

## Lesson 3: Analyzing Character: *Divided Loyalties* Act I, Scene 3



### 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 3 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 3 of *Divided Loyalties*. (RL.4.1, RL.4.3)

### Ongoing Assessment

- Character Analysis Note-catcher: Act I, Scene 3 (RL.4.1, RL.4.3)
- Character Analysis Paragraph: Act I, Scene 3—William (RL.4.1, RL.4.3, W.4.9a)

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

A. Reading Aloud and Determining the Gist: *Divided Loyalties*, Act I, Scene 3 (25 minutes)

B. Analyzing Character Reactions: *Divided Loyalties*, Act I, Scene 3 (20 minutes)

### 3. Closing and Assessment

A. Pair Writing: William in *Divided Loyalties*, Act I, Scene 3 (10 minutes)

### 4. Homework

A. Use your Character Analysis Note-catcher: Act I, Scene 3 to write a character analysis paragraph for Robert 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 Times A and B contain repeated routines from Lessons 1–2. Refer to those lessons for more detail, as necessary.
- Be aware that students may be sensitive to the description of tarring and feathering in the narrator’s script at the beginning of this scene.
- In the Closing, students write a character analysis paragraph in pairs in preparation for writing their own character analysis paragraph for the mid-unit assessment in Lesson 7 (RL.4.1, RL.4.3). This routine slightly varies from the whole group writing routine in Lesson 2.
- In this lesson, 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.
- Recall that the research reading students complete for homework helps build both their Vocabulary and knowledge pertaining to the American Revolution. This kind of reading continues over the course of the module.

### How it builds on previous work:

- In Lesson 2, students read Act I, Scene 2 of *Divided Loyalties* and determined the gist and the meaning of unfamiliar Vocabulary. They then analyzed character reactions and wrote a descriptive paragraph of one character as a whole group. They continue these routines in this lesson; however, in this lesson they write the paragraph in pairs.

### Areas in which students may need additional support:

- Students may need additional support rereading the text to find the gist. Continue to pair students strategically or place them in a teacher-led group for additional support.

- Note that sentence frames are not provided for all students to use when writing in this module. Refer back to the writing lessons in Module 1 if students need this additional support.

#### Assessment guidance:

- Read students' paragraphs to identify common issues to use as teaching points for the whole group before the mid-unit assessment in Lesson 7. Ensure that students use 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).
- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Closing and Assessment A (see Module 1 Appendix).

#### Down the road:

- In the next lesson, students will read Scene 4 of *Divided Loyalties* and analyze a character.

#### 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 routines from previous lessons for determining gist and the meaning of unfamiliar Vocabulary, as well as following the same routine from Lesson 2 for analyzing a character and writing a character reaction paragraph. Additionally, the opportunity for students to work in partnerships throughout the lesson is particularly supportive of ELLs.
- ELLs may find it challenging to determine the most relevant details and examples from the text to focus on during the character analysis in Work Time B. Consider highlighting key

phrases for students to focus on and stopping during the reading to ask students how these phrases portray each character's thoughts and feelings. For example, highlight, "... has only made my beliefs stronger" on page 23 to show that Robert feels *determined*. See levels of support, below, and the Meeting Students' Needs column for more specific suggestions.

### Levels of support

*For lighter support:*

- While writing the character reaction paragraph during Work Time C, challenge students to use new feeling Vocabulary from the Feelings/Reactions T-chart (see Lesson 2, "for heavier support") to describe how the characters feel.
- Challenge students to use varying coordinating and subordinating conjunctions to expand their sentences as they practice new feeling Vocabulary in context during Work Time B. Provide sentence frames for support. Examples: *When* I feel (adjective), I (reaction.) I (reaction) *because* I feel (adjective.)

*For heavier support:*

- During Work Time B, distribute a partially filled-in copy of the Character Analysis note-catcher. This provides students with models of the kind of information they should enter and reduces the volume of writing required.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of Scene 3 of *Divided Loyalties*. Similar to Lesson 2, support comprehension by activating prior knowledge. Consider a brief review of previous scenes and provide questions visually as well as verbally.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students interact with Scene 3 of *Divided Loyalties*. Continue to remove any possible barriers for accessing the text. Consider continuing the use of scaffolded questions and sticky notes with pre-written gists for different sections of text.
- **Multiple Means of Engagement (MME):** Provide support for students who may need additional guidance in peer interactions and collaboration. (Example: Offer prompts or sentence frames that support students in asking for help or clarification from classmates.) For students who may need additional support in sustaining effort and/or attention, provide opportunities for restating the goal. In doing so, students are able to maintain focus for completing the activity.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- act, scene (L)

## Materials

- ✓ Character Analysis Note-catcher: Act I, Scene 3 (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 3 (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 (completed in Lesson 2; one to display)
- ✓ Paper (lined; one piece per student)
- ✓ Writing Complete Sentences handout (from Module 1; one per student)
- ✓ Marking Direct Quotes handout (from Module 1; one per student)
- ✓ Character Analysis Paragraph: Act I, Scene 3—William (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 determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 3 of *Divided Loyalties*.”
  - “I can describe a character using details from the text in Act I, Scene 3 of *Divided Loyalties*.”
- Remind students that they have seen all of these learning targets in the previous lesson for the previous scene in *Divided Loyalties*. Review the words *act* (a large section of the play, similar to a chapter in a book) and *scene* (part of a play or movie that shows continuous action) as necessary.

## 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 these learning targets with Scene 2 in the previous lesson. (MMR, MME)
- For ELLs: (Noticing Parts of Speech) Remind students of the distinction between *an act* and *to act*. Invite students to use *act* in both forms, reinforcing their distinction.

## Work Time

### A. Reading Aloud and Determining the Gist: *Divided Loyalties*, Act I, Scene 3 (25 minutes)

- Distribute and display the **Character Analysis Note-catcher: Act I, Scene 3**. Remind students that when they record the gist, they will record it at the top of this note-catcher, as they did in the previous lesson.
- Invite students to retrieve their copies of *Divided Loyalties* and guide them through the same reading routine from Work Time B of Lesson 1:
  - Invite volunteers to read and act out Scene 3 while the other students follow along silently in their heads.
  - Turn and Talk:
 

*“What do you know from reading the scene?” (A crowd of Patriots goes into the shop with the intention of taking Robert to tar and feather him because he is a Loyalist. William and other shopkeepers defend Robert and prevent anything from happening this time.)*
  - Provide 3 minutes of silent reflection time.
  - Review the habit of 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 meaning of unfamiliar Vocabulary and to record the gist on their Character Analysis Note-catcher: Act I, Scene 3 and any new Vocabulary in their **Vocabulary logs**. As needed, review the strategies and characteristics on the **Close Readers Do These Things anchor chart** and **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 3 (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 share something they have learned about each character, including their feelings and reactions, before reading Act I, Scene 3. Explain that there are additional characters that appear in this act, but because they don’t appear consistently 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. For example, "What happened in this scene? How did the characters react?"

## Work Time

### B. Analyzing Character Reactions: *Divided Loyalties*, Act I, Scene 3 (20 minutes)

- Guide students through the same character analysis routine from Work Time B of Lesson 2—analyze William’s response to the crowd as a whole group and work in pairs to analyze Robert’s response to the same event:
  - Think-Pair-Share:
    - “What are the significant events in Act I, Scene 3?”
  - Tell students which event they will focus on.
  - Invite students to follow along, reading silently in their heads as you reread aloud pages 19–23.
  - Think-Pair-Share:
    - “How does Robert feel about the incident? How do you know?”
  - Capture responses on the displayed note-catcher. Refer to Character Analysis Note-catcher: Act I, Scene 3 (example, for teacher reference) as necessary.
  - Invite students to work with their partner to do the same for William’s response.
  - Circulate to support students as they complete their note-catchers. Remind them to refer back to the text and to quote accurately.
  - Refocus students. Invite pairs to form 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 what it looks like to quote accurately from the text. Refer to Character Analysis Note-catcher: Act I, Scene 3 (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: Adding Examples) Consider adding feeling Vocabulary to the Feelings/Reactions T-chart before analyzing characters’ reactions in *Divided Loyalties*. Include words that represent character feelings in the scene just read. (Examples: *scared*, *grateful*, *determined*, *worried*) Invite students to practice using each word in a familiar context before using it in their character analysis. Provide sentence frames for support. (Example: *When I feel determined, I keep on trying and say, “I will never give up!”*) Encourage students to act out the reactions for each feeling as well and record their responses on the T-chart.

- For ELLs: Mini Language Dive. "A mob of angry rebels/trying to threaten me/**has only made my beliefs stronger.**"
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *has only made*: "What?"/Meaning: *Only* in this chunk means simply, merely, or just; it is added for emphasis. *Has only made* signals that whatever happened in the previous chunk has made what follows in the subsequent chunk clearer/more confirmed. (verb phrase)
    - *my beliefs*: "What?"/Meaning: *My beliefs* refers to Robert's beliefs; that they should remain loyal to Britain. *My* refers to Robert, as he is the speaker of this dialogue. (noun phrase)
    - *stronger*: "Made them what?"/Meaning: *Stronger* means more powerful, more intense. Robert's beliefs are *stronger* after what happened. (adjective)
  - Practice: \_\_\_\_ has only made my beliefs \_\_\_\_.
  - 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: \_\_\_\_ has only made \_\_\_\_.
  - "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. Review the examples recorded from Lesson 2 as well, reinforcing comprehension of the various ways characters' reactions have signaled their feelings in the play so far.

## Closing and Assessment

### A. Pair Writing: William in *Divided Loyalties*, Act I, Scene 3 (10 minutes)

- Remind students of the **Character Analysis Paragraph: Act I, Scene 2—Robert**, written in the previous lesson. Reread each part of the paragraph and remind students of the purpose of each part.
- Distribute **paper**.
- Invite students to work in pairs to use their Character Analysis Note-catcher: Act I, Scene 3 to write a paragraph about William in this scene.
- Tell students that although they are working together, they will each write their own paragraph and should leave a line between each line of writing for edits. As needed, remind students of their **Writing Complete Sentences handout** and **Marking Direct Quotes handout**.
- Circulate to support students as they write. Refer to **Character Analysis Paragraph: Act I, Scene 3—William (example, for teacher reference)** as necessary.



- Consider asking the following 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 to know?”*
  - “How does William feel about the event? How do you know?”*
  - “How does this compare to how the other characters feel?”*
  - “Why do you think William feels differently than Robert?”*
- 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 collaborated.

### Meeting Students' Needs

- Consider offering lined paper on which every other line has an X or is highlighted to remind students to skip lines. (MMR)
- 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.
- For ELLs: (One Sentence at a Time) As in Lesson 2, encourage students to focus on one sentence at a time as they write their character reaction paragraph. Additionally, encourage them to orally process each sentence with their partner before writing it down.

## Homework

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**A. Use your Character Analysis Note-catcher: Act I, Scene 3 to write a character analysis paragraph for Robert 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)
- 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)