

Education Language Arts

Grade 4: Module 3: Unit 2

Homework Resources (for Families)

Unit 2: Perspectives on the American Revolution: Perspectives in Literature

Common Core State Standards addressed: RL.4.1, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, W.4.3a, W.4.3b and W.4.3e, W.4.9a, SL.4.1, SL.4.6, L.4.1b, L.4.4



Guiding Questions and Big Ideas

How did the American Revolution and the events leading up to it affect the people in the colonies?

- *The American Revolution resulted in the United States of America becoming a new country with independence from Britain.*
- *The American Revolution, like many wars, divided people: brother against brother, mother against daughter, neighbor against neighbor.*
- *American colonists had different perspectives on fighting for independence from Britain.*

How does a person's perspective influence her or his opinion?

What will your student be doing at school?

In this unit, students continue to explore colonial perspectives on the Revolutionary War with a focus on a family divided by their perspectives. Over the course of the unit, they read and act out a play called *Divided Loyalties* by Gare Thompson. After reading each scene, students analyze characters' thoughts, feelings, and actions. In particular, they focus on the differing Loyalist and Patriot views within the family to write a descriptive paragraph describing the character in detail. At strategic points, students read excerpts of the Declaration of Independence and discuss what the characters in *Divided Loyalties* would think of the excerpt in a text-based discussion. In the second half of the unit, students continue to read scenes and analyze characters in *Divided Loyalties*; however, instead of writing descriptive paragraphs, they now write short first person point of view narratives.

The Language standards that students will focus on in this unit require them to:

- L.4.1b: Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).

Progressive Verb Tenses

The progressive verb tenses are used to show continuing action that is going on in the present, past, or future.

Examples:

We **were laughing** so hard at school yesterday. (past)

Today **I am feeling** really happy. (present)

They **will be leaving** on the school bus soon. (future)

| | Past Progressive (yesterday) | Present Progressive (today) | Future Progressive (tomorrow) |
|-------------|---------------------------------|--------------------------------|----------------------------------|
| I | was + verb+ing | am + verb+ing | will be + verb+ing |
| he/she/it | was + verb+ing | is + verb+ing | will be + verb+ing |
| we/they/you | were + verb+ing | are + verb+ing | will be + verb+ing |

Point of View

The point of view is the narrator’s position in relation to the story being told. Point of view is the way the author allows the reader to “hear” and “see” what is happening in a narrative.

An author chooses the point of view to use, and this influences the information given and how events are described in the story.

| Point of View | What is it? | Key Words | Example from Text |
|---------------|--|------------------------------|---|
| first person | <p>The narrator is a character in the story; the narrator is telling you his or her story.</p> <ul style="list-style-type: none"> • makes the reader feel close to the character telling the story • helps the reader see the story through the character’s eyes • What the reader knows and understands is limited to what that character knows and understands. | I, myself, me, my | <p><i>“The family is gathered around the table, eating a modest dinner. William has returned from Saratoga to Burlington to visit his family now that the army is encamped for the winter at Valley Forge.”</i></p> |
| third person | <p>The narrator is not a character in the story; the narrator tells the story like a camera recording the events of the story.</p> <ul style="list-style-type: none"> • The story might be told through the experiences of a particular character or many characters. • It is possible for the reader to know and understand more than any one character could know. | William, Mary, he, she, they | <p><i>“It’s wonderful to have you here with us, William.”</i></p> |

Model Character Analysis Paragraph: Act I, Scene 2—Robert

In Act I, Scene II of *Divided Loyalties* by Gare Thompson, Mrs. Smith, a customer in the Bartons’ store, decides to stop shopping there because of Robert’s Loyalist views and the impact they are having on the food he sells. Robert is sad and sorry to lose Mrs. Smith as a customer. When Abigail asks what happened, Robert says, “I regret to say that she has decided to stop buying goods from us.” The use of the word “regret” shows he is sad and sorry to lose her as a customer. Robert also will not change his mind and remains loyal to the Loyalist cause. He says to Abigail, “I have my beliefs, and I will stand by them. I will not be forced to change my opinions.” Robert has very different reactions to this situation than his son and daughter.

How can you support your student at home?

- Read stories and informational books about the American Revolution.
- Analyze the thoughts, feelings, and actions of characters in texts and write detailed character descriptions and/or first person perspective narratives.
- Encourage your student to tell you the main idea of informational texts you read together and to provide supporting details.
- Encourage your child to summarize informational texts you read together.
- Watch documentaries about the American Revolution.
- Visit museums or exhibitions about the American Revolution.

Unit 2: Homework

In this unit, homework for Lessons 2–6 requires students to write a character analysis paragraph. The homework for the remaining lessons focuses on research reading.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new topic vocabulary: words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.

Homework Resources (for Families)

| Lesson | Lesson Content | Homework Practice | Due In | Anticipated Date* |
|--------|---|---|---|-------------------|
| 1 | Students read Act I, Scene 1 of <i>Divided Loyalties</i> and determine the gist and the meaning of unfamiliar vocabulary. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 2 | Students read Act I, Scene 2 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a character analysis paragraph as a group. | 1. Write a character analysis paragraph for William in Act I, Scene 2. 2. Research reading and answering prompt | 1. Lesson 4 2. Teacher will check independent reading journals strategically. | |
| 3 | Students read Act I, Scene 3 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a character analysis paragraph in pairs. | 1. Write a character analysis paragraph for Robert in Act I, Scene 3. 2. Research reading and answering prompt | 1. Lesson 5 2. Teacher will check independent reading journals strategically. | |
| 4 | Students read Act II, Scene 1 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a character analysis paragraph in pairs. | 1. Write a character analysis paragraph for Mary in Act II, Scene 1. 2. Research reading and answering prompt | 1. Lesson 6 2. Teacher will check independent reading journals strategically. | |
| 5 | Students closely read an excerpt of the Declaration of Independence and participate in a text-based discussion about how the characters in <i>Divided Loyalties</i> might feel about this excerpt. | 1. Research reading and answering prompt 2. For ELLs: Language Dive Practice: Excerpt of the Declaration of Independence, Part I | 1. Teacher will check independent reading journals strategically. 2. Lesson 6 | |
| 6 | Students read Act II, Scene 2 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a character analysis paragraph in pairs. | 1. Write a character analysis paragraph for Abigail in Act II, Scene 2. 2. Research reading and answering prompt. | 1. Lesson 8 2. Teacher will check independent reading journals strategically. | |
| 7 | Students read Act II, Scene 3 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a character analysis paragraph for Part I of the mid-unit assessment. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |

*Teacher note: Please complete the Anticipated Date column according to your schedule.

The American Revolution

| Lesson | Lesson Content | Homework Practice | Due In | Anticipated Date* |
|--------|---|---|--|-------------------|
| 8 | Students closely read an excerpt of the Declaration of Independence and participate in a text-based discussion about how the characters in <i>Divided Loyalties</i> might feel about this excerpt for Part II of the mid-unit assessment. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 9 | Students read Act III, Scene 1 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a whole group first person narrative. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 10 | Students read Act III, Scene 2 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a first person narrative in pairs. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 11 | Students have a peer critique, revise their first person narratives, and participate in a Language Dive about the progressive <i>verb</i> tenses. | 1. Language Dive II: Model Narrative: Progressive <i>Verb</i> Tenses Practice 2. Research reading and answering prompt | 1. Lesson 13 2. Teacher will check independent reading journals strategically. | |
| 12 | Students read Act III, Scene 3 of <i>Divided Loyalties</i> , determine the gist and the meaning of unfamiliar vocabulary, and analyze characters in the scene to write a first person narrative for the end of unit assessment. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 13 | Students closely read an excerpt of the Declaration of Independence and participate in a text-based discussion about how the characters in <i>Divided Loyalties</i> might feel about this excerpt. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Independent Reading

(For Families)

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: *Divided Loyalties* by Gare Thompson

Pages Read: 14–18

Prompt: Describe in depth a character in the text using details from the text.

Response: Robert is very loyal to the king. Even after losing a customer because he is loyal to the king, he explains that he will continue to be loyal. He says to William, “William, we are loyal to the king, and that’s final!”

Consider using the following independent reading prompts*:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

| | | | |
|--|-------------|---------------|--|
| Definition in your own words | | | Synonyms (words that mean the same) |
| | | | |
| Break up the word using this chart: | | | Words with the same affix or root |
| Prefix | Root | Suffix | |
| | | | |
| | | | |
| Translation in home language (where appropriate): | | | |
| | | | |

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Character Analysis Paragraph: Act I, Scene 2—William

Name: _____ **Date:** _____

Directions: Use your Character Analysis note-catcher to write a character analysis paragraph about William in Act I, Scene 2.

[illegible]

Name: _____ **Date:** _____

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ **Date:** _____

[illegible]

For ELLs: Language Dive Practice: Excerpt of the Declaration of Independence, Part I

Name: _____ **Date:** _____

- Write the scrambled excerpt from the Excerpt of the Declaration of Independence, Part I in the correct sequence.

| | | | | |
|---|--|---|---|--|
| to alter or to abolish it, | and to institute new Government ... | becomes destructive of these ends, | That whenever any Form of Government | it is the Right of the People |
|---|--|---|---|--|

- Underline the subordinating conjunction in the excerpt below.
That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government ...
- Restate the excerpt by writing it in your own words below.

4. Use the subordinating conjunction *whenever* to write your own sentence.

Whenever I _____, _____.

Sketch your sentence below.

Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses

Name: _____ Date: _____

- Write the scrambled sentence from the model first person narrative in the correct sequence.

| | | |
|---------------------------------------|--------------|-----------------------------------|
| who we will be leaving behind. | Also, | I am worried about William |
|---------------------------------------|--------------|-----------------------------------|

- Underline the *verb* in the sentence that is written in the future progressive tense.

Also, I am worried about William, who we will be leaving behind.

- Rewrite the above sentence using the *past progressive* and then the *present progressive* tense.

Past:

Present:

4. Choose the correct progressive *verb* tense to complete the following sentences:

| | | |
|----------------|-------------|-------------|
| will be seeing | were coming | are opening |
|----------------|-------------|-------------|

Today we _____ the store for one last time.

The Patriots _____ into the store to attack me for my views one last time.

I hope we _____ William again in the future.