



**Literacy Design
Collaborative**

Individualism and Women's Rights

★ TASK ★ LADDER

by Chris Crouch and Susan Weston

Elizabeth Cady Stanton's most famous speech makes a distinctive argument for equal treatment of men and women. Reading major excerpts, students will trace that argument, gaining direct insight into Stanton's thought and her approach. The speech embodies 19th century concern for individual autonomy and self-sufficiency and captures a female perspective on being asked to settle for a weaker and dependent role.

This module is designed for a deep dive into a seminal text, organized to take six hours or seven fifty-minute periods. It may work best as part of a curriculum that includes work on liberty and individualism from varied other perspectives. It was created in the Summer 2013 Social Studies Design Jam, and is shared with special thanks to the Kentucky Education Association for the use of their Lexington facilities.

GRADES

9 - 10

DISCIPLINE

 **Social
Studies**

COURSE

 **US
History**

PACING

 **6hr**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

After reading Elizabeth Cady Stanton's "Solitude of Self", write an essay in which you analyze how Stanton uses individual solitude to justify equal treatment of women and men, providing examples to clarify your analysis.

Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.5.9-12

Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.8.9-12

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.12.9-12

Focus

Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D4.4.9-12

Critique the use of claims and evidence in arguments for credibility.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

WHST.9-10.2.a

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2.c

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

RI.9-10.3

Focus

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RH.9-10.3

Focus

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

WHST.9-10.2

Focus

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Core Content for Social Studies Assessment

SS-HS-1.1.2

Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).

SS-HS-1.3.3

Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).


SS-HS-5.2.4

Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage).

Kentucky Core Academic Standards - Social Studies

U.S. History has been impacted by significant individuals and groups.

Texts

 **Solitude of Self** (excerpted version of remarks made by Elizabeth Cady Stanton to a congressional hearing on January 18, 1892, and downloaded from the Library of Congress's "American Memory" site on August 3, 2013)

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Elizabeth Cady Stanton was one of the organizers of the Seneca Falls Convention and a suffrage activist for the rest of her life, serving as president of the National American Women's Suffrage Association from its founding to 1892. We'll examine part of her testimony before a Congressional Committee to understand her distinctive argument treating women equally.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to recognize the main content challenge presented by the task.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the teaching task prompt.

SCORING EXPECTATIONS: Ability to understand and explain what will count as a strong response to the teaching task prompt.

Reading Process

CITING EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to features like date and origin of the information. (RH.9-10.1)

UNDERSTANDING WORDS AND PHRASES: Ability to determine meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.9-10.4)

SUMMARIZING: Ability to provide accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)

Transition to Writing

CONNECTING IDEAS: Ability to begin linking what has been learned in reading to what will be shared in writing.

Writing Process

INTRODUCTION: Ability to introduce a topic. (WHST.9-10.2a)

ORGANIZATION: Ability to organize ideas, concepts, and information to make important connections and distinctions. (WHST.9-10.2a)


DEVELOPMENT: Ability to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.9-10.2b)

CONCLUSION: Ability to provide a concluding statement that follows from and supports the information or explanation presented. (WHST.9-10.2f)

TRANSITIONS: Ability to use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (WHST.9-10.2c)

STYLE AND TONE: Ability to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. (WHST.9-10.2e)

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	TASK ENGAGEMENT: Ability to recognize the main content challenge presented by the task.	QUICK WRITE After skimming the text and the tasks, share your first responses. Add some thoughts or questions about the task	None	Not Provided
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the teaching task prompt.	T-CHART Work in pairs to fill in the T Chart that deconstructs the “knowledge” and “skills” needed to complete the task.	Student product meets expectations if it: <ul style="list-style-type: none"> Identifies knowledge or “content” based upon vocabulary provided in the task. Identifies “Skills” and cognitive processes that students will have to apply. 	Teacher will ask students to work in pair to create a T-chart that deconstructs the “knowledge” and “skills” needed to complete the task. For skills, examples might include “For example “analyze”, “development” and “examples”. “
20 mins	SCORING EXPECTATIONS: Ability to understand and explain what will count as a strong response to the teaching task prompt.	REFLECTION Using the rubric, articulate the characteristics of well-developed essays that explain the thinking of the writer. Being sure to use evidence to support insights.	Student product meets expectations if it: <ul style="list-style-type: none"> Accurately restates key rubric expectations 	Not Provided
Reading Process				
50 mins	CITING EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to features like date and origin of the information. (RH.9-10.1)	APPARTS ORGANIZER In your second reading of the text, find the sentences that help you answer each question from the organizer, and mark them with numbers. Then fill in the organizer, including quotes from phrases that support your answer.	Student product meets expectations if it: <ul style="list-style-type: none"> Provides some thought for each section. 	<ul style="list-style-type: none"> Review the APPARTS handout and assign pairs to read the text more slowly and complete the organizer together. For each part of the organizer, ask a pair to share their findings and other pairs to supplement. Conduct a larger discussion around the issue “What is Stanton’s main frustration?”
Additional Attachments:  APPARTS handout				

30 mins	UNDERSTANDING WORDS AND PHRASES: Ability to determine meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.9-10.4)	LIST Reread your assigned page, marking phrases you do not understand. Then, as a team, identify the four phrases you most need to understand and research them quickly so that you can report to the class. Be sure to note your sources.	Student product meets expectations if it: <ul style="list-style-type: none"> • Lists appropriate phrases • Selects and notes reasonable sources. • Shares workable explanation of the phrase. 	<ul style="list-style-type: none"> • Use the first page to model how you want students to work. • Assign the other three pages to multiple groups so they can compare. <p>Note: Over three mini-tasks, all students will work closely with all three of the later pages. The attached version of the text has been designed to provide three balanced sections while building three different skills in working with a lengthy text.</p>
20 mins	SUMMARIZING: Ability to provide accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	TEN WORDS OR LESS As a team, for your new assigned page, summarize each paragraph in ten words or less. When done, post your answers on the wall.	Student product meets expectations if it: <ul style="list-style-type: none"> • Creates reasonable summary of each paragraph 	<ul style="list-style-type: none"> • Use the first page to demonstrate how you want students to work. • Swap the pages groups look at, and designate wall locations for them to post their answers. • When all answers are posted, allow pairs who worked on the same page to compare their work. • Then allow groups to rotate and see all three sets of summaries
20 mins	SUMMARIZING: Ability to provide accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	CONSTRUCTED RESPONSE In a paragraph, explain how each paragraph on your assigned page connects to the one before. You may use the other groups "ten words or less summaries"	Student product meets expectations if it: Traces development of key ideas over the course of the text.	<ul style="list-style-type: none"> • Use the first page to demonstrate how you want students to work. • Swap the pages groups look at one more time. • Have one pair read its summary out loud. • Ask other pairs to add further thoughts.
20 mins	SUMMARIZING: Ability to provide accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	CONCEPT MAP As you re-read the speech, complete the Concept Definition Map for the concept of "solitude."	Student product meets expectations if it: Identifies relationships that help reveal meaning of the key concept and supporting ideas.	Not Provided
Additional Attachments:  Concept Map				
Transition to Writing				
30 mins	CONNECTING IDEAS: Ability to begin linking what has been learned in reading to what will be shared in writing.	CONSTRUCTED RESPONSE In a paragraph, explain how each paragraph on your assigned page connects to the one	Student product meets expectations if it: <ul style="list-style-type: none"> • Traces development of key ideas over 	<ul style="list-style-type: none"> • Use the first page to demonstrate how you want students to work. • Swap the pages groups look at one more time. • Have one pair read its summary out loud. • Ask other pairs to add further thoughts.

		before. You may use the other groups "ten words of less summaries".	the course of the text.	
Writing Process				
20 mins	INTRODUCTION: Ability to introduce a topic. (WHST.9-10.2a)	THESIS STATEMENT Students will create a thesis statement that draws their thinking from earlier work.	None until after reflection.	It is vital that students understand the relationship between their inference from the text and how the evidence supports that inference. Have students identify and utilize a specific Pattern of Organization to establish their thinking. This should be evident in the thesis statement.
20 mins	INTRODUCTION: Ability to introduce a topic. (WHST.9-10.2a)	REFLECTION Does your thesis statement address the prompt? Does it establish a clear relationship for the reader?	Student product meets expectations if it: <ul style="list-style-type: none"> Effective thesis statements and introductions will clearly establish an inference and relationship of evidence. 	Have students share and revise thesis statements from bridge activity. This will serve as the beginning of an introduction for the essay.
20 mins	ORGANIZATION: Ability to organize ideas, concepts, and information to make important connections and distinctions. (WHST.9-10.2a)	OUTLINE Create a sentence outline that includes the topic sentences for each paragraph/section of the essay. Be sure to continue the relationship of the evidence and to transition effectively from point to point.	Student product meets expectations if it: <ul style="list-style-type: none"> Creates effective sentence outlines the Pattern of Organization will be continued and the use of effective transitions to communicate to the reader how the parts contribute to the whole. 	Initial introduction Sentence frames could be used to help struggling writers. More successful writers will need feedback on how to structure these sentences to establish unity.
20 mins	DEVELOPMENT: Ability to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.9-10.2b)	BODY PARAGRAPHS Draft your essay.	Student product meets expectations if it: <ul style="list-style-type: none"> Creates effective paragraphs Blends textual evidence into t own prose Shows intentional decisions on when to quote, 	How will you connect the textual evidence to the assertions you are making in your thesis and topic sentences? Using a bulleted outline for each paragraph may help students establish which piece of textual evidence will support which assertions.

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			paraphrase, or summarize.	
Not provided	CONCLUSION: Ability to provide a concluding statement that follows from and supports the information or explanation presented. (WHST.9-10.2f)	CONCLUSION Add a concluding paragraph, summing up what you have written and moving to implications. You might answer a question like: Was Elizabeth Stanton's speech successful? What possible impacts did this speech have on the Suffrage Movement?	Student product meets expectations if it: <ul style="list-style-type: none"> • Successfully uses transitions they indicate to the reader a strong relationship from the writer. • Establishes a judgment and insight from the writer that goes beyond mere numbering or listing of ideas. 	It may be beneficial to allow students to think about the world since 1892. Has the issue of "self" been addressed? Has the ideal Stanton puts forth realized today?
20 mins	TRANSITIONS: Ability to use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (WHST.9-10.2c)	TRANSITIONS Reread an additional time, asking: Does the tone of the essay address the prompt? Does it establish for the reader your understanding of the text? Make revisions as needed.	Student product meets expectations if it: <ul style="list-style-type: none"> • Successfully utilize language that is subtle in its judgments and carefully selects appropriate words to demonstrate thought and understanding. 	To help students identify a clear transitional pattern throughout the essay, have peers read each others essays to: <ol style="list-style-type: none"> 1. Identify transitional words. 2. What type of relationship do these indicate to reader? 3. If relationship is unclear, give the writer feedback why it is not clear.
20 mins	STYLE AND TONE: Ability to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. (WHST.9-10.2e)	REVISIONS Reread an additional time, asking: Does the tone of the essay address the prompt? Does it establish for the reader your understanding of the text? Make revisions as needed.	Student product meets expectations if it: <ul style="list-style-type: none"> • Successfully utilize language that is subtle in its judgments and carefully selects appropriate words to demonstrate thought and understanding. 	To help students develop an appropriate tone, have peers read essays and look for words or phrases that indicate a judgment and then decide: <ol style="list-style-type: none"> 1. Is the judgment obvious? "He is wrong".... 2. If it isn't obvious, what word indicates judgment and how does it make you feel? Is that the appropriate emotion?

Instructional Resources

No resources specified

Section 4: What Results?


Student Work Samples

No resources specified

Teacher Reflection

The Stanton speech has potential connections to many other articulations of individualism, from Thomas Jefferson to Ayn Rand. While the task does not insist that students address those connections, it can definitely be enriched by any comparisons that students bring up in the discussion.

All Attachments

 Solitude of Self (excerpted version of remarks made by Elizabeth Cady Stanton to a congressional hearing on January 18, 1892, and downloaded from the Library of Congress's "American Memory" site on August 3, 2013) : <https://s ldc.org/u/d03ol44nd1697pctuffj6wfmv>