

WIT & WISDOM PARENT TIP SHEET

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 the third module, *The Redcoats Are Coming!*, we will use a critical eye to see how the American Revolution was a foundation for American history. With a focus on identifying and analyzing perspective and its impact on our understanding of events and decisions people make, students will gain greater skill in the area of critical thinking 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)

- *Toliver's Secret*, Esther Wood Brady

Picture Books (Literary)

- *The Scarlet Stockings Spy; A Revolutionary War Tale*, Trinka 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:

- Excerpts from *Garrison Town*, William A. Polf
- “The Role of Governors Island in the American Revolution,” National Park Service
- “Massacre in King Street,” Mark Clemens
- “Detested Tea,” Andrew Matthews

OUR CLASS WILL WATCH THESE VIDEOS:

- “Paul Revere—Mini Biography”
- “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. Franklin

OUR CLASS WILL VISIT THESE WEBSITES

- “Closer Readings Commentary: Emanuel Leutze’s Symbolic Scene of Washington Crossing the Delaware,” EDSITEMent!: <http://witeng.link/0158>)
- “Paul Revere’s Engraving of the Boston Massacre—1710,” 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
- *For Liberty: The Story of the Boston Massacre*, Timothy Decker
- *Chains*, Laurie Halse Anderson
- *Forge*, Laurie Halse Anderson
- *Johnny Tremain*, Esther Hoskins Forbes
- *My Brother Sam is Dead*, James Lincoln Collier
- *George Washington, Spymaster*, Thomas B. Allen
- *Sophia's War: A Tale of the Revolution*, Avi
- *Sam the Minuteman*, Nathaniel Benchley
- *If You Lived in the Times of the American Revolution*, Kay Moore
- *Did it All Start with a Snowball Fight?*, Mary Kay Carson
- *Sybil Ludington's Midnight Ride*, Marsha Amstel
- *Samuel's Choice*, Richard Berleth

IDEAS FOR TALKING ABOUT THE AMERICAN REVOLUTION:

Ask your Grade 4 student to explain the perspectives of the two main sides in the American Revolution.

- Explain the perspective of each group of colonists about the tax on tea (Patriots, Loyalists, In-Betweens).
- Summarize what happens in the books read in class.
- Create a comic strip story map to record in pictures what happens in each story 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 odds of winning.
- Discuss the characters in *The Scarlet Stockings Spy* and *Toliver's Secret*. Who are they? Why are they important to the stories?
- Discuss whether or not the Patriots were justified in fighting for their independence from Britain. What was the cost of the war for each side in the conflict?