

## Lesson 7: Close Reading: "Ten Suffragists Arrested while Picketing at the White House"



### CCS Standards

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **RI.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.4.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.



### Daily Learning Targets

- I can use the text to answer questions about "Ten Suffragists Arrested while Picketing at the White House." (RI.4.1, RI.4.4, L.4.4)
- I can identify whether a text is a firsthand or secondhand account of an event. (RI.4.6)

### Ongoing Assessment

- Close Reading Note-catcher: "Ten Suffragists Arrested while Picketing at the White House" (RI.4.1, RI.4.4, L.4.4)

### Agenda

#### 1. Opening

- A. Reading in Triads: *The Hope Chest*, Chapter 6 (25 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Close Reading: "Ten Suffragists Arrested while Picketing at the White House" (25 minutes)

#### 3. Closing and Assessment

- A. Identifying a Secondhand Account (5 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In Opening A, students read Chapter 6 of *The Hope Chest* in reading triads. They then use details from the text to determine themes that were evident in the chapter (RL.4.1, RL.4.1, L.4.5b).
- In Work Time A, students are guided through a close read of a secondhand account of women picketing the White House, which is an event outlined in Chapter 6 of *The Hope Chest*. The purpose of the close read is for students to better understand the event—specifically, what the women were doing, why, and the consequences of this (RL.4.1, RI.4.1, RI.4.4, L.4.4). Students are provided with their own copy of the text, but an online version is also displayed during the close read for students to view the accompanying photographs.
- In the Closing, students analyze the text to determine whether it is a firsthand or secondhand account (RI.4.6).
- In this lesson, students continue to focus on working to become ethical people by showing respect, compassion, and empathy if their classmates are upset by events in the text.

### How this lesson builds on previous work:

- In Lessons 1–6, students read the first five chapters of *The Hope Chest* in reading triads and answered questions. They follow a similar routine in this lesson to read Chapter 6, but they don't answer questions.

### Areas in which students may need additional support:

- Students may need additional support to read the chapter. Consider inviting students who need additional support to a group for focused teacher guidance.

### Assessment guidance:

- Review the Close Reading note-catchers to determine common issues to use as whole group teaching points.

### Down the road:

- In the next lesson, students will read a firsthand account of the same event they read about in this lesson. They will then compare firsthand and secondhand accounts.

### In advance:

- Preview the Close Reading Guide: “Ten Suffragists Arrested while Picketing at the White House” to identify the key instructional moves in closely reading the text.
- Prepare technology necessary to display the online version of the text (see Technology and Multimedia).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting materials). Select from the language goals provided to best meet your students' needs.
- Review the Questions We Can Ask during a Language Dive anchor chart as needed (begun in Module 3, Unit 1, Lesson 5).
- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time A: Prepare the technology to display the online version of the text for the whole group to be able to view the photographs:
  - “Ten Suffragists Arrested while Picketing at the White House.” America’s Story from America’s Library, *Library of Congress*, [http://www.americaslibrary.gov/jb/jazz/jb\\_jazz\\_sufarrst\\_3.html](http://www.americaslibrary.gov/jb/jazz/jb_jazz_sufarrst_3.html).

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.B.7, 4.I.B.8

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to return to familiar routines for reading in triads; continue discussing the emerging themes in the book; and participate in a close read of “Ten Suffragists Arrested while Picketing at the White House,” which is a text describing a real-life account of events referenced in Chapter 6 of *The Hope Chest*. Students also have the opportunity to begin discussing the difference between first- and secondhand accounts, which will help prepare them for work in upcoming lessons and on the end of unit assessment.
- ELLs may find it challenging to keep pace with the cognitive and linguistic skills required in this lesson for reading two texts, identifying themes in the text, and determining what makes a text a first- or secondhand account. Reassure students that they will have more opportunities to practice these skills in upcoming lessons, before the end of unit assessment (see *Levels of support* and *Meeting Students’ Needs*).
- In Work Time A, ELLs may participate in Day 1 of an optional two-day Language Dive that guides them through the meaning of a sentence from “Ten Suffragists Arrested while Picketing at the White House.” The focus of this Language Dive is on using prepositional phrases (L.4.1e) to describe the cause of something. ELLs are invited to participate in Day 2 of this Language Dive in Lesson 8. Students then apply their understanding of the meaning and structure of this sentence when comparing and contrasting firsthand and secondhand accounts in Lesson 8 and during the End of Unit 1 Assessment. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### Levels of support

*For lighter support:*

- During Work Time A, challenge students to think of synonyms for the vocabulary words on their Close Reading note-catcher.
- During the Closing, invite students to imagine they are the suffragists in “Ten Suffragists Arrested while Picketing at the White House” and challenge them to describe the events in the first two sentences as if they were there and the events were happening to them. Encourage students to articulate what they needed to change about the language to make it sound like a firsthand account. (Example: “We started parading in front of the White House for ‘woman suffrage,’ women’s right to vote, in January 1917. On August 28 of that year, 10 of us were arrested.”)

*For heavier support:*

- Consider reading Chapter 6 of *The Hope Chest* aloud to students before the lesson, and inviting students to practice reading aloud a section of the chapter that they can then be responsible for reading in their triads during Opening A.
- During the close read, help students by encouraging them to participate in the parts that require acting out. Invite a more proficient student to dictate lines for them to recite so that they practice using verbal language.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to facilitate student management of information and resources in this lesson by allowing students to identify unknown words and record them in their vocabulary log.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons with *The Hope Chest* to help them understand the value and relevance of the activities in this lesson. Continue to provide prompts and sentences frames for those students who require them.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- firsthand and secondhand account (L)
- woman suffrage, suffragists, picket, envoys, democracy, publicity (T)

## Materials

- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ *The Hope Chest* (from Lesson 1; one per student)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Theme Anchor Charts: Chapter 5 (begun in Lesson 6; added to during Opening A; see supporting materials)
- ✓ Theme Anchor Charts: Chapter 6 (example, for teacher reference)
- ✓ Chart paper (one piece; used by the teacher to create Theme Anchor Charts: Chapter 6)
- ✓ Idioms, Adages, and Proverbs anchor chart (begun in Lesson 6; added to during Opening A; see supporting materials)
- ✓ Idioms, Adages, and Proverbs anchor chart (begun in Lesson 6; example, for teacher reference)
- ✓ Close Reading Note-catcher: “Ten Suffragists Arrested while Picketing at the White House” (one per student)
- ✓ Close Reading Note-catcher: “Ten Suffragists Arrested while Picketing at the White House” (example, for teacher reference)
- ✓ “Ten Suffragists Arrested while Picketing at the White House” (digital text; see Technology and Multimedia)
- ✓ Close Reading Guide: “Ten Suffragists Arrested while Picketing at the White House” (for teacher reference)
- ✓ Language Dive Guide: “Ten Suffragists Arrested While Picketing at the White House” (optional; for ELLs; for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)
  - Language Dive Chunk Chart: “Ten Suffragists Arrested while Picketing at the White House” (optional; for ELLs; for teacher reference)
  - Language Dive Sentence Strip Chunks: “Ten Suffragists Arrested while Picketing at the White House” (optional; for ELLs; one to display)
  - Language Dive Note-catcher: “Ten Suffragists Arrested while Picketing at the White House” (optional; for ELLs; one per student and one to display)
- ✓ Firsthand and Secondhand Accounts anchor chart (new; teacher-created; see supporting materials)
- ✓ Firsthand and Secondhand Accounts anchor chart (example, for teacher reference)

## Opening

### A. Reading in Triads: *The Hope Chest*, Chapter 6 (25 minutes)

- Invite students to get into their reading triads.
- Direct students' attention to the **Working to Become Ethical People anchor chart**, and review respect, compassion, and empathy as needed.
- Invite students to retrieve their copies of *The Hope Chest*. Tell students that they are going to read Chapter 6 in their reading triads, and review this process as needed.
- Post and review the following directions:
  1. Read Chapter 6 aloud, taking turns with your triad.
  2. Discuss the gist.
  3. Spend the rest of the time reflecting silently and writing, drawing, or thinking, as well as recording unfamiliar vocabulary in your **vocabulary logs**.
- Point out that they will not be answering questions about the text with their triads. Answer clarifying questions.
- Remind students to refer to the **Close Readers Do These Things anchor chart** as they read.
- Circulate to support students as they read aloud.
- When triads have finished reading, invite students to share and discuss their reflections if they choose.
- Direct students' attention to the **Theme anchor charts** for Chapters 5 and 6.
- Think-Triad-Share:
 

*“Are there any new themes you are noticing now?” (Responses will vary.)*

*Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)*
- Create new Theme anchor charts on **chart paper** for appropriate student suggestions, if any.
- Think-Triad-Share:
 

*“What evidence can you find for any of the themes we have identified so far?” (Responses will vary.)*
- As students share out, capture their responses on the appropriate anchor charts. Refer to **Theme Anchor Charts: Chapter 6 (example, for teacher reference)** as necessary.
- Remind students that Violet put all of her hope into finding Chloe in Washington, D.C., and she was disappointed when Chloe wasn't there. Tell students to turn to page 69 and to read chorally with you from “‘The Hope Chest,’ Violet said ...” to “...‘Tennessee? Really?’”
- Think-Triad-Share:
 

*“How does Violet feel when she realizes Chloe isn't there? Why?” (upset, sad, disappointed because she was sure she would find her there)*
- Direct students' attention to the **Idioms, Adages, and Proverbs anchor chart**. Remind them of what idioms, adages, and proverbs are. Tell them there is a proverb about not putting your hope, or your money, all in one place:
  - “Don't put all your eggs in one basket.”

- Think-Pair-Share:

*“Why do you think this means don’t put all of your hopes or money in one place? What might happen if you actually put all of your eggs in one basket?” (If something happens to the basket, like you drop it, you could lose all of the eggs at once, whereas if you spread the eggs out in different places, this is unlikely to happen.)*

*“If Violet hadn’t put all of her hopes into finding Chloe in Washington, D.C., how would it have changed her reaction to the news that Chloe wasn’t there after all?” (She wouldn’t have been so disappointed.)*

- Record this proverb on the Idioms, Adages, and Proverbs anchor chart. Refer to **Idioms, Adages, and Proverbs anchor chart (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Summarizing) Before reading, invite students to summarize Chapter 5 of *The Hope Chest* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)
- For ELLs: (Strategic Grouping) Continue to check in with triads and rearrange them as necessary to ensure the most supportive grouping.
- For ELLs (Reading Aloud Key Sections) Consider first reading aloud key sections of the text that highlight the emerging themes in the chapter, and then asking students to identify any themes based on what they hear. Encourage students to defend their thinking by citing specific sentences that emphasize the themes they suggest.
- For ELLs: (Home Languages: Idioms, Adages, and Proverbs) Invite students to continue to share any idioms, adages, or proverbs in their home languages and then add them to the list started in Lesson 6, Opening A. Encourage students to notice similarities and differences between the idioms, adages, and proverbs of English and their home languages.

## Opening

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### B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:

*“I can use the text to answer questions about “Ten Suffragists Arrested while Picketing at the White House.”*

*“I can identify whether a text is a firsthand or secondhand account of an event.”*

- Remind students they have seen the first learning target about chapters of *The Hope Chest* in previous lessons.

- Focus students on the second learning target. Turn and Talk:  
*“What questions do you have about this learning target?” (Responses will vary, but may include: What does firsthand and secondhand account mean?)*  
*“What do you think this means? What do you think a firsthand account is? What do you think a secondhand account is?” (Responses will vary, but may include: A firsthand account is written by someone who experienced or witnessed the event, while a secondhand account is written by someone who wasn’t there.)*
- Select volunteers to share out and capture their questions and suggestions on the board to review during the Closing. Tell students you will revisit their questions and suggestions at the end of the lesson.

### Meeting Students’ Needs

- For ELLs: (Noticing Compound Words) After reading the second learning target, invite students to repeat the words *firsthand* and *secondhand*. Ask students what individual words they hear in these words (*first + hand; second + hand*), reminding them that sometimes one word is made from two or more words. Invite students to predict the meaning of *firsthand* and *secondhand* based on the individual words.
- For ELLs and students who may need additional support with comprehension: (Providing Concrete Examples) Provide concrete examples of first- and secondhand accounts by inviting a student to describe an event that recently happened to him or her. Next, invite another student who was not present at the event to describe what the classmate said. (Example: “Yesterday I played kickball and when I kicked a home run, everyone on my team cheered. I felt great!” Second student: “She is so excited because when she kicked a home run, everyone on her team cheered! She felt great!”) Record the accounts on chart paper with the labels “Firsthand Account” and “Secondhand Account.” Ask:  
*“What did you have to change about the language in the sentences in order to describe what your classmate said?” (Responses will vary, but may include: I had to change the pronoun I to the pronoun she or her.)*  
Save the recorded accounts and tell students that they will talk more about these examples in Lesson 8. (MMR)

## Work Time

### A. Close Reading: “Ten Suffragists Arrested while Picketing at the White House” (25 minutes)

- Invite students to turn back to page 68 of *The Hope Chest* and to chorally read with you the final paragraph, from “Miss Paul meant Alice Paul” to “... made her feel so uncomfortable.”
- Focus students specifically on the part of the text describing the women picketing the White House and Alice Paul being arrested and force-fed. Tell students that this was a real event and they are going to closely read an account of the event in this lesson.

- Distribute the **Close Reading Note-catcher: “Ten Suffragists Arrested while Picketing at the White House”** and display **“Ten Suffragists Arrested while Picketing at the White House.”**
- Use the **Close Reading Guide: “Ten Suffragists Arrested while Picketing at the White House”** to guide students in a close read of the text and refer to **Close Reading Note-catcher: “Ten Suffragists Arrested while Picketing at the White House” (example, for teacher reference)** as necessary.
- Remind students to refer to the Close Readers Do These Things anchor chart where appropriate.
- After the close read, use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

### Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Provide options for expression by offering a note-catcher that includes lines. (MMAE)
- For ELLs: (Sentence Frames: Heavier Support) Consider providing sentence frames for students to use when answering the questions in the right-hand column of the note-catcher.
- For ELLs: (Language Dive) During or after Work Time A, guide students through Day 1 of a two-day Language Dive. Refer to Day 1 of **Language Dive Guide: “Ten Suffragists Arrested while Picketing at the White House,” Questions We Can Ask during a Language Dive anchor chart**, and **Language Dive Chunk Chart: “Ten Suffragists Arrested while Picketing at the White House.”** Distribute and display **Language Dive Sentence Strip Chunks: “Ten Suffragists Arrested while Picketing at the White House”** and **Language Dive Note-catcher: “Ten Suffragists Arrested while Picketing at the White House.”**

## Closing and Assessment

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### A. Identifying a Secondhand Account (5 minutes)

- Remind students of the second learning target and of their questions and suggestions on the board.
- Direct students’ attention to the **Firsthand and Secondhand Accounts anchor chart** and select a volunteer to read it aloud.
- Invite students to look at the text again. Think-Triad-Share:  
***“Is this a firsthand or secondhand account? How do you know?” (secondhand because there are no I, me, or we pronouns, but there are they pronouns)***
- Invite students to find examples that indicate it is a secondhand account in the text and add them under the “Examples from text” subheading. Refer to **Firsthand and Secondhand Accounts anchor chart (example, for teacher reference)** as necessary.
- Invite students to answer the questions recorded on the board from earlier in the lesson and to help you determine which of the suggestions were accurate.

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they did with showing respect, empathy, and compassion.

### Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Transparency) To ensure that the purpose of identifying firsthand and secondhand accounts is transparent, cue students to problem-solve:

*“Can you figure out why it’s important to identify an account as firsthand or second-hand?” (Responses will vary, but may include: to understand the point of view of the author or person telling the story; to better understand the event itself) (MME)*

- For ELLs: (Highlighting Key Sentences) Highlight examples of key sentences in the text that students can refer to when determining whether the account is firsthand or secondhand.

## Homework

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**A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response.