Close Read: "Miss Susan B. Anthony Fined $100 and Costs for Illegal Voting"

Grade 4, Unit 4

INTRODUCTION: This is a news article, which is a kind of *primary source*. A primary source is any piece of information that was created by someone who witnessed the historical events being described first-hand or was a part of them.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

DIRECTIONS:

(1) **Read for the gist.** Read the whole text from beginning to end to get a sense of what it's about.

(2) **Reread closely.**

- ❑ Start at the beginning of the text.
- ❑ **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone? Keep a list of the words.
- ❑ **After you reread**, write 1-2 sentences of what the section is mostly about. Write this in the space provided for the gist.
- ❑ **After you reread,** answer the questions. Write your answers in the chart.

(3) **Write your analysis of the text**. Read the question at the top. Write your response in the space provided. MAKE SURE TO USE EVIDENCE FROM THE TEXT!

Focus Section: "Miss Susan B. Anthony Fined $100 and Costs for Illegal Voting"

What is the GIST of this section? Why do you think so? (1-2 sentences)

(1) What did the author mean by "upon the ground of a misdirection" (paragraph 1)?	
(2) Why was Susan B. Anthony so upset by the way she was treated during her trial?	
(3) What did the author mean when he reported that Susan B. Anthony "… announced her determination to continue her labors until equality was obtained" (paragraph 5)?	
(4) What did Susan B. Anthony want from the court?	

(5) Why do you think Judge Hunt decided not to send Susan B. Anthony to jail until she paid her fine?	

"Miss Susan B. Anthony Fined $100 and Costs for Illegal Voting"

Write About the Text

DIRECTIONS: Use the chart to record the three most important events in the text. Then explain why you think those events are so important.

Event	Explanation

Write About the Text

Prompt: Use the chart on page 4 to help you summarize what this text is about. Include specific details from the text and your explanations.

Miss Susan B. Anthony Fined $100 and Costs for Illegal Voting

Reformatted Version

CANANDAIGUA, N.Y., June 19—At 2 o'clock this afternoon Judge Selden mad a motion in the case of Miss Anthony for a new trial, upon the ground of a misdirection of the judge in ordering a verdict of guilty without submitting the case to the jury. He maintained, in an elaborate argument, the right of every person charged with crime to have the question of guilt or innocence passed upon by a constitutional jury, and that there was no power in the court to deprive her of it.

The District Attorney replied, when the Court, in a brief review of the argument of the counsel, denied the motion.

The District Attorney immediately moved that the judgment of the Court be pronounced upon the defendant.

The Court made the usual inquiry of Miss Anthony if she had anything to say why sentence should not be pronounced.

Miss Anthony answered and said she had a great many things to say, and declared that in her trial every principle of justice had been violated; that every right had been denied; that she had had no trial by her peers; that the Court and the jurors were her political superiors and not her peers, and announced her determination to continue her labors until equality was obtained, and was proceeding to discuss the question involved in the case, when she was interrupted by the Court with the remark that these questions could not be reviewed.

Miss Anthony replied she wished it fully understood that she asked no clemency from the Court; that she desired and demanded the full rigor of the law.

Judge Hunt then said the judgment of the Court is that you pay a fine of $100 and the costs of the prosecution, and immediately added, there is no order that you stand committed until the fine is paid; and so the trial ended.

A motion for a new trial is to be made in the case of the inspectors to-morrow morning on the ground that Hail, one of the defendants, was absent during the trial.

The New York Times
Published: June 20, 1873

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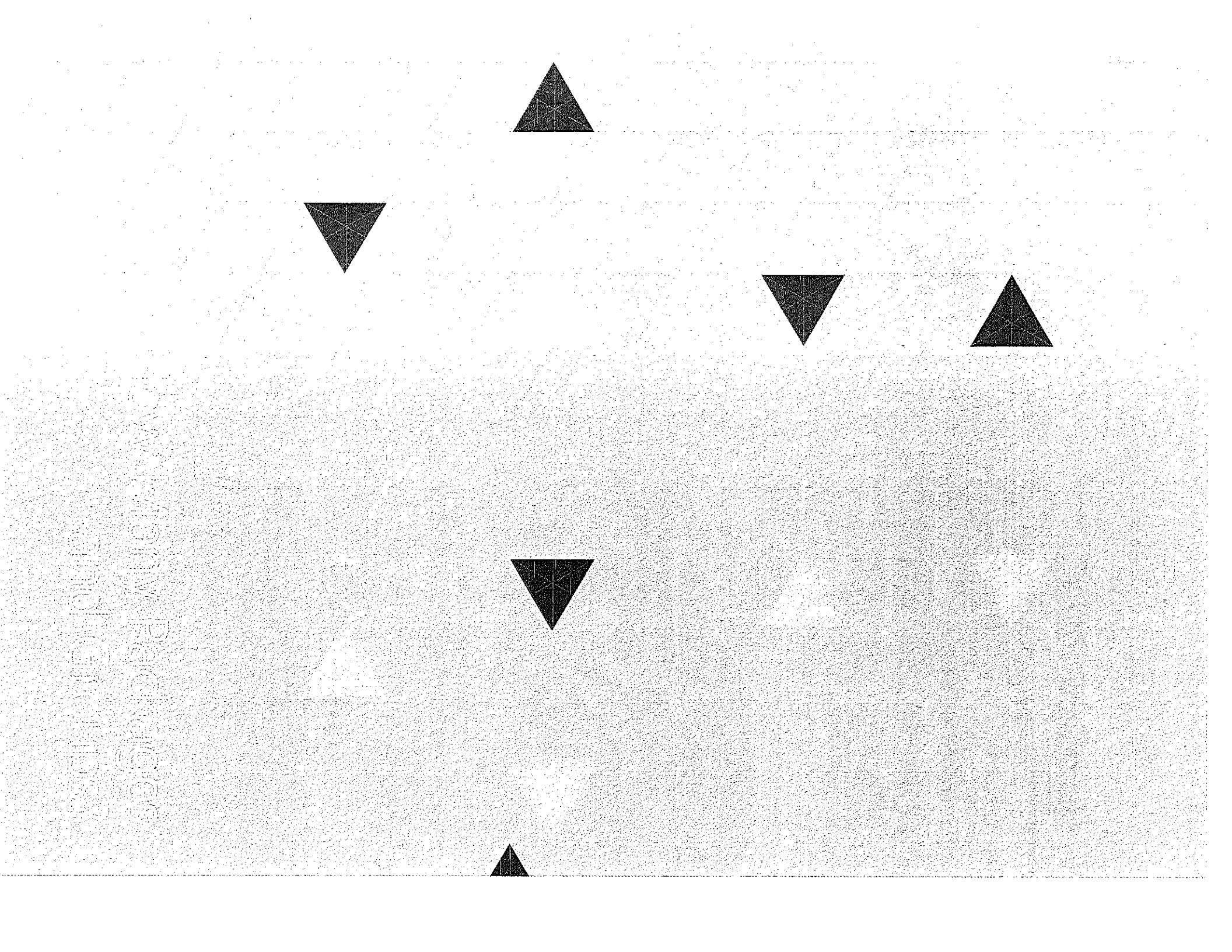
GR 4
WK 2

Unit 4

How Many Packages and Groups?



NAME _____ DATE _____

Converting Measurements

In Problems 1 and 2, write the missing number in the blank. Then complete the table.

1. 1 pound = _____ ounces

2. 1 kilogram = _____ grams

Pounds	Ounces
1	
2	
3	
4	64
5	

Kilograms	Grams
1	
2	
3	3,000
4	
5	

In Problems 3–5, convert the weights and masses.

3. 13 kilograms = _____ grams

4. 20 pounds = _____ ounces

5. 3 pounds 9 ounces = _____ ounces

6. Which is heavier, 7 pounds or 160 ounces? How do you know?

_____

Converting Measurements

In Problems 7 and 8, write the missing number in the blank. Then complete the table.

7 1 liter = _____ milliliters

8 1 minute = _____ seconds

Liters	Milliliters
1	
2	
3	
4	4,000
5	

Minutes	Seconds
1	
2	
3	180
4	
5	

In Problems 9–12, convert each capacity or time.

9 5 gallons = _____ quarts

10 10 pints = _____ cups

11 7 quarts = _____ pints

12 3 hours 15 minutes = _____ minutes

13 Which is longer, 190 minutes or 3 hours? Explain how you know.

_____

NAME _____ DATE _____

More Converting Measurements

Solve each riddle.

1. I am 1,000 times as big as a milliliter.
   What am I? _____

2. I am 60 times as big as a minute.
   What am I? _____

3. I am 1,000 times as big as a gram.
   What am I? _____

Measurement Equivalents

Weight and Mass
1 pound = 16 ounces
1 kilogram = 1,000 grams

Capacity
1 gallon = 4 quarts
1 liter = 1,000 milliliters

Time
1 minute = 60 seconds
1 hour = 60 minutes

In Problems 4–9, complete each conversion.

4. 8 gallons = _____ quarts

5. 11 liters = _____ milliliters

6. 4 kilograms = _____ grams

7. 3 pounds = _____ ounces

8. 7 hours = _____ minutes

9. 8 minutes 14 seconds = _____ seconds

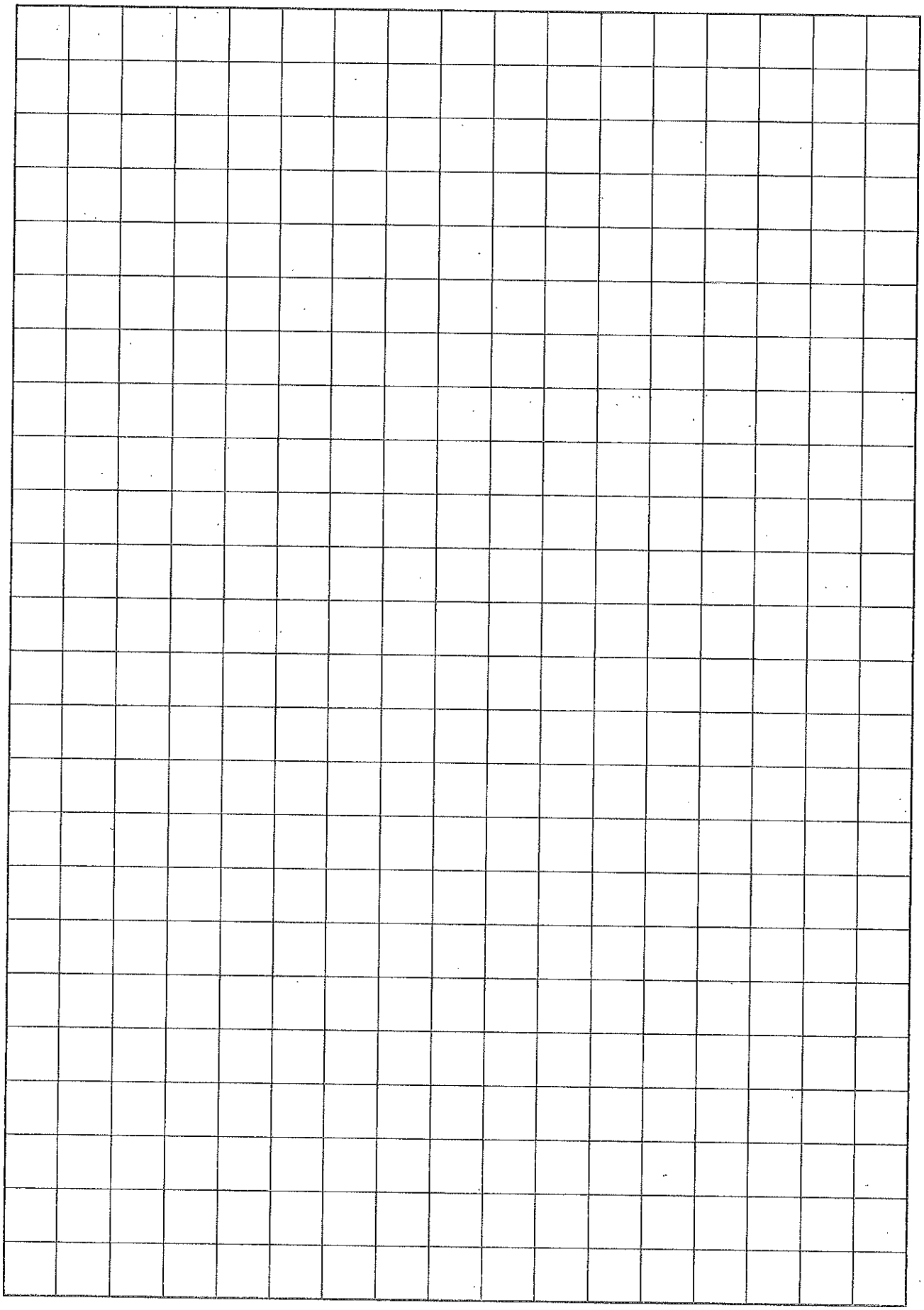
Ongoing Review

10. What is 200 more than 1,957?

Ⓐ 3,957 Ⓑ 2,157 Ⓒ 1,757 Ⓓ 2,057

NOTE

Students convert measurements from larger units to smaller units.
MAP **Converting Measurement**



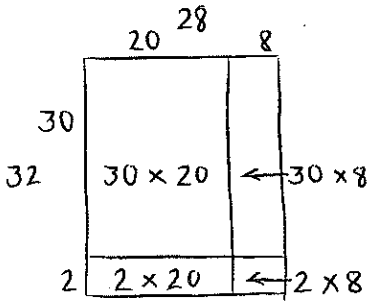
NAME _____ DATE _____

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about multiplication and division called *How Many Packages and Groups?*. In this unit, students build on the work they did in Unit 3. Students solve multiplication and division problems with larger numbers and share a variety of solution strategies.

Throughout the unit, students work toward these goals:

Benchmarks/Goals	Examples
Multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.	The Sunshine Fruit Company sells apples in boxes that hold 28 apples. Sam Brown ordered 32 boxes for his grocery store. How many apples does Mr. Brown have to sell?  32 × 28 30 × 20 = 600 2 × 20 = 40 30 × 8 = 240 2 × 8 = 16 600 + 40 + 240 + 16 = 896
Solve division problems with up to 4-digit dividends and 1-digit divisors.	1,004 children signed up to play in the Smith City youth basketball league. 8 children will be placed on each team. How many teams of 8 players will there be? 1,004 ÷ 8 8 × 100 = 800 (1,004 − 800 = 204) 8 × 20 = 160 (204 − 160 = 44) 8 × 5 = 40 100 + 20 + 5 = 125 125 teams with 4 left over players.

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Solve measurement and conversion problems.	Amelia is running a 3-kilometer race. She has run 575 meters so far. How much farther does she need to run to finish the race? (There are 1,000 meters in a kilometer.)

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities about *How Many Packages and Groups?* that will be sent home in the coming weeks.

NAME _____ DATE _____

Measurement Problems

Solve each problem and show your solution.

1. The mass of a rabbit is 4 kilograms. The mass of a mouse is 45 grams. How much greater is the mass of the rabbit?

2. A chef made 5 gallons of soup. She is going to store the soup in 2-quart storage containers. How many 2-quart storage containers will she need?

3. Noemi poured 325 milliliters of water into a 3-liter pot. How much more water should be added to completely fill the pot?

4. Luke is making a cake for a wedding. The recipe calls for 3 cups of flour. He is going to make 4 times the recipe. How much flour does he need?

NAME DATE

Measurement Problems

Write an equation for each problem with a letter standing for what you are trying to find out. Solve each problem and show how you solved it.

5 Amelia is running a 3-kilometer race. She has run 575 meters so far. How much farther does she need to run to finish the race?

6 Benson read for 2 hours and 20 minutes this week. He read the same amount each day. For how many minutes did he read each day? (Reminder: There are 7 days in a week.)

7 Mr. Dakarian bought 3 quarts of orange juice. If his family drinks 3 cups of orange juice each day, for how many days will the orange juice last?

NAME _____ DATE _____

Measurement Conversions

In Problems 1–4, write the missing number in the blank. Then complete the table.

1 1 liter = _____ milliliters

Liters	Milliliters
3	3,000
4	
5	
9	
20	

2 1 hour = _____ minutes

Hours	Minutes
4	240
5	
6	
10	
12	

3 1 kilogram = _____ grams

Kilograms	Grams
2	2,000
3	
5	
8	
15	

4 1 pound = _____ ounces

Pounds	Ounces
3	48
6	
8	128
10	
20	

NOTE

Students convert measurements from larger units to smaller units.

MW **Converting Measurement**

NAME _____ DATE _____

More Measurement Problems

Solve each problem and show your work.

1. Marisol used $2\frac{3}{4}$ gallons of paint to paint the walls of her bedroom and $\frac{3}{4}$ of a gallon to paint the ceiling. How much paint did she use in all?

2. Jill went shopping from 3:45 P.M. to 5:00 P.M. For how long did she shop?

3. The mass of a melon is 2 kilograms. The mass of a plum is 75 grams. How much greater is the mass of the melon? (1 kilogram = 1,000 grams)

4. Bill went to the museum at 11:30 A.M. He stayed for $3\frac{1}{2}$ hours. When did he leave?

5. Terrell made 4 pints of soup. How many 2-cup servings of soup is this? (1 pint = 2 cups)

NOTE

Students use the four operations to solve problems involving measurements.
Converting Measurement

NAME _____ DATE _____

Closest Estimate Problems

Each problem below has a choice of three estimates. Which one do you think is closest? Circle the closest estimate. Then write about why you think this estimate is the closest.

1. The closest estimate for 78×7 is: 200 500 700
   I think this is closest because:

2. The closest estimate for 18×26 is: 400 600 1,000
   I think this is closest because:

3. The closest estimate for 32×54 is: 500 1,000 1,500
   I think this is closest because:

4. Choose one or more of the problems above and solve it to get the exact answer. Show your solution with equations. Did you choose the closest estimate?

NAME _____ DATE _____

Stamp Collections

1. Helena has a collection of stamps. She has 734 stamps from South America and 555 stamps from Africa. How many more stamps does she need to have a total of 1,500 stamps?

2. Terrell also has a stamp collection. He has 839 stamps from Africa and 472 stamps from North America. How many more stamps does he need to have a total of 1,500 stamps?

3. How many more stamps does Terrell have in his collection than Helena has in her collection?

NOTE

Students practice solving addition and subtraction problems in a story problem context.
MWI **Multi-Step Problems with Larger Numbers**

NAME _____ DATE _____

More or Less?

Without actually solving each problem, decide whether the answer to each problem is more or less than the landmark numbers below each problem. Answer "yes" or "no" on the line next to each question.

1. 28×4

   More than 100? _____

   More than 200? _____

2. 30×13

   More than 300? _____

   More than 600? _____

3. 26×43

   More than 500? _____

   More than 1,000? _____

   Less than 1,500? _____

4. Choose one of the problems above and make a close estimate. Write about how you made your estimate, including what numbers you used to help you estimate.

NOTE

Students practice estimation strategies that include rounding to landmark numbers and using what they know about multiplication facts and multiplying by a multiple of 10.
MWA **Strategies for Solving Multiplication Problems**

NAME DATE

Related Activities to Try at Home

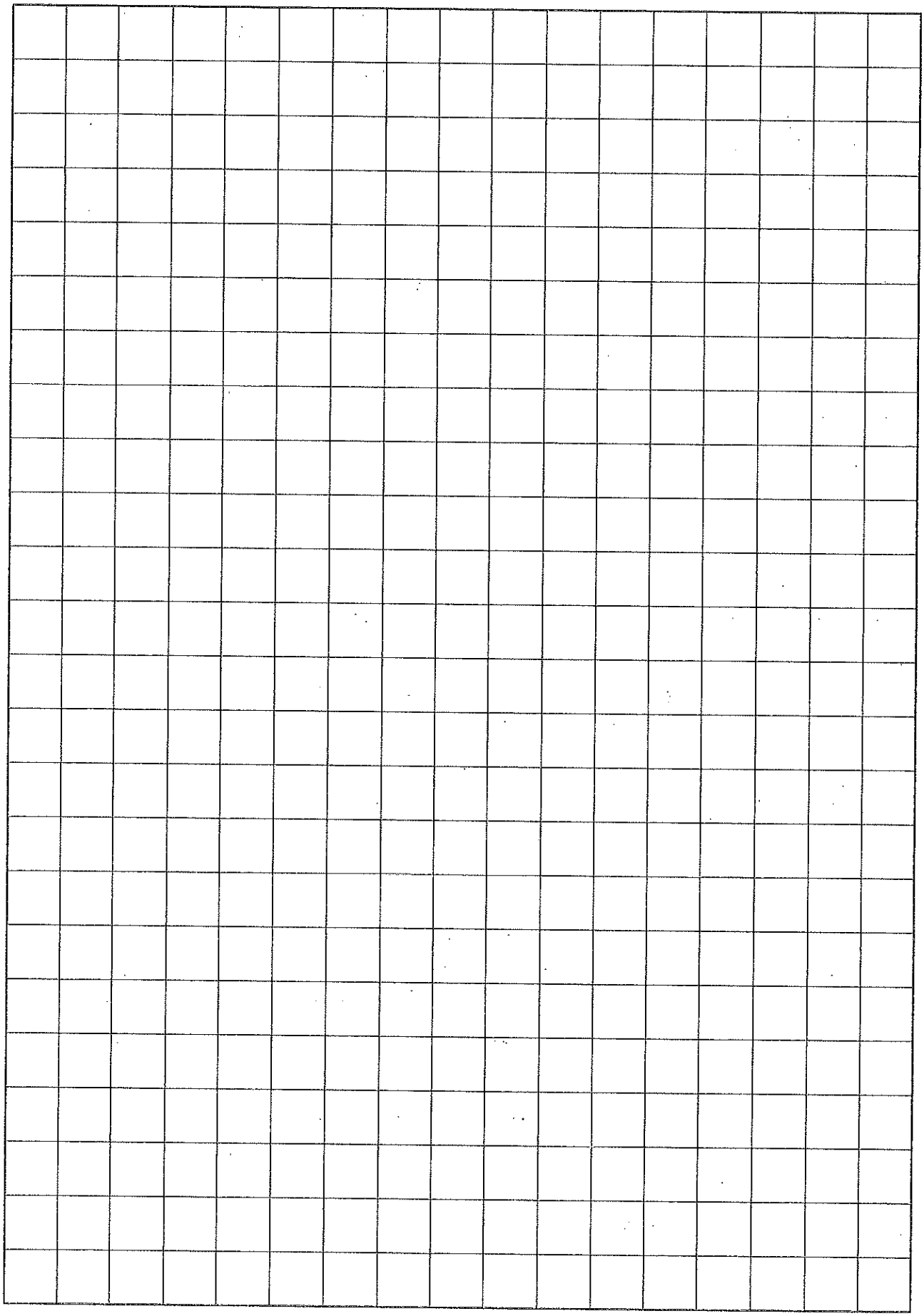
Dear Family,

The activities below are related to the mathematics in the multiplication and division unit *How Many Packages and Groups?*. You can use the activities to enrich your child's mathematical learning experience.

Everyday Multiplication and Division Situations Think about when you use multiplication and division in your everyday life and enlist your child's help in solving these problems. Here are some examples:

- When you plan a family reunion for 45 people, you may need forks that come in packages of 8. How many packages do you need?
- As the coach of the school soccer team, you need to order drinks. There are 18 children on the team and 12 games during the season. Each child has 1 drink at each game. How many drinks does the school need to buy for the season? Ask your child to explain the strategies used to solve such problems.

How Did You Solve That? Encourage your child to explain his or her strategies for multiplying and dividing numbers. Students will be encouraged to develop more than one way to solve a problem and to use methods that are based on understanding numbers and their relationships. Some of these methods may not be the ones you learned in school, but you may recognize some of them as methods you use in your daily life. One of the most important things you can do is to show genuine interest in the ways your child solves problems, even if they are different from your own.



NAME _____ DATE _____

Solving 2-Digit Multiplication Problems

First, write a story to go with each problem. Then, solve the problem and show your solution. You may use arrays or pictures if they help show your strategy more clearly.

1 $53 \times 24 =$ _____

Story problem:

Solution:

NAME _____ DATE _____

Solving 2-Digit Multiplication Problems

2 $46 \times 37 =$ _____

Story problem:

Solution:

NAME _____ DATE _____

Multiplying Two Ways

1. Solve this problem in two different ways. Be sure to show how you got your answer.

$31 \times 27 =$ _____

First way:

Second way:

Ongoing Review

2. What is the closest estimate of 39×22?

Ⓐ 400 Ⓑ 600 Ⓒ 800 Ⓓ 1,000

NOTE

Students solve the same 2-digit multiplication problem in two different ways.
MW **Strategies for Solving Multiplication Problems**

NAME _____ DATE _____

Solving a Multiplication Problem

First, write a story problem for 22 × 34. Then, solve the problem and show how you solved it. You may include arrays or pictures of groups.

22 × 34 = _____

Story problem:

Here's how I solved it:

NOTE

Students use multiplication strategies that include breaking a problem apart to make smaller problems that are easier to multiply.

MMI **Strategies for Solving Multiplication Problems**

NAME _____ DATE _____

Two Cluster Problems

Solve the first three problems in each cluster. Show your strategy for solving the final problem. Put a star next to any of the problems in the cluster that helped you.

Set A

Solve these problems:

$4 \times 3 =$

$50 \times 3 =$

$54 \times 10 =$

Now solve $54 \times 13 =$

Set B

Solve these problems:

$2 \times 38 =$

$4 \times 38 =$

$40 \times 38 =$

Now solve $42 \times 38 =$

NAME _____ DATE _____

Comparing Fractions

Fill in <, >, or = to make each comparison true.

1. $\frac{3}{4} \square \frac{4}{5}$

2. $\frac{7}{12} \square \frac{1}{2}$

3. $1\frac{2}{3} \square 2\frac{1}{3}$

4. $\frac{5}{1} \square \frac{1}{5}$

5. $\frac{2}{12} \square \frac{1}{6}$

6. $\frac{2}{5} \square \frac{4}{6}$

7. $\frac{9}{12} \square \frac{7}{4}$

8. $\frac{0}{3} \square \frac{0}{8}$

NOTE

Students compare the values of different fractions.
Fractional Parts