



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 12

End of Unit Assessment, Part I: Planning and Drafting a Broadside



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)

Supporting Learning Targets

- I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.
- I can plan, draft, and revise a broadside in the course of two lessons.

Ongoing Assessment

- End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (50 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Preparing for End of Unit 3 Assessment, Part II (5 minutes) 4. Homework <ol style="list-style-type: none"> A. None 	<ul style="list-style-type: none"> • In this lesson, students will complete Part I of the End of Unit 3 Assessment: Planning and Drafting a Broadside. To complete this on-demand writing assessment, students will be asked to write an opinion on the American Revolution from the perspective of a Loyalist based on their research in Unit 1. • In this portion of the assessment, they will develop reasons and gather evidence to plan for this new broadside drawing on their research in Unit 1, using the Be a Loyalist anchor chart, the notes in their research folders, and the texts “Revolutionary War,” “Loyalists,” and “An Incomplete Revolution.” They will then draft their broadsides using a new copy of the American Revolution Broadside rubric chart, with the long term target adjusted to focus on the Loyalist perspective, to guide their work. • In Lesson 13, students will complete Part II of the assessment, where they will revise their drafts and focus on conventions to create a polished final copy. This two-part assessment centers on W.4.1. • In advance: <ul style="list-style-type: none"> – Post: Learning targets.

Lesson Vocabulary	Materials
<p>broadside, opinion, draft, revise (review)</p>	<ul style="list-style-type: none"> • Research folders (from Unit 1) • “Be a Loyalist because...” anchor chart (from Unit 1, Lesson 5) • “Revolutionary War” (from Unit 1, Lesson 2; students’ copies) • “Loyalists” (students’ copies; from Unit 1, Lesson 4) • “An Incomplete Revolution” (from Unit 1, Lesson 7; students’ copies) • <i>Divided Loyalties</i> (Book; distributed in Unit 2, Lesson 1) • Pencils (one per student) • Lined notebook paper (enough for each student’s broadside draft) • American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment (one per student) • End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (one per student) • End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets and read aloud to students:<ul style="list-style-type: none">* “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”* “I can plan, draft, and revise a broadside in the course of two lessons.”• Explain that they are familiar with the first target, but the second is new; it means they will be writing a new broadside, this time from the perspective of a Loyalist for their assessment. Today they will start planning and drafting for Part I of the assessment and revising tomorrow for Part II.• Ask students to mix and mingle and discuss the following question with at least two people:<ul style="list-style-type: none">* “What will you have to do differently as a writer for this assessment than you did when you wrote your broadside in class?”• Allow students a few minutes to discuss this question with peers. Ask a few members of the class to share out. Students will likely note that they do not have weeks to complete their writing this time around. Remind them that they have built expertise on writing opinion pieces; this assessment will allow them to demonstrate what they have learned as writers, but that they will have to pace themselves. Reassure students that you will help them do this during this lesson and the next lesson.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (50 minutes)</p> <ul style="list-style-type: none"> • Have students gather their materials: <ul style="list-style-type: none"> – Research folders (from Unit 1) <p>Texts from Unit 1 (“Revolutionary War,” “Loyalists,” “An Incomplete Revolution,” and from Unit 2 <i>Divided Loyalties</i>, as well as a pencil and lined notebook paper</p> • Post the “Be a Loyalist because...” anchor chart. • Ask students to think about the steps they took in crafting their first broadside. Explain that while they will not have weeks to plan, draft, and revise their work, they will have time to take each step in the writing process over the next two days. Explain that today they will just focus on planning and drafting; tomorrow, in Part II, they will revise to create a final copy. • Distribute the American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment. Tell students to refer to this rubric to ensure their broadside meets all the criteria the class has built together; it will be the same criteria used to evaluate their assessments. Reassure them that this is good because they have built a lot of knowledge and skills as opinion writers over the past few weeks, and it is all captured on this rubric. • Distribute the End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside. Give students time to read it silently. Address any clarifying questions. • Ask students to begin. Help them keep pace: <ul style="list-style-type: none"> * Give students about 5 minutes to read the directions and the prompt. * Give them about 20 minutes to plan using their graphic organizer, notes in their research folders, and the text. * Give them the remaining 25 minutes to write their drafts. 	<ul style="list-style-type: none"> • If students receive accommodations for the assessment, communicate with the cooperating service providers regarding adjustments, accommodations, or extended time.



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for End of Unit 3 Assessment, Part II (5 minutes)</p> <ul style="list-style-type: none">• Gather students together as a whole group and have them mix and mingle again to discuss the following prompt:<ul style="list-style-type: none">* “As a writer, what is going well for you so far in this assessment?”* “What are your next steps?”• Listen for students to outline clear next steps, such as: “I came up with great reasons and evidence, and next I have to finish my conclusion, then revise,” or “I finished my draft, and now I have to revise for conventions.”	<ul style="list-style-type: none">• Consider giving your students a sentence frame for this discussion: “So far in my writing, I _____. Next I will _____.”
Homework	Meeting Students' Needs
None.	



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Supporting Materials



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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)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my broadside that states my opinion clearly. (W.4.1a)	My introduction clearly states my opinion.	My introduction somewhat clearly states my opinion.	My introduction does not clearly state my opinion.
I can use historically accurate reasons and evidence to support my opinion. (W.4.1b)	I include at least three historically accurate reasons to support my opinion.	I include two historically accurate reasons to support my opinion.	I include one historically accurate reason to support my opinion.
I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	I develop my reasons with at least three details from my research.	I develop my reasons with two details from my research.	I develop my reasons with one detail from my research.
Word Choice			
I can use precise, historically accurate vocabulary from my research to express my opinion. (W.4.2d, L.4.3)	I use at least four words from my research to write precise, historically accurate explanations.	I use two or three words from my research to write precise, historically accurate explanations.	I use less than two words from my research to write precise, historically accurate explanations.



American Revolution Broadside Rubric:
For the End of Unit 3 Assessment

Criteria	Meets	Partially Meets	Does Not Meet
Organization			
I can group together reasons with related evidence in my broadside. (W.4.1a, W.4.1c)	I include at least three linking words to connect my opinion to my reasons. The reasons in my broadside are grouped with related evidence.	I include two linking words to connect my opinion to my reasons. Some of the reasons in my broadside are grouped with related evidence.	I include one linking word to connect my opinion to my reasons. The reasons in my broadside are not grouped with related evidence.
I can develop a conclusion that summarizes my opinion. (W.4.1d)	My conclusion summarizes my opinion.	My conclusion somewhat summarizes my opinion.	My conclusion does not summarize my opinion.
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2a, L.4.2c, L.4.3b)	I correctly use capitalization in my writing. I correctly use commas in a compound sentence. I can choose correct punctuation for ending my sentences.	I have some mistakes with my capitalization and punctuation.	I have many mistakes with my capitalization and punctuation.
I can spell grade-appropriate words correctly. (L.4.2d)	I have no misspelled words in my writing and use references when I need to.	I have misspelled some words.	I have many misspelled words.

End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside

Name:

Date:

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?



End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside

Opinion _____

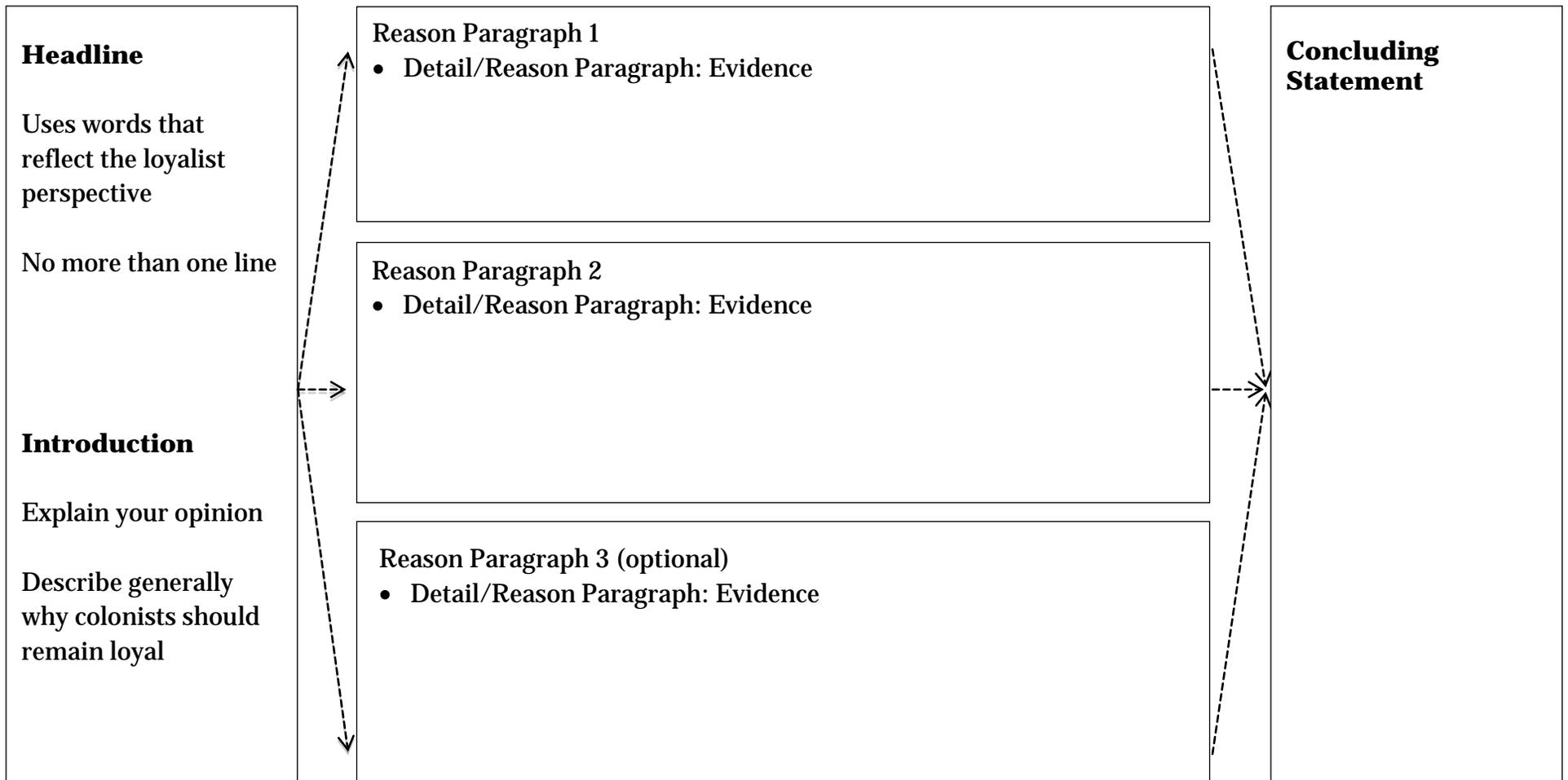
Reason 1:	
Evidence:	Source:
Reason 2:	
Evidence:	Source:
Reason 3:	
Evidence:	Source:



Loyalist Broadside Graphic Organizer

Name: _____

Date: _____





End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Opinion **The colonists should remain loyal to Great Britain.**

Reason 1:	
It is our duty as subjects of the British crown.	
Evidence:	Source:
“They did not want to break away from that country.”	“Loyalists”
Great Britain protected the colonists against France in the French and Indian War.	<i>Divided Loyalties</i>
Their taxes pay for the soldiers who are there to protect the colonists.	<i>Divided Loyalties, Revolutionary War</i>
“We have only one ruler here, and it is King George III.”	<i>Divided Loyalties</i>
Reason 2:	
Slaves are promised freedom.	
Evidence:	Source:
“They had been offered freedom by the Loyalist leaders.”	<i>Loyalists</i>
“In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side.”	<i>An Incomplete Revolution</i>
“Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.”	<i>An Incomplete Revolution</i>

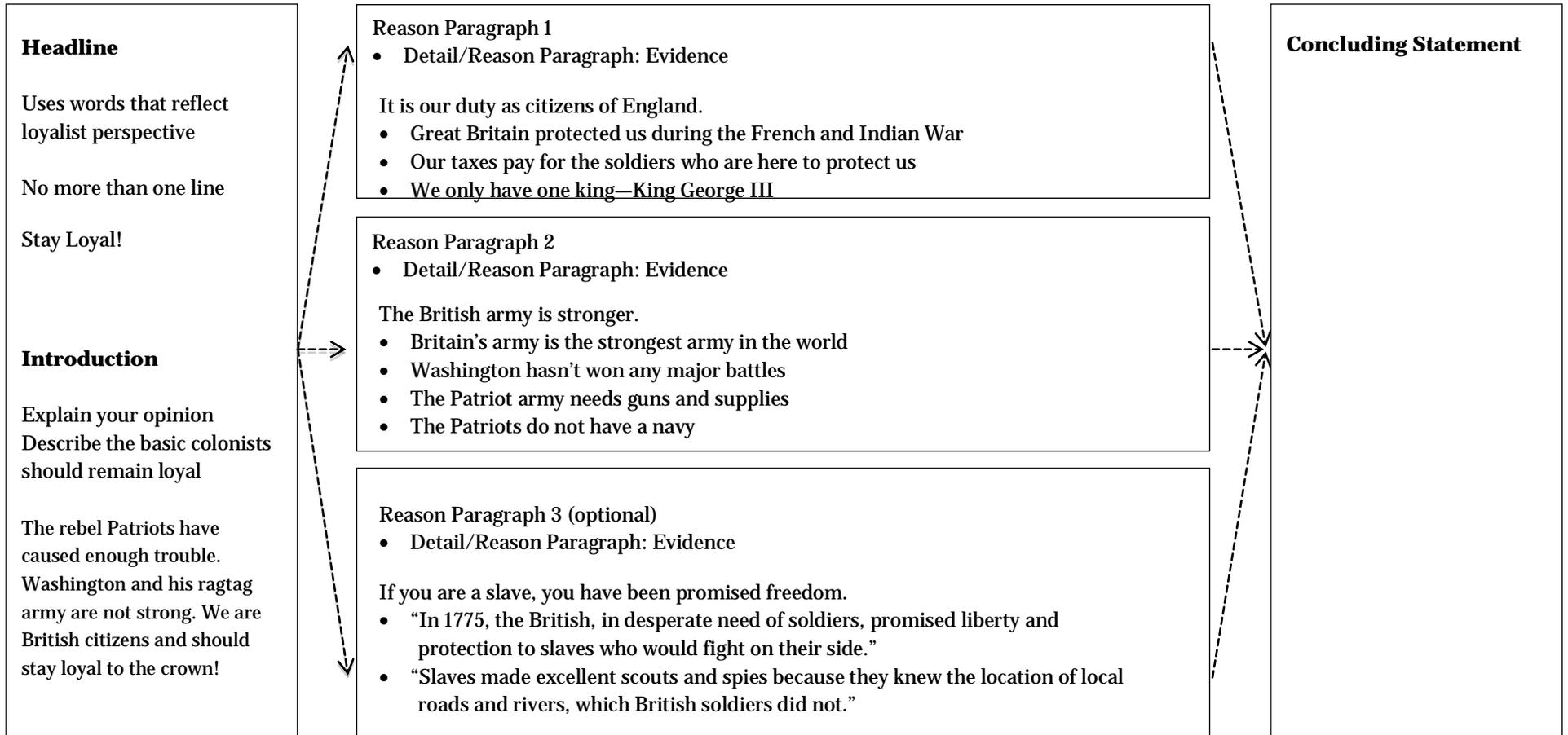


End of Unit 3 Assessment, Part I:
Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Reason 3:	
The British army is stronger.	
Evidence:	Source:
Britain has the strongest army in the world.	<i>Divided Loyalties</i>
George Washington has not won any major battles, the Patriots do not have a navy and the army needs guns and supplies.	<i>Divided Loyalties</i>



Loyalist Broadside Graphic Organizer
(For Teacher Reference)



End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside
(Answers, for Teacher Reference)

Model Broadside Draft

Stay Loyal!

The rebel Patriots have caused us enough trouble. Between the Boston Tea Party and the lies they spread about the so-called Boston Massacre, they have done no good. Their desire to have independence from Great Britain is simply absurd. We are British citizens and should stay loyal to the crown!

It is our duty as citizens of England to remain loyal. Great Britain protected us during the French and Indian War. Now, our tax dollars go to repay them for the soldiers they sent to protect us during that war and who are here now to protect us. We have only one king—King George III.

The British army is stronger than the Patriot army. It is the strongest army in the world! Washington has not won any major battles, and his army needs guns and supplies. They do not have a navy—there is no way they can defeat the British soldiers.

Even slaves have reason to join our cause—they have been promised freedom if they serve for the British. They make our army that much stronger, with their knowledge of local roads and rivers. The Patriots do not suspect them as scouts or spies, so they can pass on information to our army easily.

The reasons are clear: our army is stronger and more knowledgeable. Be proud to be British and stay loyal to Great Britain during this terrible war!