



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3B: Unit 1: Lesson 10**

## **Close Reading Continued: Learning about the Declaration of Independence**



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

I can explain the main points in a historical text, using specific details in the text. (RI.4.3)

I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

**Supporting Learning Targets**

- I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.”
- I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.”
- I can explain how and why the Declaration of Independence was written.
- I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.”

**Ongoing Assessment**

- Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (questions 7-11)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Go 'Round(5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)</p> <p>B. Summarizing “Thomas Jefferson and the Declaration of Independence” (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting and Self-assessing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the remainder of the section, “A Gifted Writer” (paragraphs 4-7) in “Thomas Jefferson and the Declaration of Independence”. While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.</p> <p>B. After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.</p>	<ul style="list-style-type: none"><li>• In this lesson, students continue reading “Thomas Jefferson and the Declaration of Independence,” begun in Lesson 9. To quickly review what they have already read, they begin class with a Whip-around or “Go ‘round.”</li><li>• Students then continue reading the text and working with the Close Reading note-catcher to think about how and why the Declaration of Independence was written and how it impacted other events—RI.4.3 (“I can explain the main points in a historical, scientific, or technical text, using specific details in the text.”). They will read the remaining sections of this article as part of the End of Unit 1 Assessment in Lesson 11.</li><li>• Students reflect on and self-assess their progress toward the learning targets. This self-assessment serves as a gauge for teachers so instruction can be adjusted or tailored to students’ needs prior to the end of the unit.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review Whip-around/Go ‘Round protocol and Fist to Five in Checking for Understanding techniques (see Appendix).</li><li>– Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
<p>inference, summarize dissolved (10), debate</p>	<ul style="list-style-type: none"> <li>• Whip-around directions (for teacher reference)</li> <li>• American Revolution Vocabulary notebooks (from Lesson 2; one per student)</li> <li>• “Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student and one to display)</li> <li>• Close Reading note-catcher: “Thomas Jefferson and the Declaration of Independence” (from Lesson 9; one per student)</li> <li>• Close Reading Guide: “Thomas Jefferson and the Declaration of Independence” (for teacher reference; from Lesson 9)</li> <li>• Text Structure Types handout (from Lesson 8; one per student)</li> <li>• Green colored pencils or thin marker (one per student)</li> <li>• Equity sticks</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Go ‘Round (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they will be doing a Whip-around, answering the question:             <ul style="list-style-type: none"> <li>* “What is one new fact you learned after reading ‘Thomas Jefferson and the Declaration of Independence’ in our previous lesson?”</li> </ul> </li> <li>• Review protocol for a Whip-around and remind students that their response should be brief.</li> <li>• Then, ask students:             <ul style="list-style-type: none"> <li>* “What does it mean to make an inference?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like a Whip-around) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can make inferences based on information from pictures and text "Thomas Jefferson and the Declaration of Independence."</li><li>* "I can support my inferences with details and examples from the text "Thomas Jefferson and the Declaration of Independence."</li><li>* "I can explain how and why the Declaration of Independence was written."</li><li>* "I can identify the organizational structure of a section of "Thomas Jefferson and the Declaration of Independence."</li></ul></li><li>• Remind students that these are the same learning targets as in Lesson 9.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Reading of “Thomas Jefferson and the Declaration of Independence”: How and Why Was the Declaration of Independence Written? (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out their <b>American Revolution Vocabulary notebooks</b>.</li> <li>• Have students use the Back-to-Back, Face-to-Face protocol to share one vocabulary word, what it means, and how they know from the first half of “Thomas Jefferson and the Declaration of Independence.”</li> <li>• Repeat two more times, with students switching partners each time.</li> <li>• To debrief, have students share whole group something new they learned or a question they now have.</li> <li>• Invite students to take out “<b>Thomas Jefferson and the Declaration of Independence</b>” and their <b>Close Reading note-catcher (from Lesson 9)</b>.</li> <li>• Tell students they will be reading the second half of the first section today. Explain to students that, like in Lesson 9, they will be reading it and thinking about the focus question:               <ul style="list-style-type: none"> <li>* “How and why was the Declaration of Independence written?”</li> </ul> </li> <li>• Using the <b>Close Reading Guide (for teacher reference; from Lesson 9)</b>, support students in rereading and discussing the remainder of the section “A Gifted Writer,” inviting them to Think-Pair-Share and discuss the prompts as necessary.</li> <li>• Start with the seventh row at the prompt: “Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right,” and work through Row 10.</li> <li>• Guide students through the prompt in Row 11 by asking:               <ul style="list-style-type: none"> <li>* “Now that we’ve finished reading this section of the text, what structure did the author use in ‘A Gifted Writer?’”</li> </ul> </li> <li>• Remind students to refer to their <b>Text Structure Types handout</b> as needed. Ask:               <ul style="list-style-type: none"> <li>* “How do you know that is the structure?”</li> <li>* “What evidence from the text supports your answer?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Back-to-Back, Face-to-Face activity acts as a physical and mental release for students’ focus. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Summarizing “Thomas Jefferson and the Declaration of Independence” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they summarized the text “Revolutionary War” in Lesson 3 and “Loyalists” in Lesson 5. Review that to <i>summarize</i> a text means to explain the important things the text says in your own words.</li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What is the main idea of this section of the article?”</li></ul></li><li>• Listen for responses like: “This section was about how the colonists started writing the Declaration of Independence.”</li><li>• Explain that now they are going to work with a shoulder partner and summarize this section “A Gifted Writer” by thinking about the main events and putting them all together in a summary statement for the section.</li><li>• Remind students to include key supporting details from the text and write their summaries at the bottom of their Close Reading note-catcher.</li><li>• Encourage students to use the main events they recorded in Rows 6, 7, and 8 of the Close Reading note-catcher.</li><li>• Circulate and support as needed. As you confer with the students, encourage them to think about what this section is mostly about.</li><li>• Gather students back together and ask partnerships to partner with another partnership and share summaries. Encourage students to use a <b>green colored pencil or thin marker</b> to revise their summaries based on the conversation with the other students if they think it will improve their response.</li><li>• Use <b>equity sticks</b> to cold call one to two groups of four to share their summaries.</li><li>• Explain to students that they will be able to reread the remainder of the article more closely during the End of Unit 1 Assessment in the next lesson.</li><li>• As a final wrap-up, ask students to jot the main topic of the graphic organizer at the top of the Close Reading note-catcher. Doing so will help keep them organized when referring back to these papers throughout the module.</li></ul>	<ul style="list-style-type: none"><li>• To provide further support, consider allowing students to join with another partner pair to share their summaries verbally before crafting a written summary.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting and Self-assessing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students on the learning targets and read them aloud:               <ul style="list-style-type: none"> <li>* “I can make inferences based on information from pictures and text “Thomas Jefferson and the Declaration of Independence.””</li> <li>* “I can support my inferences with details and examples from the text “Thomas Jefferson and the Declaration of Independence.””</li> <li>* “I can explain how and why the Declaration of Independence was written.”</li> <li>* “I can identify the organizational structure of a section of “Thomas Jefferson and the Declaration of Independence.””</li> </ul> </li> <li>• Pause after each learning target and ask students to use a Fist to Five protocol to show their degree of comfort with the learning target by holding up a fist for no confidence, and one to five fingers for higher levels of confidence with the learning targets.</li> <li>• Invite students to turn and talk:               <ul style="list-style-type: none"> <li>* “What is one action step you can take to build confidence with these learning targets?”</li> </ul> </li> <li>• Cold call students to share, circulating to listen for areas that students plan to work on.</li> </ul>	<ul style="list-style-type: none"> <li>• Specify what each level represents based on the context. For example: 0=not ready; need immediate support; 1-2=struggling; need support as soon as possible; 3=on my way; need no support right now; 4=I can do this on my own; 5=I can do this on my own and apply it to other texts.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Reread the remainder of the section, “A Gifted Writer” (paragraphs 4-7) in “Thomas Jefferson and the Declaration of Independence”. While you read, underline or highlight words you think should go on the Word Wall. Remember to use the criteria at the top of your American Revolution Vocabulary notebook when choosing words.</li> <li>• After you have chosen three to five words, choose one word and use one of your vocabulary strategies to write a definition for this word in your American Revolution Vocabulary notebook.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li> </ul>

There are no new supporting materials for this lesson.