Lesson 13: Close Read: Excerpt of the Declaration of Independence, Part III

CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly.
- **SL.4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Daily Learning Targets

- I can closely read an excerpt of the Declaration of Independence to restate it in my own words. (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, L.4.4)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RI.4.1, RL.4.1)
- I can follow discussion norms to participate in a productive discussion about opinions of the characters in *Divided Loyalties*. (SL.4.1)

Ongoing Assessment

- Close Read Note-catcher: Excerpt of the Declaration of Independence, Part III (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, L.4.4)
- Discussion Notes (SL.4.1c, SL.4.1d)

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Close Reading: Excerpt of the Declaration of Independence, Part III (25 minutes)

   B. Text-Based Discussion: Character Reaction to the Declaration of Independence (20 minutes)

3. **Closing and Assessment**

   A. Reflecting on Discussion (10 minutes)

4. **Homework**

   A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

■ In this lesson, students closely read another excerpt of the Declaration of Independence to prepare for a text-based discussion about what characters from *Divided Loyalties* would think of it (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1, L.4.4). This lesson's structure mirrors Lesson 5.

■ Students continue working to become ethical people and working to become effective learners by collaborating in pairs, persevering through complex text, and showing respect as they participate in a text-based discussion.

How it builds on previous work:

■ In Lessons 5 and 8, students closely read excerpts from the Declaration of Independence and made connections to *Divided Loyalties*. In this lesson, students read a new excerpt.

Areas in which students may need additional support:

■ Students may need additional support closely reading the text and answering the questions. Continue to pair students strategically or group them in a teacher-led group for additional support.

■ Students may require additional support voicing their ideas in the collaborative discussion. Consider prompting them and invite students to prompt each other to ensure that everyone is heard in each group.

Assessment guidance:

■ Consider using the Collaborative Discussion informal checklist to assess student progress toward the standards.

■ Review students' learning on their Discussion Notes to informally assess SL.4.1d.

■ Collect in Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses homework from Lesson 11. See Language Dive II Practice: Model First Person Narrative (example, for teacher reference) in the supporting Materials.

Down the road:

■ In the next unit, students will write a broadside from either the Loyalist or Patriot perspective.

In advance:

■ Strategically pair students for close reading, with at least one strong reader per pair.

■ Strategically group students heterogeneously for discussions, ensuring that the pairs from close reading are separated. There should be four or five students in each group. Try to get an even number of groups so that the groups can be paired off to observe each other during the discussion and provide feedback.

■ Prepare for the close read:

  – Table tent signs: One "Representatives of the United States of America," one "British Crown," and enough "Colonies" signs for each of the remaining tables.

  – A piece of paper with the words "The Declaration of Independence" written on it in large letters.

  – Paper signs with "Free" and "Independent" written on them in large letters (three of each).

■ Review the Fishbowl protocol (see Classroom Protocols).

■ Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

■ Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.1, 4.I.A.3, 4.I.B.5, 4.I.B.6, and 4.I.C.11

Important points in the lesson itself

■ The basic design of this lesson supports ELLs with the opportunity to participate in a close read of an excerpt of the Declaration of Independence and then apply their learning about the excerpt and character perspectives by participating in a text-based discussion about how the characters in *Divided Loyalties* would feel about the excerpt.

■ ELLs may find it challenging to comprehend the Declaration of Independence excerpt and determine the character's opinion about the excerpt in the time allotted. Support students in preparing for the text-based discussion by providing additional time for them to orally process their thoughts with a partner before the discussion. See levels of support, below, and the Meeting Students' Needs column for specific suggestions.

Levels of support

For lighter support:

- During the text-based discussion in Work Time B, encourage students to use Goals 1 and 2 Conversation Cues with other students to extend and deepen conversations, think with others, and enhance language development. (Example: "Can you give an example?")

- Challenge students to create sentence frames to bolster participation during the text-based discussion. Invite those who need heavier support to use the frames. (Example: "I think that [William/Robert] would [agree/disagree] with this excerpt of the Declaration of Independence because _____. Another reason is_____. In Act __, Scene __ he says, _____.)

For heavier support:

- Invite students to use the sentence frames created by students with greater language proficiency during the text-based discussion (see "for lighter support").

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to Lesson 5, this lesson offers a variety of visual anchors to cue students' thinking. For those who may need additional support, consider creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension. Recall that some students may require additional scaffolding in visual representation (e.g., the use of graphic organizers, charts, highlights, or different colors). This will prompt them to visually categorize information into more manageable chunks and reinforce relationships among multiple pieces of information.

- **Multiple Means of Action and Expression (MMAE):** During independent writing, continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses.

- **Multiple Means of Engagement (MME):** Provide support for students who may need additional guidance in peer interactions and collaboration by offering prompts or sentence frames that support students in asking for help or clarification from classmates. To support students who may need additional support in sustaining effort and/or attention, provide opportunities for restating the goal. In doing so, students maintain focus to complete the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- restate, opinions, productive (L)
- representatives, assembled, rectitude, solemnly, allegiance, absolved (T)

Materials

- ☑ Close Reading Guide: An Excerpt of the Declaration of Independence, Part III (for teacher reference)
  - – Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part III (one per student and one to display)
  - – Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part III (example, for teacher reference)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ *Divided Loyalties* (from Lesson 1; one per student)
- ☑ Discussion Norms anchor chart (begun in Module 1)
- ☑ Discussion Notes (blank; from Lesson 5; one per student)
- ☑ Sticky notes (two colors; one of each per student)
- ☑ Working to Become Ethical People anchor chart (begun in Module 1)
- ☑ T-chart (one per discussion group)
- ☑ Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses homework (from Lesson 11; one per student)
- ☑ Language Dive II Practice: Model First Person Narrative: Progressive Verb Tenses (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- ▪ Move students into pairs and invite them to label themselves partner A and partner B.
- ▪ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - – "I can closely read an excerpt of The Declaration of Independence to restate it in my own words."
  - – "I can make connections between an excerpt of The Declaration of Independence and the opinions of characters in *Divided Loyalties*."
  - – "I can follow discussion norms to participate in a productive discussion about opinions of the characters in *Divided Loyalties*."
- ▪ Remind students they saw these learning targets in Lessons 5 and 8 and review the meaning of the words *restate*, *opinion*, and *productive* as necessary.

Meeting Students' Needs

- ▪ Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentor to engage with his or her partner and share his or her thought processes. This can be done during questioning as you circulate the room. (MMAE)

■ For ELLs: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each of the learning targets.

Work Time

A. Close Reading: Excerpt of the Declaration of Independence, Part III (25 minutes)

▪ Distribute and display the **Close Reading Note-catcher: An Excerpt of the Declaration of Independence Part III**.

▪ Invite students to follow along, reading silently in their heads as you read aloud the excerpt at the top.

▪ Turn and Talk:

"What do you notice about this excerpt?" (Responses will vary, but may include: Like the first two excerpts we have read, it is very complex and difficult to understand.)

▪ Direct students' attention to the **Working to Become Effective Learners anchor chart** and review the characteristics of collaboration and perseverance as necessary.

▪ Use the **Close Reading Guide: An Excerpt of the Declaration of Independence Part III** to guide students through a close read of this excerpt. Invite students to refer to the **Close Readers Do These Things anchor chart** and their *Divided Loyalties* text as needed.

▪ Refer to the guide for how to integrate that Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part III. Refer to the **Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part III (example, for teacher reference)** as necessary.

Meeting Students' Needs

■ For students who may need additional support recording their ideas in writing: Provide a partially filled-in note-catcher that contains sentence stems or frames as scaffolds. (MMAE, MME)

■ For ELLs: (Referencing Character Analysis Note-catchers) When completing the second question on their Close Reading note-catcher, encourage students to refer to their completed Character Analysis note-catchers from earlier lessons to help them identify evidence from the text that supports how their character would feel about the Declaration of Independence excerpt.

Work Time

B. Text-Based Discussion: Character Reaction to the Declaration of Independence (20 minutes)

▪ Post the final question from the note-catcher:

– "What would the character think of this excerpt? Based on their situation, would they agree? Why or why not?"

■ Follow the same routine from Work Time B of Lesson 5 to guide students through a text-based discussion about what they think Robert, Mary, William, and Abigail would think about the excerpt they read of the Declaration of Independence:

– Review the **Discussion Norms anchor chart**.

– Remind students of the difference between a discussion and a presentation and that they will speak informally.

– Review the idea that students will discuss informally since this is a small group discussion and not a presentation.

– Distribute **Discussion Notes**.

– Divide students into their groups, allocate areas of the room, and label each group in each pair A and B.

– Distribute **sticky notes** and remind students to record one star and one step using criteria from the Discussion Norms anchor chart.

– Review the **Working to Become Ethical People anchor chart** and the importance of showing respect.

– Invite A groups to begin discussing within the circle, as B groups sit on the outside of the circle.

– After 6 minutes, facilitate feedback sharing.

– Invite groups to switch roles and begin discussing.

– After 6 minutes, facilitate feedback sharing.

– Collect sticky notes and place them on the **T-chart**.

Meeting Students' Needs

■ For students who may need additional support with comprehension and persistence: Invite students to share with an elbow partner how they followed discussion norms in previous text-based discussions. (MMR, MME)

■ For students who may need additional support with organizing their thinking: Consider offering sentence frames in advance on the Discussion Notes form as scaffolding for student expression. (MMAE)

■ For ELLs: (Sketch Questions and Ideas) Allow students to sketch their questions and ideas on the Discussion Notes form as they wait for their chance to speak.

■ For ELLs: (Character Chart: Referencing) Invite students to reference the examples of their character's feelings/thoughts and reactions on the Character Chart as a starting point for their text-based discussion.

Closing and Assessment

A. Reflecting on Discussion (10 minutes)

■ Follow the same routine from the Closing of Lesson 5 to guide students through reflecting on the discussion.

– Ask students to think silently about the following questions:

"What did you learn from the discussion?"

"How did the discussion change your thinking?"

– After 2 minutes, invite students to write their reflections in the second box on their Discussion Notes (My learning from this discussion).

– After 5 minutes, refocus whole group and invite students to consider a criterion from the Discussion Norms anchor chart that they could do better in the next discussion. focus students on the final box:

– Invite students to voice their goal to an elbow partner before recording it in the final box on their Discussion Notes (My goal for the next discussion).

– Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets and against how well they did collaborating, persevering and showing respect.

– Collect students' Discussion Notes.

■ Collect in **Language Dive II Practice: Model First-Person Narrative: Progressive Verb Tenses homework** from Lesson 11. See **Language Dive II Practice: Model First-Person Narrative homework (example, for teacher reference)** in supporting Materials.

Meeting Students' Needs

■ For students who may need additional support with written expression: (Modeling) Model multiple acceptable ways to respond to the prompt. (Example: Provide examples of sketching answers or using sentence starters). (MMR, MMAE)

■ For ELLs: (Reviewing Learning Targets) Review the learning targets introduced in Opening A. Ask students to give specific examples of how they worked toward achieving them in this unit. Invite students to rephrase the targets now that they have experience making connections between the Declaration of Independence and the opinions of characters in *Divided Loyalties*.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

■ For ELLs and students who may need additional support with writing: (Oral Response) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)

■ For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)