

Marietta City Schools

District Unit Planner

Fourth Grade

Module Title	The Redcoats are Coming!	Unit Duration (days)	35 days
Enduring Understanding/ Essential Question	Why is it important to understand all sides of a story?		

GA DoE Standards

FOCUS STANDARDS:

Foundations:

4.F.F.1.c Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.

Language:

4.L.GC.2.b Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs.

4.L.V.2.a Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.

4.L.V.2.b Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb).

4.L.V.3.a Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

4.L.V.3.b Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.

4.L.V.3.d Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.

Texts:

4.T.C.1.a Determine audience and identify the development of the purpose across a text.

4.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.

4.T.C.2.a Compare and contrast the perspectives of different narrators or speakers in a text.

4.T.SS.1.c Use text connectives, such as similarly and in contrast, to show relationships between ideas and information.

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- 4.T.SS.1.d Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
- 4.T.T.1.b Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.
- 4.T.T.2.b Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 4.T.T.2.c Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.
- 4.T.T.3.c Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.
- 4.T.RA.1.a Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information.
- 4.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.
- 4.T.RA.1.c Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.
- 4.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion.

Practices :

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

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Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Write an explanatory essay to respond to the following prompt: What were the perspectives of the two main sides of the American Revolution? Use evidence from the article “Massacre in King Street” and George vs. George to support your explanation. Include information learned through research to further explain and support your ideas.</p>	<p>Students extend their work with explanatory writing, which supports opinion writing.</p> <p>Students practice writing about the conflict between the Americans and the British, which solidifies an understanding of the two perspectives in the conflict that led to the American Revolution.</p> <p>Students review and apply knowledge of the Painted Essay® format.</p>
<p>FQT2. Write a letter to the Sons of Liberty as one of the characters from Colonial Voices: Hear Them Speak. In the letter, state your opinion and perspective on the Boston Tea Party. Defend your opinion with evidence that shows how your job and family have influenced your perspective. Use text evidence from Colonial Voices: Hear Them Speak and one of two informational texts.</p>	<p>Students write an opinion piece about an event that led to the American Revolution.</p> <p>Students support an opinion with reasons.</p> <p>Students support reasons with text evidence.</p> <p>Students synthesize ideas from multiple texts.</p> <p>Students apply style and convention skills to writing.</p> <p>Students incorporate vocabulary in writing.</p>
<p>FQT3. For an audience who is unfamiliar with the story The Scarlet Stockings Spy, write an essay to explain Maddy Rose’s perspective on the American Revolution and how it influenced her actions in the story. Use evidence in The Scarlet Stockings Spy to support your explanation. You may also use evidence from George vs. George to support your explanation.</p>	<p>Students explain historic information and its effect on a person during that time.</p> <p>Students build knowledge and write about it in an explanatory way before forming and writing opinions.</p> <p>Students practice seeing an event from a character’s perspective.</p>
<p>FQT4. In Toliver’s Secret, Esther Wood Brady writes about how Ellen Toliver faces many challenges as she supports the Patriots by delivering a secret message. In your opinion, what character trait best helps Ellen succeed in her mission? Write an essay, following the Painted Essay® format, that explains your opinion. In your essay, present a strong opinion about the quality that most helps Ellen succeed in Toliver’s Secret.</p>	<p>Students practice writing a full opinion essay before completing the EOM Task.</p> <p>Students practice using evidence to support reasons for an opinion.</p>
<p>NR1. Read an informational article called “Detested Tea” as a new read and answer eleven multiple choice and short response questions. Apply reading and language skills learned in Lessons 1–12.</p>	<p>Students practice explaining historic events and why they happened, compare a primary source quotation to a secondhand account (article), and analyze how an author supports points made in the article. These skills are all necessary to analyze the module texts to write the EOM Task response.</p> <p>Students practice completing short written responses, which assess whether students can concisely explain the key points in historic events about the Boston Tea Party.</p>

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<p>NR2. Read a portion of chapter 8 in Toliver’s Secret and respond to a set of short response questions, summarizing the story’s events and analyzing story elements and themes. Rewrite a portion of the text to change the point of view of the narrator.</p>	<p>Students practice short narrative writing, which demonstrates how point of view affects text. Students identify a theme and make a prediction based on that theme. Students summarize events in a novel accurately. Students practice using text evidence to support an opinion.</p>
<p>EOM Task. In a well-developed essay, respond to the following question: “In your opinion, were the American patriots justified in fighting for their independence from Britain?” Your purpose for writing is to convince a friend that your opinion is the strongest. Your friend is unfamiliar with the topic and the texts you have read, so you need to provide information to help them understand the context for your opinion.</p> <p>Use information from two or more of the module texts to support the reasons for your opinion: George vs. George: The American Revolution as Seen from Both Sides “Massacre in King Street,” Mark Clemens “Detested Tea,” Andrew Matthews</p>	<p>Include an introduction that provides needed context. Include a clear opinion statement that includes two supporting reasons. Include two supporting paragraphs that support and explain each reason. Include specific evidence from the texts citing each source. Elaborate on how the text evidence connects to each paragraph’s focus. Write a conclusion that restates the opinion and provides a reflection on the topic. Correctly use a minimum of three module vocabulary words. Use at least one compound sentence, punctuating it correctly. Use complete sentences by correcting fragments and run-ons. Use relative adverbs to be more specific in your writing. Use the progressive form of verbs to be more specific in your writing. Use transitional words and phrases to connect ideas. Use correct spelling, capitalization, and punctuation.</p>

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: What were the perspectives of the two main sides of the American Revolution?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer	Wonder What do I notice and wonder about the book George vs. George: The American Revolution as Seen from Both Sides?	Examine Why is evidence important?	Generate and respond to observations and questions about George vs. George: The American Revolution as Seen from Both Sides. Define evidence and identify why it is important in writing. Explain the multiple meanings of the word revolution, a descriptive word that names the war between the American colonies and Great Britain.

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2 QS	George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer	Organize What's happening on pages 7–18 of George vs. George?	Experiment How does evidence work?	Summarize the different perspectives of the colonists and the British and explain how some of these differences could eventually lead to conflict. Experiment with perspective to explain how pieces of evidence work together to complete a whole picture, or piece of writing. Define convinced, identify its synonyms and antonyms, and use the word in an original sentence.
3	George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer	Organize What is happening on pages 18–22 in George vs. George?	Examine Why is the Painted Essay important?	Describe the perspectives and events leading up to the Boston Massacre. Describe the purpose and importance of each section of a Painted Essay. Define the word liberty, and explain how the word adds meaning to the text and is related to American symbols.
4 QS	“Massacre in King Street” Mark Clemens George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer	Reveal What does a deeper exploration of different accounts of the Boston Massacre reveal about perspective?	Experiment How does an evidence guide work?	Compare and contrast two accounts of the Boston Massacre from the article “Massacre in King Street” and George vs. George: The American Revolution as Seen from Both Sides to reveal more about the incident and about multiple perspectives. Gather evidence to support a focus statement. (W.4.2.b, W.4.7, W.4.8) Demonstrate understanding of taunted after referencing a dictionary to look up its forms and synonyms.
5	The Boston Massacre, Paul Revere Colonial Voices: Hear Them Speak, Kay Winters	Organize What is happening in the artwork, The Boston Massacre, by Paul Revere?	Execute How do I use an evidence guide to help me write an explanatory essay?	Generate and respond to questions about the artwork, The Boston Massacre, and identify what is happening in the picture. Gather evidence to prepare to write an explanatory essay about the perspectives of the two main sides of the American Revolution. Explain the significance of independence and independent as related to the American Revolution and America today.

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<p>6 QS</p>	<p>Paul Revere: Mini Biography</p> <p>The Boston Massacre, Paul Revere</p> <p>“Paul Revere’s engraving of the Boston Massacre, 1770”</p> <p>George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer</p> <p>“Massacre in King Street,” Mark Clemens</p>	<p>Reveal</p> <p>What does a deeper exploration of perspective reveal in the texts about the Boston Massacre?</p>	<p>Experiment</p> <p>How does evidence work when writing a supporting paragraph?</p>	<p>Compare and contrast three accounts of the Boston Massacre to reveal more about the event, and to discover how perspective affects each account.</p> <p>Collaborate to compose a supporting paragraph to explain the British perspective in the conflicts leading up to the American Revolution. Identify fragments and run-ons, and explain why they should be avoided when writing.</p>
<p>7 FQT1</p>	<p>The Boston Massacre, Paul Revere</p> <p>“Paul Revere’s engraving of the Boston Massacre—1770”</p> <p>George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer</p> <p>“Massacre in King Street,” Mark Clemens</p>	<p>Distill</p> <p>What is the central message of the texts and artwork about the Boston Massacre?</p>	<p>Execute</p> <p>How do I write a supporting paragraph for an explanatory essay?</p>	<p>Identify the central message of each of the two texts and the artwork about the Boston Massacre, and explain how perspective determines each. Compose a supporting paragraph to explain the colonists’ perspectives in the conflicts leading up to the American Revolution. Distinguish between fragments, run-ons, and complete sentences, and explain what makes a complete and effective sentence.</p>
<p>8 SS</p>	<p>The Boston Massacre, Paul Revere</p> <p>“Paul Revere’s engraving of the Boston Massacre—1770”</p>	<p>Know</p> <p>How do George vs. George, “Massacre in King Street,” and The Boston Massacre help build my knowledge?</p>	<p>Execute</p> <p>How do I use evidence to support my points in a discussion and when writing?</p>	<p>Synthesize knowledge gathered about the world, ideas, and skills from George vs. George, “Massacre in King Street,” and The Boston Massacre. Participate effectively in a discussion about the perspectives of the two sides of the American Revolution, and write a reflection about information shared by a classmate in the discussion. Write an introduction and conclusion that support a focus statement and evidence paragraphs in an essay.</p>

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	<p>George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer</p> <p>“Massacre in King Street,” Mark Clemens</p>			Correct fragments and run-ons in writing, and produce complete, effective sentences.
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Focusing Question 2: How did different people’s experiences affect their perspectives on the American Revolution?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
9 QS	Colonial Voices: Hear Them Speak, Kay Winters	Wonder What do I notice and wonder about Colonial Voices?	Examine What is an opinion?	Generate and respond to questions to increase engagement and guide learning of, about, and beyond the text, Colonial Voices: Hear them Speak. Explain the meaning of the word opinion and state an opinion about the actions of the soldiers involved in the Boston Massacre. Give examples of the diversity in the characters from contextual clues in Colonial Voices Hear Them Speak, Kay Winters.
10	Colonial Voices: Hear Them Speak, Kay Winters	Organize What is happening in the first half of Colonial Voices?	Examine Why is opinion writing important?	Identify important details and generate main ideas in Colonial Voices. Analyze the components of an opinion paragraph. Recognize and explain the meaning of common idioms in the text.
11 FQT2 QS	<p>Colonial Voices: Hear Them Speak, Kay Winters</p> <p>George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer, pages 18–25</p>	Organize What is happening in the second half of Colonial Voices?	Execute How do I write an opinion paragraph?	Identify important details and generate main ideas in Colonial Voices. Apply an opinion paragraph structure to write a response to the Tea Tax from the perspective of an American colonist. Interpret authors use formal and informal English in text.
12	Colonial Voices: Hear Them Speak, Kay Winters	Reveal What does a deeper exploration of opinions reveal in Colonial Voices?	Execute How do I write an opinion paragraph?	Explain how life experiences influenced the perspective of the colonists. Generate and support an opinion statement from the perspective of a Patriot or a Loyalist. Generate sentences in formal and informal English and distinguish differences.

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13 NR1	Colonial Voices: Hear Them Speak, Kay Winters "Detested Tea," Andrew Matthews	Reveal What does a deeper exploration of perspective in the article, "Detested Tea" reveal about the Boston Tea Party?	Execute How do I write an introduction for an opinion essay?	Use a range of reading skills, strategies and knowledge to construct meaning of complex informational text. Create an introductory paragraph for an opinion essay that includes appropriate context to introduce a perspective and opinion statement. Write in formal English in order to complete a text-based task.
14 QS	Colonial Voices: Hear Them Speak, Kay Winters George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer	Distill What are the themes of Colonial Voices?	Execute How do I write a supporting paragraph for my opinion essay?	Synthesize quotations from multiple texts and generate themes for Colonial Voices: Hear them Speak. Use transitional words and phrases to make connections between an opinion and supporting reasons in an opinion paragraph. Categorize words related to actions using references to see contrasting relationships between standoff, mobilized, and restrained.
15 SS	Colonial Voices: Hear Them Speak, Kay Winters George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer	Know How does Colonial Voices build my knowledge of understanding different perspectives from the American Revolution?	Execute How do I share my opinion in a discussion?	Effectively debate the two positions of supporting or refusing to support dumping the tea into Boston Harbor. Synthesize information, details, and perspectives from a variety of texts and text types to create an informed opinion of the Boston Tea Party. Demonstrate use of formal English in the situational context of a Town Meeting discussion. Use content vocabulary to report on a topic using appropriate facts and relevant descriptive details to support main ideas or themes.

Focusing Question 3: How did different people's perspectives affect their actions during the American Revolution?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
16 QS	The Scarlet Stockings Spy, Trinkia Hakes Noble	Wonder What do you notice and wonder about The Scarlet Stockings Spy?	Excel How do I improve my writing?	Build understanding of historical fiction by listening to a reading of The Scarlet Stockings Spy. Predict how Maddy Rose will show patriotism in The Scarlet Stockings Spy.

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17	<p>The Scarlet Stockings Spy, Trinka Hakes Noble</p> <p>George vs. George: The American Revolution as Seen from Both Sides, Roselyn Schanzer</p> <p>Washington Crossing the Delaware, Emanuel Leutze</p>	<p>Organize</p> <p>What is happening in The Scarlet Stockings Spy?</p>	<p>Execute</p> <p>How do I use research in explanatory writing?</p>	<p>Discuss events in a story to differentiate between historical fact and fiction.</p> <p>Conduct research to confirm the accuracy of historical information in a historical fiction text.</p> <p>Form compound sentences and explain why they are important in writing.</p>
18 QS	<p>The Scarlet Stockings Spy, Trinka Hakes Noble</p> <p>George vs. George: The American Revolution as Seen from Both Sides, Roselyn Schanzer</p> <p>Washington Crossing the Delaware, Emanuel Leutze</p>	<p>Reveal</p> <p>What does a deeper exploration of Maddy Rose's actions reveal about her perspective on the American Revolution?</p>	<p>Excel</p> <p>How do I use research in explanatory writing?</p>	<p>Analyze Maddy Rose's actions to understand her perspective on the American Revolution.</p> <p>Conduct research to confirm historical information in a historical fiction text is accurate.</p> <p>Use correct punctuation with conjunctions in compound sentences, and explain the purpose of each conjunction.</p>
19	<p>The Scarlet Stockings Spy, Trinka Hakes Noble</p>	<p>Distill</p> <p>What is the theme of The Scarlet Stockings Spy?</p>	<p>Excel</p> <p>How do I use research in explanatory writing?</p>	<p>Determine themes in The Scarlet Stockings Spy by examining the perspectives and actions of different characters.</p> <p>Organize evidence to support points for an explanatory essay about Maddy Rose's perspective and actions in The Scarlet Stockings Spy.</p> <p>Use correct punctuation with conjunctions in compound sentences, and explain the importance of each.</p>
20 FQT3	<p>The Scarlet Stockings Spy, Trinka Hakes Noble</p>	<p>Know</p> <p>How does The Scarlet Stockings Spy build my knowledge of perspective and the American Revolution?</p>	<p>Execute</p> <p>How do I use research to support explanatory writing?</p>	<p>Express understanding of the author's and characters' perspectives and events in The Scarlet Stockings Spy.</p> <p>Compose an explanatory essay to show the connection between perspective and actions related to the American Revolution.</p> <p>Use correct punctuation with coordinating conjunctions in compound sentences, and refrain from using fragments and run-ons.</p>

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Focusing Question 4: What drove the Patriots to fight for their independence from Britain?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
21	Toliver’s Secret, Esther Wood Brady, Chapters 1–2 Foreword to Garrison Town by William A. Polf, John H. G. Pell	Wonder What do you notice and wonder about Toliver’s Secret?	Examine Why is knowledge important when writing?	Generate questions to increase engagement and guide learning of, about, and beyond the text, Toliver’s Secret. Explain how the informational text is reflected in the historical fiction story of Toliver’s Secret. Use context to investigate the meaning of militia.
22	Toliver’s Secret, Esther Wood Brady, Chapters 1–2	Organize What is happening in the first two chapters of Toliver’s Secret?	Examine Why is knowledge of a topic important when writing?	Identify important details and generate main ideas in Toliver’s Secret. Explain how Brady weaves knowledge into a work of fiction. Identify past progressive verbs in text.
23	Toliver’s Secret, Esther Wood Brady, Chapters 1–2 George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer, pages 32–33 Raising the Flag at Ground Zero, Thomas E. Franklin	Reveal What does a deeper exploration of the author’s craft reveal about Ellen?	Examine Why is knowledge important when writing?	Analyze the author’s craft to reveal important ideas in Toliver’s Secret. Research to gain knowledge about the British forces, and apply knowledge to gain an understanding of Toliver’s Secret. Identify and correctly use past, present, and future progressive verb tenses in text.
24	Toliver’s Secret, Esther Wood Brady, Chapters 3–4	Reveal What does a deeper exploration of Ellen’s thoughts and actions reveal about Ellen and the challenges she faces?	Experiment How do I use knowledge to support my opinion?	Infer character traits about Ellen based on her thoughts and actions. Gather text evidence about Ellen’s experience, and then create an opinion focus statement to respond to the prompt. Construct sentences that use past, present, and future progressive verbs to show ongoing action in the correct verb tense.

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25	Toliver's Secret, Esther Wood Brady, Chapters 5–6 Foreword to Garrison Town by William A. Polf, John H. G. Pell	Reveal What does a deeper exploration of elements of historical fiction reveal in chapters 5–6 of Toliver's Secret?	Execute How do I use knowledge to support my opinion?	Explain the impact of Brady's decision to integrate fact and fiction in Toliver's Secret. Compose a paragraph that states an opinion and support the opinion with reasons and text evidence. Use references to clarify unknown words in text.
26	Toliver's Secret, Esther Wood Brady, Chapters 1–6 George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer, pages 34–35	Distill What are the emerging themes in Toliver's Secret?	Execute How do I use knowledge to support my opinion?	Integrate important quotations from Toliver's Secret and factual information to infer emerging themes of the novel. Gather evidence that supports the emerging themes in Toliver's Secret. Identify relative adverbs and clauses, and explain how they are used to provide description and variety.
27 QS	Toliver's Secret, Esther Wood Brady, Chapter 7 Raising the Flag at Ground Zero, Thomas E. Franklin	Reveal What does a deeper exploration of Ellen's actions and words reveal about what it means to have a great heart?	Execute How do I use knowledge to support my opinion?	Analyze how Ellen demonstrates great heart. Gather evidence that supports the emerging themes in Toliver's Secret. Identify relative adverbs and clauses, and use them to combine two sentences to provide variety.
28 NR2	Toliver's Secret, Esther Wood Brady, Chapter 8	Reveal What does a deeper exploration of Ellen's thoughts, words, and	Execute How do I use knowledge to support my opinion?	Describe Ellen by analyzing her thoughts, words, or actions. Gather evidence of how Ellen demonstrates great heart. Combine sentences by using relative adverbs and clauses, and use relative adverbs in original sentences to provide information and variety in writing.

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		actions reveal about her great heart?		
29 SS	The Boston Massacre, Paul Revere Washington Crossing the Delaware, Emanuel Leutze Raising the Flag at Ground Zero, Thomas E. Franklin	Know How do The Boston Massacre, Washington Crossing the Delaware, and Raising the Flag at Ground Zero help build my knowledge of art and how artists depict important moments in history?	Execute How do I use knowledge to express my opinion in a discussion?	Synthesize knowledge gathered about the world, ideas, and skills from Washington Crossing the Delaware and Raising the Flag at Ground Zero. Participate effectively in a collaborative discussion about The Boston Massacre, Washington Crossing the Delaware, and Raising the Flag at Ground Zero and how art may be used to affect public opinion, and write a reflection about the discussion and a peer's perspective. Synthesize an explanation of resilience.
30 FQT4 VOC1	Toliver's Secret, Esther Wood Brady, Chapters 9–10	Reveal What do Ellen's actions reveal about how she is changing?	Execute How do I use knowledge to support my opinion?	Explain how Ellen's thoughts, words, or actions demonstrate an important character trait. Compose two supporting paragraphs to state and support an opinion about a theme in Toliver's Secret. Demonstrate knowledge of module content vocabulary by defining words in context.
31	Toliver's Secret, Esther Wood Brady, Chapters 11–12 "The Culper Spy Ring: Path Through History"	Reveal What does a deeper exploration of the civilian spy network reveal in Toliver's Secret?	Execute How does an introduction and a conclusion work in an opinion essay?	Explain the role civilians played in the patriots winning the American Revolution. Share one fact you learned about spies from your research. Share one question you now have about spies. Write an introduction paragraph and a conclusion paragraph for an opinion essay. Use reference materials to clarify the precise meaning of key words and phrases pertaining to communication during the American Revolution.

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32 VOC2	Toliver’s Secret, Esther Wood Brady, Chapter 13 George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer, pages 38–41	Distill What are the themes of Toliver’s Secret?	Execute How do I use knowledge to support my opinion?	Synthesize important quotations into the overall themes of Toliver’s Secret. Improve writing by editing and revising an essay using a writing checklist to guide self-evaluation. Demonstrate knowledge of module content vocabulary by defining words in context.
33 QS	All Module Texts	Know How does this text build my knowledge of the impact of the American Revolution?	Excel How do I use knowledge to support my opinion?	Evaluate the relevancy of information gathered from Toliver’s Secret to explain an opinion of the colonists’ decision to fight for independence. Improve writing by applying feedback and revisions to a final draft of an essay. Demonstrate use of relative adverbs, complete sentences without fragments and run-ons, and use of one comma and a conjunction in a compound sentence.

Essential Question: Why is it important to understand all sides of a story?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
34 SS	All Module Texts	EOM Task Prompt Were the American Patriots right to fight for their independence from Britain?	Execute How do I use knowledge to support my opinion?	Identify and analyze evidence that supports an opinion about whether or not the American colonists were right to fight for their independence from Britain. Engage effectively in a collaborative discussion to respond to the essential question, citing evidence from texts, building on others’ ideas, and expressing their own ideas clearly. Demonstrate use of relative adverbs, complete sentences without fragments and run-ons, and use of one comma and a conjunction in a compound sentence.
35 EOM	All Module Texts	EOM Task Prompt Were the American Patriots right to fight for their independence from Britain?	Excel How do I improve an opinion essay?	Write an opinion essay that addresses the following prompt: “In your opinion, were the American patriots right to fight for their independence from Britain?” Demonstrate use of relative adverbs, complete sentences without fragments and run-ons, and use of one comma and a conjunction in a compound sentence.

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Content Resources

CORE TEXTS

Novel (Literary)

- *Toliver's Secret*, Esther Wood Brady

Picture Book (Literary)

- *The Scarlet Stockings Spy*, Trinka Hakes Noble

Poetry

- *Colonial Voices: Hear Them Speak*, Kay Winters

Historical Account (Informational)

- *George vs. George: The American Revolution as Seen from Both Sides*, Rosalyn Schanzer

SUPPLEMENTARY TEXTS

Historical Account (Informational)

- Foreword to *Garrison Town* by William A. Polf, John H. G. Pell (Handout 21A)
- "Capture and Fire," from *Garrison Town*, William A. Polf (Handout 25A)

Articles (Informational)

- "The Role of Governors Island in the American Revolution," National Park Service (Handout 22B)
- "Massacre in King Street," Mark Clemens (Handout 4A)
- "Detested Tea," Andrew Matthews (Handout 13A)

Art

- *The Boston Massacre*, Paul Revere
- *Washington Crossing the Delaware*, Emanuel Leutze
- *Raising the Flag at Ground Zero*, Thomas E. Franklin

Videos

- "Paul Revere—Mini Biography"
- "The Culper Spy Ring: Path Through History"
- "REBUILD—From the Ashes, the World Trade Center Rises Again"

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

Websites

- “Closer Readings Commentary: Emanuel Leutze’s Symbolic Scene of *Washington Crossing the Delaware*,” *EDSITEment!*
- “Paul Revere’s Engraving of the Boston Massacre—1710,” Gilder Lehrman Institute of American History

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