



**Literacy Design
Collaborative**

The Declaration of Independent Sentiments

★ TASK ★ LADDER

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This module asks students to perform a close reading of two important Humanities Texts: the Declaration of Independence (1776) and the Declaration of Sentiments (1848). For this reason, Skills Cluster 2: Reading Process will be repeated during the instructional process for this module. The Paideia Seminar discussion will focus on the Declaration of Sentiments (adopted at the Women’s Right Convention held at Seneca Falls, NY); although, students will be encouraged to refer to both texts during the discussion. In the essay itself, students should refer to both texts in extensive detail in making their arguments.

NOTE: This module is designed to teach and assess the Core Content College and Career Readiness Anchor Standards identified in the LDC standards as well as those for “Speaking and Listening” including a formal and rigorous dialogue about concepts and ideas. Common Core “Reading” and “Writing” standards are practiced and assessed around the Paideia Seminar discussion.

The focus standards are RI9-10.9, W9-10.1, and SL9-10.1

GRADES

11 - 12

DISCIPLINE

Other

COURSE



**Humanities
or U.S.
History**

PACING

🕒 **N/A**

Section 1: What Task?

Teaching Task

Task Template 4 - Argumentation

Should the Declaration of Independent Sentiments (Seneca Falls 1848) be read as an extension of the Declaration of Independence (Philadelphia 1776) or an entirely separate document? After reading the Declaration of Independence and the Declaration of Independent Sentiments, write an essay in which you compare the two and argue one side or the other. Support your position with evidence from the text(s).

Standards

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

RI.9-10.9

Focus

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

W.9-10.1

Focus


Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.


SL.9-10.1

Focus

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Texts

 The Declaration of Independence (Philadelphia 1776)
A classic available in many anthologies and on many websites

 The Declaration of Sentiments (Seneca Falls 1848)
Again, a classic available in many different anthologies.

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
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 claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim 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 argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	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 claim(s), reasons, and evidence.
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

The battle for women's rights and women's suffrage continued throughout the western world during the 19th and 20th centuries. The American women's rights movement—led by Elizabeth Cady Stanton and Lucretia Mott—met in a famous convention at Seneca Falls, NY in July 1848. At that meeting, the delegates debated and signed both a Set of Resolutions specific to the time and place as well as a general Declaration of Sentiments modeled on the Declaration of Independence by Thomas Jefferson, written 72 years before. The fight for women's suffrage would continue for 71 more years, until the passage of the 19th Amendment to the U. S. Constitution in 1920. Seen in this light, the 1848 Declaration of Sentiments marked the halfway point between the original Declaration of Independence and the 19th Amendment to the Constitution.

Extension

Mandatory in Paideia modules: authentic audience for written product) The final, publishable drafts of the student papers will be collected and published for the following audiences: one copy for each student, one copy for circulation in the teacher's classroom, one copy for circulation in the school media center, and one copy for each of the local state and federal representatives.

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process (Pre-Seminar)

BACKGROUND INFORMATION: Ability to identify basic contextual information

INSPECTIONAL READING: Ability to identify structural components of the seminar text.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ANALYTICAL READ: Ability to read the entire text carefully and construct a surface understanding of the elements of the text.

INSPECTIONAL READ: Ability to identify structural components of the seminar text.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ANALYTICAL READ: Ability to read the entire text carefully and construct a surface understanding of the elements of the text.

Dialogue Process (Seminar)

PRE-SEMINAR PROCESS: Ability to reflect on personal communication habits and select appropriate speaking and listening goals.

SEMINAR: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Paideia seminar.

POST-SEMINAR: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.

Transition to Writing

TASKS ANALYSIS AND RESPONSE: Ability to re-examine the writing task in the context of the seminar and note relevant elements from the seminar.

Writing Process

NOTE-TAKING : Ability to select important facts and passages for use in one's own writing.

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

INITIAL DRAFT AND DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.



Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS In your own words, what are the important features of a good response to this prompt?	None	<ul style="list-style-type: none"> Share examples of types of compositions students will produce (either from past students or from professional writers). Identify or invite students to identify key features of examples. Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading Process (Pre-Seminar)				
Not provided	BACKGROUND INFORMATION: Ability to identify basic contextual information	NOTES In your notes, capture context for text: name, date, place of author; key influences and events. Add notes about text genre and structure as appropriate.	Complete and accurate background information is noted.	<ul style="list-style-type: none"> Determine essential facts necessary to understand context of key text. Share with students either via short lecture, power point, video, or reading. Have students do additional research as appropriate.
Not provided	INSPECTIONAL READING: Ability to identify structural components of the seminar text.	LABELING TEXT AND IDENTIFYING GENRE: DECLARATION OF INDEPENDENCE Declaration of Independence: Label the parts of the text by numbering the paragraphs of the text. Note which are the longest and shortest paragraphs and discuss the different paragraph types. Discuss as a class how the text might be divided into sections based on an initial inspection.	Structural features of the text are visible and clear.	<ul style="list-style-type: none"> Each student has a copy of the printed text. Have students number the paragraphs and discuss how to divide the text up into different sections. Discuss what is a "Declaration," how it was written and why it was signed by delegates. For more information about Inspectional and Analytical Reading, see Adler & Van Doren, <i>How To Read A Book</i>.
Not provided	ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST: DECLARATION OF INDEPENDENCE In your notebook, list words and phrases essential to the text. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definition. 	<ul style="list-style-type: none"> Note list of vocabulary words attached below. Read the text aloud slowly while students identify any other word or phrases to be discussed. After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

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	Additional Attachments:			
	 Vocabulary from the Declaration of Independence			
Not provided	ANALYTICAL READ: Ability to read the entire text carefully and construct a surface understanding of the elements of the text.	CLOSE READING AND SUMMARY OF TEXT SECTIONS: DECLARATION OF INDEPENDENCE Collaborate with your fellow students (in groups of three to) to take turns reading paragraphs aloud, pausing after each of the six sections as identified by your teacher to compose a short summary of that section. Mark your own copy of the text with questions you may want to ask during the class seminar.	Each student has both a well-marked up copy of the seminar text and a separate summary of each of the six sections of the text.	<ul style="list-style-type: none"> Divide students into groups of three and have them read the entire text together aloud, taking turns with each paragraph. As they read, have them pause after each of the following sections to work together to compose a summary of that section: 1. Paragraph one; 2. Paragraph two; 3. The 26 arguments; 4. Paragraph beginning "In every stage"; 5. Paragraph beginning "Nor have We"; and 6. Paragraph beginning "We therefore." Discuss briefly the purpose of the six sections with the entire class.
Not provided	INSPECTIONAL READ: Ability to identify structural components of the seminar text.	LABELING TEXT AND IDENTIFYING GENRE: DECLARATION OF SENTIMENTS Label the parts of the text by numbering the paragraphs of the text. Note which are the longest and shortest paragraphs and discuss the different paragraph types. Discuss as a class how the text might be divided into sections based on an initial inspection.	Structural features of the text are visible and clear.	<ul style="list-style-type: none"> Each student has a copy of the printed text. Have students number the paragraphs and discuss how to divide the text up into different sections. Revisit what is a "Declaration," how this declaration was written and why it was signed by delegates. Share appropriate background information on the Woman's Right Convention of 1848.
Not provided	ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST: DECLARATION OF SENTIMENTS In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> Note list of vocabulary words attached below. Discuss in particular the definition(s) of the word "sentiment." Read the text aloud slowly while students identify any other words or phrases to be discussed. After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
	Additional Attachments:			
	 Vocabulary from the Declaration of Sentiments			
Not provided	ANALYTICAL READ: Ability to read the entire text carefully and construct a surface understanding of the	CLOSE READING AND SUMMARY OF TEXT SECTIONS: DECLARATION OF SENTIMENTS	Each student has both a well-marked up copy of the seminar text and a separate summary	<ul style="list-style-type: none"> Divide students into groups of three and have them read the entire text together aloud, taking turns with each paragraph. As they read, have them pause after each of the following sections to work together to compose a summary of that section: 1. Paragraph

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	elements of the text.	Collaborate with your fellow students (in groups of three to) to take turns reading paragraphs aloud, pausing after each of the six sections as identified by your teacher to compose a short summary of that section. Mark your own copy of the text with questions you may want to ask during the class seminar.	of each of the six sections of the text.	<p>one; 2. Paragraph two; 3. Paragraph three plus the 16 facts or arguments; 4. Paragraph beginning “Now, in view of this”; 5. Paragraph beginning “In entering upon; and 6. Paragraph beginning “Firmly relying.”</p> <ul style="list-style-type: none"> Discuss briefly the purpose of the six sections with the entire class.
Dialogue Process (Seminar)				
Not provided	<p>PRE-SEMINAR PROCESS: Ability to reflect on personal communication habits and select appropriate speaking and listening goals.</p>	<p>SELF-ASSESSMENT Based on the list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue. See Appendix.</p>	Chooses appropriate individual process goal based on past seminar performance	<ul style="list-style-type: none"> PLEASE use the Seminar Process Script and the Speaking and Listening Skills List (attached below). Teacher should identify a collection of appropriate speaking and listening goals for the group. Students select what they will work on individually and note it in writing on the Seminar Process Assessment sheet included in the Appendices to this module. The group participation goal is discussed and posted where all can see. For details about planning, facilitating and assessing Paideia Seminar, see Teaching Thinking through Dialogue (www.paideia.org)
	<p>Additional Attachments:</p> <p> Paideia Seminar Speaking and Listening Skills List</p> <p> Seminar Process Script</p>			
Not provided	<p>SEMINAR: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Paideia seminar.</p>	<p>PARTICIPATION Participate in the Seminar and focus on your goals.</p>	No scoring	PLEASE use the Seminar Process Script included with the previous mini-task
Not provided	<p>POST-SEMINAR: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.</p>	<p>SELF-ASSESSMENT Reflect back on your participation goal, then finish filling out the Seminar Process Assessment form; write a short reflective work on your seminar performance in detail.</p>	<ul style="list-style-type: none"> Answers task by filing in form completely. Writes in detail about seminar participation. 	<ul style="list-style-type: none"> PLEASE use the Seminar Process Script in the Appendix. Have a few representative students share their goal for speaking and listening and their performance. Likewise, may ask the entire goal to reflect on the entire dialogue process, i.e. the group effort. In whatever format is preferred, both individual and group reflections should be archived for reference at the beginning of the next Seminar.
Transition to Writing				
Not provided	<p>TASKS ANALYSIS AND RESPONSE: Ability to re-examine the writing task in the context of the seminar and note relevant</p>	<p>SHORT RESPONSE In a quick write, write your first reaction to the task prompt. After re-examining the prompt, note everything that you heard,</p>	No scoring	<ul style="list-style-type: none"> Link this task to earlier class content. Discuss student quick-write responses with the whole class. Clarify timetable and support plans for the task

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	elements from the seminar.	said, or thought during the seminar that is related to the task. (Do not worry about grammar, punctuation, or spelling at this point.)		
Writing Process				
Not provided	NOTE-TAKING : Ability to select important facts and passages for use in one's own writing.	NOTES From the story, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	<ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> Teach a model format for note taking. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
Not provided	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements.
Not provided	PLANNING: Ability to develop a line of thought and text structure appropriate to an information/ explanation task.	OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Not provided	INITIAL DRAFT AND DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	Encourage students to re-read prompt partway through writing, to check that they are on-track.
Not	REVISION: Ability to	MULTIPLE DRAFTS	<ul style="list-style-type: none"> Provides 	<ul style="list-style-type: none"> Model useful feedback that balances support for

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<i>provided</i>	refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	complete draft with all parts. <ul style="list-style-type: none">● Supports the opening in the later sections with evidence and citations.● Improves earlier edition.	strengths and clarity about weaknesses. <ul style="list-style-type: none">● Assign students to provide each other with feedback on those issues.
<i>Not provided</i>	EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none">● Provides draft free from distracting surface errors.● Uses format that supports purpose.	<ul style="list-style-type: none">● Briefly review selected skills that many students need to improve.● Teach a short list of proofreading marks.● Assign students to proofread each other's texts a second time.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided