



Literacy Design  
Collaborative

# Women’s Rights

★ TASK ★ LADDER

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In this module middle school students analyze several key 19th century women’s rights speeches: *Sojourner Truth’s Ain’t I A Woman* (1851) and Susan B. Anthony’s *On Women’s Rights to Vote* (1873). After multiple readings of these speeches, students will discuss the speeches' central ideas and arguments in a Paideia seminar. Students will then write an essay analyzing the arguments in the speeches and evaluating the relevance of the ideas in these 19th century women’s rights speeches to 21st century society.

The focus standards for this module are RI6.9, W6.2, and SL6.4

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. If you are not trained in leading Paideia (Socratic) Seminars, you can still teach this module by replacing the Seminar in Cluster 3 with another discussion-based strategy.

For more information on Paideia Seminars: <http://www.learnnc.org/lp/editions/paideia/>

GRADES

6

DISCIPLINE

Other

COURSE



Humanities

PACING

🕒 N/A

# Section 1: What Task?

## Teaching Task

### Task Template IE4 - Informational or Explanatory

How are arguments for women's rights presented in 19th century women's rights speeches? After reading two key women's rights speeches, write an essay in which you analyze the central ideas in those speeches. Support your discussion 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.6.9

Focus

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### W.6.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

#### SL.6.4

Focus

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

## Texts

- 🔗 Sojourner Truth's Ain't I A Woman (1851)
- 🔗 Susan B. Anthony's On Women's Rights to Vote (1873)
- 🔗 Ernestine Rose's An Address of Women's Rights (1851)

## Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Presents an unclear or unfocused controlling idea.	Presents a <b>general</b> controlling idea that <b>addresses the prompt</b> , with an <b>uneven focus</b> .	<b>Presents and maintains a clear</b> controlling idea that addresses <b>all aspects</b> of the prompt.	Presents and maintains a clear and <b>specific</b> controlling idea that addresses all aspects of the prompt and <b>takes into account the complexity of the topic</b> .
<b>Selection &amp; Citation of Evidence</b>	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 are relevant to the controlling <b>and supporting ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>support</b> the controlling and supporting ideas. Consistently cites sources using appropriate format.
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is <b>minimal</b> or contains <b>minor errors</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support the controlling idea</b> .	<b>Thoroughly</b> and accurately explains ideas and source material, <b>using reasoning</b> to support <b>and develop</b> the controlling idea.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	<b>Groups ideas and uses some transitions</b> to connect ideas, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop the controlling idea</b> . Uses transitions to <b>clarify the relationships among ideas, concepts, and information</b> .	Groups and sequences ideas <b>logically</b> to develop the controlling idea and <b>create cohesion</b> . Uses <b>varied</b> transitions to clarify the relationships among ideas, concepts, and information.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	<b>Errors</b> in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> to the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	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***

An essential component of women's rights in the United States was suffrage, or the right to vote. When our country was founded, only white men with property had the right to vote. Women in the U.S. began campaigning for the right to vote in the decades prior to the civil war. In 1848, a historical gathering was held by abolitionist activists, mostly women, in Seneca Falls New York to discuss the problems of women's rights. In the years following that first women's rights convention, speeches included in this module were delivered by women arguing for the rights of women. At the time these speeches were delivered, the ideas presented were considered radical and controversial.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**QUESTIONING:** Ability to identify structural components of the seminar text.

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

**ANNOTATION:** Ability to analyze readings for demands set in the writing prompt.

### ***Transition to Writing***

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

### ***Writing Process***

**NOTE TAKING:** Ability to select important facts and passages for use in a composition.

**INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**BODY PARAGRAPHS:** 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.

**FINAL DRAFT:** Ability to submit final piece that meets expectations.



## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
20 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>SHORT RESPONSE</b> Write a short response to the following question-  "What rights should all U.S. citizens have?"	Written response addresses prompt	<ul style="list-style-type: none"> <li>Students free write in response to the prompt individually.</li> <li>Ask volunteers to share and facilitate short discussion, noting trends and similarities in what students wrote.</li> </ul>
30 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>BULLETS</b> In your own words, what are the important features of a good response to this prompt?	None	<ul style="list-style-type: none"> <li>Share examples of types of compositions students will produce (either from past students or from professional writers).</li> <li>Identify or invite students to identify key features of examples.</li> <li>Read and discuss rubric and RH.6-8.1RH.6-8.2 to clarify expectations.</li> <li>Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li> </ul>
<b>Reading Process</b>				
50 mins	<b>QUESTIONING:</b> Ability to identify structural components of the seminar text.	<b>LABELING TEXT AND INITIAL READ</b> First reading of text - label parts of the text by numbering the paragraphs of the text.	Text is numbered correctly.	<p>Each student has a copy of the printed text- Sojourner Truth's Ain't I A Woman and Susan B. Anthony's On Women's Rights to Vote.</p> <ul style="list-style-type: none"> <li>Have students number the paragraphs and/or sentences in each text.</li> <li>Either read aloud together or have students read individually. Have students underline words they don't recognize.</li> </ul> <p>See Adler &amp; Van Doren, pp. 31-44.</p>
Additional Attachments:				
🔗 Adler & van Doren, How to Read a Book., 1972				
30 mins	<b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.	<b>VOCABULARY LIST-ONGOING</b> Circle words you don't understand or words that are essential to the text.  In your notebook, list circled words definitions, and (if appropriate) notes on connotation in this context.	Lists words and provides accurate definitions.	<ul style="list-style-type: none"> <li>Students share the words they selected, post for all to see. Possibilities include: kilter, intellect, obliged, indictment, tranquility, posterity, bill of attainder, republic, aristocracy, oligarchy, Saxons, sovereigns, hardihood</li> <li>Share definitions of terms listed</li> <li>Students should add definitions and any additional words they want to include on their individual vocabulary lists.</li> </ul>
50 mins	<b>ANNOTATION:</b> Ability to analyze readings for demands set in the	<b>COLLABORATIVE ANNOTATIONS</b> <ul style="list-style-type: none"> <li>Students individually</li> </ul>	Appropriate annotations and responses to	<ul style="list-style-type: none"> <li>Students read the texts to themselves (2nd read).</li> <li>Post the following sentence starters to support students with annotations:</li> </ul>

	writing prompt.	<p><i>read and annotate the two speeches using metacognitive sentence starters.</i></p> <ul style="list-style-type: none"> <li>• <i>Students pass their annotated text to another student and each student responds to the original reader's annotations.</i></li> <li>• <i>The next time the papers pass, each student adds his/her notes to both of the previous readers' responses.</i></li> </ul>	<p><i>annotations made on texts.</i></p>	<p>I had trouble with this sentence/phrase because...</p> <p>My reading made me think of _____ because...</p> <p>Based on what I read today, I predict _____ because...</p> <p>I have a question about _____...</p> <p>I visualize _____ because _____ in the text.</p> <p>I got confused when....</p> <p>A word/some words I didn't know were....</p> <p>I figured out that....</p> <p>I first thought....but then I realized....</p> <p><i>*See Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension, Carol Porter-O'Donnell</i></p>
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Additional Attachments:

 **Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension, Carol Porter-O'Donnell**

<b>Transition to Writing</b>				
20 mins	<b>SEMINAR:</b> Ability to reflect on personal communication habits and select appropriate speaking and listening goals.	<b>PRE-SEMINAR PROCESS</b> <i>Based on the list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue.</i>	<i>Chooses appropriate individual process goal based on past seminar performance</i>	<p><i>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.</i></p> <p><i>See Speaking and Listening Rubric and sample "Seminar Process Assessment"</i></p>
<p>Additional Attachments:</p> <p> <b>LDC/Paideia Speaking and Listening Rubric</b></p>				
20 mins	<b>SEMINAR:</b> Ability to reflect on personal communication habits and select appropriate speaking and listening goals.	<b>SEMINAR</b> <i>Participate in the Seminar and focus on your goals.</i>	No scoring	<p><i>Teachers should be familiar with the Process step of Paideia Seminar including: definition and purpose for having the dialogue, role and responsibility of facilitator and participants, steps to guide personal and group process goals. Also see Teaching Thinking Through Dialogue for examples of pre- and post-seminar process "scripts" embedded in sample seminar plans.</i></p> <p><i>See attachment</i></p>
<p>Additional Attachments:</p> <p> <b>Paideia Seminar Plan</b></p>				
10 mins	<b>SEMINAR:</b> Ability to reflect on personal communication habits	<b>POST SEMINAR</b> <i>Reflect back on your participation goal and</i>	<ul style="list-style-type: none"> <li>• <i>Writes in detail about seminar participation</i></li> </ul>	<p><i>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</i></p>

	and select appropriate speaking and listening goals.	write a short reflective response on your seminar performance in detail.		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.  See attached link
Additional Attachments:				
🔗 The Paideia Seminar: Active thinking through dialogue				
Writing Process				
20 mins	<b>NOTE TAKING:</b> Ability to select important facts and passages for use in a composition.	<b>NOTES-SEMINAR EVIDENCE</b> Write as much as you can about: <ul style="list-style-type: none"><li>What you heard during seminar</li><li>Ideas from the text</li><li>You own ideas</li></ul>	Identifies relevant elements.	<ul style="list-style-type: none"><li>Review the writing task with students</li><li>Students free write about each of the three topics (what they heard during seminar, ideas from the text, and their own ideas), focusing on ideas that relate to the writing task.</li></ul>
40 mins	<b>INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.	<b>OPENING PARAGRAPH</b> 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"><li>Writes a concise summary statement or draft opening.</li><li>Provides direct answer to main prompt requirements.</li><li>Establishes a controlling idea.</li></ul>	<ul style="list-style-type: none"><li>Offer several examples of opening paragraphs.</li><li>Ask class to discuss what makes them strong or weak.</li><li>Students review their openings in small groups or pairs and work together to make them clearer or stronger- use rubric.</li><li>Review the writing task again with students.</li><li>Support students as needed- Students who struggle with writing may need a template for the opening paragraph.</li></ul>
50 mins	<b>PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	<b>OUTLINE</b> Create an outline based on your notes and opening paragraph; sequence the key points you plan to make in your composition and note your supporting evidence.	<ul style="list-style-type: none"><li>Creates an outline or organizer.</li><li>States controlling idea.</li><li>Uses evidence from texts.</li></ul>	<ul style="list-style-type: none"><li>Provide and teach one or more examples of outlines or organizers.</li><li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li></ul>
1 hr and 30 mins	<b>BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>INITIAL DRAFT</b> Write an initial draft of 3-4 paragraphs complete with opening, development, and closing; insert and cite textual evidence.	<ul style="list-style-type: none"><li>Provides complete draft with all parts.</li><li>Supports the opening in the later sections with evidence and citations.</li></ul>	<ul style="list-style-type: none"><li>Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li><li>Encourage students to re-read prompt partway through writing, to check that they are on-track.</li><li>Students should refer to their outlines.</li><li>Focus on structure and flow of ideas about the text.</li></ul>
1 hr and 30 mins	<b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>MULTIPLE DRAFTS</b> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide	<ul style="list-style-type: none"><li>Provides complete draft with all parts.</li><li>Supports the opening in the later sections with evidence</li></ul>	<ul style="list-style-type: none"><li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li><li>Assign students to provide each other with feedback on those issues.</li></ul>



		<i>what to include and what not to include.</i>	<i>and citations.</i> ● <i>Improves earlier edition.</i>	
<i>1 hr and 30 mins</i>	<b>EDITING:</b> Ability to proofread and format a piece to make it more effective.	<b>CORRECT DRAFT</b> <i>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</i>	<ul style="list-style-type: none"> <li>● <i>Provides draft free from distracting surface errors.</i></li> <li>● <i>Uses format that supports purpose.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Briefly review selected skills that many students need to improve.</i></li> <li>● <i>Teach a short list of proofreading marks.</i></li> <li>● <i>Assign students to proofread each other's texts a second time.</i></li> <li>● <i>Students make needed corrections.</i></li> </ul>
<i>10 mins</i>	<b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>FINAL WORK</b> <i>Turn in your complete set of drafts, plus the final version of your work.</i>	<i>Demonstrates that composition is on task and ready for evaluation</i>	Celebrate!

## Instructional Resources

### Teacher Resource

 **Susan B Anthony 1873.docx**

 **Sojourner Truth, 1851.docx**

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

#### **Resources for Teachers:**

Adler, Mortimer J. and Charles Van Doren. (1972). *How to Read a Book*. New York: Simon and Schuster.

*Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension*, Carol Porter-O'Donnell

Davis, Judy and Sharon Hill. (2003). *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions*. Portsmouth, NH: Heinemann.

National Paideia Center (2010). *Teaching Thinking Through Dialogue*. 2nd Edition.

Roberts, Terry and Laura Billings. (2011). *Teaching Critical Thinking: Using Seminars for 21st Century Literacy*. New York: Eye on Education.

#### **Resources for Students:**

Background on Women's Suffrage- The Fight for Women's Suffrage at History.com

<http://www.history.com/topics/the-fight-for-womens-suffrage>

Background on Women's Rights in the U.S.-Women's Rights Movements at Scholastic.com

<http://www.scholastic.com/teachers/article/history-womens-rights-movements>

An additional historical speech on Women's Rights-Ernestine Rose's *An Address of Women's Rights* (1851)

<http://gos.sbc.edu/r/rose1.html>

Resource for Writing Support-Purdue University's Online Writing Lab (OWL)

<http://owl.english.purdue.edu/owl/>

## ***All Attachments***

🔗 Sojourner Truth's Ain't I A Woman (1851) : <https://s ldc.org/u/32mrq0jt0gp7m6qvryrc8txh2o>

🔗 Susan B. Anthony's On Women's Rights to Vote (1873) :  
<https://s ldc.org/u/5q7q1zbqzuqoy0qfes0vvvgbt>

🔗 Ernestine Rose's An Address of Women's Rights (1851) :  
<https://s ldc.org/u/9shz3ca8ijprigjssonr9oitn>

📎 Susan B Anthony 1873.docx : <https://s ldc.org/u/ex63ixkfb3yxkk6baassaj1a9>

📎 Sojourner Truth, 1851.docx : <https://s ldc.org/u/dpj1uidk2nhgso22hlqcnxafh>