



Language Arts Curriculum

MODULE LESSONS

Grade 4: Module 3

The American Revolution — Performance Task

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Summary of Task

Text-Based Discussion: American Revolution

In this performance task, students discuss their opinion of the American Revolution. Students consider both the Loyalist and Patriot sides and decide which they would have supported if they lived in colonial times. They consider their reasons and gather evidence from their research across the module. They then participate in collaborative discussions stating their opinion, giving reasons and evidence to support their point.

This task centers on CCSS ELA RI.4.9 and SL.4.1.

Format

Collaborative Discussion

Standards Assessed through This Task

- RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Student-Friendly Writing Invitation/Task Description

Throughout this module, you have been learning about different perspectives on the American Revolution. For this task, you are going to consider whether you would have supported the revolution if you had lived during that time period. For the performance task, you will meet with a small group to discuss the following question: If you lived during colonial times, would you have supported the American Revolution? Why/why not?



Key Criteria for Success

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Remember to use details and examples from the texts read throughout the module to support and explain your thinking.

Options for Students

- Extension: Students could prepare a presentation outlining their reasons and evidence and present to the group.
- Extension: Students could prepare for both sides of the discussion, debating the discussion question in small groups and then switching to debate from the other side.

Options for Teachers

- Consider audio- or video-recording student discussions to review with students when giving them feedback.

Performance Task Anchor Chart

RI.4.9, SL.4.1

Participating in a Text-Based Discussion

Throughout this module, you have been learning about different perspectives on the American Revolution. For this task, you are going to consider whether you would have supported the revolution if you had lived during that time period. (RI.4.9, SL.4.1.)

For the performance task, you will meet with a small group to discuss the following question:

If you lived during colonial times, would you have supported the American Revolution? Why/why not?

Remember to use details and examples from the texts read throughout the module to support and explain your thinking.

Throughout the discussion, refer to:

- the **Discussion Norms anchor chart**
- the notes on your **Text-Based Discussion: American Revolution note-catcher**
- the goal you set on your **Discussion Notes** from Unit 2

Record any questions or notes on your Discussion Notes: American Revolution.