



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 7

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



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Long-Term Learning Targets

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

Supporting Learning Targets

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

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader and Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Reading Aloud for Gist: New York Times Article (10 minutes) Guided Close Read: Focusing on Key Vocabulary (20 minutes) Rereading in Pairs: Answering Text Dependent Questions (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Exit Ticket (10 minutes) 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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Supporting Materials



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

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

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

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

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

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

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

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

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

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

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

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

The New York Times
Published: June 20, 1873

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



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

.....
Name:

.....
Date:

Directions:

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



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

Name: _____

Date: _____

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



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

Name: _____

Date: _____

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