

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. — He has refused his Assent to Laws, the most wholesome and necessary for the public good. — He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. — He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures. — He has deprived Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. — He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within. — He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing judicial powers. — He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. — He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance. — He has kept among us, in times of peace, Standing Armies without the Consent of our Legislatures. — He has affected to render the Military independent of and superior to the Civil power. — He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation: — For quartering large bodies of armed troops among us: — For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States: — For cutting off our Trade with all parts of the world: — For imposing Taxes on us without our Consent: — For depriving us in many cases, of the benefits of Trial by jury: — For transporting us beyond Seas to be tried for pretended offences: — For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies: — For taking away our Charters, abolishing our most valuable Laws, and



4 | Module 3

The American Revolution

How does the pursuit of freedom inspire
people's actions?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

Published by Great Minds PBC

greatminds.org

© 2025 Great Minds PBC. All rights reserved. No part of this work may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems—without written permission from the copyright holder. Where expressly indicated, teachers may copy pages solely for use by students in their classrooms.

Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 33 32 31 30 29 28 27 26 25 24

ISBN 979-8-88811-211-3

Contents



Module Overview

Summary	1
Texts	3
Knowledge Threads	4
Materials and Preparation	4
Learning Goals	5
Assessments	6
Achievement Descriptors Overview	8
English Language Development Standards	9
Module Plan	11



Arc A | “Massacre in King Street”

L1 Opening Bookend	14
• Share experiences about the American Revolution. • Explore the module topic.	
L2 Know	20
• Build knowledge from the article “Seeds of Revolution” about the events that led to the American Revolution.	
L3 Wonder	30
• Notice and wonder about “Massacre in King Street.” • Notice and wonder about <i>The Boston Massacre</i>.	
L4 Organize	38
• Summarize “Massacre in King Street.” • Describe <i>The Boston Massacre</i>.	
L5 Reveal	48
• Analyze language in “Massacre in King Street.” • Examine the balance and composition of <i>The Boston Massacre</i>.	
L6 Distill	58
• Determine the effect of artistic elements on viewers of <i>The Boston Massacre</i>. • For Module Task 1, gather information to form an opinion.	



L7 | Know 70

- Build knowledge about the poet's opinion of the Boston Massacre from the poem "On the Affray in King Street."
- For Module Task 1, develop reasons to support an opinion.

L8 | Know 82

- Express knowledge gained from studying "Massacre in King Street" and *The Boston Massacre*.
- Examine the opinion, reasons, and evidence in the Writing Model for Module 3.

Arc B | *Colonial Voices: Hear Them Speak*

L9 | Know 94

- Build knowledge of the Boston Tea Party from "Detested Tea."
- Analyze how the Painted Essay® supports a writer in sharing an opinion.

L10 | Wonder 106

- Notice and wonder about *Colonial Voices*.
- For Module Task 1, select evidence that supports a thesis and reasons.

L11 | Organize 120

- Organize story elements from *Colonial Voices*.
- For Module Task 1, elaborate on evidence.

L12 | Reveal 134

- Examine the words and actions of characters in *Colonial Voices*.
- For Module Task 1, draft an introduction.



L13 | Reveal 146

- Analyze what the figurative meaning of idioms reveals about characters in *Colonial Voices*.
- For Module Task 1, finish drafting an opinion essay.

L14 | Distill 158

- Determine a theme of *Colonial Voices*.
- For Module Task 1, revise an opinion essay.

L15 | Know 170

- Build knowledge about the Boston Tea Party from the song "Ballad of the Tea Party."
- For Module Task 2, gather information to form an opinion.

L16 | Know 182

- Express knowledge gained from studying *Colonial Voices*.
- For Module Task 2, develop a thesis.

Arc C | *Declaration of Independence*

L17 | Wonder 194

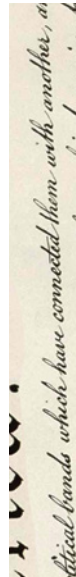
- Notice and wonder about the Declaration of Independence.
- For Module Task 2, collect evidence for an opinion essay.

L18 | Organize 204

- Paraphrase the introduction and preamble of the Declaration of Independence.
- For Module Task 2, elaborate on evidence for an opinion essay.

L19 | Reveal 216

- Examine key words to deepen understanding of the intentions of the signers of the Declaration of Independence.
- For Module Task 2, draft an introductory paragraph for an opinion essay.





L20 | Reveal 226

- Compare primary and secondary source documents.
- For Module Task 2, draft a concluding paragraph for an opinion essay.

L21 | Know 236

- Express knowledge gained from studying the introduction and preamble to the Declaration of Independence.
- For Module Task 2, revise an opinion essay.

L22 | Reading Comprehension Assessment 1 246

- Demonstrate knowledge of the American Revolution and apply reading comprehension skills to a new text related to the American Revolution.

L23 | Responsive Teaching 250

- Analyze relevant questions on Reading Comprehension Assessment 1.

Arc D | *The Scarlet Stockings Spy*

L24 | Wonder 256

- Notice and wonder about *The Scarlet Stockings Spy*.
- Notice and wonder about *Washington Crossing the Delaware*.

L25 | Organize 266

- Describe a character from *The Scarlet Stockings Spy*.
- Describe *Washington Crossing the Delaware*.

L26 | Reveal 278

- Analyze setting in *The Scarlet Stockings Spy*.
- Analyze the composition of *Washington Crossing the Delaware*.



L27 | Distill 290

- Determine what *The Scarlet Stockings Spy* communicates about the Patriots.
- Conclude what *Washington Crossing the Delaware* communicates about a historical event.

L28 | Know 302

- Reflect on knowledge gained from studying *The Scarlet Stockings Spy*.
- Express knowledge gained from studying *Washington Crossing the Delaware*.

Arc E | *A Spy Called James*

L29 | Wonder 314

- Notice and wonder about *A Spy Called James*.
- For the End-of-Module Task, plan the steps to create an opinion.

L30 | Organize 326

- Summarize *A Spy Called James*.
- For the End-of-Module Task, gather evidence to form an opinion.

L31 | Reveal 338

- Examine primary and secondary sources to gain a deeper understanding of James Lafayette in *A Spy Called James*.
- For the End-of-Module Task, gather evidence to form an opinion.

L32 | Distill 350

- Determine how James Lafayette contributed to the American Revolution.
- For the End-of-Module Task, gather evidence to form an opinion.

L33 | Know 362

- Express knowledge gained from studying *A Spy Called James*.
- Use progressive verb tenses in sentences.





L34 | Reading Comprehension Assessment 2 372

- Demonstrate knowledge of the American Revolution and apply reading comprehension skills to a new text related to the American Revolution.

L35 | Responsive Teaching 376

- Analyze relevant questions on Reading Comprehension Assessment 2.

Module Finale

L36 | Know 382

- Apply knowledge of how values inspire people.
- For the End-of-Module Task, develop a thesis.

L37 | Know 394

- For the End-of-Module Task, plan an opinion essay.
- For the End-of-Module Task, draft an opinion essay.

L38 | Know 404

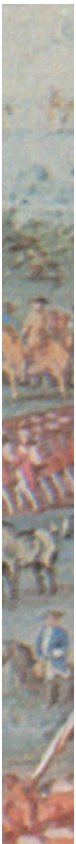
- For the End-of-Module Task, revise an opinion essay.
- Provide feedback to a peer on a draft of the End-of-Module Task opinion essay.

L39 | Know 412

- For the End-of-Module Task, revise an opinion essay.
- For the End-of-Module Task, share an opinion essay.

L40 | Closing Bookend 420

- Share knowledge gained from the module about the American Revolution.
- Reflect on the module topic.



Appendices

Achievement Descriptors 426

Vocabulary 432

Reference Charts 434

About the Images 438

Works Cited 439

Credits 440

Acknowledgments 441





ESSENTIAL QUESTION

How does the pursuit of freedom inspire people's actions?

SUMMARY

The American Revolution forever changed our nation's identity. During this module, titled *The American Revolution*, students explore literary issues such as the power of language and ways that writers and artists attempt to influence their audiences. They analyze the reasons behind people's opinions and build historical knowledge of the conflict that spurred the creation of the United States. Throughout the module, students reflect on the ideal of freedom and engage with the Essential Question: How does the pursuit of freedom inspire people's actions?

The module begins in Boston as students follow the colonies on the path to revolution through two decisive moments: the Boston Massacre and the Boston Tea Party. Students investigate simmering tensions between the colonies and Great Britain as they read "Seeds of Revolution." They discover how these frustrations exploded into tragedy by reading "Massacre in King Street" by Mark Clemens. And they consider how an artist's opinion can influence their work and, in turn, their audience, by examining Paul Revere's engraving *The Boston Massacre* and Phillis Wheatley's poem "On the Affray in King Street."

Students continue building knowledge of colonial Boston as they read "Detested Tea," which details the grievances of some colonists against taxation. Students examine Kay Winters's fictionalized account of the Boston Tea Party, *Colonial Voices*. Through Winters's work, students meet characters with varying viewpoints about the tea tax and investigate how people form opinions. Students then study the song "Ballad of the Tea Party" and consider how music was used to spread news and influence others.





Next, students travel to Philadelphia as they analyze one of the most important documents from the American Revolution era—the Declaration of Independence. Through an exploration of the preamble, students investigate primary and secondary sources while learning about the signers’ hopes for the new nation.

Students continue learning about the Patriots’ pursuit of freedom as they read the fictional text *The Scarlet Stockings Spy* by Trinka Hakes Noble. Students meet Maddy Rose, a spy for the Continental Army in Philadelphia, who shows readers that everyone has the power to make a difference. Then students examine *Washington Crossing the Delaware*, extending their knowledge about how art can both influence and be influenced by memory.

Students conclude their study of the American Revolution in Virginia by reading *A Spy Called James* by Anne Rockwell. Students investigate the extraordinary life of James Lafayette and learn about the contributions of this lesser-known historical figure.



In writing instruction, students apply module learning to craft opinion essays about topics related to the American Revolution. Building on their knowledge of the Painted Essay® structure, students analyze key similarities and differences between informative and opinion essays. They learn how to gather evidence to inform their opinions, develop their point with textual evidence and elaboration, and refine their ideas by using topic-specific vocabulary and direct quotes.



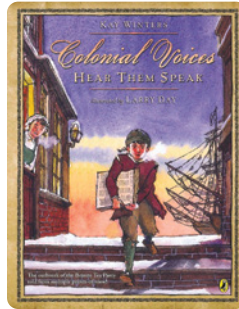
Throughout the module, students learn about the American Revolution, the experiences of those who lived through it, and the ideals that inspired our nation. By the module’s conclusion, students gain insight into how the pursuit of freedom shaped the course of American history and continues to inspire action today.

TEXTS

Books

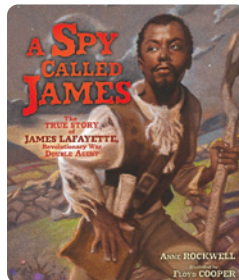
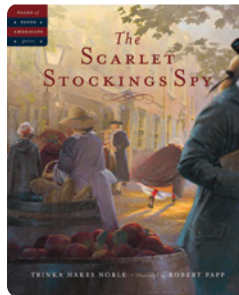
Literary

- *Colonial Voices: Hear Them Speak*, Kay Winters and Larry Day
- *The Scarlet Stockings Spy*, Trinka Hakes Noble and Robert Papp



Literary Nonfiction

- *A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent*, Anne Rockwell and Floyd Cooper



Articles

- "Crispus Attucks," *Britannica Kids*
- "Declaration of Independence," *Britannica Kids*
- "Detested Tea," Andrew Matthews
- "Massacre in King Street," Mark Clemens
- "Seeds of Revolution," Kathiann M. Kowalski

Art

- *The Boston Massacre*, Paul Revere
- *Washington Crossing the Delaware*, Emanuel Leutze



Document

- Declaration of Independence: Introduction and Preamble



Videos

- "Difficult Choices," Great Minds®
- "King George III of Great Britain," Great Minds



Poetry

- "On the Affray in King Street," Phillis Wheatley



Song

- "Ballad of the Tea Party," Charles Szabo



KNOWLEDGE THREADS

- People's experiences during the American Revolution era shaped their opinions about liberty.
- People respond in a variety of ways when they think something is unfair or unjust.
- An author's or artist's choices in craft and composition can influence and persuade their audience.
- The Patriots were acting in the pursuit of ideals outlined in the Declaration of Independence.

MATERIALS AND PREPARATION

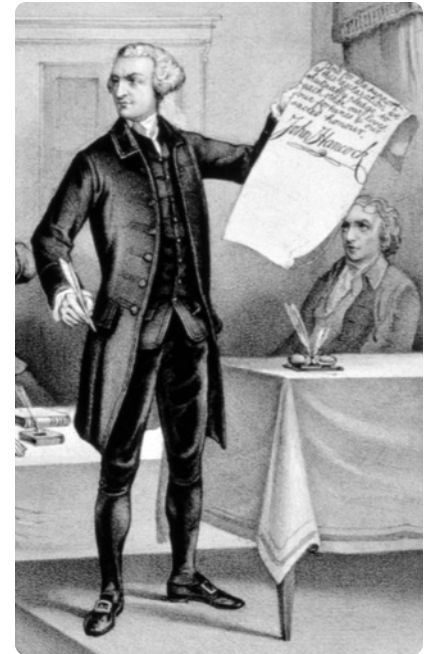
- Module 3 World Knowledge Chart
- Module 3 ELA Knowledge Chart
- Module 3 Word Analysis Chart (Great Minds® Digital Platform)
- Module 3 Speaking and Listening Goal Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.



LEARNING GOALS

- Build knowledge about how the pursuit of freedom inspires people's actions by reading literary and informational texts.
- Summarize a wide range of texts, including primary source documents, and determine central ideas.
- Analyze multiple perspectives on the historical events leading to the American Revolution.
- Describe characters and their interactions with each other and with events and settings.
- Write opinion essays about the most meaningful actions taken by the Patriots in their pursuit of freedom.
- Strengthen writing by using and correctly punctuating direct quotes and by using modals to show ability, possibility, and certainty.
- Participate in class discussions about how values inspire people while sharing in an organized way, answering questions to clarify ideas, and connecting ideas to the discussion.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Reading Comprehension Assessments, and an End-of-Module Task. For the module tasks in this module, students write opinion essays. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the Great Minds® Digital Platform.

End-of-Module Task | Opinion Writing

For the End-of-Module Task, students write an opinion essay about the most meaningful action the Patriots took in their pursuit of freedom. Students gather evidence from module texts to develop an opinion and reasons. As they draft their End-of-Module Task, students write an introduction that includes a hook and a thesis, proof paragraphs, and a concluding paragraph. Students include topic sentences to begin each proof paragraph, and use transition words and phrases to link paragraphs and ideas. Students participate in a peer review process and use a checklist to revise their writing. Finally, students share their writing with their peers.

Summary of Assessments

Lessons 6–14 | Module Task 1

Students write an opinion essay about whether or not the British soldiers should have been held accountable for the Boston Massacre. Students collect evidence from Paul Revere’s print *The Boston*

Massacre, “Massacre in King Street” by Mark Clemens, and other relevant module texts to develop their opinion and supporting reasons. Students write an essay that includes an introduction, proof paragraphs, and a concluding paragraph. Students strengthen their writing by using peer feedback and a checklist.

Lessons 15–21 | Module Task 2

Students write an opinion essay about whether Governor Hutchinson made the right decision in insisting that the colonists pay the tea tax. Students gather evidence from *Colonial Voices* by Kay Winters, “Detested Tea” by Andrew Matthews, and other module texts to develop an opinion with supporting reasons. Students write an introductory paragraph, two proof paragraphs, and a concluding paragraph. Students develop each piece of evidence through the use of elaboration that either explains the evidence or connects it to their thesis. Students revise their writing by using peer feedback and a checklist.

Lesson 22 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how the pursuit of freedom inspires people’s actions. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how the pursuit of freedom inspires people's actions. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 29–39 | End-of-Module Task

For the End-of-Module Task, students write an opinion essay about the most meaningful action the Patriots took in their pursuit of freedom.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 4 Achievement Descriptor

CP.4.4.A.a

Parent

CP.4.4 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.4.A: Develop an introduction.

Grandchild

CP.4.4.A.a: Introduce a text or topic and an opinion clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 3 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop ELD standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform: Multilingual learners will

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

ELD-LA.4-5.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics

ELD-LA.4-5.Argue.Interpretive: Multilingual learners will interpret language arts arguments by

- Identifying main ideas

ELD-LA.4-5.Argue.Expressive: Multilingual learners will construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

MODULE PLAN

Essential Question | How does the pursuit of freedom inspire people's actions?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | “Massacre in King Street”

Lesson 1 Opening Bookend	Lesson 2 Know “Seeds of Revolution”	Lesson 3 Wonder “Massacre in King Street” <i>The Boston Massacre</i>	Lesson 4 Organize “Massacre in King Street” <i>The Boston Massacre</i> 	Lesson 5 Reveal “Massacre in King Street” <i>The Boston Massacre</i> 	Lesson 6 Distill “Massacre in King Street” <i>The Boston Massacre</i> 	Lesson 7 Know “On the Affray in King Street”

Lesson 8 Know “Massacre in King Street” <i>The Boston Massacre</i> 

Arc B | Colonial Voices: Hear Them Speak

Lesson 9 Know “Detested Tea” 	Lesson 10 Wonder <i>Colonial Voices</i>	Lesson 11 Organize <i>Colonial Voices</i> 	Lesson 12 Reveal <i>Colonial Voices</i>	Lesson 13 Reveal <i>Colonial Voices</i> 	Lesson 14 Distill <i>Colonial Voices</i>  Module Task 1 completed 	Lesson 15 Know “Ballad of the Tea Party”

Lesson 16 Know <i>Colonial Voices</i>

Arc C | Declaration of Independence

Lesson 17 Wonder Declaration of Independence 	Lesson 18 Organize Declaration of Independence 	Lesson 19 Reveal Declaration of Independence	Lesson 20 Reveal Declaration of Independence 	Lesson 21 Know Declaration of Independence  Module Task 2 completed 	Lesson 22  Reading Comprehension Assessment 1	Lesson 23 Responsive Teaching

Arc D | *The Scarlet Stockings Spy*

Lesson 24 Wonder <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i>	Lesson 25 Organize <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i> P	Lesson 26 Reveal <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i>	Lesson 27 Distill <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i> P	Lesson 28 Know <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i> P

Arc E | *A Spy Called James*

Lesson 29 Wonder <i>A Spy Called James</i>	Lesson 30 Organize <i>A Spy Called James</i> P	Lesson 31 Reveal <i>A Spy Called James</i> P	Lesson 32 Distill <i>A Spy Called James</i> P	Lesson 33 Know <i>A Spy Called James</i>	Lesson 34 Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching

Module Finale

Lesson 36 Know module texts	Lesson 37 Know module texts	Lesson 38 Know module texts	Lesson 39 Know module texts End-of-Module Task completed	Lesson 40 Closing Bookend



Lesson 1

Essential Question | How does the pursuit of freedom inspire people's actions?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about the American Revolution. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a collage, experience a presentation by a guest speaker, read a text about the American Revolution, or engage in a teacher-created experience.

Learning Goals

- Share experiences about the American Revolution.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

revolution (n.)

Materials and Preparation

- Syllable Types (Reference Charts appendix)
- Knowledge Card: *revolution*
- Determine how to display side by side Syllable Types and the term *revolution* with syllable division. See the Share section for details.

- Determine how to display the Essential Question. Students continue working with the Essential Question throughout the entire module.
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today they are starting a new module about the American Revolution.
2. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss Prior Knowledge | **10 minutes**

1. Assess and activate prior knowledge by asking these questions:

 **Who are the current leaders of the United States of America?**

 **Who were the first leaders of the United States of America?**

Language Support

To leverage students' home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

2. Direct attention to the word *pursuit* in the Essential Question. Explain that *pursuit* is a form of the word *pursue*, which means “to try to get or do something.” Tell students that the first leaders of the country tried to get freedom for the country during the American Revolution.

3. Display side by side Syllable Types and the term *revolution* with syllable division: rev-o-lu-tion. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students produce an inaccurate sound when blending syllables to read the term, ask this question: What else could this vowel say?

4 | Module 3 | Reference Charts

Syllable Types		
Syllable Type	Examples	Definition
Closed	be-gin fun-ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	be-kin car-go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep-tile mis-take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea-nut en-joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel+ Controlled	par-ty fair-ther	a syllable with ar, er, ir, or, or ur; the vowel sound often changes
Consonant-le	lit-tle ta-ble	an unstressed final syllable that contains a consonant before the letter l, followed by a silent e
Other: Stable Final	fic-tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

434

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

4. Display the Knowledge Card and definition for *revolution*. Invite a student to read aloud the definition.
5. Remind students that it is helpful to think about and discuss what they already know about a topic before they begin reading about it. Ask this question:



Definition

revolution (n.): an attempt by many people to end the rule of one government and start a new one

What do you already know about the American Revolution?

Teacher Note

As students share, listen for what they already know about the topic. Note students' prior knowledge to activate and incorporate into future discussions. Note misconceptions to correct in future instruction.

Use responses to reinforce that the American Revolution took place during the mid-to-late 1700s. The revolution was a conflict between Great Britain and the colonies in America, which at the start of the revolution were both ruled by King George III.

6. Instruct students to Think–Pair–Share to answer this question:

What do you want to know about the American Revolution?

Engage | Create, Experience, or Read | 43 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create a Collage

1. Ask this question:

 **When you hear the word *freedom*, what images come to mind?**

Teacher Note

To help students think of images, prompt them to consider images that depict freedom for them, their family and friends, and their community.

2. Instruct students to create a collage that represents the idea of freedom. Provide art materials, such as paper, glue, scissors, and magazines, for students to complete this activity.

Teacher Note

Tell students that they may draw images to add to their collage in addition to using the materials you provide.

3. Invite students to share their collages with the class. Instruct them to explain why they chose at least two of the images.

Option 2 | Experience a Guest Speaker's Presentation

1. Invite a guest speaker who studies American history (e.g., a college student, a teacher or professor, a museum educator, or a member of a historical society) to give a presentation, in person or virtually, that describes a day in the life of children living during the revolutionary era.

Teacher Note

Conduct a one-on-one interview with the guest speaker prior to the class presentation. Provide the guest speaker with an overview of the people, places, and events students will encounter in the module, and share the goal of having students learn about the experiences of children of varying circumstances during the American Revolution. Carefully vet what the speaker would like to share with students to ensure suitability.

2. Instruct students to write notes in their journals about how the lives of colonial children are similar to and different from their own lives.
3. Invite students to share what they learned from the presentation.

Option 3 | Read a Text About the American Revolution

1. Display and briefly introduce the volume of reading texts. Allow time for students to explore the books. Tell students to select one book to read.
2. Instruct students to share with a partner why they chose the book they did.
3. Instruct students to begin reading their selected volume of reading text.

LAND 5 minutes**Revisit the Essential Question**

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—Why do you think some of your classmates' collages included the same type of images?
 - **Option 2**—What questions do you have about what life was like during the American Revolution?
 - **Option 3**—What is a question you think this book will answer?
2. Tell students that throughout the module they will continue to build knowledge about the American Revolution.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult *About the Images*, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS**DF** Develop Foundations**BU.1.4 Inquiry and Credibility:** BU.1.4.B**BU.4.4 Expression****DM** Develop Metacognition**DM.3.4 Schema Building**



Lesson 2

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the article “Seeds of Revolution” and add events to a timeline to build knowledge of the American Revolution. Students write a response to describe the events that led to the American Revolution.

Learning Goal

Build knowledge from the article “Seeds of Revolution” about the events that led to the American Revolution.

 **LEARNING TASK:** Write a response to describe the events that led to the American Revolution.

Vocabulary

boycott (v.)

boycott (n.)

colony (n.)

protest (v.)

rebellion (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge of “Seeds of Revolution”
- **Respond:** Express Knowledge

LAND

Reflect on Learning

Materials

TEACHER

- “Seeds of Revolution” (digital platform)
- 13 Colonies Map (Reference Charts appendix)
- Knowledge Cards: *protest, revolution*
- Timeline of the American Revolution
- “King George III of Great Britain” (digital platform)
- Module 3 World Knowledge Chart
- Module 3 ELA Knowledge Chart

STUDENTS

- “Seeds of Revolution” (*Learn* book)
- journal

Preparation

- Determine how to create and display a Timeline of the American Revolution by using chart paper, wall space, or a digital tool. Include the following dates: 1754–1763, 1765, 1766–1767, 1770, 1773, 1774, 1775, 1776, 1777, 1778, 1781, 1783. Students will add events and details to the timeline throughout the module. See the Read section for details.
- Determine how to display the knowledge charts. Students continue working with these charts throughout the entire module.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Seeds of Revolution.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they build from reading a text to share what they know. Tell students that in this lesson they will learn more about the events that led to the American Revolution.

**Teacher Note**

In this lesson, the Learn section focuses only on reading instruction and the extended Land section provides students the opportunity to build their knowledge of this period in US history.

LEARN 48 minutes

Read | Build Knowledge of “Seeds of Revolution” | 28 minutes

1. Assess and activate prior knowledge by asking this question:

 **What does the United States celebrate on July 4?**

Reinforce the correct response: Independence Day. Emphasize that the British colonies in America won their independence from Great Britain during the American Revolution.

2. Direct students to “Seeds of Revolution,” located in the *Learn* book. Read aloud the title and paragraph 1. Invite students to share what they notice and wonder about the text.

Teacher Note

While the text uses the term *Indian*, *Arts & Letters* materials use the terms *Native American*, *Native peoples*, and *Native nations* when a specific tribal nation name is unavailable. *Arts & Letters* materials use *Native* as an adjective to mean “of or relating to members of Native American, Alaska Native, and Native Hawaiian groups.”

3. Ask this question:

... **What were the two sides in the American Revolution?**

Reinforce the correct response: Great Britain and the American colonies.

4. Display the 13 Colonies Map. Tell students that the map shows the 13 British colonies in America. Explain that before the British arrived in the 1600s, Native American nations occupied the area featured on the map. The British formed settlements on the land that they then ruled from far away. Though often referred to as “The 13 Colonies,” each of these British colonies was separate from the next with its own name and rules. They were not a united nation.



5. Introduce the vocabulary term *colony* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
6. Instruct students to use the information shared orally and visually on the map to infer the meaning of *colony* with a partner. Invite a few students to share their ideas. As students share, reinforce the correct definition.
7. Tell students that “Seeds of Revolution” will provide information about why the colonies wanted their independence. Explain that before reading the text, it is helpful to know the definition of the term *protest*. Introduce the vocabulary term *protest* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Definition

colony (n.): an area that is controlled by or belongs to a country and is usually far away from it

Definition

protest (v.): to show or express strong disagreement with something



8. Tell students that they will read about two different ways to protest. Introduce the vocabulary terms *boycott* and *rebellion* by displaying the terms and definitions. Say each term and invite students to read the definitions.
9. Read aloud “Seeds of Revolution.” Instruct students to follow along as you read.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *debts*, *delegates*, *repealed*, *taxed*).

10. Form small groups, and assign each group one of the following years or range of years:

- 1765
- 1766–1767
- 1770
- 1773
- 1774

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

Tell students they will write in their journals a brief description of the event or events that happened during their assigned year(s). Think aloud to model how to write a brief description of an event for the years 1754–1763. 

Definitions

boycott (v.): to refuse to buy, use, or participate in something as a way of protesting

boycott (n.): an often organized act of boycotting something

rebellion (n.): an effort by many people to change the government or leader of a country by the use of protest

Sample Think Aloud

I see the years 1754–1763 in paragraph 1. Rereading that paragraph, I learn that the colonists fought alongside the British soldiers during the French and Indian War. During the war, the British soldiers treated the colonists badly, and after the war, Great Britain wanted the colonies to help pay for the war. I don’t need to write all of that. I just need to briefly describe the event, so I’ll write, “British soldiers and colonists fought side by side in the French and Indian War.”

- 11.** Instruct students to work with their groups to reread the text and then write a brief description of the event or events that took place during their assigned year(s).

Differentiation Support

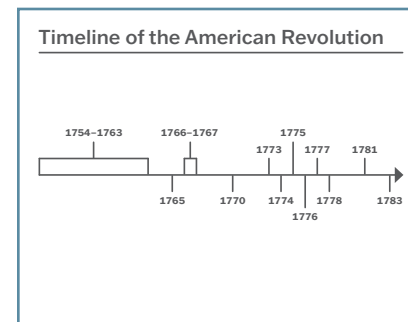
To help students identify details for their assigned year(s), direct them to these paragraphs:

- **1765**—paragraph 3
- **1766–1767**—paragraph 7
- **1770**—paragraph 9
- **1773**—paragraphs 10–11
- **1774**—paragraphs 12–14

Look for students to determine the correct responses:

- **1765**—Great Britain passed the Stamp Act.
- **1766–1767**—Great Britain repealed the Stamp Act and passed the Declaratory Act and Townshend Act.
- **1770**—On March 5, British soldiers killed five colonists in Boston.
- **1773**—Great Britain passed the Tea Act. The colonists staged the Boston Tea Party on December 16.
- **1774**—Great Britain passed the Intolerable Acts. The First Continental Congress wrote a Declaration of Rights in September.

- 12.** Display the Timeline of the American Revolution. Explain that during this module, students will learn about many important events, and a timeline can help organize those events by date. Tell students you will update the timeline with information they share about their assigned dates. Direct attention to 1754–1763, and model how to share what happened during those dates by using the brief description you created earlier. Add the information to the timeline.



Respond | Express Knowledge | 20 minutes

1. Instruct one student from each group to share with the class what happened in their assigned year(s). As each student shares, add information about the events to the timeline.
2. Instruct students to silently review the events listed on the timeline.
3. Direct attention to the title of “Seeds of Revolution.” Ask this question:

 **What makes “Seeds of Revolution” an appropriate title for this text?**

Reinforce the correct response: “Seeds of Revolution” is figurative language that indicates that the events described grew like seeds into a fight between the colonies and Great Britain.

4. Display the Knowledge Card for *revolution*, and direct attention to the image to spark students’ memory. Remind students that a revolution is an attempt by many people to end the rule of one government and start a new one.
5.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Describe the events that led to the American Revolution.

Analyze Student Progress

Monitor: Do students write responses that include accurate, text-based details?

Offer Immediate Support: If students need additional support describing the events that led to the American Revolution, direct attention to the timeline. Ask this question: What made the colonists angry with Great Britain? Instruct students to describe at least two events.

Plan Future Practice: Students practice building knowledge about the events that occurred before the American Revolution in “Massacre in King Street” in lesson 3.

6. Direct attention to paragraphs 14–15 in “Seeds of Revolution.” Explain that the text not only describes the events that led to the revolution but it also tells when the revolution began. Instruct students to read the paragraphs to identify the year and what happened during that year.

7. Ask these questions:

 **In what year did the revolution begin?**

 **What events happened during that year?**

Reinforce the correct responses:

- **year**—1775
- **event**—The Battles of Lexington and Concord occurred.
- **event**—The Second Continental Congress asked the king to solve problems between the colonies and Great Britain.
- **event**—King George III said the colonies were in rebellion.

Add events to the timeline.

LAND 10 minutes

Reflect on Learning

1. Tell students that they will view a video to learn more about King George III. Play “King George III of Great Britain.”

Teacher Note

Subsequent lessons do not include instructions to play “King George III of Great Britain.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

2. Direct attention to both knowledge charts, and read aloud each chart title. Explain that knowledge of the world is knowledge students gain from texts in the module. Explain that knowledge of ELA is knowledge students gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
3. Facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:



What did you learn today?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “King George III of Great Britain”?
- What did you learn from “Seeds of Revolution”?

Language Support

To help students express knowledge about King George III, direct them to the Gallery for “King George III of Great Britain,” located in the *Learn* book.

4. Add a few student-generated knowledge statements to the charts. Place statements about key ideas from the lesson and information from the texts on the World Knowledge Chart, and place statements about language arts on the ELA Knowledge Chart.

Teacher Note

Adding all students’ knowledge statements to the charts is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the charts. Alternatively, summarize students’ comments into a few statements, then add the summarized statements to the charts. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or ELA knowledge related to the learning goals.

World Knowledge

ELA Knowledge

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.B, MM.5.4.B.a, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 3

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read the informational article “Massacre in King Street.” Students write three things they notice and related questions about the text. During visual art instruction, students examine *The Boston Massacre*, a print by Paul Revere. Students share what they notice and wonder about the work of art.

Learning Goals

Notice and wonder about “Massacre in King Street.”

 **LEARNING TASK:** Write at least three things you notice about “Massacre in King Street” and at least three related questions.

Notice and wonder about *The Boston Massacre*.

 **LEARNING TASK:** Write at least three things you notice about *The Boston Massacre* and at least three related questions.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Massacre in King Street”
- **Respond:** Notice and Wonder About the Text
- **Observe:** Notice and Wonder About *The Boston Massacre*

LAND

Reflect on Learning

Materials

TEACHER

- “Massacre in King Street” (digital platform)
- *The Boston Massacre* (digital platform)
- class Notice and Wonder Chart for “Massacre in King Street” (*Learn* book)
- Syllable Types (Reference Charts appendix)
- class Notice and Wonder Chart for Work of Art 1 (*Learn* book)

STUDENTS

- “Massacre in King Street” (*Learn* book)
- Notice and Wonder Chart for “Massacre in King Street” (*Learn* book)
- dictionary
- Notice and Wonder Chart for Work of Art 1 (*Learn* book)

Preparation

- Determine how to display side by side Syllable Types and the term *propaganda* with syllable division. See the Read section for details.

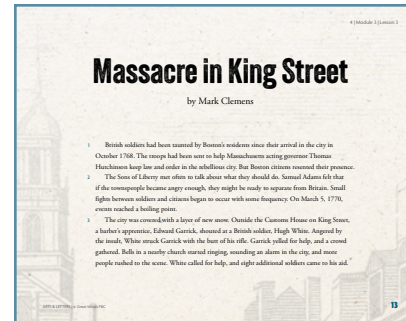
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Massacre in King Street” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Massacre in King Street.”
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Explain that during a Wonder lesson the class begins to read the text for the first time to spark their curiosity. Students share what they notice and wonder about the text. Introduce “Massacre in King Street” by reading aloud the title and author. Tell students that in this lesson they will read the text and write what they notice and wonder about it.

**Teacher Note**

Fluency practice will occur during arc B instruction. Students will refine their understanding of the elements of fluency and have an opportunity to practice reading fluently.

LEARN 53 minutes

Read | Read “Massacre in King Street” | 25 minutes

1. Direct students to “Massacre in King Street,” located in the *Learn* book. Read aloud the title and paragraphs 1–2.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *resented*, *residents*, *taunted*).

2. Display the class Notice and Wonder Chart for “Massacre in King Street.” Ask this question:

 **What do you notice and wonder about these paragraphs?**

As students share, add responses to the class chart.

3. Tell students that they will read the remaining paragraphs from the article. Remind students that they can use their knowledge of letter sounds and syllable types to decode unknown words. Display side by side Syllable Types and the term *propaganda* with syllable division: prop-a-gan-da. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students produce an inaccurate sound when blending syllables to read the term, ask this question: What else could this vowel say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

4. Instruct students to read the remaining paragraphs and annotate what they notice and wonder as well as unknown words.

Differentiation Support

Throughout this module, students read grade-level, complex text. Students may read independently or require more support. Identify the level of support each student needs to progress toward independence. Implement an appropriate approach, such as reading with a partner, Choral Reading, Echo Reading, providing an audio recording, or listening to the teacher read aloud. If students listen to someone else read, instruct them to follow along with the text.

5. Instruct students to take turns with a partner sharing three things: one unknown word, one thing they notice, and one thing they wonder. Tell students to use this sentence frame to respond to what their partner notices or wonders: That makes me wonder _____.

Respond | Notice and Wonder About the Text | 13 minutes

1.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for “Massacre in King Street,” located in the *Learn* book. Instruct students to add at least three things they notice and at least three related questions to their chart.

The image shows a 'Notice and Wonder Chart' for the text 'Massacre in King Street'. The chart is a table with two columns: 'Notice' and 'Wonder'. The title 'L3 | Notice and Wonder Chart' is at the top, followed by the text '“Massacre in King Street” | Write what you notice and wonder about the text.' There is a small icon of a skull and crossbones in the top left corner. The chart is divided into two main sections by a vertical line. The left section is labeled 'Notice' and the right section is labeled 'Wonder'. The chart is titled 'L3 | Notice and Wonder Chart' and '“Massacre in King Street” | Write what you notice and wonder about the text.' There is a small icon of a skull and crossbones in the top left corner. The chart is divided into two main sections by a vertical line. The left section is labeled 'Notice' and the right section is labeled 'Wonder'.

Analyze Student Progress

Monitor: Do students write at least three things they notice about “Massacre in King Street” and at least three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, instruct them to first notice and wonder about the details described in paragraphs 3–4 and then those described in paragraphs 5–6.

Plan Future Practice: Students practice noticing things and asking questions about *Colonial Voices* in lesson 10.

2. Invite a few students to share their responses. Add responses to the class chart.

Teacher Note

As students share what they notice and wonder, use this as an opportunity to conduct an informal, formative assessment of the knowledge and skills students built during previous modules. For example, do responses indicate attention to cause-and-effect relationships? Do they express complete thoughts? Use the information you gather to prepare for subsequent lessons with this text.

3. Instruct students to use a dictionary to look up the meaning of one unknown word they annotated and add the definition to the margin of the text.

Teacher Note

Students’ annotations may result in a diverse list of unknown words. Selected words can present opportunities for additional practice using morphology, solving for word meaning, and using topic-specific vocabulary in writing.

4. Instruct students to share the word and its definition with a partner.

Observe | Notice and Wonder About *The Boston Massacre* | 15 minutes

1. Tell students they will now notice and wonder as they observe a work of art.
2. Display *The Boston Massacre* without telling students the title of the print or name of the artist. Instruct students to look closely at the work of art in silence. After at least two minutes, direct attention to different parts of the work of art, including the top, bottom, middle, and corners. Remind students that at this time they are focusing on noticing the details rather than discussing or writing about those details.

Teacher Note

The Boston Massacre, alternatively titled *The Bloody Massacre*, was created by Paul Revere.

A hand-colored print on paper created from an original etching, the print shows a conflict between colonists and British soldiers that occurred on March 5, 1770. Revere produced the print three weeks after the event; he included the poem at the bottom and the names of the dead with the express purpose of rallying the colonists against the force of British rule. Historians note that the engraving contains many inaccuracies. The print depicts the scene during the day instead of at night and shows a clearly divided battle line when in fact the melee was more like a disorganized riot. Revere copied this scene from his friend, the artist Henry Pelham, but did not credit or pay him for his contribution. Pelham was not happy about the plagiarism. Background information about the print and artist will be provided to students in lessons 4, 5, and 6.

3. Lead students in a Whip Around to answer this question:

 **What is the first thing in this work of art that draws your attention?**

4. Instruct students to respond to this prompt with a partner:



Describe the path your eyes take and what you notice and wonder as your eyes follow that path in the work of art.

Language Support

Provide a word bank of location words and transitions to help students describe how they observe the work of art. You may include words such as *left, right, top, bottom, center, foreground, background, first, next, then, and finally*.

5. Display the class Notice and Wonder Chart for Work of Art 1. Invite students to share what they notice and wonder. Add a few responses to the chart.
6. **Introduce the learning task.** Direct students to the Notice and Wonder Chart for Work of Art 1, located in the *Learn* book. Instruct students to write on their charts at least three things they notice and three related things they wonder on their path through the work of art.

Notice	Wonder

Analyze Student Progress

Monitor: Do students describe what they notice in the work of art and ask questions connected to those details?

Offer Immediate Support: If students need additional support noticing something and asking a related question, ask these questions: What do you notice on the right side of the work of art? What question do you have about those things? Repeat the questions, focusing on different locations.

Plan Future Practice: Students practice noticing things and asking questions about a work of art in lesson 24.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Notes

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Massacre in King Street”?
- What did you learn from the work of art?

Adding to knowledge charts is a concrete way for students to self-assess how their learning has progressed. Students reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.e, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DF Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 4

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “Massacre in King Street” to identify what happened between the colonists and British soldiers during and after the Boston Massacre. Students then write a summary of the event. During visual art instruction, students examine the elements in the foreground and background of *The Boston Massacre*. They describe what is happening in the print.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Summarize “Massacre in King Street.”

LEARNING TASK: Write a summary of what happened during and after the Boston Massacre by using details from “Massacre in King Street.”

Describe *The Boston Massacre*.

LEARNING TASK: Describe the setting, people, and action in *The Boston Massacre*.

Vocabulary

massacre (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Actions in “Massacre in King Street”
- **Respond:** Summarize Events from the Text
- **Observe:** Describe What Is Happening in a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- “Massacre in King Street” (digital platform)
- *The Boston Massacre* (digital platform)
- 13 Colonies Map (Reference Charts appendix)
- Timeline of the American Revolution (lesson 2)
- class Sequence Chart 1 for “Massacre in King Street” (*Learn* book)

STUDENTS

- “Massacre in King Street” (*Learn* book)
- Sequence Chart 1 for “Massacre in King Street” (*Learn* book)
- Sequence Chart 2 for “Massacre in King Street” (*Learn* book)
- journal

Preparation

- none

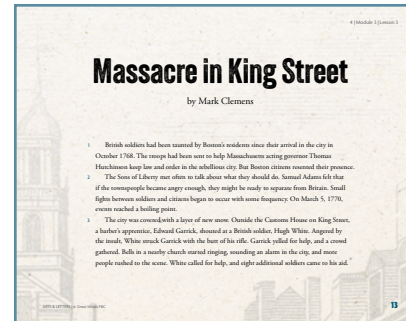
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Massacre in King Street” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Massacre in King Street.”
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads the text and identifies what is happening to gain a basic understanding of the text. Tell students that in this lesson they will look closely at one event listed in the timeline as they read and organize the text “Massacre in King Street.”

**LEARN** 53 minutes

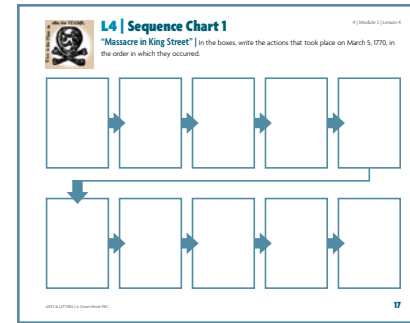
Read | Identify Actions in “Massacre in King Street” | 20 minutes

1. Direct students to “Massacre in King Street,” located in the *Learn* book. Instruct students to follow along as you read aloud the title and paragraphs 1–2.
2. Display the 13 Colonies Map, and direct attention to Massachusetts. Tell students that Boston is a city in Massachusetts. Remind students that during the 1700s, colonists who lived in Boston were under British rule. Explain that the Sons of Liberty was a secret group of colonists who did not like how the British treated the colonies. Samuel Adams was a member of that group.
3. Display the Timeline of the American Revolution. Ask this question:

☞ **According to the timeline, what happened on March 5, 1770?**

Reinforce the correct response: British soldiers killed five colonists in Boston.

4. Introduce the vocabulary term *massacre* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that some people use the term *massacre* as a way to describe what happened on March 5, 1770.
5. Display the class Sequence Chart 1 for “Massacre in King Street,” and direct students to the page in their *Learn* book. Tell students they will use the chart to track the actions that took place on March 5, 1770.
6. Direct attention to paragraph 3 of “Massacre in King Street.” Read aloud paragraphs 3–4, starting with “The city was.” Instruct students to listen for details about the colonists’ actions and the British soldiers’ actions.



Definition

massacre (n.): the violent killing of many people

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *apprentice*, *dispersed*, *menacing*).

7. Ask this question:

 **What happened first on March 5, 1770?**

Reinforce the correct response: Garrick (a colonist) shouted at White (a British soldier). Add the action to the class chart, and instruct students to add it to their charts.

8. Instruct students to reread paragraphs 3 and 4 and add the remaining actions that occurred on March 5, 1770, to their charts. Tell students that they may add boxes to the chart if needed; they do not need to use all of the available boxes.

Differentiation Support

To help students complete the chart, provide a list of actions that students can then arrange in order on the chart.

9. Invite a few students to share their responses. As students share, add actions to the class chart.

Key Ideas

- White hit Garrick.
- Garrick yelled for help.
- A crowd gathered.
- White called for help.
- Eight soldiers came.
- A crowd of 400 shouted insults and threw things.
- One gun went off.
- More guns were fired.
- Five colonists died; six were wounded.

10. Direct attention to paragraph 5 of “Massacre in King Street.” Instruct students to independently read paragraphs 5–8, starting with “For the soldiers,” to review what happened after the massacre.

Respond | Summarize Events from the Text | 13 minutes

1. Direct students to Sequence Chart 2 for “Massacre in King Street,” located in the *Learn* book. Instruct students to independently add actions to the chart that describe what happened after the massacre. Remind students that they may add boxes if needed; they do not need to use all of the boxes.

L4 | Sequence Chart 2

"Massacre in King Street" | In the boxes, write the actions that took place after March 5, 1770, in the order in which they occurred.

The chart consists of four empty rectangular boxes arranged horizontally, connected by arrows pointing from left to right. The first box is on the far left, followed by three more boxes to its right. The arrows are positioned between the boxes, pointing towards the right.

Differentiation Support

To help students identify actions that occurred after the massacre, ask these questions:

- What did Governor Hutchinson do?
- What happened to the soldiers?
- What did the Sons of Liberty do?

Look for students to address key ideas in their responses.

Key Ideas

- Governor Hutchinson sent soldiers to an island in Boston Harbor.
- The soldiers went to trial.
- Two soldiers were found guilty.
- The Sons of Liberty organized a propaganda effort to blame the soldiers for the deaths of the colonists.

2. Instruct students to review the actions in the sequence charts and take turns sharing an oral summary of the historical event with a partner. Remind students that a summary shares the important parts of an event in a few sentences.
3.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a summary of what happened during and after the Boston Massacre.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from the sequence charts?

Offer Immediate Support: If students need additional support writing a summary, ask these questions: Who was involved in the Boston Massacre? What did they do during the event? What happened after the event?

Plan Future Practice: Students practice summarizing events in *Colonial Voices* in lesson 11.

4. If time allows, invite a few students to share their summaries.

Differentiation Challenge

To encourage students to evaluate ideas in the text, ask this question: In your opinion, which action had the greatest impact on the events of March 5 and following? Prompt students to support their claims with evidence from the text.

Observe | Describe What Is Happening in a Work of Art | 20 minutes

1. Display *The Boston Massacre* without telling students the title of the print or name of the artist. Instruct students to silently observe the work of art for at least one minute.
2. Ask these questions:

 **What is the setting?**

 **What details provide clues to the setting?**

Key Ideas

- **setting:** in the past, outdoors, Boston, March 5, 1770
- **details:** the type of buildings, the clothes the people are wearing, the text at the top and bottom

3. Ask this question:

 **What happened in Boston on March 5, 1770?**

Reinforce the correct response: the Boston Massacre.

4. Tell students that the work of art is a print titled *The Boston Massacre*, but it is also known by the title that appears at the top, *The Bloody Massacre*. The print was made a few weeks after March 5, 1770, and it measures 10.25 by 9.13 inches, about the size of a piece of paper. In the past, prints like this one helped people visualize an event because cameras had not yet been invented to take photographs.
5. Instruct students to examine the background of the print. Ask this question:

 **What do you see in the background?**

Key Ideas

- a town
- buildings
- a blue sky or shadow
- the moon

6. Instruct students to examine the foreground. Ask this question:



What do you see in the foreground?

Key Ideas

- people divided into two groups
- people in uniforms with guns (soldiers) on the right side
- wounded people (colonists) on the left side
- gun smoke in the center
- a dog in the bottom center

7. Tell students to examine the figures in the foreground. Instruct students to Think–Pair–Share to answer this question:



What do the poses and facial expressions of the two groups help you understand about the action taking place?

Key Ideas

- **group on the right (soldiers):** have similar expressions and poses—most look serious, standing in an orderly line. The group is working together to fire their guns.
- **group on the left (colonists):** have different expressions and poses—look surprised and sad, lying on the ground, carrying the injured or dead, putting their hands up as if to say *stop*, praying. The group is caring for one another, but they did not expect an attack, and they are not organized as they try to get away from the gunfire.

8.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response that tells what is happening in the work of art by describing the setting, the two groups of figures, and the action.

Analyze Student Progress

Monitor: Do students write responses that include details from the print and the previous discussions?

Offer Immediate Support: If students need additional support describing the setting, figures, or action, direct attention to an area of the print that features one of these components, and instruct students to describe what they see.

Plan Future Practice: Students practice describing what is happening in a work of art in lesson 25.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Massacre in King Street”?
- What did you learn from *The Boston Massacre*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.B, MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 5

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the author's use of descriptive and figurative language in "Massacre in King Street." This work prepares students to explain how that language deepens their understanding of March 5, 1770, as a boiling point. During visual art instruction, students consider balance in *The Boston Massacre* and look closely at the composition of the print. Students explain how the balance and composition of Paul Revere's print tell a story about the event.

P A Prologue to lesson 5 is available for students who need additional support.

Learning Goals

Analyze language in "Massacre in King Street."

LEARNING TASK: Explain how descriptive and figurative language deepens the reader's understanding of the events of March 5, 1770.

Examine the balance and composition of *The Boston Massacre*.

LEARNING TASK: Explain how the balance and composition of the print tell a story.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Language in “Massacre in King Street”
- **Respond:** Explain Figurative Language
- **Observe:** Examine Balance and Composition in *The Boston Massacre*

LAND

Reflect on Learning

Materials

TEACHER

- “Massacre in King Street” (digital platform)
- *The Boston Massacre* (digital platform)

STUDENTS

- “Massacre in King Street” (*Learn* book)
- journal

Preparation

- none

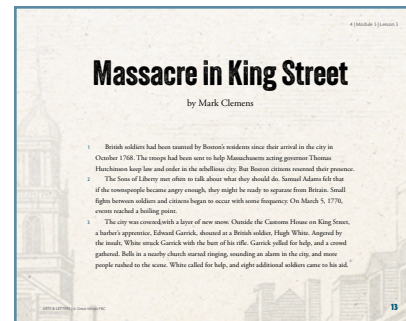
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “Massacre in King Street” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Massacre in King Street.”
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part this is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will examine the language the author uses to describe the events of March 5, 1770.

**LEARN** 53 minutes

Read | Examine Language in “Massacre in King Street” | 20 minutes

1. Display “Massacre in King Street,” and direct students to the page in their *Learn* book. Read aloud paragraphs 1–2, starting with “British soldiers had.” Ask this question:

What does the author say about March 5, 1770?

Reinforce the correct response: “events reached a boiling point.” Annotate the last sentence in paragraph 2 in the displayed text.

2. Instruct students to Think–Pair–Share to answer this question:

What do you think of when you hear the phrase *boiling point*?

3. Use responses to emphasize that *boiling point* refers to the temperature at which water boils. The phrase also has a figurative meaning. Tell students they will consider the figurative meaning of “events reached a boiling point” by looking at descriptive language in the text.
4. Remind students that when they wrote their narratives in module 2, they used descriptive language to help readers visualize what was happening. Ask this question:



What kinds of words did you use in your narrative to help create vivid pictures for your readers?

Key Ideas

- sensory details that described what could be seen, heard, tasted, smelled, or touched
 - adjectives that told a specific color, number, shape, or size
 - precise verbs that described actions or what a character was doing
 - adverbs that described how a character was doing something
5. Direct students to paragraph 3. Read aloud paragraphs 3–4, starting with “The city was.” Instruct students to listen for descriptive language.
 6. Instruct half the class to independently reread paragraph 3 and half the class to independently reread paragraph 4. Instruct students to annotate the descriptive language used in their assigned paragraph to show how events reached a boiling point.

Differentiation Support

To help students annotate, remind them that descriptive language includes adjectives, adverbs, sensory details, and precise language. Model how to annotate a word or phrase, rather than a complete sentence (e.g., “sounding an alarm,” “grew more menacing”).

7. Instruct students to discuss their annotations with a partner who focused on the other paragraph.

8. Invite students to share their annotations.

Key Ideas

- **paragraph 3:** “shouted,” “angered,” “struck Garrick,” “yelled for help,” “people rushed”
- **paragraph 4:** “mob of almost 400,” “crowded around,” “shouting insults,” “throwing things,” “one gun went off, followed by others”

9. As students share, annotate the descriptive language in the displayed text.

Respond | Explain Figurative Language | 12 minutes

1. Instruct students to consider the annotated descriptive language and discuss these questions with a partner:



How do you picture the colonists and the soldiers at the beginning of the event? In the middle? At the end?

Listen for students to address key ideas in their discussions.

Key Ideas

- **beginning:** One colonist shouts an insult, and a British soldier reacts by hitting him.
- **middle:** More colonists and soldiers rush to the scene. The colonists outnumber the soldiers. The colonists shout and throw things at the soldiers. One soldier reacts by firing his gun, and then more soldiers fire.
- **end:** Some of the colonists are killed and injured. The British soldiers are arrested.

2. Ask this question:



How did the conflict change throughout the day?

Reinforce the correct response: The conflict started with one person insulting another and ended with multiple injuries and deaths.

3.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Explain how tensions reached a boiling point between the colonists and the British on March 5, 1770.

Analyze Student Progress

Monitor: Do students demonstrate an understanding that on March 5, 1770, tension between the two groups escalated?

Offer Immediate Support: If students need additional support explaining how March 5, 1770, was a boiling point, direct attention to these annotations: “shouted,” “struck,” “throwing things,” “one gun went off.” Ask this question: How did the actions on this date change?

Plan Future Practice: Students practice explaining figurative language in *Colonial Voices* in lesson 13.

4. Invite a few students to share their responses.

Key Ideas

- Anger on both sides grew and led to violence on March 5, 1770, like heat leads to water reaching its boiling point.
- Insults and physical conflict on March 5, 1770, became more heated until there was a deadly clash.
- March 5, 1770, was a chaotic day when two groups who did not like one another yelled, then hit, and finally fought each other.

Differentiation Challenge

To extend student thinking, encourage students to brainstorm additional figurative language phrases to describe the events of March 5, 1770.

Observe | Examine Balance and Composition in *The Boston Massacre* |

21 minutes

1. Display *The Boston Massacre*. Tell students that just as they looked at the words the author uses in “Massacre in King Street,” they will look at the elements the artist uses in *The Boston Massacre*.
2. Tell students that Paul Revere, a silversmith who lived in Boston and played an important role in the revolution, created *The Boston Massacre*. The print is an example of Revere’s work with engraving. An artist makes an engraving by carving or etching a design into a hard surface like metal, spreading the surface with ink, and then pressing a piece of paper over the inked surface.
3. Remind students that in previous modules, they examined artists’ use of elements such as line, form, and space. Tell students they can also examine elements such as color, shape, and texture.
4. Instruct students to recall the first thing they noticed when they first observed *The Boston Massacre*. Ask this question:



What elements does Revere use to draw your attention to that area of the print?

Key Ideas

- **right side:** Revere uses lines to arrange the British soldiers; he uses bright colors for the British soldiers’ coats.
 - **foreground:** He uses more color in the foreground than in the background.
 - **center:** He uses cloud shapes to show the firing guns; he uses space between the colonists and the British soldiers to show the contrast between the groups.
 - **left side:** He uses red to show the injured people.
5. Remind students that an artist makes choices about how to arrange elements to create a composition. Tell students that artists also consider balance. Explain that balance is a way of organizing the elements so that the sides or main parts of a work of art appear even.

6. Instruct students to use a nonverbal signal (e.g., a thumbs-up for yes or a thumbs-down for no) to answer this question:

 **If you were to fold this print in half, would it seem even on both sides?**

Language Support

To help students understand the meaning of *balance*, provide two images of a scale—one that shows equal weight on both sides and one that shows more weight on a single side.

7. Ask this question:

 **What evidence supports the idea that the work of art is balanced?**

Key Ideas

- The print shows two groups.
- One group appears on each side of the print.

8. Ask this question:

 **What evidence supports the idea that the work of art is not balanced?**

Encourage students to name specific elements in their responses.

Key Ideas

- The group of British soldiers is smaller than the group of colonists.
- The British soldiers stand in the same pose; the colonists hold a variety of poses (e.g., standing, lying on the ground, praying, carrying others).
- The colonists wear different clothes; the British soldiers wear the same red uniforms and black hats.
- The British soldiers and their guns are arranged in lines. The colonists do not have guns and face in all directions.
- The cloudlike shapes that show a gun firing appear mostly on the British soldiers' side.

9.  **Introduce the learning task.** Tell students that Revere considered balance when creating his print just as he considered which elements to include. Direct students to their journals. Instruct students to write a response to these questions: How do the balance and composition of Revere's print tell a story about the Boston Massacre? What story do they tell?

Analyze Student Progress

Monitor: Do students explain how the balance and composition tell the story of an uneven encounter between the colonists and British soldiers?

Offer Immediate Support: If students need additional support explaining how the balance and composition tell a story, instruct them to first consider the balance of the print and then compare the composition of the two groups. Ask this question: What do the differences in composition tell you about the fight between the colonists and soldiers?

Plan Future Practice: Students practice examining a specific element of a work of art in lesson 26.

10. Invite a few students to share their responses.

Key Ideas

- Having two groups may make it seem like Revere's print is balanced at first, but the differences in composition suggest a lack of balance. The print tells a story of strong and organized British soldiers hurting colonists.
- The composition is different on each side, so Revere's print is not balanced. It tells a story of the Boston Massacre being a one-sided fight.
- Revere's print is not balanced because the composition of the two groups is different. The print tells a story of British soldiers firing all at once, attacking the colonists who did no harm to the soldiers.

11. Tell students that in the next lesson they will learn more about why Revere made the choices he did to create this print.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about descriptive language?
- What did you learn from “Massacre in King Street”?
- What did you learn from *The Boston Massacre*?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.B, MM.5.4.B.a

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 6

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Distill:** What is a central idea in this work of art?

OVERVIEW

Preview

In this Distill lesson, students synthesize their knowledge of *The Boston Massacre* to consider how the print's artistic elements affect viewers. Students then participate in a class discussion to share ideas about how the print can be considered propaganda. During writing instruction, students review the prompt for Module Task 1 and gather information for two opinions about the British soldiers' accountability for the Boston Massacre. This work prepares students to form an opinion based on knowledge for Module Task 1.

P A Prologue to lesson 6 is available for students who need additional support.

Learning Goals

Determine the effect of artistic elements on viewers of *The Boston Massacre*.

LEARNING TASK: During a class discussion, share how the print can be considered propaganda.

For Module Task 1, gather information to form an opinion.

LEARNING TASK: Write at least four pieces of information for each opinion on the Accountability Chart for Module Task 1.

Vocabulary

accountable (adj.)

propaganda (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Prepare for a Discussion
- **Respond:** Interpret the Meaning of *The Boston Massacre*
- **Write:** Form an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *The Boston Massacre* (digital platform)
- “Massacre in King Street” (digital platform)
- Knowledge Card: *propaganda*
- Module Task 1 (*Learn* book, Writing)
- Accountability Chart for Module Task 1 (*Learn* book, Writing)

STUDENTS

- “Massacre in King Street” (*Learn* book)
- Talking Tool (*Learn* book)
- Accountability Chart for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Massacre in King Street” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Boston Massacre*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this work of art?
3. Explain that during a Distill lesson the class puts together what they learned from studying the work of art. The class uses evidence they gathered from the work of art to discuss a central idea. Tell students that in this lesson they will consider how the artist used artistic elements to achieve a specific goal.

LEARN 53 minutes

Observe | Prepare for a Discussion | 13 minutes

1. Direct attention to *The Boston Massacre*. Remind students that an artist sometimes makes a work of art with a clear purpose in mind. The creator of *The Boston Massacre* wanted to share with an audience what happened between the British soldiers and the colonists on March 5, 1770. Ask this question:

 **Who might have been interested in learning about what happened?**

Key Ideas

- people who heard about the event
- people who lived in Boston
- people who lived in other cities and colonies
- people who lived in Great Britain
- family and friends of those who were injured or killed

2. Ask this question:

 **What do you remember about the artist of the print?**

Key Ideas

- Paul Revere
- silversmith
- lived in Boston

3. Tell students that in addition to sharing what happened, Revere had another reason for creating the print.
4. Display “Massacre in King Street,” and direct students to the page in their *Learn* book. Direct attention to paragraph 7. Read aloud the paragraph, starting with “The Boston Massacre.”
5. Remind students that the Sons of Liberty did not like having the British soldiers in Boston. Tell students that Revere was a member of that group. Ask these questions:

☞ **What did the Sons of Liberty, including Paul Revere, want others to believe about the event?**

☞ **Why did they want others to hold this belief?**

Key Ideas

- They wanted people to believe the British soldiers were to blame for the colonists’ deaths.
- They wanted people to blame the soldiers because the Sons of Liberty wanted the British to leave Boston. They wanted people to oppose King George III and to support separation from Great Britain.

6. Ask this question:

☞ **What action did the Sons of Liberty take to convince people that the soldiers were to blame?**

Reinforce the correct response: They organized a propaganda effort.

7. Introduce the vocabulary term *propaganda* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

**Definition**

propaganda (n.): information, images, or statements used to persuade someone to support or oppose an idea or person

8. Direct attention to paragraph 3 of “Massacre in King Street.” Explain that before students return to Revere’s print, they will review what happened during the event. Read aloud paragraphs 3–4, starting with “The city was.” Instruct students to annotate details that describe the setting and the people.
9. Direct attention to *The Boston Massacre*. Tell students to examine the setting and people in Revere’s print. After at least 30 seconds, instruct students to review their annotations and discuss this question with a partner:



How is the text’s description of the setting and people different from the print’s presentation of them?

Listen for students to address key ideas in their discussions.

Key Ideas

- The text says there was snow, but the print doesn’t show snow.
- The text says there were almost 400 colonists surrounding and throwing things at the soldiers, but the print shows the colonists standing in a group in front of the soldiers being attacked.
- The text says one of the soldiers’ guns went off and then other guns, but the print shows the soldiers firing their guns all at once.

Respond | Interpret the Meaning of *The Boston Massacre* | 20 minutes

1. Display and introduce the speaking and listening goal for the discussion: Share about a topic or text in an organized way.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students’ progress toward each goal.

2. Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames:

- I think _____ because _____.
- First, _____. Also, _____. Finally, _____.

Model how to use the sentence frames.

Talking Tool

Listen Closely

What do you mean by _____?

Can you tell me more about _____?

What evidence supports your idea? _____

How does your idea relate to _____?

Share What You Think

I think _____ because _____.

First, _____. Also, _____. Finally, _____.

I agree and I will add that _____.

I disagree because _____.

I hear you say that _____. This makes me think that _____.

I hear you say that _____. However, _____.

Support What You Say

In the text, _____.

For example, _____.

One reason is _____. Another reason is _____.

This evidence shows _____.

This evidence means _____.

This evidence is important because _____.

3. Direct attention to *The Boston Massacre*. Instruct students to look closely at the print and consider the artistic choices Revere made in portraying the event. After at least 30 seconds, facilitate a brief discussion of these questions:

... **What might a viewer think about the British soldiers and the colonists?**

... **What evidence in the print supports your ideas?**

Remind students to listen carefully to each speaker and to use the sentence frames in the Talking Tool to share their ideas in an organized way.

Differentiation Support

To help students identify evidence to support their ideas, instruct students to consider:

- details in the print (e.g., people, actions, and poses)
- elements of composition (e.g., line, form, space, color, shape, texture)
- balance

Key Ideas

- A viewer might think the British soldiers are unfair and cruel because they are firing all at once.
- A viewer might think the British soldiers are organized and strong because they are standing in a line, wearing the same red uniform, and facing the colonists.
- A viewer might think the colonists are scared, confused, and unorganized because they are wearing different colored clothes and are arranged in different poses.

4.  **Introduce the learning task.** Explain that students will continue the discussion to share their ideas about Revere's print. Continue the discussion by asking this question:

 **How might this print be considered propaganda?**

Language Support

To help students share their ideas, provide these sentence frames: The print can be considered propaganda because Revere _____. This makes viewers think _____.

Analyze Student Progress

Monitor: Do students explain how the print's artistic elements affect the way viewers think about the British soldiers and the colonists?

Offer Immediate Support: If students need additional support explaining how the print affects viewers, remind students that Revere wanted to blame the soldiers for the colonists' deaths. Then ask this question: How does the print show that the soldiers were to blame?

Plan Future Practice: Students practice concluding what *Washington Crossing the Delaware* communicates about a historical event in lesson 27.

5. At the end of the discussion, reinforce key ideas.

Key Ideas

- The print can be considered propaganda because Revere changed some of the details to make the British soldiers look aggressive and mean. He showed the soldiers firing all at once, which didn't happen, to make viewers feel angry at the soldiers and at the king who sent them to Boston.
- The print can be considered propaganda because Revere shows the soldiers standing in a line, in the same pose. This makes the soldiers look like they fired on the colonists in an organized attack. Viewers might then believe that the soldiers should be punished and made to leave.
- The print can be considered propaganda because Revere doesn't show the colonists shouting or throwing things at the soldiers. Instead, he shows the colonists in different poses that make them look confused, scared, and hurt. This makes viewers think the soldiers caused the massacre.

Differentiation Challenge

To extend student thinking, ask this question: How would British soldiers use an image to persuade people to support them?

Write | Form an Opinion | 20 minutes

1. Display Module Task 1. Choral Read the prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.
2. Direct attention to the word *accountable*, and tell students that in order to answer the question in the prompt they will need to understand the meaning of this word. Introduce the vocabulary term *accountable* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
3. Display and read aloud the following sentences:
 - We are accountable for our own actions.
 - If someone makes a mistake, they can be held accountable.
4. Ask this question:



Based on the details in the sentences, what do you think *accountable* or *held accountable* means?

As students share, reinforce the correct definition.

5. Emphasize that the prompt is asking students to decide whether the British soldiers were responsible for the Boston Massacre and then to share their opinion in an essay.

Module Task 1

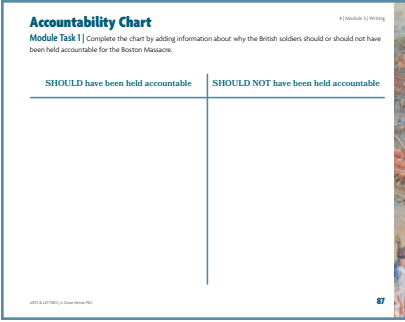
Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

The worksheet features a series of horizontal lines for writing an essay. On the right side, there is a vertical strip of historical images related to the Boston Massacre.

Definition

accountable (adj.): required to be responsible for something

6. Explain that while students may already have an initial opinion about the British soldiers, they should gather information for both opinions to make sure that their final opinion is based on knowledge. Tell students they will find information in the following texts: “Massacre in King Street” and *The Boston Massacre*.
7. Display the Accountability Chart for Module Task 1, and direct students to the page in their *Learn* book. Tell students that in the left-hand column, they will write information that supports the opinion that the British soldiers should have been held accountable. In the right-hand column, they will write information that supports the opinion that the British soldiers should not have been held accountable.
8.  **Introduce the learning task.** Instruct students to work with a group to add at least four pieces of information to each column of their chart. Remind students to look at all texts to find information.



SHOULD have been held accountable	SHOULD NOT have been held accountable

Analyze Student Progress

Monitor: Do students add text-based information for two different opinions about the British soldiers' accountability for the Boston Massacre?

Offer Immediate Support: If students need additional support finding information, direct them to specific sections of the texts, such as paragraph 6 of “Massacre in King Street.”

Plan Future Practice: Students practice gathering information to form an opinion for Module Task 2 in lesson 15.

9. Look for students to address key ideas in their responses.

Key Ideas

- **accountable:** A soldier hit a colonist first. The soldiers fired on the colonists. The soldiers killed five colonists. The soldiers wounded six colonists. The deaths made the colonists angry.
- **not accountable:** The colonists had been taunting soldiers since their arrival in the city. A colonist shouted at a soldier first. The soldiers were only trying to do their job of keeping order. The colonists outnumbered the soldiers. The colonists threw things at the soldiers. A jury held only two of the soldiers responsible.

10. Direct attention to Module Task 1. Read aloud the prompt. Instruct students to review the information to determine whether the British soldiers should have been held accountable for the Boston Massacre. Tell them to circle the column heading on their chart that matches their opinion.

11. Tell students that in the next lesson they will develop reasons for their chosen opinion.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about propaganda?
- What did you learn from *The Boston Massacre*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.c

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.E

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 7

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students continue to build knowledge about the Boston Massacre by reading Phillis Wheatley's poem "On the Affray in King Street." Students describe Wheatley's opinion about the event and the men involved. During writing instruction, students develop reasons for whether the British soldiers should have been held accountable for the Boston Massacre. Students then select two reasons that support their chosen opinion.

Learning Goals

Build knowledge about the poet's opinion of the Boston Massacre from the poem "On the Affray in King Street."

 **LEARNING TASK:** Describe Phillis Wheatley's opinion of the Boston Massacre and the people involved.

For Module Task 1, develop reasons to support an opinion.

 **LEARNING TASK:** Write two reasons that support an opinion on the Accountability Chart for Module Task 1.

Vocabulary

affray (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge of “On the Affray in King Street”
- **Respond:** Express Knowledge
- **Write:** Develop Reasons to Support an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- “On the Affray in King Street” (digital platform)
- Graves of the Five Men Killed in the Boston Massacre (digital platform)
- Knowledge Card: *propaganda*

STUDENTS

- “On the Affray in King Street” (*Learn* book)
- journal
- Accountability Chart for Module Task 1 (*Learn* book, Writing)

Preparation

- Determine how to display the charts for Take a Stand. See the Write section for details.

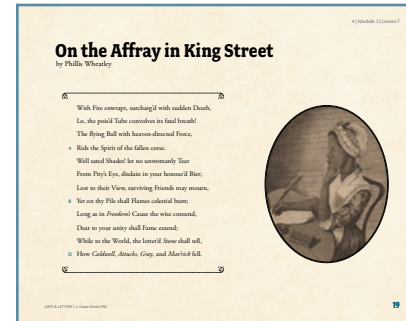
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “On the Affray in King Street.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will read a poem about the Boston Massacre written by the poet Phillis Wheatley.

**LEARN** 53 minutes

Read | Build Knowledge of “On the Affray in King Street” | 20 minutes

1. Explain that like Paul Revere created a print in response to the massacre, Wheatley created a poem in response to the massacre.

Tell students that Wheatley was living in Boston on March 5, 1770, but she hadn't always lived in Boston. She was born in West Africa, and when she was very young, she was kidnapped and enslaved until 1773. Unlike most enslaved people, Wheatley was given access to an education and was allowed to learn how to read and write. Around the age of 12, Wheatley began writing poetry. She published her poems in newspapers and books and gained international fame.

2. Direct students to “On the Affray in King Street,” located in the *Learn* book. Read aloud the title.

3. Introduce the vocabulary term *affray* by displaying the term and definition. Engage students in Vocabulary Exploration. Annotate *fray*, and explain that the root means “feeling of alarm.” Tell students that the word *afraid* also contains the root *fray*.
4. Tell students that a Boston newspaper published “On the Affray in King Street” one week after the event, so it was written in 1770. Remind students that they have read poetry that was written a long time ago, such as Robert Frost’s poems in *Love That Dog*, but Wheatley’s poem is older by more than 100 years. Explain that just like they may have found unfamiliar words and unusual sentences in Frost’s poems, students may do the same with Wheatley’s, but hearing the poem read fluently can help them begin to understand it. Read aloud the poem. Instruct students to listen carefully to your accuracy, phrasing, and expression.

Language Support

Direct attention to the words that contain apostrophes in lines 1, 2, 6, 11, and 12. Tell students that the apostrophe takes the place of the letter e. Explain that Wheatley uses the apostrophe as a signal to readers that the -ed ending should not be pronounced as an extra syllable, which people sometimes did at that time. For example, instead of saying “honor + ed” in three syllables, readers should say “honored” in two syllables.

5. Explain that at the time Wheatley was writing, poets often capitalized important words in the middle and at the end of lines. Instruct students to annotate the capitalized words in the middle or at the end of the first four lines.
6. Invite students to share their annotations, and reinforce the correct responses: “Fire,” “Death,” “Tube,” “Ball,” “Force,” “Spirit.”

Definition

affray (n.): a noisy fight between two or more people in a public place

7. Echo Read the first four lines. Instruct students to Think–Pair–Share to respond to this question:



What is Wheatley describing in these lines?

Differentiation Support

To help students understand the lines, ask these questions:

- What might the words *fire*, *death*, *tube*, *ball*, and *force* be describing?
- What weapons were the British soldiers using during the event?
- What happened during the Boston Massacre?

Key Ideas

- a British soldier firing a gun
- a bullet leaving a British soldier's gun and killing a colonist
- a colonist being shot and killed by a British soldier's gun

8. Read aloud lines 5–8, starting with “Well sated Shades!” Ask this question:



Whose friends would be mourning, or experiencing great sadness, following this loss?

Reinforce the correct response: friends of the colonists who died during the event.

9. Explain that the word *Shades* refers to spirits of the deceased, and *Bier* and *Pile* both refer to funeral practices. In lines 5–8, Wheatley suggests that while the colonists’ friends may feel sad, they should not pity, or feel sorry, for those who died. The next lines in the poem explain why.
10. Direct attention to the word *contend* in line 9. Tell students that before you read lines 9–12, they should know that *contend* means “to fight.” Read aloud lines 9–12, starting with “Long as in.”

11. Ask this question:

 **Who does Wheatley say is fighting for “Freedom’s Cause”?**

Reinforce the correct response: the wise.

- 12.** Explain that in lines 9–12, Wheatley promises Caldwell, Attucks, Gray, and Maverick that they will be famous for the way they died, for as long as the wise continue to fight for freedom.
- 13.** Display Graves of the Five Men Killed in the Boston Massacre. Tell students that the people who died in the Boston Massacre were buried in the same cemetery and share this gravestone.
- 14.** Lead students in a Whip Around to respond to this prompt:

 **Share one thing you notice or wonder about the gravestone.**

Teacher Note

As the gravestone notes, Christopher Snider was killed weeks before the Boston Massacre, not by a British soldier but by a colonist who remained loyal to Great Britain. Snider was only 12 years old when he died. Patrick Carr was the last victim of the Boston Massacre, succumbing to his injuries nine days after the event.

15. Ask this question:

 **How does this “letter’d Stone” tell the world of Caldwell, Attucks, Gray, and Maverick?**

Key Ideas

- tells that Caldwell, Attucks, Gray, and Maverick died in the Boston Massacre
- tells that Caldwell, Attucks, Gray, and Maverick died as “victims”
- tells that Caldwell, Attucks, Gray, and Maverick, like Snider, died fighting for independence

Respond | Express Knowledge | 12 minutes

1. Remind students that the poet who writes a poem is not always the speaker of the poem. In this poem, however, Wheatley is the speaker. She is sharing her opinion of the Boston Massacre and those involved. Tell students that they can understand her opinion by considering her words.
2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: What is Phillis Wheatley's opinion of the Boston Massacre and the people involved? Tell students to include details from the poem in their response.

Analyze Student Progress

Monitor: Do students demonstrate understanding that Wheatley supported the colonists and their fight for freedom during the Boston Massacre?

Offer Immediate Support: If students need additional support describing Wheatley's opinion, Choral Read lines 9–12. Then instruct students to complete this sentence frame: Phillis Wheatley believes _____ because _____.

Plan Future Practice: Students practice using information to identify an opinion in *Colonial Voices* in lesson 12.

3. Invite a few students to share their responses.

Key Ideas

- Phillis Wheatley believes that Caldwell, Attucks, Gray, and Maverick will be famous because they died fighting for freedom during the Boston Massacre.
- Phillis Wheatley believes the Boston Massacre will be remembered because of the way colonists were shot and killed by the British soldiers.
- Phillis Wheatley believes the Boston Massacre showed that the colonists value freedom because they were willing to die for it.

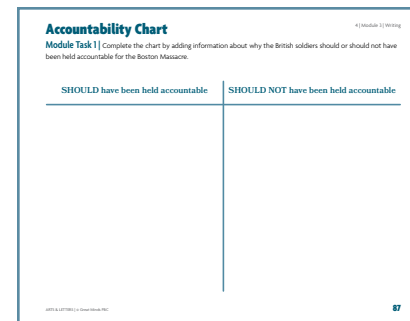
4. Display the Knowledge Card for *propaganda*, and direct attention to the image to spark students' memory. Remind students that propaganda includes information, images, or statements used to persuade someone to support or oppose an idea or person.
5. Instruct students to use a nonverbal signal (e.g., stand for yes or remain seated for no) to respond to this question:

 **In your opinion, do you think Wheatley's poem is propaganda?**

6. Invite a few students to explain their opinions.

Write | Develop Reasons to Support an Opinion | 21 minutes

1. Remind students that just as Wheatley formed an opinion about the Boston Massacre, they have formed opinions about whether the British soldiers should have been held accountable. Direct students to the Accountability Chart for Module Task 1, located in the *Learn* book. Instruct students to review the information for the opinion they chose in the previous lesson.
2. Display the following opinions on separate pieces of chart paper on opposite sides of the room:
 - The British soldiers should have been held accountable for the Boston Massacre.
 - The British soldiers should not have been held accountable for the Boston Massacre.



Accountability Chart
 Module Task 1 | Complete the chart by adding information about why the British soldiers should or should not have been held accountable for the Boston Massacre.

SHOULD have been held accountable	SHOULD NOT have been held accountable

3. Tell students that they will follow the instructional routine *Take a Stand* to develop reasons that support each opinion. Explain how this routine works. First, you read aloud the displayed opinions. Next, students move to the side of the room with the chart that displays their chosen opinion. Then, they discuss with others who chose the same opinion why they chose it and write their reasons on the chart. Each group shares their reasoning with the rest of the class. Finally, students can move to the other side of the room if they find that group's reasoning more compelling than their original group's ideas. If students have changed positions and if time allows, students may continue the discussion with their new group and share their reasoning with the class.
4. Lead students through *Take a Stand*.

Language Support

Display the term *accountable* and its definition. Instruct students to first discuss and then write reasons for why the British soldiers should have been or should not have been held responsible for the Boston Massacre.

5.  **Introduce the learning task.** Instruct students to independently review the reasons in the chart that matches their chosen opinion and select two reasons they think best support their opinion. Tell students to write the two reasons on their accountability chart in the column that represents their opinion.

Analyze Student Progress

Monitor: Do students choose two reasons that best support their chosen opinion?

Offer Immediate Support: If students need additional support choosing reasons, direct attention to the chart from *Take a Stand* that matches their opinion. Ask this question: Which two reasons best describe why you think the way you do?

Plan Future Practice: Students practice developing reasons for Module Task 2 in lesson 16.

6. Invite a few students to share their reasons for their chosen opinion.

Key Ideas

- **should have been held accountable:** soldiers attacked first, soldiers hurt the colonists, only colonists were killed
- **should not have been held accountable:** colonists started the fight, soldiers were doing their job, colonists blamed the soldiers even though most were found innocent

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how a poet may describe a historical event?
- What did you learn from “On the Affray in King Street”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.B

MM.10.4 Argument: MM.10.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 8

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read an article about Crispus Attucks and reflect on what they have learned about the Boston Massacre. Students express their knowledge by using a modal. During writing instruction, students examine the Writing Model for Module 3 to identify the writer's opinion and the reasons and evidence that support the opinion. This work prepares students for Module Task 1, for which they will write an opinion essay with reasons and evidence.

P A Prologue to lesson 8 is available for students who need additional support.

Learning Goals

Express knowledge gained from studying "Massacre in King Street" and *The Boston Massacre*.

LEARNING TASK: Write at least four knowledge statements about the texts, using a modal in at least one knowledge statement.

Examine the opinion, reasons, and evidence in the Writing Model for Module 3.

LEARNING TASK: Explain how a writer supports an opinion.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge from the Texts
- **Respond:** Express Knowledge
- **Write:** Examine an Opinion Essay

LAND

Synthesize Learning

Materials

TEACHER

- “Massacre in King Street” (digital platform)
- *The Boston Massacre* (digital platform)
- Graves of the Five Men Killed in the Boston Massacre (digital platform)
- “Crispus Attucks” (digital platform)
- Timeline of the American Revolution (lesson 2)

STUDENTS

- “Crispus Attucks” (*Learn book*)
- Sentence Strategies for Module 3 (*Learn book*)
- World Knowledge Statements for Module 3 (*Learn book*)

- Writing Model for Module 3 (*Learn book*, Writing)
- journal
- Checklist for the Writing Model (*Learn book*, Writing)

Preparation

- Determine how to display “Massacre in King Street” and *The Boston Massacre* simultaneously. See the Launch section for details.
- Familiarize yourself with the term *modal*. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for “Massacre in King Street” (*Learn book*, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Simultaneously display “Massacre in King Street” and *The Boston Massacre*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will review the knowledge they have gained about the Boston Massacre from the texts to write knowledge statements.

**LEARN** 53 minutes

Read | Review Knowledge from the Texts | 12 minutes

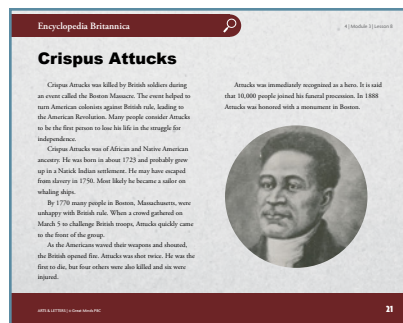
1. Display Graves of the Five Men Killed in the Boston Massacre. Ask this question:

Who does this gravestone honor?

Reinforce the correct response: Gray, Maverick, Caldwell, Attucks, Carr, and Snider—all colonists who died as a result of the Boston Massacre.

2. Tell students that they will learn more about one of the people who was killed during the massacre: Crispus Attucks. Display “Crispus Attucks,” and direct students to the page in their *Learn* book. Tell students to follow along as you read the text. Instruct students to listen closely for details that describe Crispus Attucks.
3. Ask this question:

What did you learn about Crispus Attucks?



Key Ideas

- Attucks was the first person to lose his life during the Boston Massacre; he was shot twice. Many people attended his funeral.
- Attucks was of African and Native American descent.
- Attucks was born around 1723.
- Attucks escaped slavery and probably became a sailor.
- A monument in Boston honors Attucks.

4. Direct attention to the World Knowledge Chart. Add a few student-generated knowledge statements to the chart.
5. Instruct students to read the knowledge statements. Ask these questions:

 **What did you learn about the Boston Massacre from “Massacre in King Street”?**

 **What did you learn about the event from *The Boston Massacre*?**

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for “Massacre in King Street” or their Notice and Wonder Chart for Work of Art 1, located in the *Learn* book (lesson 3).

Key Ideas

- **“Massacre in King Street”:** The colonists were angry at the British soldiers and let the soldiers know it by shouting and throwing things at them. The British soldiers were outnumbered by the colonists. What began as a disagreement between one colonist and one soldier grew into a deadly fight involving many people.
- ***The Boston Massacre*:** In his print, Paul Revere made the British soldiers look as if they had attacked the colonists. He used composition such as straight lines and bright colors to draw viewers’ attention to a specific area and to make viewers feel anger toward the soldiers.

Respond | Express Knowledge | 23 minutes

1. Remind students that while studying these texts, they learned about the actions of the colonists and the British soldiers. Ask this question:

... **What do you call words that describe actions?**

Reinforce the correct response: verbs.

2. Explain that sometimes one verb needs the help of another verb to express an action more clearly. A modal is a specific type of helping verb.
3. Direct students to Sentence Strategies for Module 3, located in the *Learn* book. Direct attention to Strategy 7. Read aloud the strategy.
4. Choral Read the example modals.
5. Read aloud the sample sentences. Ask these questions:

... **Which words in the sentences are the same?**

... **Which words are different?**

Reinforce the correct responses:

- **same**—the, colonists, protest
- **different**—can, may, must

Emphasize that only the modal that comes before the verb *protest* changes in each sentence.

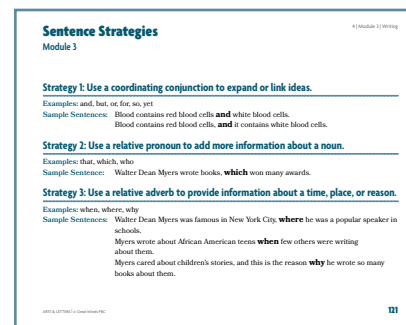
6. Facilitate a brief discussion of this question:

... **How does changing the modal affect the meaning of the sentences?**

Differentiation Support

To help students compare the modals, ask these questions:

- What does *can protest* express?
- What does *may protest* express?
- What does *must protest* express?



Reinforce the correct response: The modals help the verbs express different ideas within the sentences. In the first sentence, the colonists are able to protest; in the second sentence, they may possibly protest; in the third sentence, they are required to protest.

7. Instruct students to add a modal to each sentence in the Your Turn section. Invite a few students to share their sentences.

Teacher Note

The sentences in the Your Turn section have multiple correct responses.

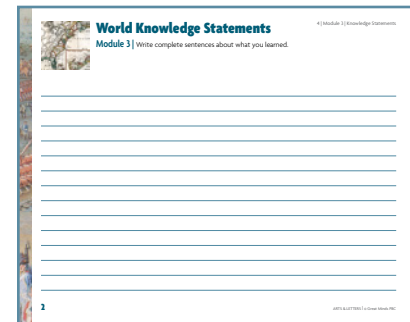
8. Direct attention to the World Knowledge Chart. Instruct students to work with a partner to use ideas from the chart to orally create sentences that include modals.

Language Support

To help students craft a sentence with a modal, provide the following sentence frames:

- An artist can _____.
- An author might _____.

9.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write at least four knowledge statements to express knowledge they gained from “Massacre in King Street” and *The Boston Massacre*. Tell students to include a modal in at least one knowledge statement.



Analyze Student Progress

Monitor: Do students write knowledge statements that demonstrate knowledge about the Boston Massacre, using a modal in at least one knowledge statement?

Offer Immediate Support: If students need additional support expressing knowledge by using a modal, provide this sentence frame: During the Boston Massacre, the colonists felt they _____. Instruct students to begin their response with a modal.

Plan Future Practice: Students practice expressing knowledge about the Boston Tea Party in lesson 9.

10. Invite a few students to share their knowledge statements.

Key Ideas

- The British soldiers felt they must protect themselves.
- The colonists decided they could stand up to the soldiers.
- Both groups may have let their anger get the best of them.
- Imbalance in a work of art can make one group seem stronger, as the British soldiers do in *The Boston Massacre*.
- Viewers of *The Boston Massacre* may feel angry based on what they see in the print.
- Artists may choose to change the details of a historical event.

Write | Examine an Opinion Essay | 18 minutes

1. Display the Timeline of the American Revolution. Ask this question:



What events led to the American Revolution?

Key Ideas

- taxes, such as the Stamp Act, the Townshend Act, the Tea Act
- unfair laws, such as the Declaratory Act and the Intolerable Acts
- Boston Massacre
- Boston Tea Party

2. Tell students they will explore a writer's response to a prompt that focuses on one of those events—Great Britain's decision to tax the colonies.

3. Display only the prompt for the Writing Model for Module 3, and instruct students to read it.

4. Facilitate a brief discussion of this question:



Is there more than one answer to this prompt? Explain why.

Differentiation Support

To help students discuss differences in opinions, prompt them to consider how the British may respond to the question.

Key Ideas

- Yes, there is more than one answer because people can have different opinions.
- Yes, Americans may think it wasn't right for Great Britain to tax the colonies, but British people may think it was.

5. Use responses to reinforce that people can have different opinions because an opinion is a personal belief or judgment, and different people can have different ways of thinking.
6. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Explain that the writer of the writing model wrote an essay to share what they think about Great Britain requiring the colonists to pay taxes.

Teacher Note

Students use the writing model throughout the module. It shows them the structure they will be expected to follow in their writing. The on-target writing model is an example of an essay that fully meets the on-target criteria from the End-of-Module Task rubric. The advanced writing model is an example of an essay that exceeds some criteria for the End-of-Module Task. See the Assessment Guide for more information. The *Learn* book includes two copies of each writing model. Students color-code one copy according to the Painted Essay® and annotate the other for specific essay components. Examples in lessons and key ideas align with the on-target writing model.

Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to provide more sophisticated elaboration and include multiple instances of topic-specific vocabulary. Use the advanced writing model to support instruction for these students.

On-Target Writing Model

Prompt: Was it right for Great Britain to require the colonists to pay taxes?

Before the American Revolution, Great Britain was in charge of the colonies. Great Britain was not right when it required the colonists to pay taxes. Great Britain was wrong because the colonists did not have representation in Parliament, and because the number of items being taxed was unfair.

Great Britain was wrong to require that the colonists pay taxes because the colonists did not have representation in Parliament. In "Seeds of Revolution" it says, "How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?" This shows that none of the colonists could share their opinion with Parliament before they were required to pay taxes. James Otis said, "Taxation without representation is tyranny." This means taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

Another reason Great Britain was wrong when it required that colonists pay taxes is that they taxed too many items. One of the tax acts taxed all printed papers in the colonies. The act taxed papers such as stamps and newspapers. Later, the Townshend Acts passed, and they

Notes

Advanced Writing Model

Prompt: Was it right for Great Britain to require the colonists to pay taxes?

Before the American Revolution, Great Britain oversaw the colonies. Was Great Britain right to require the colonists to pay taxes? No. Great Britain was not right when it required that the colonists pay taxes. Great Britain was wrong because the colonists did not have any representation in Parliament, and because the number of items being taxed was unfair.

Great Britain was wrong to require that the colonists pay taxes because the colonists did not have representation in Parliament. In "Seeds of Revolution," it says, "How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?" Without representatives in Parliament, none of the colonists could share their opinion with Parliament, but they were required to pay taxes. James Otis said, "Taxation without representation is tyranny." Without a doubt, taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

Another reason Great Britain was wrong when requiring that colonists pay taxes is that too many goods were being taxed. One of the tax acts, the Stamp Act, taxed all printed papers in the colonies. The act taxed

7. Instruct students to read the introductory paragraph of the writing model and to annotate the writer's opinion. Ask this question:

 **What is the writer's opinion?**

Reinforce the correct response: Great Britain was not right when it required the colonists to pay taxes.

8. Instruct students to annotate the reasons why the writer thinks the way they do. Ask this question:

 **Why does the writer think Great Britain was not right to require the colonists to pay taxes?**

Reinforce the correct responses:

- The colonists did not have representation in Parliament.
 - The number of items being taxed was unfair.
9. Tell students to read the remaining paragraphs in the writing model. Instruct students to work with a partner to annotate the evidence that supports the two reasons.
 10. Invite a few students to share their annotations, and reinforce the correct responses:
 - “In ‘Seeds of Revolution’ it says, ‘How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?’”
 - “James Otis said, “Taxation without representation is tyranny.””
 - “One of the tax acts taxed all printed papers in the colonies.”
 - “Later, the Townshend Acts passed, and they included taxes for other things like glass and tea.”

- 11. 🎯 Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How does the writer of the writing model support their opinion?

Analyze Student Progress

Monitor: Do students explain that the writer supports their opinion with reasons and evidence?

Offer Immediate Support: If students need additional support explaining how the writer of the writing model supports an opinion, direct them to their annotations, and ask these questions: What does the writer include in their essay? How are the parts of the essay connected?

Plan Future Practice: Students practice collecting evidence for Module Task 1 in lesson 10.

- 12.** Direct students to the Checklist for the Writing Model, located in the *Learn* book. Instruct students to read the checklist. Facilitate a brief discussion of this prompt:

💬 **Explain how the writing model meets the criteria in the checklist.**

Use responses to emphasize that the writing model includes all components identified in the checklist.

	Review 1	Review 2
Knowledge		
shows knowledge about how the British taxed the colonists	☐	☐
shows knowledge of the effects of Great Britain's taxes on the colonists	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐

- 13.** Tell students that they will return to the writing model in a future lesson to explore how the writer used the Painted Essay® to organize their opinion.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does the pursuit of freedom inspire people's actions?**

2. Use responses to reinforce these Knowledge Threads:
 - People's experiences during the American Revolution era shaped their opinions about liberty.
 - People respond in a variety of ways when they think something is unfair or unjust.
 - An author's or artist's choices in craft and composition can influence and persuade their audience.

Teacher Note

As needed, prompt students to reflect on what they learned by asking question such as these:

- What actions did the colonists take before, during, and after March 5, 1770?
- How do authors and artists influence an audience?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.11.4 Connections: MM.11.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.4.4 Expression

DF Develop Foundations

DF.10.4 Verbs: DF.10.4.B

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 9

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read “Detested Tea” to build knowledge of the Boston Tea Party. Students explain why the colonists detested British tea and how the Boston Tea Party eventually helped lead to the American Revolution. During writing instruction, students compare the organization of the Writing Model for Module 3 to the Painted Essay®—Opinion. Students then explain how the structure of the Painted Essay® helps writers share opinions.

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Build knowledge of the Boston Tea Party from “Detested Tea.”

LEARNING TASK: Explain why the colonists detested British tea.

Analyze how the Painted Essay® supports a writer in sharing an opinion.

LEARNING TASK: Describe how the Painted Essay®—Opinion helps a writer organize an opinion essay.

Vocabulary

detest (v.)

unify (v.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Detested Tea”
- **Respond:** Explain the Boston Tea Party
- **Write:** Analyze the Painted Essay®—Opinion

LAND

Reflect on Learning

Materials

TEACHER

- “Detested Tea” (digital platform)
- Timeline of the American Revolution (lesson 2)
- Knowledge Card: *unify*
- Painted Essay®—Informative (digital platform)
- Painted Essay®—Opinion (Reference Charts appendix)

STUDENTS

- “Detested Tea” (*Learn* book)
- 5 W’s and 1 H for “Detested Tea” (*Learn* book)
- journal
- Writing Model for Module 3 (*Learn* book, Writing)
- coloring utensils: red, green, yellow, and blue

Preparation

- Familiarize yourself with the full-color Painted Essay®, located in the Reference Charts appendix.
- Determine how to display side by side the Painted Essay®—Informative and the Painted Essay®—Opinion. See the Write section for details.
- Determine how students will color the Writing Model for Module 3. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Detested Tea.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will build knowledge about the Boston Tea Party by reading the text “Detested Tea.”



LEARN 53 minutes

Read | Read “Detested Tea” | 21 minutes

1. Lead students in a Whip Around to answer this question:

After the Boston Massacre, how did many colonists feel about living under British rule?

Key Ideas

- angry
 - as if they were being treated unfairly
 - distrustful of the British
 - sad about the Boston Massacre
2. Tell students that after the Boston Massacre, tensions continued to rise between the British and the American colonists. Tell students that they will learn about another event, the Boston Tea Party, which contributed to this tension.

3. Display the Timeline of the American Revolution. Point to these events: the Boston Massacre and the Boston Tea Party. Ask this question:

☞ **How long after the Boston Massacre did the Boston Tea Party take place?**

Reinforce the correct response: three years later.

4. Display 5 W's and 1 H for "Detested Tea," and direct students to the page in their *Learn* book.

Remind students that they can use the question words *who*, *what*, *where*, *when*, *why*, and *how* to learn about an event. Tell students that they will use these question words to learn more about the Boston Tea Party.

5. Direct students to "Detested Tea," located in the *Learn* book. Read aloud paragraphs 1–2, starting with "The three ships." Instruct students to listen for who was involved and what was happening.

Ask these questions:

☞ **Who was involved?**

☞ **What was happening?**

Reinforce the correct responses:

- **Who?**—Governor Thomas Hutchinson and Boston residents
- **What?**—standoff about taxes and tea

Teacher Note

While the text uses the term *Indian*, *Arts & Letters* materials use the terms *Native American*, *Native peoples*, and *Native nations* when a specific tribal nation name is unavailable. *Arts & Letters* materials use *Native* as an adjective to mean "of or relating to members of Native American, Alaska Native, and Native Hawaiian groups."

L9 | 5 W's and 1 H
 "Detested Tea" | Read "Detested Tea," and answer the questions.

Who? _____

What? _____

Where? When? _____

Why? _____

How? _____

27

6. Instruct students to add this information to the Who and What sections of 5 W's and 1 H for "Detested Tea."
7. Instruct students to finish reading "Detested Tea" and annotate details that answer these questions:
 - Where and when did this event take place?
 - Why did this event happen?
 - How did the event happen?

Language Support

Based on your students' needs, define select words with a synonym (e.g., *impose*, *surplus*) prior to independent reading.

8. Instruct students to discuss their annotations with a partner and to add responses to 5 W's and 1 H for "Detested Tea."

Listen for students to determine the correct responses:

- **Where? When?**—Boston, Massachusetts; December 16, 1773
- **Why?**—The colonists thought the tea tax was unfair; Hutchinson refused to give the tea ships a pass so they could return to Great Britain.
- **How?**—The Sons of Liberty threw tea overboard during the Boston Tea Party.

Differentiation Challenge

To encourage students to evaluate sources, ask these questions: Is "Detested Tea" an example of propaganda or an informational text? How do you know?

Respond | Explain the Boston Tea Party | 14 minutes

1. Introduce the vocabulary term *detest* by displaying it, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
2. Instruct students to review the text and then work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Definition

detest (v.): to dislike somebody or something very strongly

3. Ask this question:

 **What does the title “Detested Tea” reveal about how colonists felt about British tea?**

Reinforce the correct response: They strongly disliked British tea.

4.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: Why did colonists detest British tea? Tell students to include details from the text in their response.

Analyze Student Progress

Monitor: Do students support their understanding of why colonists detested British tea by using details from the text?

Offer Immediate Support: If students need additional support describing why colonists detested British tea, provide this sentence frame: Colonists detested British tea because _____.

Plan Future Practice: Students practice explaining how characters in *Colonial Voices* felt about the tea tax during lesson 12.

5. Invite a few students to share their responses.

Key Ideas

- Colonists detested British tea because it represented British control over the colonists' lives.
- Colonists detested British tea because it was a symbol of taxation without representation.
- Colonists detested British tea because it might lead to more taxes. If they accepted the tea, Parliament might tax them even more.

6. Introduce the vocabulary term *unify* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

unify (v.): to cause people or things to be joined or brought together

7. Ask this question:



How did the Boston Tea Party help unify the colonists?

Key Ideas

- It gave them a common goal of resisting British rule.
- It brought colonists from all 13 colonies together to support Boston.
- It led to a group of delegates from all 13 colonies meeting in the First Continental Congress.

8. Tell students that as they continue to read texts about the Boston Tea Party, they will learn whether all colonists agreed with one another.

9. Instruct students to Think–Pair–Share to answer this question:



How did the Boston Tea Party help lead to the American Revolution?

Key Ideas

- It was the first major act of defiance against British rule in the colonies.
- It led to the First Continental Congress.
- It unified the colonists against Great Britain.

Write | Analyze the Painted Essay®—Opinion | 18 minutes

1. Remind students that in a previous lesson, they read an essay in which a writer answers this prompt:
Was it right for Great Britain to require the colonists to pay taxes?
2. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Facilitate a brief discussion of these questions:



What does the writer include in their essay to respond to the prompt?



What does the writer include to support their response?

Key Ideas

- an opinion or personal belief
- reasons for the opinion
- evidence to support the reasons
- elaboration for the evidence
- a sentence that tells why the opinion matters

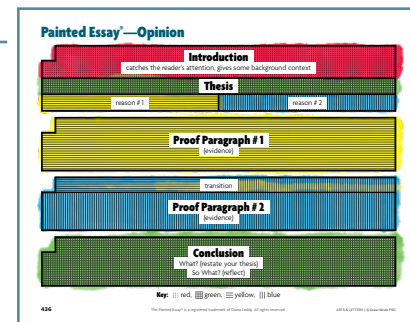
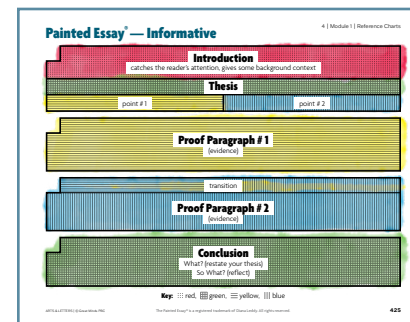
3. Tell students that in this lesson they will revisit the Painted Essay® to see how it helped the writer share their opinion. Display side by side the Painted Essay®—Informative and the Painted Essay®—Opinion. Ask these questions:

How are the Painted Essay®—Informative and the Painted Essay®—Opinion similar?

How are they different?

Key Ideas

- **similar:** Both use four paragraphs—an introductory paragraph, proof paragraph 1, proof paragraph 2, and a concluding paragraph. The introduction catches the reader's attention and includes a thesis and evidence. Proof paragraph 2 begins with a transition. The conclusion answers *what?* and *so what?*
- **different:** The thesis in the Painted Essay®—Informative has two points. The thesis in the Painted Essay®—Opinion has two reasons. The thesis in the Painted Essay®—Informative shares the topic of the essay, while the thesis in the Painted Essay®—Opinion shares the writer's opinion.



Teacher Note

The Painted Essay® is a visual representation of the organization of an essay and its individual parts. Using an organizational structure such as this creates a shared language between students and the teacher; it also helps students organize their thinking and communicate clearly and effectively. Based on student needs, annotate the parts with patterns, labels, or variations of the standard colors. For additional support, use familiar analogies or a textured model to demonstrate the relationship between parts of the essay.

4. Instruct students to Think–Pair–Share to answer this question:

What do the colors represent in the Painted Essay®?

Key Ideas

- different parts of an essay
- **red:** introduction
- **green:** thesis, conclusion
- **yellow:** reason 1, proof paragraph 1
- **blue:** reason 2, proof paragraph 2

5. Distribute red, green, yellow, and blue coloring utensils to each student. Instruct students to color-code the writing model to the Painted Essay®—Opinion.**Differentiation Support**

Allow students to work with a partner to color-code the writing model.

Language Support

To help students color-code the transition that begins proof paragraph 2, remind them that a transition can be a word or phrase.

6.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Explain how the Painted Essay®—Opinion helps a writer share an opinion in an organized way.
-

Analyze Student Progress

Monitor: Do students share how each part of the Painted Essay®—Opinion helps a writer organize an opinion essay?

Offer Immediate Support: If students need additional support explaining how the Painted Essay®—Opinion helps a writer organize an opinion essay, ask these questions: What does the Painted Essay®—Opinion tell a writer to include in an opinion essay? How do the colors help a writer share those things?

Plan Future Practice: Students practice using the Painted Essay®—Opinion structure for Module Task 1 in lesson 12.

7. Invite a few students to share their responses.

Key Ideas

- helps a writer share their opinion, reasons, and evidence in a way that is easy for readers to follow and understand
- helps a writer connect their thesis to the body paragraphs and the concluding paragraph

8. Tell students that they will use the Painted Essay® structure to write opinion essays in this module just as the writer of the writing model did.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Boston Tea Party?
- What did you learn from “Detested Tea”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 10

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students examine and listen closely to *Colonial Voices*. Students write and share what they notice, and they ask related questions. They work to develop fluency by reading a passage from the text with accuracy. During writing instruction, students examine textual evidence in the Writing Model for Module 3. Then students select evidence to add to their evidence organizer.

Learning Goals

Notice and wonder about *Colonial Voices*.

 **LEARNING TASK:** Write at least three things you notice about *Colonial Voices* and at least three related questions.

For Module Task 1, select evidence that supports a thesis and reasons.

 **LEARNING TASK:** Write evidence that supports a thesis and reasons on the Evidence Organizer for Module Task 1.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Listen Closely to *Colonial Voices*
- **Respond:** Notice and Wonder About the Text
- **Write:** Collect Evidence for an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *Colonial Voices*
- class Notice and Wonder Chart for *Colonial Voices* (*Learn* book)
- Fluency Reference Chart (Reference Charts appendix)
- “Difficult Choices” (digital platform)

STUDENTS

- *Colonial Voices*
- Notice and Wonder Chart for *Colonial Voices* (*Learn* book)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Accountability Chart for Module Task 1 (*Learn* book, Writing)
- Writing Model for Module 3

Preparation

- *Colonial Voices* is an unpaginated text. Number your text; begin with the second title page (where the author’s name appears) as page 1. Pages on the left will be even, and pages on the right will be odd.
- Determine how to assign students to different monologues in *Colonial Voices*. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Colonial Voices* and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Colonial Voices*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *Colonial Voices* by reading aloud the title, author, and illustrator. Tell students that in this lesson they will listen closely to *Colonial Voices* and share what they notice and wonder about it. Then they will work to develop fluency by reading a monologue from the text with accuracy.

Teacher Note

Fluency practice occurs during arc B instruction. Students will refine their understanding of the elements of fluency and have an opportunity to practice fluently reading the monologues from *Colonial Voices*.

LEARN 53 minutes

Read | Listen Closely to *Colonial Voices* | 18 minutes

1. Tell students that they have built knowledge about what happened during the Boston Tea Party by reading an informational text. Now they will read a fictionalized account of the Boston Tea Party to better understand the different opinions people had about the tea tax.
2. Instruct students to examine the front and back covers of *Colonial Voices*.
3. Read aloud the book's description on the back cover.
4. Display the class Notice and Wonder Chart for *Colonial Voices*. Ask this question:

 **What do you notice and wonder about the front and back covers?**

As students share, add a few responses to the class chart.

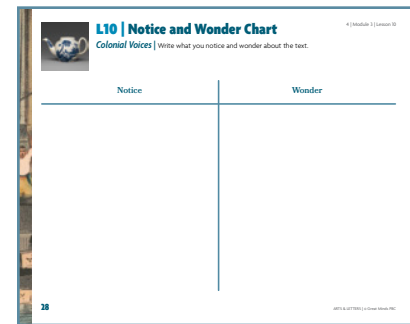
5. Read aloud *Colonial Voices*. Instruct students to follow along as you read and to annotate any unknown words. Tell students that as they read, they may check the glossary on page 39 to define unknown words.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *errand*, *rabble-rousing*).

Respond | Notice and Wonder About the Text | 17 minutes

1. Tell students that now that they have read the text, they will note what they notice and wonder about it.
2.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for *Colonial Voices*, located in the *Learn* book. Instruct students to write at least three things they notice and at least three related questions about *Colonial Voices* on their charts.



The image shows a 'Notice and Wonder Chart' for the text 'Colonial Voices'. The chart is a table with two columns: 'Notice' and 'Wonder'. The title 'L10 | Notice and Wonder Chart' is at the top left, followed by 'Colonial Voices | Write what you notice and wonder about the text.' The chart is divided into two main sections by a vertical line. The left section is labeled 'Notice' and the right section is labeled 'Wonder'. There are three rows for writing. The chart is part of a larger document, as indicated by the page number '10' at the bottom left and the text '© 2013 by Great Minds. All rights reserved.' at the bottom right.

Analyze Student Progress

Monitor: Do students make coherent connections between what they notice and what they wonder about *Colonial Voices*?

Offer Immediate Support: If students need additional support noticing something and asking a related question, encourage them to focus on a specific part of the text (e.g., pages 6–7) and ask these questions: What do you notice about this illustration? What does this make you wonder?

Plan Future Practice: Students practice noticing things and asking questions about *The Scarlet Stockings Spy* in lesson 24.

3. Invite a few students to share their responses. Add responses to the class chart.

4. Ask this question:

 **What is unique about the way this story is told?**

Key Ideas

- Each character tells their own story in their own words.
- The characters use words such as *I*, *me*, and *my* to tell their stories.
- The story is told using the voices of many different characters, not just one main character.

Explain that this story is told through monologues. A monologue is a long speech given by one character in a text or play. Each character in *Colonial Voices* has their own monologue, which allows them to use their own voice to explain their part in the story. The reader learns details about each character from reading their monologue.

5. Tell students that now that they have read *Colonial Voices* with curiosity, they will work to gain fluency by reading aloud passages from the text. Explain that they each will be responsible for reading a monologue from *Colonial Voices* with fluency.6. Display the Fluency Reference Chart. Choral Read the definition of *fluency*. Direct attention to the accuracy row, and remind students that reading with accuracy means correctly decoding the words in a text. Remind students that they have practiced using context and knowledge to make self-corrections to mistakes they made while decoding.

4 | Module 3 | Reference Charts

Fluency Reference Chart	
fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate	
accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

©2014 Great Minds[®]. All rights reserved. 437

7. Ask this question:

 **How does reading with accuracy help readers understand a text?**

Reinforce the correct response: Readers must be able to read words correctly to determine the meaning of a text.

8. Tell students that you will demonstrate how to read “The Errand Boy” monologue with accuracy, and then students will practice reading their assigned monologues with accuracy.

Teacher Note

There are 16 monologues in *Colonial Voices*. Some students will be assigned to work on the same monologue, but each of them will be responsible for the entire selection. Consider length and word choice challenges when assigning students their monologue.

9. Direct students to page 5 in *Colonial Voices*. Read aloud page 5, starting with “The Errand Boy.” Instruct students to follow along and to annotate unknown words.

Invite a few students to share a word that they annotated. Explain how to decode a challenging word (e.g., *Loyalist*) using guidance from your foundational skills program.

10. Assign each student one monologue from *Colonial Voices*.

Differentiation Support

To help students who may benefit from hearing an explicit fluency model, assign “The Errand Boy” for individual fluency practice.

11. Direct students to independently read their monologue, annotating unknown words.
12. Pair students reading the same monologue. Instruct students to practice reading their monologues aloud, focusing on accuracy. Remind students to use context to quickly self-correct small mistakes in the moment.

Language Support

To help multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently read English.

13. Remind students that reading with accuracy helps them to better understand a text. Explain that throughout the next several lessons, students will practice reading aloud their monologue on their own.

Write | Collect Evidence for an Opinion | 18 minutes

1. Tell students that they will begin crafting their opinion essays by writing their thesis and collecting supporting evidence.
2. Display the Evidence Organizer for Module Task 1, and direct students to the page in their *Learn* book. Choral Read the prompt. Remind students that their thesis will answer this question.
3. Ask these questions:

... **What is the purpose of the first sentence of your thesis?**

... **What is the purpose of the second sentence of your thesis?**

Differentiation Support

To help students recall the purpose of each sentence, direct them to review the color-coded writing model.

Reinforce the correct responses:

- **first sentence**—states the writer's opinion
- **second sentence**—provides reasons that support the writer's opinion

4. Direct students to the Accountability Chart for Module Task 1, located in the *Learn* book. Remind students that in a previous lesson, they chose their opinion and wrote down supporting reasons. Instruct students to review their opinion and reasons.

Evidence Organizer

Module Task 1 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

ARTS & LETTERS | © Great Minds PBC 89

Accountability Chart

Module Task 1 | Complete the chart by adding information about why the British soldiers should or should not have been held accountable for the Boston Massacre.

SHOULD have been held accountable	SHOULD NOT have been held accountable

ARTS & LETTERS | © Great Minds PBC 87

5. Direct attention to the thesis section of the Evidence Organizer for Module Task 1. Instruct students to write their two-sentence thesis, using their selected opinion and reasons.

Key Ideas

- The British soldiers should have been held accountable for the Boston Massacre. The soldiers were to blame because they attacked the colonists first, and because many colonists were hurt and killed in the attack.
- The British soldiers should not have been held accountable for the Boston Massacre. The soldiers were attacked first by the colonists, and they were trying to do their job to keep order in Boston.

Teacher Note

If students require further support to craft their thesis, refer them to the Writing Model for Module 3.

6. Ask this question:



How do writers of opinion essays support their opinion and reasons?

Reinforce the correct response: by including textual evidence that supports their points.

7. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Direct attention to the proof paragraphs. Instruct students to work with a partner to annotate the textual evidence in the proof paragraphs.

Look for students to determine the correct responses:

- **proof paragraph 1**—“In ‘Seeds of Revolution’ it says, ‘How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?’”; “James Otis said, ‘Taxation without representation is tyranny.’”
- **proof paragraph 2**—“One of the tax acts taxed all printed papers in the colonies”; “Later, the Townshend Acts passed, and they included taxes for other things like glass and tea.”

8. Instruct students to Think–Pair–Share to answer this question:



How is the evidence in proof paragraph 1 similar to and different from the evidence in proof paragraph 2?

Reinforce the correct responses:

- **similar**—The evidence in both proof paragraph 1 and proof paragraph 2 supports the writer’s opinion and reasons.
 - **different**—The evidence in proof paragraph 1 uses words taken directly from “Seeds of Revolution,” and these words are placed in quotation marks. The evidence in proof paragraph 2 uses the writing model writer’s words, not the words from the text, and does not use quotation marks.
9. Explain that writers can use direct quotations or they can paraphrase to present evidence from the text. When writers use direct quotations, they use an author’s exact words. When writers paraphrase, they put evidence from the text in their own words.

When writers use direct quotations, they must put quotation marks around an author’s words. Writers choose to use direct quotations when an author’s words directly support their opinion and when the quotation is not too long. Writers paraphrase when they use a large chunk of text as evidence or when they do not need an author’s exact words to prove their point.

10. Remind students that by collecting textual evidence to build knowledge and support their thesis, they are doing research. Tell them that *research* means “careful study to find new knowledge about a subject.” Explain that collecting evidence from multiple texts is another important component of research.

Ask this question:



How does using evidence from more than one text help you build knowledge about a topic?

Key Ideas

- helps you learn a wider range of facts about a topic
- helps you understand different perspectives

Explain that students will complete other steps of the research process as they continue to build knowledge.

Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as determining a research focus and using key terms to narrow searches for relevant information, and apply them to a formal research project.

11. Ask this question:



Which of the texts that we have studied could you use to support your opinion and reasons?

Reinforce the correct responses: “Seeds of Revolution,” “Massacre in King Street,” “On the Affray in King Street,” and *The Bloody Massacre*.

Tell students that they can use these texts to find evidence that supports their opinion and reasons. Explain that they should both paraphrase and use direct quotations as evidence in their essays.

- 12.  Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 1. Instruct students to reread their thesis and reasons and to then add at least two pieces of evidence for each reason to their organizers. Tell students to include at least one direct quotation.

Analyze Student Progress

Monitor: Do students add at least two pieces of relevant textual evidence for each reason to their organizer, including at least one direct quotation?

Offer Immediate Support: If students need additional support identifying relevant textual evidence to support their reasons, direct them to the information they recorded in the Accountability Chart and ask this question: What information supports your thesis?

Plan Future Practice: Students practice collecting evidence for Module Task 2 in lesson 17.

Key Ideas

- **Reason:** The soldiers attacked first.
- **Evidence:** The soldiers started the fighting by firing at the colonists; “Angered by the insult, White struck Garrick with the butt of his rifle” (Clemens, par. 3); the soldiers fired in response to an object that was thrown at them.
- **Reason:** There were colonists hurt and killed in the attack.
- **Evidence:** “By morning, five colonists were dead, and six others were wounded” (Clemens, par. 4); Phillis Wheatley says that friends will miss those who were killed; the engraving shows colonists who are injured and lying on the ground.
- **Reason:** The soldiers were attacked by the colonists.
- **Evidence:** “In addition to shouting insults at the soldiers, the crowd began throwing things—a stone, some ice, a snowball” (Clemens, par. 4); Edward Garrick, a barber’s apprentice, insulted a British soldier; the colonists were furious and shouting at the soldiers.

13. Tell students that they will elaborate on their evidence during the next lesson.

LAND 5 minutes**Reflect on Learning**

1. Tell students that they will view a video to learn more about the American Revolution. Play “Difficult Choices.”

Teacher Note

Subsequent lessons do not include instructions to play “Difficult Choices.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

2. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Difficult Choices”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.e

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.B, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B, DF.5.4.C

DF.8.4 Punctuation: DF.8.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 11

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students use a story map to organize story elements as they follow Ethan, a character in *Colonial Voices*, on his route. Students use information from the story map to write a journal entry about Ethan's day. During writing instruction, students elaborate on their evidence to support their opinion and reasons. This work prepares students to draft an opinion essay for Module Task 1.

P A Prologue to lesson 11 is available for students who need additional support.

Learning Goals

Organize story elements from *Colonial Voices*.

LEARNING TASK: Write a journal entry about Ethan's day using first-person point of view.

For Module Task 1, elaborate on evidence.

LEARNING TASK: Add elaboration to the Evidence Organizer for Module Task 1.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Details in *Colonial Voices*
- **Respond:** Write a Journal Entry
- **Write:** Elaborate on Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *Colonial Voices*
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- *Colonial Voices*
- Story Map for *Colonial Voices* (*Learn* book)
- journal
- Writing Model for Module 3 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Colonial Voices* and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Colonial Voices*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will revisit *Colonial Voices* to examine Ethan's route and to record information on a story map.

LEARN 53 minutes

Read | Examine Details in *Colonial Voices* | 20 minutes

1. Direct students to the “Ethan’s Route” map pages at the beginning of *Colonial Voices*.

Ask this question:



What information do you learn from the map?

Key Ideas

- where and when the story takes place
- the names and locations of different characters
- when Ethan arrives at different destinations
- Ethan's route through Boston
- the layout of Boston in 1773

Emphasize that we learn details about the setting from the map. The story takes place over the course of a single day in Boston, 1773.

2. Remind students that *Colonial Voices* has many different characters, but students will focus on Ethan and his journey. Explain that they will continue to refer to the “Ethan’s Route” map pages as they read the text to determine what Ethan is doing, where he is, and when he arrives at each location.
3. Display the Story Map for *Colonial Voices*, and direct students to the page in their *Learn* book.

Remind students that a story map helps readers organize the important parts of a story, such as the events that happen during the beginning, middle, and end.

4. Read aloud page 5 of *Colonial Voices*, starting with “The Errand Boy.” Instruct students to follow along as you read and to pay close attention to the illustrations.
5. Instruct students to Think–Pair–Share to answer this question:

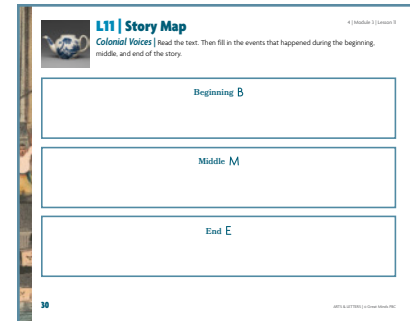
 **What is the problem of the story?**

Differentiation Support

If students need assistance identifying the problem, direct them to the portion of page 5 from “The Dartmouth, the” to “Let them try!”

Key Ideas

- tea ships in Boston Harbor
- the tea tax
- tea on ships must return to England or be taxed
- need for Ethan to share the notice about a final meeting



6. Ask these questions:

 **Who is the narrator?**

 **How do you know?**

Reinforce the correct responses:

- **narrator**—Ethan is the narrator.
 - **how do you know**—The third line of text says, “I am Ethan.” He uses words such as *I* and *my* to tell about his life and experiences.
7. Remind students that the characters in *Colonial Voices* use monologues to tell their stories. These monologues are told using the first-person point of view. Tell students that first-person point of view helps the reader learn about a character’s life, experiences, and opinions. Readers know when a character is using first-person narration because they use words such as *I*, *me*, and *my* to tell their story.
8. Read aloud page 6, starting with “The Printer.” Instruct students to follow along as you read and to pay close attention to who is telling the story.

Remind students to refer to the map pages to trace Ethan’s route and determine when he arrives at each location.

9. Ask these questions:

 **Is Ethan still the narrator?**

 **How do you know?**

Reinforce the correct responses:

- **narrator**—Ethan is not still the narrator. The Printer is the narrator.
- **how do you know**—The first line of text says, “I am the printer.” The Printer uses words such as *I* and *me* to describe her life and experiences.

10. Instruct students to add events from the beginning of the story to the Story Map for *Colonial Voices*.

Key Ideas

- Ships with tea sit in Boston Harbor.
- The Sons of Liberty do not want to pay the tea tax.
- Ethan will deliver notices and listen to what others think.
- The Printer sends Ethan to deliver newspapers and notices about a secret meeting.

11. Read aloud page 9, starting with “The Baker.” Instruct students to follow along as you read and to pay close attention to what Ethan is doing.

Remind students to refer to the map pages to trace Ethan’s route and determine when he arrives at each location.

12. Ask these questions:

 **What is Ethan doing?**

 **Why is he doing this?**

Key Ideas

- **what:** Ethan is delivering the secret notice; Ethan is making his rounds; Ethan is sharing a secret from the Sons of Liberty.
- **why:** The Sons of Liberty disagree with King George and Parliament about the tea tax; something needs to be done with the tea aboard the ships before midnight; Ethan is the errand boy, and it is his job to deliver the notices.

13. Instruct students to work with a partner to read pages 10–29, starting with “The Mistress of.” Remind students to focus on what Ethan is doing and to use the map pages to trace his route.

14. Instruct students to Think–Pair–Share to answer this question:

 **What happens in the middle of the story?**

Key Ideas

- Ethan travels around Boston.
- Ethan delivers notices about the secret meeting to many different people.
- Ethan listens to many different opinions about the tea tax.

Instruct students to add events from the middle of the story to the story map.

Respond | Write a Journal Entry | 18 minutes

1. Read aloud pages 30–34, starting with “A Son of.” Instruct students to listen for the resolution of the story.
2. Instruct students to Think–Pair–Share to answer this question:

 **What is happening at the end of the story?**

Key Ideas

- Governor Hutchinson refuses to send the tea back.
- The Sons of Liberty refuse to pay the tea tax.
- The Patriots throw all of the tea in the harbor.
- Ethan and the Sons of Liberty participate in the Boston Tea Party.

3. Instruct students to add events from the end of the story to their story map.

Differentiation Challenge

Direct students to page 33. Ask these questions: Who is the narrator? How do you know? Is this still first-person point of view?

4.  **Introduce the learning task.** Remind students that each monologue is told from the first-person point of view. Instruct students to use their story map to write a journal entry from Ethan's point of view that describes his day.
-

Analyze Student Progress

Monitor: Do students use accurate, relevant details from the text and their story map to craft a journal entry using first-person point of view?

Offer Immediate Support: If students need additional support summarizing Ethan's day, direct them to the "Ethan's Route" map pages and instruct them to review Ethan's day.

Plan Future Practice: Students practice describing a character's actions in *The Scarlet Stockings Spy* in lesson 25.

5. Tell students that during the next lesson they will continue to work with the different characters of *Colonial Voices* by analyzing their opinions.
6. Explain that students will continue to practice fluently reading their monologue. Display the Fluency Reference Chart and Choral Read the definition of fluency. Direct attention to the phrasing row. Remind students that fluent readers meaningfully group words into phrases and pause for punctuation, similarly to the way they speak during a conversation. This helps readers to make sense of the text.
7. Model how to use appropriate phrasing by reading aloud page 5, starting with "The Errand Boy." Emphasize short pauses between meaningful phrases (e.g., after "like servants") and after commas, and longer pauses after periods and exclamation points.

Instruct students to follow along and listen for short and long pauses that indicate conversational phrasing.

8. Ask this question:



Where did I pause while reading aloud?

Reinforce the correct responses:

- at the end of each paragraph
- after each period or exclamation point
- after reading meaningful phrases

9. Instruct students to read aloud their monologue with a partner, emphasizing correct phrasing.

Language Support

Instruct students to annotate their assigned monologue by using one slash mark (/) to show short pauses and two slash marks (//) to show longer pauses.

10. Tell students that they will continue to practice fluently reading their assigned monologue on their own.

Write | Elaborate on Evidence | 15 minutes

1. Remind students of the work they did to elaborate on evidence during Module 1.

Instruct students to Think–Pair–Share to answer this question:



Why is it important to elaborate on evidence in an essay?

Key Ideas

- to develop your evidence by explaining it or providing additional details
- to connect your evidence to your opinion and reasons

2. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Invite a student to read aloud the thesis.

3. Read aloud proof paragraph 1. Instruct students to annotate the elaboration.

Invite a few students to share their annotations.

Reinforce the correct responses:

- This shows that none of the colonists could share their opinion with Parliament before they were required to pay taxes.
- This means taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

4. Ask these questions:



Do these elaboration sentences explain the evidence or connect the evidence to the thesis? How?

Key Ideas

- The first elaboration sentence explains the evidence by showing that the colonists could not share their opinions about taxes because they had no representation in Parliament.
- The second elaboration sentence explains the evidence by explaining what James Otis meant by “Taxation without representation is tyranny.”
- They both connect the evidence to the thesis by further explaining why the writer thinks it was wrong for Great Britain to tax the colonies without representation.

5. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Instruct them to review their thesis.

6. Remind students that strong evidence includes relevant information from the text that supports their thesis. Instruct students to select two strong pieces of evidence to support each reason. Tell them to annotate that evidence in the evidence organizer.

Evidence Organizer

Module Task 1 Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis.

Elaborate on the evidence.

Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

ARTS & LETTERS | © Great Minds PBC

7. Instruct students to work with a partner to orally rehearse elaborating on one of their chosen pieces of evidence.

Language Support

To help students begin their elaboration, provide these sentence frames:

- This shows _____.
- This means _____.

8.  **Introduce the learning task.** Remind students that elaboration adds details that connects their evidence and thesis or explains their evidence. Instruct students to add elaboration for each piece of evidence they selected in their evidence organizer.

Analyze Student Progress

Monitor: Do students craft elaboration that develops and connects each piece of evidence to their thesis?

Offer Immediate Support: If students need additional support drafting elaboration, instruct them to identify a piece of evidence in their organizer and ask these questions: What else can you tell me about this piece of evidence? How does it connect to your thesis?

Plan Future Practice: Students practice elaborating on evidence for Module Task 2 in lesson 18.

9. Invite a few students to share an example of elaboration that connects their evidence to their thesis. Then invite a few students to share an example of elaboration that explains their evidence.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about elaborating on evidence?
- What did you learn from *Colonial Voices*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.9.4 Media: MM.9.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.B, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 12

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at character words and actions reveal?

OVERVIEW

Preview

In this Reveal lesson, students analyze the words and actions of characters in *Colonial Voices* to determine their opinion about the tea tax. Students infer whether a character is a Patriot, Loyalist, or neutral based on what the character says or does. During writing instruction, students review the elements of an introductory paragraph. They draft their introduction for Module Task 1 and begin drafting their opinion essays.

Learning Goals

Examine the words and actions of characters in *Colonial Voices*.

 **LEARNING TASK:** Determine the opinion of a character in *Colonial Voices*.

For Module Task 1, draft an introduction.

 **LEARNING TASK:** For Module Task 1, draft an introduction that includes a hook and thesis.

Vocabulary

Loyalist (n.)

neutral (adj.)

Patriot (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Words and Actions in *Colonial Voices*
- **Respond:** Analyze an Opinion
- **Write:** Draft an Introduction

LAND

Reflect on Learning

Materials

TEACHER

- *Colonial Voices*
- Knowledge Cards: *Patriot, Loyalist, neutral*
- class Characters' Opinions Chart for *Colonial Voices* (*Learn* book)
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- *Colonial Voices*
- Characters' Opinions Chart for *Colonial Voices* (*Learn* book)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)

Preparation

- Determine how students will complete Module Task 1. Students continue to work on this task in lesson 12–14. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Colonial Voices* and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Colonial Voices*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at character words and actions reveal?
3. Tell students that they will analyze words and actions to better understand characters' opinions about the tea tax.

LEARN 53 minutes

Read | Examine Words and Actions in *Colonial Voices* | 15 minutes

1. Ask this question:

 **How do people form opinions?**

Differentiation Support

Replay “Difficult Choices” to help students analyze how people form opinions.

Key Ideas

- People form opinions based on what is best for themselves and the people they care about.
- People form opinions based on their relationships with others.
- People form opinions by considering the impact issues will have on their future.
- People form opinions based on their experiences.

2. Instruct students to Think–Pair–Share to answer this question:

 **What differing opinions about the tea tax are represented in *Colonial Voices*?**

Reinforce the correct responses:

- Some people agreed with the tea tax and felt it was fair.
- Some people did not agree because they thought the tax was unfair taxation without representation.
- Some people did not see a benefit to choosing a side, so they did not pick one or the other.

Explain that each of these opinions was held by different groups of people.

3. Introduce the vocabulary terms *Patriot*, *Loyalist*, and *neutral* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration.

Instruct students to Think–Pair–Share to answer this question:

 **How are these definitions similar and different?**

Reinforce the correct responses:

- **similar**—The definitions are all about people; the definitions describe how people felt about independence from Great Britain during the time of the American Revolution.
- **different**—*Loyalist* and *Patriot* describe colonists with opposite opinions; Loyalists wanted to remain part of Great Britain, while Patriots wanted freedom; *neutral* describes someone who did not choose the side of the Patriots or the Loyalists.



Definitions

Patriot (n.): a colonist who wanted freedom from England

Loyalist (n.): a colonist who supported English rule over the colonies

neutral (adj.): not supporting either side of an argument, fight, or war

4. Direct attention to the word *Loyalist*. Point to the root *loyal*. Ask this question:

 **What does it mean to be loyal?**

Reinforce the correct response: to be true or faithful.

Explain that the suffix *-ist* refers to someone. Reinforce the definition of *loyalist* as someone who stays true or faithful—in this case, to Great Britain.

Differentiation Challenge

To promote vocabulary exploration, tell students that the term *Patriot* includes the root *patr*, which means “father.” Instruct students to brainstorm additional words that include this root (e.g., *paternal*, *patriotic*, *pattern*).

5. Display the class Characters' Opinions Chart for *Colonial Voices*, and direct students to the page in their *Learn* book. Explain that students will use this chart to examine whether some of the characters in *Colonial Voices* are Patriots, Loyalists, or neutral.
6. Direct students to page 6 of *Colonial Voices*. Engage students in Repeated Reading of page 6, starting with "The Printer." Instruct students to listen for the words and actions that reveal her opinion about the tea tax.

Who?	Are they a Patriot, a Loyalist, or neutral?
The Printer	
The Basket Trader	
The Barber/Wigmaker	

Ask these questions:

Is the Printer a Patriot, a Loyalist, or neutral?

What words and actions reveal the Printer's opinion about the tea tax?

Key Ideas

- **The Printer:** a Patriot
- **words and actions:** "terrible Tea Act"; "taxes to pay without any say"; *unfair* in all capital letters; prints the notice about the secret meeting for the Sons of Liberty

Teacher Note

Explain that the people whom the Printer refers to as "in-between" on page 6 would have been neutral because they did not choose a side. People chose to remain neutral for many reasons. Some colonists felt caught between the two sides, while some Native Americans and enslaved people may have felt like neither side represented their interests and purposefully chose not to pick.

7. Tell students that a character's words and actions often reveal a lot about their life and experiences. Sometimes, a character gives clues about why they formed their opinions or explains more about their thoughts. Think aloud to model how to use the Printer's actions and words to make a deeper inference about her opinion and what it reveals about her character.
8. Direct attention to the class Characters' Opinions Chart for *Colonial Voices*. Model how to complete the row for the Printer.

Sample Think Aloud

The Printer seems to think that the British have been unfair toward the colonists for a while. She talks about things from the past, like the Stamp Act and the Boston Massacre. Even though the Printer has her own opinion, she recognizes that her job is to print all sides of the story. She must be fair.

Respond | Analyze an Opinion | 20 minutes

1. Read aloud page 17 of *Colonial Voices*, starting with “The Basket Trader.” Tell students to listen carefully and to pay close attention to the Basket Trader’s words and actions for clues that reveal whether she is a Patriot, a Loyalist, or neutral.
2. Instruct students to work with a partner to complete the row on the chart for the Basket Trader.

Listen for students to address key ideas in their discussions.

Key Ideas

- **The Basket Trader:** neutral
 - **words and actions:** “Our people have already lost” is in all capital letters; “We will not fight their battle. It matters not who wins or loses”; the Basket Trader does not live in the town.
 - **what this reveals:** Colonists have harmed the Basket Trader’s people; there is no benefit to taking a side; the Basket Trader is part of a different community.
3.  **Introduce the learning task.** Instruct students to read page 22, starting with “The Barber/Wigmaker,” and complete the row on the chart to analyze the Barber/Wigmaker’s opinion about the tea tax.

Analyze Student Progress

Monitor: Do students accurately complete the chart by connecting the Barber/Wigmaker’s words and actions to his opinion as a Loyalist?

Offer Immediate Support: If students need additional support determining the Barber/Wigmaker’s stance, instruct them to pay close attention to words that are boldfaced, capitalized, or italicized for clues about the character’s opinion.

Plan Future Practice: Students practice using information to explain an opinion in “Ballad of the Tea Party” in lesson 15.

4. Invite a few students to share their responses.

Key Ideas

- **The Barber/Wigmaker:** a Loyalist
- **words and actions:** “Holding back on English goods is bad for business”; “Pay the tea tax and move on!” is in all capital letters; he does not attend the meeting at Old South; he calls the Patriots “rowdy”; he admires the judge by calling him “a proper Englishman.”
- **what this reveals:** He believes that refusing to pay the tea tax will be bad for his business; he may lose money if the tea tax is not paid; it is easier to pay the tax and move on.

5. Facilitate a brief discussion in response to this question:



When we pay close attention to a character’s words and actions, what can we learn about their opinion?

Key Ideas

- We can learn what their opinion is.
- We can learn how their life and experiences influence their opinion.
- We can learn the reasons that the characters have for their opinions.

6. Tell students that now that they have learned about how characters in *Colonial Voices* express their opinions, they will practice reading their monologue with expression.
7. Display the Fluency Reference Chart. Direct attention to the word *expression*. Remind students that fluent readers convey emotion and meaning as they read.
8. Ask this question:



Why is it important to read with expression?

Key Ideas

- It makes reading more interesting and fun.
- It helps convey the meaning of the passage.
- It helps us to understand what the characters are feeling.

- 9.** Read aloud page 5, starting with “The Errand Boy.” Instruct students to follow along and to listen carefully to the emphasis in your voice as you read.

Ask this question:



Where did you notice expression as I read aloud?

Key Ideas

- at punctuation marks, such as exclamation points and question marks
- where the author made the text bold and capitalized
- where Ethan expresses his emotions (e.g., “The Sons of Liberty are counting on me.”)

- 10.** Direct students to their assigned monologue. Remind them that special features of the text, such as capitalization and boldfaced words, can help them convey expression as they read. Special features also help reveal the opinion of their character. Instruct students to consider the opinion of their character to help them read with expression.
- 11.** Pair students who are reading the same monologue. Instruct students to read aloud their monologue with fluency, focusing on accuracy, phrasing, and expression.
- 12.** Tell students that they will continue to practice fluently reading their assigned monologue on their own.

Write | Draft an Introduction | 18 minutes

- 1.** Direct students to Module Task 1, located in the *Learn* book.
Choral Read the prompt.
- 2.** Direct students to the Checklist for Module Task 1, located in the *Learn* book. Instruct students to reread the checklist.
- 3.** Direct attention to the first three rows of the Writing section of the Checklist for Module Task 1. Remind students of the work they did to create a strong introduction in module 1.

Ask this question:

 What information will you include in your introduction?

Reinforce the correct response: a hook and the thesis.

- 4.** Remind students that a hook can either ask a question or make a statement.

Instruct students to independently brainstorm two different hooks: one hook that is a question and one hook that is a statement. Instruct students to share their ideas with a partner.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.

[illegible]

Checklist

Module Task 1 | Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

	Review 1	Review 2
Knowledge		
shows knowledge of the Boston Massacre	☐	☐
shows knowledge about the actions of those involved in the Boston Massacre	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐

5.  **Introduce the learning task.** Instruct students to draft an introduction for Module Task 1 that includes a hook and their thesis.

Analyze Student Progress

Monitor: Do students write an introduction that includes an effective hook and a clear thesis?

Offer Immediate Support: If students need additional support writing an effective hook, direct them to the Writing Model for Module 3, located in the *Learn* book.

Plan Future Practice: Students practice drafting an introductory paragraph for Module Task 2 in lesson 19.

6. Instruct students to continue drafting their opinion essays by beginning to write their proof paragraphs, using the checklist as guidance.
7. Tell students that they will complete a draft of their opinion essay during the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Patriots, Loyalists, and remaining neutral?
- What did you learn from *Colonial Voices*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.5.4 Vocabulary: MM.5.4.B, MM.5.4.B.c

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A, DF.3.4.B

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DF.8.4 Punctuation: DF.8.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 13

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at idioms reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine idioms in *Colonial Voices*. Students interpret idioms in the text to determine what they reveal about the characters. During writing instruction, students review the elements of an effective concluding paragraph. They apply this knowledge as they write a concluding paragraph to finish drafting Module Task 1.

P A Prologue to lesson 13 is available for students who need additional support.

Learning Goals

Analyze what the figurative meaning of idioms reveals about characters in *Colonial Voices*.

LEARNING TASK: Use the Idiom Chart for *Colonial Voices* to explain how the figurative meaning of an idiom deepens your understanding of characters.

For Module Task 1, finish drafting an opinion essay.

LEARNING TASK: For Module Task 1, draft a concluding paragraph.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Idioms in *Colonial Voices*
- **Respond:** Interpret an Idiom
- **Write:** Draft an Opinion Essay

LAND

Reflect on Learning

Materials

TEACHER

- *Colonial Voices*
- module 1 Knowledge Card: *idiom*

STUDENTS

- *Colonial Voices*
- Idiom Chart for *Colonial Voices* (*Learn* book)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Colonial Voices* and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Colonial Voices*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at idioms reveal?
3. Tell students that they will analyze the meaning of idioms in *Colonial Voices* to better understand the characters.

LEARN 53 minutesRead | Analyze Idioms in *Colonial Voices* | 20 minutes

1. Display the Knowledge Card for *idiom* and direct attention to the image to spark students' memory. Remind students that an idiom is an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own.
2. Remind students of the work they completed with idioms in module 1. They learned about idioms such as “a broken heart” and “wear my heart on my sleeve” to describe emotions in a poem.
3. Display the Idiom Chart for *Colonial Voices*, and direct students to the page in their *Learn* book. Tell students that they will use this chart to analyze some of the idioms in *Colonial Voices*. They will then determine what the idioms reveal about the characters.
4. Direct students to page 13 of *Colonial Voices*.

Engage students in Repeated Reading of page 13, starting with the heading “The Shoemaker.” Instruct students to listen for the idioms “times are changing” and “take a stand.” Instruct students to use a nonverbal signal (e.g., a thumbs-up) when they hear the idioms.

L13 | Idiom Chart
Colonial Voices | Analyze the idioms from *Colonial Voices*. Then determine what each idiom reveals about the character.

Idiom	Meaning	What does the use of the idiom(s) reveal?
times are changing (page 13)		
take a stand (page 13)		

5. Direct attention to the idiom “times are changing.”

Ask this question:

 **What is the meaning of this idiom?**

Reinforce the correct response: things are different from how they were in the past.

Instruct students to add the meaning of the idiom to their chart.

6. Direct attention to the idiom “take a stand.”

Ask this question:

 **What is the meaning of this idiom?**

Differentiation Support

To help students identify the meaning of the idiom, direct attention to the portion of the passage from “I do not share” to “take a stand.” Ask this question: What is the Shoemaker planning to do at the meeting?

Reinforce the correct response: share your opinion or beliefs.

Instruct students to add the meaning of the idiom to their chart.

7. Explain that we can use the meaning of both idioms to learn more about the Shoemaker. Remind students that he is thinking about sharing his opinion in public for the first time and standing up for what he believes in. Tell students they will brainstorm to consider what this teaches us about the Shoemaker.

8. Ask this question:



What does the Shoemaker's use of these idioms reveal about him?

Key Ideas

- The Shoemaker believes change is going to happen.
- The Shoemaker thinks it is time for the Patriots to act.
- The Shoemaker thinks it is time to stand up for what he believes in.
- The Shoemaker identifies as a Patriot.

Instruct students to add information to the chart about what the Shoemaker's use of these idioms reveals about him.

Key Ideas

- The Shoemaker is considering finally sharing his opinion with others by attending the meeting at Old South.
- He has been hesitant to share his beliefs because he does not want to lose customers.
- He is growing frustrated with the tea tax and does not want it to be paid. He's ready to take action.

9. Ask this question:



Why might someone be confused if they interpreted the idioms literally?

Key Ideas

- Someone might be confused because idioms cannot be understood from the meanings of their individual, literal words.
- Someone might think that the Shoemaker is going to change the time on a clock.
- Someone might think that the Shoemaker is planning to literally stand up.

10. Instruct students to read page 14 with a partner, starting with the heading "The Milliner." Tell them to annotate the idioms "come to their senses" and "count your blessings."

11. Instruct students to discuss the meaning of each idiom with their partner.

Listen for students to determine the correct responses:

- “**come to their senses**”—behave reasonably, use good judgment, act properly
- “**count your blessings**”—be grateful, focus on the positives, feel thankful

Instruct students to work with their partner to add information about the meaning of each idiom to the chart.

12. Instruct students to discuss this question with a partner:



What does the Milliner’s use of these idioms reveal about her?

Listen for students to address key ideas in their discussions.

Key Ideas

- The Milliner argues that the colonists should be grateful for what they have gotten from Great Britain, including the tea.
- The Milliner thinks the Patriots are a “rabble-rousing mob,” lacking in sense.
- The Milliner wants to enjoy her blessings, which include conversations about fashion and tea in fancy cups.
- The Milliner’s use of these idioms shows that she identifies as a Loyalist.

Instruct students to work with their partner to add information to the chart about what the Milliner’s use of these idioms reveals about her.

Respond | Interpret an Idiom | **19 minutes**

- 1.** Instruct students to independently read page 34, starting with the heading “The Patriots,” and to annotate the idiom “spirits soar.”

2. Instruct students to work with a partner to determine the meaning of the idiom “spirits soar” and to add the information to the chart.

Look for students to determine the correct response: feel happy, feel excited, or feel joyful.

3.  **Introduce the learning task.** Instruct students to use the meaning of the idiom to determine what it reveals about the Patriots and to add their response to the chart.

Analyze Student Progress

Monitor: Do students explain what the meaning of “spirits soar” reveals about the Patriots?

Offer Immediate Support: If students need additional support determining what the idiom reveals about the Patriots, ask this question: What is making the Patriots’ spirits soar?

Plan Future Practice: Students practice analyzing figurative language in module 4.

4. Invite a few students to share their responses.

Key Ideas

- The Patriots are proud of the Boston Tea Party.
- The Patriots are happy that they took action.
- The Patriots are excited to see what will happen as a result of the Boston Tea Party.

5. Facilitate a brief discussion of this question:

 **What do the idioms in *Colonial Voices* show us about the characters?**

Key Ideas

- how the characters feel
- what the characters’ opinions are
- what the characters value

6. Direct attention to the idiom “keep time” on page 34. Tell students that this idiom describes the rate at which people march or move as a group.

Tell students that during fluency they will focus on an element that helps readers keep time. Display the Fluency Reference Chart, and tell students that they will focus on this fluency element: rate. Direct attention to the word *rate* on the chart. Remind students that reading at a proper rate means reading at about the speed of a normal conversation.

7. Ask this question:



Why is it important to read at a proper rate?

Key Ideas

- If someone reads too fast, it can be hard to understand a text.
- If someone reads too slow, it can be hard to keep listening and stay engaged.

8. Read aloud the portion of page 5 from the heading “The Errand Boy” to “and trouble’s brewing.” Model appropriate rate, accuracy, phrasing, and expression.
9. Pair students who are reading the same monologue. Instruct students to read aloud their monologue with fluency, focusing on rate, accuracy, phrasing, and expression.
10. Tell students that they will continue to practice fluently reading their assigned monologue on their own.

Write | Draft an Opinion Essay | 14 minutes

1. Tell students that they will finish drafting their opinion essays by writing a concluding paragraph. Remind students that they drafted a concluding paragraph in module 1.

2. Ask this question:



What is the purpose of a concluding paragraph?

Differentiation Support

Some students may need additional time to finish drafting their proof paragraphs for Module Task 1. As needed, adjust instruction to allow students to finish drafting.

Key Ideas

- restating a thesis
- reminding readers why the information in an essay is important
- answering the questions *what?* and *so what?*

3. Direct students to Module Task 1, located in the *Learn* book.

Instruct students to review the draft of their opinion essay, thinking about what makes the information they've included important.

4. Instruct students to orally rehearse their concluding paragraph with a partner. Remind students that their concluding paragraph should answer the questions *what?* and *so what?*

Module Task 1

Writing

Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

79

Tell students to listen for and confirm that their partner's concluding paragraph contains statements that answer both a *what?* and a *so what?* question.

Language Support

For an example of a concluding paragraph, direct students to the Writing Model for Module 3, located in the *Learn* book.

5.  **Introduce the learning task.** Instruct students to draft a concluding paragraph for Module Task 1.

Analyze Student Progress

Monitor: Do students' drafts include a concluding paragraph that restates the thesis and answers *what?* and *so what?*

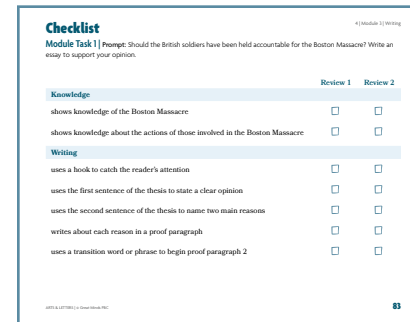
Offer Immediate Support: If students need additional support drafting a concluding paragraph, instruct them to review the introductory and proof paragraphs. Ask these questions: How can you restate your thesis? Why is your opinion important?

Plan Future Practice: Students practice drafting a concluding paragraph for Module Task 2 in lesson 20.

6. Display the Checklist for Module Task 1, and direct students to the page in their *Learn* book. Remind students that the checklist shows writers what they should include in their written tasks.

Instruct students to evaluate their writing against the checklist, using it to ensure that they have all the required elements of their opinion essay.

7. Explain that during the next lesson students will share their writing with a peer.



Checklist
Module Task 1 | Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

	Review 1	Review 2
Knowledge		
shows knowledge of the Boston Massacre	☐	☐
shows knowledge about the actions of those involved in the Boston Massacre	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about idioms?
- What did you learn from *Colonial Voices*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.a, MM.5.4.B, MM.5.4.B.b

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DF.8.4 Punctuation: DF.8.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 14

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students synthesize their knowledge of *Colonial Voices* by examining the diversity of opinions in Boston on the eve of the American Revolution. During a discussion, students share ideas about the book's themes. During writing instruction, students use the Checklist for Module Task 1 to provide feedback on their partner's opinion essay. They use peer feedback to revise their own essays.

P A Prologue to lesson 14 is available for students who need additional support.

Learning Goals

Determine a theme of *Colonial Voices*.

LEARNING TASK: During a class discussion, share a theme from *Colonial Voices*.

For Module Task 1, revise an opinion essay.

LEARNING TASK: For Module Task 1, use peer feedback to strengthen writing.

Vocabulary

defiance (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Theme
- **Write:** Revise Using Peer Feedback

LAND

Reflect on Learning

Materials

TEACHER

- *Colonial Voices*
- Knowledge Card: *defiance*

STUDENTS

- *Colonial Voices*
- journal
- Talking Tool (*Learn* book)
- Writing Model for Module 3 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)

Preparation

- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 5 of Fluency Practice for *Colonial Voices* and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Colonial Voices*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will revisit *Colonial Voices* to determine a theme of the text.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Display and Choral Read today's discussion question:

 **What is a theme of *Colonial Voices*?**

Remind students that a theme is a life lesson that we learn from a story.

2. Ask this question:

 **What is the structure of *Colonial Voices*?**

Reinforce the correct response: a series of monologues.

3. Instruct students to Think–Pair–Share to answer this question:

 **How does the monologue structure of this text add to your understanding of the characters?**

Key Ideas

- The monologues allow readers to understand the private thoughts of different characters.
- The monologues show how differently all the characters feel.
- The monologues let the author share the opinions of many different characters instead of the opinions of just a few.
- The monologues help readers understand the reasons why different characters have certain opinions.

4. Instruct students to work with a partner to review *Colonial Voices* and to annotate evidence that shows the different opinions held by the people of Boston about the tea tax.

Look for students to address key ideas in their annotations.

Key Ideas

- “terrible Tea Act” (6)
- “tea ships lurking in the harbor” (10)
- “that tiny tax” (14)
- “It matters not who wins or loses.” (17)
- “We should be thankful to get that English tea!” (18)

5. Direct students to their journals. Instruct students to write a response to this question:



What does *Colonial Voices* show us about the various reasons why people supported or opposed the tea tax or remained neutral?

Key Ideas

- Some people supported the tea tax because they supported King George.
- Some people supported the tea tax because paying it helped keep them in business.
- Some people opposed the tea tax because they didn't have any say.
- Some people remained neutral about the tax because they did not believe it affected them.

Respond | Discuss a Theme | 19 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Ask questions to deepen your understanding.
2. Direct students to the Talking Tool, located in the *Learn* book. Remind students that they can practice asking questions to deepen understanding by using these sentence frames:
 - What do you mean by _____?
 - Can you tell me more about _____?
 - What evidence supports your idea?
 - How does your idea relate to _____?

Remind students that it is important to clarify ideas and ask for more information during a discussion.

3. Explain that students will begin the discussion by sharing what *Colonial Voices* teaches us about the diverse opinions of the people of Boston. Begin the discussion by asking this question:

 **What does *Colonial Voices* show us about the various reasons why people supported or opposed the tea tax or remained neutral?**

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

4.  **Introduce the learning task.** Remind students that a theme is a message about life that the reader can learn from a text. Continue the discussion by asking this question:

 **What is a theme of *Colonial Voices*?**

Analyze Student Progress

Monitor: Do students share a relevant lesson we can learn from the people of Boston and support their idea with textual evidence?

Offer Immediate Support: If students need additional support identifying a lesson from *Colonial Voices*, direct them to page 13 and ask this question: What lesson do we learn from the Shoemaker?

Plan Future Practice: Students practice identifying and discussing central ideas in *The Scarlet Stockings Spy* in lesson 27.

5. At the end of the discussion, reinforce key ideas.

Key Ideas

- It is important to stand up for what you believe.
- Liberty is an important American ideal.
- It is important to understand that people have different opinions for many different reasons.
- People have different values that shape their decisions and actions.

6. Explain that some historians say the Boston Tea Party was the greatest act of defiance by the colonists leading up to the American Revolution.

7. Introduce the vocabulary term *defiance* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

defiance (n.): a refusal to obey something or someone

8. Facilitate a brief discussion of these questions:



In your opinion, was the Patriots' defiance of the British government appropriate? Why or why not?

Differentiation Challenge

To extend student thinking, ask these questions: What else would make a good title for the text *Colonial Voices*? Why?

Teacher Note

If time permits, provide another opportunity for students to practice reading their assigned monologue with fluency, focusing on accuracy, phrasing, expression, and rate.

Write | Revise Using Peer Feedback | 19 minutes

1. Tell students that in this lesson they will complete Module Task 1.
2. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Instruct students to read proof paragraph 1 and Think–Pair–Share to answer this question:



How did the writer support their point?

Key Ideas

- by using textual evidence that connects to their point
- by paraphrasing textual evidence
- by using direct quotes

Emphasize that the author used both paraphrased textual evidence and direct quotes to support their point.

3. Ask this question:

 **How did the writer punctuate direct quotes?**

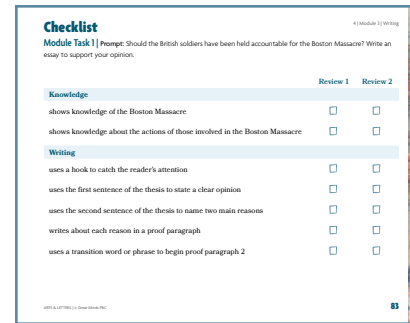
Reinforce the correct response: The writer uses a comma to separate direct quotes from a phrase indicating where the information was found. The writer uses quotation marks around direct quotes, immediately before and after the exact words from the text.

Remind students that their proof paragraphs should use at least one direct quote as evidence.

4. Display the Checklist for Module Task 1, and direct students to the page in their *Learn* book. Remind students that the checklist shows writers what they should include in their written tasks.

Teacher Note

Students may complete the Checklist for Module Task 1 on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.



Checklist
Module Task 1 | Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

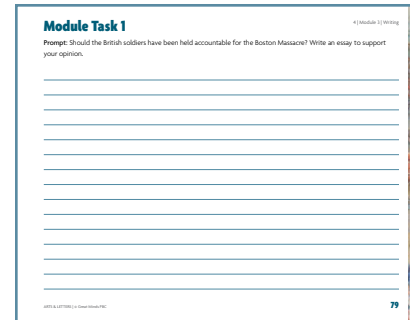
	Review 1	Review 2
Knowledge:		
shows knowledge of the Boston Massacre	☐	☐
shows knowledge about the actions of those involved in the Boston Massacre	☐	☐
Writing:		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐

5. Explain that students will first focus special attention on one criterion in the Language section of the checklist. Direct attention to the following row and read it aloud: uses a comma and quotation marks to punctuate a direct quote.

6. Direct students to Module Task 1, located in the *Learn* book. Instruct students to work with a partner to make sure their direct quotes are correctly punctuated with a comma and quotation marks.

Differentiation Support

To help students contextualize and punctuate direct quotes, provide this sentence frame: The text _____ says, “_____.”



Module Task 1
Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

7. Tell students that they will now provide and receive feedback from a partner based on the remaining rows of the checklist.

Instruct students to review the checklist.

8. Instruct students to read the entire draft of their partner's essay. Then tell students to use the checklist to identify at least one area in which to provide feedback to strengthen their partner's writing.

Language Support

To help students provide feedback, provide these sentence frames:

- One strength of your work is _____.
- One area that could be improved is _____.

Instruct students to share feedback with their partner.

9.  **Introduce the learning task.** Instruct students to revise their Module Task 1 responses based on their peer review feedback and the checklist.

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

10. Facilitate a brief discussion of this question:

 **How did giving and receiving peer feedback help you as a writer?**

Key Ideas

- helps to focus writing on the topic
- helps to catch small and large errors
- helps you see things you didn't notice before
- gives support with punctuation and capitalization

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about theme?
- What did you learn from *Colonial Voices*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B

MM.7.4 Structure: MM.7.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.B

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b, CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.6.4 Revision

CP.7.4 Editing

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.E, BU.3.4.F

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A, DF.3.4.B

DF.8.4 Punctuation: DF.8.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 15

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students continue to build knowledge about the Boston Tea Party by reading and listening to the song “Ballad of the Tea Party.” Students explain the songwriter’s opinion of the Boston Tea Party and support their response with textual evidence. During writing instruction, students review the prompt for Module Task 2 and gather information for two opinions about whether Governor Hutchinson made the correct decision by insisting that the colonists pay the tea tax. This work prepares students to form an opinion based on knowledge for Module Task 2.

Learning Goals

Build knowledge about the Boston Tea Party from the song “Ballad of the Tea Party.”

 **LEARNING TASK:** Explain the songwriter’s opinion of the Boston Tea Party.

For Module Task 2, gather information to form an opinion.

 **LEARNING TASK:** Write at least two pieces of information for each opinion in the Hutchinson’s Decision Chart for Module Task 2.

Vocabulary

ballad (n.)

chorus (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Ballad of the Tea Party”
- **Respond:** Identify an Opinion
- **Write:** Form an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- “Ballad of the Tea Party” audio clip (digital platform)
- “Ballad of the Tea Party” (digital platform)
- Timeline of the American Revolution (lesson 2)
- Knowledge Card: *propaganda*
- Module Task 2 (*Learn* book, Writing)

STUDENTS

- “Ballad of the Tea Party” (*Learn* book)
- journal
- Hutchinson’s Decision Chart for Module Task 2 (*Learn* book, Writing)

Preparation

- none

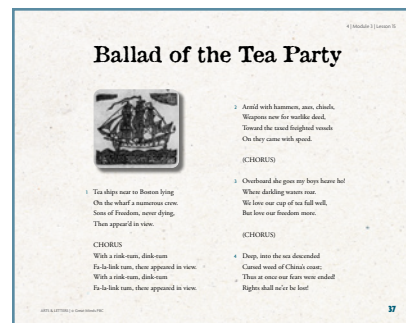
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 6 of Fluency Practice for *Colonial Voices* and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Ballad of the Tea Party.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will build knowledge about the Boston Tea Party from reading and listening to a song.



LEARN 53 minutes

Read | Read “Ballad of the Tea Party” | 16 minutes

1. Play the “Ballad of the Tea Party” audio clip. Instruct students to notice and wonder as they listen.

Invite a few students to share what they notice and wonder about the song.

2. Tell students they will now take a closer look at the song’s lyrics. Display “Ballad of the Tea Party,” and read aloud the first verse.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *crew*, *numerous*, *wharf*).

Ask these questions:

☞ **What do you notice about the lyrics in verse 1?**

☞ **What do you wonder about the lyrics in verse 1?**

Teacher Note

Remind students that they have read other texts written during this time period, such as Phillis Wheatley’s “On the Affray in King Street.” Explain that this song may use similar language and sentence structures.

3. Instruct students to Think–Pair–Share to answer this question:

 **Based on the first verse, what do you predict this song will be about?**

Key Ideas

- the Sons of Liberty
- the Boston Tea Party
- the tea tax

4. Direct students to “Ballad of the Tea Party,” located in the *Learn* book. Read aloud verses 2, 3, and 4. Instruct students to listen for information about what is happening in the song.

5. Ask this question:

 **What is this song about?**

Reinforce the correct response: the Boston Tea Party.

Teacher Note

The term *Sons of Freedom* may be confusing for some students because it is so close in nature to *Sons of Liberty*. Although the Sons of Liberty helped to organize the Boston Tea Party, *Sons of Freedom* was a term used to describe Patriots.

6. Introduce the vocabulary term *ballad* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
7. Direct attention to the lyrics. Instruct students to work with a partner to infer the term’s meaning.

Invite a few students to share their ideas. As students share, display and reinforce the correct definition.
8. Tell students that the lyrics to this song first appeared in a newspaper called the *Massachusetts Spy* in January 1774. The song passed quickly from person to person; soon, it could be heard all over the colonies.
9. Display the Timeline of the American Revolution. Direct attention to the entry for the Boston Tea Party.

Definition

ballad (n.): a song that tells a story in short stanzas, traditionally passed orally from one person to another

10. Ask this question:



How long after the Boston Tea Party was this song written?

Reinforce the correct response: one month later. Add the publication of “Ballad of the Tea Party” to the timeline.

Respond | Identify an Opinion | 19 minutes

1. Direct attention to the part of the song labeled Chorus. Tell students that this part of the song serves a special function.

Play “Ballad of the Tea Party” audio clip from 0:15–0:25. Instruct students to pay close attention to the words and the rhythm.

2. Lead students in a Whip Around to respond to this prompt:



Name an adjective that describes the chorus.

Key Ideas

- funny
- happy
- light
- silly

3. Tell students that in addition to the story a song tells, music often includes other elements such as a feeling. In this song, the chorus helps us understand the feeling of the song.

Introduce the vocabulary term *chorus* by displaying the term and definition. Engage students in Vocabulary Exploration.

Definition

chorus (n.): a part of a song that is repeated after each verse

4. Choral Read the chorus.

5. Ask this question:

 **How are the words of the chorus different from the rest of the song?**

Key Ideas

- The words in the chorus include nonsense words.
- The words in the chorus repeat.
- The words in the chorus sound funny.

6. Explain that in this time of the American Revolution, songwriters often set words to upbeat or familiar tunes. They also used catchy, silly words that people would remember.

7. Ask this question:

 **Why might these songwriters use familiar tunes or catchy, silly words?**

Use responses to emphasize that familiar tunes and catchy, silly words helped people learn the songs quickly so they could sing them on their own.

8. Explain that easily learned songs like “Ballad of the Tea Party” helped the colonists feel unified around particular events and opinions.

9. Remind students that they have previously studied works of art about the American Revolution by artists and poets such as Paul Revere and Phillis Wheatley. Remind students that works of art or poems sometimes reveal the author’s opinion about a particular event.

- 10.** Instruct students to work with a partner to annotate “Ballad of the Tea Party” evidence that reveals the opinion of the songwriter.

Invite a few students to share their responses.

Differentiation Support

If students need additional support finding evidence of the songwriter’s opinion, direct them to read verse 3. Ask these questions:

- What two things does the songwriter say the colonists value?
- Which do they value more?

Key Ideas

- “Sons of Freedom, never dying” (verse 1)
- “We love our cup of tea full well, / But love our freedom more.” (verse 3)
- “Thus at once our fears were ended! / Rights shall ne’er be lost!”(verse 4)

- 11.**  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this prompt: Explain the opinion of the songwriter as a Patriot, a Loyalist, or someone who is neutral. Tell students to use textual evidence in their responses.

Analyze Student Progress

Monitor: Do students demonstrate understanding that the writer of the song was a Patriot and support their ideas with relevant textual evidence?

Offer Immediate Support: If students need additional support determining the songwriter’s opinion, direct them to the last two lines in verse 3 and ask this question: What does the songwriter value?

Plan Future Practice: Students practice using information to describe the signers’ hopes in the Declaration of Independence in lesson 19.

- 12.** Invite a few students to share their responses.

Key Ideas

- The songwriter is a Patriot who writes about the Sons of Freedom being important and their ideas lasting forever. The song says, "Sons of Freedom, never dying."
- The songwriter is a Patriot who is happy that the Sons of Freedom threw the tea overboard. The song says, "We love our cup of tea full well, / But love our freedom more."
- The songwriter is a Patriot who writes about the importance of their rights. The song says, "Thus at once our fears were ended! / Rights shall ne'er be lost!"

- 13.** Display the Knowledge Card for *propaganda*, and direct attention to the image to spark students' memory. Remind students that propaganda includes information, images, or statements used to persuade someone to support or oppose an idea or person.
- 14.** Instruct students to use a nonverbal signal (e.g., a thumbs-up or a thumbs-down) to answer this question:



 In your opinion, do you think “Ballad of the Tea Party” is propaganda?

- 15.** Invite a few students to explain their thinking.

Teacher Note

If time permits, provide another opportunity for students to practice reading their assigned monologue with fluency, focusing on accuracy, phrasing, expression, and rate.

Write | Form an Opinion | **18 minutes**

- 1. Display Module Task 2. Choral Read the prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.**

[illegible]

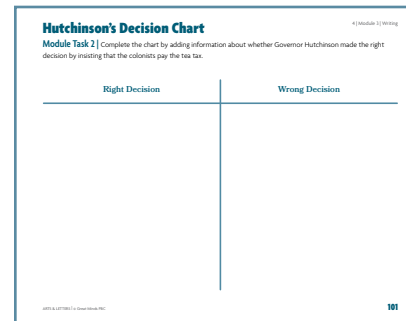
2. Ask this question:

 **What two opinions could you write in response to the prompt?**

Reinforce the correct responses:

- Governor Hutchinson made the right decision by insisting that the colonists pay the tea tax.
 - Governor Hutchinson made the wrong decision by insisting that the colonists pay the tea tax.
3. Explain that while students may already have an initial opinion about Governor Hutchinson and his decision, they should gather information for both opinions to make sure that their final opinion is based on knowledge and evidence.
4. Display the Hutchinson's Decision Chart for Module Task 2, and direct students to the page in their *Learn* book.

Tell students that in the left column, they will write information that supports the opinion that Governor Hutchinson made the right decision by insisting colonists pay the tea tax. In the right column, they will write information that supports the opinion that Governor Hutchinson made the wrong decision by insisting colonists pay the tea tax.



Right Decision	Wrong Decision

Differentiation Support

To help students identify information to support each opinion, direct them to paragraphs 6 and 7 in “Detested Tea.”

5.  **Introduce the learning task.** Instruct students to write at least two pieces of information to support each opinion on their chart. Remind students that they can look at all module texts to find information.

Analyze Student Progress

Monitor: Do students add two pieces of relevant information to support each opinion?

Offer Immediate Support: If students need additional support finding information to support each opinion, direct them to specific sections of the text (e.g., paragraph 11 of “Seeds of the Revolution”).

Plan Future Practice: Students practice collecting information to support an opinion for the End-of-Module Task in lesson 30.

6. Invite students to share their information with a partner. Listen for students to address key ideas in their discussions.

Key Ideas

- **right decision:** Hutchinson’s loyalty was to Great Britain. Hutchinson was doing his job. Boycotting British goods was bad for businesses. The Patriots were a rowdy mob. The tax was small.
- **wrong decision:** The tax was too much. Colonists had tried to refuse the tea. Tea was the only thing damaged during the Boston Tea Party. Taxation without representation is not right.

7. Tell students to independently review the information in their chart. Instruct students to circle the heading of the column that matches their opinion about whether Governor Hutchinson made the right or wrong decision.
8. Tell students that in the next lesson they will develop reasons for their opinions.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about music in the American Revolution?
- What did you learn from “Ballad of the Tea Party”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.a, MM.5.4.A.c, MM.5.4.C

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 16

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students reflect on knowledge they have gained about the Boston Tea Party from *Colonial Voices*. Students express what they have learned by writing knowledge statements that include coordinating conjunctions. During writing instruction, students develop reasons for two opinions about whether Governor Hutchinson was right to insist that the colonists pay the tea tax. This work prepares students to write a thesis for an opinion essay for Module Task 2.

Learning Goals

Express knowledge gained from studying *Colonial Voices*.

 **LEARNING TASK:** Use coordinating conjunctions to write knowledge statements about *Colonial Voices*.

For Module Task 2, develop a thesis.

 **LEARNING TASK:** Write a thesis on the Evidence Organizer for Module Task 2 for an opinion essay.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Draft a Thesis

LAND

Synthesize Learning

Materials

TEACHER

- *Colonial Voices*
- Fluency Reference Chart (Reference Charts appendix)
- Module Task 2 (*Learn* book, Writing)

STUDENTS

- *Colonial Voices*
- Sentence Strategies for Module 3 (*Learn* book)
- journal
- World Knowledge Statements for Module 3 (*Learn* book)
- Hutchinson's Decision Chart for Module Task 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how to arrange students for the fluency performance. See the Respond section for details.
- Determine how to display the charts for Take a Stand. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Colonial Voices*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review and write about the knowledge they have gained from *Colonial Voices*.

LEARN 53 minutes

Read | Review Knowledge | 10 minutes

1. Direct attention to the Module 3 World Knowledge Chart. Instruct students to read the knowledge statements.
2. Direct students to *Colonial Voices*. Read aloud the portion of page 36 from the heading “Historical Notes” to “organizing the rebellion.”
3. Facilitate a brief discussion of this question:



What information did you learn about the Boston Tea Party and the colonial period in American history?

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *Colonial Voices*, located in the *Learn* book (lesson 10).

Key Ideas

- The colonial period took place during the seventeenth and eighteenth centuries.
- Immigrants from Europe, enslaved people from Africa, and Native Americans inhabited the 13 colonies.
- The East India Company had a monopoly for providing tea to the colonies.
- The tea meetings began on Monday, December 13 and lasted through December 16.

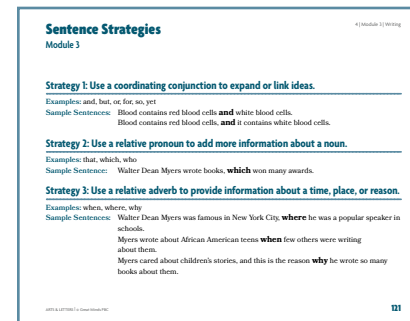
As students share, add a few student-generated knowledge statements to the World Knowledge Chart.

Respond | Express Knowledge | 25 minutes

1. Remind students that they have learned several strategies for writing about their knowledge, and they can continue to practice these strategies as they acquire additional knowledge.
2. Display Sentence Strategies for Module 3, and direct students to the page in their *Learn* book. Direct attention to Strategy 1. Read aloud the strategy.
3. Choral Read the example coordinating conjunctions.

Remind students of the purpose of each coordinating conjunction.

- **and:** connects similar ideas
- **but:** presents contrasting ideas
- **or:** highlights choices
- **for:** shows purpose (the “why” of something)
- **so:** shows effect
- **yet:** demonstrates contrast



4. Display the following sentences:

- Patriots wanted an independent nation. Loyalists wanted to stay part of Great Britain.
- The Sons of Liberty did not agree with the tea tax. They protested.

5. Direct students to their journals. Instruct students to work with a partner to combine the related sentences into compound sentences by using a comma and an appropriate coordinating conjunction.

Invite a few students to share their ideas. Use responses to reinforce correct responses, emphasizing the correct comma placement.

- Patriots wanted an independent nation, **but** Loyalists wanted to stay part of Great Britain.
- Patriots wanted an independent nation, **and** Loyalists wanted to stay part of Great Britain.
- The Sons of Liberty did not agree with the tea tax, **so** they protested.
- The Sons of Liberty did not agree with the tea tax, **and** they protested.

Differentiation Challenge

To extend student thinking, instruct students to determine whether any other coordinating conjunctions would work to conjoin the sample sentences. Tell students to explain why or why not.

6. Instruct students to work with a partner to orally create and rehearse a compound sentence about the Boston Tea Party by using a coordinating conjunction.

Language Support

Provide a word bank of topics related to the Boston Tea Party. You may include topics such as *Governor Hutchinson*, *Great Britain*, *Griffin's Wharf*, *Loyalist*, *neutral*, and *Patriot*. To support students in creating a sentence, provide students with a topic, such as the Boston Massacre or the Boston Tea Party.

Invite a few students to share their responses.

7. **🎯 Introduce the learning task.** Direct students to World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to add at least two knowledge statements about the Boston Tea Party and *Colonial Voices*. Tell students to include a comma and coordinating conjunction in at least one knowledge statement.

Analyze Student Progress

Monitor: Do students correctly use at least one coordinating conjunction to write knowledge statements about the Boston Tea Party?

Offer Immediate Support: If students need additional support writing a knowledge statement with a comma and coordinating conjunction, provide this sentence frame: The Sons of Liberty organized the Boston Tea Party, but _____.

Plan Future Practice: Students practice forming knowledge statements about the American Revolution in lesson 21.

8. Invite a few students to share their responses.

Key Ideas

- The Sons of Liberty organized the Boston Tea Party, but the Loyalists disagreed with them.
- Some citizens of Boston opposed the tea tax, and they protested by boycotting tea.
- Some people living in the colonies were neutral, but they were also aware of what was happening.

9. Display the Fluency Reference Chart, and remind students of all the work they have done in previous lessons with the different elements of fluency.
10. Tell students that they will perform their monologues and provide feedback to their classmates about one element of fluency.

Instruct students to review their monologues.

- 11.** Arrange students so they can see and hear one another clearly. Tell students that they will take turns reading their monologues while incorporating all elements of fluency.
- 12.** Instruct students to listen carefully as their classmates read. Tell them to then choose one fluency element to provide feedback about. Invite a few students to share their feedback.

Teacher Note

If more than one student will read the same monologue, decide whether students will Choral Read together, read separate sections, or read the entire monologue individually.

- 13.** Facilitate a brief discussion of this question:



How does reading with fluency help a listener understand a text?

Key Ideas

- The listener can better understand the ideas that the text is communicating.
- Accuracy ensures that the listener will understand every word.
- Phrasing and expression communicate important ideas and emphasis in the text.
- Appropriate rate helps the listener stay engaged with the text.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.

-  **What are the two opinions?**

- Governor Hutchinson made the right decision by insisting that the colonists pay the tea tax.
- Governor Hutchinson made the wrong decision by insisting that the colonists pay the tea tax.

- ## Key Ideas

- Module Task 2

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

©2015 by Edmentum - All rights reserved.

93

Hutchinson's Decision Chart

Module Task 2 | Complete the chart by adding information about whether Governor Hutchinson made the right decision by insisting that the colonists pay the tax tax.

Right Decision

Wrong Decision

100% (100%)

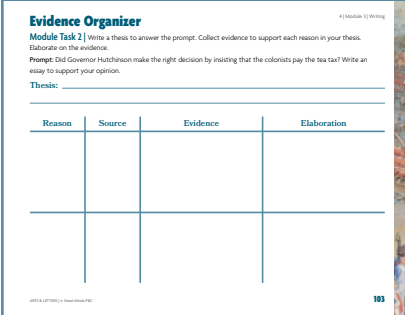
100% (100%)

4. Instruct students to read the reasons associated with their chosen opinion and select the two that best support it. Tell students to write the two reasons on their Hutchinson's Decision Chart for Module Task 2.
5. Instruct students to work with a partner to orally rehearse a thesis. Tell students to confirm that their partner's thesis contains an opinion and two reasons.

Differentiation Support

To help students create a thesis, instruct them to refer to the thesis in the Writing Model for Module 3 as a model.

6.  **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Instruct students to write their thesis on the organizer.



Evidence Organizer

Module Task 2 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

Analyze Student Progress

Monitor: Do students write a two-sentence thesis that includes an opinion and two reasons?

Offer Immediate Support: If students need additional support writing a thesis, instruct students to first write one sentence that expresses their opinion. Then instruct them to write a sentence with two reasons that explain why they think the way they do. Instruct students to use the charts from Take a Stand to develop their reasons.

Plan Future Practice: Students practice writing a thesis for the End-of-Module Task in lesson 36.

7. Invite a few students to share their theses.

Key Ideas

- Governor Hutchinson made the right decision when he insisted that the tea tax must be paid. It was the right decision because Governor Hutchinson was doing his job, and because the tax was important to Great Britain and merchants.
- Governor Hutchinson made the wrong decision when he insisted that the tea tax be paid. It was the wrong decision because the tax was unfair to the colonists, and the colonists did not have a say about the tax.

8. Tell students that they will continue to plan their opinion essays in the next lesson.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does the pursuit of freedom inspire people's actions?**

2. Use responses to reinforce these Knowledge Threads:

- People's experiences during the American Revolution era shaped their opinions about liberty.
- People respond in a variety of ways when they think something is unfair or unjust.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What actions did the people of Boston take before and during the Boston Tea Party?
- How did people decide what actions to take during the American Revolution?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.10.4 Argument: MM.10.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.F

BU.4.4 Expression

DF Develop Foundations

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B, DF.5.4.C

DF.8.4 Punctuation: DF.8.4.B

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 17

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students examine an image of the Declaration of Independence and then read a transcription of the introduction and preamble. Students write at least four things they notice and related questions about the document. During writing instruction, students return to the texts to collect evidence to support the reasons they included in their thesis. Students add the evidence and sources to the Evidence Organizer for Module Task 2.

P A Prologue to lesson 17 is available for students who need additional support.

Learning Goals

Notice and wonder about the Declaration of Independence.

LEARNING TASK: Write at least four things you notice about the introduction and preamble of the Declaration of Independence and at least four related questions.

For Module Task 2, collect evidence for an opinion essay.

LEARNING TASK: Add at least two pieces of evidence for each reason and related sources to the Evidence Organizer for Module Task 2.

Vocabulary

declare (v.)

independence (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine the Declaration of Independence
- **Respond:** Notice and Wonder About the Text
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- Declaration of Independence: Introduction and Preamble (digital platform)
- Declaration of Independence photograph (digital platform)
- Timeline of the American Revolution (lesson 2)
- Knowledge Cards: *declare*, *independence*

STUDENTS

- Declaration of Independence: Introduction and Preamble (*Learn* book)
- Notice and Wonder Chart for the Declaration of Independence (*Learn* book)
- journal
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for the Declaration of Independence: Preamble (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH **2 minutes**

Read the Content Framing Question

1. Display the Declaration of Independence photograph without telling students the title or the author.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Tell students that in this lesson they will examine the text and write what they notice and wonder.

LEARN **53 minutes**

Read | Examine the Declaration of Independence | **12 minutes**

1. Instruct students to look closely at the photograph in silence. After at least 30 seconds, ask this question:



What do you notice and wonder?

2. Tell students that they are viewing an image of the Declaration of Independence, a historical document. Explain that Thomas Jefferson, a colonist from Virginia who later became president of the United States, led a group of men in drafting the Declaration of Independence. The group wrote the document one year after the start of the Revolutionary War. Display the Timeline of the American Revolution. Ask this question:

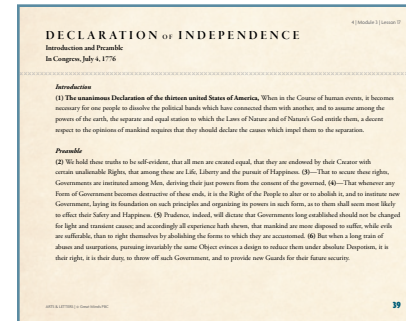


If the Declaration of Independence was written one year after the start of the war, when was it written?

Reinforce the correct response: 1776. Add the writing of the Declaration of Independence by Thomas Jefferson and others to the year 1776 on the timeline.

3. Direct students to the Declaration of Independence: Introduction and Preamble, located in the *Learn* book. Tell students they will study only part of the Declaration of Independence—the introduction and preamble. Explain that the introduction and preamble work together to let readers know what the document will be about. Read aloud the text. Instruct students to annotate unknown words.

4. Read aloud the text again. Instruct students to annotate what they notice and wonder.



Respond | Notice and Wonder About the Text | 21 minutes

1. Instruct students to Mix and Mingle to respond to this prompt:

☞ **Share three things with each partner: one unknown word, one thing you notice, and one question related to what you notice.**

Lead students through a Mix and Mingle to share their responses with at least three partners.

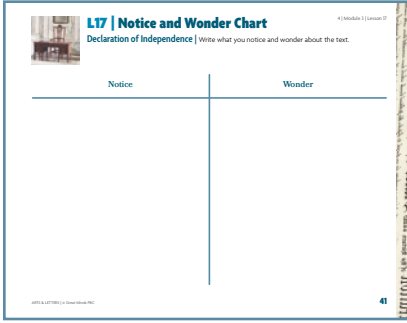
2. Ask this question:

☞ **Why might modern readers find this document challenging to read?**

Key Ideas

- The document was written in 1776, a long time ago.
- People in the past used different words than we do now.
- The document is official so it contains formal language.

3.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for the Declaration of Independence, located in the *Learn* book. Instruct students to write at least four things they notice and at least four related questions about the text.



Analyze Student Progress

Monitor: Do students write questions that connect to their observations about the introduction and preamble of the Declaration of Independence?

Offer Immediate Support: If students need additional support asking a question about something they notice, ask these questions: What do you already know about what you notice? What do you want to know?

Plan Future Practice: Students practice noticing things and asking questions about *The Scarlet Stockings Spy* in lesson 24.

4. Display the Declaration of Independence photograph and direct attention to the word *declaration*. Tell students that *declaration* is a form of the word *declare*. Introduce the vocabulary term *declare* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.



Definition

declare (v.): to say or state something in an official or public way

5. Display and read aloud these word parts and their definitions:

- *de-* (prefix)—go out or away from
- *clare* (root)—bring out the light or shine a light on

6. Instruct students to work with a partner to infer the term's meaning.

Invite a few students to share their ideas. As students share, reinforce the correct definition.

7. Remind students that the suffix *-tion* changes the verb *declare* into a noun, *declaration*.

8. Remind students that the document they are viewing is called the Declaration of Independence. Introduce the vocabulary term *independence* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.



Definition

independence (n.): freedom from outside control or support

9. Display and read aloud these word parts and their definitions:

- *in-* (prefix)—not
- *depend* (root)—relying on someone or something

10. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

11. Direct students to their journals. Instruct them to write a response to this question:



What do the words *declaration* and *independence* help you to understand about this historical document?

Write | Collect Evidence | 20 minutes

1. Display the Evidence Organizer for Module Task 2, and direct students to the page in their *Learn* book. Remind students that as they build knowledge of a new topic, they are doing research. Explain that another important component of research is carefully selecting and organizing textual evidence. Ask this question:

How might an evidence organizer help a writer do research?

Key Ideas

- keeps ideas clear and organized
- shows connections between reasons, evidence, and elaboration
- helps keep track of sources

Remind students that they will complete other steps of the research process in future lessons as they build knowledge about this topic and other topics.

2. Tell students that they will collect evidence that supports the reasons for their opinion and add the evidence and their sources to their organizer. Ask this question:

Which columns will you complete in this lesson?

Reinforce the correct response: the Reason, Source, and Evidence columns. Remind students that citing, or naming, a source when collecting evidence ensures that a source's creators receive credit and that readers can locate the source again.

3. Instruct students to read the thesis they wrote on their organizer in the previous lesson and annotate their two reasons.

Evidence Organizer

Module Task 2 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

ARTS & LETTERS | © Great Minds PBC 103

4. Explain that students will now return to the texts to collect evidence. Remind students that they can use direct quotes or they can paraphrase, or put in their own words, evidence from the texts.

Differentiation Support

Based on your students' needs, instruct students to annotate evidence in the texts by using two different symbols, one to represent each reason, before writing the evidence on their organizer.

5.  **Introduce the learning task.** Instruct students to complete the first three columns of their organizer by adding their reasons, sources, and evidence. Tell students they need at least two pieces of evidence for each reason.

Analyze Student Progress

Monitor: Do students add at least two pieces of evidence for each reason and include sources?

Offer Immediate Support: If students need additional support collecting evidence, direct them to specific sections of a text to locate evidence that supports their reasons.

Plan Future Practice: Students practice collecting evidence for the End-of-Module Task in lesson 37.

6. Look for students to address key ideas in their responses.

Key Ideas

- **reason:** doing his job
- **evidence:** The Tea Act said that all tea would be taxed and could be sold only by agents selected by the king; “Governor Hutchinson is the one who must decide whether the tea ships stay or go.” (Winters 6)
- **reason:** tax important to Great Britain and merchants
- **evidence:** “Great Britain expected the Colonies to help pay its massive war debts” (Kowalski 1); “Holding back on English goods is bad for business” (Winters 22).
- **reason:** colonists didn’t have a say
- **evidence:** The colonies did not have a representative in Parliament; colonists could not vote about the taxes.

7. Instruct students to share their evidence with a partner. Tell students to check that their partner has two pieces of evidence for each reason and has cited their sources.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from the Declaration of Independence?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.d, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e, CP.3.4.B

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 18

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students listen to the introduction and preamble of the Declaration of Independence. Students paraphrase the sentences to identify the point the authors are making. During writing instruction, students elaborate on the evidence that supports their thesis. This work prepares students to write the proof paragraphs for an opinion essay for Module Task 2.

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Paraphrase the introduction and preamble of the Declaration of Independence.

LEARNING TASK: Identify the authors' point in the introduction and preamble of the Declaration of Independence.

For Module Task 2, elaborate on evidence for an opinion essay.

LEARNING TASK: Write elaboration sentences for the evidence in the Evidence Organizer for Module Task 2.

Vocabulary

liberty (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Paraphrase the Declaration of Independence
- **Respond:** Identify the Authors' Point
- **Write:** Elaborate on Evidence

LAND

Reflect on Learning

Materials

TEACHER

- Declaration of Independence: Introduction and Preamble (digital platform)
- Timeline of the American Revolution (lesson 2)
- Paraphrase Chart for the Declaration of Independence
- Syllable Types (Reference Charts appendix)
- Knowledge Card: *liberty*
- Writing Model for Module 3 (*Learn book*, Writing)

STUDENTS

- Declaration of Independence: Introduction and Preamble (*Learn book*)
- Terms to Know for the Declaration of Independence (*Learn book*)
- journal
- Evidence Organizer for Module Task 2 (*Learn book*, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *unanimous* with syllable division. See the Read section for details.

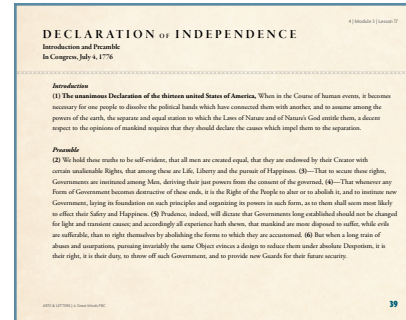
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for the Declaration of Independence: Preamble (*Learn book*, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the Declaration of Independence: Introduction and Preamble.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read the introduction and preamble of the Declaration of Independence and determine what it says.



LEARN 53 minutes

Read | Paraphrase the Declaration of Independence | 20 minutes

1. Display the Timeline of the American Revolution. Ask these questions:



Who wrote the Declaration of Independence?



When was it written?

Reinforce the correct responses:

- **authors**—Thomas Jefferson and other men
- **when**—1776

2. Remind students that because the Declaration of Independence is an official document that was written a long time ago, it contains formal language and words that may be unknown. Explain that to better understand what the document says, students will paraphrase the sentences, which means they will restate the sentences in their own words. Display the Paraphrase Chart for the Declaration of Independence. Tell students that you will write their paraphrases on the chart.
3. Direct students to Terms to Know for the Declaration of Independence, located in the *Learn* book. Tell students that this page provides the definitions for some of the words in the Declaration of Independence. Display side by side Syllable Types and the term *unanimous* with syllable division: u-nan-i-mous. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Paraphrase Chart for the Declaration of Independence	
Sentence	Paraphrase
1	
2	
3	
4	
5	
6	

L18 Terms to Know	
Declaration of Independence Parts of Speech Key: (n.) noun, (v.) verb, (adj.) adjective	
abolish (v.) to officially end or stop something to completely do away with something	dictate (v.) to make something necessary
alter (v.) to change	dispose (v.) to cause someone to be likely to do or have something
consent (v.) to agree to do to allow something to give permission for something to happen or be done	dissever (v.) to officially end
derive (v.) to come from something	endow (v.) to freely or naturally provide someone or something with something
despotism (n.) rule by an authority who has total power and often uses that power in cruel and unfair ways	entitle (v.) to give a right to someone

Differentiation Support

If students produce an inaccurate sound when blending syllables to read the term, ask this question: What else could this vowel say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

4. Direct students to the Declaration of Independence: Introduction and Preamble, located in the *Learn* book. Tell students to check whether the unknown words they annotated in the previous lesson are defined on the Terms to Know page. Instruct students to review the definitions.
5. Direct attention to the introduction of the Declaration of Independence. Instruct students to follow along as you read aloud sentence 1, pausing at each comma. Think aloud to model how to paraphrase the introduction. Add the paraphrase for sentence 1 to the chart.

Differentiation Challenge

To promote vocabulary exploration, direct attention to the word *unanimous* in sentence 1. Explain that the word contains the prefix *un(us)-* that means “one” and the root *animus* that means “mind, heart, feeling.” Challenge students to explain why they think Jefferson and the other writers included the word *unanimous* and how this term might relate to earlier discussions of a great heart.

6. Direct attention to the preamble. Read aloud sentence 2. Instruct students to listen for what the sentence describes.
7. Ask these questions:



What is the subject of the sentence?



What does the sentence tell you about that subject?

Encourage students to include words from the sentence in their responses.

Key Ideas

- **subject:** truths
- **what the sentence tells about the subject:** men are created equal, endowed with the unalienable rights of life, liberty, and the pursuit of happiness

Teacher Note

Students may have questions about the clause “all men are created equal.” While it is certain that not all people received the benefits of equality during this era, historians disagree on whether the language of the Declaration of Independence was attempting to be inclusive of all Americans regardless of race.

Sample Think Aloud

I first identify what the sentence is about, and I see it is about a group of “thirteen united States.” Then I check to see what the sentence tells me about this group. It says that they want to “dissolve the political bands” with another group, and out of respect, feel required to “declare the causes which impel them to the separation.” To put the sentence in my own words, I’ll use what I learned in the previous lesson about the word *declare*, and the definitions on the Terms to Know page for *dissolve*, *impel*, and *political bands*. The definitions for these words help me think of words I can use as I paraphrase. For example, I will look at the definition for *impel* to help me paraphrase. Now, listen to how I use the definition in my paraphrase: When thirteen states agree as one to break their ties with another country, they feel strongly that they should state their reasons why.

8. Annotate the words “endowed” and “unalienable” in the displayed text. Tell students to read the definitions of these words on the Terms to Know page.
9. Tell students to consider the definitions they just read and what the sentence says about truths. Instruct students to Think–Pair–Share to answer this question:

 **How would you paraphrase sentence 2?**

Key Ideas

- Men are equal, and they are provided with the rights of life, liberty, and happiness that can never be taken away.
- All men are equal and are given the rights of life, liberty, and happiness.
- The rights of life, liberty, and happiness are provided to all men and are impossible to take away.

Teacher Note

Accept reasonable paraphrases and help clarify ideas as students share.

As students share, add a paraphrase for sentence 2 to the chart.

10. Direct attention to sentence 3, and then read it aloud. Instruct students to listen for what the sentence describes.
11. Instruct students to work with a partner to paraphrase sentence 3.

Differentiation Support

To help students paraphrase, ask these questions:

- What is the subject of the sentence?
- What does the sentence tell you about that subject?
- How can you put the sentence into your own words?

Language Support

To help students paraphrase, direct attention to these words in sentence 3 and their definitions on the Terms to Know page: *consent*, *institute*.

12. Invite students to share their paraphrases and to explain how they paraphrased the sentence.

Key Ideas

- Men agree to create governments that give people the rights of life, liberty, and happiness.
- To protect the rights of life, liberty, and happiness, men create and give power to governments.
- To ensure that men have rights, they agree to create and give power to governments.

As students share, add a paraphrase for sentence 3 to the chart.

13. Emphasize that sentences 2 and 3 refer to three rights—life, liberty, and happiness.

Introduce the vocabulary term *liberty* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

liberty (n.): the state or condition of being able to act and speak freely

14. Tell students they will work with their partner to paraphrase another sentence. Assign students one of these sentences:

- sentence 4
- sentence 5
- sentence 6

15. Instruct students to independently read sentences 4, 5, and 6, paying close attention to their assigned sentence.

Respond | Identify the Authors' Point | 15 minutes

1. Instruct students to work with their partner to first Choral Read their assigned sentence and then paraphrase it.
2. Invite students to share their paraphrases.

Key Ideas

- **sentence 4:** People have a right to change or do away with a government that does not protect their rights and to form a new one that will keep them safe and happy.
- **sentence 5:** It is wise not to change a government for reasons that are unimportant or won't last long because people will adapt.
- **sentence 6:** People have a right to end a government that is cruel and oppressive and to start a new one.

As students share, add paraphrases for sentences 4–6 to the chart.

3.  **Introduce the learning task.** Direct students to their journals. Tell students to review the paraphrases on the chart. Instruct students to write a response to this question: What point are the authors making in the introduction and preamble of the Declaration of Independence?

Analyze Student Progress

Monitor: Do students demonstrate understanding that the Declaration of Independence was written to affirm the rights of men and the role of governments?

Offer Immediate Support: If students need additional support identifying the authors' point, ask these questions: What is sentence 2 about? What is sentence 3 about?

Plan Future Practice: Students practice identifying important ideas in *The Scarlet Stockings Spy* in lesson 24.

Write | Elaborate on Evidence | 18 minutes

1. Display the Evidence Organizer for Module Task 2, and direct students to the page in their *Learn* book. Tell students that they will elaborate on the evidence they added to their organizer in the previous lesson.
2. Display the Writing Model for Module 3. Invite students to share examples of elaboration sentences.
3. Ask this question:

Evidence Organizer

Module Task 2 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

ARTS & LETTERS | © Great Minds PBC 103

Why do writers elaborate on their evidence?

Key Ideas

- to tell readers more about the evidence
 - to explain how the evidence connects to a reason
 - to give the readers more details about the evidence
 - to explain why the evidence is important
4. Instruct students to work with a partner to orally rehearse elaboration for one piece of evidence on their organizer. Encourage students to return to the texts to gather more details about their evidence.

Language Support

To help students elaborate on evidence, display the sentence frames that begin with “This evidence” from the Support What You Say section of the Talking Tool, located in the *Learn* book.

5.  **Introduce the learning task.** Direct attention to the Elaboration column on the organizer. Instruct students to write their elaboration for each piece of evidence in this column.

Analyze Student Progress

Monitor: Do students develop each piece of evidence by providing additional details or by connecting the evidence to a reason?

Offer Immediate Support: If students need additional support elaborating on evidence, instruct them to share a piece of evidence and then tell more about it. Then instruct them to write the elaboration they shared orally.

Plan Future Practice: Students practice elaborating on evidence for the End-of-Module Task in lesson 37.

6. Invite a few students to share one example of evidence and elaboration.
7. Tell students that in the next lesson they will begin drafting their opinion essay.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about paraphrasing?
- What did you learn from the Declaration of Independence?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.e

MM.10.4 Argument: MM.10.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.B, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 19

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at word choice reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine capitalized and repeated words in two sentences of the Declaration of Independence and consider the importance of those words to the signers of the document. Students use their knowledge of the words to describe the signers' hopes for a new nation. During writing instruction, students examine the Checklist for Module Task 2 and orally rehearse an introductory paragraph. Students then use the checklist and the Evidence Organizer for Module Task 2 to draft their introductory paragraph and proof paragraphs.

Learning Goals

Examine key words to deepen understanding of the intentions of the signers of the Declaration of Independence.

 **LEARNING TASK:** Describe the hopes of the signers of the Declaration of Independence and how the document communicates those hopes.

For Module Task 2, draft an introductory paragraph for an opinion essay.

 **LEARNING TASK:** For Module Task 2, draft an introductory paragraph that includes a hook and a thesis.

Vocabulary

right (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Words in the Declaration of Independence
- **Respond:** Describe the Hopes for a New Nation
- **Write:** Draft an Opinion Essay

LAND

Reflect on Learning

Materials

TEACHER

- Declaration of Independence: Introduction and Preamble (digital platform)
- Timeline of the American Revolution (lesson 2)
- Painted Essay®—Opinion (*Learn* book, Writing)

STUDENTS

- Declaration of Independence: Introduction and Preamble (*Learn* book)
- journal
- Checklist for Module Task 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- none

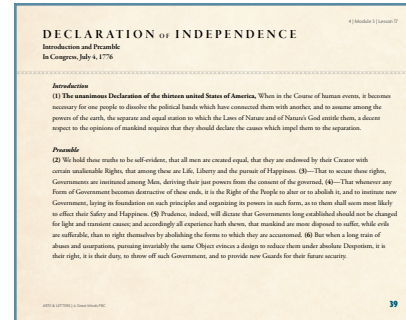
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for the Declaration of Independence: Preamble (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the Declaration of Independence: Introduction and Preamble.
2. Display and Choral Read the Content Framing Question: What does a deeper look at word choice reveal?
3. Tell students that they will look closely at specific words in the preamble of the Declaration of Independence in order to better understand the signers' hopes for a new nation.



LEARN 53 minutes

Read | Examine Words in the Declaration of Independence | 17 minutes

1. Assess and activate prior knowledge by asking this question:

 **Why did the colonists want independence from British rule?**

Reinforce the correct responses: taxation without representation in Parliament and unfair treatment by British leaders and soldiers.

2. Display the Timeline of the American Revolution. Instruct students to review the events and their descriptions included on the timeline. Ask this question:

 **Which events led the colonists to seek independence?**

Reinforce the correct responses: the Stamp Act, the Declaratory Act, the Townshend Acts, the Boston Massacre, the Tea Act, the Intolerable Acts, and the Battles of Lexington and Concord.

3. Instruct students to discuss this question with a partner:

 **If you were a colonist, how might these events have made you feel?**

Differentiation Support

To facilitate students' responses, ask these questions:

- What happened to the colonists?
- How did the colonists feel?

Key Ideas

- might have felt angry about not having representation in Parliament
- might have felt that the taxes were unfair
- might have felt burdened by having to provide food and housing for British soldiers
- might have felt unsafe and afraid after the Boston Massacre

4. Remind students that the Declaration of Independence was written in response to these events. Display the Declaration of Independence: Introduction and Preamble and direct attention to sentence 2. Choral Read sentence 2. Instruct students to annotate words that are capitalized in the sentence.

Look for students to annotate the correct responses: "Creator," "Rights," "Life," "Liberty," and "Happiness."

5. Remind students that Phillis Wheatley capitalized words in the middle and at the end of the lines in her poem "On the Affray in King Street." Ask this question:

 **Why do authors sometimes capitalize a word?**

Key Ideas

- to emphasize the word's importance
- to draw attention to the word and the idea it expresses

6. Annotate the word *rights* in the displayed text. Explain that *rights* is an important word because one purpose of the Declaration of Independence was for the signers of the document to share their ideas about rights. Introduce the vocabulary term *right* by displaying the term and definition. Engage students in Vocabulary Exploration.
7. Explain that students will consider why the writers emphasized the words *life*, *liberty*, and *happiness* in the Declaration of Independence. Instruct students to consider the events that took place before the writing of the document and to Think–Pair–Share to answer this question:



Why might the writers of the Declaration of Independence have chosen to emphasize these words?

Language Support

Display the Knowledge Card for *liberty* and direct attention to the image to spark students' memory. Remind students of the term's meaning.

Key Ideas

- because they wanted British leadership to protect these rights.
- because they wanted to avoid taxation without representation
- because they wanted freedom to make their own decisions and laws
- because they wanted to ensure that readers knew what rights were important to them

Definition

right (n.): something that a person is or should be morally or legally allowed to have, get, or do

Respond | Describe the Hopes for a New Nation | 13 minutes

1. Direct students to the Declaration of Independence: Introduction and Preamble, located in the *Learn* book. Instruct students to read sentence 4 and annotate words that are capitalized and repeated.

Invite a few students to share their annotations. Reinforce the correct responses:

- **capitalized**—"Form," "Government," "Right," "People," "Government," "Safety," and "Happiness"
- **repeated**—"government"

2.  **Introduce the learning task.** Direct students to their journals. Tell students to review sentences 2 and 4. Instruct students to write a response to these questions: What do these sentences tell you about the signers' hopes for the new nation? How does the Declaration of Independence communicate these hopes?

Analyze Student Progress

Monitor: Do students describe a hope that connects the rights listed in the Declaration of Independence to a responsible government?

Offer Immediate Support: If students need additional support identifying a hope, direct them to the annotated terms in the Declaration of Independence: Introduction and Preamble and ask this question: What does this word tell you about what was important to the signers of the document?

Plan Future Practice: Students practice examining word choice in *The Scarlet Stockings Spy* in lesson 26.

3. Invite a few students to share their responses.

Key Ideas

- **hopes:** to have a new nation where they would have a government that allowed people to live safely and have a say in how they were ruled; to have a nation where they could make their own government that would treat people fairly; to have a new nation where they would have a government that allowed people to live as they wanted in peace so they could be happy
- **communicating hopes:** capital letters to emphasize certain rights and values, repetition of important words like *government* and *rights*

Write | Draft an Opinion Essay | 23 minutes

1. Tell students that the work they have done in previous lessons has prepared them to write an opinion essay. Display the Painted Essay®—Opinion. Facilitate a brief discussion of this question:

How will the Painted Essay® structure help you organize your opinion essay?

Key Ideas

- tells what should be included in each paragraph
 - shows how to organize the reasons and evidence for an opinion
 - reminds students to hook readers in the introductory paragraph
 - reminds students to tell readers in the concluding paragraph why the opinion matters
2. Display the Checklist for Module Task 2, and direct students to the page in their *Learn* book. Remind students that following the checklist can ensure they include key elements as they draft their opinion essays. Instruct students to read the Writing section of the checklist. Ask this question:

Which of the elements listed in this section will appear in the introductory paragraph?

Reinforce the correct responses: a hook and a two-sentence thesis. The thesis will state an opinion in the first sentence and name two reasons in the second sentence.

Painted Essay®—Opinion 4 | Module 3 | Writing

Introduction catches the reader's attention; gives some background context	
Thesis	
reason # 1	reason # 2
Proof Paragraph # 1 (evidence)	
transition	
Proof Paragraph # 2 (evidence)	
Conclusion What? (state your thesis) So What? (reflect)	

Key: ■ red, ■ green, ■ yellow, ■ blue

©2015 & ©2018 C3 Great Minds®. All rights reserved. The Painted Essay® is a registered trademark of Great Minds. All rights reserved.

Checklist 4 | Module 3 | Writing

Module Task 2 | Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

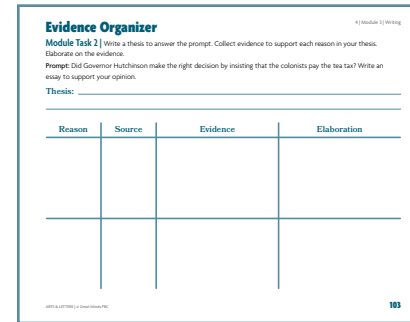
	Review 1	Review 2
Knowledge		
shows knowledge of Governor Hutchinson's actions	☐	☐
shows knowledge of the Tea Act	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐

©2015 & ©2018 C3 Great Minds®. All rights reserved.

3. Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Tell students to review the information they wrote in their organizer. Instruct students to consider how they might get readers interested in the topic of their essay and how they might state their opinion.
4. Instruct students to work with a partner to orally rehearse an introductory paragraph. Tell students to listen carefully and provide feedback about their partner's hook and thesis.
5.  **Introduce the learning task.** Direct students to Module Task 2, located in the *Learn* book. Instruct students to draft an introductory paragraph for Module Task 2.

Teacher Note

In this lesson, students begin Module Task 2. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft by using shared digital documents and then transfer their work to the digital platform before submitting their assignment.



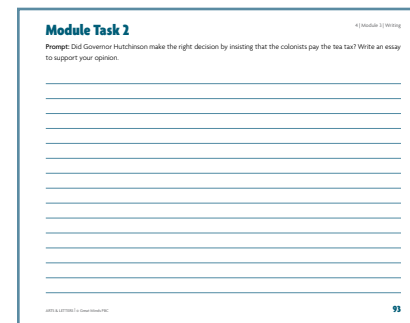
Evidence Organizer

Module Task 2 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration



Module Task 2

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Analyze Student Progress

Monitor: Do students write an introductory paragraph that grabs a reader's attention and provides a clear thesis with an opinion and reasons?

Offer Immediate Support: If students need additional support drafting a hook for their introductory paragraph, remind them that a hook can be a question or an interesting fact. Instruct students to draft two hooks and ask a peer which hook they find more interesting.

Plan Future Practice: Students practice drafting an introductory paragraph for the End-of-Module Task in lesson 37.

6. Direct attention to the Writing section of the checklist. Ask this question:

 **What will you include in the proof paragraphs?**

Reinforce the correct responses: reason, topic sentence, evidence to support the reason, elaboration, transition word or phrase.

7. Instruct students to use their organizers to begin drafting their proof paragraphs for Module Task 2.
8. Tell students that in the next lesson they will continue drafting their opinion essays.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about capitalized and repeated words?
- What did you learn from the Declaration of Independence?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.F

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A, DF.3.4.B

DF.8.4 Punctuation: DF.8.4.B

DF.10.4 Verbs: DF.10.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 20

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at primary and secondary source documents reveal?

OVERVIEW

Preview

In this Reveal lesson, students review the Declaration of Independence as a primary source document and read a secondary source document, an article written about the Declaration of Independence. Students explain the differences between the two types of sources and reflect on the value of consulting both primary and secondary sources. During writing instruction, students review the purpose of a concluding paragraph. This work prepares students to complete their drafts of an opinion essay for Module Task 2.

P A Prologue to lesson 20 is available for students who need additional support.

Learning Goals

Compare primary and secondary source documents.

LEARNING TASK: Explain the differences between the Declaration of Independence and an article written about the Declaration of Independence.

For Module Task 2, draft a concluding paragraph for an opinion essay.

LEARNING TASK: For Module Task 2, draft a concluding paragraph that answers the questions *what?* and *so what?*

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Compare Primary and Secondary Source Documents
- **Respond:** Explain Differences Between Types of Sources
- **Write:** Draft an Opinion Essay

LAND

Reflect on Learning

Materials

TEACHER

- Declaration of Independence: Introduction and Preamble (digital platform)
- “Declaration of Independence” article (digital platform)
- Declaration of Independence photograph (digital platform)

STUDENTS

- Declaration of Independence: Introduction and Preamble (*Learn* book)
- “Declaration of Independence” article (*Learn* book)
- journal
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for the Declaration of Independence: Preamble (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the Declaration of Independence photograph.
2. Display and Choral Read the Content Framing Question: What does a deeper look at primary and secondary source documents reveal?
3. Tell students that they will compare the Declaration of Independence to an article written about the Declaration of Independence.

LEARN 53 minutes

Read | Compare Primary and Secondary Source Documents | 13 minutes

1. Instruct students to silently observe the photograph for at least 30 seconds. Ask this question:



What do you learn about the Declaration of Independence from looking at this photograph?

Key Ideas

- The document is old; it is dated July 4, 1776.
- The document was written by hand.
- The document represents a unanimous decision by all the states.
- The bottom of the document features signatures of state representatives.

Emphasize that the photograph shows the original Declaration of Independence that was written on a piece of parchment, approved on July 4, 1776, and signed by representatives from the 13 colonies.

2. Tell students that the parchment is currently on display at the National Archives in Washington, DC, where it can be viewed and studied as a primary source document. One meaning of the word *primary* is “happening or coming first.” Explain that a primary source provides firsthand information; it was created by someone who lived at the time of an event, such as the American Revolution. Students can think of a primary source as a voice that speaks directly from the past. Ask this question:

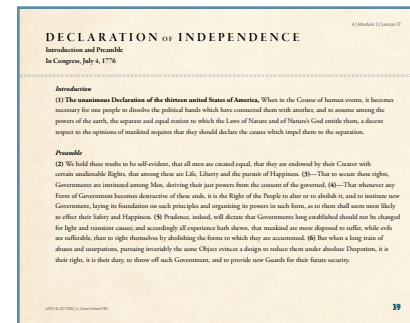
☞ **What primary sources did you encounter earlier in this module?**

Reinforce the correct responses: Paul Revere’s print *The Boston Massacre*, Phillis Wheatley’s poem “On the Affray in King Street,” and the song “Ballad of the Tea Party.”

3. Display the Declaration of Independence: Introduction and Preamble and direct students to the page located in their *Learn* book. Instruct students to review the text. Ask these questions:

☞ **What is the main idea of the introduction and preamble of the Declaration of Independence?**

☞ **What details in the text support the main idea?**



Differentiation Support

To help students identify the main idea and details included in the introduction and preamble, review the Paraphrase Chart for the Declaration of Independence (lesson 18).

Key Ideas

- **main idea:** The introduction and preamble to the Declaration of Independence state the purpose of the document and explain the writers’ beliefs about individuals’ rights and government’s responsibilities
- **details:** the idea that people should explain why they desire separation from others, the ideas that individuals have rights and governments should protect those rights, the idea that individuals could do away with a government that does not protect their rights

4. Tell students that in addition to primary source documents, people can view and study secondary source documents. Ask this question:



Based on what you know about the word *primary* and what a primary source is, what do you think a secondary source is?

Language Support

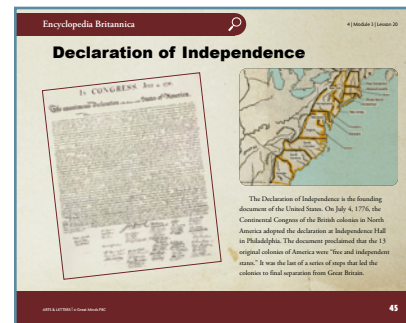
To support students' understanding of primary and secondary sources, reinforce the connection between *primary* and *firsthand* and *secondary* and *secondhand*.

Key Ideas

- a source that provides secondhand information
- a source that is created later, after an event
- a source that may use multiple sources to explain what happened in the past

Emphasize that a secondary source is a work that provides secondhand information and is created later by someone who did not experience or participate in an event. Tell students that secondary sources often summarize or explain an event.

5. Direct students to the “Declaration of Independence” article, located in the *Learn* book. Tell students that the article is a secondary source document. Instruct students to independently read the article and annotate new information about the Declaration of Independence.



Respond | Explain Differences Between Types of Sources | 18 minutes

1. Instruct students to discuss these questions with a partner:

 **What is the main idea of this article?**

 **What details in the article support the main idea?**

Listen for students to address key ideas in their discussions.

Key Ideas

- **main idea:** The article explains what the Declaration of Independence is, why the colonists wanted independence, and how support for independence grew.
- **details:** explanation of how Congress planned, discussed, accepted, and signed the document; names of the men who wrote the document; dates for events that happened before, during, and after the writing of the document

2.  **Introduce the learning task.** Direct students to their journals. Tell students to consider the purpose of the primary and secondary source and the information each contains. Instruct students to write a response to this prompt: Explain how the content in the primary and secondary source differ.

Analyze Student Progress

Monitor: Do students accurately explain that the introduction and preamble of the Declaration of Independence provides the words and beliefs of the signers, while the article provides context for understanding the document?

Offer Immediate Support: If students need additional support explaining differences between the sources, ask this question: What does the article tell you about the Declaration of Independence that the declaration itself does not?

Plan Future Practice: Students practice comparing primary and secondary source documents in *A Spy Called James* in lesson 31.

3. Invite a few students to share their responses.

Key Ideas

- The Declaration of Independence contains firsthand information about what the signers of the document believed. The article provides information about why and how the document was written, not what it says.
- The Declaration of Independence tells what the signers believed and provides their names and the date. The article provides additional names and dates to explain what happened before, during, and after the writing of the document.
- The Declaration of Independence explains why the signers believed they could declare independence. The article explains how colonial support for independence grew ahead of the writing of the document.

Differentiation Challenge

To extend student thinking, display the Knowledge Card for *revolution* and direct attention to the image to spark students' memory. Remind students of the term's meaning. Then remind students of the definition for *rebellion*. Ask these questions: In your opinion, was writing the Declaration of Independence an act of revolution or an act of rebellion? Why?

4. Facilitate a brief discussion of this question:



When you are building knowledge about a time in history, what is the value of looking at both primary and secondary sources?

Key Ideas

- Looking at both types of sources helps readers get a more complete picture of a time in history.
- Looking at both types of sources helps readers better understand historical events.
- A primary source acts as a voice from the past and provides a view of what people did and thought during an event.
- A secondary source provides additional information, such as what happened before and after the event.

Write | Draft an Opinion Essay | 22 minutes

1. Direct students to the Evidence Organizer for Module Task 2 and Module Task 2, both located in the *Learn* book. Instruct students to finish drafting their proof paragraphs.
2. Tell students they will draft their concluding paragraphs. Ask this question:

☞ **What is the purpose of a concluding paragraph?**

Key Ideas

- restates the thesis
- tells readers why the information is important

Remind students that a concluding paragraph answers the questions *what?* and *so what?*

3. Instruct students to review their proof paragraphs and consider why the information is important.
4. Instruct students to work with a partner to orally rehearse answers to *what?* and *so what?* to include in their concluding paragraph.

Language Support

Direct students to the Writing Model for Module 3, located in the *Learn* book, for an example of a concluding paragraph that includes answers to *what?* and *so what?*

Evidence Organizer

Module Task 2 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

Module Task 2

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

5.  **Introduce the learning task.** Direct students to Module Task 2. Instruct students to draft the concluding paragraph of their opinion essay.

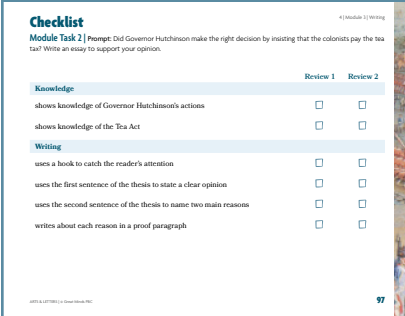
Analyze Student Progress

Monitor: Do students write a concluding paragraph that restates the thesis and includes a sentence that tells why the information in their essay is important?

Offer Immediate Support: If students need additional support drafting a concluding paragraph, ask these questions: What is your essay about? Why are the ideas in your essay important?

Plan Future Practice: Students practice drafting a concluding paragraph for the End-of-Module Task in lesson 37.

6. As students finish, direct them to the Checklist for Module Task 2, located in the *Learn* book. Instruct them to use the Writing and Language sections to review their drafts and to add or refine the required elements.



Checklist
Module Task 2 | Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

	Review 1	Review 2
Knowledge		
shows knowledge of Governor Hutchinson's actions	☐	☐
shows knowledge of the Tea Act	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about primary and secondary source documents?
- What did you learn about the Declaration of Independence?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.C, MM.2.4.D

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.c, MM.5.4.C

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.C

CP.5.4 Language

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.8.4 Punctuation: DF.8.4.B

DF.10.4 Verbs: DF.10.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 21

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students synthesize their learning about the Declaration of Independence. They write knowledge statements to express the knowledge they have gained and to practice using transition words or phrases to show cause and effect. During writing instruction, students provide feedback about their partner's evidence and elaboration. Students use peer feedback and the Checklist for Module Task 2 to revise their opinion essays.

P A Prologue to lesson 21 is available for students who need additional support.

Learning Goals

Express knowledge gained from studying the introduction and preamble to the Declaration of Independence.

LEARNING TASK: Write three knowledge statements about the Declaration of Independence, using a transition word or phrase in two of the statements.

For Module Task 2, revise an opinion essay.

LEARNING TASK: Use peer feedback and the Checklist for Module Task 2 to improve writing.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge of the Declaration of Independence
- **Respond:** Express Knowledge
- **Write:** Revise an Opinion Essay

LAND

Synthesize Learning

Materials

TEACHER

- Declaration of Independence photograph (digital platform)
- Timeline of the American Revolution (lesson 2)

STUDENTS

- Sentence Strategies for Module 3 (*Learn* book)
- World Knowledge Statements for Module 3 (*Learn* book)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for the Declaration of Independence: Preamble (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the Declaration of Independence photograph.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review the knowledge they gained during their study of the Declaration of Independence to write three knowledge statements.

LEARN 53 minutes

Read | Review Knowledge of the Declaration of Independence | 10 minutes

1. Display the Timeline of the American Revolution. Instruct students to review the events in the timeline. Facilitate a brief discussion of this prompt:



Share what you have learned about what was happening before the Declaration of Independence was written.

Key Ideas

- The British government told the colonists what they could sell, taxed them without representation, and sent soldiers to their cities.
- The colonists were angry about the taxes, so they dumped tea into the Boston Harbor.
- British soldiers killed five colonists during the Boston Massacre.
- The colonists and British soldiers fought in the Battles of Lexington and Concord.

2. Direct attention to the Module 3 World Knowledge Chart. Instruct students to read the knowledge statements relating to the Declaration of Independence.
3. Facilitate a brief discussion of this question:



What did you learn about the Declaration of Independence?

Differentiation Support

To help students share knowledge, ask these questions:

- Who wrote the Declaration of Independence?
- When did they write it?
- Why did they write it?

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for the Declaration of Independence, located in the *Learn* book (lesson 17).

Key Ideas

- Thomas Jefferson worked with others to write the Declaration of Independence.
- The Declaration of Independence was written in 1776.
- The Declaration of Independence explains why the colonies wanted to separate from Great Britain.
- The Declaration of Independence states that governments should protect people's rights of life, liberty, and happiness.

Add a few student-generated knowledge statements to the chart.

Respond | Express Knowledge | 20 minutes

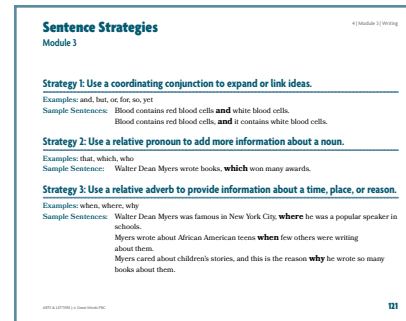
1. Explain that the ideas that appear in the World Knowledge Chart are often related. Tell students that to connect these related ideas, they can use a transition word or phrase. Pose this prompt:



Name a transition word or phrase you know or have used in your writing.

Key Ideas

- in addition
 - also
 - next
 - for example
 - another reason
2. Tell students that transition words and phrases show relationships between ideas. Direct students to the Sentence Strategies for Module 3, located in the *Learn* book. Direct attention to Strategy 8. Read aloud the strategy.
 3. Choral Read the example transitions.
 4. Read aloud the sample sentences. Explain that the second sentence features the effect or result of the first sentence. Tell students that the two sentences work together to express a cause-and-effect relationship, and the transition phrase *As a result* helps communicate that relationship to readers.



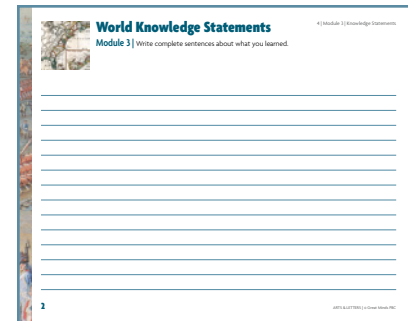
5. Instruct students to complete the Your Turn section by writing a second sentence that indicates an effect or result of the first sentence. Invite a few students to share their responses.

Differentiation Support

Allow students to work with a partner to complete the sentences in the Your Turn section.

Key Ideas

- King George III and the British Parliament controlled the American colonies. Therefore, they passed laws that taxed the colonists.
 - Some colonists did not like British rule. As a result, they wrote the Declaration of Independence.
6. Direct attention to the Timeline for the American Revolution. Tell students to consider how the events leading up to the Revolution caused some colonists to want to declare their independence. Instruct students to work with a partner to orally rehearse a sentence that expresses cause for this sentence: As a result, Thomas Jefferson and other men wrote the Declaration of Independence.
7.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write three statements expressing knowledge about the Declaration of Independence. Tell students to connect two of their knowledge statements with a transition word or phrase to show cause and effect.



Analyze Student Progress

Monitor: Do students write three sentences that demonstrate knowledge about the Declaration of Independence, connecting two with *As a result* or *Therefore* to show cause and effect?

Offer Immediate Support: If students need additional support using a transition to show cause and effect, provide one sentence that expresses a cause (e.g., The Declaration of Independence stated that the 13 American colonies were independent states). Instruct students to describe an effect of that cause by completing this sentence frame: As a result, _____.

Plan Future Practice: Students practice forming knowledge statements about the American Revolution in lesson 28.

8. Invite a few students to share their responses.

Key Ideas

- The British government treated the colonies unfairly. As a result, the colonists wrote a declaration to explain their reasons for wanting to be a separate country.
- The colonists disagreed with British rule, so they decided to declare their independence.
- A declaration is a formal way to express what you want.

Write | Revise an Opinion Essay | 23 minutes

1. Display the Checklist for Module Task 2, and direct students to the page in their *Learn* book. Direct attention to the Knowledge section, and read aloud the two rows: shows knowledge of Governor Hutchinson's actions, shows knowledge of the Tea Act.
2. Tell students to review the checklist. Ask this question:



How can you show knowledge of Governor Hutchinson's actions and the Tea Act in your writing?

Key Ideas

- state whether Governor Hutchinson made a right or wrong decision about the tea tax
- include reasons for your opinion that show understanding of the taxes and actions of those involved
- support reasons with relevant textual evidence
- use knowledge to elaborate on, or tell more about, the evidence
- explain why Governor Hutchinson's actions were important

Checklist		Review 1	Review 2
Knowledge			
shows knowledge of Governor Hutchinson's actions	☐	☐	
shows knowledge of the Tea Act	☐	☐	
Writing			
uses a hook to catch the reader's attention	☐	☐	
uses the first sentence of the thesis to state a clear opinion	☐	☐	
uses the second sentence of the thesis to name two main reasons	☐	☐	
writes about each reason in a proof paragraph	☐	☐	

3. Remind students that strong opinion essays include evidence and elaboration that support the opinion and reasons. Tell students that they will provide feedback to a partner about the evidence and elaboration in their partner's essay. Instruct students to Think–Pair–Share to answer this question:

 **How can you make your feedback about evidence and elaboration helpful to your partner?**

Key Ideas

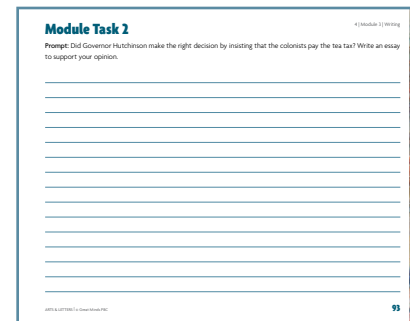
- tell your partner whether the essay supports each reason with evidence
- tell your partner whether the essay elaborates thoroughly on each piece of evidence
- suggest another piece of evidence that better supports a reason
- suggest ways to elaborate on evidence

4. Direct students to Module Task 2, located in the *Learn* book. Instruct students to read the entire draft of their partner's essay and to offer feedback to help strengthen their partner's evidence and elaboration.

Language Support

To help students offer feedback, provide these sentence frames:

- To make your evidence stronger, you could _____.
- To make your elaboration stronger, you could _____.

The image shows a worksheet titled "Module Task 2" with a prompt: "Did Governor Hutchinson make the right decision by insisting that the colonists pay the tax? Write an essay to support your opinion." The worksheet has a large area with horizontal lines for writing. On the right side, there is a vertical strip of historical illustrations. At the bottom right, the page number "95" is visible.

5.  **Introduce the learning task.** Instruct students to revise their opinion essays by using the checklist and feedback from a peer.

Teacher Note

Students may complete the Checklist for Module Task 2 on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does the pursuit of freedom inspire people's actions?**

2. Use responses to reinforce these Knowledge Threads:
- People respond in a variety of ways when they think something is unfair or unjust.
 - An author's or artist's choices in craft and composition can influence and persuade their audience.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- Why was the Declaration of Independence written?
- What ideas within the Declaration of Independence stand out to you? Why?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b, CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.6.4 Revision

CP.7.4 Editing

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B, BU.3.4.F

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.8.4 Punctuation: DF.8.4.B

DF.10.4 Verbs: DF.10.4.B

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 22

Essential Question | How does the pursuit of freedom inspire people's actions?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of the American Revolution and apply reading comprehension skills to a new text related to the American Revolution.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About the American Revolution

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1
(Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1
(Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
2. Tell students that in this lesson they will show and grow what they know about the American Revolution by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to the American Revolution. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 23.

Read | Read More About the American Revolution | **15 minutes**

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about the American Revolution from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about the American Revolution as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.4 Schema Building**



Lesson 23

Essential Question | How does the pursuit of freedom inspire people's actions?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with word parts and module terms. Reviewing the assessment, word parts, and module terms solidifies students' understanding of the American Revolution and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

all module 3 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- class Word Construction for *liber* and *loyal* (*Learn* book)
- Real Words and Non-words Chart
- all module 3 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Word Construction for *liber* and *loyal* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in lesson 35.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definitions of prefixes, roots, and suffixes can help readers understand the meaning of new words. Display the class Word Construction for *liber* and *loyal*, and direct students to the page in their *Learn* book. Explain that the page includes prefixes, roots, and suffixes. Invite a few students to read aloud the word parts and corresponding definitions.
2. Tell students that they will combine two or three of the word parts to create new words. Model how to combine parts to create a new word by combining *liber* and *-ty* to make *liberty*, and share the definition: the state of being free.

Prefixes	Roots	Suffixes
de- down, away from	liber free	-ation action, process
dis- apart, not	loyal true to	-ty state, condition, quality
		-al relating to
		-ate state, quality
		-ful a person, one who does an action

Words: _____

Definitions: _____

Instruct students to write at least three words and definitions at the bottom of the page, using the word parts in the chart.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.

3. Tell students to read their words to a partner and use their knowledge of the word parts to determine the meaning of each word.

4. Invite a few students to share one of their partner's words and its definition. As students share, add responses to the appropriate column of the Real Words and Non-Words Chart.

Reinforce real words (e.g., *disloyal*, *liberate*, *loyalist*).

Teacher Notes

As students share non-words, where possible, provide a real word that communicates a similar meaning. Explain that experimenting with word parts to create real and non-words can help students understand words when they read. In most cases, however, they will use real words in their writing.

If adding a suffix requires a change in spelling, model how to determine the correct spelling with guidance from your foundational skills program.

Real Words and Non-Words	
Real Words	Non-Words

5. Ask this question:



How did your knowledge of word parts help you understand the new words?

6. Tell students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
- **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Compare and Contrast:** Display a Venn diagram, and label the two circles with module terms such as *Patriot* and *Loyalist*. Instruct students to recreate the Venn diagram in their journal. Tell them to list the unique characteristics of each term in the individual circles and list commonalities in the intersecting areas of the circles. Repeat with additional module terms.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to build their knowledge about the American Revolution as they read more module texts.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts**MM.1.4 Comprehension and Evidence:** MM.1.4.B**MM.5.4 Vocabulary:** MM.5.4.A.d, MM.5.4.C**MM.12.4 Complexity, Diversity, and Genre:** MM.12.4.B, MM.12.4.B.b**BU** Build Understanding**BU.2.4 Discovery and Evidence****DF** Develop Foundations**DF.3.4 Phonics and Spelling:** DF.3.4.A**DM** Develop Metacognition**DM.4.4 Reflection and Evaluation**



Lesson 24

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read *The Scarlet Stockings Spy*, a fictional story that follows the actions one girl took during the American Revolutionary War. Students listen to the text, explore the illustrations, and write what they notice and wonder. During visual art instruction, students look closely at *Washington Crossing the Delaware*, an oil painting depicting a historical event. Students then share what they notice and wonder about the painting.

Learning Goals

Notice and wonder about *The Scarlet Stockings Spy*.

 **LEARNING TASK:** Write at least four things you notice about *The Scarlet Stockings Spy* and at least four related questions.

Notice and wonder about *Washington Crossing the Delaware*.

 **LEARNING TASK:** Write at least four things you notice about *Washington Crossing the Delaware* and at least four related questions.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Scarlet Stockings Spy*
- **Respond:** Notice and Wonder About the Text
- **Observe:** Notice and Wonder About a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- *The Scarlet Stockings Spy*
- class Notice and Wonder Chart for *The Scarlet Stockings Spy* (*Learn* book)
- *Washington Crossing the Delaware* (digital platform)

STUDENTS

- *The Scarlet Stockings Spy*
- Notice and Wonder Chart for *The Scarlet Stockings Spy* (*Learn* book)
- Notice and Wonder Chart for Work of Art 2 (*Learn* book)

Preparation

- Students will share copies of *The Scarlet Stockings Spy* in this module. Determine how to pair students and distribute the text.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Scarlet Stockings Spy* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Scarlet Stockings Spy*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *The Scarlet Stockings Spy* by reading aloud the title, author, and illustrator. Tell students that in this lesson they will read the book and share what they notice and wonder about it.

LEARN 53 minutes

Read | Read *The Scarlet Stockings Spy* | 25 minutes

1. Tell students to examine the front and back covers of *The Scarlet Stockings Spy*. Instruct them to discuss with a partner what they notice and wonder about the text from the front and back covers.
2. Display the class Notice and Wonder Chart for *The Scarlet Stockings Spy*, and direct students to the page in the *Learn* book. Instruct students to write at least two things they notice about the covers and two related questions. Invite a few students to share their responses, and add those responses to the class chart.
3. Assess and activate prior knowledge by asking this question:



What does a spy do?

L24 Notice and Wonder Chart	
The Scarlet Stockings Spy Write what you notice and wonder about the text.	
Notice	Wonder

4. Direct students to page 3, and read aloud *The Scarlet Stockings Spy*. Instruct students to annotate unknown words.

Teacher Note

In this lesson, students will learn that Maddy Rose's father and brother die in separate battles. When reading and discussing these parts of the story, take into account any personal experiences that may make it difficult for students to participate.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *brocades*, *man-of-war*, *skulked*).

Respond | Notice and Wonder About the Text | 14 minutes

1. Instruct students to review the text with a partner and discuss what they notice and wonder about the illustrations and text, including unknown words.

Differentiation Support

To help students discuss what they notice and wonder, instruct them to annotate at least two things they notice and wonder before they share with their partner.

2.  **Introduce the learning task.** Instruct students to write at least four things they notice and four related questions on their Notice and Wonder Chart for *The Scarlet Stockings Spy*.

Analyze Student Progress

Monitor: Do students make connections between what they notice and wonder about *The Scarlet Stockings Spy*?

Offer Immediate Support: If students need additional support asking questions about what they notice, direct attention to a specific part of the text and ask these questions: What do you notice in this part of the text? What questions do you have about this part?

Plan Future Practice: Students practice noticing things and asking questions about *A Spy Called James* in lesson 29.

3. Invite a few students to share their responses.
4. Tell students that you noticed that *The Scarlet Stockings Spy* shares similarities with *Colonial Voices*. Explain that both books describe real historical events in fictional, or made-up, stories and both books have children as main characters.
5. Tell students that you also noticed a difference between the books. Display the following excerpts:
- **from *Colonial Voices***—“The Sons of Liberty are counting on me. / Off I go to slip in and out of shops and houses, / share the notice about the final meeting at Old South, / pass the secret to the Patriots, / and listen to the tittle-tattle from the Loyalists.” (Winters 5)
 - **from *The Scarlet Stockings Spy***—“No one suspected her of anything of course. Not this hardworking little seamstress who helped her poor mother by earning threepence. Why, she even hung the wash out every week like clockwork. But that’s where Maddy Rose fooled them, for it was her small clothesline, hanging from her third-floor window that held a secret code.” (Noble 13)

6. Read aloud the excerpt from *Colonial Voices*. Ask these questions:

 **Who is the narrator in this passage?**

 **What is the point of view?**

Reinforce the correct responses:

- **narrator**—Ethan
- **point of view**—first person

Remind students that a first-person narrator is a character inside the story who tells their experiences and opinions.

7. Read aloud the excerpt from *The Scarlet Stockings Spy*. Ask this question:

 **What do you notice about the narrator and point of view in this passage?**

Key Ideas

- The narrator is outside the story.
- The passage includes the pronouns *her* and *she*.
- The passage does not use the pronoun *I*.

8. Tell students that *The Scarlet Stockings Spy* is told from a different point of view than *Colonial Voices*. *The Scarlet Stockings Spy* has a third-person narrator. Instruct students to Think–Pair–Share to answer this question:

 **Why might an author choose to tell a story in one point of view over another?**

Key Ideas

- **first-person point of view:** more immediate, lets readers inside a character's thoughts
- **third-person point of view:** allows for more complete storytelling because the author can include things that the character does not see, know, or understand

9. Tell students that in the next lesson they will focus on what the narrator shares about Maddy Rose's experiences.

Observe | Notice and Wonder About a Work of Art | 14 minutes

1. Tell students that they noticed things and asked questions about a written text, and now they will notice and wonder about a work of art.
2. Display *Washington Crossing the Delaware* without telling students the title or name of the artist. Instruct students to look closely at the work of art in silence. After at least two minutes, direct attention to different parts of the work of art, including the top, bottom, middle, and corners.

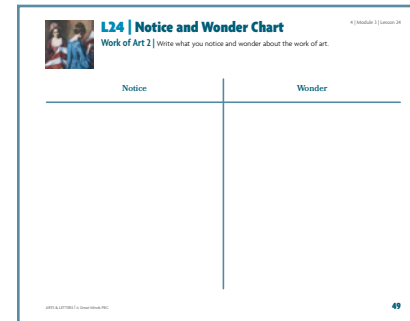
Teacher Notes

Washington Crossing the Delaware is an oil painting by German artist Emanuel Leutze, who lived in the United States as a child. He created the painting nearly 75 years after the event took place. Leutze painted several historical subjects, but his depiction of George Washington crossing the Delaware River in 1776 stood apart. Measuring 21 feet wide and 12.5 feet high, Leutze's massive painting evokes feelings of pride and patriotism. Upon its completion, the painting was displayed in New York City where over 50,000 people paid admission and stood in line to view the painting that made Washington and his story feel larger than life. The popularity of *Washington Crossing the Delaware* led Congress to commission Leutze to paint another large-scale historical painting to hang in the United States Capitol.

Students will learn background information about the artist, and the painting will be provided to students in lessons 25, 27, and 28. Some students may be familiar with this work of art. *Arts & Letters* features the painting in a kindergarten module. Note students' prior knowledge to activate and incorporate into future discussions, and note misconceptions to correct in future instruction.

3. Instruct students to work with a partner to examine the work of art. Explain that one student will share what they notice with their partner. Their partner will respond by asking a question related to that observation. Students then will switch roles. Tell students to each share at least two observations and ask at least two questions about what their partner noticed.
4. Instruct students to observe the work of art in silence for at least one additional minute.

5.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for Work of Art 2, located in the *Learn* book. Instruct students to write at least four things they notice about the work of art and at least four related questions.



Notice	Wonder

Analyze Student Progress

Monitor: Do students describe details in the work of art and ask questions connected to those details?

Offer Immediate Support: If students need additional support describing what they notice and wonder, ask these questions: What do you notice in the foreground? What do you notice in the background? What do these things make you wonder?

Plan Future Practice: Students practice noticing things and asking questions about a work of art in module 4.

6. Invite a few students to share their responses.
7. Tell students that in the next lesson they will discuss what is happening in the work of art.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Scarlet Stockings Spy*?
- What did you learn from the work of art?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.c, MM.12.4.C, MM.12.4.C.b

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 25

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students reread *The Scarlet Stockings Spy* and note details about Maddy Rose. This work prepares students to describe how Maddy Rose demonstrates loyalty as a Patriot throughout the book. During visual art instruction, students consider what is happening in *Washington Crossing the Delaware*. They describe the setting and the figures in the painting.

P A Prologue to lesson 25 is available for students who need additional support.

Learning Goals

Describe a character from *The Scarlet Stockings Spy*.

LEARNING TASK: Describe how Maddy Rose shows she is a loyal Patriot in *The Scarlet Stockings Spy*.

Describe *Washington Crossing the Delaware*.

LEARNING TASK: Describe the setting and at least three figures in *Washington Crossing the Delaware*.

Vocabulary

loyal (adj.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Scarlet Stockings Spy*
- **Respond:** Describe a Character
- **Observe:** Describe the Setting and Figures in a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- *The Scarlet Stockings Spy*
- *Washington Crossing the Delaware* (digital platform)
- 13 Colonies Map (Reference Charts appendix)
- Timeline of the American Revolution (lesson 2)
- chart paper

STUDENTS

- *The Scarlet Stockings Spy*
- chart paper
- journal

Preparation

- Determine how to display the charts for the Gallery Walk. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Scarlet Stockings Spy* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Scarlet Stockings Spy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will reread *The Scarlet Stockings Spy* and learn more about the main character.

LEARN 53 minutes

Read | Read *The Scarlet Stockings Spy* | 23 minutes

1. Direct students to page 3, and read aloud the page, starting with “In the fall.” Ask this question:

 **Where and when does the story take place?**

Reinforce the correct response: Philadelphia in 1777.

2. Display the 13 Colonies Map. Direct attention to the city of Philadelphia on the map, and name the colony in which it is located: Pennsylvania.
3. Display the Timeline of the American Revolution. Ask this question:

 **What happened in the years leading up to 1777?**

Reinforce the correct responses: The American Revolution began in 1775. Thomas Jefferson and others wrote the Declaration of Independence in 1776.

Use responses to emphasize that this story takes place during the Revolutionary War.

4. Direct students to page 5, and read aloud the page, starting with “Uncertainty settled over.” Instruct students to Think–Pair–Share to answer these questions:



Who is the story about?



What do the details on this page tell you about her?

Key Ideas

- **who:** Maddy Rose
- **detail:** she is a spy
- **detail:** she wears scarlet stockings
- **detail:** she lives in the Leather Apron District with her mother and brother

5. Ask this question:



What did you learn about spies in Philadelphia on this page?

Language Support

Based on your students’ needs, provide a student-friendly definition for the phrase *lining their pockets*.

Key Ideas

- Spies are everywhere.
- British spies are loyal to the king.
- Patriot spies are loyal to Washington’s army.
- Other spies are loyal to anyone who will pay them money.

6. Explain that the British spies are loyal to King George III and that the Patriot spies are loyal to George Washington and the Continental Army. Tell students that before Washington became the first president of the United States of America in 1789, he was a general in the military.

7. Introduce the vocabulary term *loyal* by displaying the term and definition. Engage students in Vocabulary Exploration.

8. Facilitate a brief discussion of this question:

 **What is the difference between being loyal and being a Loyalist?**

Language Support

Display the Knowledge Card for *Loyalist* and direct attention to the image to spark students' memory. Remind students of the term's meaning.

Key Ideas

- The word *loyal* is the name of a character trait, but the word *Loyalist* is the specific name of the group of people loyal to King George III.
- People who are loyal give their time and resources to support a cause; the Loyalists gave their time and resources specifically to support King George III and British rule over the colonies.

9. Instruct students to read pages 6–11, starting with “‘Maddy Rose,’ called,” to learn more about Maddy Rose.

10. Instruct students to Think–Pair–Share to answer this question:

 **What more have you learned about Maddy Rose?**

Key Ideas

- she is a daughter and sister
- she sews seams for Mistress Ross
- her father died in the war
- her brother is fighting in the war
- she is a Patriot rebel
- she is proud

Definition

loyal (adj.): having or showing complete and constant support for someone or something

11. Reinforce that Maddy Rose is a Patriot. Ask this question:



How does Maddy Rose show that she is a loyal Patriot?

Key Ideas

- drinks Liberty tea, not English tea
- wears homespun clothes, hand-me-down shoes and hat, and hand-knit stockings

As students share, add their responses to a piece of chart paper titled “pages 6–11.”

12. Form groups, and assign each group one of the following sections of the book:

- pages 12–19
- pages 20–29
- pages 30–39
- pages 40–48

Distribute chart paper to each group. Instruct students to title their chart paper with their assigned section, read their assigned section, and jot examples on the chart paper of other ways Maddy Rose shows that she is a loyal Patriot.

Look for students to address key ideas in their responses.

Key Ideas

- **pages 12–19:** uses a clothesline as a secret code, hangs out her stockings and petticoats in the same order as ships, pulls in the clothesline after Jonathan reads the secret code
- **pages 20–29:** surveys the harbor when she hears the fighting, memorizes the positions of the ships, hangs the clothes on the clothesline to warn Jonathan of a British man-of-war
- **pages 30–39:** keeps watch late at night for Jonathan, races out of her house to see if a figure is Jonathan, asks a stranger if he knows Jonathan
- **pages 40–48:** sews an American flag using her petticoat, her stockings, and Jonathan’s coat; hangs clothes on the clothesline as secret messages, hangs her flag outside when the British leave Philadelphia

Respond | Describe a Character | 12 minutes

1. Display all the charts in chronological order. Lead students in a Gallery Walk to review the examples of how Maddy Rose shows she is a loyal Patriot from the beginning of the story to the end.
2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to answer this question: How does Maddy Rose show she is a loyal Patriot throughout the story? Provide examples from the beginning, middle, and end of the book.

Language Support

To help students write a response, provide these sentence frames: In the beginning of the story, Maddy Rose shows that she is a loyal Patriot by _____. In the middle, Maddy Rose shows that she is loyal by _____. At the end, Maddy Rose shows that she is loyal by _____.

Analyze Student Progress

Monitor: Do students describe how Maddy Rose shows that she is a loyal Patriot by using accurate, text-based information from the Gallery Walk?

Offer Immediate Support: If students need additional support describing how Maddy Rose shows loyalty throughout the story, direct attention to the five displayed charts. Instruct students to select examples from the first, third, and fifth charts.

Plan Future Practice: Students practice identifying important details about a person in *A Spy Called James* in lesson 30.

3. If time allows, invite a few students to share their responses.

4. Remind students that *The Scarlet Stockings Spy* is a fictional story. Maddy Rose, her parents, Jonathan, Mistress Ross, and Seth are made-up characters. However, the story does include real historical events, such as the Battle of Brandywine and the British leaving Philadelphia. Instruct students to identify when these events took place.

Reinforce the correct responses: September 11, 1777, and spring 1778. Add the events to the Timeline of the American Revolution.

5. Tell students that they will look more closely at what was happening in fall 1777 and spring 1778 in the next lesson.

Observe | Describe the Setting and Figures in a Work of Art | 18 minutes

1. Display *Washington Crossing the Delaware* without telling students the title of the painting or the name of the artist. Instruct students to observe the work of art for at least one minute.
2. Form groups of 10 to 12 students. Instruct groups to create a Tableau of the figures in the boat in the foreground of the painting.
3. Point to the figure in the back of the boat who is bundled up. Instruct all students to mimic that figure's pose.
4. Point to the figure standing in the front of the boat without telling students that the figure is George Washington. Instruct all students to mimic that figure's pose.

5. Instruct students to respond to this prompt with a partner:

 **Describe the differences in the two figures.**

Listen for students to address key ideas in their discussions.

Key Ideas

- One figure is sitting, hunched over, looking inside the boat. The other figure is standing straight and tall, looking forward at the riverbank ahead.
- The figure sitting is wearing a black hat with red and blue feathers. His head is wrapped with a scarf or bandage. He is wearing a brown blanket or coat that is lined with fur. The figure standing is wearing a black hat, a gray cape lined in red, khaki pants, and black boots. His gray hair is tied back.
- The figure sitting has one hand near his face wrapped around the top of his gun and the other at his side holding the end of his gun. The figure standing has a sword hanging by his side. One of his hands is resting on his knee and holds a spyglass. The other hand is holding his cape as it blows in the wind.

6. Tell students that the painting is titled *Washington Crossing the Delaware*. Ask these questions:

 **Which figure do you think Washington is in the painting? Why?**

Key Ideas

- **who:** man standing in the front of the boat in the foreground
- **why:** he is in the foreground; he stands taller than the other men; he has an impressive uniform, unlike the other men, who seem to be wearing regular clothes

7. Remind students of the painting's title, and tell them that the Delaware is a river that runs along the borders of New York, Pennsylvania, New Jersey, and Delaware. Remind students that the Delaware River is where Maddy Rose sees a British man-of-war. While Maddy Rose's experience with the river is made up, Washington's is not. The painting shows a real historical event: In December 1776, General George Washington led a group of soldiers across the Delaware River so they could attack the British in New Jersey. Display the Timeline for the American Revolution, and add "General Washington crossed the Delaware" to 1776 in the timeline.

Explain that while the painting shows an event that happened in 1776, artist Emanuel Leutze created the painting in 1851, almost 75 years after the event. Add "Leutze painted *Washington Crossing the Delaware*" to 1851 in the timeline.

8. Emphasize that Leutze did not witness the event, but he chose to paint it because he had a story to tell. As such, the painting contains story elements. Pose this prompt:



Describe the setting and figures in Leutze's painting.

Differentiation Support

To help students describe the setting and figures, ask these questions:

- What is the time of day? How do you know?
- What is the weather like? What is the season? How do you know?
- What are the figures doing?
- What is happening in the foreground? What is happening in the background?

Key Ideas

- Ice in the river means the weather is cold. It is winter.
- Groups of people are rowing many boats across the river. Washington is in the boat in the foreground. Another boat in the background has horses.
- The people are traveling to the riverbank that appears on the left side.
- In the background and on the left side, the sun is up but is partially hidden behind clouds. The right side is darker and looks like a rainstorm.
- In the foreground, the flag is blowing backward, and one man is holding his hat as if it is windy.

9.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Describe the setting and at least three figures in the painting.

Analyze Student Progress

Monitor: Do students write a response that includes details from the previous discussions?

Offer Immediate Support: If students need additional support describing the setting and three figures, instruct them to write four sentences: one to describe the time and place, one to describe Washington, one to describe a figure in the front of the boat in the foreground, and one to describe a figure in the back of the boat in the foreground.

Plan Future Practice: Students practice describing what is happening in a work of art in module 4.

10. Tell students that in the next lesson they will learn more about the artist and the choices he made in showing this historical event.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Scarlet Stockings Spy*?
- What did you learn from *Washington Crossing the Delaware*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.5.4 Vocabulary: MM.5.4.B, MM.5.4.B.c

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.C, MM.12.4.C.b

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 26

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at setting reveal?

OVERVIEW

Preview

In this Reveal lesson, students explore descriptive details of the setting at the beginning and the end of *The Scarlet Stockings Spy*. Students describe the changes in time and mood and explain why the mood changes. During visual art instruction, students explore different elements within *Washington Crossing the Delaware*. Students explain how line, color, and value create a focal point.

Learning Goals

Analyze setting in *The Scarlet Stockings Spy*.

 **LEARNING TASK:** Describe how the time and mood change in *The Scarlet Stockings Spy*, and explain why the mood changes.

Analyze the composition of *Washington Crossing the Delaware*.

 **LEARNING TASK:** Explain how line, color, and value create a focal point in *Washington Crossing the Delaware*.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine the Setting in *The Scarlet Stockings Spy*
- **Respond:** Describe Changes in Time and Mood
- **Observe:** Analyze the Composition of a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- *The Scarlet Stockings Spy*
- *Washington Crossing the Delaware* (digital platform)

STUDENTS

- *The Scarlet Stockings Spy*
- journal

Preparation

- Prepare to use a previously studied text or other story with details that convey a mood. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Scarlet Stockings Spy* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Scarlet Stockings Spy*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at setting reveal?
3. Tell students that they will examine details at the beginning and the end of *The Scarlet Stockings Spy* related to the setting of the story.

LEARN 53 minutes

Read | Examine the Setting in *The Scarlet Stockings Spy* | 20 minutes

1. Read aloud the beginning of a story that conveys a strong mood and that students have studied previously, such as *The Invention of Hugo Cabret*, or describe the beginning of a story with details that convey a specific mood (e.g., A story with a cheerful mood might begin like this: One early spring morning, a young child skips down a lane while birds sing sweetly overhead in the bright blue skies with puffy clouds). Ask this question:

 **Which emotions or feelings come to mind as you listen to this story?**

Explain that authors often add details to the setting of a story to create a mood, or the emotions or feelings associated with a story.

2. Direct students to page 3 of *The Scarlet Stockings Spy*. Instruct students to read the first sentence, starting with “In the fall.” Ask this question:

 **Where and when does the story open?**

Reinforce the correct responses: Philadelphia, fall 1777.

3. Engage students in Repeated Reading of page 3, starting with “In the fall.” Ask this question:

 **How would you describe the mood in the beginning of the story?**

Teacher Note

Pause to define *hangman’s gallows* or to remind students of the definition, if you provided it in a previous lesson.

Key Ideas

- nervous, anxious, worried
- frightened, scared, fearful
- tense, threatening
- uncertain

4. Instruct students to annotate the details that helped them determine the mood.

5. Invite students to share their annotations. Encourage students to identify the detail they share as an example of figurative language, a precise verb, or a sensory detail.

Key Ideas

- “twitching like a nervous mouse”
- “going to attack ... no one knew where or when”
- “secreted”
- “hangman’s gallows”

Use responses to reinforce that figurative and descriptive language creates images in a reader’s mind that then makes the reader feel a certain way.

6. Tell students they will read another passage from the beginning of the story. Direct attention to page 5. Read aloud the portion of the page from “Uncertainty settled over” to “lining their pockets.” Instruct students to annotate details that help communicate a mood.
7. Instruct students to discuss these questions with a partner:



What is the mood on page 5?



What details create this mood?

Key Ideas

- **mood:** uncertain, suspicious, cautious, mistrustful, sneaky, dangerous
- **details:** “Uncertainty settled over the city like soot.” “Suspensions skulked ... like hungry alley cats.” “Rumors multiplied like horseflies.” “Spies were everywhere.”

8. Invite a few students to describe the mood on page 5. Ask this question:



What is happening in Philadelphia in 1777 to cause this mood?

Differentiation Support

To help students explain what is happening, instruct them to reread pages 3 and 5 and focus on details that describe the British, Congress, and “folks” living in Philadelphia.

Key Ideas

- Fighting continues and is near Philadelphia.
- The British are going to attack.
- People living in Philadelphia wonder where and when the British will attack.
- Congress moved out of Philadelphia.
- People with different loyalties live and work together, and many are spies.

9. Tell students they will read a passage at the end of the story. Direct attention to page 47. Instruct students to read page 47, starting with “In the spring,” and annotate details that describe the time, place, and mood.

Look for students to address key ideas in their annotations.

Key Ideas

- **time:** spring, 1778
- **place:** Philadelphia
- **details to determine mood:** “British ... sent running,” “Patriots ... celebrated, flying flags everywhere,” “fresh spring breezes,” “lifted it up high,” “proud and strong it flew, just like her father’s chin”

Respond | Describe Changes in Time and Mood | 13 minutes

1. Instruct students to share their annotations with a partner and to discuss the mood at the end of the story.

Language Support

Provide a word bank of adjectives that relate to the mood at the end of the story to facilitate students’ discussions.

Listen for students to address key ideas in their discussions.

Key Ideas

- joyful, happy, celebratory
- victorious
- proud
- patriotic

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Describe how the time and mood of *The Scarlet Stockings Spy* change, and explain why the mood changes.
-

Analyze Student Progress

Monitor: Do students describe a change in time and mood and explain the reason for the change in mood?

Offer Immediate Support: If students need additional support describing how and why the setting changes, instruct them to list the season, year, city, and mood at the beginning and at the end of the story. Then ask these questions: What changes do you notice? What is happening to cause the change in mood?

Plan Future Practice: Students practice examining setting in module 4.

3. Invite a few students to share their responses.

Key Ideas

- **changes:** Time changes from fall 1777 to spring 1778; mood changes from anxious, fearful, and suspicious to victorious, joyful, and patriotic.
- **why:** Washington and his soldiers defeated the British, and the British left Philadelphia.

Differentiation Challenge

To extend student thinking across texts, instruct students to revisit the setting at the beginning and the end of *Colonial Voices*. Ask this question: How are the moods in *Colonial Voices* similar to and different from the moods in *The Scarlet Stockings Spy*?

Observe | Analyze the Composition of a Work of Art | 20 minutes

1. Display *Washington Crossing the Delaware*. Tell students that in this lesson they will examine the composition of Leutze's *Washington Crossing the Delaware*, just as they did earlier in the module with Revere's print *The Boston Massacre*. Remind students that artists like Revere and Leutze make choices on how to organize all elements to create composition.
2. Tell students that one element of composition they can examine is line. Instruct students to observe in silence the people and objects in and around the foreground for at least 30 seconds. Ask this question:

 **Where do you see lines?**

Key Ideas

- across the bottom of the boat
- in the oars
- in the flagpole
- in Washington standing
- in the arms of the figures rowing
- in the sun's rays from the clouds down to the boat

3. Ask this question:

 **What kind of line does Washington's body create?**

Encourage students to recall what they looked like and how they felt when they mimicked Washington's pose in the previous lesson.

Key Ideas

- straight
- vertical
- tall
- strong

4. Tell students that lines work together to create a focal point. Guide students to follow the lines they identified previously in this order:
 - from the oar at the front of the boat to Washington
 - from Washington to the top of the flagpole
 - from the flagpole to the sun's rays
 - from the rays to the back of the boat
 - from the back of the boat across the bottom to the front of the boat
5. Tell students that another element of composition to consider is color. Ask this question:

 **What colors do you see the most in this painting?**

Key Ideas

- white, light gray
- blue
- brown
- red

6. Instruct students to discuss these questions with a partner:

 **Which color draws your attention? Where do you see this color?**

Listen for students to address key ideas in their discussions.

Key Ideas

- **color:** red
- **where:** foreground, Washington's cape, scarf on figure at front of boat, coat of figure next to Washington, stripes in the flag, shirt of figure seated under the flag

7. Tell students that they can also examine value, or the areas in the painting that are very light or very dark. Remind students of their work with *The Gross Clinic*, the painting they observed in module 1, where they looked at how chiaroscuro, the light and dark areas, creates a focal point. Instruct students to look at *Washington Crossing the Delaware* for at least 30 seconds and focus on the light and dark areas.
8. Instruct students to discuss with a partner where they see dark and light areas and what is in these areas.

Listen for students to address key ideas in their discussions.

Key Ideas

- **dark areas:** in the background and on the right where the clouds and smaller boats are seen, along the bottom where there is water and ice
- **light areas:** at the top, in the center, and on the left; around the figures in the boat in the foreground; around Washington and the flag

9. Ask this question:



By using line, color, and value, where does Leutze draw your attention?

Reinforce the correct responses: to the figure and flag in the foreground.

10.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Describe the way Leutze's composition draws your attention to the focal point. Use the terms *line*, *color*, *light*, and *dark* in your response.

Analyze Student Progress

Monitor: Do students explain how line, color, and value draw viewers' attention to Washington and the flag?

Offer Immediate Support: If students need additional support explaining how composition draws their attention to the focal point, instruct them to write three sentences that explain how art elements draw their attention to Washington and the flag: one that explains line, one that explains color, and one that explains value.

Plan Future Practice: Students practice examining a specific aspect of a work of art in module 4.

11. Invite a few students to share their responses.

Key Ideas

- **line:** Leutze uses lines from the front of the boat up to the flagpole and sun's rays to the back of the boat and across the bottom that put Washington and the flag in the center.
 - **color:** Red appears in Washington's coat, in the flag, and in the clothes of the figures who are in front of Washington and behind him. Red is only in the foreground, which makes viewers look at the boat and people and flag in it.
 - **value:** The dark areas on the right and bottom makes viewers focus on Washington and the flag because they appear in the lightest area of the painting.
12. Remind students that Leutze created his painting 75 years after Washington crossed the Delaware River. Tell students that they will learn more about Leutze and his focus on this historical event in the next lesson.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about mood?
- What did you learn from *The Scarlet Stockings Spy*?
- What did you learn from *Washington Crossing the Delaware*?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 27

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students annotate details from *The Scarlet Stockings Spy* that tell how the war affects Maddy Rose's life. Students participate in a discussion about how Maddy Rose's experience relates to the Patriots' lived experience during the American Revolution, which in turn teaches a life lesson. During visual art instruction, students consider the choices that Emanuel Leutze made in his painting *Washington Crossing the Delaware*. This prepares students to discuss his purpose for creating the painting.

P A Prologue to lesson 27 is available for students who need additional support.

Learning Goals

Determine what *The Scarlet Stockings Spy* communicates about the Patriots.

LEARNING TASK: During a class discussion, share what the story conveys about the lived experience of the Patriots during the American Revolution.

Conclude what *Washington Crossing the Delaware* communicates about a historical event.

LEARNING TASK: During a class discussion, share the artist's purpose for creating the painting.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion About *The Scarlet Stockings Spy*
- **Respond:** Discuss a Central Idea
- **Observe:** Interpret the Meaning of a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- *The Scarlet Stockings Spy*
- *Washington Crossing the Delaware* (digital platform)
- *The Boston Massacre* (digital platform)
- Timeline of the American Revolution (lesson 2)

STUDENTS

- *The Scarlet Stockings Spy*
- Talking Tool (*Learn* book)
- journal

Preparation

- Determine how to display *The Boston Massacre* and *Washington Crossing the Delaware* simultaneously. See the Observe section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Scarlet Stockings Spy* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH **2 minutes**

Read the Content Framing Question

1. Display *The Scarlet Stockings Spy*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reread sections of *The Scarlet Stockings Spy* to discover a central idea.

LEARN **53 minutes**

Read | Prepare for a Discussion About *The Scarlet Stockings Spy* |

18 minutes

1. Read aloud page 15, starting with “She’d lined her.”
2. Direct students to page 6. Instruct students to review the text from page 6 to the end and annotate details that describe how Maddy Rose’s life is different now that the country is at war.

Differentiation Support

To help students identify details that describe how Maddy Rose’s life is different during the war, direct them to these pages: 6, 13–16, 22, 37–38.

3. Tell students to review their annotations. Instruct students to Think–Pair–Share to answer this question:



How does the war affect Maddy Rose?

Differentiation Support

To help students identify effects, instruct them to consider how the war affected Maddy Rose in these areas: home and family, childhood, work, emotions.

Key Ideas

- changes her family because she lives only with her mother
- introduces her to grief when her father and brother are killed during the war
- makes her work harder to avoid British goods and to help her mother
- pushes her to grow up when she turns a childhood game into a secret code
- sparks fear and courage when she hears the battle nearby
- leads her to participate in the war by spying

4. Remind students that even though Maddy Rose is a fictional character, her story helps readers understand what life was like for the Patriots. Display and read aloud the discussion question: What does *The Scarlet Stockings Spy* teach you about the lived experience of the Patriots during the war? Direct students to their journals. Instruct students to jot a response to the question before they begin the discussion.

Respond | Discuss a Central Idea | 15 minutes

1. Display and introduce the speaking and listening goal: Answer questions to clarify what you mean. Explain that during a discussion a peer may ask a question to better understand a speaker's idea. Tell students that they can explain what they mean by restating their idea in a different way, by providing examples or additional evidence, or by connecting their idea to another idea.

Teacher Note

During the class discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

2. Direct students to the Talking Tool, located in the *Learn* book. Remind them that they can use the sentence frames in the Talking Tool during the discussion.

3.  **Introduce the learning task.** Display the discussion question, and explain that students will now engage in a discussion. Begin the discussion by asking this question:

 **What does *The Scarlet Stockings Spy* teach you about the lived experience of the Patriots during the war?**

Analyze Student Progress

Monitor: Do students explain what life was like for the Patriots during the war by using examples from the text?

Offer Immediate Support: If students need additional support explaining the Patriots' lived experience, tell them to consider additional characters in the story, such as Maddy Rose's mother or Jonathan. Ask these questions: What did this Patriot do during the war? How did that action affect them or their family?

Plan Future Practice: Students practice determining a central idea in *A Spy Called James* in lesson 32.

4. At the end of the discussion, reinforce key ideas.

Key Ideas

- Families were forever changed because some Patriot soldiers did not return home.
- Living during the war was scary for Patriots who fought the British and for people who could hear the fighting near them.
- Some Patriots fought, some spied, and some boycotted British goods.
- Women took on more work when their husbands and sons went to war.

5. Continue the discussion by asking this question:

 **What life lesson, or theme, do you learn from *The Scarlet Stockings Spy*?**

Key Ideas

- People make sacrifices for things they believe in.
- Times of stress or hardship can lead people to take action.
- Loyalty can be shown in different ways.
- A small action can make a big difference.

6. Direct students to their journals. Instruct them to write a theme for *The Scarlet Stockings Spy*.

Observe | Interpret the Meaning of a Work of Art | 20 minutes

1. Tell students to close their eyes and imagine a school bus, concentrating on its length. Next, tell students to visualize a basketball hoop, concentrating on its height. Then, tell students to visualize the school bus parked next to the basketball hoop, focusing again on the length of the bus and the height of the hoop. Finally, tell students to replace the image of the bus parked next to the basketball hoop with an image of Leutze's painting *Washington Crossing the Delaware*. Display *Washington Crossing the Delaware*, and tell students to open their eyes. Emphasize that the painting they are viewing is 21 feet wide and 12.5 feet high, which is almost as long as a school bus and as tall as a basketball hoop.
2. Invite students to share where such a huge painting could be displayed in their school or community.
3. Tell students to imagine that they are viewing the painting in one of the locations they named. Ask this question:

 **How would viewing the full-size painting be different from viewing it in the classroom?**

4. Display the Timeline of the American Revolution. Point to 1851 and remind students that Leutze created his enormous painting in 1851. Emphasize that Leutze created the painting 75 years after Washington and his soldiers crossed the Delaware River in 1776. Explain that because Leutze did not experience the event firsthand, he relied on stories from others and his imagination. As a result, his painting does not show the historical event exactly as it occurred.
5. Direct attention to *Washington Crossing the Delaware*. Tell students that they will now compare the details of the historical event to details in Leutze's painting. Think aloud to model how to make the first comparison.
6. Provide the following additional details one at a time, and instruct students to tell how each is shown differently in the painting:
 - The Delaware River froze in flat sheets of ice.
 - Washington and his soldiers used large flat boats packed with soldiers, horses, and cannons.
 - The boats were attached to wires that were strung from one side of the river to the other so that the current could carry them across.
 - The American flag with stars and stripes was adopted in 1777.

Key Ideas

- In his painting, Leutze shows the river with thick chunks of ice.
- In his painting, Leutze shows Washington and small groups of soldiers in rowboats.
- In his painting, Leutze shows soldiers using oars to paddle across the river.
- In his painting, Leutze shows a flag that had not yet been made because Washington crossed the river in 1776.

Sample Think Aloud

I learn that in 1776, Washington and his soldiers crossed the Delaware River at night during a snowstorm. I look at *Washington Crossing the Delaware* and tell how Leutze changed the details in his work of art: In his painting, Leutze shows Washington and the soldiers crossing the river during a cloudy day, not at night during a snowstorm.

7. Instruct students to examine the painting and consider the choices Leutze made. After at least 30 seconds, instruct students to Think–Pair–Share to answer this question:



How do these changes affect you as a viewer?

Differentiation Support

To help students reflect on Leutze’s choices, ask these questions:

- What does a stormy day help you understand about what the figures are doing?
- How does changing the setting from nighttime to daytime help you as a viewer?
- Which would be easier for the soldiers: using cables and currents to move a flat boat through sheets of ice or paddling a rowboat through chunks of ice?
- What does an American flag represent? Why do you think Leutze includes this flag in his painting?

Key Ideas

- The stormy sky lets viewers know that Washington and the soldiers faced danger, and the daytime crossing allows viewers to observe the determination and bravery of George Washington and the soldiers more clearly.
- The thick chunks of ice show viewers that the crossing was difficult, and the rowers had to work hard.
- The small rowboats add to viewers’ understanding that the crossing was challenging.
- The American flag represents the independence and freedom that George Washington and the soldiers were fighting for. It makes viewers feel proud of these men and their country.

8. Tell students that they will now have another opportunity to practice the speaking and listening goal: Answer questions to clarify what you mean.

Language Support

Remind students that they can use the Talking Tool during the discussion to ask questions of their peers and to share and support their own ideas.

9. Display and Choral Read the discussion questions: What do you think Leutze was trying to achieve by painting *Washington Crossing the Delaware*? Why do you think so?

10. Instruct students to silently think of a response to the discussion questions.
11.  **Introduce the learning task.** Explain that students will now engage in a discussion. Begin the discussion by asking these questions:

 **What do you think Leutze was trying to achieve by painting *Washington Crossing the Delaware*? Why do you think so?**

Analyze Student Progress

Monitor: Do students share evidence from the painting to support the artist's purpose?

Offer Immediate Support: If students need additional support determining the artist's purpose, ask these questions: What does the size of the painting tell you about the historical event? Did Leutze's changes make that event seem more or less important? How?

Plan Future Practice: Students practice concluding what *Harmonizing* communicates about harmony in module 4.

12. At the end of the discussion, reinforce key ideas.

Key Ideas

- Leutze wanted to honor the hard work and bravery of George Washington and the soldiers as they fought for a new country. Leutze shows Washington leading his soldiers to battle across an ice-filled river in small boats on a stormy day.
- Leutze wanted people to understand that our country's freedom did not come without challenges. Leutze shows the soldiers working hard to push chunks of ice so the men can get across the river and fight the British.
- Leutze wanted to show the historical importance of this event and wanted viewers to feel proud of their country. He shows a flag that represents a free country, Washington standing tall in a small boat, and the soldiers working hard.

- 13.** Display *The Boston Massacre*. Remind students that earlier in the module they learned that Paul Revere's print *The Boston Massacre* does not accurately portray the historical event. Students also discussed what Revere was trying to achieve by changing details in his print, just as they discussed what Leutze was trying to achieve by changing details in his painting.
- 14.** Simultaneously display *The Boston Massacre* and *Washington Crossing the Delaware*. Tell students to consider how Revere's print and Leutze's painting affect viewers. Instruct students to Think–Pair–Share to answer these questions:

 **How are the two works of art similar?**

 **How are they different?**

Key Ideas

- **similar:** Both evoke feelings and boost support for the colonists who wanted to separate from Great Britain.
- **different:** The print makes viewers feel angry at the British soldiers for attacking the colonists. The painting makes viewers feel proud of Washington and the soldiers as they bravely fight for freedom.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Scarlet Stockings Spy*?
- What did you learn from *Washington Crossing the Delaware*?
- What did you learn about historical events in stories and art?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 28

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students learn more about the author of *The Scarlet Stockings Spy* and reflect on what they learned about the American Revolution from the text. They review transition words and phrases that add or contrast ideas and use one to share their knowledge. During visual art instruction, students synthesize their learning of *Washington Crossing the Delaware*. They share knowledge of the painting, using a transition word or phrase.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Reflect on knowledge gained from studying *The Scarlet Stockings Spy*.

LEARNING TASK: Write three knowledge statements about *The Scarlet Stockings Spy*, using a transition word or phrase to connect two statements.

Express knowledge gained from studying *Washington Crossing the Delaware*.

LEARNING TASK: Write three knowledge statements about *Washington Crossing the Delaware*, using a transition word or phrase to connect two statements.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Reflect on Knowledge from *The Scarlet Stockings Spy*
- **Respond:** Express Knowledge
- **Observe:** Share Knowledge About a Work of Art

LAND

Synthesize Learning

Materials

TEACHER

- *The Scarlet Stockings Spy*
- *Washington Crossing the Delaware* (digital platform)

STUDENTS

- *The Scarlet Stockings Spy*
- Sentence Strategies for Module 3 (*Learn* book)
- World Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *The Scarlet Stockings Spy* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Scarlet Stockings Spy*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on the knowledge they have gained from studying *The Scarlet Stockings Spy* to write knowledge statements.

LEARN 53 minutes

Read | Reflect on Knowledge from *The Scarlet Stockings Spy* | 16 minutes

1. Display *The Scarlet Stockings Spy*, and ask this question:



Who is the author of this book?

Reinforce the correct response: Trinkia Hakes Noble.

2. Direct attention to page 2. Read aloud the author's note. Instruct students to listen closely for details that describe Noble and her family.
3. Ask this question:



What did you learn about the author and her family?

Key Ideas

- Her ancestor, James Hakes, fought in the war and was a soldier in Washington's army, the Continental Army.
- General George Washington visited her ancestor's home.
- Her great-great-great-grandfather was named after Washington.
- Washington asked that her great-great-great-grandfather be named after him.
- She visited battle sites to research before writing *The Scarlet Stockings Spy*.
- She is proud of her ancestor and thankful that he fought for freedom.

4. Use responses to emphasize that the author's family connections to the American Revolution inspired her to write *The Scarlet Stockings Spy*, a fictional story set during the war. Instruct students to Think–Pair–Share to respond to this question:



What connections can you make between the author, her family, and the made-up characters in *The Scarlet Stockings Spy*?

Differentiation Support

To help students identify connections, ask these questions:

- How do the author and Maddy Rose feel about their relatives who fought in the war?
- How do the author and Maddy Rose feel about their country?
- How is the author's family similar to Maddy Rose's family?
- How is the author's ancestor similar to Jonathan and Seth?

Key Ideas

- Both the author and Maddy Rose are proud of their family members who fought in the war.
- The author's ancestor was part of the Continental Army, just like Jonathan.
- James Hakes fought in the same battles as Jonathan and Seth.
- Like Maddy Rose, the author cares deeply about living in a country that values freedom.

5. Direct attention to the World Knowledge Chart, and instruct students to silently read the knowledge statements. Ask this question:



What did you learn about the American Revolution from reading about Maddy Rose and her family in *The Scarlet Stockings Spy*?

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *The Scarlet Stockings Spy*, located in the *Learn* book (lesson 24).

Key Ideas

- Some people were spies who helped the Patriots, and some were spies who helped the Loyalists.
- Not all Patriots fought. Some made their own tea or spied.
- The people who fought and supported the Continental Army believed in the cause of freedom.
- Battles were being fought around cities where people were working and doing everyday tasks.
- People lost loved ones during the war.
- Some people are proud of their relatives who fought in the American Revolution.

Add a few student-generated knowledge statements to the chart.

Respond | Express Knowledge | 20 minutes

1. Remind students that they can express knowledge by using a transition word or phrase to connect related ideas. In a previous lesson, they learned about transitions that express a cause-and-effect relationship. In this lesson, they will learn about transitions that show different relationships.
2. Direct students to the Sentence Strategies for Module 3, located in the *Learn* book. Direct attention to Strategy 9. Read aloud the strategy.
3. Choral Read the example transition words and phrase.
4. Read aloud the sample sentences. Ask this question:

What does the transition word *however* tell you about the ideas in the two sentences?

Key Ideas

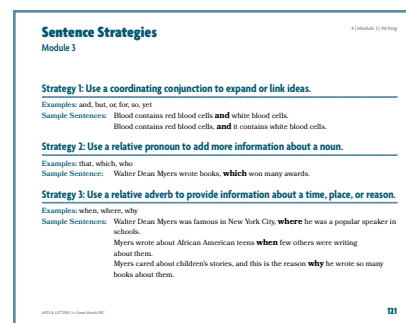
- not alike, not similar
- opposite
- different

Use responses to reinforce that *however* contrasts ideas.

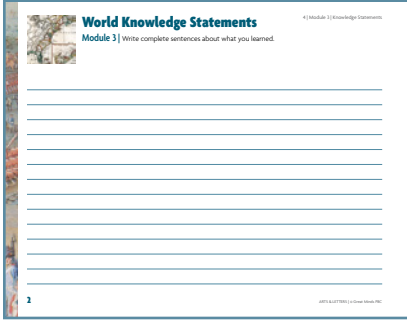
5. Tell students to look at the examples again. Ask this question:

What other example could be used to contrast ideas?

Reinforce the correct response: on the other hand.



6. Tell students that the other two examples, *also* and *similarly*, are used to add ideas.
7. Instruct students to complete the sentences in the Your Turn section, first by adding an idea and then by contrasting ideas. Invite a few students to share their responses.
8. Direct attention to the World Knowledge Chart. Identify one knowledge statement. Instruct students to work with a partner to orally rehearse a sentence that uses a transition to add another idea to the knowledge statement or to contrast the idea in the knowledge statement.
9.  **Introduce the learning task.** Direct students to the World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write three knowledge statements, connecting two with a transition word or phrase, to share what they learned from studying *The Scarlet Stockings Spy*.



Analyze Student Progress

Monitor: Do students write three knowledge statements with at least two appropriately connected by a transition word or phrase?

Offer Immediate Support: If students need additional support using a transition word or phrase to connect two knowledge statements, direct attention to two statements in the World Knowledge Chart that express similar or contrasting ideas, and ask this question: Which transition word or phrase could connect these two sentences?

Plan Future Practice: Students practice forming knowledge statements about the American Revolution in lesson 33.

10. Invite a few students to share their responses.

Key Ideas

- Soldiers were not the only ones who helped win the war for the Patriots. Spies, like Maddy Rose, helped too.
- Some Patriots would show their loyalty by not drinking English tea. Also, they would make their own clothes to avoid using materials from London.
- Fathers and sons would leave their homes to fight for freedom. However, many would not return, like Maddy Rose's father and brother.
- Patriots and Loyalists lived in the same city, and they were suspicious of each other.

Observe | Share Knowledge About a Work of Art | 17 minutes

1. Remind students that they have also gained knowledge about the American Revolution from the works of art they have studied.
2. Display *Washington Crossing the Delaware*, and direct attention to the World Knowledge Chart. Read aloud a few knowledge statements related to the painting. Explain that the painting was very popular when it was first displayed in New York City in 1851. More than 50,000 people came to see it, and one person bought it for \$10,000, which was an especially large sum of money during that time. Today, the painting can be seen in New York's Metropolitan Museum of Art where it remains popular with visitors.
3. Instruct students to discuss this question with a partner:



Why might this painting still be popular today?

Language Support

To help students discuss the question, explain that *popular* means “liked or enjoyed by many people.”

4. Tell students to consider the knowledge statements in the World Knowledge Chart and reasons that the painting remains popular. Instruct students to take turns with a partner orally rehearsing two sentences about the painting that are linked with a transition word or phrase.

5.  **Introduce the learning task.** Direct attention to the World Knowledge Statements for Module 3. Instruct students to write three knowledge statements to share their knowledge about *Washington Crossing the Delaware*. Tell students to connect two of their knowledge statements with a transition word or phrase.

Analyze Student Progress

Monitor: Do students write sentences to express what they learned about *Washington Crossing the Delaware*, connecting two statements with *also*, *similarly*, *however*, or *on the other hand*?

Offer Immediate Support: If students need additional support using a transition word or phrase to connect two knowledge statements, direct attention to a statement in the World Knowledge Chart, and instruct students to write a sentence that adds an idea to that knowledge statement by using *also* or *similarly*.

Plan Future Practice: Students practice expressing what they learned about a work of art in module 4.

6. Invite a few students to share their responses.

Key Ideas

- Seeing George Washington and the flag surrounded by light makes people appreciate leaders of the past. Also, the painting makes people feel proud of their country.
- The painting shows how brave George Washington and the soldiers were when they crossed the Delaware River to fight the British. However, the artist changed some details, like changing the time from night to day.
- Emanuel Leutze created an enormous painting of George Washington and his soldiers, who were determined to cross an icy river so that they could fight for freedom.

LAND 5 minutes**Synthesize Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How does the pursuit of freedom inspire people's actions?

2. Use responses to reinforce these Knowledge Threads:

- People's experiences during the American Revolution era shaped their opinions about liberty.
- People respond in a variety of ways when they think something is unfair or unjust.
- The Patriots were acting in the pursuit of ideals outlined in the Declaration of Independence.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What actions did the characters in *The Scarlet Stockings Spy* take during the war?
- Why did they take those actions?

ACHIEVEMENT DESCRIPTORS**Make Meaning from Texts**

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

**Compose and Present Content**

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 29

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read the text *A Spy Called James*. Students identify at least one insightful thing they notice and a related question about the text. During writing instruction, students examine the End-of-Module Task and determine possible opinions. This work prepares students to form an opinion based on knowledge for the End-of-Module Task.

Learning Goals

Notice and wonder about *A Spy Called James*.

 **LEARNING TASK:** Write at least one insightful thing you notice about *A Spy Called James* and at least one related question.

For the End-of-Module Task, plan the steps to create an opinion.

 **LEARNING TASK:** For the End-of-Module Task, plan the steps needed to make an informed opinion.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *A Spy Called James*
- **Respond:** Notice and Wonder About the Text
- **Write:** Plan the Steps of an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *A Spy Called James*
- class Notice and Wonder Chart for *A Spy Called James* (*Learn* book)
- Syllable Types (Reference Charts appendix)

STUDENTS

- *A Spy Called James*
- Notice and Wonder Chart for *A Spy Called James* (*Learn* book)
- End-of-Module Task (*Learn* book, Writing)
- journal

Preparation

- *A Spy Called James* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.
- Determine how to display side by side Syllable Types and the term *industriously* with syllable division. See the Read section for details.
- Determine how to display the questions for the Chalk Talk. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Spy Called James* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Spy Called James*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *A Spy Called James* by reading aloud the title, author, and illustrator. Tell students that in this lesson they will read the text and write what they notice and wonder about it.

LEARN 53 minutes

Read | Read *A Spy Called James* | 15 minutes

1. Instruct students to examine the front and back covers of *A Spy Called James*. Tell students to pay close attention to the illustrations, title, and subtitle.
2. Display the class Notice and Wonder Chart for *A Spy Called James*, and direct students to the page in their *Learn* book. Facilitate a brief discussion of these questions:
 - What do you notice and wonder about the front and back covers?
 - What do you notice and wonder about the title and subtitle?

Invite a few students to share their responses, and add them to the class chart.

3. Explain that James Lafayette was a real person who lived during the time of the American Revolution. Tell students that this type of text is called a biography, which is a story about a real person's life told by someone else.

4. Read aloud pages 3–11, starting with “On October 19, 1781.” Instruct students to annotate what they notice and what they wonder as well as unknown words.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *destined*, *fate*, *poised*).

5. Invite a few students to share what they notice and related questions. Add a few responses to the class chart.

Respond | Notice and Wonder About the Text | 18 minutes

1. Tell students that before they continue to notice and wonder about the second part of *A Spy Called James*, they will first decode a multisyllabic word they will encounter while reading. Display side by side Syllable Types and the term *industriously* with syllable division: in-dust-ri-ous-ly. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

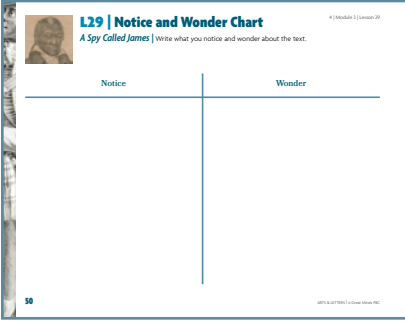
Differentiation Support

If students produce an inaccurate sound when blending syllables to read the term, ask this question: What else could this vowel say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

2. Instruct students to independently read pages 12–31, starting with “His name was,” and to continue annotating what they notice and wonder as well as unknown words.
3. Display these questions around the room:
 - What do you notice and wonder about pages 12–15?
 - What do you notice and wonder about pages 16–21?
 - What do you notice and wonder about pages 22–25?
 - What do you notice and wonder about pages 26–31?

4. Tell students that they will follow the instructional routine Chalk Talk to engage in a silent, written discussion about the text. Explain how this routine works. First, students choose a question and add an initial response. Then, students have the freedom to move to the other questions, responding directly to the question or another student's contribution. Tell students that as they respond, they may draw a line to connect their responses to another student's. Throughout the routine, students address all questions.
5. Begin the Chalk Talk. Look for students to connect questions to what they notice in their silent discussions.
6.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for *A Spy Called James*, located in the *Learn* book. Instruct students to write at least one insightful thing they noticed based on the Chalk Talk and one related question about the text from pages 12–31.



Analyze Student Progress

Monitor: Do students identify at least one insightful thing that they notice about *A Spy Called James* and at least one related question?

Offer Immediate Support: If students need additional support noticing something and asking a related question, direct them to review the Chalk Talk charts and ask these questions: What is something that stands out to you? What questions do you have about it?

Plan Future Practice: Students practice noticing things and asking questions about a text in module 4.

7. Invite a few students to share their responses, and add them to the class Notice and Wonder Chart.

8. Direct attention to page 12. Ask this question:

 **What do you notice about the point of view in *A Spy Called James*?**

Key Ideas

- The story uses the pronouns *his* and *he*.
- The narrator is outside of the story.
- The narrator says *James* and *Lafayette*.
- The story does not use the pronouns *I* or *my*.

Use responses to explain that the text is told from third-person point of view.

9. Ask this question:

 **How is this similar to or different from the point of view in one other text you have read this year?**

Key Ideas

- *A Spy Called James* is similar to *The Scarlet Stockings Spy* because both are told from third-person point of view.
- *A Spy Called James* and *The Scarlet Stockings Spy* both use the pronouns *he/she* and *his/her*.
- *A Spy Called James* is different from *Love That Dog* because *Love That Dog* tells the story from first-person point of view.
- *A Spy Called James* uses the pronouns *he* and *his*, but *Love That Dog* uses the pronouns *I* and *my*.

10. Remind students that this text gives us information about James and his life, but it is not told from his point of view. Tell students that during the next lesson they will focus on what the narrator shares about James and his life.

Write | Plan the Steps of an Opinion | 20 minutes

1. Facilitate a brief discussion of this question:



What have you learned about opinion writing?

Key Ideas

- You can write an essay to share your opinion.
- It's important to collect and review all information before you form an opinion.
- Your thesis statement shares your opinion with the reader.
- You prove your reasons with evidence and elaboration.
- It's important to include an introduction and a conclusion to begin and end your essay.

2. Display the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list. Write an essay to support your opinion.

- Protesting Great Britain's actions
- Providing military support
- Producing original works

End-of-Module Task

4 | Module 3 | Writing

Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list. Write an essay to support your opinion.

- Protesting Great Britain's actions
- Providing military support
- Producing original works

ARTS & LETTERS | Great Minds[®] PBC **107**

3. Ask this question:



What is the prompt asking you to do?

Reinforce the correct response: Form an opinion about the most meaningful action the Patriots took in pursuit of freedom, and share this opinion in an essay.

4. Instruct students to discuss these questions with a partner:

 **How many possible opinions could you write about? What are they?**

Reinforce the correct responses:

- **how many**—three
- **possible opinions**—Protesting was the most meaningful way that Patriots pursued freedom, providing military support was the most meaningful way that Patriots pursued freedom, producing original works was the most meaningful way that Patriots pursued freedom

5. Begin a list on chart paper or another type of paper. Title the list *Protesting Great Britain's Actions*.

6. Direct attention to the first action in the End-of-Module Task: protesting Great Britain's actions. Ask this question:

 **What were ways that the Patriots protested Great Britain's actions?**

Key Ideas

- participating in the Boston Tea Party
- boycotting British goods
- forming groups such as the Sons of Liberty

Add responses to the list.

7. Begin a second list and title it *Providing Military Support*.

8. Direct attention to the second action in the End-of-Module Task: providing military support. Instruct students to Think–Pair–Share to answer this question:

 **How did the Patriots provide military support to pursue freedom?**

Key Ideas

- spying
- joining and supporting the army
- becoming a military leader

Add responses to the list.

9. Begin a third list and title it Producing Original Works.
10. Direct attention to the third action in the End-of-Module Task: producing original works. Instruct students to Think–Pair–Share to answer this question:

 **What original works did the Patriots produce in their pursuit of freedom?**

Differentiation Support

To help students identify original works produced by the Patriots in their pursuit of freedom, remind them of the primary sources they encountered during the module.

Teacher Note

If students suggest *Washington Crossing the Delaware* as an original work, remind them that this painting was painted after the American Revolution was over.

Key Ideas

- *The Boston Massacre*
- the Declaration of Independence
- “Ballad of the Tea Party”
- “On the Affray in King Street”

Add responses to the list.

Teacher Note

Display the three lists while students gather evidence about each action during lessons 30–32.

11. Explain that while students may have an initial opinion about which action was the most meaningful in the Patriots’ pursuit of freedom, they will examine each opinion over the next few lessons to make sure that their opinion is based on knowledge.
12.  **Introduce the learning task.** Direct students to their journals. Instruct students to respond to this prompt: Plan a list of steps that describes what you will do to form an opinion based on knowledge for the End-of-Module Task.

Analyze Student Progress

Monitor: Do students’ plans include examining and collecting information for each opinion before choosing one for their essay?

Offer Immediate Support: If students need additional support, ask this question: What did you do before you formed an opinion for Module Task 1 and Module Task 2?

Plan Future Practice: Students practice planning for a writing task in module 4.

13. Invite a few students to share their responses.

Key Ideas

- collect information for each opinion
- review module texts
- consider textual evidence that supports each opinion
- develop reasons for each opinion

14. Tell students that during the next lesson they will begin collecting information about each opinion.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *A Spy Called James*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 30

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify important details from *A Spy Called James* using a 5 W's and 1 H chart. Then students use their charts to help them summarize the text. During writing instruction, students gather evidence for the first opinion topic listed on the End-of-Module Task: protesting Great Britain's actions. This work prepares students to form an opinion for the End-of-Module Task.

P A Prologue to lesson 30 is available for students who need additional support.

Learning Goals

Summarize *A Spy Called James*.

LEARNING TASK: Write a summary of *A Spy Called James*.

For the End-of-Module Task, gather evidence to form an opinion.

LEARNING TASK: Write at least three pieces of evidence to support an opinion on the Patriots' Actions Chart for the End-of-Module Task.

Vocabulary

double agent



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Important Details in *A Spy Called James*
- **Respond:** Summarize the Text
- **Write:** Gather Evidence for an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *A Spy Called James*
- Timeline of the American Revolution (lesson 2)
- End-of-Module Task (*Learn* book, Writing)
- Protesting Great Britain's Actions list (lesson 29)

STUDENTS

- *A Spy Called James*
- specified texts
- 5 W's and 1 H for *A Spy Called James* (*Learn* book)
- journal
- Patriots' Actions Chart for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Students will need access to the following texts: “Seeds of Revolution,” “Detested Tea,” *Colonial Voices*, and *The Scarlet Stockings Spy*. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Spy Called James* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Spy Called James*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will identify important details in *A Spy Called James*.

LEARN 53 minutes

Read | Identify Important Details in *A Spy Called James* | 19 minutes

1. Direct students to the front cover of *A Spy Called James*. Choral Read the title and subtitle.
2. Direct attention to the words *double agent* in the subtitle. Instruct students to Think–Pair–Share to answer this question:

 **Based on what we know about James, what do you think the term *double agent* means?**

Key Ideas

- a type of spy who works for one side and pretends to work for the other
 - someone who secretly spies for a country while pretending to spy for a different country
 - someone who purposely gives misleading or false information about one country to another country
3. Introduce the vocabulary term *double agent* by displaying the term and definition. Engage students in Vocabulary Exploration.
 4. Remind students that this text is about the real life of James Lafayette, who served as a spy and double agent during the American Revolution.
 5. Read aloud pages 2–13, starting with “On October 19.” Instruct students to listen for the people mentioned during this part of the text.

Definition

double agent: a spy who pretends to act as a spy for one government while actually spying for another

Differentiation Support

To check students' comprehension, pause after "he was simply Lafayette" on page 5, and ask these questions:

- Who was General Cornwallis?
- Who was General Lafayette?

6. Ask this question:

 **Who is mentioned in this part of the text?**

Reinforce the correct responses: General Cornwallis, General Lafayette, James, and famous men such as Franklin, Jefferson, and Washington.

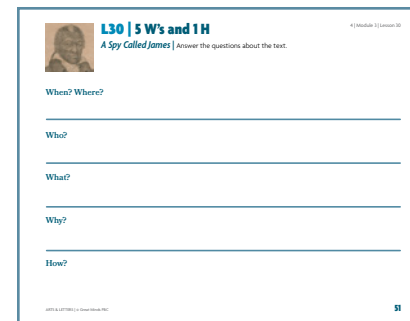
7. Ask this question:

 **What makes James different from the other men mentioned in the text?**

Key Ideas

- He was known only by one name.
- He helped defeat General Cornwallis.
- He was not famous.
- He was an enslaved Black man.

8. Direct students to the 5 W's and 1 H chart for *A Spy Called James*, located in the *Learn* book. Instruct students to complete the When?, Where?, Who?, What?, and Why? rows based on information from the cover and pages 2–13.



L30 | 5 W's and 1 H
A Spy Called James | Answer the questions about the text.

When? Where? _____

Who? _____

What? _____

Why? _____

How? _____

9. Instruct students to discuss their responses with a partner. Listen for students to address key ideas in their discussions.

Key Ideas

- **When? Where?:** 1781, Virginia
- **Who?:** James
- **What?:** spy during the American Revolution
- **Why?:** wanted his freedom

10. Instruct students to read pages 14–25 independently and annotate information about James’s actions.

11. Direct attention to the How? row. Instruct students to review James’s actions to complete the chart.

12. Invite a few students to share their responses.

Key Ideas

- joined the colonial army
- worked as a spy for General Lafayette
- worked as a double agent
- helped the colonial army win the Battle of Yorktown

13. Ask this question:



Why was it dangerous for James to work as a double agent?

Key Ideas

- He would be in trouble if he was caught.
- He could be hanged if caught by the British.
- If Americans suspected him of being a spy for the British, he could be executed.

Respond | Summarize the Text | 15 minutes

1. Instruct students to read pages 26–31 independently, starting with “The war officially.” Tell students to annotate information about James’s life after the American Revolution.

2. Ask this question:



What did James do after the war ended?

Reinforce the correct responses:

- remained enslaved
- tried to secure his freedom
- was freed five years after the war ended

3. Remind students that they can use the chart to help them identify important information in the text so they can summarize what they read.

4. Instruct students to review the 5 W’s and 1 H chart for *A Spy Called James* and orally rehearse a summary of the text.

Language Support

To help students summarize, provide a word bank of vocabulary related to James Lafayette’s life. You may include words such as *army*, *double agent*, and *freedom*.

5.  **Introduce the learning task.** Direct students to their journals. Instruct students to use their 5 W's and 1 H chart and the details from the text to help them write a summary of *A Spy Called James*.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses from previous discussion questions?

Offer Immediate Support: If students need additional support, tell them to review the information in the 5 W's and 1 H chart, and ask this question: What did you learn about James?

Plan Future Practice: Students practice identifying important details in module 4.

6. If time allows, invite a few students to share their summaries.

Differentiation Challenge

To extend student thinking across texts, remind them that *The Scarlet Stockings Spy* is also about a spy during the American Revolution. Ask these questions: How are *The Scarlet Stockings Spy* and *A Spy Called James* similar? How are they different?

7. Direct attention to pages 2–3 of *A Spy Called James*. Ask this question:

 **What year does *A Spy Called James* begin?**

Reinforce the correct response: 1781.

8. Direct attention to the Timeline of the American Revolution. Point to the year 1781. Ask this question:

 **According to *A Spy Called James*, which battle took place in 1781?**

Reinforce the correct response: the Battle of Yorktown. Add this event to the Timeline of the American Revolution.

9. Remind students that James Lafayette began spying for the Americans in 1781. Explain that this was the same year as the Battle of Yorktown, which was one of the last major battles of the American Revolution. Tell students that in the next lesson they will examine how James Lafayette's actions helped the colonial army win the American Revolution.

Write | Gather Evidence for an Opinion | 19 minutes

1. Display the End-of-Module Task. Choral Read the prompt.
2. Remind students that they brainstormed a plan to prepare to write the End-of-Module Task. Ask this question:

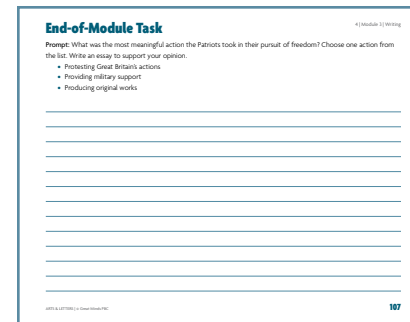
 **How can you make sure your final opinion is based on knowledge?**

Key Ideas

- gather evidence for all three opinions
- evaluate evidence for all options before choosing an opinion

Use responses to explain that students will collect and evaluate evidence for all three opinions before making their choice.

3. Display the Patriots' Actions Chart for the End-of-Module Task, and direct students to the page in their *Learn* book. Direct attention to the first column. Tell students that they will use this column to record evidence that shows how protesting helped the Patriots in their pursuit of freedom from Great Britain.
4. Display the list from the previous lesson titled Protesting Great Britain's Actions. Tell students that they can use the items on the list to help them find evidence about how the Patriots protested.



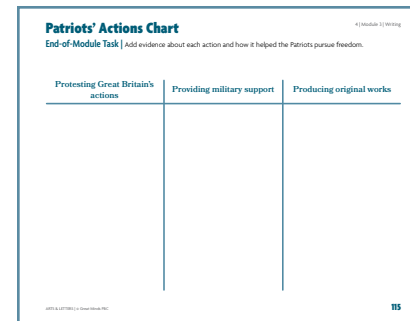
End-of-Module Task

© Curriculum 12 Writing

Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list. Write an essay to support your opinion.

- Protesting Great Britain's actions
- Providing military support
- Producing original works

ARTS & LETTERS | © Great Minds PBC 107



Patriots' Actions Chart

© Curriculum 12 Writing

End-of-Module Task | Add evidence about each action and how it helped the Patriots pursue freedom.

Protesting Great Britain's actions	Providing military support	Producing original works

ARTS & LETTERS | © Great Minds PBC 108

5. Ask this question:



In which texts will we find evidence about how the Patriots protested Great Britain's actions?

Reinforce the correct responses: “Seeds of Revolution,” “Detested Tea,” *Colonial Voices*, and *The Scarlet Stockings Spy*.

6.  **Introduce the learning task.** Instruct students to work independently to add at least three pieces of evidence to the Protesting Great Britain's Actions column. Tell students to add details that show how protesting helped the Patriots in their pursuit of freedom. Remind students to use the texts to find evidence.

Analyze Student Progress

Monitor: Do students write at least three important text-based examples that show how the Patriots pursued freedom by protesting Great Britain?

Offer Immediate Support: If students need additional support finding evidence about how the Patriots protested Great Britain's actions, direct them to specific sections of the text such as paragraph 7 of “Detested Tea.”

Plan Future Practice: Students practice gathering evidence to support an opinion for the End-of-Module Task in lesson 31.

7. Form small groups. Instruct students to discuss the evidence they collected in their chart. Listen for students to address key ideas in their discussions.

Key Ideas

- **Participating in the Boston Tea Party:** Colonists tried to send the tea back to England. Patriots threw boxes of tea into the harbor instead of accepting it. Colonists were unified around a common goal.
- **Boycotting British goods:** Tea was popular, but the colonists boycotted it. Patriots boycotted goods such as fancy clothes from England. Patriots made their own clothes. Patriot boycotts put pressure on the British to repeal taxes.
- **Forming groups such as the Sons of Liberty:** Colonists formed groups to protest Great Britain. The Sons of Liberty organized protests such as the Boston Tea Party.

8. Tell students that during the next lesson they will collect evidence that shows how military support helped the Patriots in their pursuit of freedom.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about James Lafayette?
- What did you learn from *A Spy Called James*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.3.4 Summary: MM.3.4.B, MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 31

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Reveal:** What does a deeper look at primary and secondary sources reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine primary and secondary sources in *A Spy Called James*. Then students explain how the inclusion of a primary source supports their understanding of a historical figure. During writing instruction, students gather evidence for the second opinion listed on the End-of-Module Task: providing military support. This work prepares students to form an opinion for the End-of-Module Task.

P A Prologue to lesson 31 is available for students who need additional support.

Learning Goals

Examine primary and secondary sources to gain a deeper understanding of James Lafayette in *A Spy Called James*.

LEARNING TASK: Explain how a primary source adds to a complete understanding of a historical figure.

For the End-of-Module Task, gather evidence to form an opinion.

LEARNING TASK: Write at least three pieces of evidence to support an opinion on the Patriots' Actions Chart for the End-of-Module Task.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Sources in *A Spy Called James*
- **Respond:** Compare Primary and Secondary Sources
- **Write:** Gather Evidence for an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *A Spy Called James*
- End-of-Module Task (*Learn* book, Writing)
- Providing Military Support list (lesson 29)

STUDENTS

- *A Spy Called James*
- specified texts
- journal
- Patriots' Actions Chart for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Students will need access to the following texts and work of art: *The Scarlet Stockings Spy*, *A Spy Called James*, and *Washington Crossing the Delaware*. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Spy Called James* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Spy Called James*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at primary and secondary sources reveal?
3. Tell students that they will examine primary and secondary sources to learn more about James Lafayette and his life.

LEARN 53 minutes

Read | Identify Sources in *A Spy Called James* | 19 minutes

1. Remind students that they examined primary and secondary sources while studying the Declaration of Independence. Ask these questions:

 **What do you know about primary and secondary sources?**

 **What examples of each have you encountered in this module?**

Key Ideas

- **primary sources:** is firsthand information, was created by someone who experienced an event, is a voice from the past
- **examples of primary sources:** Declaration of Independence, “On the Affray in King Street,” and “Ballad of the Tea Party”
- **secondary sources:** is secondhand information, was created after an event, might have been created from different primary sources, summarizes or explains an event
- **examples of secondary sources:** “Seeds of Revolution,” “Massacre in King Street,” “Detested Tea,” “Declaration of Independence” article, and *Washington Crossing the Delaware*

2. Explain that primary sources are created by someone who experienced or witnessed a historical event, and secondary sources are created later by someone who was not there.
3. Instruct students to review *A Spy Called James*. Ask these questions:



Is *A Spy Called James* an example of a primary or secondary source? How do you know?

Key Ideas

- **source type:** secondary source
- **how we know:** written in 2016, many years after the events described took place
- **how we know:** author did not know James Lafayette

4. Direct students to pages 29 and 34. Ask this question:



What do you notice about these pages of the text?

Key Ideas

- **page 29:** different font, signature at the bottom, page is dated, background looks like a sheet of paper
- **page 34:** picture of James Lafayette, handwriting instead of print, text is the same as page 29

5. Explain that pages 29 and 34 contain the same words, but page 29 is easier to read.
6. Engage students in Repeated Reading of page 29, starting with “This is to.” Instruct students to listen for information that shows whether this is a primary or secondary source.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *commissions*, *essential*, *industriously*).

Teacher Note

Remind students that they have read or heard other texts written during this time period, such as “On the Affray in King Street” and “Ballad of the Tea Party.” Explain that this letter may use similar language and sentence structures.

7. Ask these questions:



Is the text on pages 29 and 34 an example of a primary or secondary source? How do you know?

Differentiation Support

To support understanding of General Lafayette, direct students to pages 3–5. Ask these questions: Who was General Lafayette? What did he do?

Key Ideas

- **source type:** primary source
- **how we know:** written by General Lafayette
- **how we know:** written in 1784
- **how we know:** author knew James

8. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



What do we learn from General Lafayette’s letter?

Key Ideas

- General Lafayette believed that James deserved his freedom.
- James was faithful to the colonial army.
- James did important work for General Lafayette.
- James was entitled to the rewards reserved for people who served the colonial army.
- James completed essential services while working for General Lafayette.

9. Instruct students to independently read pages 26–28 of *A Spy Called James*, starting with “The war officially.” Tell students to annotate information they learn from the secondary source.
10. Instruct students to Jot–Pair–Share to answer this question:



What do we learn from the secondary source?

Key Ideas

- James received credit for spying, but he hadn’t earned his freedom.
- James was not freed immediately after the fighting ended.
- General Lafayette was angry that James was still enslaved.
- General Lafayette gave James a certificate that he wrote declaring James should be free.

Use responses to explain that both sources add different information to our overall understanding of James Lafayette and his life.

Teacher Note

Although today we recognize that no individual should have to earn their freedom, this was not unanimously recognized during the American Revolution. General Lafayette’s letter demonstrated the value of James’s service. Despite this, James still had to petition the Virginia legislature several times to obtain his freedom, despite his work as a spy and double agent.

Respond | Compare Primary and Secondary Sources | 15 minutes

1. Ask this question:



How do the primary and secondary sources work together to deepen your understanding of James Lafayette?

Key Ideas

- The primary source gives specific information about James Lafayette's work as a spy, while the secondary source gives general information about his life and work. The sources work together to provide a more complete description of James Lafayette.
- The primary source was written by someone who really knew James Lafayette, while the secondary source gives information about him and his life and was written by someone who researched him. The information in the primary source supports the information in the secondary source.
- Both the primary and secondary sources show the respect that General Lafayette had for James Lafayette and his work.

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question:



Why do researchers study primary sources when researching or building knowledge about historical figures?

Analyze Student Progress

Monitor: Do students explain how inclusion of a primary source adds to overall understanding of historical figures?

Offer Immediate Support: If students need additional support, ask this question: How did General Lafayette's letter help you understand James Lafayette's life?

Plan Future Practice: There is no additional instruction on comparison of primary and secondary sources in this level. Consider using volume of reading texts to provide more practice.

3. Invite a few students to share their responses.

Key Ideas

- Primary sources explain specifics about historical figures.
- Primary sources provide information from people who knew the historical figure.
- Primary sources give insight into what people thought or felt about historical figures.
- Primary sources can help readers better understand information learned from secondary sources.

4. Remind students that texts are written by an author for a specific purpose and audience. When writing, the author has a specific person or group in mind who will read their writing. Ask this question:

 **Who was the intended audience for General Lafayette's letter and for *A Spy Called James*?**

Key Ideas

- **General Lafayette's letter:** people who had the power to grant James his freedom, the Virginia legislature
- ***A Spy Called James*:** students, people who want to learn about James Lafayette, people who are interested in the American Revolution

5. If time allows, lead students in a Whip Around to answer this question:

 **Based on General Lafayette's letter and *A Spy Called James*, how would you describe James Lafayette?**

Key Ideas

- dedicated
- loyal
- brave
- hardworking

Write | Gather Evidence for an Opinion | 19 minutes

1. Display the End-of-Module Task. Invite students to read aloud the prompt.
2. Display the Patriots' Actions Chart for the End-of-Module Task, and direct students to the page in their *Learn* book.
3. Remind students that during the previous lesson they collected evidence that showed how protesting helped the Patriots in their pursuit of freedom from Great Britain. Direct attention to the second column of the chart. Tell students that during this lesson they will gather evidence that shows how providing military support helped the Patriots in their pursuit of freedom.
4. Display the Providing Military Support list from lesson 29. Remind students that they can use the items on the list to help them find evidence on how the Patriots provided military support during the American Revolution.
5. Ask this question:

[illegible]

Patriots' Actions Chart

End-of-Module Task | Add evidence about each action and how it helped the Patriots pursue freedom.

4 | Module 2 | Writing

Protesting Great Britain's actions	Providing military support	Producing original works

©2013 by All Rights Reserved. All Rights Reserved.

115

 In which texts will we find information about how the Patriots provided military support?

Language Support

To help students identify texts that include information about Patriots providing military support, remind them that military support can include actions such as fighting and sharing information with military leaders.

Reinforce the correct responses: *Washington Crossing the Delaware*, *The Scarlet Stockings Spy*, and *A Spy Called James*.

6.  **Introduce the learning task.** Instruct students to work independently to add at least three pieces of evidence to the Providing Military Support column on the Patriots' Actions Chart. Explain that the evidence should show how providing military support helped the Patriots in their pursuit of freedom. Remind students to look at the texts to find evidence.

Analyze Student Progress

Monitor: Do students write at least three important text-based examples that show how providing military support helped the Patriots gain their freedom?

Offer Immediate Support: If students need additional support finding evidence, direct them to specific sections of the text, such as page 18 of *A Spy Called James*.

Plan Future Practice: Students practice gathering evidence to support an opinion for the End-of-Module Task in lesson 32.

7. Instruct students to work with a partner to discuss and compare the information they added to their charts. Listen for students to address key ideas in their discussions.

Key Ideas

- **spying:** James Lafayette became a double agent and was able to share secret maps and plans with General Lafayette. Maddy Rose spied to help her brother and George Washington's army gain information about British ships in the harbor.
- **joining and supporting the army:** Maddy Rose's brother, Jonathan, enlisted in Washington's army. Many people joined the army. People made sacrifices to support the Continental Army as they fought for freedom.
- **becoming a leader:** General George Washington became an important leader of the troops fighting for freedom. General Lafayette helped the Continental Army win freedom for the Americans.

8. Tell students that during the next lesson they will collect evidence that shows how producing original works helped the Patriots pursue freedom.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about James Lafayette?
- What did you learn from *A Spy Called James*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 32

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students annotate details that show how James Lafayette demonstrated courage in *A Spy Called James*. Then students participate in a class discussion to share ideas about James Lafayette's contributions to the American Revolution. During writing instruction, students gather information for the third opinion listed on the End-of-Module Task: producing original works. This work prepares students to form an opinion based on knowledge for the End-of-Module Task.

P A Prologue to lesson 32 is available for students who need additional support.

Learning Goals

Determine how James Lafayette contributed to the American Revolution.

LEARNING TASK: During a class discussion, share one example that demonstrates how James Lafayette contributed to the American Revolution.

For the End-of-Module Task, gather evidence to form an opinion.

LEARNING TASK: Write at least three pieces of evidence to support an opinion on the Patriots' Actions Chart for the End-of-Module Task.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Gather Evidence for an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *A Spy Called James*
- End-of-Module Task (*Learn* book, Writing)
- Producing Original Works list (lesson 29)

STUDENTS

- *A Spy Called James*
- specified texts
- journal
- Talking Tool (*Learn* book)
- Patriots' Actions Chart for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Students will need access to the following texts and work of art: *The Boston Massacre*, “Massacre in King Street,” “On the Affray in King Street,” “Ballad of the Tea Party,” the Declaration of Independence: Introduction and Preamble, and the “Declaration of Independence” article. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *A Spy Called James* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Spy Called James*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will revisit *A Spy Called James* to discover a central idea.

LEARN 53 minutes

Read | Prepare for a Discussion | 16 minutes

1. Display and Choral Read today's discussion question:

 **How did James Lafayette contribute to the American Revolution?**

Tell students that they will revisit the text to help them prepare to discuss this question and determine a central idea.

2. Read aloud page 9, starting with “But America would.” Direct attention to the word *courage*. Instruct students to review the text and annotate details that describe how James Lafayette showed courage.

Differentiation Support

To help students identify details that describe how James Lafayette showed courage, remind them of the definition of *courage* and direct them to these pages: 12, 16–17, 18–19, 20–21.

3. Tell students to review their annotations. Instruct students to Think–Pair–Share to answer this question:

 **How did James Lafayette show courage?**

Key Ideas

- joined General Lafayette to help defeat the British
- worked as a spy
- risked being caught as a double agent
- secretly carried plans and information

4. Remind students that James Lafayette contributed to the American Revolution through his courageous actions. Display and read aloud the discussion question:

 **How did James Lafayette contribute to the American Revolution?**

5. Direct students to their journals. Instruct students to jot a response to the question before they begin the discussion.

Respond | Discuss a Central Idea | 19 minutes

1. Display and introduce the speaking and listening goal for today’s discussion: Connect new ideas to the current discussion.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

2. Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames:

- I hear you say that _____. This makes me think that _____.
- I hear you say that _____. However, _____.

Model how to use one sentence frame.

3.  **Introduce the learning task.** Display the discussion question, and explain that students will now engage in a discussion. Remind students to use examples from the text as they participate in the discussion. Begin the discussion by asking this question:

 **How did James Lafayette contribute to the American Revolution?**

Analyze Student Progress

Monitor: Do students share at least one example from *A Spy Called James* to explain how James Lafayette contributed to the success of the Continental Army during the American Revolution?

Offer Immediate Support: If students need additional support explaining James Lafayette's contributions, ask this question: What did James Lafayette do to help the Continental Army?

Plan Future Practice: Students practice determining a central idea in module 4.

4. At the end of the discussion, reinforce key ideas.

Key Ideas

- joined the army to help defeat the British
- served as a spy and double agent
- collected important information about the British
- completed important work for General Lafayette
- shared information that helped the Continental Army win the Battle of Yorktown

5. Direct attention to page 33. Read aloud the first sentence of the research note, starting with “No other books.” Continue the discussion by asking this question:



Why is it important to study the lives of lesser-known historical figures?

Key Ideas

- We learn about the lives of ordinary people and the contributions they made.
- They teach us about the ways that people dealt with challenging circumstances.
- Everyone has the power to change the course of history.
- You do not have to be famous to make a difference.
- We can learn about different experiences, not just those of well-known people.

6. Direct students to their journals. Instruct them to write a central idea about *A Spy Called James*.

Key Ideas

- James Lafayette contributed to the American victory during the American Revolution.
- James Lafayette should be honored for his important work during the American Revolution.
- James Lafayette was an important spy during the American Revolution.
- James Lafayette was not famous, but he helped to change the course of American history.

7. Direct attention to the list of famous names on page 6. Ask these questions:



After reading *A Spy Called James*, do you think James Lafayette's name should be added to the list of famous men? Why or why not?

Language Support

Using the text's context, define *famous*.

Key Ideas

- Yes, because he made a difference during the American Revolution.
- Yes, because he contributed to victory during the American Revolution.
- No, because he is not famous.

Differentiation Challenge

Instruct students to write a few sentences in response to the following questions:

- Why do you think the author chose the title *A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent*?
- How does the title relate to the big ideas in the text?

Write | Gather Evidence for an Opinion | 18 minutes

1. Display the End-of-Module Task. Read aloud the prompt.
2. Display the Patriots' Actions Chart for the End-of-Module Task, and direct students to the page in their *Learn* book.
3. Remind students that during previous lessons they gathered evidence to show how protesting and providing military support helped the Patriots in their pursuit for freedom. Direct attention to the third column. Tell students that they will use this column to record evidence that shows how producing original works helped the Patriots pursue freedom.
4. Display the list from a previous lesson titled Producing Original Works. Remind students that they can use the items on the list to help them find evidence about the original works produced by the Patriots.
5. Ask this question:

[illegible]

Patriots' Actions Chart

End-of-Module Task | Add evidence about each action and how it helped the Patriots pursue freedom.

4) Worksheet 2 Writing

Protesting Great Britain's actions	Providing military support	Producing original works

©2015 by CTEP LLC | A Great Minds® Work

105

 **In which texts will we find information about original works produced by the Patriots?**

Reinforce the correct responses: *The Boston Massacre*, “Massacre in King Street,” “On the Affray in King Street,” “Ballad of the Tea Party,” the Declaration of Independence: Introduction and Preamble, and the “Declaration of Independence” article.

Differentiation Support

To help students identify information about the original works produced by the Patriots, instruct them to consider these questions:

- Why was the original work produced?
- What was the creator hoping to achieve?
- What does the original work show or explain?

6.  **Introduce the learning task.** Instruct students to work independently to add at least three pieces of evidence to the Producing Original Works column of their chart. Remind students to use the texts to find evidence.

Analyze Student Progress

Monitor: Do students write at least three important text-based examples that show how producing original works helped the Patriots in their pursuit of freedom?

Offer Immediate Support: If students need additional support identifying evidence, direct them to a specific original work and ask this question: How did producing this original work help the Patriots in their pursuit of freedom?

Plan Future Practice: There is no additional instruction on gathering evidence to support an opinion in this level.

7. Invite a few students to share the evidence they added to their chart.

Key Ideas

- **The Boston Massacre:** The work helped unite colonists against the British because it persuaded people that the Boston Massacre was the fault of British soldiers and it made the colonists angry about British rule.
- **“On the Affray in King Street”:** The work helped unite colonists against the British because it showed the value of freedom to the Patriots and honored colonists who died in the Boston Massacre.
- **“Ballad of the Tea Party”:** The work helped unite colonists against the British because it spread the message that the Boston Tea Party helped protect the colonists’ rights.
- **the Declaration of Independence:** The work explained why the colonies wanted to pursue freedom from Great Britain. It argued that governments should protect people’s rights and showed Great Britain that the colonists were serious about gaining independence.

8. Display the End-of-Module Task. Read aloud the prompt. Remind students that they can only choose one opinion for their essay.

9. Tell students to review the evidence in all three columns of the Patriots' Actions Chart to decide which action was the most meaningful. Instruct students to circle that column heading on the chart.
10. Tell students that they will continue to plan their opinion essays in a later lesson by developing reasons for their opinion.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about James Lafayette?
- What did you learn from *A Spy Called James*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.C, MM.2.4.D

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 33

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students synthesize their learning from the text *A Spy Called James*. They express the knowledge they gained by using transition words. During writing instruction, students identify and examine progressive tense verbs. Students then practice crafting sentences using progressive tense verbs.

Learning Goals

Express knowledge gained from studying *A Spy Called James*.

 **LEARNING TASK:** Write three knowledge statements about *A Spy Called James*, using a transition word or phrase to connect two statements.

Use progressive verb tenses in sentences.

 **LEARNING TASK:** Write three sentences using past, present, and future progressive verb tenses.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge from *A Spy Called James*
- **Respond:** Express Knowledge
- **Write:** Form and Use Progressive Verb Tenses

LAND

Synthesize Learning

Materials

TEACHER

- *A Spy Called James*

STUDENTS

- *A Spy Called James*
- Sentence Strategies for Module 3 (*Learn* book)
- journal
- World Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Familiarize yourself with the concept of progressive verb tenses. See the Write section for details.
- Create index cards with a variety of different progressive tense verbs in past, present, and future tenses (e.g., was feeling, is feeling, will be feeling; was watching, is watching, will be watching; was boycotting, is boycotting, will be boycotting). See the Write section for more details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *A Spy Called James* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Spy Called James*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review and write about the knowledge they have gained from *A Spy Called James*.

LEARN 53 minutes

Read | Review Knowledge from *A Spy Called James* | 16 minutes

1. Direct attention to the World Knowledge Chart. Instruct students to silently read the knowledge statements.
2. Direct students to page 32 of *A Spy Called James*. Read aloud pages 32–33, starting with the heading “Author’s Note.” Instruct students to listen for new information about James Lafayette’s life.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *abolished*, *emancipated*, *petition*).

Teacher Note

Explain that an author’s note contains additional information about the text or subject that the author may not have been able to include in the text itself.

3. Instruct students to discuss this question with a partner:

 **What new information did you learn about James Lafayette's life?**

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *A Spy Called James*, located in the *Learn* book (lesson 29).

Differentiation Support

To help students share knowledge, ask these questions:

- What did James Lafayette do after he secured his freedom?
- How does the author's note add to your understanding of the relationship between James Lafayette and General Lafayette?
- How did James Lafayette advocate for himself throughout his life?

Key Ideas

- He was born sometime around 1748.
- He had to petition for his freedom twice.
- He had to petition for his right to a pension.
- James Lafayette and General Lafayette met one more time after the American Revolution.
- Slavery did not end during James Lafayette's lifetime.

Add a few student-generated knowledge statements to the World Knowledge Chart.

Respond | Express Knowledge | 18 minutes

1. Remind students that the ideas written on the World Knowledge Chart are often related. Explain that to connect these related ideas, students can use a transition word or phrase.

2. Ask this question:

 **What transition words or phrases do you use in your writing?**

Key Ideas

- also
- as a result
- therefore
- for example
- on the other hand

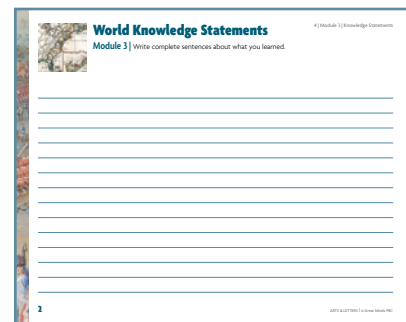
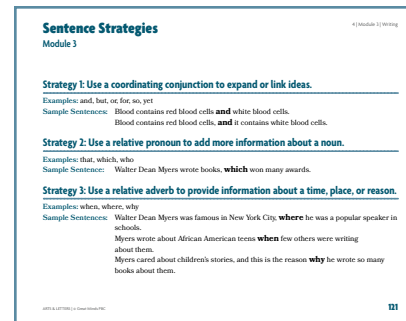
3. Display the Sentence Strategies for Module 3, and direct students to the page in their *Learn* book. Instruct students to review Sentence Strategies 8 and 9 with a partner.

4. Direct students to their journals. Instruct students to write two sentences about James Lafayette's life.

5. Instruct students to work with a partner to connect their sentences with a transition word or phrase.

6. Invite a few students to share their responses.

7.  **Introduce the learning task.** Direct attention to the World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write three knowledge statements about *A Spy Called James*. Tell students to connect two of their knowledge statements with a transition word or phrase.



Analyze Student Progress

Monitor: Do students write three knowledge statements, with at least two statements appropriately connected by a transition word or phrase?

Offer Immediate Support: If students need additional support using a transition word or phrase, direct attention to two related knowledge statements on the World Knowledge Chart. Ask these questions: Which transition word or phrase works best to connect these knowledge statements? Why?

Plan Future Practice: Students practice forming knowledge statements about Negro leagues baseball in module 4.

8. Invite a few students to share their responses.

Key Ideas

- James Lafayette provided essential information that led to the American victory. However, he did not receive his freedom right away.
- James Lafayette was a spy for General Lafayette. As a result of his service, he eventually obtained his freedom.
- James Lafayette had to petition twice to receive his freedom from enslavement. Also, he had to petition to receive a pension for his service.

Write | Form and Use Progressive Verb Tenses | 19 minutes

1. Remind students that when they are reading a text, verbs give important information about when an event takes place.
2. Instruct students to Think–Pair–Share to answer this question:



What is a verb?

Reinforce the correct response: a word that expresses an action or state of being.

3. Direct attention to page 14 of *A Spy Called James*. Read aloud the last sentence, starting with “By the next.” Ask this question:

 **What verbs are in this sentence?**

Reinforce the correct responses: was, spying, working.

4. Ask this question:

 **How do we know if *A Spy Called James* takes place in the past, present, or future?**

Reinforce the correct response: The use of the verb *was* indicates that it takes place in the past.

5. Display these sentences:

- He was spying for the British.
- He is spying for the British.
- He will be spying for the British.

6. Instruct students to Think–Pair–Share to discuss this question:

 **How are these sentences similar and how are they different?**

Language Support

Guide students to identify the verb tense in each sentence by asking these questions:

- Which sentence tells about spying that is happening now?
- Which sentence tells about spying that has already happened?
- Which sentence tells about spying that has not yet happened?

Key Ideas

- **similar:** use the verb *spy*, include a helping verb, have *-ing* at the end of *spy*
- **different:** are about people spying at different points in time, use different helping verbs (*was, is, will*)

As students share, label each sentence past, present, or future.

7. Explain that these sentences are written using progressive tense verbs, which show an action that was, is, or will be happening. Tell students that progressive tense verbs are formed by using a helping verb and a verb that ends with *-ing*.
8. Instruct students to Think–Pair–Share to answer this question:

 **How do you know if a progressive tense verb happened in the past, is happening now, or will happen in the future?**

Reinforce the correct response: The helping verb indicates the tense.

9. Tell students that they will practice creating sentences with progressive tense verbs. Distribute one progressive tense verb card to each student, and instruct them to create a sentence that uses the verb on their index card. Instruct students to find a partner, share their sentence, and then trade cards. Tell students that they must create a new sentence using the progressive tense verb from their new card.
10. Instruct students to find a new partner. Instruct students to share their sentence with their new partner, and then trade cards. Repeat this process several times to allow students to create and share sentences with several different partners using several different progressive tense verbs.
11.  **Introduce the learning task.** Direct students to their journals. Instruct students to write three sentences using past, present, and future progressive tense verbs. Encourage students to generate sentences about James Lafayette.

Analyze Student Progress

Monitor: Do students write three sentences correctly using past, present, and future progressive tense verbs?

Offer Immediate Support: If students need additional support selecting a verb for their sentences, provide an example that students could write about (e.g., how James Lafayette spied, how he will be remembered).

Plan Future Practice: There is no additional instruction on progressive verb tenses in this level.

12. Invite a few students to share their sentences. As they share, ask students to identify whether the sentence was written using the past, present, or future progressive verb tense.

Key Ideas

- James Lafayette was seeking his freedom when he joined the army.
- We are learning about James Lafayette and his actions during the American Revolution.
- People will study James Lafayette for years to come.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question and that they have been answering this question in different ways throughout the module. Ask the Essential Question:

 **How does the pursuit of freedom inspire people's actions?**

2. Use responses to reinforce this Knowledge Thread:
 - People respond in a variety of ways when they think something is unfair or unjust.

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- What have we learned about freedom?
- What have we learned about the different ways people will pursue freedom?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.10.4 Verbs: DF.10.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 34

Essential Question | How does the pursuit of freedom inspire people's actions?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of the American Revolution and apply reading comprehension skills to a new text related to the American Revolution.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About the American Revolution

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
2. Tell students that in this lesson they will show and grow what they know about the American Revolution by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to the American Revolution. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Read | Read More About the American Revolution | **15 minutes**

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about the American Revolution from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to discuss what they have learned about the American Revolution during the module finale lessons.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.4 Schema Building**



Lesson 35

Essential Question | How does the pursuit of freedom inspire people's actions?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with a prefix and module terms. Reviewing the assessment, prefix, and module terms solidifies students' understanding of the American Revolution and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 3 terms



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 3 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 3 (*Learn* book)
- Word Parts Web for *uni-* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.

2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

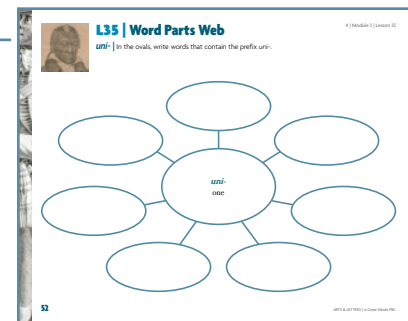
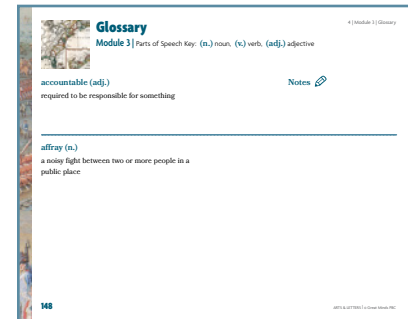
Plan Future Practice: Students practice discussing responses to an assessment in module 4.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a prefix can help readers understand the meanings of new words. Direct students to the term *unify* in the Glossary for Module 3, located in the *Learn* book. Invite a few students to identify the prefix and share the prefix's definition. Reinforce the correct response: *uni-* means "one."
2. Direct students to the Word Parts Web for *uni-*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the prefix *uni-* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources for new learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *unicorn, unicycle, uniform, union, unit, unite, universe*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their drawings underneath or next to the words they represent.
5. Invite a few students to share one of their drawings. Ask these questions:



What do you notice about the drawings?



How do they relate to the meaning of *uni-*?

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to World Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to discuss what they have learned about how the pursuit of freedom inspires people's actions during the module finale lessons.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts**MM.1.4 Comprehension and Evidence:** MM.1.4.A**MM.5.4 Vocabulary:** MM.5.4.A.d, MM.5.4.C**MM.12.4 Complexity, Diversity, and Genre:** MM.12.4.A**BU** Build Understanding**BU.2.4 Discovery and Evidence****DF** Develop Foundations**DF.3.4 Phonics and Spelling:** DF.3.4.A**DM** Develop Metacognition**DM.4.4 Reflection and Evaluation**



Lesson 36

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to consider what the Patriots' actions reveal about their values. Students use textual evidence to discuss in a Socratic seminar how those values continue to inspire Americans today. During writing instruction, students develop reasons for their selected opinion and draft a thesis. This work prepares students to draft an opinion essay for the End-of-Module Task.

Learning Goals

Apply knowledge of how values inspire people.

 **LEARNING TASK:** Following a Socratic seminar, add to or revise a response based on the ideas shared by others during the discussion.

For the End-of-Module Task, develop a thesis.

 **LEARNING TASK:** Write a thesis on the Evidence Organizer for the End-of-Module Task for an opinion essay.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge
- **Write:** Draft a Thesis

LAND

Synthesize Learning

Materials

TEACHER

- all module texts
- *The Boston Massacre* (digital platform)
- End-of-Module Task (*Learn* book, Writing)

STUDENTS

- all module texts
- journal
- Talking Tool (*Learn* book)
- Patriots' Actions Chart for the End-of-Module Task (*Learn* book, Writing)
- chart paper
- markers
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display all module texts, including Paul Revere's print *The Boston Massacre*. Remind students that a finale is a big performance at the end of a concert or show, when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
3. Reinforce that students thought deeply about the Essential Question as they read and viewed each module text. Explain that in this lesson students will discuss what the Patriots' actions reveal about their values and how those values continue to inspire Americans today.

LEARN 53 minutes

Read | Prepare for a Discussion | 13 minutes

1. Remind students that they have been exploring the Patriots' actions not only for the End-of-Module Task but also throughout this module. Explain that the Patriots took action against Great Britain for different reasons. Direct attention to the Essential Question. Ask this question:



The Essential Question provides one reason the Patriots acted. What is it?

Reinforce the correct response: They were pursuing freedom. Remind students that the Patriots acted because they wanted to be free from Great Britain and King George's rule. This reason for action shows that the Patriots valued freedom.

2. Display all the module texts, including *The Boston Massacre*. Ask this question:

 **What do these texts tell you about what else the Patriots valued?**

Language Support

To help students identify values, direct them to the Glossary for Module 3, and instruct them to review the vocabulary terms for this module.

Differentiation Support

To help students connect the Patriots' actions and reasons for those actions to values, direct attention to specific texts, and ask questions such as these:

- What actions did the Patriots take in this text and why? What did the Patriots value?
- Why did Paul Revere create his print? What did Revere value?
- Why did Phillis Wheatley write her poem? What did Wheatley value?
- Why did Thomas Jefferson and others write the Declaration of Independence? What did the authors value?

As students share, create a class list (e.g., on chart paper) of their responses.

Key Ideas

- a government that includes representation and protects people's rights
- rights such as life, liberty, pursuit of happiness, protest
- concepts such as independence, equality, courage, loyalty, unity, opportunity, fairness

3. Explain that the class list shows the values, or strong beliefs, that were important to the founding of our country and remain important today. Direct students to their journals. Instruct students to write a response that includes evidence to support their thinking as they answer this question:

 **Which of these values continue to inspire Americans today?**

Respond | Discuss Module Knowledge | 20 minutes

1. Facilitate a brief discussion of this question:



What speaking and listening goals have you been practicing during this module?

Reinforce the correct responses:

- Share about a topic or text in an organized way.
 - Ask questions to deepen your understanding.
 - Answer questions to clarify what you mean.
 - Connect new ideas to the current discussion.
2. Display the Talking Tool, and direct students to the page in their *Learn* book. Briefly review the sentence frames with students. Tell them to use the sentence frames as needed during the discussion.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

3. Explain that students will now engage in a Socratic seminar. If possible, arrange students in a circle for the discussion, and tell them to bring their journals with them. Begin the discussion by asking this question:



Which of the values we identified continue to inspire Americans today?

Language Support

To encourage students to use content vocabulary in their responses, display Knowledge Cards during the discussion.

Teacher Note

Ask these questions about a specific value as needed to further the discussion:

- Why do you think [value] inspires Americans?
- How do Americans pursue [value] today?
- How does the way Americans pursue [value] today compare to the way colonists pursued it during the American Revolution?

4. Bring the Socratic seminar to a close, and remind students that they will engage in a Socratic seminar again at the end of the next module.
5.  **Introduce the learning task.** Direct students to the responses they wrote in their journals. Instruct students to Think–Pair–Share to discuss ways they might add to or revise their responses based on the conversation that took place during the Socratic seminar.

Analyze Student Progress

Monitor: Do students' responses reflect careful consideration of ideas presented during the Socratic seminar and the ways in which those ideas strengthened or required them to rethink their original response?

Offer Immediate Support: If students need additional support considering new ideas, ask this question: What did you hear during the discussion that was new or different from your idea about a value that continues to inspire Americans?

Plan Future Practice: Students practice participating in class discussions in module 4.

6. Invite a few students to share how the discussion changed or strengthened their original ideas.

Write | Draft a Thesis | 20 minutes

1. Display the End-of-Module Task. Read aloud the prompt. Ask this question:

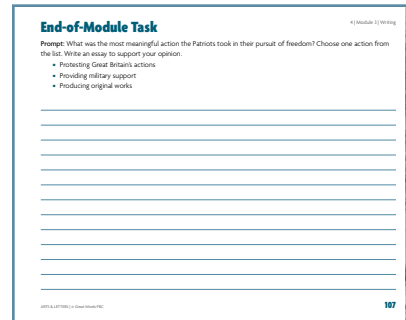
 **What are the three opinions that answer the prompt?**

Reinforce the correct responses:

- Protesting Great Britain's actions was the most meaningful way the Patriots pursued freedom.
 - Providing military support was the most meaningful way the Patriots pursued freedom.
 - Producing original works was the most meaningful way the Patriots pursued freedom.
2. Remind students that they have gathered evidence for all three actions in the prompt. Direct students to the Patriots' Actions Chart for the End-of-Module Task, located in the *Learn* book. Remind students that they previously circled the column heading of the action that matches their opinion. Instruct students to review the evidence in the column they circled.

Teacher Note

Remind students that they may change their opinion based on new information or further reflection. The opinion they have circled may or may not represent their final opinion for the End-of-Module Task.

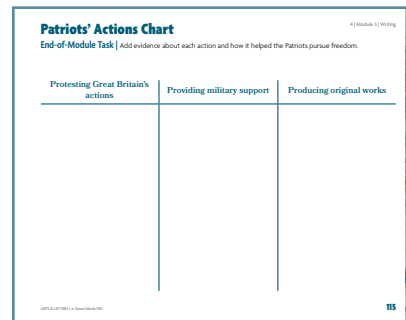


End-of-Module Task * (Module 3) Writing

Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list. Write an essay to support your opinion.

- Protesting Great Britain's actions
- Providing military support
- Producing original works

ARTS & LETTERS | © Great Minds PBC 107



Patriots' Actions Chart * (Module 3) Writing

End-of-Module Task | Add evidence about each action and how it helped the Patriots pursue freedom.

Protesting Great Britain's actions	Providing military support	Producing original works

ARTS & LETTERS | © Great Minds PBC 105

3. Remind students that for Module Tasks 1 and 2 they engaged in Take a Stand as part of the planning process. Ask this question:

 **How did Take a Stand help you support your opinion?**

Use responses to emphasize that Take a Stand helped students think about why they chose their opinion and helped them to generate reasons that supported their opinion.

4. Form small groups of students who circled the same column heading. Instruct students to discuss this question with their groups:

 **Why do you think protesting, providing military support, or producing original works was the most meaningful way the Patriots pursued freedom?**

Remind students to use the evidence they gathered in the chart to help guide their discussion. Instruct students to generate at least three reasons that support their opinion. Provide each group with chart paper and markers to record their reasons.

5. Invite a few groups to share their reasons.

Key Ideas

- **protesting:** united the Patriots around a common goal, showed Great Britain that the Patriots were serious and would make sacrifices for freedom, helped the Patriots work together
- **military support:** provided practical support for the Continental Army, gave ordinary people a way to participate, allowed people to become important leaders
- **original works:** gave the Patriots a creative way to express their opinions, helped to spread messages across the colonies, unified the Patriots

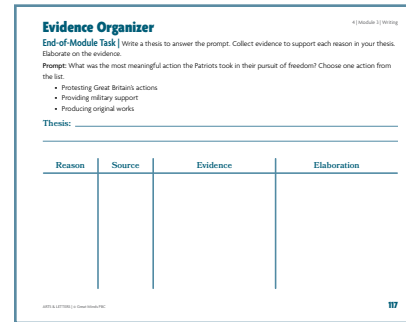
6. Instruct students to individually consider the opinion they selected previously and to review the reasons generated by the groups. Then tell students to select the opinion they will use in their writing, along with the strongest reasons to support their selected opinion.

7. Ask this question:

 **What are the components of a thesis for an opinion essay?**

Reinforce the correct response: an opinion and two reasons.

8.  **Introduce the learning task.** Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct students to write their thesis on the organizer.



Evidence Organizer

End-of-Module Task | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list.

- Protecting Great Britain's actions
- Providing military support
- Producing original works

Thesis: _____

Reason	Source	Evidence	Elaboration

Analyze Student Progress

Monitor: Do students write a two-sentence thesis that states a clear opinion and two reasons?

Offer Immediate Support: If students need additional support writing a thesis, direct them to the writing model. Ask this question: What do you notice about the thesis in the writing model?

Plan Future Practice: There is no additional instruction on writing a thesis in this level.

9. Invite a few students to share their theses.

Key Ideas

- The action of protesting British taxes was the most meaningful action taken by the Patriots. Protesting was the most meaningful action because it showed that the Patriots would make sacrifices, and it led to unity among the Patriots.
- The most meaningful action taken by the Patriots was providing military support. Providing military support was the most meaningful action because it gave ordinary people a way to participate, and it provided practical support for Washington's army.
- Producing original works was the most meaningful action taken by the Patriots. Producing original works was the most meaningful action because it helped to spread messages across the colonies, and it unified the Patriots.

10. Tell students that they will continue to plan their opinion essays in the next lesson.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn by discussing how the Patriots' values continue to inspire Americans?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B, MM.2.4.C, MM.2.4.D

MM.10.4 Argument: MM.10.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 37

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students select and elaborate on evidence to support their thesis. Then students review writing resources and begin a draft of their opinion essay.

Learning Goals

For the End-of-Module Task, plan an opinion essay.

 **LEARNING TASK:** Add evidence that supports your thesis to the Evidence Organizer for the End-of-Module Task.

For the End-of-Module Task, draft an opinion essay.

 **LEARNING TASK:** For the End-of-Module Task, draft the introductory and proof paragraphs of an opinion essay.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Prepare for the End-of-Module Task
- **Write:** Draft the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- all module texts

STUDENTS

- Evidence Organizer for the End-of-Module Task
(*Learn* book, Writing)
- Patriots' Actions Chart for the End-of-Module Task
(*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Determine how students will complete the End-of-Module Task. Students continue to work on this task in subsequent lessons. See the second Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes**Read the Essential Question**

1. Display the module texts.
2. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
3. Tell students that they will plan and draft their End-of-Module Task opinion essay to answer this question: What was the most meaningful action the Patriots took in their pursuit of freedom?

LEARN 53 minutes**Write** | Prepare for the End-of-Module Task | 19 minutes

1. Display the Evidence Organizer for the End-of-Module Task, and direct students to the page in their *Learn* book. Remind students that they already drafted their thesis by stating their opinion and two reasons. Explain that they will finish planning their opinion essay by selecting strong evidence for each reason in their thesis. Then they will elaborate on their evidence.

Evidence Organizer

End-of-Module Task | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list.

- Protecting Great Britain's actions
- Providing military support
- Producing original works

Thesis: _____

Reason	Source	Evidence	Elaboration

ARTS & LETTERS | © Great Minds PBC

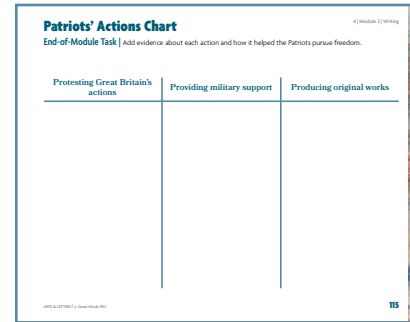
2. Remind students that while they were working on Module Task 1 and Module Task 2, they collected evidence for those tasks. Ask this question:

 What does strong evidence do?

Key Ideas

- Strong evidence connects to your opinion.
- Strong evidence supports each reason in your thesis.
- Strong evidence gives examples of each reason in your thesis.
- Strong evidence proves your point.

3. Direct students to the Patriots' Actions Chart for the End-of-Module Task, located in the *Learn* book. Instruct students to review the evidence in the column that matches their thesis and to select the strongest evidence that supports each reason. Tell students to select at least two pieces of strong evidence for each reason.



Patriots' Actions Chart		
End-of-Module Task Add evidence about each action and how it helped the Patriots pursue freedom.		
Protesting Great Britain's actions	Providing military support	Producing original works

Differentiation Support

Instruct students to annotate or highlight their chosen evidence by using two different symbols or colors, one to represent each reason.

4.  **Introduce the learning task.** Direct students to the Evidence Organizer for the End-of-Module Task. Instruct students to add at least two pieces of evidence for each reason to the Evidence Organizer. Remind students that at least one piece of evidence should be a direct quotation.

Teacher Note

In this lesson, students begin the End-of-Module Task. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Analyze Student Progress

Monitor: Do students add at least two relevant pieces of evidence for each reason, including at least one direct quotation?

Offer Immediate Support: If students need additional support selecting evidence, direct them to the Patriots' Actions Chart for the End-of-Module Task. Point to a specific piece of evidence. Ask these questions: Does this piece of evidence support your thesis? Why or why not?

Plan Future Practice: There is no additional instruction on collecting evidence to support an opinion in this level.

Key Ideas

- **Reason:** Protesting showed that the Patriots were willing to make sacrifices.
- **Evidence:** Tea was very popular in Great Britain and in the colonies, but the Patriots boycotted tea; "To wear such finery showed loyalty to the king" (Noble 10); "Almost no American merchants would sell stamps, and shippers would not buy them. The colonists' backlash basically halted all trade with Britain." (Kowalski, par. 6)
- **Reason:** Providing military support gave ordinary people a way to participate.
- **Evidence:** Maddy Rose was a spy for the Patriots; James chose to serve in the Continental Army; "Even her brother Jonathan, who was only fifteen, had joined Washington's army to wear the blue coat." (Noble 6)
- **Reason:** Producing original works helped spread messages across the colonies.
- **Evidence:** "Ballad of the Tea Party" was published in a newspaper; "Ballad of the Tea Party" was set to a familiar tune that most people would know; The Declaration of Independence "was first published in newspapers and read aloud to crowds in towns throughout the colonies." ("Declaration of Independence" article)

5. Ask this question:

 **Why is it important to elaborate on evidence in an opinion essay?**

Key Ideas

- to develop your evidence by explaining or providing additional details
- to connect evidence to your opinion and reasons

6. Instruct students to work with a partner to orally rehearse elaboration for one piece of evidence from their evidence organizer.

Language Support

To help students orally rehearse their elaboration, provide these sentence frames:

- This shows _____.
- This means _____.

7. Instruct students to write elaboration for each piece of evidence on the evidence organizer.

Write | Draft the End-of-Module Task | 34 minutes

1. Tell students that now that they have chosen an opinion, written a thesis, collected evidence, and elaborated on evidence, they are ready to draft an opinion essay. Explain that synthesizing, or combining, their ideas and textual evidence into a formal piece of writing is another part of research. Remind students that they have completed this and other steps in the research process multiple times in this and other levels.

2. Ask this question:



What resources can help you to write an opinion essay?

Key Ideas

- Painted Essay®—Opinion
- Checklist for the End-of-Module Task
- Sentence Strategies for Module 3
- Writing Model for Module 3
- Evidence Organizer for the End-of-Module Task

As students share their ideas, create a list of resources to display (e.g., on chart paper). Instruct students to refer to this list as they draft their End-of-Module Task.

- 3.** Direct attention to the Evidence Organizer for the End-of-Module Task. Tell students to review their thesis and the information they have written in the organizer. Instruct students to consider how they might begin their essay.

Differentiation Support

Allow students to work with a partner to brainstorm hooks.

4.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to begin drafting the End-of-Module Task by writing an introductory paragraph and two proof paragraphs. Remind students to use the displayed list of resources for support.

[illegible]

Analyze Student Progress

Monitor: Do students write an introductory paragraph and proof paragraphs that clearly communicate their opinion, reasons, and supporting evidence?

Offer Immediate Support: If students need additional support including all elements of their introductory and proof paragraphs, instruct them to compare the Writing Model for Module 3 with the Checklist for the End-of-Module Task.

Plan Future Practice: There is no additional instruction on writing an opinion essay in this level.

- Instruct students to draft a concluding paragraph for their essay. Remind students that their concluding paragraph should answer *what?* and *so what?* questions.

Language Support

For an example of a concluding paragraph, direct students to the Writing Model for Module 3, located in the *Learn* book.

- As students finish drafting, direct them to the Checklist for the End-of-Module Task. Instruct students to review their drafts against the Writing and Language sections of the checklist to ensure that they have all the required elements.
- Tell students that during the next lesson they will share their writing with a peer and provide feedback.

Checklist		Review 1	Review 2
End-of-Module Task Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list. Write an essay to support your opinion. • Protecting Great Britain's actions • Providing military support • Producing original works			
Knowledge			
shows knowledge of historic information about the American Revolutionary War era	☐	☐	
shows knowledge about the actions of the Patriots during the American Revolutionary War era	☐	☐	
Writing			
uses a hook to catch the reader's attention	☐	☐	
uses the first sentence of the thesis to state a clear opinion	☐	☐	
uses the second sentence of the thesis to name two main reasons	☐	☐	
writes about each reason in a proof paragraph	☐	☐	

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you build about the American Revolution?**

 **What helped you communicate in writing your knowledge about the American Revolution?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.A.c, MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.2.4 Planning: CP.2.4.B, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b, CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.8.4 Punctuation: DF.8.4.A, DF.8.4.B

DF.10.4 Verbs: DF.10.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 38

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students review the checklist and revise their opinion essay for the End-of-Module Task. Then students review a peer essay and provide peer feedback.

Learning Goals

For the End-of-Module Task, revise an opinion essay.

 **LEARNING TASK:** Revise an opinion essay using the Checklist for the End-of-Module Task.

Provide feedback to a peer on a draft of the End-of-Module Task opinion essay.

 **LEARNING TASK:** Using the Checklist for the End-of-Module Task, provide feedback to a peer about an opinion essay.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Revise the End-of-Module Task
- **Write:** Provide Feedback on the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- all module texts

STUDENTS

- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)

Preparation

- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts.
2. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
3. Tell students that they will revise their opinion essay and provide feedback on a peer's essay.

LEARN 53 minutes

Write | Revise the End-of-Module Task | 20 minutes

1. Provide students with additional time to complete a draft of their opinion essay, if needed.

Teacher Note

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion and adjust the timing of this lesson as needed.

2. Remind students that they have revised their drafts for previous module tasks. Ask this question:



Why do writers revise their work?

Key Ideas

- Revision helps writers make sure they have the required parts of their essay.
- Revision helps writers make sure that their writing is clear.
- Revision helps writers make sure that their writing is organized.
- Revision helps writers to improve their writing.

3. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Instruct students to review the checklist.
4. Direct students to the End-of-Module Task, located in the *Learn* book. Tell students that they will review their essay by using the checklist to perform a self-assessment. Remind students not only to ensure that they have all elements of the checklist in their essay but also to consider how well each element contributes to their essay and whether each element will make sense to a reader.

Teacher Note

In previous module tasks, students have focused their revisions on specific sections of the checklist. Based on student needs, consider a focused review for all or some students.

Differentiation Support

If students need additional support using the checklist to review their writing, instruct them to annotate the checklist for each element. Tell students to carefully consider whether each element from the checklist is present in their writing, whether it needs to be added or clarified, and how each element contributes to their essay.

5.  **Introduce the learning task.** Instruct students to use the Checklist for the End-of-Module Task to revise their opinion essay.

Checklist

© Module 1 Writing

End-of-Module Task | Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list. Write an essay to support your opinion.

- Protecting Great Britain's interests
- Providing military support
- Producing original works

	Review 1	Review 2
Knowledge		
shows knowledge of historic information about the American Revolutionary War era	☐	☐
shows knowledge about the actions of the Patriots during the American Revolutionary War era	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear opinion	☐	☐
uses the second sentence of the thesis to name two main reasons	☐	☐
writes about each reason in a proof paragraph	☐	☐

© 2015 by e2020 LLC • Open Social ME1

[illegible]

Analyze Student Progress

Monitor: Do students make intentional revisions that strengthen their opinion essay while using the Checklist for the End-of-Module Task?

Offer Immediate Support: If students need additional support adding or clarifying a specific element of their essay, instruct them to review the writing model with the specific element in mind.

Plan Future Practice: Students practice revising an opinion essay for the End-of-Module Task in lesson 39.

6. Instruct students to review their self-assessment and revisions. Then, tell students to identify two areas from the checklist that they would like feedback from a peer about.

Write | Provide Feedback on the End-of-Module Task | 33 minutes

1. Explain that now that students have performed a self-assessment by using the checklist, they will provide feedback about one another's writing. Remind students that they have sought feedback from other writers to improve their writing for previous module tasks.
2. Remind students that their feedback should help strengthen their partner's opinion essay. Instruct students to Think–Pair–Share to answer this question:



How can you make feedback helpful to your partner?

Language Support

To help students offer feedback, provide these sentence frames:

- To make your opinion essay stronger, you could _____.
- To improve _____, you could _____.

Key Ideas

- provide specific feedback
- provide actionable feedback
- point out areas of strength
- point out areas of growth
- make specific suggestions

3. Remind students that they previously identified two areas from the checklist about which they would like feedback from a peer. Instruct students to share those criteria from the checklist with their peer review partner.
4.  **Introduce the learning task.** Instruct students to exchange drafts with their partner, read their partner's draft, and provide feedback using the criteria their partner identified and the Checklist for the End-of-Module Task.

Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Analyze Student Progress

Monitor: Do students use the checklist to provide feedback that is specific and actionable and that will strengthen their peer's essay?

Offer Immediate Support: If students need additional support providing feedback, direct them to a specific row of the checklist and instruct them to review the essay for that specific criterion.

Plan Future Practice: Students practice providing peer feedback in module 4.

5. Instruct students to return the essay to their partner, share feedback, and ask follow-up questions for clarification.
6. Tell students that during the next lesson, they will revise their essay using the feedback from their partner.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you build about English language arts?**

 **How did reviewing someone else's writing help you grow as a writer?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your opinion essay?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b, CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.6.4 Revision

CP.7.4 Editing

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B, BU.3.4.F

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.8.4 Punctuation: DF.8.4.A, DF.8.4.B

DF.10.4 Verbs: DF.10.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 39

Essential Question | How does the pursuit of freedom inspire people's actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students use peer feedback to revise their opinion essay in response to the End-of-Module Task. Then students share their opinion essay with an audience.

Learning Goals

For the End-of-Module Task, revise an opinion essay.

 **LEARNING TASK:** For the End-of-Module Task, revise an opinion essay using peer feedback.

For the End-of-Module Task, share an opinion essay.

 **LEARNING TASK:** For the End-of-Module Task, share an opinion essay with an audience.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Revise the End-of-Module Task
- **Write:** Share Writing

LAND

Synthesize Learning

Materials

TEACHER

- all module texts

STUDENTS

- End-of-Module Task (*Learn* book, Writing)

Preparation

- Choose a presentation activity. Prepare materials as needed. See the second Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts.
2. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?
3. Remind students that during the previous lesson they provided peer feedback to a partner on their opinion essay. Tell students that during this lesson they will revise and finalize their opinion essay.

LEARN 53 minutes

Write | Revise the End-of-Module Task | 25 minutes

1. Ask this question:

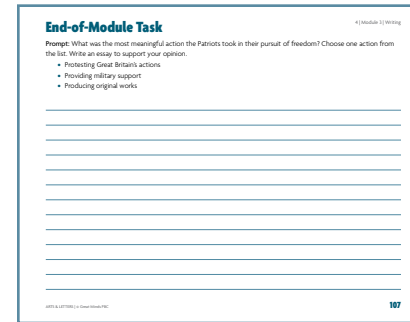


How can feedback from others help us improve our writing?

Key Ideas

- A partner may see our writing in a different way.
- A partner can help make sure our writing is organized.
- Feedback helps us clarify our writing.

2. Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to read their draft of the opinion essay and review their peer feedback from the previous lesson.
3.  **Introduce the learning task.** Instruct students to continue to revise their opinion essay. Tell students to incorporate peer feedback when making revisions.



Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

4. Explain that now that students have finished revising and finalizing their essay, they are ready to share their writing with an audience.

Write | Share Writing | 28 minutes

1. Tell students that now that they have finalized their opinion essay, they can share their work and learn from one another.
2. Choose one of the following activities to allow students to share their work, or create an activity of your own.
 - Instruct students to share completed written work with a partner.
 - Create audio recordings of completed written work and make them available for listening.
 - Invite students to read aloud their completed written work in front of the class.

3.  **Introduce the learning task.** Instruct students to participate in the activity to share their response to the End-of-Module Task.

Analyze Student Progress

Monitor: Do students share their opinion essay with an audience in a clear, intelligible way?

Offer Immediate Support: If students need additional support sharing their opinion essay with an audience, ask these questions: What will someone learn from reading or listening to your opinion essay? How can you emphasize or support that learning through your presentation?

Plan Future Practice: Students practice sharing their writing with an audience in module 4.

4. Instruct students to Think–Pair–Share to answer this question:

 **How did hearing others share their opinion essays add to your knowledge?**

Key Ideas

- heard a wide variety of opinions about a topic
- created an understanding of different opinions
- learned more about the American Revolution
- experienced different writing styles

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of this question:



Now that we've studied the American Revolution, what are you interested in learning more about?

Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Charts from the module, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.A, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.a, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.a, CP.4.4.B, CP.4.4.B.a, CP.4.4.B.b, CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.6.4 Revision

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.8.4 Punctuation: DF.8.4.A, DF.8.4.B

DF.10.4 Verbs: DF.10.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 40

Essential Question | How does the pursuit of freedom inspire people's actions?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about the American Revolution. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a book title, explore a historical site, read a book about the American Revolution, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about the American Revolution.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Create, Explore, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today is the final day of the third module.
2. Display and Choral Read the Essential Question: How does the pursuit of freedom inspire people's actions?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss New Knowledge | **8 minutes**

1. Tell students that they will share what they have learned about the module topic. Instruct students to Think–Pair–Share to answer these questions:

 **What did you learn about the American Revolution that you did not know before?**

 **What text or work of art in this module is most interesting to you? Why?**

 **What more do you want to learn about the history of the United States?**

Engage | Create, Explore, or Read | 45 minutes

Choose a Create, Explore, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create a Book Title

1. Remind students that in this module they studied real people who contributed to the American Revolution, such as Paul Revere, Phillis Wheatley, Thomas Jefferson, George Washington, and James Lafayette. Form small groups. Instruct students to use library resources to research another individual who contributed to the American Revolution. Examples of such people include the following:
 - Polly Cooper
 - Henry Knox
 - John Laurens
 - Sybil Ludington
 - Salem Poor
 - Peter Salem
 - Deborah Sampson
2. Display *A Spy Called James*. Direct attention to the book's full title, and explain how it identifies James Lafayette and his contribution to the American Revolution. Instruct students to create a book title that introduces the person whom they researched and that person's contribution. Students may independently write a title for their person, or students may write it as a group.
3. Instruct students to share their book title with the class.

Option 2 | Explore a Historical Site

1. Take students to a local historical site that is related to the American Revolution, or conduct a virtual tour of such a site.

Teacher Note

Based on your geographical location, an in-person visit to a historical site that is related to the American Revolution may not be possible. Instead, consider touring a local historical site with the goal of teaching students that history can be found in multiple places, even in their community.

2. Prior to the visit, explain to students the purpose of the visit: to discover the site's significance to the American Revolution and to the community's history, if applicable.
3. After the visit, instruct students to write observations and questions about their visit.
4. Invite students to share what they learned and wondered.

Option 3 | Read a Text About the American Revolution

1. Read aloud, or instruct students to read, a volume of reading text about the American Revolution.
2. Facilitate a discussion of the knowledge gained from the text and from connections to other module texts.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—Based on your classmates' book titles, which individual's contribution to the American Revolution would you like to learn more about? Why?
 - **Option 2**—How do historical sites help people understand past events?
 - **Option 3**—What did you learn about the American Revolution from this text?
2. Reinforce that students have built a lot of knowledge about the American Revolution. Encourage students to continue seeking knowledge about the people, places, and events of the American Revolution.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.B

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DM Develop Metacognition

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM Make Meaning from Texts

- MM.1 Comprehension and Evidence
- MM.2 Theme and Central Idea
- MM.3 Summary
- MM.4 Individuals, Events, and Ideas
- MM.5 Vocabulary
- MM.6 Diction
- MM.7 Structure
- MM.8 Point of View, Perspective, and Purpose
- MM.9 Media
- MM.10 Argument
- MM.11 Connections
- MM.12 Complexity, Diversity, and Genre

CP Compose and Present Content

- CP.1 Genre
- CP.2 Planning
- CP.3 Content
- CP.4 Structure
- CP.5 Language
- CP.6 Revision
- CP.7 Editing
- CP.8 Presentation

BU Build Understanding

- BU.1 Inquiry and Credibility
- BU.2 Discovery and Evidence
- BU.3 Conversation and Collaboration
- BU.4 Expression

DF Develop Foundations

- DF.1 Print Concepts
- DF.2 Phonemic Awareness
- DF.3 Phonics and Spelling

- DF.4 High-Frequency and Irregularly Spelled Words
- DF.5 Fluency
- DF.6 Foundational Writing
- DF.7 Capitalization
- DF.8 Punctuation
- DF.9 Nouns and Pronouns
- DF.10 Verbs
- DF.11 Adjectives and Adverbs
- DF.12 Prepositions
- DF.13 Sentence Construction

DM Develop Metacognition

- DM.1 Content Stages
- DM.2 Comprehension Monitoring
- DM.3 Schema Building
- DM.4 Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 3

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.4.A: Refer to details and examples in a literary text.

MM.1.4.B: Refer to details and examples in an informational text.

MM.2.4 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.4.A: Determine a theme of a literary text.

MM.2.4.B: Explain how key details in a literary text convey a theme.

MM.2.4.C: Determine the main idea of an informational text.

MM.2.4.D: Explain how key details in an informational text support the main idea.

MM.3.4 Summary: Summarize a text, including its key ideas and details.

MM.3.4.B: Summarize an informational text.

MM.3.4.C: Paraphrase portions of a text read aloud or information presented in diverse media and formats.

MM.4.4 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.4.A: Describe characters, settings, or events, using specific details from a literary text.

MM.4.4.B: Explain events, procedures, ideas, or concepts, including what happened and why, using specific and relevant details from an informational text.

MM.5.4 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.4.A: Determine the literal meaning of unknown words and phrases.

MM.5.4.A.a: Determine the literal meaning of unknown words and phrases as they are used in a literary text.

MM.5.4.A.b: Determine the literal meaning of unknown words and phrases as they are used in an informational text.

MM.5.4.A.c: Use context (e.g., definitions, examples, restatements in text) as a clue to meaning.

MM.5.4.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.4.A.e: Consult reference materials to determine or clarify pronunciation or precise meaning.

MM.5.4.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.4.B.a: Explain the meanings of simple similes and metaphors.

MM.5.4.B.b: Recognize and explain the meanings of common idioms, adages, and proverbs.

MM.5.4.B.c: Demonstrate understanding of words by relating them to antonyms and synonyms.

MM.5.4.C: Acquire grade-level academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that relate to a particular topic.

MM.7.4 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.4.A: Use terms (e.g., *verse*, *rhythm*, *meter*, *cast of characters*, *stage directions*) to refer to structural elements of a literary text.

MM.8.4 Point of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.4.A: Compare the narrative points of view of two or more literary texts, describing differences between first- and third-person narration.

MM.8.4.B: Compare primary and secondary texts about the same event or topic, describing the differences in focus and in how information is presented.

MM.9.4 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.4.A: Explain connections between a written literary text and a visual or oral presentation of the same text, identifying where each version reflects specific descriptions and directions in the text.

MM.10.4 Argument: Determine the argument in a text.

MM.10.4.A: Explain how an author uses reasons and evidence to support particular points in a text.

MM.10.4.B: Identify the reasons and evidence used in an oral argument to support particular points.

MM.11.4 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors' approaches.

MM.11.4.B: Integrate information from two informational texts about the same topic.

MM.12.4 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.4.A: Literary

MM.12.4.A.a: Stories

MM.12.4.A.b: Poetry

MM.12.4.A.c: Drama

MM.12.4.B: Informational

MM.12.4.B.b: Informational

MM.12.4.C: Non-print

MM.12.4.C.b: Visual art

MM.12.4.C.c: Digital or multimedia

CP Compose and Present Content

CP.1.4 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.4.A: Opinion

CP.1.4.H: Over a period of time

CP.2.4 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.4.A: Unpack the task demands, purpose, and audience.

CP.2.4.B: Analyze a model to identify traits of an effectively written response.

CP.2.4.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.4 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.4.A: Develop the content of the text.

CP.3.4.A.a: Support an opinion with reasons, facts, and details.

CP.3.4.A.d: Incorporate evidence from literary texts to support opinions and ideas.

CP.3.4.A.e: Incorporate evidence from informational texts to support opinions and ideas.

CP.3.4.B: Provide a list of sources.

CP.4.4 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.4.A: Develop an introduction.

CP.4.4.A.a: Introduce a text or topic and an opinion clearly.

CP.4.4.B: Organize the content and create cohesion.

CP.4.4.B.a: Create an organizational structure that groups related ideas to support the text's purpose.

CP.4.4.B.b: Use words and phrases to connect opinion and reasons.

CP.4.4.C: Provide a conclusion that relates to or follows from the content of the text.

CP.5.4 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.4.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words and words that signal precise actions, emotions, and states of being.

CP.6.4 Revision: With support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.4 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of sources. (Refer to Develop Foundations strand for grade-level language expectations.)

CP.8.4 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.4.A: Speak clearly at an understandable pace.

CP.8.4.B: Differentiate between contexts that call for informal or academic English.

BU Build Understanding

BU.1.4 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance of sources.

BU.1.4.A: Conduct short research projects, synthesizing information to build knowledge about a topic.

BU.1.4.B: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.4.C: Select information from print and digital sources or experience.

BU.2.4 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.4.A: Annotate a text to build understanding.

BU.2.4.B: Take notes and categorize information.

BU.2.4.C: Prepare for discussions by reading and studying required texts.

BU.3.4 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.4.A: Draw upon preparation during collaborative discussion to explore ideas.

BU.3.4.B: Follow established rules for discussions and carry out assigned roles.

BU.3.4.C: Ask and answer questions to confirm understanding or verify information.

BU.3.4.D: Contribute comments to the discussion that relate directly to others' remarks.

BU.3.4.E: Review the key ideas expressed in discussion and explain one's own ideas in the context of information and ideas presented in discussion.

BU.3.4.F: Engage in peer review.

BU.4.4 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.4 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.4.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

DF.3.4.B: Spell grade-level-appropriate words correctly, consulting references as needed.

DF.5.4 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.4.A: Read with purpose and understanding.

DF.5.4.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.4.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.8.4 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.4.A: Use commas and quotation marks to indicate direct speech and quotations from a text.

DF.8.4.B: Use a comma before a coordinating conjunction in a compound sentence.

DF.10.4 Verbs: Form and use verbs, following the conventions of academic English when writing or speaking.

DF.10.4.A: Form and use the progressive verb tenses.

DF.10.4.B: Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

DF.13.4 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.4.A: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DM Develop Metacognition

DM.1.4 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.4.A: Wonder

DM.1.4.B: Organize

DM.1.4.C: Reveal

DM.1.4.D: Distill

DM.1.4.E: Know

DM.2.4 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.4 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.4 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

accountable (adj.)

required to be responsible for something

lesson 6

affray (n.)

a noisy fight between two or more people in a public place

lesson 7

ballad (n.)

a song that tells a story in short stanzas, traditionally passed orally from one person to another

lesson 15

boycott

1. (v.) to refuse to buy, use, or participate in something as a way of protesting
2. (n.) an often organized act of boycotting something

lesson 2

chorus (n.)

a part of a song that is repeated after each verse

lesson 15

colony (n.)

an area that is controlled by or belongs to a country and is usually far away from it

lesson 2

declare (v.)

to say or state something in an official or public way

lesson 17



defiance (n.)

a refusal to obey something or someone

lesson 14



detest (v.)

to dislike somebody or something very strongly

lesson 9

double agent

a spy who pretends to act as a spy for one government while actually spying for another

lesson 30

independence (n.)

freedom from outside control or support

lesson 17



liberty (n.)

the state or condition of being able to act and speak freely

lesson 18



loyal (adj.)

having or showing complete and constant support for someone or something

lesson 25

Loyalist (n.)

a colonist who supported English rule over the colonies

lesson 12

**massacre (n.)**

the violent killing of many people

lesson 4

neutral (adj.)

not supporting either side of an argument, fight, or war

lesson 12

**Patriot (n.)**

a colonist who wanted freedom from England

lesson 12

**propaganda (n.)**

information, images, or statements used to persuade someone to support or oppose an idea or person

lesson 6

**protest (v.)**

to show or express strong disagreement with something

lesson 2

**rebellion (n.)**

an effort by many people to change the government or leader of a country by the use of protest

lesson 2

revolution (n.)

an attempt by many people to end the rule of one government and start a new one

lesson 1

**right (n.)**

something that a person is or should be morally or legally allowed to have, get, or do

lesson 19

unify (v.)

to cause people or things to be joined or brought together

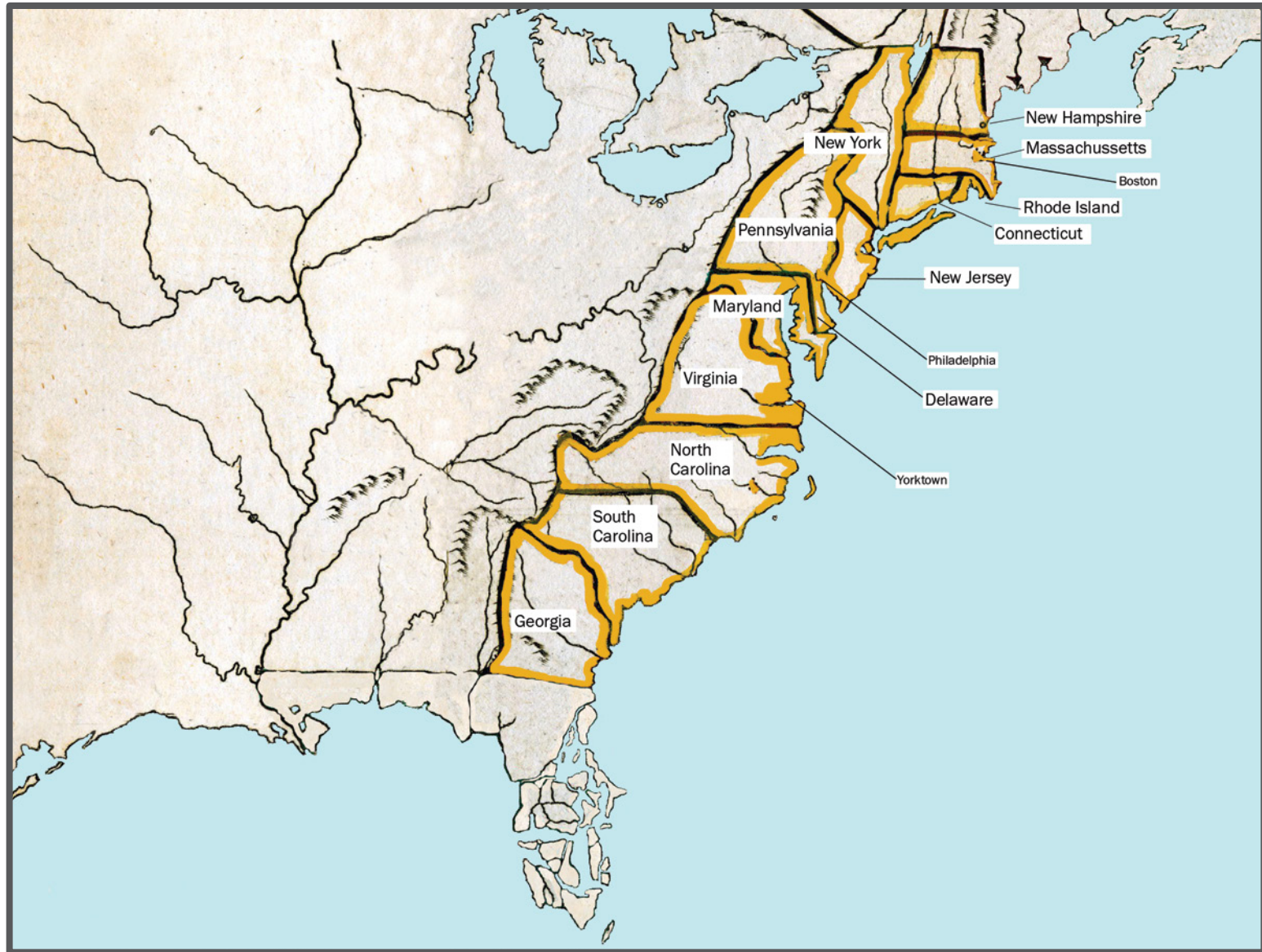
lesson 9



Syllable Types

Syllable Type	Examples	Definition
Closed	be- gin fun- ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro -ken car- go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep- tile mis- take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea -nut en- joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par -ty fur -ther	a syllable with <i>ar</i> , <i>er</i> , <i>ir</i> , <i>or</i> , or <i>ur</i> ; the vowel sound often changes
Consonant-le	lit- tle ta- ble	an unstressed final syllable that contains a consonant before the letter <i>l</i> , followed by a silent e
Other: Stable Final	fic- tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

13 Colonies Map



Painted Essay®—Opinion

Introduction

catches the reader's attention, gives some background context

Thesis

reason # 1

reason # 2

Proof Paragraph # 1

(evidence)

transition

Proof Paragraph # 2

(evidence)

Conclusion

What? (restate your thesis)

So What? (reflect)

Key: :::: red, □□ green, ≡ yellow, ||| blue

Fluency Reference Chart

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

About the Images

The American Revolution, or the Revolutionary War (1775–83), resulted from growing tensions between the 13 American Colonies and Great Britain. Images in this module illustrate the diverse factors that shaped people's perspectives during the American Revolution, guiding students to answer the Essential Question: How does the pursuit of freedom inspire people's actions?

Image 1 is a 1763 map of the 13 American Colonies. The publication of the map took place after the 1763 Treaty of Paris that ended the Seven Years' War between Great Britain and France. This treaty required France to give up all its territories in mainland North America. To raise revenue to pay for the Seven Years' War, Great Britain levied a direct tax on the North American colonies called the Stamp Act. The act required the colonists to pay a tax on newspapers, pamphlets, dice, and playing cards. Image 2 is a protest illustration representing the colonists' dissatisfaction with the Stamp Act.

As students read texts about the Boston Tea Party, Image 3 helps students visualize the type of pottery colonists made and used in their daily lives. In order to boost confidence in the entrepreneurship and economic independence of Americans, this porcelain teapot competed against the popular porcelain wares imported from England.

The illustration in Image 4 depicts the desk used during the signing of the Declaration of Independence at the Pennsylvania State House in Philadelphia. Later referred to as Independence Hall, this is where members of the Second Continental Congress, including Thomas Jefferson, Benjamin Franklin, and John Adams, declared independence from England in 1776.

While reading *The Scarlet Stockings Spy*, students learn about American seamstress Betsy Ross, depicted in Image 5. Ross redesigned George Washington's six-pointed star into a five-pointed one, which is used on the current American flag. Image 6 is an illustration of James Lafayette, an enslaved American who served as a double agent for the Continental Army during the American Revolutionary War. Students discover Lafayette's contributions to American independence as they read *A Spy Called James*.



Image 1. A new map of North America, published by Robert Sayer, Jean Baptiste Bourguignon d'Anville, and Didier Robert de Vaugondy, 1763



Image 2. Skull and crossbones representing the colonists' protest to the Stamp Act of 1765



Image 3. Teapot, John Bartlam, soft-paste porcelain with under-glaze blue decoration, 1765–69, The Metropolitan Museum of Art, New York



Image 4. A 1918 illustration of the desk used during the signing of the Declaration of Independence, Philadelphia, Pennsylvania



Image 5. Betsy Ross sewing the American flag (detail), 1900



Image 6. Certificate commending James Lafayette for his revolutionary service (detail), portrait by John B. Martin, 1784

Works Cited

- "The Ballad of the Tea Party." *Chicago Sun Times*, 26 Apr. 2010, chicago.suntimes.com/news/2010/4/16/18586799/ballad-of-the-tea-party-get-your-lyrics-here.
- "Crispus Attucks." *Britannica Kids, Encyclopaedia Britannica*, 19 Oct. 2023, kids.britannica.com/kids/article/Crispus-Attucks/352803.
- "Declaration of Independence." *Britannica Kids, Encyclopaedia Britannica*, 19 Oct. 2023, kids.britannica.com/kids/article/Declaration-of-Independence/353042.
- Kowalski, Kathiann M. "Seeds of Revolution." *Cobblestone*, vol. 26, no. 7, Oct. 2005, pp. 3–6, cricketmedia.widencollective.com/dam/assetdetails/asset:d67df281-ad11-406d-9d75-2441edc4275d/false?inav=false&inav=false.
- Matthews, Andrew. "Detested Tea." *Cobblestone*, 2014, cricketmedia.widencollective.com/dam/assetdetails/asset:8749a659-b453-492a-ac7a-49241b7a7ffd/false?inav=false&inav=false.
- Noble, Trinkia Hakes. *The Scarlet Stockings Spy*. Illustrated by Robert Papp, Sleeping Bear Press, 2004.
- Rockwell, Anne. *A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent*. Illustrated by Floyd Cooper, Carolrhoda Books, 2016.
- Szabo, Charles. "The Ballad of the Tea Party." *BMI*, 2020, www.youtube.com/watch?v=yE3HI5sphZg.
- Winters, Kay. *Colonial Voices: Hear Them Speak*. 2008. Illustrated by Larry Day, Puffin Books, 2015.
- WIDA. *WIDA English Language Development Standards Framework 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System, wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf.
- "What Is the Painted Essay™?" *Vermont Writing Collaborative*, www.vermontwritingcollaborative.org/painted-essay/.
- Wheatley, Phillis. "On the Affray in King Street." *The Explicator*, vol. 56, no. 4, 1998, pp. 177–80, www.tandfonline.com/doi/abs/10.1080/00144949809595306.

Credits

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds for proper acknowledgment in all future editions and reprints of this module.

Cover: *The Declaration of Independence*, Courtesy of The National Archives; page 2, “Phillis Wheatley,” National Portrait Gallery via Wikimedia Commons, “Pennsylvania Journal, Stamp Act announcement,” Journal of the American Revolution via Wikimedia Commons, “The Imports of Great Britain from France,” Artokoloro/Alamy Stock Photo; page 3, (clockwise from top left) Cover: *Colonial Voices: Hear Them Speak*, illustrations © 2008 by Larry Day. Used by permission of Penguin Group. All rights reserved, “Washington Crossing the Delaware,” Courtesy of the Metropolitan Museum of Art, “Colonists drumming a British loyalist out of town,” North Wind Picture Archives/Alamy Stock Photo, “The Coronation of His Majesty George the Third,” Classic Image/Alamy Stock Photo, The Boston Massacre, Engraved, printed, and sold by Paul Revere Jr. (American, Boston, Massachusetts 1734–1818 Boston, Massachusetts), *A Spy Called James: The True Story of James Lafayette, Revolutionary War*, illustrations © 2016 by Floyd Cooper. Used by permission of Carolrhoda Books. All rights reserved, Cover: *The Scarlet Stockings Spy*, illustrations © 2005 by Robert Papp. Used by permission of Sleeping Bear Press. All rights reserved; page 4, “East India Company Ships,” Science History Images/Alamy Stock Photo, N. Currier. (1846), Destruction of tea at Boston Harbor, 1846 [New York: N. Currier] [Photograph] Retrieved from the Library of Congress, “John Adams,” John Trumbull, c. 1792–1793, White House Collection via Wikimedia Commons; “Phillis Wheatley,” Magite Historic/Alamy Stock Photo, “James Armistead Lafayette,” Historic Collection/Alamy Stock Photo, “Agrippa Hull” World History Archive/Alamy Stock Photo, “Crispus Attucks,” Science History Images/Alamy Stock Photo, “John Hancock,” Archive Images/Alamy Stock Photo, “British Governments In N America,” Chronicle/Alamy Stock Photo; pages 14, 20, 30, 38, 48, 58, 61, 70, 82, Board of Stamps (engraver unknown), British Library via Wikimedia Commons;

page 16, Courtesy of the Metropolitan Museum of Art; page 23, “Protests by the Stamp Act 1765,” Tarker/Bridgeman Images; pages 94, 106, 120, 134, 146, 158, 170, 182, 438, “Teapot,” Purchase, Ronald S. Kane Bequest, in memory of Berry B. Tracy; Louis V. Bell, Harris Brisbane Dick, Fletcher, and Rogers Funds and Joseph Pulitzer Bequest; and Richard L. Chilton and Anthony W. and Lulu C. Wang Gifts, 2018; pages 137, 433, “Massachusetts Minute Man,” “Loyalist/Tory,” and “Colonial fur trader” © Don Troiani. All Rights Reserved, 2023/Bridgeman Images; page 163, N. Currier. (1846) Destruction of tea at Boston Harbor, 1846. [New York: N. Currier] [Photograph] Retrieved from the Library of Congress; pages 194, 204, 216, 226, 236, 246, 250, 438, “The signing place of the Declaration of Independence,” Niday Picture Library/Alamy Stock Photo; page 210, “Statue of Liberty,” Andrea Raffin/Alamy Stock Photo; pages 256, 266, 278, 290, 302, 438, “Betsy Ross,” Science History Images/Alamy Stock Photo; pages 314, 326, 338, 350, 362, 372, 376, 438, “James Armistead Lafayette,” Heritage Image Partnership Ltd/Alamy Stock Photo; pages 382, 394, 404, 412, 420, Lionel Pincus and Princess Firyal Map Division, The New York Public Library. (1763). A new map of North America; page 432, “The first resistance,” Library of Congress, Prints & Photographs Division, photograph by Harris & Ewing, [reproduction number, LC-USZC4-4971], “Destruction of tea at Boston Harbor,” N. Currier. (1846) Destruction of tea at Boston Harbor, 1846. [New York: N. Currier] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/91795889/>, “Declaration of Independence,” Ian Dagnall Computing/Alamy Stock Photo, “Statue of Liberty,” Andrea Raffin/Alamy Stock Photo; page 433, Science History Images/Alamy Stock Photo, “Protests by the Stamp Act 1765,” Tarker/Bridgeman Images, “Washington Crossing the Delaware,” Courtesy of the Metropolitan Museum of Art, Chronicle/Alamy Stock Photo; page 434, Chronicle/Alamy Stock Photo; page 438, (clockwise from top left) Chronicle/Alamy Stock Photo, Science History Images/Alamy Stock Photo.

All other images are the property of Great Minds.

Acknowledgments

Karen Aleo, Trevor Barnes, Allie Beman, Madison Bonsignore, Kelsey Bordelon, Sarah Brenner, Beth Brown, Catherine Cafferty, Melissa Chung, Ashley Cook, Julia Dantchev, Camille Daum, Laurie Delgatto-Whitten, Enaka Enyong, Kathleen Foley, Jen Forbus, Pamela Frasier, Nina Goffi, Caroline Goyette, Lorraine Griffith, Shelley Hampe, Elizabeth Haydel, Robin Hegner, Sarah Henchey, Patricia Huerster, Holli Jessee, Stephanie Kane-Mainier, Meg Kinlaw, Lior Klirs, Liana Krissoff, Karen Latchana Kenney, Karen Leavitt, Farren Liben, Brittany Lowe, Whitney Lyle, Liz Manolis, Maya Marquez, Meredith McAndrew, Cathy McGath, Emily McKean, Maia Merin, Patricia Mickelberry, Julie Mickler, Andrea Minich, Lauren Mirabella-Ormsby, Lynne Munson, Katie Muson, Gabrielle Nebeker, Amy Ng, Vivian Nourse, Carol Paiva, Catherine Paladino, Marya Parr, Trisha Paster, Katie Pierson, Eden Plantz, Natalie Rebentisch, Rachel Rooney, Tressa Sanders, Lori Sappington, Amy Schoon, Carolyn Scott, Susan Sheehan, Ami Smith, Danae Smith, Rachel Stack, Susan Stark, Sarah Turnage-Deklewa, Kati Valle, Terra Vetter, Kara Waite, Sarah Webb, Erika Wentworth, Margaret Wilson, Eleanor Wolf, Rachel Zindler

Ana Alvarez, Lynne Askin-Roush, Stephanie Bandrowsky, Mariel Bard, Rebeca Barroso, Brianna Bemel, David Blair, Charles Blake, Lynn Brennan, Adam Cardais, Dawn Cavalieri, Tatyana Chapin, Christina Cooper, Gary Crespo, Lisa Crowe, David Cummings, Cherry dela Victoria, Sandy Engelman, Tamara Estrada Del Campo, Ubaldo Feliciano-Hernandez, Soudea Forbes, Diana Ghazzawi, Laurie Gonsoulin, Kristen Hayes, Marcela Hernandez, Sary Hernandez, Abbi Hoerst, Ashley Kelley, Lisa King, Sarah Kopec, Drew Krepp, Jennifer Loomis, Christina Martire, Siena Mazer, Alicia McCarthy, Thomas McNeely, Cindy Medici, Ivonne Mercado, Brian Methe, Sara Miller, Christine Myaskovsky, Mary-Lise Nazaire, Tara O'Hare, Tamara Otto, Christine Palmtag, Katie Prince, Jeff Robinson, Gilbert Rodriguez, Karen Rollhauser, Richesh Ruchir, Isabel Saraiva, Gina Schenck, Leigh Sterten, Mary Sudul, Deanna Thomann, Tracy Vigliotti, Bruce Vogel, Heather Waymouth, Dave White, Charmaine Whitman, Nicole Williams, Glenda Wisenburn-Burke, Samantha Wofford, Howard Yaffe



MORE MEANINGFUL ENGLISH

Knowledge rich. Students build enduring knowledge about important topics in history, science, and more.

Great books. Students enjoy award-winning books by authors from around the world.

Artful. Examining fine art invites all students into the conversation.

Engaging. Unique inquiry routines draw every student into every text.

For everyone. Built-in supports help each student, including multilingual learners and those with dyslexia, meet their full potential.

GRADE 4 MODULES

Module 1 | A Great Heart

Module 2 | Myths and Enduring Stories

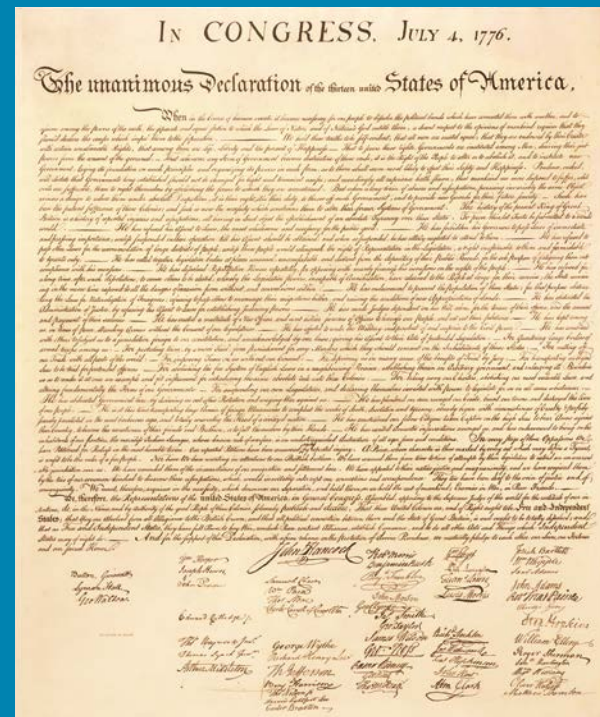
Module 3 | The American Revolution

Module 4 | Let's Play Ball

ISBN 979-8-88811-211-3



9 798888 112113 A



ON THE COVER

Declaration of Independence

Courtesy of the National Archives

GREAT
MINDS

every child
is capable of
greatness