



Grade 4: Module 4: Unit 1

Homework Resources (For Families)

Unit 1: Building Background Knowledge: Reading about and Analyzing Events in *The Hope Chest*

Common Core State Standards addressed: RL.4.1, RL.4.3, RL.4.4, RL.4.7, RI.4.1, RI.4.2, RI.4.4, RI.4.6, RF.4.4, L.4.4, and L.4.5c



Guiding Questions and Big Ideas

- What can we learn from the process of ratifying the 19th Amendment?
- *In 1920, the U.S. Constitution was amended to give women the right to vote; however, this did not allow African American women to vote.*
- *When people take action against inequality, they can cause social change.*

What will your student be doing at school?

In Unit 1, students are introduced to the topic, “Responding to Inequality: Ratifying the 19th Amendment,” and begin reading *The Hope Chest* by Karen Schwabach¹. Students read chapters of this text in triads to practice reading fluency and greater independence. They analyze characters’ reactions to events in which equal rights are compromised or violated, compare artwork inspired by the book, and answer questions about vocabulary. For the mid-unit assessment, students read a new chapter of *The Hope Chest* and compare art inspired by the chapter to details in the text. They also read aloud a new excerpt for fluency.

In the second half of the unit, students continue to read chapters of *The Hope Chest*. They are introduced to idioms, adages, and proverbs through the text, and they closely read and then compare and contrast firsthand and secondhand informational accounts of events connected to those described in *The Hope Chest*. For the end of unit assessment, students read a firsthand account of an event in order to compare and contrast it with the secondhand account read in the previous lesson.

¹The Hope Chest by Karen Schwabach is a book about woman suffrage in 1920; however, the issue of segregation is also a prominent feature of the book. These issues will be carefully and sensitively discussed to give students context as they read the book. This may be something you want to speak with your student about at home both before and as he or she reads the book. Raise any concerns with your student’s teacher.

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Working to become an ethical person is a habit of character that is emphasized in this unit. Students practice showing respect, empathy, and compassion for one another as they read about sensitive topics in *The Hope Chest*.

The Language standards that students focus on in this unit require them to:

- L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Idioms, Adages, and Proverbs

Idiom	An expression whose meaning is not predictable from the words
Adage and Proverb	A traditional saying expressing a common experience or observation

Examples:

Die/drop like flies	Idiom	Lots of people or things stop doing what they are doing at the same or similar time
Don't judge a book by its cover	Adage/Proverb	Don't judge something or someone on the way it looks
Don't put all of your eggs in one basket	Adage/Proverb	Don't put all of your hopes, or all your money, in one place, because if you are wrong, you could lose it all
A friend in need is a friend indeed	Adage/Proverb	A friend who helps you out when you really need it is a true friend

How can you support your student at home?

- Research and discuss social justice issues in the United States and in home countries, and how people have taken action and made a difference in support of social justice.
- Practice finding synonyms and antonyms of unfamiliar words to fully understand the meaning of words.
- Discuss common idioms, adages, and proverbs and their meaning.

Unit 1: Homework

The homework in this unit focuses on research reading and identifying synonyms and antonyms of words.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.



Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.

In the back, students record new **topic vocabulary**: words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time. Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 11/03/2017

Book Title and Author: *The Hope Chest* by Karen Schwabach

Pages Read: pages 18-30

Prompt: What theme did you notice in the pages you read?

Response: One of the themes evident in this chapter is inequality is injustice. Mrs. Renwick is against women having equal rights—for example, she doesn't agree that women can be anything they want to be and should instead marry and have children.



Independent Reading Prompts

Consider using the following independent reading prompts:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch



Homework: Synonyms and Antonyms Practice I

Name: _____ Date: _____

Directions: Write at least two synonyms and antonyms for each of the following words.

1. Fatigued:

Synonyms:

Antonyms:

2. Scorching:

Synonyms:

Antonyms:

3. Sorrowful:

Synonyms:

Antonyms:

4. Ugly:

Synonyms:

Antonyms:



Homework: Synonyms and Antonyms Practice II

Name: _____ Date: _____

Directions: Choose some unfamiliar words in your independent reading book and identify at least one synonym and one antonym for each word.

Book Title: _____

1.

Word:	Page:
Synonyms:	Antonyms:

2.

Word:	Page:
Synonyms:	Antonyms:

3.

Word:	Page:
Synonyms:	Antonyms:



For ELLs: Homework: Language Dive I Practice: *The Hope Chest*

Name: _____ Date: _____

1. Look at the scrambled sentence below from *The Hope Chest*. Write it in the correct sequence:

by other people's plans for them,	with no hope of escape.	But they were both caged in
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2. A. What does *caged in* mean in this sentence?

Caged in means _____

- B. List two synonyms for *caged in* below:

- C. List two antonyms for *caged in* below:

3. Fill in the blanks to describe how women may have felt before the women's suffrage movement.

_____ felt caged in because _____.

4. Rewrite the sentence above, this time using a synonym for *caged in* to fill in the second blank.

_____ felt _____

because _____.



For ELLs: Homework: Language Dive Practice: “Ten Suffragists Arrested while Picketing at the White House”

Name: _____ Date: _____

1. Look at the scrambled sentence below from “Ten Suffragists Arrested while Picketing at the White House.” Write it in the correct sequence.

the White House pickets, the arrests and forced feedings of women protestors,	to the suffrage amendment in January 1918.	President Wilson finally lent his support	With all the pressure from publicity generated by
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2. Sketch the sentence:

Cause:	Effect:
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3. Fill in the blanks to describe the cause and effect of something in your life.

With all the pressure from _____, _____
finally _____
_____.

4. Rewrite the sentence to how Ernestine Kettler might have said it in her firsthand account of the events:

“With all the pressure from publicity generated by _____,
President Wilson finally _____ in January 1918.”