



EXPEDITIONARY
LEARNING

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">1. Reread the timeline on pages 269–272 aloud together.2. Identify events that you think helped develop women’s right to vote in America.3. On your white board, list the dates.4. 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">1. Share your thinking from your white boards.2. 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	



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Supporting Materials



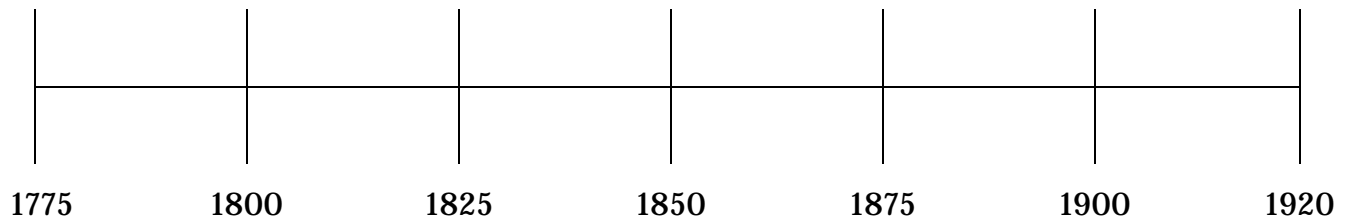
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Timeline: History of Voting in America: Women's Suffrage Movement Anchor Chart
Blank Sample For Teacher Reference

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

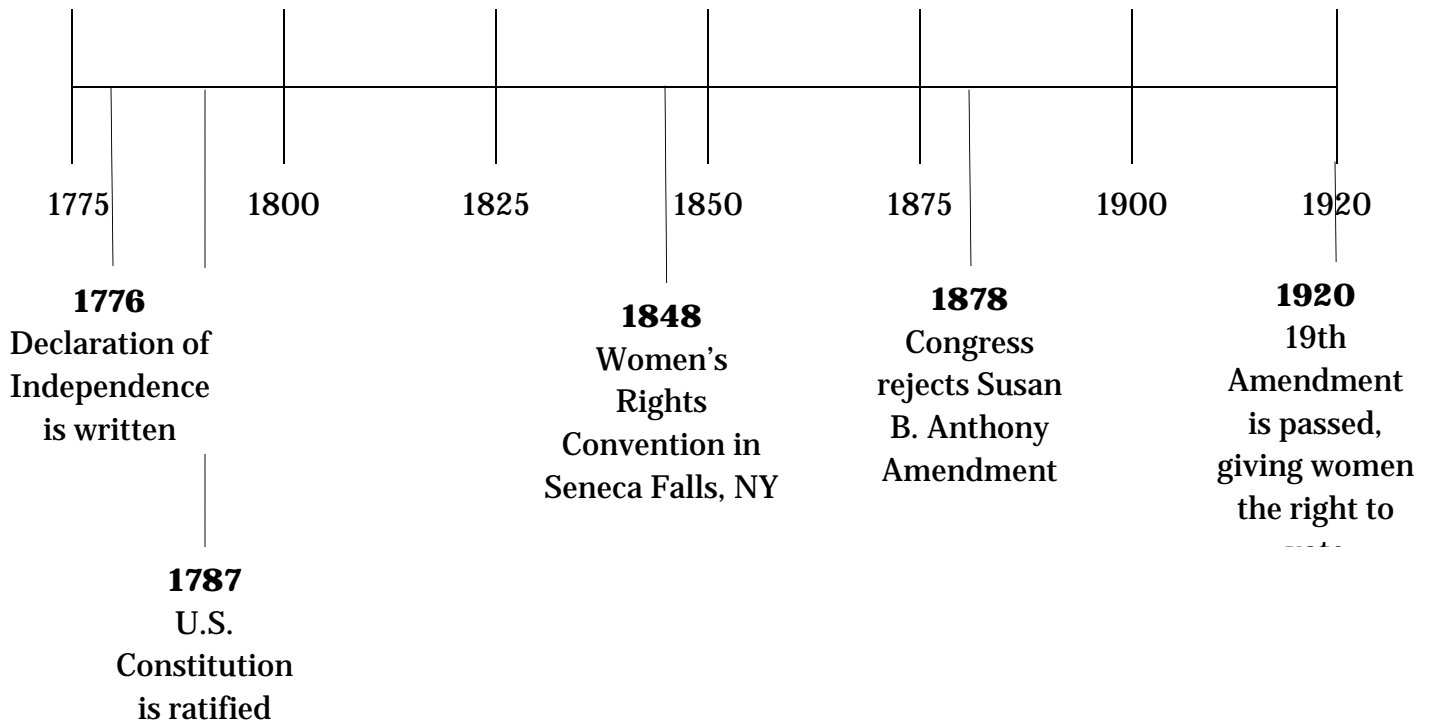




Timeline: History of Voting in America: Women's Suffrage Movement Anchor Chart

Example of Timeline after Lesson 3

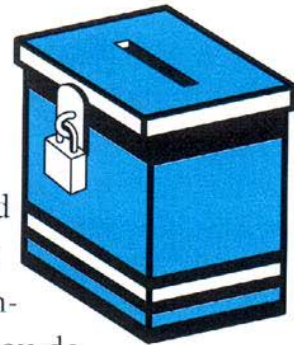
(For Teacher Reference)





The ✓ **VOTE**

by
Rebecca Hershey



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

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

But how did things change?

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

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

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

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



The Vote

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

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

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

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

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

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

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

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



Glossary for “The Vote”

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



Summarizing Informational Text Recording Form for “The Vote”

.....
Name:

.....
Date:

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

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

Paragraph 4

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Paragraphs 6 and 7

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Paragraphs 8–11

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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.
