



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 3: Lesson 4**

## **Synthesizing from Multiple Texts: Synthesizing Ideas about Why Voting Is Important**



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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. (RI4.8) I can accurately synthesize information from two texts on the same topic. (RI4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify reasons and evidence on the importance of voting in the text “I Can’t Wait to Vote!”</li><li>• I can synthesize ideas from both “Youth Power” and “I Can’t Wait to Vote!” to answer the question, “Why is voting important?”</li></ul>	<ul style="list-style-type: none"><li>• Readings on Why Voting Is Important note-catcher</li><li>• Why Voting Is Important graphic organizer</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li><li>B. Engaging the Reader: Sharing Homework (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Rereading “I Can’t Wait to Vote!” to Identify Reasons and Evidence (20 minutes)</li><li>B. Synthesizing Ideas in “Youth Power” and “I Can’t Wait to Vote!” (20 minutes)</li></ol></li><li>3. Closing<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Identify at least two text structure types in the article “I Can’t Wait to Vote!” Use your Text Structure Types and Examples sheet to help.</li><li>B. Read from your book selected for independent reading.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students read the new text “I Can’t Wait to Vote!” and synthesize it with “Youth Power.” This new text may prove challenging for some readers. If time permits, consider providing additional support for students by spending more time discussing the gist and vocabulary in Opening Part B of this lesson. Another option is to break this lesson up into two days, with students reading and analyzing the text’s reasons and evidence on one day and then focusing on synthesizing both texts on the following day.</li><li>• Use the exit tickets in the end of Work Time B for a formative assessment on students’ ability to synthesize and determine if students will need additional review related to synthesizing prior to the Mid-Unit Assessment in Lesson 5.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
synthesize, turnout, democracy, elected, representatives, exercising express, legislation, opinions, laws	<ul style="list-style-type: none"><li>• “I Can’t Wait to Vote!” article (from Lesson 3 homework) (one per student; one to display)</li><li>• Document camera</li><li>• Important Voting Words anchor chart (begun in Lesson 2)</li><li>• Readings on Why Voting Is Important note-catcher (from Lesson 2)</li><li>• Readings on Why Voting Is Important note-catcher (answers, for teacher reference; from Lesson 2)</li><li>• Why Voting Is Important anchor chart (new; teacher-created; a large version of students’ Why Voting Is Important graphic organizer)</li><li>• Why Voting Is Important graphic organizer (one per student)</li><li>• Why Voting is Important graphic organizer (answers, for teacher reference)</li><li>• Exit ticket</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning targets. Have students turn and talk to a partner about another time they were asked to synthesize two texts.</li><li>• Have some of the partners share out, and listen for students to recall how they synthesized ideas about why women wanted to vote with quotes from Susan B. Anthony's speech and <i>The Hope Chest</i>.</li><li>• Ask:<ul style="list-style-type: none"><li>* "How will mastering this skill help us create PSAs?"</li></ul></li><li>• Listen for students to explain that they will synthesize ideas from texts on voting in order write the reasons voting is important in their PSAs.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader: Sharing Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of their homework from Lesson 3: “Read the text ‘I Can’t Wait to Vote!’ Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.”</li><li>• Ask them to get out their copy of the “<b>I Can’t Wait to Vote!</b>” <b>article</b> and display your copy of the text using a <b>document camera</b>.</li><li>• Ask students to compare the gist statements and words they identified as important voting words with a partner and revise or add to their copies of the text.</li><li>• After 5 minutes of partner work, cold call a few pairs to share their gist statements. Ask:<ul style="list-style-type: none"><li>* “What is this text mostly about?”</li></ul></li><li>• Listen for students to say something similar to the following: “It is about the different reasons young people vote.”</li><li>• Post the <b>Important Voting Words anchor chart</b> (from Lesson 2).</li><li>• Cold call several pairs to share an important voting word and discuss each word with the class to determine its meaning and whether it should be added to the anchor chart.</li><li>• Listen for students to identify the following words and add them to the anchor chart: <i>democracy, elected, representatives, exercising, express, legislation, opinions, and laws</i> and clarify their meanings as needed by encouraging students to use context clues to determine their meanings.</li></ul>	<ul style="list-style-type: none"><li>• If students struggled with identifying the gist of the text “I Can’t Wait to Vote!” for homework, consider adding time to this portion of the lesson to read the text aloud and allow students to write gist statements for each paragraph of the text.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Rereading “I Can’t Wait to Vote” to Identify Reasons and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their copy of <b>Readings on Why Voting Is Important note-catcher (from Lesson 2)</b>.</li> <li>• Place students with a reading partner.</li> <li>• Point out to students the section of the note-catcher that relates to the “I Can’t Wait to Vote!” article. The four reasons discussed in this article for why voting is important are that:             <ul style="list-style-type: none"> <li>– Voting is how a citizen expresses opinions.</li> <li>– Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job.</li> <li>– Voting is a right that has been fought for, and it should be valued.</li> <li>– Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.</li> </ul> </li> <li>• Remind students that in the two columns to the right of each of these reasons, there is space for students to record quotes from the article that show the reason and to write down facts and data in the article that are given as evidence for the reason.</li> <li>• Instruct students to reread the article with their partner and take notes on the note-catcher. Give students 10 minutes to work with their partners.</li> <li>• Using the handout <b>Readings on Why Voting Is Important note-catcher—Teachers’ Edition (from Lesson 2)</b>, review the reading notes with students.</li> <li>• Cold call pairs to share which quotes from the text they selected and evidence they listed from the text.</li> <li>• 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.</li> <li>• Ask students to hold on to their note-catcher for Work Time B.</li> </ul>	<ul style="list-style-type: none"> <li>• This text may be challenging for many students. To further support the entire class, guide students through the first two reasons for this reading on their note-catchers.</li> <li>• To further support students, consider pulling a small invitational group to read the article together with your facilitation.</li> <li>• Another option for supporting struggling students is to provide hints (written on the board or on index cards) for finding reasons and evidence in the text. For example: “Look for reasons number 3 and 6 in the paragraph beginning, ‘Many youth also feel ...’”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Synthesizing Ideas in “Youth Power” and “I Can’t Wait to Vote!” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>Why Voting Is Important anchor chart</b>. Distribute the <b>Why Voting Is Important graphic organizer</b>.</li> <li>• Explain to students that the handout is their version of an anchor chart the class is about to create, and that they should contribute to the anchor chart as well as keep track of these additions on their own graphic organizers.</li> <li>• Tell students they will select two reasons from this graphic organizer as they determine the content and structure of their own public service announcements.</li> <li>• Explain when they took notes on “Youth Power” and “I Can’t Wait to Vote!” their notes were not identical to those of their classmates. Ask students to provide examples of different quotes, facts, and statistics they wrote down to support the same reason. Ask: <ul style="list-style-type: none"> <li>* “Who is right and who is wrong?”</li> </ul> </li> <li>• Guide students to observe that neither is “right” or “wrong” in this case—noticing different quotes, facts, and statistics to support a reason shows that there are a number of ways to provide evidence and explain an opinion. One of the purposes of the class anchor chart and students’ graphic organizers is to collect all of the possible pieces of evidence from the readings, which support the reasons.</li> <li>• Instruct students to listen carefully to classmates so the same quote, fact, or statistic is not mentioned more than once.</li> <li>• Ask students to contribute a quote, fact, or statistic from their note-catchers to record on the class anchor chart for the first reason (“Politicians pay attention to issues young people care about when they vote.”) Make sure that students have noted all relevant support for an idea before moving on to the second reason (“Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.”) See the <b>Why Voting Is Important graphic organizer (answers, for teacher reference)</b>.</li> <li>• Direct students to record all of the supporting evidence from the class anchor chart onto their Why Voting Is Important graphic organizer.</li> <li>• Call on students to share quotes, facts, statistics, and explanations until the anchor chart contains evidence for each reason.</li> <li>• Once the anchor chart is complete and students have completed their graphic organizers, ask them to use the reasons and evidence on these documents to answer the following prompt:</li> </ul>	<ul style="list-style-type: none"> <li>• This “dual-entry” tool will help as a content-reinforcement strategy and practice in paraphrasing ideas. Use this opportunity to provide extra support to students who need help in these areas. Asking students straightforward tasks such as: “Explain what this means,” and, “Tell me how this quote supports the reason,” requires students to understand, paraphrase, and back up these ideas. This may be done as an informal one-on-one with a student, or as a class activity.</li> <li>• Collect exit tickets for formative assessment and to determine if students will need additional review related to synthesizing two texts prior to the mid-unit assessment in Lesson 5.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* “Synthesize the ideas in both texts using your evidence from your graphic organizer to discuss the following question with your partner: Why is it important to vote?”</li><li>• Tell students it’s helpful to think about what the two texts have in common as they synthesize. Model if needed: “I noticed that both texts talked about issues that were important to young voters. This makes me think one reason it’s important to vote is leaders will make laws addressing the issues you care about.”</li><li>• Give students 5 minutes to discuss the question. Circulate and prompt students to reference the anchor chart and their graphic organizers in their discussion.</li><li>• Distribute the <b>exit ticket</b>. Give students 5 minutes to complete the exit ticket individually.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students for the Back-to-Back, Face-to-Face protocol and ask students to partner with someone new.</li><li>• Once students are back-to-back, pose the following question:<ul style="list-style-type: none"><li>* “What helped you to synthesize ‘Youth Power’ and ‘I Can’t Wait to Vote!’?”</li></ul></li><li>• Call on a few pairs to share their strategies with the class.</li><li>• Remind students that identifying what two texts have in common is one helpful strategy when synthesizing.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Identify at least two text structure types in the article “I Can’t Wait to Vote!” Use your Text Structure Types and Examples sheet to help.</li><li>• Read from your book selected for independent reading.</li></ul>	



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## Supporting Materials



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Why Voting Is Important Graphic Organizer

**When you quote sources for supporting evidence, use these abbreviations:**

“Youth Power” (YP)

“I Can’t Wait to Vote!” (ICW)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
1.	
2.	
3.	
4.	
5.	
6.	

Why Voting Is Important Graphic Organizer  
(Answers, For Teacher Reference)

**Note: Use this as a reference for reasons and evidence recorded on the Why Voting Is Important anchor chart.**

Sources for supporting evidence and their abbreviations:

“Youth Power” (YP)

“I Can’t Wait to Vote!” (ICW)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
<b>1. Politicians pay attention to issues young people care about when they vote.</b>	<p><b>Candidates are addressing issues young people care about. (YP)</b></p> <p><b>On Super Tuesday alone more than 3 million people under age 30 voted. (YP)</b></p>
<b>2. Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.</b>	<p><b>Concerns over jobs, health care, and global warming are driving [young people] to the polls. (YP)</b></p> <p><b>A majority of young people believes that America is headed down the wrong path. (YP)</b></p>
<b>3. Voting is how a citizen expresses opinions.</b>	<p><b>Candidates are addressing issues young people care about. (YP)</b></p> <p><b>Rock the Vote 2010 Young Voter Poll found that 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)</b></p>



Why Voting Is Important Graphic Organizer  
(Answers, For Teacher Reference)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
<b>4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.</b>	<b>Democracy by definition is a system of government that depends on citizens exercising their right to vote. (ICW)</b>
<b>5. Voting is a right that has been fought for, and it should be valued.</b>	<b>1869—African American men get the right to vote, 1920—women get the right to vote, 1965—the Voting Rights Act is passed, 1971—voting age lowered to 18. (ICW)</b>
<b>6. Voting has an effect on the laws the country makes, how it spends money, and how it uses natural resources.</b>	<b>Unemployment, global warming, and the national debt were all debated in Congress in recent years. (ICW)</b>



Exit Ticket

**Synthesize ideas, reasons, and evidence from both texts:  
Why is it important to vote?**

It is important to vote because ...