



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 1: Lesson 5**

## **Rereading and Summarizing: “Order in the Court” and the Trial of Susan B. Anthony**



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Long-Term Learning Targets	
<p>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)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can summarize how Susan B. Anthony stood up for what she believed in.</li> <li>I can determine the main idea of sections of an informational text about Susan B. Anthony.</li> </ul>	<ul style="list-style-type: none"> <li>Questions index card</li> <li>Summarizing Informational Text recording form for “Order in the Court!”</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening               <ol style="list-style-type: none"> <li>Engaging the Reader and Review Learning Targets (5 minutes)</li> </ol> </li> <li>Work Time               <ol style="list-style-type: none"> <li>Using Evidence to Answer Text-Dependent Questions (15 minutes)</li> <li>Finding the Main Idea of an Informational Text (25 minutes)</li> <li>Written Summary of “Order in the Court!” (10 minutes)</li> </ol> </li> <li>Closing and Assessment               <ol style="list-style-type: none"> <li>Debrief (5 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>In this lesson, students reread the same text they worked with in Lesson 4. Going slowly with this text ensures that students will understand it fully, which in turn will enable them to write more effective summaries.</li> <li>Have students continue to work with their partner from Lesson 3.</li> <li>In advance: Prepare the Informational Text Structures anchor chart (see model in supporting materials).</li> <li>Prepare Informational Text Structure flip cards (on card stock or construction paper so students can hold the cards up without having the cards fold over). See supporting materials for suggested format. These cards can be laminated to use whenever you are working on the concept of text structure.</li> <li>Be prepared to share the What Makes a Quality Summary? anchor chart from Lesson 4 as the students review summarizing in Work Time Part C.</li> </ul>



Lesson Vocabulary	Materials
<p>stood up for Review from Lesson 3: summarize, text structure, sequence</p> <p>Review from Lesson 4: “Introduction”: defendant, opponents, merely, influential “What Was Her Crime?”: reluctantly, test case, convince, well-educated, abolitionist, jurisdiction “The Trial: Day One”: concede, honorable, laudable, outraged “The Trial: Day Two”: verdict, suffrage, trampled, principle, unjust, earnestly, persistently, tyranny “Surviving the Shock”: mere</p>	<ul style="list-style-type: none"><li>• Equity sticks</li><li>• “Order in the Court!” by Ira Peck and Kathy Wilmore (from Lesson 4)</li><li>• Large index cards (one per partnership)</li><li>• Blue, red, and green pencils (one set per student)</li><li>• Text Dependent Questions—Possible Answers (for teacher reference)</li><li>• Informational Text Structures flip cards (one set of cards per student; see Teaching Notes)</li><li>• Summarizing Informational Text recording form for “Order in the Court!” (from Lesson 4)</li><li>• Document camera</li><li>• Informational Text Structures anchor chart (new, teacher-created)</li><li>• What Makes a Quality Summary? anchor chart (from Lesson 4)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite the students to read the first learning target: “I can summarize how Susan B. Anthony stood up for what she believed in.” Ask:<ul style="list-style-type: none"><li>* “What do you think the phrase stood up for means?”</li></ul></li><li>• Ask them to turn and share their thinking with a shoulder partner.</li><li>• Using equity sticks, cold call on one or two students to share their definition. Listen for comments like: “Doing what she believed was right even when people were against her,” or “Expressing her opinion and taking action for something she believed strongly in.”</li><li>• Ask the students if they can think of any other people in history or their own lives who stood up for what they believed in. Some possible examples are:<ul style="list-style-type: none"><li>* Rosa Parks—because she refused to give up her seat on the bus to a white man when she was tired</li><li>* Abraham Lincoln—because he fought to end slavery when half the country wanted to own slaves</li><li>* Anyone who stopped a bully from hurting another person—because he or she knew that being mean to another person is wrong</li></ul></li><li>• Ask the students to read the second learning target silently.</li><li>• Have them give a thumbs-up if they are clear on what they will be expected to do with both learning targets, 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.</li><li>• Clarify as needed.</li></ul>	<ul style="list-style-type: none"><li>• Unpacking new and unfamiliar vocabulary terms in the learning targets helps students ensure a deeper understanding of what they will be learning.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Using Evidence to Answer Text-Dependent Questions: “Order in the Court!” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Make sure students have their texts “<b>Order in the Court!</b>” (from Lesson 4). Distribute a <b>large index card</b> to each pair.</li> <li>• Tell students that in a moment, they will reread the text and work with their partner to answer a question using evidence from the text. Tell them to decide who will be the recorder for their partnership. Ask them to use a <b>blue pencil</b> to underline the evidence in the text that helps them answer the question. Post the question on the board written or underlined in blue to match the color they will use to underline evidence in their text.</li> <li>• Ask them to record on the index card their pair’s answer to this question:             <ol style="list-style-type: none"> <li>1. In the section “What Was Her Crime,” why was it OK with Susan B. Anthony that she was arrested for voting?</li> </ol> </li> <li>• Using equity sticks, cold call on two or three partnerships to share their thinking. Ask the student who did not scribe the response to share it with the class. Listen for responses like: “Susan B. Anthony thought that if she was arrested, she could convince a jury that she was innocent. If she was found innocent, women would win the right to vote.”</li> <li>• Encourage partnerships to revise their response if they want to improve it based on the other responses they heard.</li> <li>• Repeat the process with two more questions. Tell the class that evidence for each question will be underlined in a different color.             <ol style="list-style-type: none"> <li>1. On page 14, the authors wrote, “The spectators were outraged.” Why were the spectators outraged? (Underline the evidence using a <b>red pencil</b>.)</li> <li>2. Based on her actions in the courtroom, how would you describe the kind of person Susan B. Anthony was? Make sure to use specific evidence from the text to support your response. (Underline the evidence using a <b>green pencil</b>.)</li> </ol> </li> <li>• Give partnerships 10–15 minutes to collaborate on answers to the text-dependent questions. Remind them to record their answers on the index card.</li> </ul> <p><i>Note: Again, post the questions either in red and green or underlined in these colors, so that the question itself is in the color that matches the color students will use when underlining for evidence for that question.</i></p>	<ul style="list-style-type: none"> <li>• Creating a small guided reading group for students who struggle with language will give them additional support as they grapple with longer text.</li> <li>• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their first language.</li> <li>• Offer students colored pencils to use when underlining evidence from the text to support their responses to the text-dependent questions—a different colored pencil for each question. This often helps students see the connection between facts in the text, which can lead to a deeper understanding of the main idea of a text.</li> <li>• Consider pre-highlighting the text for some learners so that when they reread independently, they can focus on the essential information.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Finding the Main Idea of an Informational Text (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that in Lesson 3 they learned that text structure is how a text is organized. Display the <b>Informational Text Structures</b> anchor chart either using a <b>document camera</b> or on chart paper for the students to see. Distribute the <b>Informational Text Structures flip cards</b> to each student.</li><li>• Ask them to hold their cards up and point to which text structure they think describes “Order in the Court.” Ask students to turn and tell their shoulder partner why they chose the text structure that they did.</li><li>• Using equity sticks, cold call on two or three students to share their thinking. Listen for responses like: “I think it’s the sequencing text structure because the events happen in a particular order. The text describes the events of the trial from the beginning to the end in order.”</li><li>• Ask the students to get out their <b>Summarizing Informational Text recording forms for “Order in the Court!”</b> (from Lesson 4). Point out that other than the first section, which will be referred to as the Introduction, all the sections of the text are identified by subtitles. Invite the students to read the Introduction silently as you read it aloud.</li><li>• Ask them to think about what the main idea is of this section. Remind them that the main idea is what the text, or section of a text, is <u>mostly</u> or <u>mainly</u> about. Ask them to talk with their partner. Cold call on one or two students. Listen for comments like: “It describes what the courtroom was like when the trial began.”</li><li>• Remind students that they will need to use specific details from the text to help them support the main idea. For example: “It was June 17, 1873, and the trial of Susan B. Anthony was about to begin. The courtroom was full of people who supported her and some who didn’t.”</li><li>• Using a document camera, record this main idea in the designated box on the recording form.</li><li>• Give the students 10–15 minutes to read the text again, section by section, with their partners and determine the main idea of each section.</li><li>• Circulate and support students as needed.</li></ul>	<ul style="list-style-type: none"><li>• Flip cards are an example of a total-participation technique, which encourages all students to participate in a class discussion.</li><li>• Consider providing partially completed or more structured graphic organizers to those students who need them.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Written Summary of “Order in the Court!” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Review with students what it means to summarize a text. Invite them to turn and share their thinking with their shoulder partner. Revisit the <b>What Makes a Quality Summary? anchor chart</b> that they made in Lesson 4.</li><li>• Call on one or two students to share their thinking. Listen for responses like: “It means to briefly restate the main idea of the text in my own words and to include important details from the text.”</li><li>• Remind them to use the main idea statements from the different sections of the text in order to summarize the text as a whole. Review that their summary will be written by putting the main ideas and details from each section of the text together in one short paragraph. Reiterate that they may need to change some words or condense some ideas to make the summary make sense. Point out that the summaries will be written in the bottom box of the recording form.</li><li>• Give them 5–10 minutes to work independently.</li><li>• Circulate among the students, assisting as needed.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to find a partner they did not work with today.</li><li>• Ask partnerships to read the learning targets: “I can determine the main idea of sections of an informational text about Susan B. Anthony” and “I can summarize how Susan B. Anthony stood up for what she believed in.” Invite students to explain to their partner whether or not they have met the target, and how they know. If they haven’t met the target yet, what support might they need?</li><li>• Circulate to listen in as students share, in order to gauge which students may need additional support, particularly with summary writing.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Using the feedback you received from your partner, revise your summary of “The Vote.” Write your final summary below your draft. Use the back of the Summarizing Informational Text recording form if you need more space to write</li></ul>	



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## Supporting Materials



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Text-Dependent Questions - Possible Answers  
(For Teacher Reference)

1. In the section “What Was Her Crime,” why was it OK with Susan B. Anthony that she was arrested for voting? (Underline the evidence using a **blue pencil**.)  
*Susan B. Anthony thought that if she was arrested, she could convince a jury that she was innocent. If she was found innocent, women would win the right to vote.*
2. On page 14, the authors wrote, “The spectators were outraged.” Why were the spectators outraged? (Underline the evidence using a **red pencil**.)  
*The spectators were outraged because the judge handed down a guilty verdict without letting the jury decide. The judge was unfair to her and wrong in what he did. She was not given a fair trial.*
3. Based on her actions in the courtroom, how would you describe the kind of person Susan B. Anthony was? Make sure to use specific evidence from the text to support your response. (Underline the evidence using a **green pencil**.)  
*Susan B. Anthony was a courageous woman who stood up for what she believed, even when it caused her hardship. She was a leader who fought for the rights of all women and was willing to go to jail to get them. She refused to accept being treated unfairly by a judge when she was on trial. She did not pay her fine.*



Informational Text Structures Anchor Chart:  
(For Teacher Reference)

Text Structure	Description	Key Words	
Description	The author describes a topic by listing characteristics, features, attributes, and examples.	for example characteristics for instance such as	is like including to illustrate
Sequence	The author lists items or events in numerical or chronological sequence, either explicit or implied.	first second third later next before then finally	after when later since now previously actual use of dates
Comparison	Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different.	however nevertheless on the other hand but similarly although also in contrast different	alike same as either/or in the same way just like just as likewise in comparison yet
Cause and Effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event.	if/then reasons why as a result therefore because consequently	since so that for due to thus this led to
Problem and Solution	The author presents a problem and one or more solutions to the problem.	problem is dilemma is if/then because	so that question/answer puzzle is solved



Informational Text Structures Flip Cards:  
One set per student

**D**

**D**

**S**

**S**

**C**

**C**

**C & E**

**C & E**

**P & S**

**P & S**