

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 3?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A Great Heart*

Module 2: *Extreme Settings*

Module 3: *The Redcoats Are Coming!*

Module 4: *Myth Making*

In Module 3, we will use a critical eye to see how the American Revolution was a foundation for American history. By focusing on identifying and understanding perspective and its impact on our understanding of events and decisions people make, students will improve their critical-thinking skills as both readers and writers. We will ask the question: Why is it important to understand all sides of a story?

OUR CLASS WILL READ THESE BOOKS

Novel (Literary)

- *Woods Runner*, Gary Paulsen

Picture Book (Literary)

- *The Scarlet Stockings Spy*, Trina Hakes Noble

Historical Account (Informational)

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

Poetry

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

OUR CLASS WILL EXAMINE THIS PAINTING

- *Washington Crossing the Delaware*, Emanuel Leutze

OUR CLASS WILL EXAMINE THIS ENGRAVING

- *The Boston Massacre*, Paul Revere

OUR CLASS WILL READ THESE ARTICLES

- "Massacre in King Street," Mark Clemens
- "Detested Tea," Andrew Matthews

OUR CLASS WILL WATCH THESE VIDEOS

- “Paul Revere–Mini Biography”
- “Fred Woods Trail–Driftwood, Pennsylvania”
- “The Culper Spy Ring: Path through History”
- “REBUILD–From The Ashes, The World Trade Center Rises Again”

OUR CLASS WILL VIEW THIS PHOTOGRAPH

- *Raising the Flag at Ground Zero*, Thomas E. Frankline

OUR CLASS WILL VISIT THESE WEBSITES

- EDSITEment: Emanuel Leutze’s Symbolic Scene of *Washington Crossing the Delaware* (<http://witeng.link/0158>)
- The Gilder Lehrman Institute of American History (<http://witeng.link/0209>)

OUR CLASS WILL ASK THESE QUESTIONS

- What were the perspectives of the two main sides of the American Revolution?
- How did different people’s experiences affect their perspectives about the American Revolution?
- How did different people’s perspectives affect their actions during the American Revolution?
- What drove the Patriots to fight for their independence from Britain?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What is happening in the story?
- What is the essential meaning, or most important message, in this book?
- How does this story build your knowledge about the American Revolution?

BOOKS TO READ AT HOME

- *Can’t You Make Them Behave, King George?*, Jean Fritz
- *If You Lived at the Time of the American Revolution*, Kay Moore
- *George Washington, Spymaster*, Thomas B. Allen
- *Did it All Start with a Snowball Fight?: And Other Questions About ... The American Revolution*, Mary Kay Carson
- *Sybil Ludington’s Midnight Ride*, Marsha Amstel
- *Samuel’s Choice*, Richard Berleth

- *Sophia’s War: A Tale of the Revolution*, Avi
- *My Brother Sam Is Dead*, James Lincoln Collier
- *Chains*, Laurie Halse Anderson
- *Forge*, Laurie Halse Anderson
- *Johnny Tremain*, Esther Hoskins Forbes
- *Sam the Minuteman*, Nathaniel Benchley
- *For Liberty: The Story of the Boston Massacre*, Timothy Decker
- *When Washington Crossed the Delaware: A Wintertime Story for Young Patriots*, Lynne Cheney

IDEAS FOR TALKING ABOUT THE AMERICAN REVOLUTION

Ask your Grade 4 student to do the following with you:

- Explain the perspectives of the two main sides of the American Revolution.
- Explain the perspective of each group of colonists about the tax on tea (Patriots, Loyalists, In-Betweens).
- Summarize what was happening in the books read in class.
- Create a comic strip story map to record in pictures what is happening in each story that is read in class. Discuss with your child each night.
- Practice telling a story about the American Revolution in first person (I, me, we) and third person (he, she, they).
- Practice reading aloud a monologue assigned for homework. Ask your Grade 4 student how the colonists feel about the tea tax and why.
- Discuss the American spirit that kept patriots fighting in the war despite terrible conditions and the poor odds of winning.
- Discuss the characters in *The Scarlet Stockings Spy* and *Woods Runner*. Who are they? Why are they important to the stories?
- Discuss whether the patriots were justified in fighting for their independence from Britain. What was the cost of the war for each side in the conflict?