

 Education
Language Arts

Grade 4: Module 3: Unit 3

Homework Resources (for Families)

Unit 3: Perspectives on the American Revolution: Using Writing to Share an Opinion

Common Core State Standards addressed: RI.4.8, RI.4.9, W.4.1, W.4.5, W.4.9b, SL.4.1, L.4.1e, L.4.1g



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.*

What will your student be doing at school?

In this unit, students apply what they have learned about the American Revolution and colonial perspectives on the war to create broadsides persuading someone to be a Patriot or a Loyalist. This prepares students for the performance task, a text-based discussion in which they discuss whether they would have supported the war if they had lived during colonial times. In the first half of the unit, students read and analyze opinion writing to understand characteristics of the format and how authors support their opinions with reasons and evidence. For the mid-unit assessment, students read a new broadside from the Quaker perspective and analyze the author's opinion, reasons, and evidence.

In the second half of the unit, students use the Quaker broadside read for the mid-unit assessment as a model, analyzing the structure and using the Painted Essay format to write and revise their own broadside persuading someone to be a Patriot. Students write and revise a new broadside from the Loyalist perspective for the end of unit assessment. Students then select a broadside to publish and prepare for and participate in a text-based discussion.

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

- L.4.1e: Form and use prepositional phrases.
- L.4.2g: Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).

Prepositional Phrases

Prepositional phrases: a group of words that describes the relationship between a noun or verb and another noun following the preposition

Prepositional phrases answer questions like which one, what kind, how, when, where.

Common Prepositions

Time: after, around, at, before, between, during, from, on, until, at, in, from, since, for, during, within

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Place: above, across, against, along, among, around, at, behind, below, beneath, beside, between, beyond, by, down, in, inside, into, near, off, on, opposite, out, over, past, through, to, toward, under, underneath

Direction/movement: at, for, on, to, in, into, onto, between

Manner: by, on, in, like, with

Other types: by, with, of, for, like, as

| Example | Noun or Verb | Prepositional Phrase |
|--|------------------------|-----------------------------------|
| "Well, that flag will never fly in this house." <i>Divided Loyalties</i> page 43 | that flag | in this house |
| We must leave New Jersey and go to New York. <i>Divided Loyalties</i> page 45 | New Jersey | to New York |
| We must leave New Jersey and go to New York until the war ends. | New Jersey New York | to New York until the war ends |
| If we choose to fight, we are showing that we value the people on one side over another. | the people on one side | over another |
| We can take no part in that violence. | no part | in that violence |

Frequently Confused Words

To check whether a word has been used correctly, think about the meaning of the word and the meaning of the sentence.

| | Example |
|--|--|
| <ol style="list-style-type: none"> Underline the word. Write the word it is frequently confused with above it. Think about the meaning of both words and the meaning of the sentence. Decide which word makes more sense with the meaning of the sentence. Correct the word if needed. | <p>It's <u>its</u> important, however, to stay uninvolved.</p> |
| Frequently confused words: | |
| there/their/they're | to/two/too |
| won/one | lose/loose |
| principles/principals | than/then |
| aloud/allowed | bare/bear |
| | brake/break |

As a Quaker, there is a lot of pressure, coming from both the Patriots and the Loyalists, to be involved in the war.

One Won of our beliefs is to treat everyone equally.

We know that staying true to your you're principles means you may be fined, put into prison, or be called Loyalists and traitors.

How can you support your student at home?

- Read stories and informational books about the American Revolution.
- Encourage your student to tell you the author's opinion in opinion texts you read together and to identify the reasons and evidence the author gives to support his or her opinion.
- Watch documentaries about the American Revolution.
- Visit museums or exhibitions about the American Revolution.
- Play online games on IXL to practice prepositions: <https://www.ixl.com/ela/grade-4>

Unit 3: Homework

In Lessons 1–4, homework focuses on research reading.

In Lessons 5–15, homework focuses on research reading, opinion writing, forming and using prepositional phrases, and correctly using frequently confused words.

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.

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| Lesson | Lesson Content | Homework Practice | Due In | Anticipated Date* |
|--------|--|---|--|-------------------|
| 1 | Students read an opinion text and explain how the author supports an opinion with reasons and evidence. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 2 | Students read a new opinion text and explain how the author supports an opinion with reasons and evidence. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 3 | Students build understanding of the format they will be writing in the second half of the unit: broadsides. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 4 | Students read a new opinion text and explain how the author supports an opinion with reasons and evidence for the mid-unit assessment. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 5 | Students use the Painted Essay structure to analyze a model broadside. | 1. Opinion writing QuickWrite 2. Language Dive I Practice: Violence Is Not the Answer! 3. Research reading and answering prompt | 1. Lesson 12 2. Lesson 6 3. Teacher will check independent reading journals strategically. | |
| 6 | Students plan a broadside from the Patriot perspective and give and receive peer critique on their plan. | 1. Opinion writing QuickWrite 2. Research reading and answering prompt | 1. Lesson 12 2. Teacher will check independent reading journals strategically. | |
| 7 | Students analyze the introduction of the model broadside and draft the introduction of their own broadside. | 1. Prepositional Phrases I 2. Research reading and answering prompt | 1. Lesson 10 2. Teacher will check independent reading journals strategically. | |
| 8 | Students analyze the first proof paragraph of the model broadside and draft the first proof paragraph of their own broadside. They give and receive peer critique on their first proof paragraph. | 1. Prepositional Phrases II 2. Research reading and answering prompt | 1. Lesson 10 2. Teacher will check independent reading journals strategically. | |
| 9 | Students analyze the second proof paragraph of the model broadside and draft the second proof paragraph of their own broadside. They revise their proof paragraphs for linking words and phrases, prepositional phrases, and complete sentences. | 1. Opinion writing QuickWrite 2. Research reading and answering prompt | 1. Lesson 12 2. Teacher will check independent reading journals strategically. | |
| 10 | Students analyze the conclusion of the model broadside and draft the conclusion of their own broadside. | 1. Opinion writing QuickWrite 2. Research reading and answering prompt | 1. Lesson 12 2. Teacher will check independent reading journals strategically. | |

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

Homework Resources (for Families)

| Lesson | Lesson Content | Homework Practice | Due In | Anticipated Date* |
|--------|---|--|--|-------------------|
| 11 | Students revise their broadside for frequently confused words, linking words and phrases, and prepositional phrases. They plan a new broadside from the Loyalist perspective. | 1. Frequently Confused Words 2. Research reading and answering prompt | 1. Lesson 13 2. Teacher will check independent reading journals strategically. | |
| 12 | Students answer selected response questions about forming and using prepositional phrases and frequently confused words and draft a broadside from the Loyalist perspective for Parts I and II of the end of unit assessment. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 13 | Students revise their Loyalist broadside for Part II of the end of unit assessment. They prepare for a text-based discussion about their opinion on the American Revolution. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 14 | Students select and publish either their Patriot or Loyalist broadside. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 15 | Students participate in a text-based discussion about their opinion on the American Revolution, reflect on their learning throughout the module, and share their published broadsides. | None | N/A | |

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!”

Independent Reading Prompts

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: <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <th style="width: 33%; text-align: center;">Prefix</th> <th style="width: 33%; text-align: center;">Root</th> <th style="width: 33%; text-align: center;">Suffix</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table> | Prefix | Root | Suffix | | | | 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.

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Directions: Choose a prompt to respond to. For each response, state your opinion, give at least one reason for your opinion, and offer several pieces of evidence to support each reason. Try to choose a different prompt each time.

Is recess an important part of the school day? Why or why not?

Is winter the worst season? Why or why not?

Should all students play a sport? Why or why not?

Should all students go to school in the summer? Why or why not?

Language Dive I Practice: Violence Is Not the Answer!

Name: _____ **Date:** _____

- Write the scrambled excerpt from the Violence Is Not the Answer! in the correct sequence.

| | | | | |
|---|--|--------------------------------|---------------------|----------------------------|
| goes against our beliefs as Quakers. | However, taking a side, | to stay uninvolved. | either side, | It is important |
|---|--|--------------------------------|---------------------|----------------------------|

- Underline the prepositional phrases in the excerpt below.
However, taking a side, either side, goes against our beliefs as Quakers. It is important to stay uninvolved.

- Restate this focus statement in your own words below.

4. Use the linking word *however* to write your own sentence.
Sketch your sentence in the box.

However, _____

_____.

Sketch your sentence below.

Prepositional Phrases I

Name: _____ **Date:** _____

Directions: Remember what you have learned about prepositional phrases.

Prepositional phrases: a group of words that describes the relationship between a noun or verb and another noun following the preposition

Prepositional phrases answer questions like which one, what kind, how, when, where.

Common Prepositions

above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, between, beyond, by, down, during, for, from, in, into, like, near, of, off, on, onto, opposite, out, over, past, since, to, toward, through, under, underneath, until, with, within

For each sentence, underline the noun or verb and circle the prepositional phrase.

"I'm Ethan, paperboy for the printer." *Colonial Voices: Hear Them Speak* page 3

"The apprentice sweeps the ashes from the oven floor." *Colonial Voices: Hear Them Speak* page 7

"Now they quarrel with each other like warring tribes, and over tea!" *Colonial Voices: Hear Them Speak* page 13

"But I'll not share my views today with that rowdy crowd." *Colonial Voices: Hear Them Speak* page 16

"We shut the shop and hurry to Old South." *Colonial Voices: Hear Them Speak* page 20

Prepositional Phrases II

Name: _____ **Date:** _____

Directions: Remember what you have learned about prepositional phrases.

Prepositional phrases: a group of words that describes the relationship between a noun or verb and another noun following the preposition

Prepositional phrases answer questions like which one, what kind, how, when, where.

Common Prepositions

above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, between, beyond, by, down, during, for, from, in, into, like, near, of, off, on, onto, opposite, out, over, past, since, to, toward, through, under, underneath, until, with, within

Revise these sentences so they correctly use the prepositions. Think about the relationship between the noun or verb and what comes after the preposition, and the word that signals that relationship. Does it sound right? Does it make sense?

| Sentence | Revised Sentence |
|--|------------------|
| The British ships have been in the harbor since two weeks. | |
| Mr. Lawson bought tea to the Bartons' store. | |

Write a sentence using the following prepositional phrase:

between the Patriots

Write a sentence using the following prepositional phrase:

with the Loyalists

Frequently Confused Words

Name: _____ **Date:** _____

Directions: Remember what you have learned about frequently confused words.

To check whether a word has been used correctly, think about the meaning of the word and the meaning of the sentence.

1. Underline the word.
2. Write the word it is frequently confused with above it.
3. Think about the meaning of both words and the meaning of the sentence.
4. Decide which word makes more sense with the meaning of the sentence. Correct the word if needed.

Revise these sentences so they correctly use the frequently confused word. Think about what other word(s) sound like it, what the words mean, and what the sentence means.

| Sentence | Revised Sentence |
|---|------------------|
| After they're victory, some Patriots became leaders of the United States. | |
| The Loyalists did not want to loose the war to the Patriots. | |

Write a sentence using the following frequently confused word:

they're

Write a sentence using the following frequently confused word:

your

Write a sentence using the following frequently confused word:

too
