



topicLesson Guidance 1	
Grade	4
Unit	3
Selected Text(s)	Lifting as we Climb Chapter 1 (skip the biographies)
Duration	Approximately 5 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will analyze the causes / reasons for the suffrage upon women.

Women's suffrage is the right for women to vote and to hold an elected office. You may think that women have always had the right to vote, that was not so. Up until the 1900s, most democracies throughout history only allowed men to vote. When did women get the right to vote? In the United States women were not allowed to vote until 1920 when the 19th amendment was passed.

CCSS Alignment

[CCSS.ELA-LITERACY.W.4.2.D](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.4.5](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)



WIDA Alignment

ELD-LA.4-5.Inform.Interpretive: Interpret informational texts in language arts by identifying and summarizing main ideas and key details through knowledge of informational text structures (e.g., *compare/contrast*, *cause/effect*, *problem/solution*)

End of lesson task *Formative assessment*

Option 1

Write a persuasive essay analyzing Women's Suffrage. Should women be granted equality and have the right to vote? Use at least 3 pieces of text evidence to support your answer.

Option 2

Create a newspaper article about 2 of the Black women suffragists. Compare and contrast their efforts, their successes, their failures. Create google slides analyzing the Black women suffragist documenting their contributions and accomplishments.



	<p>Option 3</p> <p>Create a timeline listing the important events during the Suffrage movement up til the 19th Amendment to the Constitution, granting women the right to vote, is signed into law.</p> <p>Option 4</p> <p>What if you were a woman or a man during the 1900s fighting for women's rights? Create / Design a banner or poster that you would carry during a protest or in a parade.</p>
<p>Knowledge Check</p> <p><i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none">• Women's suffrage is the right for women to vote and to hold an elected office. You may think that women have always had the right to vote, that was not so. Up until the 1900s, most democracies throughout history only allowed men to vote. When did women get the right to vote? In the United States women were not allowed to vote until 1920 when the 19th amendment was passed. <p>Key concepts <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none">• Persuade• Conjunctions• Summarizing• Biography <p>Vocabulary Words <i>(words found in the text)</i></p> <ul style="list-style-type: none">• Suffragist: fighting for the right for women to vote.• Representative: person that makes laws.• Ratification: To make something official.• Sexism: In this example, to treat someone worse, be unfair towards someone because they are a woman.• Racism: To treat someone worse, be unfair towards someone because of their race. In this example, because they are African American.• Activism: To take action to try and change something. Usually in politics or society.• Oppressed: Someone who is subject/faces harsh and unfair treatment.• NACW or National Association of Colored Women* organization created by and for the advancement of colored women. It is important to remember that while used historically, "colored" is no longer an appropriate term to use.• lynching: the killing by hanging of African Americans.



ELD Instructional Practices for Vocabulary: Use the [Vocabulary Knowledge Rating](#) strategy.

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
 - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
 - (2) “student-friendly” definitions
 - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
 - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

Core Instruction

Text-centered questions and ways students will engage with the text

Essential Question:

- Discuss how a person’s prejudices and misconceptions negatively impact an individual’s experience?
- Comment on how secrets hinder trust between individuals?
- How do family dynamics influence relationships?
- What inequalities did individuals of various racial and ethnic backgrounds face throughout history?
- Should clubs and organizations be able to deny membership to someone based on their race or religion? Why?
- While women fought for the end of slavery and the right to vote, they also had to fight against the idea that a woman’s place was in the home. Explain if this is a battle women are still fighting, and what are your feelings?
- If you could vote in the next local or national election, discuss the issues that would be the most important for you?
- Discuss what you think the title “Lifting as we Climb” means?
- Explain how the events we experience can change or alter our views?
- [Simple and Compound Sentences](#)
- [Summarizing](#)

Note to Instructor: *There is discussion of the violence of slavery. Be sure that students are supported appropriately while doing this work.*

Opening Activity: Anticipation Guide True or False (You don’t have to ask all of them. Try to have a whole group discussion calling on a few students asking them to explain why they chose True or False for an

answer)

Women Suffrage is about women not being able to vote? (True)

The 15 Amendment gave women the right to vote? (False)

Education was important to Suffrage? (True)

The 20 Amendment gave Black people the right to vote?

Men were involved in the Women's Suffrage movement. (Very little but True)

Black women were not involved in the Women's Suffrage movement. (False)

(At the end of the entire lesson you can ask these same questions again as an assessment for themselves.)

Next go over the vocabulary words. Provide the definitions for the students up front. Then you could say "Have you ever heard of any of these words? Where, or how was it used?"

Content Knowledge:

Students need to know the definition of Women's Suffrage and why this was important for not only women but men as well in our country.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic / concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading: Chapter 1 Skip biographies

Read either text out loud to or with students, pausing to track understanding of the following questions:

Chapter 1:

Day 1: pages 6 - 12

Summarize why ending enslavement was a wildly unpopular idea? Explain which Amendment to the constitution ended enslavement? Name three things you learned, 2 things you still wonder about and 1 question you have. Who were some of the first Black women to join the abolition cause to help end slavery? Why were women seen as inferior or lesser sex? State at least three things you learned, 2 things you still wonder about and 1 question you have about Sarah Mapps Douglass.

Day 2: pages 13 - 17

Explain what motivated women to begin their own Anti-slavery society organization? Name three things you learned, 2 things you still wonder about and 1 question you have about Hetty Reckless.

Day 3: pages 18 - 19

State three things you learned, 2 things you still wonder about and 1 question you have about Harriet Jacobs. Compare her to one other Black Suffragist that you have learned about.

Day 4: pages 20 - 24

Explain what PFASS stands for and its role? Was it dangerous for women to join these organizations? State

three things you learned, 2 things you still wonder about and 1 question you have about Sojourner Truth.

Day 5: pages 25 - 28 Was the inaugural Anti-Slavery Convention of American Women a success? How so? Name three things you learned, 2 things you still wonder about and 1 question you have about Maria Stewart. What sections of this chapter caught your attention? This could be something surprising, weird, or well said. Make note of the page number and beginning words so you can read it during discussion. What personal events were you reminded of in this chapter? Are there other books you have read that connect with information? How?

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students understand how the author's use of the words helps support the overall purpose of the chapter.

Small Group Reading Instruction:

In small groups or pairs, analyze each bio by rereading and answering the questions: State three things you learned, 2 things you still wonder about and 1 question you have.

Formative Assessment:

Option 1

Write a persuasive essay analyzing Women's Suffrage. Should women be granted equality and have the right to vote? Use at least 3 pieces of text evidence to support your answer.

Option 2

Create a newspaper article about 2 of the Black women suffragists. Compare and contrast their efforts, their successes, their failures. Create google slides analyzing the Black women suffragist documenting their contributions and accomplishments.

Option 3

Create a timeline listing the important events during the Suffrage movement up til the 19th Amendment to the Constitution, granting women the right to vote, is signed into law.

Option 4

What if you were a woman or a man during the 1900s fighting for women's rights? Create / Design a banner or poster that you would carry during a protest or in a parade.

ELD

ELD Scaffolds

- Purposefully partner student groups based on languages. (homogeneous and heterogeneous)
- Prepared questions to assist groups with understanding the concept or content.
- Time and reminders to rehearse contributions before adding them to the poster and/or before sharing with the whole group
- Formulaic expressions for writing on the poster and feedback during gallery walk.

Informational Writing:

Focus on different components of informational writing/grammar:

Day 1:

Grammar: Conjunctions [Conjunctions lessons](#)
[Conjunctions handout](#)
[Conjunctions Game](#)

Day 2:

Grammar: Subordinating Conjunctions: [Subordinating Conjunctions](#)
[Subordinating Conjunctions handout](#)

Day 3:

Grammar: Appositives [Appositive lesson](#)
[Appositives handouts](#)

(You could add these to your google classroom so that students can access them when needed)

Independent Writing/Student Practice:

Essay explaining how _____ was influential in the Anti-Slavery movement of the 1800s. [Getting started with a lead](#)

Optional Extension Activity:

Explain what sections of this chapter caught your attention? This could be something surprising, weird, or well said. Make note of the page number and beginning words so you can read it during discussion.

Option 2

What personal events were you reminded of in this chapter? Are there other books you have read that connect with this information? How?

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports

ELD Practices	Practices to promote Tier 1 access
SpEd Practice	•
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

