



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Overview



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Susan B. Anthony, the Suffrage Movement, and the Importance of Voting

In this module, students will read, write, and speak about the topic of voting rights and responsibilities. In the first two units, students will read informational texts that focus on the women's suffrage movement and the leadership of New Yorker Susan B. Anthony. Specifically, they will read firsthand and secondhand accounts of her arrest and trial for voting in a time when women were outlawed from doing so. Students then read *The Hope Chest* by Karen Schwabach, a historical fiction novel set in the weeks leading up to the passage of the 19th Amendment. They will continue to examine the idea of leaders of change and explore the theme "making a difference" by collecting evidence on how selected characters make a difference for others. After completing the novel, students will analyze this theme in selected passages of the novel and write an essay

using evidence from the text to support their analysis. In the final unit, students will connect the ideas of "leaders of change" and "making a difference" to their own lives by reading about the importance of voting. They will prepare for their performance task, a Public Service Announcement about the importance of voting. To prepare, they will read various informational texts on contemporary voting to build background knowledge and collect evidence for their scripts. They will then write a draft of their script and practice speaking before recording and presenting their Public Service Announcement to peers, their parents, or local high school seniors. **This performance task centers on NYSP12 ELA Standards 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.**

Guiding Questions And Big Ideas

- **What makes someone a leader of change?**
- **How do leaders impact others?**
- **How can one person make a difference?**
- *Leaders of change must sometimes break unfair rules. One person can take action to change things for the better.*



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.” (During 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 CCSS 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, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- 4.2.c Many people from the past and present of New York are famous for the many ways they have contributed to their state, nation, and the world in the areas of business, politics, arts, education, and science.
- 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.
- 4.11.a Major eras and events in United States history have impacted and been impacted by New York and its citizens.
- 4.13.a The United States democratic system requires active participation from its citizens.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none">• RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text.• I can make inferences using specific details from text.
<ul style="list-style-type: none">• RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none">• I can determine the theme of a story, drama, or poem.• I can summarize a story, drama, or poem.
<ul style="list-style-type: none">• RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none">• I can describe a story's character, setting, or events using specific details from the text.
<ul style="list-style-type: none">• RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<ul style="list-style-type: none">• I can determine word meaning in a text.
<ul style="list-style-type: none">• RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none">• I can compare and contrast different narrators' points of view.
<ul style="list-style-type: none">• RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none">• I can make connection between a text and the text's visuals.



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none">• I can determine the main idea using specific details from the text.• I can summarize informational or argumentative text.
<ul style="list-style-type: none">• RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.	<ul style="list-style-type: none">• I can determine the meaning of academic words or phrases in an informational text.• I can determine the meaning of content words or phrases in an informational text.
<ul style="list-style-type: none">• RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none">• I can describe the organizational structure in informational or persuasive text (chronology, comparison, cause/effect, problem/solution).
<ul style="list-style-type: none">• RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none">• I can compare and contrast a firsthand and secondhand account of the same event or topic.
<ul style="list-style-type: none">• RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none">• I can explain how an author uses reasons and evidence to support particular points in a text.
<ul style="list-style-type: none">• RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none">• I can accurately synthesize information from two texts on the same topic.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ul style="list-style-type: none">Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.Provide reasons (because) that are supported by facts and details (evidence or data).Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none">I can write an opinion piece that supports a point of view with reasons and information.<ul style="list-style-type: none">I can introduce the topic of my opinion piece.I can create an organizational structure in which I group together related ideas.I can identify reasons that support my opinion.I can use linking words to connect my opinion and reasons.I can construct a concluding statement or section for my opinion piece.
<ul style="list-style-type: none">W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none">Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).Use precise language and domain-specific vocabulary to inform about or explain the topic.Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none">I can write informative/explanatory texts that convey ideas and information clearly.<ul style="list-style-type: none">I can introduce a topic clearly.I can group supporting facts together about a topic in an informative/explanatory textI can use text, formatting, illustrations, and multi-media to support my topic.I can develop the topic with facts, definitions, details, and quotations.I can use linking words and phrases to connect ideas within categories of information. (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>)I can use precise, content-specific language/vocabulary to inform or explain about a topic.I can construct a concluding statement or section of an informative/explanatory text.



CCS Standards: Writing (continued)	Long-Term Learning Targets
<ul style="list-style-type: none">W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">a. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<ul style="list-style-type: none">I can choose evidence from literary or informational texts to support analysis, reflection and research.<ul style="list-style-type: none">a. (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).b. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none">I can identify the reason a speaker provides to support a particular point.I can identify evidence a speaker provides to support particular points.
<ul style="list-style-type: none">SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none">I can report on a topic or text using organized facts and details.I can speak clearly and at an understandable pace.
<ul style="list-style-type: none">SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none">I can add audio or visual support to a presentation in order to enhance main ideas or themes.
<ul style="list-style-type: none">SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	<ul style="list-style-type: none">I use formal English when appropriate.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of words and phrases. <ul style="list-style-type: none"> a. I can use context to help me determine what a word or phrase means. b. I can use common affixes and roots as clues to help me determine what a word means. (e.g., telegraph, photograph, autograph) c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases.
<ul style="list-style-type: none"> L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and slight differences in word meanings. <ul style="list-style-type: none"> a. I can explain the meaning of simple similes in context. a. I can explain the meaning of simple metaphors in context. b. I can explain the meaning of common idioms. b. I can explain the meaning of common adages. b. I can explain the meaning of common proverbs. c. I can name synonyms and antonyms for vocabulary words.
<ul style="list-style-type: none"> L.4.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> c. Use modal auxiliaries (e.g., can, may, must) to convey f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 	<ul style="list-style-type: none"> I can use grammar conventions to send a clear message to a reader or listener. <ul style="list-style-type: none"> c. I can use 'can', 'may', and 'must' correctly. f. I can write complete sentences.



CCS Standards: Language (continued)	Long-Term Learning Targets
<ul style="list-style-type: none">• L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Choose words and phrases to convey ideas precisely.*b. Choose punctuation for effect.*c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<ul style="list-style-type: none">a. I can express ideas using carefully chosen words.b. I can choose punctuation for effect in my writing.c. I use formal English when appropriate.

Central Texts
1. <i>The Hope Chest</i> by Karen Schwabach, A Yearling Book, 2008 ISBN: 978-0-375-84096-8. (800L)
2. Susan B. Anthony, “On Women’s Right to the Suffrage,” excerpt from a speech given in 1873, available at http://www.historyplace.com/speeches/anthony.htm . (1200L/FK 10.7)
3. Rebecca Hershey, “The Vote,” in <i>Hopscotch</i> (2003, Issue 5), 36, available at www.novelnewyork.org (log in and search keywords “the vote” and “Rebecca Hershey”).
4. Ira Peck and Kathy Wilmore, “Order in the Court,” in <i>Junior Scholastic</i> (2008, Issue 14), 12–15, available at www.novelnewyork.org .
5. Patrick S. Washburn, “Fredrick Douglass: Freedom’s Champion,” in <i>Boy’s Life</i> (1994, Issue 10), 14, available at www.novelnewyork.org .
6. “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting,” <i>The New York Times</i> , June 20, 1873, available at http://query.nytimes.com/mem/archive-free/pdf?res=940DEFD9143CE63ABC4851DFB0668388669FDE .



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: The Leadership of Susan B. Anthony			
Weeks 1-2	<ul style="list-style-type: none"> Engaging Readers in the History of Voting Rights Reading about Susan B. Anthony's Leadership in Women's Suffrage 	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational text. (RI.4.2) I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass (NYSP12 ELA Standards RI.4.2 and RI.4.4)
	<ul style="list-style-type: none"> Reading first hand and second hand Accounts of Susan B. Anthony's Trial 	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational text. (RI.4.2) I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Compare Firsthand and Secondhand Accounts of Inauguration Day (NYSP12 ELA CCLS RI.4.2 and RI.4.6)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Analyzing Characters' Leadership in Historical Fiction: <i>The Hope Chest</i>			
Weeks 3-6	<ul style="list-style-type: none"> Understanding Unfamiliar Words and Figurative Language Identifying Main Ideas and Summarizing 	<ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4) I can analyze figurative language, word relationships, and slight differences in word meanings. (L.4.5) I can explain what a text says using specific details from the text. (RL.4.1) I can make inferences using specific details from text. (RL.4.1) I can summarize a story, drama, or poem. (RL.4.2) I can describe a story's character, setting, or events using specific details from the text. (RL.4.3) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (NYSP12 ELA CCLS RL.4.1, RL.4.2, RL.4.3, L4.4, L4.5)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-6 (continued)	<ul style="list-style-type: none">Analyzing Characters and their ActionsLearning to Write a Literary Analysis EssayExploring the Theme of “Making a Difference” by Analyzing Characters from <i>The Hope Chest</i>	<ul style="list-style-type: none">I can determine the theme of a story, drama, or poem. (RL.4.2)I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)I can compare and contrast different narrators’ points of view. (RL.4.6)I can make connection between a text and the text’s visuals. (RL.4.7)I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)	<ul style="list-style-type: none">End of Unit 2 Assessment: Part I: Reading and Answering Questions about Characters and Theme; Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, W.4.11)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Writing and Speaking about the Importance of Voting: Why Vote?			
Weeks 7-8	<ul style="list-style-type: none"> • Building Background Knowledge About Contemporary Voting in America • Reading Opinions about Voting 	<ul style="list-style-type: none"> • I can describe the organizational structure in informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5) • I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (NYSP12 ELA CCLS RI.4.5, RI.4.8, RI.4.9, and W.4.9b)
	<ul style="list-style-type: none"> • Listening to and Analyzing Speeches • Preparing a Script Writing an Opinion on the Importance of Voting • Public Speaking: Presenting an Opinion 	<ul style="list-style-type: none"> • I can accurately synthesize information from two texts on the same topic. (RI.4.9) • 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 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) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting (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) • Final Performance Task: Public Service Announcement about the Importance of Voting (NYSP12 ELA CCSS 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)



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	<p>Public Service Announcement about the Importance of Voting</p> <p>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.</p>
Mid-Unit 1 Assessment	<p>Answering Questions and Summarizing a Text about Frederick Douglass</p> <p>This assessment centers on standards NYS ELA CCLS RI.4.2 and RI.4.4. In this assessment, students read an informational text about Frederick Douglass and his fight against slavery in America. They answer selected-response text-dependent questions that include comprehension of key passages and vocabulary. They then identify the main idea of each section of the text before they write a summary of the whole text.</p>
End of Unit 1 Assessment	<p>Comparing Firsthand and Secondhand Accounts of Inauguration Day</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.2 and RI.4.6. In this assessment, students read a firsthand and secondhand account of the same historical event (the inauguration of Barack Obama). They then answer a series of multiple-choice text-dependent questions that include comprehension of key passages and vocabulary and complete a Venn diagram to compare the differences in both the information provided and the focus of the firsthand and secondhand accounts.</p>



Mid-Unit 2 Assessment	<p>Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5. In this assessment, students do an on-demand read of a new chapter in <i>The Hope Chest</i> by Karen Schwabach (the central text for this unit), the historical fiction novel about the women’s suffrage movement and the 19th Amendment vote in Tennessee. Students will answer a series of selected-response questions centering on key academic and domain-specific vocabulary terms, as well as common figures of speech from that era. Students then will answer several text-dependent questions that assess comprehension of the main idea and key details from the text. Students will summarize the chapter using the “Somebody/In/Wanted/But/So/Then” strategy practiced throughout the first half of the unit. Finally, students will write a short essay from a prompt: “How does Violet’s thinking about the suffrage movement change in Chapter 10?” This on-demand essay portion of the mid-unit assessment serves as a formative assessment of W.4.2 and W.4.9a. (Teachers will use this portion of the assessment to give students feedback toward these standards in the second half of the unit to help them prepare for Part II of the end of unit assessment, an essay analyzing how one character’s actions contribute to the theme of the novel.)</p>
End of Unit 2 Assessment	<p>Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay about the Theme of <i>The Hope Chest</i> (Part II)</p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and W.4.11. In this assessment, students answer a series of text-dependent short-answer questions and write an on-demand essay from a prompt: “How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how some of Violet’s actions contribute to the theme ‘making a difference.’ Make sure to provide at least two examples from the text to support your analysis.”</p>



Mid-Unit 3 Assessment	<p>Reading New Informational Texts about Voting</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.5 and RI.4.8. In this assessment, students will read two new informational texts about voting. They are asked a series of selected response and text-dependent questions that ask them 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 organize their analysis of how the authors used reasons and evidence to support particular points in the texts.</p>
End of Unit 3 Assessment	<p>Public Service Announcement about the Importance of Voting</p> <p>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.</p>



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Summary of 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.

Format

- Written Speech
- Oral Speech

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.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons (because) that are supported by facts and details (evidence or data).
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



Student-Friendly Writing Invitation/Task Description

- Why is it important for American citizens to vote? 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 the texts you have read.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

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 rubric on which their work will be critiqued and formally assessed.

Your written speech will include:

- 4 Paragraphs:
 - An introduction that has a topic sentence that states your opinion
 - Two body paragraphs that give your reasons and evidence to support your opinion
 - A conclusion about your opinion
- Clearly organized reasons and evidence
- Linking words and phrases to connect the reasons and evidence
- Grade-level appropriate conventions (spelling, grammar, punctuation)

In addition to the criteria above, your actual speech will demonstrate the following:

- Your ability to speak at an understandable pace
- Your ability to use technology to record and present



Options For Students

- Allow students who struggle with writing to dictate their script (or notes) to a peer or teacher.
- Provide texts at a variety of readability levels for students to research information for their speech.
- Highlight key information in texts for students who struggle with determining importance.
- Provide audio recordings of texts for students who struggle with language.
- Provide texts in the student's L1 for ELL students.
- Allow students who excel in writing to provide three reasons with evidence instead of two.

Options For Teachers

- Have groups of students (in Literature Circles or Book Clubs) read additional firsthand and secondhand accounts of important moments in U.S. voting history to gather more information for their speech.
- Create a voter's registration guide for high school seniors.
- Plan and execute a voter registration drive at the school for the community.
- Have students present their public service announcements to local high school seniors.
- Invite government officials from the office of the local registrar of voters to the school to listen to students' presentations.

Resources and Links

- (See Unit 3)



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Grade 4: Module 4: Unit 1: Overview



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Unit 1: Building Background Knowledge: The Leadership of Susan B. Anthony

In Unit 1, students begin to build background knowledge about the women's suffrage movement and the role that Susan B. Anthony played in it. Students will read a variety of informational texts as well as primary source documents. In Lessons 1 and 2, students are introduced to the topic through examining a timeline on the history of voting in America and an excerpt of a speech by Susan B. Anthony. (They will revisit the speech throughout the module.) Throughout the first half of this unit, students will read and summarize several informational texts about Susan B. Anthony. Students will also learn to use glossaries, context clues, and

deconstructing parts of words as strategies for understanding unfamiliar academic and domain-specific words. This is followed by a mid-unit assessment of RI.4.2 and RI.4.4. Students then continue learning about Susan B. Anthony's role in the suffrage movement, comparing firsthand and secondhand accounts of key events in the history of voting in America. The end of unit assessment focuses on RI.4.2 and RI.4.6: Students compare firsthand and secondhand accounts of a modern-era historical event (the inauguration of Barack Obama).

Guiding Questions And Big Ideas

- **What makes someone a leader of change?**
- **How do leaders present their opinions to others?**
- *Leaders of change must sometimes break unfair rules. One person can take action to change things for the better.*

Mid-Unit 1 Assessment

Answering Questions and Summarizing a Text about Frederick Douglass

This assessment centers on standards NYS ELA CCLS RI.4.2 and RI.4.4. In this assessment, students read an informational text about Frederick Douglass and his fight against slavery in America. They answer selected-response text-dependent questions that include comprehension of key passages and vocabulary. They then identify the main idea of each section of the text before they write a summary of the whole text.

End of Unit 1 Assessment

Comparing Firsthand and Secondhand Accounts of Inauguration Day

This assessment centers on standards NYSP12 ELA CCLS RI.4.2 and RI.4.6. In this assessment, students read a firsthand and secondhand account of the same historical event (the inauguration of Barack Obama). They then answer a series of multiple-choice text-dependent questions that include comprehension of key passages and vocabulary and complete a Venn diagram to compare the differences in both the information provided and the focus of the firsthand and secondhand accounts.



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science 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:

- 4.2.c Many people from the past and present of New York are famous for the many ways they have contributed to their state, nation, and the world in the areas of business, politics, arts, education, and science.
- 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.
- 4.11.a Major eras and events in United States history have impacted and been impacted by New York and its citizens.
- 4.13.a The United States' democratic system requires active participation from its citizens.



Central Texts

1. Karen Schwabach, *The Hope Chest* (New York: Yearling, 2008), ISBN: 978-0-375-84096-8. (800L) (touched on in Unit 1; central to Unit 2)
2. Susan B. Anthony, “On Women’s Right to the Suffrage,” excerpt from a speech given in 1873, available at <http://www.historyplace.com/speeches/anthony.htm>. (1200L/FK 10.7)
3. Rebecca Hershey, “The Vote,” in *Hopscotch* (2003, Issue 5), 36.
4. Ira Peck and Kathy Wilmore, “Order in the Court,” in *Junior Scholastic* (2008, Issue 14), 12–15.
5. Patrick S. Washburn, “Fredrick Douglass: Freedom’s Champion,” in *Boy’s Life* (1994, Issue 10), 14.
6. “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting,” *The New York Times*, June 20, 1873, available at <http://query.nytimes.com/mem/archive-free/pdf?res=940DEFD9143CE63ABC4851DFB0668388669FDE>.



This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Engaging Readers in the History of Voting Rights	<ul style="list-style-type: none"> I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7) I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can explain how the right to vote has changed throughout American history. I can determine the meaning of unfamiliar words using a variety of strategies. 	<ul style="list-style-type: none"> Group gist statement 	<ul style="list-style-type: none"> Vocabulary Strategies Guiding Questions
Lesson 2	Confirming Our Topic: First Read of “On Women’s Right to the Suffrage” Speech by Susan B. Anthony	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can infer the meaning of words and phrases using context clues to better understand a primary source. I can explain points made in a speech using details from the text. 	<ul style="list-style-type: none"> Close Reading recording form: “On Women’s Rights to Suffrage” paragraph 1 	<ul style="list-style-type: none"> Concentric Circles protocol Close Readers Do These Things



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Summarizing Informational Text: "The Vote"	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational text. (RI.4.2) 	<ul style="list-style-type: none"> I can determine the main idea of sections of an informational text about Susan B. Anthony. I can summarize an informational text about Susan B. Anthony. 	<ul style="list-style-type: none"> Summarizing Informational Text recording form for "The Vote" 	<ul style="list-style-type: none"> Think-Pair-Share discussion protocol Guiding Questions Timeline: History of Voting in America: Women's Suffrage Movement
Lesson 4	Reading for Gist and Building Vocabulary: "Order in the Court" and the Trial of Susan B. Anthony	<ul style="list-style-type: none"> I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4) <ul style="list-style-type: none"> I can use context to help me determine what a word or phrase means. I can use common affixes and roots as clues to help me determine what a word means. 	<ul style="list-style-type: none"> I can get the gist of an informational text about Susan B. Anthony. I can determine the meaning of unfamiliar words using a glossary and context clues. 	<ul style="list-style-type: none"> Summarizing Informational Text recording form for "Order in the Court" (gist statement only) Completed glossary for "Order in the Court" 	<ul style="list-style-type: none"> Timeline: History of Voting in America: Women's Suffrage Movement What Makes a Quality Summary?
Lesson 5	Rereading and Summarizing: "Order in the Court" and the Trial of Susan B. Anthony	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational or argumentative text. (RI.4.2) 	<ul style="list-style-type: none"> I can summarize how Susan B. Anthony stood up for what she believed in. I can determine the main idea of sections of an informational text about Susan B. Anthony. 	<ul style="list-style-type: none"> Text-Dependent Questions index card Summarizing Informational Text recording form for "Order in the Court" 	<ul style="list-style-type: none"> What Makes a Quality Summary? Informational Text Structures



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Fredrick Douglass	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational or argumentative text. (RI.4.2) I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) 	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words using a variety of strategies. I can determine the main idea of sections of an informational text on Fredrick Douglass. I can summarize a text about Fredrick Douglass. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Fredrick Douglass Tracking My Progress, Mid-Unit 1 recording form 	
Lesson 7	Reading for Main Idea and Building Vocabulary: <i>New York Times</i> Article of Susan B. Anthony's Trial	<ul style="list-style-type: none"> I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4) <ul style="list-style-type: none"> I can use context to help me determine what a word or phrase means. I can use common affixes and roots as clues to help me determine what a word means. I can determine the main idea using specific details from the text. (RI.4.2) 	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words using a glossary and context clues. I can determine the main idea of sections of an informational text about Susan B. Anthony. 	<ul style="list-style-type: none"> Close Reading recording form for the <i>New York Times</i> article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting." 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial	<ul style="list-style-type: none">I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)	<ul style="list-style-type: none">I can explain what firsthand and secondhand accounts are and how they are different.I can compare a firsthand and secondhand account of the Susan B. Anthony trial.	<ul style="list-style-type: none">Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form	<ul style="list-style-type: none">Think-Pair-Share protocolFirsthand and Secondhand Accounts
Lesson 9	End of Unit Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day	<ul style="list-style-type: none">I can determine the main idea using specific details from the text. (RI.4.2)I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)	<ul style="list-style-type: none">I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration.	<ul style="list-style-type: none">End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration DayTracking My Progress, End of Unit 1 recording form	



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a local politician to visit the class to discuss why he/she needs voters; invite a polling place volunteer to talk about why s/he chooses to serve his or her community in this way.

Fieldwork:

- Take the class to a local government building to talk to elected officials; go to the office of elections.

Service:

- N/A

Preparation and Materials

- Students will be reading several texts and will have glossaries for each of the texts in this unit. We suggest you provide Research Folders for the students to keep all texts and supporting materials.
- Students will also be asked to underline evidence in the texts as they answer text-dependent questions. Please provide a set of colored pencils for each student.



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Grade 4: Module 4: Unit 1:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the women’s suffrage movement. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>A Long Way to Go</i>	Zibby O’Neal (author)	Literature	580
<i>Susan B. Anthony: Champion of Women’s Rights</i>	Helen Albee Monsell (author)	Informational	570
<i>Susan B. Anthony: Fighter for Freedom and Equality</i>	Suzanne Slade (author)	Informational	620
<i>Heart on Fire: Susan B. Anthony Votes for President</i>	Ann Malaspina (author)	Informational	690
<i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>	Tanya Lee Stone (author)	Informational	700
<i>Operation Clean Sweep</i>	Darleen Bailey Beard (author)	Literature	720



Title	Author And Illustrator	Text Type	Lexile Measure
<i>Women's Suffrage: Fighting for Women's Rights</i>	Harriet Isecke (author)	Informational	730
Lexile text measures in Grade 4–5 band level (740–1010L)			
<i>You Come to Yokum</i>	Carol Otis Hurst (author)	Literature	740
<i>Secrets on 26th Street</i>	Elizabeth McDavid Jones (author)	Literature	830
<i>You Want to Vote, Lizzie Stanton?</i>	Jean Fritz (author)	Informational	870
<i>Susan B. Anthony</i>	Alexandra Wallner (author)	Informational	900
<i>Great Women of the Suffrage Movement</i>	Dana Meachen Rau (author)	Informational	950
Lexile text measures within Grade 6–8 band level (1010–1185L)			
<i>Women's Suffrage: Giving the Right to Vote to All Americans</i>	Jennifer MacBain-Stephens (author)	Informational	1010*
<i>Women Win the Vote: The Hard-Fought Battle for Women's Suffrage</i>	Larry A. Van Meter (author)	Informational	1030*
<i>With Courage and Cloth: Winning the Fight for a Woman's Right to Vote</i>	Ann Bausum (author)	Informational	1080
<i>Elizabeth Cady Stanton and Susan B. Anthony: A Friendship That Changed the World</i>	Penny Colman (author)	Informational	1180

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*Lexile based on a conversion from Accelerated Reading level.



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Grade 4: Module 4: Unit 1: Lesson 1

Engaging Readers in the History of Voting Rights



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Long-Term Learning Targets	
<p>I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)</p> <p>I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can explain how the right to vote has changed throughout American history. I can determine the meaning of unfamiliar words using a variety of strategies. 	<ul style="list-style-type: none"> Group gist statement

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Scenario (5 minutes) Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Introducing a Timeline as an Informational Text (5 minutes) Reading for Gist: Timeline (10 minutes) Words with Multiple Meanings: Using Context Clues and Glossaries to Help with Comprehension (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Revising Gist Statements (10 minutes) Debrief (5 minutes) Homework 	<ul style="list-style-type: none"> At the beginning of this lesson, students participate in a mock vote as a way to “experience” an unfair voting situation in order to hook them into the topic of the unfair position women were put in before their right to vote was ratified. The suggested topic for their vote is about choosing a class mascot. Feel free change this to another topic that is more appropriate for your students. This lesson begins to build students’ background knowledge about the Women’s Suffrage Movement. The article that students read has many new academic and domain-specific and vocabulary words.. Students hone in on the definitions of several words that are particularly important for understanding this topic. Throughout this module, students will analyze academic and domain-specific words more deeply throughout. Based on the needs of your specific students, consider spending more time on the vocabulary terms from the timeline. In advance: Review and/or recreate the Vocabulary Strategies anchor chart (from Module 1, Unit 1, Lesson 3). Post this near the end of Work Time, Part C. Create a new anchor chart with the Guiding Questions for Module 4. Make sure to leave room under each question so that you will be able to record student responses as you explore these questions throughout the module: <input type="checkbox"/> <ul style="list-style-type: none"> What makes someone a leader of change? How can one person make a difference?



Lesson Vocabulary	Materials
mascot, right, rights, article, timeline, context, glossary, synonym, impact; restricted (269), qualification (269), ratified, restrict, bar, rejects, deny, resign, immigrants (270), repealed, suffragists (271), first-generation, eliminates, oversee, residents (272)	<ul style="list-style-type: none"> Equity sticks <i>The Hope Chest</i> by Karen Schwabach (one per student), focus on pages 269-272 Index cards (one per triad) Vocabulary Strategies anchor chart (from Module 1, Unit 1, Lesson 3) Timeline Glossary (one per student) Guiding Questions anchor chart (new, teacher-created, see teaching notes)

Opening	Meeting Students' Needs
<p>A. Engaging the Reading: Scenario (5 minutes)</p> <ul style="list-style-type: none"> Introduce the module with a very brief scenario: Tell your students that they will vote on a class mascot. Explain that a mascot is an animal, person, or thing that is considered to bring good luck. Point out that most sports teams have mascots. Go on to explain that this mascot and its image will be on everything they do and make. In other words, it will define who they are as a class. Tell students that this decision will affect everyone in the class, but not everyone will be able to vote. Explain that only the boys will vote. The girls don't have the right to vote. Ask students to think, then turn and talk with a partner: <ul style="list-style-type: none"> * "How does this voting process make you feel?" Listen for comments like: "It's not fair for everyone not to be able to vote on something that will affect them," or "The girls are part of this class too. Why can't they vote on something they'll have to live with?" Once the class has had a chance to discuss this scenario, explain that today they will look at how the right to vote changed throughout America's history. 	<ul style="list-style-type: none"> Using situations students can relate to often helps build excitement in learning new and difficult content.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to read the learning target “I can explain how the right to vote has changed throughout American history.”• Ask them to think and then share their ideas with a shoulder partner:<ul style="list-style-type: none">* “What does the word right mean?”• Using equity sticks, cold call on two or three students. Listen for comments like: “Right means the freedom to do something.”	<ul style="list-style-type: none">• Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what they will be learning.
Work Time	Meeting Students' Needs
<p>A. Introducing a Timeline as Informational Text (5 minutes)</p> <ul style="list-style-type: none">• Explain that in order to learn more about how voting rights have changed throughout American history, the students are going to read a timeline, which is another type of informational text.• Invite the class to look at the two parts of the word timeline: time, line• Ask:<ul style="list-style-type: none">* “What do you think this type of text is going to look like?”• Call on one or two students to share their thinking. You may hear comments like: “The words are going to be written in a line,” or “There will be times or dates on the line.”• Probe students’ thinking with questions like:<ul style="list-style-type: none">* “What makes you think that?”* “If these descriptions are accurate, how might this type of informational text be different from others we’ve read this year?”• Ask students to share their thinking with a partner. Acknowledge that they may not know yet because they haven’t had a chance to really look at a timeline yet.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading for Gist: Timeline (10 minutes)</p> <ul style="list-style-type: none">• Distribute <i>The Hope Chest</i> by Karen Schwabach to each student. Tell them that they will be reading this novel in a few weeks. Today they are just going to look at a very useful timeline in the back of the book.• Ask them to turn to page 269, "Voting in America: A Time Line." Tell them that the class will read the timeline together first to get the gist of the key information.• Ask the students to read silently in their heads while you read pages 269–272 aloud. Make sure to read the date first, then the event.• After you have read the text, ask the students to talk in their triads:<ul style="list-style-type: none">* "What is the gist of the information contained on this timeline?"• Distribute one index card to each triad and ask them to write their initial gist statement on the front of their card.• Using equity sticks, call on a few triads to share. Listen for comments like: "Not everyone could vote in America for a really long time," or "After about 200 years most everyone had the right to vote."	<p>Provide "hint cards" that help students get "unstuck" so they can get the gist. You might place these on the chalkboard tray, for example, and students would take them only as a last resort if they are stuck.</p>



Work Time (continued)	Meeting Students' Needs
<p>C. Words with Multiple Meanings: Using Context Clues and Glossaries to Help with Comprehension (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that there may be several words on the timeline that are unfamiliar to them. Explain that sometimes words look like ones we already know, but have different meanings depending on how they're used. Give a concrete example: the word "bat" has lots of meanings (e.g., the wooden stick that's used to hit a ball, the act of hitting a baseball, a flying mammal). • Ask the students the different things the word bar could mean. Call on two or three students to share their thinking. You may hear definitions like: "a candy bar," "a wooden stick you can pull yourself up on," or "a place grown-ups go to hang out or have a drink." • Ask students to look at page 270 and focus on the date 1787. Read this event aloud as the students read silently in their heads. Ask: <ul style="list-style-type: none"> * "Do any of your definitions of the word bar make sense in this context?" • Students likely will say "no." Ask students to discuss with their triad: <ul style="list-style-type: none"> * "In this context, what do you think the meaning of this simple three-letter word bar is?" • Call on students from one or two groups to share. You should hear: "Some states kept free African-Americans from voting," "Some states <i>didn't allow</i> free African-Americans to vote," or "Some states <i>prevented</i> free African-Americans from voting." • Probe students' thinking by asking questions like: <ul style="list-style-type: none"> * "How did you figure that out?" * "Is there something in the text that helps you think that?" • Reinforce that using context often helps us figure out the meaning of unfamiliar words and of words that we have seen before but that may have several different meanings. It's important to stop and ask yourself: "Do I understand the word or phrase I just read? Does it make sense to me in this context?" If the answer to either of these questions is "no," then you need to choose a strategy to help you figure the word out. 	<ul style="list-style-type: none"> • Graphic organizers, like a Frayer Model, provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning, and they engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students of the Vocabulary Strategies anchor chart from Module 1, Unit 1, Lesson 3:<ul style="list-style-type: none">• Reading on in the text and infer• Look in the glossary• Look for a text feature that defines the word• Look in a dictionary• Think about parts of the word that you know (like word roots)• Discuss a word with another (after attempting some of the above strategies)• Remind students that one strategy they have learned is to look the word up in a glossary or dictionary. Remind them that a glossary is a small dictionary found in the back of books to help the reader understand unfamiliar words and phrases in the text.• Distribute the Timeline Glossary. Explain that this is a type of dictionary for words that may be unfamiliar to them. Explain that definitions and synonyms have been included in this glossary. Remind them that synonyms are words that have the same or similar meanings. Tell the students that if they come across words in the text that they don't know that aren't on this glossary, they will need to look up the meaning in the class dictionary.• Refocus students on page 270. Tell them that in a moment, you will reread "1787" aloud as they read along in their heads. As you come to words listed in the glossary, replace some of the unfamiliar words with the simpler definition from the glossary.• Read aloud. As you come to each of the following words, read the definition in place of the vocabulary word: ratified, qualification, restrict, and bar.• To check for understanding of the event described in the timeline, ask students to think and then discuss with their triads:<ul style="list-style-type: none">* "In your own words, what happened in 1787?"• Using equity sticks, cold call on a few students to share out. Listen for comments like: "The Constitution was approved (ratified), and it gave each state the legal ability (right) to decide (determine) the capability (qualifications) for voting. Most states limit (restrict) voting to men who own property (male property owners) over age 21; some states kept (bar) free African-Americans from voting."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Review and post the process that students just followed:<ol style="list-style-type: none">1. Read the text together.2. When you come to an unfamiliar word, use the context to help understand the word.3. If context isn't enough, use the definitions/synonyms in the glossary.4. If the glossary isn't enough, use a class dictionary.5. Reread the text together using the definitions/synonyms in place of the unfamiliar word.• Ask students to take about 10 minutes to follow this process with their triads.• As students are working with their triads, circulate and encourage them to use the strategies for figuring out the meaning of unfamiliar words. Listen for students to replace unfamiliar words with synonyms from the glossaries.• Probe students' thinking as they're reading the text by asking questions like:<ul style="list-style-type: none">* "Describe what that event was. What helped you know that?"* "What are some ways that voting has changed in America? Make sure to use details from the timeline to help you."	



Closing and Assessment	Meeting Students' Needs
<p>A. Revising Gist Statements (10 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have had a chance to reread the text with a better understanding of some key vocabulary words, they will work with their triad to reread their gist statements and revise them if they feel they have a better idea of what this timeline is talking about.• Acknowledge that because of the title, everyone knows that the topic is about voting in America. But encourage students to look past that to identify what's so special about voting in America. (Hint: Has it always stayed the same? Has it changed? How? Why?)• Tell students that they will have a few minutes to reread and talk. Then they will write their revised gist statement on the back of their index card (with the word "revised" at the top). Give students a few minutes to talk and write.• Then, using equity sticks, cold call on two or three groups to share their revised statements. Listen for things like: "At first, only white men could vote. But other groups of people fought to earn the same right," or "Many people fought for the right to vote even though it's part of our Constitution." As students share their statements, ask probing questions like:<ul style="list-style-type: none">* "What makes you think that?"* "What information in the timeline led you to think that?"	<ul style="list-style-type: none">• For students who need additional support producing language, consider offering a sentence/paragraph frame or starter to assist with language production and provide the required structure.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Post the Guiding Questions anchor chart. Read the question:<ul style="list-style-type: none">* What makes someone a leader of change?* How can one person make a difference?• Ask students what they think the phrase "leader of change" means. Ask a few students to share their ideas. Explain that in this guiding question this phrase means a person who changes something for the better. Give students a few minutes to discuss each of these questions with a partner. Ask a few pairs to share their thinking for each question. Explain that in this module, the students will continue to learn about voting and use these questions to consider how voting laws were changed over time.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Think about the question "Is it ever OK to break the law? Why or why not?" Write a short statement with your opinion on this question and reasons for this opinion.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 1

Supporting Materials



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Vocabulary Strategies Anchor Chart
For Teacher Reference

- Read on in the text and infer
- Look in the glossary.
- Look for a text feature that defines the word.
- Look in a dictionary.
- Think about parts of the word that you know (like word roots).
- Discuss a word with another (after attempting some of the above strategies).



Timeline Glossary

Word	Page	Definition/Synonym
restricted	269	limited to
qualification	269	worthiness; capability
right	269	something you are allowed to do by nature or law; privilege; freedom
ratified	270	approved
restrict	270	limit
bar	270	don't allow; prevent
rejects	270	refuses to accept; denies
deny	270	refuse; not allow
resign	270	stop work; leave
immigrants	271	people from a foreign land
repealed	271	canceled; withdrawn; put an end to
first-generation	272	all the people living at the same time and about the same age of a family to be born in a particular country
eliminates	272	removes; gets rid of
oversee	272	manage; supervise; be in charge of
residents	272	people living in a particular place



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 2

Confirming our Topic: First Read of “On Women’s Right to the Suffrage” Speech by Susan B. Anthony



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Long-Term Learning Targets

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

Supporting Learning Targets

- I can infer the meaning of words and phrases using context clues to better understand a primary source.
- I can explain points made in a speech using details from the text.

Ongoing Assessment

- Close Reading recording form: “On Women’s Rights to Suffrage” paragraph 1



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)B. Reviewing Learning Targets and Close Reading Anchor Chart (5 minutes)2. Work Time<ol style="list-style-type: none">A. Listening for Gist: Confirming Our Topic? (10 minutes)B. Close Read of Paragraph 1 of “On Women’s Right to Suffrage” by Susan B. Anthony (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing/Debrief: Concentric Circles (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson students will confirm their topic of study for this module to be women’s suffrage by reading an excerpt of “On Women’s Right to the Suffrage”, a speech by Susan B. Anthony given in 1873.• This is a challenging primary source document. Students will revisit sections throughout the entire module.• During Unit 1, students will read this speech excerpt in both this lesson (to pique their interest about the topic and the speaker) and then again in Lesson 10 (after they have read several texts about women’s suffrage and Susan B. Anthony).• There is no expectation that students will fully understand this text at this point. The most important point students should understand from the text is that Susan B. Anthony believed that women should have the right to vote and at the time of this speech it was against the law.• In Unit 2 students will again revisit parts of this speech to make connections to a piece of historical fiction they will read. The novel, <i>The Hope Chest</i> by Karen Schwabach, is set during the passage of the 19th amendment.• Finally, in Unit 3 students will again revisit the speech to prepare for their performance task, a letter to high school seniors about the importance of voting.• In this lesson, students hear the entire speech read aloud, and then focus on just paragraph 1.• Students will work with a partner during this lesson. Decide whether you will be placing them with a partner or allowing them to choose their own partner.• Be sure students have a folder to keep texts, notes, and their writing for this module.• In advance: Review Module 1, Unit 1, Lessons 3 and 4. Much of the work of this lesson is designed to reinforce work students did early in the year with another challenging primary source document: the Iroquois Constitution.• Write the following question on the board: “Is it ever okay to break the law?”• Review: Helping Students Read Closely and Concentric Circles (Appendix 1).



Lesson Vocabulary	Materials
infer, context clues, primary source, suffrage; alleged, citizens, deny, exercised indictment, lawful, right (paragraph 1)	<ul style="list-style-type: none">• Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3 or recreated from supporting materials of this lesson)• Document camera• “On Women’s Right to the Suffrage” by Susan B. Anthony (one per student and one for display)• Close Reading recording form: “On Women’s Rights to Suffrage” paragraph 1 (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Review the homework from Lesson 1: “Think about the question ‘Is it ever OK to break the law? Why or why not?’ Write a short statement with your opinion on this question and reasons for this opinion.”• Reassure students that you are not looking for a right or wrong answer to this question, just their opinion and reasons. Students should be comfortable stating an opinion with supporting reasons from the last module (Module 3).• Ask students to turn to a partner and share their response to the homework. After allowing a few minutes for discussion, cold call a few pairs to share their responses.• After a few pairs have shared their opinions, tell students that in the next few days they will have an opportunity to think about this question as they begin to study a new topic.• Remind them that yesterday they read a timeline about the history of voting in America. Explain that in today’s lesson it will be their job to discover which part of this history will be their topic of study for the next several weeks.	<ul style="list-style-type: none">• Consider allowing ELLs extra think time for the Think-Pair-Share, giving them the question in advance or pairing them with a partner who speaks the same home language.



Opening (continued)	Meeting Students’ Needs
<p>B. Review Learning Targets and Close Reading Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Post the Close Readers Do These Things anchor chart and the learning targets where students can see them. Tell students that today they will read a speech that was given a long time ago (1873). Explain that it is a primary source. They should be familiar with this term from its use in Module 1 with the “Great Law of Peace” and Module 2 with the “Inventory of John Allen.” If students do not recall the meaning of primary source, remind them that it is “any piece of information that was created by someone who witnessed firsthand or was part of the historical events that are being described.”• Read the following learning target to students: “I can infer the meaning of words and phrases using context clues to better understand a primary source.” Ask students to turn to a partner and explain what this learning target means in their own words.• Cold call a few pairs to share their interpretations of the target and clarify if necessary. Be sure students know that context clues are details in the text that help readers to understand a word or phrase.• Follow a similar procedure to clarify the meaning of the second learning target: “I can explain points made in a speech using details from the text.”• Explain that because primary sources often use unfamiliar language, this can make them difficult to understand without a close read. Review the Close Readers Do These Things anchor chart with students (see supporting materials):<ul style="list-style-type: none">– Read small chunks of text slowly and think about the gist.– Reread each passage one sentence at a time.– Underline things that you understand or know something about.– Circle words that you do not know.– Talk with your partners about all of your good ideas.– State the gist or message of the paragraph in the margin.– Listen to the questions.– Go back to the text to find answers to questions.– Talk with your partners about the answers you find.• Tell students that today they will read for the gist and do not need to understand everything they read in the text. Explain that reading for the gist of the text will help them to discover their topic of study.	<ul style="list-style-type: none">• Some students may benefit from having this anchor chart typed and copied for their notes or reading folder for quick reference.



Work Time	Meeting Students’ Needs
<p>A. Listening for Gist: Confirming Our Topic? (10 minutes)</p> <ul style="list-style-type: none">• Place students with a partner for reading and discussion. Using a document camera, display “On Women’s Right to the Suffrage” by Susan B. Anthony. Distribute this text to students as well.• Tell students that you will read the text aloud while they read along silently. Remind them that they do not have to understand all of the text but should be listening for the gist. Ask them to think about the following as you read:<ul style="list-style-type: none">* “What do you think this speech is mostly about?”• Read the text slowly and fluently without stopping for questions or explanation.• Afterward, ask students to think then turn to their partner and explain:<ul style="list-style-type: none">* “What is this speech about?”• Ask a few pairs to share out their thinking. At this point students may not understand much about the text, but you may hear them say something like: “It sounds like she is upset about being accused of a crime,” “She voted and it was a crime,” or “I think we will be studying how women fought to get the right to vote.”• Confirm for students that they will be studying how women fought for the right to vote in the United States. Explain that they will read more about Susan B. Anthony and her role in this movement over the next couple of weeks, but first they will take a closer look at the first paragraph of her speech.• Ask students to put “On Women’s Right to the Suffrage” in their folders.	<ul style="list-style-type: none">• For students who struggle with complex texts, consider enlarging a copy of “On Women’s Right to the Suffrage” and printing each paragraph on a separate page. This can help make the text feel more manageable.



Work Time (continued)	Meeting Students’ Needs
<p>B. Close Read of Paragraph 1 of “On Women’s Right to Suffrage” by Susan B. Anthony (35 minutes)</p> <ul style="list-style-type: none"> Distribute the Close Reading recording form. Post the following questions on the board: <ul style="list-style-type: none"> * “Using context clues, what can you infer about the meaning of the word suffrage?” * “Why was Susan B. Anthony arrested?” Tell students that with their partner you would like them to take 5 minutes to read the “Background Information” on the front of their Close Reading recording form. Give students 5 more minutes to discuss the questions on the board. Circulate to listen in and gauge students’ initial understanding. Refocus students whole group. Cold call a few pairs to share their answers. Listen for answers like: “Suffrage has something to do with voting,” and “Susan B. Anthony was arrested for voting when it was against the law for women to vote.” Prompt students to provide the context clues they used to determine the meaning of the word suffrage. Next, point out the glossary on their Close Reading recording form. Explain that this glossary will help them better understand the first paragraph of the speech by providing the definitions of several words. Remind them of the process they used for reading with a glossary in the previous lesson: <ol style="list-style-type: none"> Read the text together. When you come to an unfamiliar word, use the context to help understand the word. If context isn’t enough, use the definitions/synonyms in the glossary. If the glossary isn’t enough, use a class dictionary. Reread the text together using the definitions/synonyms in place of the unfamiliar word. Tell students that they will use a similar process as they reread the first paragraph of the speech. Tell them that some of the words have been left blank because they will be able to infer the meanings of these words from context clues in the text. Ask students to find the word suffrage and point out the following line in the “Background Information” section of the text: “This movement held protests, marches, and rallies to try to change the constitution so women could vote.” Explain to students that this line from the text provides a context clue so that they can infer the meaning of the word suffrage to mean “the right to vote.” Ask students to add this definition in their glossary. 	<ul style="list-style-type: none"> Some students may benefit from writing notes and answers to these questions in the margin next to the “Background Information” paragraph. Based on the needs of your students, you may wish to add more words to the glossary and share their definitions in advance. Consider providing definitions of work bank words in ELLs’ home language, using an online translator like Google Translate. If needed, model steps 1 and 2 of the directions.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Tell them that they will have to infer the meanings of the remaining blank words (alleged and right) from the first paragraph of the speech. Remind them that some words—like right—can have multiple meanings and that it is important to think about the meaning of the word in context.• Focus students on the back of the Close Reading recording form. Review the directions above the first paragraph of the speech:<ol style="list-style-type: none">1. Follow along as the first paragraph of the speech is reread to you. Circle the words listed in the glossary and any other words you do not know the meanings of.2. Reread the speech with your partner using the glossary and context clues to write synonyms or explanations above difficult words.3. Reread the text and answer the questions in the right-hand column.• Clarify directions as needed. Use the document camera to zoom in on the glossary. Preview the words with recorded definitions for students. Clarify the meanings of these words as needed.• Reread the text aloud as students follow along and circle difficult words.• Give students 10-15 minutes to complete steps 2 and 3 of the directions. Circulate to support students as needed or pull a small group for more direct support.• Call the attention of the whole group to review the answers to the text-dependent questions in the right-hand column. Cold call pairs to answer the questions and clarify as needed.• Ask:<ul style="list-style-type: none">* “What did you read in the text that helped you come to your answer?”• Encourage students to amend their notes as needed. For example: For Question 1. What does Susan B. Anthony mean by “alleged crime”? A student might say: “She didn’t agree with the law against women voting.” The student should point to the next sentence in the speech as support for that inference, “... prove to you that in thus voting, I not only committed no crime ...”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• For the remaining two questions, look for answers similar to the following and prompt students to support their answers with the text:<ol style="list-style-type: none">1. What does the word “right” mean as it is used in this text? “Something people can’t stop you from doing,” or “Something everyone should be able to do.”2. In 1873 it was against the law for women to vote in the state of New York as well as in other states. This speech says that voting is a right that is “beyond the power of the state to deny.” What do you think this means? “The states can’t make laws against voting,” or “New York isn’t allowed to keep women from voting.”• After discussing the answers to the questions. Point out the “Gist Statement” portion of the Close Reading recording form.• Allow 10 minutes to reread the paragraph with their partners, discuss what they think the gist of the paragraph is, and then write a gist statement on their recording forms. Students should be prepared to share this.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing/Debrief: Concentric Circles (5 Minutes)</p> <ul style="list-style-type: none">• Tell students that in a moment you would like them to gather in two circles, one facing in and the other facing out, for Concentric Circles (Appendix 1). Students should face a partner they did not work with during the lesson.• For the first round of Concentric Circles, ask students to share their gist statement. Circulate and listen to gauge students’ understanding of the first paragraph of the speech. It is not likely that they will have a deep understanding of the text at this point, but they should understand that Susan B. Anthony believed women should have the right to vote and that at the time of this speech it was against the law. Give students 2 minutes to share and take notes or revise their gist statements before moving to their next partner.• Next, ask students in the outside circle to move three people to their right and remind them of the discussion question from the beginning of the lesson: “Is it ever okay to break the law? Why or why not?” Tell them that you would like them to discuss a different version of this question:<ul style="list-style-type: none">* “Was it OK for Susan B. Anthony to break the law? Why or why not?”• Give students 3 minutes for this final discussion question. If time permits, ask students to move to a new partner and continue to discuss this question.• Collect students’ Close Reading recording forms for formative assessment.• Discuss the night’s homework. Clarify as needed.	<ul style="list-style-type: none">• For ELLs or students who need more time to think before answering discussion questions, consider allowing them to reflect on the final discussion question before beginning the closing of this lesson.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Our guiding question for the next few weeks is: “What makes someone a leader of change?” Write a short statement with your opinion on this question and your reason for this opinion.	



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Grade 4: Module 4: Unit 1: Lesson 2

Supporting Materials



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Close Readers Do These Things Anchor Chart

From Module 1, Unit 1, Lesson 3

This anchor chart should look like the following. If needed, recreate this chart with your students as an opening to this lesson.

Close Readers Do These Things:

- Read small chunks of text slowly and think about the gist.
- Reread each passage one sentence at a time.
- Underline things that you understand or know something about.
- Circle words that you do not know.
- Talk with your partners about all of your good ideas.
- State the gist or message of the paragraph in the margin.
- Listen to the questions.
- Go back to the text to find answers to questions.
- Talk with your partners about the answers you find.



“On Women’s Right to Suffrage,”

Excerpt from a speech by Susan B. Anthony given in 1873

“Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

‘We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.’

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.”

1200L/FK 10.7

"The History Place - Great Speeches Collection: Susan B. Anthony Speech - Women's Right to Vote." The History Place - Great Speeches Collection: Susan B. Anthony Speech - Women's Right to Vote. N.p., n.d. Web. <http://www.historyplace.com/speeches/anthony.htm>



Close Reading Recording Form
“On Women’s Right to Suffrage” by Susan B. Anthony, Paragraph 1

Name: _____

Date: _____

Background Information

In the 1800s, women the United States did not have the same rights as men. It was against the law for them to vote. A woman named Susan B. Anthony helped lead a movement known as the women’s suffrage movement. This movement held protests, marches, and rallies to try to change the Constitution so women could vote. In 1872, in New York state, Susan B. Anthony was arrested for illegally voting during a presidential election. After her trial, she traveled the country giving the “On Women’s Right to the Suffrage” speech.

Written by Expeditionary Learning for Instructional Purposes. Sources: “Order in the Court: by Ira Peck and Kathy Wilmore, Junior Scholastic, March 10, 2008.
<http://memory.loc.gov/ammem/naw/nawshome.html> <http://www.historyplace.com/speeches/anthony.htm>

Glossary

Word	Definition
alleged	
deny	to refuse to give or allow something; decline
committed	to do or perform
exercised	to put into practice or make use of; apply
indictment	to be formally accused of a crime; charge, accusation
lawful	allowed by the law; legal
right	
suffrage	



Close Reading Recording Form

“On Women’s Right to Suffrage” by Susan B. Anthony, Paragraph 1

Directions:

- Follow along as the first paragraph of the speech is reread to you. Circle the words listed in the glossary and any other words you do not know the meanings of.
- Reread the speech with your partner using the glossary and context clues to write synonyms or explanations above difficult words.
- Reread the text and answer the questions in the right hand column.

<p>“On Women’s Right to the Suffrage,” a Speech by Susan B. Anthony, 1873</p>	<p>Use the text to answer the following questions:</p>
<p>Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.</p> <p>1200L/FK 10.7</p> <p>Source: http://www.historyplace.com/speeches/anthony.htm</p>	<p>What does Susan B. Anthony mean by “alleged crime”?</p>
	<p>What does the word “right” mean as it is used in this text?</p>



Close Reading Recording Form

“On Women’s Right to Suffrage” by Susan B. Anthony, Paragraph 1

“On Women’s Right to the Suffrage,” a Speech by Susan B. Anthony, 1873	Use the text to answer the following questions:
	In 1873 it was against the law for women to vote in the state of New York as well as in other states. This speech says that voting is a right that is “beyond the power of the state to deny.” What do you think this means?

Gist Statement What is this paragraph mostly about?



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Grade 4: Module 4: Unit 1: Lesson 3

Summarizing Information Text: “The Vote”



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Long-Term Learning Targets	
<p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can summarize informational text. (RI.4.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can determine the main idea of sections of an informational text about Susan B. Anthony. I can summarize an informational text about Susan B. Anthony. 	<ul style="list-style-type: none"> Summarizing Informational Text recording form for “The Vote”

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader and Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Setting a Purpose for Learning: Review Voting Timeline (10 minutes) Reading Informational Text for Gist: “The Vote” (10 minutes) Finding the Main Idea of an Informational Text (20 minutes) Written Summary of “The Vote” (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Share (5 minutes) Homework 	<ul style="list-style-type: none"> Throughout this unit, students will summarize a variety of informational texts with different text structures both orally and in writing. In this lesson, students will read an informational text that has a sequence text structure—it tells the story of Susan B. Anthony’s role in the women’s suffrage movement. To summarize this text, students will use a graphic organizer to help them find the main idea of each section of the text. They will then use these main idea statements to write a summary of the text. Students work with partners in this lesson. They can self-select their partner or you can decide the partnerships based on your students’ needs. During this lesson, students are asked to work with individual white boards and dry erase markers. If these materials are unavailable, consider using clipboards with paper and markers. Be prepared to add students’ opinions from their homework about what makes someone a leader of change on the class Guiding Questions anchor chart. This anchor chart was started in Lesson 1. In advance: Prepare the Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (see blank sample in supporting materials). As you prepare this chart, consider the following: <ol style="list-style-type: none"> Do not add the dates or events to the timeline until the class has determined the five most important dates to start with (see completed sample in supporting materials). Leave room between dates and events to add additional dates and events as the students gain a deeper understanding of the women’s suffrage movement through a variety of informational texts in this unit—especially between 1850 and 1920.



Lesson Vocabulary	Materials
rights (review from Lesson 1); summarize, literary, informational, structured, sequence; affect, devoting, picketing, politicians, occupations, pursue, venture, cause, unrest, in vain	<ul style="list-style-type: none">• Guiding Questions anchor chart (from Lesson 1)• Individual-sized white boards and dry erase markers (one per partnership)• <i>The Hope Chest</i> by Karen Schwabach (one per student)• Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (new, blank, teacher-created)• “The Vote” by Rebecca Hershey (one per student)• Glossary for “The Vote” (one per student)• Summarizing Informational Text recording form for “The Vote” (one per student)• Document camera• Equity Sticks• Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (completed example for after Lesson 3)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reading and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner. Encourage them to partner with someone they did not work with the day before. Remind students of their homework: “Our guiding question for the next few weeks is: ‘What makes someone a leader of change?’ Write a short statement with your opinion on this question and your reasons for this opinion.”• Invite students to share their opinions with their partners. Ask several students to share their opinions and add them to the class Guiding Questions anchor chart from Lesson 1 under the first Guiding Question.• Ask students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion as needed.	



Work Time	Meeting Students’ Needs
<p>A. Setting a Purpose for Learning: Review Voting Timeline (10 minutes)</p> <ul style="list-style-type: none"> Explain to students that in this module they will be learning about the journey women went through to gain the right to vote in America. Remind them of the timeline about voting in America that they read in Lesson 1. Distribute individual-sized white boards and markers, or clipboards with paper and markers, to each partnership. Be sure that students have their texts The Hope Chest. Ask them to turn to page 269 (which they also examined in Lesson 1). Give directions: <ol style="list-style-type: none"> Reread the timeline on pages 269–272 aloud together. Identify events that you think helped develop women’s right to vote in America. On your white board, list the dates. Be ready to explain to another pair why you chose the dates you did. Give students 5 minutes to do the above four steps. Ask students to find another partnership. Ask them to do the following: <ol style="list-style-type: none"> Share your thinking from your white boards. As a group of four, combine your thinking and narrow down the events to no more than five that you think are the most important events in the history of women’s right to vote in America to learn about. Refocus students whole group. Ask each group to share one event at a time and why they think it will be important to learn about it. Record students’ thoughts on the Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart. (Note: If students don’t identify “1878: Congress rejects the Susan B. Anthony Amendment,” make sure to include this date in the timeline. Tell students that they will soon learn Susan B. Anthony’s role in women’s right to vote.) Explain that the rest of this unit will primarily focus on events that happened between 1850 and 1920. The class will add to this timeline as they learn more about women’s right to vote. 	<ul style="list-style-type: none"> Students could be partnered intentionally, randomly, or self-selected, depending on your students’ needs. It is important to group ELLs with at least one other student who speaks their language in order to support them in participating in group conversations. Providing a visual representation of the connection between complex historical events will support students who struggle with processing skills and language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading Informational Text for Gist: “The Vote” (10 minutes)</p> <ul style="list-style-type: none"> • Distribute “The Vote.” Ask students to follow along silently as you read the text aloud. • After you’ve read the text, ask them to write a brief gist statement in the box on the recording form. Then invite them to turn and share their gist statement with a shoulder partner. Encourage them to revise their statements based on their conversation. • Distribute the glossary for “The Vote.” Remind students how to use the glossary to help with comprehension as they’re reading. Then ask them to reread the text by themselves. This time, they need to identify and circle any words that are unfamiliar to them. Remind students of the strategies for figuring out the meaning of unfamiliar words in a text (from Lesson 1). • Give the students 5–8 minutes to read the text using the glossary to help with unfamiliar vocabulary. 	<ul style="list-style-type: none"> • To support students who struggle with processing information and language, consider creating a small, guided session as the students reread the text using the glossary.
<p>C. Finding the Main Idea of an Informational Text (20 minutes)</p> <ul style="list-style-type: none"> • Remind students of how they used the “Someone In Wanted But So” strategy to summarize <i>Eagle’s Song</i> in Module 1, Unit 2. Remind them that the novel was literary text (fiction). • Tell them that throughout this unit, they will be working on different ways to summarize informational texts that are often structured differently from literary texts. Explain that structured has to do with how a text is organized. For example, some texts describe a topic with details that don’t go in any particular order. This is called the “description” text structure. Some texts describe a problem and how it’s solved. This is called the “problem and solution” text structure. • Ask the students what type of structure they think “The Vote” has. Listen for comments like: “It’s told in the order that things happened.” Explain that this is called the “sequencing” text structure. There is a <i>sequence</i>, or particular order, that events happen. • Ask students to think about the main idea of this text and how they would summarize it to someone who has never read it. Explain that <i>summarize</i> means to briefly restate the main idea of the text in their own words. Tell them that in order to be able to summarize an informational text, a reader needs to be able to identify the main idea of each of the parts of the text—whether it’s the problem and solution or the sequenced events. 	<ul style="list-style-type: none"> • Consider providing partially completed or more structured graphic organizers to students who need them. • The Think-Pair-Share protocol encourages total participation in class discussions. Consider providing sentence stems for students who struggle with language.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Distribute the Summarizing Informational Text recording form for “The Vote” and display it using a document camera or recreate the recording form on chart paper. Help the students identify and mark the three main sections of the text that give the reader the main idea of the text:<ul style="list-style-type: none">– Paragraph 4– Paragraphs 6 and 7– Paragraphs 8–11• Ask students to reread the first section (Paragraph 4) by themselves and record the main idea. Remind them that the main idea is what the text, or section of a text, is mostly or mainly about. Explain that they will need to use specific details from the text to help them support the main idea. Ask them to record their thinking in the Summarizing Informational Text recording form. Give the students 3–5 minutes to do this. Circulate and support as needed. <p><i>Note: Let students grapple with the text and identifying the main idea with as little help from you as possible. If students begin to get discouraged, reassure them that there will be many opportunities for them to practice this skill and that it’s important to try their best.</i></p> <ul style="list-style-type: none">• Gather the students back together. Using equity sticks, cold call on two or three students to share the main idea for Paragraph 4. Listen for responses like: “When Susan B. Anthony was a young girl, she learned that some people didn’t think girls needed to know things that boys did. Her father didn’t agree with the teacher, so he kept all eight of his children home for school.”• Point out that even though the paragraph mentioned that Susan B. Anthony was born in 1920 and that she grew up to be important in the fight for women’s right to vote, the paragraph was mostly about a time in her childhood when she experienced unfair treatment because she was a girl.• Read Paragraphs 6 and 7 aloud. Using the Think-Pair-Share protocol:	



Work Time (continued)	Meeting Students’ Needs
<ol style="list-style-type: none">1. Ask students to think first about what the main idea is.2. Ask them to turn to their partners to collaborate on a main idea statement.3. Ask 3 or 4 partnerships to share their main idea statements. <ul style="list-style-type: none">• Listen for responses like: “For more than 40 years, women like Susan B. Anthony and Elizabeth Stanton who tried to peacefully fight for their right to vote were treated badly by police and arrested. This didn’t stop them, and change began to happen.”• After the students have shared their responses orally, give the partnerships 2 or 3 minutes to collaborate on a final main idea statement for Paragraphs 8–11 and write it on the Summarizing Informational Text <input type="checkbox"/> recording form.• Invite the students to read the final section of the text and record the main idea in the Summarizing Informational Text recording form. Give them 3–5 minutes to work independently.	
<p>D. Written Summary of “The Vote” (10 minutes)</p> <ul style="list-style-type: none">• Remind students that <i>summarize</i> means to briefly restate the main idea of the text in their own words. Encourage them to use the three main idea statements from the different sections of the text to summarize the text. Explain that their summary will be written by putting the main ideas and details from each section together in one short paragraph. Inform them that they may need to change some words or condense some ideas to make the summary make sense. Point out that the summaries will be written in the bottom box on the recording form.• Give them 3–5 minutes to work independently. Circulate to assist as needed.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather back with their partners in order to share the drafts of their summaries. Encourage students to give suggestions to their partners on how they can improve their summary. Tell them to use a different colored pencil to take notes as they receive feedback from their partner.• Acknowledge that this is the first time they’ve been asked to summarize informational text, so their summaries may need a few more revisions. Explain that they will be summarizing a variety of texts throughout this module, and the more they practice this skill, the better they will become.• Using equity sticks, cold call on several students to share their summaries.	<ul style="list-style-type: none">• Using a different colored pencil for revisions is a visual assessment of learning strategy that helps both teachers and students see the original thinking and how it has changed, or not, based on collaboration with a peer.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Using the feedback you received from your partner, revise your summary of “The Vote.” Write your final summary below your draft. Use the back of the Summarizing Informational Text recording form if you need more space to write	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 3

Supporting Materials



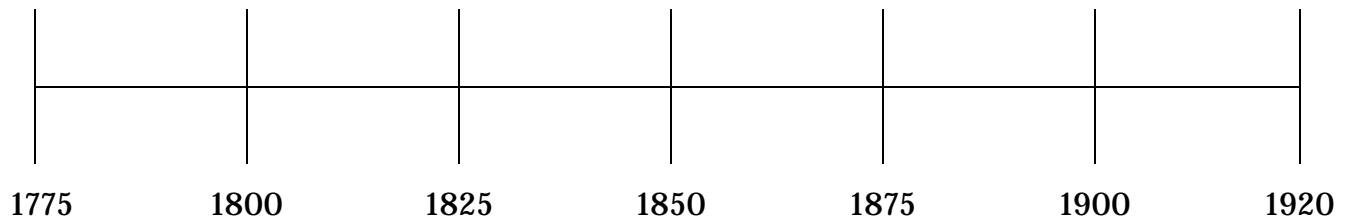
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Timeline: History of Voting in America: Women's Suffrage Movement Anchor Chart
Blank Sample For Teacher Reference

This is what the timeline should look like at the start of Lesson 3.

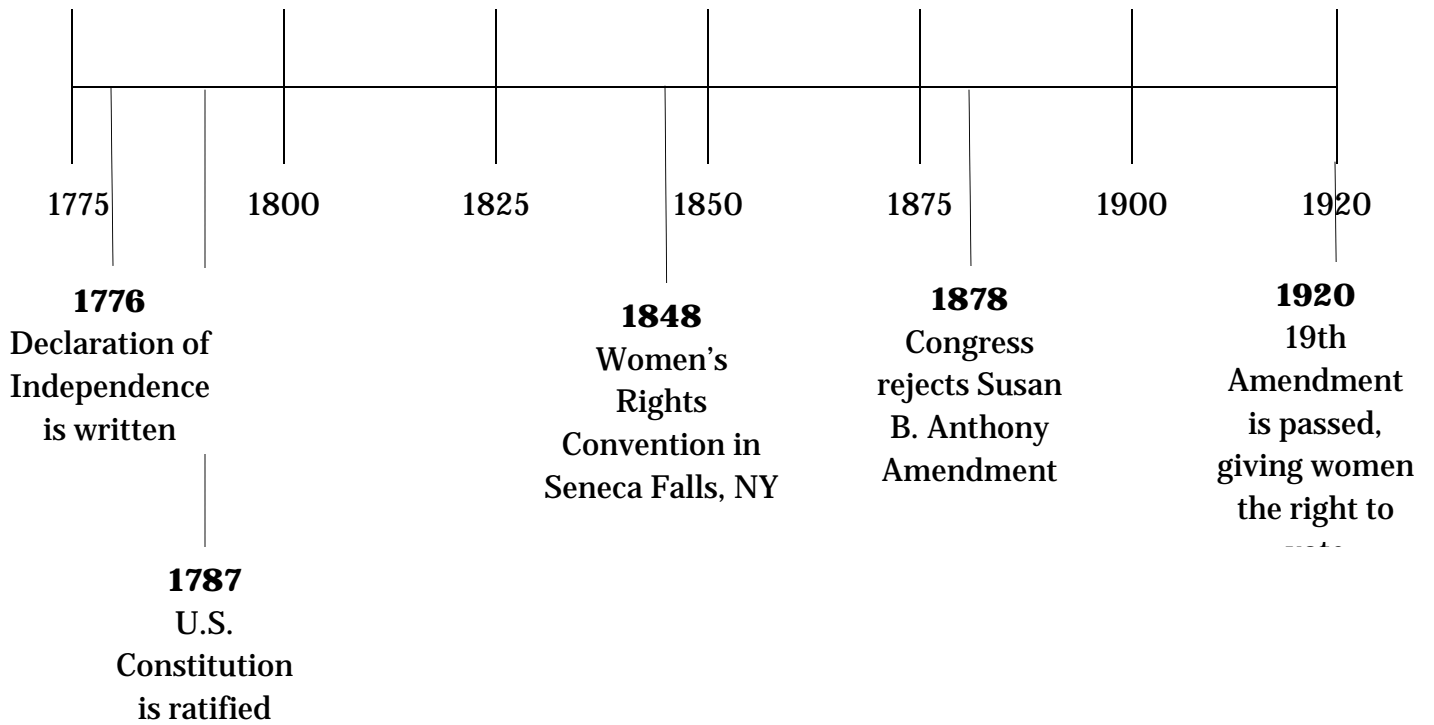




Timeline: History of Voting in America: Women's Suffrage Movement Anchor Chart

Example of Timeline after Lesson 3

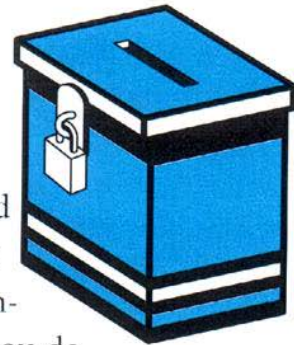
(For Teacher Reference)





The ✓ **VOTE**

by
Rebecca Hershey



Imagine that when you grow up, you are not allowed to vote for the next President of the United States. You are not allowed to vote on certain laws that may affect you and your family. And your opinion does not matter. Why? You are a woman, and you do not have the right to vote. If you try to vote, you will be arrested.

That was then, perhaps when your grandmother's mother was a little girl. Today, however, voting is one of the most important rights we all have, men and women.

But how did things change?

There were many women through the years who worked very hard, sometimes devoting their entire lives, giving speeches, forming women's groups, picketing, writing politicians, anything they could do to change the laws that kept women from voting.

But there was one little girl who grew up to be one of the most important women of all in the fight for the right to vote! In 1820, in the small town of Adams, Massachusetts, a little girl was born. She was one of eight children. Her mother and father named her Susan Brownell Anthony. When Susan was 11 years old, she rushed home from school very upset. She told her father that the teacher refused to teach her long division in her math class because she was a girl and there was no need for her to know such things. Her father was just as upset and decided from that moment on to homeschool all eight of his children.

When Susan grew up, she became a teacher. It was one of the

★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE



The Vote

few occupations women were allowed to pursue. Susan taught for several years but then had to go home and help her family take care of their farm.

When she did venture from home again, it was to meet a woman many people were talking about, Elizabeth Cady Stanton. She was very involved in the fight for women's rights, but men felt that she was just stirring up trouble. However, Susan very much wanted to meet her. And she did!

In 1872, Susan and several other women tried to vote in their hometown and were quickly arrested. But nothing could stop Susan Anthony or Elizabeth Stanton and so many others. It was a cause worth fighting for.

More than 40 years later, women picketed outside the White House, asking President Wilson to pass an amendment to give all people the right to vote. On this day, November 14, 1917, many of the women, peacefully picketing, were injured by soldiers, and violence broke out. The women were once again arrested, but as the country began to hear about the terrible unrest in the country, there were signs of real change.

Susan Anthony and Elizabeth Stanton kept up the fight for women's rights for more than 60 years. One of the last things Susan said in a speech was "*Failure is impossible!*" And she was right!

Although Susan died in 1906, 14 years before the Nineteenth Amendment to the United States Constitution gave women the right to vote, her work was not in vain.

On August 26, 1920, 20 million women finally won the right to vote. So when YOU are old enough, remember to vote! Remember Susan B. Anthony and all the other women of courage who fought to make it possible!

VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★



Glossary for “The Vote”

Word	Definition
affect	to cause a change in
devoting	giving one’s time or attention to a purpose
picketing	demonstrating; a person or group of people posted in front of a business or building to protest policies, and to discourage customers or prevent workers from entering
politicians	people who hold a political office
occupations	jobs
pursue	to strive to accomplish or obtain
venture	to move, travel, or proceed in a brave or adventurous manner
cause	a belief, goal, or mission that a person works toward
unrest	a state of dissatisfaction, disturbance, or turmoil, especially social or political
in vain	without substantial or lasting effect



Summarizing Informational Text Recording Form for “The Vote”

.....
Name:

.....
Date:

Part 1: Getting the Gist: After reading this text for the first time, what do you think this text is mostly about?

Part 2: Identify the main idea for each section of the text.

Paragraph 4

--

Paragraphs 6 and 7

--

Paragraphs 8–11

--



Summarizing Informational Text Recording Form for “The Vote”

Part 3: Summarizing the Text: After thinking more closely about this text, summarize the main ideas of this text. Use several specific details from the text in your summary.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 4

Reading for Gist and Building Vocabulary: “Order in the Court” and the Trial of Susan B. Anthony



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Long-Term Learning Targets

I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)

- a. I can use context to help me determine what a word or phrase means.
- b. I can use common affixes and roots as clues to help me determine what a word means.

Supporting Learning Targets

- I can get the gist of an informational text about Susan B. Anthony.
- I can determine the meaning of unfamiliar words using a glossary and context clues.

Ongoing Assessment

- Summarizing Informational Text recording form for “Order in the Court” (gist statement only)
- Completed glossary for “Order in the Court”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework (10 minutes)B. Engaging the Reader and Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. First Read for Gist: “Order in the Court” (15 minutes)B. Determining the Meaning of Unfamiliar Words: Using Context Clues, Word Parts, and Glossaries to Help with Comprehension (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Adding to Timeline Anchor Chart (5 minutes)4. Homework	<ul style="list-style-type: none">• As stated in prior lessons, in this unit students summarize informational texts that have a variety of text structures. In this lesson, students begin working with a longer article that has a sequential text structure similar to “The Vote” (which they read in Lesson 3). Students will work with this text across Lessons 4 and 5. Here, they first break the text into manageable chunks in order to find the gist of the whole text. They also look more closely at academic and domain-specific words, which will help them understand this more complex text. Then, in Lesson 5, students continue digging into the same text, answering text-dependent questions and summarizing.• In Lessons 4 and 5, students read only one section of the full article “Order in the Court.” Much later, in Unit 2, they revisit this article and read the section “Movin’ on Up.”• This text was chosen because it helps build students’ background knowledge about Susan B. Anthony and the importance of her trial to the women’s suffrage movement. This text includes many new domain-specific and academic terms. Students are asked to focus on key vocabulary that they will need throughout the module. Do not worry if students don’t understand every word in this text; remember that they will work with it again in Lesson 5 and will revisit key concepts such as suffrage and rights throughout the module.• In this lesson, students work in pairs. Either assign intentionally or let students self-select.• In advance: Be prepared to have students add new dates and events to the class Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart. See an example of this revised chart in the supporting materials for this lesson..



Lesson Vocabulary	Materials
gist, margin “Introduction”: defendant, opponents, merely, influential “What Was Her Crime?”: reluctantly, test case, convince, well-educated, abolitionist, jurisdiction “The Trial: Day One”: concede, honorable, laudable, unexpected, outraged “The Trial: Day Two”: verdict, suffrage, trampled, principle, unjust, earnestly, persistently, tyranny “Surviving the Shock”: mere	<ul style="list-style-type: none">• Document camera• Example Summaries for “The Vote”• Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (from Lesson 3)• “Order in the Court” by Ira Peck and Kathy Wilmore (one per student)• Summarizing Informational Text recording form for “Order in the Court” (one per student)• Equity sticks• Glossary for “Order in the Court” (one per student)• Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (Example for timeline after Lesson 4, for teacher reference)• What Makes a Quality Summary? anchor chart (new, co-created during Opening A)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework (10 minutes)</p> <ul style="list-style-type: none">• Ask students to gather together with their homework from the night before. Remind them that they were asked to revise their summary of “The Vote.” They were asked to write their final summary below their draft on the Summarizing Informational Text recording form for the text.• Invite them to find their partner from Lesson 3. Using a document camera, display the two Example Summaries for “The Vote” and ask students to read them silently to themselves. Invite them to talk with their partner about what they notice. Ask the following questions to help guide their brief discussions:<ul style="list-style-type: none">* “How are these two examples different? How are they the same?”* “Is one more complete than the other? What makes you think that?”• After students have had a chance to talk with their partners, ask the following question:<ul style="list-style-type: none">* “Which one would you want to put your name on? Why?”• Call on two or three students to share their thinking. Listen for comments like: “I’d choose Example 1 because it’s more detailed and uses specific evidence from the text. It describes the important parts of the whole text, not just part of it. Example 2 just describes how Susan B. Anthony was arrested as she fought for the right to vote, but it doesn’t say anything about how she grew up. Example 2 just isn’t complete.”• Briefly chart their responses on the class What Makes a Quality Summary? anchor chart. Make sure students understand that a quality summary describes the main idea of the whole text in their own words using specific details from the text.• Invite students to share their summaries of “The Vote” with their partners and explain, based on what they just learned about writing quality summaries, if their summary is quality or needs to be revised. Ask them to write a brief one- or two-sentence note about how they would revise their summaries in the margin near Part 3 of their recording form. But explain that they will not actually revise their summary at this time. Tell them that they will have another opportunity to summarize an informational text and apply what they’ve learned about writing quality summaries.	



Opening (continued)	Meeting Students’ Needs
<p>B. Engaging the Reader and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart from Lesson 3. Remind students that the rest of this unit will primarily focus on events that happened between 1850 and 1920 and that they will be adding to this timeline as they learn more about women’s right to vote. Explain that after reading another informational text today, they will add dates and events to this class timeline.• Invite the class to read the learning targets: “I can get the gist of an informational text about Susan B. Anthony” and “I can determine the meaning of unfamiliar words using a glossary and context clues.”• Have students give a thumbs-up if they are clear on what they will be expected to do with both learning targets, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion as needed.	<ul style="list-style-type: none">• Unpacking new and unfamiliar vocabulary terms in the learning targets helps students ensure a deeper understanding of what they will be learning.



Work Time	Meeting Students’ Needs
<p>A. First Read for Gist: “Order in the Court” (15 minutes)</p> <ul style="list-style-type: none">• Distribute “Order in the Court” and ask the students to read the text silently by themselves. Remind them that the first time they read a short complex text, they may want to read it all the way through without stopping. But when a text is longer, it’s usually easier to break the text into manageable chunks to read.• Invite them to use the following process to chunk this text for their first read:<ol style="list-style-type: none">1. Read one section of the text at a time.2. After reading a section, record a gist statement in the margin.3. For each section, circle any unfamiliar words.4. Repeat these steps with the next section.• Allow students 5–10 minutes to do the four steps above.• Distribute the Summarizing Informational Text recording form for “Order in the Court.” Focus students on Part 1: “Getting the Gist.” Tell them that this is what they will do next with their partner. Be sure students know that they are not yet writing a formal summary of this full text.• Invite the students to find their partner and to do the following:<ol style="list-style-type: none">1. Share your gist statements for each section of the text.2. As a pair, collaborate on a gist statement for the whole text.3. On Part 1 of the Summarizing Informational Text recording form for “Order in the Court,” write a gist statement. What is your initial sense of what this text is mostly about?• Using equity sticks, cold call on three or four pairs to share their gist statements with the class. Listen for statements like: “Susan B. Anthony was put on trial for voting when women didn’t have the right to vote. The judge was mean to her and unfair. But Susan B. Anthony refused to do what the judge wanted her to do because she said what the judge did was wrong.”	<ul style="list-style-type: none">• Creating a small guided reading group for students who struggle with language will give them additional support as they grapple with new text.• By writing and breaking down multistep directions into numbered elements, ELLs can return to these guidelines to make sure they are on track.• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., participate, notes, margin, fair, common, record). Clarify vocabulary with students as needed.• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to them on NY State assessments.



Work Time (continued)	Meeting Students’ Needs
<p>B. Determining the Meaning of Unfamiliar Words: Using Context Clues, Word Parts, and Glossaries to Help with Comprehension (25 minutes)</p> <ul style="list-style-type: none">• Tell students that they are now going to reread the text, this time focusing on some of the words that may have been unfamiliar to them when they read it by themselves.• Ask students to raise their hands if they identified and circled any words that were unfamiliar to them. Call on several students to share one or two words each that they circled.• Acknowledge that this text has several words that may have been new to them, but the text may have helped them figure out what the words meant.• Point out that this particular informational text has a specific text feature that could be helpful to readers as they read unfamiliar words. Draw students’ attention to the small box at the bottom of the first page. Explain that this type of text feature is often referred to as a “word bank.”• Ask students to turn to the first full paragraph on page 13. Ask:<ul style="list-style-type: none">* “What did the authors mean when they said, ‘She had been an abolitionist ...’?”• Cold call on one or two students. Listen for responses like: “She was against slavery.” Make sure to ask probing questions like:<ul style="list-style-type: none">* “What in the text helped you know that?”• Point out that often in informational texts, the authors give you the definition right there. Focus students on the phrase “opposed □to the ownership of fellow human beings” as well as the phrase “ending slavery.”	<ul style="list-style-type: none">• Identifying and defining vocabulary that students struggled with supports all students as they build their vocabulary of a new topic, especially students who struggle with language acquisition.• Creating a small guided session as the students reread the text using the glossary will help support those students who struggle with processing information and language.• To support visual learners, write the word unjust with it broken down into its two parts with their definitions on the board.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to turn to turn to page 14. Invite them to read the second full paragraph with this question in mind:<ul style="list-style-type: none">* “Based on context clues in this paragraph, what might the word outrage mean in the sentence ‘The spectators were outraged?’”• Give students a minute or so to reread.• Ask them to turn and talk with their partner about what they think this word means and what in the text helped them know.• Using equity sticks, cold call on one or two students. Listen for comments like: “The people were really mad.” Make sure to ask probing questions like:<ul style="list-style-type: none">* “What in the text helped you know that?”• You should hear responses similar to: “The text said that most of the people didn’t think she was given a fair trial. Being unfair to someone would make people mad.”• Acknowledge that there aren’t always context clues to help the reader figure out all the hard words in a text. Sometimes readers need to break words into parts in order to figure out what they mean. Ask the students to locate the word unjust in the last paragraph of “The Trial: Day Two” on page 14.• Read the sentence “I shall never pay a dollar of your unjust penalty ...” Explain that this word has two parts; write the following on the board:<ul style="list-style-type: none">* just—the root word* un—the prefix• Explain that when a prefix is added to the beginning of a word, it changes the meaning of the root word.<ul style="list-style-type: none">* just—means “fair or right”* un—means “not”• Ask students to think about but not discuss yet:<ul style="list-style-type: none">* “Thinking about what each part means, what does unjust mean?”• Ask them to whisper the definition into their hands and on the count of three, “throw it out to the universe” all together. Count one, two, three! Listen for the students to whisper, “Not fair” or “Not right.”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Draw students’ attention to the first sentence of the first full paragraph on page 14. “After both lawyers had their say, Judge Ward Hunt did something unexpected.” Ask the students to use the same strategy as the one they used with “unjust” and break the word unexpected into two parts to figure out the meaning.<ul style="list-style-type: none">* un—means “not”* expected—means “certain to happen; predicted”• Ask the students to think about what the word “unexpected” means, considering those two parts. Invite them to turn and tell the shoulder partners on either side of them. Call on two or three students to share their definitions. You should hear responses similar to: “Not predicted.”• Acknowledge that some words may be difficult to figure out the meaning by using the context or word roots. Distribute the glossary for “Order in the Court.” Remind students that in Lesson 3 they learned how to use the definitions in the glossary to help them understand the meaning of unfamiliar words. Orient students to this resource: Point out that not all the words in the glossary have definitions next to them. Instead, it says, “Student definition.” For these words, they will work with their partner as they reread to determine a definition for each of these words, using the context of the text or by breaking the word into parts to help them.• Give the students 10–12 minutes to reread the text using the glossary. Remind them to write their own definitions for the words that don’t have one.• Gather the students whole group and call on two or three students for each word missing a definition. Listen for definitions similar to:<ul style="list-style-type: none">– well-educated: having a good education– abolitionist: a person who is against slavery– jurisdiction: legal authority– concede: agree– laudable: worthy of praise; respectable– outraged: very angry• Encourage students to revise their definitions if they feel it would help clarify the meaning of the words in their glossaries.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Adding to Timeline Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">Ask the students to identify dates and events from the text that need to be added to the Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart. Listen for students to suggest the following dates; be sure all of these are added:<ul style="list-style-type: none">June 17, 1873—trial of Susan B. AnthonyNovember 1872—Susan B. Anthony and 13 other women vote1865—13th Amendment becomes law and ends slavery1868—14th Amendment gives African-Americans citizenship	<ul style="list-style-type: none">Using a different colored pencil for revisions is a visual assessment of learning strategy that helps both teachers and students see the original thinking and how it has changed, or not, based on collaboration with a peer.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">Reread “Order in the Court,” focusing on fluency and improved comprehension. Then read the article to a parent or guardian. Share with this person what you’ve learned about Susan B. Anthony after reading an excerpt from her speech and two informational texts about her.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 4

Supporting Materials



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Example Summaries for “The Vote”:
For Teacher Reference

Example Summary 1:

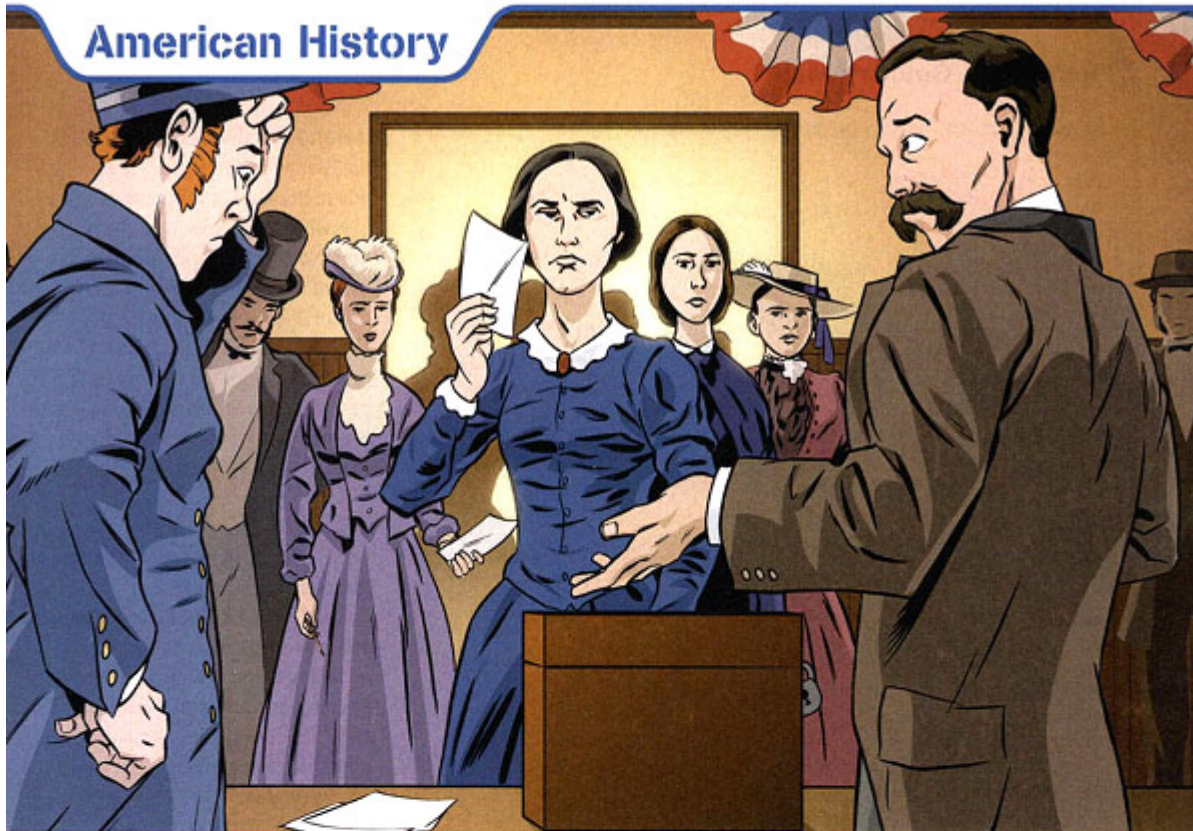
“The Vote” by Rebecca Hershey is about Susan B. Anthony and her courageous fight to gain the right for women to vote in the United States. Even as a little girl, Susan was told that there were things, like long division, that girls didn’t need to know. She knew this was unfair, and this began her fight for women’s equality. When she became an adult, she and Elizabeth Cady Stanton were arrested for voting—a cause they thought was worth fighting for. Because of them, and many other women who fought for women’s rights for more than 60 years, in 1920 women finally won the right to vote.

Example Summary 2:

“The Vote” by Rebecca Hershey is about how Susan B. Anthony was arrested for voting when women didn’t have the right to do so in the United States. In 1920 women earned the right to vote. Susan B. Anthony was a really brave woman.



“Order in the Court”



ORDER in the

Did Susan B. Anthony commit a crime by voting?

The courtroom is packed, and spectators’ voices fill the air. Supporters of the **defendant** are seated among opponents and the merely curious. Scattered throughout

Words to Know

- **costs of the prosecution:** fees, salaries, and other expenses of holding a trial.
- **defendant:** a person on trial, charged with wrongdoing.
- **suffrage:** the right to vote.

the crowd are some influential people, including Millard Fillmore, a former U.S. President. Everyone knows that this will be no ordinary trial.

The buzz fades as the district attorney, defense lawyer, and defendant take their seats. The date is June 17, 1873, and the trial of Susan B. Anthony is about to begin.

What Was Her Crime?

In November 1872, Anthony, three of her sisters, and several other women in Rochester, New York,

demand that they be allowed to register as voters in the U.S. presidential election. Polling-site officials reluctantly did so. There was only one problem. At that time, women had no legal right to vote in New York or any other state. But on November 5—Election Day—Anthony and 13 other women cast votes anyway.

A few weeks later, Anthony, already famous throughout the country, was arrested. That was OK with her, because she wanted a test case. If she could convince a jury that she

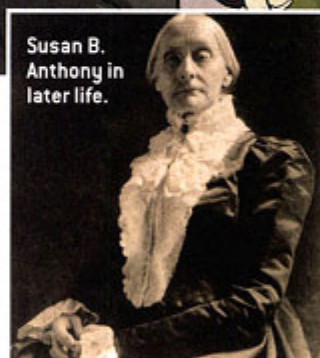
ILLUSTRATION BY KIMMY J. HENNING. PHOTOS BY PHOTOFEST/KEVIN MAZUR. WASHINGTON VIA ILLUSTRATION BY PHOTOFEST/KEVIN MAZUR.



“Order in the Court”



COURT!



Susan B. Anthony in later life.

had a right under the U.S. Constitution to vote, she would be found not guilty. Then women across the nation would win the right to vote.

The well-educated daughter of Quaker parents, Anthony believed in the rights of citizenship. She had been an abolitionist—opposed to the ownership of fellow human beings. In 1865, the 13th Amendment became law, ending slavery.

Then, in 1868, the 14th Amendment guaranteed African-Americans citizenship. It says that “No state shall . . . deny to any person within its jurisdiction [legal authority] the

equal protection of the laws.” As far as Anthony was concerned, that protection applied to women as well as ex-slaves. But society disagreed. Women, whatever their skin color, were still denied the right to vote.

The Trial: Day One

When the trial began, U.S. District Attorney Richard Crowley charged Anthony with wrongdoing, regardless of the 14th Amendment. “Whatever Miss Anthony’s intentions may have been, . . . she did not have a right to vote,” he said. Only men could do so and, Crowley declared, “on the 5th

day of November, 1872, Miss Susan B. Anthony was a woman.”

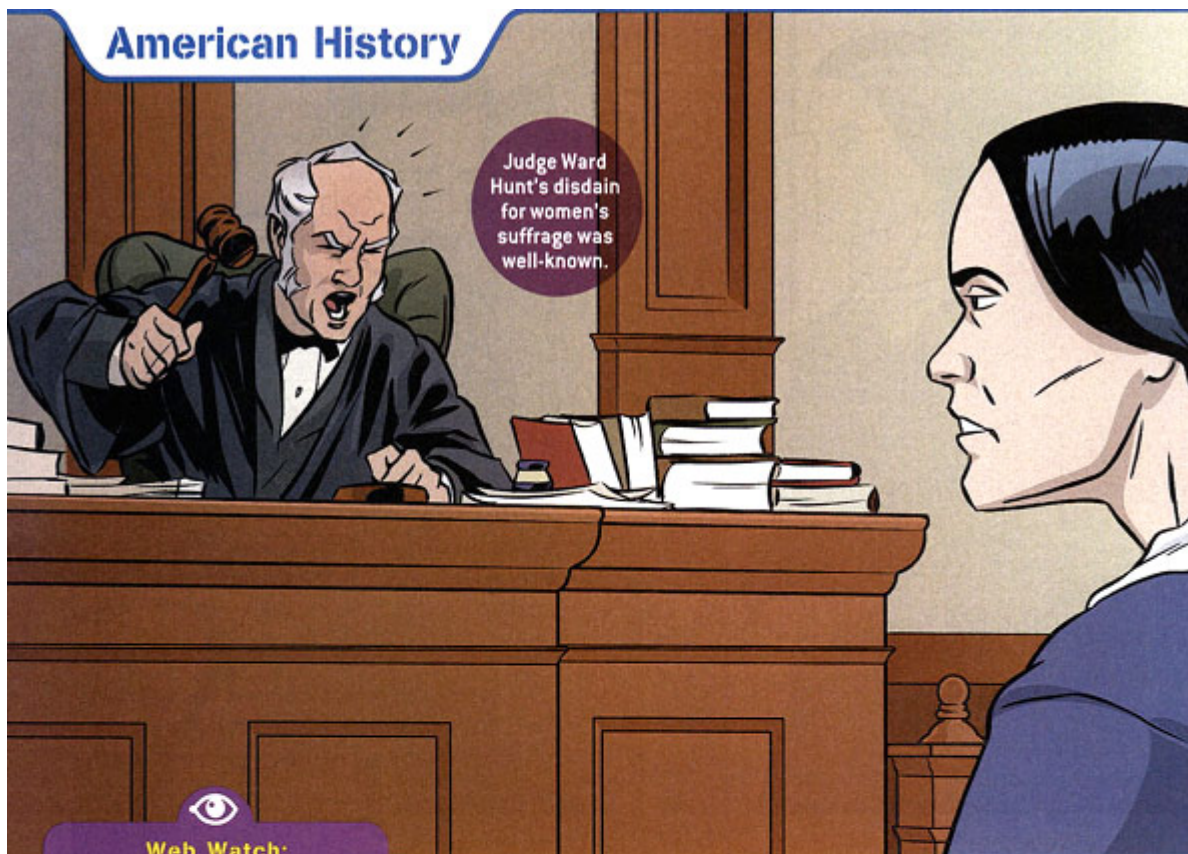
Many spectators laughed. Even jury members (all of whom were white men) smiled. When his turn came to speak, Henry Selden, Anthony’s lawyer, said, “Your honor, gentlemen of the jury, the defense wishes to concede [agree] that Miss Susan B. Anthony is indeed a woman.”

Selden went on to argue that Anthony should not be on trial. “If the same act had been done by her

Continued on next page →



“Order in the Court”



Web Watch:
Susan B. Anthony on suffrage
www.historyplace.com/speeches/anthony.htm

brother, . . . [it] would have been not only innocent, but honorable and laudable [worthy of praise]. But having been done by a woman, it is said to be a crime.”

After both lawyers had their say, Judge Ward Hunt did something unexpected. He didn’t allow Anthony to testify in her own defense. The 14th Amendment does not give women a right to vote, he said. By voting, Anthony had violated the law. To the jury, he said, “I therefore direct that you find a verdict of guilty.”

Selden protested, but the judge ordered the court clerk to record a guilty verdict, even though the jury had not voted. The spectators were outraged. Not everyone supported

women’s **suffrage**. But most agreed that Anthony had been denied her right to a fair trial.

The Trial: Day Two

The next day, before sentencing Anthony, Judge Hunt asked the usual question: “Has the prisoner anything to say [as to] why sentence should not be pronounced?”

“Yes, your honor,” Anthony replied. “I have many things to say, for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights are all alike ignored.”

Hunt kept interrupting, but Anthony continued to speak. Finally, Hunt had reached his limit. “The court orders the prisoner to sit down!” he commanded. “It will not

allow another word.” He sentenced Anthony to “pay a fine of \$100 and the **costs of the prosecution**.”

“May it please your honor,” she replied, “I shall never pay a dollar of your unjust penalty. . . . And I shall earnestly and persistently continue to urge all women . . . that resistance to tyranny is obedience to God.”

Surviving the Shock

Anthony kept that promise. She never paid the fine and never stopped fighting for women’s rights. She already was a famous public speaker, but the courage she had shown at her trial won her new respect.

An 1873 newspaper editorial commented on that trial. “If it is a mere question of who has got the best of it, Miss Anthony is still ahead,” it stated. “[She] has voted, and the

ILLUSTRATION BY MARIE L. JOHNSON, BETTMANN CORPUS (SUFFRAGETTE PARADE)



“Order in the Court”



American Constitution has survived the shock. Fining her \$100 does not rub out the fact that 14 women voted, and went home, and the world jogged on as before.”

Susan B. Anthony did not live to see her dream fulfilled. The 19th Amendment guaranteeing women’s right to vote did not become law until 1920—14 years after her death.

—Ira Peck & Kathy Wilmore

Write It!

Imagine yourself as Susan B. Anthony, arriving by time machine in the year 2008. What would you think about the changes in women’s status and influence since 1873? As Anthony, write a letter home describing your reactions.



Movin’ on Up

In the years following Susan B. Anthony’s death, hundreds of thousands of women took up her cause.

As the 19th century gave way to the 20th, Americans continued to argue about whether or not women should vote. Many Americans feared that women were too “weak” and “emotional” to have so much power. But the number of suffragists (supporters of the

partners of the women in this war. Shall we admit them only to a partnership of suffering and sacrifice and toil, and not to a partnership of right?”

The following spring, both houses of Congress approved a constitutional amendment guaranteeing women’s suffrage. But to become law, it had to be approved by at least 36 states—three fourths of the total. [The U.S. then had 48 states.]



Women march for their rights in New York City in 1912.

right to vote) continued to grow.

Thousands of women joined protest marches. Clashes sometimes erupted between suffragists and their opponents. Suffragist leaders were jailed again and again.

World War I (1914-1918) helped turn the tide. Near the end of the war, President Woodrow Wilson acknowledged U.S. women’s contributions to the war effort. In September 1918, he said, “We have made

On August 18, 1920, all eyes were on Tennessee. If the state legislature said yes, the amendment would have the approval of the necessary 36 states. The nays seemed to be winning. But at the last minute, a young legislator named Harry Burn heeded a telegram from his mother. He changed his vote from nay to yea. With Tennessee’s 49-to-47 approval, the 19th Amendment became the law of the land.



Summarizing Informational Text Recording Form for “Order in the Court!”

.....
Name:
.....

.....
Date:
.....

Part 1: Getting the Gist: After reading this text for the first time, what do you think this text ☐ is mostly about?

Part 2: Identify the main idea for each section of the text.

<i>Opening</i>
<i>What Was Her Crime?</i>
<i>The Trial: Day One</i>
<i>The Trial: Day Two</i>
<i>Surviving the Shock</i>



Summarizing Informational Text Recording Form for “Order in the Court!”

Part 3: Summarizing the Text: After thinking more closely about this text, summarize the main ideas of this text. Use several specific details from the text in your summary.



Glossary for “Order in the Court!”

Word	Section of Text	Definition/Synonym
defendant	Opening	a person on trial, charged with a wrongdoing
opponents	Opening	people who are against something
merely	Opening	only; just
influential	Opening	having authority; powerful
reluctantly	What Was Her Crime?	unwilling; hesitant
test case	What Was Her Crime?	a legal action to try to see if something is allowed based on the constitution
convince	What Was Her Crime?	to cause to accept or believe; persuade
well-educated	What Was Her Crime?	Student definition:
abolitionist	What Was Her Crime?	Student definition:
jurisdiction	What Was Her Crime?	Student definition:
concede	The Trial: Day One	Student definition:
honorable	The Trial: Day One	right; deserving of respect
laudable	The Trial: Day One	Student definition:
outraged	The Trial: Day One	Student definition:
verdict	The Trial: Day Two	the decision of a judge or jury in a trial
suffrage	The Trial: Day Two	right to vote
trampled	The Trial: Day Two	to crush or destroy
principle	The Trial: Day Two	a law on which action or behavior is based
unjust	The Trial: Day Two	Student definition:



Glossary for “Order in the Court!”

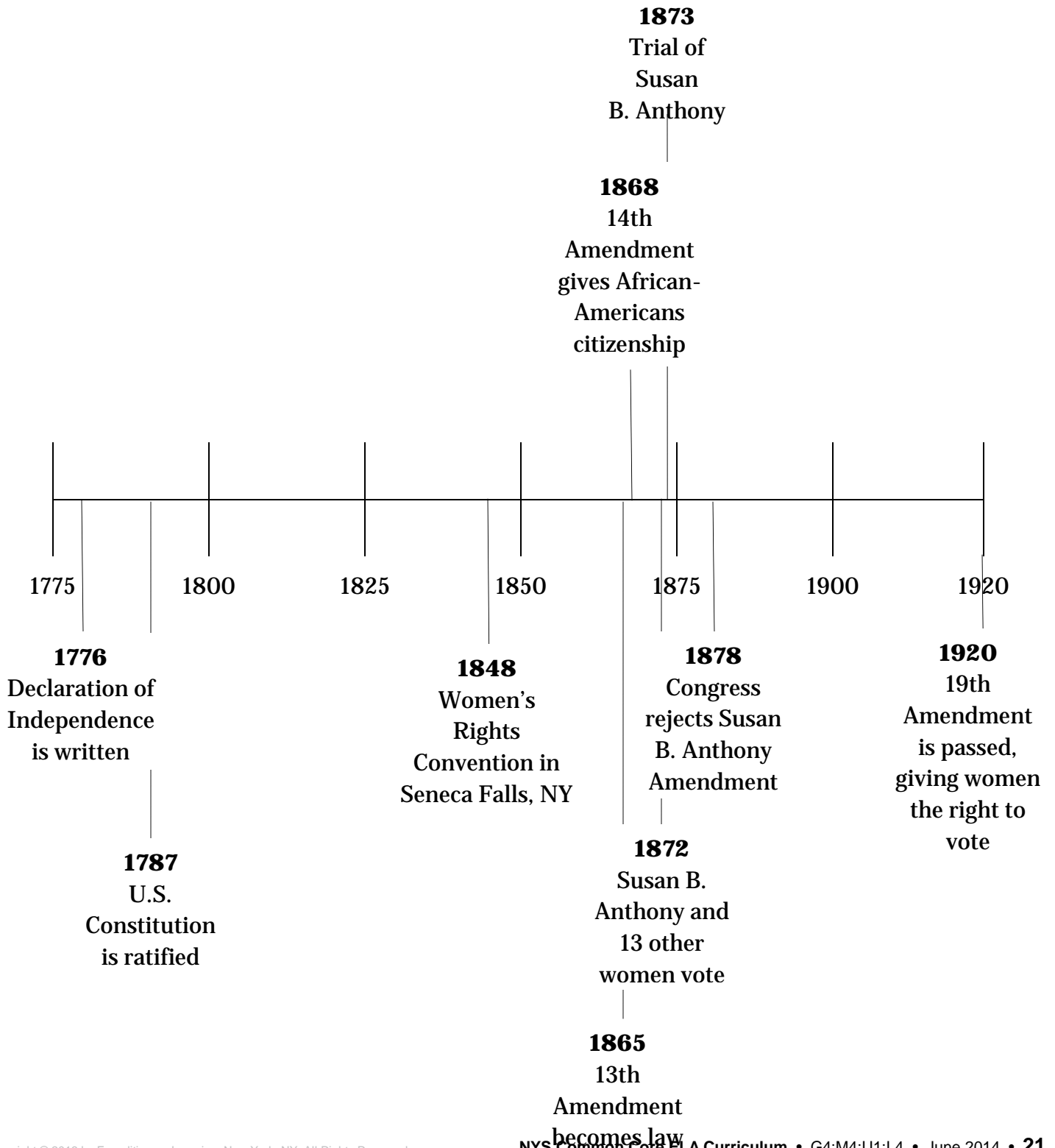
Word	Section of Text	Definition/Synonym
earnestly	The Trial: Day Two	heartfelt; sincere
persistently	The Trial: Day Two	continuing, lasting, or holding on, despite opposition or difficulties; repeated
tyranny	The Trial: Day Two	the oppressive or abusive exercise of power, or the government or authority that uses power in this way
mere	Surviving The Shock	*See “merely”



History of Voting in America: Women's Suffrage Movement

Example of Timeline after Lesson 4

(For Teacher Reference)





EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 5

Rereading and Summarizing: “Order in the Court” and the Trial of Susan B. Anthony



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Long-Term Learning Targets	
I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational or argumentative text. (RI.4.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can summarize how Susan B. Anthony stood up for what she believed in.• I can determine the main idea of sections of an informational text about Susan B. Anthony.	<ul style="list-style-type: none">• Questions index card• Summarizing Informational Text recording form for “Order in the Court!”

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Using Evidence to Answer Text-Dependent Questions (15 minutes)B. Finding the Main Idea of an Informational Text (25 minutes)C. Written Summary of “Order in the Court!” (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, students reread the same text they worked with in Lesson 4. Going slowly with this text ensures that students will understand it fully, which in turn will enable them to write more effective summaries.• Have students continue to work with their partner from Lesson 3.• In advance: Prepare the Informational Text Structures anchor chart (see model in supporting materials).• Prepare Informational Text Structure flip cards (on card stock or construction paper so students can hold the cards up without having the cards fold over). See supporting materials for suggested format. These cards can be laminated to use whenever you are working on the concept of text structure.• Be prepared to share the What Makes a Quality Summary? anchor chart from Lesson 4 as the students review summarizing in Work Time Part C.



Lesson Vocabulary	Materials
<p>stood up for</p> <p>Review from Lesson 3: summarize, text structure, sequence</p> <p>Review from Lesson 4:</p> <p>“Introduction”: defendant, opponents, merely, influential</p> <p>“What Was Her Crime?”: reluctantly, test case, convince, well-educated, abolitionist, jurisdiction</p> <p>“The Trial: Day One”: concede, honorable, laudable, outraged</p> <p>“The Trial: Day Two”: verdict, suffrage, trampled, principle, unjust, earnestly, persistently, tyranny</p> <p>“Surviving the Shock”: mere</p>	<ul style="list-style-type: none">• Equity sticks• “Order in the Court!” by Ira Peck and Kathy Wilmore (from Lesson 4)• Large index cards (one per partnership)• Blue, red, and green pencils (one set per student)• Text Dependent Questions—Possible Answers (for teacher reference)• Informational Text Structures flip cards (one set of cards per student; see Teaching Notes)• Summarizing Informational Text recording form for “Order in the Court!” (from Lesson 4)• Document camera• Informational Text Structures anchor chart (new, teacher-created)• What Makes a Quality Summary? anchor chart (from Lesson 4)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to read the first learning target: “I can summarize how Susan B. Anthony stood up for what she believed in.” Ask:<ul style="list-style-type: none">* “What do you think the phrase stood up for means?”• Ask them to turn and share their thinking with a shoulder partner.• Using equity sticks, cold call on one or two students to share their definition. Listen for comments like: “Doing what she believed was right even when people were against her,” or “Expressing her opinion and taking action for something she believed strongly in.”• Ask the students if they can think of any other people in history or their own lives who stood up for what they believed in. Some possible examples are:<ul style="list-style-type: none">* Rosa Parks—because she refused to give up her seat on the bus to a white man when she was tired* Abraham Lincoln—because he fought to end slavery when half the country wanted to own slaves* Anyone who stopped a bully from hurting another person—because he or she knew that being mean to another person is wrong• Ask the students to read the second learning target silently.• Have them give a thumbs-up if they are clear on what they will be expected to do with both learning targets, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do.• Clarify as needed.	<ul style="list-style-type: none">• Unpacking new and unfamiliar vocabulary terms in the learning targets helps students ensure a deeper understanding of what they will be learning.



Work Time	Meeting Students’ Needs
<p>A. Using Evidence to Answer Text-Dependent Questions: “Order in the Court!” (15 minutes)</p> <ul style="list-style-type: none"> • Make sure students have their texts “Order in the Court!” (from Lesson 4). Distribute a large index card to each pair. • Tell students that in a moment, they will reread the text and work with their partner to answer a question using evidence from the text. Tell them to decide who will be the recorder for their partnership. Ask them to use a blue pencil to underline the evidence in the text that helps them answer the question. Post the question on the board written or underlined in blue to match the color they will use to underline evidence in their text. • Ask them to record on the index card their pair’s answer to this question: <ol style="list-style-type: none"> 1. In the section “What Was Her Crime,” why was it OK with Susan B. Anthony that she was arrested for voting? • Using equity sticks, cold call on two or three partnerships to share their thinking. Ask the student who did not scribe the response to share it with the class. Listen for responses like: “Susan B. Anthony thought that if she was arrested, she could convince a jury that she was innocent. If she was found innocent, women would win the right to vote.” • Encourage partnerships to revise their response if they want to improve it based on the other responses they heard. • Repeat the process with two more questions. Tell the class that evidence for each question will be underlined in a different color. <ol style="list-style-type: none"> 1. On page 14, the authors wrote, “The spectators were outraged.” Why were the spectators outraged? (Underline the evidence using a red pencil.) 2. Based on her actions in the courtroom, how would you describe the kind of person Susan B. Anthony was? Make sure to use specific evidence from the text to support your response. (Underline the evidence using a green pencil.) • Give partnerships 10–15 minutes to collaborate on answers to the text-dependent questions. Remind them to record their answers on the index card. <p><i>Note: Again, post the questions either in red and green or underlined in these colors, so that the question itself is in the color that matches the color students will use when underlining for evidence for that question.</i></p>	<ul style="list-style-type: none"> • Creating a small guided reading group for students who struggle with language will give them additional support as they grapple with longer text. • Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their first language. • Offer students colored pencils to use when underlining evidence from the text to support their responses to the text-dependent questions—a different colored pencil for each question. This often helps students see the connection between facts in the text, which can lead to a deeper understanding of the main idea of a text. • Consider pre-highlighting the text for some learners so that when they reread independently, they can focus on the essential information.



Work Time (continued)	Meeting Students’ Needs
<p>B. Finding the Main Idea of an Informational Text (25 minutes)</p> <ul style="list-style-type: none">• Remind students that in Lesson 3 they learned that text structure is how a text is organized. Display the Informational Text Structures anchor chart either using a document camera or on chart paper for the students to see. Distribute the Informational Text Structures flip cards to each student.• Ask them to hold their cards up and point to which text structure they think describes “Order in the Court.” Ask students to turn and tell their shoulder partner why they chose the text structure that they did.• Using equity sticks, cold call on two or three students to share their thinking. Listen for responses like: “I think it’s the sequencing text structure because the events happen in a particular order. The text describes the events of the trial from the beginning to the end in order.”• Ask the students to get out their Summarizing Informational Text recording forms for “Order in the Court!” (from Lesson 4). Point out that other than the first section, which will be referred to as the Introduction, all the sections of the text are identified by subtitles. Invite the students to read the Introduction silently as you read it aloud.• Ask them to think about what the main idea is of this section. Remind them that the main idea is what the text, or section of a text, is <u>mostly</u> or <u>mainly</u> about. Ask them to talk with their partner. Cold call on one or two students. Listen for comments like: “It describes what the courtroom was like when the trial began.”• Remind students that they will need to use specific details from the text to help them support the main idea. For example: “It was June 17, 1873, and the trial of Susan B. Anthony was about to begin. The courtroom was full of people who supported her and some who didn’t.”• Using a document camera, record this main idea in the designated box on the recording form.• Give the students 10–15 minutes to read the text again, section by section, with their partners and determine the main idea of each section.• Circulate and support students as needed.	<ul style="list-style-type: none">• Flip cards are an example of a total-participation technique, which encourages all students to participate in a class discussion.• Consider providing partially completed or more structured graphic organizers to those students who need them.



Work Time (continued)	Meeting Students’ Needs
<p>C. Written Summary of “Order in the Court!” (10 minutes)</p> <ul style="list-style-type: none">• Review with students what it means to summarize a text. Invite them to turn and share their thinking with their shoulder partner. Revisit the What Makes a Quality Summary? anchor chart that they made in Lesson 4.• Call on one or two students to share their thinking. Listen for responses like: “It means to briefly restate the main idea of the text in my own words and to include important details from the text.”• Remind them to use the main idea statements from the different sections of the text in order to summarize the text as a whole. Review that their summary will be written by putting the main ideas and details from each section of the text together in one short paragraph. Reiterate that they may need to change some words or condense some ideas to make the summary make sense. Point out that the summaries will be written in the bottom box of the recording form.• Give them 5–10 minutes to work independently.• Circulate among the students, assisting as needed.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to find a partner they did not work with today.• Ask partnerships to read the learning targets: “I can determine the main idea of sections of an informational text about Susan B. Anthony” and “I can summarize how Susan B. Anthony stood up for what she believed in.” Invite students to explain to their partner whether or not they have met the target, and how they know. If they haven’t met the target yet, what support might they need?• Circulate to listen in as students share, in order to gauge which students may need additional support, particularly with summary writing.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Using the feedback you received from your partner, revise your summary of “The Vote.” Write your final summary below your draft. Use the back of the Summarizing Informational Text recording form if you need more space to write	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 5

Supporting Materials



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Text-Dependent Questions - Possible Answers
(For Teacher Reference)

1. In the section “What Was Her Crime,” why was it OK with Susan B. Anthony that she was arrested for voting? (Underline the evidence using a **blue pencil**.)
Susan B. Anthony thought that if she was arrested, she could convince a jury that she was innocent. If she was found innocent, women would win the right to vote.
2. On page 14, the authors wrote, “The spectators were outraged.” Why were the spectators outraged? (Underline the evidence using a **red pencil**.)
The spectators were outraged because the judge handed down a guilty verdict without letting the jury decide. The judge was unfair to her and wrong in what he did. She was not given a fair trial.
3. Based on her actions in the courtroom, how would you describe the kind of person Susan B. Anthony was? Make sure to use specific evidence from the text to support your response. (Underline the evidence using a **green pencil**.)
Susan B. Anthony was a courageous woman who stood up for what she believed, even when it caused her hardship. She was a leader who fought for the rights of all women and was willing to go to jail to get them. She refused to accept being treated unfairly by a judge when she was on trial. She did not pay her fine.



Informational Text Structures Anchor Chart:
(For Teacher Reference)

Text Structure	Description	Key Words	
Description	The author describes a topic by listing characteristics, features, attributes, and examples.	for example characteristics for instance such as	is like including to illustrate
Sequence	The author lists items or events in numerical or chronological sequence, either explicit or implied.	first second third later next before then finally	after when later since now previously actual use of dates
Comparison	Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different.	however nevertheless on the other hand but similarly although also in contrast different	alike same as either/or in the same way just like just as likewise in comparison yet
Cause and Effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event.	if/then reasons why as a result therefore because consequently	since so that for due to thus this led to
Problem and Solution	The author presents a problem and one or more solutions to the problem.	problem is dilemma is if/then because	so that question/answer puzzle is solved



Informational Text Structures Flip Cards:
One set per student

D

D

S

S

C

C

C & E

C & E

P & S

P & S



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 6

Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass



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Long-Term Learning Targets	
<p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can summarize informational or argumentative text. (RI.4.2)</p> <p>I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words using a variety of strategies. I can determine the main idea of sections of an informational text on Frederick Douglass. I can summarize a text about Frederick Douglass. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass Tracking My Progress, Mid-Unit 1 recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglas (45 minutes) Closing and Assessment <ol style="list-style-type: none"> Tracking My Progress (10 minutes) Homework 	<ul style="list-style-type: none"> This assessment centers on RI.4.2 and RI.4.4; however, it also contains questions that review RI.4.1. If your students need it, consider giving them extra time to complete this assessment. In Advance: Consider providing some periodicals or other short texts for students to read silently if they finish the assessment early.



Lesson Vocabulary	Materials
determine, summarize	<ul style="list-style-type: none">• “Frederick Douglass: Freedom’s Champion” by Patrick S. Washburn (one per student)• Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass (one per student)• Tracking My Progress, Mid-Unit 1 recording form (one per student)• Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass (answers, for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets:<ul style="list-style-type: none">* “I can determine the meaning of unfamiliar words using a variety of strategies.”* “I can determine the main idea of sections of an informational text on Frederick Douglass.”* “I can summarize a text about Frederick Douglass.”• Tell students that today they will demonstrate their ability to summarize a text, identify a main idea, and determine the meaning of unfamiliar words using context clues. Explain that to do this, they will read an informational text that is new to them about a historical figure named Frederick Douglass. Let them know that the skills they have built as close readers will help them to do well on the assessment.• Review the learning targets and clarify as necessary.	<ul style="list-style-type: none">• Unpacking new and unfamiliar vocabulary terms in the learning targets helps students ensure a deeper understanding of what they will be learning.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglas (45 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of text “Frederick Douglass: Freedom’s Champion” by Patrick S. Washburn and the Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass to each student.• Remind students of the importance of reading the text several times. Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Frederick Douglass: Freedom’s Champion” for the gist.2. For Part 1: Reread the text to answer the following questions.3. For Part 2: Reread the text and identify the main idea for each section.4. For Part 3: Write a summary of the text.• Clarify directions as needed.• Give students 45 minutes to work. Circulate to observe test-taking strategies, and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text for their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• If students finish this assessment early, have them select a periodical or a short text for silent reading.	<ul style="list-style-type: none">• Because the text for this assessment is somewhat long, you may consider providing additional time for this assessment. It is possible that some students will need more than 45 minutes to read the text and answer the assessment questions.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Ask students to reflect on the following learning targets and record their progress using the Tracking My Progress sheet:<ul style="list-style-type: none">* “I can determine the meaning of unfamiliar words using a variety of strategies.”* “I can determine the main idea of sections of an informational text on Frederick Douglass.”* “I can summarize a text about Frederick Douglass.”• Collect the Tracking My Progress sheet and review it before tomorrow’s lesson. This will help you determine which students will need further support with the learning targets of this lesson as the class moves into the second half of the unit. Consider conferring with students in the coming days to check for understanding or elicit their opinions on how to best support them in determining the main idea and summarizing an informational text.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 6

Supporting Materials



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Frederick Douglass: Freedom's Champion (Assessment Text)

History



Frederick Douglass: Freedom's Champion

FREDERICK Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.

Maryland plantation in 1817. When he was a young boy, he was separated from his mother after she was hired out to another farm.

At age 7 or 8, Frederick went to Baltimore to live as a companion for a white boy. He lived among educated people and soon realized that knowledge could help him become free. In exchange for favors, his white playmates secretly taught him to read and write.

As a teen-ager, Frederick was sent to work in the fields. Life was hard. He was whipped and poorly fed. But he had learned enough to improve his reading and writing skills on his own. And he prayed for freedom.

fighting for freedom. He spoke against slavery and wrote a shocking book about his life as a slave. Then he fled to England in case his master sought to capture him.

For two years in England, Douglass lectured on the evils of slavery. A group of Englishmen were so impressed that they raised \$1,250 to buy his freedom from his master. Now, he was free forever.

After Douglass returned to the United States in 1847, he published *The North Star* and other anti-slavery newspapers in Rochester, N.Y. He also put his words into action, helping runaway slaves flee to Canada.

A Friend to All Americans

The debate over slavery divided Northern and Southern states and touched off the Civil War in 1861.

Douglass urged black men to join the Northern army and fight for the freedom of all black people. He

Life on the Run

Frederick's chance to escape came in 1838 when his master sent him to town alone. He wore a sailor's suit as a disguise. As a train left town, he leaped on it.



Like many black Americans in the early 1800's, Frederick was born a slave. His white owner beat him and made him work long hours without pay. Sometimes, just to eat, Frederick had to fight dogs for scraps of food.

The hope of freedom kept Frederick Douglass alive. When he finally escaped his master, he began a new life. He became a respected newspaper publisher, popular speaker, and adviser to Presidents.

Life as a Slave

Frederick Bailey was born on a

Fugitive slaves could be hunted and returned to their masters. Frederick nervously rode trains, ferries and steamships to the Northern states where slavery was outlawed. He found safety in Massachusetts, a state with a law forbidding the return of runaway slaves.

Still, he feared being kidnapped and returned to his master. Frederick changed his last name to Douglass to hide his identity.

Telling a Slave's Story

Frederick Douglass did not stop

helped recruit thousands of black soldiers. Slavery finally ended with the South's defeat in 1865.

Douglass's greatest honor came in 1889. President Benjamin Harrison appointed him America's representative to the island nation of Haiti. He later retired to his home in Washington, D.C., now a historic site visited by thousands of people each year.

Douglass died in 1895. He had used his freedom to seek fair treatment for all Americans, no matter what the color of their skin. ★

—Patrick S. Washburn



Mid-Unit 1 Assessment:

Answering Questions and Summarizing a Text about Frederick Douglass

Name:

Date:

Directions:

1. Read “Frederick Douglass: Freedom’s Champion” for the gist.
2. For Part 1: Reread the text to answer the following questions.
3. For Part 2: Reread the text and identify the main idea for each section.
4. For Part 3: Write a summary of the text.

Part 1: Use the text to answer the questions below.

1. The opening paragraph of the text says, “Frederick Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.” What is the best explanation of what this paragraph means?
 - a. Frederick Douglass was against slavery.
 - b. Frederick Douglass had to fight for survival.
 - c. Frederick Douglass grew up a slave.
 - d. Frederick Douglass escaped life as a slave and then worked to free other slaves.
2. Which line from the text is the best evidence to support the answer to Question 1? ☐
 - a. “Like many black Americans in the early 1800’s, Frederick was born a slave.”
 - b. “His white owner beat him and made him work long hours without pay.”
 - c. “When he finally escaped his master, he began a new life.”
 - d. “The hope of freedom kept Frederick Douglass alive.”
3. Which line from the “Life as a Slave” section of the text explains why Frederick Douglass wanted to learn to read and write?
 - a. “He was separated from his mother.”
 - b. “Knowledge could help him become free.”
 - c. “Frederick went to Baltimore to live as a companion for a white boy.”
 - d. “Frederick was sent to work in the fields.”

Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass

4. In the section “Life on the Run,” the text says, “Fugitive slaves could be hunted and returned to their masters.” Which line from the text contains a synonym for the word *fugitive*?
- a. “He wore a sailor’s suit as a disguise.”
 - b. “He found safety in Massachusetts, a state forbidding the return of runaway slaves.”
 - c. “He feared being kidnapped and returned to his master.”
 - d. “Frederick changed his last name to Douglass to hide his identity.”
5. In the section “Telling a Slave’s Story,” the text says, “He spoke against slavery and wrote a shocking book about his life as a slave.” What does the root word *shock* mean as it is used in the context of this sentence?
- a. an electrocution
 - b. a physical blow
 - c. a sudden impact
 - d. an unpleasant surprise
6. Select one sentence from the text that could be considered a shocking detail about Frederick Douglass’ life as a slave. Record this sentence on the lines below:

7. List one detail from the “A Friend to All Americans” section of the text that describes how Frederick Douglass helped his country.



Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass

Part 2: Identify the main idea for each section of the text.

<i>Opening</i>
<i>Life as a Slave</i>
<i>Life on the Run</i>
<i>Telling a Slave's Story</i>
<i>A Friend to all Americans</i>

Part 3: Summarizing the Text: After thinking more closely about this text, summarize what this reading is about. Use several specific details from the text in your summary.



Tracking My Progress, Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can determine the meaning of unfamiliar words using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can determine the main idea of sections of an informational text on Frederick Douglas.

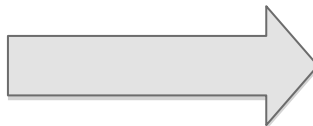
1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can summarize a text about Frederick Douglas

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass
(Answers, for Teacher Reference)

Directions:

1. Read “Frederick Douglass: Freedom’s Champion” for the gist.
2. For Part 1: Reread the text to answer the following questions.
3. For Part 2: Reread the text and identify the main idea for each section.
4. For Part 3: Write a summary of the text.

Part 1: Use the text to answer the questions below.

1. The opening paragraph of the text says, “Frederick Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.” What is the best explanation of what this paragraph means?
 - a. Frederick Douglass was against slavery.
 - b. Frederick Douglass had to fight for survival.
 - c. Frederick Douglass grew up a slave.
 - d. Frederick Douglass escaped life as a slave and then worked to free other slaves.**
2. Which line from the text is the best evidence to support the answer to Question 1? ☐
 - a. “Like many black Americans in the early 1800’s, Frederick was born a slave.”
 - b. “His white owner beat him and made him work long hours without pay.”
 - c. “When he finally escaped his master, he began a new life.”**
 - d. “The hope of freedom kept Frederick Douglass alive.”
3. Which line from the “Life as a Slave” section of the text explains why Frederick Douglass wanted to learn to read and write?
 - a. “He was separated from his mother.”
 - b. “Knowledge could help him become free.”**
 - c. “Frederick went to Baltimore to live as a companion for a white boy.”
 - d. “Frederick was sent to work in the fields.”
4. In the section “Life on the Run,” the text says, “Fugitive slaves could be hunted and returned to their masters.” Which line from the text contains a synonym for the word fugitive?
 - a. “He wore a sailor’s suit as a disguise.”
 - b. “He found safety in Massachusetts, a state forbidding the return of runaway slaves.”**
 - c. “He feared being kidnapped and returned to his master.”
 - d. “Frederick changed his last name to Douglass to hide his identity.”



Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass
(Answers, for Teacher Reference)

5. In the section “Telling a Slave’s Story,” the text says, “He spoke against slavery and wrote a shocking book about his life as a slave.” What does the root word *shock* mean as it is used in the context of this sentence?
- a. an electrocution
 - b. a physical blow
 - c. a sudden impact
 - d. an unpleasant surprise**
6. Select one sentence from the text that could be considered a shocking detail about Frederick Douglass’ life as a slave. Record this sentence on the lines below:

Possible Answers: “His white owner beat him and made him work long hours without pay,” “Frederick had to fight dogs for scraps of food,” “He was separated from his mother,” or “He was whipped and poorly fed.”

7. List one detail from the “A Friend to All Americans” section of the text that describes how Frederick Douglass helped his country.

Possible Answers: “Douglass urged black men to join the Northern army and fight for the freedom of all black people,” or “President Benjamin Harrison appointed him America’s representative to the island nation of Haiti.”



M Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass
(Answers, for Teacher Reference)

Part 2: Identify the main idea for each section of the text.

<i>Opening</i>
Possible Answer: Frederick Douglass began life as a slave, but he escaped and did many important things.
<i>Life as a Slave</i>
Possible Answer: He learned to read and write so he could become free.
<i>Life on the Run</i>
Possible Answer: He escaped slavery.
<i>Telling a Slave's Story</i>
Possible Answer: He spoke out against slavery by writing, speaking, and helping slaves to escape.
<i>A Friend to all Americans</i>
Possible Answer: He helped his country by helping to end slavery and working for the president.

Part 3: Summarizing the Text: After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

Possible Answer: Frederick Douglas was born a slave. He was treated badly but learned to read and write so he could be free. He escaped and spoke out against slavery. He wrote a book about how bad slavery was. He helped to end slavery by getting people to fight against it.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 7

Reading for Main Idea and Building Vocabulary: *New York Times* Article of Susan B. Anthony's Trial



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Long-Term Learning Targets

I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
 a. I can use context to help me determine what a word or phrase means.
 b. I can use common affixes and roots as clues to help me determine what a word means.
I can determine the main idea using specific details from the text. (RI.4.2)

Supporting Learning Targets

- I can determine the meaning of unfamiliar words using a glossary and context clues.
- I can determine the main idea of sections of an informational text about Susan B. Anthony.

Ongoing Assessment

- Close Reading recording form for the *New York Times* article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting."



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading Aloud for Gist: New York Times Article (10 minutes)B. Guided Close Read: Focusing on Key Vocabulary (20 minutes)C. Rereading in Pairs: Answering Text Dependent Questions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket (10 minutes)4. Homework	<ul style="list-style-type: none">• In previous lessons, students have built considerable background knowledge about Susan B. Anthony and her trial. Having already read somewhat simpler texts on this topic, students are now prepared to tackle this primary source document in this lesson.• This text is a challenging firsthand account of Susan B. Anthony's trial document. It is intentionally broken into manageable chunks of text. Students use glossaries to aid in comprehension of unfamiliar vocabulary. They also answer a series of text-dependent questions for each paragraph.• Students work with a partner during this lesson. Decide whether you will be placing them with a partner or allowing them to choose their own partner.

Lesson Vocabulary	Materials
<p>Paragraph 1: motion, misdirection, submitting, elaborate, deprive</p> <p>Paragraph 2: replied, counsel, denied</p> <p>Paragraph 3: moved, pronounced upon</p> <p>Paragraph 5: declared, principle of justice, peers, determination, obtained</p> <p>Paragraph 6: clemency, rigor, disadvantages; characteristics</p>	<ul style="list-style-type: none">• New York Times article: "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting" (original primary source document, one per student)• New York Times article: "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting (reformatted version)• Document camera• Close Reading recording form for the New York Times article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting" (one per student)• Equity sticks



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Review with the students that during this unit they have read several informational texts about Susan B. Anthony and her fight for women's suffrage as well as an excerpt of a speech given by her. Tell students that today they will read a <i>New York Times</i> newspaper article that was written the day after her trial ended in 1873. Explain that, just like the excerpt from Susan B. Anthony's speech that they read in Lesson 2, this is a <i>primary source</i>. Remind them that a primary source is "any piece of information that was created by someone who witnessed firsthand or was part of the historical events that are being described."Ask students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion as needed.	<ul style="list-style-type: none">Students engaged in a similar Gallery Walk in Module 1, Unit 1, Lesson 1. They may benefit from engaging in the Gallery Walk with assigned partners in order to control the sharing and processing they are doing during this time.Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.



Work Time	Meeting Students' Needs
<p>A. Reading Aloud for Gist: New York Times Article (10 minutes)</p> <ul style="list-style-type: none">• Inform the students that today they will read an <u>actual</u> newspaper article that was published in 1873. Explain that because it was written more than 140 years ago, some of the language and terms the reporter used may be challenging to understand.• Place students with a partner for reading and discussion in this lesson. Distribute the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” to students. Also display a copy on the document camera.• Give students a moment to skim the text in order to just notice the format of this primary source document. Ask them probing questions like:<ul style="list-style-type: none">* “Do you notice anything about the style of the writing? Is it similar to what you might read in a newspaper or online today?”* “What do you notice about the words the author used?”• Tell students that you will read the text aloud while they read along silently. Remind them that they do not have to understand all of the text, but they should be listening for the gist. Acknowledge that because they have read the informational text “Order in the Court” in Lessons 4 and 5, they have quite a bit of understanding about Susan B. Anthony's trial. Ask them to think about the following as they read:<ul style="list-style-type: none">* “How is this informational text different from others you have read about Susan B. Anthony?”• Read the text slowly and fluently without stopping for questions or explanation.• Afterward, ask students to think then turn to their partner and discuss these question:<ul style="list-style-type: none">* “How is this informational text different from others you have read about Susan B. Anthony?”* Now that we've read the entire text instead of just skimming it, do you notice anything about the style of the writing? Is it similar to what you might read in a newspaper or online today?• Ask a few pairs to share out their thinking. Listen for comments like: “Some of the words and phrases the reporter used sound really different from how we talk today,” or “It sounds confusing and not like a story. It's not as easy to understand as ‘Order in the Court.’”• Acknowledge that the style of writing that was used 140 years ago is considerably different from the way reporters write today. Reassure students that it is fine at this point if they do not completely understand what the article is saying.	



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Close Read: Focusing on Key Vocabulary (20 minutes)</p> <ul style="list-style-type: none"> • Distribute the Close Reading recording form for the New York Times Article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.” Explain that excerpts from the article are on the recording form. • Use the document camera to zoom in on the glossary for the first paragraph. Preview the words with recorded definitions with students. Clarify the meanings of these words as needed. • Remind students of the process they used for reading with a glossary in previous lessons in this unit: <ol style="list-style-type: none"> 1. Read the text together. 2. When you come to an unfamiliar word, use the context to help understand the word. 3. If context isn't enough, use the definitions/synonyms in the glossary. 4. If the glossary isn't enough, use a class dictionary. 5. Reread the text together using the definitions/synonyms in place of the unfamiliar word. • Step 1: Reread the first paragraph aloud and model how to circle the words in the text that are in the glossary as well as any other words that might be unfamiliar to them. Invite students to circle the words on their recording forms as well. • Point out the word <i>misdirection</i>. Explain that this word has a root word and a prefix just like the words unjust and unexpected in Lesson 4. <ul style="list-style-type: none"> * Write on the board that the prefix mis- means “bad; wrong” and the root word direction means “an order; command.” * Ask the students what misdirection means. Invite them to turn and talk with their partner. Call on one or two students to share their thinking. You should hear responses like: “Misdirection means an order that was wrong.” * Invite them to write their definition in the glossary and in the text above the word. • Step 2: With the help of the students, use the glossary or context clues to write a synonym or explanations above each circled word. • Invite the students to choral read the paragraph with the synonyms/explanations in place of the vocabulary words. 	<ul style="list-style-type: none"> • Depending on the needs of your students, you may wish to add more words to the glossary and share their definitions in advance. • Consider providing definitions of glossary words in ELLs' home language, using an online translator like Google Translate.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Step 3: Give partnerships 3–5 minutes to answer the text-dependent questions. Circulate to support students as needed or pull a small group for more direct support.• Call the attention of the whole group to review the answers to the text-dependent questions in the right-hand column. Cold call pairs to answer the questions and clarify as needed.• Prompt students:<ul style="list-style-type: none">* “What did you read in the text that helped you come to your answer?”• Listen for responses similar to:<ul style="list-style-type: none">– “Upon the ground of a misdirection” means “because the judge gave a bad or wrong order when he didn’t allow the jury to decide her guilt or innocence.”– Judge Selden believed that every citizen, man or woman, has the constitutional right to have a jury decide guilt or innocence, not just one man.• Encourage students to revise their notes as needed.• Step 4: After discussing the answers to the questions, point out the Main Idea Statement portion of the Close Reading recording form.• Give the students 2 or 3 minutes to reread the paragraph with their partners, discuss what they think the main idea of the paragraph is, and then write a main idea statement on their recording forms.• Using equity sticks, cold call on two or three partnerships to share their main idea statements. Listen for responses similar to: “Judge Selden asked for a new trial for Susan B. Anthony because he didn’t think the judge had treated her fairly when he didn’t let the jury decide if she was guilty or innocent.”	
<p>C. Rereading in Pairs: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take 15 minutes to work with their partners to find the main idea of the next two paragraphs. Remind them to follow the four-step directions at the top of the recording form.• Circulate to support students as needed or pull a small group for more direct support.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">Ask the students to follow the same four steps they have been practicing during this lesson with the last paragraph of the article on their Close Read recording form independently (without their partners).	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread the newspaper article and think about how this article connects to the other texts you've read in this unit. Did you learn anything new from this primary source document? Make sure to make some notes about your connections so that you are prepared to share this thinking in the next lesson. <p><i>Note: Ask the students to turn in their recording forms so that you can assess whether they need more support and practice with finding the main idea of an informational text before the end of unit assessment.</i></p> <p><i>In Lesson 8, students revisit the various texts they have read throughout Unit 1. See Lesson 8 teaching note: Be sure students have all their texts.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 7

Supporting Materials



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Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting

Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.

CANANDAIGUA, N. Y., June 19.—At 2 o'clock this afternoon Judge Selden made a motion in the case of Miss Anthony for a new trial, upon the ground of a misdirection of the judge in ordering a verdict of guilty without submitting the case to the jury. He maintained, in an elaborate argument, the right of every person charged with crime to have the question of guilt or innocence passed upon by a constitutional jury, and that there was no power in this court to deprive her of it.

The District Attorney replied, when the Court, in a brief review of the argument of the counsel, denied the motion.

The District Attorney immediately moved that the judgment of the Court be pronounced upon the defendant.

The Court made the usual inquiry of Miss Anthony if she had anything to say why sentence should not be pronounced.

Miss Anthony answered and said she had a great many things to say, and declared that in her trial every principle of justice had been violated; that every right had been denied; that she had had no trial by her peers; that the Court and the jurors were her political superiors and not her peers, and announced her determination to continue her labors until equality was obtained, and was proceeding to discuss the question involved in the case, when she was interrupted by the Court with the remark that these questions could not be reviewed.

Miss Anthony replied she wished it fully understood that she asked no clemency from the Court; that she desired and demanded the full rigor of the law.

Judge Hunt then said the judgment of the Court is that you pay a fine of \$100 and the costs of the prosecution, and immediately added, there is no order that you stand committed until the fine is paid; and so the trial ended.

A motion for a new trial is to be made in the case of the inspectors to-morrow morning on the ground that Hall, one of the defendants, was absent during the trial.

"Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting. - View Article - NYTimes.com." Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting. - View Article - NYTimes.com. N.p., 20 June 1873. Public Domain.

Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting
Reformatted Version

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A motion for a new trial is to be made in the case of the inspectors to-morrow morning on the ground that Hail, one of the defendants, was absent during the trial.

The New York Times
Published: June 20, 1873

<http://query.nytimes.com/mem/archive-free/pdf?res=FB071EF83F58137A93C2AB178DD85F478784F9>



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

.....
Name:

.....
Date:

Directions:

1. Reread the paragraph by yourself. Circle the words listed in the glossary and any other words you do not know the meanings of.
2. Reread the paragraph with your partner using the glossary and context clues to write synonyms or explanations above difficult words.
3. Reread the text and answer the questions in the right-hand column.
4. Write a main idea statement in the box below the paragraph.



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

Name: _____

Date: _____

<p>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”</p>	<p>Notes: Use the Text to Answer the Following Questions:</p>
<p>CANANDAIGUA, N.Y., June 19. – At 2 o’clock this afternoon Judge Selden made a motion in the case of Miss Anthony for a new trial, upon the ground of a misdirection of the judge in ordering a verdict of guilty without submitting the case to the jury. He maintained, in an elaborate argument, the right of every person charged with crime to have the question of guilt or innocence passed upon by a constitutional jury, and that there was no power in the court to deprive her of it.</p>	<p>Glossary:</p> <ul style="list-style-type: none"> • a motion: recommendation; suggestion • misdirection: _____ • submitting: give away • elaborate: detailed • deprive: deny; refuse
	<p>Text-Dependent Questions:</p>
	<p>1. What did the author mean when he wrote, “upon the ground of a misdirection”?</p>
	<p>2. What argument did Judge Selden have with how Susan B. Anthony was treated in court?</p>



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

Main Idea Statement:

What is this paragraph mostly about?



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

Name: _____

Date: _____

<p>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”</p>	<p>Notes: Use the Text to Answer the Following Questions:</p>
<p>Miss Anthony answered and said she had a great many things to say, and declared that in her trial every principle of justice had been violated; that every right had been denied; that she had had no trial by her peers; that the Court and the jurors were her political superiors and not her peers, and announced her determination to continue her labors until equality was obtained, and was proceeding to discuss the question involved in the case, when she was interrupted by the Court with the remark that these questions could not be reviewed.</p>	<p>Glossary:</p> <ul style="list-style-type: none"> • declared: stated; insisted • principle of justice: rule of law • peers: people who are similar; equals • determination: decision • obtained: earned
	<p>Text-Dependent Questions:</p>
	<p>1. Why was Susan B. Anthony so upset by the way she was treated during her trial?</p>
	<p> </p>
	<p> </p>
	<p> </p>
	<p>2. What did the author mean when he reported that Susan B. Anthony said she “... announced her determination to continue her labors until equality was obtained ...”?</p>
	<p> </p>
	<p> </p>
	<p> </p>



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

Main Idea Statement: What is this paragraph mostly about?



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

Name: _____

Date: _____

“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”	Notes: Use the Text to Answer the Following Questions:
<p>Miss Anthony replied she wished it fully understood that she asked no clemency from the Court; that she desired and demanded the full rigor of the law.</p>	<p>Glossary:</p> <ul style="list-style-type: none">• clemency: forgiveness; mercy• rigor: strictness; harshness
	Text-Dependent Questions:
	1. What did Susan B. Anthony want from the court?
Main Idea Statement: What is this paragraph mostly about?	



Close Reading Recording Form for the New York Times Article:
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

.....
Name:
.....

.....
Date:
.....

“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”	Notes: Use the Text to Answer the Following Questions:
Judge Hunt then said the judgment of the Court is that you pay a fine of \$100 and the costs of the prosecution, and immediately added, there is no order that you stand committed until the fine is paid; and so the trial ended.	Glossary: <ul style="list-style-type: none">• stand committed: taken to jail
	Text-Dependent Questions:
	1. Why do you think Judge Hunt did not give the order to send Susan B. Anthony to jail until she paid her fine?
Main Idea Statement: What is this paragraph mostly about?	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 8

Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial



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Long-Term Learning Targets	
I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can explain what firsthand and secondhand accounts are and how they are different. I can compare a firsthand and secondhand account of the Susan B. Anthony trial. 	<ul style="list-style-type: none"> Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader and Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Firsthand and Secondhand Accounts: What Are They, and How Are They Different? (15 minutes) Comparing the Information in a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes) Comparing the Focus of a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Individual Writing: Comparing and Contrasting Firsthand and Secondhand Accounts of Susan B. Anthony's Trial (10 minutes) Homework 	<ul style="list-style-type: none"> During this lesson, students revisit the different informational texts they've read in this unit. See materials box for a list of all the texts students need during Work Time Part B. Note that in Work Time Part B, students categorize all the texts they read into either firsthand or secondhand accounts. But the speech by Susan B. Anthony does not fit tidily into either of these categories, because she is not "retelling" what happened. Rather, the speech is simply a primary source document: an authentic resource from the time and place in history. See note in Work Time Part B to be prepared to clarify this with students during the lesson. In advance: Record the definitions of firsthand and secondhand accounts on chart paper to use in Work Time Part A. Review: Think-Pair-Share protocol (see Appendix 1).



Lesson Vocabulary	Materials
firsthand account, secondhand account, compare; focus, central point, emphasis	<ul style="list-style-type: none">• “Voting in America: A Timeline” (The Hope Chest by Karen Schwabach pages 269–272) (one per student, from Lesson 1)• Susan B. Anthony’s “On Women’s Right to the Suffrage” speech (one per student, from Lesson 2)• “The Vote” by Rebecca Hershey (one per student, from Lesson 3)• “Order in the Court” by Ira Peck and Kathy Wilmore (one per student, from Lessons 4 and 5)• The New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” (one per student, from Lesson 7)• Document camera• Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial recording form (one per student and one for display)• Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial recording form (possible answers, for teacher reference)• Equity sticks• Set of blue, green, and red pencils (one per student)• Firsthand and Secondhand Accounts anchor chart (new, teacher-created, see Work Time A)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to silently read the two learning targets: "I can explain what firsthand and secondhand accounts are and how they are different" and "I can compare a firsthand and secondhand account of the Susan B. Anthony trial."• Draw students' attention to the word <i>account</i>. Explain that <i>account</i> means "retelling." Tell students that the concept of firsthand and secondhand will become clear during today's lesson.	
Work Time	Meeting Students' Needs
<p>A. Firsthand and Secondhand Accounts: What Are They, and How Are They Different? (15 minutes)</p> <ul style="list-style-type: none">• Explain that there are different versions, or accounts, of events that happen. Post the Firsthand and Secondhand Accounts anchor chart:<ul style="list-style-type: none">– Firsthand account: This is a description or explanation of an event, told by a person who witnessed or was a part of the event.– Secondhand account: This is a description or explanation of an event, told by someone who knows of the event but was not actually there.• Invite the students to have out the different informational texts they've read:<ul style="list-style-type: none">– "Voting in America: A Timeline" (The Hope Chest by Karen Schwabach pgs. 269–272) (from Lesson 1)– Susan B. Anthony's "On Women's Right to the Suffrage" speech (from Lesson 2)– "The Vote" by Rebecca Hershey (from Lesson 3)– "Order in the Court" by Ira Peck and Kathy Wilmore (from Lessons 4 and 5)– The New York Times article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting" (from Lesson 7)• Ask students to take 5 minutes with their partner to sort the texts into two piles:<ul style="list-style-type: none">– Firsthand accounts– Secondhand accounts	<ul style="list-style-type: none">• Providing "hint cards" that help students get "unstuck" so they can sort the texts—these might be placed on the chalkboard tray, for example, and students would take them only if they are super-stuck• Students could be grouped intentionally or randomly, depending on your students' needs. It is important to group ELL students with at least one other student who speaks their language in order to support them in participating in group conversations.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate and ask probing questions like:<ul style="list-style-type: none">* "What evidence in the texts makes you think it's that type of account?"• Refocus students whole group. As a class, look at each text and ask the students to share:<ul style="list-style-type: none">* "What type of account is this? How do you know?"• You should hear these responses:<ul style="list-style-type: none">– Firsthand account:<ul style="list-style-type: none">• The New York Times article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting"– Secondhand accounts:<ul style="list-style-type: none">• "Voting in America: A Timeline"• "The Vote"• "Order in the Court"– Neither:<ul style="list-style-type: none">• Susan B. Anthony's "On Women's Right to the Suffrage" speech <p><i>Note: Students may be understandably confused about how to categorize Susan B. Anthony's speech. It is a primary source and is spoken in first person. But it is not really a firsthand "account." Clarify that the word account means "retelling." Susan B. Anthony was in fact there, but she is not retelling what happened. So this text is a primary source.</i></p>	



Work Time (continued)	Meeting Students' Needs
<p>B. Comparing the Information in a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes)</p> <ul style="list-style-type: none">• Ask the students to sit with their partner from Lesson 7. Make sure they have the following materials:<ul style="list-style-type: none">* "Order in the Court" (from Lessons 4 and 5)* The New York Times article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting" (from Lesson 7)* The recording forms for each text• Distribute the Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form and display one using a document camera.• Ask the pairs to read the directions together. Ask partnerships to turn and talk with another partnership about what they are being asked to do in the Steps 1–3. Tell them to make sure that everyone in their foursome agrees with the group's understanding.• Using equity sticks, cold call on two or three groups to share what they discussed. Listen for comments like: "First, we need to reread both texts and our recording forms so we remember what they're about. Then we need to find information that's the same in both texts and enter it in the Venn diagram in Parts A and B. And we need to find information that's different and enter it in Part C of the Venn diagram."• Encourage the students to identify at least one piece of information about Susan B. Anthony's trial that is the same in both and different in both to record in the Venn diagram. Acknowledge that there may be more than one, but they need to include at least one.• Give the partnerships 5–10 minutes to work independently. Circulate and offer support as needed.• Gather students together. Display the Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form. Ask each partnership to share one piece of information they found from the texts, and where to enter that information on the displayed recording form.• Encourage students to use a blue pencil to revise their Venn diagrams based on the class discussion.	<ul style="list-style-type: none">• By writing and breaking down multi-step directions into numbered elements, ELLs can return to these guidelines to make sure they are on track.• Using a different colored pencil for revisions is a very visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed, or not, based on collaboration with a peer.



Work Time (continued)	Meeting Students' Needs
<p>C. Comparing the Focus of a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes)</p> <ul style="list-style-type: none"> Recap that firsthand and secondhand accounts are often different in terms of the actual information that is given. Point out that there is another way the two types of accounts differ—the focus. Explain that the focus is the central point or emphasis for a text. Give an example based on the text “The Vote.” The focus, or central point, being emphasized in that secondhand account is that in the mid- to late 1800s, voting practices in America were unfair toward women, so they went to extreme lengths to earn that right. Using the Think-Pair-Share protocol, invite the students to do the following: <ol style="list-style-type: none"> Think: Review the text and think about what the focus is for the firsthand account in the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.” They should write their individual thoughts in Part 2 of their recording form. Pair: Share their thinking with their partner. After students share with their partners, encourage them to revise their responses based on their conversation if needed using a green pencil. Share: Call on two or three partnerships to share their responses. Listen for comments like: “The focus of the newspaper article is to describe the facts of the trial—who, what, when, where, why.” Record responses on the class recording form. Encourage students to revise their response based on what the class has discussed if they feel this would improve their work. If they make additional revisions, ask them to use a red pencil. Ask the students to repeat the process for identifying the focus of the secondhand account: <ol style="list-style-type: none"> Think: Review the text and think about what the focus is for the secondhand account “Order in the Court.” They should write their individual thoughts in Part 2 of their recording form. Pair: Share their thinking with their partner. After they share with their partners, encourage them to revise their responses based on their conversation if needed using a green pencil. Share: Call on two or three partnerships to share their responses. Listen for comments like: “The focus of the informational article is to describe what it was like to be in the courtroom during the entire trial. The author described how people were feeling and thinking.” Record responses on the class recording form. Encourage students to revise their response based on what the class has discussed if they feel this would improve their work. If they make additional revisions, ask them to use a red pencil. Ask the students to bring their two texts and their recording form to the debrief. 	<ul style="list-style-type: none"> Using the Think-Pair-Share protocol is a Total Participation Technique that ensures all students' engagement. By writing and breaking down multi-step directions into numbered elements, ELLs can return to these guidelines to make sure they are on track.



Closing and Assessment	Meeting Students' Needs
<p>A. Individual Writing: Comparing and Contrasting Firsthand and Secondhand Accounts of Susan B. Anthony's Trial (10 minutes)</p> <ul style="list-style-type: none">• Focus them on Part 3 of the Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form.• Ask the students: "How are the firsthand and secondhand accounts of Susan B. Anthony's trial alike and different?" Ask them to write a short statement that summarizes what they have learned.• Encourage them to review their notes and texts as they write their statements.• Collect students' recording forms.	<ul style="list-style-type: none">• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Find examples of firsthand and/or secondhand accounts outside of the class. Be prepared to share what kind of accounts they are and why in the opening of Lesson 9. <p><i>Note: Review students' Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording forms so that you can assess what students are able to do independently, with support from their partner, and with support from the class in order to be successful with comparing firsthand and secondhand accounts of the same event before the end of unit assessment.</i></p> <p><i>Depending on the progress of your students in meeting this learning target, you may need to revisit this skill before the end of unit assessment.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 8

Supporting Materials



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Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial
Recording Form

Name: _____

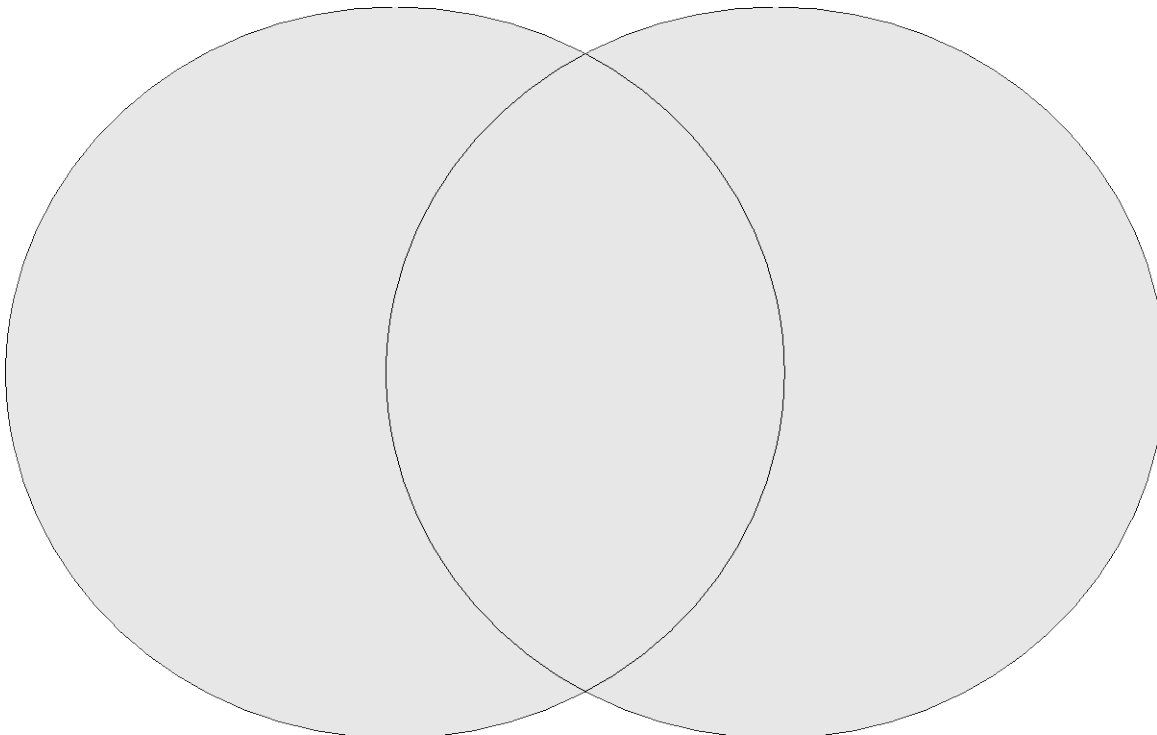
Date: _____

Directions:

1. Reread “Order in the Court” and the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.”
2. Review your notes on the recording forms for each text.
3. Record the similarities and differences of the information in both texts in the Venn diagram below.
4. Answer the text-dependent questions comparing the focus of each text.
5. Write a synthesis statement comparing the firsthand and secondhand accounts of Susan B. Anthony's trial.

Part 1: Information provided in the texts:

How is the historical information provided in each text alike and different?





Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial
Recording Form

Part 2: Focus of the texts:

How is the central point, or emphasis, for each of these texts alike and different?

1. Describe the focus of the firsthand account.

2. Describe the focus of the secondhand account.

Part 3: Write a statement comparing the firsthand and secondhand accounts of Susan B. Anthony's trial. Make sure to use evidence from the texts in your synthesis.



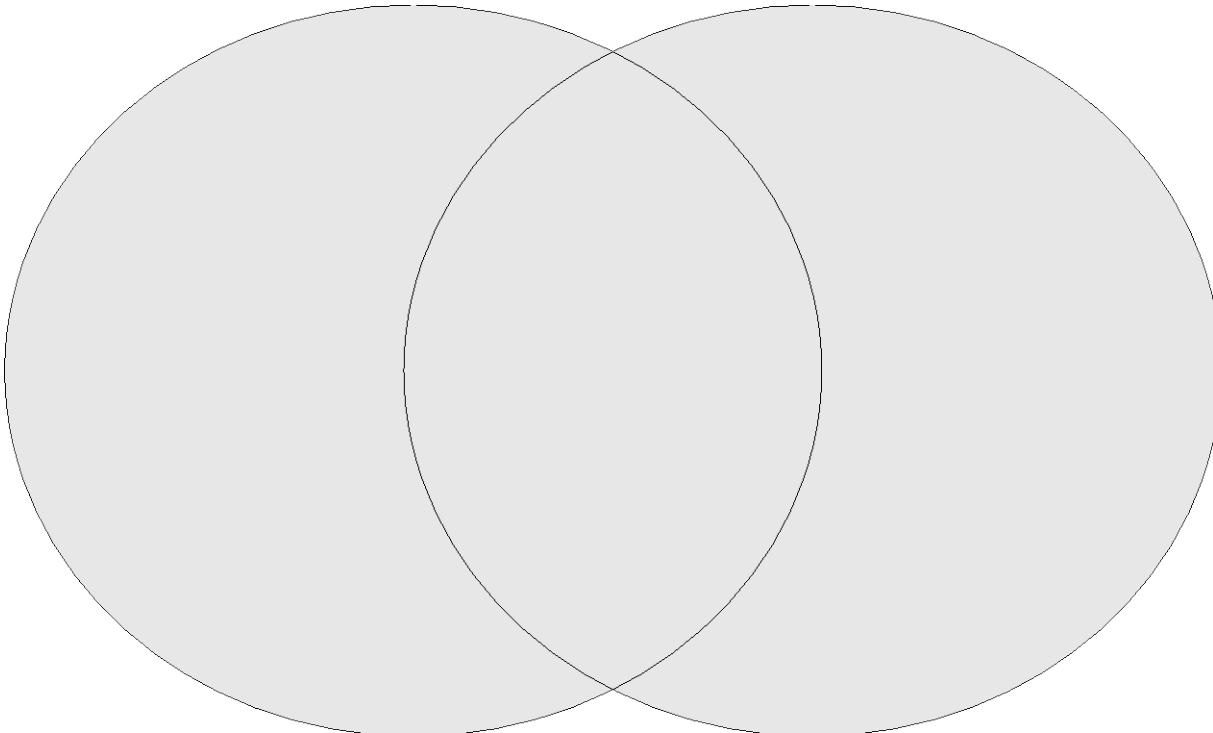
Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial
Recording Form
(Possible Answers, for Teacher Reference)

Directions:

1. Reread "Order in the Court" and the New York Times article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting."
2. Review your notes on the recording forms for each text.
3. Record the similarities and differences of the information in both texts in the Venn diagram below.
4. Answer the text-dependent questions comparing the focus of each text.
5. Write a synthesis statement comparing the firsthand and secondhand accounts of Susan B. Anthony's trial.

Part 1: Information provided in the texts:

How is the historical information provided in each text alike and different?





Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial
Recording Form
(Possible Answers, for Teacher Reference)

Part 2: Focus of the texts:

How is the central point, or emphasis, for each of these texts alike and different?

1. Describe the focus of the firsthand account.

The focus of the newspaper article is to describe the facts of the trial—who, what, when, where, why.

2. Describe the focus of the secondhand account.

The focus of the informational article is to describe what it was like to be in the courtroom during the entire trial. The author described how people were feeling and thinking.

Part 3: Write a statement comparing the firsthand and secondhand accounts of Susan B. Anthony's trial. Make sure to use evidence from the texts in your synthesis.

Both texts talked about the trial of Susan B. Anthony. The firsthand account described the facts of trial from the perspective of the reporter who was there. The secondhand account tells about the trial and the emotions of the day—like a story—from an author who had researched the event but was not there to actually know how people felt.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 9

End of Unit Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day



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Long-Term Learning Targets	
<p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day Tracking My Progress, End of Unit 1 recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Firsthand and Secondhand Accounts (5 minutes) Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Reviewing the Assessment Format (5 minutes) End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (40 minutes) Closing and Assessment <ol style="list-style-type: none"> Tracking My Progress (5 minutes) Homework 	<ul style="list-style-type: none"> The heart of Lessons 7–9 is RI.4.6. The two texts used in this assessment were selected for students to read and compare on-demand and independently. They represent contemporary content and grade-level appropriate Lexile measures. The texts are intentionally easier than the complex primary source firsthand account students worked with during Lessons 7 and 8 (with teacher support). This assessment contains several short response questions. Students' answers may vary; the answer key provides a variety of possible answers. In advance: Review and give feedback to students on their Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording forms. Consider providing some periodicals or other short texts for students to silently read if they finish the assessment early.



Lesson Vocabulary	Materials
compare, contrast, firsthand account, secondhand account, inauguration	<ul style="list-style-type: none">• Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial Recording Forms (from Lesson 8, with feedback from teacher to each student)• End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (one per student)• Tracking My Progress, End of Unit 1 recording form (one per student)• End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Firsthand and Secondhand Accounts (5 minutes)</p> <ul style="list-style-type: none">Review Lesson 8 homework with students: "Find examples of firsthand and secondhand accounts outside of the class. Be prepared to share them in the opening of Lesson 9."Ask students to Think-Pair-Share:<ul style="list-style-type: none">* How did you determine whether a text was a firsthand account or a secondhand account? Give examples from the texts you found.Distribute students' work with feedback from Lesson 8, Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording forms.Review the difference between firsthand (the author witnessed the event) and secondhand accounts (the author researched the event). Address any misunderstandings and make any clarifications that are needed based on students' work from Lesson 8.	<ul style="list-style-type: none">Depending on the needs of your class, you may spend more time reviewing the comparison of firsthand and secondhand accounts.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Post the following learning target:<ul style="list-style-type: none">* "I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration."Read the learning target aloud and ask students to turn to a partner discuss what they think the target means and any unfamiliar words. Students should be familiar with the <i>words compare, contrast, firsthand account, and secondhand account</i>. Ask pairs to share out their thinking.Tell students that today they will demonstrate their ability to compare and contrast firsthand and secondhand accounts of the same event.Check that all students understand the meaning of inauguration. Tell them that on this day every four years, after a president has been elected, the winner officially takes office and starts his or her term. Explain that today students will read two texts (a firsthand and a secondhand account) about the 2009 presidential inauguration. <p><i>Note: Because this is an assessment, do not explain more about the event itself or the texts that students will be reading.</i></p>	



Work Time	Meeting Students' Needs
<p>A. Reviewing the Assessment Format (5 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of the End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day to each student.• Review the format of the assessment with students, particularly because this assessment has a different format from that of previous assessments in the modules. In particular, review Part III, in which students use the Venn diagram to compare the texts from Parts I and II.• Remind students of the importance of reading the directions and clarify any confusion before beginning the assessment.	<ul style="list-style-type: none">• Most students should be comfortable with the format of this assessment based on their work in Lesson 8; however, for students who need additional support in taking summative assessments, you may consider explicitly modeling Part II of this assessment using the provided example.
<p>B. End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (40 minutes)</p> <ul style="list-style-type: none">• Give students 40 minutes to work. Circulate to observe test-taking strategies, and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely? Are they annotating the text? This information can be helpful in preparing students for future assessments and standardized tests.• If students finish this assessment early, have them select a periodical or short text for silent reading.	<ul style="list-style-type: none">• Allow ELLs additional time to complete their assessment. They will receive extra time on the New York State assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">Ask students to reflect on the following learning target and then record their progress using the Tracking My Progress, End of Unit 1 recording form* "I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration."Collect the Tracking My Progress sheet and use it along with the assessment to determine students' progress toward RI.4.6.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 9

Supporting Materials



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End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

Name: _____

Date: _____

Part 1: Reading a Firsthand Account

Directions:

1. Read the firsthand account.
2. In the right-hand column, write the main idea of each section of text.

A Firsthand Account of Inauguration Day 2009: Email ²	Directions: Identify the main idea for each section of the text in the boxes below.
<p>To: "Mom" <mom123@example.com> Subject: The Inauguration</p> <p>Hi Mom,</p> <p>I just want to tell you about my amazing day! Getting to stand there under the Washington Monument with hundreds of thousands of other proud Americans to witness Barack Obama's inauguration was unbelievable! The crowd was full of people expressing a renewed hope in our country and the entire political process. We were surrounded by people of all races, creeds, and colors that all came together to honor progress and freedom.</p> <p>People, including myself, were overcome with emotion! I used to think that my beautiful daughter would never know an America where people like her can be whatever they want to be. Now that has changed. The first president she will ever know is brown, just like her!</p>	Section 1:
	Section 2:



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day

<p>In one small way, the country I grew up in is gone forever. I have a renewed pride and excitement about the future and am so glad I got to be there to see it with my own eyes. My heart is full, my smile is permanent, and my spirit is unbreakable. Thank you, Mom, for raising me to believe in equality for all!</p> <p>You are the best!</p>	Section 3:

²Written by Corey Scholes, U.S. citizen. Used with permission. 890L



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day

Part 2: Reading a Secondhand Account¹

Directions:

- Read the secondhand account.
- In the right-hand column, write the main idea of each section of text.

A Secondhand Account of Inauguration Day 2009: Article ³	Directions: Identify the main idea for each section of the text in the boxes below.
A Historic Inauguration Day On January 20th, 2009, Barack Obama became the first African American president of the United States of America. His inauguration was a historic event many Americans will remember for the rest of their lives.	Section 1:
On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barack Obama was sworn in as the 44th president of the United States of America. It was the largest crowd to gather for an inauguration in American history.	Section 2:
Afterward, President Obama gave the Inaugural Address. The crowd applauded many times throughout. In his speech he said, "On this day, we gather because we have chosen hope over fear." Many in the crowd were overcome with emotion and pride.	Section 3:



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

Later, President Obama walked with his family in a parade to the White House. The crowds were filled with people of different races, ages, and backgrounds. They cheered and waved as the First Family passed. They were amazed and excited to see the first African American president in United States history.	Section 4:

³Written for Educational Purposes by Expeditionary Learning. 840L

Sources: <http://www.inaugural.senate.gov/>

http://www.nytimes.com/2009/01/21/us/politics/20web-inaug2.html?pagewanted=all&_r=0

<http://www.whitehouse.gov/video/President-Barack-Obamas-Inaugural-Address-January-20-2009>

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

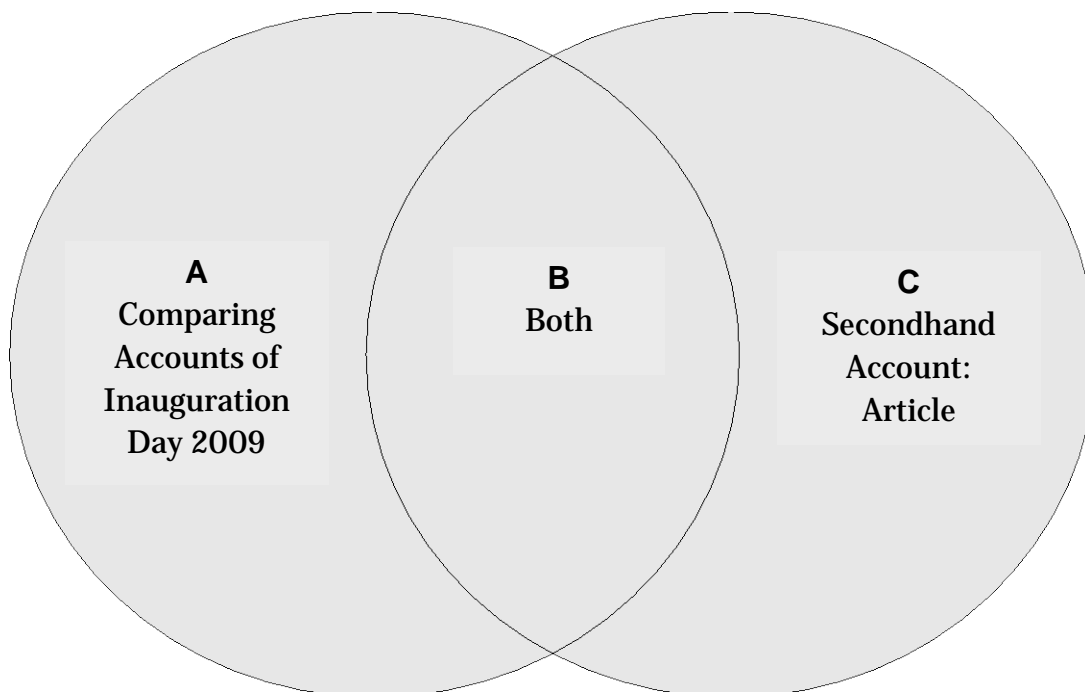
Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009

Directions:

1. Reread the firsthand and secondhand accounts above.
2. For each text, review your main idea notes.
3. Read the list of details in the box below.
4. Then for each detail in the box, decide how to categorize it: see the Venn diagram below.
 - A = details that are only included in the firsthand account
 - B = details that are in both the firsthand and secondhand accounts
 - C = details that are only included in the secondhand account.

*Note: One detail is done for you as an example. See the * below.*

Comparing Accounts of Inauguration Day 2009





End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

*B	Describes Inauguration Day 2009 (*both accounts do this)
	Describes the emotion of the crowd.
	Describes what the president said.
	Describes how the author felt.
	Describes how an African American president affects history.
	Describes the different people in the crowd.
	Describes why the day is historic.
	Describes how the day affected the author's daughter.

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

Part 4: Describing the Focus of the Accounts

Directions: Select the best answer for each question below.

1. Which of the following describes the main focus of the firsthand account (the email)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.

2. Which of the following describes the main focus of the secondhand account (the article)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.

Part 5: Synthesizing the Text

Directions: Write a synthesis statement comparing the firsthand and secondhand accounts of Inauguration Day 2009. Make sure to use evidence from the texts in your synthesis:



Tracking My Progress End of Unit 1

Name: _____

Date: _____

Learning Target: I can determine the main idea using specific details from the text. (RI.4.2).

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress End of Unit 1

Name: _____

Date: _____

Learning Target: I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

Part 1: Reading a Firsthand Account

Directions:

1. Read the firsthand account.
2. In the right-hand column, write the main idea of each section of text.

A Firsthand Account of Inauguration Day 2009: Email ²	Directions: Identify the main idea for each section of the text in the boxes below.
<p>To: "Mom" <mom123@example.com> Subject: The Inauguration</p> <p>Hi Mom, I just want to tell you about my amazing day! Getting to stand there under the Washington Monument with hundreds of thousands of other proud Americans to witness Barack Obama's inauguration was unbelievable! The crowd was full of people expressing a renewed hope in our country and the entire political process. We were surrounded by people of all races, creeds, and colors that all came together to honor progress and freedom.</p> <p>People, including myself, were overcome with emotion! I used to think that my beautiful daughter would never know an America where people like her can be whatever they want to be. Now that has changed. The first president she will ever know is brown, just like her!</p>	Section 1:
	The author was excited to be a part of history.
	The author was excited to be at Barack Obama's inauguration.
	The author was a part of a big crowd that came to see the inauguration.
	Section 2:
	The author was happy her daughter would have a president who looked like her.
	The author was happy because America had its first black president.



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

<p>In one small way, the country I grew up in is gone forever. I have a renewed pride and excitement about the future and am so glad I got to be there to see it with my own eyes. My heart is full, my smile is permanent, and my spirit is unbreakable. Thank you, Mom, for raising me to believe in equality for all!</p> <p>You are the best!</p>	Section 3:
	The author was proud to see history made.
	The author is excited about the future of America.

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²Written by Corey Scholes, U.S. citizen. Used with permission.



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day

Part 2: Reading a Secondhand Account¹

Directions:

- Read the firsthand account.
- In the right-hand column, write the main idea of each section of text.

A Secondhand Account of Inauguration Day 2009: Article ³	Directions: Identify the main idea for each section of the text in the boxes below.
A Historic Inauguration Day On January 20th, 2009, Barack Obama became the first African American president of the United States of America. His inauguration was a historic event many Americans will remember for the rest of their lives.	Section 1:
	The day the first African American president took office was historic.
	The 2009 inauguration was historic.
On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barack Obama was sworn in as the 44th president of the United States of America. It was the largest crowd to gather for an inauguration in American history.	Section 2:
	Many people came to see Barack Obama become president.
Afterward, President Obama gave the Inaugural Address. The crowd applauded many times throughout. In his speech he said, "On this day, we gather because we have chosen hope over fear." Many in the crowd were overcome with emotion and pride.	Section 3:
	The crowd liked his speech.
	The crowd was proud of the president's speech.
	The president gave a good speech.



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

Later, President Obama walked with his family in a parade to the White House. The crowds were filled with people of different races, ages, and backgrounds. They cheered and waved as the First Family passed. They were amazed and excited to see the first African American president in United States history.	Section 4:
	All kinds of people came to see the first African American president.
	Different kinds of people came to be a part of history.

840L

³Written for Educational Purposes by Expeditionary Learning.

Sources:

<http://www.inaugural.senate.gov/>

http://www.nytimes.com/2009/01/21/us/politics/20web-inaug2.html?pagewanted=all&_r=0

<http://www.whitehouse.gov/video/President-Barack-Obamas-Inaugural-Address-January-20-2009>

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

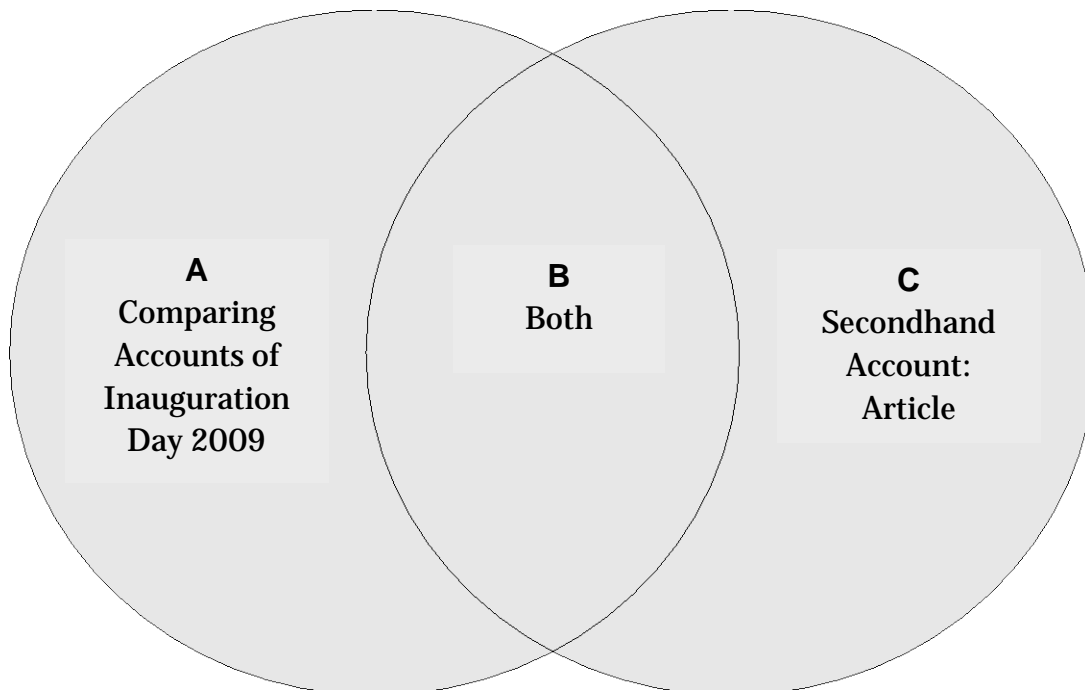
Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009

Directions:

1. Reread the firsthand and secondhand accounts above.
2. For each text, review your main idea notes.
3. Read the list of details in the box below.
4. Then for each detail in the box, decide how to categorize it: see the Venn diagram below.
 - A = details that are only included in the firsthand account
 - B = details that are in both the firsthand and secondhand accounts
 - C = details that are only included in the secondhand account.

*Note: One detail is done for you as an example. See the * below.*

Comparing Accounts of Inauguration Day 2009





End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

*B	Describes Inauguration Day 2009 (*both accounts do this)
B	Describes the emotion of the crowd.
C	Describes what the president said.
A	Describes how the author felt.
B	Describes how an African American president affects history.
B	Describes the different people in the crowd.
A	Describes why the day is historic.
C	Describes how the day affected the author's daughter.

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

Part 4: Describing the Focus of the Accounts

Directions: Select the best answer for each question below.

1. Which of the following describes the main focus of the firsthand account (the email)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.**

2. Which of the following describes the main focus of the secondhand account (the article)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.**
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.

PART 5: Synthesizing the Text

Directions: Write a synthesis statement comparing the firsthand and secondhand accounts of Inauguration Day 2009. Make sure to use evidence from the texts in your synthesis:

Possible Answer: *Both of these texts were about the 2009 inauguration. They both describe the day as historic because Barack Obama was the first African American president. They also both describe the crowd that came to see him, that they were different races and ages. The email focused on why the day meant so much to the author and why it was important for the author's daughter. The article focused on what happened that day and why it was historical. It talked about what the president did and said.*