English Language Arts Curriculum

GRADE 4 Module 3B
Unit 3
Student Workbook
Describe what Mary Barton’s opinion is of William leaving to join the fighting.

How do you know that this is how she feels? What evidence in the text shows that this is Mary Barton’s opinion?
January 1777

Dear Father,

I arrived safely at the Patriot camp yesterday evening. It is certainly not like living in our warm, comfortable home, but the excitement in the air is keeping us all warm. I can feel a fire burning in my heart as I prepare for the day’s training. It is with great joy that I join this regiment, so determined for the cause of freedom. Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain.

You say that we are British subjects, but we are not treated like we are part of Great Britain. We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions. The King sends his own governors to rule us and we have no representatives in the British Parliament. British soldiers watch our every move, and have even killed innocent people. The British soldiers sent here threaten, not protect, us. There is no choice but to fight for our freedom! General Washington is a great leader, and I know he will lead our army to victory.

I truly am sorry for the worry I have caused you and Mother. I will do my best to send regular letters so that your fear and worry may not last long. As long as I am well, you will hear word from me. I believe I am doing what is right—I hope you can respect that and find a way to be proud of your son. I know this cause is one worth fighting—and perhaps dying—for.

Fondly,

William Barton
**Directions:** Choose one of the quotes from our mentor text broadside below. Highlight words that express *opinion* in that excerpt:

“... gloriously fighting in the cause of liberty and country”

OR

“All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy.”

What is this author's opinion about the American Revolution?
Reading and Analyzing an Opinion Piece Graphic Organizer

Name: ____________________________________________

Date: ____________________________________________

Title of the Opinion Piece: ____________________________________________

1. What is the topic? What is the gist of this opinion piece?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What is the author’s opinion on this topic (WHAT the author believes)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What are the reasons and evidence the author uses to support this opinion?
   (List the reasons and their supporting evidence from the text: you may not need to use all the
   spaces below.)

<table>
<thead>
<tr>
<th>Reason (&quot;WHY&quot; the author believes an opinion):</th>
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<tbody>
<tr>
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## Evidence (facts, details, information):

<table>
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February 1777

Dear William,

I am glad to hear you arrived safely and are well. Please do keep me informed of your well-being. You will always be my son, so I care very much about how you are doing. Your mother, sister, brother, and I arrived safely in New York and are settling in as best we can. Leaving our home and the store was difficult, as you know, but we had to go to a place where our beliefs are respected. We are loyal citizens of Great Britain, and will remain so.

It does greatly disappoint me to hear you continue on with your rebel ideas. You forget that paying those taxes is our duty as subjects of the British crown. Great Britain protected us against France in the last war, and British soldiers continue to keep us safe. The Royal governors are good men, and serve us wisely. All of this costs money, and we must pay our fair share.

You cannot win this war, William. I know you are now part of their army, so it hurts me to say this, but the rebel Patriots will not be able to defeat the British army without a navy. Remember, speeches and pamphlets are fine, but soldiers win a war. Your group is a ragtag bunch. I do hope you are able to stay safe among them, William.

Please continue to write to let us know how you are. We worry every day that something has happened to you in battle. Despite our differing views about this war, we are still family and will never be enemies. We miss you and care about you.

Fondly,

Father
<table>
<thead>
<tr>
<th>Document</th>
<th>Observations (NOTICE)</th>
<th>Inferences</th>
<th>Knowledge</th>
<th>Further Research (WONDER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture/ text you are looking at/reading.</td>
<td>Describe exactly what you see/read in the picture/text.</td>
<td>Say what you conclude from what you see/read.</td>
<td>Summarize what you know about the situation and time period shown/described.</td>
<td>What questions has the picture/text raised?</td>
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</table>
In this broadside, the printer used the image of black coffins across the top to show how many men died in the Battle of Lexington and Concord. This broadside was sent throughout the 13 colonies to spread the word about what Patriots saw as the British Regulars’ gruesome attack on the people of Lexington, Massachusetts.

Excerpts used from Lesson 1: “...gloriously fighting in the cause of liberty and country ...” or “All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy.”

To access the broadside, use the following link:

http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/0380090a/0380090a.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+0380090a))&linkText=0
This broadside describes the Battle of Lexington and Concord from the perspective of a British officer who felt the Patriot colonists started the fight.

Excerpts used in Lesson 2: “... this affair has happened through the rashness and imprudence of a few people, who began firing on the troops at Lexington” or “... it was a preconcerted scheme to oppose the King’s troops, whenever there should be a favorable opportunity for it.... They heard many Signal Guns and the ringing of Alarm Bells, which convinced them the Country was rising against them.”

To access the broadside, use the following link:

http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/03801100/rbpe03801100.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+03801100))&linkText=0
This broadside is a plea for the Congress to officially put together an army to fight the British. The author, a well-known Patriot, is giving his opinion about what the colonists should do—protect themselves and fight for their liberty.

To access the broadside, use the following link:

http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe03/rbpe038/03801200/rbpe03801200.db&recNum=0&itemLink=r?ammem/AMALL:@field(NUMBER+@band(rbpe+03801200))&linkText=0
This broadside is an example of how news was spread during the American Revolution. It tells what happened during the Battle of Lexington and Concord. However, it also shares an opinion. For example, at the end, it says, “The sword is now drawn and God knows when it will be sheathed.”

To access the broadside, use the following link:

http://www.loc.gov/pictures/resource/cph.3a45071/
Broadsides for the Gallery Walk

This is another broadside giving information about the events of the Battle of Lexington and Concord. The author’s perspective is seen from this quote: “About 1200 of the regular troops (British) are now actually engaged in butchering and destroying our brethren in the most inhuman manner.”
This broadside shows another way that colonists often shared their opinion about “current” events—in verse, or song. The author’s opinion is clear in these lines: “Our liberty, our life is now invaded, and Freedom’s brightest charms are darkly shaded ... Let us with hearts of steel now stand ...” We also see an example of how printers used engravings to include an image that may draw people’s attention.

To access the broadside, use the following link:
http://www.loc.gov/pictures/resource/cph.3b01290/
This broadside was used as a warning to the Patriots. The Continental (Patriot) army had asked for warm clothes for the soldiers. This broadside tells all who read it that if they are found with linen or wool that may end up with the Patriot soldiers, they will be “treated as a favorer of the Rebels,” or, in other words, a traitor to the King.

To access the broadside, use the following link:
http://www.loc.gov/pictures/resource/cph.3b01294/
This broadside was posted as a list of supplies needed by the Continental (Patriot) Army. It tells people to donate to the soldiers who are fighting for freedom.

To access the broadside, use the following link:

http://www.loc.gov/pictures/resource/cph.3b24838/
Directions: Read the broadside below and answer the questions that follow.

Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn’t necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!
Mid-Unit 3 Assessment:
Reading and Answering Questions about Opinion Pieces

Lexile 890

Written by Expeditionary Learning for instructional purposes

Sources:
- Our First Friends, The Early Quakers; from The Pennsylvania Historical & Museum Commission.
- Practicing Peace by Sylvia Whitman; Cobblestone, Nov-Dec 2008 v29 i9 p2(3).
- Rebellion: 1774–1775; from The National Humanities Center.
Assessing RI.4.1, RI.4.4, RI.4.8, and W.4.9b.

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this broadside is about.

2. Which of the following statements best describes the author’s opinion?
   a. You should fight in the Patriot army.
   b. You should fight in the British army.
   c. You should not fight in either army.

3. Which line from the text best supports the answer to Question 2 above?
   a. “As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists.”
   b. “It is important, however, to stay uninvolved.”
   c. “Another of our beliefs is nonviolence.”
   d. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”
4. Read the line from the text and answer the question that follows:

“If we choose to fight, we are not valuing the side we fight against as equals.”

How does this reason support the author’s opinion?

a. It explains what will happen to the Quakers if they do not join the Patriot army.
b. It explains one of the Quaker beliefs.
c. It explains the Quaker view on taxes.
d. It explains why Quakers came to the colonies.

5. Another reason the author uses to support his/her opinion about being involved in the American Revolution is: “Another of our beliefs is nonviolence.” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.
6. Which word below has a similar meaning to the word *declare* as it is used in the following line from the text:

“... and declare our loyalty....”? 

a. ignore  
b. announce  
c. hide  
d. reject

7. Which line from the text helps you to infer the meaning of the word *oaths*?

a. “Colonists from both sides are pressuring us to take oaths and declare our loyalty ...” 
b. “... with threats of fines or prison if we do not.”  
c. “We know it means you may be fined, put into prison, or called Loyalists and traitors.”  
d. “It goes against everything we believe in.”
Learning target: I can explain how an author uses reasons and evidence to support particular an opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.  I understand some of this.  I am on my way!

3. The evidence to support my self-assessment is:
American Revolution Broadside Rubric

After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Patriot, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.

**Learning Target:** I can write a broadside stating my opinion on the American Revolution from a Patriot perspective. (W.4.1)

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<td>I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)</td>
<td>I use at least four words from my research to write precise, historically accurate explanations.</td>
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### American Revolution Broadside Rubric

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<td>I have some mistakes with my capitalization and punctuation or some incomplete sentences.</td>
<td>I have many mistakes with my capitalization and punctuation or many incomplete sentences.</td>
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<tr>
<td></td>
<td>My sentences are complete.</td>
<td>I can choose correct punctuation for ending my sentences.</td>
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<td>I can spell grade-appropriate words correctly. (L.4.2d)</td>
<td>I have no misspelled words in my writing and use references when I need to.</td>
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<td>Reason 2</td>
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<td>Reason 3</td>
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</table>
**American Revolution Broadside Graphic Organizer**

**Name:**

**Date:**

**Headline**

Uses words that reflect Patriot perspective

No more than one to two lines

**Introduction**

Explain your opinion

Describe the basic reason you have that opinion

**Reason Paragraph 1**

- Detail/Reason Paragraph: Evidence

**Reason Paragraph 2**

- Detail/Reason Paragraph: Evidence

**Reason Paragraph 3 (optional)**

- Detail/Reason Paragraph: Evidence

**Concluding Statement**
Critique Protocol Norms Anchor Chart

**Be Kind:** Treat others with dignity and respect.

**Be Specific:** Focus on why something is good, or what, particularly, needs improvement.

**Be Helpful:** The goal is to help everyone improve his or her work.

**Participate:** Support one another. Your feedback is valued!

**Directions:**

1. Author and listener: Review area of critique focus from the rubric.
2. Author: Reads his or her piece.
3. Listener: Gives feedback based on rubric criteria: “I like how you _______________. You might consider ________________.”
4. Author: Records feedback.
5. Author: Says, “Thank you for ________________. My next step will be ______________.”
6. Switch roles and repeat.
Interesting Introductions and Convincing Conclusions Reference Sheet

Your introduction should catch the reader's attention and make them want to keep reading.

- **Catches the reader’s attention:** something that hooks a reader into wanting to read more
- **Makes the reader want to read more:** something that makes your reader curious about what’s coming next
- **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don’t just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.
American Revolution Broadside Rubric:  
For the End of Unit 3 Assessment

**Learning target:** I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. (W.4.1)

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<td>I correctly use commas in a compound sentence.</td>
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Directions:

1. Read the prompt below.
2. Review the Broadside rubric.
3. Plan your broadside using the graphic organizer below. Be sure to review the following to develop reasons and gather evidence: Be a Loyalist anchor chart and texts read in Unit 1 (“Revolutionary War,” “Loyalists,” “Incomplete Revolution,”) and Unit 2 (Divided Loyalties).
4. Write a draft of your broadside on a separate sheet of lined paper.
5. If you finish early, hand in your plans and draft and choose a book from your independent reading.

Prompt:

After researching different perspectives from the American Revolution, write a broadside. Write your broadside as if you were a Loyalist, justifying your opinion on the American Revolution to someone with an opposing view. Support your opinion with reasons and information from your research.

Focus question:

In your opinion as a Loyalist, why should the colonists remain loyal to Great Britain?
Opinion

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<thead>
<tr>
<th>Reason 3:</th>
<th>Evidence:</th>
<th>Source:</th>
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Directions:
1. If your draft is not finished, finish writing it.
2. Review the American Revolution Broadside rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your broadside to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished broadside).
7. If you finish early, choose a book from your independent reading and read quietly.
Learning target: I can write a broadside stating my opinion the American Revolution from the Loyalist perspective.

1. The target in my own words is:

2. How am I doing? Circle one.

   I need more help to learn this.  
   I understand some of this.  
   I am on my way!

3. The evidence to support my self-assessment is:
### New York State Grades 4-5 Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
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<tbody>
<tr>
<td>CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts</td>
<td>W.2 R.1-9</td>
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<tr>
<td>— clearly introduce a topic in a manner that follows logically from the task and purpose</td>
<td>W.2 W.9 R.1-9</td>
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<tr>
<td>— demonstrate insightful comprehension and analysis of the text(s)</td>
<td>— introduce a topic in a manner that follows generally from the task and purpose</td>
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<tr>
<td>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</td>
<td>— partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
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<td>— develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</td>
<td>— use relevant evidence with inconsistency</td>
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<tr>
<td>— sustain the use of relevant evidence, with some lack of variety</td>
<td>— demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
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<tr>
<td>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>— exhibit a lack of organization, or attempts to organize are irrelevant to the task</td>
</tr>
<tr>
<td>— exhibit clear, purposeful organization</td>
<td>— exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
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<tr>
<td>— skillfully link ideas using grade-appropriate words and phrases</td>
<td>— link ideas using grade-appropriate words and phrases</td>
</tr>
<tr>
<td>— use grade-appropriate, stylistically precise language and domain-specific vocabulary</td>
<td>— inconsistently link ideas using words and phrases</td>
</tr>
<tr>
<td>— provide a concluding statement that follows clearly from the topic and information presented</td>
<td>— inconsistently use appropriate language and domain-specific vocabulary</td>
</tr>
<tr>
<td>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>— provide a concluding statement that follows generally from the topic and information presented</td>
</tr>
<tr>
<td>— demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>— exhibit no evidence of organization</td>
</tr>
<tr>
<td>— demonstrate grade-appropriate command of conventions, with few errors</td>
<td>— exhibit no use of linking words and phrases</td>
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- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.