

## Lesson 4: Analyzing Character: *Divided Loyalties* Act II, Scene 1



### 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 II, Scene 1 of *Divided Loyalties*. (RL.4.1, RL.4.4, L.4.4)
- I can describe a character using details from the text in Act II, Scene 1 of *Divided Loyalties*. (RL.4.1, RL.4.3)

### Ongoing Assessment

- Character Analysis Note-catcher: Act II, Scene 1 (RL.4.1, RL.4.3)
- Character Analysis Paragraph: Act II, Scene 1–Abigail (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 II, Scene 1 (25 minutes)

B. Analyzing Character Reactions: *Divided Loyalties*, Act II, Scene 1 (20 minutes)

### 3. Closing and Assessment

A. Pair Writing: Abigail in *Divided Loyalties*, Act II, Scene 1 (10 minutes)

### 4. Homework

A. Use your Character Analysis Note-catcher: Act II, Scene 1 to write a character analysis paragraph for Mary 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 and the Closing contain routines repeated from Lessons 1–3. Refer to those lessons for more detail, as necessary.
- 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:

- Similar to Lessons 2–3, students read a new scene, determine the gist and the meaning of unfamiliar Vocabulary, analyze character reactions, and write a character analysis paragraph with a partner.

### 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 whole group teaching points 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).
- Collect the Character Analysis Paragraph: Act I, Scene 2—William homework from Lesson 2. Refer to Character Analysis Paragraph: Act I, Scene 2—William (example, for teacher reference) as necessary.

### Down the road:

- In the next lesson, students will closely read an excerpt of the Declaration of Independence to prepare for a text-based discussion. They will also read the next scene of the play.

### 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, 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 as previous lessons for determining gist and the meaning of unfamiliar Vocabulary, as well as for analyzing a character and writing a character analysis 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 "But why would we move? This is our home" on page 26 to show that Abigail feels *upset*. See levels of support, below, and the Meeting Students' Needs column for more specific suggestions.

## Levels of support

*For lighter support:*

- 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.
- During the reading for gist, stop often to check for comprehension. When necessary, invite a more proficient student to paraphrase the events in more comprehensible language. Dictate lines for students to recite so that they practice using verbal language. Encourage them to act out and sketch key lines.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of Act II, Scene 1 from *Divided Loyalties*. Similar to Lessons 2–3, continue to activate student knowledge and review scenes as needed.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts. This way, all students can benefit from peer interaction.
- **Multiple Means of Engagement (MME):** Sustained engagement and effort is essential for student achievement in this unit. Continue to remind students 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)

## Materials

- ✓ Character Analysis Note-catcher: Act II, Scene 1 (one per student and one to display)
- ✓ *Divided Loyalties* (from Lesson 1; one per student)
- ✓ Character Analysis Note-catcher: Act II, Scene 1 (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)
- ✓ 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 II, Scene 1—Abigail (example, for teacher reference)
- ✓ Character Analysis Paragraph: Act I, Scene 2—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 II, Scene 1 of *Divided Loyalties*.”
  - “I can describe a character using details from the text in Act II, Scene 1 of *Divided Loyalties*.”
- Remind students that they have seen all of these learning targets in the previous two lessons for earlier acts and scenes in *Divided Loyalties* and remind them of the meaning of the words *act* and *scene*.
- Turn and Talk:

**“We will read a new act in this lesson. Knowing what an act is, what does this tell you?”**  
**(that we are moving into a new section of the play, perhaps further along in time)**

#### 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 Act I in previous lessons. (MMR, MME)
- For ELLs: (Noticing Parts of Speech) Invite students to share the distinction between *an act* and *to act*, as they have practiced in previous lessons.

### Work Time

#### A. Reading Aloud and Determining the Gist: *Divided Loyalties*, Act II, Scene 1 (25 minutes)

- Distribute and display the **Character Analysis Note-catcher: Act II, Scene 1**.

- 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 II, Scene 1 (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*
- Since this is a new act, invite students to Think-Pair-Share about why this is a new act rather than a new scene (because it is a year later, in 1776).

### Meeting Students' Needs

- For ELLs and students who may need additional support determining the gist: (Key Phrases) Consider highlighting or underlining key phrases in their individual copy of "*Divided Loyalties* Act II, Scene 1" 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 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 II, Scene 1.
- For ELLs: (Questions to Support Gist) Consider asking students specific questions to support them in determining the gist.

## Work Time

### B. Analyzing Character Reactions: *Divided Loyalties*, Act II, Scene 1 (20 minutes)

- Guide students through the same character analysis routine from Work Time B of Lesson 2 to analyze Abigail's response to the discussion between her father, brother, and mother as a whole group and then to work in pairs to analyze Mary's response to the same event. Refer to Character Analysis Note-catcher: Act II, Scene 1 (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: (Feelings/Reactions T-chart: Adding Examples) Add new feeling Vocabulary from the scene to the Feelings/Reactions T-chart before analyzing characters' reactions from *Divided Loyalties*. (Examples: *disappointed*, *unsure*, *troubled*, *upset*) Invite students to use sentence frames to practice using each word in a familiar context. (Example: When I feel disappointed, I shake my head and frown.) Encourage students to act out the reactions for each feeling and record responses on the T-chart.
- For ELLs: (Character Chart: Recording Responses) As students share what they recorded on their note-catchers, choose one example each of Abigail's and Mary's thoughts/feelings and reactions to record on the Character Chart. Review examples from previous lessons to reinforce comprehension of the many ways characters' reactions have signaled their feelings throughout the play so far.

## Closing and Assessment

### A. Pair Writing: Abigail in *Divided Loyalties*, Act II, Scene 1 (10 minutes)

- Distribute **paper** and guide students through the same partner character analysis paragraph writing routine from the Closing of Lesson 3:
  - Invite pairs to use their Character Analysis Note-catchers: Act II, Scene 1 to write a paragraph about Abigail in this scene.
  - Remind students to each write their own paragraph.
  - As needed, refer students to their **Writing Complete Sentences handout** and **Marking Direct Quotes handout**.
  - Circulate to support students as they write and ask questions to guide their thinking. Refer to the **Character Analysis Paragraph: Act II, Scene 1—Abigail (example, for teacher reference)** as necessary.
  - 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.
- Collect the Character Analysis Paragraph: Act I, Scene 2—William homework from Lesson 2. Refer to the **Character Analysis Paragraph: Act I, Scene 2—William (example, for teacher reference)** as necessary.

### 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 Abigail is feeling. Can you add a sentence that tells how we know this from what we read?" (MME))
- For ELLs: (Displaying Questions) Display the questions to guide students' thinking for students to reference as they write the character analysis paragraph for Abigail.
- For ELLs: (One Sentence at a Time) As in previous lessons, encourage students to focus on one sentence at a time as they write their character analysis paragraph.

Additionally, encourage them to orally process each sentence with their partner before writing it down.

- For ELLs: (Expanding Sentences) Challenge students to use varying coordinating and subordinating conjunctions to expand their sentences as they write. (Examples: *and, also, yet; after, because, when*) Consider inviting students to come up with a catchy tune to remember all of the conjunctions they can use.

## Homework

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**A. Use your Character Analysis Note-catcher: Act II, Scene 1 to write a character analysis paragraph for Mary 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)