Grade 4: Module 3B: Unit 1:
Overview

Unit 1: Perspectives on the American Revolution: Building Background Knowledge

In this unit, students will explore colonial perspectives on the Revolutionary War. Students will read and analyze short informational texts and primary source documents to build background knowledge about the American Revolution and the reasons colonists became either Patriots who fought for independence, or Loyalists who fought to remain a part of Great Britain. In the beginning of the unit, students read about the events leading up to and concluding the American Revolution and create a timeline to build background knowledge on the topic.

Then, they move on to read various texts to determine reasons why American colonist chose to be Patriots or Loyalists. They go on to read about African American colonists and slaves and the reasons they fought for either the Patriots or the British. Finally, students read about the Declaration of Independence to learn more about the argument Thomas Jefferson and the founding fathers made for independence. This sets the stage for reading the play *Divided Loyalties* in Unit 2, where these perspectives on the war are brought to life for students through historical fiction.

Guiding Questions and Big Ideas
• **How does a person's perspective influence her or his opinion?**   • **Why should we respect the opinions of others?**   • *American colonists had different perspectives on fighting for independence from Great Britain.*   • *African American colonists and slaves had unique and different perspectives on the fight for American independence.*

Mid-Unit 1 Assessment	**Reading and Answering Questions about the Revolutionary War** This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, and RI.4.4. Students read an informational text about the Revolutionary War. They answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text and write a summary.
End of Unit 1 Assessment	**Reading and Answering Questions about the Declaration of Independence** This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.

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. Thomas Flemming, "Private Yankee Doodle," in *Boys' Life*, July 2003. (Lexile 900)
4. Amy Miller, "An Incomplete Revolution" in *Junior Scholastic* (Vol. 102, Issue 3), Oct. 4, 1999, 18. (Lexile 920)
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 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Using Mystery Pictures and Texts to Discovery the Topic: American Revolution	• 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 effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	• I can actively listen and share in discussions with my peers. • I can make inferences based on information from pictures and text. • I can support my inferences with details and examples from pictures and texts.	• What Do You See? note-catcher • Self-assessment on learning targets	• Mystery Picture protocol • Gallery Walk protocol
Lesson 2	Reading an Informational Text: Getting the Gist of the American Revolution	• I can explain what a text says using specific details from the text. (RI.4.1) • I can determine the main idea using specific details from the text. (RI.4.2) • I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	• I can determine the gist of the text "Revolutionary War." • I can actively listen and share in discussions with my peers. • I can explain what the text says about the American Revolution using details from the text "Revolutionary War."	• Answers to Text-Dependent Questions: "Revolutionary War"	• Back-to-Back, Face-to-Face protocol • Vocabulary Strategies anchor chart
Lesson 3	Explaining What Happened and Why: Rereading "Revolutionary War?"	• I can determine the meaning of content words or phrases in an informational text. (RI.4.4) • I can summarize informational or persuasive text. (RI.4.2) • I can explain the main points in a historical text, using specific details in the text. (RI.4.3)	• I can use vocabulary strategies to figure out the meaning of content vocabulary words that help me understand the significant events of the Revolutionary War. • I can summarize the events that led to the American Revolution using evidence from the text "Revolutionary War." • I can justify how certain events leading up to the Revolution caused the Patriots to revolt using evidence from the text "Revolutionary War."	• What Happened and Why graphic organizer • "Revolutionary War" Summary	• Vocabulary Strategies anchor chart • Be a Patriot anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Reading an Informational Text: Reading about the Loyalist Perspective	• I can explain what a text says using specific details from the text. (RI.4.1) • I can determine the main idea using specific details from the text. (RI.4.2) • I can determine the meaning of content words or phrases in an informational text. (RI.4.4)	• I can determine the gist of the text "Loyalists." • I can explain what the text says about Loyalists using details from the text. • I can find the meanings of unfamiliar words to help me better understand the "Loyalists" text.	• "Loyalists" gist statement • Answers to Text-dependent Questions: "Loyalists"	• Back-to-Back, Face-to-Face protocol
Lesson 5	Determining the Main Idea and Supporting Details: Reading About the Loyalist Perspective	• I can explain what a text says using specific details from the text. (RI.4.1) • I can summarize informational or persuasive text. (RI.4.2) • I can explain the main points in a historical text, using specific details in the text. (RI.4.3)	• I can explain what the text says about Loyalists using details from the text. • I can identify the main idea and key details of the informational text "Loyalists." • I can summarize the perspective of the Loyalists using evidence from the text.	• Main Idea and Supporting Details graphic organizer • Main Idea summary statement	• Vocabulary Strategies anchor chart • Be a Loyalist anchor chart
Lesson 6	Mid-Unit Assessment: Reading and Answering Questions about the Revolutionary War	• 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 summarize informational. (RI.4.2)	• I can explain what happens in a text about the Revolutionary War using details from the text. • I can summarize an informational text about the Revolutionary War.	• Mid-Unit 1 Assessment: Reading and Answering Questions about the Revolutionary War	• Be a Patriot anchor chart • Be a Loyalist anchor chart
Lesson 7	Reading for Main Idea and Supporting Details: More Perspectives During the Revolutionary War	• I can explain what a text says using specific details from the text. (RI.4.1) • I can determine the main idea using specific details from the text. (RI.4.2) • I can determine the meaning of content words or phrases in an informational text. (RI.4.4)	• I can determine the gist of the text "An Incomplete Revolution." • I can explain what the text says about the different perspectives of African Americans during the American Revolution. • I can find the meanings of unfamiliar words to help me better understand the "An Incomplete Revolution" text.	• "An Incomplete Revolution" gist statement • Answers to Text-Dependent Questions: "An Incomplete Revolution"	• Back-to-Back, Face-to-Face protocol • Quiz-Quiz-Trade protocol • Be a Patriot anchor chart • Be a Loyalist anchor chart • Vocabulary Strategies anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution	• I can describe the organizational structure in an informational text. (RI.4.5) • I can explain what a text says using specific details from the text. (RI.4.1) • I can summarize an informational text. (RI.4.2)	• I can describe the various text structures authors use to organize information in their writing. • I can analyze a text to determine its text structure. • I can explain how understanding the text structure of "An Incomplete Revolution" helps me to better understand the text.	• Text Structure Types handout	
Lesson 9	Close Reading: Learning about the Declaration of Independence	• 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 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)	• 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."	• Close Reading note-catcher: "Thomas Jefferson and the Declaration of Independence" (questions 1-6)	• Be a Patriot anchor chart • Be a Loyalist anchor chart • Close Readers Do These Things anchor chart • Back-to-Back, Face-to-Face protocol

NYS Common Core ELA Curriculum • G4:M3B:U1: Overview • June 2014 • 5

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Close Reading Continued: Learning about the Declaration of Independence	• 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)	• 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."	• Close Reading note-catcher: "Thomas Jefferson and the Declaration of Independence" (questions 7-11)	• Whip-around/Go 'Round protocol
Lesson 11	End of Unit Assessment: Reading an Answering Questions about the Declaration of Independence	• I can explain the main points in a historical text, using specific details in the text. (RI.4.3) • I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) • I can determine the meaning of content words or phrases in an informational text. (RI.4.4) • I can describe the organizational structure in an informational text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)	• I can describe how the Declaration of Independence was written using details from the text. • I can identify the overall structure of a text using details from the text to support my answer.	• End of Unit 1 Assessment: Reading and Answering Questions about the Declaration of Independence • Tracking My Progress, End of Unit 1 recording form	• Be a Patriot anchor chart • Be a Loyalist anchor chart • Back-to-Back, Face-to-Face protocol

Optional: Experts, Fieldwork, and Service

Experts:

- Invite a historian with expertise on the American Revolution to speak to the class. Look for historians who are willing to speak about the peoples who participated in this war and the variety of perspectives (African American slaves, American Indians, and Quaker pacifists, etc.).

Fieldwork:

- Arrange for a visit to the local historical society or a Revolutionary War historical site.

- A local museum that has exhibits on the Revolutionary War could offer expanded opportunities for learning about the local context for the fight for independence.

Optional: Extensions

- A study of black historical figures and their contributions during the American Revolution; see the following Web site for additional resources: http://www.pbs.org/wgbh/aia/part2/narrative.html

- A study of Phillis Wheatley, the first published African American poet, who lived during the Revolutionary period. See the following Web site for additional resources: http://www.masshist.org/endofslavery/index.php?id=57

- A study of the role of American Indians during the American Revolution. See the following Web site for additional resources: http://www.nps.gov/revwar/about_the_revolution/american_indians.html

- A study of New York historical figures and their perspective on the American Revolution.

NYS Common Core ELA Curriculum • G4:M3B:U1: Overview • June 2014 • 7

Preparation and Materials

- Throughout this module, students will complete various note-catchers to capture their thinking about the texts they will read closely. These note-catchers will be useful to students as they write their opinion letters for the performance task in Unit 3. To help students stay organized, have them keep a folder for all of their note-catchers throughout the module. This folder can serve as a research folder, as many texts used in Units 1 and 2 will be key resources for their writing in Unit 3. Help students organize this folder by explicitly teaching an organizational strategy (such as dating all papers and placing them in the folder with the oldest at the back and the newest at the front or labeling each note-catcher with a "topic heading" and clipping like topics together).

- This folder may also serve as a "word warehouse" of sorts. Students will collect words from their reading throughout Units 1 and 2 in a vocabulary notebook. These words may be useful domain-specific or academic vocabulary as students write their opinion pieces in Unit 3. It may be helpful to keep this vocabulary notebook on one side of the folder and note-catchers on the other side.

- **Social Studies Connections**: Unit 1 of this module his is designed with the assumption that students do not have extensive background knowledge about the American Revolution. Therefore in Lessons 1-3 students build background knowledge by engaging in a gallery walk of primary source documents, then read an article outlining of the causes and events of the Revolutionary War. If students have already studied the American Revolution in social studies, you may consider condensing these three lessons. Starting in Lesson 3 students learn and document different perspectives on the Revolutionary War. They read about and collect evidence of reasons individuals sided with the Patriots or why wished to remain loyal to the British. This close examination various perspectives will serve to prepare students for the performance task for this module (an opinion piece on the Revolutionary War) and should enrich prior study of this time period.

- **Independent Reading**: Each unit in this module is accompanied by a list of recommended texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as teacher read-alouds to entice students to new books, and as an ongoing homework expectation. For support and suggestions for setting up a system for accountable independent reading, see the Independent Reading Sample Plan and Importance of a Volume of Reading document in the Foundational Reading and Language Resource Package for Grades 3-5.

NYS Common Core ELA Curriculum • G4:M3B:U1: Overview • June 2014 • **8**