

American Women from the Colonial Era to the Modern Era

What is the *Gilder Lehrman Teaching Literacy through History Program*?

- **K-12 Curriculum and Teacher Training** using primary source historical documents to develop and build the kind of critical thinking, reading, and writing skills that are required for students to succeed in college and in the workplace. These literacy skills have been articulated in the new English Language arts (ELA) standards, one of two components (along with mathematics) of the Common Core State Standards, which establish rigorous expectations for the knowledge and skills that all students are to achieve. The program is designed to support teachers as they help develop students' ability to think critically, speak and write effectively, build logical and cohesive fact-based arguments, and decipher meaning from texts, especially nonfiction texts, through the study of historical, primary source documents.

How is history combined with literacy?

- **Context and targeted skill development:** The Gilder Lehrman program model emphasizes **an interdisciplinary approach**: we synthesize the teaching of history content with literacy skills by promoting students' investigation of primary texts. We demonstrate methods for teachers to lead students in step-by-step analysis of actual words and in evaluating and summarizing their meaning. Through these methods, teachers guide students toward a deep understanding of why a document, such as the Gettysburg Address, is significant historically, as well as examining the rhetoric of the document to promote deep learning and critical thinking. This can be covered, at the secondary level, in English language arts or social studies classrooms—ideally, in both, where context is provided by the history teacher, and targeted literacy skills developed with the English language arts teacher.

What are the Common Core State Standards?

- The Common Core Standards are a state-driven initiative to better prepare students for college and careers. To date, the standards have been voluntarily adopted by forty-six states, three territories and the District of Columbia. The Standards are a shared set of achievement benchmarks—core skills identified as critical for success in higher education and employment—developed by the National Governor's Association and the Council of Chief School Officers.

Under the new Common Core rubric, the standards require a ratio of 70% non-fiction to 30% fiction in secondary education to support mastery of literacy skills through close textual analysis. This is a major shift for teachers, in determining not only what to teach but also how to teach it.

<http://www.corestandards.org/>

What are Participants asked to do?

- Participants attending a Gilder Lehrman Summer Seminar are responsible for using a standardized template to create a Common Core lesson based on a primary source document(s) related to the seminar topic. At the end of the week participants will share their lessons with each other and lessons will be posted on the GLI website for others to use. Submitted lesson plans will include opportunities for students to engage in
 - close reading of complex text
 - writing using evidence from text
 - use of complex academic vocabulary (Tier 2 vocabulary)

American Women from the Colonial Era to the Modern Era

Biography/Document Project Guidelines

The Purpose of the Project:

- Build a collection of women's stories and related documents that are available to the group for use in the classroom.
- Use resources from the Gilder Lehrman Institute of American History website and other websites to develop lessons aimed at Teaching Literacy through History.

A **biography** is a detailed description or account of someone's life. It entails more than basic facts (education, work, relationships, and death), a biography also portrays a subject's experience of these events. Unlike a profile or curriculum vitae (résumé), a biography presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of a subject's personality. (<http://en.wikipedia.org/wiki/Biography>)

Project Parameters

1. The story of the person's life should illuminate the historical context of that person – i.e., what circumstances shaped this woman's ideas, her experience, and the kind of choices she had in her life. Did she resist social norms? Did she try to reform them? Or did she embody them?
2. Use Common Core State Standards and provided template for continuity, and includes opportunities for students to engage in,
 - a. close reading of complex text
 - b. writing using evidence from text
 - c. use of complex academic vocabulary (Tier 2 vocabulary)
3. No more than five pages.
4. Sources listed.
5. At least one primary document.

Directions for Submitting

- Projects are to be submitted by **8am, Friday, July 12.**
- Headers for each page includes (see example)
 - Your name, (last, first), Date
 - Title of the project



- Footer includes page number
- Calibri or Ariel font, 11pt.
- Check for spelling and grammatical errors
- Upload to seminar website

Common Core Lesson:

Eleanor Roosevelt on Democracy and Citizenship

Intended Grade Levels: 4th and 5th Grades

Common Core State Standards Addressed:

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Unit Overview:

In three lessons students will interact with readings of excerpted documents to develop an understanding of First Lady Eleanor Roosevelt as a humanitarian devoted to a strong democracy with educated citizens. Students will work with the teacher and in small groups to deconstruct text for meaning, and construct written responses to higher level thinking questions.

Lesson 1: *Preserving Civil Liberties* – Speech, Chicago Civil Liberties Committee, Chicago, IL, March 14, 1940 excerpted. Eleanor outlines the need to preserve all citizens' civil liberties to preserve democracy.

Lesson 2: In a letter to the Daughters of the American Revolution, Eleanor Roosevelt takes a stand for Equality and resigns her membership in the DAR (Feb 26, 1930).

Lesson 3: *Good Citizenship, the Purpose of Education*, [Pictorial Review 31](#) (April 1930): 4, 94, 97 excerpted. In this article, first published in 1930, ER outlines the development of Good Citizenship.

Eleanor Roosevelt on Democracy and Citizenship

By Julie Baergen

Teaching the Lessons

The following three lessons around Eleanor Roosevelt are designed for 4th and 5th graders. As you read through the lessons you may be thinking, *my kids can't do that*. I believe they can! What learning scaffolds will they need? Perhaps more vocabulary support, perhaps more teacher directed activity for some students, perhaps more than a day for the lesson? You know your kids best, but give them a chance to surprise you.

Lesson 1:

Objective

Students are introduced to Eleanor Roosevelt (ER) through a brief timeline. Students will read excerpts from ER's speech to the Chicago Civil Liberties Committee (March 14, 1940) and respond to questions regarding ER's views of civil liberties and citizens' responsibilities.

Introduction

1 to 2, 45 minute class periods suggested.

Students should be familiar with Eleanor Roosevelt as First Lady during Franklin D. Roosevelt's presidency. They should have some awareness of world events at the time the speech was delivered (March 1940), and a working definition of the concept of *democracy*. A brief biography of ER is included below. For students interested in more information, a detailed biography of ER by Alida Black is available at the Eleanor Roosevelt Papers Project, <http://www.gwu.edu/~erpapers/abouteleanor/erbiography.cfm#yr1921>. Department of History, George Washington University, DC.

Anna Eleanor Roosevelt was the longest-serving First Lady of the United States (1933-1945). Her husband, Franklin D. Roosevelt, is the only president to have served four terms in office. Before becoming First Lady of the United States, E. Roosevelt was First Lady of New York (1928-1932) when FDR was governor.

Even before her public service life, Eleanor Roosevelt was involved in social service work. She became active in politics after her husband was stricken with polio in 1921, and remained active in politics as long as she lived.

Eleanor Roosevelt is remembered for her outspokenness on social issues, particularly race issues. President Harry S. Truman nicknamed her the "First Lady of the World" in tribute to her human rights achievements (<http://history1900s.about.com/od/people/a/Eleanor-Roosevelt.htm>, Feb. 19, 2013).

At the time E. Roosevelt gave this speech, March 1940, Franklin D. Roosevelt was running for his third term as president. WWII had been raging in Europe for 6 months, although the United States would not enter the war for another 20 months following the bombing of Pearl Harbor by Japan. The United States was still in an economic depression, known as the Great Depression.

Eleanor Roosevelt on Democracy and Citizenship
By Julie Baergen

Materials

- *Preserving Civil Liberties* – Speech to Civil Liberties Committee, Chicago, IL, March 14, 1940 excerpted. Eleanor outlines the need to preserve citizens’ civil liberties to preserve democracy.
- *Preserving Civil Liberties* Note Taking Sheet for recording student/group responses.
- Photograph of Eleanor Roosevelt (see Appendix for Internet link to photos)
- Chart paper and markers, or some other way to archive the class’s work.
- Projection device

Vocabulary

In this protocol the students are expected to encounter vocabulary that they do not know. There are words in modern academic texts and 18th century essays that many adults do not know the meaning of as well. It would be overwhelming to give the definition to every unknown word as well as self-defeating when we are trying to create more independent learners. This is one of the reasons for having the students work in groups so that they can reason out the meanings of words in context. If the students are truly stuck then have them write down the words that are hanging them up and open those words up to whole class discussion. If the word is critical to the passage then provide the meaning but only as a last resort.

Procedure

1. The teacher will create critical thinking groups (CTG) of 3 to 5 students each that will be working together throughout all three lessons. Give careful consideration to how students are grouped (see Additional Resources for internet information on grouping students for learning). Tell students they will “read like a detective” in order to analyze documents for clues to Eleanor Roosevelt’s views on democracy and citizenship.
2. The teacher will introduce Eleanor Roosevelt and give context to the document by showing a visual(s) to students of ER. Ask students to talk about what they see in the photo(s). *Based on the photo(s), what personality traits do you think ER has? What in the picture(s) makes you think that?* Share biographical information for ER and a brief overview of the time period similar to what is found in the introduction.
ER is famously known for her work with social issues. To illustrate ERs views students will read a speech given to a gathering of the Civil Liberties Committee in Chicago, IL, March 1940.
3. Hand out *Preserving Civil Liberties Note Taking Sheet* and the excerpted *Preserving Civil Liberties* speech. Project the document in such a way that notes can be made on the document for everyone to see (document projector, SmartBoard, overhead, etc.). For this first lesson, the teacher will be doing most of the work with the whole group.
4. The teacher then “share reads” the excerpt with the students. “Share reading” is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection¹, and punctuation. The teacher then asks the class to join in with the reading after a few sentences while the teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).

¹ Prosody and inflection are defined in the Appendix.

Eleanor Roosevelt on Democracy and Citizenship

By Julie Baergen

ER's writing style invites expressive reading. Take advantage of her talent and really dramatize your reading to keep students engaged. The teacher might want to stop after each paragraph and do a "think aloud" with the text. Share with students what you are thinking as you read ER's words, modeling good reading strategies (See Appendix: *Reading Strategies Good Readers Use*).

5. The teacher now leads the CTGs in identifying 10 words that are critical to the understanding of the document. These key words should express the essence of the document. For this first document the teacher should do a "think aloud" as the words are chosen and underline the words in the projected document. Students' input in discussion of choosing these words is encouraged (example: Teacher gives rationale for choosing a word; students invited to agree/disagree and suggest other words and/or rationale). This would also be a time when the teacher thinks out loud about the meaning of unfamiliar words and takes the opportunity to teach strategies for vocabulary development. The teacher records the chosen words on chart paper or some other way that is visible to the whole group and can be saved as an artifact for future lessons. Students are using the note-taking device suggested, or another form of notes to record the key words. Students may need to do this for one or two paragraphs at a time, and summarize as they go. Modify the remaining steps as necessary.
6. Once 10 key words have been identified the teacher crafts a summary statement as a "think aloud" using only the key words selected from the document. Again, student input is accepted. (Perhaps a student will have a more efficient way of stating the summary!) The teacher records the process for the whole group and archives the final summary statement on chart paper; students record the final summary statement in their notes.
7. The teacher now restates the summary in his/her own words. Key words may be included, but this step should represent original thinking. This step of the process is a great opportunity to check for understanding. Invite students to offer their summaries. This summary is recorded on chart paper for the class and in the students' notes.
8. To conclude the lesson and check for understanding, students complete a quick write to the following prompt: *What is meant by civil liberties? Give one example. Explain Eleanor Roosevelt's view on why it is important to preserve the civil liberties of an individual?*

Eleanor Roosevelt on Democracy and Citizenship

By Julie Baergen

Lesson 2:

Objective

After reading Eleanor Roosevelt's letter of resignation from membership in the Daughters of the American Revolution, students will understand how Eleanor Roosevelt served as an example to others by putting into practice her beliefs of civil liberty and democracy.

Introduction

1 to 2, 45 minute class periods suggested.

In 1939 celebrated vocalist Marian Anderson was denied an opportunity to sing at Constitution Hall in Washington, D.C. because of the color of her skin. The Daughters of the American Revolution (D.A.R.) owned Constitution Hall. Eleanor Roosevelt, a fan of Marian Anderson, was a member of the D.A.R. In protest of the D.A.R.'s decision, ER publicly resigned from the organization and worked with the newly formed "Marian Anderson Committee" to arrange a concert by Marian on the steps of the Lincoln Memorial. 75,000 people of diverse origins gathered in the Mall of Washington to hear Ms. Anderson sing.

Materials

- ER's February 27, 1939 "My Day" syndicated newspaper column, D.A.R. Resignation.
- *D.A.R. Resignation* Note Taking Sheet
- Transcript of Letter from Eleanor Roosevelt to the D.A.R, February 26, 1939
- Image of Letter from Eleanor Roosevelt to the D.A.R.
http://www.archives.gov/exhibits/american_originals/eleanor.html (February 21, 2013)
- YouTube video of Marian Anderson singing at the Lincoln Memorial,
<http://youtu.be/mAONYTMf2pk> (February 21, 2013)
- Chart paper and markers, or some other way to create a record of the class's work.
- Projection device

Vocabulary

In this protocol the students are expected to encounter vocabulary that they do not know. There are words in modern academic texts and 18th century essays that many adults do not know the meaning of as well. It would be overwhelming to give the definition to every unknown word as well as self-defeating when we are trying to create more independent learners. This is one of the reasons for having the students work in groups so that they can reason out the meanings of words in context. If the students are truly stuck then have them write down the words that are hanging them up and open those words up to whole class discussion. If the word is critical to the passage then provide the meaning but only as a last resort.

Procedure

1. Students sit in their CTGs. In Lesson 2, the teacher and students will be working together to understand the documents. Students will be working more in their small groups then coming together as a whole group for checkpoints and discussion. Use the artifacts (chart paper) from the

Eleanor Roosevelt on Democracy and Citizenship

By Julie Baergen

previous lesson for review. Tell students today they will “read like a detective” to discover more about Eleanor Roosevelt.

2. Give students the handout of ER’s *My Day: DAR Resignation* Note Taking sheet. Project the document in such a way that notes can be made on the document for everyone to see. Share read the article with students as described in Lesson 1.
3. The teacher now asks each CTGs to identify 10 words that are critical to the understanding of the document and record them on their note sheet. These key words should express the essence of the document. As students are working in their groups to identify the key words, the teacher is traveling from group to group asking guiding questions and answering student questions. Do not hesitate to stop the whole group when a teaching opportunity arises. (For example, a student in one group remembers to use a vocabulary building strategy, stop the class and remind students what to do with words they don’t know. Or students are conflicted over which word to choose, stop the class and ask for input. This is the time when students are still learning and will need lots of support from the teacher and classmates.) Set a reasonable time limit for choosing the words. Stop at the agreed time for a check to see if more time is needed. If it seems students are finished before time is up, go ahead and move to the next step in the process.
4. Allow groups to share their words and give rationale for choices (the teacher may record the words on chart paper during this discussion). This will help the teacher check understanding and as students listen to each other they will gain more knowledge. CTGs may alter their list of 10 words as the discussion progresses. It is more important for the students to have the discussion about the words and what meaning they bring to the text than it is for them to stick with their original 10.
5. Once groups have identified their 10 key words from the text, each group will draft a summary statement using their selected key words from the document. Set time again. When time is up groups will share their summary statements. Record summaries on chart paper. This is a good time to again check for understanding and correct misconceptions. Allow groups to change their summaries based on the discussion, but it is not necessary for all statements to be identical. Allow for different interpretations as long as the essence of the document’s meaning is retained.
6. Groups now restate the summary in their own words. Yet another opportunity to check for understanding. Record group summaries. If a summary seems awkward, now is the time for group discussion on how summaries could be revised to be clearer. These statements could become a Language Arts lesson in grammar, etc.
7. Project the actual letter Eleanor Roosevelt wrote to the D.A.R. Give students a handout of the letter with the transcription. Share read the letter with the students. Ask CTGs to discuss in their groups why ER thought it was necessary to share her resignation with the public.
8. Share a YouTube video of Marian Anderson singing at the Lincoln Memorial. Ask students to write about what they saw. Who was in the audience? How were they seated? What do you notice about the audience? What were people wearing?
9. Students individually respond in writing to the following prompt: *How does Eleanor Roosevelt’s resignation from the Daughters of the American Revolution reflect her commitment to civil liberty and democracy?* Review the responses for use in Lesson 3.

Eleanor Roosevelt on Democracy and Citizenship

By Julie Baergen

Students wanting to know more about Marian Anderson's life and concert at the Lincoln Memorial might like Pam Munoz Ryan's book, When Marian Sang: The True Recital of Marian Anderson (Scholastic Press, 2002).

Lesson 3:

Objective

After reading Eleanor Roosevelt's article, *Good Citizenship: The Purpose of Education* (Pictorial Review 31, April 1930) students will write about Eleanor Roosevelt's views on citizenship, democracy, and education.

Introduction

1 to 2, 60 minute class periods suggested.

In the first lesson students learned of Eleanor Roosevelt's views on preserving civil liberties to preserve the democracy. In Lesson 2 we saw how ER put into practice her commitment to civil liberties by standing up for Marian Anderson. In Lesson 3 students will think about what they can do now to become contributing citizens of a democracy.

Good Citizenship, the Purpose of Education was published in April of 1930, when Eleanor Roosevelt was the First Lady of New York. Franklin D. Roosevelt was the governor of New York.

This document is a bit longer than the documents in the first two lessons. The idea is to build students' stamina for reading. Allow students the opportunity to grapple with the text, being sensitive to their frustration levels. For some groups of students it might be necessary to break up the text in two or three parts over one or two days. Another idea would be to assign groups a portion of the text and, using a jigsaw method, process their portion as described in the lesson and then report to the class.

Materials

- *Good Citizenship, the Purpose of Education, Pictorial Review 31 (April 1930): 4, 94, 97 excerpted*
- *Good Citizenship, the Purpose of Education* Note Taking Sheet for recording student responses.
- Chart paper and markers, or some other way to create a record of the class's work.
- Projection device

Vocabulary

In this protocol the students are expected to encounter vocabulary that they do not know. There are words in modern academic texts and 18th century essays that many adults do not know the meaning of as well. It would be overwhelming to give the definition to every unknown word as well as self-defeating when we are trying to create more independent learners. This is one of the reasons for having the students work in groups so that they can reason out the meanings of words in context. If the students are truly stuck then have them write down the words that are hanging them up and open those words up to whole class discussion. If the word is critical to the passage then provide the meaning but only as a last resort.

Procedure

1. Students are sitting with their Critical Thinking Groups.

Eleanor Roosevelt on Democracy and Citizenship

By Julie Baergen

2. Quickly review the information from Lessons 1 and 2. With students' permission, share a few of the responses from Lesson 2's writing prompt. Answer any questions. Tell students that today they will be reading a document Eleanor Roosevelt wrote to express her views on the purpose of education as it relates to citizenship and democracy. At the end of the lesson students will use the notes they have collected as a class and in their CTGs to begin writing a short essay in response to what they have learned from the three lessons.
3. Pass out the Note Taking Sheet for *Good Citizenship, the Purpose of Education*. Project the document for everyone to see.
4. Discuss the date of the document in relation to the date of the other documents. Tell students that this article was written while Franklin D. Roosevelt was governor of New York State and Eleanor was the First Lady of New York. Ask students to figure out how much time has passed between the when this document was written and the *Preserving Civil Liberties* speech was given.
5. The teacher then "share reads" the article with the students as done previously.
6. The teacher now asks students to individually identify 10 words that are critical to the understanding of the document and record them on their note sheet as in previous lessons. As students are working in their groups to identify the key words, the teacher is traveling from group to group asking guiding questions and answering student questions as in Lesson 2. Talk among group members related to the document and word identification is permissible, but students should try to do as much individually as they can.
7. Allow students to share their words with group members and give rationale for choices. The teacher is listening to group talk and checking for understanding and as students gain more knowledge as they listen to each other. Students may alter their list of 10 words as the discussion progresses. It is more important for the students to have the discussion about the words and what meaning they bring to the text than it is for them to stick with their original 10.
8. Once students have identified their 10 key words from the text, each student will individually draft a summary statement using their selected key words from the document. Set time again. When time is up group members will share their summary statements within their group. Group members discuss their summaries and question each other about their summary statements. Allow for different interpretations as long as the essence of the document's meaning is retained. Groups may select one summary statement to share with the whole group that is recorded by the teacher.
9. Group members now individually restate the summary in their own words. Yet another opportunity to check for understanding. The teacher is still travelling around the room helping as needed. If a summary seems awkward, now is the time for group discussion on how summaries could be revised to be clearer. (It might even be possible to carry these summary statements into a Language Arts lesson on grammar, etc.)
10. Students share individual summary statements within their group. Groups select a summary statement to share with the whole group. Add these summaries to those for Lessons 1 and 2.
11. Students individually respond to the following prompt:
Did Eleanor Roosevelt's views on citizenship and democracy change from the time the first document was written to the publication of the last document? Explain your answer using evidence from the documents.

Eleanor Roosevelt on Democracy and Citizenship
By Julie Baergen

Possible Follow-up Essay

1 to 2, 30 minute class periods suggested.

Use this essay activity to assess student understanding of the topic and serve as a springboard for additional writing lessons. Because students have been interacting extensively with the documents and working with the teacher and in groups, the Follow-up Essay should really write itself, assuming the teacher has been teaching the writing process. Some product will not be really long and in-depth, but provides good meaningful practice in writing five paragraphs. The draft can become the basis of writing lessons around this topic. (See Appendix for writing essay resources.)

Using evidence from the primary documents, and notes taken from the previous lessons on Eleanor Roosevelt, draft a 5-paragraph essay using the following prompt:

Explain Eleanor Roosevelt's views on the relationship between citizens and democracy. What did she believe were the responsibilities of good citizens? What can you do now to be a responsible citizen?

Possible essay organization

Paragraph #1 - Intro

Paragraph #2 - ER's view on relationship between citizens and democracy

Paragraph #3 - ER's responsibilities of good citizens

Paragraph #4 - What can you do now to be a responsible citizen?

Paragraph #5 - Summary

Appendix

Eleanor Roosevelt

A Biography with photos - <http://eleanorrooseveltbiography.com/>

Essay – here are some resources for Essay Writing

Tips for Essay Writing, <http://www.infoplease.com/homework/writingskills1.html>

Writing a Persuasive Essay,

http://www.heinemann.com/shared/onlineresources/E03395/SW_Book_Unit4sample.pdf

Organizing the Essay - <http://www.brighthubeducation.com/help-with-writing/2999-how-to-write-a-good-five-paragraph-essay/>

Exit Ticket - <http://www.edutopia.org/blog/formative-assessment-exit-slip-rebecca-alber>

Inflection – Alteration in pitch or tone of the voice.

Prosody – the rhythm, stress, and intonation of speech. Prosody may reflect various features of the speaker or the utterance; the emotional state of the speaker; the form of the utterance (statement, question, or command); the presence of irony or sarcasm; emphasis, contrast, and focus; or other elements of language that may not be encoded by grammar or choice of vocabulary.

Quick Write - A versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.

http://nrhs.nred.org/www/nred_nrhs/site/hosting/Literacy%20Website/Literacy%20Strategy%20Templates/Quick_Write_description.pdf

Reading Strategies Good Readers Use – As the teacher is reading text, “think aloud” modeling strategies good readers use.

<http://ezinearticles.com/?Reading-Strategies-Good-Readers-Use&id=1824654>

Student Grouping

Student Learning Groups: Homogeneous or Heterogeneous? (B. Johnson, August 2, 2011.)

<http://www.edutopia.org/blog/student-grouping-homogeneous-heterogeneous-ben-johnson>

Cooperative Learning: Students Working in Small Groups (B. Davis, *Tools for Teaching*. *Speaking of Teaching*, Stanford University Newsletter on Teaching, winter 1999, Vol. 10, No. 2)

<http://www.stanford.edu/dept/CTL/Newsletter/cooperative.pdf>

Ladies and Gentlemen:

.... we have come here tonight because of civil liberties. ... I am more conscious of the importance of civil liberties in this particular moment of our history than anyone else, because as I travel through the country and meet people and see things that have happened to little people, I realize what it means to democracy to preserve our civil liberties.

All through the years we have had to fight for civil liberty, and we know that there are times when the light grows rather dim, and every time that happens democracy is in danger. Now, largely because of the troubled state of the world as a whole, civil liberties have disappeared in many other countries....And so we know that here in this country, we have a grave responsibility. We are at peace. We have no reason for the fears which govern so many other peoples throughout the world; therefore, we have to guard the freedoms of democracy.

"Civil Liberties" emphasizes the liberty of the individual. In many other forms of governments ... the individual lives for the state. Here in a democracy, the government still exists for the individual, but that does not mean that we do not have to watch and that we do not have to examine ourselves to be sure that we preserve the civil liberties for all our people, which are the basis of our democracy we know that everywhere in this country every person who believes in democracy has come to feel a real responsibility to work in his community and to know the people of his community, and to take the trouble to try to bring about the full observance for all our people of their civil liberties.

... I sometimes am much worried by the tendency that you find today in our country only to think that (freedom of the press and freedom of speech) are rights for the people who think as we do. Some people seem to think these rights are not for people who disagree with them. I believe that you must apply to all groups the right to all forms of thought, to all forms of expression. Otherwise, you practically refuse to trust people to choose for themselves what is wise and what is right, and in doing that you deny the possibility of a democratic form of government. You have to be willing to listen or to allow people to state any point of view they may have, to say anything they may believe, and trust that when everyone has had his say, ...in the end the majority of the people will have the wisdom to decide what is right. We have to have faith that even when the majority seems to decide as we think wrongly, we still believe the fundamental principles that we have laid down, and we wait for the day to come when the thing that we believe is right becomes the majority decision of the people.

.... The minute we deny any rights... to any citizen, we are preparing the way for the denial of those rights to someone else. Never before was it so important that every individual should carry his share of responsibility and see that we do obey the laws, live up to the Constitution, and preserve every one of those precious liberties which leave us free as individuals.

Source: WomanCentral.net Eleanor Roosevelt Defends Civil Liberties

Read more: Preserving Civil Liberties <http://www.infoplease.com/t/hist/preserve-civil-liberties/#ixzz2LNQspEcw>

Eleanor Roosevelt's "My Day" was a syndicated newspaper column published from 1935 to 1962. During those years, Eleanor wrote the column consistently six days a week, the only interruption being when her husband died, and even then she missed only four days. The column allowed Eleanor to reach millions of Americans with her views on social and political issues, current and historical events, and her private and public life. Dealing with subjects far out of the range of the conventional first lady's concerns, "My Day" is an outstanding example of the breadth of issues and activities which occupied Eleanor Roosevelt's life.

DAR Resignation

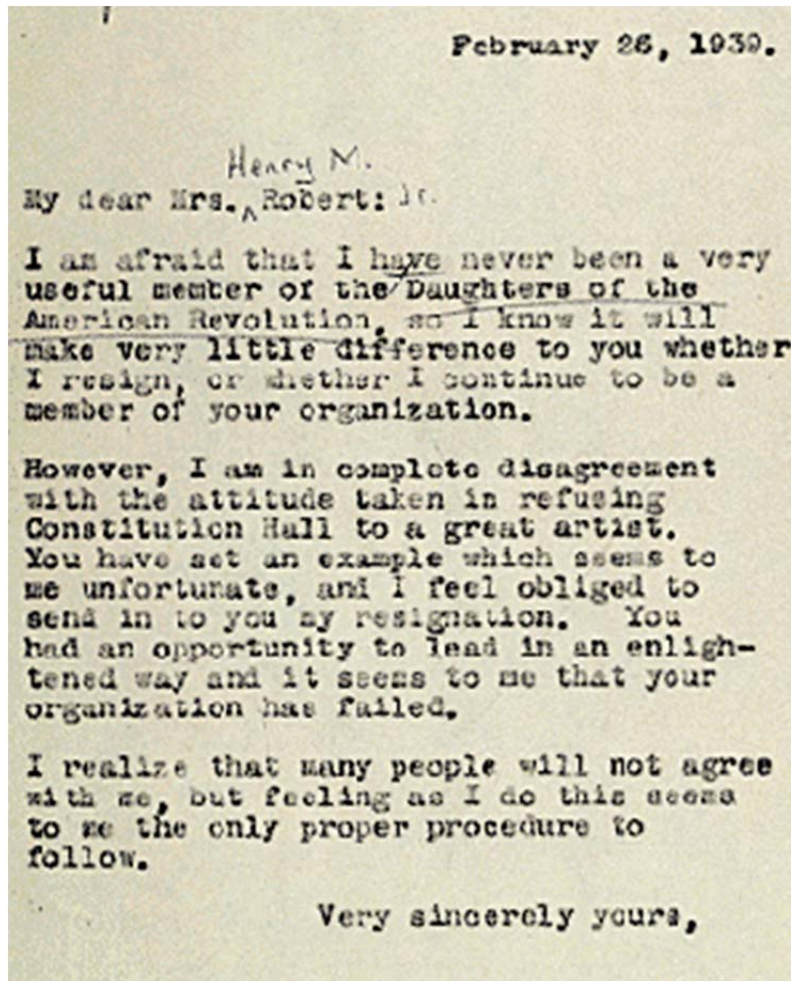
WASHINGTON, FEBRUARY 27, 1939 - I am having a peaceful day. I drove my car a short distance out of the city this morning to pilot some friends of mine who are starting off for a vacation in Florida. I think this will be my only excursion out of the White House today, for I have plenty of work to do on an accumulation of mail, and I hope to get through in time to enjoy an evening of uninterrupted reading. I have been debating in my mind for some time, a question which I have had to debate with myself once or twice before in my life. Usually I have decided differently from the way in which I am deciding now. The question is, if you belong to an organization and disapprove of an action which is typical of a policy, should you resign or is it better to work for a changed point of view within the organization? In the past, when I was able to work actively in any organization to which I belonged, I have usually stayed until I had at least made a fight and had been defeated.

Even then, I have, as a rule, accepted my defeat and decided I was wrong or, perhaps, a little too far ahead of the thinking for the majority at that time. I have often found that the thing in which I was interested was done some years later. But in this case, I belong to an organization in which I can do no active work. They have taken an action which has been widely talked of in the press. To remain as a member implies approval of that action, and therefore I am resigning.

Letter to Mrs. Henry M. Robert, Jr, Daughters of the American Revolution

By Eleanor Roosevelt, February 26, 1939

Original document link - http://www.archives.gov/exhibits/american_originals/eleanor.html



My dear(sic) Mrs. [Henry M.] Robert [Jr.]:

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, so I know it will make very little difference to you whether I resign, or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to send in to you my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

Good Citizenship: The Purpose of Education
Pictorial Review 31 (April 1930): 4, 94, 97. (excerpted)

What is the purpose of education? ... The conventional answer is the acquisition of knowledge, the reading of books, and the learning of facts.... Even more all-embracing than this is the statement made... by the Archbishop of York, that "the true purpose of education is to produce citizens."

If this is the goal-and in a democracy it would seem at least an important part of the ultimate achievement-then we must examine our educational system from a new point of view.

Theodore Roosevelt (taught) by ... example that (people) owed something at all times, whether in peace or in war, for the privilege of citizenship and that the burden rested equally on rich and poor. He was saying that, no matter what conditions existed, the blame lay no more heavily on the politician...than on the shoulders of the average citizen....

So young (people) of all kinds were hearing of a "service" which did not mean being a sailor or a soldier, a doctor or a minister, the only professions in which the word "service" had heretofore had a meaning! Thus began to be spread abroad the idea that "a service" was owed to the country in peace, and that this could only be rendered satisfactorily when every citizen took an interest in good government.

... More young men and more young women...have felt the need to understand their own government. In our schools are now given courses in civics, government, economics, [and] current events...But there still remains a vast amount to be done before we accomplish our first objective-informed and intelligent citizens, and, secondly, bring about the realization that we are all responsible for the trend of thought and the action of our times.

How shall we arrive at these objectives? We think of course of history as a...study of the life and growth of other nations, in which we follow the general moral, intellectual, and economic development through the ages, noting what brought about the rise and fall of nations and what were the lasting contributions of peoples now passed away to the development of the human family and the world as a whole.

Then we come down to our own history, observing the characteristics and the backgrounds of the people who founded our nation and those who have come to us since...We trace the reasons for present-day attitudes of mind and for the establishment of customs and points of view which make up the...thing known as the "American spirit." We study the (people) in our history who have really made a constructive contribution, and those who have held us back, in order that we may know what qualities of mind and heart formed the characters which have left a mark on their time.

Gradually from this study certain facts emerge. A nation must have leaders, (people) who have the power to see a little farther, to imagine a little better life than the present. But if this vision is to be fulfilled, it must also have a vast army of men and women capable of understanding and following these leaders intelligently. These citizens must understand their government from the smallest election district to the highest administrative office...and each one must carry his own particular responsibility or the whole army will lag.

I would have our children visit national shrines, know why we love and respect certain (people) of the past. I would have them see how government departments are run and what are their duties, how courts function, what juries are, what a legislative body is and what it does. I would have them learn how we conduct our relationships with the rest of the world and what are our contacts with other nations. The child seeing and understanding these things will begin to envisage the varied pattern of the life of a great nation such as ours and how his own life and environment fit into the pattern and where his own usefulness may lie.

It is not, however, only in the courses bearing directly on history and government that citizenship can be taught. The child taking Latin and mathematics is also learning invaluable lessons in citizenship. The power of concentration and accuracy which these studies develop will later mean a man or woman able to understand and analyze a difficult situation. For example, arithmetic is necessary to a later understanding of economic questions. As citizens economic problems will often claim our attention, and the power to understand them is essential to wise solutions.... From the point of view of character-building, the harder these subjects are to master the greater will be the sense of self-mastery and perseverance developed.

The other school contacts-social activities and athletics-develop team play, cooperation, and thought and consideration for others. These are all essentials in good citizenship.

The practical side of good citizenship is developed most successfully in school because in miniature one is living in a society, and the conditions and problems of the larger society are more easily reproduced and met and solved... Learning to be a good citizen is learning to live to the maximum of one's abilities and opportunities, and every subject should be taught every child with this in view.

The Eleanor Papers, <http://www.gwu.edu/~erpapers/documents/articles/goodcitizenship.cfm> ,
2/19/2013

[See also Speech and Article File, Anna Eleanor Roosevelt Papers, Franklin D. Roosevelt Library, Hyde Park, New York]

Notes:

Key Words:

Summary:

In Your Own Words:

D.A.R. Resignation Note Taking Sheet

Name _____

Notes:

Key Words:

Summary:

In Your Own Words:

Good Citizenship, the Purpose of Education Note Taking Sheet

Name _____

Notes:

Key Words:

Summary:

In Your Own Words:

Common Core Lesson:

The Declaration of Sentiments, Seneca Falls Conference 1848

Intended Grade Levels: 8-12

Number of class periods: 2 to 3, 50 minute class periods

Common Core State Standards Addressed: *not an exhaustive list*

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit Overview

In three to four lessons, students will use a variety of document analysis strategies to gain an understanding of the *Declaration of Sentiments* document.

Suggested lesson progression:

Lesson 1: *Declaration of Sentiments, Part A* – Opening

Lesson 2: *Declaration of Sentiments, Part B* – Grievances

Lesson 3: *Declaration of Sentiments, Part C* – Closing Remarks

Objective

Essential Questions:

What has been the changing role of women throughout American history?

How does one accomplish change in society?

The student will analyze the Declaration of Sentiments and:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RI.9-10.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.9-10.2)
- Respond to the essential questions.

The Declaration of Sentiments, Seneca Falls Conference, 1848
By Julie Baergen

Introduction

Elizabeth Cady Stanton and Lucretia Mott, two American activists in the movement to abolish slavery called together the first conference to address Women's rights and issues in Seneca Falls, New York, in 1848. Part of the reason for doing so had been that Mott had been refused permission to speak at the world anti-slavery convention in London, even though she had been an official delegate.

The Declaration of the Seneca Falls Convention, using the model of the US Declaration of Independence, forthrightly demanded that the rights of women as right-bearing individuals be acknowledged and respected by society. It was signed by sixty-eight women and thirty-two men.

According to the *North Star*, published by Frederick Douglass, whose attendance at the convention and support of the Declaration helped pass the resolutions put forward, the document was the "grand movement for attaining the civil, social, political, and religious rights of women." *North Star*, July 28, 1848, as quoted in *Frederick Douglass on Women's Rights*, Philip S. Foner, ed. New York: Da Capo Press, 1992, pp. 49-51; originally published in 1976.

Students should have enough prior knowledge of the *Declaration of Independence* that as they are reading the *Declaration of Sentiments* (DoS) they will recognize the document as similar to the Declaration of Independence. Because by this time in their educational career most students have some familiarity with the Declaration of Independence, the graphic organizers for the DoS are focused around the parts of the Declaration of Sentiments that are dissimilar from the Declaration of Independence. The teacher should use their professional judgment in making changes to the suggested procedures to meet the needs of their students.

Materials

- *Declaration of Sentiments* (Seneca Falls Conference, 1848) – to be projected to for the whole class, and one copy for each student.
- Graphic Organizers for *Declaration of Sentiments*, Parts A, B, and C – to be projected for the whole class, and one copy for each student.
- Document projector, or some other way to project information.

Procedure (Instruction and Assessment)

The teacher reserves the right to arrange students and provide appropriate scaffolds for learning. This lesson is designed to reach students needing support to interact with complex text.

1. Tell students that over the next few days they will be learning how to do an in-depth analysis of a document from American history that sets the stage for a revolution. This process will start with the whole group and eventually students will be doing this for themselves.
2. Arrange students in pairs or triads using best practices for forming small groups as they work with the document.

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

3. Use a document projector, or some other means to project the DoS and give each student a copy. Ask students to read it silently to themselves making notes on the handout of any words they might not know, or questions they might have about the text. Students that have worked with the Declaration of Independence will recognize similarities between the DoS and the Declaration of Independence. While the point of this lesson is to analyze the DoS, student's prior knowledge of the Declaration of Independence will assist them in their understanding.
4. *Share read* the text with students. *Shared reading* is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. The teacher then asks the class to join in with the reading after a few sentences while the teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).
5. Tell the students that today they will be analyzing the first section of the document together. Give each student a copy of Part A of the DoS Graphic organizer and display Part A so that all can see it and the teacher can write on the document to underline, circle, and make notes.
6. Explain that the objective is to select "Key Words" from the first section and then use these words to create a summary sentence to demonstrate an understanding of what the document says in this first section.
7. Key Words are those words that are important contributors to understanding the text. Without them the selection would not make sense. Key words are usually nouns or verbs, and do not include *connector* words (are, is the, and, so, etc.). The number of key words depends on the length of the original selection. Part A has 114 words, so about 7 to 8 Key Words can be used.
8. The teacher surveys the class to find out what the most popular choices were. The teacher can either tally this or just survey by a vote of hands. Using this vote and some discussion the class should, with guidance from the teacher, decide on seven or eight Key Words. For example, let's say that the class decides on the following words: abuses, usurpations, despotism, demand, equal, entitled, man, woman, absolute tyranny (yes, technically these are two words, but you can allow such things if it makes sense to do so; just don't allow whole phrases). There will most likely be lively discussion around the words that the class will choose. This is great! As students are talking about the importance of one word over another they are using all sorts of listening, speaking, and thinking skills. This conversation is of equal importance to the words that are chosen. At some point, conversation must come to a close, and the teacher makes the final decision on the choosing the Key Words from the suggested list. Students will write these words in the lines provided on the Part A graphic organizer.
9. The teacher now explains that the class will use these Key Words to write a sentence that restates or summarizes what the author of the document was trying to say in first part of this document. This again is a whole-class discussion-and-negotiation process. For example, *Abuses and usurpations by man against woman are absolute despotism and tyranny; woman demands equality to which they are entitled.* It may be that students decide not all words need to be used in the summary statement to make it more streamlined which is fine, and is part of the negotiation process. The final negotiated summary statement should be copied onto the designated space in the Part A organizer.

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

10. The teacher explains that the students will now be putting their summary sentence into their own words, not having to use the author's words. For example, *Women are to be treated equally with men and not controlled by men.*
11. To as a wrap up to this lesson, ask students to use the information from the first part of this document to begin answering the Essential Questions. This can be done verbally or in writing. Then have students respond in writing to the Short Answer section of the Part A organizer. Use these writings to check for understanding and for further writing instruction as appropriate for your situation.

Lessons 2 and 3 are completed in a similar fashion.

Extension (optional)

After students have completed analysis of this document it can be used in other activities. Suggested activities include:

Compare the construction of the *Declaration of Sentiments* with the *Declaration of Independence*. What did the author of the DoS accomplish by constructing their document like the Declaration of Independence?

Find examples in political cartoons, text, photographs, etc. to support the allegations made in the DoS. Explain how these examples are addressed in the DoS.

Students identify an issue related to women's rights and follow its historical development. In writing summarize the issue, its development, and the impact the issue has on people, places, economics, and/or history.

Recommended Sites

The National Women's History Project, <http://www.nwhp.org/> - ideas for Women's History Month (March), resources for teaching history from a woman's perspective.

Discovering American Women's History Online, <http://digital.mtsu.edu/cdm/landingpage/collection/women> - Access to digital collections of primary sources documenting the history of women in the United States.

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

Document: 1848 Declaration of Sentiments

Web URL: <http://dpsinfo.com/women/history/1848dec.html>

Updated: 04/23/2013 11:45:34

Full Text

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press on our behalf. We hope this Convention will be followed by a series on Conventions embracing every part of the country.

-- The primary author of this document was Elizabeth Cady Stanton with the assistance of Lucretia Mott.

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

Web URL: <http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm>

Updated: 04/03/2013

Abridged

- A. ... when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them (mankind) under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

Key Words:

Summary Statement Using the Key Words from the Text:

Summary Statement in Your Own Words:

Answer:

According to this document,

What is the author's general complaint against the government and "mankind"?

What does the author want?

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

The last sentence of this section, *To prove this, let facts be submitted to a candid world*, suggests that something will come next in the document? What will that be?

- B. He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

Key Words:

Summary Statement Using the Key Words from the Text:

Summary Statement in Your Own Words:

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

Key Words:

Summary Statement Using the Key Words from the Text:

Summary Statement in Your Own Words:

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

(Section B, continued)

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

Key Words:

Summary Statement Using the Key Words from the Text:

Summary Statement in Your Own Words:

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Key Words:

Summary Statement Using the Key Words from the Text:

The Declaration of Sentiments, Seneca Falls Conference, 1848
By Julie Baergen

Summary Statement in Your Own Words:

(Section B, continued)

Short Answer:

After completing analysis of the grievances of the author towards *mankind*, explain why the author might have grouped the grievances as she did.

In Section A the author refers to the government. In the following grievances against the government the author uses the pronoun, *he*. Using evidence from the text, explain why this is or is not appropriate.

The Declaration of Sentiments, Seneca Falls Conference, 1848

By Julie Baergen

- C. Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press on our behalf. We hope this Convention will be followed by a series on Conventions embracing every part of the country.

- The primary author of this document was Elizabeth Cady Stanton with the assistance of Lucretia Mott.

Key Words:

Summary Statement Using the Key Words from the Text:

Summary Statement in Your Own Words:

Short Answer:

According to this document, what needs to change in government to insure women have the same inalienable rights as other American citizens?

How does the author expect to accomplish this change in society and government?

What obstacles towards change does the author anticipate?

Title (replace this text with unit or lesson title)

Metadata

Grade Level:

Number of class periods:

Common Core State Standards: *divide by lessons as well as by unit*

Other Standards (Optional can include national, state, etc.):

Unit Overview (if applicable)

[Enter text here]

Lesson Overview

[Enter text here]

Objective

[Enter text here- include "Aim" and "essential question" as well as SWBAT]

Introduction

[Enter text here- includes Historical Background, Significance/Motivation, and other notes for teachers go here]

Materials

[Enter text here]

Procedure (Instruction and Assessment)

[Enter text here]

Extension (optional)

[Enter text here]

Additional Fields

Images with caption and citation information; Transcripts if applicable; Related resources or recommended sites/readings