students follow along. ● Reread the text a second time. During the second reading, draw attention to the multiple text features used by the author including sidebars and pictures. Model for students how to enhance their understanding of the text by integrating the text features with the printed text. (RI.4.1, RI.4.7) <ul style="list-style-type: none"> ○ Emphasize to students that the text features are important to the understanding of the text and frequently contain information not included in the text. ○ Display page 2 of the text. Demonstrate how to approach text features in informational text. Draw students' attention to the sidebar on page 2. Think aloud for the students, "I wonder why the author put this information on the side of the page and not in the text? It doesn't seem to fit into what the text is explaining, but it does help me understand how American colonists dressed and acted. This information helps me to understand who they colonists were and where they came from. This may help me to understand the American Revolution." ○ Continue using a think-aloud approach to consider the drawing on page 2. "I wonder why the author put this picture in the book? What can I learn from the picture? The clothing sure looks different from what I would wear. I wonder why the men are wearing such odd-looking hats. These people must have lived a long time ago, judging from what they are wearing."

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Continue with thinking aloud with the text features on page 3, inviting students to share their thoughts on why the various text features are included. Why would a picture of King George III be included? What could the picture of men gathering beneath the tree be about? Emphasize that the text features should get the reader thinking of what he or she may be reading about in the text. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Assign students to work in pairs or small groups to take notes using a bulleted list under a heading or an outline format until they master the skill. Students should record events that led to the American Revolution. ● Begin the American Revolution Timeline. Have students record the events that led to the American Revolution. As students encounter events in their reading have them write the event on a 3 x 5 index card. These cards can be used to create a timeline either by punching a hole in each card and connecting them with a binder ring or by posting the cards on a classroom wall in order. Using index cards allows for more flexibility in the movement of events on the timeline as other events are encountered. Events can easily be inserted or rearranged. The timeline cards will be useful later in creating a summary of events leading up to the American Revolution. (RI.4.1, RI.4.3) ● Have students keep notes from the text in their reading log. Teach students to use a systematic method of taking notes such as Cornell Notes.¹² <ul style="list-style-type: none"> ○ Use the first page of the text to model note-taking using bulleted information such as: <ul style="list-style-type: none"> ▪ Liberty Trees <ul style="list-style-type: none"> ● People wanted religious freedom. ● In England people were punished if they didn't like the king. ● Some people wanted to be rich.
<p>LESSON 2:</p> <p>Pages 10-22¹³ of <i>...If You Lived at the Time of the American Revolution</i>, Kay</p>	<p>TEXT DESCRIPTION: This section of the anchor text provides a summary of events leading to the beginning of hostilities in the American Revolution.</p> <p>TEXT FOCUS: This section can be combined with information read in Lesson 1 about life prior to, the events leading to, and the causes of the American Revolution. Students can compare multiple accounts of the same information. (RI.4.9)</p>

¹² <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

¹³ These pages include the following sections: "Introduction," "What was life like before the Revolution?" "What did colonial people look like?" "What were colonial house like?" and "What started the Revolution"

TEXT SEQUENCE	TEXT USE
Moore	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read the text independently, applying their understanding of using text features gained in Lesson 1. They continue to study the vocabulary and take notes in their reading log about the text. The lesson concludes with students presenting information about the colonists.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read pages 10-22 independently. (RI.4.10; RF.4.4a, c) • Continue to have students identify unknown vocabulary in the text. Focus students on identifying words integral to the unit and words with multiple meanings that are likely to appear in multiple texts (e.g., <i>declaration, actually, usually, civil, Loyalist, Patriot, colonist, controlled, direct, separate, invading, stirred, taxation, representation</i>). (RI.4.4) First, have students define the words in context. (L.4.4a) Then have them verify the preliminary definition of the words using a dictionary. (L.4.4c) Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) through semantic maps.¹⁴ (L.4.5c) Encourage students to use the words when they write. (L.4.6) • Have students write words on large index cards or sentence strips so that they can be seen throughout the classroom and post them on the class vocabulary display.¹⁵ <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students take notes from the text as they read. Have them compare the information they already gathered from previous reads with regard to events leading up to the American Revolution. Instruct students to use either the Cornell note-taking strategy or the split page note-taking strategy introduced previously to gather their information. Possible questions: <ul style="list-style-type: none"> ○ How does the author use various text features to enhance the reader’s understanding of the text? (RI.4.4) ○ Identify the two sides in the conflict of the American Revolution. Review the cover art again. How does reading these first pages of the text inform your understanding of what is happening in this picture? (RI.4.7) ○ According to the text, “Each colony was interested only in its local problems. The colonies did not work well together” (12). What is the importance of this idea? How does it support the idea of a “civil” war? What interests did each group of colonies want to protect? (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.8)

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Why did the American Revolution begin? What were the colonists' complaints against the British government? (RI.4.1, RI.4.2) ○ Is any of the information in this text different from the notes taken previously? How does this information add to your understanding of the causes of the Revolution? ○ Illustrate the knowledge gained about the American colonists on a graphic organizer. One possibility for showing this information is a spider map.¹⁶ (W.4.10) <ul style="list-style-type: none"> • Have students continue adding events to their American Revolution Timeline begun in Lesson 1. (RI.4.1, RI.4.3) • Introduce unit focus questions and create an anchor chart¹⁷ with the questions for students to refer to throughout the unit. (RI.4.1, RI.4.10) The questions will not be answered now but are introduced to set a focus for student reading. They are displayed in the classroom throughout the unit. <ol style="list-style-type: none"> 1. What factors did colonists weigh when making decisions up to and during the American Revolution? 2. What caused Loyalists and Patriots to take opposing stances in the American Revolution? 3. Who/what were the significant people, symbols, and language of the time period? 4. Why do researchers use multiple sources? 5. How do you read and extract information from multiple texts to form and justify an opinion? 6. How does engaging in debate about different points of view lead to building common ground? • At the end of each lesson throughout the unit, have students reflect on the lesson and write in their reading log how the information they learned addresses at least one of the Unit Focus questions. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students create a presentation using information gathered and recorded in their reading log. Ask them to create their presentation based on the following prompt: Who were the American colonists? Where did they come from, what types of jobs did they do, and how did they live? Make sure to include details or examples from the texts. (RI.4.1, RI.4.2, RI.4.10, SL.4.4, SL.4.5, SL.4.6)

¹⁶ <http://www.eduplace.com/graphicorganizer/pdf/spider.pdf>

¹⁷ http://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

TEXT SEQUENCE	TEXT USE
<p>LESSON 3:</p> <p>Pages 10-30¹⁸ of <i>...If You Lived at the Time of the American Revolution</i>, Kay Moore</p> <p>Pages 7-27 of <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer</p>	<p>TEXT DESCRIPTION: These texts both provide information on taxes and their effect on the colonists leading up to the American Revolution but from different perspectives.</p> <p>TEXT FOCUS: Students are provided an opportunity to compare multiple accounts of the same event. (RI.4.9) Students should investigate how each author uses details and facts to present their argument. (RI.4.1, RI.4.2, RI.4.3) This unit helps students experience the reality of learning about a new topic (e.g., learning involves going from ignorance to knowledge, and reading can help build that knowledge). <i>Refrain from filling in students’ knowledge gaps about the American Revolution.</i> There will be many gaps at first, but as students read several texts on the same topics, their knowledge will grow. If the teacher fills in the gaps, students do not learn to trust that reading texts closely can build knowledge. So, when students ask, “What does that mean? What was that about?” respond by saying, “Let’s reread to see if we can figure it out in this text” or “Let’s see if when we read another text, that question gets answered.”</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: This lesson begins with independent reading. Students continue to take notes and complete graphic organizers to understand the information.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read pages 10-22 of <i>...If You Lived at the Time of the American Revolution</i> independently. (RI.4.10; RF.4.4a, c) • As they read, ask students to complete a three-column graphic organizer with the following columns: (1) Loyalist, (2) Neutral, (3) Patriot. In each column, include descriptions, details, and examples of each as well as some of the challenges that each faced. • Read aloud <i>George vs. George</i> as students follow along. • Continue to have students identify unknown vocabulary in the text. <ul style="list-style-type: none"> ○ Focus students on identifying words integral to the unit and words with multiple meanings that are likely to appear in multiple texts (e.g., <i>territories, jubilant, backward, uncivilized, constantly, especially, enlarged, fertile, bustling, limited, opponents, imposed, consent, liberty, divine, banned, resented, smuggled, proclaimed, outraged, tempest</i>). (RI.4.4) ○ Have students define the words in context. (L.4.4a)

¹⁸ These pages include the following sections: “Introduction,” “What was life like before the Revolution?” “What did colonial people look like?” “What were colonial house like?” “What started the Revolution” “What started the Revolution?” “Who were the Loyalists?” “Who were the Patriots?” and “Did everyone in the colonies take sides?”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Then provide them with a list of Greek and Latin affixes and roots. Have students verify the preliminary definition of the words using their affixes or a dictionary. (L.4.4b, L.4.4c) ○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) through semantic maps.¹⁹ (L.4.5c) ○ Encourage students to use the words when they write. (L.4.6) <ul style="list-style-type: none"> ● Have students write words on large index cards or sentence strips so that they can be seen throughout the classroom and post them on the class vocabulary display.²⁰ <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Reread the following sentences from <i>George vs. George</i>: “Who could imagine that the fabric binding America to Great Britain was about to unravel or that the two Georges were about to become bitter enemies?” How does the author use the metaphor to support the conflict between the two sides? (RI.4.4, L.4.5a) ● Have students add events to their timelines from Lesson 1. In adding events to their timelines, instruct students to include information about each event added. Prompt them with questions such as: “What happened?” and “Why is it significant?” <ul style="list-style-type: none"> ○ For example, when adding the Boston Tea Party have students add more than simply the date and the events. Instruct them to add a short statement detailing what occurred (e.g., Colonists emptied cartons of tea into Boston Harbor in protest of paying taxes on tea) and why it was significant (e.g., King George III was greatly angered and closed Boston Harbor). ○ Have students write the event and year on the front of the index card and the explanation on the back of the card. These cards will be very useful in keeping events in chronological order and later in writing a summary of the events leading to the American Revolution. Remind students to add events using both texts and to compare the information given in each text regarding the same events. (RI.4.1, RI.4.2, RI.4.3, RI.4.9, RI.4.10) ● Continue working in <i>George vs. George</i>, rereading pages 12-15 aloud. Model and have students apply strategies for determining the main idea of the section of text, explaining how it is supported by key details. (RI.4.1, RI.4.2) Also model and have students apply strategies for explaining events in a historical text, including what happened and why (RI.4.3).

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Read pages 12-13 out loud, then think aloud to find the main idea. Ask yourself out loud, “What is the big message that the author is telling me about King George and the people of England? She gives a lot of details about King George and his family. She also tells the reader a lot of information about the people of London and the problems faced by the people who lived there. I think that the author wants the reader to know that the king had other problems than just the unhappy colonists. He may have been a king, but he had a family, and he had to solve problems at his job.” Then have students write a sentence about the main idea in their reading log. ○ After reading pages 14-15 aloud, think aloud again to find the main idea. “I see a lot alike about how the author describes George Washington and how she described King George III. They both had difficult jobs and families to take care of. Some things about living in the colonies were very similar to living in London. What do you think the author wants us to learn?” Then have students write a sentence about the main idea in their reading log. ○ Conduct a whole-class discussion in which students examine the structure of <i>George vs. George</i> to understand how the author uses the structure to enhance reader understanding of the subject. (SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c) Ensure students use accountable talk²¹ throughout the discussion to pose and respond to the questions of others. (RI.4.1) Keep track of answers on the board and have students record information on their reading log. Possible questions: <ul style="list-style-type: none"> ▪ What structure does the author use in this text? (RI.4.5) ▪ How does the structure she uses support her main ideas? (RI.4.2) ● Reread pages 16-17 aloud. These pages are filled with information. Instruct students that they will listen to the text the first time with the idea of getting the gist or main idea of the pages. Have students reread pages 16-17 with a partner, paying particular attention to the visual descriptions of the two governments. Ask pairs to write in their reading logs their initial understanding of the similarities and differences between the two governments. (RI.4.7, RI.4.9, W.4.10) ● Then have pairs reread the paragraph at the top of each page. Ask one of the partners to explain to the other partner how the visual on page 16 explains the written text at the top of the page. Then have the other partner explain how the visual on page 17 explains the written text at the top of the page. Depending on student ability model, as needed, with page 16, and have the pairs discuss page 17. (RI.4.7)

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Create a class H-chart or Venn diagram to compare and contrast England and America. Record the comparisons on a graphic organizer, such as an H-chart or Venn diagram. While students reread the pages, ask them to circle or highlight things that both governments have in common. Then create a class chart, providing facts from the reading for each item listed. Ensure students create their own individual copy of the chart. Explain to students that they will use this model for taking notes multiple times during the unit. • Have students reread pages 18-30 of <i>...If You Lived at the Time of the American Revolution</i>, instructing them to focus on the different points of view presented in each text (Loyalists versus Patriots and British versus Americans). Ask students to write information gained from the text in their reading logs. Possible questions: <ul style="list-style-type: none"> ○ The American Revolution was a war that established freedom for our country. What synonyms for the American Revolution are provided in the text? Locate a quote on page 7 to support your answer. (RI.4.1) ○ Reread pages 14-15. What are some of the causes that led to the Revolutionary War? (RI.4.1, RI.4.3) ○ Reread pages 19-25. Loyalists and Patriots had very different opinions. How were they different? Provide multiple examples from the text to support your answer. (RI.4.1, RI.4.3) ○ What are some synonyms for Loyalist? Who were they loyal to? (RI.4.1, L.4.5c) ○ What are synonyms for British soldiers? (RI.4.1, L.4.5c) ○ Who are the Patriots? What are some synonyms for the word <i>Patriots</i>? (RI.4.1, L.4.5c) ○ Did everyone in the colonies get involved in the revolution? Provide examples from the text showing how or why people either became involved or avoided the Revolutionary War. (RI.4.1, RI.4.2) • Then reread aloud pages 18-27 of <i>George vs. George</i>. Prompt students to draw comparisons between the two texts. For example, have them answer the following questions in their reading log: <ul style="list-style-type: none"> ○ How do the two authors differ in their explanations of the taxes and their impact on the colonists? ○ What evidence does each author use to support the colonists' position on the taxes? (RI.4.1, RI.4.8, RI.4.9) • Then conduct a whole-class discussion in which students analyze the varying viewpoints presented in both texts. (SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c) Ensure students use accountable talk²² throughout the discussion to pose and respond to the questions of others and refer to examples from the text. (RI.4.1) Keep track of answers on the board and have students record information on their reading log. (RI.4.8, RI.4.9) Possible questions:

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How did the Loyalists and the Patriots differ in their views on taxes? ○ What were some reasons for the Loyalists' viewpoint? ○ What were some reasons from the Patriots' viewpoints? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● After the discussion, have students write a paragraph to support their opinion: Which side, Loyalist or Patriot, do you think had the best argument? Prompt students to state their opinions and provide logically ordered reasons that are supported by textual evidence. (RI.4.9, W.4.1a-d, W.4.9b, W.4.10) Depending on student writing ability, determine the necessary support during the writing process (i.e., providing an answer frame²³ to support them in organizing their writing, modeling, showing models of strong and weak student work, providing descriptive feedback, etc.). Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their writing task from the prompt provided. ○ Students complete an evidence chart as a prewriting activity. Remind students to use any relevant notes they have compiled. An evidence chart has two columns: (1) Evidence: Detail or example, (2) Elaboration/explanation of how this evidence supports the student's opinion. (RL.4.1, W.4.1b, W.4.9b) ○ Once students have completed the evidence chart, prompt them to look back at the writing prompt to remind themselves what kind of response they are writing and to think about the evidence they found. ○ Student pairs review each other's evidence chart and offer feedback. (W.4.5) ○ Students develop a main idea statement.²⁴ This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a main idea statement. (W.4.1a) ○ Students complete a first draft. ○ Then the class forms a single circle. Each student in the circle must have a completed written response. Ask students to pass their written response two times to the left. Have students complete #1 below with the written response. Then have students pass the responses to the left one time. Have students complete #2 below with the new response. Repeat this process until all steps are complete.

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁴ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 1. Read the first two sentences. Identify and underline the main idea sentence that introduces the topic. (RI.4.2) If there is no main idea sentence, write in the margin “Missing main idea sentence.” 2. Locate the underlined main idea sentence. Verify the correct sentence is underlined. Read the full paragraph. Circle related information that has been grouped together. For each grouping, list at least one detail that supports the main idea sentence. (RI.4.2) 3. Read the full paragraph. Put a star next to any textual details or examples used in the response. If it supports the main idea, put a plus sign next to the example. If it does not support the main idea, put a minus sign next to the example. (RI.4.1, RI.4.8) 4. Review the sentences and locate any prepositional phrases. Ensure they are used correctly. Highlight any possible errors in green. If there are no prepositional phrases, suggest where one could be added. (L.4.1e) 5. Ensure the sentences are complete. Make note of any possible fragments or run-ons. Highlight any possible errors in pink. (This may require a brief mini-lesson in which the teacher models how this can be done.) (L.4.1f) 6. Circle strong vocabulary words in the text, including those from the vocabulary notebook and display. If none of those words are used, make a suggestion for where they can be added. (RI.4.4, L.4.3a, L.4.6) 7. Highlight any potential spelling or grammatical mistakes in yellow, including using commonly confused words incorrectly (e.g., <i>to, too, two; there, their, they’re</i>), using incorrect capitalization, or misusing commas. (This may require a brief mini-lesson on the grade-specific expectations.) (L.4.1a, c-d, g; L.4.2a-d; L.4.3b) 8. Return the written response to the original owner and ask the owner to review the feedback. Have students rewrite their responses, revising sentences and strengthening their examples. (W.4.4, W.4.5) <ul style="list-style-type: none"> ○ Have students complete a final draft of the paragraph. ○ Then have students present their opinions by conducting an oral presentation. (RI.4.1, RI.4.2, RI.4.3, SL.4.4, SL.4.5, SL.4.6) During the presentation, have the audience record in their reading log or on an H-chart or Venn diagram the points and evidence each student provides. (SL.4.3) <ul style="list-style-type: none"> • Have students reflect on their learning in this lesson and write in their reading log how the information gained addresses at least one of the Unit Focus questions introduced in Lesson 2.

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p>Pages 10-47²⁵ and 64-71²⁶ of <i>...If You Lived at the Time of the American Revolution</i>, Kay Moore</p> <p>Pages 8-51 of <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer</p> <p>Excerpts from <i>Liberty!: How the Revolutionary War Began</i>, Lucille Recht Penner</p> <p>“Military Perspectives,” PBS.org</p>	<p>TEXT DESCRIPTION: These texts continue to present information about the American Revolution, including information about the Declaration of Independence and the events of the war.</p> <p>TEXT FOCUS: Students can continue to determine the meaning of words as they are used in text and compare and contrast the information presented in each text. All of the speech balloons in <i>George vs. George</i> contain real quotes from those involved in the Revolutionary War, building students’ understanding of the words, phrases, and quotations that have come to symbolize the time period. (RI.4.4, L.4.3a)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read both sections of texts in small groups. They continue to define vocabulary words and then engage in a short research project to gather information. The lesson ends with a Socratic seminar about the need to use multiple sources to gather information.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the texts in small groups. • Continue to have students identify unknown vocabulary in the text. <ul style="list-style-type: none"> ○ Focus students on identifying words integral to the unit and words with multiple meanings (e.g., <i>scarce, traitorously, raging, inexperience, desertions/deserted, ambushes, unsuspecting, dishonorable, battling, grievances, oppressing, tyrant, constitutional, gilded, dismayed, trounced, equipped, dejected, enlistment, profound, disorganized, outnumbered, outfoxed, sympathetic, stampeded, civilians, elegant, crude, wholehearted, ragtag</i>). (RI.4.4) ○ Have students define the words in context. (L.4.4a) ○ Provide them with a list of Greek and Latin affixes and roots. Have students verify the preliminary definition of the words using their affixes or a dictionary. (L.4.4b, L.4.4c)

²⁵ These pages include the following sections: “Introduction,” “What was life like before the Revolution?” “What did colonial people look like?” “What were colonial house like?” “What started the Revolution” “Who were the Loyalists?” “Who were the Patriots?” “Did everyone in the colonies take sides?” “How would your life have changed after the Declaration of Independence?” “What happened to Loyalist families after the Declaration?” “How could you tell who was a Patriot?” “How could you tell who was a Loyalist?” “If your family sided with the Patriots, how did you support the war?” “If your family sided with the Loyalists, how did you support the war?” “Would you have seen a battle?” and “Did any women or children fight in the Continental Army?”

²⁶ These pages include the following sections: “Who were the famous Patriots?” and “Who were the famous Loyalists?”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) through semantic maps.²⁷ (L.4.5c) ○ Encourage students to use the words when they write. (L.4.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Prompt students to conduct a short research project that compares the two sides of the American Revolution. Have students consider the Unit Focus questions introduced in Lesson 2 to guide their research. (W.4.7, W.4.8) ● Assign each group a side to research (British/Loyalist and American/Patriots) and create a list of reasons to support the decisions made by each side. How did each side respond to the events of the war, including the Declaration of Independence and the various battles? ● Have students gather information from the texts read in the unit as well as their timelines begun in Lesson 1. (W.4.8) ● Then combine the smaller groups into larger discussion groups, with each having members who have researched each George. Prompt the larger groups to engage in a discussion of the similarities and differences in the two leaders and instruct students to pose and respond to questions and make comments that contribute to the discussion. (RI.4.1, RI.4.2, RI.4.3, RI.4.5, SL.4.1.a-d, L.4.3c) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Then conduct a Socratic seminar²⁸ based on Unit Focus question #4: Why do researchers use multiple sources? How does seeing the different viewpoints of each George support the idea that researchers should use more than one source to gather their information? (RI.4.2, RI.4.6, RI.4.7, RI.4.9) ● Prior to the seminar, have small groups locate examples from their notes and the unit texts to support their stance on the discussion question. (RI.4.1, W.4.8, SL.4.1a) During the seminar, divide the class into two circles (inner and outer). Have each small group select a spokesperson to sit in the inner circle. The remaining members sit in the outer circle. (SL.4.1b, c, d; SL.4.4; SL.4.6, L.4.3c) Then have the inner circle discuss the questions for five minutes. As the inner circle discusses, prompt the other group members in the outer circle to write down the ideas and evidence presented during the seminar. (SL.4.3) Students can record their comments using a backchannel platform like Today’sMeet. (W.4.6) Following the first discussion, allow the pairs to discuss their performance and offer suggestions for improvement.

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students reflect on their learning in this lesson and write in their reading log how the information gained addresses at least one of the Unit Focus questions introduced in Lesson 2.
<p>LESSON 5:</p> <p><i>And Then What Happened, Paul Revere?</i> Jean Fritz</p> <p>“The Midnight Ride of Paul Revere,” Henry Wadsworth Longfellow</p> <p>Pages 26-27 of <i>Liberty!: How the Revolutionary War Began</i>, Lucille Recht Penner</p>	<p>TEXT DESCRIPTION: The texts provide multiple views of the Paul Revere ride in various formats (poetry, informational text, and literary text).</p> <p>TEXT FOCUS: This lesson focuses on comparing varying treatments of the same historical event. This provides an opportunity for students to compare informational text and literature on the same topic. (RL.4.9, RI.4.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read <i>And Then What Happened, Paul Revere</i> independently and work with the text through a lesson from Achievethecore.org. Students then orally read “The Midnight Ride of Paul Revere” and engage in a lesson from Achievethecore.org. Finally students read the excerpt from <i>Liberty!: How the Revolutionary War Began</i> and create a graphic organizer to compare the three texts. Students engage in a discussion and write a response.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Have students read <i>And Then What Happened, Paul Revere?</i> independently. Access a sample lesson, questions, vocabulary, and writing task²⁹ from Achievethecore.org for <i>And Then What Happened, Paul Revere?</i> Engage students in repeated oral readings of “The Midnight Ride of Paul Revere” to build oral reading fluency. Model for students the reading of the poem, pausing at the end of each line and using punctuation to help with phrasing and pausing, and building suspense with intonation, stress, and rate. Then have them read the passage chorally.³⁰ Then have student pairs practice reading the poem using paired reading.³¹ Circulate around the room to monitor student oral reading accuracy and fluency. Finally, have students individually read aloud the poem. (RF.4.4b) After this lesson is complete, place the poem in a classroom library for independent reading. (RF.4.4a, RF.4.4c) Note for Small-Group Reading: As particular students struggle with meeting these reading foundation standards,

²⁹ <http://achievethecore.org/file/705>

³⁰ http://www.readingrockets.org/strategies/choral_reading

³¹ http://www.fcrr.org/studentactivities/F_021c.pdf

TEXT SEQUENCE	TEXT USE
	<p>follow up with those students during small-group reading time to work more specifically on these standards.</p> <ul style="list-style-type: none"> • Access a sample lesson, questions, vocabulary, and writing task³² from Achievethecore.org for “The Midnight Ride of Paul Revere.” • If time allows, have students create an illustrated summary of the poem in pairs. (RL.4.2, SL.4.5) • Have students create a four-column graphic organizer to compare the informational texts and the literary texts in this lesson. Label the four columns: (1) Type of text, (2) Perspective, (3) Author’s purpose, and (4) Similarities and differences to other texts. Ask students to use one row of the organizer for each of the three texts. (RI.4.9, RI.4.9) • Have students read the excerpt from <i>Liberty!</i> and complete the graphic organizer. Ask students to use the map on pages 26 and 27 of <i>Liberty!: How the Revolutionary War Began</i> to gain a better understanding of the route of Revere’s ride. Prompt students to begin combining the information gained from these sources with the information previously read to gain a better understanding of the sequence of events leading up to the American Revolution. (RI.4.7) • Have students continue adding events to their American Revolution Timeline begun in Lesson 1. (RI.4.1, RI.4.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a whole-class discussion in which students compare the treatment of Paul Revere and his ride in the informational texts and the poem. (SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c) Ensure students use accountable talk³³ throughout the discussion to pose and respond to the questions of others. (RI.4.1, RI.4.1) Keep track of answers on the board and have students record information on their reading log. Possible questions: <ul style="list-style-type: none"> ○ Review the fourth column of the graphic organizer. How do authors base books on historical events? ○ How does the portrayal of Revere differ in each text? What might be the purpose or effect of those different portrayals?³⁴ (RL.4.5) ○ Do details of the events of Paul Revere’s ride change in the various texts? What might be the purpose of those changes? (RI.4.1, RI.4.9) • Conclude the discussion by asking students to write a response in their reading log comparing and contrasting the various portrayals of Paul Revere’s ride. Prompt students to write a main idea sentence and provide examples to support the comparisons and contrasts between the different portrayals. (RI.4.9, W.4.2a-e, W.4.9b, W.4.10)

³² <http://achievethecore.org/file/658>

³³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁴ Add in details to make the story more interesting (*And Then What Happened, Paul Revere?*) or to make a historical character even more heroic (“The Midnight Ride of Paul Revere”)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Depending on student writing ability, determine the necessary support during the writing process (i.e., providing an answer frame³⁵ to support them in organizing their writing, modeling, showing models of strong and weak student work, providing descriptive feedback, etc.). Have students reflect on their learning in this lesson and write in their reading log how the information gained addresses at least one of the Unit Focus questions introduced in Lesson 2.
<p>LESSON 6: <i>Katie’s Trunk</i>, Ann Turner</p>	<p><u>TEXT DESCRIPTION:</u> Although historical fiction, this text provides a first-person view of the Revolutionary War. Set during the early days of the American Revolution, the narrator, a young Tory girl named Katie, describes the conflict her family encounters as a result of remaining loyal to England. Katie’s encounter with rebel troops unveils unexpected forms of courage.</p> <p><u>TEXT FOCUS:</u> This text provides students with an opportunity to view the American Revolution through a Tory family’s viewpoint and enables students to consider what it would be like to have friends and neighbors split apart by having to decide their stance about a war. It also provides them with an opportunity to consider the decisions colonists faced during the American Revolution. They can also gather research about Patriots and Loyalists for the Extension Task.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: This lesson introduces historical fiction as a genre. It focuses on the similarities and differences in historical fiction and informational text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Ask students to think about the poem “The Midnight Ride of Paul Revere.” How can history be learned from informational texts as well as poetry? If you hadn’t any other information on Paul Revere, would you have learned any history? Why would historical fiction sometimes be a good way to get students to learn history? Then have students read <i>Katie’s Trunk</i> independently or in small groups. (RL.4.10) Engage students in asking and answering questions such as: <ul style="list-style-type: none"> Who is the narrator of <i>Katie’s Trunk</i>? How do you know? (RL.4.6) Katie’s mom says she would “like to sit (her) down to sew long seams all day and get the goodness straight inside.” What does she mean by, “get the goodness straight inside”? (RL.4.4, L.4.5a) How has Katie’s community changed? Give examples of “before” and “now,” and explain the reasons for those

³⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>changes based on knowledge built in previously read texts. (RL.4.3)</p> <ul style="list-style-type: none"> ○ Reread the last paragraph. What does Katie realize about John Warren’s actions? (RL.4.3) ○ What is the theme of this story? (RL.4.2) ○ Notice how the author used sewing seams at the beginning of the story and then again at the end. What effect does that structure have on the theme of the story? (RL.4.5) ○ What information can we gather from this chapter to help us understand the decisions colonists faced during the American Revolution? (RL.4.9, W.4.8, W.4.9a) ○ Access additional questions, vocabulary, and a writing task³⁶ from Achievethecore.org for <i>Katie’s Trunk</i>. <ul style="list-style-type: none"> ● Explain to students that historical fiction is based on real events in history but that the author invents characters and details that help the story come to life. Then have students work in groups to distinguish the real historical events from the fictional elements in <i>Katie’s Trunk</i> and record their information on their reading log. (RL.4.1) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Conduct a Socratic seminar³⁷ discussing how reading this historical fiction can help students understand the previously discussed debate between the Loyalist and Patriot points of view. (RL.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c) Possible questions for discussion: <ul style="list-style-type: none"> ○ How does reading about Katie’s family’s experiences help you understand what life was like for a Loyalist during the American Revolution? ○ How would Katie’s family’s experiences have changed if they had been Patriots rather than Loyalists? ○ Do you think it took courage to be a Loyalist during the American Revolution? Use evidence from the text to support your argument. ● Have students reflect on their learning in this lesson and write in their reading log how the information gained addresses at least one of the Unit Focus questions introduced in Lesson 2.

³⁶ <http://achievethecore.org/file/704>

³⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 7:</p> <p>Pages 72-79³⁸ of <i>...If You Lived at the Time of the American Revolution</i>, Kay Moore</p> <p>Pages 52-57 of <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer</p>	<p>TEXT DESCRIPTION: These sections of the texts describe the end of the war and the effect the war had on both sides of the conflict.</p> <p>TEXT FOCUS: Focus on the cause and effect relationships of the war and the impact on the different sides. Students can record their information on a cause and effect chart.³⁹ Engage students in a conversation about how the authors use text features to present complex historical information in a clear and useable format. (RI.4.5) Also have students continue to build their vocabulary notebooks and the class vocabulary display based on the words, phrases, and idioms that have come from or symbolize the time period (e.g., “your John Hancock” and “big wig”). (RI.4.4, L.4.3a, L.4.5b) Students continue to add events to their American Revolution Timeline begun in Lesson 1 and reflect on how the information gained in this lesson addresses one of the Unit Focus questions introduced in Lesson 2.</p>
<p>LESSON 8:</p> <p>Chapter 1 of <i>My Brother Sam Is Dead</i>, James Lincoln Collier and Christopher Collier</p>	<p>TEXT DESCRIPTION: This historical fiction novel is set in Redding Ridge, Connecticut, a Tory town, on the eve of the American Revolution. The American Revolution was a war that divided families and communities (English loyalists versus eager Patriots), and one of the families being torn apart is the Meeker family. Young Tim sees his 16-year-old brother join the militia to fight the British, while his father tries to remain loyal to the crown. The story is written in first-person narrative and gives readers a view of the divisions and devastation the American Revolution caused through the eyes of a young person. Like <i>Katie’s Trunk</i>, this excerpt from <i>My Brother Sam Is Dead</i> is written in first-person narrative and can be used to help bring to life the decisions colonists faced on the brink of the American Revolution.</p> <p>TEXT FOCUS: The informational texts students read prior to listening to and discussing the first chapter of the novel provide them with a great deal of background knowledge about the time period. Students can make connections across texts to further build an understanding of the decisions colonists faced during the American Revolution. They can also gather research about Patriots and Loyalists for the Extension Task.</p> <p>Excerpts are recommended for interactive read-aloud exercises with text-based discussion questions. Stronger readers may decide to read other parts of the text independently or in small groups when conducting research for the Extension Task and Culminating Writing Task.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will read and discuss the text to gain knowledge about the differing viewpoints of the Loyalists</p>

³⁸ These pages include the following sections: “What useful things were invented during the war?” “What words and expressions came from life during the American Revolution?” “What ended the war?” “How did life change for the Loyalists after the war?” and “How did life change for the Patriots after the war?”

³⁹ http://www.ecusd7.org/ehs/ehsstaff/jparkin/Academics/Medieval_World_History/Resources/Study_Aids/Graphic_Organizers/Cause_and_Effect.jpg

TEXT SEQUENCE	TEXT USE
	<p>and the Patriots.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Use an interactive, read-aloud approach to discuss, model, and apply reading strategies to help students address Unit Focus questions 1, 2, 4, and 5. • Instruct students to stop and note additional information about Patriots and Loyalists. (SL.4.1) Notes should include: <ul style="list-style-type: none"> ○ Dialogue between characters that shows or explains their allegiance to either the Loyalists or Patriots. ○ Actions taken by characters that demonstrate their loyalty. ○ Conflicts between characters or within a character that show the difficulties faced by colonists in dealing with the ongoing hostilities. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Use text-dependent questions to frame a discussion. (SL.4.1) Some possible questions for discussion include: <ul style="list-style-type: none"> ○ What’s the big dispute, or issue, between Sam and his father? (RL.4.1, RL.4.3) ○ Explain Mr. Meeker’s statement, “You may know principle, Sam, but I know war.” (RL.4.1, RL.4.2, RL.4.3) ○ What does Tim admire about his brother? What does he dislike? (RL.4.1, RL.4.3) ○ From whose point of view is this story told? In the first-person point of view, whose feelings and thoughts do readers get to know best? How does the point of view shape the information about the Rebels and the Tories? (RL.4.1, RL.4.6) ○ What information can we gather from this chapter to help us understand the decisions colonists faced during the American Revolution? (RL.4.9, W.4.8, W.4.9a) ○ How is this text similar to and different from <i>Katie’s Trunk</i>? (RL.4.9) ○ Encourage any students who are interested in reading the novel independently to do so. (RL.4.10) • Have students reflect on their learning in this lesson and write in their reading log how the information gained addresses at least one of the Unit Focus questions introduced in Lesson 2.
<p>LESSON 9:</p> <p><i>Those Rebels, John and Tom,</i> Barbara Kerley</p>	<p>TEXT DESCRIPTION: This text is a clever biography of two famous Rebels, John Adams and Thomas Jefferson, in which the author and illustrator compare and contrast the two men, highlighting their differences as well as how both cared deeply about the American colonies and disliked King George. The text can help students understand that while two people may differ, they can share common ground. The text connects with all of the texts in this unit to help students build an understanding of the</p>

TEXT SEQUENCE	TEXT USE
	<p>Revolutionary War and how readers can use a variety of types of texts to explore a topic.</p> <p>TEXT FOCUS: Students further their understanding of the Declaration of Independence and the roles of John Adams and Thomas Jefferson. The format enables students to practice comparing and contrasting, skills they need to hone for the Extension Task. Students can apply close reading strategies to understand literary language on several pages. (RI.4.1, RI.4.2, RI.4.3, RI.4.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read, take notes, and discuss to gain a deeper understanding of differing perspectives.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the text independently or in pairs. (RI.4.10) • Continue to have students identify unknown vocabulary in the text. <ul style="list-style-type: none"> ○ Focus students on identifying words integral to the unit and words with multiple meanings that are likely to appear in multiple texts (e.g., <i>lively, racket, fretted, fledging, delegates, tedious, gracious, frank, explicit, decisive, bluster, amiable, acquainted</i>). (RI.4.4) ○ Have students define the words in context. (L.4.4a) ○ Then provide them with a list of Greek and Latin affixes and roots. Have students verify the preliminary definition of the words using their affixes or a dictionary. (L.4.4b, L.4.4c) ○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) through semantic maps.⁴⁰ (L.4.5c) ○ Encourage students to use the words when they write. (L.4.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Prompt students to complete a two-column chart⁴¹ to list facts about John Adam and Thomas Jefferson from the text. Have students focus on similarities and differences between the two founding fathers. • Then ask students questions to help them summarize the themes of the text and analyze the roles each man played: <ul style="list-style-type: none"> ○ Thomas Jefferson and John Adams both had skills that made them special. Describe how each man’s skills

⁴⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁴¹ <http://freeology.com/wp-content/files/blank2column.pdf>

TEXT SEQUENCE	TEXT USE
	<p>helped contribute to America’s independence. (RI.4.1, RI.4.2, RI.4.3)</p> <ul style="list-style-type: none"> ○ Each of the leaders in the early days of America had to learn to cooperate and compromise in order to work together. How did these early leaders develop the skills to work with one another? (RI.4.1, RI.4.2, RI.4.3) ○ How does use of a comparison structure help you understand the main ideas of the text? (RI.4.1, RI.4.2, RI.4.5) ○ How do the illustrations in these books help you to understand our early history? How does the combination of art and text in an informational book enhance comprehension? (RI.4.1, RI.4.2, RI.4.3, RI.4.7) <ul style="list-style-type: none"> ● After the initial reading, have students reread the text, focusing on the use of language in the text. The pages are unnumbered, so prompt students to find the page that begins “John kissed his family good-bye...” and focus on the phrase that Adams considered Congress “a nursery of American statesmen.” Place students in small groups and have them answer these questions before searching for further metaphors: <ul style="list-style-type: none"> ○ Why does John Adams compare an organization of grown men to a nursery? (L.4.5a) ○ How does this add to the understanding of the challenges the country faced? ○ Assign students to look for further metaphors used by the author to help develop an understanding of the time period and the challenges faced by the colonists. (RI.4.1, RI.4.2, RI.4.5) ● Then facilitate a whole-class discussion on the author’s use of first-person narrations within the text. <ul style="list-style-type: none"> ○ Why does the author use quotes taken directly from the framers of the Declaration of Independence? ○ How do these quotes better help us understand the people who wrote the Constitution and the time period they were living in? ○ Could this be as effective without using first-person viewpoints? (RI.4.1, RI.4.6) ● Use text-dependent questions to help students summarize the themes of the text and analyze the roles each man played: <ul style="list-style-type: none"> ○ Thomas Jefferson and John Adams both had skills that made them special. Describe how each man’s skills helped contribute to America’s independence. (RI.4.1, RI.4.2, RI.4.3) ○ Each of the leaders in the early days of America had to learn to cooperate and compromise in order to work together. How did these early leaders develop the skills to work with one another? (RI.4.1, RI.4.2, RI.4.3) ○ How does use of a comparison structure help you understand the main ideas of the text? (RI.4.1, RI.4.2, RI.4.5) ○ How do the illustrations in these books help you to understand our early history? How does the combination of

TEXT SEQUENCE	TEXT USE
	<p>art and text in an informational book enhance comprehension? (RI.4.1, RI.4.2, RI.4.3, RI.4.7)</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students reflect on their learning in this lesson and write in their reading log how the information gained addresses at least one of the Unit Focus questions introduced in Lesson 2. • Instruct students to write an objective summary of the viewpoints and actions of each of the men in preparation for researching the extension task. (RI.4.1, RI.4.2, W.4.2a-e)
<p>LESSON 10:</p> <p><i>When Mr. Jefferson Came to Philadelphia: What I Learned of Freedom, 1776</i>, Ann Turner</p> <p>“The Declaration of Independence,” ReadWorks</p>	<p>TEXT DESCRIPTION: Turner’s piece is a historical fiction account set during the meeting of the Continental Congress, in which the narrator, a young colonial boy named Ned, describes what he learns about freedom from Thomas Jefferson, who resides in Ned’s family’s boarding home while writing the Declaration of Independence. The article provides factual information about the Declaration of Independence and its author.</p> <p>TEXT FOCUS: These texts can be used to compare an event as presented in both an informational text and a piece of historical fiction.</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 11:</p> <p>Various texts for independent research</p>	<p>TEXT DESCRIPTION: These pages present the events that began the hostilities of the American Revolution and continue through the writing of the Declaration of Independence in 1776.</p> <p>TEXT FOCUS: These pages provide an opportunity for students to gather information for the extension task. Instruct student to take notes on information that supports the side they are taking in the class debate in the extension task.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 12:</p> <p><i>If You Lived at the Time of the American Revolution</i>, Kay Moore</p>	<p>TEXT DESCRIPTION: The text provides a summary of events leading to the beginning of hostilities in the American Revolution.</p> <p>TEXT FOCUS: The text provides information about the events preceding the American Revolution and causes of the Revolution. Students should pay close attention to the details of the colonists’ rationale for declaring their independence.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>