



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"> 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., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). d. 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"> a. I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. 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"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. 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>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. 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"> a. I can introduce a topic clearly. a. I can group supporting facts together about a topic in an informative/explanatory text a. I can use text, formatting, illustrations, and multi-media to support my topic. b. I can develop the topic with facts, definitions, details, and quotations. c. 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>) d. I can use precise, content-specific language/vocabulary to inform or explain about a topic. e. 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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Grade 4: Module 4: Performance Task



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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) <ol 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 protocol Firsthand 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 Day Tracking 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 inferLook in the glossaryLook for a text feature that defines the wordLook in a dictionaryThink 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">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.”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.

“On Women’s Right to the Suffrage,” a Speech by Susan B. Anthony, 1873	Use the text to answer the following questions:
<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>	What does Susan B. Anthony mean by “alleged crime”?
	What does the word “right” mean as it is used in this text?



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

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

I can summarize informational text. (RI.4.2)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Summarizing Informational Text recording form for “The Vote”

Agenda

1. Opening
 - A. Engaging the Reader and Reviewing Learning Targets (5 minutes)
2. Work Time
 - A. Setting a Purpose for Learning: Review Voting Timeline (10 minutes)
 - B. Reading Informational Text for Gist: “The Vote” (10 minutes)
 - C. Finding the Main Idea of an Informational Text (20 minutes)
 - D. Written Summary of “The Vote” (10 minutes)
3. Closing and Assessment
 - A. Share (5 minutes)
4. Homework

Teaching Notes

- 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:
 1. 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).
 2. 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



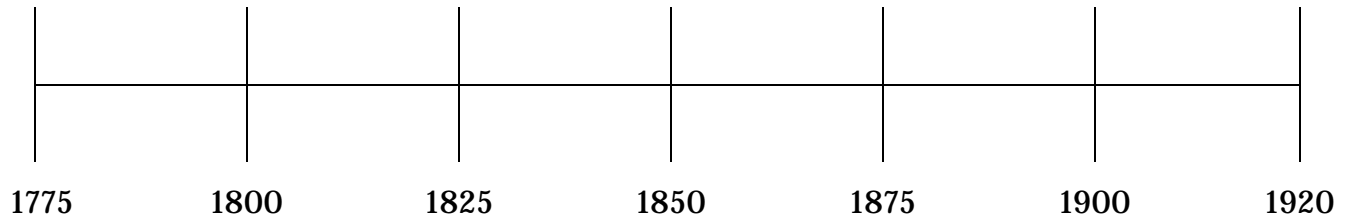
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Timeline: History of Voting in America: Women's Suffrage Movement Anchor Chart
Blank Sample For Teacher Reference

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

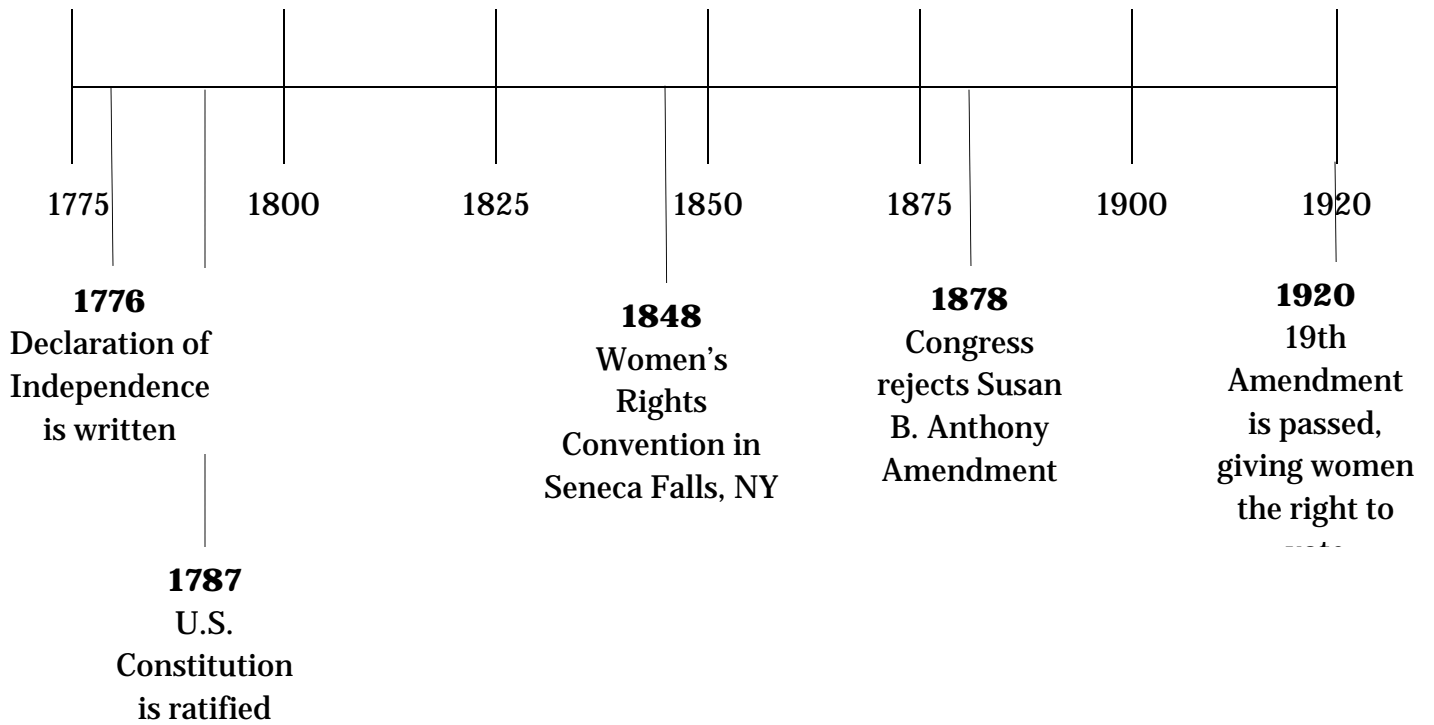




Timeline: History of Voting in America: Women's Suffrage Movement Anchor Chart

Example of Timeline after Lesson 3

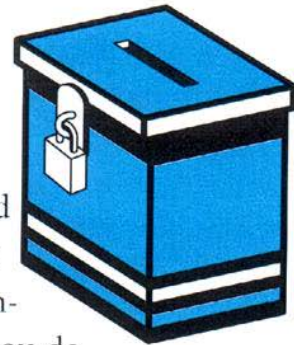
(For Teacher Reference)





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 ★

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"The Vote" by Rebecca Hershey, Hopscotch for Girls, Feb. 2003



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. Anthony– November 1872—Susan B. Anthony and 13 other women vote– 1865—13th Amendment becomes law and ends slavery– 1868—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:

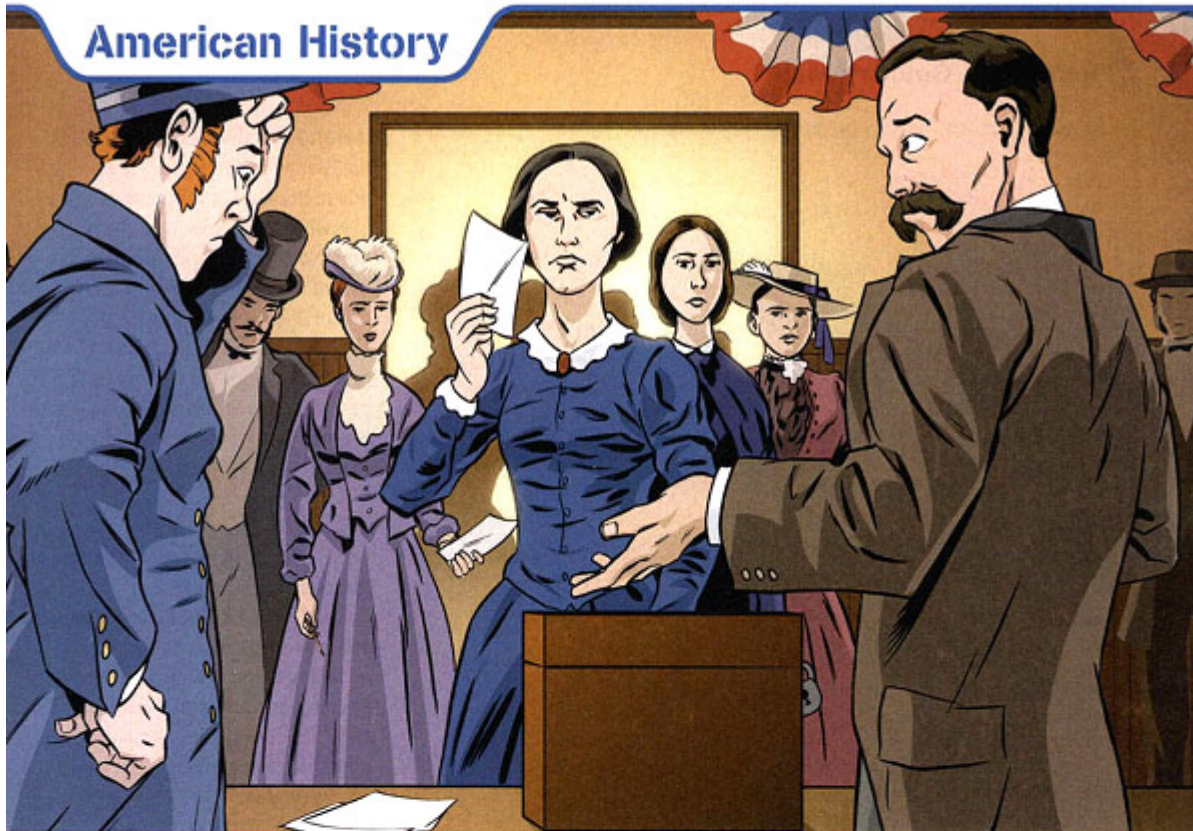
“The Vote” by Rebecca Hershey is about Susan B. Anthony and her courageous fight to gain the right for women to vote in the United States. Even as a little girl, Susan was told that there were things, like long division, that girls didn’t need to know. She knew this was unfair, and this began her fight 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,

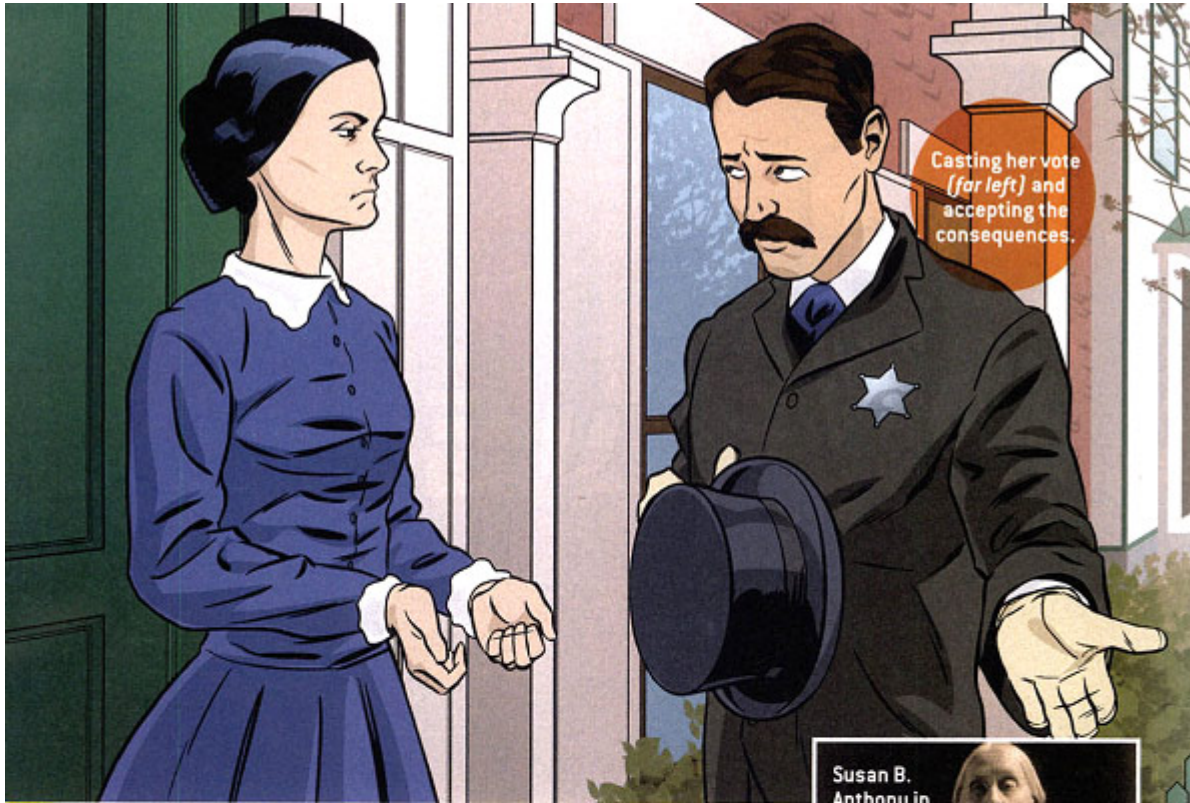
demand that they be allowed to register as voters in the U.S. presidential election. Polling-site officials reluctantly did so. There was only one problem. At that time, women had no legal right to vote in New York or any other state. But on November 5—Election Day—Anthony and 13 other women cast votes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

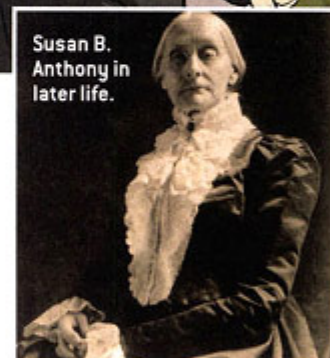
ILLUSTRATION BY KIMMY J. HENNING. PHOTOS BY PHOTOFEST/ALAMY, SHUTTERSTOCK VIA ILLUSTRATION BY PHOTOFEST/ALAMY



“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.”

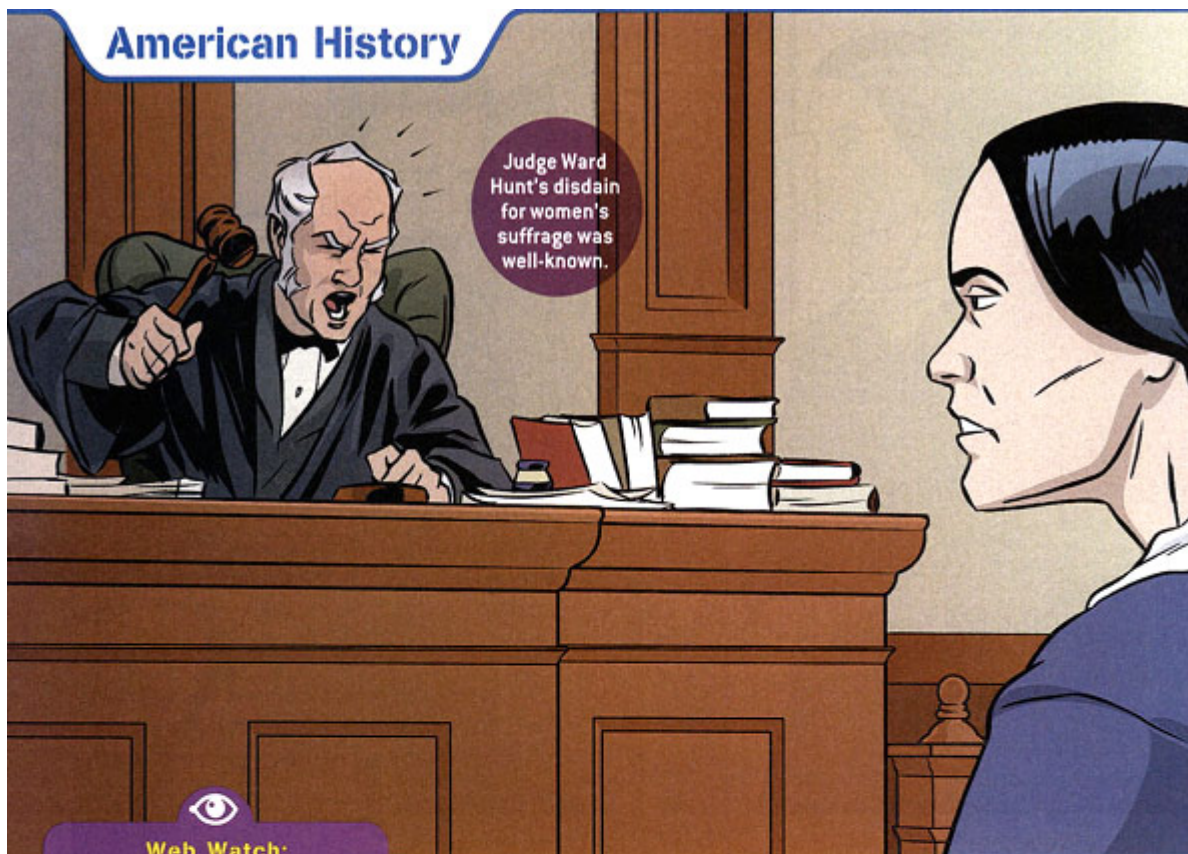
Many spectators laughed. Even jury members (all of whom were white men) smiled. When his turn came to speak, Henry Selden, Anthony’s lawyer, said, “Your honor, gentlemen of the jury, the defense wishes to concede [agree] that Miss Susan B. Anthony is indeed a woman.”

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!”

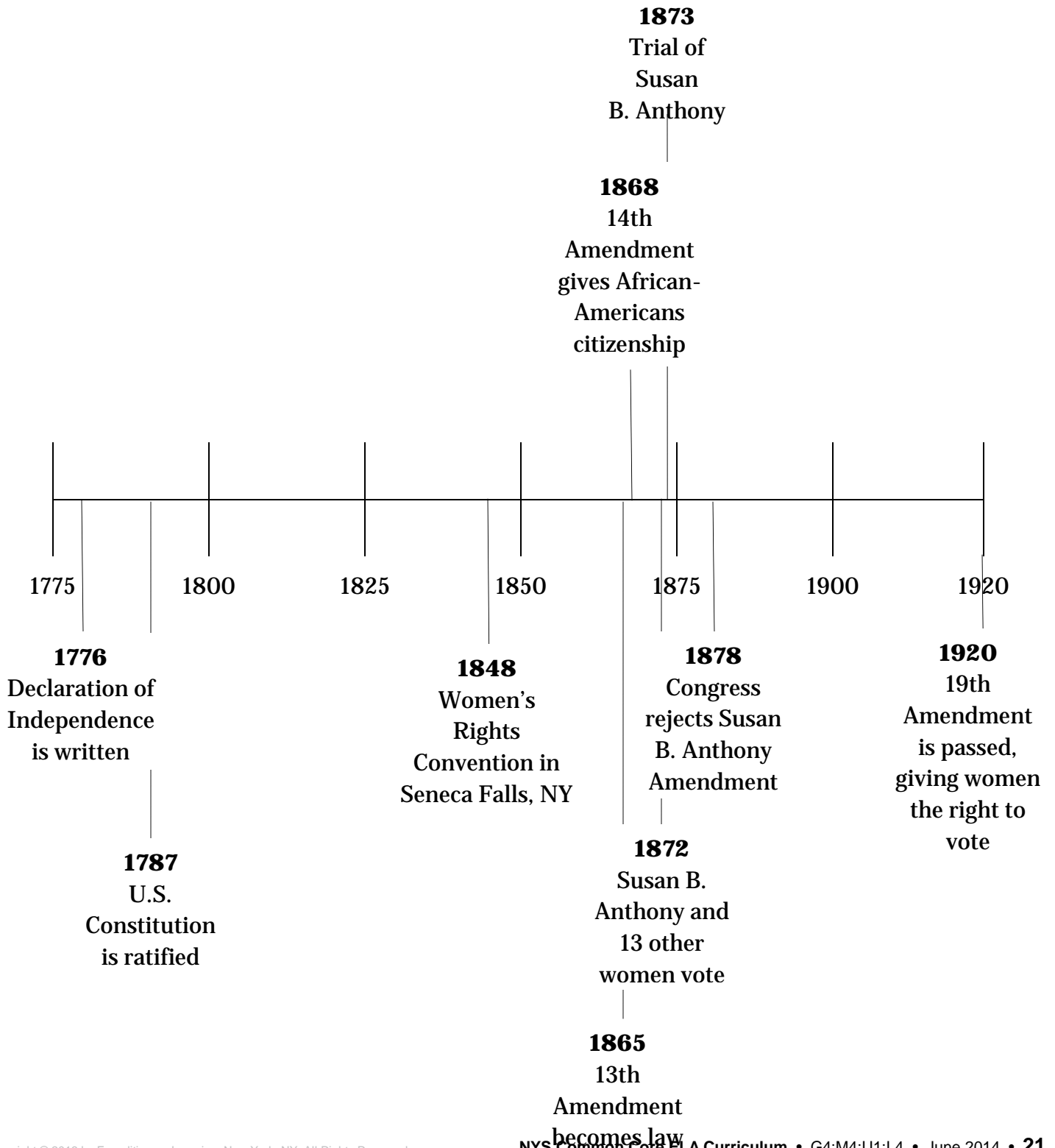
Word	Section of Text	Definition/Synonym
earnestly	The Trial: Day Two	heartfelt; sincere
persistently	The Trial: Day Two	continuing, lasting, or holding on, despite opposition or difficulties; repeated
tyranny	The Trial: Day Two	the oppressive or abusive exercise of power, or the government or authority 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	
<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>	
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"> Opening <ol style="list-style-type: none"> Engaging the Reader and Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Using Evidence to Answer Text-Dependent Questions (15 minutes) Finding the Main Idea of an Informational Text (25 minutes) Written Summary of “Order in the Court!” (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) 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

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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">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglas (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (10 minutes)4. 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	



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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.

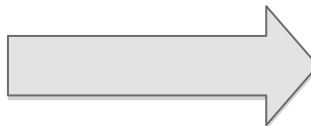
1. The target in my own words is:

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
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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>	



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Grade 4: Module 4: Unit 1: Lesson 7

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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
Reformatted Version

CANANDAIGUA, N.Y., June 19—At 2 o'clock this afternoon Judge Selden mad 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.

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

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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 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>_____</p>
	<p>_____</p>
	<p>_____</p>
	<p>2. What argument did Judge Selden have with how Susan B. Anthony was treated in court?</p>
	<p>_____</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: _____

<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:
	<p>1. What did Susan B. Anthony want from the court?</p>
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: _____

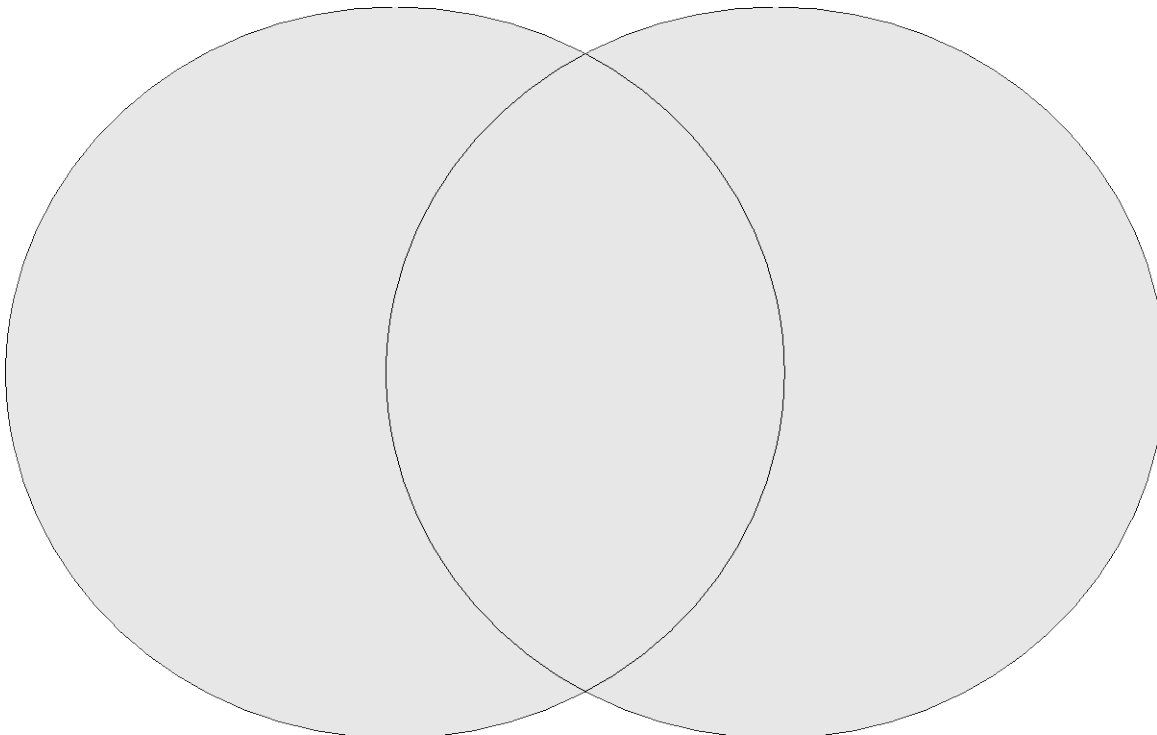
Date: _____

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.



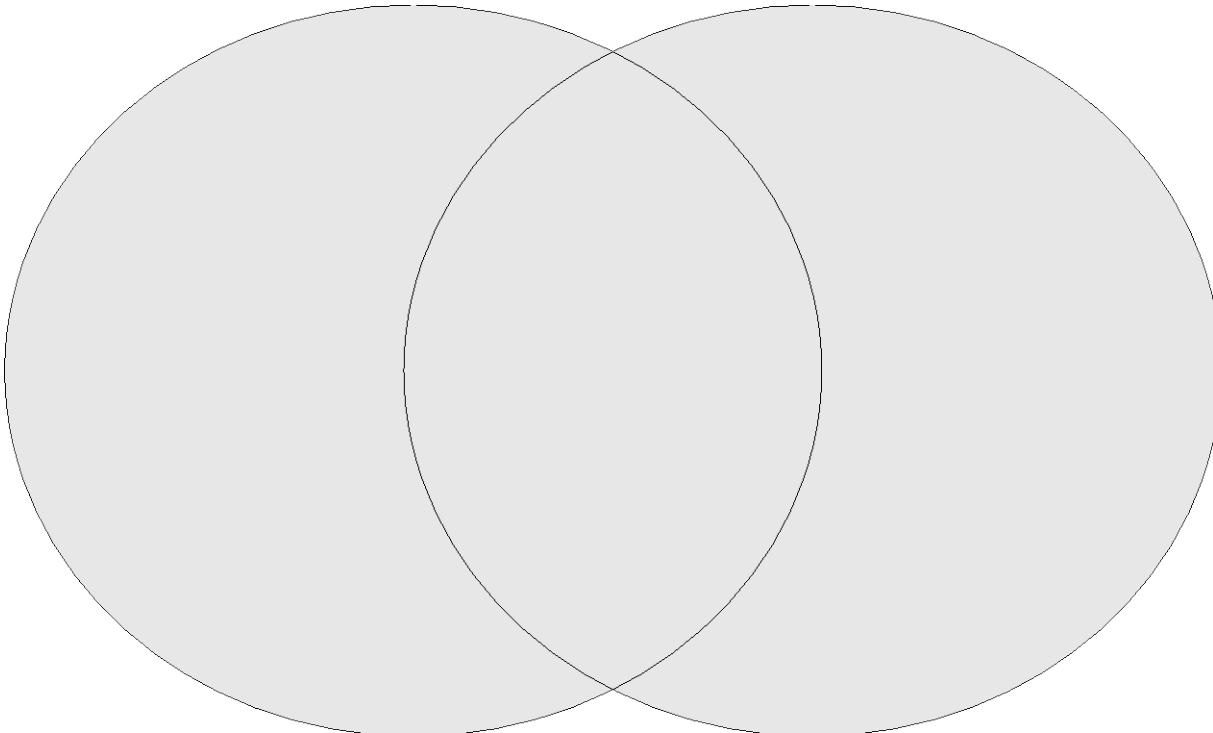
Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial
Recording Form
(Possible Answers, for Teacher Reference)

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
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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

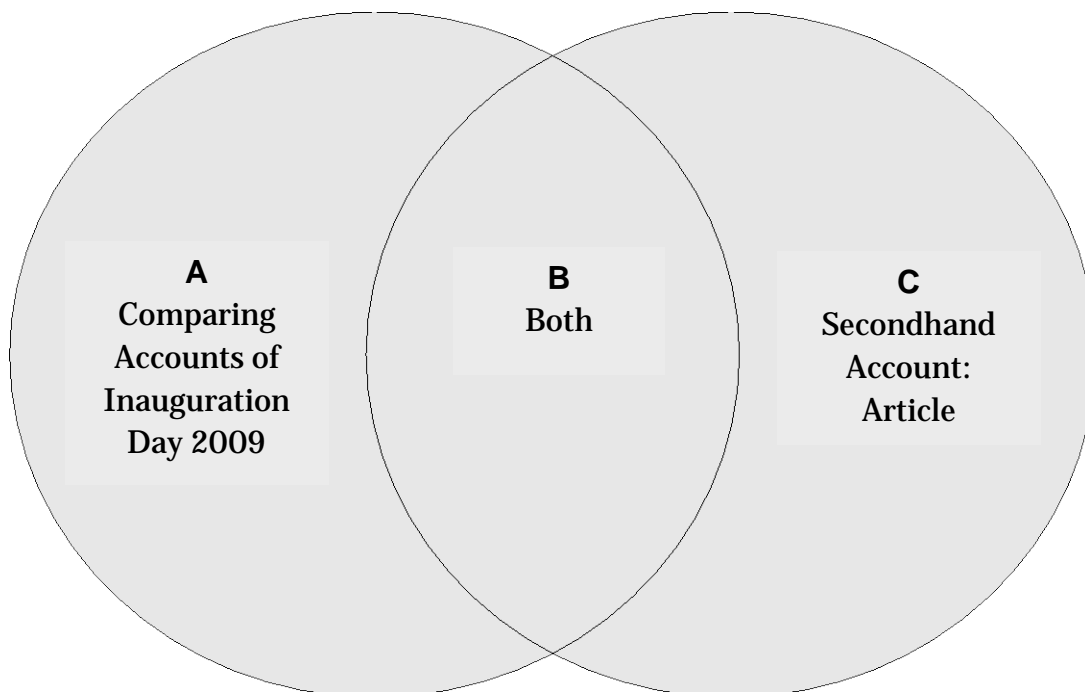
Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009

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,</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:
	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.

890L

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

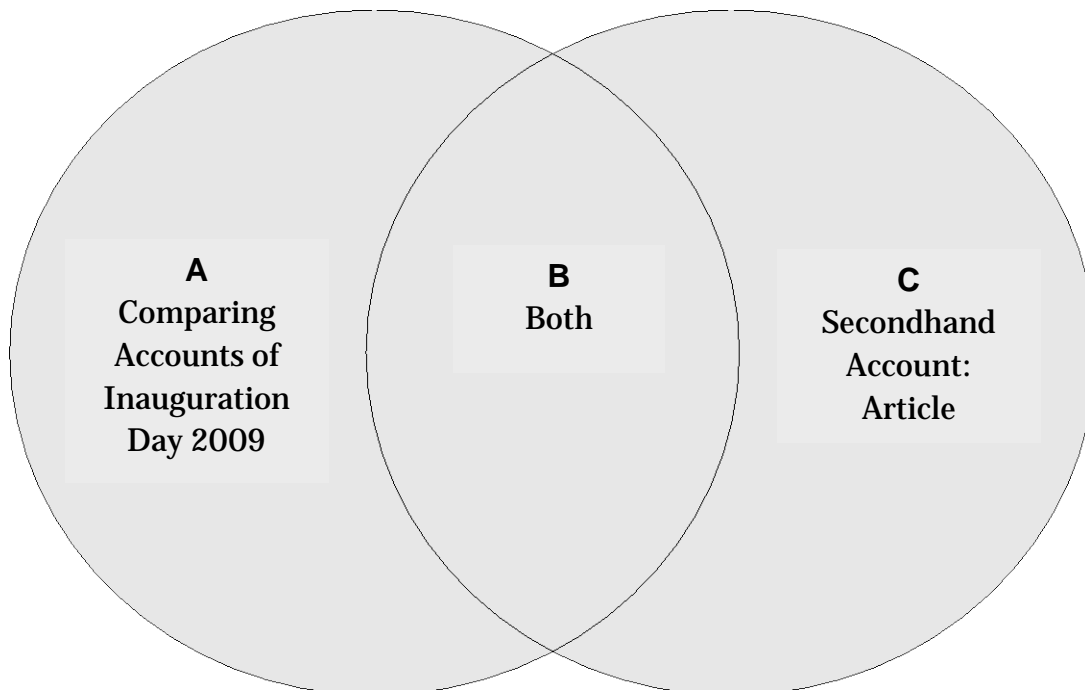
Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009

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.*



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Grade 4: Module 4: Unit 2: Overview



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Unit 2: Analyzing Characters and How They Contribute to Theme: Reading and Analyzing *The Hope Chest*

In Unit 2, students read *The Hope Chest* by Karen Schwabach. This novel is a piece of historical fiction set in 1920 during the passage of the 19th Amendment, which gave women in the United States the right to vote. This unit builds off the background knowledge students built in Unit 1 about Susan B. Anthony and the beginning of the suffrage movement. In reading this novel, students will continue to explore this topic and the theme “making a difference” through an analysis of the characters and events in the novel. Students will work on summarizing and analysis of characters in the first half of the unit, and analysis of a central theme in the

second half of the unit. They will use a series of chapter-by-chapter reading guides that include historical background information, a glossary of both domain-specific and academic vocabulary, and lists of complex figurative language (idioms and adages) related to this historical time period. Throughout the unit, students will demonstrate their ability to analyze the novel and its characters through writing a series of scaffolded and on-demand essays, ending with an on-demand essay that requires them to analyze how a particular character contributes to the central theme of the novel, “making a difference.”

Guiding Questions And Big Ideas

- **How can one person make a difference?**
- *One person can take action to change things for the better.*



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>



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 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.

Texts

1. Susan B. Anthony, "On Women's Rights to the Suffrage," excerpt from a speech given in 1873, available at <http://www.historyplace.com/speeches/anthony.htm>. (1200L/FK 10.7)
2. Karen Schwabach, *The Hope Chest* (New York: Yearling, 2008), ISBN: 978-0-375-84096-8.



This unit is approximately 3 ½ weeks or 18 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Listening to and Rereading a Speech by Susan B. Anthony to Infer about Her as a Leader of Change	<ul style="list-style-type: none"> I can make inferences using specific details from the text. (RI.4.1) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10) I can identify the reason a speaker provides to support a particular point. (SL.4.3) 	<ul style="list-style-type: none"> I can respond in writing to a partner's ideas. I can infer why Susan B. Anthony wrote and delivered "On Women's Right to the Suffrage." 	<ul style="list-style-type: none"> Written Conversation papers Close Read recording form 	<ul style="list-style-type: none"> Guiding Questions Things Close Readers Do Written Conversation protocol
Lesson 2	Preparing to Read <i>The Hope Chest</i> by Karen Schwabach	<ul style="list-style-type: none"> I can summarize informational text. (RI.4.2) I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) 	<ul style="list-style-type: none"> I can explain how the 19th Amendment was passed in 1920, using details from the "Movin' on Up" section of the text "Order in the Court." I can use a variety of strategies to help me understand the story elements in the beginning of <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Annotated text for "Movin' on Up" Triad summary statement for "Movin' on Up" 	<ul style="list-style-type: none"> Timeline: History of Voting in America: Women's Suffrage Movement Norms for Triad Talk Process for Using a Glossary Vocabulary Strategies
Lesson 3	Summarizing Literature and Analyzing Characters: <i>The Hope Chest</i> , Chapter 1	<ul style="list-style-type: none"> I can summarize a story, drama, or poem. (RL.4.2) I can compare and contrast different narrators' points of view. (RL.4.6) I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) 	<ul style="list-style-type: none"> I can summarize Chapter 1 of <i>The Hope Chest</i> using specific details from the text. I can explain the difference between first-person and third-person point of view. I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters," including text-dependent questions (from homework) Exit ticket 	<ul style="list-style-type: none"> Somebody In Wanted But So Then Violet's Character



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Analyzing Descriptive Language: <i>The Hope Chest</i> , Chapters 1–3	<ul style="list-style-type: none"> I can analyze the meaning of figurative and complex language. (L.4.5a, c) 	<ul style="list-style-type: none"> I can read Chapter 3 of <i>The Hope Chest</i> for gist. I can explain the meaning of simple similes in context. I can name synonyms and antonyms for vocabulary words. 	<ul style="list-style-type: none"> Summary statements for Chapters 2 and 3 	<ul style="list-style-type: none"> Synonyms and Antonyms Violet's Character Vocabulary Strategies
Lesson 5	Summarizing Literature and Analyzing Characters: <i>The Hope Chest</i> , Chapter 3	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1a, b) I can summarize a story, drama, or poem. (RL.4.2) I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) 	<ul style="list-style-type: none"> I can use evidence from <i>The Hope Chest</i> when I discuss the text. I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners. I can summarize Chapter 3 of <i>The Hope Chest</i> using specific details from the text. I can describe actions Myrtle takes in Chapter 3 and what this says about the type of person she is. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (from homework) Text-dependent questions for Chapter 3 	<ul style="list-style-type: none"> Norms for Triad Talk Synonyms and Antonyms Myrtle's Character
Lesson 6	Clustering Vocabulary to Build Meaning from a Text	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) 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 explain the events of Chapters 4 and 5 in <i>The Hope Chest</i> using details from the text. I can sort vocabulary words into categories. I can explain plot events and character details using my understanding of word categories. 	<ul style="list-style-type: none"> Reader's Guides for Chapters 4 and 5 (from homework) Word categories exercises 	<ul style="list-style-type: none"> Violet's Character Myrtle's Character



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Summarizing Chapters 1–6 of <i>The Hope Chest</i> Using a Story Map	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can summarize a story, drama, or poem. (RL.4.2) 	<ul style="list-style-type: none"> I can determine the main idea of each chapter I've read in <i>The Hope Chest</i>. I can summarize the events of Chapters 1–6 of <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee." (from homework) Chapter 6 summary statement Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 	
Lesson 8	Preparing to Write an Essay about Myrtle: Reading about the Jim Crow Laws	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>. I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (from homework) Essay planning notes Exit ticket 	<ul style="list-style-type: none"> Violet's Character Myrtle's Character Other Characters' Actions



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Examining the Structure of Short Essays and Gathering Evidence for an Essay about Myrtle	<ul style="list-style-type: none"> I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2). 	<ul style="list-style-type: none"> I can gather evidence for a short essay that describes how Myrtle was affected by her experience riding in the "colored car" in <i>The Hope Chest</i>. I can describe the basic structure of a short essay. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (from homework) Essay Prompt/Planner 	<ul style="list-style-type: none"> Myrtle's Character Structure of a Short Essay Back-to-Back and Face-to-Face protocol
Lesson 10	Writing a Short Essay about Myrtle and Discussing Character Reactions to Jim Crow	<ul style="list-style-type: none"> I can summarize a story, drama, or poem. (RL.4.2) I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can write a focus statement supported by evidence from the text for my essay about Myrtle. I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (from homework) Short Essay about the Character Myrtle in <i>The Hope Chest</i> Text-dependent questions for Brainstorm Carousel 	<ul style="list-style-type: none"> Violet's Character Other Characters' Actions Structure of a Short Essay Back-to-Back and Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i>	<ul style="list-style-type: none"> • 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 characters, setting, or events using details from the text. (RL.4.3) • I can use context to help me determine what a word or phrase means. (L.4.4) • I can analyze figurative language, word relationships, and slight differences in word meanings. (L.4.5) • I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> • I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text. • I can summarize a chapter from <i>The Hope Chest</i>. • I can write a short essay about Violet supported by evidence from the text. 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> • Tracking My Progress, Mid-Unit 2 recording form 	<ul style="list-style-type: none"> • Structure of a Short Essay



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Summarizing <i>The Hope Chest</i> Chapters 7–11 and Interpreting and Creating Cover Art	<ul style="list-style-type: none"> 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 make connections between a text and the text's visuals. (RL.4.7) 	<ul style="list-style-type: none"> I can make connections between a text and an artist's interpretation of the text through cover art from <i>The Hope Chest</i>. I can summarize the events of Chapters 7–11 of <i>The Hope Chest</i>. I can interpret the events so far in <i>The Hope Chest</i> by creating a new cover. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 11: "Finding Chloe" (from homework) Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11 Cover Art Analysis sheet 	<ul style="list-style-type: none"> Back-to-Back and Face-to-Face protocol
Lesson 13	Introducing Literary Theme: Exploring Themes in <i>The Hope Chest</i>	<ul style="list-style-type: none"> I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can determine the theme of a story, drama, or poem. (RL.4.2) 	<ul style="list-style-type: none"> I can explain how to determine a theme in a story. I can determine possible themes for <i>The Hope Chest</i>. I can find evidence of a given theme in <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies" (from homework) Finding Themes in <i>The Hope Chest</i> handout 	<ul style="list-style-type: none"> Violet's Character Other Characters' Actions Theme



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Determining the Central Theme of <i>The Hope Chest</i>	<ul style="list-style-type: none"> I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can determine the theme of a story, drama, or poem. (RL.4.2) 	<ul style="list-style-type: none"> I can determine the central theme of <i>The Hope Chest</i>. I can find evidence of the central theme in the text of <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 13: "Dead Horse Alley" (from homework) Reader's Guide for <i>The Hope Chest</i>, Chapter 14: "Max Bloomstein's Pharmacy" (from homework) Violet's Character anchor chart, Myrtle's Character anchor, and Other Characters' Actions anchor chart Finding the Central Theme in <i>The Hope Chest</i> recording form 	<ul style="list-style-type: none"> Violet's Character anchor chart (from previous lessons) Myrtle's Character anchor (from previous lessons) Other Characters'
Lesson 15	Writing an Essay on Theme: Introducing a Prompt and Analyzing a Model Essay	<ul style="list-style-type: none"> I can determine the theme of a story, drama, or poem. (RL.4.2) 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.4.9a) 	<ul style="list-style-type: none"> I can explain how evidence I locate in <i>The Hope Chest</i> is connected to the central theme, "making a difference." I can analyze an essay about how Myrtle contributes to the central theme or "makes a difference" in <i>The Hope Chest</i>. I can practice writing a conclusion for an essay on Myrtle's contributions to the central theme of <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt" (from homework) Model and Practice Essay on Theme handout 	<ul style="list-style-type: none"> Violet's Character Myrtle's Character Other Characters' Actions Structure of a Short Essay



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	Preparing to Write an Essay about Theme: Reading and Gathering Evidence from Chapter 17 in <i>The Hope Chest</i>	<ul style="list-style-type: none"> I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can determine the theme of a story, drama, or poem. (RL.4.2) 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.4.9a) 	<ul style="list-style-type: none"> I can identify evidence of the central theme, "making a difference," in <i>The Hope Chest</i>. I can explain how the evidence I select contributes to the central theme of <i>The Hope Chest</i>, "making a difference." I can discuss how Violet contributes to the theme "making a difference" throughout the novel <i>The Hope Chest</i>, using evidence from the text. 	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay" (from homework) Text-dependent questions for Chapter 17 Student Copy of the Character anchor charts 	<ul style="list-style-type: none"> Violet's Character
Lesson 17	End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme	<ul style="list-style-type: none"> I can determine the theme of a story, drama, or poem. (RL.4.2) I can summarize a story, drama, or poem. (RL.4.2) I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3) I can determine word meaning in a text. (RL.4.4) I can compare and contrast different narrators' points of view. (RL.4.6) I can make connections between a text and the text's visuals. (RL.4.7) 	<ul style="list-style-type: none"> I can determine evidence of the central theme, "making a difference," in a chapter from <i>The Hope Chest</i>. I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text. I can make connections between the text and a different version of its cover. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme Tracking My Progress, End of Unit 2, Part I recording form 	<ul style="list-style-type: none"> Violet's Character



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 18	End of Unit Assessment, Part II: Writing an Essay about the Theme of <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 characters, setting, or events using specific details from the text. (RL.4.3)• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)	<ul style="list-style-type: none">• I can write an essay describing how Violet's character "made a difference" in the novel <i>The Hope Chest</i>.	<ul style="list-style-type: none">• End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i>	<ul style="list-style-type: none">• Violet's Character



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a representative from the local historical society to come talk to your class about the suffrage movement and its impact on local history.
- Invite a politician to visit the class to discuss why he or she needs voters.

Fieldwork:

- Visit the local historical society and ask to take a tour of its archived photographs and documents related to the suffrage movement and other historical events referenced in the novel (World War I, the Influenza Epidemic of 1918, the rise of the automobile, etc.).
- Take your class to a local government building to talk to elected officials; go to the office of elections.

Service:

- Volunteer for a local voter registration drive.

Preparation and Materials

For each chapter students read in the novel *The Hope Chest* by Karen Schwabach, they will have an accompanying Reader's Guide. These guides are designed to support students with historical background information related to each chapter, a glossary of domain-specific and academic vocabulary, and a graphic organizer for summarizing the chapter. You have two options for how to organize the Reader's Guides. You may give students these Reader's Guide pages lesson-by-lesson, collect the guides as formative assessment and then give back for students to keep in a reading folder for reference, or staple all of the Reader's Guides into a single packet for students to work through over the course of the unit.

The Reader's Guides are designated as a support for students in reading chapters independently for homework (or at a time designated for independent reading during the school day). See the reading calendar below, which shows what chapter and Reader's Guide is assigned and due for each lesson.

**The calendar below shows what is due on each day.
Teachers can modify this document to include dates instead of lessons.**

Lesson	Chapter (19 total)
1	None
2	Chapter 1— Begun in class and assigned for homework
3	Chapter 2—Assigned for homework
4	Chapter 3—Assigned for homework
5	Chapters 4 and 5—Assigned for homework
6	Chapter 6—Assigned for homework
7	Chapter 7—Assigned for homework
8	Chapter 8—Assigned for homework
9	Chapter 9—Assigned for homework
10	Chapter 10—Assigned for homework (assessed in Lesson 11)
11	Chapter 10—Reread for assessment Chapter 11—Assigned for homework
12	Chapter 12—Assigned for homework
13	Chapter 13—Begun in class and finished for homework Chapter 14—Assigned for homework
14	Chapter 15—Assigned for homework
15	Chapter 16—Assigned for homework
16	Chapter 17—Read in class Chapter 18—Assigned for homework
17	Chapter 18—Reread for assessment Chapter 19—Assigned for homework (finish book)
18	None



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the 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 below band level (below 740L)			
<i>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage</i>	Claire Rudolf Murphy (author)	Literature	580
<i>Eleanor, Quiet No More: The Life of Eleanor Roosevelt</i>	Doreen Rappaport (author)	Informational	670
<i>Riding Freedom</i>	Pam Munoz Ryan (author)	Literature	720
Lexile text measures within band level (740–1010L)			
<i>Only Passing Through: The Story of Sojourner Truth</i>	Anne Rockwell (author)	Informational	790
<i>You Wouldn't Want to Be a Suffragist!: A Protest Movement That's Rougher Than You Expected</i>	Fiona MacDonald (author)	Informational	830



Title	Author And Illustrator	Text Type	Lexile Measure
<i>Dear America: Like the Willow Tree</i>	Lois Lowry (author)	Literature	830
<i>Created Equal: Women Campaign for the Right to Vote</i>	Ann Rossi (author)	Informational	860
<i>A Woman for President: The Story of Victoria Woodhull</i>	Kathleen Krull (author)	Informational	910
<i>Sojourner Truth: Ain't I a Woman?</i>	Pat McKissack (author)	Informational	960
Lexile text measures above band level (over 1010L)			
<i>Selma and the Voting Rights Act</i>	David Aretha (author)	Informational	1140
<i>Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires along the Way)</i>	Sue Macy (author)	Informational	1280
<i>African American Women in the Struggle for the Vote</i>	Rosalyn Terborg-Penn (author)	Informational	No Lexile YA
<i>The Suffragist in Literature for Youth: The Fight for the Vote</i>	Shelley Mosley (author)	Poetry	PF
<i>Gibson Girls and Suffragists: A Perception of Women from 1900 to 1918</i>	Catherine Crowley Gourley (author)	Informational	No Lexile YA



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 1

Listening to and Rereading a Speech by Susan B. Anthony to Infer about Her as a Leader of Change



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**Listening to and Rereading a Speech by Susan B. Anthony to Infer about
Her as a Leader of Change**

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can make inferences using specific details from the text. (RI.4.1) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10) I can identify the reason a speaker provides to support a particular point. (SL.4.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can make inferences using specific details from the text. (RI.4.1)• I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10)• I can identify the reason a speaker provides to support a particular point. (SL.4.3)	<ul style="list-style-type: none">• Written Conversation papers• Close Read recording form



Listening to and Rereading a Speech by Susan B. Anthony to Infer about
Her as a Leader of Change

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Engaging the Reader: Written Conversation on a Guiding Question (10 minutes)Work Time<ol style="list-style-type: none">Listening to a Speech by Susan B. Anthony (20 minutes)Rereading Susan B. Anthony's Speech and Answering Text-Dependent Questions (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Written Conversation (10 minutes)Homework<ol style="list-style-type: none">Write a short responseProvide at least two reasons to support your opinion	<ul style="list-style-type: none">In this lesson, students revisit the speech "On Women's Right to the Suffrage" by Susan B. Anthony. They listen to and then reread the first paragraph to infer what made Susan B. Anthony a leader of change.To prepare for this close read of Anthony's speech, students discuss their opinions about what makes someone a "leader of change."The linked audio file(used with permission from http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919) is a professional narration of the speech that allows students to hear what the speech may have sounded like as it was given. Please note that the website does contain advertisements which may or may not contain appropriate content. Be sure to preview links.Because students will consider how delivering a passionate speech can be an act of leadership, hearing the speech performed (as opposed to read) is important.If you do not have the technology available to play the audio file, consider having a drama teacher or professional speaker come in to perform the speech.Also in this lesson, students will discuss the guiding question, "What makes someone a leader of change?" in a Written Conversation. To do this, students work with a partner. Each student writes an answer to the question. Next, they trade papers and respond in writing to each other's answer. Students then trade papers once more and read their partner's response. They hold on to their papers for the Closing, when they reflect on the question after experiencing the lesson. This Written Conversation allows students to practice their writing fluency.In advance: Record the Written Conversation directions on the board if you don't intend to use a document camera or distribute the handout. Prepare a computer with speakers to play the speech for students; review the Written Conversation protocol (Appendix).Post: Learning targets.



Listening to and Rereading a Speech by Susan B. Anthony to Infer about Her as a Leader of Change

Lesson Vocabulary	Materials
opinion, leader, infer; alleged, denied, committed, exercised, indictment, lawful, right, suffrage (review from Unit 1, Lesson 2)	<ul style="list-style-type: none"> Lined paper (two pieces per pair) Written Conversation directions (one per pair or one to display) Document camera Guiding Questions anchor chart (from Unit 1, Lesson 1) Close Read recording form (one per student) Computer with internet access and speakers Audio recording of “On Women’s Right to the Suffrage” narrated by Antonia Bath http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919 “On Women’s Right to the Suffrage” by Susan B. Anthony (from Unit 1, Lesson 2; one per student) Close Readers Do These Things anchor chart (from Unit 1, Lesson 2)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Direct students’ attention to the learning targets and read them aloud: <ul style="list-style-type: none"> * “I can respond in writing to a partner’s ideas..” * “I can infer why Susan B. Anthony wrote and delivered ‘On Women’s Right to the Suffrage’”. Circle the words <i>respond</i> and <i>conversation</i> in the first target. Ask students to think about what each word means. Cold call a few students to share their explanations. Tell students that <i>respond</i> means “to answer in writing or speech.” Explain that the root word for <i>conversation</i> is <i>converse</i>, and this word is made up of two parts: <i>con</i>, meaning “together,” and <i>verse</i>, meaning “to speak,” so students will be answering a question in writing together. Ask for a few volunteers to explain the second target in their own words. Listen for answers like: “We will reread Susan B. Anthony’s speech and think about how she was a leader.” Clarify this target if necessary. 	<ul style="list-style-type: none"> To further support ELLs or students who struggle with writing, consider giving time in advance or additional time to write an initial response to the guiding question for the Written Conversation. If you have students who speak little to no English, consider partnering them with a speaker of their home language and making this activity conversation-based.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Written Conversation on a Guiding Question (10 minutes)</p> <ul style="list-style-type: none">• Write the guiding question, “What makes someone a leader of change?” on the board. Place students with a partner and ensure that each student has a piece of lined paper. Tell them that they will have a Written Conversation. Give students a copy of the Written Conversation directions, display a copy on a document camera, or post them on the board (see supporting materials).• Clarify the directions or model as needed. Give students 5 minutes for their Written Conversation. Ask a few to share their partner’s written response. Listen for students to describe “leaders of change” in these ways: “someone who helps change unfair rules,” “someone who is brave,” “someone who helps others,” or “someone who stands up for what he or she believes in.”• Add any new thinking to the Guiding Questions anchor chart under the first question: “What makes someone a leader of change?” Explain that today students will look for evidence that Susan B. Anthony was a “leader of change” in her speech “On Women’s Right to the Suffrage.” Ask students to hold on to their Written Conversation papers because they will need them at the end of the lesson. Collect Written Conversation directions (if necessary) for use in the Closing.	



Work Time	Meeting Students' Needs
<p>A. Listening to a Speech by Susan B. Anthony (20 minutes)</p> <ul style="list-style-type: none"> Place students in their triad group from Unit 1. Distribute the Close Reading recording form for this lesson. Gather students together near the computer and speakers you will use to play the audio recording of “On Women’s Right to the Suffrage” narrated by Antonia Bath. Tell students that they will re-examine the first part of the speech to infer about the author as a leader of change. Remind them that they have learned quite a bit about Susan B. Anthony and her trial since they first heard read this speech, and that this background knowledge will help them better understand the text. Ask students to get out their copies of “On Women’s Right to the Suffrage” by Susan B. Anthony (from Unit 1, Lesson 2) or redistribute the speech. Tell them that it is okay if they still struggle to understand the speech as they reread it today. Remind them that it is a primary source and a complex text. Reassure them that as close readers, they have various strategies for tackling complex texts. If necessary, review the Close Readers Do These Things anchor chart (from Unit 1, Lesson 2). Ask them to reread the speech with their triad for gist, to help remember what it is mostly about. Give students about 5 to 10 minutes to reread. Ask for a few volunteers to share what the text is mostly about. Listen for: “It is about how Susan B. Anthony thinks women should have the right to vote” or “It is about how she got arrested for voting but thinks women should be able to vote like men.” Remind students that the first time they closely read the beginning of this speech, they read it for gist and to identify and figure out unfamiliar words. Tell students that today they will listen to the speech delivered by a professional speaker. Explain that speeches are written to be spoken aloud to an audience. Tell them you would like them to think about this as you play the speech for the first time. Point out the directions and question on the front of the Close Reading recording form: <ul style="list-style-type: none"> * “What are the differences between listening to this speech delivered and reading it on paper?” Tell students they will discuss and write about this question after they have listened to the speech. Play the audio clip. Note: Stop the speech once you have reached the end of the excerpt students were given. Listen for the line ending in “... provided by this democratic-republican government—the ballot.” 	<ul style="list-style-type: none"> It is not expected that students be able to read all of “On Women’s Right to the Suffrage” independently with full understanding. Consider allowing students who struggle to read at grade level to read the speech aloud with their triad, or you may read it aloud for your class. However, the point of this portion of Work Time is to get students to notice that hearing a speech delivered is different from reading a printed speech, so be sure to emphasize the difference between reading a speech aloud and delivering a speech.



Listening to and Rereading a Speech by Susan B. Anthony to Infer about
Her as a Leader of Change

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 5 minutes to discuss and record their answers on their recording form. Cold call a few triads to share out their responses. Listen for them to notice that when they listen to the speech delivered, they can hear the emotion of the speaker and it is easier to understand what the speech is about.	
<p>B. Rereading Susan B. Anthony's Speech and Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that next, you would like them to closely reread the first paragraph of the speech and answer some questions to help them infer what made Susan B. Anthony a leader. Point out the directions on the back of the Close Reading recording form. Clarify as needed. Give students 10 minutes to reread the first paragraph of the speech and discuss and answer the questions with their triads.• After 10 minutes, gather students together and display a copy of the back of the Close Reading recording form using a document camera. Cold call a student to explain how his or her triad answered the first question, citing evidence from the text to support their answer:<ul style="list-style-type: none">* "Why did Susan B. Anthony vote when it was against the law?"• Listen for students to explain that Anthony thought the law was unfair. If needed, point out these phrases as evidence for this inference: "alleged crime," "committed no crime," and "exercised my citizen's right."• Address the second question in a similar manner:<ul style="list-style-type: none">* "What can you infer from the text about why Susan B. Anthony gave this speech?"• Listen for students to explain that Anthony wanted to speak up for something she believed in, citing this line from the text: "It shall be my work this evening to prove that I ... exercised my citizen's rights."	<ul style="list-style-type: none">• To help students who struggle in citing the text when they infer, consider providing the following sentence stem: "I inferred _____ because I read _____."



Listening to and Rereading a Speech by Susan B. Anthony to Infer about
Her as a Leader of Change

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Written Conversation (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their papers from their Written Conversation, sit with their partner, and bring their Close Reading recording forms to reference for their next round of conversation.• Write this question on the board: *“How did giving this speech make Susan B. Anthony a leader of change?”• Redistribute the Written Conversation directions for each pair or display them again. Give students 5 minutes for their Written Conversation. If time permits, ask a few to share their responses to the question and make connections to the guiding question discussion from the beginning of the lesson. Listen for students to notice:<ul style="list-style-type: none">– “Susan B. Anthony broke an unfair law for what she believed in.”– “Susan B. Anthony shared her beliefs with an audience by giving this speech.”– “Susan B. Anthony wanted to prove to her audience that women should have the right to vote.”• Collect students' papers from the Written Conversation and their Close Reading recording forms to use as formative assessments toward the learning targets.	<ul style="list-style-type: none">• To further support students who struggle with written responses, consider having them discuss their thoughts with you or another teacher or student before starting their Written Conversation.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Write a short response to this question:<ul style="list-style-type: none">– “How do you think Susan B. Anthony made a difference for women?”• Provide at least two reasons to support your opinion.	



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Grade 4: Module 4: Unit 2: Lesson 1

Supporting Materials



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Written Conversation Directions

1. Write down the posted question on your paper.
2. Write down a short response under the question.
3. Trade papers with your partner. Read his or her response and choose one of the following sentence stems to respond under their writing: “I agree with you because ...,” “I disagree with you because ...,” “I was thinking ...,” or “Something I was wondering about this is....”
4. Trade papers again and read your partner’s response.



Close Reading Recording Form

.....
Name:

.....
Date:

Directions: After listening, discuss this question with a partner and record your thinking:

What are the differences between listening to this speech delivered and reading it on paper?



Close Reading Recording Form

Glossary	
Word	Definition
alleged	claimed to be true without having proof
deny	to refuse to give or allow something; decline
committed	did or performed

Directions: Reread the text and answer the questions in the right-hand column. Use details from the text to support your answers. Use the glossary as needed.

"On Women's Right to the Suffrage," a Speech by Susan B. Anthony – 1873	Notes: Use details from the text to answer these questions:
<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>	<ol style="list-style-type: none">1. Why did Susan B. Anthony vote when it was against the law?2. What can you infer from the text about why Susan B. Anthony gave this speech?



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 2

Preparing to Read *The Hope Chest* by Karen Schwabach



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize informational text. (RI.4.2)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

Supporting Learning Targets

- I can explain how the 19th Amendment was passed in 1920, using details from the “Movin’ on Up” section of the text “Order in the Court.”
- I can use a variety of strategies to help me understand the story elements in the beginning of *The Hope Chest*.

Ongoing Assessment

- Annotated text for “Movin’ on Up”
- Triad summary statement for “Movin’ on Up”

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
 - B. Engaging the Reader (5 minutes)
2. Work Time
 - A. Summarizing an Informational Text: “Movin’ on Up” (25 minutes)
 - B. Launching a Novel Study: *The Hope Chest*, Chapter 1 (20 minutes)
3. Closing and Assessment
 - A. Preparation for Homework (5 minutes)
4. Homework
 - A. Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader’s Guide for Chapter 1
 - B. Complete the text-dependent questions for *The Hope Chest*, Chapter 1

Teaching Notes

- In this unit, students will be asked to read the novel *The Hope Chest* by Karen Schwabach. Because of the time constraints of these 60-minute lessons, they will need to be given additional time to read this novel independently. In these lessons, this reading is designated as homework, but it can also be done before the lessons in a time designated for accountable independent reading.
- To support students in reading the central text, consider setting up a listening station by ordering an audio version of *The Hope Chest* or recording yourself reading each chapter. This will allow students an opportunity to listen to the text as they read along.
- Another option is to have students read the text aloud with a buddy during independent reading.
- Throughout this unit, students will work in reading triads, as they did in Module 1 when reading *Eagle’s Song*. Heterogeneous triads will lead to deeper conversations and analysis of the text. Consider pulling invitational groups of students who may need additional support throughout the reading and analyzing of the novel.
- Also in this lesson, students will discuss the guiding question, “How can one person make a difference?” in a Written Conversation. To do this, students will be placed with a partner. Each student will write an answer to the question. Next, they will trade papers and respond in writing to their partner’s answer. Students will then trade papers once more and read their partner’s response. They should hold on to their papers so that they can reflect on the question as the unit progresses. This Written Conversation allows students to practice their writing fluency.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Do not review the Somebody In Wanted But So Then summarizing strategy with your students. Use their notes from this lesson and the summary statements in Lesson 3 as a formative assessment of how much they remember about summarizing literary text from Module 1. If your students struggle with this at first, assure them that they will have multiple opportunities to practice this strategy as they read the novel. Formal review of this strategy will occur in Lesson 3.• In advance:• Consider giving students a reading folder or using students' research folders from Unit 1 as an organizational tool to hold their Reader's Guide as well as a small supply of evidence flags to be used throughout the unit as they read and mark evidence in the text. Students used "evidence flags" in Module 1: these are simply the smallest size available size of sticky notes, or larger sizes cut into strips.• Determine triads and create a Norms for Triad Talk anchor chart. Post this chart before this lesson (see supporting materials).• Consider showing your students a few images of period clothing from the website listed in the supporting materials to help them understand the many references to what the characters are wearing:• http://www.loc.gov/rr/print/list/076_vfw.html• Be prepared to share the Vocabulary Strategies anchor chart from Unit 1, Lesson 1, as well as the Process for Using a Glossary anchor chart to help students understand unfamiliar words (see supporting materials).• Consider making copies of the Vocabulary Strategies anchor chart and the Process for Using a Glossary anchor chart for each student to keep with their novel so they can refer to them as they read independently at home.• Post: Learning targets.



Lesson Vocabulary	Materials
variety, story elements, idioms, adages; figurative language, proverb	<ul style="list-style-type: none">• Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (from Unit 1, Lesson 3)• Chart paper• Norms for Triad Talk anchor chart (new; teacher-created; see supporting materials)• “Order in the Court” (from Unit 1, Lessons 4 and 5; one per student)• Equity sticks• Index cards (one per triad)• <i>The Hope Chest</i> by Karen Schwabach (book; one per student)• Reader’s Guide for <i>The Hope Chest</i>, Chapter 1: “The Stolen Letters” (one per student)• Process for Using a Glossary anchor chart (from Unit 1, Lesson 1)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Evidence flags (one bag per student for homework and one small stack per triad for classwork; see Teaching Note above)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to silently read the learning targets: <ul style="list-style-type: none"> – I can explain how the 19th Amendment was passed in 1920, using details from the 'Movin' on Up' section of the text 'Order in the Court.' – I can use a variety of strategies to help me understand the story elements in the beginning of <i>The Hope Chest</i>." • Ask if there are any words that they are unsure of in the learning targets. As students point out words, ask for clarification and annotate the learning target with explanations or synonyms. For example: <ul style="list-style-type: none"> – <i>variety</i>: many different kinds – <i>story elements</i>: characters, setting (time and place), events • Reread the learning targets using the clarifying words and check for understanding with students 	<ul style="list-style-type: none"> • Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure students have a deeper understanding of what they will be learning.
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Post the Timeline: History of Voting in America: Women's Suffrage Movement anchor chart (from Unit 1, Lesson 3). Remind students that in the previous lesson, they reread Susan B. Anthony's speech "On Women's Right to the Suffrage," given in 1873. Record this event on the timeline on the anchor chart. Ask students to look at the timeline and turn and talk: <ul style="list-style-type: none"> * "What do you notice about what happened after Susan B. Anthony gave her famous speech?" • After students have discussed this question with a partner, call on a few pairs to share. Listen for them to notice or point out: "After she gave her speech, there was an amendment named after her, and it was rejected by Congress," "The 19th Amendment passed, giving women the right to vote, in 1920," "A long time passed between when she gave her speech and women got the right to vote." • Explain that women spent a long time fighting for the right to vote, and this was called the women's suffrage movement. Tell students that in this unit, they will read a piece of historical fiction set in 1920 during the passage of the 19th Amendment, also named the Susan B. Anthony Amendment. Through the novel, they will learn about the passage of the amendment, but it will be helpful for them to learn a bit more about the women's suffrage movement before they begin the novel. 	



Work Time	Meeting Students' Needs
<p>A. Summarizing an Informational Text: “Movin’ on Up” (25 minutes)</p> <ul style="list-style-type: none"> Tell students that, for the remainder of this unit, they will work in triads, as they did when they read <i>Eagle’s Song</i> in Module 1. Review the Norms for Triad Talk anchor chart. Check that they understand what will be expected of them as they work together in this unit. Ask them to give a “thumbs-up” if they completely understand and agree to the norms; a “thumbs-sideways” if they are a little confused by the norms and/or aren’t completely in agreement with them; and a “thumbs-down” if they don’t understand the norms and/or do not agree to follow them. Ask reading triads to gather together and locate their copies of the text “Order in the Court” from Unit 1, Lessons 4 and 5. Draw their attention to the yellow box titled “Movin’ on Up” on page 4. Give triads about 5 minutes to read the text aloud together and record a gist statement at the bottom of their texts. Tell them that each student needs to record a gist statement on his or her text. Gather the students together to share their gist statements. Use equity sticks to cold call two or three triads to share. Listen for responses like: “It tells about how people worked to get the 19th Amendment passed in 1920” or “President Wilson and lots of other people worked hard to pass the 19th Amendment in 1920.” Invite the triads to read the text again. Remind them that, to summarize an informational text, sometimes readers need to find the main idea of chunks of the text and then use those main idea statements to help them write a summary. Distribute an index card to each triad and tell students to: <ol style="list-style-type: none"> Write brief main idea statements of each paragraph in the margins of their text. Work together to write a summary statement on the index card. Give the students 10 minutes to read the text and write their summary statements. Tell triads to find another triad and share their summary statements. Ask them to identify similarities and differences in each other’s statements. Call on two or three groups to share how their statements were similar. You should hear observations like: “They both say that because of the work women did during World War I, President Wilson supported the Congress in approving a constitutional amendment guaranteeing women the right to vote, but there had to be 36 states that also approved. The vote was so close that it came down to one man in Tennessee, who changed his vote in favor of the amendment for it to pass in 1920.” Note: Make sure the students walk away with a clear understanding that the suffragists and their supporters endured years of hard work and challenges in their quest to get the 19th Amendment passed. They also need to understand that because of their perseverance, President Wilson changed his mind and ended up supporting equality for women. Explain that they will now begin to read a novel about this historic vote in Tennessee and the journey the suffragists endured to ensure the passage of the 19th Amendment. 	<ul style="list-style-type: none"> Consider pulling guided groups of students to give additional support in reading and analyzing the text. If students need support in reading and analyzing the text and have an opportunity to participate in a guided discussion of the text, consider letting them grapple with the summary independently. Consider pre-highlighting text for some learners so that when they reread independently, they can focus on the essential information. Consider providing “hint cards” that help students get “unstuck” so they can get the gist. These might be placed on the chalkboard tray, for example, and students would take them only if they are super-stuck.



Work Time (continued)	Meeting Students' Needs
<p>B. Launching a Novel Study: <i>The Hope Chest</i>, Chapter 1 (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to think about what they learned in Unit 1 about Susan B. Anthony and her fight for women's right to vote. Invite them to turn and talk with their shoulder partner. Use equity sticks to cold call one or two students. Listen for responses like: "Susan B. Anthony and other women fought for women's right to vote" or "Susan B. Anthony was arrested because she voted in the presidential election. Her trial was unfair, but that didn't stop her." • Explain that she died before her dream could become a reality, but the fight continued. • Distribute the novel <i>The Hope Chest</i> by Karen Schwabach to each student. Tell them that you are going to read the back cover of the book to them so they can get a feel for what the novel will be like. Ask them to turn their books over to the back cover and read along silently, listening for the gist, as you read aloud to them. • Ask students to turn to their triads and discuss what they think the novel will be about, based on the description on the back cover. • Cold call a few groups to share their thinking. Listen for: "This book will be about a girl named Violet who goes looking for her sister, who is fighting for women's right to vote." • Ask: <ul style="list-style-type: none"> * "Are there any words that are unfamiliar?" • Students will likely point out the words <i>Suffs</i> and <i>Antis</i>. Tell them that these words are nicknames for two groups. Ask: <ul style="list-style-type: none"> * "What do you infer about the meanings of both of these nicknames?" • Listen for students to infer that <i>Suffs</i> is an abbreviation of the longer word <i>suffragists</i>, and the second nickname, <i>Anti</i>, is a suffix that means "not" or "against," so that may be a nickname for a group that is against the suffragists. • Ask triads to discuss: <ul style="list-style-type: none"> * "How might your knowledge about Susan B Anthony and the suffrage movement help you better understand this novel?" • Listen for students to share information they learned about Susan B. Anthony and the suffrage movement and how it may help them better understand the events and characters in the novel. • Explain that this background knowledge will be a helpful tool as they read the novel. Tell students that they will have another tool for helping them understand what they read in each chapter of the book, called a Reader's Guide. Distribute the Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters." Ask triads to look at the guide and talk about what they notice on this recording form. Listen for: "a section with historical information," "a glossary," "a section with figurative language and definitions," "a place to summarize the chapter," and "two text-dependent questions." 	<ul style="list-style-type: none"> • A Reader's Guide is a multilayered support for all readers as they navigate the many characters, settings, and events in a full-length novel. • Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that each chapter will have a similar page in the Reader's Guide and that they will summarize each chapter to keep track of characters, what happens to them, and where they travel during the story.• Remind students that, as with any piece of historical fiction, imagined characters and events will be blended with a historically accurate setting, events, characters, and dialogue and language.• Explain that throughout this text, the author mentions many historical people and events that are not central to the story but add to its historical accuracy. To help them with some of the historical background information, the Reader's Guide has a section that briefly describes these events and people. Point out the Historical Background Information section of the Reader's Guide and tell students that they should read this section of the guide before reading each chapter.• Explain that many words and terms in the novel may be unfamiliar to them because they reflect the story's time period. To help them better understand what they're reading, the Reader's Guides contain a glossary and sometimes a Figurative and Complex Language: Idioms and Adages section. Point this section out.• Point out the Glossary section of the Reader's Guide and post the Process for Using a Glossary anchor chart from Unit 1, Lesson 1:<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.• Acknowledge that not all the unfamiliar words are included in the glossary. Remind students of the Vocabulary Strategies anchor chart from Unit 1, Lesson 1:<ul style="list-style-type: none">– 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)	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Next, point out the Figurative and Complex Language: Idioms and Adages section of the Reader's Guide. Explain that there are many types of <i>figurative language</i>, which is made up of words and phrases that exaggerate or change the usual meaning of the words/phrases. Tell students that in this novel, they will read many <i>idioms</i> and <i>adages</i>, which are types of figurative language. Give them the following explanations for idioms and adages: <ul style="list-style-type: none"> * "Idioms are expressions that cannot be understood by simply reading the words. The reader has to infer their meaning based on the context." • Give students some examples of modern-day idioms: <ul style="list-style-type: none"> – "‘Rings a bell’ means something is familiar to you." – "‘Off the top of your head’ means the first thing you can think of." – "‘Have a ball’ means to have fun." * "Adages are short but memorable sayings or expressions, based on experience, that are considered true by many people." Explain that some people may call these expressions <i>proverbs</i>. • Give some examples of modern-day adages: <ul style="list-style-type: none"> – "‘Actions speak louder than words.’" – "‘My eyes are bigger than my stomach.’" – "‘Early to bed, early to rise.’" • Explain that people who lived in the early 1900s used these types of figurative language too. Tell students that this can be confusing when reading because they may not be familiar with sayings from this time and will have to use context clues to figure out their meaning. Explain that the Figurative and Complex Language: Idioms and Adages section of the Reader's Guide will help them understand unfamiliar sayings or unusual language. • Once the students have familiarized themselves with the layout and content of the Reader's Guide for Chapter 1, review how it can help support them as they read the novel: <ol style="list-style-type: none"> 1. They should read the Historical Background Information first. 2. As they reread sections of the text, the glossary and Figurative and Complex Language explanations can help them understand unfamiliar words and period terms. • Ask triads to read the Historical Background Information. Acknowledge that it's understandable if some of this information may be a bit confusing to them at this point. Assure them that many of these facts will be mentioned again in the story and explained as the characters and events unfold. Clarify any burning questions the students have before reading the story. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to turn to page 1 of <i>The Hope Chest</i>, Chapter 1, “The Stolen Letters.”• Invite them to read along silently as you read the text aloud. Read pages 1–6, stopping at the top with “The address was somewhere in New York City—Henry Street.” To engage students with the story, read with fluency and expression.• When you stop, ask triads to talk about the gist of what’s happening so far in the story. Use equity sticks to cold call one or two groups to share. You should hear comments like: “Violet is really angry at her parents because they hid letters that her sister Chloe sent her.”• Ask the triads to read just that section of the text again, but this time, encourage them to use the glossary and figurative language definitions as well as other vocabulary strategies to help with unfamiliar words or phrases in the text.• Give the students 5 minutes to reread pages 1–6 (top).• Gather them together and ask:<ul style="list-style-type: none">* “What are some reasons, other than hiding Chloe’s letters, that Violet was so angry with her parents?” Listen for: “They told her to be seen and not heard and to speak only when spoken to,” “They sent her sister away,” “They stuck her with a brother who didn’t talk,” “They accused her of stealing her own letters.”* “How did the author let the reader know when Violet was reading a letter?” Listen for: “The font changed styles” and “They are written in letter format.”* “In Chloe’s letter, she says, ‘Speaking of soldiers, how is Stephen doing?’ Who do you think she is referring to, and why would she ask this?” Listen for: “Stephen is their brother, who is either sick or hurt from being a soldier in a war, and she is probably worried about him.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparation for Homework (5 minutes)</p> <ul style="list-style-type: none">• Review the homework with students. Distribute a bag of evidence flags to each student for use at home. Be sure they know to answer the text-dependent questions and take notes only in the Summary Notes section of their Reader's Guide. They should not write a summary paragraph, as this will be reviewed in the following lesson.• Remind students that when they read <i>Eagle Song</i>, they used the Somebody In Wanted But So Then summarizing strategy. Tell them to do their best to remember how this strategy helps to summarize a literary text. Explain that the class will review it in tomorrow's lesson.• Finally, remind students to use the Historical Background Information, Glossary, and Figurative Language sections of the Reader's Guide to help them as they read.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader's Guide for Chapter 1.• Complete the text-dependent questions for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" on the back of the Reader's Guide. Reread as necessary to help you answer the questions. Use evidence flags to mark the places in the text that help you answer each question.	<ul style="list-style-type: none">• As an alternative to homework, consider allowing students to read assigned chapter(s) during independent reading time.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 2

Supporting Materials



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Norms for Triad Talk Anchor Chart
(For Teacher Reference)

Teacher Instructions: Write these instructions on chart paper so all students can see it for the remainder of the unit.

- Each person must contribute to the discussion but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”
- Each person should show the others specific details from the text by pointing to page numbers, paragraphs, and lines. Say: “My evidence is here on page ____ in the _____ paragraph” and read the evidence aloud.
- Ask questions so that you understand each other’s ideas. Say: “Can you tell me more about that?” or “Can you say that another way?”



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

Name:

Date:

Historical Background Information

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

Text-dependent Questions:

1. How did Violet feel about knitting squares for blankets for French orphans?

2. Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?



Process for Using a Glossary Anchor Chart
For Teacher Reference

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.



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).



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 3

Summarizing Literature and Analyzing Characters:

The Hope Chest, Chapter 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize a story, drama, or poem. (RL.4.2)

I can compare and contrast different narrators' points of view. (RL.4.6)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

Supporting Learning Targets

- I can summarize Chapter 1 of *The Hope Chest* using specific details from the text.
- I can explain the difference between first-person and third-person point of view.
- I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters," including text-dependent questions (from homework)
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Sharing Homework and Engaging the Reader (10 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Somebody In Wanted But So Then (15 minutes)First-Person and Third-Person Points of View: Letters from Chloe (10 minutes)Character Analysis: Violet (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick." Reread as you take your notes	<ul style="list-style-type: none">This lesson reviews Somebody In Wanted But So Then, a scaffold used to help readers see how details in a story help convey the main message. Students first learned and used this strategy in Module 1, Unit 2, Lesson 12.In advance: Make the Somebody In Wanted But So Then anchor chart (see supporting materials); review the Think-Pair-Share protocol (Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
story elements, characters, setting, events, first person, third person, point of view	<ul style="list-style-type: none">• <i>The Hope Chest</i> (book; one per student)• Evidence flags (one bag per student)• Green pencils (one per student)• Chart paper• Somebody In Wanted But So Then anchor chart (new; teacher-created)• Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" (answers, for teacher reference)• Document camera• Equity sticks• Violet's Character anchor chart (new; co-created with students during Work Time Part C)• Sticky notes (standard size, two per student)• Large index cards (one per student)• Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (one per student)• Index cards (one per student)

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they are 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 as needed	



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> Ask students to take out their text, <i>The Hope Chest</i>. Remind them what they were expected to do for homework: <ul style="list-style-type: none"> * “Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader’s Guide. Complete the text-dependent questions for <i>The Hope Chest</i>, Chapter 1: “The Stolen Letters” on the back of the Reader’s Guide. Use evidence flags to mark the places in the text that help you answer each question.” Ask students to share their summary notes with their reading triads and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide). Explain that reviewing summary notes and writing a summary statement will help them remember the main idea of the chapter, which in turn will help with today’s lesson. Tell students that in today’s lesson, they will review the Somebody In Wanted But So Then strategy for summarizing and will have an opportunity to revise their summary of Chapter 1 later in the lesson. Cold call a few students to share their answers to the text-dependent questions for Chapter 1. As they share, ask them to point out where in the text they found evidence for the answer, as marked with an evidence flag. Listen for these answers to the questions: <ol style="list-style-type: none"> How did Violet feel about knitting squares for blankets for French orphans? <ul style="list-style-type: none"> “She felt like she was doing something important that involved the whole world. I found evidence for this answer on page 10, where it says, ‘To Violet, knitting those squares seemed like the most important thing she had ever done in her life.’” Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York? <ul style="list-style-type: none"> “She realized that Chloe wanted to do something meaningful with her life, something that makes a difference to others, just like Violet felt as she made blanket squares for the orphans. I found evidence on pages 9 and 10, where it says, ‘Violet, listening on the stairs, had known just what Chloe meant.’” Tell students that they may revise their responses based on the class’s discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do. 	<ul style="list-style-type: none"> Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion. For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Somebody In Wanted But So Then (15 minutes)</p> <ul style="list-style-type: none"> Remind students that they summarized informational texts about Susan B. Anthony in Unit 1 by finding the main idea of chunks of the text, then writing a summary statement from those notes. Remind them also that they learned a way to think about the details in a complex literary text when they were reading <i>Eagle's Song</i> (Module 1, Unit 2, Lesson 12). Display the Somebody In Wanted But So Then anchor chart. After each, write a few explanatory notes as you review. <ul style="list-style-type: none"> <i>Somebody</i> is the narrator or character in a text. <i>In</i> is the place where a text is set. <i>Wanted</i> is what the character or narrator is hoping for. <i>But</i> is the problem or obstacle that might get in the way of what the character or narrator wants. <i>So</i> is the outcome or resolution. <i>Then</i> is what happens to move the story forward. Remind students that this list of words is one way for readers to think about the main parts of a story. Explain that it may not fit every chapter exactly, but it is a helpful way to think about summarizing literary text. Display the Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" (answers, for teacher reference) by using a document camera or re-creating it on chart paper. Explain that you have made summary notes about the chapter and that theirs are probably similar to yours. Tell them that they may revise their notes based on the class's discussion; remind them to use green pencils to make the revisions. After reviewing the summary notes on the class Chapter 1 chart, explain that a summary statement simply takes the notes and writes them in sentences that make sense. Example summary notes: <i>Somebody:</i> Violet <i>In:</i> Pennsylvania in 1918 <i>Wanted:</i> to see her sister, Chloe, who had run away from home <i>But:</i> Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her. <i>So:</i> Violet stole a few letters after she found them. <i>Then:</i> Violet became very angry with her parents for lying to her. 	<ul style="list-style-type: none"> Providing students with individual copies of key anchor charts offers them support when they are working independently at home and at school. Examining a model and revising allows students to check for understanding as they grapple with complex text and the accompanying reading task.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Example summary statement: Violet lived with her parents in Pennsylvania in 1918. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.• Ask students to read the summary statement silently to themselves. After a moment, ask them what they notice about how it is written. Use equity sticks to cold call one or two students. Listen for comments like: "You added the details that Violet lived with her parents and that Chloe didn't want to marry a man her parents wanted for her, but those weren't in your notes," "Your summary statement is written in the same order as the notes," or "All your notes are somewhere in the summary statement."• Explain that the notes are just a way to organize the key details in a literary text to help summarize. Sometimes, smaller details need to be added to a summary statement to help it make sense and be thorough.• Invite triads to reread their summary statements and to use a green pencil to revise their statement if they feel they can improve its clarity.• Give the triads 3 to 5 minutes to reread their summaries and revise as needed.• Explain that they will be expected to summarize each chapter of <i>The Hope Chest</i> using this summarizing process:<ol style="list-style-type: none">1. Take summary notes using the Somebody In Wanted But So Then strategy.2. Use the notes to write a summary statement.	



Work Time (continued)	Meeting Students' Needs
<p>B. First-Person and Third-Person Points of View: Letters from Chloe (10 minutes)</p> <ul style="list-style-type: none">• Invite the reading triads to reread Chloe's letter to Violet, from page 6 to the top of page 7. Next, ask them to reread the first paragraph after the letter (on page 7).• Ask the students to Think-Pair-Share:<ul style="list-style-type: none">* "How are these two passages different?" Use equity sticks to cold call two or three triads to share what their group discussed. You may hear responses like: "One is a letter and one isn't." Acknowledge that they are correct in this observation, but make sure they focus on <i>how</i> the passages are written.• Point out that in the letter, Chloe is "speaking" to Violet. Ask them if they can identify any clue words that let them know this. The students should identify the words "I" and "me." Explain that when a narrative text is written as if a particular character, or narrator, is telling the story, it's called <i>first-person point of view</i>.• Ask students about the second passage:<ul style="list-style-type: none">* "Who is telling the story in the second passage you read?" Listen for: "the author."* "How can you tell? Are there any clue words that let you know that a character isn't telling the story?" Listen for: "The author uses the words 'her' and 'she,' so she's telling about what happened to Violet and Chloe."• Explain that when the narrator (the author) describes what is happening to characters, this is called <i>third-person point of view</i>.• Remind students that a good way for them to know whether a text is told in first-person or third-person point of view is to look for the clue words:<ul style="list-style-type: none">– First person: I, me, my, mine– Third person: he, she, they, her, him, etc.• Tell them that even though most of this novel is told in the third person, there are some passages that are written in first person. Encourage them to look for these as they continue to read.	



Work Time (continued)	Meeting Students' Needs
<p>C. Character Analysis: Violet (15 minutes)</p> <ul style="list-style-type: none">Explain that the <i>story elements</i> of a literary text are:<ul style="list-style-type: none"><i>Characters</i>: people involved in the story<i>Setting</i>: where and when the story takes place<i>Events</i>: the things that happen to and about the charactersAsk students to use the Think-Pair-Share protocol to identify the story elements so far in <i>The Hope Chest</i>.<ol style="list-style-type: none">Think to yourself.Pair up with your reading partners to discuss what you thought about.Share your thinking with another triad.Circulate as the triads are discussing the story elements and listen for comments that identify these elements:<ol style="list-style-type: none">Characters: Violet and her parentsSetting: Pennsylvania in 1918Events: Violet found letters from her sister that her parents had hidden from her and became very angry with them; Violet's sister, Chloe, ran away so that she didn't have to marry a man she didn't love.(Note: Students may identify Chloe as a character. Explain that as readers, you haven't actually "met" her yet. She has only been discussed by Violet and her parents. Knowing that a character will eventually be entering a story as a main character gives a reader something to look for as the story develops. Something to think about as they look for Chloe is: Will she be like Violet describes her or like her parents describe her?)Explain that as they read the text, students will be introduced to a number of key characters who have important roles in the storyline. It's important to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.Go on to explain that the first character they are going to think about is Violet. Display the Violet's Character anchor chart. Ask students to think about Violet and what actions she has taken that have affected others.Distribute two sticky notes to each student and ask them to write their names on them because they will be turning them in. Ask students to reread this excerpt with their triads: starting on page 3 with "'They're addressed to me,' Violet said" and ending on page 4 with "She slammed the door and ran all the way to the banks of the Susquehanna River."Ask them to think about these questions as they read and to write their responses on one sticky note:	<ul style="list-style-type: none">Students could be grouped intentionally or randomly, depending on your class and its needs. It is important to group ELLs with at least one other student who speaks their language to support them in participating in group conversations.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * "What did she do?" * "How did it affect others?" * "What does this say about her?" • Give the triads 5 to 10 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed. • Use equity sticks to cold call two or three students to share an action Violet took and how it affected others. Listen for responses and add something like the following to the first column of the Violet's Character anchor chart: "She stood up to her parents" (pages 1–4) and "She made quilt squares for French orphans" (pages 9 and 10). • Cold call two or three additional students to share what they think this says about the type of person Violet is. Use their responses to help fill in the second column of the Violet's Character anchor chart. Listen for and record: "She is a strong-willed girl" and "She is compassionate and wants to help others." • Ask triads to read this excerpt: starting on page 9 with "That letter started stupid tears in Violet's eyes" and ending on page 10 with "Or at least much more of the world than she had ever seen." • Again, ask students to think about these questions as they read and to write their responses on the other sticky note: <ul style="list-style-type: none"> * "What did she do?" * "How did it affect others?" * "What does this say about her?" • Give the triads 5 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed. • Use equity sticks to cold call two or three students to share an action Violet took and how it affected others. Listen for responses similar to: "Violet made quilt squares for French orphans." Use their responses to help add another action for Violet in the first column of the Violet's Character anchor chart. • Cold call two or three additional students to share what they think this says about the type of person Violet is. Listen for: "She's compassionate and cares about others." Use their responses to help add to the second column of the Violet's Character anchor chart. • Explain that readers often have to infer about why characters do and say things based on how other characters react to them. Also explain that characters often change as stories move forward. Inform students that they will be keeping track of the actions Violet takes throughout the novel, as well as how she changes. • Collect the students' two sticky notes to use as a formative assessment of their progress toward the learning target: <ul style="list-style-type: none"> * "I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is." 	<ul style="list-style-type: none"> • Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Distribute an index card to each student and ask them to put their name on it. Have students write two of the three learning targets on the index card, with one on the front and one on the back. Ask them to write a statement about their progress toward each target. Give students 5 minutes to reflect on the learning targets. Collect the exit tickets and use them to determine students' confidence in their ability to summarize a story and describe its characters.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick." Reread as you take your notes. <p><i>Note: As in Lesson 2, if you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the "downtime" during the day—right before or after lunch, between other tasks, as they enter the classroom in the morning, or just before dismissal—as time for reading the novel or independent reading. In addition, consider providing an audio recording of the novel for students who are likely to need additional support to pre-read this novel at home. Pre-reading will then allow students to spend class periods rereading and focusing on evidence.</i></p>	<ul style="list-style-type: none">As an alternative to homework, consider allowing students to read assigned chapter(s) during independent reading time.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 3

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(Answers, for Teacher Reference)

Historical Background Information

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(Answers, for Teacher Reference)

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(Answers, for Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	Violet lived with her parents in Pennsylvania in 1918. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.
In: Pennsylvania in 1918	
Wanted: to see her sister, Chloe, who had run away from home	
But: Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.	
So: Violet stole a few letters after she found them.	
Then: Violet became very angry with her parents for lying to her.	



Text-Dependent Questions for Chapter 1
(Answers, for Teacher Reference)

1. How did Violet feel about knitting squares for blankets for French orphans?

She felt that she was doing something important that involved the whole world. I found evidence for this answer on page 10, where it says, “To Violet, knitting those squares seemed like the most important thing she had ever done in her life.”

2. Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?

She realized that Chloe wanted to do something meaningful with her life, something that makes a difference to others, just like Violet felt as she made blanket squares for the orphans. I found evidence on pages 9 and 10, where it says, “Violet, listening on the stairs, had known just what Chloe meant.”



Somebody In Wanted But So Then Anchor Chart
(For Teacher Reference)

<i>Somebody</i>	narrator or character in a text
<i>In</i>	the place where a text is set
<i>Wanted</i>	what the character or narrator is hoping for
<i>But</i>	the problem or obstacle that might get in the way of what the character or narrator wants
<i>So</i>	the outcome or resolution
<i>Then</i>	what happens to move the story forward



Violet's Character Anchor Chart
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Violet	<u>Chapter 1:</u> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10).	<u>Chapter 1:</u> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"

Name: _____

Date: _____

Historical Background Information

- **Cars in the 1900s** had to be started by cranks. (An example of a crank today could be a manual pencil sharpener, which requires a person to turn the handle for the inner mechanisms to turn, making the sharpener work.) Before cars had batteries, they had cranks. Without an electric starter, the only ways to turn over an engine to get it started were to push it or roll it off a hill, then engage the clutch; or crank it. The crank, inserted into the end of the crankshaft, allowed a person to turn the engine over manually.
- **Tuberculosis:** a disease caused by bacteria that attack the lungs. It is highly contagious and can be deadly if not treated properly. Today, people are protected from this disease by a vaccination.
- **Beliefs about Women in the 1900s:** In the early 1900s in America, many people believed women should stay at home, take care of their husbands, and raise children. Girls were expected to help their mothers and learn how to keep a nice home so that eventually they would make a good wife. Women were expected to listen to their husbands and fathers, agree with what they said, and not to have their own opinions about politics or money. Women were not expected to be educated.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"

Glossary	
accomplished (22): succeeded in doing something	devote (23): dedicate; commit
ambitious (29): having or showing a strong desire to succeed synonym: eager antonym: lazy	indifferently (19): not caring synonym: uninterested antonym: enthusiastic; interested
convinced (22): persuaded	involuntary (24): not on purpose; automatic
defiantly (25): refusing to obey	oppressive (21): extremely unpleasant; depressing
dejected (27): having or experiencing low spirits synonym: sad; depressed antonym: cheerful	presumably (20): judging by what may reasonably be guessed or assumed
despite (29): regardless of	
Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 4

Analyzing Descriptive Language: *The Hope Chest*, Chapters 1-3



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the meaning of figurative and complex language. (L.4.5a, c)

Supporting Learning Targets

- I can read Chapter 3 of *The Hope Chest* for gist.
- I can explain the meaning of simple similes in context.
- I can name synonyms and antonyms for vocabulary words.

Ongoing Assessment

- Summary statements for Chapters 2 and 3

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
 - B. Sharing Homework and Engaging the Reader (10 minutes)
2. Work Time
 - A. Partner Reading for Gist: *The Hope Chest*, Chapter 3: “Meeting Myrtle” (15 minutes)
 - B. Figurative and Descriptive Language: Creating Mental Images (15 minutes)
 - C. Understanding Synonyms and Antonyms (10 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader’s Guide for *The Hope Chest*, Chapter 3: “Meeting Myrtle.”

Teaching Notes

- The focus of this lesson is for students to analyze the language author Karen Schwabach uses to describe the setting and characters in *The Hope Chest*.
- In advance: Make the Synonyms and Antonyms anchor chart (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
simile, synonym, antonym; colored (36), vigorously (36), hasty (31), hastily (34), dismal (23)	<ul style="list-style-type: none">• Equity sticks• Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (from Lesson 3; one to display)• Document camera• Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (answers, for teacher reference)• Green colored pencils• Violet's Character anchor chart (begun in Lesson 3)• Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (one per student)• <i>The Hope Chest</i> (book; one per student)• Chart paper• Synonyms and Antonyms anchor chart (new; teacher-created)• Vocabulary Strategies anchor chart (from Lesson 2)• Vocabulary Strategies anchor chart (for teacher reference)• Sticky notes (5-10 per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read each of the learning targets aloud, and then ask students to reread them 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 as needed.• Acknowledge that the words synonym and antonym may be new. Explain that they will learn what these terms mean in today's lesson	



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> Remind students what they were expected to do for homework: <ul style="list-style-type: none"> * “Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick.” Ask students to share their summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide). Give the triads 5 minutes to collaborate on a summary statement based on their notes for Chapter 2. Circulate and assist as needed. Prompt students to use specific details from the text in their summaries. Use equity sticks to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet decided to run away from home to find her sister because her parents wouldn’t let her contact Chloe. She headed to New York City on a train by herself and met a bossy and opinionated woman who talked to her about how proper girls should behave.” Display the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick” by using a document camera or re-creating it on chart paper. After several triads have been able to share, invite students to help you craft a class summary. Refer to the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick” (answers, for teacher reference) for suggested responses. Tell students that they may revise their notes and summaries based on the class’s discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do. Collect Reader’s Guides from Chapter 2 for a quick check of comprehension. Post the Violet’s Character anchor chart. Ask students: <ul style="list-style-type: none"> * “Are there any actions that Violet took in this chapter that affected other characters?” Listen for: <ul style="list-style-type: none"> – Action: “She ran away from home” (pages 18 and 19). – What this says about her character: “She is unhappy enough to leave home and not care that her parents might worry.” – Add this example to the Violet’s Character anchor chart. 	<ul style="list-style-type: none"> Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion. For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required. Collecting and reviewing summaries in the Reader’s Guide is a good check for understanding. This can help you determine whether students need further support in reading and comprehending the novel. This information can be used to pull groups for more guided practice or extension.



Work Time	Meeting Students' Needs
<p>A. Partner Reading for Gist: <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” and ask students to locate their copy of <i>The Hope Chest</i>. Remind them that before reading any chapter, they need to read the Historical Background Information in the Reader’s Guide.• Before asking the students to read Chapter 3, point out that the term <i>colored</i> is used to describe a new character. Explain that that term was how many people described African Americans during this time period. Today it is not considered appropriate to refer to African Americans in this way, but it was common in the time period depicted in the novel.• Invite students to read Chapter 3 with their triads. Explain that the purpose of this first read is to get the gist of the chapter, and they will reread parts of the chapter later in the lesson. Encourage them to read the chapter together either as a choral read (reading aloud at the same time) or by taking turns after each page.• Give students 15 minutes to do a first read of Chapter 3.	<ul style="list-style-type: none">• Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it’s important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.



Work Time (continued)	Meeting Students' Needs
<p>B. Figurative and Descriptive Language: Creating Mental Images (15 minutes)</p> <ul style="list-style-type: none"> • Explain that authors can build images in a reader's mind through the figurative and descriptive words and phrases they write. Remind students that they learned about other types of figurative language, idioms and adages, in Lesson 3. Ask them to turn to the middle of page 33. • As you read the following excerpt aloud, ask students to follow along in their text and think about the image, or picture, the author is describing. "With a thumping swish, the revolving door dumped Violet out onto the sidewalk. It was much darker out than she'd expected. It was evening of a long August day, but the street was a canyon between high granite and cast-iron skyscrapers, and the sun didn't reach the bottom. Motorcars, streetcars, and horse-drawn wagons rumbled by, guided by electric or kerosene lamps mounted on the front. People pushed past Violet, and she stumbled back against the granite wall of the train station. New York was loud, and fast, and scary, and she didn't like it." • Ask triads to talk about the image this excerpt is painting in their heads about what Violet saw. Post these probing questions to help them analyze the way the author described the setting. Invite two or three students to share their thinking for each question: <ul style="list-style-type: none"> * "What does the phrase 'the street was a canyon' mean?" Listen for: "The sides of canyons are usually really tall and steep, and canyons often have rivers at the bottom. The street was like a river, with the tall buildings being the canyon walls." * "Why do you think the author described the setting in this way?" Listen for: "She probably wanted to show how different New York City was from where Violet lived." 	<ul style="list-style-type: none"> • Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it's important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post this question and ask students to infer about how Violet was feeling: <ul style="list-style-type: none"> * “Find some other descriptions of the setting. What do you notice? How does the author’s description of the setting help the reader to understand Violet’s feelings?” Listen for: “We noticed that New York City was full of unfamiliar sights and sounds and was probably overwhelming to Violet. All the things happened so quickly and loudly around her—motorcars, streetcars, and wagons going by, and people pushing past her. Violet was probably scared and anxious, too, because it was so different from where she lived.” • Invite students to turn to the bottom of page 33. As you read this excerpt aloud, ask them to follow along in their text and think about the image, or picture, the author is describing: “The crowd tossed the boy around like a kernel of popcorn in a shaking pan until he popped back out.” • Explain that a type of figurative language is called a <i>simile</i>. A simile is a figure of speech that compares two things that are very different. Similes use the words “like” or “as” in the comparison. For example: <ul style="list-style-type: none"> – “The child was as sly as a fox”—The child was very smart and sneaky. – “This shoe is perfect because it fits like a glove”—Gloves have a snug fit, so the shoe fits well. • Ask triads to talk about what two things are being compared in the simile from the novel and what image is created in their minds because of it. • Invite two or three students who haven’t been called on to share their thinking. Listen for responses similar to: “She is comparing the boy and a kernel of popcorn. When popcorn pops, kernels bounce all over the place. The boy was being bounced all over by the crowd” and “I imagined a little boy’s head popping up here and there—never knowing where he’s going to pop up next in a big crowd of adults.” • Explain that the author uses a lot of figurative and descriptive language in this novel because she’s trying to create images in the readers’ minds. Encourage students to look for examples of figurative and descriptive language as they continue to read. 	<ul style="list-style-type: none"> • Provide ELLs with 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. • Consider partnering an ELL with a student who speaks the same home language when discussion of figurative and complex language connections is required. This can let students have more meaningful discussions and clarify points in their home language.



Work Time (continued)	Meeting Students' Needs
<p>C. Understanding Synonyms and Antonyms (10 minutes)</p> <ul style="list-style-type: none"> • Explain that another way authors help paint a picture in their readers' minds is with precise and descriptive words. Tell students that often authors will use synonyms of more common words to paint a more vivid or creative picture in a reader's mind. Explain that a synonym is a word that has a similar meaning to another word. For example: <ul style="list-style-type: none"> – “An author might choose to use a word like <i>pace</i> instead of <i>walk</i>, because he or she wants the reader to sense that a character is feeling anxious.” – If necessary, give a few more examples of common synonyms or ask the class for some examples. • Tell students that it is also helpful for readers to infer the meaning of an unfamiliar word and think of a synonym to see if what they inferred the word to mean makes sense. • Ask students to turn to page 36. Read aloud this excerpt from the bottom of the page as they follow in their books: “She climbed gingerly onto the curb. Someone was brushing vigorously at the back of her skirt. ‘Now your dress is all dirty!’” • Ask students to turn and talk with their triads about what they think the word <i>vigorously</i> means in this context. Invite one or two triads to share their ideas. Listen for responses like: “She’s brushing hard and strong because she’s trying to get the horse dung off the skirt for Violet.” • Ask the class to try to envision what it looked like for Myrtle to vigorously brush at Violet’s skirt. Explain that the author chose to use the word <i>vigorously</i> rather than its synonym, <i>strongly</i>, because it is a more descriptive word. However, if students replace the word <i>vigorously</i> with <i>strongly</i>, the passage will still make sense. This is a clue that they have inferred the correct meaning of the word <i>vigorously</i>. • Ask students to discuss in their triads what they think the opposite of <i>vigorously</i> might be. Call on one or two triads to share. Listen for: “weak” or “lightly.” • Explain that the opposite of a word is called its <i>antonym</i>. Thinking of an antonym is also another way to check your understanding of unfamiliar words. • Post the Synonyms and Antonyms anchor chart. Draw the class’s attention to the definitions of <i>synonym</i> and <i>antonym</i> as well as the example of <i>vigorously</i>. Complete the chart for the word <i>vigorously</i> with the class’s response. 	<ul style="list-style-type: none"> • Students could be grouped intentionally or randomly, depending on your class and its needs. It is important to group ELLs with at least one other student who speaks their language to support them in participating in group conversations.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to work with their triads to determine the synonyms and antonyms for <i>haste/hastily</i> (31) and <i>dismal</i> (23). Remind them to read around the word to determine another word that would make sense in that context, a synonym. Then they can determine the opposite of it, an antonym.• Give triads 5 minutes to determine the synonyms and antonyms for the words on the anchor chart.• Use equity sticks to cold call one or two students for each word. Listen for responses like:<ul style="list-style-type: none">– <i>haste/hastily</i>:<ul style="list-style-type: none">• synonym: “quick/quickly”• antonym: “slow/ slowly”– <i>dismal</i>:<ul style="list-style-type: none">• synonym: “gloomy”• antonym: “cheerful”• Encourage students to fill in the synonyms and antonyms for these words in their Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.”• Post the Vocabulary Strategies anchor chart. Next to the first bullet, “Read on in the text and infer,” add this in parentheses: “(use synonyms or antonyms to check what you infer).” Refer to the Vocabulary Strategies anchor chart (for teacher reference) in the supporting materials.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to find a partner who is not in their reading triad. Ask them to discuss how they did or did not meet today's learning targets:<ul style="list-style-type: none">– “I can read Chapter 1 of <i>The Hope Chest</i> for gist.”– “I can explain the meaning of simple similes in context.”– “I can name synonyms and antonyms for vocabulary words.”• Preview homework. Distribute 5 to 10 small sticky notes to each student. Tell students that as they reread Chapter 3 for homework, they need to look for unfamiliar words that may have synonyms and antonyms. Tell them to put a sticky note on the page where the word is and write the synonym and antonym for that word.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.” As you reread the chapter, look for unfamiliar words whose meaning you may be able to infer by using synonyms and antonyms. Use sticky notes to mark the page where the word is and write the synonym and antonym for that word.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 4

Supporting Materials



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Reader's Guide for Chapter 2: "The Dying Mrs. Renwick"
(Answers, for Teacher Reference)

Historical Background Information

- **Cars in the 1900s** had to be started by cranks. (An example of a crank today could be a manual pencil sharpener, which requires a person to turn the handle for the inner mechanisms to turn, making the sharpener work.) Before cars had batteries, they had cranks. Without an electric starter, the only ways to turn over an engine to get it started were to push it or roll it off a hill, then engage the clutch; or crank it. The crank, inserted into the end of the crankshaft, allowed a person to turn the engine over manually.
- **Tuberculosis:** a disease caused by bacteria that attack the lungs. It is highly contagious and can be deadly if not treated properly. Today, people are protected from this disease by a vaccination.
- **Beliefs about Women in the 1900s:** In the early 1900s in America, many people believed women should stay at home, take care of their husbands, and raise children. Girls were expected to help their mothers and learn how to keep a nice home so that eventually they would make a good wife. Women were expected to listen to their husbands and fathers, agree with what they said, and not to have their own opinions about politics or money. Women were not expected to be educated.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"
(Answers, for Teacher Reference)

Glossary	
accomplished (22): succeeded in doing something	devote (23): dedicate; commit
ambitious (29): having or showing a strong desire to succeed synonym: eager antonym: lazy	indifferently (19): not caring synonym: uninterested antonym: enthusiastic; interested
convinced (22): persuaded	involuntary (24): not on purpose; automatic
defiantly (25): refusing to obey	oppressive (21): extremely unpleasant; depressing
dejected (27): having or experiencing low spirits synonym: sad; depressed antonym: cheerful	presumably (20): judging by what may reasonably be guessed or assumed
despite (29): regardless of	



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"
(Answers, for Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	Violet decided to run away from home to find her sister because her parents wouldn't let her contact Chloe. She headed to New York City on a train by herself and met a bossy and opinionated woman who talked to her about how proper girls should behave.
In: a train bound for New York	
Wanted: to find her sister	
But: Her parents wouldn't let her contact Chloe.	
So: Violet ran away on a train for New York City.	
Then: She met a lady on the train who was very bossy and opinionated about how proper girls should behave.	



Violet's Character Anchor Chart
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Violet	<u>Chapter 1:</u> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10). 3. She ran away from home (pages 18 and 19).	<u>Chapter 1:</u> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others. 3. She is unhappy enough to leave home and not care that her parents might worry.



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"

Name: _____

Date: _____

Historical Background Information

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
- **Volstead Act:** a law created to enforce the 18th amendment, which made drinking, selling, or possessing liquor a crime.

Glossary

colored (36): having dark skin pigmentation; of a race other than white

conscious (31): aware

foreign (39): from a different country

hasty/hastily (31/34):

synonym: _____

antonym: _____

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully

synonym: _____

antonym: _____



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Synonym and Antonym Anchor Chart
For Teacher Reference

Definitions

synonyms: words that have the same or similar meaning

antonyms: words that have the opposite meaning

Word	Page	Synonym	Antonym
vigorously	36	strong	weak
hasty/hastily	31	<i>quick/quickly</i>	<i>slow/slowly</i>
dismal	23	<i>gloomy</i>	<i>cheerful</i>



Vocabulary Strategies Anchor Chart
(For Teacher Reference)

This chart includes the addition from this lesson in bold font.

- Read on in the text and infer (**use synonyms or antonyms to check what you 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).



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 5

Summarizing Literature and Analyzing Characters: *The Hope Chest*, Chapter 3



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1a, b)
I can summarize a story, drama, or poem. (RL.4.2)
I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

Supporting Learning Targets

- I can use evidence from *The Hope Chest* when I discuss the text.
- I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners.
- I can summarize Chapter 3 of *The Hope Chest* using specific details from the text.
- I can describe actions Myrtle takes in Chapter 3 and what this says about the type of person she is.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle" (from homework)
- Text-dependent questions for Chapter 3



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets and Checking in on Norms for Triad Talk (5 minutes)B. Sharing Homework and Engaging the Reader (10 minutes)2. Work Time<ol style="list-style-type: none">A. Summarizing <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (10 minutes)B. Using Evidence to Answer Text-Dependent Questions for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)C. Character Analysis: Myrtle (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” and the Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman.”	<ul style="list-style-type: none">• In this lesson, students review the Norms for Triad Talk and set goals for improvement. At the end of the lesson, they will reflect on their goals and set new goals for future collaboration with their triads.• Students also continue to analyze characters in the novel. In today’s lesson, they will analyze Myrtle and the connection she and Violet have, as well as how she helps Violet in New York City.• Note that the term colored is introduced in reference to Myrtle. Be prepared to address the historical use of this term to describe African Americans. This is addressed in more detail in future lessons.• In advance: Review the Norms for Triad Talk anchor chart and ensure that it is visible to all students as they work together throughout the novel; review the Think-Pair-Share protocol (Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
norms, synonyms, antonyms, simile; colored (23), loathed (38)	<ul style="list-style-type: none">• Norms for Triad Talk anchor chart (from Lesson 2)• Sticky notes (18 per triad)• Synonyms and Antonyms anchor chart (from Lesson 4)• Equity sticks• Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (from Lesson 4; one to display)• Document camera• Green colored pencils• Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (answers, for teacher reference)• <i>The Hope Chest</i> (book; one per student)• Evidence flags (small stack per triad)• Text-Dependent Questions for Chapter 3: "Meeting Myrtle" (for teacher reference; one to display)• Index cards (one per student)• Myrtle's Character anchor chart (new; co-created with students during Work Time C)• Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street" (one per student)• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets and Checking in on Norms for Triad Talk (5 minutes)</p> <ul style="list-style-type: none">• Read each of the learning targets aloud to students, then ask them to reread the 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 as needed.• Review the Norms for Triad Talk anchor chart (from Lesson 2). In triads, ask each student to identify one example of how he or she is being successful with the norms, as well as one thing to focus on to improve as a group member. Explain that it is important to continually reflect on the norms to see in what areas they are being most successful and to set goals for improvement.	
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Remind students what they were expected to do for homework:<ul style="list-style-type: none">* “Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.” As you reread Chapter 3, look for unfamiliar words that may have synonyms and antonyms. Use the sticky notes to mark the page where the word is and write the synonym and antonym for that word.”• Distribute a stack of 18 sticky notes to each triad and invite them to share the words from their reading that had synonyms and antonyms. Together, triads need to choose six words to share with the class. Tell them to write each word and its synonym and antonym on a separate sticky note (one word per sticky note).• Post the Synonyms and Antonyms anchor chart from Lesson 4. Ask each triad to put their sticky notes on the anchor chart in the correct columns. Group all synonyms and antonyms for the same word together and make sure to stack the words that are the same so students can see that there can be more than one synonym and/or antonym for a word.	



Work Time	Meeting Students' Needs
<p>A. Summarizing <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (10 minutes)</p> <ul style="list-style-type: none">• Ask students to share their Chapter 3 summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader's Guide).• Give the triads 5 minutes to collaborate on a summary statement. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries.• Use equity sticks to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet arrived in New York City and went looking for her sister at the Henry Settlement House. She had no idea where to go and had very little money. Soon she met a colored girl named Myrtle, who helped her find food. Together they started walking toward the Settlement House.”• Display the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” by using a document camera or re-creating it on chart paper. After several triads have shared, invite students to help you craft a class summary. Refer to the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (answers, for teacher reference) to see suggested responses.• Tell students they may revise their notes and summaries based on the class's discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.	<ul style="list-style-type: none">• Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it's important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.



Work Time (continued)	Meeting Students' Needs
<p>B. Using Evidence to Answer Text-Dependent Questions for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their novel, <i>The Hope Chest</i> as well as a small pile of evidence flags for their triad. • Students should follow along as you read from the middle of page 38 to the middle of page 39. Begin with “I was sent here to attend the Girls’ Training Institute” and end with “‘Would you?’ asked Myrtle.” • Invite students to think about what this excerpt is mostly about, then discuss it briefly with their triad. • Then, using your document camera or placing the questions on the board, show Question 1 from the Text-Dependent Questions for Chapter 3: “Meeting Myrtle.” • Give students 5 minutes to reread pages 38–39 on their own, with Question 1 in mind. Remind them that rereading is an important strategy to help them make sense of difficult text. • Ask students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports the group’s answer by placing an evidence flag on the specific supporting text. • Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying. • Ask students to read the next two paragraphs on page 39 quietly and independently. • While they are reading, display Question 2 with a document camera or on the board. If students finish reading before the allotted 3 to 5 minutes, they should quietly think about their answer to the posted question and begin to find evidence and mark it with their evidence flags. • In triads, students should read aloud the text-dependent question and clarify any terms. They should think on their own, then talk together to answer the question, marking their evidence with evidence flags. • Distribute an index card to each student. Tell them they will have 5 minutes to work independently to write an answer to the second text-dependent question based on the discussion with their triad. Remind them to use specific details from the text to support their answer. • Praise groups using Triad Talk well. Tell students that they will be working in these groups each day and remind them that discussing their thinking with others can help them understand difficult text. 	<ul style="list-style-type: none"> • Provide ELLs with 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. • Consider partnering an ELL with a student who speaks the same home language when discussion of figurative and complex language connections is required. This can let students have more meaningful discussions and clarify points in their home language.



Work Time (continued)	Meeting Students' Needs
<p>C. Character Analysis: Myrtle (15 minutes)</p> <ul style="list-style-type: none"> Remind students that the <i>story elements</i> of a literary text are: <ul style="list-style-type: none"> <i>Characters</i>: people involved in the story <i>Setting</i>: where and when the story takes place <i>Events</i>: the things that happen to and about the characters Ask students to use the Think-Pair-Share protocol to identify the story elements in Chapter 3 of <i>The Hope Chest</i>. <ol style="list-style-type: none"> Think to yourself about what the story elements are for Chapter 3. Pair up with your reading triad to discuss what you thought about. Share your thinking with another triad. Circulate and listen for comments that identify these story elements: <ul style="list-style-type: none"> Characters: Violet and Myrtle Setting: New York City in 1920s Events: Violet arrives in New York and meets a girl named Myrtle, who helps her find something to eat and the Henry Street Settlement House where Chloe is supposed to be. Remind students that they have begun to identify actions of various key characters that affect other people in the story. In Chapter 1, they identified some things that Violet did when she first discovered Chloe's letters. Also remind them that it's important to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other. Display the Myrtle's Character anchor chart. Ask the students to think about Myrtle and any actions she has taken that have affected others. Ask them to reread the following excerpt with their triads and identify Myrtle's actions and their effects: page 36, starting with "A hand grabbed her arm" and ending on page 38 with "Myrtle grabbed the square collar of Violet's blouse just as a steam-powered automobile zoomed down the street." As they reread, ask triads to think about and then discuss: <ul style="list-style-type: none"> * "What did Myrtle do?" * "How did it affect others?" * "What does this say about her?" 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give the triads 5 to 10 minutes to work. Circulate and offer support as needed.• Use equity sticks to cold call two or three students to share an action Myrtle took and how it affected others. Listen for responses similar to: “She kept Violet from getting run over and cleaned her up after her fall” (page 37). Use their responses to help fill in the first column of the Myrtle’s Character anchor chart.• Cold call two or three additional students to share what they think this says about the type of person Myrtle is. Listen for responses similar to: “She’s a caring and compassionate person.” Use their responses to help fill in the second column of the Myrtle’s Character anchor chart.• Remind students that readers often have to infer why characters do and say things based how other characters react to them. Also explain that characters often change as stories move forward. Tell students that they will be keeping track of the actions both Violet and Myrtle take throughout the novel, as well as how they change.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to find a partner who is not in their reading triad and discuss how they did or did not meet their goal for today's learning target:<ul style="list-style-type: none">* "I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners.• Ask them to set another goal for collaborating with their reading triad and share it with their debrief partner.• Explain that students will read Chapters 4 and 5 for homework and take summary notes for both chapters, just as they have done for Chapters 1–3.• Encourage them to read the Historical Background Information for both chapters carefully before reading, as well as the Glossary and Figurative and Complex Language sections of the Reader's Guide.• Preview homework. Explain that Chapter 5 has a number of unfamiliar terms used by people who secretly rode trains without paying (called hobos) in the mid-1900s. The definitions for these terms are included in the Reader's Guide for Chapter 5. Tell students that the important thing to know about Chapter 5 is the gist of what's happening in the story and how Violet and Myrtle are a part of the events, not fully understanding how hobos rode trains without paying.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street" and the Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman." Reread as you take your notes.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 5

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"
(To display with students)

Name: _____

Date: _____

Historical Background Information

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
- **Volstead Act:** a law created to enforce the 18th amendment, which made drinking, selling, or possessing liquor a crime.

Glossary

colored (36): having dark skin pigmentation; of a race other than white

conscious (31): aware

foreign (39): from a different country

hasty/hastily (31/34):

synonym: _____

antonym: _____

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully

synonym: _____

antonym: _____



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"
(To display with students)

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"
(Answers, for Teacher Reference)

Historical Background Information

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
- **Volstead Act:** a law created to enforce the 18th amendment, which made drinking, selling, or possessing liquor a crime.

Glossary

colored (36): having dark skin pigmentation; of a race other than white

conscious (31): aware

foreign (39): from a different country

hasty/hastily (31/34): quick/quickly

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"
(Answers, for Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	Violet arrived in New York City, intending to look for her sister at the Henry Settlement House. She had no idea where to go and had very little money. Soon she met a colored girl named Myrtle, who helped her find food. Together they started walking toward the Settlement House.
In: New York City	
Wanted: to find her sister at the Henry Street Settlement House	
But: She didn't know where it was and was lost in the big city with no money.	
So: She met a colored girl named Myrtle when she fell into a ditch.	
Then: Together they ate a hotdog and started walking toward the Settlement House.	



Text-Dependent Questions for Chapter 3: “Meeting Myrtle”

(To display with students)

1. What does the word *loathed* mean in this excerpt from page 38?

“Myrtle said the last three words in a high, nasal singsong that communicated quite clearly that she loathed the place.”

2. Why does Violet think that Myrtle’s situation is a lot like her own? Use evidence from the text to support your answer.

Text-Dependent Questions for Chapter 3: “Meeting Myrtle”
(Answers, for Teacher Reference)

3. What does the word *loathed* mean in this excerpt from page 38?

“Myrtle said the last three words in a high, nasal singsong that communicated quite clearly that she loathed the place.”

Myrtle hates the Girls’ Training Institute because it trains girls to be other people’s maids. She doesn’t want to be anyone’s maid.

4. Why does Violet think that Myrtle’s situation is a lot like her own? Use evidence from the text to support your answer.

Violet thinks their situations are alike because people want Myrtle to be a maid when she doesn’t want to, and Violet’s parents will want her to marry someone even if she doesn’t want to, just like Chloe. Because they are girls, they have to do what the adults in their lives tell them to do.



Myrtle's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Myrtle	1. She kept Violet from getting run over and helped clean her up after her fall (page 36).	1. Caring; compassionate; a good person



Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"

Name: _____

Date: _____

Historical Background Information

- **Settlement house:** housed young American college graduates who moved into inner-city neighborhoods for the purpose of discovering the needs of and providing services to local residents.

Glossary

Figurative and Complex Language: Idioms and Adages

cranky (49): in a bad mood
synonym: touchy
antonym: pleasant

"wouldn't have been caught dead in" (43): This idiom is an exaggeration expressing a person's strong distaste for something.

discourteous (44): displaying bad manners
synonym: rude
antonym: polite

"to know my place" (49): to go along with another person's idea of one's inferiority

hesitated (42): paused in uncertainty

reassure (45): to make less worried

shrugged (42): raised the shoulders in a gesture showing that you don't know or don't care

testily (48): with irritation or annoyance

unconcernedly (48): not concerned or worried



Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"

.....
Name:

.....
Date:

Historical Background Information

- **Hobo Jungles:** camps where homeless travelers in the early 1900s stayed
- **"Riding the rails":** taking trains without paying
- **Angelinas:** the hobo term for a "young girl"
- **Steam locomotive:** a train that produces its power through a steam engine. Burning coal, wood, or oil produced steam in a boiler, which made the engine work. Men often had to shovel either wood or coal into the boiler to keep the fire burning, which was a dirty and backbreaking job.



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"

Glossary	Figurative and Complex Language: Idioms and Adages
callused (51): characterized by hardened skin	"riding the blinds" (51): to be on the blind spot between the engine and the baggage car
cinders (53): burned coal fragments	"hopping the freights" (51): to ride freight trains
defiantly (57): in a manner resisting authority	"riding the rods" (51): riding on the rods underneath the cars
elaborate (60): to explain further	"bulls" (57): train police officers who look for hobos
endurance (54): patience, tolerance	"yeggs" (55): other hobos in a hobo jungle
jolted (53): shaken, bumped, or knocked about	
menacingly (57): in a manner meant to threaten	
unperturbed (53): unconcerned, or not worried	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 6

Clustering Vocabulary to Build Meaning from a Text



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)

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

Supporting Learning Targets

- I can explain the events of Chapters 4 and 5 in *The Hope Chest* using details from the text.
- I can sort vocabulary words into categories.
- I can explain plot events and character details using my understanding of word categories.

Ongoing Assessment

- Reader's Guides for Chapters 4 and 5 (from homework)
- Word categories exercises

Agenda

1. Opening
 - A. Sharing Homework and Engaging the Reader (10 minutes)
 - B. Reviewing Learning Targets (5 minutes)
2. Work Time
 - A. Guided Practice: Learning about Word Categories with Violet (20 minutes)
 - B. Independent Practice: Using Word Categories Related to Myrtle (15 minutes)
3. Closing and Assessment
 - A. Exit Ticket: Using Word Categories to Infer about Violet and Myrtle (10 minutes)
4. Homework
 - A. Read Chapter 6 and complete the summary notes for the Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee."

Teaching Notes

- In this lesson, students examine a set of words in a category and determine what they have to do with one another. Definitions are provided in the glossary. Then they apply the understanding of the category back to the passage from which the words were drawn in order to deepen their understanding of a character or situation.
- In Work Time A, you introduce the concept of semantic mapping, which is a way of building concepts by clustering similar words and ideas together. We have called it "word categories" to make the term student-friendly. Once students have the structure for understanding "words about Violet's uncertainty," they will have the schema for understanding the two new words (*trepidation* and *tentatively*) and gain their bearing on the passage.
- The strategy requires a certain level of abstraction that may not come easily to all students. This introduction to it is heavily scaffolded—words are pre-identified, and leading questions stimulate observations about the word categories—with the idea that students will internalize this skill with repeated exposure and practice.
- In advance: Read over the word category exercises (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
sort, categories, uncertain; hesitated (42), followed (42), questioningly (42), trepidation (42), tentatively (43), hesitantly (43) shrugged (42), unconcernedly (48), testily (48), cranky (49)	<ul style="list-style-type: none">• Equity sticks• Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street" (answers, for teacher reference)• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (from Lesson 5; one to display)• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (answers, for teacher reference)• Document camera• Green pencils• Lined paper (one per student)• <i>The Hope Chest</i> (book; one per student)• Word Categories for Violet and Myrtle (one per student)• Violet's Character anchor chart (begun in Lesson 3)• Myrtle's Character anchor chart (begun in Lesson 5)• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (one per student)



Opening	Meeting Students' Needs
<p>A. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> Remind students what they were expected to do for homework: <ul style="list-style-type: none"> * “Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” and the Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman.” Ask students to share their summary notes for Chapters 4 and 5 with their reading triad and write a summary statement together for each chapter based on their notes (each student should record a summary statement in his or her own Reader’s Guide for each chapter). Give triads 5 minutes to collaborate on summary statements based on their notes for Chapters 4 and 5. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries. Use sticks to cold call two or three triads to share their summary statements for Chapter 4 <u>only</u>. Listen for summaries similar to: “Violet is in New York City with her new friend Myrtle. They go to the Henry Street Settlement House to find Chloe, but she isn’t there. A man named Theo Martin tells them that she has gone to Washington, D.C., to be a part of the women’s suffrage movement. He starts to ask too many questions, so they leave for the train station.” Refer to the Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” (answers, for teacher reference) for possible responses. Display the Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman” by using a document camera or re-creating it on chart paper. Invite students to help you craft a class summary for this chapter. Refer to Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman” (answers, for teacher reference) for suggested responses. Tell students that they may revise their notes and summaries based on the class’s discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do. 	<ul style="list-style-type: none"> Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion. For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required. Examining a model and revising their work allows students to check for understanding as they grapple with complex text and the accompanying reading task.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the first learning target with students:<ul style="list-style-type: none">* “I can explain the events of Chapters 4 and 5 in <i>The Hope Chest</i> using details from the text.” Remind them that they have been doing this every time they summarize chapters and answer questions about the text. Tell them that for this lesson, they will do it for both Chapters 4 and 5.• Distribute lined paper to the students and ask them to record the second two learning targets. Instruct them to underline the words <i>sort</i> and <i>categories</i>.• Ask:<ul style="list-style-type: none">* “What does it mean to <i>sort</i>?” Listen for: “to identify things according to their qualities.”* “What is a <i>category</i>?” Listen for: “a group of things that share similar qualities.”• Provide students with a few simple examples of sorting words by category:<ul style="list-style-type: none">* Category: “words about the beach”<ul style="list-style-type: none">• Words sorted into this category: “sand, ocean, waves, swim, shells”* Category: “words about friendship”<ul style="list-style-type: none">• Words sorted into this category: “talk, laugh, trust, fun, share, together”• Point to the third learning target:<ul style="list-style-type: none">* “I can explain plot events and character details using my understanding of word categories.”• Explain to students that understanding groups of similar words can help them grasp unfamiliar words and what is taking place in a certain part of a story.• Ask students to hold on to their paper to be used as an exit ticket at the end of the lesson.	<ul style="list-style-type: none">• Unpacking unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what students will be learning.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Learning about Word Categories with Violet (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their text, <i>The Hope Chest</i>. Distribute Word Categories for Violet and Myrtle. Explain that you will guide the students through Part 1, and they will complete Part 2 with their reading triads once they understand word categories. • Explain that in Part 1, they will try each step, and then you will discuss it as a class. Tell them that for Step 1, you are going to reread the opening paragraphs of Chapter 4 to them as they follow along in their books. Explain that, as you read, you would like students to listen for words that sound as if Violet is <i>uncertain</i> about what she's doing. • Remind students that <i>un-</i> is a prefix that means “not.” Guide them to figure out that this prefix plus the root word <i>certain</i> means “not sure.” • Read the first several paragraphs, up to and including the sentence “‘Excuse me ...,’ she began” (page 43). Read the section in a way that brings out the tone of self-doubt suggested by Violet’s words and actions. • Ask students to share the words they identified that created the feeling of uncertainty. These may include: <i>hesitated, followed, questioningly, hesitantly</i>. • Ask triads to discuss the question in Step 2 and record their thinking on their papers. Give them 5 minutes to complete this step. • Ask students to explain why these words create the feeling that Violet is uncertain. You may need to ask direct questions, such as: <ul style="list-style-type: none"> * “Why would a person hesitate when one feels uncertain?” * “Why might a person follow another when feeling uncertain?” • Confirm for students that <i>hesitating, following, looking questioningly, and acting hesitantly</i> are words they can categorize, or group together, because they all show that Violet feels uncertain about what she’s doing. • It may be helpful to describe a few personal examples or have students recount some experiences in which hesitating indicated a lack of certainty about something. • For Step 3, write on the board two new terms that are related to this category: <i>trepidation</i> and <i>tentatively</i>. • Explain that these words are similar to the ones in this category, in that they describe how Violet is cautious and slightly fearful because she is uncertain. 	<ul style="list-style-type: none"> • Word categories, also known as semantic mapping, is a strategy that will help students build vocabulary and understand related content simultaneously.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students to complete Step 3 with their triads. Encourage them to build out the meaning based on what they know of the word category. Give them 5 more minutes to complete this step.• Afterward, read the sentences in which the two new words appear:<ul style="list-style-type: none">* "Violet followed her with some trepidation."* "Violet went over to one of the doors and tentatively pushed it open."• Ask students to share their responses to the questions.• For the first question in this step, confirm the meaning of the sentences:<ul style="list-style-type: none">* "The first sentence means that Violet followed Myrtle in a fearful and cautious way, and the second sentence means that Violet opened the door in a slow, cautious, and slightly fearful manner."• For the second question in this step, listen for students to describe Violet's character as: "fearful," "cautious," or "worried."• Explain that thinking about the category of words provides a way of looking at Violet's character and thinking about her actions.• Ask:<ul style="list-style-type: none">* "How did knowing the category of the words help you understand these new words and sentences?"	
<p>B. Independent Practice: Using Word Categories Related to Myrtle (15 minutes)</p> <ul style="list-style-type: none">• Next, ask triads to work together on Part 2 of the Word Categories for Violet and Myrtle document. Give students 10 minutes to work. Circulate to support as needed, or pull a small group for additional support.• Use equity sticks to cold call a few students to read the passage related to Myrtle, then to share their thinking on the text excerpt after applying the word categories strategy. Students may observe the following: "Myrtle's character is fearless, impatient, carefree, and adventurous."• Cold call a few triads to share how the use of word categories helped them to understand her character. Listen for students to make connections to words that describe Myrtle in the text: <i>unconcernedly</i>, <i>cranky</i>, <i>testily</i>, and <i>shrugged</i>.	<ul style="list-style-type: none">• Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Using Word Categories to Infer about Violet and Myrtle (10 minutes)</p> <ul style="list-style-type: none"> Post this text-dependent question and ask students to write it on the same paper where they wrote their learning targets at the beginning of the lesson: <ul style="list-style-type: none"> * “How is Myrtle helping Violet to become braver and more adventurous?” Encourage students to apply their understanding of word categories to the question about the characters and to give details from the text to support their answer. Post the Violet’s and Myrtle’s Character anchor charts. Ask students if there are any actions that Violet took in Chapters 4 and 5 that affected other characters. Listen for: <ul style="list-style-type: none"> – Action: “She gave money to the Brakeman to free Myrtle” (page 58). – What this says about her character: “She is generous and protective of her friends.” Add these suggestions to the Violet’s Character anchor chart. Next, ask students if there are any actions that Myrtle took in Chapters 4 and 5 that affected other characters. Listen for: <ul style="list-style-type: none"> – Action: “She helped Violet find the settlement house” (page 42). – What this says about her character: “She is independent and knows her way around the city.” – Action: “She convinced Violet to hop a train to Washington, D.C., with Hobie” (page 52). – What this says about her character: “She is brave and determined to help her friends.” Add these suggestions to the Myrtle’s Character anchor chart. Preview homework. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Chapter 6 and complete the summary notes for the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee.” Reread as you take notes. <p><i>Note: Use students’ exit tickets for evidence of progress toward this lesson’s learning targets. Also use as a formative assessment of their ability to respond to written prompts. This information will be useful in supporting lessons in the extended response writing in Lesson 8 and again on the mid-unit assessment in Lesson 11.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 6

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"
(Answers, for Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none">• Settlement house: a place where newcomers to a big city—such as New York, Chicago, Boston, or Philadelphia—could rent a room and purchase meals inexpensively and receive support from helpful people to find relatives, look for jobs, learn the language, or find more permanent housing. Many people from different countries coming to live in the United States roomed at the settlement houses when they first arrived. The term “settlement house” comes from the fact that the residents need to get “settled” into their new city.	
Glossary	Figurative and Complex Language: Idioms and Adages
cranky (49): in a bad mood; touchy	“wouldn’t have been caught dead in”(43): This idiom is an exaggeration expressing a person’s strong distaste for something.
discourteous (44): displaying bad manners; rude	“to know my place”(49): to go along with another person’s idea of one’s inferiority
hesitated (42): paused in uncertainty	
reassure (45): to make less worried	
shrugged (42): raised the shoulders in a gesture showing that you don’t know or don’t care	
testily (48): with irritation or annoyance	
unconcernedly (48): not concerned or worried	



Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"
(Answers, for Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet and Myrtle	<p>Violet is in New York City with her new friend Myrtle. They go to the Henry Street Settlement House to find Chloe, but she isn't there. A man named Theo Martin tells them that she has gone to Washington, D.C., to be a part of the women's suffrage movement. Then Mr. Martin starts to ask too many questions. Violet and Myrtle worry he will report them to the police, so they leave for the train station.</p>
In: New York City	
Wanted: to find Violet's sister, Chloe, who was last known to have lived at the Henry Street Settlement House	
But: They find out from a man named Theo Martin that Chloe has gone to Washington, D.C., to be a part of the women's suffrage movement..	
So: Mr. Martin starts to ask questions about who they are with and where they are supposed to be.	
Then: Violet and Myrtle worry that Mr. Martin will report them as runaways, so they leave Henry House for the train station.	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"
(Answers, for Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none">• Hobo Jungles: camps where homeless travelers in the early 1900s stayed• "Riding the rails": taking trains without paying• Angelinas: the hobo term for a "young girl"• Steam locomotive: a train that produces its power through a steam engine. Burning coal, wood, or oil produced steam in a boiler, which made the engine work. Men often had to shovel either wood or coal into the boiler to keep the fire burning, which was a dirty and backbreaking job.	
Glossary	Figurative and Complex Language: Idioms and Adages
callused (51): characterized by hardened skin	"riding the blinds" (51): to be on the blind spot between the engine and the baggage car
cinders (53): burned coal fragments	"hopping the freights" (51): to ride freight trains
defiantly (57): in a manner resisting authority	"riding the rods" (51): riding on the rods underneath the cars
elaborate (60): to explain further	"bulls" (57): train police officers who look for hobos
endurance (54): patience, tolerance	"yeggs" (55): other hobos in a hobo jungle
jolted (53): shaken, bumped, or knocked about	
menacingly (57): in a manner meant to threaten	
elaborate (60): to explain further	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"
(Answers, for Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet and Myrtle	Violet and Myrtle go to the train station in New York City because they want to go to Washington, D.C., to find Violet's sister. They don't have enough money for a train ticket, and they end up "riding the rails" with Hobie the hobo. Then a brakeman threatens to throw Myrtle off the train unless they pay him. Violet gives him money, and he leaves.
In: the train station in New York City	
Wanted: to take a train to Washington, where they were told Chloe was	
But: They don't have enough money to buy train tickets.	
So: Hobie, a 12-year-old hobo who knows all about "riding the rails," tells them how to hop on a train and accompanies them.	
Then: A criminal called a brakeman finds them in a freight car and threatens to throw Myrtle out of the speeding train until they pay him.	



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).	<ol style="list-style-type: none">1. She is a strong-willed girl.2. She is compassionate and wants to help others.3. She is unhappy enough to leave home and not care that her parents might worry.4. She is generous and protective of her friends.



Myrtle's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none">1. She kept Violet from getting run over and helped clean her up after her fall (page 36).2. She helped Violet find the settlement house (page 42).3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).	<ol style="list-style-type: none">1. She is a caring and compassionate person.2. She is independent and knows her way around the city.3. She is brave and determined to help her friends.



Word Categories for Violet and Myrtle

Name:

Date:

Part 1: Word Category for Violet

Directions:

- 1) Read along silently as a passage from Chapter 4 of *The Hope Chest* is read aloud. Listen for words that relate to Violet being uncertain. Record these words below.

Words related to Violet being uncertain:

- 2) Discuss this question with your reading triad and record your answer below.

Why do these words create the feeling that Violet is uncertain?

Word Categories for Violet and Myrtle

3) Read the following sentences and answer the questions below.

“Violet followed her with some trepidation.”

“Violet went over to one of the doors and tentatively pushed it open.”

What does each of these sentences mean?

What do we learn about Violet’s character from these sentences and the words used to describe her actions?



Word Categories for Violet and Myrtle

Name:

Date:

Part 2: Word Category for Myrtle

Directions:

- 1) Read the words below that describe Myrtle and her actions in Chapter 4 of *The Hope Chest*

Words related to Myrtle:

* unconcernedly * cranky

* testily * shrugged

- 2) Discuss the following questions with your reading triad and record your answers below.

What do these words have in common?

What title would you give to this category?

Word Categories for Violet and Myrtle

3) Read this passage from the text and answer the questions below.

“It isn’t a school,” said Myrtle testily. “It’s a training institute. A school would be a place where you learned stuff from books so that you could do something important in the world. My mama sent me to a school when she was alive. She didn’t want me to go to someplace where we study ironing and dusting and knowing our place. Mama didn’t mean for me to know my place” (48, 49).

What do we learn about Myrtle’s character from this passage?

How did Myrtle’s word category help you to better understand this passage?



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

Name: _____

Date: _____

Historical Background Information

- **Susan B. Anthony Amendment:** an amendment to the U.S. Constitution that gives women the right to vote. It was named after Susan B. Anthony because she was a leader in the suffrage movement.
- **National Woman's Party:** This was a women's organization founded by Alice Paul and Lucy Burns in 1913. It fought for women's rights during the early 20th century in the United States. A main cause the group fought for was women's right to vote, just like men.
- **Alice Paul:** She was a leader in the women's suffrage movement and started the National Woman's Party.

Glossary

Antis (72): people who were against the 19th Amendment

bystanders (68): people who are present at an event but do not participate in it; witnesses

campaigning (69): participating in a political competition for elective public office

ratification (71): the act of formally approving an action in government

unsuited (70): not appropriate; not fit

virtuous (74): pure; innocent

virtue (74): right; power



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 7

Summarizing Chapters 1–6 of *The Hope Chest* Using a Story Map



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)

I can summarize a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can determine the main idea of each chapter I've read in *The Hope Chest*.
- I can summarize the events of Chapters 1–6 of *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee." (from homework)
- Chapter 6 summary statement
- Story Map and Summary: *The Hope Chest*, Chapters 1–6



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework and Engaging the Reader (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Guided Practice: Summarizing Chapters 1–6 Using a Story Map (10 minutes)B. Independent Practice: Summarizing Chapters 1–6 Using a Story Map (20 minutes)C. Writing a Summary Statement (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 7 (pages 76–89), then record summary notes and write a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville.”	<ul style="list-style-type: none">• In this lesson, students create a Story Map of Chapters 1–6 of <i>The Hope Chest</i> to keep track of how the events of the story are connecting and unfolding. This process also helps students analyze how characters and settings are changing throughout the novel.• Students are asked to identify the most important details from each of the chapter summaries (1–6) from their Reader’s Guides. They will work with their triads to summarize the first six chapters of the novel in a longer summary statement.• In advance: Make sure to have the class summary statements from Chapters 1–6 at hand to review during Work Time A; Note that students also write a summary of chapter 7 on their own for homework.• Review Mix and Mingle (Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
story map	<ul style="list-style-type: none">• Equity sticks• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (from Lesson 6; one to display)• Document camera• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (answers, for teacher reference)• Green pencils (as needed)• Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (one per student)• Reader's Guide for <i>The Hope Chest</i> Chapters 1–6 (students' copies from Lessons 2-6)• Reader's Guide for <i>The Hope Chest</i> Chapter 1: "Stolen Letters" (one for modeling)• Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (for teacher reference)• Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (one per student)



Opening	Meeting Students' Needs
<p>A. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">Remind students what they were expected to do for homework:<ul style="list-style-type: none">* “Read Chapter 6 and complete the summary notes for the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee.”Ask students to share their summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide).Give triads 5 minutes to collaborate on a summary statement based on their notes for Chapter 6. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries.Use equity sticks to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet and Myrtle arrived in Washington, D.C. They found Miss Alice Paul’s house, where Chloe used to live before she left for Tennessee. The Women’s Suffragists were in Tennessee preparing for the legislature’s special session to vote on ratification of the SBA Amendment. Since Chloe wasn’t at the house and the girls didn’t have anywhere else to go, Miss Paul invited them to stay with her.”Display the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee” by using a document camera or re-creating it on chart paper. After several triads have been able to share, invite students to help you craft a class summary. Refer to the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee” (answers, for teacher reference) for suggested responses.Tell students that they may revise their notes and summaries based on the class’s discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Invite students to read the learning targets:<ul style="list-style-type: none">– “I can determine the main idea of each chapter I’ve read in <i>The Hope Chest</i>.”– “I can summarize the events of Chapters 1–6 of <i>The Hope Chest</i>.”Explain that readers often stop throughout a text and ask themselves, “What’s happening?” Tell students that today they will review what has happened in <i>The Hope Chest</i> so far.	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Summarizing Chapters 1–6 Using a Story Map (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 and display it using a document camera. Explain that as readers read longer texts like novels, it's important not only to understand what happens in each chapter, but also to keep track of how the story is unfolding and moving forward. One way of doing this is by using a Story Map to organize the main ideas of each chapter and then use those statements to summarize a larger section of a novel. • Ask students to briefly reread the summary statements they have written in their Reader's Guides for Chapters 1–6 (students' copies from Lessons 2–6) and to think about all that has happened in the story so far. • Display the Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" (For Modeling with Students). Remind students of the events of this chapter by reading them the summary for Chapter 1: <ul style="list-style-type: none"> * "Violet lived with her parents in Pennsylvania in 1920. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her." • Ask triads to discuss: <ul style="list-style-type: none"> * "What is the most important thing to remember about Chapter 1?" • Prompt them by asking questions such as: <ul style="list-style-type: none"> * "Is it that Chloe didn't want to marry a man she didn't love?" * "Is it that Violet found letters from Chloe that her parents had hidden from her?" • Use equity sticks to cold call two or three students to share their thinking. Listen for responses like: "It's important to remember that Chloe ran away and Violet didn't know why" and "It's important that Violet got really angry with her parents for hiding Chloe's letters from her." Underline these details in the summary. • Acknowledge that other things happened in the chapter, but that students are correct in their thinking that the fact that Chloe didn't want to marry a man her parents wanted her to isn't an important detail, nor is the fact that Violet went to the river to read Chloe's letters. Those are interesting details that help make the story come alive, but they don't really help it to move forward. 	<ul style="list-style-type: none"> • Underlining key details in each summary statement will help students focus on the essential information. • To support students who struggle with language, consider providing sentence starters such as: "I think the most important thing to know about in Chapter 1 is ..." or "I think ... is important to know, but not"



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to reread the summary statement the class wrote for Chapter 1 and to think about how they could reword it to tell the main idea of the chapter. Use equity sticks to cold call two or three students. As they share what they would cut out, model how to record the main idea statement for Chapter 1 on the Story Map. Refer to the Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (for teacher reference) for a possible main idea statement for each chapter.• Draw the students' attention to the arrow that connects Chapter 1 to Chapter 2. Ask them why they think "train heading to New York City" is written on that line. Listen for: "Because the setting changed from her parents' house in Pennsylvania to the train heading for New York City."• Ask students what they think they'll need to think about for the remaining arrows. Listen for: "We need to think about how the setting changes from one chapter to another."	
<p>B. Independent Practice: Summarizing Chapters 1–6 Using a Story Map (20 minutes)</p> <ul style="list-style-type: none">• Explain that triads will work together to write main idea statements for Chapters 2–6 on the Story Map. Remind them of the steps the class went through as you wrote the summary statement for Chapter 1 on the Story Map:<ol style="list-style-type: none">1. Reread the chapter summary statement to recall the important events from the chapter.2. Underline the most important details in the summary statement.3. Write the most important details in a main idea statement in that chapter's box.• Tell them that even though they are working with their triads, each person needs to record main idea statements on his or her own Story Map.• Give triads 20 minutes to write main idea statements for Chapters 2–6 on their Story Maps. Circulate and offer support as needed.• Note: After students have a chance to grapple with this task, we encourage you to pull out a small group who may need additional support sorting through all the details of their chapter summaries to find the key details for their main idea statements.	



Work Time (continued)	Meeting Students' Needs
<p>C. Writing a Summary Statement (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the process they used to write summary statements about a longer informational text in Unit 1. Review that their summary will be written by putting together the main ideas of each chapter of the novel. Explain that this summary statement will be longer than those they wrote for individual chapters.• Remind them that a paragraph is made up of connecting ideas, and because several events have occurred, it may take more than one paragraph to write a quality summary statement. Reiterate that they may need to change some words or condense some ideas to make the summary make sense.• Ask triads to work together to summarize Chapters 1–6. Point out that the summaries will be written in the bottom box on the Story Map.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a paragraph frame or paragraph starter to provide the structure required.
Closing and Assessment	Meeting Students' Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Using the Mix and Mingle, invite triads to share their summary statements for Chapters 1–6 with at least two other triads. Encourage students to use a green pencil to revise their statements for clarity based on the conversations they've had.• Preview homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 7 (pages 76–89), then record summary notes and write a summary at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville." Reread as you take your notes.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 7

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

(From Lesson 6; for display with students)

Historical Background Information

- **Susan B. Anthony Amendment:** an amendment to the U.S. Constitution that gives women the right to vote. It was named after Susan B. Anthony because she was a leader in the suffrage movement.
- **National Woman's Party:** This was a women's organization founded by Alice Paul and Lucy Burns in 1913. It fought for women's rights during the early 20th century in the United States. A main cause the group fought for was women's right to vote, just like men.
- **Alice Paul:** She was a leader in the women's suffrage movement and started the National Woman's Party.

Glossary

Antis (72): people who were against the 19th Amendment

bystanders (68): people who are present at an event but do not participate in it; witnesses

campaigning (69): participating in a political competition for elective public office

ratification (71): the act of formally approving an action in government

unsuited (70): not appropriate; not fit

virtuous (74): pure; innocent

virtue (74): right; power



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"
(From Lesson 6; for display with students)

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"
(Answers, For Teacher Reference)

Historical Background Information

- **Susan B. Anthony Amendment:** an amendment to the U.S. Constitution that gives women the right to vote. It was named after Susan B. Anthony because she was a leader in the suffrage movement.
- **National Woman's Party:** This was a women's organization founded by Alice Paul and Lucy Burns in 1913. It fought for women's rights during the early 20th century in the United States. A main cause the group fought for was women's right to vote, just like men.
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Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"
(Answers, For Teacher Reference)

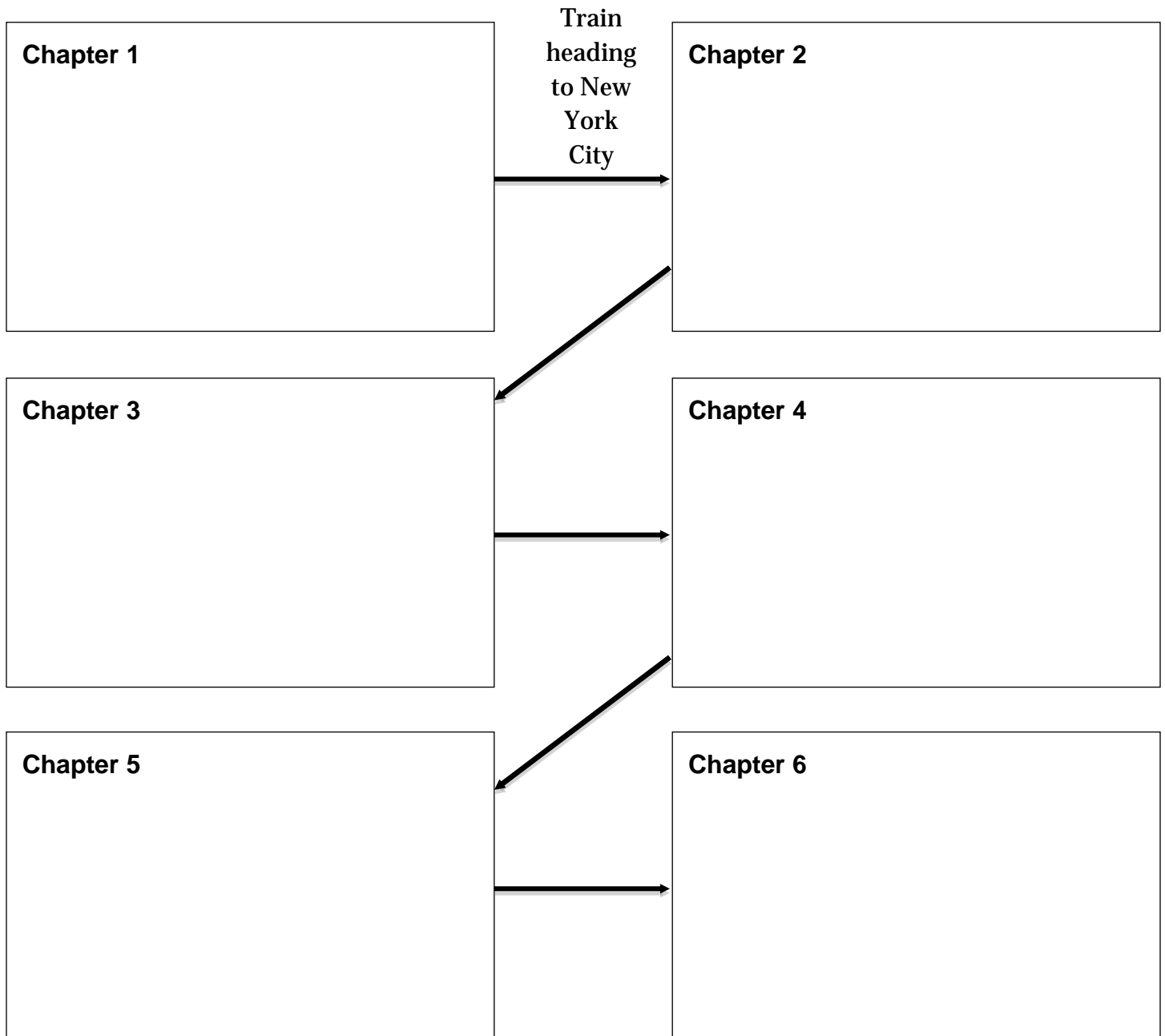
Summary Notes:	Summary:
Somebody: Violet and Myrtle	Violet and Myrtle arrived in Washington, D.C. They found Miss Alice Paul's house, where Chloe used to live before she left for Tennessee. The Women's Suffragists were in Tennessee preparing for the legislature's special session to vote on ratification of the SBA Amendment. Since Chloe wasn't at the house and the girls didn't have anywhere else to go, Miss Paul invited them to stay with her.
In: Washington, D.C.	
Wanted: to find Chloe with the Women's Suffragists	
But: She wasn't with Miss Alice Paul at her house. She had already left for Tennessee, where the WSM was preparing for the legislature's special session to vote on ratification of the SBA Amendment.	
So: The girls didn't know where they should go.	
Then: Miss Paul invited them to stay at her house.	



Story Map and Summary: *The Hope Chest*, Chapters 1–6

.....
Name:

.....
Date:





Story Map and Summary: *The Hope Chest*, Chapters 1–6

Summary of Events



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(For Modeling with Students)

Historical Background Information

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(For Modeling with Students)

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper

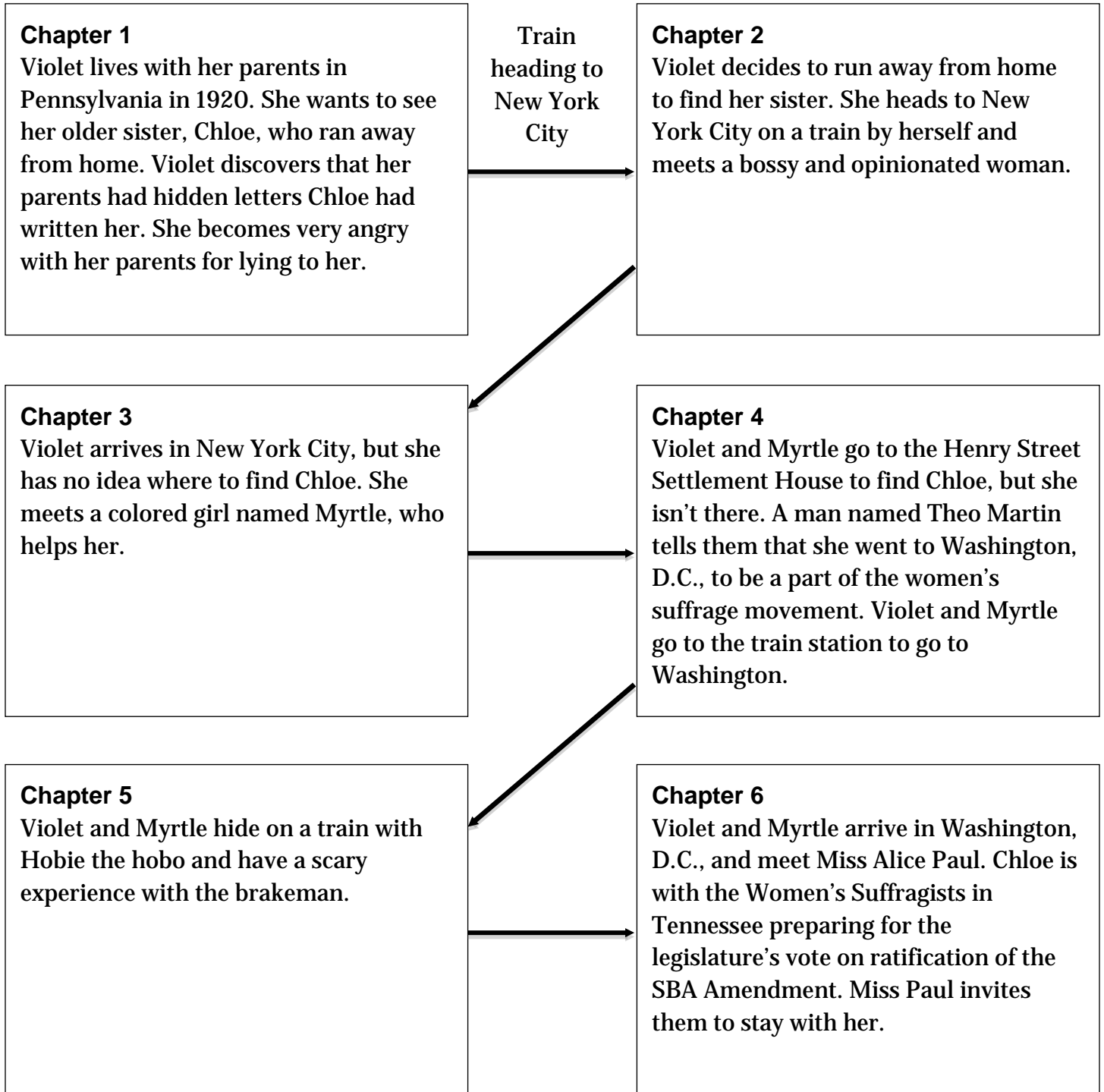


Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(For Modeling with Students)

Summary Notes:	Summary:
Somebody: Violet	Violet lived with her parents in Pennsylvania in 1920. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.
In: Pennsylvania in 1920	
Wanted: to see her sister, Chloe, who had run away from home	
But: Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.	
So: Violet stole a few letters after she found them.	
Then: Violet became very angry with her parents for lying to her.	



Story Map and Summary: *The Hope Chest*, Chapters 1–6
(For Teacher Reference)





Story Map and Summary: *The Hope Chest*, Chapters 1–6
(For Teacher Reference)

Summary of Events:

Violet is an 11-year-old girl who discovers that her parents have been hiding letters her older sister, Chloe, had written to her. Violet becomes very angry and runs away from her home in Pennsylvania to look for Chloe.

After riding a train to New York City by herself, she meets a colored girl named Myrtle, who helps her find where Chloe had lived when she was in New York. When a man named Mr. Martin tells them that Chloe is in Washington, D.C., they go there by hiding on a train.

When they arrive in Washington, they find the house where Chloe used to live, but she's not there. Miss Alice Paul, a Women's Suffragist, tells them that Chloe is in Tennessee with the other suffragists preparing for an important vote on ratification of the Susan B. Anthony Amendment.

Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"

Name: _____

Date: _____

Historical Background Information

- **Baths of Diocletian:** a large building full of pools and baths built in ancient Rome
- **Moving-picture show:** an early term for what today are called movies
- **Telegrams/telegraphs/to wire:** messages sent using electricity, before the invention of telephones
- **Children's Crusade:** a march to end the use of children for dangerous work in mines and mills

Glossary

Figurative and Complex Language: Idioms and Adages

comply (88): to do what is asked; follow the rules

"lot in life" (77): the way your life is supposed to be

culmination (89): the end of something

"causing a scene" (78): drawing the attention of a crowd

enthusiastically (78): expressing excitement over something you are interested in

"took for granted" (83): something nice you had but were not grateful for

interceded (84): tried to stop a disagreement

"break the bank" (80): spend a lot of money

jeopardize (89): to put something at risk

"rules are rules" (87): Rules can't be changed, so accept them and obey them.

objection (84): a feeling of dislike or disapproval

"martyred air" (76): acting as if you are giving up a lot by helping someone

ratify (78): to give formal approval or permission

refrain (89): to stop yourself from saying or doing something



Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 8

Preparing to Write an Essay about Myrtle: Reading about the Jim Crow Laws



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can explain why Myrtle was forced to sit in a separate train car in *The Hope Chest*.
- I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville" (from homework)
- Essay planning notes
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Sharing Homework and Engaging the Reader (15 minutes)Work Time<ol style="list-style-type: none">Building Background Knowledge about Jim Crow Laws: Reading Informational Text and Identifying the Main Idea (25 minutes)Introducing an Essay Prompt: How Did Riding in the Jim Crow Car (“Colored Car”) Affect Myrtle? (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 8 of <i>The Hope Chest</i> and complete Steps 1 and 2 on your Essay Prompt/Planner. Record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 8: “In the Jim Crow Car.” Reread as need as you write your summary.	<ul style="list-style-type: none">Beginning in this lesson and continuing up to the mid-unit assessment, students will collaborate to write a short essay that answers the question: “How did riding in the Jim Crow car affect Myrtle?”This arc of lessons is the first in the unit to focus on W4.9. In addition, these lessons are designed to build writing stamina so that students are able to write to prompts that require an extended response in a single sitting. This will prepare students for future on-demand assessments that require extended written responses.In this lesson, students read informational text about Jim Crow laws to build background knowledge and are introduced to the essay prompt.Then in Lessons 9 and 10, students will collect text evidence to plan and write their essays.In advance: Prepare a short summary statement for Chapter 7 to share with students for revisions. See the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville” (answers, for teacher reference) to use as a model for writing your notes.In advance: review the Mix and Mingle directions (see supporting materials); and write the short essay prompt on the board: “How did riding in the Jim Crow car affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.”Post: Learning targets.



Lesson Vocabulary	Materials
<p>separate, essay, experience; Jim Crow laws, segregated, clause, repealed (268), unaccountably (78), objection (84), lurch (87, 89)</p>	<ul style="list-style-type: none"> • Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (answers, for teacher reference) • Mix and Mingle directions (for teacher reference) • Green colored pencil • Equity sticks • Violet's Character anchor chart (begun in Lesson 3) • Myrtle's Character anchor chart (begun in Lesson 5) • Chart paper • Other Characters' Actions anchor chart (new; teacher-created) • <i>The Hope Chest</i> (book; one per student) • Building Background Knowledge about Jim Crow Laws recording form (one per student) • Essay Prompt/Planner (one per student) • Index card (one per student) • Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to read along silently as you read the learning targets aloud: <ul style="list-style-type: none"> * "I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>." * "I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>." • Ask a few students to point out words that seem important or are unfamiliar in these targets. Responses may include: <i>separate</i>, <i>essay</i>, and <i>experience</i>. Give these definitions for each, as needed: <i>Separate</i> means "kept apart"; an <i>essay</i> is "a short piece of writing that expresses thoughts and opinions on a topic and offers examples"; an <i>experience</i> is "something that happens to someone and their related thoughts and feelings." • Next, ask students to explain each target in their own words to a neighbor. Cold call a few pairs to share. Clarify if necessary. 	



Opening	Meeting Students' Needs
<ul style="list-style-type: none">• Sharing Homework and Engaging the Reader (15 minutes)• Remind students of the homework: “Read Chapter 7 (pages 76–89), then record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville.”• Tell students that they will be gathering for a Mix and Mingle to share their summaries from Chapter 7. Review directions for this activity if necessary. Ask students to bring a clipboard and a green colored pencil and find a partner. Signal the beginning of the Mix and Mingle. Circulate to listen to students’ summary statements and observe their revisions.• After about 5 minutes, signal the end of the Mix and Mingle. Have students return to their seats with their Reader’s Guides and green pencils.• Use equity sticks to cold call students to share their summary statements with the class. Display your prepared summary statement for Chapter 7. Review your notes with students and have them mark any revisions on their own papers with their green colored pencils.• Ask students for suggested additions to the Violet’s and Myrtle’s anchor charts. Be sure something like the following are added to anchor charts:<ul style="list-style-type: none">– Violet’s Character anchor chart:<ul style="list-style-type: none">• Action: She holds Myrtle’s hand when she is told to ride in the “colored car”, but doesn’t say anything; What this says about the character: She cares for her friends, but is used to following “the rules”.	<ul style="list-style-type: none">• As an auditory cue, consider playing some soft music to signal the beginning of the Mix and Mingle and stopping it to signal the end.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– Myrtle's Character anchor chart:<ul style="list-style-type: none">• Action: She leaves the car with her head up; What this says about the character: She has self-respect and doesn't want people to feel sorry for her.• Post chart paper for Other Character's anchor chart. Explain that now that the novel is incorporating other secondary characters, you would like to track some of these character's actions as well. Tell students that there will be a few characters on this chart, because they not main character's but their actions still impact the story. Add a box to this anchor chart with 3 columns (see supporting materials) for Mr. Martin, his actions, and what they say about his character.• Ask students:<ul style="list-style-type: none">* Did Mr. Martin do anything that impacted other characters in this chapter?• Listen for students suggestions of what to add to Mr. Martin's section of the Other Character's anchor chart and be sure the following is added:<ul style="list-style-type: none">– Action: Mr. Martin makes Violet telegram her parents and will accompany Violet and Myrtle to Tennessee; What this says about the character: He feels responsible for others– Action: He joined the Children's Crusade p.81; What this says this character: He is adventurous, believes that actions make a difference– Action: Mr. Martin stands up for Myrtle when the conductor says she has to ride in the "colored car"; What this says about this character: He stands up for what he thinks is right/ defends others against injustice.• Collect Reader's Guides from Chapter 7 for a quick check for comprehension.	<ul style="list-style-type: none">• Research shows that incorporating movement into instructional activities can support enhanced brain function and increase student engagement.• Collecting and reviewing summaries in the Reader's Guide is a good check for understanding. This can help you determine whether students need further support in reading and comprehending the novel. This information can be used to pull groups for more guided practice or extension.



Work Time	Meeting Students' Needs
<p>A. Building Background Knowledge about Jim Crow Laws: Reading Informational Text and Identifying the Main Idea (25 minutes)</p> <ul style="list-style-type: none"> • Explain that since one of the major events in Chapter 7 was Myrtle being forced to ride in a separate car, it is important to learn a little more about this time period and how blacks were treated differently than whites. • Ask students to turn to page 268 in <i>The Hope Chest</i>, titled “Jim Crow Laws.” Explain to students that to understand why Myrtle was forced to sit on a different train car, they need to build their background knowledge about what Jim Crow laws were. Give a Building Background Knowledge about Jim Crow Laws recording form to each student. Ask them to read silently along and listen for the gist as you read the text aloud to the class. Give triads 5 minutes to work together to write a gist statement on their recording forms. • Use equity sticks to cold call a few triads to share their gist statements. Ask students to reread the text with their triads and circle unfamiliar words. Give them 5 minutes to do this. • Ask several triads to share words they circled in the text. List these words on the board. Possible responses include: <i>amendments, constitution, facilities, segregated, complicated, clause, and repealed.</i> • Tell students that as close readers, they have several strategies for figuring out the meaning of unfamiliar words. Remind them that recently they have been practicing using a glossary and figuring out words in context. Ask students if they think that the meaning of any of these words can be figured out from context clues. <ul style="list-style-type: none"> – For example, ask: <ul style="list-style-type: none"> * “Are there any details in the text that help you determine the meaning of the word <i>segregated</i>?” Listen for or offer up this context clue: “‘To keep blacks out of sight’ means ‘to keep apart or separate.’” * “Is there a line in the text that helps you decipher the word <i>complicated</i>?” Listen for or offer this clue: “The phrase ‘nobody, black or white, could pass them’ means they were really hard or difficult.” • Quickly give the meanings of any unfamiliar words that are difficult to determine from the text. Have students annotate their text next to these words to help them understand the text when they reread: <ul style="list-style-type: none"> – <i>Amendments</i>: official changes made to laws – <i>Constitution</i>: set of basic laws that govern a country – <i>Facilities</i>: buildings made for a particular purpose; ex. library, schools, etc. – <i>Clause</i>: a section added to a legal document – <i>Repealed</i>: canceled officially 	<ul style="list-style-type: none"> • For students who struggle to read and comprehend grade-level text, consider pulling a small group to support during Work Time A. • For students who struggle to read complex texts, consider previewing these vocabulary words from this text: <i>amendments, constitution, facilities, clause, and repealed.</i> If you choose to select additional words to preview, focus on those whose meaning may be difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask triads to reread the text for a third time and answer the text-dependent questions on their Building Background Knowledge about Jim Crow Laws recording forms.• Tell students they will have 10 minutes to answer the questions. Circulate and prompt groups to use the text in answering the questions.• Review the questions with the class. Tell students that as you call on them, they should read their answers and revise as necessary. Use equity sticks to call on triads to share their answers to the questions. Help clarify as needed, referencing where in the text the answers can be found or inferred:<ul style="list-style-type: none">* “What did the 13th, 14th, and 15th Amendments to the Constitution do?” Listen for: “ended slavery and gave African Americans citizenship.”* “The text says, ‘Some states passed laws to keeps blacks out of sight and out of public life.’ What can you infer these laws were called from the title of this page?” Listen for: “Jim Crow laws.”* “The word <i>segregate</i> means ‘to keep separate.’ What do you think the text means by ‘public facilities were segregated’?” Listen for: “Blacks were kept separate from whites.”* “How did ‘literacy tests’ prevent blacks from voting?” Listen for: “They were hard to pass, and whites didn’t have to take them because of the ‘grandfather clause.’”* “What ended Jim Crow laws?” Listen for: “the civil rights movement.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Introducing an Essay Prompt: How Did Riding in the Jim Crow Car (“Colored Car”) Affect Myrtle? (10 minutes)</p> <ul style="list-style-type: none">• Ask reading triads to get together with another triad to form a group of six.• Point out the short essay prompt that was written on the board before the lesson:<ul style="list-style-type: none">* “How did riding in the Jim Crow car affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.”• Ask groups to read the prompt and discuss what it means and what it is asking them to do in their essays. Tell students that one person from their group should be prepared to explain their group’s thoughts to the class. Give students 5 minutes to discuss the prompt.• Call on a few groups to explain the prompt. Listen for responses similar to: “We have to tell what happened to Myrtle when she rode in the ‘Jim Crow car’” or “We have to read and find out how Myrtle felt about riding in the ‘Jim Crow car.’”• Distribute an Essay Prompt/Planner to each student. Review the steps listed on the sheet and focus on the first two steps. Tell students that they will complete Steps 1 and 2 for homework. Clarify these steps as necessary.• Tell students that they should be looking for details that describe how Myrtle was affected (what she had to do, what she thought, or how she felt) as a result of not being allowed to ride with Violet and other whites on the train. Explain that finding these details will help them to write their essay.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Post this prompt on the board:<ul style="list-style-type: none">– “Why was Myrtle forced to leave the suffragists’ train car and go to the ‘colored car’? Use your new background knowledge from the text ‘Jim Crow Laws’ to support your answer.”• Hand out an index card for students to record the question and their answers as an exit ticket. Give them 5 minutes to respond in writing.• Collect the exit tickets and review them for a formative assessment on the learning target:<ul style="list-style-type: none">– “I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 8 of <i>The Hope Chest</i> and complete Steps 1 and 2 on your Essay Prompt/Planner.• Record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 8: “In the Jim Crow Car.” Reread as need as you write your summary. <p><i>Note: When examining the exit tickets, look for answers similar to this one: “Myrtle had to ride in the ‘colored car’ because the train was traveling through states with Jim Crow laws. These laws said that blacks had to be separate from whites. Because Myrtle was black, she couldn’t ride in the same train car as Violet.”</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 8

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"
(Answers, For Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"> • Baths of Diocletian: a large building full of pools and baths built in ancient Rome • Moving-picture show: an early term for what today are called movies • Telegrams/telegraphs/to wire: messages sent using electricity, before the invention of telephones • Children's Crusade: a march to end the use of children for dangerous work in mines and mills 	
Glossary	Figurative and Complex Language: Idioms and Adages
comply (88): to do what is asked; follow the rules	"lot in life" (77): the way your life is supposed to be
culmination (89): the end of something	"causing a scene" (78): drawing the attention of a crowd
enthusiastically (78): expressing excitement over something you are interested in	"took for granted" (83): something nice you had but were not grateful for
interceded (84): tried to stop a disagreement	"break the bank" (80): spend a lot of money
jeopardize (89): to put something at risk	"rules are rules" (87): Rules can't be changed, so accept them and obey them.
objection (84): a feeling of dislike or disapproval	"martyred air" (76): acting as if you are giving up a lot by helping someone
ratify (78): to give formal approval or permission	
refrain (89): to stop yourself from saying or doing something	



Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet and Myrtle	Violet and Myrtle are with the suffragists and plan to go with them to Nashville. Then Mr. Martin shows up, and they are worried he won't let them go. He decides to let them if Violet sends a message to her parents. So Mr. Martin goes with them on the train to Nashville with the suffragists, but Myrtle is told she will have to ride in the "colored car."
In: Washington, D.C.	
Wanted: to go with the suffragists to Nashville, Tennessee, to find Chloe, and they are worried that Mr. Martin won't let them go	
But: He agrees to accompany them if Violet telegrams her parents, telling them she is okay.	
So: She does, and she and Myrtle go with Mr. Martin and the suffragists on a train to Nashville.	
Then: Violet and Myrtle are separated when Myrtle is forced to ride in the "colored car."	



Mix and Mingle Directions
(For Teacher Reference)

1. Have students gather with any needed materials.
2. Give a prompt to students for sharing.
3. Have students find a partner to share with first.
4. Signal the beginning of the Mix and Mingle with soft music, a bell, or some other signal of your choice.
5. Once students are finished sharing with their first partner, they should find another partner, then another, until they hear a signal for the end of the Mix and Mingle.
6. Students return to their seats for debrief of the activity.



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).	<ol style="list-style-type: none">1. She is a strong-willed girl.2.3. She is compassionate and wants to help others.4. She is unhappy enough to leave home and not care that her parents might worry.5. She is generous and protective of her friends.6. She cares for her friends but is used to following the rules.



Myrtle's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none">1. She kept Violet from getting run over and helped clean her up after her fall (page 36).2. She helped Violet find the settlement house (page 42).3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).4. She leaves the car with her head up (page 88).	<ol style="list-style-type: none">1. She is a caring and compassionate person.2. She is independent and knows her way around the city.3. She is brave and determined to help her friends.4. She has self-respect and doesn't want people to feel sorry for her.



Other Characters' Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children's Crusade (page 81).3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.



Building Background Knowledge about Jim Crow Laws

Name:

Date:

Directions: Read page 268 and answer the following questions:

1) What is the gist of this text?

2) What did the 13th, 14th, and 15th Amendments to the Constitution do?

3) The text says, “Some states passed laws to keeps blacks out of sight and out of public life.” What can you infer these laws were called from the title of this page?



Building Background Knowledge about Jim Crow Laws

- 4) The word *segregate* means “to keep separate.” What do you think the text means by “public facilities were segregated”?

- 5) How did “literacy tests” prevent blacks from voting?

- 6) What ended Jim Crow laws?

Short Essay Prompt/Planner

Name:

Date:

How did riding in the Jim Crow car (“colored car”) affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.

Step 1

Read *The Hope Chest*, Chapter 8: “In the Jim Crow Car” and summarize it in your Reader’s Guide.

Step 2

Reread the text and use evidence flags to mark details that describe Myrtle’s thoughts, feelings, or what happened to her as a result of riding in the Jim Crow car.

Step 3

Talk with your reading triad. Share your thoughts on how Myrtle was affected by riding in the Jim Crow car. Share your evidence.

Step 4

Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.

Details:



Short Essay Prompt/Planner

Step 5 Plan and write your short essay.

Introduction should include:
<ul style="list-style-type: none">• The chapter number, title of the book, and author:• An explanation of what the Jim Crow car is and why Myrtle had to ride in it:
Focus statement: Restate the prompt and provide an answer: _____ _____ _____
Body should include:
<ul style="list-style-type: none">• Two or three examples from the text that support your answer. <ol style="list-style-type: none">1.2.3.
Conclusion should include:
<ul style="list-style-type: none">• Summarize your answer to the prompt:• What readers can infer about the type of character Myrtle is:



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"

Name: _____

Date: _____

Historical Background Information

- **Jim Crow laws:** laws passed in many Southern states after the Civil War and the end of slavery that kept blacks separate from whites in public places; prevented blacks from voting or holding office in the government; and required blacks to live, do business, and go to school separately from whites. The public services provided to blacks were most often inferior, or of poor quality.
- **Panama Canal:** a canal for boats that was dug in in Central America where the land between the Atlantic and Pacific oceans is its most narrow. The canal was built in the country of Panama starting in 1881 and ending in 1914. Many men died of a disease called malaria during the building of the canal.

Glossary

bartered (96): traded property or services without use of money	passive (91): not taking part in an activity
contradicted (96): said the opposite of	rattan (92): plants used to make woven furniture and baskets
derailed (95): went in an unexpected direction	sarcasm (95): to say something in a mocking tone
derisively (97): making fun of in an unkind way	talisman (90): an object that is believed to give protection or good luck
indifference (91): the state of not caring	vacant (92): showing no thought or emotion
mohair (92): soft cloth made of wooly yarn	vestibule (91): an enclosed entrance to a train car



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 9

Examining the Structure of Short Essays and Gathering Evidence for an Essay about Myrtle



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)
I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2).

Supporting Learning Targets

- I can gather evidence for a short essay that describes how Myrtle was affected by her experience riding in the “colored car” in *The Hope Chest*.
- I can describe the basic structure of a short essay.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 8: “In the Jim Crow Car” (from homework)
- Essay Prompt/Planner

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
 - B. Sharing Homework and Engaging the Reader (10 minutes)
2. Work Time
 - A. Gathering Evidence for a Short Essay about Myrtle (15 minutes)
 - B. Learning about the Structure of a Short Essay (25 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Read Chapter 9 (pages 98–112), then record summary notes and a summary at the bottom of the Reader's Guide for *The Hope Chest*, Chapter 9: “Mr. Martin's Escape.”

Teaching Notes

- In Lesson 8, students began to prepare for writing a short essay about Myrtle by examining this prompt: “How did riding in the Jim Crow car affect Myrtle?”
- In this lesson, students continue to prepare for this essay by gathering evidence from the text. They also learn about the basic structure of a short essay. This portion of the lesson, Work Time B, is adapted with permission from “The Painted Essay®” developed by Diana Leddy of Vermont Writing Collaborative. More resources can be found at : www.vermontwritingcollaborative.org.
- In Lesson 10, students will plan and write their short essays with support. Then on the mid-unit assessment, students will demonstrate their ability to meet W.4.2a and b and W.4.9 independently.
- In advance: Be prepared to place students with a new partner at the beginning of this lesson (not anyone from their reading triad) for sharing their homework.
- Prepare the Structure of a Short Essay anchor chart (see supporting materials).
- Post directions on the board for the Back-to-Back and Face-to-Face protocol (see supporting materials); review the Back-to-Back and Face-to-Face protocol (Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
structure, introduction, focus statement, body, conclusion	<ul style="list-style-type: none"> • Directions for the Back-to-Back and Face-to-Face protocol (to post) • Myrtle’s Character anchor chart (begun in Lesson 5) • <i>The Hope Chest</i> (book; one per student) • Essay Prompt/Planner (from Lesson 8; one per student) • Evidence flags (small stack per triad) • Equity sticks • Structure of a Short Essay anchor chart (new; co-created with students during Work Time B) • Model Essay about Violet (one to display) • Document camera • Red, green, yellow, and blue markers (one set for teacher) • Red, green, yellow, and blue colored pencils, markers, or crayons (one set for each triad) • Reader’s Guide for <i>The Hope Chest</i>, Chapter 9: “Mr. Martin’s Escape” (one per student)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to read along silently as you read the learning targets aloud: <ul style="list-style-type: none"> * “I can gather evidence for a short essay that describes how Myrtle was affected by her experience riding in the ‘colored car’ in <i>The Hope Chest</i>.” * “I can describe the basic structure of a short essay.” • Tell students that to write their short essay about Myrtle using evidence from Chapter 8, they will have to understand the <i>structure</i>, or parts, of an essay. Tell them that today they will look at a model essay and examine how it is organized so they can better plan for their own essays. • Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets, with a thumbs-down for no understanding, thumbs-sideways for some understanding, and thumbs-up for complete understanding. 	<ul style="list-style-type: none"> • Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (from homework).• Tell them that today they will share their homework using a protocol called Back-to-Back and Face-to-Face. Point out the posted Directions for the Back-to-Back and Face-to-Face protocol.<ol style="list-style-type: none">1. Stand back-to-back with a partner. Think about what you will share.2. When the teacher says, "Face-to-Face," turn to face your partner.3. Pick someone to go first, then take turns sharing.• Tell students that you would like them to share the summary statements on their Reader's Guide for Chapter 8 using this protocol.• Once students have shared, ask for a few students who liked their partner's summary statement to volunteer their partner to read it. Listen for students to identify each portion of the Somebody In Wanted But So Then strategy in their summaries for this chapter.• Post the Myrtle's Character anchor chart. Ask students for suggested additions to the chart. Be sure the following is added:<ul style="list-style-type: none">* Action: "She says she will vote when she grows up" (page 97).* What this says about this character: "She is determined and stubborn."	<ul style="list-style-type: none">• Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Work Time	Meeting Students' Needs
<p>A. Gathering Evidence for a Short Essay about Myrtle (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take their texts, <i>The Hope Chest</i>, join their reading triads, and get out their Essay Prompt/Planner (from Lesson 8). Point out Steps 3 and 4 in their planners.• Ask students to review the steps in the planning process with their triads to identify what they have done and what they will do today. Call on a triad to paraphrase the process for the rest of the class. Clarify as needed.• Tell students that for Step 3, they will have 5 minutes to share with their triads. Encourage them to mark the text with more evidence flags if they find additional details related to how Myrtle was affected.• As students share the details they have marked in the text, circulate and listen for them to identify any details related to how she was affected by the experience. For example: “On page 92, she got shoved by the conductor” or “She had to sit on a seat with no springs.”• Use equity sticks to cold call several triads to share one detail they marked with evidence flags. Ask students to list the page number and read directly from the text. List evidence collected on the board.• Some possible evidence students may cite:<ul style="list-style-type: none">– “Myrtle had to ride without her friend Violet” (page 90).– “Myrtle got cold stares, was laughed at, grabbed, and ignored on her way back to the ‘colored car’” (pages 91 and 92).– “Myrtle had ‘tears of frustration’ when she was trying to get to the ‘colored car’” (page 92).– “Myrtle had to sit on a hard seat in a crowded train car” (page 93).– “Myrtle talked with an old woman about getting the right to vote. They disagreed about whether colored women would be allowed” (pages 96 and 97).• Ask students to complete Step 4 on their planners individually: “Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.”• Give students 5 minutes to select and record their evidence .	



Work Time (continued)	Meeting Students' Needs
<p>B. Learning about the Structure of a Short Essay (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that before they continue with Step 5 in their planners, it is important for them to understand the basic structure of an essay. • Tell the class that being given an essay prompt is similar to receiving an art assignment. For example, in art class they may be given a medium, like watercolors, and they are also given a subject, like a bowl of fruit. As an artist, though, they can make their painting unique. However, if they don't follow some basic guidelines for using watercolors, everything could turn out brown and muddled. • The same could be said for writing an essay from a prompt. They will be asked to use a particular type of writing or genre, such as historical fiction narrative, and will also be given a specific topic, like Colonial America (in Module 2A. If students have completed Module 2B, use the example of "Choose Your Own Adventure" narratives and animal defenses). Likewise, as a writer, they can make their essay unique, but it may be muddled and confusing to the reader unless they follow some guidelines. • Explain that today students will look at a model essay about Violet and examine the essay's <i>structure</i>, or parts. • Post the Structure of a Short Essay anchor chart (blank version prepared in advance). • Point out the terms <i>introduction</i>, <i>focus statement</i>, <i>body</i>, and <i>conclusion</i> on the anchor chart. Review the terms <i>introduction</i>, <i>body</i>, and <i>conclusion</i> with students. They should be familiar with these terms from writing in previous modules. Point out the term <i>focus statement</i> and explain that this sentence is the focus of the essay, what it is about, and should be the writer's answer to the prompt. • Next, display the Model Essay about Violet using a document camera. Tell students that they will have a chance to examine the structure of this essay, but first you would like them to listen for the gist as you read it aloud to them. • Ask for a few volunteers to tell the class what the essay is about. Listen for: "The essay is about how running away helped Violet to become more confident." • Tell students that you will read the essay for them once more, and you would like them to notice how it is organized—specifically what is in the introduction, the body, and the conclusion. • When you read the essay again, stop after the introduction (first paragraph) and ask students to turn to their triad and discuss: <ul style="list-style-type: none"> * "What does the introduction paragraph do for the reader?" * "Where do you see the answer to the prompt?" 	<ul style="list-style-type: none"> • For students who need support in finding evidence in the text, consider providing page numbers or marking sections of the text as areas to look for evidence. • To further support students, provide copies of the model essay about Myrtle and allow them to annotate the model to identify the introduction, focus statement, body, and conclusion.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call students to share out and add this to the anchor chart in the Introduction box:<ul style="list-style-type: none">– “Catches the reader’s attention and introduces the topic”– “Gives background information or describes the topic”• Outline the Introduction box with a red marker and explain to students that red is an eye-catching color, so it will help them remember the purpose of the introduction.• Next, explain that the answer to the prompt is contained in the <i>focus statement</i>. Point out this box on the anchor chart and explain that the focus statement is what gives the main idea of the essay. Record this explanation on the anchor chart in the Focus Statement box and outline the box with a green marker. Tell students that you will explain the significance of the green color in a moment.• Next, tell students that you now will reread the body paragraph of the essay and you would like them to listen for what this paragraph contains and think about the purpose of this part of the essay.• Reread the body of the essay (2nd paragraph). Then ask students to turn to their triads and discuss:<ul style="list-style-type: none">– “What is the purpose of the body of an essay?”– “What do the body paragraphs contain?”• Cold call students to share their thinking. Add this to the anchor chart in the Body box:<ul style="list-style-type: none">– Supports the focus of the essay with examples and evidence– Explains how each example relates to the focus– Takes the form example, evidence, and explanation• Outline one of the inside boxes (containing the phrase “Example, Evidence, and Explanation”) with a yellow marker and the other inside box with a blue marker.• Point out the green Focus Statement box and explain that just like yellow and blue make green, the examples and evidence in the body of the essay help support the essay’s focus.• Finally, tell students that you will now reread the conclusion paragraph of the essay and you would like them to listen for what this paragraph contains and think about its purpose in the essay.• Reread the conclusion of the essay (third paragraph), then ask triads to discuss:<ul style="list-style-type: none">– “What does the first sentence of the conclusion do?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– “What is the purpose of the final sentence?”• Cold call students to share their thinking. Add this to the anchor chart in the Conclusion box:<ul style="list-style-type: none">* Brings readers back to the focus and gives them something to think about• Ask students if they have any guesses about which color this box should be. Give them a hint: It is a color that is already on the chart. Students should predict this box be outlined in green, because the conclusion restates the focus of the essay.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to look at Step 5 in their Essay Prompt/Planner. Tell them that you would like them to work with their triad to color-code the graphic organizer so that it matches the class's new Structure of a Short Essay anchor chart.• Ask them to give you a quick thumbs-up, thumbs-sideways, or thumbs-down for the learning target:<ul style="list-style-type: none">* “I can describe the basic structure of a short essay.”• Distribute a set of red, green, yellow, and blue colored pencils (or markers or crayons) to each triad.• Circulate and help students notice where the basic structure for an essay is contained within their graphic organizers.	<ul style="list-style-type: none">• Note students who have a thumb to the side or down and confer with these students before they color-code their graphic organizers.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 9 (pages 98–112), then record summary notes and a summary at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 9: “Mr. Martin's Escape.” Reread as you take notes. <p><i>Note: Use students' Essay Prompt/Planning sheets for formative assessment. Determine if they will need further support in gathering evidence for their essays.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 9

Supporting Materials



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Directions for Back-to-Back and Face-to-Face protocol

1. Stand back-to-back with a partner. Think about what you will share.
2. When the teacher says, “Face-to-Face,” turn to face your partner.
3. Pick someone to go first, then take turns sharing.



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"
(Answers, For Teacher Reference)

Historical Background Information

- * **Jim Crow laws:** laws passed in many Southern states after the Civil War and the end of slavery that kept blacks separate from whites in public places; prevented blacks from voting or holding office in the government; and required blacks to live, do business, and go to school separately from whites. The public services provided to blacks were most often inferior, or of poor quality.
- * **Panama Canal:** a canal for boats that was dug in in Central America where the land between the Atlantic and Pacific oceans is its most narrow. The canal was built in the country of Panama starting in 1881 and ending in 1914. Many men died of a disease called malaria during the building of the canal.

Glossary

bartered (96): traded property or services without use of money	passive (91): not taking part in an activity
contradicted (96): said the opposite of	rattan (92): plants used to make woven furniture and baskets
derailed (95): went in an unexpected direction	sarcasm (95): to say something in a mocking tone
derisively (97): making fun of in an unkind way	talisman (90): an object that is believed to give protection or good luck
indifference (91): the state of not caring	vacant (92): showing no thought or emotion
mohair (92): soft cloth made of wooly yarn	vestibule (91): an enclosed entrance to a train car



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Myrtle	<p>In Chapter 8 of <i>The Hope Chest</i>, Myrtle is on a train heading to Tennessee. She was forced to leave Violet and the suffragists and ride in the "colored car." She goes to the back of the train and is treated badly along the way. When she gets to the colored car, she sits and talks with an old lady about voting. Myrtle thinks that she will be able to vote some when she grows up, but the old lady tells her colored people won't get to vote.</p>
In: the train heading to Tennessee	
Wanted: to sit with Violet and the other suffragists	
But: The conductor wouldn't let her.	
So: She goes to the colored car and sits with an old black lady named Mrs. Merganser.	
Then: They talk, and the lady tells her that because white people don't like colored people, there was no way they will ever let them vote.	



Myrtle's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none">1. She kept Violet from getting run over and helped clean her up after her fall (page 36).2. She helped Violet find the settlement house (page 42).3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).4. She leaves the car with her head up (page 88).5. She says she will vote when she grows up (page 97).	<ol style="list-style-type: none">1. She is a caring and compassionate person.2. She is independent and knows her way around the city.3. She is brave and determined to help her friends.4. She has self-respect and doesn't want people to feel sorry for her.5. She is determined and stubborn.



Structure of a Short Essay Anchor Chart
(For Teacher Reference)

Teacher Directions: Copy the graphic below onto chart paper in advance of this lesson.

Structure of a Short Essay
Introduction:
Focus statement:
Body: * *
Conclusion:



Structure of a Short Essay Anchor Chart
(Answers, For Teacher Reference)

Teacher Directions: This anchor chart will be co-constructed with students, so the descriptions of each part of the essay may vary slightly from those contained below. Be sure to leave space between example boxes in the Body section and in the Conclusion box, as this anchor chart will be added to in the next half of this unit.

Structure of a Short Essay
Introduction: <ul style="list-style-type: none">* Catches the reader’s attention and introduces the topic* Gives background information or describes the topic
Focus statement: <p>States the focus or main idea of the essay.</p>
Body: <p>Supports the focus of the essay with examples and evidence and explains how each example relates to the focus.</p> <ul style="list-style-type: none">* Example, Evidence, and Explanation
Conclusion: <p>Brings readers back to the focus and gives them something to think about.</p>

Adapted with permission from “The Painted Essay®” developed by Diana Leddy of Vermont Writing Collaborative. More resources can be found at www.vermontwritingcollaborative.org.



Model Essay about Violet

Prompt: How has Violet's experience running away changed her character?

In the beginning of the novel *The Hope Chest* by Karen Schwabach, Violet runs away from her parents to find her sister Chloe. This experience changes her quite a bit. She started off uncertain of herself, but she becomes more self-confident.

For example, in the beginning of the novel, Violet followed Myrtle and looked to her to make decisions. She followed Myrtle into the Henry Street Settlement House to talk to Mr. Martin. Myrtle was also the one who convinced Violet to travel with Hobie to Washington, D.C.

Later, Violet begins to become more confident. She stops the evil Brakeman from throwing Myrtle off the train by giving him all of her money. Then she refuses to go back to her parents when Mr. Martin told her to send them a telegram.

I think that Violet will continue to become a more confident character in this novel. I think that her confidence will prepare her for challenges later in the book.



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

.....
Name:

.....
Date:

Historical Background Information

- **Palmer Agents:** government agents who later became the Federal Bureau of Investigation, or FBI. These agents investigated and arrested people who were considered traitors for speaking against World War I and the U.S. government.
- **Florence Kelly:** worked to stop child labor, get women the right to vote, and protect the civil rights of African Americans. She was a founder of the National Association for the Advancement of Colored People, or NAACP.
- **NAACP:** The National Association for the Advancement of Colored People was formed in 1909 to help protect the rights of all people and end racial discrimination (treating others unfairly).



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Glossary	Figurative and Complex Language: Idioms and Adages
conceal (108): synonym: hide antonym: show	"send someone to the rightabout" (100): to turn someone away
disadvantages (99): isn't helpful	"get fresh" (100): to be rude
inequality (99): not equal; not the same as	"gentleman friend" (101): boyfriend
racialist (98): someone who is a racist or believes that one race is better than others	"beyond the pale (103): unacceptable or improper
radicals (110): people in favor of extreme changes in government or society	"send someone to the rightabout" (100): to turn someone away
smitten (100): struck by strong feelings of love	"get fresh" (100): to be rude
socialist (109): a person who believes that most resources and property should be shared by the community to increase economic equality	
traitor (107): a person who is disloyal to or betrays his own country	
vacated (102): left empty	



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 10

Writing a Short Essay about Myrtle and Discussing Character Reactions to Jim Crow



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write a focus statement supported by evidence from the text for my essay about Myrtle.
- I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape" (from homework)
- Short Essay about the Character Myrtle in *The Hope Chest*
- Text-dependent questions for Brainstorm Carousel



Writing a Short Essay about Myrtle and Discussing Character Reactions to
Jim Crow

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (2 minutes)B. Sharing Homework and Engaging the Reader (8 minutes)2. Work Time<ol style="list-style-type: none">A. Writing a Focus Statement Supported by Evidence (15 minutes)B. Writing a Short Essay about Myrtle (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing Essays: Back-to-Back and Face-to-Face Protocol (10 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 10 and complete notes on the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: "Red and Yellow Roses" to prepare for tomorrow's assessment.	<ul style="list-style-type: none">• In this lesson, students will plan and write their essay, with support, in one sitting. This lesson is designed to build writing stamina so that students are able to write to prompts that require an extended response in a single sitting later in this unit, including the mid-unit assessment. It will also help prepare students for future on-demand assessments that require extended written responses.• In advance: Read carefully the modeling described in Work Time A; review the Back-to-Back and Face-to-Face and Brainstorm Carousel protocols (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
structure, reacted, introduction, body, conclusion	<ul style="list-style-type: none"> • Equity sticks • Violet's Character anchor chart (begun in Lesson 3) • Other Characters' Actions anchor chart (begun in Lesson 8) • Structure of a Short Essay anchor chart (begun in Lesson 9) • Essay Prompt/Planner (from Lesson 8; one per student and one to display) • Document camera • Reader's Guide for <i>The Hope Chest</i>, Chapter 10: "Red and Yellow Roses" (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask students to read the learning targets silently as you read them aloud: <ul style="list-style-type: none"> * "I can write a focus statement supported by evidence from the text for my essay about Myrtle." * "I can write a short essay that describes the experience of Myrtle's ride in the 'colored car' in <i>The Hope Chest</i>." * "I can discuss how different characters reacted to Myrtle having to ride in the Jim Crow car." • Tell students that today they will learn how to write a focus statement for their essays, then plan and write their essays about Myrtle. • Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets, with a thumbs-down for no understanding, thumbs-sideways 	<ul style="list-style-type: none"> • If you have a group of students who struggle with writing or planning their writing, consider pulling a small group for additional support for Step 5 on the Essay Prompt/Planner.



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Homework and Engaging the Reader (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (from homework). • Tell them that today they will share their homework using the Back-to-Back and Face-to-Face protocol. Review the steps with students, and then start the protocol: <ol style="list-style-type: none"> 1. Stand back-to-back with a partner. Think about what you will share. 2. When the teacher says, "Face-to-Face," turn to face your partner. 3. Pick someone to go first, then take turns sharing. • Once students have shared, use equity sticks to cold call a few to share their summaries. Listen for them to identify each portion of the Somebody Wanted But So Then strategy in their summaries for this chapter. • Post the Violet's Character anchor chart and Other Characters' Action anchor chart. Ask students for suggested additions to the charts. Be sure the following is added: <ul style="list-style-type: none"> – Violet: <ul style="list-style-type: none"> • Action: "She warns Mr. Martin that there are agents coming to arrest him" (page 103). • What this says about this character: "She trusts her instincts." – Others: Miss Dexter <ul style="list-style-type: none"> • Action: "She says segregation is a distraction from women's suffrage" (page 98). • What this says about her character: "She is narrow-minded or prejudiced." – Others: Miss Kelley <ul style="list-style-type: none"> • Action: "She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws" (page 111). • What this says about her character: "She is accepting and willing to work with others for what is right." • Collect students' summaries from this chapter for a formative assessment of RL.4.2. 	<ul style="list-style-type: none"> • Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Work Time	Meeting Students' Needs
<p>A. Writing a Focus Statement Supported by Evidence (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that today you are going to give them an extended time to write their essays. Explain that being able to sit down for an extended time and write in response to a question is a skill that they will need in school, in college, and as adults in their career. • Post the Structure of a Short Essay anchor chart (from Lesson 9). Review each part of the essay and its purpose. Encourage students to use the colors to help them remember the purpose of each part: The introduction is red because it helps to catch the reader's attention and gives them background information on the topic. The focus statement, the main idea of the essay, is green because it is supported by the evidence in the body (blue and yellow). The conclusion is a synthesis of the evidence in the body paragraph and restates the focus, so it is also green. • Tell students that their next step is to finish planning and then write their essays. On the bottom of the Structure of a Short Essay anchor chart, add and explain these writing tips: <ul style="list-style-type: none"> * "Read the prompt carefully and annotate or rewrite it in your own words. Do you understand the prompt?" * "Check your essay plan against the prompt before you start writing. Did you include everything that the prompt requires?" • Explain that it is very important to understand the prompt thoroughly and to use it to check yourself during the writing process. Remind students that they have already discussed the meaning of the prompt in Lessons 8 and 9, but today they will have a chance to check their planning against the prompt and reread their finished essays and check these against the prompt as well. • Tell students that before they begin, you would like to model how to write a focus statement. • Display Step 4 of the Essay Prompt/Planner using a document camera. Model using a think-aloud to show students how to examine the evidence they have collected to write a focus statement. • Read the evidence you have on your displayed planner and think aloud: <ul style="list-style-type: none"> * "So when I was reading Chapter 8, I noticed that people did a lot of mean things to Myrtle as she walked back to ride in the Jim Crow car." <ul style="list-style-type: none"> • Point out this recorded evidence: Myrtle was laughed at when she fell (page 91), and the conductor shoves Myrtle and she can't open the door and begins to cry (page 92). * "But I also noticed that she was strong, because she did not show people she was angry and she refused to give up hope on being able to vote in the future." <ul style="list-style-type: none"> • Point out this recorded evidence: Myrtle refuses to show people she is angry that they are laughing (page 91), and she tells the old woman she sits next to that she will vote when she grows up (page 97). 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Turn your planner over to Step 5 and remind students that the focus statement should answer the prompt: “How did riding in the Jim Crow car affect Myrtle?” <ul style="list-style-type: none"> * “Based on this evidence, I think Myrtle was upset by the experience but was able to remain strong. So I think my focus statement will be: ‘Myrtle was upset by having to ride in the Jim Crow car, but she remained strong anyway.’” • Record this focus statement on your planner. • Show students where they should record the evidence that supports their focus statement in the Body box. • Reread the prompt for students and demonstrate checking your focus statement to see that it fully answers the prompt. • Ask students to restate the steps you took to write your focus statement. • Distribute students’ Essay Prompt/Planner (taken up for assessment in Lesson 9) and ask them to get together with their triads. Give students 5 minutes to write their own focus statements and select the evidence they will use in the body of their essays. • Circulate to support students. It is likely that they will have similar focus statements. This is acceptable and appropriate, as they are basing their work on the model and drawing from the same pool of evidence. On the mid-unit assessment and later in the unit, students will take on more responsibility for creating their focus statements independently. • Ask for a few volunteers to share their focus statements and evidence. Be sure to point out how these examples answer the prompt and are supported by evidence from the text. 	
<p>B. Writing a Short Essay about Myrtle (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will have 30 minutes to plan and write their essays and that they should use the Writing a Short Essay anchor chart to help guide them. • Release students to continue planning and writing their essays independently. • Circulate and support them in checking their plans against the prompt before they begin to write their essays. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing Essays: Back-to-Back and Face-to-Face Protocol (10 minutes)</p> <ul style="list-style-type: none">• Gather students for another round of Back-to-Back and Face-to-Face to share their writing. Ask them to bring their finished essay and get back with their partner from the beginning of the lesson.• Once students are back-to-back with their partners, ask them to reread their own essay silently and think about:<ul style="list-style-type: none">* “Which part of your essay are you most proud of—the introduction, focus statement and evidence, or conclusion? Why?”Give students a few minutes to reread and think about their response.• Next, explain that when you give the signal, they will turn face-to-face to take turns reading their essay to their partners. They should also share which part of the essay they are most proud of and why.• Collect students' essays to give feedback on their focus statements and use of evidence. Students will read this feedback before taking their mid-unit assessment.• Distribute the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: “Red and Yellow Roses” for homework. Explain that this homework will help them to prepare for an on-demand assessment of their ability to infer about characters and events in Chapter 10. Point out that there is no section for a summary statement in this Reader's Guide, because they will write a summary during tomorrow's assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 10 and complete notes on the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: “Red and Yellow Roses” to prepare for tomorrow's assessment. Reread as you take notes. <p><i>Note: Give feedback to students on their essays from today's lesson. Target your feedback to the focus statement and use of evidence only.</i></p>	



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Grade 4: Module 4: Unit 2: Lesson 10

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Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"
Answers, For Teacher Reference

Historical Background Information

- **Palmer Agents:** government agents who later became the Federal Bureau of Investigation, or FBI. These agents investigated and arrested people who were considered traitors for speaking against World War I and the U.S. government.
- **Florence Kelly:** worked to stop child labor, get women the right to vote, and protect the civil rights of African Americans. She was a founder of the National Association for the Advancement of Colored People, or NAACP.
- **NAACP:** The National Association for the Advancement of Colored People was formed in 1909 to help protect the rights of all people and end racial discrimination (treating others unfairly).



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Glossary	Figurative and Complex Language: Idioms and Adages
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inequality (99): not equal; not the same as	"gentleman friend" (101): boyfriend
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radicals (110): people in favor of extreme changes in government or society	
smitten (100): struck by strong feelings of love	
socialist (109): a person who believes that most resources and property should be shared by the community to increase economic equality	
traitor (107): a person who is disloyal to or betrays his own country	
vacated (102): left empty	



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Summary Notes:	Summary:
Somebody: Violet	<p>Violet is with the rest of the suffragists on a train heading to Nashville, but Myrtle had to ride with the other colored people in the last train car. When Violet got back from taking Myrtle food, there were federal agents in the suffragists' car looking for Mr. Martin. They said he was a Bolshevik and was against the United States. Violet was able to warn him about the agents, so he escaped by jumping off the train. The agents were very angry and told the suffragists that they could get into a lot of trouble for helping him.</p>
In: the train heading to Tennessee	
Wanted: to bring Myrtle food	
But: When she got back to the suffragists' train car, there were federal agents looking for Mr. Martin, saying he was a Bolshevik and against the United States.	
So: Violet warned him that they were looking for him so he could jump off the train and get away.	
Then: The agents warned the suffragists that they could get in trouble if they protected him. They didn't care.	



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).6. She warns Mr. Martin that there are agents coming to arrest him (page 103).	<ol style="list-style-type: none">1. She is a strong-willed girl.7. She is compassionate and wants to help others.8. She is unhappy enough to leave home and not care that her parents might worry.9. She is generous and protective of her friends.10. She cares for her friends but is used to following the rules.11. She trusts her instincts.



Others' Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Be sure to save room for additions to Mr. Martin's section of this anchor chart.

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children's Crusade (page 81).3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.
Miss Dexter	<ol style="list-style-type: none">1. She says segregation is a distraction from women's suffrage (page 98).	<ol style="list-style-type: none">1. She is narrow-minded or prejudiced.
Miss Kelley	<ol style="list-style-type: none">1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).	<ol style="list-style-type: none">1. She is accepting and willing to work with others for what is right.



Short Essay Prompt/Planner
(For Teacher Reference)

How did riding in the Jim Crow car (“colored car”) affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.

Step 1

Read *The Hope Chest*, Chapter 8: “In the Jim Crow Car” and summarize it in your Reader’s Guide.

Step 2

Reread the text and use evidence flags to mark details that describe Myrtle’s thoughts, feelings, or what happened to her as a result of riding in the Jim Crow car.

Step 3

Talk with your reading triad. Share your thoughts on how Myrtle was affected by riding in the Jim Crow car. Share your evidence.

Step 4

Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.

Details:

- 1. Myrtle was laughed at when she fell (page 91).**
- 2. Myrtle refuses to show people she is angry that they are laughing (page 91).**
- 3. The conductor shoves Myrtle and she can’t open the door and begins to cry (page 92).**
- 4. Myrtle tells the old woman she sits next to that she will vote when she grows up (page 97).**



Short Essay Prompt/Planner
(For Teacher Reference)

Step 5 Plan and write your short essay.

Introduction should include:
<ul style="list-style-type: none">• The chapter number, title of the book, and author:• An explanation of what the Jim Crow car is and why Myrtle had to ride in it:
Focus statement: Restate the prompt and provide an answer: _____ _____ _____
Body should include:
<ul style="list-style-type: none">• Two or three examples from the text that support your answer. 1. 2. 3.
Conclusion should include:
<ul style="list-style-type: none">• Summarize your answer to the prompt:• What readers can infer about the type of character Myrtle is:



Possible Response for the Essay about Myrtle
For Teacher Reference

How did riding in the Jim Crow car affect Myrtle?

In Chapter 8 of *The Hope Chest* by Karen Schwabach, Myrtle is forced to ride in the Jim Crow car. During this time period, blacks were not allowed to ride in other cars. Jim Crow laws said that blacks had to be separate from whites. Myrtle is upset and hurt, but she is able to stay strong through this experience.

For example, when she walks back, she falls and is laughed at by some white people. A conductor also shoves her, and when she can't open a door she starts to cry. But Myrtle acts strong too. She doesn't show that she is upset when people are mean to her, and she even tells the woman she sits next to that she will vote when she grows up.

Having to ride in the Jim Crow car was upsetting to Myrtle, but I think she is strong. And being strong will help her in the future, especially if she is going to fight for the right to vote when she grows up.



Reader's Guide for *The Hope Chest*, Chapter 10: "Red and Yellow Roses"

Name: _____

Date: _____

Historical Background Information

- **Streetcars:** electric trams that run on tracks in cities. The most famous streetcars can still be found in New Orleans and San Francisco.
- **Vaudeville:** one of the most popular types of entertainment in North America. It was a variety of entertainment that was popular from the late 1800s to the 1930s. Acts included musicians, dancers, comedians, trained animals, and magicians, to name a few.
- **Confederates:** people who supported the Confederate States of America, the Southern states during the Civil War
- **Seth Walker:** He was speaker of the Tennessee House in 1918 when the vote for ratification of the 19th Amendment was successful.

Glossary

arbitrated (113): judged; decided

mezzanine (125): a low-storied floor in between two full floors of a building, sometimes serving as a balcony

acquaintance (122): awareness; knowledge of

succession (123): sequence

forthright (115):
synonym: direct; outspoken
antonym: sneaky

unscrupulous (124): lacking concern for honesty, fairness, or what's right
synonym: shameless
antonym: honest

ledger (126): a book used to record all of the financial transactions of a business



Reader's Guide for *The Hope Chest*, Chapter 10: "Red and Yellow Roses"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 11

Mid-Unit Assessment: Reading and Answering
Questions about a New Chapter of *The Hope Chest*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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 characters, setting, or events using details from the text. (RL.4.3)

I can use context to help me determine what a word or phrase means. (L.4.4)

I can analyze figurative language, word relationships, and slight differences in word meanings. (L.4.5)

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can describe what happened to Violet in a chapter from *The Hope Chest* using details from the text.
- I can summarize a chapter from *The Hope Chest*.
- I can write a short essay about Violet supported by evidence from the text.

Ongoing Assessment

- Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of *The Hope Chest*
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Reading Feedback on Focus Statements and Evidence in Short Essay about Myrtle (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (45 minutes) Closing and Assessment <ol style="list-style-type: none"> Tracking My Progress (5 minutes) Homework <ol style="list-style-type: none"> Read Chapter 11 (pages 128–145), then record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.” 	<ul style="list-style-type: none"> In this assessment, students read a new chapter from the novel <i>The Hope Chest</i>, then summarize and answer a series of questions, including an extended response essay question. The extended response portion of this assessment is designed to be a formative assessment of W.4.2 and W.4.9. A summative assessment of these standards will take place in the second half of this unit. The short essay in this assessment should serve to inform instruction on these standards in the next half of the unit. The chapter read for this assessment is about 14 pages long. Though students have read this chapter in advance for homework, it may take some longer than others to reread it. This, in addition to the short essay question in Part 3 of the assessment, may require this assessment to be split into two separate sessions, with Parts 1 and 2 in one session and Part 3 in another. Be prepared to return students’ essays from Lesson 10 with feedback on the focus statement and use of evidence. Post: Learning targets.

Lesson Vocabulary	Materials
summarize, describe, infer	<ul style="list-style-type: none"> Essays about Myrtle (from Lesson 10) <i>The Hope Chest</i> (book; one per student) Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (one per student) Structure of a Short Essay anchor chart (from Lesson 9) Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (answers, for teacher reference) Tracking My Progress, Mid-Unit 2 recording form (one per student) Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe” (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the learning targets:<ul style="list-style-type: none">– “I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.”– “I can summarize a chapter from <i>The Hope Chest</i>.”– “I can write a short essay about Violet supported by evidence from the text.”• Ask students to get with their reading triad. When they have formed their groups, ask them to each take a target to read and share with the group. Tell them that when they read their target to their group, they should also explain what they think it means. The triad should discuss anything they find confusing about the target. Give students 3 minutes to discuss the targets.• Cold call a student to read and explain each of the targets. Clarify as needed. Remind students that they have been summarizing each chapter and keeping track of how characters in the book are affecting others and what this says about their character. Explain that this practice will help them meet the learning targets and do well on the assessment.	
<p>B. Reading Feedback on Focus Statements and Evidence in Short Essay about Myrtle (5 minutes)</p> <ul style="list-style-type: none">• Explain that you have given students feedback on the essays they wrote in Lesson 10 about Myrtle. Tell them that this feedback focuses specifically on their focus statements and use of evidence from the text. Explain that in the assessment for today, they will write another short essay, and it is this part of their essays that you will evaluate. Tell them that they should do their best to write a good introduction and conclusion and to follow conventions, but that these will not be the focus of your evaluation.• Distribute students' Essays about Myrtle with your feedback. Ask students to read the feedback and raise their hand if they have a question. Note students who have questions and pull them as a small group to address the questions before giving them the mid-unit assessment.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (45 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their text <i>The Hope Chest</i>. Distribute the Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> to each student.• Remind them 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. Reread Chapter 10 from <i>The Hope Chest</i>: “Yellow and Red Roses” (pages 113–127).2. For Part 1: Answer questions using details from the text.3. For Part 2: Write a summary of the chapter.4. For Part 3: Write a short essay to answer a prompt about Violet. Use details from the text in your answer.• Clarify directions as needed. Post the Structure of a Short Essay anchor chart. Explain that this assessment contains a short essay and students should use this anchor chart as a resource while they write. Reassure them that there are no “tricks” to this assessment. It is just what they have been doing in class, only with a new chapter.• 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 them for future assessments and standardized tests.• If students finish the assessment early, consider allowing them to start their homework for this lesson: “Read Chapter 11 and complete the summary notes in your Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”	<ul style="list-style-type: none">• For students who struggle to read grade-level text or read slowly, consider allowing additional time for the reading portion of this 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 learning targets and then record their progress using the Tracking My Progress Mid-Unit 2 recording form:<ul style="list-style-type: none">“I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.”“I can summarize a chapter from <i>The Hope Chest</i>.”“I can write a short essay about Violet supported by evidence from the text.”Collect the Tracking My Progress recording forms and review them before the next lesson. This will help you determine which students will need further support with these learning targets 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 main ideas and summarizing an informational text.	<ul style="list-style-type: none">If more time is needed for the assessment, consider having students complete Tracking My Progress when the graded assessment is handed back to them.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapter 11 (pages 128–145), then record summary notes and a summary at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.” Reread as you take notes. <p><i>Note: Part 3 of this assessment is designed to be a formative assessment of W.4.2 and W.4.9. The short essay in this assessment should serve to inform instruction on these standards in the next half of the unit. A summative assessment of these two standards will take place in the second half of this unit.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 11

Supporting Materials



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Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*

Name:

Date:

Directions:

1. Reread Chapter 10 from *The Hope Chest*: “Yellow and Red Roses” (pages 113–127).
2. For Part 1: Answer questions using details from the text.
3. For Part 2: Write a summary of the chapter.
4. For Part 3: Write a short essay to answer a prompt about Violet. Use details from the text in your answer.

Part 1: Answer questions using details from the text.

5. On page 114, the text says, “Violet wondered why Miss Dexter was able to imagine such a perfect world and not imagine a place for Myrtle in it.” Based on this, how would Violet most likely describe Miss Dexter?
 - A) Miss Dexter is creative.
 - B) Miss Dexter is smart.
 - C) Miss Dexter is forgetful.
 - D) Miss Dexter is unkind.
6. On page 114, the text says that Miss Kelly “heaped a liberal handful of raisins on top” of Myrtle’s oatmeal and said, “Better give her some extra; injustice makes a girl hungry.” What can you infer Miss Kelly meant by this?
 - A) Myrtle was starving.
 - B) Myrtle was treated unfairly.
 - C) Myrtle was unlucky.
 - D) Myrtle was greedy.



Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*

Use this passage from page 115 to answer Questions 3 and 4:

“They’re sending him home from France. He’s supposed to be shipped to Chattanooga today.”

Violet thought that was a funny way of putting it, and then she looked at the piece of black cloth in her hand and a thought struck her.

“Is your son ... Did he ...”

“Yes,” said the woman. “Put that on my arm, would you my dear? It’s supposed to be my mourning.”

3. What was the thought that “struck” Violet?

- A) The woman’s son died in the war.
- B) The woman’s son was coming home to visit.
- C) The woman’s son missed his family.
- D) The woman’s son quit being a soldier.

4. What is the meaning of the word *mourning* as it is used in the passage?

- A) sadness and grief
- B) black worn when a loved one dies
- C) the beginning of the day
- D) a piece of cloth

Answer these questions about the text:

5. What happened as a result of Violet speaking with the pregnant woman?

- A) She felt sorry for the woman.
- B) She was glad that her brother came home.
- C) She decided that war was wrong.
- D) She understood why the Suffrs were fighting.

Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*

6. Which line from the text helps you infer the answer to Question 5?
- A) “Are you all right?” Violet asked.
 - B) Suddenly Violet understood why all these women were riding to Nashville on a train.
 - C) “My brother was in France too,” Violet said. “But he came back,” Violet added apologetically.
 - D) Violet was just about to repeat what Miss Dexter had said, that the human race had outgrown war ...
7. On page 126, the desk clerk says, “That’s the Speaker of the Tennessee House, Seth Walker. He was one of the Suff’s strongest supporters. If he’s turned coat, I don’t see how they can win.” What does “turned coat” mean?
- A) He is staying at the hotel.
 - B) He has switched to being an Anti.
 - C) He is upset.
 - D) He is leaving the hotel.
8. Which line from the text helps you understand the meaning of “turned coat”?
- A) “You mean he changed sides?”
 - B) “How ... dare you?”
 - C) The clerk opened his ledger and ran his finger down it.
 - D) Mr. Walker jammed his panama hat on his head, spun on his heel, and stalked out.
9. In the text, the author describes the scene when Violet arrives at the Hermitage Hotel: “ten stories high and mobbed, the crowd pouring out the grand entry way onto the street.” What word best describes the scene?
- A) boring
 - B) beautiful
 - C) crowded
 - D) warm



Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*

Part 2: Write a summary of the chapter. Use the notes from your Reader's Guide for Chapter 10, completed as homework, to help you write your summary.



Reading and Answering Questions about a New Chapter of *The Hope Chest*

Part 3: Write a short essay to answer the following prompt about the text. Use evidence from Chapter 10 of *The Hope Chest* to support your answer.

How does Violet's thinking about the Women's Suffrage Movement change in this chapter? What caused this change?

[illegible]



Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*
(Answers, For Teacher Reference)

Standards Assessed: RL.4.1-Questions 1, 2, 3, 5, and 6; RL.4.2-Part 2; RL.4.3-Questions 1, 9, 5, 6 and Part 3; L.4.4-Question 4; L.4.5-Questions 7 and 8; W.4.2 and W.4.9-Part 3.

Part 1: Answer questions using details from the text.

1. On page 114, the text says, “Violet wondered why Miss Dexter was able to imagine such a perfect world and not imagine a place for Myrtle in it.” Based on this, how would Violet most likely describe Miss Dexter?
 - A) Miss Dexter is creative.
 - B) Miss Dexter is smart.
 - C) Miss Dexter is forgetful.
 - D) Miss Dexter is unkind.**

2. On page 114, the text says that Miss Kelly “heaped a liberal handful of raisins on top” of Myrtle’s oatmeal and said, “Better give her some extra; injustice makes a girl hungry.” What can you infer Miss Kelly meant by this?
 - A) Myrtle was starving.
 - B) Myrtle was treated unfairly.**
 - C) Myrtle was unlucky.
 - D) Myrtle was greedy.

Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*
(Answers, For Teacher Reference)

Use this passage from page 115 to answer Questions 3 and 4:

“They’re sending him home from France. He’s supposed to be shipped to Chattanooga today.”

Violet thought that was a funny way of putting it, and then she looked at the piece of black cloth in her hand and a thought struck her.

“Is your son ... Did he ...”

“Yes,” said the woman. “Put that on my arm, would you my dear? It’s supposed to be my mourning.”

3. What was the thought that “struck” Violet?

- A) The woman’s son died in the war.**
- B) The woman’s son was coming home to visit.
- C) The woman’s son missed his family.
- D) The woman’s son quit being a soldier.

4. What is the meaning of the word *mourning* as it is used in the passage?

- A) sadness and grief
- B) black worn when a loved one dies**
- C) the beginning of the day
- D) a piece of cloth

Answer these questions about the text:

5. What happened as a result of Violet speaking with the pregnant woman?

- A) She felt sorry for the woman.
- B) She was glad that her brother came home.
- C) She decided that war was wrong.
- D) She understood why the Suffrs were fighting.**

Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*
(Answers, For Teacher Reference)

6. Which line from the text helps you infer the answer to Question 5?
- A) “Are you all right?” Violet asked.
 - B) Suddenly Violet understood why all these women were riding to Nashville on a train.**
 - C) “My brother was in France too,” Violet said. “But he came back,” Violet added apologetically.
 - D) Violet was just about to repeat what Miss Dexter had said, that the human race had outgrown war ...
7. On page 126, the desk clerk says, “That’s the Speaker of the Tennessee House, Seth Walker. He was one of the Suff’s strongest supporters. If he’s turned coat, I don’t see how they can win.” What does “turned coat” mean?
- A) He is staying at the hotel.
 - B) He has switched to being an Anti.**
 - C) He is upset.
 - D) He is leaving the hotel.
8. Which line from the text helps you understand the meaning of “turned coat”?
- A) “You mean he changed sides?”**
 - B) “How ... dare you?”
 - C) The clerk opened his ledger and ran his finger down it.
 - D) Mr. Walker jammed his panama hat on his head, spun on his heel, and stalked out.



Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*
(Answers, For Teacher Reference)

9. In the text, the author describes the scene when Violet arrives at the Hermitage Hotel: “ten stories high and mobbed, the crowd pouring out the grand entry way onto the street.” What word best describes the scene?
- A) boring
 - B) beautiful
 - C) crowded**
 - D) warm

Part 2: Write a summary of the chapter. Use the notes from your Reader’s Guide for Chapter 10, completed as homework, to help you write your summary.

***Possible Answer:**

In Chapter 10, Violet is on the train to Nashville. She goes to give Myrtle some breakfast and meets a woman. The woman’s son died in the war, and Violet understands why the suffragists want to vote. Then she sees Mr. Martin and a man following him in the train station. She wants to warn him that he is being followed, but the train is leaving. She thinks she sees Myrtle run after him. When she gets to Nashville, Myrtle isn’t there. Then she ends up going to a hotel where there are lots of Suffs and Antis, but her sister is not there.



Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*
(Answers, For Teacher Reference)

Part 3: Write a short essay to answer the following prompt about the text. Use evidence from Chapter 10 of *The Hope Chest* to support your answer.

How does Violet's thinking about the Women's Suffrage Movement change in this chapter? What caused this change?

Possible Answer:

In Chapter 10 of The Hope Chest, Violet changes her mind about the Women's Suffrage Movement. Before Chapter 10, she didn't think much about why the suffragists were doing what they were doing, but now she understands why so many women are fighting for the right to vote.

When Violet gets off the train to give Myrtle some breakfast, she sees a woman fall. She stops to help her, and they talk about the war. The woman's son was killed in the war. After talking to the woman, Violet realizes why the suffragists are going to Nashville. It is so men won't make all the decisions, like going to war.

After meeting this woman, Violet changed from not having an opinion about voting to being a suffragist like her sister.



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can describe what happened to Violet in a chapter from *The Hope Chest* using details from the text.

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 2

Learning target: I can summarize a chapter from *The Hope Chest*

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 2

Learning target: I can write a short essay about Violet supported by evidence from the text.

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:



Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"

Name: _____

Date: _____

Historical Background Information

Glossary

Figurative and Complex Language: Idioms and Adages

accommodate (131): have room for

"He no longer **hearkens to the cry** of the suffrage siren." (134): He no longer thinks about what the suffragists are saying.

companion (128): friend

"There's plenty of gold **in the kitty**." (136): There's plenty of money collected for a particular purpose.

disbelief (131): amazement

"ride herd" (136): to keep a close watch or control over

justify (139): defend; explain

"having the presence of mind" (138): the ability to act sensibly, quickly, and appropriately

righteously (134): smugly; self-importantly

"ax has been hanging over his head" (142): Something bad is about to happen.



Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 12

Summarizing *The Hope Chest* Chapters 7–11 and Interpreting and Creating Cover Art



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from text. (RL.4.1)</p> <p>I can summarize a story, drama, or poem. (RL.4.2)</p> <p>I can make connections between a text and the text’s visuals. (RL.4.7)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can make connections between a text and an artist’s interpretation of the text through cover art from <i>The Hope Chest</i>.• I can summarize the events of Chapters 7–11 of <i>The Hope Chest</i>.• I can interpret the events so far in <i>The Hope Chest</i> by creating a new cover.	<ul style="list-style-type: none">• Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe” (from homework)• Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11• Cover Art Analysis sheet



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Analyzing an Artist’s Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes) B. Summarizing Chapters 7–11 Using a Story Map (20 minutes) C. Interpreting the Events of <i>The Hope Chest</i> to Create a New Cover (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 12 and complete the Reader’s Guide for <i>The Hope Chest</i>, Chapter 12: “Violet Spies.” Reread as you take notes B. Optional: Finish your new cover art for <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> • In this lesson, students summarize Chapters 7–11 by reviewing the chapter summary statements and organizing their thinking in a Story Map, as they did in Lesson 7. • This lesson acts as a turning point for the instructional focus of this unit, moving from analysis of story elements (characters, setting, and events) of <i>The Hope Chest</i> to determining a central theme of the novel and analysis of the development of this theme throughout the remainder of the text. During this half of the unit, students will gather evidence and plan an essay related to the central theme, “making a difference.” • Also in this lesson, students analyze an artist’s interpretation of Violet by making connections between the cover of the novel and the text. Note that there are two versions of the cover for this novel. Your class may have one version, the other, or both. Be sure to use ONLY the cover image in the supporting materials for this lesson. The students will be asked to do a similar analysis of the other version of the cover on the end of unit assessment. • Unlike the routine of previous lessons, in which homework was reviewed in the Opening, in this lesson homework will be reviewed as a part of Work Time B, as it directly supports students in creating their Story Maps. • In advance: Review Lesson 7 of this unit, as Work Time A is a continuation of the Story Map structure in this lesson; write Back-to-Back and Face-to-Face directions on the board (or display the copy in the supporting materials); review the Back-to-Back and Face-to-Face protocol (Appendix). • Post: Learning targets.



Summarizing *The Hope Chest* Chapters 7–11 and Interpreting and Creating
Cover Art

Lesson Vocabulary	Materials
summarize	<ul style="list-style-type: none">• <i>The Hope Chest</i> cover art (Version 1; one to display)• Document camera• Cover Art Analysis sheet (one per student)• Green colored pencils (as needed)• Equity sticks• Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11 (one per student)• Back-to-Back and Face-to-Face directions (one to display, if you choose not to write them on the board)• Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies" (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask for a few volunteers to read the learning targets aloud:<ul style="list-style-type: none">* “I can make connections between a text and an artist’s interpretation of the text through cover art from <i>The Hope Chest</i>.”* “I can summarize the events of Chapters 7–11 of <i>The Hope Chest</i>.”* “I can interpret the events so far in <i>The Hope Chest</i> by creating a new cover.”• Tell students that they have reached the halfway point of <i>The Hope Chest</i>. Congratulate them on their perseverance with reading and analyzing such a challenging novel. Explain that in the next half of the novel, they will begin to dig deeper into the text to look for possible messages or lessons that appear in the story. To prepare for this analysis, they will analyze some artwork created for the cover of the book, review the events of the novel thus far, and create their version of the cover for the book.• Ask students for a quick thumbs-up if the targets are clear, thumbs-sideways if they are somewhat clear, or thumbs-down if they do not understand the targets. Determine from this check whether any of the targets needs clarification.	
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join their reading triads and discuss:<ul style="list-style-type: none">* “If you were asked to create a new cover for <i>The Hope Chest</i>, what would it look like and why?”• Give triads a few minutes to discuss and then ask a few volunteers to share their answers with the class. Tell students that the class will revisit this question at the end of the lesson.	



Work Time	Meeting Students' Needs
<p>A. Analyzing an Artist's Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they have learned a lot about Violet's character in <i>The Hope Chest</i>. Explain that the artwork of book covers is an artistic interpretation of the text. Most of the time, the art contains pictures and symbols from the story. • Remind students that before they read the novel, they examined the cover and read the back of the book so that they could get an idea of what the novel would be about. Tell them that today you would like them to examine a piece of artwork to see if they can make connections between the art and the events of the story. • Display <i>The Hope Chest</i> Cover Art (Version 1) using the document camera. Explain this is only one version of the book's cover art. Go on to explain that this version will be the focus of their analysis today, and the other version will be analyzed in a later lesson. • Distribute a Cover Art Analysis sheet to each student and ask them to work with their triad to answer Question 1 using evidence from the text. • Circulate and, if needed, support students in finding evidence or prompt them with this question: <ul style="list-style-type: none"> * "What is the significance of the yellow rose in the girl's hair?" • Give students 10 minutes to reread and answer the question. Call on a few triads to share their analysis and connections to the text. Listen for them to connect the image in the artwork to the main character, Violet, and the yellow rose to the suffragist cause. Students may also comment that Violet is likely wearing the rose because she has decided to become a suffragist in Chapter 9. • Congratulate students on their connections between the artwork and the text. Explain that after they have created their Story Maps of chapters 7–11, they will be able to create their own cover for the novel based on the events so far. • Ask them to hold on to their Cover Art Analysis sheets to complete after the Story Mapping. 	<ul style="list-style-type: none"> • Students may have a different version of the cover art on their books (with Violet and Myrtle), but the version in the supporting materials of this lesson is the focus for this analysis. The version with Violet and Myrtle will be used on the end of unit assessment to assess RL.4.7. • Some students may benefit from having access to "hint cards," small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions.



Work Time (continued)	Meeting Students' Needs
<p>B. Summarizing Chapters 7–11 Using a Story Map (20 minutes)</p> <ul style="list-style-type: none">• Remind students what they were expected to do for homework: “Read Chapter 11 and complete the summary notes and summary statement in your Reader’s Guide.”• Ask students to share their summary notes and statement with their reading triad. Encourage them to revise their statements for clarity based on their conversation, using a green colored pencil.• Use equity sticks to cold call one or two triads to share their summary statements. Listen for summaries similar to: “While staying at the Hermitage Hotel, Violet wanted to find something to eat and hopefully find Chloe while she was at it. After trying several places, she finally found free food in an Antis’ meeting. No one paid any attention to her, so she was able to hear everything they were saying. She heard them say that they were bribing people to vote their way and that something big was going to happen the next day when the legislators voted. As soon as she walked out of the meeting, she saw Chloe.”• Remind students that in Lesson 7, they learned that readers often stop throughout a text and ask themselves: “What’s happening?”• Explain that today they will review what has happened in <i>The Hope Chest</i> since the last Story Map in Lesson 7, when they summarized Chapters 1–6.• Distribute the Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11 and display it using a document camera. Remind students that as they read longer texts like novels, it’s important not only to understand what happens in each chapter, but also to keep track of how the story is unfolding and moving forward.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask them to turn and talk with their triads to discuss the most important thing(s) that happened in Chapter 7. Use equity sticks to cold call two or three students to share their thinking. Listen for responses like: “It’s important to remember that Chloe and Myrtle went with the suffragists to Nashville on the train” and “It’s important that Mr. Martin made Violet send a message to her parents telling them that she was fine.”• Ask students to reread the summary statement the class wrote for Chapter 7. Ask them to think about how they could reword it to tell the main idea of the chapter, and then share their thoughts with their triad. Use equity sticks to cold call two or three students. As they share what they would cut out, model how to record the main idea for Chapter 7 in the Story Map (see the supporting materials for a possible main idea statement).• Explain that students will work with their triads to write the main idea statements for Chapters 7–11 on the Story Map. Remind them to reread their chapter summary statements to help them remember the important events from each chapter. Tell them that even though they are working with their group, each person needs to record main idea statements on his or her own Story Map.• Give students 10 minutes to write main idea statements for Chapters 7–11 on their Story Maps.• Circulate and confer with groups to provide additional support.	
<p>C. Interpreting the Events of <i>The Hope Chest</i> to Create a New Cover (10 minutes)</p> <ul style="list-style-type: none">• Once triads have finished their Story Maps, tell them to get their Cover Art Analysis sheets back out. Read the directions for No. 2 on the Cover Art Analysis sheet and clarify if needed.• Explain that students should use their Story Maps to help them decide what is most important to feature on their cover. Tell them that this will be a sketch, and they will not likely have time to add color to their designs, but that they can complete their covers for homework if they would like to add color. Ask students to work individually to design a new cover for the novel and write a caption. Give them 10 minutes to draw and write.• Support students in making their covers text-based, using setting, characters, and events from the novel represented in their Story Maps.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they will be using the Back-to-Back and Face-to-Face protocol to share their work with a new partner. Display the Back-to-Back and Face-to-Face directions on a document camera if you have not already written them on the board.• Once students are clear on the directions, partner them and begin the protocol. Once students have shared verbal summaries of the novel with their partners, cold call one or two students to summarize the novel's events so far for the class. Listen for students to include the main ideas from their Story Maps in their verbal summaries.• Ask for a few additional volunteers to share their new cover art and caption with the class. Remind students that they can add color to their work for homework or turn in their sketches as they are.	<ul style="list-style-type: none">• Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 12 and complete the Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies." Reread as you take notes• Optional: Finish your new cover art for <i>The Hope Chest</i>.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 12

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"
(Answers, For Teacher Reference)

Historical Background Information	
Glossary	Figurative and Complex Language: Idioms and Adages
accommodate (131): have room for	"He no longer hearkens to the cry of the suffrage siren" (134): He no longer thinks about what the suffragists are saying.
companion (128): friend	"There's plenty of gold in the kitty " (136): There's plenty of money collected for a particular purpose.
disbelief (131): amazement	"ride herd" (136): to keep a close watch or control over
justify (139): defend; explain	"having the presence of mind " (138): the ability to act sensibly, quickly, and appropriately
righteously (134): smugly; self-importantly	"ax has been hanging over his head" (142): Something bad is about to happen.

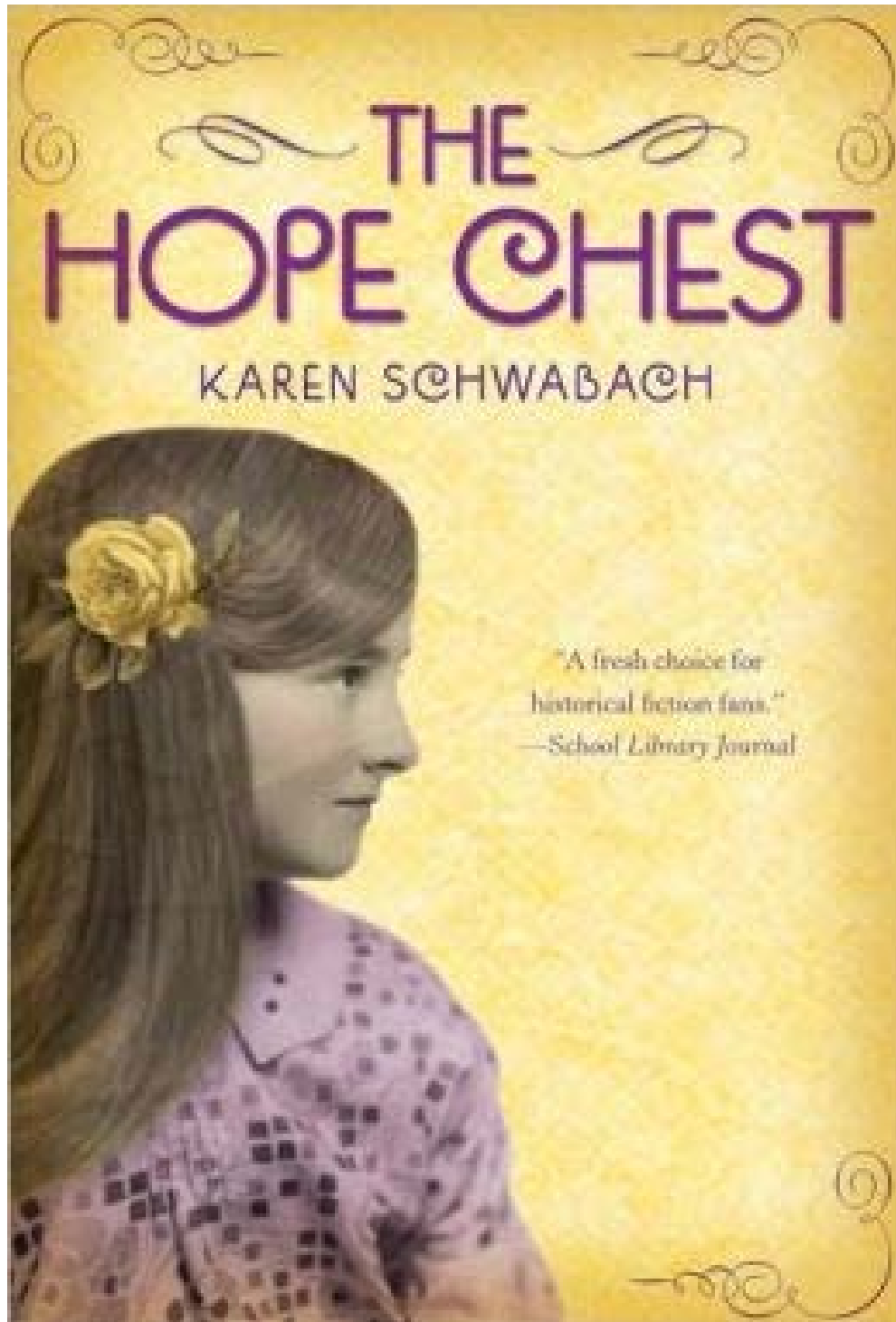


Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	<p>While staying at the Hermitage Hotel, Violet wanted to find something to eat and hopefully find Chloe while she was at it. After trying several places, she finally found free food in an Antis' meeting. No one paid any attention to her, so she was able to hear everything they were saying. She heard them say that they were bribing people to vote their way and that something big was going to happen the next day when the legislators voted. As soon as she walked out of the meeting, she saw Chloe and told her all about what she had learned before heading to Chloe's hotel.</p>
In: the Hermitage Hotel in Nashville	
Wanted: to find Chloe and something to eat	
But: While eating, she listened to the Antis taking about how they bribed people to vote their way and that something big was going to happen the next day when the legislators voted.	
So: She walked out of the meeting and saw Chloe.	
Then: She told Chloe all about the Antis bribing people, and they went to Chloe's hotel.	



Cover Art
(For display with students)



Karen Schwabach, *The Hope Chest* (New York: Random House Children's Books, 2010), ISBN: 978-0-375-84096-8

Cover Art Analysis Sheet

.....
Name:

.....
Date:

- 1) Reread all of page 132 and then the last half of page 137 to the first half of page 138, starting with “Violet drifted ...” and ending with “... having the presence of mind to drop her red rose on the stairs as she went.”

What connections can you make from the text of *The Hope Chest* and this version of its cover? Use evidence from the text to support your answer.

.....

.....

.....

- 2) Create a new version of cover artwork for *The Hope Chest*. Include the title and the author’s name at the top. Use elements from the story in your artwork and explain how your artwork is connected to the text in the caption below:

.....

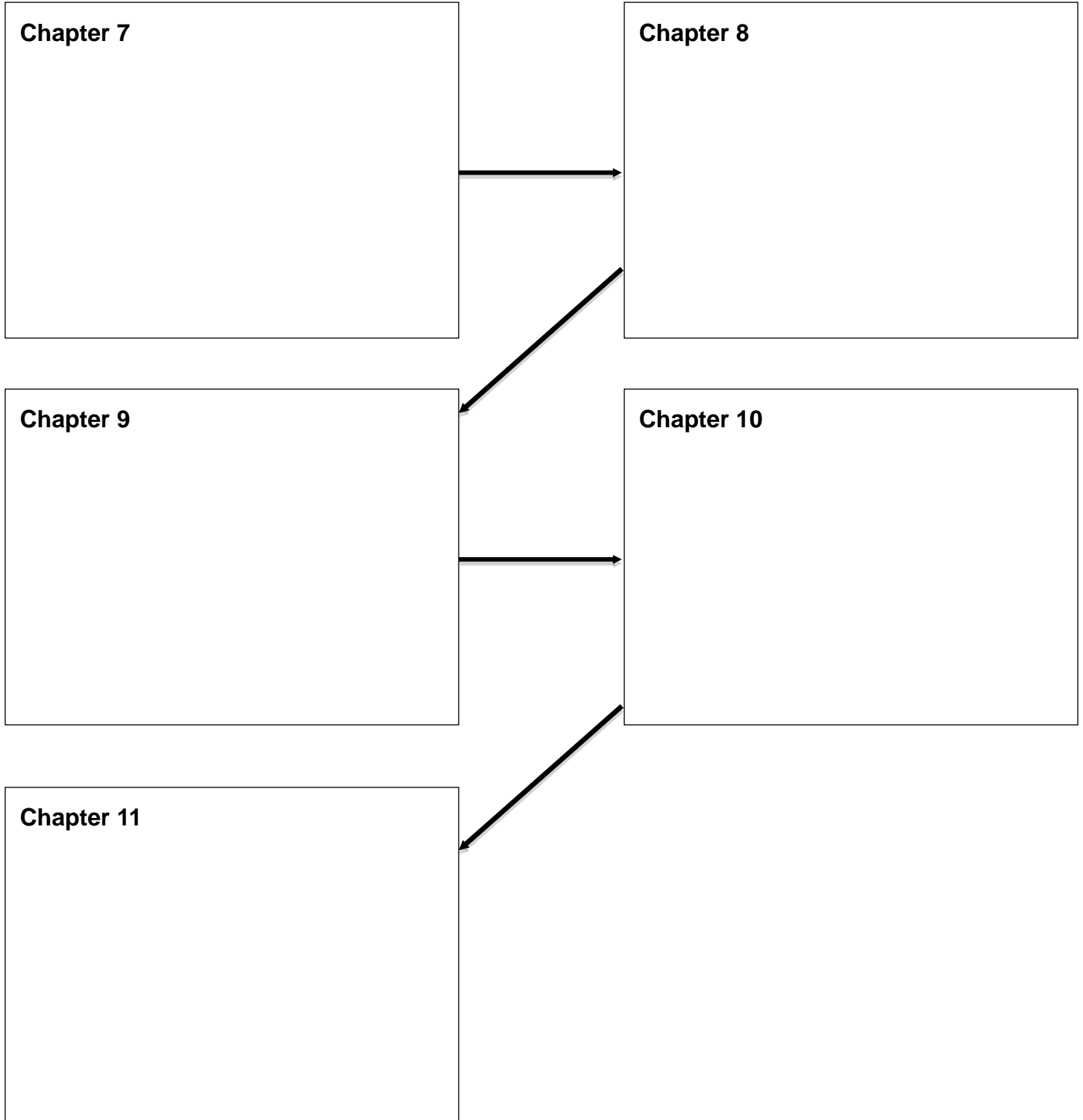
.....

.....





Story Map and Summary: *The Hope Chest* Chapters 7–11





Story Map and Summary: *The Hope Chest*, Chapters 7–11
(For Teacher Reference)

Chapter 7

Violet and Myrtle are with the suffragist and are planning to go with them to Nashville on a train. Mr. Martin shows up and decides to let them go only if Violet sends a message to her parents letting them know that she's fine.

Chapter 8

On the train to Nashville, Myrtle is forced to leave Violet and the suffragists because she is told to ride in the "colored car." She sits and talks with an old lady about voting. Myrtle thinks that she will be able to vote some when she grows up, but the old lady tells her colored people won't get to vote.

Chapter 9

When Violet gets back from taking Myrtle food in the last train car, there are federal agents in the suffragists' car looking for Mr. Martin. They say he is a Bolshevik and is against the United States. Violet is able to warn him about the agents, so he escapes by jumping off the train.

Chapter 10

On the way to Nashville, Violet meets a woman whose son died in the war, and Violet realizes why the suffragists want to vote. As the train is leaving, Violet thinks she sees Mr. Martin and Myrtle running. When the train arrives in Nashville, Myrtle is gone and a lady gives her a red rose to wear and takes her to a hotel.

Chapter 11

Violet realizes that she is being mistaken for an Anti. While she is eating at an Anti's meeting, Violet hears everything they are saying. She hears them say that they are bribing people to vote their way and that something big is going to happen the next day when the legislators vote. As soon as she walks out of the meeting, she sees Chloe.



Back-to-Back and Face-to-Face Directions

Teacher Directions: Write these directions on the board or display them using a document camera.

Back-to-Back and Face-to-Face Directions

1. Find a partner (not from your triad) and stand back-to-back.
2. When the teacher says, “Face-to-face!” turn to face your partner and take turns sharing your Story Maps.
3. When you are finished, stand back-to-back once again.
4. When the teacher says, “Face-to-face!” turn to face your partner and discuss how you would summarize the novel’s events so far for someone who had not read it.
5. Turn back-to-back when you think you have a good verbal summary of the novel you could share with the class.



Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"

Name: _____

Date: _____

Historical Background Information

Ratifying the U.S. Constitution: In this chapter, Miss Lewis explains to Violet part of the process of ratifying an amendment to the U.S. Constitution. At first, the Tennessee legislature tried to vote on this amendment through a joint resolution, meaning that both houses of the legislature (House and Senate) could debate and vote on the amendment at the same time. Since the joint resolution failed, the House and Senate needed to debate and vote separately on the amendment, and a majority of both houses needed to vote yes for the amendment to pass.

Glossary

Idioms from Chapter 12

theme:

"to think straight" (147): to think clearly about a matter

recurring:

"headstrong" (151): stubborn

bribe (147): an illegal payment made in exchange for performing a favor

"send to the rightabout" (153): to send away

glaring (151): staring at another person in anger

"got the vote" (153): had the legal right to vote in elections

retort (152): to make a clever response to another's comment

skeptically (153): with doubt



Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 13

Introducing Literary Theme: Exploring Themes in *The Hope Chest*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can determine the theme of a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can explain how to determine a theme in a story.
- I can determine possible themes for *The Hope Chest*.
- I can find evidence of a given theme in *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies" (from homework)
- Finding Themes in *The Hope Chest* handout



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Sharing Homework and Engaging the Reader (10 minutes)Work Time<ol style="list-style-type: none">Introducing Theme (10 minutes)Finding Themes in <i>The Hope Chest</i> (20 minutes)Finding Evidence of the Theme “Resisting Stereotypes” in Chapter 13 (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (10 minutes)Homework<ol style="list-style-type: none">Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections of both Reader’s Guides.	<ul style="list-style-type: none">This lesson signals a shift from summarizing the plot and analyzing characters for comprehension, to determining the novel’s larger theme and analyzing characters’ actions to find evidence of this theme.This lesson introduces the idea of theme in literature. The lesson defines a literary theme as a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.This definition of theme alone will not be enough for students to understand this abstract concept; therefore, this lesson is heavily scaffolded, providing students with learning supports and many concrete examples to gain footing with this idea and to practice the skill of determining theme in a story.Also in this lesson, students practice finding evidence of a given theme, “Resisting Stereotypes,” by reading Chapter 13. In this chapter, Myrtle encounters an advertisement with an offensive stereotype of African American children as servants.The analysis of theme in the novel will continue until students have completed the novel and write a short essay related to the theme in the End of Unit 2 Assessment, Part II (Lesson 18).In advance: Prepare the Theme anchor chart (see model with directions in supporting materials); review Chapter 13 of <i>The Hope Chest</i>.This chapter describes an offensive advertisement of African American children as servants as it is seen by the characters Myrtle and Mr. Martin. Review pages 154–158 of the chapter as well as Work Time C of this lesson. While this lesson allows students to consider how Myrtle resists this offensive stereotype, determine how you will support your class with understanding this content and why it is described in the novel.Post: Learning targets.



Lesson Vocabulary	Materials
theme, evidence, determine; stereotype, discrimination	<ul style="list-style-type: none">• Equity sticks• Green colored pencils (one per student)• Equity sticks• Violet's Character anchor chart (begun in Lesson 3)• Other Characters' Actions anchor chart (begun in Lesson 8)• Theme anchor chart (new; teacher-created)• Finding Themes in <i>The Hope Chest</i> handout (one per student)• <i>The Hope Chest</i> (book; one per student)• Evidence flags (small stack per triad)• Reader's Guide for <i>The Hope Chest</i>, Chapter 13: "Dead Horse Alley" (one per student)• Reader's Guide for <i>The Hope Chest</i>, Chapter 14: "Max Bloomstein's Pharmacy" (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets. Ask a student volunteer to read them aloud: <ul style="list-style-type: none"> * "I can explain how to determine a theme in a story." * "I can determine possible themes for <i>The Hope Chest</i>." * "I can find evidence of a given theme in <i>The Hope Chest</i>." • Ask: <ul style="list-style-type: none"> * "Which new word or concept appears in all the learning targets?" • Using equity sticks, cold call a student and listen for: "theme." Underline the word <i>theme</i> in the targets. • Challenge students to use the learning targets to think about this question: <ul style="list-style-type: none"> * "What do we know about theme just from reading the learning targets?" • Using equity sticks, cold call a student. Listen for: "Theme is something that one can find in stories." • Let students know that today they will learn what theme is in a story and look for themes in <i>The Hope Chest</i>. 	
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Remind students what they were expected to do for homework: "Read Chapter 12 and complete the Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies." Optional: Finish your new cover art for <i>The Hope Chest</i>." • Collect any of the Cover Art Analysis sheets from any students who completed the optional homework. This is a formative assessment of their progress toward RL.4.7. • Ask students to share their summary notes and statement with their reading triad. Encourage them to revise their statements for clarity based on their conversation, using a green colored pencil. • Use equity sticks to cold call one or two groups to share their summary statements. Listen for summaries similar to: "Violet finds Myrtle and Mr. Martin, who appeared to be hoboes, getting off the train. Together they return to the Tulane Hotel, where Chloe and Mr. Martin see each other again. Mr. Martin and Myrtle leave to find a different hotel, since the Tulane does not accept colored guests." • Allow students to revise as necessary. • Post the Violet's Character anchor chart and Other Characters' Actions anchor chart. Explain that that you would like students to review their some of their Reader's Guides to see whether anything should be added to the anchor charts from these chapters. 	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that now they have a new character to consider: Chloe. Tell them that they will have to revisit the Reader's Guides from Chapters 1 and 4 to refresh their memories about Chloe and her actions early on in the novel. Add that they should also look over their guides for Chapters 10–12 to see what actions Violet took that can be added to the anchor charts.• Give students 5 minutes to review the Reader's Guides from Chapters 1, 4, 10, 11, and 12 with their triad.• Cold call groups for suggested additions to the anchor charts. Be sure to add these items:<ul style="list-style-type: none">Violet's Character anchor chart:<ul style="list-style-type: none">– Action: "She helps a pregnant woman who falls" (page 115).– What this says about her character: "She is kind to strangers."– Action: "She decides to spy on the 'Antis' for the 'Suffs'" (page 148).– What this says about her character: "She is willing to take action for something she believes in."• Other Characters' Actions anchor chart:<ul style="list-style-type: none">Chloe:<ul style="list-style-type: none">– Action: "She took care of sick people" (pages 8 and 9).– What this says about her character: "She wants to do 'something that matters,' wants to help others."– Action: "She joined the women's suffrage movement" (page 45).– What this says about her character: "She will fight for what she believes in."	



Work Time	Meeting Students' Needs
<p>A. Introducing Theme (10 minutes)</p> <ul style="list-style-type: none">• Ask triads to discuss:<ul style="list-style-type: none">* “What is a <i>theme</i>?”• Call on a few groups to share their ideas. At this point, do not label what students offer as correct or incorrect.• Tell students that they will help you define what the term <i>theme</i> means, and that they probably already have some ideas about what <i>theme</i> is. Offer this scenario:• “Imagine you have been invited to a friend’s birthday party. This friend is wild about frogs and has decided to have a frog-themed party. The plates, napkins, cups, and tablecloth all have frogs imprinted on them. The cake is decorated with plastic frogs, and the baker has created a frog design out of frosting. This is a theme party. Sometimes kids pick different themes for their parties, such as Spiderman or princesses.”• Ask triads to discuss:<ul style="list-style-type: none">* “What can I infer about theme from this example?”• Use equity sticks to cold call groups to share their observations about theme. Listen for and/or suggest:<ul style="list-style-type: none">– “A theme is when lots of things have the same thing in common,”– “A theme is something that you hear or see again and again,” and “A theme is included on purpose.”• Congratulate students on their observations. Explain that in literature, the word <i>theme</i> has a special meaning.	<ul style="list-style-type: none">• Be sure to solicit quick responses from students about these questions. The purpose of the questions is to make connections with the idea of theme, not to generate substantive content.• Consider adding visuals or graphics to this anchor chart to help students remember or understand the key ideas or directions. Students will be given a handout similar to this anchor chart in the next lesson, when they work to identify the central theme of the novel.



Work Time(continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post the new Theme anchor chart. Read the definition written at the top: <ul style="list-style-type: none"> * “Theme: a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.” • Ask triads to discuss: <ul style="list-style-type: none"> * “How do you think you find a theme in a story?” • Cold call a few students to share their ideas, then write the following on the anchor chart below the definition: • How do you determine a theme? <ol style="list-style-type: none"> 1. Read closely and look for evidence of themes: <ul style="list-style-type: none"> • What is a repeating idea in the story? • What message does it send the reader? 2. Check it: <ul style="list-style-type: none"> • Is it a general message about life? • Is it a message that other stories could contain? 	
<p>B. Finding Themes in <i>The Hope Chest</i> (20 minutes)</p> <ul style="list-style-type: none"> • Explain that for the next several lessons, students will look for themes <i>The Hope Chest</i>. • Distribute the Finding Themes in <i>The Hope Chest</i> handout to each student. • Give triads these instructions: <ol style="list-style-type: none"> 1. Read the section at the top, “Common Themes in Children’s Literature.” 2. Discuss any stories you have read that may have had one of these themes. • Give students 5 minutes to read and discuss. Cold call a few to share some examples of stories and their theme. Give a few examples of theme from stories read in class. For example: <ul style="list-style-type: none"> * “In the beginning of the year, we read the book <i>Eagle Song</i>. A possible theme for that book is ‘discovering who you are.’” • If necessary, give students a few more examples of themes from books they have read. 	<ul style="list-style-type: none"> • Students may benefit from additional examples of each theme from the novel. Consider having them brainstorm additional examples of each theme from the story. • For students who struggle with determining a theme from the given examples, consider adding a Think-aloud to provide more explicit modeling of determining a theme from the provided examples. • Consider how to best support your class in



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, ask students to read along silently as you read Example 1 on the Finding Themes in <i>The Hope Chest</i> handout. Tell them that you would like them to try to identify a theme using the steps on the anchor chart and the examples of theme on their handout.• Give groups a few minutes to agree on a possible theme for Example 1. Cold call a few groups to share their ideas for a theme related to the events listed in this example. Listen for students to identify “treating others with kindness” or a similar theme not listed on the handout.• Explain to students that this is one of the themes that can be found in <i>The Hope Chest</i>, but stories often contain more than one theme.• Tell the class that the next example is a bit more of a challenge. Ask triads to read Example 2 on the handout and discuss a possible theme based on the evidence provided from the text.• Give groups a few minutes to agree on a possible theme for Example 2. Cold call a few groups to share their ideas for a theme related to the events listed in this example. Listen for: “Sometimes it is necessary to break the rules” or a similar theme not listed on the handout.• Ask:<ul style="list-style-type: none">• “Where do you think the author may have gotten the idea to add this theme to the novel?”• Call on a few students and listen for them to connect this idea to their study of Susan B. Anthony and her trial from Unit 1.• Explain that in the suffrage movement, as with most civil rights movements, people sometimes broke unfair rules or laws in order to change them. Tell students that they may see some more examples of this theme in the novel as they read on.• Next, ask triads to read Example 3 on the handout and discuss a possible theme based on the evidence provided from the text.• Cold call a few students to share their thoughts. This final example, related to the theme “resisting stereotypes,” may stump students, especially if they are unfamiliar with the concept of stereotypes.• Prompt students with:<ul style="list-style-type: none">* “What do these characters’ actions all have in common?” Listen for: “They are refusing to do what other people think they should do.”• Point out that all of these characters are expected to say or do certain things because they are part of a certain group. Explain that sometimes people expect someone who is a part of a certain group to be or act a certain way, and this is called a <i>stereotype</i>. Give students these examples:	<ul style="list-style-type: none">• Be sure to solicit quick responses from students about these questions. The purpose of the questions is to make connections with the idea of theme, not to generate substantive content.• Consider adding visuals or graphics to this anchor chart to help students remember or understand the key ideas or directions. Students will be given a handout similar to this anchor chart in the next lesson, when they work to identify the central theme of the novel• Students may benefit from additional examples of each theme from the novel. Consider having them brainstorm



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* "Athletes get bad grades."* "Mothers don't have jobs."* "Girls like pink."* "Boys like sports." <ul style="list-style-type: none">• Go on to explain that although stereotypes are sometimes true of some people in a group, they are not true of all members of a group. For example, a few athletes might get bad grades, but that is not true of all athletes.• Tell students that people often resist or reject stereotypes because they find them offensive. They are unique individuals and want to make their own choices and determine their own interests. They don't want to be expected to do something just because they are a member of a certain group. Some girls would never wear pink, and some boys refuse to play or watch sports.• Tell students that this theme, "resisting stereotypes," is in <i>The Hope Chest</i> as well. Ask them to take another look at Example 3 and discuss this prompt with their group:<ul style="list-style-type: none">* "How are the characters in this example resisting stereotypes?"• Cold call a few students to share their thoughts. Listen for: "Violet is expected to 'be seen and not heard' because she is a girl," "Chloe is expected to get married and stay at home because she is a woman," and "Myrtle is expected to be a maid when she grows up because she is black." Tell students that these are all stereotypes from the time period in which the novel is set, the 1920s.	



Work Time (continued)	Meeting Students' Needs
<p>C. Finding Evidence of the Theme “Resisting Stereotypes” in Chapter 13 (15 minutes)</p> <ul style="list-style-type: none"> • Explain that now that students have practiced identifying themes in the novel, they will look for evidence of a theme in the first few pages of Chapter 13. • Ask students to get out their copy of <i>The Hope Chest</i> by Karen Schwabach. • Explain that you would like them to first listen for gist as you read from Chapter 13. Prepare the class for the events in this chapter by having a short discussion about the discrimination Myrtle faced in Nashville. Explain that this chapter in particular highlights the stereotypes and discrimination that Myrtle faced in the South. Go on to explain that by describing this discrimination and these negative stereotypes so vividly, the author is sending a powerful message about racism during the time period in which the novel is set, before the civil rights movement. • Ask students to read along silently with you and listen for gist. Begin reading on page 154 and stop reading on page 158 after “‘I agree,’ said Mr. Martin. ‘Don’t be ...’” • Ask students to share what the gist of the excerpt was and listen for: “Mr. Martin was taking Myrtle around, looking for a place to eat and a hotel for them to stay, and no one would serve them or let them stay because Myrtle is black.” • Now ask students to listen for evidence of the theme “resisting stereotypes” as you reread page 158. Read from “They walked up Sixth Avenue ...” to “‘I agree,’ said Mr. Martin. ‘Don’t be ...’” • Distribute some evidence flags to each triad. Ask triads to reread this section of the text, look for evidence of the theme “resisting stereotypes,” and mark it with an evidence flag. • Give students 5 minutes to work with their groups to identify and mark evidence of this theme. • Cold call a few groups to share which line of the text they marked as evidence of the theme “resisting stereotypes.” Listen for students to point out this line of text: “The sign reminded Myrtle of the Girls’ Training Institute, and she felt instantly depressed. ‘I don’t want to ever be anybody’s servant,’ she said.” • Ask students to explain why this is an example of the theme “resisting stereotypes.” Listen for: “The advertisement was a stereotype of blacks being servants, and Myrtle resisted that stereotype by saying she didn’t want to ever be anybody’s servant.” 	<ul style="list-style-type: none"> • To further support students in finding evidence of the complex theme “resisting stereotypes” in this section of the text, you may want to provide a short list of clue words: “won’t,” “don’t,” “refuse,” etc.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Ask triads to discuss:<ul style="list-style-type: none">* “Why would the author, Karen Schwabach, want to send messages about resisting kindness, rule breaking, and stereotypes to her reader?”• Give students a few minutes to discuss this question and ask them to share out their thinking.• Review the Theme anchor chart with students and explain that for their homework, they will continue to practice finding evidence of one of the themes identified in class today.• Congratulate students on being such skilled close readers. Explain that determining a theme and finding evidence of a theme are not easy tasks, and over the next several lessons, they will have many opportunities to practice these skills.• For homework, distribute Reader’s Guide for <i>The Hope Chest</i>, Chapter 13: “Dead Horse Alley” and Reader’s Guide for <i>The Hope Chest</i>, Chapter 14: “Max Bloomstein’s Pharmacy.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections of both Reader’s Guides. Reread as you take notes.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 13

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"
(Answers, For Teacher Reference)

Historical Background Information	
Ratifying the U.S. Constitution: In this chapter, Miss Lewis explains to Violet part of the process of ratifying an amendment to the U.S. Constitution. At first, the Tennessee legislature tried to vote on this amendment through a joint resolution, meaning that both houses of the legislature (House and Senate) could debate and vote on the amendment at the same time. Since the joint resolution failed, the House and Senate needed to debate and vote separately on the amendment, and a majority of both houses needed to vote yes for the amendment to pass.	
Glossary	Idioms from Chapter 12
theme:	"to think straight" (147): to think clearly about a matter
recurring:	"headstrong" (151): stubborn
bribe (147): an illegal payment made in exchange for performing a favor	"send to the rightabout" (153): to send away
glaring (151): staring at another person in anger	"got the vote" (153): had the legal right to vote in elections
retort (152): to make a clever response to another's comment	
skeptically (153): with doubt	



Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	Violet is thinking about being a spy for the Suffragists, when she sees Mr. Martin and Myrtle. She takes them to see Chloe at the Tulane Hotel. Chloe and Mr. Martin start to catch up with one another, but the clerk at the hotel tells them to leave because Myrtle is black and there are no "coloreds" allowed at the hotel. Mr. Martin stands up to the clerk, but they are forced to leave. Mr. Martin takes Myrtle to get something to eat, and they go look for a place where they will both be allowed to stay.
In: Tennessee at the Tulane Hotel	
Wanted: to reunite with her friends, Myrtle and Mr. Martin, now that she has located her sister, Chloe	
But: She doesn't recognize them at first because they are disguised as hoboes.	
So: They go back to the Tulane together, where Chloe and Mr. Martin see each other for the first time in a long while, and the desk clerk makes it clear that Myrtle cannot stay there	
Then: Mr. Martin leaves with Myrtle to find a hotel that takes both white and colored people.	



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Violet	<p>She stood up to her parents (pages 1–4).</p> <p>She made quilt squares for French orphans (pages 9 and 10).</p> <p>She ran away from home (pages 18 and 19).</p> <p>She gave money to the brakeman to free Myrtle (page 58).</p> <p>She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).</p> <p>She warns Mr. Martin that there are agents coming to arrest him (page 103).</p> <p>She helps a pregnant woman who falls (page 115).</p> <p>She decides to spy on the "Antis" for the "Suffs" (page 148).</p>	<ol style="list-style-type: none">1. She is a strong-willed girl.2. She is compassionate and wants to help others.3. She is unhappy enough to leave home and not care that her parents might worry.4. She is generous and protective of her friends.5. She cares for her friends but is used to following the rules.6. She trusts her instincts.7. She is kind to strangers.8. She is willing to take action for something she believes in.



Other Characters' Actions Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson. Be sure to save room for additions to Mr. Martin's section of this anchor chart.

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children's Crusade (page 81).3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.
Miss Dexter	<ol style="list-style-type: none">1. She says segregation is a distraction from women's suffrage (page 98).	<ol style="list-style-type: none">1. She is narrow-minded or prejudiced.
Miss Kelley	<ol style="list-style-type: none">1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).	<ol style="list-style-type: none">1. She is accepting and willing to work with others for what is right.
Chloe	<ol style="list-style-type: none">1. She took care of sick people (pages 8 and 9).2. She joined the women's suffrage movement (page 45).	<ol style="list-style-type: none">1. She wants to do "something that matters," wants to help others.2. She will fight for what she believes in.



Theme Anchor Chart
(Model, For Teacher Reference)

Teacher Directions:

1. In advance of this lesson, write just the title and the definition of theme.
2. During the lesson, you will co-construct with students the section titled “How do you determine a theme?”

What Is a Theme?

Theme: a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.

How do you determine a theme?

1. Read closely and look for evidence of themes:
 - What is a repeating idea in the story?
 - What message does it send the reader?
2. Check it:
 - Is it a general message about life?
 - Is it a message that other stories could contain?



Finding Themes in *The Hope Chest*

Name: _____

Date: _____

Directions: Examine the common themes below. Determine a possible theme for each of the examples from *The Hope Chest*.

Some Common Themes in Children's Literature:

<ul style="list-style-type: none">* Overcoming your fears* Appreciating what you have* The importance of patience	<ul style="list-style-type: none">* Accepting differences* Hard work pays off* Making a difference	<ul style="list-style-type: none">* Treating others with kindness* Resisting stereotypes	<ul style="list-style-type: none">* The importance of being honest* Breaking the rules is sometimes necessary
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Example 1

- * Mr. Martin teaches Chloe to fix her car.
- * Myrtle helps Violet out of the street in New York.
- * Violet buys Myrtle a hot dog.
- * Violet helps up a pregnant woman who falls.

And the theme is _____

Example 2

- * Violet runs away from home to find her sister.
- * Chloe votes when it is against the law and goes to jail.
- * Mr. Martin speaks against the war.
- * Violet visits Myrtle in the "colored car" on the train.

And the theme is _____



Finding Themes in *The Hope Chest*

Example 3

- * Violet disobeys her parents when she finds Chloe's letters.
- * Chloe refuses to marry and uses her hope chest money to buy a car and leave home to become a nurse.
- * Myrtle refuses to be a maid and leaves the Girls' Training Institute.

And the theme is _____

Find additional examples of this theme in pages 154–158 in Chapter 13:



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

.....
Name:

.....
Date:

Historical Background Information

During the 1920s in the United States, African Americans faced many negative stereotypes and much discrimination because of the color of their skin.

A **stereotype** is an expectation by a group of people that another group of people should act, think, or look a certain way. Stereotypes are often untrue and hurtful. An example of a stereotype is "athletes get bad grades." Sometimes a stereotype can be true about a person, but it is wrong to assume that because it is true of one member of a group, it is true of all members of that group.

Discrimination is the act of treating a group of people badly because they are different from another group. Myrtle encounters both stereotypes and discrimination throughout *The Hope Chest*. This chapter, in particular, highlights what she faced as an African American girl during this time period.



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

Glossary
affronted (156) – openly insulted
decent (157) – appropriate; proper
deferentially (158) – mannerly; respectfully
demeaning (165) – disgraceful; humiliating
disreputable (156) – in shabby condition
harmonious (158) – peaceful; agreeable; cooperative
indeterminate (158) – uncertain
impression (160) – a strong feeling or idea
retort (163) – a sharp or angry answer
suspiciously (159) – questionably; doubtfully



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"

Name: _____

Date: _____

Historical Background Information

- **Sedition Act of 1918:** This law stated that no one could speak out against the government, its flag, or its armed forces—specifically World War I and the United States' involvement in the war.

Glossary

apologetic (176) – regretful; sorry	"casting a suspicious look" (168): looking at someone or something in a doubtful way
artificial (170) – not real; fake	"blithering idiot" (172): someone who is talking without making any sense
belatedly (173) – late	"causing a scene" (174): making a public disturbance or excited emotional display
conspicuous (172) – easily seen; noticeable	"lapsed into silence" (175): became silent; not talking
deport (169) – kick out of a country	
dissenting (171) – disagreeing with	
fugitive (169) – a person running from the law	
prevent (171) – to stop from happening	
reprovingly (172) – disapprovingly; critically	
sarcastically (169) – making fun of	
valid (171) – accurate; correct	
wretched (171) – miserable; awful	



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 14

Determining the Central Theme of *The Hope Chest*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can determine the theme of a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can determine the central theme of *The Hope Chest*.
- I can find evidence of the central theme in the text of *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley" (from homework)
- Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy" (from homework)
- Violet's Character anchor chart (begun in Lesson 3)
- Myrtle's Character anchor (begun in Lesson 5)
- Other Characters' Actions anchor chart (begun in Lesson 8)
- Finding the Central Theme in *The Hope Chest* recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Homework and Engaging the Reader (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Determining a Theme for <i>The Hope Chest</i> (20 minutes)Finding Evidence of the Central Theme in <i>The Hope Chest</i> (20 minutes)Closing and Assessment<ol style="list-style-type: none">Annotating the Character Anchor Charts for the Central Theme (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 15 and complete the summary notes and summary statement in your Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt."	<ul style="list-style-type: none">Today's lesson is a continuation of Lesson 13, when students learned what theme is and how to identify it in literary text.In this lesson, they will use the actions the class has recorded on the character anchor charts to determine a central theme for the text. They will then sort quotes from the text to identify additional examples of this theme. From this lesson until the end of the unit, they will continue to collect evidence of this theme in subsequent chapters of the novel.In advance: Post the Theme anchor chart from Lesson 13 for reference during Work Time A.Preview Work Time B and prepare for the evidence of theme sort.If the Character anchor charts for your class differ from those in the supporting materials of this lesson, type up a "Student" copy of your class charts for use in this lesson (one for each student).Post: Learning targets.



Lesson Vocabulary	Materials
central, theme, injustice; worthwhile (46), crusade (81), justice (111)	<ul style="list-style-type: none">• Green colored pencil (one per student)• Equity sticks• Myrtle's Character anchor chart (begun in Lesson 5)• Other Characters' Actions anchor chart (begun in Lesson 8)• Theme anchor chart (begun in Lesson 13)• Students' Guide to Theme in Literature handout (one per student)• Student Copy of the Character anchor charts (one per student)• Finding the Central Theme in <i>The Hope Chest</i> recording form (one per student)• Evidence of Theme in <i>The Hope Chest</i> sort strips (one set per triad)• Document camera



Opening	Meeting Students' Needs
<p>A. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Remind students what they were expected to do for homework: “Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections for both Reader’s Guides.”• Ask students to share their summary notes and statements with their reading triads. Encourage them to revise their statements for clarity based on their conversation, using a green colored pencil.• Use equity sticks to cold call one or two groups to share their summary statements for each chapter. Listen for summaries similar to these:<ul style="list-style-type: none">— “In Chapter 13, no one will let Myrtle stay in their hotel or eat in their restaurant because she is black. Mr. Martin stays with her and helps find a place for both of them to stay. Chloe loves the idea of Violet being a spy in the Antis’ hotel, so Violet goes back to her hotel room. Her roommate tells her about a ‘thing’ that is happening that night where speeches will be made. She also tells Violet that Antis look at telegraphs sent by and to Suffs.”— “In Chapter 14, Myrtle tries to distract Mr. Martin so he won’t go out and get arrested by talking to him about Chloe and hinting that they should get married and adopt her. Meanwhile, Violet and Chloe go to a pharmacy to get something to eat, and Violet informs Chloe about how the Antis think they’re going to win the vote. Violet becomes very upset when Chloe explains why the colored suffragists are being asked to stay hidden. Mr. Martin and Myrtle show up at the pharmacy. Then, Mr. Martin and Chloe get into an argument because he is jealous of her spending time with legislators to convince them to vote for the amendment.”	<ul style="list-style-type: none">• One useful check for determining a theme is to ask the question: “What is this story about?” Often, students respond to such a question by supplying a summary, but a summary is not what the story is about—a summary is a shortened version of the story itself. To answer the question “What is this story about?” and to keep one’s answer less than a sentence in length will often bring one to a discovery of the story’s theme. For instance, “What is the story of Cinderella about?” <i>Cinderella</i> is a story about getting what you deserve.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Allow students to revise as necessary. • Add to the Myrtle's Character anchor chart: <ul style="list-style-type: none"> – Action: "She tries to keep Mr. Martin from going out and maybe getting arrested" (page 168). – What this says about this character: "She is protective of those she cares about." • Add to the Other Characters' Actions anchor chart: <ul style="list-style-type: none"> Mr. Martin <ul style="list-style-type: none"> • Actions: "He takes care of Myrtle by getting her something to eat and a place to stay" (page 153). • What this says about this character: "He takes care of others like family. He is protective of people, helps others in need." • Action: "He makes a scene in public by fighting with Chloe" (page 174). • What this says about this character: "He is foolish because he is in love." 	
<p>B. Analyzing an Artist's Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets to students: <ul style="list-style-type: none"> * "I can determine the central theme of <i>The Hope Chest</i>." * "I can find evidence of the central theme in the text of <i>The Hope Chest</i>." • Explain that in today's lesson, they will identify a central theme in <i>The Hope Chest</i>. Ask students to turn and talk to their triad about what they think the term central theme means. Ask a few groups to share out their ideas. Listen for: "the biggest theme in the story," "the theme that happens the most," and "the most important theme in the story." Confirm that the central theme is indeed the main theme of a story. Explain that in yesterday's lesson, they explored some secondary themes of <i>The Hope Chest</i>, and today they will use the Character anchor charts to identify the central theme. • Ask the students to reread 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. 	



Work Time	Meeting Students' Needs
<p>A. Determining a Theme for <i>The Hope Chest</i> (20 minutes)</p> <ul style="list-style-type: none">• Post the Theme anchor chart (from Lesson 13). Review the definition of <i>theme</i> with students and the steps for determining theme. Explain that in Lesson 13, the first step was done for them: “Read closely and look for evidence of theme.” Characters’ actions were given related to each of the examples of theme the class discussed.• Tell students that today they will do this first step to determine a central, or main, theme for the novel. Explain that finding the central theme in a novel can be difficult, so it is important to read closely and collect evidence through characters and events in the story.• Draw students’ attention to the Violet’s Character anchor chart, Myrtle’s Character anchor chart, and Other Characters’ Actions anchor chart. Explain that looking at the anchor charts will allow them to see repeating ideas more easily than trying to remember the entire novel.• Distribute the Students’ Guide to Theme in Literature handout. Explain that this handout is a tool they can use to help them determine the central theme with their triad. Explain that it is similar to the Theme anchor chart, but with a few more guidelines. Ask students to read the handout and look for the additional information about theme.• Give students a few minutes to read it, and then ask them to share out the additional information they noticed. Listen for them to notice the section describing what theme is not. These non-examples should help students refine their understanding. Also listen for students to notice the note about central theme at the bottom of the page.• Ask students to give you a thumbs-up if they feel ready to try determining the central theme of <i>The Hope Chest</i>, or a thumbs-down if they need more discussion about theme.• Once students are clear, distribute one Student Copy of the Character anchor charts (see supporting materials) and the Finding the Central Theme in <i>The Hope Chest</i> recording form to each student.• Point to the first box on the recording form and tell students that you would like them to complete this box with their triads only by examining the anchor charts and looking for patterns.• Explain that not everything that has been recorded about characters’ actions will be related to the theme, but they should review the anchor charts and look for patterns in the ideas. Tell students that that they may wish to annotate their copy of the anchor charts as they review them with their triad. Remind them to use their Students’ Guide to Theme in Literature handout to see common themes and check their group’s ideas. Give students 10 minutes to read through the charts, look for patterns, and discuss with their group.	<ul style="list-style-type: none">• Throughout Work Time A, students are asked to give a thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding. This check for understanding is helpful in determining whether a Think-aloud or modeling is necessary before moving on with the whole group. This information can also be helpful in determining whether to confer or form a small group to provide further support.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• On the board, write: "Possible Central Themes for <i>The Hope Chest</i>." Cold call a few groups to share the patterns they noticed and possible descriptions of the theme. Listen for:<ul style="list-style-type: none">– Characters' actions are often described as compassionate. Possible theme: Helping others is a good thing.– The novel contains many mentions of being brave. Possible theme: Standing up for what is right.– There are a few mentions of being protective. Possible theme: Taking care of your friends.– Fighting for others is mentioned a lot. Possible theme: Fighting injustice.• Congratulate students on noticing so many repeating ideas and possible themes. Point out the next box on the recording form. Tell students that they now need to think about what these recurring ideas suggest as a theme for the novel.• Ask them to examine the bottom of their Students' Guide to Themes in Literature handout and read the section labeled "Some Common Themes in Children's Literature." Tell them to use this section to help answer this question and record their possible themes in the second box of the recording form:<ul style="list-style-type: none">* "What do 'fighting injustice,' 'standing up for what is right,' and 'taking care of/helping others' have in common? What do all of these ideas put together suggest as a theme?"• Students should notice that the best description of these ideas is the theme listed as "making a difference." Write on the board: "The theme of <i>The Hope Chest</i> is making a difference." Have students complete this sentence frame on their recording form.• Draw their attention to the Violet's Character anchor chart. Read the first two actions that Violet took in Chapter 1:<ul style="list-style-type: none">* "She stood up to her parents (pages 1–4)."* "She made quilt squares for French orphans (pages 9 and 10)."• Ask:<ul style="list-style-type: none">* "Did both actions 'make a difference,' or make the world a better place?" Listen for students to identify the second action (making quilt squares for French orphans) as one that made a positive difference in the lives of others. Standing up to her parents is an example of the kind of person Violet is (strong-willed), but this action really affected only her parents. It did not make the world a better place.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that some of the actions in the novel make little differences, like Violet buying Myrtle a hotdog, and some make a bigger difference, like Chloe becoming a public health nurse. Ask them to quickly turn to their triads and share an example of a person from history who made a difference. Ask for a few volunteers to share their examples. Then ask students to turn to their triads and share a person who has made a difference in their lives. Emphasize that the theme “making a difference” means improving the lives of others.• Ask students for a thumbs-up if they understand the theme, thumbs-sideways if they need more examples, or thumbs-down if they are confused and need to meet one-on-one for further discussion. Determine whether more time should be spent discussing this theme with the whole class or later with a small group.	
<p>B. Finding Evidence of the Central Theme in <i>The Hope Chest</i> (20 minutes)</p> <ul style="list-style-type: none">• Tell students that their next task will be to find evidence of the theme “making a difference.” Explain that they will do this by sorting various quotes from the novel into two categories: “Evidence of Theme” or “Not Evidence of Theme.”• Distribute a set of Evidence of Theme in <i>The Hope Chest</i> sort strips to each group. Tell students that each of these strips is a quote from the novel, and their task is to find evidence of the central theme, “making a difference,” by sorting them.• Read through the strips and ask students to identify any unfamiliar or confusing words. Clarify the meaning of unfamiliar words as needed or prompt students to use the context clues in the quote to infer the meaning of words. Some possible words to review: <i>worthwhile</i>, <i>crusade</i>, and <i>justice</i>.• Next, give the following directions:<ol style="list-style-type: none">1. Read through each quote with your triad.2. Sort the quote into two categories: “Evidence of Theme” or “Not Evidence of Theme.”3. Record three examples of evidence on your Finding the Central Theme in <i>The Hope Chest</i> recording form.• Give students 10 minutes to sort the excerpts from the text with their triads. When time is up, collect the Finding the Central Theme in <i>The Hope Chest</i> recording forms as a formative assessment toward the learning targets for the lesson.• Gather students’ attention and have them focus on the display of the document camera. Go through each numbered strip and cold call a group to share which category they assigned to the quote. Display your copy of the strips and sort as each group shares, giving students a visual of which quotes are evidence of the theme.• These quotes should be identified as evidence of theme:<ul style="list-style-type: none">– “Chloe had shouted that ...”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – “As she walked along, Violet reflected ...” – “Whoever they were talking about kidnapping ...” – “Where are you trying to get to?” – “[Myrtle] did know one thing ...” – “[Chloe] went to Washington ...” – “When I was your age ...” – “Violet stared at Miss Kelley ...” – Explain that numbers 1, 3, and 10 are not really related to the theme because they are not making a difference and did not improve the lives of others. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Annotating the Character Anchor Charts for the Central Theme (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that now you would like them to help you mark the Character anchor charts for the theme “making a difference.” Have them get out their Student Copy of the Character Anchor Charts and decide with their triads which of the actions listed directly relates to the central theme of the novel. • Give students 5 minutes to discuss with their triads. • Afterward, go through each action on the Character anchor charts and cold call groups to share whether they identified it as an example of the central theme, “making a difference.” Have students give a quick thumbs-up or thumbs-down if they agree or disagree with the group’s assessment. Clarify as needed. Mark each action related to the theme with a star and ask students to do the same with their copy (see supporting materials). Add a key to each chart indicating that a star means that this action is evidence of the theme “making a difference.” Again, ask students to do the same with their copy. 	<ul style="list-style-type: none"> • To further support students, allow them to take the typed copies of the Character anchor charts marked for theme and the Student Guide to Theme in Literature home to assist them with identifying theme in their reading homework.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read Chapter 15 and complete the summary notes and summary statement in your Reader’s Guide for <i>The Hope Chest</i>, Chapter 15: “The Ferocious Mrs. Catt.” Mark any examples of the central theme, “making a difference,” with an evidence flag. Reread as needed. 	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 14

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"
(Answers, For Teacher Reference)

Historical Background Information

During the 1920s in the United States, African Americans faced many negative stereotypes and much discrimination because of the color of their skin.

A **stereotype** is an expectation by a group of people that another group of people should act, think, or look a certain way. Stereotypes are often untrue and hurtful. An example of a stereotype is "athletes get bad grades." Sometimes a stereotype can be true about a person, but it is wrong to assume that because it is true of one member of a group, it is true of all members of that group.

Discrimination is the act of treating a group of people badly because they are different from another group. Myrtle encounters both stereotypes and discrimination throughout *The Hope Chest*. This chapter, in particular, highlights what she faced as an African American girl during this time period.



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"
(Answers, For Teacher Reference)

Glossary
affronted (156) – openly insulted
decent (157) – appropriate; proper
deferentially (158) – mannerly; respectfully
demeaning (165) – disgraceful; humiliating
disreputable (156) – in shabby condition
harmonious (158) – peaceful; agreeable; cooperative
indeterminate (158) – uncertain
impression (160) – a strong feeling or idea
retort (163) – a sharp or angry answer
suspiciously (159) – questionably; doubtfully



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Myrtle and Mr. Martin and Violet and Chloe	No one will let Myrtle stay in their hotel or eat in their restaurant because she is black. Mr. Martin stays with her and helps find a place for both of them to stay. Chloe loves the idea of Violet being a spy in the Antis' hotel, so Violet goes back to her hotel room. Her roommate tells her about a "thing" that is happening that night where speeches will be made. She also tells Violet that Antis look at telegraphs sent by and to Suffis.
In: Nashville	
Wanted: Myrtle and Mr. Martin wanted to find a place to eat and stay. Violet wanted to spy on the Antis.	
But: No one will let Mr. Martin and Myrtle have a room because Myrtle is black. Violet doesn't know where to start.	
So: Myrtle and Mr. Martin go to Dead Horse Alley. Violet goes back to her hotel.	
Then: Mr. Martin and Myrtle finally find a place to stay. Violet learns that the Antis are reading telegrams meant for the Suffis.	



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"
(Answers, For Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none">• Sedition Act of 1918: This law stated that no one could speak out against the government, its flag, or its armed forces—specifically World War I and the United States' involvement in the war.	
Glossary	
apologetic (176) – regretful; sorry	fugitive (169) – a person running from the law
artificial (170) – not real; fake	prevent (171) – to stop from happening
belatedly (173) – late	reprovingly (172) – disapprovingly; critically
conspicuous (172) – easily seen; noticeable	sarcastically (169) – making fun of
deport (169) – kick out of a country	valid (171) – accurate; correct
dissenting (171) – disagreeing with	wretched (171) – miserable; awful



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Myrtle and Mr. Martin and Violet and Chloe	<p>Myrtle tries to distract Mr. Martin so he won't go out and get arrested by talking to him about Chloe and hinting that they should get married and adopt her. Meanwhile, Violet and Chloe go to a pharmacy to get something to eat, and Violet informs Chloe about how the Antis think they're going to win the vote. Violet becomes very upset when Chloe explains why the colored suffragists are being asked to stay hidden. Mr. Martin and Myrtle show up at the pharmacy. Then, Mr. Martin and Chloe get into an argument because he is jealous of her spending time with legislators to convince them to vote for the amendment.</p>
In: Dead Horse Alley and Max Bloomstein's Pharmacy	
Wanted: Myrtle wanted to keep Mr. Martin from going out and getting arrested. Violet wanted to tell Chloe about what she had learned through spying so she can help the Suffs.	
But: Mr. Martin wants to go out and see Chloe. Violet learns that the some of the white Suffs want the colored Suffs to stay out of sight.	
So: Mr. Martin leaves, and Myrtle follows him. Violet gets upset and misses Myrtle.	
Then: Mr. Martin "makes a scene" by having an argument with Chloe because he is jealous. Violet sees Myrtle while her sister is talking with Mr. Martin, and they spend some time together.	



Students' Guide to Theme in Literature

Theme is a story's **message** about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.

Theme is not the same thing as a topic or subject. A topic or subject is usually expressed as a single word, such as “friendship,” but the theme would be an author's **message or idea about the topic**. For example, a theme related to the topic of “friendship” could be:

- Honesty in friendships
- Old friends versus new friends
- True friends are hard to find.

Some Common Themes in Children's Literature:

* Overcoming your fears * Discovering who you are * The importance of patience *	* Accepting differences * Hard work pays off * Making a difference *	* Treating others how you would be treated * Resisting stereotypes	* The importance of being honest * Breaking the rules is sometimes necessary
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Students' Guide to Theme in Literature

How do you determine a theme?

Stories often have several themes. To find the themes of a story, you will need to do two things:

1. Read closely and look for evidence of themes:

- What is a repeating idea in the story?
- What message does it send the reader?

2. Check it:

- Is it a general message about life?
- Is it a message that other stories could contain?
- The central theme is the main theme of the story. It is the one that is the most emphasized and occurs repeatedly throughout the story.



Violet's Character Anchor Chart
(For Teacher Reference)

Starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).*3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).*5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*6. She warns Mr. Martin that there are agents coming to arrest him (page 103).*7. She helps a pregnant woman who falls (page 115).*8. She decides to spy on the “Antis” for the “Suffs” (page 148).*	<ol style="list-style-type: none">1. She is a strong-willed girl.2. She is compassionate and wants to help others.3. She is unhappy enough to leave home and not care that her parents might worry.4. She is generous and protective of her friends.5. She cares for her friends but is used to following the rules.6. She trusts her instincts.7. She is kind to strangers.8. She is willing to take action for something she believes in.



Myrtle's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson. Starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none">1. She kept Violet from getting run over and helped clean her up after her fall (page 36).*2. She helped Violet find the settlement house (page 42).*3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).*4. She leaves the car with her head up (page 88).5. She says she will vote when she grows up (page 97).*6. She tries to keep Mr. Martin from going out and maybe getting arrested (page 168).*	<ol style="list-style-type: none">1. She is a caring and compassionate person.2. She is independent and knows her way around the city.3. She is brave and determined to help her friends.4. She has self-respect and doesn't want people to feel sorry for her.5. She is determined and stubborn.6. She is protective of those she cares about.



Other Characters' Actions Anchor Chart
For Teacher Reference

Bolded type indicates additions in this lesson; starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children’s Crusade (page 81).*3. He stands up for Myrtle when she is told to ride in the “colored car” (page 87).*4. He takes care of Myrtle by getting her something to eat and a place to stay (page 153).*5. He makes a scene in public by fighting with Chloe (page 174).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.4. He takes care of others like family. He is protective of people, helps others in need.5. He is foolish because he is in love.
Miss Dexter	<ol style="list-style-type: none">1. She says segregation is a distraction from women’s suffrage (page 98).	<ol style="list-style-type: none">1. She is narrow-minded or prejudiced.
Miss Kelley	<ol style="list-style-type: none">1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).*	<ol style="list-style-type: none">1. She is accepting and willing to work with others for what is right.



Other Characters' Actions Anchor Chart
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Chloe	<p>2. She took care of sick people (pages 8 and 9).*</p> <p>3. She joined the women's suffrage movement (page 45).*</p>	<p>4. She wants to do "something that matters," wants to help others.</p> <p>5. She will fight for what she believes in.</p>

Student Copy of the Character Anchor Charts

Name: _____

Date: _____

Violet's Character Anchor Chart

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10). 3. She ran away from home (pages 18 and 19). 4. She gave money to the brakeman to free Myrtle (page 58). 5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87). 6. She warns Mr. Martin that there are agents coming to arrest him (page 103). 7. She helps a pregnant woman who falls (page 115). 8. She decides to spy on the "Antis" for the "Suffs" (page 148). 	<ol style="list-style-type: none"> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others. 3. She is unhappy enough to leave home and not care that her parents might worry. 4. She is generous and protective of her friends. 5. She cares for her friends but is used to following the rules. 6. She trusts her instincts. 7. She is kind to strangers. 8. She is willing to take action for something she believes in.



Student Copy of the Character Anchor Charts

Myrtle's Character Anchor Chart

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none">1. She kept Violet from getting run over and helped clean her up after her fall (page 36).2. She helped Violet find the settlement house (page 42).3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).4. She leaves the car with her head up (page 88).5. She says she will vote when she grows up (page 97).6. She tries to keep Mr. Martin from going out and maybe getting arrested (page 168).	<ol style="list-style-type: none">1. She is a caring and compassionate person.2. She is independent and knows her way around the city.3. She is brave and determined to help her friends.4. She has self-respect and doesn't want people to feel sorry for her.5. She is determined and stubborn.6. She is protective of those she cares about.



Student Copy of the Character Anchor Charts

Other Characters' Anchor Chart

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children's Crusade (page 81).3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).4. He takes care of Myrtle by getting her something to eat and a place to stay (page 153).5. He makes a scene in public by fighting with Chloe (page 174).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.4. He takes care of others like family. He is protective of people, helps others in need.5. He is foolish because he is in love.
Miss Dexter	<ol style="list-style-type: none">1. She says segregation is a distraction from women's suffrage (page 98).	<ol style="list-style-type: none">1. She is narrow-minded or prejudiced.
Miss Kelley	<ol style="list-style-type: none">1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).	<ol style="list-style-type: none">1. She is accepting and willing to work with others for what is right.



Student Copy of the Character Anchor Charts

Other Characters' Anchor Chart

Character	Actions that affect others	What does this say about this character?
Chloe	<ol style="list-style-type: none">1. She took care of sick people (pages 8 and 9).2. She joined the women's suffrage movement (page 45).	<ol style="list-style-type: none">1. She wants to do "something that matters," wants to help others.2. She will fight for what she believes in.



Evidence of Theme in *The Hope Chest* Sort

Teacher Directions: Make a copy of these strips for each triad. Cut the strips in advance of the lesson and place in an envelope or paper clip together.

1) “They’re addressed to me,” Violet said. “From Chloe.” She shifted toward the hall corner, toward the dog’s-leg turn that led to the back stairway. Standing up to Father was a lot scarier than standing up to Mother” (page 3).

2) “Chloe had shouted that she wanted to do something meaningful with her life.... Violet, listening on the stairs, had known just what Chloe meant. At school Violet’s class was knitting squares to make blankets for French war orphans.... To Violet, knitting those squares seemed like the most important thing she had ever done in her life” (pages 9–10).

3) “Violet wished she had more comfortable clothes to run away in.... Violet sat on an itchy mohair-covered train seat.... She was on her way to New York City. (pages 18 and 19).

4) “As she walked along, Violet reflected that she had sat in an Anti meeting last night ... and that nobody had even noticed she was there. She was perfectly set up, Violet thought, to be a spy.... She found that she cared about woman suffrage very much” (page 148).

5) “Whoever they were talking about kidnapping ... needed to know he might be in danger.... ‘Chloe, I really need to tell you something.’ ... Violet hurriedly gabbled out something about a plot to kidnap one of the Suff legislators.... ‘Mr. Hanover,’ Mrs. Catt said promptly. ‘Our floor leader in the House. He needs a bodyguard’” (pages 183, 184, 194).



Evidence of Theme in *The Hope Chest Sort*

Teacher Directions: Make a copy of these strips for each triad. Cut the strips in advance of the lesson and place in an envelope or paper clip together.

6) “‘Where are you trying to get to?’ ‘The Henry Street Settlement House,’ said Violet. ‘Boy are you lost,’ said the girl. ‘Come on.’ She took Violet’s arm and led her down the street. ‘My name’s Myrtle Davies. What’s yours?’” (page 37)

7) “[Myrtle] did know one thing. ‘I’m going to vote, ma’am, when I grow up’” (page 97).

8) “[Chloe] went to Washington, D.C., over a year ago to work with the National Woman’s Party on the Susan B. Anthony Amendment.... It’s a very worthwhile cause” (pages 45 and 46).

9) “‘When I was your age, I walked from Pennsylvania to Long Island with Mother Jones, on her Children’s Crusade.’ ... ‘But President Roosevelt wouldn’t see you,’ Violet reminded him. ‘No, but thousands of people did see us. You can never know what seeds your words and actions might plant’” pages 81 and 82).

10) “‘As soon as you’ve eaten, we will go out and send them a telegram’” (page 78).

11) “‘This Jim Crow business. My organization, the National Association for the Advancement of Colored People, is fighting to put an end to it....’ Violet stared at Miss Kelley. ‘But you’re not colored.’ ... ‘That doesn’t mean I can’t fight for justice side by side with colored people’” (page 111).



Finding a Central Theme in *The Hope Chest*

Name: _____

Date: _____

Repeating ideas in *The Hope Chest*: What patterns do you notice on the Character anchor charts?



Describe these ideas. What messages do these ideas send the reader?

A central theme in *The Hope Chest* is:



Record at least three examples of the central theme from your sort and explain how they are related to this theme:

1.

2.

3.



Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"

Name: _____

Date: _____

Historical Background Information

Tennessee state government in 1919: Like the federal government, state governments are divided into three branches. The executive branch carries out the law, suggests new laws, and can veto or prevent new laws from being created. The legislative branch, consisting of the House of Representatives and the Senate, writes and passes new laws. The judicial branch interprets the law. In Tennessee, the governor runs the executive branch, much like the president runs the federal government's executive branch. The legislative branch is called the General Assembly in Tennessee; this is similar to the federal government's Congress. It consists of a House of Representatives and a Senate. For an amendment to the federal Constitution to be passed, a majority of both the state's House and Senate must vote to approve it.

Glossary

affronted (182): insulted

deteriorating (194): falling apart

anarchist (193): someone who believes there should be no government

persuadable (184): able to be persuaded to do something; able to be convinced

aye (185): yes; to vote yes

"simple majority" (180): a voting requirement of at least half of the votes to pass a bill or amendment



Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 15

Writing an Essay on Theme: Introducing a Prompt and Analyzing a Model Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the theme of a story, drama, or poem. (RL.4.2)

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.4.9a)

Supporting Learning Targets

- I can explain how evidence I locate in *The Hope Chest* is connected to the central theme, “making a difference.”
- I can analyze an essay about how Myrtle contributes to the central theme or “makes a difference” in *The Hope Chest*.
- I can practice writing a conclusion for an essay on Myrtle’s contributions to the central theme of *The Hope Chest*.

Ongoing Assessment

- Reader’s Guide for *The Hope Chest*, Chapter 15: “The Ferocious Mrs. Catt” (from homework)
- Model and Practice Essay on Theme handout



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)B. Sharing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Introducing Theme Essay Prompt for Myrtle(10 minutes)B. Introducing Essay Criteria and Analyzing a Model Essay (20 minutes)C. Practicing Writing a Conclusion (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share and Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 16 and complete the summary notes and summary statement in your Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay."	<ul style="list-style-type: none">• In this lesson, students will continue to look for evidence of the central theme of <i>The Hope Chest</i>. They will also be introduced to a prompt about how Myrtle contributes to the central theme. This prompt will be used again for Part II of the end of unit assessment, this time asking students to analyze how Violet contributes to the central theme of the novel.• In this lesson, students analyze the criteria for their short essays on theme and then analyze a model essay against the criteria. Finally, students learn how to write an essay conclusion by writing one for the model essay.• In advance: Review the Mix and Mingle (Appendix); write the end of unit assessment prompt on chart paper: "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 with evidence from the text to support your analysis."• Post: Learning targets.



Lesson Vocabulary	Materials
explain, locate, evidence, theme, practice, contributions, protect, prevent, distract	<ul style="list-style-type: none">• Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt" (answers, for teacher reference)• Green colored pencil (one per student as needed)• Equity sticks• End of Unit 2 Assessment prompt (see supporting materials; display on chart paper or with a document camera)• Student Copy of the Character Anchor Charts (from Lesson 14)• Violet's Character anchor chart (begun in Lesson 3)• Myrtle's Character anchor chart (begun in Lesson 5)• Other Characters' Actions anchor chart (begun in Lesson 8)• Model and Practice Essay on Theme handout (one per student and one to display)• Document camera• Structure of a Short Essay anchor chart (from Lesson 9)• Colored pencils (three of each color—red, green, blue, and purple—for each triad)• Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay" (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets: <ul style="list-style-type: none"> – “I can explain how evidence I locate in <i>The Hope Chest</i> is connected to the central theme, ‘making a difference.’” – “I can analyze an essay about how Myrtle contributes to the central theme or “makes a difference” in <i>The Hope Chest</i>.” – “I can practice writing a conclusion for an essay on Myrtle’s contributions to the central theme of <i>The Hope Chest</i>.” • Ask for a few volunteers to read the learning targets aloud. Ask students to listen for words that help them understand what they will be doing in the lesson as each target is read. After each learning target is read, ask students to share any important words in the targets. Listen for: “explain,” “locate,” “evidence,” “theme,” “practice,” and “contributions.” Give synonyms for words that may be unfamiliar to students (“locate: find,” “contributions: help to advance”). • Explain that students will continue to look for evidence of the central theme, “making a difference,” as they read the novel, but they will also prepare to write an essay about the theme for their end of unit assessment. • Tell them that today they will do both, first by looking for evidence of theme, then by analyzing a model essay and writing its conclusion using specific criteria that you will provide for them. 	
<p>B. Sharing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Remind students what they were expected to do for homework: “Read Chapter 15 and complete the summary notes and summary statement in your Reader’s Guide for <i>The Hope Chest</i>, Chapter 15: “The Ferocious Mrs. Catt.” Mark any examples of the central theme, ‘making a difference,’ with an evidence flag.” • Ask students to share their summary notes and statement with their reading triad. Encourage them to revise their statements for clarity based on their conversation, using a green colored pencil. • Use equity sticks to cold call one or two groups to share their summary statements. Listen for summaries like this: <ul style="list-style-type: none"> – “In Chapter 15, Violet overhears the Antis talking about kidnapping one of the legislators to make sure the amendment does not get voted on. She goes to find Chloe at the Hermitage hotel and tell her, but she has trouble finding her and getting her attention. When she finally does, she cannot tell her in private because Mr. Martin, Myrtle, and a woman named Mrs. Catt are all there too. Violet decides to tell them all. Mrs. Catt tells Chloe that Mr. Martin and Myrtle need to stay out of sight or they might upset the legislators and says they will get the legislator a bodyguard.” • Allow students to revise as necessary. Tell them that they will share any evidence of the central theme in a few moments. 	



Work Time	Meeting Students' Needs
<p>A. Introducing Theme Essay Prompt (10 minutes)</p> <ul style="list-style-type: none"> • Post the End of Unit 2 Assessment prompt for students. Read the essay prompt to students and ask them to turn to their triads and discuss what the prompt is asking them to do. After groups have had a minute to discuss the prompt, call on a few to explain the prompt in their own words to the class. • Clarify the meaning of the prompt by telling students that their task will be to write an essay that explains how Violet “makes a difference,” or improves people’s lives or the world, in <i>The Hope Chest</i>. Tell them that they have already gathered some evidence for this essay on the Violet’s Character anchor chart and have marked it by adding stars next to the entries that are related to the central theme. • Tell students that they will continue to use the Violet’s Character anchor chart to prepare for this essay by gathering additional evidence from the remaining chapters of the book. • Ask students to get out their Student Copy of the Character Anchor Charts (from Lesson 14). Post the Violet’s Character anchor chart. Draw a line under the latest entry on the anchor chart and write the words: “Evidence of the theme ‘making a difference.’” Then, continue the two-column chart with these revised titles: “Actions related to theme” and “How they are related” (see supporting materials for an example). Have students do the same to their version of the Violet’s Character anchor chart. • Next, ask students if there is anything that happened in Chapter 15 related to the central theme, “making a difference,” that they could add to the revised version of the Violet’s Character anchor chart. Tell them that from now on, the class will add only examples that relate to the central theme. Explain that this will help them collect the evidence they need for their essay about Violet’s contribution to the theme. Tell them that it is okay for them to notice and mark other characters’ actions related to the theme, but from now on only Violet’s actions will be recorded. • Ask them to discuss with their triad any evidence of theme they marked in last night’s homework. Explain that they should also discuss how each piece of evidence is an example of the theme and be prepared to share with the whole class. • Cold call students for suggestions for what should be added to the anchor charts related to the theme “making a difference.” Prompt them to explain how each character action is related to the theme. 	<ul style="list-style-type: none"> • Giving the end of unit assessment prompt to students before the assessment helps them to read the remaining chapters of the book with a keen focus on the evidence of theme related to the main character Violet. This serves to both help them read for evidence of theme and to prepare for the on-demand essay writing in Lesson 18.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Be sure the following is added to both the Violet's Character anchor chart and the student copies: <ul style="list-style-type: none"> * Action related to "making a difference": "Violet tells Chloe and Mrs. Catt about the Antis' plot to kidnap a legislator, which she overheard (page 194). * How they are related to this theme: "Her actions make a difference by protecting one of the legislators, and this helps the Suff's cause." 	
<p>B. Introducing Essay Criteria and Analyzing a Model Essay (20 minutes)</p> <ul style="list-style-type: none"> Explain that another way for students to prepare for this essay is to look at a model essay, and that is what they will do next. Post the Myrtle's Character anchor chart. Ask triads to discuss: <ul style="list-style-type: none"> * "If you were to write an essay about how Myrtle's character contributes to the theme 'making a difference,' what would you write? How has she made a difference in <i>The Hope Chest</i> so far?" Give triads 5 minutes to discuss the question. Circulate and listen in on discussions. Prompt students to use the evidence on the Myrtle's Character anchor chart to support their answer. Cold call a few groups to share their answers. Students may simply cite examples directly from the anchor chart; if they do, prompt them to generalize or characterize how Myrtle contributes to the theme: <ul style="list-style-type: none"> * "If you had to say how Myrtle made a difference overall, or in general, what would you say?" * "Look at the evidence on her anchor chart. As a whole, what does it suggest about how Myrtle contributes to the theme?" Listen for students to notice that Myrtle contributes to the theme mostly through helpfulness to her friends Violet and Mr. Martin. Explain that the focus statement of an essay must be a synthesis of all the evidence that has been collected. Tell them that you will show them an example. Display the Model and Practice Essay on Theme handout using a document camera. Ask the class to read along silently and listen for the gist of the essay. Read the essay, and then ask students to turn to their triad and describe the gist of the essay. Cold call a few groups to share the gist. Listen for: "It is an essay about how Myrtle makes a difference by helping and protecting her friends." Tell students that this is the focus of the essay. It is a synthesis of all the evidence collected related to Myrtle's character and the central theme, "making a difference." 	<ul style="list-style-type: none"> Providing models of expected work supports all learners, especially those who are challenged. Research shows that color-coding can help students categorize and organize new learning and acts as a mnemonic device.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute the Model and Practice Essay on Theme handout to each student. Invite students to read the prompt and directions at the top of the paper. Ask:<ul style="list-style-type: none">* “What do you notice about this prompt?” Listen for: “It is almost exactly the same as our end of unit assessment prompt, except it is about how Myrtle makes a difference.”* “What are the three things you will do?” Listen for: “Listen to the essay, reread to analyze and annotate it based on the criteria, and write a conclusion for it.”• Next, post the Structure of a Short Essay anchor chart (from Lesson 9). Review the parts and purposes of an essay and their corresponding colors:<ul style="list-style-type: none">– Introduction: catch reader’s attention and provide background—red– Focus statement: explains the focus of the essay and answers the prompt—green– Body: offers examples and evidence that support the focus—blue and yellow– Conclusion: summarizes the focus statement and leaves the reader with something to think about related to the topic—green• Tell students that the criteria listed on the Model and Practice Essay on Theme handout will fit into this structure. Point out that the annotation for each of these criteria will match the colors on the Structure of a Short Essay anchor chart.• Ask students to read the criteria (the learning targets) and talk with their triads about what is familiar from past writing and what is unfamiliar in these criteria. Listen for them to notice the following similarities and differences from their writing in previous lessons and modules and ask them to underline the differences:<ul style="list-style-type: none">– Similarity: The introduction includes background.– Difference: The introduction includes an explanation of the theme.– Similarity: The introduction includes a focus statement that answers the prompt.– Similarity: The body includes examples with evidence from the text.– Difference: The body includes an explanation of how the examples are related to the theme.– Similarity: There are linking words to connect the paragraphs.– Similarity: The conclusion summarizes the focus statement.– Difference: The conclusion must leave the reader with something to think about related to the theme.• Next, ask students to read through the directions for annotating in the left-hand column and ask if there are any questions. Clarify if needed.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that as a class and with their triads, they will work to annotate the essay for each of these criteria. • Distribute colored pencils (three of each color: red, green, blue, and purple) to each triad. Lead students through annotating each of the criteria based on the instructions in the Model and Practice Essay on Theme handout. • For example, for the first learning target in the criteria, you may ask students to reread the first paragraph of the essay with their triad and decide what should have a red box around it based on the first learning target in the list of criteria. Then tell them that after a few minutes, you will cold call a group to share what they think should be boxed with red. Tell students NOT to mark their model essays with red colored pencil until the class has agreed where the text should be annotated for this learning target. • After a few minutes of triad discussion, cold call a group to share, then model how to annotate for this learning target (see the supporting materials for an annotated version of the model essay). • Follow a similar procedure for each of the learning targets in the criteria, or release students to complete the rest of the annotating with their triads, if you are confident they will be able to find evidence of each learning target in the list of criteria on their own. 	
<p>C. Practicing Writing a Conclusion (15 minutes)</p> <ul style="list-style-type: none"> • Stop students when they have annotated the introduction and the body paragraphs for each of the related targets and focus their attention on the final learning target related to the conclusion paragraph: <ul style="list-style-type: none"> * “I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to the central theme, “making a difference.” • Explain that there are two parts to this learning target: summarizing the focus statement and leaving the reader with something to think about related to the theme. Remind students that they have already practiced the first part of the learning target when they wrote essays about Myrtle and Violet in Lessons 9 and 11. Tell them that they will focus on the second part of the target today. • Ask triads to discuss: <ul style="list-style-type: none"> * “What do you think it means to ‘leave something for your readers to think about related to the theme?’” • Cold call students and listen for the following: “It means that the conclusion should say something about why making a difference is important in the story” or “It means that the conclusion should say something about why the author might have included this theme” or “It means the conclusion should say something about what the reader should learn from the theme.” 	<ul style="list-style-type: none"> • Consider having students who struggle with on-demand writing to talk with a partner before they write their conclusion. Offer this sentence frame for their discussion: “I would summarize the focus statement by writing _____ and would write _____ to help my readers reflect on the theme.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that anything that asks the reader to reflect on the theme “making a difference” is appropriate here. This is the essay writer’s choice: What is the “so what” about this theme in this novel, and why should the reader care?• Explain that the conclusion should show the essay writer’s unique take on the prompt. Give students this quick example: “If I were writing an essay about the theme of ‘resisting stereotypes’ in <i>The Hope Chest</i>, I might write a sentence similar to the following ...” Model by writing this conclusion on the board:<ul style="list-style-type: none">* “Myrtle resisted the stereotype of what a ‘colored’ girl should grow up to do, be a maid. We could all learn a lot from a character like Myrtle. It is important to choose your own path in life.”• Ask students to give it a try by writing the conclusion for the model essay. Tell students to do the following:<ol style="list-style-type: none">1. Reread the last learning target in the criteria list.2. Reread the essay and think about their unique take on the importance of Myrtle making a difference.3. Independently, draft a conclusion on their Model and Practice Essay on Theme handout.• Circulate and support students as needed.	<ul style="list-style-type: none">• The conclusion may be difficult for students to write if they are still struggling to understand literary theme. Consider forming an invitational group for students who would like more support with crafting their conclusions.



Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students together for a round of Mix and Mingle (see supporting materials). Tell them they have done a Mix and Mingle before, but that you would like to give them a few reminders for how to do it:<ol style="list-style-type: none">1. Wait for my signal to start.2. Find a partner whom you did not work with in today's lesson.3. Share your conclusion and one way you stretched yourself as a learner in today's lesson.4. Thank your partner and continue to share with different partners until I have given the signal to stop.• Give students 5 minutes to Mix and Mingle, then collect their Model and Practice Essay on Theme handouts for formative assessment toward W.4.2.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 16 and complete the summary notes and summary statement in your Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay." Mark any examples of the central theme, "making a difference," with evidence flags. Reread as needed. <p><i>Note: Review students' conclusions in the Model and Practice Essay on Theme handout and provide feedback based on the criteria for conclusions outlined on the handout. Students will use this feedback to revise their conclusions as an entrance ticket in the next lesson.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 15

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"
(Answers, For Teacher Reference)

Historical Background Information

Tennessee state government in 1919: Like the federal government, state governments are divided into three branches. The executive branch carries out the law, suggests new laws, and can veto or prevent new laws from being created. The legislative branch, consisting of the House of Representatives and the Senate, writes and passes new laws. The judicial branch interprets the law. In Tennessee, the governor runs the executive branch, much like the president runs the federal government's executive branch. The legislative branch is called the General Assembly in Tennessee; this is similar to the federal government's Congress. It consists of a House of Representatives and a Senate. For an amendment to the federal Constitution to be passed, a majority of both the state's House and Senate must vote to approve it.

Glossary

affronted (182): insulted

deteriorating (194): falling apart

anarchist (193): someone who believes there should be no government

persuadable (184): able to be persuaded to do something; able to be convinced

aye (185): yes; to vote yes

"simple majority" (180): a voting requirement of at least half of the votes to pass a bill or amendment



Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	In Chapter 15, Violet overhears the Antis talking about kidnapping one of the legislators to make sure the amendment does not get voted on. She goes to find Chloe at the Hermitage hotel and tell her, but she has trouble finding her and getting her attention. When she finally does, she cannot tell her in private because Mr. Martin, Myrtle, and a woman named Mrs. Catt are all there too. Violet decides to tell them all. Mrs. Catt tells Chloe that Mr. Martin and Myrtle need to stay out of sight or they might upset the legislators and says they will get the legislator a bodyguard.
In: the Hermitage	
Wanted: to find Chloe and tell her about the Antis' plan to get rid of "the Bolshevik."	
But: She finds her with Mr. Martin and Mrs. Catt, and Myrtle shows up too.	
So: She decides to tell everyone what she heard.	
Then: They think "the Bolshevik" is a certain legislator and plan to get him a bodyguard.	



How did Violet make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

[illegible]



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).*3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).*5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*6. She warns Mr. Martin that there are agents coming to arrest him (page 103).7. She helps a pregnant woman who falls (page 115).*8. She decides to spy on the “Antis” for the “Suffs” (page 148).*	<ol style="list-style-type: none">1. She is a strong-willed girl.2. She is compassionate and wants to help others.3. She is unhappy enough to leave home and not care that her parents might worry.4. She is generous and protective of her friends.5. She cares for her friends but is used to following the rules.6. She trusts her instincts.7. She is kind to strangers.8. She is willing to take action for something she believes in.



Violet's Character Anchor Chart
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet	9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*	9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.



Myrtle's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Starred items (*) are related to the central theme, "making a difference."

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none">1. She kept Violet from getting run over and helped clean her up after her fall (page 36).*2. She helped Violet find the settlement house (page 42).*3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).*4. She leaves the car with her head up (page 88).5. She says she will vote when she grows up (page 97).*6. She tries to keep Mr. Martin from going out and maybe getting arrested (page 168).*	<ol style="list-style-type: none">1. She is a caring and compassionate person.2. She is independent and knows her way around the city.3. She is brave and determined to help her friends.4. She has self-respect and doesn't want people to feel sorry for her.5. She is determined and stubborn.6. She is protective of those she cares about.



Other Characters' Actions Anchor Chart
(For Teacher Reference)

Bolded type indicates additions in this lesson; starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children’s Crusade (page 81).*3. He stands up for Myrtle when she is told to ride in the “colored car” (page 87).*4. He takes care of Myrtle by getting her something to eat and a place to stay (page 153).*5. He makes a scene in public by fighting with Chloe (page 174).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.4. He takes care of others like family. He is protective of people, helps others in need.5. He is foolish because he is in love.
Miss Dexter	<ol style="list-style-type: none">1. She says segregation is a distraction from women’s suffrage (page 98).	<ol style="list-style-type: none">1. She is narrow-minded or prejudiced.
Miss Kelley	<ol style="list-style-type: none">1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).*	<ol style="list-style-type: none">1. She is accepting and willing to work with others for what is right.



Other Characters' Actions Anchor Chart
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Chloe	<ol style="list-style-type: none">1. She took care of sick people (pages 8 and 9).*2. She joined the women's suffrage movement (page 45).*	<ol style="list-style-type: none">1. She wants to do "something that matters," wants to help others.2. She will fight for what she believes in.



Model and Practice Essay on Theme

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Name:

.....
Date:

How Myrtle “Makes a Difference” in *The Hope Chest*

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

Directions:

1. Read along silently as the unfinished essay about Myrtle is read aloud.
2. Reread and annotate the essay based on the criteria and directions listed below.
3. Write a conclusion for the essay based on the criteria below.



Model and Practice Essay on Theme

Short Literary Essay Criteria	Directions for Annotating
I can introduce the topic of my essay by including information about the novel, <i>Myrtle</i> , and the central theme, “making a difference.” (W.4.2a)	Draw a box around this part of the essay using RED.
I can write a focus statement that answers the prompt. (W.4.2a)	Underline using GREEN.
I can provide at least two examples with evidence from the text that support my focus statement. (W.4.2a; W.4.9a) I can explain how each example supports the theme “making a difference”. (W.4.2 a and c; W.4.9a)	Draw a box around the first example and evidence in BLUE. Draw a box around the second example and evidence in YELLOW.
I can use linking words to connect examples in the body of my essay. (W.4.2b)	Underline these words in PURPLE.
I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to the central theme, “making a difference.” (W.4.2d)	Write a conclusion that meets the criteria.

Model and Practice Essay on Theme

Prompt:

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

How Myrtle “Makes a Difference” in *The Hope Chest*

What does it mean to “make a difference”? For Myrtle, it means helping her new friends Violet and Mr. Martin. In the novel *The Hope Chest* by Karen Schwabach, the central theme is “making a difference,” or doing things that make the world a better place. Myrtle makes a difference by helping and protecting her friends.

In the beginning of the novel, Myrtle helps her new friend Violet. The first thing she does when she meets Violet is save her from being run over in the street. Then Myrtle helps her look for her sister in New York City, and then Washington, D.C.

Later in the novel, Myrtle tries to protect her friend Mr. Martin. She tries to prevent him from leaving Dead Horse Alley so that he won’t be arrested. She tries to distract him by talking to him about marrying Chloe.

Write the concluding paragraph for this essay here. Be sure to summarize the focus statement and leave the reader with something to think about related to the central theme, “making a difference.”

Model and Practice Essay on Theme
(Answers, For Teacher Reference)

Prompt:

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

How Myrtle “Makes a Difference” in *The Hope Chest*

What does it mean to “make a difference”? For Myrtle, it means helping her new friends Violet and Mr. Martin. In the novel *The Hope Chest* by Karen Schwabach, the central theme is “making a difference,” or doing things that make the world a better place. Myrtle makes a difference by helping and protecting her friends.

In the beginning of the novel, Myrtle helps her new friend Violet. The first thing she does when she meets Violet is save her from being run over in the street. Then Myrtle helps her look for her sister in New York City, and then Washington, D.C.

Later in the novel, Myrtle tries to protect her friend Mr. Martin. She tries to prevent him from leaving Dead Horse Alley so that he won’t be arrested. She tries to distract him by talking to him about marrying Chloe.

Write the concluding paragraph for this essay here. Be sure to summarize the focus statement and leave the reader with something to think about related to the central theme, “making a difference.”

Possible student response: Myrtle’s character makes a difference by doing small things that help and protect her friends Violet and Mr. Martin. Myrtle is a good friend, and good friends really make a difference!



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

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Name:

.....
Date:

Historical Background Information

Amending the Constitution and the 19th Amendment: In 1919, the Susan B. Anthony Amendment, or the 19th Amendment to the U.S. Constitution, was passed. It gave all women the right to vote in all states. To amend, or change, the U.S. Constitution, there is a series of steps that the federal and state governments must take. The first step is to propose an amendment by having at least two-thirds of the members of Congress vote yes to proposing the amendment to the states. Next, the amendment goes to the states for ratification, or approval. When a state government is voting to ratify an amendment, more than half of the legislators must vote yes for it to pass. Three-fourths of all the states must vote to ratify the amendment. Today, this means 38 of 50 states. At the time of the 19th amendment, this was 36 of 48 states, because Hawaii and Alaska were not yet states. Tennessee was the last state needed to ratify the 19th Amendment.



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

Glossary	
alien (209): someone who lives in a country but is not a citizen	persnickety (207): fussy or demanding
bill (204): a proposed law	pardon (206): an official act that frees a person from punishment for a crime
corrupt (205): not honest; able to be bribed with money or gifts to do something	political machine (205): a group that has power to control who is elected and what laws are passed or changed.
"House committee" (204): a group of legislators who gather to decide whether a bill should be brought up for a vote	polling (200): to question people to get their opinions on a topic
legislator (200): someone who makes laws	ratifies (204): approves in an official way
legislature (204): part of the government that has the power to make or change laws	"send the bill to the floor" (204): when a bill is approved by a committee and sent out to be voted on by all members of the legislature
lobby (201): to try to influence people who make laws to vote a certain way	verisimilitude (200): something that appears to be true or real



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 16

Preparing to Write an Essay about Theme: Reading and Gathering Evidence from Chapter 17 in *The Hope Chest*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can determine the theme of a story, drama, or poem. (RL.4.2)

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.4.9a)

Supporting Learning Targets

- I can identify evidence of the central theme, “making a difference,” in *The Hope Chest*.
- I can explain how the evidence I select contributes to the central theme of *The Hope Chest*, “making a difference.”
- I can discuss how Violet contributes to the theme “making a difference” throughout the novel *The Hope Chest*, using evidence from the text.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 16: “Politics and Gunplay” (from homework)
- Text-dependent questions for Chapter 17
- Student Copy of the Character anchor charts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)B. Sharing Homework and Engaging the Reader (10 minutes)2. Work Time<ol style="list-style-type: none">A. Reading and Gathering Evidence of Violet's Contributions to the Central Theme in Chapter 17 (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Discussing Violet's Contributions to the Central Theme (10 minutes)4. Homework<ol style="list-style-type: none">A. To prepare for Part I of the end of unit assessment, read Chapter 18 and mark any examples of the central theme, "making a difference," with evidence flags.	<ul style="list-style-type: none">• In this lesson, students will prepare for Part II of their end of unit assessment by gathering evidence related to the central theme, "making a difference," in <i>The Hope Chest</i>, Chapter 17. They will then have a discussion about how Violet's actions throughout the novel contribute to this theme.• To prepare for Part I of the End of Unit assessment in Lesson 17, students will read chapter 18 for homework. They will use evidence flags to mark evidence of the central theme, but they will not complete a Reader's Guide for this chapter (or for chapter 19 in the following lesson). This is an intentional removal of scaffolding, in order to allow for a more accurate assessment of student's ability to read and analyze the text independently.• Post: Learning targets.



Lesson Vocabulary	Materials
select, contributes; adjourned (226), agitated (217), chivalrously (219), contradict (225), sweltering (221), resolutely (216)	<ul style="list-style-type: none">• Green colored pencils (one per student)• Equity sticks• Violet's Character anchor chart (begun in Lesson 3)• Student Copy of the Character anchor charts (from Lesson 14)• Reader's Guide for <i>The Hope Chest</i> Chapter 17: "The Hope Chest" (one per student)• Text-Dependent Questions for Chapter 17 (one per student)• Exit ticket (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join their triad and read the learning targets:<ul style="list-style-type: none">– "I can identify evidence of the central theme, "making a difference," in <i>The Hope Chest</i>."– "I can explain how the evidence I select contributes to the central theme of <i>The Hope Chest</i>, "making a difference."– "I can discuss how Violet contributes to the theme "making a difference" throughout the novel <i>The Hope Chest</i>, using evidence from the text."• Ask triads to discuss what they will learn to do today and come up with their own explanation.• Cold call three groups, one for each learning target, to explain the target in their own words. Have students give a quick thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of the targets. Clarify as needed.	



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Remind students what they were expected to do for homework: “Read Chapter 16 and complete the summary notes and summary statement in your Reader’s Guide for <i>The Hope Chest</i>, Chapter 16: “Politics and Gunplay.” Mark any examples of the central theme, “making a difference,” with evidence flags.”• Ask students to share their summary notes and statement with their reading triads. Encourage them to revise their statements for clarity based on their conversation, using a green colored pencil.• Use equity sticks to cold call one or two triads to share their summary statements. Listen for summaries similar to: “Violet and Chloe go to the Capitol and are asked to help find two missing legislators because they are needed for a committee vote to bring the Susan B. Anthony Amendment up for a vote in the House. At the same time, Myrtle and Mr. Martin are eating lunch in Dead Horse Alley when some Palmer agents come in and arrest him. So Myrtle leaves Mrs. Ready’s house.”• Allow students to revise as necessary.• Tell students that there was not a lot of evidence of the theme “making a difference” in Chapter 16. Remind them that this theme is often more common in some sections of a text and not as common in others.• Ask students to turn to their triads and share the evidence they found related to “making a difference” in Chapter 16, marked with evidence flags. Ask them to confirm if and how each piece of evidence is related to the central theme.• Give students 5 minutes to discuss the evidence they marked in Chapter 16. Cold call groups to share out their evidence and how it is related to “making a difference.” Listen for:<ul style="list-style-type: none">– Action: “Chloe teaches Violet and Myrtle to drive.”<ul style="list-style-type: none">• How it is related to theme: “It makes a difference by teaching them something they will need to know in the future.”– Action: “Chloe tells Violet about the importance of women getting involved in politics.”<ul style="list-style-type: none">• How it is related to theme: “It makes a difference by helping Violet understand why the passage of the 19th Amendment is important.” (Students may not pick up on this being an example of the theme, as it is subtle.)• Explain that since they were not able to collect much evidence of the theme in Chapter 16, you would like them to work with their triads today to collect evidence of Violet’s contributions to the central theme in Chapter 17.	



Work Time	Meeting Students' Needs
<p>A. Reading and Gathering Evidence of Violet's Contributions to the Central Theme in Chapter 17 (35 minutes)</p> <ul style="list-style-type: none"> • Post the Violet's Character anchor chart and ask students to get out their Student Copy of the Character Anchor Charts (from Lesson 14). Tell students that for today's lesson, they will practice reading a chapter independently and collecting evidence about Violet's contributions to the central theme, "making a difference," in Chapter 17. Explain that after this independent work, they will meet with their triads to answer some text-dependent questions and see if they found similar evidence in the chapter. • Distribute the Reader's Guide for <i>The Hope Chest</i> Chapter 17: "The Hope Chest" to each student. Review the directions at the top. • Tell students they have about 20 minutes to work independently. Explain that everyone reads at a different pace, and so for some this will be plenty of time, but for others it may not be enough. Explain that, since they will be meeting with their triads afterward, their first goal should be to complete the first step. • Distribute additional evidence flags if needed. Circulate to support students as needed. • After about 20 minutes, ask students to pause where they are and join their triad. Distribute the Text-Dependent Questions for Chapter 17 to each student. Review the directions on the handout and clarify if needed. Allow students to meet and discuss the questions with their groups for 10 additional minutes. Circulate to support groups as needed. • Gather students together to share out their answers to the text-dependent questions. • Cold call a group to summarize the chapter. Listen for: <ul style="list-style-type: none"> – "In Chapter 17 of <i>The Hope Chest</i>, Violet is going with her sister Chloe to find some missing representatives who are needed for a vote, when Myrtle finds them and tells them that Mr. Martin has been arrested. Chloe goes with Myrtle to rescue Mr. Martin, so Violet decides to find the missing representative by herself. She drives <i>The Hope Chest</i> and finds him on the highway, then brings him back to vote. Later, she finds out that if he had not been there, the amendment would not have been brought up for a vote." • Cold call a few triads to share the evidence they recorded for Question 2. Listen for students to share the following as examples of how Violet contributes to the theme "making a difference" in this chapter: <ul style="list-style-type: none"> – "Violet brings back a legislator, Mr. Credwell. This made a difference because he was needed for a vote." – "Violet convinces her roommate to become a suffragist. This made a difference for her roommate because she seemed more confident." 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Review the answers to the remaining text-dependent questions and be sure students cite evidence from the text to support their answers:<ul style="list-style-type: none">– Why did Violet decide to go looking for the legislators by herself? She knew the Suffragists were counting on them to find the legislators because they had a car. “The Suffs were counting on Chloe and Violet to do it. Someone had to search the highway for Blotz and Credwell.”– In Chapter 17, you find out how Violet makes a big difference for the Suffragists' cause. What happened that wouldn't have been possible had Violet not brought Mr. Credwell back to vote? <i>If Mr. Credwell had not been brought back, the committee wouldn't have voted to have the amendment go up for a vote. “That night the committee voted 10-8 to send the Susan B. Anthony Amendment to the floor. Without Mr. Blotz and Mr. Credwell, Violet realized, the vote would have been tied.”</i>– Violet makes a difference in the thinking of her Anti roommate, Ms. Escuadrille. How does she do this? Violet tells her roommate that she is a Suffragist, and Ms. Escuadrille says she thinks she might be too. Something Violet told her earlier in the book convinced her to become a Suffragist. “You know, I'm beginning to wonder if I might be too.”• Collect the text-dependent questions for Chapter 17 for formative assessment toward RL.4.2.	

Closing and Assessment	Meeting Students' Needs
<p>A. Discussing Violet's Contributions to the Central Theme (10 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the Violet's Character anchor chart and their Student Copy of the Character anchor charts. Ask them to add these items to their own charts as you add them to the class chart:<ul style="list-style-type: none">– Action: “She drives <i>The Hope Chest</i> to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor” (page 220).<ul style="list-style-type: none">• How this is related to the central theme: “This made a difference because it helped the Suffragists by getting the amendment up for a final vote by the legislature.”– Action: “She convinced her roommate to become a Suffragist” (page 223).<ul style="list-style-type: none">• How this is related to the central theme: “This makes a difference because her roommate becomes more confident.”	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask students to do the following with their triad: <ol style="list-style-type: none"> Read through all the entries on the Violet's Character anchor chart related to the central theme, "making a difference." Discuss what you notice about how she makes a difference. Discuss how you would categorize or sort Violet's actions related to the central theme. Give students 5 minutes to read the anchor chart and discuss. Cold call a few groups to share how they would categorize Violet's actions relate to the theme. Listen for: "She is kind to her friends and she helps the Suffragists" or "She cares for others and helps the Suffragists." Remind students that as they finish the novel, they should be looking closely at the evidence they gather from the text and think of ways to characterize <i>how</i> Violet makes a difference so that they can write the focus statement for their essay based on evidence from the text. Distribute the exit ticket for Lesson 17 and give students 5 minutes to complete it independently. Tell them that tomorrow, they will be given Part I of the end of unit assessment and will read and answer questions about Chapter 18. Explain that they will be able to prepare for this assessment by reading the chapter for homework and marking it for evidence of the central theme. Explain that students will not complete a Reader's Guide for this chapter. Tell students that they will also have some more time to gather evidence from this chapter to prepare for Part II of the assessment: writing an essay about how Violet contributes to the theme "making a difference." Explain that Part II of the assessment will be given on the following day so that they have time to gather evidence and finish the novel. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> To prepare for Part I of the end of unit assessment, read Chapter 18 and mark any examples of the central theme, "making a difference," with evidence flags. <p><i>Note: Use the exit ticket from this lesson to determine whether students will need additional support in generalizing the evidence gathered related to Violet's action and the central theme. This instruction can be given after the students have completed Part I of the assessment.</i></p>	



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LEARNING

Grade 4: Module 4: Unit 2: Lesson 16

Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"
(Answers, For Teacher Reference)

Historical Background Information

Amending the Constitution and the 19th Amendment: In 1919, the Susan B. Anthony Amendment, or the 19th Amendment to the U.S. Constitution, was passed. It gave all women the right to vote in all states. To amend, or change, the U.S. Constitution, there is a series of steps that the federal and state governments must take. The first step is to propose an amendment by having at least two-thirds of the members of Congress vote yes to proposing the amendment to the states. Next, the amendment goes to the states for ratification, or approval. When a state government is voting to ratify an amendment, more than half of the legislators must vote yes for it to pass. Three-fourths of all the states must vote to ratify the amendment. Today, this means 38 of 50 states. At the time of the 19th amendment, this was 36 of 48 states, because Hawaii and Alaska were not yet states. Tennessee was the last state needed to ratify the 19th Amendment.



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"
(Answers, For Teacher Reference)

Glossary	
alien (209): someone who lives in a country but is not a citizen	persnickety (207): fussy or demanding
bill (204): a proposed law	pardon (206): an official act that frees a person from punishment for a crime
corrupt (205): not honest; able to be bribed with money or gifts to do something	political machine (205): a group that has power to control who is elected and what laws are passed or changed.
"House committee" (204): a group of legislators who gather to decide whether a bill should be brought up for a vote	polling (200): to question people to get their opinions on a topic
legislator (200): someone who makes laws	ratifies (204): approves in an official way
legislature (204): part of the government that has the power to make or change laws	"send the bill to the floor" (204): when a bill is approved by a committee and sent out to be voted on by all members of the legislature
lobby (201): to try to influence people who make laws to vote a certain way	verisimilitude (200): something that appears to be true or real



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet and Chloe, Myrtle and Mr. Martin	"Violet and Chloe go to the Capitol and are asked to help find two missing legislators because they are needed for a committee vote to bring the Susan B. Anthony Amendment up for a vote in the House. At the same time, Myrtle and Mr. Martin are eating lunch in Dead Horse Alley when some Palmer agents come in and arrest him. So Myrtle leaves Mrs. Ready's house."
In: Nashville	
Wanted: to visit the Capitol; are eating lunch	
But: Violet and Chloe are stopped by a Suff and told that one of the legislators is missing. Two agents find Mr. Martin.	
So: Mr. Martin is arrested.	
Then: Myrtle leaves Mrs. Ready's house.	



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Name: _____

Date: _____

Directions:

1. Read the chapter for gist.
2. Reread sections in which you noticed Violet doing something related to the theme "making a difference" and mark them with an evidence flag.
3. If you finish early, summarize this chapter.

Historical Background Information

Early Automobiles: In 1918 the automobile, what we call a car today, was just starting to gain popularity. With invention of the Ford Model-T, more and more people began to switch from traveling by horse and buggy to automobile. Cars during this time were quite different than today. They were started with a large crank on the front of the car, and the driver had push 3 pedals and move a lever back and forth, to operate the vehicle. They were usually not enclosed with glass windows and were very loud. They were also only able to go about 30-40 miles per hour. Since roads were mostly dirt they made for a bumpy, dusty ride. Overall, traveling by automobile was a noisy, uncomfortable and dirty experience, but it was still quicker than traveling by horse, and more exciting too. During this time auto camping trips became quite popular. People would drive their cars over long distances to sight-see and camp along the way. It was an entirely new type of vacation.



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Glossary	Figurative Language or Complex Language: Idioms and Adages
adjourned (226): to stop a formal meeting	"took it in stride" (223): to accept a problem or setback and move on.
agitated (217): upset	"follow in her foot steps" (224): to do the same things in life as someone else.
chivalrously (219): to do something with courage and kindness	"pull a fast one" (226): to trick someone.
contradict (225): to express the opposite belief or opinion	
sweltering (221): uncomfortable heat and humidity	
resolutely (216): with determination; to act firmly in a decided way	



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	



Text-Dependent Questions for Chapter 17

Name:

Date:

Directions: Summarize the chapter with the help of your triad. Then answer the questions that follow, using the evidence of theme you marked.

1. Write a summary of *The Hope Chest*, Chapter 17, below:

2. What did Violet do in this chapter that contributed to the theme “making a difference”? List your evidence and why it is related to the theme:

Text-Dependent Questions for Chapter 17

3. Why did Violet decide to go looking for the legislators by herself? Use evidence from page 215 to support your answer.

4. In Chapter 17, you find out how Violet makes a big difference for the Suffragists' cause. What happened that wouldn't have been possible had Violet not brought Mr. Credwell back to vote? Use evidence from page 220 to support your answer.



5. Violet makes a difference in the thinking of her Anti roommate, Ms. Escuadrille. How does she do this? Use evidence from page 223 to support your answer.



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).*3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).*5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*6. She warns Mr. Martin that there are agents coming to arrest him (page 103).7. She helps a pregnant woman who falls (page 115).*8. She decides to spy on the “Antis” for the “Suffs” (page 148).*	<ol style="list-style-type: none">1. She is a strong-willed girl.2. She is compassionate and wants to help others.3. She is unhappy enough to leave home and not care that her parents might worry.4. She is generous and protective of her friends.5. She cares for her friends but is used to following the rules.6. She trusts her instincts.7. She is kind to strangers.8. She is willing to take action for something she believes in.



Violet's Character Anchor Chart
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet Evidence of the theme “Making a difference”	9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).* 10. She drives the Hope Chest to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor (page 220). 11. She convinced her roommate to become a Suffragist (page 223).	9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause. 10. This makes a difference because it helps the Suffragists by getting the amendment up for a final vote by the legislature. 11. This makes a difference because her roommate becomes more confident.



Exit Ticket for Lesson 16

Exit Ticket

Name:

Date:

Answer this question with one sentence:

In general, how would you describe how Violet has made a difference in the novel so far?



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 17

End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the theme of a story, drama, or poem. (RL.4.2)
- I can summarize a story, drama, or poem. (RL.4.2)
- I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)
- I can determine word meaning in a text. (RL.4.4)
- I can compare and contrast different narrators' points of view. (RL.4.6)
- I can make connections between a text and the text's visuals. (RL.4.7)

Supporting Learning Targets

- I can determine evidence of the central theme, "making a difference," in a chapter from *The Hope Chest*.
- I can summarize a new chapter from *The Hope Chest* with details about characters, setting, and events from the text.
- I can make connections between the text and a different version of its cover.

Ongoing Assessment

- End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme
- Tracking My Progress, End of Unit 2, Part I recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)B. Preparing for the End of Unit Assessment, Part II (5 minutes)4. Homework<ol style="list-style-type: none">A. To prepare for writing your essay about Violet's contributions to the novel's central theme, "making a difference," read Chapter 19 and mark any examples of the central theme with an evidence flag.	<ul style="list-style-type: none">• This lesson is Part I of the end of unit assessment for Unit 2. Part II, Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i>, will take place in the following lesson once students have finished the novel. This will allow them to continue to collect evidence of the theme, "making a difference," in the remaining chapters to prepare for writing this essay.• Post: Learning targets.



Lesson Vocabulary	Materials
determine, theme, summarize	<ul style="list-style-type: none">• End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme (one per student)• <i>The Hope Chest</i> (book; one per student)• Tracking My Progress, End of Unit 2, Part I recording form (one per student)• Violet's Character anchor chart (begun in Lesson 3)• Student Copy of the Character Anchor Charts (from Lesson 14)• End of Unit 2 Assessment prompt (from Lesson 15)• End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme (answers, for teacher reference)• 2-point rubric (for teacher reference; use this to score students' assessment)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner, read each learning target, and discuss what they think it means:<ul style="list-style-type: none">– “I can determine evidence of the central theme, ‘making a difference,’ in a chapter from <i>The Hope Chest</i>.”– “I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.”– “I can make connections between the text and a different version of its cover.”• Give students 5 minutes to discuss the targets.• Cold call a student to read and explain each of the targets. Clarify as needed. Remind students that they have been summarizing each chapter and keeping track of the central theme of the novel, “making a difference.” Explain that this practice will help them meet the learning targets and do well on the assessment.	



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme (45 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme to each student and ask them to take out their texts, <i>The Hope Chest</i>.• Remind them of the importance of rereading the text to find evidence to support their answers. Point out that there are directions on the assessment indicating which pages of the chapter they should reread for answering certain questions.• Clarify as needed. Reassure students that there are no “tricks” to this assessment. It is simply what they have been doing in class to identify theme, but this time they are asked to do it with a chapter in the novel.• Give students 30 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 the class for future assessments and standardized tests.• If students finish this assessment early, consider allowing them to start their homework for this lesson: “To prepare for writing your essay about Violet’s contributions to the novel’s central theme, “making a difference,” read Chapter 19 and mark any examples of the central theme with an evidence flag.”	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the 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 learning targets and then record their progress using the Tracking My Progress, End of Unit 2, Part I recording form:<ul style="list-style-type: none">– “I can determine evidence of the central theme, ‘making a difference,’ in a chapter from <i>The Hope Chest</i>.”– “I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.”– “I can make connections between the text and a different version of its cover.”• Collect the Tracking My Progress sheet and review for additional evidence of student progress toward the learning targets.	



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Preparing for the End of Unit 2 Assessment, Part II (5 minutes)</p> <ul style="list-style-type: none"> Gather students as a group and ask them to turn to a partner and share a verbal summary of Chapter 18 of <i>The Hope Chest</i>. After students have had a few minutes to discuss, ask: <ul style="list-style-type: none"> * “Did anyone hear an especially good summary from their partner?” Ask for a volunteer to share their verbal summary with the class. Post Violet’s Character anchor chart and ask students to get out their Student Copy of the Character Anchor Charts. Post the End of Unit 2 Assessment prompt (written on chart paper in Lesson 15). Remind students that for Part II of this assessment, they will write a short essay on this prompt: <ul style="list-style-type: none"> * “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 Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.” Ask students what can be added to the Violet’s Character anchor chart related to the central theme, “making a difference,” from Chapter 18. Be sure to add the following to the anchor chart and ask students to do the same with their copies: <ul style="list-style-type: none"> – Action: “She reads Mr. Burn’s letter, then decides to give it to him (pages 230 and 231). This makes a difference because he might not have voted yes if he hadn’t gotten the letter from his mother.” – Action: “She runs to tell Mr. Turner to take a call from a presidential candidate who is a suffragist (page 235). This makes a difference because he might not have voted yes if he hadn’t gotten this phone call.” Tell students to hold on to their anchor charts for Part II of the assessment, since it contains the evidence they will need to write their essays. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> To prepare for writing your essay about Violet’s contributions to the novel’s central theme, “making a difference,” read Chapter 19 and mark any examples of the central theme with an evidence flag. <p><i>Note: Be sure students have their Student Copy of the Character anchor charts for Part II of the end of unit assessment in Lesson 18.</i></p>	



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Grade 4: Module 4: Unit 2: Lesson 17

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Date:

1. Summarize Chapter 18 from *The Hope Chest*.

[illegible]



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

Reread pages 230 and 231 to answer Questions 2–5.

2. On page 230, Violet finds a letter addressed to Mr. Burn. From what point of view is the letter written?
 - A. Violet's: third person
 - B. Mr. Burn's mother: third person
 - C. Chloe: first person
 - D. Mr. Burn's mother: first person
3. On page 231, the text says, "Violet knew that the Suffs had once considered Mr. Burn to be 'persuadable.'" What does the word *persuadable* mean?
 - A. A) able to be convinced
 - B. B) able to be bribed
 - C. C) able to be scared
 - D. D) unable to decide
4. What line from the text helps you to infer the answer to Question 3?
 - A. "Maybe he needed to read it again to remind him that millions of women needed his vote."
 - B. "Wordlessly he took the envelope."
 - C. "He didn't meet her eyes."
 - D. "Mr. Burn looked up from his desk, a guarded, nervous expression on his face."



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

5. Why does Violet think Mr. Burn might be “persuadable”? Use evidence from page 231 to support your answer.

Reread page 243 and answer Questions 6 and 7:

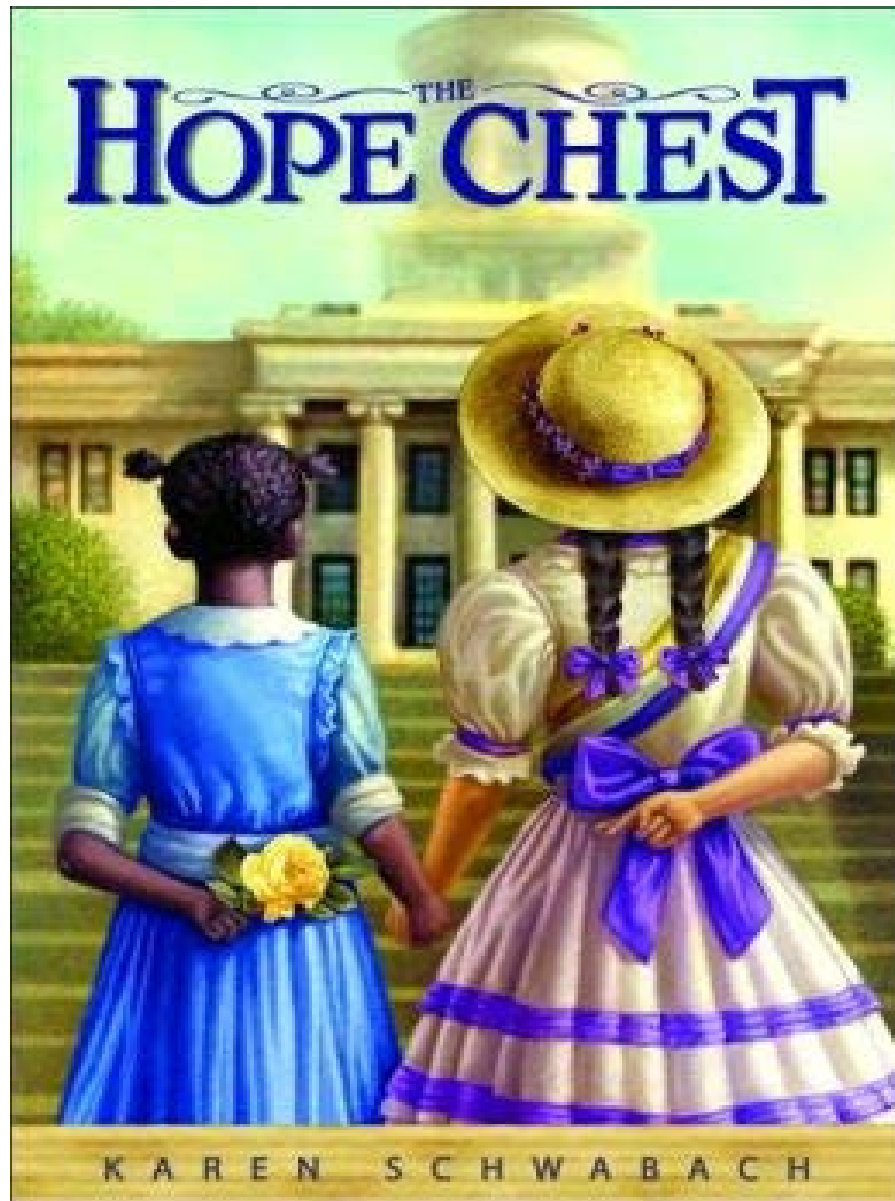
6. How is Violet’s action of giving Mr. Burn the letter an example of the central theme, “making a difference”? How do you know? Use evidence from the text to support your answer.

7. In what other way did Violet contribute to the central theme, “making a difference,” in this chapter? (Hint: Look for evidence on pages 234, 235, 240, and 243.)



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

Examine the artwork below for a different version of the cover of *The Hope Chest* and make connections to the text to answer the following questions:



Schwabach, Karen. *The Hope Chest*. Random House Children's Books. 2008



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

8. Who is depicted on the cover? _____

9. The artist depicted one of the characters crossing her fingers. What would this character be hoping would happen?

10. Why would the artist include a yellow rose?



Tracking My Progress, End of Unit 2, Part I

Name:

Date:

Learning target: I can determine evidence of the central theme, “making a difference,” in a chapter from *The Hope Chest*.

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 2, Part I

Learning target: I can summarize a new chapter from *The Hope Chest* with details about characters, setting, and events from the text.

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 2, Part I

Learning target: Learning target: I can make connections between the text and a different version of its cover.

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:



Violet's Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).*3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).*5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*6. She warns Mr. Martin that there are agents coming to arrest him (page 103).7. She helps a pregnant woman who falls (page 115).*8. She decides to spy on the “Antis” for the “Suffs” (page 148).*	<ol style="list-style-type: none">1. She is a strong-willed girl.2. She is compassionate and wants to help others.3. She is unhappy enough to leave home and not care that her parents might worry.4. She is generous and protective of her friends.5. She cares for her friends but is used to following the rules.6. She trusts her instincts.7. She is kind to strangers.8. She is willing to take action for something she believes in.



Violet's Character Anchor Chart
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet Evidence of the theme “Making a difference”	<p>9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*</p> <p>10. She drives the Hope Chest to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor (page 220).</p> <p>11. She convinced her roommate to become a Suffragist (page 223).</p> <p>12. She reads Mr. Burn’s letter, then decides to give it to him (pages 230 and 231).</p> <p>13. She runs to tell Mr. Turner to take a call from a presidential candidate who is a suffragist (page 235).</p>	<p>9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.</p> <p>10. This makes a difference because it helps the Suffragists by getting the amendment up for a final vote by the legislature.</p> <p>11. This makes a difference because her roommate becomes more confident.</p> <p>12. This makes a difference because he might not have voted yes if he hadn’t gotten the letter from his mother.</p> <p>13. This makes a difference because he might not have voted yes if he hadn’t gotten this phone call.</p>

End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme
(Answers, For Teacher Reference)

TEACHER ANSWER KEY: Question 1: RL.4.2 and RL.4.3; Question 2: RL.4.6; Questions 3 and 4: RL.4.4; Question 5: RL.4.3; Questions 6 and 7: RL.4.2; Questions 8–10: RL.4.7. Use NYS 2 Point Rubric for Short Response for questions 1, 5, 6, 7, 9, and 10.

Directions: Reread Chapter 18 as needed to answer the following questions.

1. Summarize Chapter 18 from *The Hope Chest*.

In Chapter 18, Violet goes to the Capitol building in Nashville, Tennessee. She just found out that the legislators are going to vote on the Susan B. Anthony Amendment, and she wants to see if it passes. When she got there, it is crazy, with Suffs and Antis everywhere. She found a letter from Mr. Burn's mother on the floor, telling him to vote yes on the amendment, so Violet gave it to him. She also helped the Suffragists by getting another legislator named Turner to talk to a presidential candidate so he would vote yes too. In the end, the amendment passed by just one vote! If Violet hadn't helped out Mr. Burn and Mr. Turner, the amendment giving women the right to vote might not have passed. In the end of the chapter, Violet found her sister, Chloe, and found out that Mr. Martin and her friend Myrtle had been saved too.

Reread pages 230 and 231 to answer Questions 2–5.

2. On page 230, Violet finds a letter addressed to Mr. Burn. From what point of view is the letter written?
- a. Violet's: third person
 - b. Mr. Burn's mother: third person
 - c. Chloe: first person
 - d. Mr. Burn's mother: first person**



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme
(Answers, For Teacher Reference)

3. On page 231, the text says, “Violet knew that the Suffs had once considered Mr. Burn to be ‘persuadable.’” What does the word *persuadable* mean?

- a. **able to be convinced**
- b. B) able to be bribed
- c. able to be scared
- d. unable to decide

4. What line from the text helps you to infer the answer to Question 3?

- a. **“Maybe he needed to read it again to remind him that millions of women needed his vote.”**
- b. “Wordlessly he took the envelope.”
- c. “He didn’t meet her eyes.”
- d. “Mr. Burn looked up from his desk, a guarded, nervous expression on his face.”

5. Why does Violet think Mr. Burn might be “persuadable”? Use evidence from page 231 to support your answer.

Violet thinks Mr. Burn might be persuadable because the letter is from his mother and lots of people listen to their mothers OR Violet thinks Mr. Burn might be persuadable because the Suffragists had once thought this.

Reread page 243 and answer Questions 6 and 7:

6. How is Violet’s action of giving Mr. Burn the letter an example of the central theme, “making a difference”? How do you know? Use evidence from the text to support your answer.

This is an example of the central theme because after Violet gives the letter to Mr. Burn, he ends up voting yes to pass the amendment, even though he is wearing a red Anti rose.



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme
(Answers, For Teacher Reference)

7. In what other way did Violet contribute to the central theme, “making a difference,” in this chapter? (Hint: Look for evidence on pages 234, 235, 240, and 243.)

Another way that Violet made a difference in this chapter was when she went to get Mr. Turner for the governor. If Mr. Turner hadn’t taken the phone call, he may have voted no, and the amendment wouldn’t have passed.

8. Who is depicted on the cover? **Violet and Myrtle**

9. The artist depicted one of the characters crossing her fingers. What would this character be hoping would happen?

She was hoping the Susan B. Anthony Amendment would pass.

10. Why would the artist include a yellow rose?

The yellow rose is a Suffragist symbol, and both Violet and Myrtle are suffragists.



2-Point Rubric: Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 18

**End of Unit Assessment, Part II: Writing an Essay
about the Theme of *The Hope Chest***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine the theme of a story, drama, or poem. (RL.4.2)</p> <p>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can write an essay describing how Violet's character "made a difference" in the novel <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i>

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer and Reviewing Learning Target (10 minutes) Work Time <ol style="list-style-type: none"> End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (40 minutes) Closing and Assessment <ol style="list-style-type: none"> Reflecting on the Novel (10 minutes) Homework <ol style="list-style-type: none"> Respond in writing: Can one person make a difference? Think about the novel we just finished and your own experience. Has your response to this guiding question changed? Why or why not? 	<ul style="list-style-type: none"> This lesson is Part II of the End of Unit 2 Assessment. Students will need their Student Copy of the Character Anchor Charts to reference their collected evidence of Violet's contributions to the theme "making a difference." This essay should be scored using the NYS Rubric for Expository Writing in the supporting materials of this lesson. Post: Learning target.



Lesson Vocabulary	Materials
essay, describing, theme, character	<ul style="list-style-type: none">• End of Unit 2 Assessment prompt (from Lesson 15)• Violet's Character anchor chart (begun in Lesson 3)• Student Copy of the Character Anchor Charts (one per student; from Lesson 14)• <i>The Hope Chest</i> by Karen Schwabach (one per student)• End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (one per student)• NYS Rubric for Expository Writing (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Target (10 minutes)</p> <ul style="list-style-type: none">• Ask students to gather for a round of Concentric Circles. Once they are facing a partner, prompt students:<ul style="list-style-type: none">* “Summarize what happened in Chapter 19 of <i>The Hope Chest</i>.”• After students have had a few minutes to discuss, ask:<ul style="list-style-type: none">* “Did anyone hear an especially good summary from their partner?”• Ask for a volunteer to share his or her verbal summary with the class. Listen for: “In Chapter 19, Violet goes with Chloe to the autocamp to see Mr. Martin and Myrtle. Mr. Martin and Chloe decide to go to Alaska with Myrtle, but Violet can’t come. At first she is upset, but then she realizes that she has to go home and finish school so she can go to college and do something that makes a difference, like fighting against Jim Crow laws. So she goes to Chloe and Mr. Martin’s wedding, and then goes home to go back to school.”• Post the End of Unit 2 Assessment prompt (from Lesson 15) and the Violet’s Character anchor chart. Remind students that for Part II of this assessment, they will write a short essay on the prompt:<ul style="list-style-type: none">* “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 Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.”• Ask the outside circle to move two partners to the right and discuss:<ul style="list-style-type: none">* “In general, how did Violet contribute to the theme throughout the book? Give examples to support your answer.”• Give students a few minutes to discuss. Listen for them to generalize and use specific examples to support their generalization.• Ask students in the inside of the circle to move two people to the right and discuss the same question.	<ul style="list-style-type: none">• To further support students in discussing the end of unit essay prompt in this activity, give them this sentence frame: “In general, Violet contributes to the theme ‘making a difference’ by _____. Some examples of this are_____.”



Opening	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to remain in concentric circles to discuss the learning target:<ul style="list-style-type: none">* "I can write an essay describing how Violet's character 'made a difference' in the novel <i>The Hope Chest</i>."• Ask students in the outside circle to move one person to the left and explain what the target means in his or her own words. Give students 2 minutes to discuss the target.• Cold call a few students to explain the target. Clarify as needed.• Remind students that they have written several essays in the last few weeks and that on this assessment they will demonstrate their ability to do this independently. Explain that this practice, along with the evidence they have gathered for this essay prompt, has prepared them to do well on this assessment. Tell them that you are proud of all the learning they have done and how they have become such skilled readers and writers.	
Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (40 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Student Copy of the Character Anchor Charts and their copy of <i>The Hope Chest</i>.• Distribute the End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> to each student.• Review the essay prompt, criteria, and graphic organizer on the assessment with students. Be sure that they understand what needs to be included in the introduction, body, and conclusion of their essays.• Reassure students that there are no "tricks" to this assessment. It is the same type of essay writing they have been practicing in class. Remind them to use the evidence they have been collecting on their Student Copy of the Character Anchor Charts to help them plan and write their essays.• Give students 40 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, make sure students are using their Student Copy of the Character Anchor Charts to gather evidence. Are they using the graphic organizer to plan their essays? Are they going back to reread their essay as they write and when they are finished? Are they checking their essay for conventions and revising as needed? This information can be helpful in preparing students for future assessments and standardized tests.	<ul style="list-style-type: none">• Some students (especially those in need of accommodations for writing) may require more time to complete their essay. Consider giving them additional time during the day for this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on the Novel (10 minutes)</p> <ul style="list-style-type: none">• Gather students for a few more rounds of Concentric Circles.• Once students are partnered, give them the following prompts. Rotate the inner or outer circle each time so students are with a new partner to discuss each question:<ul style="list-style-type: none">* “Why do you think Violet decided to go to college after all?”* “In your opinion, what was the most important action Violet took to make a difference?”* “How has your thinking about our guiding question (How can one person make a difference?) changed?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Respond in writing: Can one person make a difference? Think about the novel we just finished and your own experience. Has your response to this guiding question changed? Why or why not? <p><i>Note: Consider giving students feedback on this essay while grading it. This will allow you to review it with students and help them to prepare for writing future essays.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 18

Supporting Materials



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End of Unit 2 Assessment, Part II:
Writing an Essay About the Theme of *The Hope Chest*

Name: _____

Date: _____

Essay Prompt: How did Violet make a difference in *The Hope Chest*?

After reading *The Hope Chest*, write an essay that describes how Violet’s actions in Chapter 18 contribute to the theme “making a difference.” Make sure to provide examples from the text to clarify your analysis.

Learning targets:

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.4.9a)

Short Essay Criteria for End of Unit 2 Assessment

Content and Analysis
I can introduce the topic of my essay by including information about the novel, Violet, and the central theme, “making a difference.” (W.4.2a)
I can write a focus statement that answers the prompt. (W.4.2a)
Coherence, Organization, and Style
I can provide at least two examples with evidence from the text that support my focus statement. (W.4.2a; W.4.9a)
Command of Evidence
I can explain how each example supports the theme with evidence from the text. (W.4.2a and c; W.4.9a)
I can use linking words to connect examples in the body of my essay. (W.4.2b)
I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to “making a difference.” (W.4.2d)



End of Unit 2 Assessment, Part II:
Writing an Essay About the Theme of *The Hope Chest*

Use the graphic organizer to help plan your essay.

Essay Graphic Organizer

Introduction should include the following:

- Introduce the novel and the main character, Violet.
- Introduce and explain the theme of the novel, “making a difference.”

Focus statement: Restate the prompt and provide an answer:

Body should include the following:

- Give at least two examples supported with evidence from the text of how Violet “makes a difference.”
- Explain how each example shows that Violet “made a difference.”

*

*



End of Unit 2 Assessment, Part II:
Writing an Essay About the Theme of *The Hope Chest*

Essay Graphic Organizer (Continued)

Conclusion should include the following:

- Summarize your answer to the prompt:
- Leave something for the readers to think about related to the theme “making a difference.”



CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.



EXPEDITIONARY
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Grade 4: Module 4: Unit 3: Overview



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

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

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

Guiding Questions And Big Ideas

- *How can one person make a difference?*
- **Voting is an important civic responsibility.**



Mid-Unit 3 Assessment	<p>Reading and Comparing New Informational Texts about Voting</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.5, RI.4.8, RI.4.9, and W.4.9b. In this assessment, students will read two new informational texts about voting. They are asked to identify the structure of the texts (chronology, comparison, cause/effect, problem/solution) and compare the information in both texts. Students will use a graphic organizer to analyze how the authors used reasons and evidence to support particular points in the texts, and then answer selected response and short constructed response questions about texts.</p>
End of Unit 3 Assessment	<p>Presenting a 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>
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>



Content Connections

This module is designed to address English Language Arts standards. However, it intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

NYS Social Studies Core Curriculum:

- 4.9.b The United States and New York constitutions describe the basic rights of people and the essential function and structure of their respective governments.
- 4.9.c The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.
- 4.9.e The people of New York are affected by both the United States and New York constitutions.
- 4.13.a The United States democratic system requires active participation from its citizens.

Central Texts

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



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

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Synthesizing Ideas from Two Texts: Bringing Together Ideas about Women's Suffrage	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can accurately synthesize information from two texts on the same topic. (RI.4.9) 	<ul style="list-style-type: none"> I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote. I can infer from passages from <i>The Hope Chest</i> why women fought for the right to vote. I can synthesize ideas from both of these texts to answer the question, "Why did women want the right to vote?" 	<ul style="list-style-type: none"> Synthesizing texts: Bringing Ideas Together Exit Ticket 	<ul style="list-style-type: none"> Think-Pair-Share
Lesson 2	Ideas Supported by Reason and Evidence: Introducing the Performance Task, A Voting PSA	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can report on a topic or text using organized facts and details. (SL.4.4) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) 	<ul style="list-style-type: none"> I can describe how a public service announcement is supported with reasons and evidence. I can determine the words in a text that are important for understanding voting. I can find reasons and evidence for why voting is important the text "Youth Power." 	<ul style="list-style-type: none"> Readings on Why Voting Is Important note-catcher 	<ul style="list-style-type: none"> Important Voting Words



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	How Text Structures Support Ideas: Analyzing Text Structures in “Youth Power”	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can describe the organizational structure in informational text. (RI.4.5) 	<ul style="list-style-type: none"> I can describe the problem/solution text structure. I can analyze how authors use a variety of text structures to support their ideas. 	<ul style="list-style-type: none"> Text Structure Jigsaw handout 	<ul style="list-style-type: none"> Important Voting Words Jigsaw Protocol Concentric Circles Protocol
Lesson 4	Synthesizing from Multiple Texts: Synthesizing Ideas about Why Voting is Important	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can accurately synthesize information from two texts on the same topic. (RI.4.9) 	<ul style="list-style-type: none"> I can identify reasons and evidence on the importance of voting in the text “I Can’t Wait to Vote!” I can synthesize ideas from both “Youth Power” and “I Can’t Wait to Vote!” to answer the question, “Why is voting important?” 	<ul style="list-style-type: none"> Readings on Why Voting Is Important note-catcher Why Voting Is Important graphic organizer 	<ul style="list-style-type: none"> Important Voting Words Why Voting is Important Back-to-Back, Face-to-Face protocol
Lesson 5	Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can describe the organizational structure in an informational text. (RI.4.5) I can accurately synthesize information from two texts on the same topic. (RI.4.9) 	<ul style="list-style-type: none"> I can identify the text structure of an informational reading. I can synthesize evidence from two different texts to support an idea. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting Tracking My Progress, Mid-Unit 3 recording form 	



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Writing a Public Service Announcement: Planning the Opinion and Reasons	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can report on a topic or text using organized facts and details. (SL.4.4) I can use grammar conventions to send a clear message to a reader or listener. (L.4.1) I can use “can,” “may,” and “must” correctly. (L.4.1c) 	<ul style="list-style-type: none"> I can write an opinion statement for my public service announcement. I can identify reasons that support my opinion statement. 	<ul style="list-style-type: none"> Public Service Announcement graphic organizer 	
Lesson 7	Writing a Public Service Announcement: Planning and Drafting a PSA about the Importance of Voting	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can introduce the topic of my opinion piece. (W.4.1a) I can construct a concluding statement or section for my opinion piece. (W.4.1d) I can identify evidence a speaker provides to support particular points. (SL.4.3) I can report on a topic or text using organized facts and details. (SL.4.4) I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b) 	<ul style="list-style-type: none"> I can group together reasons with related evidence in my public service announcement. I can write a public service announcement in which I explain the importance of voting. I can identify evidence my writing partner used to support his or her points in his or her PSA. I can give kind, helpful, and specific feedback to my critique partner. 	<ul style="list-style-type: none"> Public Service Announcement graphic organizer Draft of public service announcement 	<ul style="list-style-type: none"> Interesting Introductions Catchy Conclusions Critique Protocol anchor chart



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Writing a Public Service Announcement: Revising a PSA about the Importance of Voting	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can speak clearly and at an understandable pace. (SL.4.4) I can identify evidence a speaker provides to support particular points. (SL.4.3) 	<ul style="list-style-type: none"> I can write sentences that give evidence to support my point in my public service announcement. I can speak clearly and at an understandable pace when rehearsing my public service announcement. I can give kind, helpful, and specific feedback to my critique partner. 	<ul style="list-style-type: none"> Draft of public service announcement 	<ul style="list-style-type: none"> Critique Protocol/Anchor Chart Peer Critique Protocol
Lesson 9	Writing a Public Service Announcement: Creating a Supporting Visual for a PSA about the Importance of Voting	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can identify reasons that support my opinion. (W.4.1b) I can provide a list of sources I used to gather information. (W.4.8) I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5) 	<ul style="list-style-type: none"> I can create a visual to support my point in my public service announcement. I can give kind, helpful, and specific feedback to my critique partner 	<ul style="list-style-type: none"> Draft of supporting visual 	<ul style="list-style-type: none"> Critique Protocol Anchor Chart Criteria for a Visual Critique Protocol Chalk Talk Protocol



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting	<ul style="list-style-type: none">• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)• I can identify evidence a speaker provides to support particular points. (SL.4.3)• I can speak clearly and at an understandable pace. (SL.4.4)• I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)	<ul style="list-style-type: none">• I can speak clearly and at an understandable pace when presenting my public service announcement.• I can identify reasons and evidence that supports the points my peers make in their PSAs.• I can listen as my peers share their writing and give specific praise for their work.	<ul style="list-style-type: none">• Recording or performance of PSA• End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting• Tracking My Progress, End of Unit 3 recording form	<ul style="list-style-type: none">• Author's Chair Celebration



Optional: Experts, Fieldwork, And Service

Experts:

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

Fieldwork:

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

Service:

- Visit local high schools and have students present their public service announcements to high school students. Organize students to participate in a local “get out the vote” effort.

Preparation and Materials

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

Lesson 1: Audio file, “On Women’s Right to the Suffrage,” Susan B. Anthony. at

<http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919>

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



EXPEDITIONARY
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Grade 4: Module 4: Unit 3:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the importance of voting. 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 below band level (below 740L)			
<i>Nelson Mandela</i>	Kamira Grant (author)	Informational	350*
<i>Vote!</i>	Eileen Christelow (author)	Informational	420
<i>Who Really Created Democracy?</i>	Amie Jane Leavitt (author)	Informational	640
<i>Class President</i>	Johanna Hurwitz (author)	Literature	650
<i>Voting in Elections</i>	Terri DeGezelle (author)	Informational	650*
<i>The Ballot Box Battle</i>	Emily Arnold McCully (author)	Literature	690
<i>The Kid Who Ran for President</i>	Dan Gutman (author)	Literature	730

*Lexile based on a conversion from Accelerated Reading level;



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>The Day Gogo Went to Vote</i>	Elinor Batezat Sisulu (author)	Literature	780
<i>I Could Do That!: Esther Morris Gets Women the Vote</i>	Linda Arms White (author)	Informational	780
<i>Voting</i>	Sarah De Capua (author)	Informational	840
<i>Voting in an Election</i>	John Hamilton (author)	Informational	910*
<i>A History of Voting Rights</i>	Tamra Orr (author)	Informational	950*
<i>A Kid's Guide to the Voting Process</i>	Tammy Gagne (author)	Informational	960
<i>Nelson Mandela</i>	Kadir Nelson (author)	Informational	960
Lexile text measures above band level (over 1010L)			
<i>Voting and Elections</i>	Michael Burgan (author)	Informational	1050
<i>Selma and the Voting Rights Act</i>	David Aretha (author)	Informational	1140†

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*Lexile based on a conversion from Accelerated Reading level;



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 1

Synthesizing Ideas from Two Texts: Bringing Together Ideas about Women's Suffrage



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can accurately synthesize information from two texts on the same topic. (RI.4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote.• I can infer from passages from <i>The Hope Chest</i> why women fought for the right to vote.• I can synthesize ideas from both of these texts to answer the question, "Why did women want the right to vote?"	<ul style="list-style-type: none">• Synthesizing Texts: Bringing Ideas Together• Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets and Engaging the Reader (10 minutes)Work Time<ol style="list-style-type: none">Analyzing Texts for Ideas about the Importance of Voting (20 minutes)Synthesizing Ideas about the Importance of Voting (25 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Interview two people (one 18 or older, and one under age 18) with the question: "Why is voting important?" Write down each person's answer.Begin reading your independent reading book for this module.	<ul style="list-style-type: none">Students concluded their reading of <i>The Hope Chest</i> at the end of Unit 2. This opening lesson for Unit 3 bridges the key themes and ideas from the novel into the new unit content shaped by the essential question, "How can one person make a difference?"In this unit, students read several articles related to the youth vote and write a public service announcement. For homework and during designated independent reading time, students should read books from the Recommended Texts List for this module. Consider giving students time to browse through these books at the end of this lesson or at an alternative time during the school day.In this lesson, students reread the introduction to Susan B. Anthony's speech "On Women's Right to the Suffrage." During this third and final read of the speech, students analyze how Anthony supports her point that women are entitled to the right to vote, by answering a series of text-dependent questions in small partnerships.They then read an excerpt of <i>The Hope Chest</i>, by Karen Schwabach and analyze the main character's realization of the importance of giving women the vote. Students then synthesize these two texts to think about why women fought for the right to vote during the suffrage movement.This launches them into an analysis of the importance of voting in modern times, and the importance of the youth vote in particular as they prepare for their performance task: a public service announcement on the importance of voting.The analysis task sets up students for the synthesis task in Work Time B. The analysis task also serves as a transition from the novel, <i>The Hope Chest</i>, into the Unit 3 content related to the importance of voting.This lesson focuses on RI.4.9, which asks students to integrate, or synthesize, ideas from two texts on the same topic. The idea of synthesis may sound difficult to students, but it is important to get across that the term refers to a language and logic skill students have probably been doing for many years: bringing together ideas to form a new one. In all previous modules, students have been asked to write from multiple sources, which requires synthesis. It is important to reassure students that they have practiced this skill in a variety of ways. This will give them confidence to tackle the task.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Consider partner placements for students for this unit. Students will work with a partner in many lessons. This will be a change from the partner used in Unit 2. Consider placing students with partners who were not in their triad. Take into account each student's skills and try to place students in pairs that will be complementary and mutually supportive. You may decide to have students work with one or multiple partners throughout the unit.• Using the link for audio recording of Susan B. Anthony's speech(used with permission from http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919), download or set up to play from the website using a computer with speakers.• In advance: Write the exit ticket prompt on the board or chart paper: "Say whether you think the following statement is true or false, and support your opinion in two sentences: True or False: Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections." This activity is designed to get students thinking about the importance of voting, which is a question they will think about for the homework as well.• In advance: write down homework: "Interview two people (one 18 or older, and one under age 18) with the question: 'Why is voting important?' Write down each person's answer."• Post: learning targets.

Lesson Vocabulary	Materials
synthesize; (from Susan B. Anthony's speech "On Women's Right to the Suffrage") preamble, posterity, mockery, means, securing	<ul style="list-style-type: none">• Audio file, "On Women's Right to the Suffrage," Susan B. Anthony (see link and directions in supporting materials)• Computer with speakers to play audio file• Synthesizing Texts: Bringing Ideas Together (one per student)• Document camera• Synthesizing Texts: Bringing Ideas Together (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning targets: <ul style="list-style-type: none"> * "I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote." * "I can infer from passages from <i>The Hope Chest</i> why women fought for the right to vote." * "I can synthesize ideas from both of these texts to answer the question, 'Why did women want the right to vote?'" • Ask students to turn to a partner to explain what these targets mean in their own words. Ask students if they have any questions about what the learning targets mean. • Explain that the word <i>synthesize</i> means to bring two ideas together and combine them into a single idea. Reassure students that although this may sound difficult, they have done it many times. Explain that whenever students have written from multiple sources (give examples from previous modules), they have synthesized ideas. • Tell students they are going to listen to and reread Susan B. Anthony's speech "On Women's Right to the Suffrage" for a third and final time and synthesize the ideas of this speech with some similar ideas from <i>The Hope Chest</i>. • On a computer with speakers, play the audio file, "On Women's Right to the Suffrage," Susan B. Anthony. • Ask students Think-Pair-Share to answer one of these questions after listening to the speech: <ul style="list-style-type: none"> * "What do you understand better about this speech now that you have read <i>The Hope Chest</i> and know more about women's suffrage?" * "What new questions or observations about the speech come up for you?" • Conclude the Opening task by having students share out. Listen for ideas that bring together their study of <i>The Hope Chest</i> with their study of the history of women's suffrage. 	<ul style="list-style-type: none"> • The purpose of the opening activity is to reintroduce the speech to students, not to perform a close reading of the text. The text-level work will follow during Work Time.



Work Time	Meeting Students' Needs
<p>A. Analyzing Texts for Ideas about the Importance of Voting (20 minutes)</p> <ul style="list-style-type: none"> Place students with a partner for reading and analysis. Display the handout Synthesizing Texts: Bringing Ideas Together (one per student) using a document camera and distribute the handout to each student. Go over the entire handout with students. Explain that there are two texts for this exercise: The first is the speech excerpt they have just heard, and the second includes two short passages from the novel <i>The Hope Chest</i>. The final section is for the synthesis, which students will complete during Work Time B. Direct students' attention to the texts. In the left columns, students will see excerpts from the texts. In the right columns, students will see questions about the texts and other directed tasks, such as underlining. Explain that their job during this Work Time will be to read the texts closely and complete the questions and directions in the right columns. Ask students: <ul style="list-style-type: none"> * "When you read a difficult text, what do you do to increase your understanding of its meaning?" Listen for students' ideas and strategies for reading complex texts, which may include: rereading, isolating difficult sections and thinking about them, going back and forth between the questions and the text, and defining unknown terms. Read the first paragraph of the speech aloud to students and ask them to work with their partner to answer the first text-dependent question. Give students 5 minutes to work. Cold call a few pairs to share. Listen for students to recall from previous readings of this introductory paragraph (Unit 2, Lesson 1) that in this part of the speech Anthony is trying to prove that her voting was not a crime because she is a U.S. citizen. Prompt them to point out which line of the text they underlined for evidence. Next, ask students to read along silently as you read the second paragraph of the speech, The Preamble. Support students in answering the text-dependent question by prompting them and by inviting them to turn and talk with their partners. Model if necessary with a think-aloud using Synthesizing Texts: Bringing Ideas Together (for teacher reference). Then, students work with their partners to read and answer the text-dependent questions about the final paragraph of the speech. Give students 5–10 minutes to work. Support pairs as needed. Bring the class together to share their answers to the third paragraph of the speech. Listen for answers similar to those in Synthesizing Texts: Bringing Ideas Together—Teachers' Edition. 	<ul style="list-style-type: none"> The text excerpts are challenging but brief. The limited scope of the task allows students to focus closely on the meaning of particular words and phrases and how they work in the overall meaning of the passage. The questions are designed to direct students to the best places in the texts to look and think, but do not provide opportunities for easy restatement or merely copying from the excerpt. The first portion of Work Time A is more heavily scaffolded by the teacher. This allows for better comprehension of Anthony's complex speech. Students are then released to analyze quotes from <i>The Hope Chest</i> and synthesize ideas from both texts in a more independent fashion. For students who struggle, consider continuing to provide support by conferring with pairs or pulling a small invitational group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Release students to work with their partners to complete the analysis of <i>The Hope Chest</i> excerpts. Give students 5–10 minutes. Circulate to support pairs using Synthesizing Texts: Bringing Ideas Together—Teachers' Edition.	
<p>B. Synthesizing Ideas about the Importance of Voting (25 minutes)</p> <ul style="list-style-type: none">After students have completed the analysis task, transition to the synthesis task using a Think-Pair-Share protocol.Think-Pair-Share:<ul style="list-style-type: none">* “What do the two texts have in common?”* “How can you bring ideas from a speech (informational text) to a novel (fiction)?”Listen for students to articulate ideas about women's suffrage in general, the personal struggles of the suffragists in particular, and the ideas about democracy, liberty, and independence. Listen for observations that the speech and the novel share the same subject and some similar themes and ideas.Review the lesson vocabulary word <i>synthesis</i>. Ask students to explain what this academic task means for them. Listen for responses such as: “It means I need to bring ideas together to form a new idea.”Direct students' attention to the synthesis task on the second page of the handout. Explain to students that their job is to do the following:<ul style="list-style-type: none">* “Read over your answers and explanations in the right columns of the analysis task. These responses represent a summary of the main ideas of the text excerpts. Read this a few times to get a good sense of these ideas.”* “To synthesize, you need to add these ideas up and bring them together. Look for and identify what the ideas have in common, or determine if you think they add up to a new idea altogether.”Optional: Provide this quick model if students have not written a synthesis before:<ul style="list-style-type: none">* “Idea 1: Susan B. Anthony did not believe she was committing a crime when she voted. In her view, she was exercising her rights as a citizen.”* “Idea 2: The narrator of <i>The Hope Chest</i> observed that women could be jailed for breaking laws about which they had no say.”* “Synthesis of Idea 1 and Idea 2: Before women had the right to vote, they were citizens who could be punished for doing what citizens are supposed to do and without any way of changing these laws through the democratic process.”Direct students to complete the synthesis task independently.Collect Synthesizing Texts: Bringing Ideas Together, and evaluate student work using Synthesizing Texts: Bringing Ideas Together—Teachers' Edition.	<ul style="list-style-type: none">Stepping back from a text—away from the close reading and toward a general understanding—may be challenging for some students. Support students individually who may have difficulty generalizing from texts. One method of supporting students on this synthesis task is to have students paraphrase the analysis responses they wrote. The act of rephrasing and condensing those ideas will be a closer step toward synthesis.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to a new partner and discuss:<ul style="list-style-type: none">* "Say whether you think the following statement is true or false, and support your opinion in two sentences: True or False: Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections."• After sharing ideas through turning and talking, students write down their opinion and their two-sentence support of their opinion.• Collect this exit ticket at the close of the lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Interview two people (one 18 or older, and one under age 18) with the question: "Why is voting important?" Write down each person's answer.• Begin reading your independent reading book for this module.	<ul style="list-style-type: none">• Consider allowing students to do this homework during the school day if it is not likely that they will have access to both an adult and a child/teen to interview.



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Grade 4: Module 4: Unit 3: Lesson 1

Supporting Materials



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Audio File, “On Women’s Right to the Suffrage,” Susan B. Anthony

Directions: Click on the link below. Download or play audio directly from website using a computer with speakers.

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<http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919>



Synthesizing Texts: Bringing Ideas Together

Name: _____

Date: _____

When you read and analyze the ideas from these text excerpts, you will be able to answer the question “Why did women fight for the right to vote?”

Excerpt 1: Susan B. Anthony, “On Women’s Right to the Suffrage,” 1873

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding
1. “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.	1. What is Ms. Anthony’s purpose in making this speech? Underline the textual evidence, and then explain the idea in your own words.
2. “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.	2. Ms. Anthony is reciting the Preamble to the U.S. Constitution in this paragraph. Read the Preamble and make sure you understand these two phrases: A. “We the People” means: B. “secure the blessings of liberty to ourselves and our posterity” means:



Synthesizing Texts: Bringing Ideas Together

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding										
<p>3. Directions: Use the glossary below as you read this paragraph, then answer the questions on the right.</p> <table><tr><th colspan="2">Glossary</th></tr><tr><td>denied</td><td>prevented or stopped</td></tr><tr><td>mockery</td><td>to meanly joke</td></tr><tr><td>posterity</td><td>future generations</td></tr><tr><td>secure</td><td>protect</td></tr></table> <p>“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 <u>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.</u>”</p>	Glossary		denied	prevented or stopped	mockery	to meanly joke	posterity	future generations	secure	protect	<p>1. What “half” is Ms. Anthony referring to?</p> <p>2. How does Ms. Anthony use the “We the People” phrase from the Preamble to make her point that women should have the right to vote?</p> <p>3. Read the underlined idea. What does this section mean?</p>
Glossary											
denied	prevented or stopped										
mockery	to meanly joke										
posterity	future generations										
secure	protect										



Synthesizing Texts: Bringing Ideas Together

Excerpt 2: *The Hope Chest*, Karen Schwabach

Text: <i>The Hope Chest</i> (historical novel by Karen Schwabach)	Analysis: Evidence and Understanding
“Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn’t like—whether it was Father deciding that Chloe couldn’t go to college or the government deciding that people’s sons had to go fight in France whether they wanted to or not” (118).	<ul style="list-style-type: none">• Infer: How will going to Nashville allow these women to make their own decisions and to make their voices heard?
“Right now ... we’re taxed but not represented, and we can go to jail for breaking laws we didn’t pass” (225).	<ul style="list-style-type: none">• Infer: What does this passage mean?

Synthesize ideas, reasons, and evidence from both texts: Why did women fight for the right to vote?
Women fought for the right to vote because ...

Synthesizing Texts: Bringing Ideas Together
(For Teacher Reference)

**Texts: Excerpts from: Susan B. Anthony, “On Women’s Right to the Suffrage,” 1873
The Hope Chest, Karen Schwabach**

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding
<p>1. “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, <u>I not only committed no crime, but, instead, simply exercised my citizen’s rights</u>, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.</p>	<p>1. What is Ms. Anthony’s purpose in making this speech? Underline the textual evidence, and then explain the idea in your own words.</p> <p>Ms. Anthony will prove in her speech that her voting was not a crime, that as a citizen of the United States, she had the right to vote.</p>
<p>2. “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.</p>	<p>2. Ms. Anthony is reciting the Preamble to the U.S. Constitution in this paragraph. Read the Preamble and make sure you understand these two phrases:</p> <p>A. “We the People” means: The citizens of the United States</p> <p>B. “secure the blessings of liberty to ourselves and our posterity” means: To protect our freedom for ourselves and generations to come</p>



Synthesizing Texts: Bringing Ideas Together
(For Teacher Reference)

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding
<p>“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 <u>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.</u>”</p>	<p>1. What “half” is Ms. Anthony referring to? The male half</p> <p>2. How does Ms. Anthony use the “We the People” phrase from the Preamble to make her point that women should have the right to vote? Ms. Anthony says that “We the People” means the whole people, all citizens—everyone.</p> <p>3. Read the underlined idea. What does this section mean? It is a joke to talk to women about “securing the blessings of liberty” when they can’t vote.</p>



Synthesizing Texts: Bringing Ideas Together
(For Teacher Reference)

Text: <i>The Hope Chest</i> (historical novel by Karen Schwabach)	Analysis: Evidence and Understanding
<p>“Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn’t like—whether it was Father deciding that Chloe couldn’t go to college or the government deciding that people’s sons had to go fight in France whether they wanted to or not” (118).</p>	<ul style="list-style-type: none">• Infer: How will going to Nashville allow these women to make their own decisions and to make their voices heard? <p>By getting the 19th Amendment passed in Tennessee, these women would gain the right to vote, which they equate with independent decision-making.</p>
<p>“Right now ... we’re taxed but not represented, and we can go to jail for breaking laws we didn’t pass” (225).</p>	<ul style="list-style-type: none">• Infer: What does this passage mean? <p>Women had the responsibilities of citizens, such as paying taxes and following laws, but not the full rights of citizens, such as voting.</p>



Synthesizing Texts: Bringing Ideas Together
(For Teacher Reference)

Synthesize ideas, reasons, and evidence from both texts:
Why did women fight for the right to vote?

Women fought for the right to vote because ...

As citizens of the United States, women believed they should have the right to vote under the terms of the Constitution. Women are people, and the Preamble speaks of people, not just men. Voting is the only way people can make sure their liberties and rights are protected. The right to vote is about independent decision-making. Women had the responsibilities of citizens, such as paying taxes and following laws, but not the full rights of citizens such as voting.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 2

Ideas Supported by Reasons and Evidence: Introducing the Performance Task, A Voting PSA



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can report on a topic or text using organized facts and details. (SL.4.4)
I can explain how an author uses reasons and evidence to support particular points in a text. (RI 4.8)

Supporting Learning Targets

- I can describe how a public service announcement is supported with reasons and evidence.
- I can determine the words in a text that are important for understanding voting.
- I can find reasons and evidence for why voting is important the text “Youth Power.”

Ongoing Assessment

- Readings on Why Voting Is Important note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Reviewing the Learning Targets (5 minutes)B. Introduce Performance Task (10 minutes)2. Work Time<ol style="list-style-type: none">A. Listening to and Reading a Public Service Announcement (PSA) (10 minutes)B. Reading about Voting in “Youth Power”: Getting the Gist and Identifying Important Voting Words (10 minutes)C. Rereading “Youth Power” to Identify Reasons Voting is Important (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Explain to a friend or adult why you think it is important that young people vote. Support your explanation with at least one example from the “Youth Power” article. Be prepared to share your explanation with a classmate tomorrow.B. Read from your book selected for independent reading.	<ul style="list-style-type: none">• In this lesson, students will be introduced to their performance task for this module. They will listen to and read a transcript of a model public service announcement, set up the note-taking systems for organizing the readings they will use as sources for their public service announcements, and begin researching reasons and evidence for their public service announcements.• In order to prepare for presenting the performance task to students, determine whether the public service announcements (PSA) will be recorded onto computers and presented in an electronic format or whether they will be presented orally. Also determine whether the PSAs will be presented within class to peers, adults from the school staff, or high school students (this option being the most ideal choice).• Determine the best method for playing the audio recording of the student model public service announcement “Wear Your Helmet!” audio file (see supporting materials).• In this lesson, students receive an important note-catcher for reading and analyzing two texts: “Youth Power” and “I Can’t Wait to Vote!” This note-catcher will be completed over the course of the next three lessons.• In advance, locate and listen to the Public Service Announcement: “Wear Your Helmet!” audio file, which can be found at http://www.engageny.org/resource/grade-4-ela-module-4.• Post: Learning targets.



Lesson Vocabulary	Materials
caucuses, caucus, turnout, election, government, candidates, polls, politics, issues, concerns	<ul style="list-style-type: none">• Teacher-selected exit tickets (from Lesson 1)• Computer with speakers for listening to audio file• “Wear Your Helmet!” audio file (at http://www.engageny.org/resource/grade-4-ela-module-4)• Public Service Announcement Performance Task Description (one per student, one to display)• Document camera• Public Service Announcement: “Wear Your Helmet!” transcript (one per student)• “Youth Power” article (one per student; one to display)• Important Voting Words anchor chart (new; co-created with students during Work Time B)• Readings on Why Voting Is Important note-catcher (one per student; one to display)• Readings on Why Voting Is Important note-catcher (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engage the Reader and Reviewing the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read aloud a handful of responses from the teacher-selected exit tickets (from Lesson 1) where students identified as false the statement: "Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections."• Ask students:<ul style="list-style-type: none">* "What is the general opinion expressed in these exit ticket responses?"• Draw out from students that the general opinion expressed in the exit tickets was that voting is important.• Introduce the learning targets. Have students discuss with a partner:<ul style="list-style-type: none">* "What do you think we will do to meet the learning targets of today's lesson?"• Cold call a few pairs and listen for them to suggest the class will learn about public service announcements (PSA) and read about why voting is important.• Remind students that they already know a lot about writing opinions supported with reasons and evidence from Module 3.• Tell students that in this unit, they will write another opinion piece. This time in the format of a public service announcement and that they will learn more about this performance task in this lesson	



Opening (continued)	Meeting Students' Needs
<p>B. Introduce Performance Task (10 minutes)</p> <ul style="list-style-type: none">• Tell students that you would like them to listen to an important public service announcement.• Play the “Wear Your Helmet!” audio file using a computer with speakers.• Ask students to Think-Pair-Share on the following questions:<ul style="list-style-type: none">* What is the purpose of this recording? Listen for “It is about why people should wear a helmet” or “It is about the reasons people don’t wear helmets and reasons why they should.”• Explain to students that this is a public service announcement about helmet safety and confirm that it’s purpose is to explain to the audience why it is important to where a helmet. Emphasize that the goal is to share the opinion that wearing a helmet is important and provide reasons why this is the case. Ask:<ul style="list-style-type: none">* Have you ever heard announcement like this on the radio or seen something like this on television?• Call on a few students to share, then ask students to Think-Pair-Share:<ul style="list-style-type: none">* How might Susan B. Anthony or the Suffragists used a public service announcement like this if they could have?• Call on a few pairs to share their ideas.• Explain that the Suffragist did many things to explain the importance of women getting the right to vote and now they will have an opportunity to make a difference with a public service announcement of their own about the importance of voting in modern times.• Explain that in this lesson they will read about this performance task and listen to and read the “Wear Your Helmet!” public service announcement again to get a better idea of what the public service announcement for their performance task will look like.	



Work Time	Meeting Students' Needs
<p>A. Listening to and Reading a Public Service Announcement (PSA) (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Public Service Announcement Performance Task Description to each student and display a copy on a document camera. • Tell students they will be reading this document for the gist and that it is OK if they do not fully understand the performance task after this first read. • While students follow along with their own copies, go over the performance task description and answer students' questions about public service announcements, the difference between a public service announcement and an opinion essay. • Remind students that they are familiar with writing an opinion from Module 3. Explain that there are two important ways in which this performance task will be different from their last opinion piece: <ol style="list-style-type: none"> 1. The goal of a public service announcement is to change behavior, so the opinion statement is your recommendation for this. In this case their goal will be to give reasons and evidence to support the opinion that voting is important. 2. Students will write and then present their public service announcement in a speech. This speech will be practiced and (recorded or performed) for an audience (of peers, school staff, or ideally high school students). • Distribute the Public Service Announcement: "Wear Your Helmet!" transcript. • Play the "Wear Your Helmet!" audio file and instruct students to follow along on their transcripts. • Ask students: <ul style="list-style-type: none"> * "What do you notice about the purpose of a public service announcement (PSA)?" * "What do you notice about the content of a public service announcement (PSA)?" • Guide students to observe that the purpose of a PSA is to provide the public with helpful information. Draw out from students that a PSA contains an opinion and clear, well-supported reasons. • Explain to students that this is the model they will use to craft their own PSAs about the importance of voting later on in the unit, but before they can craft their PSA's they need to learn more about the reasons why voting is important. 	<ul style="list-style-type: none"> • A listening activity with this level of content will be challenging for ELLS. One mitigating feature is that <i>all</i> students are provided with the transcript and graphic organizer prior to hearing the audio recording. For maximum effectiveness, make sure your ELL students: <ul style="list-style-type: none"> – Follow along with a pen or pencil, not just visually. – Underline words, phrases, or whole sections they do not understand. – Listen for and anticipate the paragraph breaks through the speaker's vocal pauses. – Review any confusing sections or define unknown words for these students.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading about Voting in “Youth Power”: Getting the Gist and Identifying Important Voting Words (15 minutes)</p> <ul style="list-style-type: none"> • Pair students with a reading partner. • Display the “Youth Power” article with a document camera, and then distribute a copy to each student. • Explain to students that this is the first article they will read and analyze to collect reasons and evidence for their PSAs. • Ask students to think about the following as you read the text aloud and they follow along silently: <ul style="list-style-type: none"> * “What is the text mostly about?” • After reading the article once, ask students to turn and talk with a partner to share their responses to this question. • Call on a few pairs to share. Listen for: “The article is about how young people are becoming more interested in voting.” • Post the new Important Voting Words anchor chart. Tell students you would like them to reread the text to collect some words related to voting. • Display your copy of the text and directing students’ attention to the first page. Reread the first three paragraphs and model in the following way: <ul style="list-style-type: none"> – Point out the words <i>caucuses</i> in the first paragraph and explain that a <i>caucus</i> is a meeting that political parties hold to choose who their candidates will be. Explain further that this paragraph is describing the caucus that selected Barack Obama to run for president for the Democratic Party. – Tell students that you are now going to reread the second and third paragraphs to look for important words related to voting. – Reread the second and third paragraphs and circle the word <i>turnout</i> in the second paragraph, and <i>election</i> third paragraph. – Ask students: “Why do you think these are important voting words?” – Listen for or explain that <i>turnout</i> means the number of people who come out to vote on an election day. – Listen for students to explain that elections are held to pick the country’s leaders. – Explain that words that help the reader understand voting and why it is important will be good ones to capture on the Important Voting Words anchor chart. Add the words <i>turnout</i> and <i>election</i>, to the anchor chart. • Ask students to reread the last page of the text and circle more important voting words. Give them 5 minutes to reread and circle words. 	<ul style="list-style-type: none"> • Students will have had many opportunities in the course of the school year to read informational text and take guided notes on the content. If you find your students require more support getting started on this work, you may want to complete the “Youth Power” reading as a class, or alternatively, complete the first half of the reading as a class and then have students work in pairs as planned. • To further support students, consider pulling a small invitational group to reread the article together or guide the entire class through identifying the reasons and evidence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call several students to share words they have circled and determine as a class whether these words help the reader understand voting and its importance.• Clarify the meaning of words as needed by asking students to use context clues to determine meaning.• Students may circle the following words: <i>government</i>, <i>candidates</i>, <i>polls</i>, and <i>politics</i>; if not, point them out in the text. Also direct students' attention to the words <i>issues</i> and <i>concerns</i> and discuss the meaning of these words and why they are important in the context of voting.• Add vocabulary to the Important Voting Words anchor chart.	



Work Time (continued)	Meeting Students' Needs
<p>C. Rereading “Youth Power” to Identify Reasons Why Voting is Important (20 minutes)</p> <ul style="list-style-type: none">• Students should remain with their reading partners. Explain to students now they will analyze the text to find reasons why voting is important. This will help them to prepare for their performance task.• Display a Readings on Why Voting Is Important note-catcher and distribute one to each student.• Before students begin their work on this task, explain how the note-catcher works as they read and collect information on this topic: “When you read articles for information on why voting is important, you will take notes on the key points and their supporting ideas. This goes on the note-catcher you just received. You will not fill in the note-catcher all at once. Each article you read has its own section on your note-catcher.”• Show students the section of the note-catcher that relates to the “Youth Power” article. The three reasons discussed in this article for why voting is important are as follows:<ul style="list-style-type: none">– Politicians pay attention to issues young people care about when they vote.– Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.– Voting is how a citizen expresses opinions.• Show students that in the two columns to the right of each of these reasons, students can record quotes from the article that show the reason and write down facts and data in the article that are given as evidence for the reason.• Instruct students to read the article with their partner and take notes on the note-catcher. Give students 10 minutes to work with their partners.• Refocus students whole group. Review the reading notes with students using Readings on Why Voting Is Important note-catcher—Teachers’ Edition (for teacher reference).• Cold call pairs to share which quotes from the text they selected and evidence they listed from the text.• Students may choose quotes that correctly support the reasons listed on their note-catchers that are not represented on the Readings on Why Voting Is Important note-catcher—Teachers’ Edition. Be sure to accept any quotes that support the reason being reviewed as correct.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to give you a Fist-to-Five to indicate their progress towards the learning targets. Use students' self-assessment as a check for understanding of the performance task format.• Reassure students that they will be spending more time with reading and analyzing this text to help prepare them for writing their public service announcements.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to a friend or adult why you think it is important for young people to vote. Support your explanation with at least one example from the "Youth Power" article. Be prepared to share your explanation with a classmate tomorrow.• Read from your book selected for independent reading.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 2

Supporting Materials



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Public Service Announcement Performance 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.

What is a public service announcement? You have probably heard or seen public service announcements on the radio or television. These are short, informative pieces on a topic of importance to the general public, such as nutrition, education, the environment, health and safety, and civic involvement. Maybe you have heard a public service announcement on the importance of having a fire-escape plan in your home, or perhaps you have seen a public service announcement encouraging people to eat healthfully and get exercise every day. These kinds of announcements are different from commercial advertisements because the goal is not to sell a product or service, but to get people to change their behavior.

How is a public service announcement different from an opinion/reason essay? You can think of the public service announcement as a kind of opinion/reason writing with one important difference: The goal of a public service announcement is to change behavior, so the opinion statement is your recommendation for this. For example, you may have an opinion that littering is bad, but in a public service announcement the same opinion might be stated, “People should stop littering.”

What work will I do in this unit that will help me create the public service announcement?

- You will read and take notes on a variety of articles on youth voting in the United States.
- From your notes, you will select two main reasons to support the opinion that young people should vote.
- From your notes and your own thinking, you will develop support for each of the two reasons. The support will include facts, quotes, statistics, and your own written explanations.
- You will read and listen to a model of a public service announcement.
- You will receive a graphic organizer to help you structure your public service announcement.
- With your opinion and your two solid reasons with support, you will create the public service announcement, including a catchy introduction and a powerful conclusion.

Public Service Announcement: “Wear Your Helmet!” Transcript

Note: Audio file can be found at <http://www.engageny.org/resource/grade-4-ela-module-4>

“Helmets are uncomfortable!”

“Helmets are totally uncool looking!”

“I don’t wear a helmet because I guess I just forget to.”

“Why should I? I don’t wear a helmet, and nothing bad has happened yet!”

These are some of the things I hear kids say when asked why they’re not wearing a helmet while riding a bicycle, scooter, or skateboard. You know what I have to say to them?

I hear head injuries are pretty uncomfortable, too.

How cool is preventable brain damage?

If you think you’re forgetting stuff now, it’ll be even harder after a concussion.

Just because you’ve been lucky so far doesn’t mean your luck will continue.

Kids should wear a helmet when riding a bike, scooter, or skateboard. Not some of the time, not most of the time, but all of the time.

Need some more reasons? Not wearing a helmet is dangerous and risky. Here is what happens when kids don’t wear helmets: According to the Centers for Disease Control, every year “over 150,000 children are treated in emergency rooms for bicycle-related head injuries and over 300 children die from these injuries.” Each year 60 percent of bicycle deaths and 30 percent of emergency room visits from bicycle accidents are from head injuries—injuries that can create lifelong disabilities from irreversible brain damage.

Guess what? Most of this is preventable by doing one simple thing: Wearing a helmet. Helmets work: They reduce the risk of head injury by 80 percent—that means almost all brain injuries from bicycle accidents could have been avoided by helmet use. If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.

Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.



Teen Scene

YOUTHPO



What's driving so many young people to the polls this primary season?

Sujatha Jahagirdar knew it would happen. The Los Angeles resident was in Des Moines, Iowa, on January 3 for the first presidential caucuses. Waking at 5 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns. Her instinct had proved right: The youth vote was going to be huge!

In fact, the turnout of Iowa voters under 30 had tripled from 2004. Those voters were the deciding factor in Barack Obama's victory in the Democratic caucuses. Since then, young peoples' participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.

It is all evidence of a "youth surge" in politics, Sujatha tells *JS*. The development may be surprising to a lot of people—but not to her. "I think we're seeing in this election," Sujatha says, "what can happen when you actually pay attention to young people."

"Government Matters"

Why has political awareness spiked this year among young people? One reason may be the terrorist attacks of September 11, 2001. Today's first-time voters came of age amid that national shock, and the wars in Afghanistan and Iraq that followed.

"September 11 was the beginning of a new generation," says Brandon Closson, 15, an organizer with the Young Democrats. "I think [the attacks] brought a deeper feeling for our country," says the senior at Kalida High School in Ohio. "People began to be more worried about what would happen to us."

Think About It

1. What are some of the reasons that a record number of youths are participating in the presidential campaigns?
2. Are you paying close attention to the presidential race? Why or why not? What issues matter most to you?

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PHOTO BY JACQUE BUCCHIANI



WIER!



Kids in New York City commemorate the Freedom Summer of 1964, which helped lead to the Voting Rights Act.

John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain's campaign in Aiken, South Carolina. "Young people have seen what our country really needs," John tells JS, "and that's a great leader to make sure we're safe from the threat of terrorism."

The interest in this year's race may be explained yet another way. A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. "They see that it

matters that they're involved," says Robert Alexander, a political science professor at Ohio Northern University. "They see that government matters."

"Starting to Care Again"

Many young Americans are inspired by the diversity of the candidates in the presidential race. For the first time, a woman and an African-American are serious contenders for the presidency. Voters under the age of 30 are also excited by the tightness of the contest between Democrats Hillary Clinton and Obama. "Any time an election is close, it drives more people to the polls," says Emily Kirby, a researcher on the political involvement of youth. "You really feel like your one vote can make a difference."

Sujatha cites another factor: Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can't afford college. "That's the kind of thing you just didn't hear in previous elections," she tells JS.

But it is Obama who has caused the most excitement among youths. Part of his appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a "President who reaches across party lines, who sticks by his morals and listens to people."

Whoever is elected, Brandon is not going to sit idly by. He hears echoes today of the 1960s (see below). "If people just push issues aside, then we're going to dig ourselves into a deeper hole," Brandon tells JS. "I like that people are starting to care again."

—Karen Fanning and Bryan Brown

Flashback

THE SIXTIES

For years they seemed to dominate the news. Students marching in protests, occupying buildings on college campuses, or struggling with police. They were full of contradictions: peaceful and unruly, funny and angry, wise and foolish. They would change the world—for better or worse.

That was the 1960s. For many Americans, those were the golden days of student activism. The causes were varied, from civil

rights to free speech. But protest over the Vietnam War unified students like no other issue, especially when young men were drafted against their will to fight in it.

Then those days ended. The U.S. left Vietnam in defeat and gave 18-year-olds the right to vote. "Students of the 1970s ... went back to their books," wrote one historian. But many students of the 1960s believed that they could make a real difference in the world—and did.



A 1968 protest against the Vietnam War.

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Readings on Why Voting Is Important Note-catcher

Name: _____

Date: _____

Directions: Use the table below to find the reasons and evidence the authors use to support the idea that voting is important.

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	1. Politicians pay attention to issues young people care about when they vote.		
"Youth Power"	2. Voting demonstrates a person's interest in the country, the government, its problems, and its opportunities.		
"Youth Power"	3. Voting is how a citizen expresses opinions.		
"I Can't Wait to Vote!"			



Readings on Why Voting Is Important Note-catcher

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"I Can't Wait to Vote!"	4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.		
"I Can't Wait to Vote!"	5. Voting is a right that has been fought for, and it should be valued.		
"I Can't Wait to Vote!"	6. Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.		



Readings on Why Voting Is Important Note-catcher
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	1. Politicians pay attention to issues young people care about when they vote.	"I think we are seeing in this election what can actually happen when you pay attention to young people." (p. 1) "Candidates are addressing issues young people care about.... Clinton promised to fight for students who can't	On Super Tuesday alone more than 3 million people under age 30 voted. (p. 1)
"Youth Power"	2. Voting demonstrates a person's interest in the country, the government, its problems, and its opportunities.	"I think [the attacks] brought a deeper feeling for our country." (p. 1) "Concerns over jobs, health care, and global warming are driving [young people] to the polls." (p. 2)	"Today's first-time voters came of age amid that national shock." (p. 1) "According to survey data, the majority of young people believe that America is headed down the wrong path." (p. 2)



Readings on Why Voting Is Important Note-catcher
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	3. Voting is how a citizen expresses opinions.	"Concerns over jobs, health care, and global warming are driving [young people] to the polls." (YP, p. 2)	"According to survey data, the majority of young people believe that America is headed down the wrong path." (YP, p. 2)
"I Can't Wait to Vote!"		"Many youth also feel that voting is a way to express your opinions about what is important to the country's future." (ICW)	"96% of youth identified unemployment as a concern, 69% were concerned about global warming, and 93% were concerned about the country's rising national debt." (ICW)



Readings on Why Voting Is Important Note-catcher
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"I Can't Wait to Vote!"	4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.	"This is our system of government. Citizens are supposed to vote to elect people to represent us."	The definition of a democracy says people are given their power through voting for representatives. "Voting is how the leaders of our country are elected, and sometimes laws are passed directly through the ballot."
"I Can't Wait to Vote!"	5. Voting is a right that has been fought for, and it should be valued.	"Voting is a right, and a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right."	—1869 African American men got the right to vote. —1920 women were given the right to vote. —1965 Voting Rights Act passed.
"I Can't Wait to Vote!"	6. Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.	"I want to vote for the candidates who think about the future because that's where I'm going to be."	Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 3

How Text Structures Support Ideas: Analyzing Text Structures in “Youth Power”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8)
I can describe the organizational structure in informational text. (RI4.5)

Supporting Learning Targets

- I can describe the problem/solution text structure.
- I can analyze how authors use a variety of text structures to support their ideas.

Ongoing Assessment

- Text Structure Jigsaw handout



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reviewing Familiar Text Structures and Introducing a New Structure (10 minutes)Text Structure Jigsaw (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Read the “I Can’t Wait to Vote!” article. Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.	<ul style="list-style-type: none">In this lesson, students reread “Youth Power” to analyze how authors use different text structures when organizing their reasons and evidence. They work in a small group to analyze an assigned excerpt for a particular text structure and share their findings with the class using a Jigsaw protocol.The examination of text structure is a review for students; the skill was taught and assessed in Module 3 with a focus on chronology, and cause and effect. In this lesson, students focus more on problem solution, comparison, and claim with evidence (known to students as opinion with reasons).Review the Concentric Circles protocol (see Appendix) for the opening of this lesson.For the Text Structure Jigsaw, review the Jigsaw protocol (see Appendix) and arrange the Jigsaw groups in advance. There are five items in the Jigsaw. The activity is designed for one item per group, but you may modify this as needed to decrease group size by assigning a given excerpt to more than one group. Using smaller groups with multiple groups assigned to Excerpt 1 will provide additional practice with the problem/solution text structure.Write the exit poll prompt in advance: “Are you excited to be a voter when you turn 18?” on chart paper or the board, to be revealed at the end of this lesson.Post: Learning targets.



Lesson Vocabulary	Materials
structure, chronology, comparison, cause, effect, problem, solution, opinion, reason	<ul style="list-style-type: none"> • Text Structure Types and Examples handout (one per student; one to display) • Document camera • Text Structure Jigsaw handout (one per student) • Text Structure Jigsaw handout (answers, for teacher reference) • “I Can’t Wait to Vote!” article (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Remind students of their homework from the previous lesson: “Explain to a friend or adult why you think it’s important for young people to vote. Support your explanation with at least one example from the text ‘Youth Power.’ Prepare to share your explanation with a classmate tomorrow.” • Ask students to gather for a round of Concentric Circles. Remind them to wait for your prompt and signal before moving and sharing. • Once students have formed inner and outer circles and are facing a partner, ask: <ul style="list-style-type: none"> * “Why do you think it’s important for young people to vote? Support your explanation with at least one example from the text ‘Youth Power.’” • After a few minutes, move the inner or outer circle to place students with a new partner to share again. This time ask students to practice in a voice like the one they heard in the Public Service Announcement: “Wear Your Helmet!” audio recording. • Observe students to give them feedback like the following: “One thing I hear that sounded like a PSA was ... However, I also noticed that some voices sounded too silly or exaggerated to be a PSAs. Let’s try again to all sound like a real PSA.” • Give students feedback on the sound of their voices and ask them to silently set a personal goal for improving their PSA voice. • Move students to yet another new partner and ask them to repeat their response a final time with the same goal of having their voice sound like a PSA. 	<ul style="list-style-type: none"> • This round of Concentric Circles is a good opportunity for students to articulate their understanding of the readings so they can practice their speaking skills for the performance task.



Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students to review the learning targets. Read them aloud and ask students to Think-Pair-Share on the following question:<ul style="list-style-type: none">* “What does the word <i>structure</i> mean in these learning targets?”• Listen for students to explain the word <i>structure</i> means how a text is organized (sentences, paragraphs, and overall).• Remind students that they learned about text structure in Module 3, specifically <i>chronology</i>, <i>cause and effect</i>, and <i>opinion with reasons</i>. Briefly remind students of the words’ meanings if necessary.• Explain they will learn a new text structure: <i>problem/solution</i>, and will analyze the text “Youth Power” to see how the author uses a variety of these text structures to support ideas.	



Work Time	Meeting Students’ Needs
<p>A. Reviewing Familiar Text Structures and Introducing a New Structure (10 minutes)</p> <ul style="list-style-type: none">• Display the Text Structures Types and Examples handout using a document camera and distribute one per student.• Remind students of the three structures they encountered in previous modules: chronology, cause and effect, and opinion/reasons. Help students to review these familiar text structures by asking them to do the following:<ol style="list-style-type: none">1. “Read these three text structure types and read the examples on the back of their handouts.”2. “Turn to a partner and review these three text structure types. Explain each of them in your own words to your partner.”• Call on a few pairs to share their explanations. Listen for: “Chronology is when the author explains events and how they happen in time. It shows things in order of what happened first, second, third, last,” “Cause and effect structure is when the author explains why and how things happen,” and “Opinion/reasons is what our PSAs will be; they give an author’s opinion on a topic, and then give reasons and evidence for that opinion.”• Next, point out the “Problem/Solution” text structure type at the bottom of students’ handouts.• Ask students to recall where they may have seen this text structure and call on a few students to share. Give a few examples of this structure from texts that are familiar to your students.• Clarify that students have a basic understanding of this structure with a thumbs-up, thumbs-sideways, or thumbs-down.	<ul style="list-style-type: none">• The thumb check for understanding in Work Time A will help you determine whether to allow students to attempt an analysis with a partner first or guide students through the first few excerpts on the Text Structures Jigsaw sheet. You can also use this information to determine which students may need practice and support with the problem/solution text structure during Jigsaw in Work Time B.



Work Time (continued)	Meeting Students’ Needs
<p>B. Text Structure Jigsaw (20 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of the Text Structures Jigsaw handout to each student and display on the document camera.• Review the sheet and explain that each of the excerpts is from the article “Youth Power,” which the class read in the previous lesson.• Explain students will practice identifying the problem/solution structure together and then they’ll be assigned a group and a number. Groups will be responsible for analyzing one of the excerpts, then sharing their analysis with the class.• Review the example at the top of the sheet. Ask students to Think-Pair-Share, or guide students through the second excerpt, which is labeled for “all” of the class.• Once you feel students have a good grasp of the problem/solution text structure, assign them to a Jigsaw group and a numbered excerpt on the Text Structures Jigsaw sheet.• Allow groups 10 minutes to complete their task.• Mix groups so each group has a member assigned to a different excerpt. Have each person in each group share his or her assigned analysis (both what they identified as the structure and how it helps support the idea that voting is important). Give groups 5 minutes to share their work.• Use the Text Structures Jigsaw sheet (answers, for teacher reference) to review each excerpt with students, by cold calling students assigned to each excerpt to share their analysis.• Discuss the following question as each excerpt is shared:<ul style="list-style-type: none">* “How does this structure support the idea that voting is important?”• Ask all students to take notes on their sheets as each excerpt is shared.• During your discussion, draw out the following ideas related to text structure and how it supports ideas:<ul style="list-style-type: none">– Posing a problem and solution makes the topic of voting feel important to the reader.– Sharing opinions about voting and offering reasons for those opinions helps readers understand why youth are interested in voting.– Showing cause and effect helps the reader better understand why voting became so important to young people after September 11.	<ul style="list-style-type: none">• For students/Jigsaw groups struggling with identifying the text features, you may choose to assign them to work on Excerpt 1 for additional practice with the problem/solution text structure.• Alternatively, for students who quickly grasp the content and would benefit from acceleration, you may assign more than one item, or even the entire Jigsaw assignment to one student or group.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">– Using chronology helps the reader better understand the context for when this article was written (the primary for the 2008 election).– Using a comparison shows readers how politicians are focusing more on youth now that they are interested in voting.	
Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students for a quick round of Concentric Circles.• Use two rounds so students share twice with different partners.• Give students the following prompt:<ul style="list-style-type: none">* “Just like any text, PSAs use a variety of text structures to support their ideas. You will be using the opinion/reasons text structure in your PSAs. Why do you think this is a good choice for a PSA?”• After Concentric Circles, review the homework and distribute the “I Can’t Wait to Vote!” article.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read the “I Can’t Wait to Vote!” article. Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.	<ul style="list-style-type: none">• For students who struggle to read grade-level texts, consider pulling a small group to preview this text before they take it for homework.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 3

Supporting Materials



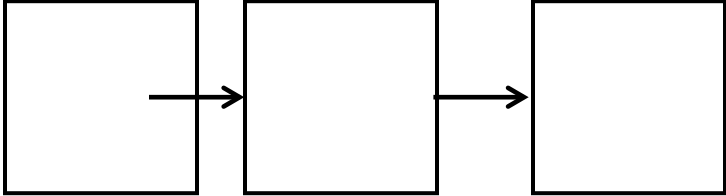
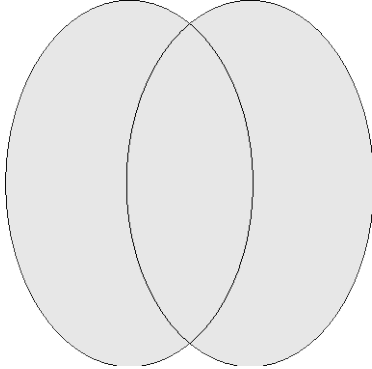
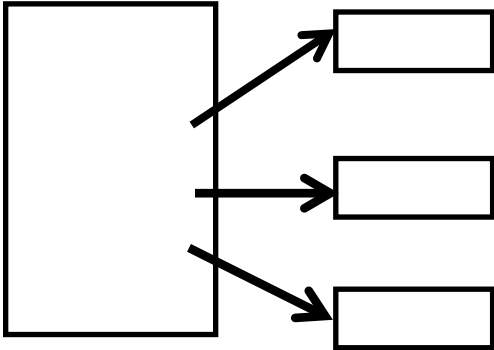
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Text Structure Types and Examples


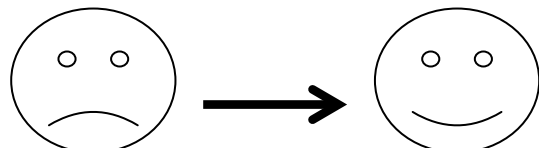
Name: _____

Date: _____

Text Structure	Signal Words	Visual
Chronology: measuring time or dating events	before, in the beginning, to start, first, next, then, during, after, finally, last, in the end	
Comparison: examining similarities and differences	similar, same, alike, both, unlike, on the other hand, different	
Cause/Effect: the relationship between two events	since, because, if, then, as a result of, causes, therefore	



Text Structure Types and Examples

Text Structure	Signal Words	Visual
Opinion/Reason: taking a position on a topic and providing reasons	for, against, position, reason, opinion, fact	<div>Reason 1 Reason 2 Reason 3</div> 
Problem/Solution: solving something that needs to be fixed or changed	problem, issue, since, as a result, solution, so, leads to	



Text Structure Types and Examples

Chronology: a structure of writing that tells how something unfolds over time. Ex. I was born in 1998, and we moved to New Mexico in 2001 when I was 3. I started kindergarten in 2003 and changed schools in fourth grade. I went to that school from 2007 until we moved to Arizona in 2010—and then my whole life changed!

Comparison: a structure of writing that compares two different items or ideas, identifying similarities and contrasting the differences. Ex. What is more important to me—sports or music? With sports, I enjoy being a part of a team, the physical activity, and the thrill of winning. With music, I enjoy playing my instrument and making music, but it's something I do on my own, not with others. They are both a lot of fun and make me happy, but one is outdoors and social, and the other is more personal and solitary.

Cause and Effect: a structure of text that identifies the causal relationships between events. Ex. I didn't use to eat breakfast before school, but I have changed my ways. When I started eating breakfast every morning, I noticed that I felt more awake and had more energy throughout my day. I even started getting better grades. Now I start each morning with a healthy breakfast, so I will continue to be prepared for the school day.

Opinion/Reason: a text structure in which a writer makes a claim that can be supported, but not proved, since opinions are by definition a person's perspective on a topic. Ex. It is best to learn piano as an introduction to musical instruments. Piano can be played in a simple way, allowing even a beginner to play music. Piano music includes both treble and bass clefs, allowing students to read music in both, as well as teaching students both melody and rhythm. All of these features provide a solid foundation for any student of music.

Problem/Solution: a structure of text that identifies a problem then shows a logical solution for it. Ex. The principal of our school had several rows of new bike racks installed to encourage students to ride their bikes to school, but only a few students rode bikes. He found out that security was the main problem: Students who left their bikes in the rack had tires deflated, seats removed, and helmets taken. The principal made two changes: First, he assigned a yard duty supervisor to the bike rack area during all times students were not in class, and second, he had fencing installed around the racks, so that they are closed off during schools hours. With the increased bike security, more students started riding bikes to school.



Text Structure Jigsaw

Name: _____

Date: _____

Directions:

- 1) With your group, read the passage for your assigned number and identify the examples of your text structure within the passage.
- 2) Discuss as a group how this text structure helps to support the idea that voting is important.

(Ex.) Problem/Solution:

From “Youth Power”

“John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain’s campaign in Aiken, South Carolina. ‘Young people have seen what our country really needs,’ John tells [*Junior Scholastic Magazine*], ‘and that’s a great leader to make sure we’re safe from the threat of terrorism.’”

Problem: concerns about national security

Solution: supporting the campaign of a candidate whose leadership will keep the country safe from terrorism

(ALL) Problem/Solution:

From “Youth Power”

“A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. ‘They see that it matters that they’re involved,’ says Robert Alexander, a political science professor at Ohio Northern University. ‘They see that government matters.’”

Problem: _____

Solution: _____



Text Structure Jigsaw

(Group 1) Problem/Solution:

From “Youth Power”

“Part of [Obama’s] appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a ‘President who reaches across party lines, who sticks by his morals and listens to people.’”

Problem: _____

Solution: _____

(Group 2) Opinion/Reason:

From “Youth Power”

“The youth vote was going to be huge! In fact, the turnout of Iowa voters under 30 had tripled from 2004. Since then, young people’s participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.... It is all evidence of a youth surge in politics.”

Opinion: _____

Reason: _____

(Group 3) Cause and Effect:

From “Youth Power”

“September 11 was the beginning of a new generation.... I think the attacks brought a deeper feeling for our country.... People began to be more worried about what would happen to us.”

Cause: _____

Effect: _____



Text Structure Jigsaw

(Group 4) Chronology:

From “Youth Power”

“The Los Angeles resident was in Des Moines, Iowa on January 3 for the first presidential caucuses. Waking at 5:00 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns.”

Chronological events:

- 1) _____
- 2) _____
- 3) _____

(Group 5) Comparison:

From “Youth Power”

“[In this election,] Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can’t afford college. ‘That’s the kind of thing you just didn’t hear about in previous elections,’ she tells JS.”

Compare:

In this election ...	In previous elections ...

Text Structure Jigsaw
(Answers, for Teacher Reference)

(Ex.) Problem/Solution:
From “Youth Power”

“John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain’s campaign in Aiken, South Carolina. ‘Young people have seen what our country really needs,’ John tells [*Junior Scholastic Magazine*], ‘and that’s a great leader to make sure we’re safe from the threat of terrorism.’”

Problem: **concerns about national security**

Solution: **supporting the campaign of a candidate whose leadership will keep the country safe from terrorism**

(1) Problem/Solution:
From “Youth Power”

“A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. ‘They see that it matters that they’re involved,’ says Robert Alexander, a political science professor at Ohio Northern University. ‘They see that government matters.’”

Problem: **A majority of young people thinks that America is headed down the wrong path.**

Solution: **Being involved in politics and government will make a difference.**

(2) Problem/Solution:
From “Youth Power”

“Part of [Obama’s] appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a ‘President who reaches across party lines, who sticks by his morals and listens to people.’”

Problem: **the bickering in Washington politics**

Solution: **a president who reaches across party lines, follows beliefs, and listens to the American people**



Text Structure Jigsaw
(Answers, for Teacher Reference)

(3) Opinion/Reason:

From “Youth Power”

“The youth vote was going to be huge! In fact, the turnout of Iowa voters under 30 had tripled from 2004. Since then, young people’s participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.... It is all evidence of a youth surge in politics.”

Opinion: **The youth vote would be huge.**

Reason: **The youth vote made a big difference in Iowa in 2004; since then, the number of youth voters has increased.**

(4) Cause and Effect:

From “Youth Power”

“September 11 was the beginning of a new generation.... I think the attacks brought a deeper feeling for our country.... People began to be more worried about what would happen to us.”

Cause: **September 11 attacks**

Effect: **deeper feelings for one’s country; people began to worry about what would happen**

(5) Chronology:

From “Youth Power”

“The Los Angeles resident was in Des Moines, Iowa on January 3 for the first presidential caucuses. Waking at 5:00 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns.”

Chronological events:

1. in Des Moines, Iowa, on January 3

2. awake at 5:00 a.m., spent day in a flurry of activity: interviews, phone banks, texting voters

3. after polls closed, joined friends of Rock the Vote to watch returns



Text Structure Jigsaw
(Answers, for Teacher Reference)

(6) Comparison:

From “Youth Power”

“[In this election] Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can’t afford college. ‘That’s the kind of thing you just didn’t hear about in previous elections,’ she tells JS.”

Compare:

In this election ...	In previous elections ...
Clinton promises to fight for students	That’s the kind of think you just didn’t hear about

I Can't Wait to Vote!

Young Americans have the lowest voter turnout of all groups. But the excitement for voting is growing with this group. In 2008 the turnout for young voters 18–29 was the highest it has been since 1972. Young people today have many different reasons for wanting to vote. Here are few reasons given by a group of high school students.

“When I turn 18, I am definitely going to vote. It’s how our system of government works. Citizens are supposed to vote to elect people to represent them,” remarked a student named Niklas. He added, “I can’t wait to vote!”

Niklas’ response that voting is a responsibility of every citizen is a common reason given for wanting to vote. The dictionary defines a democracy as a government in which power rests with the people directly or through elected representatives. Voting is how the leaders of our country are elected. And sometimes laws are passed directly through the ballot. Our system of government depends on citizens exercising their right to vote.

Many groups have fought for and were given the right to vote throughout American history. This is another reason some young people believe that voting is important. This is the reason a high-schooler named Karina gave for wanting to vote.

“Voting is a right. And a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right,” she said.

In 1869 African American men were given the right to vote. In 1920 women were given the right to vote. In 1965 the Voting Rights Act ensured that minorities could exercise their right to vote. And in 1971 the voting age was lowered from 21 to 18, giving young adults the right to vote. The historical struggle for the right to vote is one reason young people feel it is so important.

Many youth also feel that voting is a way to express your opinions about what is important to the country’s future. This is the reason a student named Matt gave for wanting to vote.

“I will vote for the candidates who think about the future, because that’s where I’m going to be. I’m young! We’re going to be around for a long time, and I don’t want to live in some dirty, polluted country that used up all its resources from bad, greedy decisions,” he said.



I Can't Wait to Vote!

Many young people agree with Matt, and their concerns are reflected in a Rock the Vote 2010 Young Voter Poll. This poll found that 96% of youth identified unemployment as a concern, 69% were concerned that the country is failing to take action about global warming, and 93% were concerned about the country's rising national debt. Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years. Many youth believe voting impacts the country's future laws and allows their opinions on important issues to be heard. And this is why they choose to vote.

Young people give many reasons for why voting is important to them, and many are excited to turn 18 and vote for the first time. Perhaps, in this next election, young adults will turn out in even greater numbers.

Written by Expeditionary Learning for Instructional Purposes © 2013

Sources:

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<http://www.wordcentral.com/cgi-bin/student?book=Student&va=democracy>

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EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 4

Synthesizing from Multiple Texts: Synthesizing Ideas about Why Voting Is Important



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8) I can accurately synthesize information from two texts on the same topic. (RI4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify reasons and evidence on the importance of voting in the text “I Can’t Wait to Vote!”• I can synthesize ideas from both “Youth Power” and “I Can’t Wait to Vote!” to answer the question, “Why is voting important?”	<ul style="list-style-type: none">• Readings on Why Voting Is Important note-catcher• Why Voting Is Important graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)B. Engaging the Reader: Sharing Homework (10 minutes)2. Work Time<ol style="list-style-type: none">A. Rereading “I Can’t Wait to Vote!” to Identify Reasons and Evidence (20 minutes)B. Synthesizing Ideas in “Youth Power” and “I Can’t Wait to Vote!” (20 minutes)3. Closing<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Identify at least two text structure types in the article “I Can’t Wait to Vote!” Use your Text Structure Types and Examples sheet to help.B. Read from your book selected for independent reading.	<ul style="list-style-type: none">• In this lesson, students read the new text “I Can’t Wait to Vote!” and synthesize it with “Youth Power.” This new text may prove challenging for some readers. If time permits, consider providing additional support for students by spending more time discussing the gist and vocabulary in Opening Part B of this lesson. Another option is to break this lesson up into two days, with students reading and analyzing the text’s reasons and evidence on one day and then focusing on synthesizing both texts on the following day.• Use the exit tickets in the end of Work Time B for a formative assessment on students’ ability to synthesize and determine if students will need additional review related to synthesizing prior to the Mid-Unit Assessment in Lesson 5.• Post: Learning targets.



Lesson Vocabulary	Materials
synthesize, turnout, democracy, elected, representatives, exercising express, legislation, opinions, laws	<ul style="list-style-type: none">• “I Can’t Wait to Vote!” article (from Lesson 3 homework) (one per student; one to display)• Document camera• Important Voting Words anchor chart (begun in Lesson 2)• Readings on Why Voting Is Important note-catcher (from Lesson 2)• Readings on Why Voting Is Important note-catcher (answers, for teacher reference; from Lesson 2)• Why Voting Is Important anchor chart (new; teacher-created; a large version of students’ Why Voting Is Important graphic organizer)• Why Voting Is Important graphic organizer (one per student)• Why Voting is Important graphic organizer (answers, for teacher reference)• Exit ticket



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets. Have students turn and talk to a partner about another time they were asked to synthesize two texts.• Have some of the partners share out, and listen for students to recall how they synthesized ideas about why women wanted to vote with quotes from Susan B. Anthony's speech and <i>The Hope Chest</i>.• Ask:<ul style="list-style-type: none">* "How will mastering this skill help us create PSAs?"• Listen for students to explain that they will synthesize ideas from texts on voting in order write the reasons voting is important in their PSAs.	



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Sharing Homework (10 minutes)</p> <ul style="list-style-type: none">• Remind students of their homework from Lesson 3: “Read the text ‘I Can’t Wait to Vote!’ Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.”• Ask them to get out their copy of the “I Can’t Wait to Vote!” article and display your copy of the text using a document camera.• Ask students to compare the gist statements and words they identified as important voting words with a partner and revise or add to their copies of the text.• After 5 minutes of partner work, cold call a few pairs to share their gist statements. Ask:<ul style="list-style-type: none">* “What is this text mostly about?”• Listen for students to say something similar to the following: “It is about the different reasons young people vote.”• Post the Important Voting Words anchor chart (from Lesson 2).• Cold call several pairs to share an important voting word and discuss each word with the class to determine its meaning and whether it should be added to the anchor chart.• Listen for students to identify the following words and add them to the anchor chart: <i>democracy, elected, representatives, exercising, express, legislation, opinions, and laws</i> and clarify their meanings as needed by encouraging students to use context clues to determine their meanings.	<ul style="list-style-type: none">• If students struggled with identifying the gist of the text “I Can’t Wait to Vote!” for homework, consider adding time to this portion of the lesson to read the text aloud and allow students to write gist statements for each paragraph of the text.



Work Time	Meeting Students' Needs
<p>A. Rereading “I Can’t Wait to Vote” to Identify Reasons and Evidence (20 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copy of Readings on Why Voting Is Important note-catcher (from Lesson 2).• Place students with a reading partner.• Point out to students the section of the note-catcher that relates to the “I Can’t Wait to Vote!” article. The four reasons discussed in this article for why voting is important are that:<ul style="list-style-type: none">– Voting is how a citizen expresses opinions.– Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job.– Voting is a right that has been fought for, and it should be valued.– Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.• Remind students that in the two columns to the right of each of these reasons, there is space for students to record quotes from the article that show the reason and to write down facts and data in the article that are given as evidence for the reason.• Instruct students to reread the article with their partner and take notes on the note-catcher. Give students 10 minutes to work with their partners.• Using the handout Readings on Why Voting Is Important note-catcher—Teachers’ Edition (from Lesson 2), review the reading notes with students.• Cold call pairs to share which quotes from the text they selected and evidence they listed from the text.• Students may choose quotes that correctly support the reasons listed on their note-catchers that are not represented on the Readings on Why Voting Is Important note-catcher—Teachers’ Edition. Be sure to accept any quotes that support the reason being reviewed as correct.• Ask students to hold on to their note-catcher for Work Time B.	<ul style="list-style-type: none">• This text may be challenging for many students. To further support the entire class, guide students through the first two reasons for this reading on their note-catchers.• To further support students, consider pulling a small invitational group to read the article together with your facilitation.• Another option for supporting struggling students is to provide hints (written on the board or on index cards) for finding reasons and evidence in the text. For example: “Look for reasons number 3 and 6 in the paragraph beginning, ‘Many youth also feel ...’”



Work Time (continued)	Meeting Students' Needs
<p>B. Synthesizing Ideas in “Youth Power” and “I Can’t Wait to Vote!” (20 minutes)</p> <ul style="list-style-type: none"> • Post the Why Voting Is Important anchor chart. Distribute the Why Voting Is Important graphic organizer. • Explain to students that the handout is their version of an anchor chart the class is about to create, and that they should contribute to the anchor chart as well as keep track of these additions on their own graphic organizers. • Tell students they will select two reasons from this graphic organizer as they determine the content and structure of their own public service announcements. • Explain when they took notes on “Youth Power” and “I Can’t Wait to Vote!” their notes were not identical to those of their classmates. Ask students to provide examples of different quotes, facts, and statistics they wrote down to support the same reason. Ask: <ul style="list-style-type: none"> * “Who is right and who is wrong?” • Guide students to observe that neither is “right” or “wrong” in this case—noticing different quotes, facts, and statistics to support a reason shows that there are a number of ways to provide evidence and explain an opinion. One of the purposes of the class anchor chart and students’ graphic organizers is to collect all of the possible pieces of evidence from the readings, which support the reasons. • Instruct students to listen carefully to classmates so the same quote, fact, or statistic is not mentioned more than once. • Ask students to contribute a quote, fact, or statistic from their note-catchers to record on the class anchor chart for the first reason (“Politicians pay attention to issues young people care about when they vote.”) Make sure that students have noted all relevant support for an idea before moving on to the second reason (“Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.”) See the Why Voting Is Important graphic organizer (answers, for teacher reference). • Direct students to record all of the supporting evidence from the class anchor chart onto their Why Voting Is Important graphic organizer. • Call on students to share quotes, facts, statistics, and explanations until the anchor chart contains evidence for each reason. • Once the anchor chart is complete and students have completed their graphic organizers, ask them to use the reasons and evidence on these documents to answer the following prompt: 	<ul style="list-style-type: none"> • This “dual-entry” tool will help as a content-reinforcement strategy and practice in paraphrasing ideas. Use this opportunity to provide extra support to students who need help in these areas. Asking students straightforward tasks such as: “Explain what this means,” and, “Tell me how this quote supports the reason,” requires students to understand, paraphrase, and back up these ideas. This may be done as an informal one-on-one with a student, or as a class activity. • Collect exit tickets for formative assessment and to determine if students will need additional review related to synthesizing two texts prior to the mid-unit assessment in Lesson 5.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “Synthesize the ideas in both texts using your evidence from your graphic organizer to discuss the following question with your partner: Why is it important to vote?”• Tell students it’s helpful to think about what the two texts have in common as they synthesize. Model if needed: “I noticed that both texts talked about issues that were important to young voters. This makes me think one reason it’s important to vote is leaders will make laws addressing the issues you care about.”• Give students 5 minutes to discuss the question. Circulate and prompt students to reference the anchor chart and their graphic organizers in their discussion.• Distribute the exit ticket. Give students 5 minutes to complete the exit ticket individually.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students for the Back-to-Back, Face-to-Face protocol and ask students to partner with someone new.• Once students are back-to-back, pose the following question:<ul style="list-style-type: none">* “What helped you to synthesize ‘Youth Power’ and ‘I Can’t Wait to Vote!’?”• Call on a few pairs to share their strategies with the class.• Remind students that identifying what two texts have in common is one helpful strategy when synthesizing.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Identify at least two text structure types in the article “I Can’t Wait to Vote!” Use your Text Structure Types and Examples sheet to help.• Read from your book selected for independent reading.	



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Grade 4: Module 4: Unit 3: Lesson 4

Supporting Materials



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Why Voting Is Important Graphic Organizer

When you quote sources for supporting evidence, use these abbreviations:

“Youth Power” (YP)

“I Can’t Wait to Vote!” (ICW)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
1.	
2.	
3.	
4.	
5.	
6.	

Why Voting Is Important Graphic Organizer
(Answers, For Teacher Reference)

Note: Use this as a reference for reasons and evidence recorded on the Why Voting Is Important anchor chart.

Sources for supporting evidence and their abbreviations:

“Youth Power” (YP)

“I Can’t Wait to Vote!” (ICW)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
1. Politicians pay attention to issues young people care about when they vote.	<p>Candidates are addressing issues young people care about. (YP)</p> <p>On Super Tuesday alone more than 3 million people under age 30 voted. (YP)</p>
2. Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.	<p>Concerns over jobs, health care, and global warming are driving [young people] to the polls. (YP)</p> <p>A majority of young people believes that America is headed down the wrong path. (YP)</p>
3. Voting is how a citizen expresses opinions.	<p>Candidates are addressing issues young people care about. (YP)</p> <p>Rock the Vote 2010 Young Voter Poll found that 96% of youth identified unemployment as a concern, 69% were concerned about global warming, and 93% were concerned about the country’s rising national debt. (ICW)</p>



Why Voting Is Important Graphic Organizer
(Answers, For Teacher Reference)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.	Democracy by definition is a system of government that depends on citizens exercising their right to vote. (ICW)
5. Voting is a right that has been fought for, and it should be valued.	1869—African American men get the right to vote, 1920—women get the right to vote, 1965—the Voting Rights Act is passed, 1971—voting age lowered to 18. (ICW)
6. Voting has an effect on the laws the country makes, how it spends money, and how it uses natural resources.	Unemployment, global warming, and the national debt were all debated in Congress in recent years. (ICW)



Exit Ticket

**Synthesize ideas, reasons, and evidence from both texts:
Why is it important to vote?**

It is important to vote because ...



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Grade 4: Module 4: Unit 3: Lesson 5

Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can describe the organizational structure in an informational text. (RI.4.5) I can accurately synthesize information from two texts on the same topic. (RI.4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the text structure of an informational reading.• I can synthesize evidence from two different texts to support an idea.	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting• Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Learning Targets (15 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 3 Assessment (35 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking Progress (10 minutes)Homework<ol style="list-style-type: none">None	<ul style="list-style-type: none">This lesson marks the midpoint in Unit 3. For the mid-unit assessment, students demonstrate that they can identify a variety of text structures, identify an author's reasons and evidence, and synthesize evidence from two texts to support a an idea.Opening Part A involves reviewing the homework from the previous lesson to prepare students for the mid-unit 3 assessment.Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Text Structure Types and Examples (from Lesson 3; students' copies)• "I Can't Wait to Vote!" (from Lesson 3; students' copies)• Equity sticks• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (one per student)• Tracking My Progress, Mid-Unit 3 recording form (one per student)• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Learning Targets (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their homework from Lesson 4: Identify at least two text structure types in the article “I Can’t Wait to Vote!” Students should also bring out their Text Structure Types and Examples sheet as well as the text “I Can’t Wait to Vote!”• Using the equity sticks, call on students to share one of the text structures they identified and to explain how the text structure worked to organize an idea. Call on several students to hear a range of text structures.• As you review the homework, make sure students can identify text structures and explain how the author’s idea works within a certain structure.• Introduce the learning targets for this lesson. Ask students to turn and talk with a partner, and take turns addressing the following question:<ul style="list-style-type: none">* “What strategies will you use to help you synthesize the texts and identify text structures in the assessment?”	<ul style="list-style-type: none">• Opening Part A helps students see that they can perform these tasks independently.• One strategy for further supporting students who may have struggled with the homework is to have them look through the text with a specific text structure in mind (i.e., read until they find an example of chronology, comparison, cause and effect, etc.). Sometimes, it is simpler for students to look for examples of what they know, instead of trying to figure out what kind of text structure it is that they are reading. Model this strategy for students by selecting a text structure and reading aloud until you locate an example of it.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting, and go over directions and your test-taking expectations with the class.• Point out that some questions are multiple-choice, some are short answer, and some involve filling in a table. All test questions require focus and concentration.• Suggest to students that they read the readings several times before they begin to write answers.• Suggest furthermore that it is a good idea to read over one's answers and work before turning in the assessment.• Circulate to observe students' test-taking strategies.	<ul style="list-style-type: none">• Students will take different amounts of time to complete the assessment. The work time allocates 35 minutes of total time, 5 minutes of which is reserved for test set-up. Most students can complete the assessment in 20–30 minutes. Make sure students who finish early turn their work face-side down and have a quiet activity to perform at their seat. Students who typically take longer to complete assessments should be seated where they will not be disturbed by the early completion of other students.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all of their learning as readers and comment that you are proud of the knowledge and skills they are building to help them write their PSAs.• Tell students that you would like them to take a short moment to reflect in writing.• Distribute the Tracking My Progress, Mid-Unit 3 recording form to each student. Give them 5 minutes to reflect in writing, and collect the sheets as additional assessment information for the students' progress toward the learning targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	<ul style="list-style-type: none">• Use this as an opportunity to help students who may have fallen behind in note-taking to get caught up. The next half of the unit focuses on the writing and production of the PSA performance task.



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Grade 4: Module 4: Unit 3: Lesson 5

Supporting Materials



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Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

Name: _____

Date: _____

Directions: Read the following texts several times. Complete the table that follows, then answer the questions afterward. Be sure to use evidence from the text in your answers.

Reading A

Voter turnout among young adults ages 18–21 has gone up and down over the years. Before 1971, American citizens could register to vote at the age of 21. Then, with the passage of the 26th amendment to the U.S. Constitution, the voting age was lowered to 18. In the 1972 elections, more than half the eligible voters ages 18–21 registered to vote. But in the 1976 elections, the number of young voters dropped. And it kept dropping with each election. The lowest turnout for young voters was in the 1996 election; since then, the number of young adults voting in presidential elections has been on the rise.

Reading B

For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem. One effort to address this problem is called Rock the Vote, an organization made up of young celebrities and popular musicians who encourage young people to vote and take an interest in elections. These familiar faces and voices are generally admired and respected by young people, so the message is listened to. Rock the Vote provides one solution to the low voter turnout problem by showing that voting can be cool.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

Points ⇒ Text ↓	Quote a line from the text that describes each author's point about voter turnout among young people.	Cite facts, statistics, or evidence each author uses to support their point.
From Reading A		
From Reading B		

1. Synthesize these two texts by responding to the following question: How has the voting among young adults changed over the years? Use evidence from both texts to support your answer.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

2. What is the text structure for Reading A?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

3. What feature(s) of Reading A helped you determine its text structure?



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

4. Cite one piece of evidence the author uses to argue that voter turnout among young people is increasing.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

5. What is the text structure for Reading B?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

6. What feature(s) of Reading B helped you determine its text structure?



Mid-Unit 3 Assessment:

Reading and Comparing New Informational Texts about Voting

7. Cite one reason the author gives for how Rock the Vote works to increase voter turnout among young Americans.



Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning target: I can identify the text structure of an informational reading.

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 3

Name:

Date:

Learning target: I can synthesize evidence from two different texts to support an idea.

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 3 Assessment:

Reading and Comparing New Informational Texts about Voting
(Answers, For Teacher Reference)

The table and Questions 4 and 7 assess RI.4.8, Question 1 assesses RI.4.9, and Questions 2, 3, 5, and 6 assess RI.4.5.

Use NYS 2-Point Rubric to score all short constructed response questions.

Reading A

Voter turnout among young adults ages 18–21 has gone up and down over the years. Before 1971, American citizens could register to vote at the age of 21. Then with the passage of the 26th amendment to the U.S. Constitution, the voting age was lowered to 18. In the 1972 elections, more than half the eligible voters ages 18–21 registered to vote. But the 1976 elections, the number of young voters dropped. And it kept dropping with each election. The lowest turnout for young voters was in the 1996 election; since then the number of young adults voting in presidential elections has been on the rise.

Reading B

For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem. One effort to address this problem is called Rock the Vote, an organization made up of young celebrities and popular musicians who encourage young people to vote and take an interest in elections. These familiar faces and voices are generally admired and respected by young people, so the message is listened to. Rock the Vote provides one solution to the low voter turnout problem by showing that voting can be cool.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting
(Answers, For Teacher Reference)

<p>Points ⇒</p> <p>Text ↓</p>	Quote a line from the text that describes each author's point about voter turnout among young people.	Cite facts, statistics, or evidence each author uses to support their point.
From Reading A	“Voter turnout among young adults ages 18–21 has gone up and down over the years.”	Youth voter turnout was lowest in 1996 and has been increasing in recent years.
From Reading B	“For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem.”	Rock the Vote has made efforts to increase young voter turnout by using celebrities and popular musicians to encourage voting.

1. Synthesize these two texts by responding to the following question: How has the voting among young adults changed over the years? Use evidence from both texts to support your answer.

Voting by young people has been up and down, but it has always been a problem. Groups like Rock the Vote have tried to increase the turnout by getting famous young people to talk the importance of voting. It might be working, because voter turnout for young people has gotten better over the years.

2. What is the text structure for Reading A?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting
(Answers, For Teacher Reference)

3. What feature(s) of Reading A helped you determine its text structure?

the dates of events listed in order in which they happened

4. Cite one piece of evidence the author uses to argue that voter turnout among young people is increasing.

One piece of evidence that voter turnout is increasing is the fact that the “number of young voters started to rise with the election of 2000 and has increased with each presidential election since then.”

5. What is the text structure for Reading B?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution**

6. What feature(s) of Reading B helped you determine its text structure?

the use of the terms “problem” and “solution”
the statement of the problem in the first sentence
the explanation of how Rock the Vote worked as a solution in subsequent sentences

7. Cite one reason the author gives for how Rock the Vote works to increase voter turnout among young Americans.

One reason that Rock the Vote may work to increase voter turnout among young Americans is that the celebrities and popular musicians are “generally admired and respected by young people, so the message is listened to.”

2-Point Rubric: Writing from Sources/Short Response
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> * Valid inferences and/or claims from the text where required by the prompt * Evidence of analysis of the text where required by the prompt * Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt * Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt * Complete sentences where errors do not impact readability
1-point Response	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> * A mostly literal recounting of events or details from the text as required by the prompt * Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt * Incomplete sentences or bullets
0-point Response	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> * A response that does not address any of the requirements of the prompt or is totally inaccurate * No response (blank answer) * A response that is not written in English * A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 6

Writing a Public Service Announcement: Planning the Opinion and Reasons



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can report on a topic or text using organized facts and details. (SL.4.4)
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1)
I can use “can,” “may,” and “must” correctly. (L.4.1c)

Supporting Learning Targets

- I can write an opinion statement for my public service announcement.
- I can identify reasons that support my opinion statement.

Ongoing Assessment

- Public Service Announcement graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Examining Public Service Announcement about the Importance of Voting Rubric (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reviewing Evidence: Determining Your Reasons (15 minutes)Crafting Opinion Statements (15 minutes)Closing and Assessment<ol style="list-style-type: none">Public Service Announcement about the Importance of Voting Rubric: Adding Criteria for Success (15 minutes)Homework<ol style="list-style-type: none">Using the Why Voting Is Important graphic organizer, identify two pieces of evidence that support each reason you include in your PSA. Record the evidence in the Reason 1 and Reason 2 boxes on your Public Service Announcement graphic organizer: <i>Voting</i>.	<ul style="list-style-type: none">Lesson 6 is the first of five lessons focused on the creation of the performance task—the Public Service Announcement about the Importance of Voting. This lesson focuses on choosing reasons to include in the PSA and writing an opinion statement.This lesson opens with students examining the Public Service Announcement about the Importance of Voting Rubric. The format of the rubric is similar to rubrics used in previous modules. Students discuss what elements they might expect to see on the rubric; since this is the second opinion piece they will have written this year, students should make many connections to the pieces written in Module 3.Students then determine the reasons they include in their PSAs by reviewing the Why Voting Is Important graphic organizer from Lesson 4. Students use the reasons they choose to craft an opinion statement. The order of this process is intentional: Since the opinion statements must emphasize to the listener that voting is important, students must identify the reasons they include to make their opinion statements more specific.Students revisit the PSA rubric to add criteria to the “meets,” “partially meets,” and “does not meet” columns for the content and analysis learning targets. Students use their learning about writing an opinion statement and choosing reasons to flesh out these criteria.For homework, students should use the Why Voting Is Important graphic organizer to identify two pieces of evidence for each reason they include in their PSA and note this evidence on their Public Service Announcement graphic organizer. Students will be using this evidence to begin drafting their PSAs in the next lesson. A partially completed Public Service Announcement graphic organizer is included in this lesson as a model for students.Post: Learning targets.



Lesson Vocabulary	Materials
opinion, strong, reasons, opinion statement, topic, compelling, may, can, should, must	<ul style="list-style-type: none">• Mix and Mingle Directions (for teacher reference)• Public Service Announcement about the Importance of Voting rubric (partially completed; one per student and one to display; see Work Time A)• Public Service Announcement about the Importance of Voting rubric model (for teacher reference)• Document camera• Equity sticks• Why Voting Is Important graphic organizer (from Lesson 4 one per student and one to display)• Why Voting Is Important graphic organizer (from Lesson 4; answers, for teacher reference)• Public Service Announcement graphic organizer: <i>Voting</i> (one per student and one to display)• Public Service Announcement graphic organizer: <i>Voting</i> (answers, for teacher reference)• Public Service Announcement graphic organizer: “Wear Your Helmet!” (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Examining Public Service Announcement about the Importance of Voting Rubric (10 minutes)</p> <ul style="list-style-type: none">• Review the performance task prompts with students:<ul style="list-style-type: none">* “Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your <i>opinion</i>, along with two <i>strong reasons</i> that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.”* “Learning target: I can write and deliver a public service announcement stating my opinion on why voting is important.” (W.4.1)• Remind students that they have become experts on the importance of voting and over the last several days have learned a lot about how PSA authors share and support their opinions with reasons and evidence.• Prompt students to Mix and Mingle on the following:<ul style="list-style-type: none">* “Given what we know about opinions and PSAs, what would you expect to see for learning targets on this rubric?”• Circulate and listen as students discuss the prompt. Listen for them to say things like: “I think one of the learning targets will be about writing an introduction that has an opinion about the importance of voting,” or “There will be a learning target about using evidence to support our reasons.”• Ask students to return to their seats. Distribute and display Public Service Announcement about the Importance of Voting rubric using a document camera. Explain to students that this rubric will be used for their performance task.• Explain that some of the rubric is blank because the class will fill these portions out together as they learn how to write and present their public service announcements.• Invite students to read the criteria box for the each row. Ask students to give a thumbs-up if they anticipated a target as you read each target aloud. Notice which targets students anticipated and which may need more clarification in future lessons.	<ul style="list-style-type: none">• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Use equity sticks to call on a student to read the following learning target:<ul style="list-style-type: none">* “I can write an <i>opinion statement</i> for my public service announcement.”• Ask students to Think-Pair-Share reviewing what an opinion statement is. Listen for responses like: “It is a sentence that shows the author’s opinion on a <i>topic</i>.”• Use equity sticks to call on a student to read the following learning target:<ul style="list-style-type: none">* “I can identify reasons that support my opinion statement.”• Explain to students that once they have a clear opinion statement written, they can develop reasons to support their opinion.• Connect these targets to the rubric by asking:<ul style="list-style-type: none">* “Which rubric criteria are these learning targets part of?”• Listen for responses like: “It’s part of the first Content and Analysis target because the opinion statement is part of the introduction” and “It’s part of the second Content and Analysis target because the main points I make to support my opinion statement are based on reasons and evidence.”	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reviewing Evidence: Determining Your Reasons (15 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their completed Why Voting Is Important graphic organizer. Display the following steps and read them aloud to students.<ol style="list-style-type: none">1. Reread your notes on the graphic organizer, focusing on the “Reason why voting is important” column.2. Of the reasons, ask yourself: “Which of these reasons is most <i>compelling</i> to me to write about for my PSA?”3. Of the reasons, ask yourself: “Which of these reasons is most compelling to a high school senior for my PSA?”4. With a neighbor, discuss which two reasons you are considering using in your PSA.• Circulate and listen as students work and discuss. Listen for students explaining their thinking about what reasons they choose for their PSAs, like: “One reason I want to include is that voting is how a citizen expresses opinions. That’s compelling to me because it’s important that citizens make their voices heard!” and “One reason I think would be compelling to a high school senior is that voting is how a citizen expresses opinions. I know that 18-year-olds are opinionated and like to make their opinions known.”• Refocus whole group and ask:<ul style="list-style-type: none">* “What reasons are you considering using in your PSA? Why?”• Use equity sticks to call on students to share their responses.• Distribute and display the Public Service Announcement graphic organizer: Voting. Tell students they will use this to plan and organize their PSAs. Invite students to write their reasons for why voting is important on their graphic organizer at the top of the “Reason 1” and “Reason 2” boxes.	<ul style="list-style-type: none">• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. The learning targets also 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
<p>B. Crafting Opinion Statements (15 minutes)</p> <ul style="list-style-type: none"> • Explain to students they will use their reasons to craft an opinion statement for their PSAs. • Remind students that an opinion statement is a sentence that shows the author's opinion on a topic. Tell them that since the topic of the PSA is why voting is important, all of their opinion statements will include this idea. Explain they can make their statements a little more specific based on the reasons they will include to support this idea. • Distribute the Public Service Announcement graphic organizer: "Wear Your Helmet!" Ask students to skim the graphic organizer to find the opinion statement from the PSA "Wear Your Helmet!" ("There is no good reason for not wearing a helmet: Wear your helmet when riding a bike, scooter, or skateboard.") • Ask: <ul style="list-style-type: none"> * "What do you notice about this opinion statement?" • Listen for students noticing that it clearly states the author's opinion on wearing a helmet. • Explain that word choice is important in crafting a strong opinion statement. Share the following opinion statements: <ul style="list-style-type: none"> * "There is no good reason for not wearing a helmet: You <i>may</i> wear your helmet when riding a bike, scooter, or skateboard." * "There is no good reason for not wearing a helmet: You <i>can</i> wear your helmet when riding a bike, scooter, or skateboard." * "There is no good reason for not wearing a helmet: You <i>should</i> wear your helmet when riding a bike, scooter, or skateboard." * "There is no good reason for not wearing a helmet: You <i>must</i> wear your helmet when riding a bike, scooter, or skateboard." • Discuss the difference between each statements by asking: <ul style="list-style-type: none"> * "What is different about these statements?" * "How does each statement make you, as a listener to the PSA, feel?" * "Which opinion statement is most convincing to you?" • Lead students to the understanding that using "may" is too weak, using "can" only shows an ability, using "must" is too strong, and that "should" is relatable, telling the listener what is best without coming across too strong. 	<ul style="list-style-type: none"> • Provide ELLs with a sentence starter or frame to aid in language production. For example: "You should vote because _____."



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to Think-Pair-Share of an opinion statement that clearly states their opinion about the importance of voting. Circulate and observe students as they construct their opinion statements. If students struggle, prompt them by asking:<ul style="list-style-type: none">* "What is your opinion of this topic?"* "What words can you use that state your opinion clearly?"• If necessary, model briefly: "One reason I'm going to use in my PSA is that voting is the citizen's job in a democracy. Not voting is like not doing one's job. The other reason I'm going to use is that voting is how a citizen expresses opinions. Both of these reasons have to do with being a good citizen. I'm going to write: 'Voting is the best way to be a good citizen.' I know that I should try to revise my statement to have a stronger tone. I'm going to try to add in the word 'should'—how can I revise it to have that word so it has a stronger tone? I can change it to: 'You should vote because it is the best way you can be a good citizen.' That sounds a little bit stronger."• Invite students to write their opinion statements on their Public Service Announcement graphic organizer: <i>Voting</i>.• With a different partner than in the Think-Pair-Share, ask students to read their partner's opinion statement and revise it for the following:<ul style="list-style-type: none">* Revise it for a clear purpose: Does the statement say what you want people to do and remember after hearing the PSA?* Revise it for a clear opinion: Does the statement share your opinion on the importance of voting?• Revise it for word choice: Does the statement have words that are strong and relatable?	



Closing and Assessment	Meeting Students' Needs
<p>A. Public Service Announcement about the Importance of Voting Rubric: Adding Criteria for Success (15 minutes)</p> <ul style="list-style-type: none">• Gather students whole group and focus them on the Public Service Announcement about the Importance of Voting Rubric again.• Ask students to reread the Content and Analysis learning targets on the rubric: “I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly,” and “I can use accurate reasons and evidence to support my opinion about the importance of voting.”• Ask students to turn to Think-Pair-Share on the following question:<ul style="list-style-type: none">* “What will it look like if we meet the target: ‘I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly?’” Listen for comments like: “Our opinion of the importance of voting will be obvious to the listener.”• Add something similar to the following in the “Meets” column of the rubric next to this learning target. Use the Public Service Announcement about the Importance of Voting Rubric Model (for teacher reference) as a guided.<ul style="list-style-type: none">* Clearly introduces a topic and states your opinion.For the “Partially Meets” column, you can change it to: “Generally introduces a topic and states your opinion.” For the “Does Not Meet,” change it to: “Introduces a topic but does not state your opinion.”• Repeat a similar process with the second learning target: “I can use accurate reasons and evidence to support my opinion about the importance of voting.”• Add something like the following to the “Meets” column of the rubric next to this target:<ul style="list-style-type: none">* Uses accurate and relevant reasons and evidence to support your opinion about the importance of voting.• For the “Partially Meets” column, you can add “Uses some reasons and evidence to support your opinion.” For the “Does Not Meet,” add “Uses inaccurate or irrelevant reasons and evidence to support your opinion about the importance of voting.”• Tell students at the start of the next lesson they will continue planning and begin drafting their PSAs.	<ul style="list-style-type: none">• Checking in with learning targets helps students assess their own learning. This research-based strategy supports struggling learners most.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Using the Why Voting Is Important graphic organizer, identify two pieces of evidence that support each reason you are including in your PSA. Record the evidence in the Reason 1 and Reason 2 boxes on your Public Service Announcement graphic organizer: <i>Voting</i>.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 6

Supporting Materials



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Mix and Mingle Directions
(For Teacher Reference)

Description: Mix and Mingle is similar to Think-Pair-Share, but instead of sharing with a single partner students get to move around and share their thinking with several peers.

Directions for students:

1. Read the question and think about your opinion.
2. Stand up and find a partner.
3. Share your opinions with each other. Be sure to explain why you have this opinion. Be respectful speakers and listeners.
4. Thank your partner, then find another and repeat.



Public Service Announcement about the Importance of Voting Rubric

Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your opinion, along with two strong reasons that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.

Learning Target

I can write and deliver a public service announcement stating my opinion on why voting is important. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Content and Analysis			
I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly. (W.4.1a)			
I can use accurate reasons and evidence to support my opinion about the importance of voting. (W.4.1b)			



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Command of Evidence			
I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text. (W.4.1b and SL.4.4) I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I develop the topic with relevant facts, definitions, details, quotation, or other information and examples from the text(s).	I somewhat develop the topic with some textual evidence. I use relevant evidence inconsistently.	I do not use evidence to support my point or the evidence I use is irrelevant.



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Coherence, Organization, and Style			
I can group together reasons with related evidence in my public service announcement. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)	I always link ideas using grade-appropriate words and phrases.	I sometimes link ideas using words and phrases.	I do not use linking words and phrases.
I can develop a conclusion that summarizes my opinion about the importance of voting in my public service announcement. (W.4.1d)			



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Control of Conventions			
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1 and L.4.3c)	<p>I can use “can,” “should,” and “must” correctly.</p> <p>I can write complete sentences.</p> <p>I can use punctuation for effect in my writing.</p>	<p>I sometimes use “can,” “should,” or “must” correctly.</p> <p>I write some complete sentences, and some incomplete or run-on sentences.</p> <p>I sometimes use punctuation for effect in my writing.</p>	<p>I have frequent errors using “can,” “should,” or “must.”</p> <p>I have many incomplete or run-on sentences.</p> <p>I do not use punctuation for effect in my writing.</p>
I can use conventions to send a clear message to my reader. (L.4.2)	<p>I use grade-appropriate conventions, with few errors that do not hinder comprehension.</p> <p>I can use quotation marks to mark a quote from an outside source.</p> <p>I can capitalize the first letter of a quote from an outside source.</p> <p>I can use commas and end punctuation correctly when quoting from an outside source.</p>	<p>I have some convention errors that hinder comprehension.</p>	<p>I have frequent convention errors that hinder comprehension.</p> <p>I do not use quotation marks to mark a quote from an outside source.</p> <p>I do not capitalize the first letter of a quote from an outside source.</p> <p>I do not use commas correctly when quoting from an outside source.</p> <p>I do not use end punctuation correctly when quoting from an outside source.</p>



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Speaking and Oral Presentation			
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)			
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)			



Rubric for Public Service Announcement about the Importance of Voting Model
For Teacher Reference

Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your opinion, along with two strong reasons that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.

Learning Target

I can write and deliver a public service announcement stating my opinion on why voting is important. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Content and Analysis			
I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly. (W.4.1a)	I have an introduction with a clear explanation of the topic and a clear statement of my opinion.	I have a clear opinion statement, but have little or no explanation of the topic.	I have an introduction that does not explain the topic and does not clearly state my opinion.
I can use accurate reasons and evidence to support my opinion about the importance of voting. (W.4.1b)	I used accurate, relevant reasons and evidence to support my opinion about the importance of voting.	I used some reasons and evidence to support my opinion.	I used inaccurate or irrelevant reasons and evidence to support my opinion about the importance of voting.



Rubric for Public Service Announcement about the Importance of Voting Model
For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Command of Evidence			
I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text. (W.4.1b and SL.4.4) I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I develop the topic with relevant facts, definitions, details, quotation, or other information and examples from the text(s).	I somewhat develop the topic with some textual evidence. I use relevant evidence inconsistently.	I do not use evidence to support my point or the evidence I use is irrelevant.



Rubric for Public Service Announcement about the Importance of Voting Model
For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Coherence, Organization, and Style			
I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I have reasons and related evidence grouped together for clear organization.	I have some reasons and related evidence grouped together, showing an attempt at organization.	I have reasons and related evidence that are not grouped together, showing no attempt at organization.
I can use linking words to connect my opinion to my reasons. (W.4.1c)	I always link ideas using grade-appropriate words and phrases.	I sometimes link ideas using words and phrases.	I do not use linking words and phrases.
I can express ideas using carefully chosen words. (L.4.3a)	I use precise words and words specific to my topic.	I sometimes use precise words or words specific to my topic.	I use words that are not precise or not related to my topic.
I can develop a conclusion that summarizes my opinion about the importance of voting in my public service announcement. (W.4.1d)	I have a conclusion statement that sums up my opinion about the importance of voting.	I have a conclusion statement that generally relates to the importance of voting.	I do not have a conclusion statement.



Rubric for Public Service Announcement about the Importance of Voting Model
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
Control of Conventions			
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1 and L.4.3c)	<p>I can use “can,” “should,” and “must” correctly.</p> <p>I can write complete sentences.</p> <p>I can use punctuation for effect in my writing.</p>	<p>I sometimes use “can,” “should,” or “must” correctly.</p> <p>I write some complete sentences, and some incomplete or run-on sentences.</p> <p>I sometimes use punctuation for effect in my writing.</p>	<p>I have frequent errors using “can,” “should,” or “must.”</p> <p>I have many incomplete or run-on sentences.</p> <p>I do not use punctuation for effect in my writing.</p>
I can use conventions to send a clear message to my reader. (L.4.2)	<p>I use grade-appropriate conventions, with few errors that do not hinder comprehension.</p> <p>I can use quotation marks to mark a quote from an outside source.</p> <p>I can capitalize the first letter of a quote from an outside source.</p> <p>I can use commas and end punctuation correctly when quoting from an outside source.</p>	<p>I have some conventions errors that hinder comprehension.</p> <p>I sometimes use quotation marks to mark a quote from an outside source.</p> <p>I sometimes capitalize the first letter of a quote from an outside source.</p> <p>I sometimes use commas and end punctuation correctly when quoting from an outside source.</p>	<p>I have frequent convention errors that hinder comprehension.</p> <p>I do not use quotation marks to mark a quote from an outside source.</p> <p>I do not capitalize the first letter of a quote from an outside source.</p> <p>I do not use commas correctly when quoting from an outside source.</p> <p>I do not use end punctuation correctly when quoting from an outside source.</p>



Rubric for Public Service Announcement about the Importance of Voting Model
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
Speaking and Oral Presentation			
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)	I speak clearly and at an understandable pace.	I speak quickly and am difficult to understand at times.	I speak so quickly that my speech is not understandable.
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)	I use formal English.	I use a mix of formal and informal English.	I use informal English.



Public Service Announcement Graphic Organizer: “Voting”

Section	
Introduction Purpose: Grab listeners’ attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics, or facts.	
Statement of opinion Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	
Reason 1 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Reason: Evidence: • •



Public Service Announcement Graphic Organizer: “Voting”

Section	
<p>Reason 2</p> <p>Purpose: Provide a good reason why your opinion is right.</p> <p>What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.</p>	<p>Reason:</p> <p>Evidence:</p> <ul style="list-style-type: none">••
<p>Concluding statement</p> <p>Purpose: Leave your listeners with final thoughts.</p> <p>What to do and include: Come up with a catchy phrase or add on to your opinion statement.</p>	



Public Service Announcement Graphic Organizer: “Voting”
(Answers, For Teacher Reference)

Section	
Introduction Purpose: Grab listeners’ attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics, or facts.	
Statement of opinion Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	You should vote because it is the best way you can be a good citizen.
Reason 1 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job. <ul style="list-style-type: none">• “This is our system of government. Citizens are supposed to vote to elect people to represent us.” (ICW)• “A young person can register to vote at 18.” (ICW)• “Citizens should participate in the system that gives them freedom.” (ICW)• “If people have a right to do something like vote, then it is a responsibility to make the most of that right.” (ICW)



Public Service Announcement Graphic Organizer: “Voting”
(Answers, For Teacher Reference)

Section	
Reason 2 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Voting is how a citizen expresses opinions. <ul style="list-style-type: none">• “The only way to make your voice heard is to vote.” (AV)• “The voters ages 18–24 years have the lowest turnout rate for elections, but this number is increasing recently.” (AV)• “Voting is a way of saying what you want to happen in your area or your country.” (ICW)• “Voting is the way people express a political opinion. Don’t you have a political opinion? Don’t you want it heard? That’s what your vote means.” (ICW)
Concluding statement Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	



Public Service Announcement Graphic Organizer: “Wear Your Helmet!”

Section	Wear Your Helmet!
<p>Introduction</p> <p>Purpose: Grab listeners’ attention and make them want to hear more.</p> <p>What to do and include: Catchy quotes, a great slogan, powerful statistics or facts.</p>	<p>Quotes from different kids about helmet use:</p> <ul style="list-style-type: none">• “Helmets are uncomfortable!”• “Helmets are totally uncool looking!”• “I don’t wear a helmet because I guess I just forget to.”• “Why should I? I don’t wear a helmet, and nothing bad has happened, yet!” <p>Respond to these quotes: What happens when you don’t wear a helmet.</p>
<p>Statement of opinion</p> <p>Purpose: What you want people to do and remember after hearing your PSA.</p> <p>What to do and include: Clear statement of your intended goal.</p>	<p>There is no good reason for not wearing a helmet: Wear your helmet when riding a bike, scooter, or skateboard.</p>



Public Service Announcement Graphic Organizer: “Wear Your Helmet!”

Section	Wear Your Helmet!
Reason 1 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Not using a helmet is dangerous and risky. <ul style="list-style-type: none">• 60 percent of bicycle deaths each year are from head injuries.• 30 percent of ER visits from bicycle accidents are from head injuries—of these nonfatal head injuries many create lifelong disabilities from irreversible brain damage.• Every year over 300 children die from a bicycle-related head injury, and over 150,000 children are treated in emergency rooms for bicycle-related head injuries.
Reason 2 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Wearing a helmet can prevent a serious head injury such as concussion or brain damage. Helmets work. <ul style="list-style-type: none">• They reduce the risk of head injury by 80%.• That means almost all brain injuries from bicycle accidents could have been avoided by helmet use. If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.
Concluding statement Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 7

Writing a Public Service Announcement:

Planning and Drafting a PSA about the Importance of Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can introduce the topic of my opinion piece. (W.4.1a)
I can construct a concluding statement or section for my opinion piece. (W.4.1d)
I can identify evidence a speaker provides to support particular points. (SL.4.3)
I can report on a topic or text using organized facts and details. (SL.4.4)
I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)

Supporting Learning Targets

- I can group together reasons with related evidence in my public service announcement.
- I can write a public service announcement in which I explain the importance of voting.
- I can identify evidence my writing partner used to support his or her points in his or her PSA.
- I can give kind, helpful, and specific feedback to my critique partner.

Ongoing Assessment

- Public Service Announcement graphic organizer
- Draft of public service announcement



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Planning the PSA: Guided Practice with an Exemplar (15 minutes)B. Planning the PSA: Independent Practice (10 minutes)C. Drafting the PSA (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Peer Critique of Drafts (15 minutes)4. Homework<ol style="list-style-type: none">A. Revise your draft of your PSA using the feedback given to you by your peers in the closing of this lesson. If necessary, complete the draft of your PSA first using the Why Voting Is Important graphic organizer.	<ul style="list-style-type: none">• Lesson 7 is the second of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on planning the introduction and conclusion and drafting the PSA.• This lesson opens with students self-assessing their Why Voting Is Important graphic organizer, focusing on their opinion statements and choosing evidence to support the reasons identified in Lesson 6. This serves as a way of reviewing the homework from Lesson 6, which was to choose the evidence and record it on the graphic organizer.• Students use the Public Service Announcement: “Wear Your Helmet!” transcript as an exemplar to understand how introductions and conclusions are structured in a PSA. Since writing an introduction and conclusion for an opinion piece is a review from Module 3, these aspects of the writing are not emphasized as much as in the previous module. In general, the writing in this module is completed at a faster pace than in Module 3 because it is expected that students already have some understanding of what to do.• In the Closing and Assessment, students review how to use quotation marks in writing to quote from outside sources. Students work with peers to identify one quotation from their research to add to their PSAs. It is likely that they have already used a quote, since they have already chosen evidence and recorded it on their graphic organizers. For homework, students will revise their PSAs, adding in this quotation using correct punctuation.• In advance: Prepare Interesting Introductions, Catchy Conclusions, and Critique Protocol anchor charts if not already prepared from previous modules.• Post: Learning targets.



Lesson Vocabulary	Materials
introduction, related, conclusion, quotation marks, according to, credible	<ul style="list-style-type: none">• Document camera• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6 one per student and one to display)• Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference)• Public Service Announcement graphic organizer: <i>Voting</i> (begun in Lesson 6; one per student and one to display)• Public Service Announcement graphic organizer: <i>Voting</i> (begun Lesson 6; added to; answers for teacher reference)• Equity sticks• Interesting Introductions anchor chart (new; teacher-created; see supporting materials)• Public Service Announcement: “Wear Your Helmet!” transcript (from Lesson 2; one per student and one to display)• Public Service Announcement graphic organizer: “Wear Your Helmet!” (from Lesson 6; one per student and one to display)• Interesting Introductions anchor chart (from Module 3; see supporting materials)• Catchy Conclusions anchor chart (from Module 3; see supporting materials)• Notebook paper (several sheets per student) or computers (one per student)• Critique Protocol anchor chart (from previous modules; see supporting materials)• Why Voting Is Important graphic organizer (from Lesson 4)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the document camera. Distribute and post the Public Service Announcement about the Importance of Voting Rubric. • Ask students to reread the content and analysis learning targets and criteria on the rubric. Invite students to self-assess their Public Service Announcement graphic organizer: Voting (from Lesson 6) for the first criteria on the rubric: <ul style="list-style-type: none"> * "I can write an <i>introduction</i> to my public service announcement that explains the importance of voting and states my opinion clearly." • Have students share their self-assessment with a partner, giving a specific example to support why they rated their plan the way they did. Listen for things like: "I am partially meeting the criteria, 'I can write an introduction to my public service announcement that explains the importance of voting and states my opinion clearly' because my opinion is not totally clear in my opinion statement. I wrote, 'You can vote so your voice will be heard.' My opinion would be more clear if I wrote, 'You should vote so your voice will be heard.'" • Remind students that for homework they needed to find and choose evidence to support each reason they identified in Lesson 6. Invite students to self-assess their choice of evidence for the second criteria on the rubric: <ul style="list-style-type: none"> * "I can use accurate reasons and evidence to support my opinion about the importance of voting." • Have students share their self-assessment with a partner, giving a specific example to support why they rated their plan the way they did. Listen for things like: "I am meeting the target, 'I can use accurate reasons and evidence to support my opinion about the importance of voting' because each of my reasons supports my opinion, and the evidence I chose supports each reason. For example, one reason I think voting is important is because it's how a citizen expresses opinions. A piece of evidence I picked that supports that reason is from the text 'I Can't Wait to Vote!' It says, 'Voting is a way of saying what you want to happen in your area or your country.'" • Invite students to jot notes in the margin of their graphic organizers if further revisions need to be made. Explain that they can revise their PSAs later in the lesson during Work Time B. Ask students to use Fist to Five protocol to show whether or not they will need to make revisions to their graphic organizers before drafting—showing a fist if they need to make several changes, or a five if no revisions are necessary. 	<ul style="list-style-type: none"> • Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge. • Co-constructing the rubric based on the learning targets outlined in the standards allows students to clearly envision what meeting these targets will look like as they write their PSAs. Research shows that including students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all students, but especially supports struggling learners.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to read the criteria for the Coherence, Organization, and Style section of the rubric. Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What will it look like if we meet the target ‘I can group together reasons with <i>related</i> evidence in my public service announcement’?”• Listen for comments like: “My PSA will be organized so that evidence will be together with the reason it supports.”• Add something like the following to the Meets column of the displayed rubric next to this criterion, using the Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference) as a guide: “I have reasons and related evidence grouped together for clear organization.”• In the Partially Meets column, add: “I have some reasons and related evidence grouped together, showing an attempt at organization.”• In the Does Not Meet column, add: “I have reasons and related evidence that are not grouped together, showing no attempt at organization.”• Repeat the process with the third criteria:<ul style="list-style-type: none">* “I can develop a <i>conclusion</i> that summarizes my opinion about the importance of voting in my public service announcement.”• Add something like the following to the Meets column of the rubric next to this criterion: “I have a conclusion statement that sums up opinion about the importance of voting.”• In the Partially Meets column, add: “I have a conclusion statement that generally relates to the importance of voting.”• In the Does Not Meet column, add: “I do not have a conclusion statement.”• Tell students that in this lesson, they will continue planning and begin drafting their PSAs, so they will need to keep these rubric criteria in mind while they write.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Use equity sticks to call on a student to read the following learning target: <ul style="list-style-type: none"> * "I can group together reasons with related evidence in my public service announcement." Remind students that they just discussed what that means when looking closely at the Public Service Announcement about the Importance of Voting Rubric. Use equity sticks to call on a student to read the following learning target: <ul style="list-style-type: none"> * "I can write a public service announcement in which I explain the importance of voting." * Explain to students that once they have finished planning their PSAs, they will begin to draft. 	<ul style="list-style-type: none"> Discussing and clarifying the language of learning targets helps build academic vocabulary.
Work Time	Meeting Students' Needs
<p>A. Planning the PSA: Guided Practice with an Exemplar (15 minutes)</p> <ul style="list-style-type: none"> Explain to students that before they begin drafting, they'll need to think about the introduction and conclusion of their PSAs. Review the purpose of introductions by asking: <ul style="list-style-type: none"> * "Why do authors include introductions in their writing?" Listen for things like: "Introductions grab readers' attention and makes them want to read more," or "The way a piece of writing begins is important because it's the first thing a reader reads." Validate this thinking and explain that the purpose of an introduction is the same in a PSA: It should grab the listeners' attention and make them want to hear more. Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the posted Interesting Introductions anchor chart. <ul style="list-style-type: none"> – Catches the reader's attention: something that hooks a reader into wanting to read more – Makes the reader want to read more: something that makes your reader curious about what's coming next – Is appropriate to purpose and audience: something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth their time Tell students they are going to listen to an exemplar PSA. Explain that while they listen, they should notice how the author introduces the topic. Invite students to take out their copies of the Public Service Announcement: "Wear Your Helmet!" transcript (from Lesson 2). Read the transcript aloud while students follow along silently. 	<p>Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> * “How did the author grab your attention?” * “What did the author do to make you want to hear more?” • Listen for things like: “He used catchy quotes like, ‘Helmets are totally uncool looking!’” or “He used quotes of typical things kids say about wearing a helmet.” • Explain to students that another way PSA introductions often start is with powerful statistics or facts. Ask students to examine the transcript of public service announcement “Wear Your Helmet!” and underline any powerful statistics or facts. Use equity sticks to call on students to share what they underlined. Listen for responses like: “I underlined, ‘Every year over 150,000 children are treated in emergency rooms for bicycle-related head injuries.’” • Display the Public Service Announcement graphic organizer: “Wear Your Helmet!” Point out how the author thought about the quotes he would use and how he would use them in his introduction, and make notes about it on the displayed organizer. Explain that students will have a chance to do the same for their PSAs later in the lesson. • Review the purpose of conclusions by asking: <ul style="list-style-type: none"> * “Why do authors include conclusions in their writing?” • Listen for things like: “Conclusions leave the reader with the author’s final thoughts,” and “Conclusions sum up the author’s main points.” • Validate this thinking and explain that the purpose of a conclusion is the same in a PSA: It should leave the listener with the author’s final thoughts and sum up the main points. Remind students that in Module 3 they learned how to write different catchy conclusions for their simple machine opinion pieces. Review the posted Catchy Conclusions anchor chart (from Module 3). <ul style="list-style-type: none"> – Remind the reader of your opinion – Summarize the reasons for your opinion • Tell students they you are now going to read aloud the public service announcement: “Wear Your Helmet!” again, and this time they should notice how the author concludes the PSA. Ask: <ul style="list-style-type: none"> * “How did the author remind the listener of his opinion?” Listen for: “He restated his opinion by saying, ‘Most of this is preventable by doing one simple thing: Wearing a helmet.’” * “What did the author do to summarize his reasons?” Listen for: “He summed up his reasons by saying, ‘If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.’” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that another way PSAs can conclude is with a catchy phrase. Ask students to examine the Public Service Announcement: “Wear Your Helmet!” transcript and underline a catchy phrase or statement that concludes or sums up the piece. Use equity sticks to call on students to share what they underlined. Listen for responses like: “I underlined, ‘Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.’”• Point out how the author thought about a catchy phrase that would sum up his PSA and how he would use it in his conclusion, and make notes about it on the displayed organizer.	
<p>B. Planning the PSA: Independent Practice (10 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now have a chance to plan their introduction and conclusion for their PSAs. Remind them to refer back to the Interesting Introductions anchor chart (from Module 3) and the Catchy Conclusions Anchor Chart if they need help remembering what to plan.• Students should spend the next 7 minutes planning their introduction and conclusion for their PSAs by making notes on their Public Service Announcement graphic organizer. Circulate and support as needed. Be sure to confer with students who rated themselves as needing to make several revisions in Opening A.• After 7 minutes, have students meet with a partner and share their plan for their introduction and conclusion. Explain to students that while one partner is sharing his or her plan, the other partner should be listening to see whether the introduction grabs the listener’s attention and makes him or her want to hear more, and to see whether the conclusion leaves the listener with final thoughts while restating the author’s opinion.• Invite students to share their partner’s introduction or conclusion. Use equity sticks to call on students to share.	



Work Time (continued)	Meeting Students' Needs
<p>C. Drafting the PSA (15 minutes)</p> <ul style="list-style-type: none"> Tell students that they will now move from the planning stage to the drafting stage. Remind students that since this is a first draft of their PSAs, it does not have to be perfect. Students should reference the rubric when drafting, but shouldn't worry about meeting every criteria at this point. Tell students to pay special attention to Criteria 1, 4, and 6 from the rubric, and to use their partner's feedback to guide the drafting process. Remind students that when they wrote opinion pieces in Module 3 they used linking words like "another," "in addition," etc., and they should plan to do the same for their PSAs. Distribute notebook paper or assign students to computers for drafting. Students should use their Public Service Announcement graphic organizers and spend the next 12 minutes writing their first drafts. Circulate and support as needed. Be sure to confer with students who rated themselves as needing to make several revisions in Opening A. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. Remind them that they will edit for these things toward the end of the writing process. After 12 minutes, bring students back together. Cold call two students to share one sentence they wrote for their PSA. 	<ul style="list-style-type: none"> Provide ELLs with a sentence starter or frame to aid in language production. For example: "Whatever your reasons are for not voting ..."
Closing and Assessment	Meeting Students' Needs
<p>A. Peer Critique of Drafts (15 minutes)</p> <ul style="list-style-type: none"> Explain to students that whenever they are quoting directly from a text in their writing, they need to use <i>quotation marks</i> around the words or phrases that are taken word-for-word from the text. Underline the sentence, "According to the Centers for Disease Control, every year "over 150,000 children are treated in emergency rooms for bicycle-related head injuries and over 300 children die from these injuries." on the displayed transcript of public service announcement "Wear Your Helmet!" Point out that the words "<i>According to</i>" are used to signal to the listener that the fact that follows comes from an outside source. Explain to students that when a writer uses quotes directly from outside sources as in this example, it improves support for the opinion of the writer, making it more <i>credible</i>, or believable. Remind students that they learned how to use quotes in Module 2 when writing their narratives. Explain that quotation marks are used the same in informational writing, but instead of marking what a character is saying, they mark what an author says in a text. Tell students that when quoting from a text, they must write word-for-word what was written in the text. Refer to the underlined sentence in the transcript. Ask: <ul style="list-style-type: none"> * "What do you notice about the punctuation in this sentence?" 	<ul style="list-style-type: none"> Critiques simulate the experiences that students will have in the workplace and help build a culture of achievement in your classroom. Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for students to point out the comma after “According to,” the quotation marks around the quote, and the period inside the end quotation mark.• Tell students that they will be working with a peer to add a quotation to their PSA. Tell them they will focus their feedback using the Public Service Announcement about the Importance of Voting Rubric.• Review the main components of a successful critique on the Critique Protocol anchor chart.<ul style="list-style-type: none">– Be Kind: Treat others with dignity and respect.– Be Specific: Focus on why something is good or what, particularly, needs improvement.– Be Helpful: The goal is to help your partner improve his or her work.– Participate: Support one another. Your feedback is valued!• Explain that for today, their feedback will focus on the Command of Evidence and Control of Conventions sections of the rubric:<ul style="list-style-type: none">* “I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text.”* “I can use conventions to send a clear message to my reader.”• Students should specifically look to add in a quotation from one of the informational texts about voting.• Review the criteria for the Meets column on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas.• Explain to students that they will have 5 minutes apiece to critique and take notes. Tell students that those being critiqued should take notes about changes or revisions directly on their drafts. Circulate and support partnerships in keeping their critiques kind and focused. If necessary to help students keep the critique focused, ask questions like: “What criteria does your feedback go with?” or “What evidence does your partner’s PSA show of meeting this criteria?”• After both partners have received critique on their writing, tell students that they should revise their PSAs for homework using the feedback from their partner.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your draft of your PSA using the feedback given to you by your peers in the closing of this lesson. If necessary, complete the draft of your PSA first using the Why Voting Is Important graphic organizer.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 7

Supporting Materials



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Public Service Announcement Graphic Organizer: “Voting”
(Answers, For Teacher Reference)

Section	
Introduction Purpose: Grab listeners’ attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics, or facts.	“I’m too busy!” “I don’t care who wins.” “I don’t know anything about any of the candidates!” Respond to these quotes: What happens if you don’t vote?
Statement of opinion Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	You should vote because it is the best way you can be a good citizen.
Reason 1 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job. <ul style="list-style-type: none">• “This is our system of government. Citizens are supposed to vote to elect people to represent us.” (ICW)• “A young person can register to vote at 18.” (ICW)• “Citizens should participate in the system that gives them freedom.” (ICW)• “If people have a right to do something like vote, then it is a responsibility to make the most of that right.” (ICW)



Public Service Announcement Graphic Organizer: “Voting”
(Answers, For Teacher Reference)

Section	
Reason 2 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Voting is how a citizen expresses opinions. <ul style="list-style-type: none">• “The only way to make your voice heard is to vote.” (AV)• “The voters ages 18–24 years have the lowest turnout rate for elections, but this number is increasing recently.” (AV)• “Voting is a way of saying what you want to happen in your area or your country.” (ICW)• “Voting is the way people express a political opinion. Don’t you have a political opinion? Don’t you want it heard? That’s what your vote means.” (ICW)
Concluding statement Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	Whatever your reason for not voting, think about the people who have fought throughout history to give you the right to make your voice heard!



Interesting Introductions Anchor Chart (from Module 3)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth their time



Catchy Conclusions Anchor Chart (from Module 3)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**, but don't just state it again word-for-word from your introduction.
- **Summarize the reasons** for your opinion. Make connections between the reasons.



Critique Protocol Anchor Chart

Be Kind: Treat others with dignity and respect.

Be Specific: Focus on why something is good or what, particularly, needs improvement.

Be Helpful: The goal is to help your partner improve his or her work.

Participate: Support one another. Your feedback is valued!

Directions

1. Author and listener: Review the area of critique focus from the rubric.
2. Author: Reads his or her piece.
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. "You might consider_____."
4. Author: Records feedback.
5. Author: "Thank you for _____. My next step will be _____."
6. Switch roles and repeat.



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 8

Writing a Public Service Announcement:

Revising a PSA about the Importance of Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can speak clearly and at an understandable pace. (SL.4.4)</p> <p>I can identify evidence a speaker provides to support particular points. (SL4.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write sentences that give evidence to support my point in my public service announcement.• I can speak clearly and at an understandable pace when rehearsing my public service announcement.• I can give kind, helpful, and specific feedback to my critique partner.	<ul style="list-style-type: none">• Draft of public service announcement



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Peer Critique: Reviewing the Critique Protocol Anchor Chart (10 minutes)B. Peer Critique: Giving Feedback on Evidence to Support a Point (10 minutes)C. Peer Critique: Giving Feedback on Speaking and Oral Presentation (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Setting Revision and Rehearsal Goals (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your speech using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique when practicing.	<ul style="list-style-type: none">• Lesson 8 is the third of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on revising and rehearsing for the oral presentation of the PSA using peer critique.• This lesson, like the two before it, opens with students reviewing the Public Service Announcement about the Importance of Voting Rubric. This serves as a way of reviewing the areas of revision in this lesson.• Students critique each other on using evidence to support a point. This critique serves two purposes. First, it gives students practice with the learning target, "I can identify evidence a speaker provides to support particular points" by having them listen to their partner read their PSA and identifying the points and supporting evidence their partner used. It also serves as a platform for revisions for the speaker's PSA, as the listener then gives feedback on whether or not the speaker included relevant evidence in the PSA.• Students then critique each other on speaking and oral presentation, using the criteria on the rubric as a guide. Students read their PSAs aloud several times, receiving feedback each time. This gives students the opportunity to rehearse their oral presentations, which will help put them at ease when it is time to record or perform their PSA, as well as helps them find any additional revisions or edits that need to be made.• As a closing, students exchange note-catchers so they can keep the notes taken by their partners on their own PSA, and set a revision and rehearsal goal to be completed for homework in preparation for recording or performing their PSAs in Lesson 10.• Review Peer Critique protocol (see Appendix).• Post: Critique Protocol anchor chart, learning targets.



Lesson Vocabulary	Materials
pace, formal, rehearsing, point, evidence	<ul style="list-style-type: none">• Document camera• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6; one per student and one to display)• Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference)• Audio of Public Service Announcement: “Wear Your Helmet!” (from Lesson 2; one to play/teacher read-aloud)• Public Service Announcement: “Wear Your Helmet!” transcript (from Lesson 2; one per student)• Equity sticks• Critique Protocol anchor chart (from Lesson 7; one to display)• Peer Critique note-catcher (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the document camera. Post the Public Service Announcement about the Importance of Voting Rubric and invite students to take out their copies. • Ask students to reread the criteria in the Speaking and Oral Presentation section: <ul style="list-style-type: none"> * "I can speak clearly and at an understandable <i>pace</i> in the oral presentation of my public service announcement." * "I can use <i>formal</i> English in the oral presentation of my public service announcement." • Explain to students that they will be listening to the audio of Public Service Announcement: "Wear Your Helmet!" Tell students to listen carefully for how the speaker met those targets. Invite students to take out their Public Service Announcement: "Wear Your Helmet!" transcript and follow along silently while you play the audio. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What did the speaker do to show evidence of meeting the target, 'I can speak clearly and at an understandable pace in the oral presentation of my public service announcement'?" * "What did the speaker do to show evidence of meeting the target, 'I can use formal English in the oral presentation of my public service announcement'?" • Listen for comments like: "He spoke formally, like we talk to teachers, instead of how we talk to our friends," or "He didn't speak too quickly or too slowly, and he pronounced all of his words so I could understand them." • Using the Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference), add something like the following to the Meets column of the rubric next to this learning target: "I use formal English." <ul style="list-style-type: none"> – In the Partially Meets column, add: "I use a mix of formal and informal English." – In the Does Not Meet column, add: "I use informal English." • Repeat the process with the second criteria: <ul style="list-style-type: none"> * "I can speak clearly and at an understandable pace in the oral presentation of my public service announcement." 	<ul style="list-style-type: none"> • Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge. • Co-constructing the rubric based on the learning targets allows students to clearly envision what meeting these targets will look like as they write their PSAs. Research shows that involving students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all students, but especially supports struggling learners.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Add something like the following to the Meets column of the rubric next to this criteria: "I speak clearly and at an understandable pace."<ul style="list-style-type: none">– In the Partially Meets column, add: "I speak quickly and is difficult to understand at times."– In the Does Not Meet column, add: "I speak so quickly that speech is not understandable."	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Use equity sticks to call on a student to read the learning targets:<ul style="list-style-type: none">* "I can write sentences that give <i>evidence</i> to support my <i>point</i> in my public service announcement."* "I can speak clearly and at an understandable pace when <i>rehearsing</i> my public service announcement."* "I can give kind, helpful, and specific feedback to my critique partner."• Ask students what they know already about these targets. Give them a chance to talk with a partner about their thinking, then cold call students using equity sticks. Students may recall the critique process from Modules 1 and 2, and from previous lessons in this unit. Have them share what they recall.• Ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the words "specific," "critique," and "evidence" as you clarify the meaning of the targets with students.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Peer Critique: Reviewing the Critique Protocol Anchor Chart (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will work with a peer to revise their PSAs and to practice and improve the oral presentation of their PSAs. Tell them they will focus their feedback using the Public Service Announcement about the Importance of Voting Rubric. • Review the main components of a successful critique by asking: <ul style="list-style-type: none"> * “What are the norms we have when giving peer critique?” • Listen for details from the posted Critique Protocol anchor chart like: “Be Kind: Treat others with dignity and respect.” Remind students that they used this anchor chart in the previous lesson, as well as in past modules. • Explain that for today, students will participate in two rounds of feedback. The first round will focus on the criteria in the Command of Evidence section of the rubric: <ul style="list-style-type: none"> * “I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text.” • The second round will focus on the first and third criteria from the Speaking and Oral Presentation section of the rubric: <ul style="list-style-type: none"> * “I can speak clearly and at an understandable pace in the oral presentation of my public service announcement.” * “I can use formal English in the oral presentation of my public service announcement.” • Review the Meets column for the Command of Evidence section and the first and third criteria in the Speaking and Oral Presentation section on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas during the first round of feedback. • Tell students that the PSA should be read aloud each time to practice the oral presentation portion of the performance task, and that the author should make notes about changes or revisions directly on their drafts. • Tell students that, as a listener and someone giving critique, they must be able to identify the point the speaker is making in his or her PSA, as well as identify the evidence that the speaker provides. Display and distribute the Peer Critique note-catcher. Explain to students that they will be using this note-catcher to record those details of their partner’s PSA while listening to it being read aloud. They will then use this note-catcher to record feedback for their partner on improvements they can make to their speaking and oral presentation of the PSA. 	<ul style="list-style-type: none"> • Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. • Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target. • Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also 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"> • Invite students to read the Command of Evidence section of the Peer Critique note-catcher. Review the meanings of “point” and “evidence” by asking: <ul style="list-style-type: none"> * “What is a point in a piece of writing?” * “What is evidence?” * “How do writers use points and evidence in their writing?” • Listen for responses like: “A point is something the author thinks or says about the topic,” “Evidence is proof, and usually comes from an outside source,” and “Writers use evidence to support points they make in their writing.” • Explain to students that while their partner reads his or her PSA aloud, they will be listening for the main point of the PSA and evidence to support the point, and should write notes about these two elements on the note-catcher. Tell students they will go over the speaking and oral presentation section of the note-catcher later. • Review next steps: <ol style="list-style-type: none"> 1. Give critique on using evidence to support points: One partner reads his or her PSA aloud while the other partner uses the Peer Critique note-catcher to take notes. 2. Switch roles and repeat Step 1. 3. Give critique on speaking and oral presentation: One partner reads his or her PSA aloud while the other partner uses the Peer Critique note-catcher to take notes. 4. Switch roles and repeat Step 3. 	
<p>B. Peer Critique: Giving Feedback on Evidence to Support a Point (10 minutes)</p> <ul style="list-style-type: none"> • Explain to students that they will have 5 minutes apiece to critique and take notes. Circulate and support partnerships in keeping their critiques kind and focused. If necessary, ask questions like: “What evidence does your partner’s PSA show of meeting this learning target?” • Remind students to use the Peer Critique note-catcher to record their partner’s main point and evidence that supports the point. If necessary, help students realize that revisions must be made to the PSA if their partner has nothing to write down. Ask: “What does it mean about your PSA if your partner doesn’t have any notes about the main point of your PSA?” or “What does it mean about your PSA if your partner doesn’t have any notes about evidence that supports your main point?” 	<ul style="list-style-type: none"> • Provide ELLs with sentence starters or frames to aid in language production. For example: “One thing you can improve is ...” or “One thing you did well was ...”



Work Time (continued)	Meeting Students' Needs
<p>C. Peer Critique: Giving Feedback on Speaking and Oral Presentation (20 minutes)</p> <ul style="list-style-type: none">• Invite students to read the Speaking and Oral Presentation section of the Peer Critique note-catcher. Explain to students that each partner will read his or her PSA and receive critique twice. The first time, the partner listening should take notes by each criteria on ways to improve. After sharing these suggestions, the speaker will read his or her PSA a second time, making changes in his or her speaking and oral presentation based on the critique. His or her partner listens and notes further ways to improve.• Explain to students that they will have 10 minutes apiece to critique and take notes. Circulate and support partnerships in keeping their critiques kind and focused. If necessary, ask questions like: "What learning target does your feedback go with?" "What evidence does your partner's PSA show of meeting this learning target?" and "What is a specific suggestion you can give to your partner on a way to improve?"	
Closing and Assessment	Meeting Students' Needs
<p>A. Setting Revision and Rehearsal Goals (5 minutes)</p> <ul style="list-style-type: none">• Tell students to exchange Peer Critique note-catchers with their partners, so that each person now has the note-catcher about his or her own PSA. Explain to students that they will now set a goal for revision and rehearsal based on their partner's critique. Tell students they will use these goals when revising their PSAs and rehearsing the oral presentations for homework.• Allow students 5 minutes to write one goal for revisions and one goal for rehearsal. Tell students to write their goals in the appropriate spots on the Peer Critique note-catcher their partner completed during the lesson.• If necessary, model briefly: "My partner noticed that I made my point that people should vote because it's the best way they can be good citizens, but he pointed out to me that my evidence didn't support this point. So, my goal is to revise by choosing new evidence that supports my point," or "My partner noticed that I spoke really quickly and that made my words sound jumbled up. My rehearsal goal is to practice speaking more slowly and to pronounce my words more carefully."	<ul style="list-style-type: none">• Developing goals and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your speech using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique when practicing.	



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Grade 4: Module 4: Unit 3: Lesson 8

Supporting Materials



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Peer Critique Note-catcher

Command of Evidence

I can identify evidence a speaker provides to support particular points (SL.4.3)

What is the main point of your partner's PSA?

What evidence did your partner give to support his or her point?

Revision goal:



Peer Critique Note-catcher

Speaking and Oral Presentation

Learning Target	Feedback for my partner	
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)	First read	Second read
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)		

Rehearsal goal:



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Grade 4: Module 4: Unit 3: Lesson 9

Writing a Public Service Announcement:

Creating a Supporting Visual for a PSA about the Importance of Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can identify reasons that support my opinion. (W.4.1b)</p> <p>I can provide a list of sources I used to gather information. (W.4.8)</p> <p>I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can create a visual to support my point in my public service announcement.• I can give kind, helpful, and specific feedback to my critique partner.	<ul style="list-style-type: none">• Draft of supporting visual



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Chalk Talk: How Do Visuals Support Texts? (10 minutes)2. Work Time<ol style="list-style-type: none">A. Developing Criteria for a Visual (10 minutes)B. Crafting a Visual (25 minutes)C. Peer Critique: Giving Feedback on a Visual (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Setting Revision Goals (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your visual using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique from Lesson 9 when practicing.	<ul style="list-style-type: none">• Lesson 9 is the fourth of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on creating a visual supporting the main point of students' PSAs.• This lesson is written for students creating their visuals by hand, but if technology is available, students are encouraged to use software like Microsoft PowerPoint, Kidspiration, or Prezi to create their visual and insert a hyperlink to the audio performance of their PSAs. Throughout the day, build in time for students to record to ensure recordings are completed by Lesson 10.• The lesson opens with students examining actual public service announcements. This allows students to see real-life examples of PSAs while examining how visuals can support texts. Students then use the exemplars to pull out criteria to include on their own PSAs.• Students plan and draft their visuals, talking through their ideas with partners prior to writing. They then engage in a silent critique of their visuals. The Critique Protocol anchor chart is referred to again in this lesson; it may be necessary to point out to students that the directions are not applicable in this lesson since the critique is silent and they will be critiquing more than one person's visual.• In the Closing and Assessment, students set a revision goal to be completed for homework in preparation for their presentations of the PSAs in Lesson 10.• In advance: Prepare Criteria for a Visual anchor chart and prepare PSA exemplars.• Review: Chalk Talk protocol (see Appendix; also see supporting materials for contextualized directions specific to this lesson).• Post: Critique Protocol anchor chart, learning targets.



Lesson Vocabulary	Materials
visual, point, criteria, adapt, sources	<ul style="list-style-type: none">• Document camera• PSA exemplars (two copies of each to display, each copy attached to chart paper; see links in supporting materials)• Chalk Talk protocol directions (one to display; see Teaching Note above)• Criteria for a Visual anchor chart (new; co-created with students during Work Time A; see supporting materials)• Creating a Visual graphic organizer (one per student)• Blank paper (one per student)• Critique Protocol anchor chart (from Lesson 7; one to display)• Sticky notes (one per student per visual critiqued)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Chalk Talk: How Do Visuals Support Texts? (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the document camera. Display the PSA exemplars and tell students they will be using the Chalk Talk protocol as a way to closely examine them.• Display and review the Chalk Talk protocol directions to review Chalk Talk protocol briefly with students: This technique works only if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding. There should be no talking, and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.• Direct students' attention to the first learning target:<ul style="list-style-type: none">* "I can create a <i>visual</i> to support my <i>point</i> in my public service announcement."• Tell students that they will be creating a visual to display during the oral presentation of their PSAs, and will be examining the exemplars to notice how they support the main point of the PSAs they represent.• Tell students to look closely and write their ideas about how the designer of each PSA created a visual that supported the main points of the PSA.• As students are writing, circulate to ensure students are writing their observations.• After 7 minutes, ask students to read a few of their ideas aloud to the class. Listen for things like: "There's a slogan like, 'Only YOU can prevent forest fires,'" or "I noticed a statistic like, '9 out of 10 wildfires are caused by humans.'"• Validate student responses and explain that the visuals help support the main point of the PSAs by including the most important information about the topic and by helping the audience to visualize the point the author is making.	<ul style="list-style-type: none">• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.• Providing models of expected work supports all students, but especially supports challenged learners.



Work Time	Meeting Students' Needs
<p>A. Developing Criteria for a Visual (10 minutes)</p> <ul style="list-style-type: none">Refer to the students' observations during the Chalk Talk. Explain that students will be using these exemplars to develop <i>criteria</i> for their own visuals. Ask:<ul style="list-style-type: none">* "What do the exemplars have in common?"Jot students' ideas down on the Criteria for a Visual anchor chart as they are shared.Listen for students to point out the title or slogan about the main point of the PSA, a picture representing the PSA, a fact or quote or statistic supporting the main point, sponsors at the bottom, and a way to learn more about the topic of the PSA.Validate student responses and explain that they won't be able to use all of those elements in their PSAs because some of them don't apply, such as the sponsors at the bottom. Ask:<ul style="list-style-type: none">* "How can we <i>adapt</i> that list for our PSAs?"Listen for things like: "We can use a fact or quote from our research on our visuals," or "We could list the <i>sources</i> we used in our research."Guide students to develop the following criteria list for their PSAs: title of PSA, sources used, one picture, and one quote from an informational text used to research. The picture and quote must support the main point of the PSA. List these criteria on the Criteria for a Visual anchor chart.	<ul style="list-style-type: none">Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
<p>B. Crafting a Visual (25 minutes)</p> <ul style="list-style-type: none">Explain to students that they will now plan and draft their visual, and then they will have time for peer critique.Distribute the Creating a Visual graphic organizer. Tell students they will be using this graphic organizer to brainstorm and record ideas for their visuals.Review the graphic organizer with students and answer any clarifying questions.Tell students that when they are finished planning their visuals, they should use blank paper for drafting.Invite students to Think-Pair-Share to begin planning their visuals. Allow students a few minutes to think about the criteria they will include on their visuals. Then, prompt students to share their ideas with their partners, and allow them several minutes to do so. Ask students to give a thumbs-up if they have ideas for what to include on their visuals, or a thumbs-down if they do not.	<ul style="list-style-type: none">Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.Discussing ideas with peers before writing allows students to process the task orally, helping to support their writing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to begin independently planning their visuals. Students should use their Creating a Visual graphic organizer to plan for the next 10 minutes. Circulate and offer support as needed. Be sure to confer with students who gave themselves a thumbs-down in the previous step. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. • After 10 minutes, refocus whole class. Cold call two students to share one idea for their visuals. • Ask students to give a thumbs-up if they have a clear plan for what they will include on their visuals, and a thumbs-down if they are still unsure. • Distribute a piece of blank paper to each student and invite students to begin drafting their visuals. Students should spend the next 10 minutes drafting, referring to their Creating a Visual graphic organizer during this time. Circulate and offer support as needed. Be sure to confer with students who gave themselves a thumbs-down in the previous step. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. 	
<p>C. Peer Critique: Giving Feedback on a Visual (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will now be working with their peers to critique their visuals. • Review the main components of a successful critique by asking: <ul style="list-style-type: none"> * “What are the norms we have when giving peer critique?” • Listen for details from the Critique Protocol anchor chart such as: “Be Kind: Treat others with dignity and respect.” Remind students that they used this anchor chart in the previous lesson, as well as in past modules. • Explain that today students will critique each other’s visuals silently, recording their comments on sticky notes. Tell them they will focus their feedback using the criteria developed on the Criteria for a Visual anchor chart. • Review criteria: Visuals must include the title of the PSA, the sources, one picture, and one quote/statistic from the texts used to research. The picture and quote must support the main point of the PSA. • Remind students that in order for this feedback to be helpful, they should focus only on these specific areas during the first round of feedback. • Invite students to clear their desks of everything except their visuals. Distribute sticky notes and facilitate a rotation so each student’s visual is critiqued by more than one student. Depending on your class size, this may mean each student critiques everyone’s visual, or you may split your students into smaller groups of 5–10 students each. • Invite students to read through the critique for their visuals. Cold call two students to share one critique they received. 	<ul style="list-style-type: none"> • Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. • Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.



Closing and Assessment	Meeting Students' Needs
<p>A. Setting Revision Goals (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now set a goal for revision of their visuals based on their classmates' critiques. Tell students they will use this goal when revising their visual for homework.• Allow students 5 minutes to write one goal for revision of their visuals. Tell students to write their goals in the appropriate spots on the Creating a Visual graphic organizer.• If necessary, model briefly: "Several people noticed that the statistic I chose did not support my main point that people should vote because it's the best way they can be good citizens. So, my goal is to revise by rereading my research notes and choosing a new statistic that supports that point."• Explain to students that they will make revisions and create a final draft of their visual for homework.	<ul style="list-style-type: none">• Developing goals and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your visual using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique from Lesson 8 when practicing.	



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Grade 4: Module 4: Unit 3: Lesson 9

Supporting Materials



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PSA Exemplars

Book People Unite (Reading campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Book%20People%20Unite&assetId=11489>

Only You (Wildfire prevention campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Only%20You&assetId=3398>

Sneaker (Child passenger safety campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Sneaker&assetId=8443>

Harper (Pet adoption campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Harper&assetId=7115>

"Book People Unite." Online image. Ad Council. New York. 2013. Web.

<https://www.psacentral.org/assetInfo.do?assetTitle=Book%20People%20Unite&assetId=11489>

"Only You Can Prevent Wildfires." Online image. Ad Council. New York. 2011. Web.

<https://www.psacentral.org/assetInfo.do?assetTitle=Only%20You&assetId=3398>

"Sneakers." Online image. Ad Council. New York. 2013. Web. <https://www.psacentral.org/assetInfo.do?assetTitle=Sneaker&assetId=8443>

The Shelter Pet Project, a public service advertising campaign by the Humane Society of the United States, Maddie's Fund(r) and the Ad Council

Chalk Talk Protocol Directions

A Method for Having a Silent Discussion about an Important Issue

Overview

A Chalk Talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently. A Chalk Talk is also an excellent way to promote awareness of patterns and problems, and to ensure that all voices are heard.

Procedure

1. **Formulate an important, open-ended question** that will provoke comments and responses.
2. **Provide plenty of chart paper and colored pencils, and arrange space for participants to write and respond.** Write the question or topic in the middle of the paper in bold marker.
3. **Explain the Chalk Talk** protocol and answer any questions.
4. **Set-up norms for the Chalk Talk:** This technique works only if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding. There should be no talking, and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.
5. **Allow 10–20 minutes for the Chalk Talk.** As facilitator, it's helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.
6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or “notice and wonder”). This part takes about 5 minutes.
7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.
8. **Process debrief:** How do you feel about “talking” silently?



Criteria for a Visual Anchor Chart

What do the exemplars have in common?

My visual will include:

- title of PSA
- sources used
- one picture
- one quote from an informational text used to research

The picture and quote must support the main point of my PSA.



Creating a Visual Graphic Organizer

Topic: The Importance of Voting

Main point of PSA:

Title of PSA:

Sources used:

What is the main point of your partner's PSA?

What evidence did your partner give to support his or her point?

Revision goal:



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Grade 4: Module 4: Unit 3: Lesson 10

End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can identify evidence a speaker provides to support particular points. (SL4.3)</p> <p>I can speak clearly and at an understandable pace. (SL.4.4)</p> <p>I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can speak clearly and at an understandable pace when presenting my public service announcement.• I can identify reasons and evidence that supports the points my peers make in their PSAs.• I can listen as my peers share their writing and give specific praise for their work.	<ul style="list-style-type: none">• Recording or performance of PSA• End of Unit 3 Assessment: Public Service Announcement about the Importance of Voting• Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Preparing for the Presentation (10 minutes)2. Work Time<ol style="list-style-type: none">A. Presenting PSAs (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on the Performance Task (5 minutes)B. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. None.	<ul style="list-style-type: none">• Lesson 10 is the last of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on presenting the PSAs and reflecting on the process of creating the PSAs.• Students begin by reviewing the rubric criteria for speaking and oral presentation and practicing their PSAs. If students will be recording their PSAs, be sure to do this part of the lesson prior to beginning the recordings. Build in time throughout the day to record.• Students then present their PSAs in small groups, either by speaking or by playing their recordings. They should display their visuals while presenting their PSAs. While this is happening, the rest of the group observes and notices strengths of the presentation and completes Part I of the end of unit assessment, which is focused on identifying reasons and evidence that support the points their peers made in their PSAs. Because they will be assessed on SL.4.3, be sure to group students so they are not in a group with their partners for critiques in earlier lessons, since they provided critique based on this in Lesson 8• The Public Service Announcement about the Importance of Voting Rubric (from Lesson 6) is aligned to the NYS Expository and Analytical Writing Rubric for grades 4/5. Use the rubric completed with your class or the model in Lesson 6 to evaluate students' public service announcements.• In advance: Prepare and review Author's Chair Celebration anchor chart; create presentation groups of five to seven students.• Post: learning targets.



Lesson Vocabulary	Materials
publishing, strength	<ul style="list-style-type: none">• Document camera• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6; completed in lessons 7 and 8; one per student and one to display)• Author's Chair Celebration anchor chart (new; teacher-created; see supporting materials)• Sticky notes (five to seven per student, depending on the number of students in each group)• End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting (one per student and one to display)• Equity sticks• Tracking My Progress, End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Preparing for the Presentation (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the document camera. Post the now completed Public Service Announcement about the Importance of Voting Rubric and invite students to take out their copies.• Ask students to reread the criteria in the Speaking and Oral Presentation section of the rubric:<ul style="list-style-type: none">* "I can speak clearly and at an understandable <i>pace</i> in the oral presentation of my public service announcement."* "I can use formal English in the oral presentation of my public service announcement."• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What can a speaker do to show evidence of meeting these targets?"• Listen for comments like: "A speaker can speak formally, like when we talk to teachers, instead of how we talk to our friends," or "A speaker would not speak too quickly or too slowly, and would pronounce all of their words so the audience can understand them."• Tell students they will be presenting (or recording, depending on technology available) their final PSAs, and will have time to rehearse before sharing.• Invite students to take out their final drafts of the PSAs and begin practicing. Remind students to keep in mind the rubric criteria and the critique they received on speaking and oral presentation in Lesson 8. Circulate while students practice, giving brief points of feedback to students based on the rubric, such as: "You're speaking very clearly but are going too quickly. I can't understand everything you are saying."	<ul style="list-style-type: none">• Providing a rubric for expected work supports all students, but especially supports challenged learners.



Work Time	Meeting Students' Needs
<p>A. Presenting PSAs (40 minutes)</p> <ul style="list-style-type: none"> Ask students to give you a thumbs-up or thumbs-down showing whether or not they are ready to share their PSAs. Praise the thumbs-up and tell students they will now break into smaller groups to present their PSAs. Tell students that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1), then writing historical fiction or scientific narratives (Module 2), then writing editorials or opinion letters (Module 3). Now, they have built expertise as writers of opinion pieces and are ready to celebrate by sharing the PSAs by holding an Author's Chair Celebration. Post the Author's Chair Celebration anchor chart. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate <i>publishing</i> their work. Tell students that at these events, the author reads his or her work to an audience and signs copies. Explain that while they will not have to sign copies of their work, they will get to read their work to a small group. Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: <ul style="list-style-type: none"> * "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will really just be focusing on the <i>strengths</i> in their group members' work. They will write this praise on a sticky note for each group member after each share. Clarify or model kind praise as needed. Explain to students that while they share their PSAs, they will also complete Part I of the End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting. Distribute assessments and invite students to review Part I. Explain that students will complete Part II during the closing of this lesson. Tell students that they must complete this part independently during the presentations. Clarify that they will not need to complete the chart for every student in their group, and that they will get to choose which two students to complete the chart for. Tell students that they should not complete the chart for a student who was their critique partner in an earlier lesson in this unit. Answer any clarifying questions about Part I. Split students into groups (five to seven per group, being sure students who have worked together to give critique in lessons 6–9 are not grouped together). Tell students that they will have about 5 minutes for each person in their group to read, reflect, and receive praise. Tell students that they should display their PSA visuals while presenting. 	<ul style="list-style-type: none"> Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps for each group and display them using a document camera. This may be better for ELL students or those with visual impairments. Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer. Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Circulate as students share their work, reflect, and give each other praise. Monitor to be sure that students are taking turns about every 5 minutes. Write the following prompt on the board: <ul style="list-style-type: none"> * "How have we grown as writers since the beginning of the year?" If a group finishes early have them discuss the prompt. When all groups have finished presenting, refocus whole class. Use equity sticks to call on students to share a strength they observed during the presentations. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on the Performance Task (5 minutes)</p> <ul style="list-style-type: none"> Explain to students that they will now reflect on the visual portion of the performance task. Invite students to review Part II of the End of Unit 3 Assessment: Presentation of Public Service Announcement about the Importance of Voting. Explain to students that they will be using the checklist to self-assess the visual they created for their PSA. Answer any clarifying questions. After 5 minutes, cold call on two students to share their self-assessment and justification for one criterion on the checklist. 	
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> Congratulate students on all their learning as readers and writers as they researched the importance of voting and created PSAs. Comment that you are proud of the knowledge and skill they have built and would like them to take a short moment to reflect in writing. Distribute the Tracking My Progress, End of Unit 3 recording form. Give students 5 minutes to reflect in writing, and collect the sheets as additional assessment information for the students' progress toward the learning targets. 	
Homework	Meeting Students' Needs
None	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 10

Supporting Materials



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Author's Chair Celebration Anchor Chart
For Teacher Reference

As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - What are you most proud of in this piece?
 - What was your biggest challenge and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until everyone has read their pieces.)
5. Take turns so that each author has a chance to read and reflect, and listeners can write praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate one another on the completion of your work.



End of Unit 3 Assessment:

Presenting a Public Service Announcement about the Importance of Voting

Part I

Directions: For two classmates, complete the chart as you listen to the presentation.

I can identify the reason a speaker provides to support a particular point. (SL.4.3)

I can identify evidence a speaker provides to support particular points. (SL.4.3)

Presenter's name	Title of PSA	Reasons that support the presenter's main point	Evidence that support the presenter's reasons



End of Unit 3 Assessment:

Presenting a Public Service Announcement about the Importance of Voting

Part II

Directions: Use the checklist below to self-assess your visual.

I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)

	My Assessment	My Teacher's Assessment
I included the title of my PSA on my visual.		
I included the sources I used in the research of my PSA on my visual.		
I included at least one picture on my visual.		
I included at least one quote or statistic on my visual.		
My picture and quote support the main idea of my PSA.		



End of Unit 3 Assessment:

Presenting a Public Service Announcement about the Importance of Voting

On the lines below, justify your self-assessment.



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning Target: I can speak clearly and at an understandable pace when presenting my public service announcement.

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 3

Name: _____

Date: _____

Learning Target: I can identify reasons and evidence that supports the points my peers make in their PSAs.

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:
