

New York State Common Core

English Language Arts Curriculum



GRADE 4 Module 3B

Unit 2

Student Workbook

Divided Loyalties:
Reader's Guide

Name:

Date:

Act I, Scenes 1 and 2
Summary Notes

Summary Notes: Act I, Scene 1	Summary Notes: Act I, Scene 2
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act I, Scenes 1 and 2

Act I, Scenes 1 and 2:
Character Analysis

Character	Action	Perspective on the American Revolution
Robert Barton		
William Barton		
Mary Barton		

Act I, Scenes 1 and 2:
Fluency Notes

Self-Assessment	
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with purpose and understanding.</p>
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with accuracy, appropriate rate, and expression.</p>

Declaration of Independence Close Reading Note-Catcher: Lesson 3

Focus Question: What does this excerpt from the Declaration of Independence mean?

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...”

Glossary

abolish *verb* /uh-bol-ish/: to officially end or stop something

alter *verb* /al-ter/: to change something

destructive *adjective* /de-struk-tive/: causing a lot of damage or harm

government *noun* /gov-ern-ment/: the group of people who control or make decisions for a country, state, city, etc.

institute *verb* /in-stuh-toot/: to begin or create something, such as a new law, rule, or system

right *noun* /rite/: something that a person is or should be morally or legally allowed to have, get, or do

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... whenever any Form of Government becomes destructive of these ends...”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• government• destructive <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... it is the Right of the People to alter or to abolish it...”</p>	<p>What group of people were the writers talking about?</p> <p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• alter• abolish <p>The excerpt says “to alter or to abolish it”. What does “it” refer to?</p>

	<p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... and to institute new Government...”</p>	<p>What is a synonym for <i>institute</i>?</p> <p>Which group wants to institute a new government? How do you know?</p> <p>Write what this line means in your own words:</p>

Write what this excerpt from the Declaration of Independence means in your own words:

Act I, Scenes 1-3:
Preparing for a Literary Discussion

Discussion Question:

Read the following line from the Declaration of Independence:

“... whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Act I of *Divided Loyalties* to find evidence that helps you answer the discussion question.

Act I, Scenes 1-3:
Preparing for a Literary Discussion

Character	Opinion	I think this would be his or her opinion because...
Robert Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: • •
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: • •
Mrs. Smith	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: • •
Mr. Lawson	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: •

Act I, Scene 1-3:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:

Act II, Scene 1:
Fluency Notes

Self-Assessment	
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with purpose and understanding.</p>
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with accuracy, appropriate rate, and expression.</p>

Act II, Scenes 2 and 3:
Summary Notes

Summary Notes: Act II, Scene 2	Summary Notes: Act II, Scene 3
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act II, Scenes 2 and 3

Declaration of Independence Close Reading Note-Catcher: Lesson 6

Focus Question: What does this excerpt from the Declaration of Independence mean?

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

Glossary

absolute *adjective* /ab-so-lute/: complete and total; having unlimited power

establishment *noun* /es-tab-lish-ment/: beginning or creating

history *noun* /his-to-ry/: events of the past; the established record

injuries *noun* /in-jur-ies/: harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

object *noun* /ob-ject/: the goal or end of an effort or activity

present *adjective* /pres-ent/: not past or future; existing or happening now

tyranny *noun* /tyr-an-ny/: a government in which all power belongs to one person

usurpations *noun* /u-surp-a-tions/: to take and keep (something, such as power) in a forceful or violent way and especially without the right to do so

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the history of the present King of Great Britain...”</p>	<p>What does the word “history” mean?</p> <p>What is a synonym for “present” as used in the context of this line?</p> <p>Write what this line means in your own words:</p>
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Declaration of Independence Close Reading Note-Catcher: Lesson 6

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... is a history of repeated injuries and usurpations....”</p>	<p>Use the glossary to find the meaning of the following word:</p> <ul style="list-style-type: none">• usurpations <p>What is a synonym for “repeated”?</p> <p>The excerpt says “repeated injuries and usurpations.” What are some examples of the repeated injuries and usurpations by the King?</p> <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... all having in direct object....”</p>	<p>Use the glossary to find the meanings of the following word:</p> <ul style="list-style-type: none">• object <p>The excerpt says “all having in direct object.” What does “all” refer to?</p> <p>Write what this line means in your own words:</p>

Declaration of Independence Close Reading Note-Catcher: Lesson 6

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... the establishment of an absolute Tyranny over these States.”</p>	<p>Use the glossary to find the meanings of the following words:</p> <ul style="list-style-type: none">• establishment• tyranny <p>The excerpt says “over these States.” What do “these States” refer to?</p> <p>Write what this line means in your own words:</p>
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Write what this excerpt from the Declaration of Independence means in your own words:

Act II, Scenes 2 and 3:
Preparing for a Literary Discussion

Discussion Question:

Read the following line from the Declaration of Independence:

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in Acts I and II of *Divided Loyalties* to find evidence that helps you answer the discussion question.

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: • •
Abigail Barton	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: • •

Act II, Scenes 2 and 3:
Preparing for a Literary Discussion

Character	Opinion	I think this would be his or her opinion because...
Soldier	<p>He would _____ with this excerpt.</p>	<p>He supports the _____.</p> <p>I know this because he says things like:</p> <ul style="list-style-type: none"> • •

Act II, Scenes 2 and 3:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:

Act II, Scene 3:
Fluency Notes

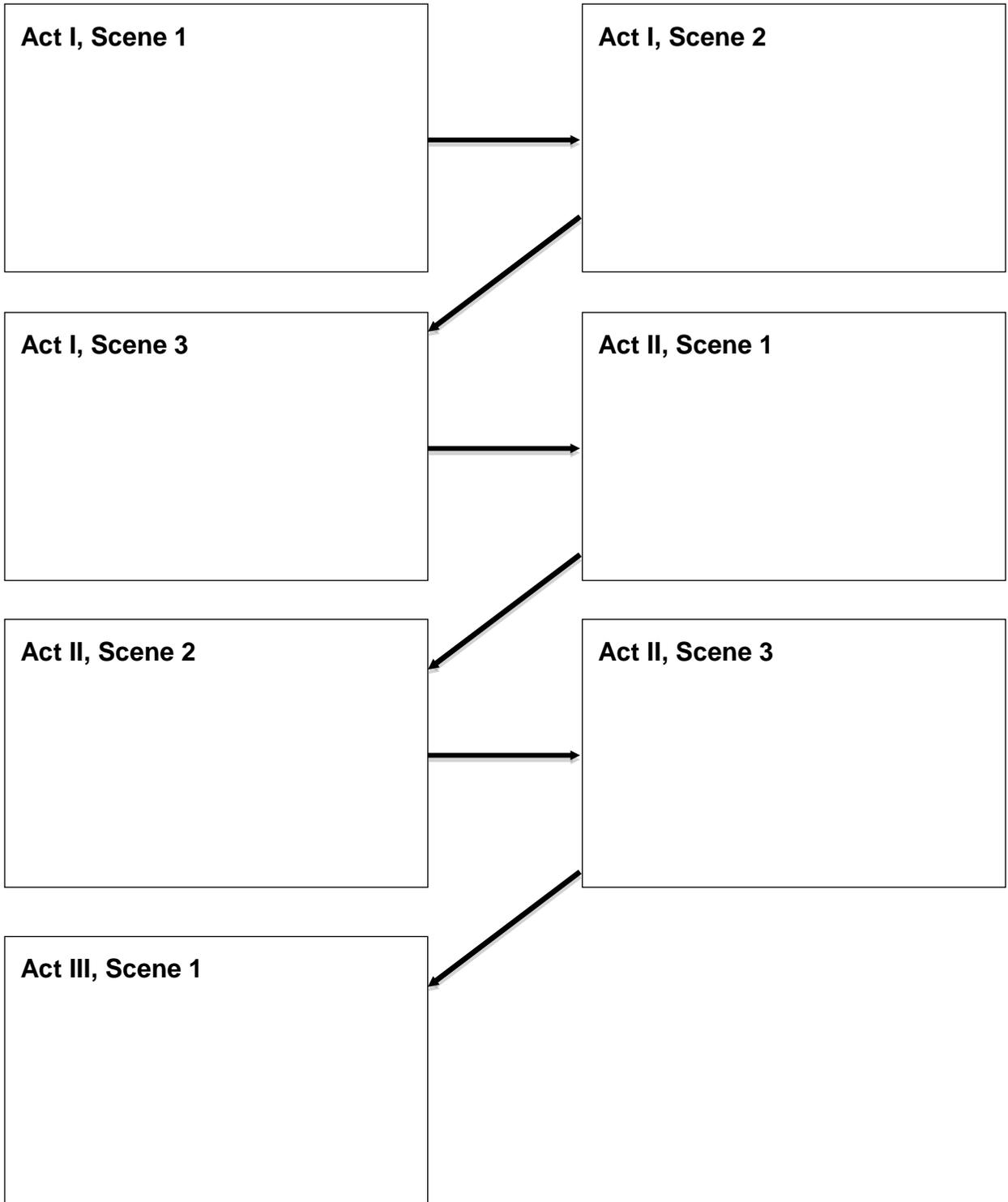
Self-Assessment	
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with purpose and understanding.</p>
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I read aloud with accuracy, appropriate rate, and expression.</p>
<p>Yes</p> <p>Somewhat</p> <p>No</p>	<p>I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Act III, Scene 1:
Summary Notes

Summary Notes: Act III, Scene 1
Somebody:
In:
Wanted:
But:
So:
Then:

Summary of Act III, Scenes 1

Act I, Scene 1–Act III, Scene 1:
Story Map



Act III, Scenes 2 and 3:
Summary Notes

Summary Notes: Act III, Scene 2	Summary Notes: Act III, Scene 3
Somebody:	Somebody:
In:	In:
Wanted:	Wanted:
But:	But:
So:	So:
Then:	Then:

Summary of Act III, Scenes 2 and 3

Write a brief sentence that summarizes the epilogue:

Declaration of Independence Close Reading Note-Catcher: Lesson 9

Focus Question: What does this excerpt from the Declaration of Independence mean?

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

Glossary

declare *verb* /de-clare/: to say or state something in an official or public way

free *adjective* /free/: not controlled by another

independent *adjective* /in-de-pen-dent/: not controlled by others

ought *verb* /ot/: to fulfill a moral obligation; duty

publish *verb* /pub-lish/: to prepare or produce writing

solemnly *adverb* /sol-emn-ly/: seriously or formally

states *noun* /states/: a unit of a nation under one government

therefore *adverb* /there-for/: for that reason; because of that

Listen as your teacher reads the quote aloud.	What do you think this line means? Share your ideas with a partner.
Read the line from the excerpt below, and then answer the questions to the right. “We, therefore, ... solemnly publish and declare....”	Use the glossary to find the meanings of the following words: <ul style="list-style-type: none">• therefore• declare Write what this line means in your own words:

Declaration of Independence Close Reading Note-Catcher: Lesson 9

<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“That these United Colonies are, and of Right ought to be....”</p>	<p>What does it mean when we say that something “ought to be?”</p> <p>The excerpt says “that these United Colonies ...” What colonies are united?</p> <p>Write what this line means in your own words:</p>
<p>Read the line from the excerpt below, and then answer the questions to the right.</p> <p>“... Free and Independent States.”</p>	<p>What does “independent” mean?</p> <p>Who do the colonies want to be independent of?</p> <p>Write what this line means in your own words:</p>

Write what this excerpt from the Declaration of Independence means in your own words:

Declaration of Independence—What the Declaration Says

The Declaration of Independence is divided into four parts. The first part is an introduction. It states why the Continental Congress drew up the Declaration.

The second section is a declaration of rights. The most famous lines were in the opening sentences: “We hold these truths to be self-evident, that all men are created equal” and that they have “certain unalienable rights” (rights they can never give up) to “life, liberty, and the pursuit of happiness.” This section also said that governments are formed to secure these rights. Therefore, if a government acts without the consent of the governed (as Parliament did), the people have a right to disobey that government and set up a new one.

The third section charges King George III with violations of American rights. He was accused of trying to establish “an absolute tyranny” over the colonies. He had approved laws punishing the colonists for trying to protect their rights. And he then made war against them.

These charges were more than an attack on the king. They were also an attack on the idea that Americans should ever be ruled by kings. Americans deserved a different kind of government. That government would not rely on the orders of a distant king. It would rely only on the consent of the people.

The fourth part of the Declaration explained what Congress was now going to do. American efforts to resolve their differences with Britain peacefully had failed. War had begun. Therefore, the Declaration concluded, “these united colonies are, and of right ought to be, free and independent states.”

One of the most quoted phrases of the Declaration of Independence is the one that says “all men are created equal.” Thomas Jefferson wrote these words. When he wrote them, he meant that white American people had the same rights to liberty and self-government as the British people. He was not referring to the 500,000 slaves in the colonies. Jefferson himself owned many slaves. So did other members of the Congress, especially those from the South. Still, the phrase “all men are created equal” has come to mean “all people.”

Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

Name:

Date:

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)

I can compare and contrast different narrators' points of view. (RL.4.6)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Directions: Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

2. In Act I, Scene 2 the text says, "**William:** ... You don't have to support the rebellion" (p. 16).

Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?

- a. win
- b. beat
- c. victory
- d. lose

4. Which line from the text best supports your answer for Question 3?

- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”

Mid-Unit 2 Assessment:
Reading and Answering Questions about *Divided Loyalties*

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)

Act I ← _____

The Setting

Burlington, New Jersey, 1776 ← _____

Scene 3 ← _____

Outside the Bartons' store ← _____

Robert: William! Come here please!

Crowd Member 4: So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

Robert: I am. We have only one ruler here, and it is King George III.

Crowd Member 4: He is guilty as charged. ← _____

Crowd: Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

William: (Enter William with a gun) Leave my father alone! ~~He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.~~

6. In a drama, what is the purpose of stage directions? (RL.4.5)

- a. Stage directions give more details about the setting.
- b. Stage directions tell what the characters say.
- c. Stage directions tell the characters how to move or say things.
- d. Stage directions tell how the drama is divided into parts.

Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can make inferences about characters in *Divided Loyalties* using evidence from the text.

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:

Tracking My Progress, Mid-Unit 2

Name:

Date:

Learning target: I can describe the parts of a drama.

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:

Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can explain the difference between first-person and third-person point of view.

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:

Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning target: I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.

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:

Divided Loyalties Timeline Cards

April 1775	Mrs. Smith refuses to shop at the Bartons' store.
April 1775	An angry crowd asks Robert Barton to support the Patriots. He refuses.
April 1775	William Barton defends his father's choice to support the British.
December 1776	Abigail and William sneak out to a Sons of Liberty meeting.

Divided Loyalties Timeline Cards

December 1776	Abigail volunteers to spy on the British. William joins the Patriot army.
December 1776	William fights in the Battle of Trenton.
November 1777	Robert and Mary Barton decide to move their family to New York.

End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion

Name:

Date:

Long-Term Learning Targets Assessed:

I can make inferences using specific details from text. (RL.4.1)

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can effectively engage in discussions with diverse partners about 4th grade topics and texts. (SL.4.1)

Discussion Question:

Read the following line from the Declaration of Independence:

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in *Divided Loyalties* to find evidence to help you answer the discussion question.

End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion

Character	Opinion	I think this would be his or her opinion because...
William Barton	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: • •
Abigail Barton	She would _____ with this excerpt.	She supports the _____. I know this because she says things like: • •
Soldier	He would _____ with this excerpt.	He supports the _____. I know this because he says things like: • •

End of Unit 2 Assessment, Part I:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:

End of Unit 2 Assessment, Part I:
Conducting a Literary Discussion
(Answers, for Teacher Reference)

Name:

Date:

Long-Term Learning Targets Assessed:

I can make inferences using specific details from text. (RL.4.1)

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Discussion Question:

Read the following line from the Declaration of Independence:

“We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”

In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?

Preparation: Look back in *Divided Loyalties* to find evidence to help you answer the discussion question.

End of Unit 2 Assessment, Part I:
 Conducting a Literary Discussion
 (Answers, for Teacher Reference)

Character	Opinion	I think this would be his or her opinion because ...
William Barton	He would agree with this excerpt.	<p>He supports the Patriots. I know this because he says things like:</p> <ul style="list-style-type: none"> • “They are writing laws that are fair, something that Great Britain never did.” (p. 43) • “It is clear the colonies must be free, and you are too stubborn to make the only reasonable decision.” (p. 49)
Mary Barton	She would disagree with this excerpt.	<p>She supports the British. I know this because she says things like:</p> <ul style="list-style-type: none"> • “I am shocked that you have been meeting with those rebels and troublemakers.” (p. 36) • “Oh, William, I cannot believe you would betray us.” (p. 39)
Robert Barton	He would disagree with this excerpt.	<p>He supports the British. I know this because he says things like:</p> <ul style="list-style-type: none"> • “You can’t respect a government that runs and hides.” (p. 42) • “So, my son, this is the future then. Then rebels have won you over.” (p. 39)

End of Unit 2 Assessment Part I:
Literary Discussion Notes and Goals

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback:

My goals for the next literary discussion:

End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

Name:

Date:

Long-Term Learning Targets Assessed:

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

Directions: Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

4. On the lines below, write a line from the text that supports your answer for Question 3.

End of Unit 2 Assessment, Part 2:
Analyzing and Summarizing *Divided Loyalties*

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)

End of Unit 2 Assessment, Part 3:
Reading Aloud with Fluency

Directions:

1. Read aloud page _____ from *Divided Loyalties*.
2. Complete the self-assessment below after reading aloud. For each statement, circle either “Yes,” “No,” or “Somewhat.” Explain your rating in the box below each statement.

Self-Assessment	Teacher’s Assessment	
Yes Somewhat No	Yes Somewhat No	I read aloud with purpose and understanding.
Yes Somewhat No	Yes Somewhat No	I read aloud with accuracy, appropriate rate, and expression.
Yes Somewhat No	Yes Somewhat No	I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.

Tracking My Progress, End of Unit 2

Name:

Date:

Learning target: I can make inferences about characters in *Divided Loyalties* using evidence from the text.

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:

Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning target: I can summarize *Divided Loyalties*.

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:

Tracking My Progress, End of Unit 2

Name:

Date:

Learning target: I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

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:

Tracking My Progress, End of Unit 2

Name:

Date:

Learning target: I can effectively participate in a discussion about *Divided Loyalties*.

1. The target in my own words is:
2. How am I doing? Circle one.

I need more help to learn this



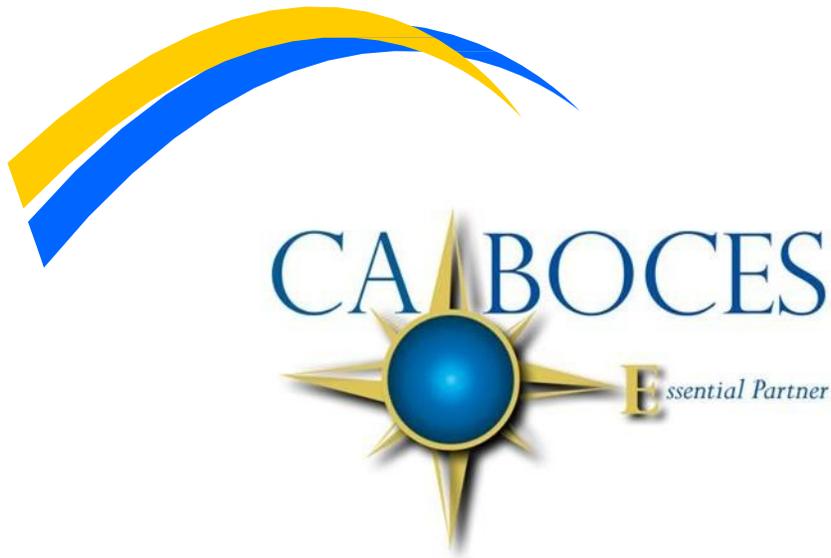
I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Learning Resources
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