

11.2.2

Lesson 7

Introduction

In this lesson, students read and analyze paragraphs 13–14 of “An Address by Elizabeth Cady Stanton” (from “‘Voices’ were the visitors and advisers of Joan of Arc” to “the glorious words inscribed upon it, ‘Equality of Rights’”). In this final excerpt, Cady Stanton calls on women to “prophesy” for equal rights despite the opposition they will face.

Student analysis focuses on Cady Stanton’s use of rhetoric and how it advances her purpose. Student learning is assessed via a Quick Write at the end of the lesson: How do the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text? For homework, students continue their Accountable Independent Reading (AIR), add two new ideas to their Ideas Tracking Tool, and identify one idea from their tool as a central idea.

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	<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 at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text?

High Performance Response(s)

A High Performance Response should:

- Identify at least one example of style that contributes to the power, persuasiveness, or beauty of the text (e.g., Cady Stanton uses a reference to Joan of Arc to describe women’s fight for equal rights and uses a metaphor of war, including “armor” and “weapons” to describe the struggle for equal rights (par. 13).).
- Identify at least one example of content that contributes to the power, persuasiveness, or beauty of the text (e.g., Cady Stanton concludes her speech with a description of the “entrenched” opposition to equal rights but responds by saying how women will “steadfastly abide the result” and secure their rights (par. 14).).
- Analyze how the identified examples contribute to the power, persuasiveness, or beauty of the text (e.g., The war metaphor reveals how serious and difficult the struggle for women’s rights is and will continue to be; the contrast between the “entrenched” opposition and women’s commitment to “beat the dark storm,” contributes to the power of the text by reinforcing the women’s strength and commitment to achieve the “result” of equal rights (par. 14).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- haunts (n.) – ghosts
- unheeded (adj.) – heard or noticed but then ignored or not followed
- keenest (adj.) – sharpest, most piercing, or most biting
- nerved (v.) – gave strength, vigor, or courage to
- foretold (adj.) – predicted or told of beforehand
- prophesy (v.) – to state that something will happen in the future
- entrenched (adj.) – established firmly and solidly

- bulwarks (n.) – walls of earth or other material built for defense
- fortified (adj.) – protected or strengthened against attack
- steadfastly (adv.) – in a manner that is firmly fixed in place or position
- undauntedly (adv.) – in a manner that is not discouraged
- unfurl (v.) – to spread or shake out from a folded or rolled state; unfold
- gale (n.) – a very strong wind

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

- None.

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

- ridicule (n.) – words or actions meant to make fun of someone or something in a cruel or harsh way
- utterance (n.) – the act of saying something
- strewn (adj.) – spread or scattered over or on the ground or some other surface
- abide (v.) – to accept or bear (someone or something bad, unpleasant, etc.)
- rend (v.) – to tear (something) into pieces with force or violence

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.6, W.11-12.9.b • Text: “An Address by Elizabeth Cady Stanton,” paragraphs 13–14 	
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. 5% 2. 10% 3. 5% 4. 60% 5. 15% 6. 5%

Materials

- 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 Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- 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 sharing the assessed standard for this lesson: RI.11-12.6. In this lesson, students read paragraphs 13–14 of “An Address by Elizabeth Cady Stanton,” and analyze how Cady Stanton uses rhetoric to enhance the power, persuasiveness, or beauty of her speech.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their chosen focus standard to their AIR text. 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.

Instruct students to share what they learned from their previous lesson's homework in their pairs. (Conduct a brief search on the historical figure of Joan of Arc to prepare for the next lesson. Consider the following prompt during your research: Independently conduct a brief search on Joan of Arc's life and come prepared to discuss her contributions and important events from her life.)

💬 Student responses may include:

- Joan of Arc lived in France in the 1400's.
- She claims to have heard voices and seen visions of angels.
- She led French soldiers in a victorious battle against England in the Hundred Years War.
- She dressed in men's clothes because she wanted to fight alongside the male soldiers.
- Throughout her life, she was arrested and convicted for dressing like a man.
- She was burned at the stake when she was about 19 years old.

Lead a whole-class discussion of student responses.

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraphs 13–14 of “An Address by Elizabeth Cady Stanton” (from “‘Voices’ were the visitors and advisers of Joan of Arc” to “the glorious words inscribed upon it, ‘Equality of Rights’”).

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading:

Cady Stanton uses specific word choices to create images in the text. What specific words and phrases contribute to the text's imagery in paragraphs 13–14?

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

60%

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.**

Instruct small groups to read paragraph 13 (from “‘Voices’ were the visitors and advisers of Joan of Arc” to “your sons and your daughters shall prophesy”) and discuss the following questions before sharing out with the class.

Provide students with the following definitions: *haunts* means “ghosts,” *unheeded* means “heard or noticed but then ignored or not followed,” *keenest* means “sharpest, most piercing, or most biting,” *nerved* means “gave strength, vigor, or courage to,” *foretold* means “predicted or told of beforehand,” and *prophecy* means “to state that something will happen in the future.”

- ▶ Students write the definitions of *haunts*, *unheeded*, *keenest*, *nerved*, *foretold*, and *prophecy* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *ridicule* means “words or actions meant to make fun of someone or something in a cruel or harsh way” and *utterance* means “the act of saying something.”

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

Based on your research about Joan of Arc, what are the “voices” at the beginning of paragraph 13?

- 💬 Student responses may include:
 - The “voices” describe Joan of Arc’s visions of angels.
 - The “voices” are “visitors and advisors” (par. 13) who told Joan of Arc how to help the king of France and win a battle against the English.

What is the impact of Cady Stanton’s use of quotation marks around “voices” in the first two sentences of paragraph 13?

- 💬 The first “voices” describes Joan of Arc’s visions that prepare her for battle (par. 13). The second “voices” describes the visitors and advisors or “haunts” that should motivate women in their work to obtain rights (par. 13). The quotation marks draw attention to both uses of the word and indicate that although the “voices” are different in each case, they serve the same purpose for women.

Who is the “enemy” in paragraph 13?

- 💬 The “enemy” describes people who oppose women’s rights (par. 13).

What are the “keenest weapons of the enemy”? How does the adjective “keenest” impact Cady Stanton’s description of the weapons?

- 💬 The “keenest weapons of the enemy” are “contempt and ridicule” (par. 13). In describing these as the “keenest” weapons, Cady Stanton further develops the understanding that “contempt and ridicule” are most harmful in the fight for women’s rights.

What metaphor does Cady Stanton use to explain what “the women of this country” must do? How does the metaphor contribute to the power of the text?

💬 Student responses should include:

- Cady Stanton uses a war metaphor (women must “buckle on the armor” (par. 13)) to establish that women must fight for their rights similarly to knights and warriors.
- This metaphor contributes to the power of the text by comparing women’s struggle to the violence and danger of war and further develops the paragraph’s references to the female warrior Joan of Arc.

How does the content of paragraph 13 develop ideas introduced in paragraph 8?

💬 Student responses may include:

- Paragraph 8 introduces the idea of war as a metaphor for the struggle for women’s rights. Cady Stanton describes images like the “battlements of righteousness ... against the raging elements of sin and death.” In paragraph 13, Cady Stanton further develops this idea of the fight for rights as war by calling on women to “buckle on [their] armor” or prepare to fight, so they can resist the “weapons” of “contempt and ridicule,” by their opponents.
- In paragraph 8, Cady Stanton introduces the idea of a “moral stagnation,” and in paragraph 13 she further develops this idea by describing how women can listen to the “haunts” of those who are most in “despair” or “sorrow.” Women can listen to the advisors of “poverty” and “degradation” (par. 13) and fight against the “moral stagnation.”

How does Cady Stanton use religious references to advance her purpose?

💬 Cady Stanton’s purpose is to advocate for women’s rights, especially freedom and political representation. Her use of religious references advances her purpose by demonstrating that God supports the advocates’ work. By comparing the “religious enthusiasm” of the advocates to the “religious enthusiasm” of Joan of Arc, Cady Stanton develops the idea that the advocates are heroes with a spiritual reason for their work (par. 13).

- ① Consider explaining that this is an example of the rhetorical technique *appeal to pathos*, which students discussed in 11.2.1 Lesson 8. In an *appeal to pathos*, an author appeals to a listener or reader’s emotions by depicting issues in a way that persuades them to feel a certain way in order to make a point more persuasive.
- ① Consider reminding students that Cady Stanton’s choice to include references to Joan of Arc is a content choice.

Lead a brief, whole-class discussion of student responses. Instruct students to add to their Rhetorical Impact Tracking Tools based on Cady Stanton’s use of rhetoric in paragraph 13.

Instruct small groups to read paragraph 14 (from “We do not expect our path will be strewn with the flowers” to “the glorious words inscribed upon it, ‘Equality of Rights’”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *entrenched* means “established firmly and solidly,” *bulwarks* means “walls of earth or other material built for defense,” *fortified* means “protected or strengthened against attack,” *steadfastly* means “in a manner that is firmly fixed in place or position,” *undauntedly* means “in a manner that is not discouraged,” *unfurl* means “to spread or shake out from a folded or rolled state; unfold,” and *gale* means “a very strong wind.”

- ▶ Students write the definitions of *entrenched*, *bulwarks*, *fortified*, *steadfastly*, *undauntedly*, *unfurl*, and *gale* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *strewn* means “spread or scattered over or on the ground or some other surface,” *abide* means “to accept or bear (someone or something bad, unpleasant, etc.),” and *rend* means “to tear (something) into pieces with force or violence.”
 - ▶ Students write the definitions of *strewn*, *abide*, and *rend* on their copies of the text or in a vocabulary journal.

How does the contrast between the descriptions of “popular applause” and “bigotry and prejudice” develop an idea in the text?

- 💬 “Flowers of popular applause” creates a soft, pleasant image, and “thorns of bigotry and prejudice” creates a sharp, painful image. The contrast between these descriptions develops the idea that many people will not support women’s struggle for civil rights, so women will continue to face oppression and hardship as they struggle for their rights.
- ① Consider reminding students that this contrast is an example of the rhetorical strategy of *juxtaposition*, which they were introduced to in 11.2.1 Lesson 19. *Juxtaposition* means “an act or instance of placing close together or side by side, especially for comparison or contrast.”
- ① **Differentiation Consideration:** If students struggle to answer the question above, consider asking the following scaffolding questions:

How does Cady Stanton describe the “path” to equal rights?

- 💬 Student responses should include:
 - Cady Stanton states, “We do not expect our path will be strewn with the flowers of popular applause” (par. 14).

- Cady Stanton also states that the path will be filled with “thorns of bigotry and prejudice” (par. 14).

How does Cady Stanton use metaphor in paragraph 14 to develop a central idea?

- Cady Stanton continues the war metaphor from previous paragraphs and introduces a storm metaphor to describe how women and their allies should stand up to “opposition” in the struggle for “Equality of Rights” (par. 14). The war and storm metaphors develop the central idea that women deserve rights whether or not they prove their equality to men. Describing women’s determination and persistence against “custom and authority” (par. 14) further develops the idea that women deserve their rights.

- ① **Differentiation Consideration:** If students struggle to analyze the metaphors in paragraph 14, consider asking the following scaffolding questions:

Who is Cady Stanton describing in the phrase, “those who have entrenched themselves behind the stormy bulwarks of custom and authority”?

- Cady Stanton describes the opponents of women’s rights.

What is the “opposition” “entrenched” behind?

- The “opposition” is entrenched behind “custom and authority,” or tradition and power (par. 14).

How does Cady Stanton develop the idea that the opposition is entrenched behind “custom and authority” in previous paragraphs?

- Student responses may include:
 - Cady Stanton develops the idea of “unjust laws” in paragraph 4. These are laws that create or continue disadvantages for women.
 - Cady Stanton describes how the voices of women have been “silenced in the state” in paragraph 9. This describes how women cannot vote or participate in democracy.

How does Cady Stanton’s use of figurative language in paragraph 14 contribute to the power, persuasiveness, or beauty of the text?

- Student responses should include:
 - Paragraph 14 includes multiple metaphors such as “dark storm clouds of opposition” and “bulwarks of custom and authority.” Within the metaphors, Cady Stanton also uses juxtaposition and imagery such as “flowers” in contrast to “thorns,” and additional metaphors.

- The choice to use metaphor in paragraph 14 to explain women’s struggle for rights contributes to the power of the text because it develops a memorable and powerful image of women’s struggles. Ending the address with the advocates “unfurl[ing]” their banner in the storm and seeing the banner light up with the “electric flash” concludes the address with a powerful image of women winning the struggle for their rights.
- ① Consider reminding students that *imagery* (introduced in 11.2.1 Lesson 6) and *metaphor* (introduced in 11.2.1 Lesson 8) are two distinct literary devices. Explain that imagery creates a vivid image for the reader or listener while metaphor develops a comparison between two things. Cady Stanton uses both imagery and metaphor in paragraph 14.
- ① Consider reminding students that Cady Stanton’s choice to use figurative language throughout paragraph 14 is a style choice.

What is Cady Stanton’s purpose in paragraph 14?

- 💬 Cady Stanton’s purpose in paragraph 14 is to describe the “entrenched” opposition to “‘Equality of Rights’” and to explain how women will overcome this opposition by “steadfastly abid[ing]” and being “undaunted[.]” in their work.

Lead a brief, whole-class discussion of student responses. Instruct students to add to their Rhetorical Impact Tracking Tools based on Cady Stanton’s rhetoric from paragraph 14. Now that students have read and analyzed Cady Stanton’s speech in its entirety, instruct students to fill out the purpose and point of view sections of their Rhetorical Impact Tracking Tools to reflect Cady Stanton’s overall purpose and point of view.

- ▶ Students complete the purpose and point of view sections of their Rhetorical Impact Tracking Tools.
- 💬 See the Model Rhetorical Impact Tracking Tool for sample student responses.

Activity 5: Quick Write

15%

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

How do the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text?

Instruct students to look at their annotations to find evidence. Instruct students to use this lesson’s vocabulary whenever 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 to the independent Quick Write.

① Consider reminding students of their work with W.11-12.2.e in 11.2.2 Lesson 4 and W.11-12.2.f in 11.2.2 Lesson 6.

► 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 reading their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

Also, instruct students to add at least two new ideas to their Ideas Tracking Tools, and identify one idea from their tools as a central idea.

► Students follow along.

Homework

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.

Add at least two new ideas to your copy of the Ideas Tracking Tool and identify one idea from your tool as a central idea.

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): Cady Stanton's point of view is that women should have the right to vote.

Purpose (an author's reason for writing): Cady Stanton's purpose is to advocate for women's rights.

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	Cady Stanton creates images of women as soldiers in a battle. "defend the right, to buckle on the armor" (par. 13) "the keenest weapons of the enemy" (par. 13)	Describing women as soldiers is powerful. This image illustrates the difficulty and danger of women's struggle for voting rights.

Religious reference: a reference to religious text, history, or custom	<p>Cady Stanton compares women's work for rights to the "religious enthusiasm" of Joan of Arc (par. 13).</p> <p>She also states that women's work is "fulfilling ... what has ... been foretold by the Prophet." Then she quotes Joel 2:28 which includes, "your sons and your daughters shall prophesy" (par. 13).</p>	Referring to the Bible, especially to a verse that mentions "daughters," is powerful (par. 13). This reference gives authority to Cady Stanton's words by claiming that the Bible supports women's fight for the right to vote.
Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast	<p>The contrast between "flowers" and "thorns" is an example of juxtaposition (par. 14).</p> <p>Cady Stanton states, "We do not expect our path will be strewn with the flowers ... but over the thorns of bigotry" (par. 14).</p>	This juxtaposition contributes to the power and beauty of the text. The word choice of "thorns" is more meaningful when it is paired with the word "flowers." This emphasis on "thorns" develops the understanding that bigotry and prejudice are hurtful forces against women as they try and fight for their rights.
Figurative language: language that differs from the literal meaning of words and phrases	Paragraph 14 develops metaphors about women carrying a banner of "Equality of Rights" through a storm and past "entrenched" enemies.	These metaphors contribute to the address's beauty and power. They also advance Cady Stanton's purpose of advocating for women's rights, especially the right to vote. The metaphors of the storm and carrying the banner support the belief that women will remain committed to their work until they secure their rights.