

11.2.2

Lesson 1

Introduction

In this first lesson of the unit, students are introduced to “An Address by Elizabeth Cady Stanton,” in which Cady Stanton argues that women should have the right to vote. Following a masterful reading of the speech, students read and analyze the first paragraph (from “We have met here today to discuss” to “to clothe every woman in male attire”), in which Cady Stanton presents the reason for her address. Student analysis focuses on how Cady Stanton begins to establish her purpose in this excerpt. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton begin to establish her purpose in the first paragraph?

For homework, students read and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” in preparation for the following lesson, as well as identify and look up the definitions of unfamiliar words.

① “An Address by Elizabeth Cady Stanton” is excerpted from a longer speech written by Cady Stanton.

Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Addressed Standard(s)	
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis,

	and tone used.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from text.</p> <ul style="list-style-type: none"> How does Cady Stanton begin to establish her purpose in the first paragraph?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Explain how Cady Stanton begins to establish her purpose in the first paragraph of the address (e.g., Cady Stanton begins to establish her purpose when she opens her speech with the word “[w]e” (par. 1). This word choice suggests that she is speaking on behalf of a group. Cady Stanton draws a distinction between “social life” and “civil and political” rights, which demonstrates that her purpose is not to discuss the “social life” of men and women, but to focus only on “civil and political” issues that affect women (par. 1).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> petition (n.) – a formally drawn request, often bearing the names of a number of those making the request, that is addressed to a person or group of persons in authority or power, soliciting some favor, right, mercy, or other benefit legislature (n.) – a deliberative body of persons, usually elective, who are empowered to make, change, or repeal the laws of a country or state just (adj.) – guided by truth, reason, justice, and fairness attire (n.) – clothes or apparel, especially rich or splendid garments
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Additional vocabulary to support English Language Learners (to provide directly)

- supposed (adj.) – claimed to be true or real; it is used to say that a particular description is probably not true or real even though many people believe that it is
- generous (adj.) – freely giving or sharing money and other valuable things; showing kindness or concern for others
- courteous (adj.) – very polite in a way that shows respect
- cradle (n.) – a bed for a baby that is usually designed to rock back and forth when pushed gently

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.6, W11-12.9.b, SL.11-12.3, L.11-12.5 • Text: “An Address by Elizabeth Cady Stanton,” paragraph 1 (Masterful Reading: entire text) <p>① In order to provide initial context, the masterful reading includes the whole excerpt of Cady Stanton’s speech that is analyzed in this unit.</p>	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 25% 4. 35% 5. 15% 6. 5%

Materials

- Student copies of the 11.2 Common Core Learning Standards Tool (refer to 11.2.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Copies of “An Address by Elizabeth Cady Stanton” for each student (with paragraphs numbered 1–14)

① Consider numbering the paragraphs of “An Address by Elizabeth Cady Stanton” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Explain that in this unit, students will read and analyze “An Address by Elizabeth Cady Stanton” as well as Audre Lorde’s poem “From the House of Yemanjá” as they continue to analyze how authors employ language, structure, and rhetoric to develop complex ideas and arguments, convey a point of view, or advance a purpose. Review the agenda and share the assessed standard for this lesson: RI.11-12.6. Explain that this lesson begins with a masterful reading of Cady Stanton’s address followed by an analysis of the first paragraph. Students focus their analysis on how Cady Stanton begins to establish her purpose in the first paragraph of her speech.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: SL.11-12.3. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their understanding of standard SL.11-12.3.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- Assess a speaker’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

- ① Consider reminding students that *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence,” which they learned in 11.2.1 Lesson 24.
- ① In this unit, students consider SL.11-12.3 as they evaluate Cady Stanton’s point of view, reasoning, and use of evidence in rhetoric. Students will continue to work with SL.11-12.3 in Module 11.3.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading (AIR) texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR texts from the previous lesson’s homework.

Activity 3: Masterful Reading

25%

Have students listen to a masterful reading of “An Address by Elizabeth Cady Stanton” (from “We have met here today to discuss our rights and wrongs” to “the glorious words inscribed upon it, ‘Equality of Rights’”). Instruct students to follow along and write down their initial questions and reactions once in the middle of the speech (after paragraph 6) and again at the end.

- ① Pause once after paragraph 6 and again at the end of the masterful reading to allow students to write down their initial questions and reactions.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

What does Cady Stanton want to discuss instead of “social life alone”?

- ▶ Students follow along, reading silently, and write their initial reactions and questions.

Lead a brief class discussion of students’ initial reactions and questions to the address. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

💬 Student responses may include:

- The author is discussing women’s rights.
- The author refers to the “costume” of gentlemen. Does this refer to actual costumes or their everyday clothes? (par. 2)

- What does the author mean by the phrase “the nobler sex”? (par. 2)
- What is “woman’s fallen divinity”? (par. 4)
- Who was Daniel Webster and how is he related to the “ignorant Irishman”? (par. 5)
- The author discusses the right to vote as “the right is ours” but then wonders how women should “get possession” of the right. How do women have the right but then still need to get it? (par. 6)
- Who is the “unjust judge”? (par. 7)
- What are the “monsters”? (par. 8)
- What destiny is man unable to “fulfill” and how will he “redeem his race”? (par. 9)
- The author seems to say if women are treated unfairly, there will not be saints and scholars, and so America cannot be a great nation. (par. 10–11)
- What does the statement, “as in woman all have fallen” mean? (par. 12)
- The voices Cady Stanton refers to might be the actual voices of people who are disadvantaged. (par.13)

Activity 4: Reading and Discussion

35%

Instruct students to form pairs. Post or project the questions below for students to discuss.

Instruct student pairs to read paragraph 1 (from “We have met here today to discuss” to “to clothe every woman in male attire”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotation as they analyze the text.

- ① This annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Provide students with the following definitions: *just* means “guided by truth, reason, justice, and fairness,” *petition* means “a formally drawn request, often bearing the names of a number of those making the request, that is addressed to a person or group of persons in authority or power, soliciting some favor, right, mercy, or other benefit,” *legislature* means “a deliberative body of persons, usually elective, who are empowered to make, change, or repeal the laws of a country or state,” and *attire* means “clothes or apparel, especially rich or splendid garments.”

- ▶ Students write the definitions of *just*, *petition*, *legislature* and *attire* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *supposed* means “claimed to be true or real; it is used to say that a particular description is probably not true or real even though many people believe that it is,” *generous* means “freely giving or sharing money and other valuable things; showing kindness or concern for others,” *courteous* means “very polite in

a way that shows respect,” and *cradle* means “a bed for a baby that is usually designed to rock back and forth when pushed gently.”

- ▶ Students write the definitions of *supposed*, *generous*, *courteous*, and *cradle* on their copies of the text or in a vocabulary journal.

Why has Cady Stanton “met” with her audience?

- 💬 Cady Stanton explains that she is addressing her audience to discuss “rights and wrongs, civil and political.” Cady Stanton wants to discuss women’s rights pertaining to citizenship or legal reasons and not “social” reasons.

What is the impact of pairing the words “rights and wrongs” together in the following phrase: “We have met here today to discuss our rights and wrongs”?

- 💬 Cady Stanton uses the words “rights and wrongs” to refer to the legal rights of women and also how women have been “wrong[ed]” within the “civil and political” system. By using “rights” and “wrongs” together, Cady Stanton implies that she intends to discuss issues of justice or morality.
- ① Consider drawing students’ attention to how their evaluation of Cady Stanton’s word choice addresses SL.11-12.3.
 - ① Consider drawing students’ attention to Cady Stanton’s nuanced treatment of “rights” and “wrongs,” which addresses L.11-12.5.

How does the phrase “and not, as some have supposed” refine Cady Stanton’s stated purpose in this paragraph?

- 💬 The phrase “and not, as some have supposed” implies that “some” people are incorrect in their assumptions about what will be discussed in the speech. Cady Stanton uses the phrase to establish what is important by making a distinction between “civil and political” rights and “social life,” and to ease the concerns of those who “have supposed” that “social life” might be discussed.

How does Cady Stanton explain “social life”? How does this explanation advance her purpose?

- 💬 Student responses should include:
 - Cady Stanton explains “social life” by first separating it from “civil and political” issues. She then states that she does not intend to “petition the legislature to make our husbands just, generous, and courteous, to seat every man at the head of a cradle, and to clothe every woman in male attire.” Therefore, “social life” includes marital relationships, childcare, and daily customs, like what people wear.

- Her statements assure her audience that the issues she wants to “discuss” are about women as citizens in the United States (“civil and political”) and not about women’s “social life,” or their social positions in relation to men.

① **Differentiation Consideration:** If students are unclear about what Cady Stanton means by the phrase “at the head of a cradle,” ask the following:

Why would a person be seated “at the head of a cradle”? Why does Cady Stanton use this phrase?

- 💬 Someone would be seated “at the head of a cradle” to take care of a baby. Cady Stanton uses the phrase figuratively to describe the role of providing childcare.

What is the impact of Cady Stanton’s choice to use the word “[w]e” to begin each sentence in this paragraph? To whom does “we” refer?

- 💬 Cady Stanton’s use of the word “we” in the sentence “[w]e do not propose to ... make our husbands just” suggests that she is speaking for a group of women seeking rights. Her use of “we” impacts the text by creating a sense of inclusion or community amongst her audience, and therefore, a larger sense of purpose.
- ① Consider reminding students of SL.11-12.3 by pointing out how this standard relates to this question’s discussion about word choice.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How does Cady Stanton begin to establish her purpose in the first paragraph?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 💬 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” (from “None of these points, however important they may be” to “yet have wind enough to sustain life”). Also, instruct students to box any unfamiliar words from paragraphs 2–3 and look up their definitions. Instruct students to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

- ▶ Students follow along.

Homework

For homework, preview and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” (from “None of these points, however important they may be” to “yet have wind enough to sustain life”). Box any unfamiliar words from paragraphs 2–3 and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.