



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Overview



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Unit 1: Building Background Knowledge: The Leadership of Susan B. Anthony

In Unit 1, students begin to build background knowledge about the women’s suffrage movement and the role that Susan B. Anthony played in it. Students will read a variety of informational texts as well as primary source documents. In Lessons 1 and 2, students are introduced to the topic through examining a timeline on the history of voting in America and an excerpt of a speech by Susan B. Anthony. (They will revisit the speech throughout the module.) Throughout the first half of this unit, students will read and summarize several informational texts about Susan B. Anthony. Students will also learn to use glossaries, context clues, and

deconstructing parts of words as strategies for understanding unfamiliar academic and domain-specific words. This is followed by a mid-unit assessment of RI.4.2 and RI.4.4. Students then continue learning about Susan B. Anthony’s role in the suffrage movement, comparing firsthand and secondhand accounts of key events in the history of voting in America. The end of unit assessment focuses on RI.4.2 and RI.4.6: Students compare firsthand and secondhand accounts of a modern-era historical event (the inauguration of Barack Obama).

Guiding Questions And Big Ideas

- **What makes someone a leader of change?**
- **How do leaders present their opinions to others?**
- *Leaders of change must sometimes break unfair rules. One person can take action to change things for the better.*

Mid-Unit 1 Assessment

Answering Questions and Summarizing a Text about Frederick Douglass

This assessment centers on standards NYS ELA CCLS RI.4.2 and RI.4.4. In this assessment, students read an informational text about Frederick Douglass and his fight against slavery in America. They answer selected-response text-dependent questions that include comprehension of key passages and vocabulary. They then identify the main idea of each section of the text before they write a summary of the whole text.

End of Unit 1 Assessment

Comparing Firsthand and Secondhand Accounts of Inauguration Day

This assessment centers on standards NYSP12 ELA CCLS RI.4.2 and RI.4.6. In this assessment, students read a firsthand and secondhand account of the same historical event (the inauguration of Barack Obama). They then answer a series of multiple-choice text-dependent questions that include comprehension of key passages and vocabulary and complete a Venn diagram to compare the differences in both the information provided and the focus of the firsthand and secondhand accounts.



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

NYS Social Studies Core Curriculum:

- 4.2.c Many people from the past and present of New York are famous for the many ways they have contributed to their state, nation, and the world in the areas of business, politics, arts, education, and science.
- 4.9.b The United States and New York constitutions describe the basic rights of people and the essential function and structure of their respective governments.
- 4.9.c The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.
- 4.9.e The people of New York are affected by both the United States and New York constitutions.
- 4.11.a Major eras and events in United States history have impacted and been impacted by New York and its citizens.
- 4.13.a The United States' democratic system requires active participation from its citizens.



Central Texts

1. Karen Schwabach, *The Hope Chest* (New York: Yearling, 2008), ISBN: 978-0-375-84096-8. (800L) (touched on in Unit 1; central to Unit 2)
2. Susan B. Anthony, “On Women’s Right to the Suffrage,” excerpt from a speech given in 1873, available at <http://www.historyplace.com/speeches/anthony.htm>. (1200L/FK 10.7)
3. Rebecca Hershey, “The Vote,” in *Hopscotch* (2003, Issue 5), 36.
4. Ira Peck and Kathy Wilmore, “Order in the Court,” in *Junior Scholastic* (2008, Issue 14), 12–15.
5. Patrick S. Washburn, “Fredrick Douglass: Freedom’s Champion,” in *Boy’s Life* (1994, Issue 10), 14.
6. “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting,” *The New York Times*, June 20, 1873, available at <http://query.nytimes.com/mem/archive-free/pdf?res=940DEFD9143CE63ABC4851DFB0668388669FDE>.



This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Engaging Readers in the History of Voting Rights	<ul style="list-style-type: none"> I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7) 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) 	<ul style="list-style-type: none"> I can explain how the right to vote has changed throughout American history. I can determine the meaning of unfamiliar words using a variety of strategies. 	<ul style="list-style-type: none"> Group gist statement 	<ul style="list-style-type: none"> Vocabulary Strategies Guiding Questions
Lesson 2	Confirming Our Topic: First Read of “On Women’s Right to the Suffrage” Speech by Susan B. Anthony	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) 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) 	<ul style="list-style-type: none"> I can infer the meaning of words and phrases using context clues to better understand a primary source. I can explain points made in a speech using details from the text. 	<ul style="list-style-type: none"> Close Reading recording form: “On Women’s Rights to Suffrage” paragraph 1 	<ul style="list-style-type: none"> Concentric Circles protocol Close Readers Do These Things



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Summarizing Informational Text: “The Vote”	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational text. (RI.4.2) 	<ul style="list-style-type: none"> I can determine the main idea of sections of an informational text about Susan B. Anthony. I can summarize an informational text about Susan B. Anthony. 	<ul style="list-style-type: none"> Summarizing Informational Text recording form for “The Vote” 	<ul style="list-style-type: none"> Think-Pair-Share discussion protocol Guiding Questions Timeline: History of Voting in America: Women’s Suffrage Movement
Lesson 4	Reading for Gist and Building Vocabulary: “Order in the Court” and the Trial of Susan B. Anthony	<ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can get the gist of an informational text about Susan B. Anthony. I can determine the meaning of unfamiliar words using a glossary and context clues. 	<ul style="list-style-type: none"> Summarizing Informational Text recording form for “Order in the Court” (gist statement only) Completed glossary for “Order in the Court” 	<ul style="list-style-type: none"> Timeline: History of Voting in America: Women’s Suffrage Movement What Makes a Quality Summary?
Lesson 5	Rereading and Summarizing: “Order in the Court” and the Trial of Susan B. Anthony	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational or argumentative text. (RI.4.2) 	<ul style="list-style-type: none"> I can summarize how Susan B. Anthony stood up for what she believed in. I can determine the main idea of sections of an informational text about Susan B. Anthony. 	<ul style="list-style-type: none"> Text-Dependent Questions index card Summarizing Informational Text recording form for “Order in the Court” 	<ul style="list-style-type: none"> What Makes a Quality Summary? Informational Text Structures



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Fredrick Douglass	<ul style="list-style-type: none"> • I can determine the main idea using specific details from the text. (RI.4.2) • I can summarize informational or argumentative text. (RI.4.2) • 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) 	<ul style="list-style-type: none"> • I can determine the meaning of unfamiliar words using a variety of strategies. • I can determine the main idea of sections of an informational text on Fredrick Douglass. • I can summarize a text about Fredrick Douglass. 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Fredrick Douglass • Tracking My Progress, Mid-Unit 1 recording form 	
Lesson 7	Reading for Main Idea and Building Vocabulary: <i>New York Times</i> Article of Susan B. Anthony's Trial	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Close Reading recording form for the <i>New York Times</i> article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting." 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial	<ul style="list-style-type: none"> I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6) 	<ul style="list-style-type: none"> I can explain what firsthand and secondhand accounts are and how they are different. I can compare a firsthand and secondhand account of the Susan B. Anthony trial. 	<ul style="list-style-type: none"> Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form 	<ul style="list-style-type: none"> Think-Pair-Share protocol Firsthand and Secondhand Accounts
Lesson 9	End of Unit Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. (RI.4.2) I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6) 	<ul style="list-style-type: none"> I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day Tracking My Progress, End of Unit 1 recording form 	



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a local politician to visit the class to discuss why he/she needs voters; invite a polling place volunteer to talk about why s/he chooses to serve his or her community in this way.

Fieldwork:

- Take the class to a local government building to talk to elected officials; go to the office of elections.

Service:

- N/A

Preparation and Materials

- Students will be reading several texts and will have glossaries for each of the texts in this unit. We suggest you provide Research Folders for the students to keep all texts and supporting materials.
- Students will also be asked to underline evidence in the texts as they answer text-dependent questions. Please provide a set of colored pencils for each student.