



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 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
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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:

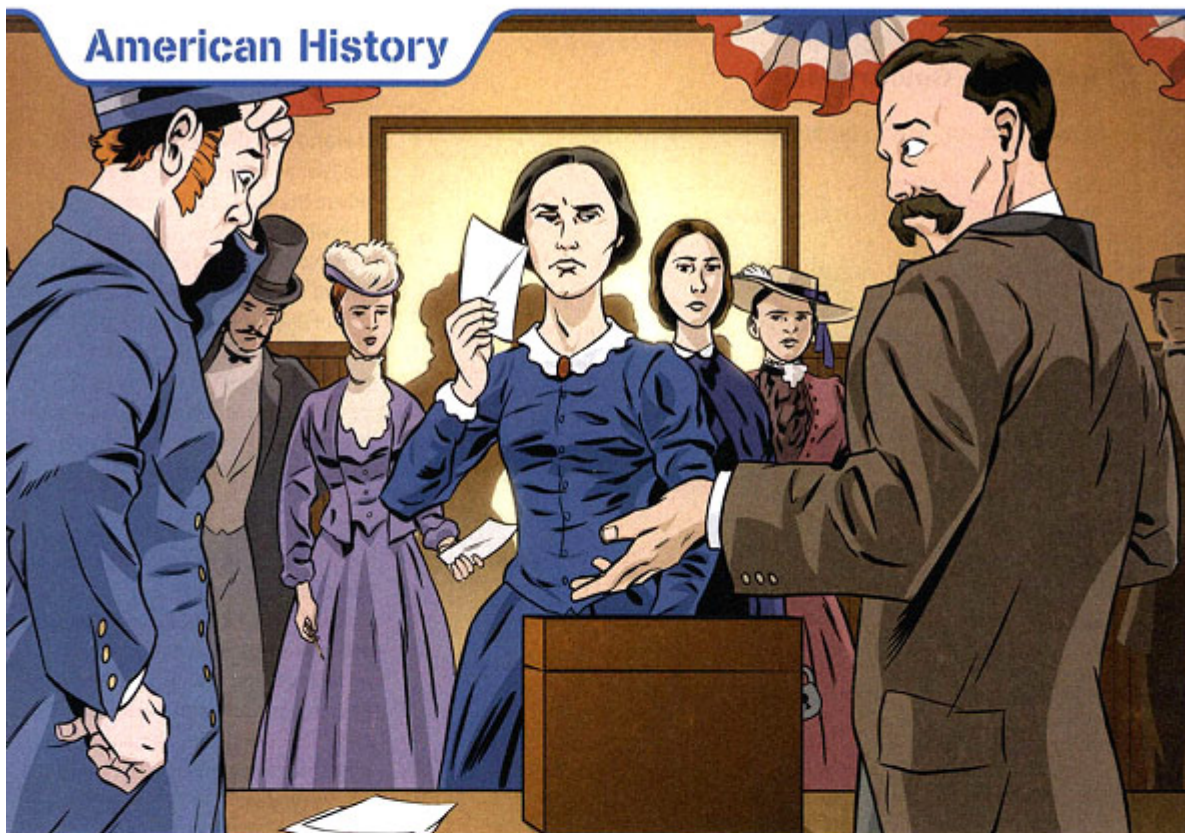
“The Vote” by Rebecca Hershey is about Susan B. Anthony and her courageous fight to gain the right for women to vote in the United States. Even as a little girl, Susan was told that there were things, like long division, that girls didn’t need to know. She knew this was unfair, and this began her fight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

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

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

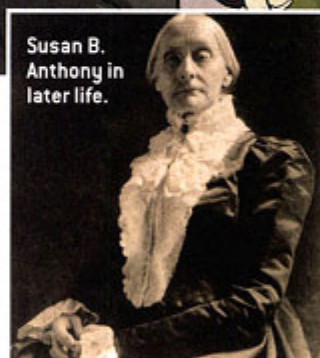
ILLUSTRATION BY KIMMY J. HENNING. PHOTOS BY PHOTOFEST/KEVIN MAZUR. WASHINGTON VIA ILLUSTRATION BY PHOTOFEST/KEVIN MAZUR.



“Order in the Court”



COURT!



Susan B. Anthony in later life.

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

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

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

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

The Trial: Day One

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

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

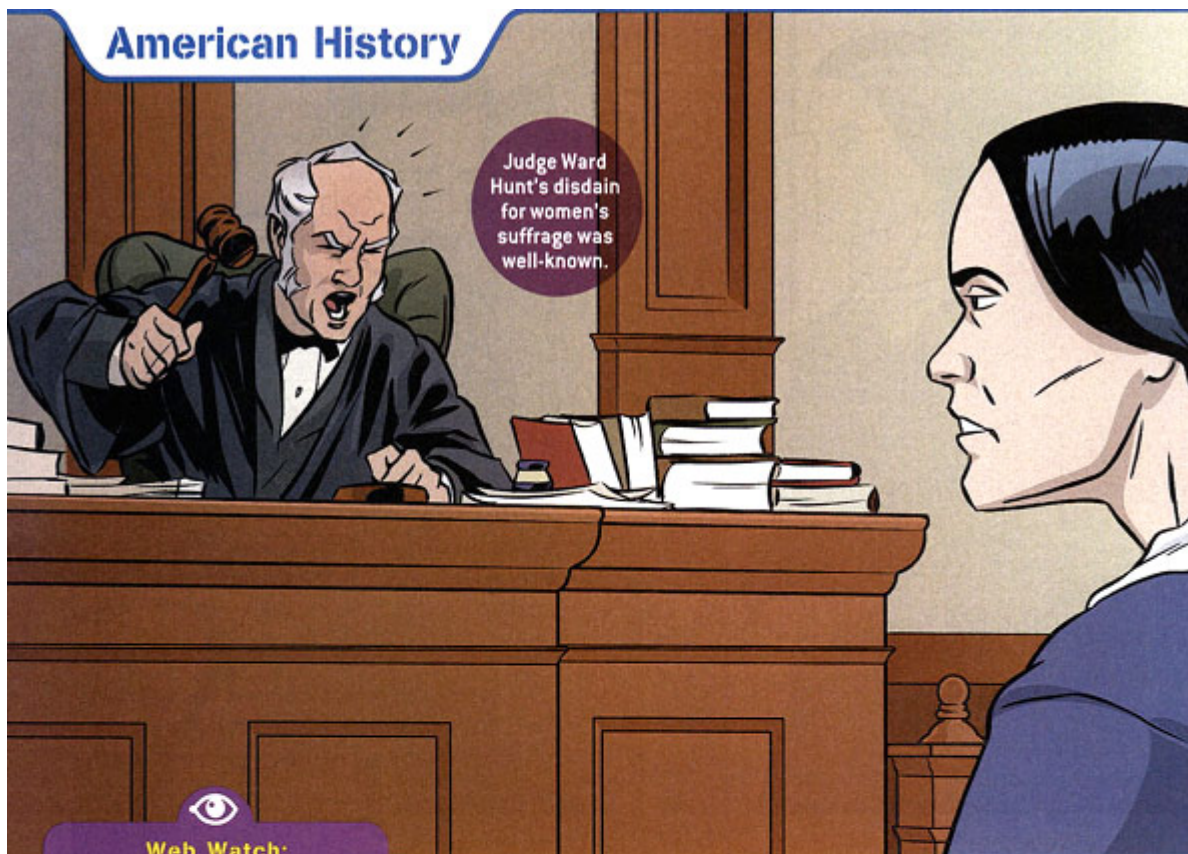
Many spectators laughed. Even jury members (all of whom were white men) smiled. When his turn came to speak, Henry Selden, Anthony’s lawyer, said, “Your honor, gentlemen of the jury, the defense wishes to concede [agree] that Miss Susan B. Anthony is indeed a woman.”

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

Continued on next page →



“Order in the Court”



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

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

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

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

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

The Trial: Day Two

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

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

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

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

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

Surviving the Shock

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

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

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



“Order in the Court”



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

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

—Ira Peck & Kathy Wilmore

Write It!

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



Movin’ on Up

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

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

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

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



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

right to vote) continued to grow.

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

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

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



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

Name:

Date:

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

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

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



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

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

Glossary for “Order in the Court!”

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



Glossary for “Order in the Court!”

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



History of Voting in America: Women's Suffrage Movement

Example of Timeline after Lesson 4

(For Teacher Reference)

