



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 6

World Cafe: Analyzing Sojourner Truth's "Ain't I a Woman?"



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine a theme or the central ideas of informational text. (RI.8.2)
- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)
- I can objectively summarize an informational text. (RI.8.2)
- I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)
- I can determine an author's point of view or purpose in informational text. (RI.8.6)
- I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Supporting Learning Targets

- I can analyze the development of a central idea in "Ain't I a Woman?"
- I can analyze the structure of a paragraph, including the role of particular sentences, in "Ain't I a Woman?"
- I can analyze Sojourner Truth's perspective in "Ain't I a Woman?"

Ongoing Assessment

- Summary Writing graphic organizer



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Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Engaging the Reader: Vocabulary in "Equal Rights for Women" (5 minutes)</p> <p style="padding-left: 20px;">B. Review Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Introduce "Ain't I a Woman?" (7 minutes)</p> <p style="padding-left: 20px;">B. World Café: Analyzing "Ain't I a Woman?" (25 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Preparing for Summary Writing (5 minutes)</p> <p>4. Homework</p> <p style="padding-left: 20px;">A. Write a summary paragraph of "Ain't I a Woman?"</p>	<ul style="list-style-type: none"> • The text-dependent questions in this lesson are based heavily on the Making Evidence-Based Claims units developed by Odell Education. For the original Odell Education units, go to www.odelleducation.com/resources. • World Café is a protocol that promotes discussion and leadership in students. The first round and the first transition need very clear direction. After that, students tend to pick up the protocol quickly. Consider posting the steps for World Café on the board or chart paper where students can see them. • For the purposes of this lesson, the World Café protocol is modified to give students time to think on their own before talking to their group. • The goal of this lesson is to give students another opportunity to practice the skills that will be assessed on the Mid-Unit 1 Assessment in the next lesson. • Previously, students have used the Summary Writing graphic organizer to prepare their ideas to write summaries. In this module, summary writing will be much less scaffolded. This lesson marks a transition, so instead of the Summary Writing graphic organizer, students are asked to consider the same things but without the graphic support. Keep in mind that students who struggle may still benefit from using the organizer. On the mid-unit assessment, students will not be presented with any scaffolding for summary writing. Consider, however, continuing to provide the graphic organizer for students who may need extra support. Refer to Lesson 4. • In advance: To make it easier to form groups for the World Café, consider putting sticky notes under students' chairs with numbers on them. When it is time to form the groups, ask students to find the sticky note under their chair and sit with others who have the same number to form their first group. • Review: World Café protocol.



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Lesson Vocabulary	Materials
racket, out of kilter, bear the lash, obliged to you	<ul style="list-style-type: none">• "Ain't I a Woman?" by Sojourner Truth (one copy per student)• "Ain't I a Woman?" Note-catcher (one per student)• "Ain't I a Woman?" Note-catcher (for Teacher Reference)

Opening	Meeting Students' Needs
A. Engaging the Reader: Vocabulary in "Equal Rights for Women" (5 minutes) <ul style="list-style-type: none">• Ask students to sit with their New York City Discussion Appointment partner and share their vocabulary homework. If students have the same words on their lists, ask them to verify each other's definitions.• Collect the homework.	<ul style="list-style-type: none">• Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text.
B. Review Learning Targets (3 minutes) <ul style="list-style-type: none">• Read the learning targets and point out that they should look very familiar. Remind students that they have worked on the same skills with Shirley Chisholm's speech.	



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Work Time	Meeting Students' Needs
<p>A. Introduce "Ain't I a Woman?" (7 minutes)</p> <ul style="list-style-type: none">• Explain that students are going to analyze another speech, "Ain't I a Woman?" by Sojourner Truth, in order to practice the skills they worked on in the past four lessons.• Distribute "Ain't I a Woman?" Point out the title of the speech, the author, and the year it was given. Invite students to read along in their heads while you read it aloud.• Give the students 5 minutes to work with a partner to write the gist next to each paragraph.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



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Work Time (continued)	Meeting Students' Needs
<p>B. World Café (25 minutes)</p> <ul style="list-style-type: none">Remind students that in the past few lessons they learned how to do the following:<ul style="list-style-type: none">Find the central idea and supporting details in a textAnalyze paragraph structureAnalyze author's perspectiveTell students that to analyze the "Ain't I a Woman" text, they will focus on the same skills—this time in a "World Café."Explain that they will work in small groups to think about and discuss different questions. There will be three rounds; after each round, the groups switch according to the protocol.Explain the protocol:<ol style="list-style-type: none">Students are in groups of four.Each group selects a leader. The leader's job is to facilitate the discussion and keep their group focused.The teacher says the focus question for this round.Students take 2 minutes of silence to independently review the text, think about the question, and take notes in their Note-catcher.The group discusses the question for Round 1 and adds to their notes for 4 minutes.The leader stays put; the rest of the group rotates to the next table.The leader shares the major points of his/her group's discussion with the new group members.Each table selects a new leader.Repeat the process until students have had the chance to discuss each question.Arrange students in groups of four. Distribute the "Ain't I a Woman" Note-catcher. Tell students to ignore the bottom right-hand box for now; they will come back to this in the closing of the lesson.	



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to point to Round 1 on the Note-catcher. Read the question aloud: <ul style="list-style-type: none"> * "Round 1: Finding the central idea and supporting details: According to Truth, what is the 'fix' that white men are in? What details does Truth use to support that idea?" • Invite students to get started by taking 2 minutes to reread the speech and take notes on the question for Round 1. • From here, facilitate according to the protocol. Be sure to read each question aloud before students begin a new round. • Circulate and check for understanding as groups meet and discuss each question. Provide support to all groups as necessary. See "Ain't I a Woman?" Note-catcher (for Teacher Reference) for sample notes. • After all three rounds, refocus students whole group. Debrief the World Café protocol by referring to the lesson's learning targets. Suggested student responses to each learning target are found in the "Ain't I a Woman?" Note-catcher (for Teacher Reference). • Reread the first posted learning target: <ul style="list-style-type: none"> * "I can analyze the development of a central idea in 'Ain't I a Woman?'" • Cold call on one or two students to share about the central idea in Truth's speech. Again refer to the "Ain't I a Woman?" Note-catcher (for Teacher Reference). • Repeat with the second learning target: <ul style="list-style-type: none"> * "I can analyze the structure of a paragraph, including the role of particular sentences, in 'Ain't I a Woman?'" • Cold call on one or two students to share what objection to women having rights Truth addressed and how each sentence in the paragraph contributes to Truth's response. • Repeat with the third learning target: <ul style="list-style-type: none"> * "I can analyze Sojourner Truth's perspective in 'Ain't I a Woman?'" <p>Cold call on one or two students to share what Truth's perspective is and what other viewpoints she acknowledged.</p>	



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Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Summary Writing (5 minutes)</p> <ul style="list-style-type: none">• Invite students to point to the box on their Note-catcher labeled Summary Preparation. When students have found it, point out that it has the same elements as the Summary Writing graphic organizer that they used in Lesson 4, but it looks different. Let them know that because they have lots of experience writing summaries, the expectation now is that they can do it more independently.• Support students as they begin to think about preparing their summary. Ask: "Based on what we have read so far, what might be the controlling idea for the summary?" Probe by encouraging students to think about the larger theme they have been studying of taking a stand.• Ask students to get started with the Summary Preparation box.• Explain that for homework they will need to finish the summary preparation and write a summary paragraph of the speech. Remind students to take their copies of the speech home with them.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish summary preparation and write a summary paragraph of "Ain't I a Woman?"	



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Supporting Materials



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Ain't I a Woman?

Sojourner Truth

1864

Well, children, where there is so much **racket** there must be something **out of kilter**. P1

I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

5 That man over there says that women need to be helped into carriages, and lifted P2

over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar'n't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar'n't I a woman? I could work as much and eat as much as a man -

10 when I could get it - and **bear the lash** as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of P3

audience whispers, "intellect"] That's it, honey. What's that got to do with women's

racket	out of kilter	bear the lash
noise	unbalanced	handle pain, but literally, in the context of slavery, surviving a whipping

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15 rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart,
wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, P4
'cause Christ wasn't a woman! Where did your Christ come from? Where did your
Christ come from? From God and a woman! Man had nothing to do with Him.

20 If the first woman God ever made was strong enough to turn the world upside down P5
all alone, these women together ought to be able to turn it back and get it right side
up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say. P6

Sojourner Truth. "Ain't I a Woman?" 1863. Public Domain.

obliged to you		
I appreciate and owe you		

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Ain't I a Woman Note-catcher

Name:

Date:

Round 1: Finding the central idea and supporting details

According to Truth, what is the “fix” that white men are in? What details does Truth use to support that idea?

Round 2: Analyzing text structure

What objection to women having rights is Truth addressing here? How does each sentence in the paragraph contribute to Truth’s response to that?

Round 3: Analyzing perspective and opposing claim

What stand is Sojourner Truth taking in this speech?

Summary Preparation

What is the controlling idea?

What opposing claim does Truth address in this speech? How does she respond?

What are the key details?

What is your clincher?



Ain't I a Woman Note-catcher

Homework: Write an objective summary of “Ain’t I a Woman?”



Ain't I a Woman Note-catcher:
(for Teacher Reference)

Round 1: Finding the central idea and supporting details According to Truth, what is the “fix” that white men are in? What details does Truth use to support that idea?	Round 2: Analyzing text structure What objection to women having rights is Truth addressing here? How does each sentence in the paragraph contribute to Truth’s response to that?
<i>The “fix” is that both African Americans and women are starting to fight for their rights, which will change the role that white men have had. Truth says, “And now they is asking to do it, the men better let them,” showing that men are going to have to act differently toward women.</i>	<i>Truth claims that the objection to women having rights is that they need to be protected. Each sentence gives another way in which Truth shows that she is as strong (or stronger) than a man. The question “ain’t I a woman?” emphasizes that she is a woman, even though she can “work as much and eat as much as a man,” for instance.</i>
Round 3: Analyzing perspective and opposing claim What stand is Sojourner Truth taking in this speech?	Summary Preparation What is the controlling idea?
<i>Truth is taking a stand for women’s rights. Her perspective is that women are as strong and capable as men, so they should have the same rights.</i>	



Ain't I a Woman Note-catcher:
(for Teacher Reference)

What opposing claim does Truth address in this speech? How does she respond?	What are the key details?
<p><i>In Paragraph 3, Truth implies that African Americans and women aren't given the same rights because they are thought to be intellectually inferior. She replies by saying, "wouldn't you be mean not to let me have my little half measure full?" indicating that intellect should have nothing to do with rights.</i></p> <p><i>In Paragraph 4, she acknowledges: "Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman!" Truth responds by saying that a woman was strong enough to "turn the world upside down," so they deserve rights.</i></p>	What is your clincher?