EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3:
Overview

Unit 3: Writing and Speaking about the Importance of Voting: Why Vote?

In this unit, students will be introduced to their performance task for this module, a Public Service Announcement (PSA) about the importance of voting. This unit connects students' study of the Women's Suffrage Movement in Units 1 and 2 to voting in the present day, specifically the issue of low voter turnout among young adults. Students will take their own steps towards being a "leader of change" and "making a difference" by creating a PSA with the purpose of educating young people about the importance of voting.

To prepare for this task, students listen to and read the transcript of a model PSA, in order to identify the purpose and criteria of their task. They also read two articles about youth voting and identify a variety of reasons why voting is important and use these texts to gather evidence to support these identified reasons. Then, students select two reasons to feature in the PSAs and begin to craft their scripts. After practicing the presentation of their PSAs and receiving feedback from their peers, they present their finalized PSAs to an audience.

Guiding Questions And Big Ideas
• *How can one person make a difference?*   • **Voting is an important civic responsibility.**

Mid-Unit 3 Assessment	**Reading and Comparing New Informational Texts about Voting** This assessment centers on standards NYSP12 ELA CCLS RI.4.5, RI.4.8, RI.4.9, and W.4.9b. In this assessment, students will read two new informational texts about voting. They are asked to identify the structure of the texts (chronology, comparison, cause/effect, problem/solution) and compare the information in both texts. Students will use a graphic organizer to analyze how the authors used reasons and evidence to support particular points in the texts, and then answer selected response and short constructed response questions about texts.
End of Unit 3 Assessment	**Presenting a Public Service Announcement about the Importance of Voting** This assessment centers on standards NYSP12 ELA CCLS W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1 c and f, and L.4.3. In this two-part assessment, students will first draft a script for their public service announcement, then deliver their PSA verbally. In Part I of this assessment, students will write a script for their PSA. In the script, students will state their opinion about the importance of voting, with reasons supported by evidence from texts they have read during the unit. This part of the assessment will assess W.4.1, L.4.1c and f, and L.4.3a. In Part II of the assessment, students deliver their spoken PSA for an assessment of SL.4.3, SL.4.4, SL.4.5, SL.4.6, and L.4.3b and c.

Performance Task	**Public Service Announcement about the Importance of Voting** Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: "After researching the history of voting, create a public service announcement for high school seniors about why voting is important. State your opinion and support your opinion with reasons, facts, and details from texts you have read." (By the end of Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual PSA.) This task centers on NYSP12 ELA CCLS RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3.

Content Connections
This module is designed to address English Language Arts standards. However, it intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.   **Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:**   **http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf**   **NYS Social Studies Core Curriculum:**   • 4.9.b The United States and New York constitutions describe the basic rights of people and the essential function and structure of their respective governments.   • 4.9.c The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.   • 4.9.e The people of New York are affected by both the United States and New York constitutions.   • 4.13.a The United States democratic system requires active participation from its citizens.

Central Texts
1. "Youth Power" by Karen Fanning and Bryan Brown. *Junior Scholastic*. April 28, 2008.
2. "I Can't Wait to Vote!" Written for Instructional Purposes by Expeditionary Learning, 2013.

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This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Synthesizing Ideas from Two Texts: Bringing Together Ideas about Women's Suffrage	• I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) • I can accurately synthesize information from two texts on the same topic. (RI.4.9)	• I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote. • I can infer from passages from *The Hope Chest* why women fought for the right to vote. • I can synthesize ideas from both of these texts to answer the question, "Why did women want the right to vote?"	• Synthesizing texts: Bringing Ideas Together • Exit Ticket	• Think-Pair-Share
Lesson 2	Ideas Supported by Reason and Evidence: Introducing the Performance Task, A Voting PSA	• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) • I can report on a topic or text using organized facts and details. (SL.4.4) • I can explain how an author uses reasons and evidence to support particular points in a text. (RI 4.8)	• I can describe how a public service announcement is supported with reasons and evidence. • I can determine the words in a text that are important for understanding voting. • I can find reasons and evidence for why voting is important the text "Youth Power."	• Readings on Why Voting Is Important note-catcher	• Important Voting Words

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	How Text Structures Support Ideas: Analyzing Text Structures in "Youth Power"	• I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8) • I can describe the organizational structure in informational text. (RI4.5)	• I can describe the problem/solution text structure. • I can analyze how authors use a variety of text structures to support their ideas.	• Text Structure Jigsaw handout	• Important Voting Words • Jigsaw Protocol • Concentric Circles Protocol
Lesson 4	Synthesizing from Multiple Texts: Synthesizing Ideas about Why Voting is Important	• I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8) • I can accurately synthesize information from two texts on the same topic. (RI4.9)	• I can identify reasons and evidence on the importance of voting in the text "I Can't Wait to Vote!" • I can synthesize ideas from both "Youth Power" and "I Can't Wait to Vote!" to answer the question, "Why is voting important?"	• Readings on Why Voting Is Important note-catcher • Why Voting Is Important graphic organizer	• Important Voting Words • Why Voting is Important • Back-to-Back, Face-to-Face protocol
Lesson 5	Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting	• I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) • I can describe the organizational structure in an informational text. (RI.4.5) • I can accurately synthesize information from two texts on the same topic. (RI.4.9)	• I can identify the text structure of an informational reading. • I can synthesize evidence from two different texts to support an idea.	• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting • Tracking My Progress, Mid-Unit 3 recording form	

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Writing a Public Service Announcement: Planning the Opinion and Reasons	• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) • I can report on a topic or text using organized facts and details. (SL.4.4) • I can use grammar conventions to send a clear message to a reader or listener. (L.4.1) • I can use "can," "may," and "must" correctly. (L.4.1c)	• I can write an opinion statement for my public service announcement. • I can identify reasons that support my opinion statement.	• Public Service Announcement graphic organizer	
Lesson 7	Writing a Public Service Announcement: Planning and Drafting a PSA about the Importance of Voting	• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) • I can introduce the topic of my opinion piece. (W.4.1a) • I can construct a concluding statement or section for my opinion piece. (W.4.1d) • I can identify evidence a speaker provides to support particular points. (SL.4.3) • I can report on a topic or text using organized facts and details. (SL.4.4) • I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)	• I can group together reasons with related evidence in my public service announcement. • I can write a public service announcement in which I explain the importance of voting. • I can identify evidence my writing partner used to support his or her points in his or her PSA. • I can give kind, helpful, and specific feedback to my critique partner.	• Public Service Announcement graphic organizer • Draft of public service announcement	• Interesting Introductions • Catchy Conclusions • Critique Protocol anchor chart

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Lesson 8	Writing a Public Service Announcement: Revising a PSA about the Importance of Voting	• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) • I can use the writing process to produce clear and coherent writing (with support). (W.4.5) • I can speak clearly and at an understandable pace. (SL.4.4) • I can identify evidence a speaker provides to support particular points. (SL4.3)	• I can write sentences that give evidence to support my point in my public service announcement. • I can speak clearly and at an understandable pace when rehearsing my public service announcement. • I can give kind, helpful, and specific feedback to my critique partner.	• Draft of public service announcement	• Critique Protocol/Anchor Chart • Peer Critique Protocol
Lesson 9	Writing a Public Service Announcement: Creating a Supporting Visual for a PSA about the Importance of Voting	• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) • I can identify reasons that support my opinion. (W.4.1b) • I can provide a list of sources I used to gather information. (W.4.8) • I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)	• I can create a visual to support my point in my public service announcement. • I can give kind, helpful, and specific feedback to my critique partner	• Draft of supporting visual	• Critique Protocol Anchor Chart • Criteria for a Visual • Critique Protocol • Chalk Talk Protocol

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting	• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) • I can identify evidence a speaker provides to support particular points. (SL4.3) • I can speak clearly and at an understandable pace. (SL.4.4) • I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)	• I can speak clearly and at an understandable pace when presenting my public service announcement. • I can identify reasons and evidence that supports the points my peers make in their PSAs. • I can listen as my peers share their writing and give specific praise for their work.	• Recording or performance of PSA • End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting • Tracking My Progress, End of Unit 3 recording form	• Author's Chair Celebration

Optional: Experts, Fieldwork, And Service

Experts:
• Invite a member of your local elections board to come and speak with students about the importance of voting.

Fieldwork:
• Visit the local voter registrar's office to learn more about voter registration and the voting process.

Service:
• Visit local high schools and have students present their public service announcements to high school students. Organize students to participate in a local "get out the vote" effort.

Preparation and Materials

In this unit students will listen to two audio files in several lessons. Be sure to prepare for these lessons by downloading the link and playing it on a computer with speakers or use a computer (with speakers) that is connected to the internet to link to these files.

Lesson 1: Audio file, "On Women's Right to the Suffrage," Susan B. Anthony. at
http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919

Lesson 2: Audio file, Wear Your Helmet! at http://www.engageny.org/resource/grade-4-ela-module-4

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