



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 1

Engaging Readers in the History of Voting Rights



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

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



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

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



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



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



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



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



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



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



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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