



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 2

Ideas Supported by Reasons and Evidence:

Introducing the Performance Task, A Voting PSA



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can report on a topic or text using organized facts and details. (SL.4.4)
I can explain how an author uses reasons and evidence to support particular points in a text. (RI 4.8)

Supporting Learning Targets

- I can describe how a public service announcement is supported with reasons and evidence.
- I can determine the words in a text that are important for understanding voting.
- I can find reasons and evidence for why voting is important the text “Youth Power.”

Ongoing Assessment

- Readings on Why Voting Is Important note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Reviewing the Learning Targets (5 minutes)B. Introduce Performance Task (10 minutes)2. Work Time<ol style="list-style-type: none">A. Listening to and Reading a Public Service Announcement (PSA) (10 minutes)B. Reading about Voting in “Youth Power”: Getting the Gist and Identifying Important Voting Words (10 minutes)C. Rereading “Youth Power” to Identify Reasons Voting is Important (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Explain to a friend or adult why you think it is important that young people vote. Support your explanation with at least one example from the “Youth Power” article. Be prepared to share your explanation with a classmate tomorrow.B. Read from your book selected for independent reading.	<ul style="list-style-type: none">• In this lesson, students will be introduced to their performance task for this module. They will listen to and read a transcript of a model public service announcement, set up the note-taking systems for organizing the readings they will use as sources for their public service announcements, and begin researching reasons and evidence for their public service announcements.• In order to prepare for presenting the performance task to students, determine whether the public service announcements (PSA) will be recorded onto computers and presented in an electronic format or whether they will be presented orally. Also determine whether the PSAs will be presented within class to peers, adults from the school staff, or high school students (this option being the most ideal choice).• Determine the best method for playing the audio recording of the student model public service announcement “Wear Your Helmet!” audio file (see supporting materials).• In this lesson, students receive an important note-catcher for reading and analyzing two texts: “Youth Power” and “I Can’t Wait to Vote!” This note-catcher will be completed over the course of the next three lessons.• In advance, locate and listen to the Public Service Announcement: “Wear Your Helmet!” audio file, which can be found at http://www.engageny.org/resource/grade-4-ela-module-4.• Post: Learning targets.



Lesson Vocabulary	Materials
caucuses, caucus, turnout, election, government, candidates, polls, politics, issues, concerns	<ul style="list-style-type: none">• Teacher-selected exit tickets (from Lesson 1)• Computer with speakers for listening to audio file• “Wear Your Helmet!” audio file (at http://www.engageny.org/resource/grade-4-ela-module-4)• Public Service Announcement Performance Task Description (one per student, one to display)• Document camera• Public Service Announcement: “Wear Your Helmet!” transcript (one per student)• “Youth Power” article (one per student; one to display)• Important Voting Words anchor chart (new; co-created with students during Work Time B)• Readings on Why Voting Is Important note-catcher (one per student; one to display)• Readings on Why Voting Is Important note-catcher (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engage the Reader and Reviewing the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read aloud a handful of responses from the teacher-selected exit tickets (from Lesson 1) where students identified as false the statement: "Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections."• Ask students:<ul style="list-style-type: none">* "What is the general opinion expressed in these exit ticket responses?"• Draw out from students that the general opinion expressed in the exit tickets was that voting is important.• Introduce the learning targets. Have students discuss with a partner:<ul style="list-style-type: none">* "What do you think we will do to meet the learning targets of today's lesson?"• Cold call a few pairs and listen for them to suggest the class will learn about public service announcements (PSA) and read about why voting is important.• Remind students that they already know a lot about writing opinions supported with reasons and evidence from Module 3.• Tell students that in this unit, they will write another opinion piece. This time in the format of a public service announcement and that they will learn more about this performance task in this lesson	



Opening (continued)	Meeting Students' Needs
<p>B. Introduce Performance Task (10 minutes)</p> <ul style="list-style-type: none">• Tell students that you would like them to listen to an important public service announcement.• Play the “Wear Your Helmet!” audio file using a computer with speakers.• Ask students to Think-Pair-Share on the following questions:<ul style="list-style-type: none">* What is the purpose of this recording? Listen for “It is about why people should wear a helmet” or “It is about the reasons people don’t wear helmets and reasons why they should.”• Explain to students that this is a public service announcement about helmet safety and confirm that it’s purpose is to explain to the audience why it is important to where a helmet. Emphasize that the goal is to share the opinion that wearing a helmet is important and provide reasons why this is the case. Ask:<ul style="list-style-type: none">* Have you ever heard announcement like this on the radio or seen something like this on television?• Call on a few students to share, then ask students to Think-Pair-Share:<ul style="list-style-type: none">* How might Susan B. Anthony or the Suffragists used a public service announcement like this if they could have?• Call on a few pairs to share their ideas.• Explain that the Suffragist did many things to explain the importance of women getting the right to vote and now they will have an opportunity to make a difference with a public service announcement of their own about the importance of voting in modern times.• Explain that in this lesson they will read about this performance task and listen to and read the “Wear Your Helmet!” public service announcement again to get a better idea of what the public service announcement for their performance task will look like.	



Work Time	Meeting Students' Needs
<p>A. Listening to and Reading a Public Service Announcement (PSA) (10 minutes)</p> <ul style="list-style-type: none"> Distribute the Public Service Announcement Performance Task Description to each student and display a copy on a document camera. Tell students they will be reading this document for the gist and that it is OK if they do not fully understand the performance task after this first read. While students follow along with their own copies, go over the performance task description and answer students' questions about public service announcements, the difference between a public service announcement and an opinion essay. Remind students that they are familiar with writing an opinion from Module 3. Explain that there are two important ways in which this performance task will be different from their last opinion piece: <ol style="list-style-type: none"> The goal of a public service announcement is to change behavior, so the opinion statement is your recommendation for this. In this case their goal will be to give reasons and evidence to support the opinion that voting is important. Students will write and then present their public service announcement in a speech. This speech will be practiced and (recorded or performed) for an audience (of peers, school staff, or ideally high school students). Distribute the Public Service Announcement: "Wear Your Helmet!" transcript. Play the "Wear Your Helmet!" audio file and instruct students to follow along on their transcripts. Ask students: <ul style="list-style-type: none"> * "What do you notice about the purpose of a public service announcement (PSA)?" * "What do you notice about the content of a public service announcement (PSA)?" Guide students to observe that the purpose of a PSA is to provide the public with helpful information. Draw out from students that a PSA contains an opinion and clear, well-supported reasons. Explain to students that this is the model they will use to craft their own PSAs about the importance of voting later on in the unit, but before they can craft their PSA's they need to learn more about the reasons why voting is important. 	<ul style="list-style-type: none"> A listening activity with this level of content will be challenging for ELLS. One mitigating feature is that <i>all</i> students are provided with the transcript and graphic organizer prior to hearing the audio recording. For maximum effectiveness, make sure your ELL students: <ul style="list-style-type: none"> Follow along with a pen or pencil, not just visually. Underline words, phrases, or whole sections they do not understand. Listen for and anticipate the paragraph breaks through the speaker's vocal pauses. Review any confusing sections or define unknown words for these students.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading about Voting in “Youth Power”: Getting the Gist and Identifying Important Voting Words (15 minutes)</p> <ul style="list-style-type: none"> • Pair students with a reading partner. • Display the “Youth Power” article with a document camera, and then distribute a copy to each student. • Explain to students that this is the first article they will read and analyze to collect reasons and evidence for their PSAs. • Ask students to think about the following as you read the text aloud and they follow along silently: <ul style="list-style-type: none"> * “What is the text mostly about?” • After reading the article once, ask students to turn and talk with a partner to share their responses to this question. • Call on a few pairs to share. Listen for: “The article is about how young people are becoming more interested in voting.” • Post the new Important Voting Words anchor chart. Tell students you would like them to reread the text to collect some words related to voting. • Display your copy of the text and directing students’ attention to the first page. Reread the first three paragraphs and model in the following way: <ul style="list-style-type: none"> – Point out the words <i>caucuses</i> in the first paragraph and explain that a <i>caucus</i> is a meeting that political parties hold to choose who their candidates will be. Explain further that this paragraph is describing the caucus that selected Barack Obama to run for president for the Democratic Party. – Tell students that you are now going to reread the second and third paragraphs to look for important words related to voting. – Reread the second and third paragraphs and circle the word <i>turnout</i> in the second paragraph, and <i>election</i> third paragraph. – Ask students: “Why do you think these are important voting words?” – Listen for or explain that <i>turnout</i> means the number of people who come out to vote on an election day. – Listen for students to explain that elections are held to pick the country’s leaders. – Explain that words that help the reader understand voting and why it is important will be good ones to capture on the Important Voting Words anchor chart. Add the words <i>turnout</i> and <i>election</i>, to the anchor chart. • Ask students to reread the last page of the text and circle more important voting words. Give them 5 minutes to reread and circle words. 	<ul style="list-style-type: none"> • Students will have had many opportunities in the course of the school year to read informational text and take guided notes on the content. If you find your students require more support getting started on this work, you may want to complete the “Youth Power” reading as a class, or alternatively, complete the first half of the reading as a class and then have students work in pairs as planned. • To further support students, consider pulling a small invitational group to reread the article together or guide the entire class through identifying the reasons and evidence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call several students to share words they have circled and determine as a class whether these words help the reader understand voting and its importance.• Clarify the meaning of words as needed by asking students to use context clues to determine meaning.• Students may circle the following words: <i>government</i>, <i>candidates</i>, <i>polls</i>, and <i>politics</i>; if not, point them out in the text. Also direct students' attention to the words <i>issues</i> and <i>concerns</i> and discuss the meaning of these words and why they are important in the context of voting.• Add vocabulary to the Important Voting Words anchor chart.	



Work Time (continued)	Meeting Students' Needs
<p>C. Rereading “Youth Power” to Identify Reasons Why Voting is Important (20 minutes)</p> <ul style="list-style-type: none">• Students should remain with their reading partners. Explain to students now they will analyze the text to find reasons why voting is important. This will help them to prepare for their performance task.• Display a Readings on Why Voting Is Important note-catcher and distribute one to each student.• Before students begin their work on this task, explain how the note-catcher works as they read and collect information on this topic: “When you read articles for information on why voting is important, you will take notes on the key points and their supporting ideas. This goes on the note-catcher you just received. You will not fill in the note-catcher all at once. Each article you read has its own section on your note-catcher.”• Show students the section of the note-catcher that relates to the “Youth Power” article. The three reasons discussed in this article for why voting is important are as follows:<ul style="list-style-type: none">– Politicians pay attention to issues young people care about when they vote.– Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.– Voting is how a citizen expresses opinions.• Show students that in the two columns to the right of each of these reasons, students can record quotes from the article that show the reason and write down facts and data in the article that are given as evidence for the reason.• Instruct students to read the article with their partner and take notes on the note-catcher. Give students 10 minutes to work with their partners.• Refocus students whole group. Review the reading notes with students using Readings on Why Voting Is Important note-catcher—Teachers’ Edition (for teacher reference).• Cold call pairs to share which quotes from the text they selected and evidence they listed from the text.• Students may choose quotes that correctly support the reasons listed on their note-catchers that are not represented on the Readings on Why Voting Is Important note-catcher—Teachers’ Edition. Be sure to accept any quotes that support the reason being reviewed as correct.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to give you a Fist-to-Five to indicate their progress towards the learning targets. Use students' self-assessment as a check for understanding of the performance task format.• Reassure students that they will be spending more time with reading and analyzing this text to help prepare them for writing their public service announcements.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to a friend or adult why you think it is important for young people to vote. Support your explanation with at least one example from the "Youth Power" article. Be prepared to share your explanation with a classmate tomorrow.• Read from your book selected for independent reading.	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 2

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Public Service Announcement Performance Task Description

Why is it important for American citizens to vote? After researching the history of voting, create a public service announcement for high school seniors about why voting is important. State your opinion and support your opinion with reasons, facts, and details from the texts you have read.

What is a public service announcement? You have probably heard or seen public service announcements on the radio or television. These are short, informative pieces on a topic of importance to the general public, such as nutrition, education, the environment, health and safety, and civic involvement. Maybe you have heard a public service announcement on the importance of having a fire-escape plan in your home, or perhaps you have seen a public service announcement encouraging people to eat healthfully and get exercise every day. These kinds of announcements are different from commercial advertisements because the goal is not to sell a product or service, but to get people to change their behavior.

How is a public service announcement different from an opinion/reason essay? You can think of the public service announcement as a kind of opinion/reason writing with one important difference: The goal of a public service announcement is to change behavior, so the opinion statement is your recommendation for this. For example, you may have an opinion that littering is bad, but in a public service announcement the same opinion might be stated, “People should stop littering.”

What work will I do in this unit that will help me create the public service announcement?

- You will read and take notes on a variety of articles on youth voting in the United States.
- From your notes, you will select two main reasons to support the opinion that young people should vote.
- From your notes and your own thinking, you will develop support for each of the two reasons. The support will include facts, quotes, statistics, and your own written explanations.
- You will read and listen to a model of a public service announcement.
- You will receive a graphic organizer to help you structure your public service announcement.
- With your opinion and your two solid reasons with support, you will create the public service announcement, including a catchy introduction and a powerful conclusion.



Public Service Announcement: “Wear Your Helmet!” Transcript

Note: Audio file can be found at <http://www.engageny.org/resource/grade-4-ela-module-4>

“Helmets are uncomfortable!”

“Helmets are totally uncool looking!”

“I don’t wear a helmet because I guess I just forget to.”

“Why should I? I don’t wear a helmet, and nothing bad has happened yet!”

These are some of the things I hear kids say when asked why they’re not wearing a helmet while riding a bicycle, scooter, or skateboard. You know what I have to say to them?

I hear head injuries are pretty uncomfortable, too.

How cool is preventable brain damage?

If you think you’re forgetting stuff now, it’ll be even harder after a concussion.

Just because you’ve been lucky so far doesn’t mean your luck will continue.

Kids should wear a helmet when riding a bike, scooter, or skateboard. Not some of the time, not most of the time, but all of the time.

Need some more reasons? Not wearing a helmet is dangerous and risky. Here is what happens when kids don’t wear helmets: According to the Centers for Disease Control, every year “over 150,000 children are treated in emergency rooms for bicycle-related head injuries and over 300 children die from these injuries.” Each year 60 percent of bicycle deaths and 30 percent of emergency room visits from bicycle accidents are from head injuries—injuries that can create lifelong disabilities from irreversible brain damage.

Guess what? Most of this is preventable by doing one simple thing: Wearing a helmet. Helmets work: They reduce the risk of head injury by 80 percent—that means almost all brain injuries from bicycle accidents could have been avoided by helmet use. If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.

Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.



Teen Scene

YOUTHPO



What's driving so many young people to the polls this primary season?

Sujatha Jahagirdar knew it would happen. The Los Angeles resident was in Des Moines, Iowa, on January 3 for the first presidential caucuses. Waking at 5 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns. Her instinct had proved right: The youth vote was going to be huge!

In fact, the turnout of Iowa voters under 30 had tripled from 2004. Those voters were the deciding factor in Barack Obama's victory in the Democratic caucuses. Since then, young peoples' participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.

It is all evidence of a "youth surge" in politics, Sujatha tells *JS*. The development may be surprising to a lot of people—but not to her. "I think we're seeing in this election," Sujatha says, "what can happen when you actually pay attention to young people."

"Government Matters"

Why has political awareness spiked this year among young people? One reason may be the terrorist attacks of September 11, 2001. Today's first-time voters came of age amid that national shock, and the wars in Afghanistan and Iraq that followed.

"September 11 was the beginning of a new generation," says Brandon Closson, 15, an organizer with the Young Democrats. "I think [the attacks] brought a deeper feeling for our country," says the senior at Kalida High School in Ohio. "People began to be more worried about what would happen to us."

Think About It

1. What are some of the reasons that a record number of youths are participating in the presidential campaigns?
2. Are you paying close attention to the presidential race? Why or why not? What issues matter most to you?

10 JUNIOR SCHOLASTIC / APRIL 28, 2008

PHOTO BY JACQUE BUCCHIANI



WIER!



Kids in New York City commemorate the Freedom Summer of 1964, which helped lead to the Voting Rights Act.

John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain's campaign in Aiken, South Carolina. "Young people have seen what our country really needs," John tells JS, "and that's a great leader to make sure we're safe from the threat of terrorism."

The interest in this year's race may be explained yet another way. A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. "They see that it

matters that they're involved," says Robert Alexander, a political science professor at Ohio Northern University. "They see that government matters."

"Starting to Care Again"

Many young Americans are inspired by the diversity of the candidates in the presidential race. For the first time, a woman and an African-American are serious contenders for the presidency. Voters under the age of 30 are also excited by the tightness of the contest between Democrats Hillary Clinton and Obama. "Any time an election is close, it drives more people to the polls," says Emily Kirby, a researcher on the political involvement of youth. "You really feel like your one vote can make a difference."

Sujatha cites another factor: Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can't afford college. "That's the kind of thing you just didn't hear in previous elections," she tells JS.

But it is Obama who has caused the most excitement among youths. Part of his appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a "President who reaches across party lines, who sticks by his morals and listens to people."

Whoever is elected, Brandon is not going to sit idly by. He hears echoes today of the 1960s (see below). "If people just push issues aside, then we're going to dig ourselves into a deeper hole," Brandon tells JS. "I like that people are starting to care again."

—Karen Fanning and Bryan Brown

Flashback

THE SIXTIES

For years they seemed to dominate the news. Students marching in protests, occupying buildings on college campuses, or struggling with police. They were full of contradictions: peaceful and unruly, funny and angry, wise and foolish. They would change the world—for better or worse.

That was the 1960s. For many Americans, those were the golden days of student activism. The causes were varied, from civil

rights to free speech. But protest over the Vietnam War unified students like no other issue, especially when young men were drafted against their will to fight in it.

Then those days ended. The U.S. left Vietnam in defeat and gave 18-year-olds the right to vote. "Students of the 1970s ... went back to their books," wrote one historian. But many students of the 1960s believed that they could make a real difference in the world—and did.



A 1968 protest against the Vietnam War.



Readings on Why Voting Is Important Note-catcher

Name: _____

Date: _____

Directions: Use the table below to find the reasons and evidence the authors use to support the idea that voting is important.

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	1. Politicians pay attention to issues young people care about when they vote.		
"Youth Power"	2. Voting demonstrates a person's interest in the country, the government, its problems, and its opportunities.		
"Youth Power"	3. Voting is how a citizen expresses opinions.		
"I Can't Wait to Vote!"			



Readings on Why Voting Is Important Note-catcher

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"I Can't Wait to Vote!"	4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.		
"I Can't Wait to Vote!"	5. Voting is a right that has been fought for, and it should be valued.		
"I Can't Wait to Vote!"	6. Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.		



Readings on Why Voting Is Important Note-catcher
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	1. Politicians pay attention to issues young people care about when they vote.	"I think we are seeing in this election what can actually happen when you pay attention to young people." (p. 1) "Candidates are addressing issues young people care about.... Clinton promised to fight for students who can't	On Super Tuesday alone more than 3 million people under age 30 voted. (p. 1)
"Youth Power"	2. Voting demonstrates a person's interest in the country, the government, its problems, and its opportunities.	"I think [the attacks] brought a deeper feeling for our country." (p. 1) "Concerns over jobs, health care, and global warming are driving [young people] to the polls." (p. 2)	"Today's first-time voters came of age amid that national shock." (p. 1) "According to survey data, the majority of young people believe that America is headed down the wrong path." (p. 2)



Readings on Why Voting Is Important Note-catcher
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	3. Voting is how a citizen expresses opinions.	"Concerns over jobs, health care, and global warming are driving [young people] to the polls." (YP, p. 2)	"According to survey data, the majority of young people believe that America is headed down the wrong path." (YP, p. 2)
"I Can't Wait to Vote!"		"Many youth also feel that voting is a way to express your opinions about what is important to the country's future." (ICW)	"96% of youth identified unemployment as a concern, 69% were concerned about global warming, and 93% were concerned about the country's rising national debt." (ICW)



Readings on Why Voting Is Important Note-catcher
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"I Can't Wait to Vote!"	4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.	"This is our system of government. Citizens are supposed to vote to elect people to represent us."	The definition of a democracy says people are given their power through voting for representatives. "Voting is how the leaders of our country are elected, and sometimes laws are passed directly through the ballot."
"I Can't Wait to Vote!"	5. Voting is a right that has been fought for, and it should be valued.	"Voting is a right, and a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right."	—1869 African American men got the right to vote. —1920 women were given the right to vote. —1965 Voting Rights Act passed.
"I Can't Wait to Vote!"	6. Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.	"I want to vote for the candidates who think about the future because that's where I'm going to be."	Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years.