

## Lesson 5: Close Read: Excerpt of the Declaration of Independence, Part I



### 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 I (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)

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

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

B. Text-Based Discussion: Character Reactions 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.

B. For ELLs: Complete the Language Dive Practice: Excerpt of the Declaration of Independence, Part I in your homework resources.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students closely read an 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 is practice for Part II of the mid-unit assessment, in which students will participate in a similar text-based discussion after closely reading another excerpt of the Declaration of Independence and making connections to the characters in *Divided Loyalties*.
- In this lesson, students focus on working to become ethical people and working to become effective learners by collaborating, persevering, and showing respect as they work in pairs, read complex text, and participate in a text-based discussion.

### How it builds on previous work:

- In the previous lesson, students read Act II, Scene 1 of *Divided Loyalties*. At the beginning of this scene, the narrator explains that the colonies declared independence, so in this lesson, students read an excerpt of the Declaration of Independence to begin to understand what it means and why it was declared.

### 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 place them in a teacher-led group for additional support.
- Students may require additional support voicing their ideas in the collaborative discussion. For these students, 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 achievement toward the standards and to identify common errors to use as whole group teaching points before the mid-unit assessment in Lessons 7–8 (see Module 1 Appendix).
- Review students' learning on their Discussion Notes to informally assess SL.4.1d. Be prepared to return these forms in Lesson 8 for students to review their goal before the mid-unit assessment.
- Collect the Character Analysis Paragraph: Act I, Scene 3—Robert homework from Lesson 2. Refer to Character Analysis Paragraph: Act I, Scene 3—Robert (example, for teacher reference) as necessary.

### Down the road:

- In the next lesson, students will read the next scene of the play and again analyze a character.

### 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.
- Review the Fishbowl protocol (see Classroom Protocols).
- Post: Learning targets; Infer the Topic Resources: 4 from Unit 1, Lesson 1; 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.A.1, 4.I.A.3, 4.I.A.4, 4.I.C.12, 4.II.B.5, 4.II.B.6, 4.II.B.7

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by guiding them in a close read of an excerpt of the Declaration of Independence with a specific focus on determining the meaning of unfamiliar words and phrases and restating the text in their own words. The same routine

followed for each of the three sections of this text during the close read supports students in each of these goals.

- ELLs may find the combination of the linguistic demands of the excerpt of the Declaration of Independence and the cognitive demand of determining a character’s opinion of this text overwhelming. Additionally, they may find it challenging to engage in a text-based discussion with these combined linguistic and cognitive demands without much time to prepare. Consider providing additional time for students to orally process their thoughts with a partner before the text-based discussion. See levels of support, below, and the Meeting Students’ Needs column for additional suggestions.
- In Work Time A of this lesson, ELLs may participate in an optional Language Dive that guides them through the meaning of an excerpt from the Excerpt of the Declaration of Independence, Part I. The focus of this Language Dive is on the subordinating conjunction *whenever*, as well as on providing an opportunity for students to restate complex language structures in their own words. Students then apply their understanding of the meaning and structure of this excerpt when participating in a text-based discussion later in this lesson and when reading and restating excerpts of the Declaration of Independence throughout the unit. Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students’ needs. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### 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?”)

*For heavier support:*

- Consider providing students with sentence starters during Work Time B to support them in the text-based discussion. Allow time for them to orally practice with a partner before doing so with the group. For example, “I agree, and would like to add that \_\_\_\_.” “One example that demonstrates this opinion is \_\_\_\_.”

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** 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. Additionally, chart student responses during whole class discussions to aid with comprehension. Some students may require additional scaffolding in visual representation (e.g., the use of graphic organizers, charts, highlights, or different colors). This prompts 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, support a range of fine motor abilities and writing needs by offering students options for writing utensils. Alternatively, consider supporting students’ expressive skills by offering partial

dictation of student responses. Varying tools for construction and composition supports students' ability to express knowledge without barriers to communicating their thinking.

- **Multiple Means of Engagement (MME):** Provide support for students who may need additional guidance in peer interactions and collaboration. Continue to offer prompts or sentence frames that support students in asking for help or clarification from classmates. To support students who may need help 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)
- truths, self-evident, rights, secure, governments, just, consent, governed, destructive, alter, abolish (T)

### Materials

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1; added to during the Opening)
- ✓ *Divided Loyalties* (from Lesson 1; one per student)
- ✓ Infer the Topic Resources: 4 (from Unit 1, Lesson 1; one to display)
- ✓ Excerpt of the Declaration of Independence, Part I (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Close Reading Guide: An Excerpt of the Declaration of Independence, Part I (for teacher reference)
  - Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part I (one per student and one to display)
  - Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part I (example, for teacher reference)
- ✓ Language Dive Guide: Excerpt of the Declaration of Independence, Part I (optional; for ELLs; for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1)
  - Language Dive Chunk Chart: Excerpt of the Declaration of Independence, Part I (optional; for ELLs; for teacher reference)
  - Language Dive Sentence Strip Chunks: Excerpt of the Declaration of Independence, Part I (optional; for ELLs; one to display)
  - Language Dive Note-catcher: Excerpt of the Declaration of Independence, Part I (optional; for ELLs; one per student and one to display)

- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Discussion Notes (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)
- ✓ Character Analysis Paragraph: Act I, Scene 3—Robert (example, for teacher reference)

## Opening

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### 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*.”
- Underline the words *restate* and *opinions*.
- Invite students to use Vocabulary strategies listed on the **Close Readers Do These Things anchor chart** to determine the meaning of the words (restate—say something again; opinions—beliefs or views)
- Underline the word *productive*.
- Using a total participation technique, invite responses from the group:
  - “What are synonyms for the word **productive**?” (*successful, useful, effective*)
  - “What are antonyms for the word **productive**?” (*unproductive, useless, worthless*)
- Add any new Vocabulary to the **Academic Word Wall** with translations in native languages.

### 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. (MMAE)
- For ELLs: (Stopping between Learning Targets) Consider reading one learning target at a time, stopping after each one to ask students what they think they will be doing in this lesson.
- For ELLs: (Practicing Key Concepts) Invite students to practice guessing opinions in a familiar context to solidify understanding of this key concept. Consider inviting students to join in a brief game called Guess My Opinion! Share things such as “I don't know why it has to rain today,” or “I can't wait until music class!” Invite students to guess the opinion behind each statement, using evidence to support

their guess. (Example: "Your opinion is that music class is wonderful; I know this because you said, 'I can't wait until...'"")

### Work Time

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

- Turn and Talk:

*“What happens in the U.S. on the Fourth of July? Why?” (It’s a national holiday, and people celebrate with parties and fireworks to celebrate the independence of the United States of America.)*

*“What connections have you made between what happens on that date and what we have been learning about?” (On that date, the colonies declared themselves independent from British rule, and it was the beginning of the United States of America.)*

- Invite students to retrieve their copies of *Divided Loyalties* and turn to page 25.
- Remind students that they read this scene in the last lesson and reread page 25 aloud, up to “... declared independence from Britain,” while students follow along silently in their heads.
- Reread the sentence:
  - “On July 4, 1776, the colonies declared independence from Britain.”
- Think-Pair-Share:

*“What does it mean to declare independence? What did the colonies do?” (They said they no longer wanted to be part of Britain and declared themselves a new nation not ruled by anyone but themselves.)*
- Remind students of the **Infer the Topic Resources: 4** from Unit 1.
- Tell students that in this lesson and in later lessons in this unit, they are going to read part of the Declaration of Independence.
- Distribute and display the **Excerpt of the Declaration of Independence, Part I**.
- Invite students to follow along, reading silently in their heads as you read it aloud.
- Turn and Talk:

*“What do you notice about this excerpt?” (Responses will vary, but may include: It is very complex and difficult to understand.)*
- Direct students’ attention to the **Working to Become Effective Learners anchor chart** and review the characteristic of perseverance.
- Distribute and display the **Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part I**.
- Direct students’ attention to the Working to Become Effective Learners anchor chart and remind them what collaboration looks and sounds like.
- Use the **Close Reading Guide: An Excerpt of the Declaration of Independence, Part I (for teacher reference)** 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 the Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part I. Refer to the **Close Reading Note-catcher: An**

**Excerpt of the Declaration of Independence, Part I (example, for teacher reference)**

as necessary.

**Meeting Students' Needs**

- For ELLs and students who may need additional support recording their ideas in writing: (Partially Filled-in Note-catcher) Provide a partially filled-in note-catcher that contains sentence stems or frames as scaffolds. (MMAE, MME)
- For ELLs: (Displaying a Map: Activating Schema) Display the map of the world used in Lesson 1 and Unit 1. Invite students to identify Britain and the 13 colonies, grounding them in a physical context for the events taking place as they continue to make connections.
- For ELLs: (Word Families) When reviewing the word *independence*, ask students about the root word (*independent*). Explain that *independent* is an adjective used to describe someone or something. *Independently* is an adverb that refers to how something is done. And *independence* is a noun that describes the state of being independent. Invite students to think of things they do *independently*, or *by themselves*, to help them determine what it means to *declare independence*, reinforcing the strategy of using root words to find the meaning of unfamiliar words and phrases.
- For ELLs: During or after Work Time A, guide students through a **Language Dive**. **Refer to Language Dive Guide: Excerpt of the Declaration of Independence, Part I** and **Language Dive Chunk Chart: Excerpt of the Declaration of Independence, Part I**. Distribute and display **Language Dive Sentence Strip Chunks: Excerpt of the Declaration of Independence, Part I** and **Language Dive Note-catcher: Excerpt of the Declaration of Independence, Part I**.

**Work Time****B. Text-Based Discussion: Character Reactions 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 his situation, would he agree? Why or why not?”
- Tell students that they will be in small groups of four or five participating in a text-based discussion about their ideas of the opinions of Robert and William about the excerpt of the Declaration of Independence.
- Direct students' attention to the **Discussion Norms anchor chart** and briefly review it.
- Remind students that a discussion is not the same as a presentation; the purpose of this discussion is for them to talk to each other and learn more about the opinions each of them has about the story and why. This means listening carefully and asking questions to clarify, or to find out more.

- Turn and Talk:  
*“Knowing this will be a small group discussion, do you think you need to speak formally or informally? Remember that we speak formally for things like presentations and speeches and informally when we do turn and talks like this one. Why do you think that?” (informally; it is a small group discussion, not a presentation or a speech)*
- Distribute the **Discussion Notes** handout and tell students that the top box is for them to capture any questions they might want to ask, so that they don’t forget while they are waiting for a chance to speak. Emphasize that during the discussion, they need only complete the top box because they will fill in the other boxes after the discussion.
- Divide students into their groups. Pair off the groups, allocate them an area of the room as far away from the other group pairs as possible, and label each group in each pair A or B.
- Tell students to take their Close Reading note-catchers and texts with them because they will use their responses to the final question in the discussion.
- Share that the B groups will have their discussion first, sitting in a circle, and the A groups will sit around the outside of the circle observing the discussion.
- Distribute **sticky notes**. Tell students that when they are observing the discussion, they should watch and listen closely for evidence of criteria from the Discussion Norms anchor chart. When they see or hear one of these criteria, they should write it (a star) on one of their sticky notes. When the group is done, they should write one of the criteria that they did not see or hear (a step) on their other sticky note. Emphasize that students should be looking at the group rather than individuals. Provide the example that a group might do well at waiting their turn to talk, but not so well at asking each other questions to find out more.
- Direct students’ attention to the **Working to Become Ethical People anchor chart** and remind them of the importance of being respectful during the discussion.
- Invite B groups to begin their discussion.
- Circulate to look in on each group and to manage issues as they arise. As much as possible, let the students run the discussion themselves.
- After 6 minutes, stop the discussion and invite A groups to provide stars and steps to B groups. Collect the sticky notes and place them on the **T-chart anchor chart** for each group.
- Invite A groups to begin their discussion and circulate to support students.
- After 6 minutes, stop the discussion and invite B groups to provide stars and steps to A groups. Collect the sticky notes and place them on the T-chart anchor chart for each group.

### Meeting Students’ Needs

- For students who may need additional support with comprehension and persistence: Turn and Talk:  
*“How did you follow discussion norms in previous Fishbowl discussions?” (Responses will vary.) (MMR, MME)*
- For ELLs: (Key Examples) Before beginning the text-based discussion, consider allowing time for students to work with a partner to highlight or underline key examples of William’s and Robert’s thoughts/feelings and reactions on their note-catchers and discuss what these examples might suggest about each character’s opinion on the excerpt of the Declaration of Independence. Invite them to focus on these key examples during the text-based discussion.

- For ELLs: (Character Chart: Referencing) Invite students to reference the examples of Robert’s and William’s feelings/thoughts and reactions on the Character Chart as a starting point for their text-based discussion.
- For ELLs: (Modeling and Thinking Aloud: Text-Based Discussion) After students read through the Discussion Norms anchor chart, model and think aloud the process for having a text-based discussion. Consider using the opinion of Mary or Abigail to model this discussion and use the Character Chart to refer to feelings and reactions that support their opinion. (Example: “I noticed that on page 28, Mary says, ‘Your father and I believe in supporting the king.’ This tells me that Mary does not want independence from Britain. Therefore, I don’t think she will agree with the Declaration of Independence. Does anyone have other examples to share?”) Invite students to notice evidence of criteria from the Discussion Norms anchor chart as you model and think aloud. Invite them to discuss how the criteria support the text-based discussion.

## Closing and Assessment

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### A. Reflecting on Discussion (10 minutes)

- Focus students on the second box on their Discussion Notes:
  - “My learning from this 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.
- Circulate to support students in writing their reflections. Encourage those who may struggle to say it orally to you before writing.
- After 5 minutes, refocus whole group and focus students on the final box:
  - “My goal for the next discussion”
- Focus students on the Discussion Norms anchor chart and invite them to consider individually what they think they could do better next time. Remind them to refer to the feedback they were given as a group on the sticky notes if they are struggling to think of something.
- Invite students to voice their goal to an elbow partner before recording it on their form.
- 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.
- Collect students’ Discussion Notes.
- Collect the Character Analysis Paragraph: Act I, Scene 3—Robert homework from Lesson 3. Refer to **Character Analysis Paragraph: Act I, Scene 3—Robert (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs and 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)

## Homework

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

### Meeting Students' Needs

- For ELLs: Complete the Language Dive Practice: Excerpt of the Declaration of Independence, Part I in your homework resources.
- 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)