



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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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.

Used with permission from

<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
<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>“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?

**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
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.	1. What is Ms. Anthony’s purpose in making this speech? Underline the textual evidence, and then explain the idea in your own words. 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.
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: The citizens of the United States B. “secure the blessings of liberty to ourselves and our posterity” means: To protect our freedom for ourselves and generations to come



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.