Lesson 10: Analyzing Character: *Divided Loyalties* Act III, 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.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **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 III, Scene 2 of *Divided Loyalties*. (RL.4.1, RL.4.4, L.4.4)
- I can write a first person point of view narrative of a character using details from the text in Act III, Scene 2 of *Divided Loyalties*. (RL.4.3, W.4.3)

Ongoing Assessment

- Character Analysis Note-catcher: Act III, Scene 2 (RL.4.1, RL.4.3)
- First Person Narrative: Act III, Scene 2—Robert (RL.4.3, W.4.3)

Agenda

1. **Opening**

    A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

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

    B. Analyzing Character Reactions: *Divided Loyalties*, Act III, Scene 2 (10 minutes)

3. **Closing and Assessment**

    A. Pair Writing: Robert in *Divided Loyalties*, Act III, Scene 2 (20 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:

■ Work Times A and B contain repeated routines from the first half of the unit. Refer to those lessons for more detail, as necessary.

■ In the Closing, students work in pairs to write a first person narrative rather than writing one as a whole group. They use the Narrative Writing Checklist.

■ 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.

How it builds on previous work:

■ This lesson mirrors the previous lesson; however, in this lesson students write their own first person narratives in pairs rather than in group writing.

■ Students used the Narrative Writing Checklist throughout Module 2 to write their choose-your-own-adventure narratives. The narrative writing students do in this unit builds on students' understanding of writing narrative texts from Module 2.

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.

■ Students may need additional support writing their first person narratives. Consider grouping students who may need additional teacher-led support together in one area of the room to write a first person narrative as a smaller group.

Assessment guidance:

■ Read students' narratives to ensure they are ready to write a first person narrative for the end of unit assessment.

■ 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 review and revise their first person narratives from this lesson and learn about progressive verb tenses in preparation for the end of unit assessment in Lesson 12.

In advance:

■ Strategically pair students for finding 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, and 4.I.C.10

Important points in the lesson itself

■ The basic design of this lesson supports ELLs by continuing reading and character analysis routines from previous lessons and providing an additional, supportive opportunity to prepare for the end of unit assessment by writing a first person narrative in pairs.

■ ELLs may find it challenging to write a first person narrative in pairs. Provide them with additional time to orally practice what Robert might say before writing. Encourage students to use the group narrative from the previous lesson as a model for their narrative in this lesson. See levels of support, below, and the Meeting Students' Needs column for specific supports.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions.

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.
- During the Closing and Assessment, consider working with a group of students who need heavier support to write a first person narrative from Robert's perspective. Model and think aloud the process of transforming the information in the Character Analysis note-catcher into sentences written from Robert's perspective.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of Act III, Scene 2 of *Divided Loyalties*. Similar to lessons in the first half of the unit, continue to activate prior student knowledge and review scenes as needed.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students interact with Act III, Scene 2 of *Divided Loyalties*. Continue to remove any possible barriers for accessing the text. Consider continuing your use of scaffolded questions and pre-written sticky notes with the gist for different sections of the text.
- **Multiple Means of Engagement (MME):** Continue to provide support for students who may need additional guidance in peer interactions and collaboration, as well as those who may need additional support in sustaining effort and/or attention.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- first person point of view (L)

Materials

- ☑ Character Analysis Note-catcher: Act III, Scene 2 (one per student and one to display)
- ☑ *Divided Loyalties* (from Lesson 1; one per student)
- ☑ Character Analysis Note-catcher: Act III, Scene 2 (example, for teacher reference)
- ☑ 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)

☑ Point of View handout (from Lesson 9; one per student and one to display)

☑ First Person Narrative: Act III, Scene 1—William (completed in Lesson 9; one to display)

☑ Narrative Writing Checklist (one per student and one to display)

☑ Narrative Writing Checklist (example, for teacher reference).

☑ Paper (lined; one piece per student)

☑ First Person Narrative: Act III, Scene 2—Robert (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 III, Scene 2 of *Divided Loyalties*."

– "I can write a first person point of view narrative of a character using details from the text in Act III, Scene 2 of *Divided Loyalties*."

■ Remind students that they saw these learning targets for the previous scene of *Divided Loyalties*.

■ Review the meaning of *first person point of view*.

Meeting Students' Needs

■ For students who may need additional support with comprehension and engagement: Invite students to share one way that they worked toward each learning target in previous lessons. (MMR, MME)

■ For ELLs: (Summarizing the Target) Check for comprehension of the second learning target by asking students to summarize and then to personalize the learning targets. Ask:

"Can you put the second learning target in your own words?" (I can write a narrative in the first person about a character in the book.)

"How do you feel about that target?" (I am glad to get more practice with this after working on it in the last lesson.)

Work Time

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

■ Distribute and display the **Character Analysis Note-catcher: Act III, Scene 2**.

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

determine the meaning of unfamiliar Vocabulary in this scene. Refer to the **Character Analysis Note-catcher: Act III, Scene 2 (example, for teacher reference)** as necessary and remind students to use the following:

– **Working to Become Ethical People anchor chart**

– **Vocabulary log**

– **Close Readers Do These Things anchor chart**

– **Working to Become Effective Learners anchor chart**

Meeting Students' Needs

■ For students who may need additional support determining the gist: Consider highlighting or underlining key phrases in their individual copy of *"Divided Loyalties* Act III, Scene 2" in advance. This will lift the gist up for them as they read along. (MMR)

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

■ For ELLs: (Mini Language Dive) "William, I will not listen to/**your impudent and rash statements**/ any longer!"

– Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

■ *statements*: "What?"/Meaning: *Statements* means words, ideas, or messages. (plural noun)

■ *your*: "Whose?"/Meaning: *Your* refers to the statements belonging to William. The statements Robert will not listen to are William's. (possessive determiner)

■ *impudent and rash*: "What?"/Meaning: Robert uses these words to describe William's statements. *Impudent* means very rude or disrespectful. *Rash* means without thought or foolish. Robert thinks William's statements are rude and foolish. (adjectives)

– Practice: "How might you say this sentence in your own words?"

– 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 point of view?"

– Practice: I will not listen to _____any longer!

■ For ELLs: (Summarizing) Before reading, invite students to summarize Act III, Scene 1 of *Divided Loyalties* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner.

Work Time

B. Analyzing Character Reactions: *Divided Loyalties*, Act III, Scene 2 (10 minutes)

▪ Guide students through the same character analysis routine from Work Time B of Lesson 2 to work in pairs to analyze Robert's thoughts, feelings, and actions in this scene. Refer to Character Analysis Note-catcher: Act III, 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 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: (Character Chart: Recording Responses) As students share what they recorded on their note-catchers, choose one example of Robert's thoughts/feelings and reactions to add to the Character Chart and compare it to examples for his character from previous lessons.

Closing and Assessment

A. Pair Writing: Robert in *Divided Loyalties*, Act III, Scene 2 (20 minutes)

▪ Direct students' attention to the learning targets and reread the final one aloud.

▪ Invite students to retrieve their **Point of View handout** and quickly review it.

▪ Tell students that in pairs, they are going to use their analysis of Robert's character during dinner in Act III, Scene 2 to write a first person narrative, as if they are Robert.

▪ Give students 2 minutes to review their Character Analysis Note-catcher: Act III, Scene 2, and then invite them to close their eyes and be silent while you ask the following question:

"Imagine you are Robert. What are you thinking as you sell the remaining goods in your store and say goodbye to neighbors and friends?"

▪ Tell students they are briefly going to interview each other in pairs to further explore what Robert was thinking and feeling. One partner will play the role of Robert while the other interviews. Remind students to use the text to help them answer, as Robert provides a lot of clues to how he is thinking and feeling through what he says in this scene.

   – Invite partner B to be Robert first.

   – After 2 minutes, invite students to switch roles and repeat.

▪ Display the **First Person Narrative: Act III, Scene 1—William** and reread it to remind students of what a first person narrative is like.

▪ Distribute the **Narrative Writing Checklist** and read through each of the criteria. Remind students that they have seen this checklist before, and for each criterion invite them to consider what will be specific to this particular piece of writing to record in the

"Characteristics of ..." column of their checklists. Refer to the **Narrative Writing Checklist (example, for teacher reference)** as necessary.

- Distribute **paper** and remind students that although they are working with a partner, they should both write a narrative and skip every other line for editing.

- Invite students to begin writing.

- Circulate to support students as they work and consider asking the following guiding questions. Refer to **First Person Narrative: Act III, Scene 2—Robert (example, for teacher reference)** as necessary:

  "How can we set up the situation and let the reader know which of the Barton family is speaking? How does the narrator set up the scene?"

  "How did Robert feel when ..."

  "What in the text makes you think that?"

  "How can we conclude the narrative? What happens at the end of the scene in **Divided Loyalties?"**

- As time permits, use total participation techniques to select students to read aloud their narratives to the whole group.

- 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

- For students who may need additional support with sustained motivation and effort: Provide mastery-oriented feedback that is frequent, timely, and specific. (Example: "I can see that you mention how Robert is feeling. Can you add a sentence that tells how we know this from what we read?" (MME)

- For ELLs: (Reviewing and Annotating Group Narrative) Consider displaying and rereading the group narrative about William from the previous lesson. Review words that indicate it is written in the first person and invite students to identify how the narrative establishes the situation, shows how William feels, thinks and acts, and provides a conclusion. Annotate the narrative while reviewing it and encourage students to refer to it as they write their narratives today.

- For ELLs and students who may need additional support with comprehension: (Writing Criteria in Own Words) Encourage students to put each criterion on the Narrative Writing Checklist in their own words. As students share their ideas for each criterion, write one of the students' responses on the board and invite the class to write it next to the original criterion on their checklists.

- For ELLs: (Displaying Questions) Consider displaying the questions to guide students thinking about the narrative and encourage students to ask themselves these questions as they write their narratives in pairs.

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)

■ F or 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)