

11.2.2

Lesson 6

Introduction

In this lesson, students read and analyze paragraphs 11–12 of “An Address by Elizabeth Cady Stanton” (from “It is the wise mother that has the wise son” to “so in her elevation shall the race be recreated”), in which Cady Stanton describes the need to grant women voting rights so that future generations of children can be redeemed.

Students analyze how Cady Stanton introduces or develops ideas as well as how she uses figurative language to further develop her ideas. Additionally, this lesson features targeted writing instruction on standard W.11-12.2.f. Students discuss how concluding statements support previously presented information or explanations. Student learning is assessed via a Quick Write revision at the end of the lesson: Expand and develop your 11.2.2 Lesson 5 Quick Write response by refining your evidence selection or adding more significant and relevant evidence from paragraphs 11–12 and providing a concluding statement. For homework, students should continue to read their Accountable Independent Reading (AIR) texts through the lens of a focus standard of their choice and conduct a brief search on Joan of Arc to prepare for the next lesson.

Standards

Assessed Standard(s)	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Addressed Standard(s)	
W.11-12.2.b, f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts,

	<p>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>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).</p>
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p>

Assessment

Assessment(s)

Student learning is assessed via a Quick Write revision. Students revise and rewrite the 11.2.2 Lesson 5 Quick Write response, based on the following prompt:

- Expand and develop your 11.2.2 Lesson 5 Quick Write response by refining your evidence selection or adding more significant and relevant evidence from paragraphs 11–12 and providing a concluding statement.

① Students' responses will be evaluated using the relevant portions of the 11.2.2 End-of-Unit Text Analysis Rubric (W.11-12.2.f and W.11-12.2.b) along with the Short Response Rubric and Checklist to evaluate student responses.

High Performance Response(s)

A High Performance Response should:

- Refine and develop the original Quick Write by selecting the most significant and relevant evidence (see example below).
- Provide a concluding statement that supports the information presented (see example below).

The High Performance Response is a revised version of the High Performance Response from the 11.2.2 Lesson 5 Quick Write. Both the original High Performance Response and the revised High Performance Response are included below:

Original High Performance Response from 11.2.2 Lesson 5:

- Men cannot overcome the “moral stagnation” of the nation without the help of women, and the

nation cannot be “truly great and virtuous” until women are no longer degraded.

- Through her reference to a “swelling” “tide of vice” (par. 8), Cady Stanton creates an image of a wave of sins that threatens to overtake the country. She also compares sins to “monsters” to further develop the “moral” vulnerability of the nation when women are not given a “voice” (par. 8–9). Cady Stanton compares women to “fountains of life” that are “poisoned” to develop the idea that if women are degraded, the nation will “never be truly great and virtuous,” because “poisoned” women will give birth to weak children (par. 10). Cady Stanton uses the search for “silver and gold” as a metaphor for the nation’s struggle to be “truly great and virtuous,” and “mines of copper and lead” as a metaphor for the current male-dominated nation that is not “great and virtuous” or is morally stagnate (par. 10).

Revised High Performance Response:

- Cady Stanton uses figurative language to develop the idea that men cannot overcome the “moral stagnation” of the nation without the help of women, and that the nation cannot be “truly great and virtuous” until women are no longer degraded. Cady Stanton creates an image of a wave of sins, or a “swelling” “tide of vice” (par. 8) that threatens to overtake the country to highlight the danger of immorality. Cady Stanton develops the idea that these sins include the degradation of women through the image of women being destroyed by sin, or “ground to powder between the upper and nether millstone of tyranny and lust” (par. 11). She explores the negative effects of this degradation through her description of women as “fountains of life” that are “poisoned” to develop the idea that if women are degraded, the nation will “never be truly great and virtuous,” because “poisoned” women will give birth to weak children (par. 10). The figurative language Cady Stanton uses to develop the idea that women are crucial to the future success of “a truly great and virtuous nation” (par. 10) in paragraphs 8–12 creates a connection between the degradation of women to the safety of the nation. These images create a sense of urgency that highlights the widespread significance of Cady Stanton’s argument.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- caprice (n.) – a sudden, unpredictable change
- nether (adj.) – lower or under
- millstone (n.) – either of a pair of circular stones between which grain or another substance is ground
- tyranny (n.) – cruel and unfair treatment by people with power over others
- lust (n.) – a strong feeling of sexual desire

- gratified (adj.) – pleased or satisfied
- restoration (n.) – the act of renewal, revival, or reestablishment
- elevation (n.) – an act or result of lifting or raising someone or something

Vocabulary to teach (may include direct word work and/or questions)

- None.

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

- saints (n.) – people who are very good, kind, or patient
- budding (v.) – beginning to grow

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.3, W.11-12.5, L.11-12.5, W.11-12.2.b, f, W.11-12.9.b • Text: “An Address by Elizabeth Cady Stanton,” paragraphs 11–12 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Writing Instruction 5. Quick Write Revision 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 40% 4. 20% 5. 20% 6. 5%

Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional blank copies
- Student copies of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist (refer to 11.2.2 Lesson 4)
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

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.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.11-12.3, W.11-12.5, and L.11-12.5. In this lesson, students read and analyze paragraphs 11–12 of the “An Address by Elizabeth Cady Stanton” while continuing to focus on how Cady Stanton’s use of figurative language further develops complex ideas. This lesson also includes targeted writing instruction on W.11-12.2.f. Students discuss how concluding statements support previously presented information or explanations and apply their learning in the lesson’s Quick Write revision.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their homework from the previous lesson. (Read and annotate paragraphs 11–12. Also, continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to form pairs and discuss their annotations.

- 💬 Student responses may include:
 - Boxes around unfamiliar words like “tyranny,” “millstone,” “caprice,” “restoration,” and “elevation.”
 - A star by “It is the wise mother that has the wise son” (par. 11) and “as in all woman all have fallen, so in her elevation shall the race be recreated” (par. 12) because of either a familiarity with the Biblical allusions or because of the relationship between mothers and sons, and women and the entire race.

- Question mark by “and the foolish son is heaviness to his heart” (par. 12) because it follows a sentence that describes how happy sons make fathers and this seems contrasting or confusing.

Instruct students to talk in pairs about how they applied a chosen focus standard to their 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 a chosen focus standards to their AIR texts from the previous lesson’s homework.

Activity 3: Reading and Discussion

40%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

- ① This annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

What is the influence of wives and mothers according to paragraphs 11–12?

Instruct student groups to read paragraph 11 (from “It is the wise mother that has the wise son” to “his fond hopes realized, in the budding genius of his son!”) and discuss the following questions before sharing out with the class. Instruct students to continue filling out their Ideas Tracking Tools and Rhetorical Impact Tracking Tools as they read and discuss the text.

Provide students with the following definitions: *nether* means “lower or under,” *millstone* means “either of a pair of circular stones between which grain or another substance is ground,” *tyranny* means “cruel and unfair treatment by people with power over others,” *lust* means “a strong feeling of sexual desire,” and *gratified* means “pleased or satisfied.”

- ▶ Students write the definitions of *nether*, *millstone*, *tyranny*, *lust*, and *gratified* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *saints* means “people who are very good, kind, or patient” and *budding* means “beginning to grow.”

- ▶ Students write the definitions of *saints* and *budding* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider explaining to students that the idiom *throw to the wind* means “to discard or dispense with, especially in an abrupt or reckless manner.”

What does Cady Stanton mean when she describes women as “slaves”?

💬 Student responses may include:

- Cady Stanton describes women as “slaves” to convey that they do not have the “right to vote” (par. 4). They have not given their “consent” to be governed (par. 4) and so they are not citizens but “slaves” (par. 11).
- Cady Stanton describes women as “slaves” because they are forced to endure “tyranny,” or cruel and unfair treatment, at the hands of men (par. 11).

How does the notion of women as “slaves” in paragraph 11 interact with other ideas from previous paragraphs?

💬 Student responses may include:

- The idea of women as “slaves” and not “citizens” is first presented in paragraph 4, when Cady Stanton details all of the laws in place that oppress women, including the ability of husbands “to take the wages which [his wife] earns.”
- The idea of women as “slaves” also interacts with the idea in paragraph 9 that women are denied voices in many areas of their lives such as “in the state, the church, and the home,” because it suggests that women are prevented from having decision-making powers.

What is the effect on the nation if women are “slaves”?

💬 If women are oppressed or enslaved, “colleges and churches” will be thrown “to the winds” meaning they will no longer exist, and since future children will no longer attend these institutions, there will be no more “scholars and saints” (par. 11).

① **Differentiation Consideration:** If students struggle with this analysis, consider pointing out that at the beginning of the second sentence “so long as” means “as long as,” or “if.” Encourage students to read the sentence substituting “if” for the phrase “so long as.”

① **Differentiation Consideration:** Consider asking the following scaffolding question:

What do “wise son[s]” become?

💬 “[W]ise son[s]” become “scholars and saints” (par. 11).

How does Cady Stanton use figurative language in the third sentence of paragraph 11? How does her word choice advance her point of view?

- Cady Stanton uses a metaphor to create an image of mothers reduced to nothing as they are “ground to powder” in the millstone by “tyranny and lust” (par. 11). Cady Stanton’s use of words like “tyranny” and “lust” demonstrate that she feels that women are currently devalued by men, either ruled by “tyranny” or sexualized through “lust” (par. 11).

① Remind students of their introduction to *imagery* in 11.2.1 Lesson 6 and *metaphor* in 11.2.1 Lesson 8.

How does Cady Stanton further develop ideas in paragraph 11 which were introduced in paragraph 10?

- Student responses may include:
 - In paragraph 10, Cady Stanton describes women as life givers, or the “very fountains of life,” who are being “poisoned at their source.” This connects to the idea in paragraph 11 of “wise son[s]” and women as slaves, and connects to the idea of not having “scholars and saints” because if women are poisoned and degraded, they cannot have “wise son[s]” who can be educated or religious/moral leaders.
 - Cady Stanton continues to develop the idea of the potential “great and virtuous nation” (par. 10) in paragraph 11, focusing more specifically on sons. She develops the idea that women need better treatment in order to have the intelligent and moral sons the nation wants. If the nation has no “scholars and saints,” then the nation cannot be “great and virtuous” (par. 10).

How does Cady Stanton support her claim about “wise mother[s]” in the last sentence?

- Cady Stanton supports her claim that “wise mother[s]” have “wise son[s]” with the statement that there are currently very few geniuses being born. Cady Stanton frames her observation that sons are “seldom” geniuses as both result and proof of the degradation of women (par. 11).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools and Ideas Tracking Tools.

Instruct student groups to read paragraph 12 (from “The wife is degraded, made the mere creature” to “so in her elevation shall the race be recreated”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *caprice* means “a sudden, unpredictable change,” *restoration* means “the act of renewal, revival, or reestablishment,” and *elevation* means “an act or result of lifting or raising someone or something.”

Explain to students that with the phrase “as in woman all have fallen,” Cady Stanton alludes to the Biblical story of Adam and Eve, specifically the fall of man after Eve ate a forbidden fruit.

- ▶ Students write the definitions of *caprice*, *restoration*, and *elevation* on their copies of the text or in a vocabulary journal.

How does Cady Stanton’s word choice in her description of “the wife” further develop an idea from paragraph 11?

💬 Student responses may include:

- Cady Stanton describes “the wife” as “degraded, made the mere creature of caprice” (par. 12). In her description of humiliated and dishonored wives, Cady Stanton further develops the idea of mothers as “slaves” introduced in paragraph 11.
- Cady Stanton’s description of women as “creatures of caprice” suggests that this sort of inhumane treatment makes women feel like animals who have no control over their lives, because they are powerless in the face of the unpredictable decisions of their husbands.
- The word “made” implies that women are forced into this position against their wills. Therefore, Cady Stanton’s description of “the wife” suggests a relationship between husband and wife that is similar to the relationship between master and slave.

To whom does “his” refer in the phrase “the foolish son is heaviness to his heart”?

- 💬 “[H]is” refers to the father mentioned in paragraph 11, to whom the “genius of his son” will make the father feel “gratified, his fond hopes realized.”

What are the “sins of the fathers,” and whom do the sins impact?

- 💬 The “sins of the fathers” refers to the treatment of wives who are “degraded.” This degradation affects generations of a family (par. 12).

What has God’s “wisdom” created and how does it further develop the “sins of the fathers”?

- 💬 “God, in his wisdom” has established that if women are mistreated, the whole family “throughout,” each link of the “chain,” can feel it (par. 12). In this way, “the sins of the fathers” can be felt generation after generation, because the entire family is a “chain” and each member feels it when a mother or wife is “degraded, made the mere creature of caprice” (par. 12).

Explain to students that the following sentence is an *allusion*: “Truly are the sins of the fathers visited upon the children to the third and fourth generation” (par. 12). An *allusion* is an indirect reference,

which can be a powerful form of rhetoric. This sentence alludes to verses from the books of Exodus and Numbers in the Bible.

- ▶ Students listen.

① Remind students of their introduction to *allusions* in 11.2.1 Lesson 6.

How does this allusion contribute to Cady Stanton’s point of view in paragraph 12?

💬 Student responses may include:

- Cady Stanton’s Biblical allusion strengthens her point of view that if women are treated poorly, this treatment will be reflected in future generations. By referencing the Bible and a belief system that her audience recognizes, Cady Stanton develops her argument that ending the degradation of women will benefit everyone because future generations will not have to suffer for it.
- Cady Stanton’s Biblical allusion is an *appeal to ethos*, because she appeals to her listener’s sense of Christian ethics in order to reinforce her point of view that the degradation of women is wrong.

How does the imagery in paragraph 12 interact with other ideas in paragraphs 11–12?

💬 Student responses may include:

- The image of a linked chain contributes to the development of the idea that violence, degradation and “caprice” towards women is felt “throughout” a family, even “children to the third and fourth generation” (par. 12). These children among the generations are the ones who will not turn into “scholars and saints” (par. 11) if the entire family suffers from violence “done at one end of the chain” (par. 12).
- The image of a linked chain develops the idea of relationships affecting each other, similar to the idea that “the wise mother that has the wise son” (par. 11).
- The image of the chain develops the idea of violence toward women that is explored through Cady Stanton’s description of degraded wives and mothers who are ground down under “tyranny and lust” (par. 11).

① **Differentiation Consideration:** If students struggle with the previous questions, consider asking the following scaffolding question:

How does the word “throughout” help you understand the imagery Cady Stanton uses to describe God’s wisdom?

- 💬 If the family is linked like a chain, then violence is felt “throughout” and at both ends of the chain (par. 12). This contributes to the larger idea that hurting “mothers” (par. 11) hurts the entire family. Degradation is not just bad for women; it is bad for everyone.

How does the phrase “so in her elevation the race shall be recreated” connect to previously developed ideas?

💬 Student responses may include:

- This phrase echoes the idea developed through the metaphor of the chain. If women suffer violence, the whole family suffers, even generations later. Similarly, if women are elevated, the whole “race shall be recreated” (par. 12).
- This phrase connects to the idea of the potentially “truly great and virtuous nation” of which Cady Stanton speaks in paragraph 9. If women are elevated, then “the race shall be recreated” (par. 12) and the nation is closer to that ideal of being “truly great and virtuous.”

① **Differentiation Consideration:** If students struggle with the previous question, consider asking the following scaffolding question:

What is the effect of woman’s “elevation”?

💬 If women are elevated, then “the race” can “be recreated” (par. 12).

How does Cady Stanton’s use of the word “restoration” further develop her purpose?

💬 Student responses may include:

- Cady Stanton uses the word “restoration” as a call to the nation to start giving rights to women so that the nation can be reestablished or revived (par. 12). The “law of restoration” indicates that something that has been pushed down can again be revived (par. 12). Once women are no longer degraded, they can help restore the country.
- Cady Stanton uses Biblical reasoning to strengthen her purpose; if women’s sins were responsible for the fall of mankind, then women’s “restoration” should therefore help improve the entire nation (par. 12).

Lead a brief whole-class discussion of student responses. Remind students to write examples of rhetoric on their Rhetorical Impact Tracking Tools and the development of ideas on their Ideas Tracking Tools.

Activity 4: Writing Instruction

20%

Distribute or have students take out their 11.2.2 End-of-Unit Text Analysis Rubric and Checklist. Instruct students to examine substandard W.11-12.2.f on the Rubric and Checklist. Inform students that this part of the lesson includes a discussion about writing conclusions and practice with drafting concluding statements. Students apply this knowledge by revising their Quick Writes from the previous lesson. Remind students to refer to this checklist as they are drafting their conclusions.

- ▶ Students examine sub-standard W.11-12.2.f on the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

① Students were introduced to W.11-12.2.f in 11.1.2 Lesson 9.

Lead a whole-class discussion in response to the following questions about W.11-12.2.f.

What are the elements that contribute to an effective conclusion or concluding statement?

💬 Student responses may include:

- An effective conclusion restates ideas that have been developed.
- An effective conclusion summarizes key information or explanations presented.
- An effective conclusion offers a new way of thinking about the key information presented.

Present students with the following example of an effective conclusion:

In paragraphs 8–12, Cady Stanton develops the idea that women are crucial to the future success of “a truly great and virtuous nation” (par. 10) by using figurative language to create an image of women as a valuable resource that is being destroyed. Cady Stanton uses the metaphor of women as “fountains of life” to emphasize the importance of their role as mothers (par. 10), and describes this fountain as “poisoned” by their “degradation” in order to describe how the mistreatment of women negatively affects their sons, and therefore the entire nation (par. 11). This use of imagery highlights women’s role and power as mothers in the success of the nation, but in doing so, excludes women who are not mothers from the project of creating “a truly great and virtuous nation” (par. 10).

Ask students what they notice about the conclusion, discussing the following questions as a class:

What is restated and summarized in the conclusion?

- 💬 The conclusion restates Cady Stanton’s idea that women are crucial to the success of a “truly great and virtuous nation” (par. 10), and summarizes the metaphor of women as “fountains of life” (par. 10) that are “poisoned” (par. 10) to support this idea.

How does the conclusion offer a new way of thinking about key information?

- 💬 The conclusion draws attention to how Cady Stanton’s metaphor emphasizes women’s role as mothers above all else, and in so doing excludes some women from the future success of “a truly great and virtuous nation” (par. 10).

Activity 5: Quick Write Revision

20%

Distribute students’ Quick Write responses from 11.2.2 Lesson 5. Explain that instead of writing a new Quick Write, students revise their Lesson 5 Quick Write responses for this lesson assessment. Ask students to briefly review their responses.

- ▶ Students examine their 11.2.2 Lesson 5 Quick Write responses in preparation for the lesson assessment.

Ask students to review the W.11-12.2.b and W.11-12.2.f portion of their 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

Instruct students to annotate their Quick Write responses to identify places in their writing that might be strengthened by the addition or refinement of evidence (W.11-12.2.b). Instruct students to consider how they might strengthen or revise their responses with the addition of a concluding statement that restates ideas, summarizes key information, and offers a new way of thinking about key information presented (W.11-12.2.f).

- ▶ Students annotate their own Quick Write responses.

Instruct students to respond to the following prompt:

Expand and develop your 11.2.2 Lesson 5 Quick Write response by refining your evidence selection or adding more significant and relevant evidence from paragraphs 11–12 and providing a concluding statement.

Instruct students to look at their annotations to find evidence. Remind students to use the relevant portions of the 11.2.2 End-of-Unit Text Analysis 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 to the independent Quick Write revision.

- ▶ 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 continue their AIR through the lens of a focus standard of their choice. Also, instruct students to independently conduct a brief search on the life of historical figure Joan of Arc, and come prepared to discuss her contributions and important events from her life.

- ▶ Students follow along.

① Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

Homework

Continue your Accountable Independent Reading through the lens of a focus standard of your choice. Also, conduct a brief search on the life of historical figure Joan of Arc, and come prepared to discuss her contributions and important events from her life.

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

Text:	"An Address by Elizabeth Cady Stanton"
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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.

- **Rhetoric:** The specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners.
- **Point of View** (an author's opinion, attitude, or judgment):
- **Purpose** (an author's reason for writing):

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader's mind	"mothers are ground to powder between the upper and nether millstone of tyranny and lust" (par. 11)	Cady Stanton's image of mothers reduced to nothing as they are "ground to powder" (par. 11) in the millstone contributes to the power of her text because it highlights the destructive effects of the devaluation of women.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Allusion: an indirect reference	<p>“Truly are the sins of the fathers visited upon the children to the third and fourth generation” (par. 12).</p> <p>This alludes to verses from the books of Exodus and Numbers in the Bible describing how the guilty do not go unpunished in the eyes of the Lord, because he will punish the children and grandchildren of those who sin.</p>	Cady Stanton describes God’s wisdom in linking “the whole human family” (par. 12) and uses the Biblical allusion of generations being punished to persuade people to end the degradation of women so that their children and grandchildren will not have to suffer for it.
Appeal to Ethos: when an author appeals to a listener or reader’s conscience or sense of what is right or ethical in order to make his or her point more persuasive	“Truly are the sins of the fathers visited upon the children to the third and fourth generation” (par. 12).	Cady Stanton’s reference to Christian morality contributes to the persuasiveness of her text because she appeals to her listener’s sense of Christian ethics in order to reinforce her point of view that the degradation of women is wrong.
Metaphor: a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance	“God, in His wisdom, has so linked the whole human family together” (par. 12).	The metaphor of the family as a chain is a powerful way of describing how degradation of women affects the entire family. If women suffer violence, the whole family suffers, even generations later. Similarly, if women are elevated, the whole “race shall be recreated” (par. 12).

Model Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the text. Cite textual evidence to support your work.

Text:	"An Address by Elizabeth Cady Stanton"
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Paragraph #	Ideas	Notes and Connections
11	If women are treated like slaves and mothers are degraded, it is impossible to raise sons who are "scholars and saints" (par. 11).	This connects to women as "fountains of life" (par. 10) as well as the first line of paragraph 11: "It is the wise mother that has the wise son." The image of women being degraded into nothingness (par. 11) contributes to the development of this idea; women and mothers cannot be treated like slaves and still be expected to be the "source" (par. 10) of great sons.
12	Violence and oppression towards women must end now because it impacts the entire family, generation after generation.	This idea is developed through the use of the chain metaphor. God has designed families so that "any violence done at one end of the chain" ripples through the entire chain, and the entire family suffers (par. 12). This means that if mothers and wives are subjected to violence, it has an effect on everyone in the family.
12	Women are crucial to the success of "a truly great and virtuous nation" (par. 10).	If women are restored and elevated, the race will "be recreated" (par. 12). Women have been degraded and the world has suffered through "moral stagnation" (par. 8). Conversely, if women are treated properly, they can help the country prosper.