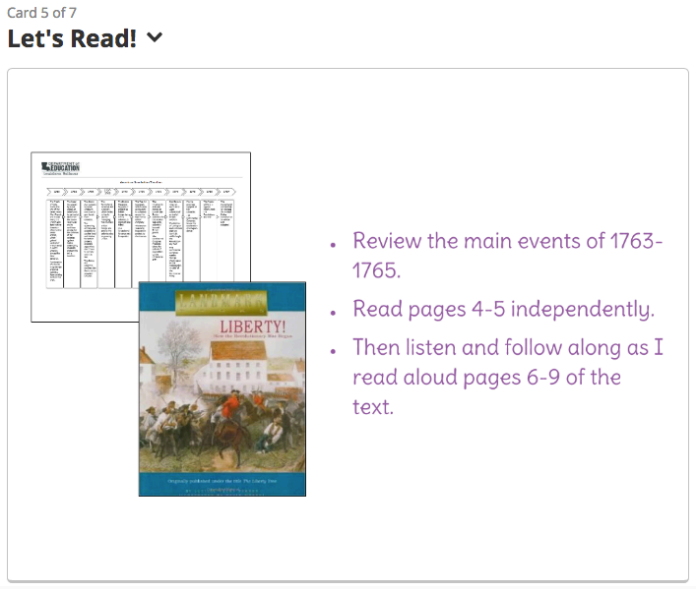
Curriculum Samples

ELA Content Module 1, Session 1

Grades 3-5

EXAMPLE #1

Excerpt from Lesson #2: Liberty! How the Revolutionary War Began



Let's Read!

Suggested Pacing: ~25 minutes

Directions

- Ask students to review the events of 1763-1765 on the timeline with a partner for 2 minutes.
- Then say: "Now, reread through pages 4-5 of Liberty! As you read, mark the events on your timeline that are described in the text."
- Allow students approximately 5 minutes to read pages 4-5 independently.
- Read aloud pages 6-7 of the text.
- Direct students to look to their timeline again to mark on their timeline the events described in this section of the text and add any events to their timeline not already included on their timeline.
- Direct students' attention to page 6 of the text to demonstrate how to approach text features in the informational text.
- Ask students to read the sidebar on page 6.
- Then ask: "Why did the author put this information on the side of the text?" (*The text is explaining how the British began to collect more and more money from the colonists. This sidebar provides the answer to a question you might be asking yourself as you are*

reading about the taxes--were the colonists unfairly taxed or was Great Britain in great need of money? The answer helps me understand more about why the colonists were taxed.)

- Read aloud pages 8-9 of the text.
- Ask students to look at the picture of the skull on page 8 and read aloud the caption.
- Conduct a brief discussion for students to answer the following questions:
  - "How did the colonists feel about the taxes?"
  - "How has their attitude changed? What events led to this change in attitude? Refer to your timeline as needed."
  - "Are all colonists angry with Britain? How do you know?"

Guiding Questions and Prompts:

- If students have difficulty reading pages 4-5 of the text, provide additional support, such as helping students decode unfamiliar words or grouping students of different abilities together to engage in partner reading. If there is a larger group of students who need support, consider pulling together a small group and engaging in choral reading so students can hear a fluent reader reading the material while following along with the printed text.

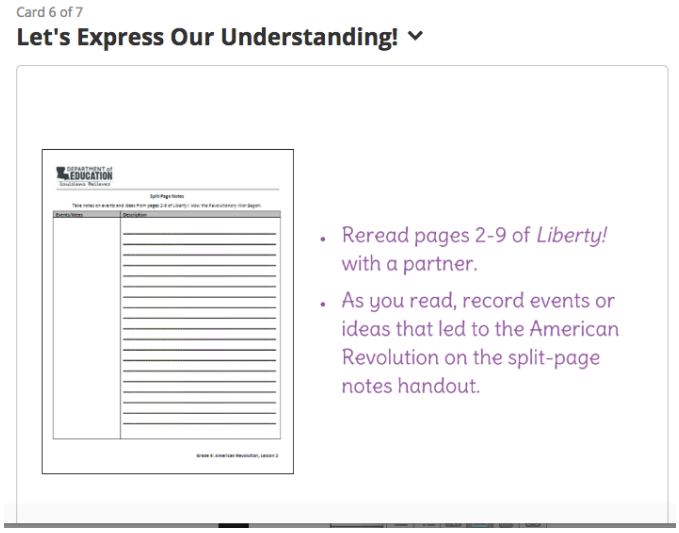
Student Look-Fors

- Students should understand that the colonists' attitudes began to change once Great Britain decided to place more requirements on the colonists without the colonists' input. Many of the colonists came to America for freedom, and those colonists view the actions of Great Britain as threatening their freedom or liberty.

- Students should also draw on their knowledge from Lesson 1 and pages 2-3 of Liberty! to explain that not all colonists were angry with Great Britain--some remained loyal, as illustrated on the cover of *...If You Lived at the Time of the American Revolution*.

EXAMPLE #1 (CONTINUED)

Excerpt from Lesson #2: Liberty! How the Revolutionary War Began



Let's Express Our Understanding!

Suggested Pacing: ~15 minutes

Directions

- Divide students into pairs using an established classroom routine.
- Ask students to follow the directions on the slide.
- Before they begin working, explain to them how to use split-page notes:
  - Record events or ideas in the left column.
  - In the right column, describe the importance or significance of the listed event or idea.

Student Look-Fors

- Students should identify 2 or more of the following events/ideas:
  - Colonists come to America for religious freedom.
  - The French and Indian War
  - The Treaty of Paris
  - Quartering Act
  - Navigation Acts
  - Sugar Act
  - Stamp Act
  - Sons of Liberty break into stamp collectors' homes

EXAMPLE #2

Excerpt from Lesson #4: Integrate Information from Two Sources

Card 5 of 8

Let's Read!

- Independently read the first five sections of *...If You Lived at the Time of the American Revolution.*
- Record events and ideas which led to the American Revolution on the *...If You Lived* split-page notes handout.

Let's Read!

Directions:

- Direct students to review the events from 1763-1765 on their American Revolution timeline.
- Then ask students to follow the directions on the slide.
- Explain to students they are rereading these sections to gather information about what led to the American Revolution.

Student Look-Fors:

- Access a completed *...If You Lived* split-page notes handout under the Additional Materials tab.
- Ensure students are recording events as they read and describing what happened and how that event led to the American Revolution. Important events for students to record include:
    - French and Indian War
    - Paying British taxes beginning 1760
    - Stamp Act in 1765

Additional Notes: The first five sections include "Introduction," "What was life like before the Revolution?" "What did colonial people look like?" "What were colonial house like?" and "What started the Revolution?"

EXAMPLE #2 (CONTINUED)

Excerpt from Lesson #4: Integrate Information from Two Sources

Let's Express Our Understanding!

- Answer the following question in your reading log.
  - Why did the American Revolution begin?
  - Include evidence in your response from at least one of the texts we've read.

Let's Express Our Understanding!

Suggested Pacing: ~12 minutes

Directions:

- Say to students: "There were two sides of the conflict in the Revolutionary War--the Patriots and the Loyalists."
- Direct students to reference the cover art again and point to which group of people represents the Loyalists and which group of people represents the Patriots. Ask them why for each identified group.

Guiding Questions and Prompts:

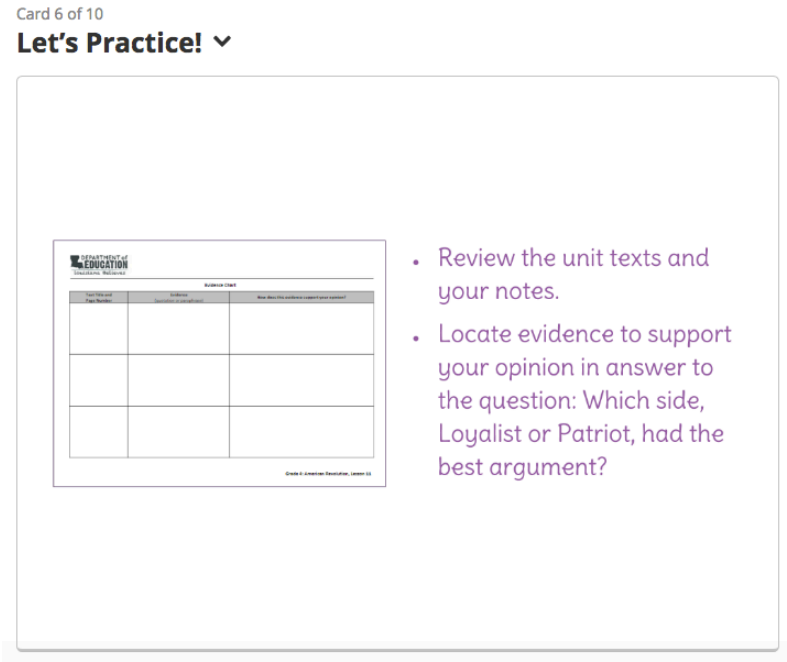
- Reread the statement on page 8: "Each colony was interested only it its local problems. The colonies did not work well together." Then ask: "Why is this detail important? How do the illustrations and explanation on pages 8-9 support this idea?"
- "How was the Revolutionary War a *civil* war?"
- Prompt students to support their conclusions with evidence, as this will help you understand their thinking process. If students do not offer this information on their own, make sure to prompt using questions such as, "You wrote ___. Why do you think that?" or "What details in ...If You Lived at the Time of the American Revolution support your ideas?"

Student Look-Fors:

- Students should recognize that some colonists were against British rule and wanted to be able to govern themselves. Those were the Patriots. On the other side was the King of England and his supporters who wanted to keep control of the colonies. Those were the Loyalists.
- Students should understand that the colonies did not work well together and they did not have a common goal. Each colony and colonist wanted what was best for themselves even though they lived in the same country or area. This supports the idea that the Revolutionary War was a civil war because people who live in the same area or country were fighting against each other as enemies. Everybody wanted to protect their own interests, not the interests of others.
- Students should understand the American Revolution began because the Patriots no longer wanted to follow the British rules. Some colonists did not like that Great Britain controlled where the colonists could settle and with whom they could trade and that Great Britain forced them to shelter British soldiers. The colonists especially did not like paying British taxes without being voting members of British Parliament.
- Students should reference specific acts passed by British Parliament and how the colonists responded, ultimately leading to the American Revolution.

EXAMPLE #3

Excerpt from Lesson 11: Write an opinion paragraph



Let's Practice!

Suggested Pacing: ~12 minutes

Directions:

- Direct students to review the unit texts and their notes to locate evidence which supports their opinion in answer to the question.
- Have them write the text title and page number (column 1), copy the quotation using quotation marks and punctuation correctly (column 2), and then explain in 1-2 sentences how the evidence supports their opinion (column 3).

Guiding Questions and Prompts:

- Monitor students as they complete their evidence charts to ensure they are identifying relevant evidence which supports their opinion, using quotation marks correctly, and adequately explaining how the evidence they identified supports their opinion.

Student Look-Fors:

- Access a copy of a completed evidence chart under the Additional Materials tab.

EXAMPLE #3 (CONTINUED)

Excerpt from Lesson 11: Write an opinion paragraph

Card 9 of 10

Let's Express Our Understanding!

- Write a main idea sentence for your paragraph.
- Identify 1-2 reasons to support your opinion.
- Use the evidence chart to locate evidence to support your reasons.

Let's Express Our Understanding!

Suggested Pacing: ~14 minutes

Directions:

- Say to students: "As we learned with *George vs. George*, a main idea sentence is a statement that summarizes the key points of a text. The same is true in your own writing. You must have a point you are trying to make and present that point in a sentence. It should tell your reader what your writing is about. It should also provide an organization for your writing. A main idea sentence is also called the thesis statement."
- Direct students to read the example main idea sentences on the handout.
- Write a model main idea sentence in response to the prompt on chart paper, on a whiteboard, or using a projection device. Sample sentences are included below.
- Explain to students how the main idea sentence states an opinion and summarizes 1-2 reasons which support the opinion.
- Show students the structure of a main idea sentence by marking each part (opinion and reasons) of the model sentence.
- Instruct students to reread the writing prompt and follow the directions on the slide using the main idea sentences handout and their evidence chart.
- Collect students' main idea sentence handouts to identify students who need additional support writing a main idea sentence, providing reasons, and/or locating evidence.

Guiding Questions and Prompts:

- “If the first main idea sentence were in an essay, what would the essay be about? How would the essay be organized?"
- "If the second main idea sentence were in an essay, what would the essay be about? How would the essay be organized?”

Student Look-Fors:

- Access a completed main idea sentence handout under the Additional Materials tab.
- Possible main idea sentences/thesis statements for the writing prompt:
    1. The Loyalists had the best argument because the British protected the colonies.
    2. The Patriots had the best argument because the British treated the colonists unfairly.
    3. The Patriots had the best argument because the British taxed the colonists without permission and limited their rights.
    4. The Loyalists had the best argument because King George had the right to rule the colonies.
    5. The side with the best argument was the Patriots because they had no say in the government and they were unfairly punished.

EXAMPLE #4

Text and Lesson Excerpts from Lesson 18: Analyze a Poem

Paul Revere's Ride (EXCERPT)

Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year. 5

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea; 10
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar 15
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar 20
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears, 25
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore. 30

The above content is from *Longfellow, H. W. (1861). "Paul Revere's Ride." Retrieved from https://www.poetryfoundation.org/poems/44637/the-landlords-tale-paul-reveres-ride.*
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EXAMPLE #4 (CONTINUED)

Text and Lesson Excerpts from Lesson 18: Analyze a Poem

Card 3 of 11

Let's Prepare!

Today we will:

- Analyze the language and details of "Paul Revere's Ride" to determine a theme.
- Compare information provided by "Paul Revere's Ride" and "One if by Land, Two if by Sea" from *Liberty!* to gain another perspective of the events on April 18, 1775.

Evidence Chart

As you read each text, complete the following chart. Be prepared to discuss the differences based on point of view and purpose.

Text Title	Type of Text	What did you learn about Paul Revere's ride?	What is different from other texts? What might be the purpose of those differences?
And Then What Happened, Paul Revere?			
"Paul Revere's Ride"			
"One if by Land, Two if by Sea" from *Liberty!: How the Revolutionary War Began*			

EXAMPLE #4 (CONTINUED)

Text and Lesson Excerpts from Lesson 18: Analyze a Poem

Let's Express Our Understanding!

Suggested Pacing: ~10 minutes

Directions:

- Ask students to identify the type of text or genre of "Paul Revere's Ride."
- Direct students to write the class answer on their evidence chart.
- Then ask students to share their answers to the questions in columns three and four for "Paul Revere's Ride."
- Write the answers on an evidence chart using a projection device or on a white board or chart paper so students can see the class notes.
- Direct students to copy the class notes onto their own evidence chart.

Guiding Questions and Prompts:

- "How is Paul Revere portrayed or described in 'Paul Revere's Ride'? How is he portrayed in *And Then What Happened, Paul Revere?* What is similar and different? Where should I write this information?"
- "What did we learn about Paul Revere's ride in 'Paul Revere's Ride'? What did we learn about his ride in *And Then What Happened, Paul Revere?* What is similar and different? Where should I write this information?"
- "Why are these differences important? Why do you think the texts are different?"
- "How do the differences reveal the author's purpose for each text? What was the author trying to teach us about Paul Revere and his ride? Where should I write this information?"

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.
- Students should also compare the various portrayals and identify the differences in column 4, noting that the differences could result from the different reasons each text was written (i.e., *And Then What Happened, Paul Revere?* is a biography that focuses on telling the story of Paul Revere's life; "Paul Revere's Ride" is a poem to celebrate Paul Revere's actions; "One if by Land, Two if by Sea" is an informational text that provides factual information about the events of that evening.)

EXAMPLE #5

Excerpt from Lesson #34-36: Extension Task Debate

Extension Task Directions
Patriot Side

You have been asked to research the American Revolution from the point of view of a Patriot/Rebel/Whig to answer the following debate question:

Was the Revolutionary War a war for freedom or a war of treason?

Investigate the Patriot stance on the following:

King George as a ruler	Paying taxes	The meaning of freedom and loyalty

Research Resources

- Texts read in class and notes taken during class
- A Timeline of the Revolutionary War: http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm
- Chronicle of the Revolution from *Liberty!*: http://www.pbs.org/ktca/liberty/chronicle.html
- Quotes about American Revolution: http://www.goodreads.com/quotes/tag/american-revolution
- American Revolution Quotations: http://alphahistory.com/americanrevolution/american-revolution-quotations/

Let's Read!

Directions

- Engage students in research using the process most effective for your individual situation. Remind students their research task is to locate reasons and details to support their side of the debate (their "opinion").

Student Look-Fors

- Monitor the students as they are researching. Ensure they are:
    1. Including firsthand accounts.
        a. Students should interpret the quotation accurately. Support students with this as needed.
        b. Students should locate additional quotations from the research resources which support their side. They should use these quotations during the debate as support for their side.
    2. Keeping a list of sources.
        a. Students should include the title and author (if available) of the source on their Extension Task directions handout.
        b. At the end of research, students should transfer the list of sources onto a single sheet of paper to turn in.
    3. Creating questions to ask the other side.
        a. Access question stems and conversation stems under the Additional Materials tab and provide the stems to students as needed.

EXAMPLE #5 (continued)
Excerpt from Lesson #36: Extension Task Debate

Extension Task Directions
Patriot Side

Use these pages to take notes during your research in answer to the question: Was the Revolutionary War a war for freedom or a war of treason?

"Those who expect to reap the blessings of freedom, must, like men, undergo the fatigues of supporting it."

—Thomas Paine, 1777

What does this quotation mean?

_____

_____

_____

_____

Research Notes

What do the Patriots think of King George as a ruler?	Source

Suggested Pacing: ~25 minutes

Directions

- Set up the room for the debate (if not done before class).
- Project the classroom debate rubric for students to see how they will be evaluated.
- Allow each side 5 minutes to devise a debate plan based on the expectations (i.e., Will one person present the opening statement or will each pair present their reasons and evidence after a single student opens to ensure each student gets a chance to talk?)
- Then engage in a debate about the question on the slide, following the ground rules established up front:
    1. Provide each side 3 minutes to present their opening statements while the other side listens and takes notes.
    2. Then provide each side 2 minutes of rebuttal to present their disagreements with the other side's position and to clarify any misunderstandings from their opening statement.

3. Then allow the sides to converse freely using the conversation stems for debate and asking the questions they prepared during their research.
4. Instruct students to take notes during the debate on the Patriots and Loyalists chart. They will use these notes as the basis of their essay in a future lesson.

Student Look-Fors

- Observe the debate and keep notes on each student's understanding and performance based on the established expectations.
- Score each side of the debate using the classroom debate rubric. Provide students a final score based on a combination of the team's performance and their individual performance based on established expectations.