Amanda Clark

Literacy Bag

**The Declaration of Independence**

**Grade:** 4th grade

**Standard:**

ELA4R1: The student demonstrates comprehension and shows evidence of a

warranted and responsible explanation of a variety of literary and informational

texts.

For literary texts, the student identifies the characteristics of various genres

and produces evidence of reading that: f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

**Objective:**

For this assignment, you use will be using the book John, Paul, George, and Ben by Lane Smith to make inferences about why John Hancock, Paul Revere, George Washington, and Benjamin Franklin were important figures in the writing of The Declaration of Independence. This assignment is meant to help enrich your knowledge of The Declaration of Independence.

**Instructions**

1. With a parent or family member, using the book John, Paul, George, and Ben by Lane Smith, do a picture walk. When you do a picture walk you do not read the words in the text, you only look at the pictures in the book. As you do the picture walk together, discuss what you already know about John Hancock, George Washington, Paul Revere, and Benjamin Franklin and what you tell about them from looking at the pictures.
2. Read the book together. As you read the book together, consider and discuss why the information written about each character may be important to why they are considered important historical figures.
3. After reading the book, use the T-chart to make inferences about why each of the main characters is an important figure in the writing of The Declaration of Independence. In the right column you will write your inferences about each character. In the left column, you will give facts and passages from the book as evidence to support each of your inferences. Remember, when you make inferences, you take information you read in the book and use it to think beyond what it says. For example, if the book says one of the main characters jumped as someone came around the corner, we can infer that the character was frightened by whoever came around the corner.
4. Once you have completed the T-chart, please fill out the student evaluation form, and ask your parent or family member to fill out the parent/family member evaluation form.
5. Place all materials back in the literacy bag and return to school. Use the checklist, provided in the literacy bag, to help you ensure that all of the materials included in the literacy bag are returned together.

**Checklist of Materials Included**

**\* Use this checklist to ensure that all of the materials listed are returned in the literacy bag upon completion of the task.**

**\_\_\_\_**  1. Objective sheet

\_\_\_\_ 2. Checklist

\_\_\_\_3. Instruction sheet

\_\_\_\_ 4. John, Paul, George, & Ben by Lane Smith

\_\_\_\_ 5. T-chart

\_\_\_\_ 6. Parent/ Family Member Evaluation Form

\_\_\_\_ 7. Student Evaluation Form

**T-Chart: Making Inferences**

|  |  |
| --- | --- |
| **Facts/ Evidence** | **Inferences** |
|  |  |

**Parent/ Family Member Evaluation Form**

1. How did you feel about having to complete this task with your child?
2. Do you feel that this task was appropriate to help your child learn about The Declaration of Independence? Why or why not?
3. How do you think your child responded to the task? Was your child able to easily complete the task? Did your child have a difficult time completing the task?
4. How would you change the task to best meet the learning needs of your child? How would you change the task to better raise your child’s interest about The Declaration of Independence?
5. Was there anything you would have liked to receive to help you complete the task with your child?
6. Do you have any additional comments or feedback?

**Student Evaluation Form**

1. What did you like about this task?
2. How do you feel the task helped you to learn about The Declaration of Independence?
3. If you had a choice, how would you like to learn about The Declaration of Independence? Would you do the same task again, or would you choose to do a different task? Briefly explain.
4. What would you change about the task?
5. Do you have any additional feedback?