Lesson 2: Analyzing Character: *Divided Loyalties* Act I, Scene 2

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.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9a:** Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- **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 determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 2 of *Divided Loyalties*. (RL.4.1, RL.4.4, L.4.4)
- I can describe a character using details from the text in Act I, Scene 2 of *Divided Loyalties*. (RL.4.1, RL.4.3)

Ongoing Assessment

- Character Analysis Note-catcher: Act I, Scene 2 (RL.4.1, RL.4.3)

Agenda

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Reading Aloud and Determining the Gist: *Divided Loyalties*, Act I, Scene 2 (25 minutes)

   B. Analyzing Character Reactions: *Divided Loyalties*, Act I, Scene 2 (20 minutes)

3. **Closing and Assessment**

   A. Group Writing: Robert in *Divided Loyalties*, Act I, Scene 2 (10 minutes)

4. **Homework**

   A. Use your Character Analysis Note-catcher: Act I, Scene 2 to write a character analysis paragraph for William in this scene.

   B. 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:

- Work Time A contains a repeated routine from Lesson 1. Refer to that lesson for more detail, as necessary.

- After reading aloud and determining the gist, students analyze character reactions to a situation in *Divided Loyalties* (RL.4.1, RL.4.3). This routine is introduced in Work Time B and will be continued in later lessons. Pay careful attention to this routine in this lesson to apply it in subsequent lessons.

- In the Closing, students write a character analysis paragraph as a whole group in preparation for writing their own character analysis paragraphs for homework and in the next lesson (RL.4.1, RL.4.3).

- Students continue to focus on working to become ethical people and working to become effective learners by collaborating as they work in pairs and showing respect as they reflect on the play.

- The research reading that students complete for homework will help build both their Vocabulary and knowledge pertaining to the American Revolution. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In Work Time A, students continue the routine of reading aloud and determining the gist and the meaning of unfamiliar Vocabulary.

Areas in which students may need additional support:

- Students may need additional support rereading the text to find the gist. Pair students strategically to ensure that each pair contains at least one strong reader. Consider grouping students who may need additional teacher-led support together in one area of the room.

Assessment guidance:

- Read students' note-catchers to identify common issues to use as teaching points for the whole group in the next lesson. Ensure that students are using details from the text to support their ideas.

- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 4) or the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to assess students' during Work Time A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will read the next scene of the play and will then analyze one character in depth.

In advance:

- Strategically pair students for determining the gist, with at least one strong reader per pair.

- 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.B.6, 4.I.B.7, 4.I.B.8, 4.I.C.10, and 4.I.C.11

Important points in the lesson itself

- The basic design of this lesson supports ELLs by following the same routine for determining gist and the meaning of unfamiliar Vocabulary as in the previous lesson; allowing students to work in pairs throughout the lesson; and working as a class to analyze characters and write a character reaction paragraph before being asked to do so with partners.

- ELLs may find it challenging to analyze character thoughts, feelings, and reactions in Work Time B. Consider inviting students to practice analyzing feelings and reactions in a familiar context before asking them to do so with characters in *Divided Loyalties*. See levels of support, below, and the Meeting Students' Needs column for specific suggestions.

Levels of support

For lighter support:

- While writing the character reaction paragraph in Work Time C, challenge students to use new feeling Vocabulary from the Feelings/Reactions T-chart (see "for heavier support," below) to describe how the characters feel.

For heavier support:

- In preparation for analyzing a character in Work Time B and throughout the module, explicitly work with students to develop and expand feeling Vocabulary and to practice using a person's reactions to determine his or her feelings and thoughts. Create a Feelings/Reactions T-chart, listing feeling Vocabulary on one side and reactions that portray each feeling on the other. (Example: feeling=*excited*; reaction=*jumping up and saying, "I can't wait to_____."*) Begin by practicing with examples that are familiar to students, but introduce students to unfamiliar feeling Vocabulary as well. (Examples: *betrayed, hopeful, hopeless, disbelieving*)

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of Scene 2 from *Divided Loyalties*. Before this read-aloud, support comprehension by activating prior knowledge. Consider a brief review of Scene 1 to highlight relevance and scaffold connections for students. Additionally, provide questions visually as well as verbally.

- **Multiple Means of Action and Expression (MMAE):** In this lesson, students interact with Scene 2 of *Divided Loyalties*. Remove any possible barriers for accessing the text. Consider scaffolded questions or pre-writing sticky notes with the gist for different sections so that students can match the sticky note to the appropriate section and avoid barriers associated with identifying the gist.

- **Multiple Means of Engagement (MME):** Throughout this unit, sustained engagement and effort is essential for student achievement. Some may need support to remember the goal of the work they are doing with the text. These students benefit from consistent reminders of learning goals and their value or relevance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- act, scene (L)
- regret (T)

Materials

- ☑ Character Analysis Note-catcher: Act I, Scene 2 (one per student and one to display)
- ☑ *Divided Loyalties* (from Lesson 1; one per student)
- ☑ Working to Become Ethical People anchor chart (begun in Module 1)
- ☑ Vocabulary log (from Module 1; one per student)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Character Analysis Note-catcher: Act I, Scene 2 (example, for teacher reference)
- ☑ Academic Word Wall (begun in Module 1; added to during Work Time A)
- ☑ Domain-Specific Word Wall (begun in Unit 1, Lesson 1; added to during Work Time A)
- ☑ Character Analysis Paragraph: Act I, Scene 2—Robert (example, for teacher reference)
- ☑ Writing Complete Sentences handout (from Module 1; one per student)
- ☑ Marking Direct Quotes handout (from Module 1; one per student)

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 determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 2 of *Divided Loyalties.*"

– "I can describe a character using details from the text in Act I, Scene 2 of *Divided Loyalties.*"

■ Remind students that they have seen the first learning target many times in the previous unit for other texts. Review the words *act* and *scene* in the first learning target.

■ Turn and Talk:

"What do you think you will be doing in this lesson? Why?" (reading the next scene of Divided Loyalties *and describing a character using details from the text; because that's what the learning targets say)*

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to share one way they worked toward similar learning targets in Unit 1. (MMR, MME)

■ For ELLs: (Noticing Parts of Speech) Ask: "What is the difference between *an act* and *to act*?" (*An act* is a noun that means one big piece of a play, similar to a chapter. *To act* is a verb that means to do something or to perform a fictional role.) Invite students to use *act* in both forms, clarifying their distinction. (Example: I like *to act* silly at school. I think there are *six acts* in *Divided Loyalties.*)

Work Time

A. Reading Aloud and Determining the Gist: *Divided Loyalties*, Act I, Scene 2 (25 minutes)

■ Distribute and display the **Character Analysis Note-catcher: Act I, Scene 2**. Tell students that in this lesson when they record the gist, they will record it at the top of this note-catcher, but they are to leave the rest of the note-catcher until later.

■ Invite students to retrieve their copies of ***Divided Loyalties*** and guide them through the same reading routine from Work Time B of Lesson 1:

– Identify the roles required and volunteers to play those roles.

– Invite volunteers to read and act it out the while the other students follow along silently in their heads.

– Turn and Talk:

"What do you know from reading the scene?" (Mrs. Smith, a customer, decides to stop buying things from the family store because of Robert's Loyalist views and the impact they are having on the food he sells.)

– Provide 3 minutes of silent reflection time.

– Review respect on the **Working to Become Ethical People anchor chart** and invite volunteers to share.

– Invite students to work in pairs to determine the gist and the meaning of unfamiliar Vocabulary and to record the gist on their Character Analysis Note-catcher: Act I, Scene 2, and new Vocabulary in their **Vocabulary logs**. Remind students of the Vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and review what it means to collaborate on the **Working to Become Effective Learners anchor chart**.

– Use total participation techniques to select students to share out their responses. Refer to the **Character Analysis Note-catcher: Act I, Scene 2 (example, for teacher reference)** as necessary.

– Record new Vocabulary on the **Academic Word Wall** and the **Domain-Specific Word Wall**.

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

Meeting Students' Needs

■ For students who may need additional support with fine motor skills: Offer choice with the graphic organizer by providing a template that includes lines within the boxes. (MMR, MME)

■ For ELLs: (Character Chart: Activating Prior Knowledge) Invite students to reference the Character Chart (see Lesson 1, "for heavier support") to name the characters from Act I, Scene 1, and share something they know about each one before reading Act I, Scene 2. Explain that there are two more characters that appear in this act (Mrs. Smith and Mr. Lawson), but because they don't appear throughout the play, they will not be added to the Character Chart.

■ For ELLs: (Questions to Support Gist) Consider asking students specific questions to support them in determining the gist. Example: "What happened in this scene? How did the characters react?"

Work Time

B. Analyzing Character Reactions: *Divided Loyalties*, **Act I, Scene 2 (20 minutes)**

■ Think-Pair-Share:

"What are the significant events in Act I, Scene 2?" (Mrs. Smith, a customer, decides to stop buying things from the family store, and a group of people are coming toward the store with weapons.)

- Tell students that today they are going to focus on the event of Mrs. Smith deciding not to shop at the family store anymore, since we don't know what happens with the group of people and the weapons yet.

- Invite students to follow along, reading silently in their heads as you reread pages 15–16 aloud.

- Using a total participation technique, invite responses from the group:

  "Which characters are in the play at this point?" (Mrs. Smith, Robert, William, and Abigail)

- Tell students that they are going to analyze how two of the characters think, feel, and react. First, as a class, they will think about how Robert feels and how he reacts, and then they will work in pairs to think about William's reactions.

- Think-Pair-Share:

  "How does Robert feel about the incident with Mrs. Smith?" (Responses will vary, but may include: Robert is sad she isn't going to shop there anymore because he says, "I regret to say …," but it won't change his mind about what he believes or the things that he does. He says, "I will not let those so-called Patriots tell me what to do.")

- If productive, cue students to clarify the conversation by confirming what they mean:

  "So, do you mean _____?" (Responses will vary.)

- As students share out, capture their responses on the displayed note-catcher. Consider drawing an emoticon face on the note-catcher showing how he feels. Refer to Character Analysis Note-catcher: Act I, Scene 2 (example, for teacher reference) as necessary.

- Turn and Talk:

  "How do you know how he feels?" (Responses will vary, but may include: He says, "I regret to say …" and "I will not let those so-called Patriots tell me what to do.")

  "What does his use of the word regret *tell you on page 16?" (that he is sad and sorry to lose her as a customer)*

- As students share out, capture their responses on the displayed note-catcher. Refer to Character Reaction Note-catcher: Act I, Scene 2 (example, for teacher reference) as necessary.

- Invite students to work with their partner to do the same for William.

- Circulate to support students as they complete their note-catchers. Remind them to refer back to the text and to quote accurately. As you circulate, consider asking the following questions to guide students:

  "Why do you think that? What details can you find in the text?"

- Refocus students. Invite them to pair up with another pair, forming a group of four, to discuss what they recorded on their note-catchers and to make any additions/revisions as they hear different ideas that they agree with.

- Using a total participation technique, invite responses from the group to help you complete the displayed note-catcher. Remind students of what it looks like to quote accurately from the text. Refer to Character Reaction Note-catcher: Act I, Scene 2 (example, for teacher reference) as necessary.

Meeting Students' Needs

- When using a total participation technique, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)

- For ELLs: (Feelings/Reactions T-chart: Practicing with Familiar Examples) Display the Feelings/Reactions T-chart (see "for heavier support"). On the Reactions side of the T-chart, write: "The person does/says …" and on the Feelings side write: "This tells me that the person feels…." Invite students to practice analyzing reactions and feelings in a context that is familiar to them. For example, act out smiling and saying, "I love coming to school." Write: "smiling and saying, 'I love coming to school,'" on the Reactions side of the T-chart and invite students to tell you the corresponding feeling (*happy*). Invite students to brainstorm additional feelings and to act them out to become more familiar with this process. Record student responses.

- For ELLs: Mini Language Dive. "I have my beliefs/**and I will stand by them**."
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *And* connects the previous chunk to this chunk and signals that there is related information coming. (conjunction)
    - *I:* "Who?"/Meaning: *I* refers to Robert. This is dialogue, and Robert is the speaker. He is referring to himself.
    - *will stand by*: "Do what?"/Meaning: *Will stand by* means to remain loyal to someone or something, especially in a time of need. (verb phrase/phrasal verb)
    - *them*: "Stand by what?"/Meaning: *Them* refers to Robert's beliefs, stated in the previous chunk. (pronoun)
  - Practice: I will stand by _____.
  - Reconstruct: Reread the sentence. Ask:

    "Now what do you think the sentence means?"

    "How does your understanding of this sentence add to your understanding of Robert's thoughts and feelings?"
  - Practice: I have my _____, and I will stand by them.

    "What is another way to say this sentence?"

- For ELLs: (Character Chart: Recording Responses) As students share what they recorded on their note-catchers, choose one example each of Robert's and William's thoughts/feelings and reactions to record on the Character Chart (see Lesson 1, "for heavier support"). Continue to add to this chart as students analyze characters throughout the unit.

Closing and Assessment

A. Group Writing: Robert in *Divided Loyalties*, Act I, Scene 2 (10 minutes)

■ Invite the whole group to help you write a character reaction paragraph for Robert. Take it sentence by sentence, inviting students to discuss what the sentence could be, following **Character Analysis Paragraph: Act I, Scene 2—Robert (example, for teacher reference)** and using a total participation technique to select students to share out. Ask questions to guide students' thinking:

"How should we open the paragraph? What does the reader need to know first? Why?"

"Before we can write about the character's reaction to the situation, what else does the reader need to know?"

"How does Robert feel about the event? How do you know?"

"How does this compare to how the other characters feel?"

"Why do you think Robert, William, and Abigail feel differently about this?"

■ Record the paragraph sentence by sentence for students to see. Refer to Character Analysis Paragraph: Act I, Scene 2—Robert (example, for teacher reference) as necessary. As needed, remind students of their **Writing Complete Sentences handout** and **Marking Direct Quotes handout**.

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

Meeting Students' Needs

■ For students who may need additional support with oral language and processing: Allow ample wait time as students respond during the discussion. (MMAE, MME)

■ For ELLs: (Sentence Frames) Provide sentence frames to support students in the various ways they could respond to each question as they write the character reaction paragraph. For example, to respond to the question "How does Robert feel about the event," students could choose between the sentence frames: "Robert is (feelings adjective) because (event that happened.)" or "When (event that happened), Robert felt (feelings adjective.)" Invite students to create their own sentence frames as well.

■ For ELLs: (Displaying Questions) Consider displaying the questions to guide students' thinking as they help write the character reaction paragraph for Robert. Leave them posted throughout the unit as students write their character reaction paragraphs.

Homework

A. Use your Character Analysis Note-catcher: Act I, Scene 2 to write a character analysis paragraph for William in this scene.

B. 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) (MMR)

- 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)