



Susan B. Anthony: An Advocate for Women's Rights

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✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Susan B. Anthony
- ✓ Identify the main causes for which Susan B. Anthony fought during her lifetime
- ✓ Explain the term *suffrage*
- ✓ Identify Susan B. Anthony as an abolitionist
- ✓ Explain that Susan B. Anthony campaigned for women's rights, especially the right to vote

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Susan B. Anthony (RL.2.4)
- ✓ Interpret information from a timeline associated with “Susan B. Anthony: An Advocate for Women's Rights,” and explain how the timeline clarifies information in the read-aloud (RI.2.7)
- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Susan B. Anthony's achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Susan B. Anthony: An Advocate for Women's Rights” into a timeline to answer questions (W.2.8)

- ✓ Prior to listening to “Susan B. Anthony: An Advocate for Women’s Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony

Core Vocabulary

abolitionists, n. People who worked to end slavery

Example: Many abolitionists worked tirelessly to end slavery in the United States.

Variation(s): abolitionist

ballots, n. Slips of paper used to cast or record votes

Example: Our class used paper ballots to record our votes for our class president.

Variation(s): ballot

influential, adj. Having the ability to persuade someone

Example: The young politician was so influential that he was able to persuade members of the opposing party to change their minds.

Variation(s): none

jury, n. A group of people selected to listen to evidence in a trial and decide on a verdict


Example: The jury was unanimous in its decision that the defendant was not guilty.

Variation(s): juries

suffrage, n. The right to vote

Example: Susan B. Anthony fought for women’s suffrage during her lifetime.

Variation(s): none

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Image Preview		
	Purpose for Listening		
Presenting the Read-Aloud	Susan B. Anthony: An Advocate for Women’s Rights		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Ballots		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Timeline	Image Cards 1, 2; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	20
	Free Verse Writing	Instructional Masters 2B-1, 2B-2	



Susan B. Anthony: An Advocate for Women's Rights

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Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

◀ Show image 1A-7: Susan B. Anthony

Ask students to identify who is depicted, or shown, in this image. (Susan B. Anthony) Ask students if they remember from the previous lesson how Susan B. Anthony helped people and for what causes she fought. If students have difficulty remembering the details from the previous read-aloud, reread the following sentences from that lesson:

Susan believed that women should be allowed to vote. She dedicated her whole life to making the world a fairer place for women.

Image Preview

Explain to students that they will hear more about Susan B. Anthony today.



◀ Show image 2A-9: Susan voting

Ask students to describe this image and ask them what they think Susan B. Anthony is doing here. Explain to the students that this image shows Susan doing something that took a lot of courage.

Purpose for Listening

Tell students to listen carefully to hear what Susan B. Anthony did to make the world a fairer place for women and to learn what other cause Susan worked for during her lifetime.



Susan B. Anthony: An Advocate for Women's Rights

◀ Show image 2A-1: Susan B. Anthony

- 1 The word *influential* means having the ability to change people's minds or to convince them of something.

Susan B. Anthony was born a very long time ago in Massachusetts, in the year 1820. When she was a little girl, she did not know that she would grow up to become so **influential**.¹ But that was to be her destiny. Her family certainly helped to shape the person she was to become.



- 2 Quakers are members of a religious group called the Religious Society of Friends. Quakers believe that all people are equal.

◀ Show image 2A-2: Susan B. Anthony as a young child

Susan's family was different from many other families. They were Quakers.² Susan's family did not judge people based on color or whether they were male or female. In their eyes, everyone was equal. But a long time ago, when Susan was a young girl, not everyone thought that way. For one thing, many people thought that it was more important for boys to be educated than it was for girls or people of color. How would you have felt about that? How would you feel if only boys could go to school? Susan was lucky because her parents did not agree with this view. They wanted their daughter to receive a good education.



◀ Show image 2A-3: Susan attending school

- 3 What is a boarding school? [Pause for students' responses.] A boarding school is one where students live at the school rather than go home at the end of the school day.

When Susan was six years old, she went to school. One day, a teacher at the school refused to teach Susan a difficult math problem because she was a girl. As a result, her parents decided that Susan should be educated at home. Later, Susan attended a Quaker boarding school near Philadelphia.³ When her parents struggled to pay the fees, however, she left school and finished her education at home. Later, Susan became a teacher. Susan eventually became a headmistress, or the person in charge of a school. Susan worked hard to help her family financially. Susan quickly discovered, though, that female teachers earned less money than male teachers for doing the very same job.



← **Show image 2A-4: Horse-drawn carriage at Susan's house**

- 4 You learned about slavery when you studied the Civil War. What is slavery? (when people are forced to work for no pay and are not free to make decisions about their own lives)
- 5 What does it mean to abolish slavery?

When Susan was twenty-nine years old, she left the world of education and settled in her family home. Susan's family was now living near Rochester in New York. It was during this time that she met some very brave people who were trying to abolish, or end, slavery in the United States.⁴ These people were called **abolitionists**. Secret meetings were held late at night in her family home. Susan became involved, too. Her heart began to tell her that it was important that she try to make the world a fairer place, so Susan decided that she would join the fight to abolish slavery.⁵ A long and difficult journey had begun.

In the early days of the Civil War, Susan helped to organize women's groups to speak out about slavery. This was not an easy thing to do. Back then, people did not have computers or cell phones. Susan and her supporters had to travel in horse-drawn carriages and communicate by letter. Newspapers printed many articles that criticized her views and called her a troublemaker. Susan did not care. She was fearless.⁶

- 6 What do you think the word *fearless* means?



← **Show image 2A-5: Abraham Lincoln**

While the Civil War raged in January, 1863, President Abraham Lincoln took an important step toward ending slavery when he issued the Emancipation Proclamation. This proclamation, or statement, announced that the government intended to free all slaves in the United States. This meant that former slaves could make decisions about their own lives and that they could receive money for the work they did. In December 1865, after the Civil War, slavery was abolished, or ended, completely. In the next few years after the Civil War, the law was changed so that former slaves became citizens, and male slaves were given the right to vote. Susan was very happy that former male slaves had gained these rights. She was extremely unhappy that women did not have the same rights. The next fight was about to begin.⁷

- 7 For Susan and many others, they did not want a fight like the kind of violent fights that happen in a war. For them, the fight was one in which they would work hard to end the unfairness they saw.



← **Show image 2A-6: Nineteenth-century home and woman**

It might be difficult to believe now, but when Susan was alive, women had very few rights. As you have discovered, back then many people did not think that it was important to educate girls. Women had very limited roles, or small jobs, in their communities. They could attend meetings but were not allowed to speak in public, hold office, or vote. Women were not allowed to become doctors or lawyers. Few girls stayed in school beyond the eighth grade. Married women could not own property. If they did own property before they got married, they had to turn it over to their husbands after they got married.



← **Show image 2A-7: Amelia Bloomer, Susan B. Anthony, and Elizabeth Cady Stanton**

- 8 What did the abolitionists want to end?
- 9 [Point to the woman on the left in the image.]
- 10 [Point to the woman on the right in the image.]
- 11 What does *suffrage* mean?

Susan had hoped that former abolitionists would now support women's rights.⁸ She was disappointed to discover that many men who had helped to abolish slavery did not believe that women should have **suffrage**, or the right to vote. Susan was determined to change this view. Susan joined forces with two women named Amelia Bloomer⁹ and Elizabeth Cady Stanton.¹⁰ Together they began to fight for women's rights. Women like Susan who campaigned against these laws became known as suffragettes, or people who fought for women's suffrage.¹¹



← **Show image 2A-8: Susan holding *The Revolution***

- 12 A publisher is a person in charge of the newspaper.
- 13 What do you think that means? (Answers may vary.)

Susan became secretary of the American Equal Rights Association. She traveled all over the country by wagon, carriage, and train, speaking for women's suffrage. She organized petitions and clubs, and she wrote newspaper articles. Susan also became publisher of *The Revolution*, a newspaper dedicated to women's issues.¹² Printed on the front page of this newspaper were the words, "Men, their rights and nothing more; women, their rights and nothing less."¹³ Susan invested her own money in the newspaper. Continuing the fight for women's rights, Susan also helped to found, or start, the National Suffrage Association.

When Susan ran out of money, she gave up her position at the newspaper and had to find another way to make money. She began to tour the country, speaking to groups that paid to hear her speak.



← **Show image 2A-9: Susan voting**

14 The word *cast* here means the act of voting. The word *cast* can also mean the hard covering put on a body part so a broken bone can heal.

15 A barbershop is a place where people, usually men, go to get a haircut.

16 [Point to the ballots in the women's hands.] Ballots are pieces of paper which are used to cast votes.

Susan was in her fifties when she took her campaign one step further. She tried to cast her vote for president.¹⁴ She and several other women marched into a New York barbershop where male voters were voting.¹⁵ The women held a protest. They demanded the right to vote. The men in charge were unsure of what to do. They were unable to stop the women, so the women finally voted in the election. And so, in 1872, about fifty years before it was legal to do so, Susan and the other women cast their **ballots** for president of the United States.¹⁶

Two weeks later, Susan was arrested and charged with illegal voting. Her arrest caused a national uproar. Susan was not afraid. She asked the general public to consider: "Is it a crime for a United States citizen to vote?" The judge in the trial did not think women should have the right to vote. He decided against Susan before the trial even started. He did not let her talk. He ordered the **jury** to find her guilty.¹⁷ He then asked Susan if she had anything to say.

17 A jury is a group of people who sit at a trial and decide whether someone is guilty of the crime with which they are charged.



← **Show image 2A-10: A courtroom**

18 Susan was saying that her rights were being violated, not only because she could not legally vote, but because the judge didn't even let her talk at her own trial.

"I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored."¹⁸ The judge tried to quiet Susan, but she continued to speak. He sentenced her to pay a fine of \$100. Susan's response was to say, "I shall never pay a dollar of your unjust penalty." She never did.



19 or the late 1800s

20 A heroine is a female hero. Boys are heroes, and girls are heroines.

← **Show image 2A-11: Susan speaking to a large crowd**

By the end of the nineteenth century,¹⁹ people's views about Susan B. Anthony began to change. She had become a national heroine.²⁰

Susan continued to travel the country speaking for women's voting rights. Now, people couldn't wait to hear her speak. She became president of the National American Women Suffrage Association, a job she held until the age of eighty, when she retired. Six years later, on March 13, 1906, Susan B. Anthony died in Rochester, New York. She had worked for more than fifty years, a half a century, for women's rights. Although she did not live to see women get the right to vote when the 19th Amendment to the Constitution passed in 1920, she had helped to make it happen.

Susan B. Anthony was quite an amazing woman. She was prepared to stand up and fight for what she believed was right. Do you think you would have enough courage to do the same?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* For what causes did Susan B. Anthony fight in her lifetime? (Susan fought for a woman's right to vote, and for freedom for all slaves.)
2. *Inferential* From an early age, Susan B. Anthony believed that everyone should have equal rights. Why did she feel this way? (Her family was Quaker, and she was raised with the Quaker belief that everyone is equal.)

3. *Inferential* Did Susan find that everyone was treated equally when she went to school? (no) How were people treated unequally? (Susan saw that boys and girls were treated differently at school: boys got more attention and received more instruction.)
4. *Inferential* Did Susan find that everyone was treated equally when she started teaching? (no) How were people treated unequally? (Like other female teachers, Susan did the same work as male teachers, but was paid less money.)
5. *Evaluative* What is an abolitionist? (someone who fights to abolish, or end, slavery) Why do you think Susan B. Anthony became an abolitionist? (She wanted everyone to have freedom; she believed that all people should have equal rights.)
6. *Evaluative* Why do you think Susan started a newspaper? (Answers may vary, but could include that Susan started a newspaper so that she could get her message out to as many people as possible.)
7. *Inferential* Apart from her newspaper, how else did Susan B. Anthony fight for women's rights? (Answers may vary but could include the following: Susan traveled the country giving speeches; she organized clubs, wrote petitions, wrote newspaper articles, and tried to vote.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Susan B. Anthony used words to fight for the causes she believed in. Do you think using words is a good way to fight for equality or for a cause? Why or why not? (Answers may vary.)

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Ballots

5 minutes

1. In the read-aloud you heard, "And so, in 1872, about fifty years before it was legal to do so, Susan and the other women cast their *ballots* for president of the United States."
2. Say the word *ballots* with me.
3. Ballots are slips of paper used to cast or record votes.
4. John found two extra ballots lying on the floor, which changed the final number of votes.
5. If you could cast a ballot about something, what would it be? Perhaps there is something you would like to vote on as a class. Try to use the word *ballots* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "We should cast our ballots for . . ."]
6. What's the word we've been talking about? What part of speech is the word *ballots*? (noun) How do you know it is a noun? (Ballots are things.)

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences that describe an issue for which you could cast ballots. If you would cast a 'yes ballot,' say, "My ballot says yes." If you would cast a 'no ballot,' say, "My ballot says no." (Answers may vary.)

1. Teachers should give more homework every night.
2. Our class should take a field trip to the zoo.
3. Children should go to school on Saturdays and Sundays.
4. Teachers should never give tests.
5. Our class should have cookies and milk every day.



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Timeline

On chart paper, a chalkboard, or a whiteboard, create a timeline that can accommodate eight Image Cards. Explain to students that they will be creating a timeline throughout this domain that will show the various times in American history in which these seven individuals lived and fought for various causes.

Show students Image Card 1 (Susan B. Anthony), and ask them to describe the important work she did and the causes for which she fought. (abolition of slavery; women's rights, including the right to vote) Place the Image Card on the far left end of the timeline, just below the line.

Show students Image Card 2 (Abraham Lincoln), and ask them if they remember him from when they studied the U.S. Civil War and from this read-aloud. Ask students to describe some of the important work President Lincoln did in his lifetime. (led the country during the Civil War; issued the Emancipation Proclamation) Explain to students that Susan B. Anthony and President Lincoln were both alive at the same time and fought for some of the same rights. Place the Image Card of President Lincoln on the timeline above the line and at the same location as the image of Susan B. Anthony.

Free Verse Writing (Instructional Masters 2B-1 and 2B-2)

Ask students what type of poetry they learned about in the previous lesson. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)

Explain to students that they are going to write a free verse poem in which they express an opinion about Susan B. Anthony's achievements. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask

students to try to recall key facts about Susan B. Anthony's life and achievements. Encourage students to use these facts in their free verse poems. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line. Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-1. Have students write "Susan B. Anthony" in the circle in the center of Instructional Master 2B-1 and the ideas, words, or phrases they may use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Susan B. Anthony and her achievements. Students should write their free verse poems on Instructional Master 2B-2, writing Susan B. Anthony's name on the line to the left of the image of Susan.

After students complete their free verse poems, call on several students to share their poems with the class.