

Facilitator Resource

The Declaration of Sentiments:

Women's Grievances Against Men

Leadership I - Grades 6–8 - Day 3

“Declaration of Sentiments: Women’s Grievances Against Men”

Anticipation Guide Sample

What should we see if the teacher is scaffolding the instruction effectively for this level of text complexity?

Qualitative Features	Level of Complexity	What would we see?	What would we hear?
Language Features	<p><u>Very Complex</u></p> <ul style="list-style-type: none"> The text contains some abstract language. Vocabulary is sometimes archaic and overly academic. There are many complex sentences with several subordinate phrases, clauses, and transition words: “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.” 	<p>Pre-teaching text-critical vocabulary.</p> <p>Providing opportunities for rich exploration of word meaning—synonyms/antonyms, connotations, metaphorical language, etc.</p> <p>Working with syntax—asking questions that attend to specific phrases and sentences in the text.</p> <ul style="list-style-type: none"> Engaging students in juicy sentence work. Asking questions that reflect the language demands of the text and standard. 	<p>Posing questions that ask students to determine the meaning of words and phrases as they are used in the text</p> <p>Building fluency so that students can devote their attention to comprehension (teacher read aloud, choral reading, paired reading, etc.).</p>
Knowledge Demands	<p><u>Moderately Complex</u></p> <ul style="list-style-type: none"> The text relies on common practical knowledge of the notion of equal human rights and includes allusions to the Declaration of Independence and the principles of democracy and citizenship. 	<p>Helping students access prior knowledge – be brief, do not include information the author will provide, connect to prior readings if possible, fill in gaps when the author assumes the reader would already have the information.</p> <p>Students summarizing the text.</p> <p>Being prepared with follow-up questions to clarify misconceptions and encourage productive struggle.</p>	<p>Establishing a purpose for reading so that students know what information to attend to.</p> <p>Letting students know what learning to expect from this reading: why the Seneca Falls Convention was a necessary initial step toward women’s equality.</p> <ul style="list-style-type: none"> Scaffolding questions so that students can respond to this more complex task: Ask questions that address specific gender inequalities, women’s grievances against men, women’s disenfranchisement with so-called “equal rights,” and women’s general dissatisfaction with their overall social status

			<p>Asking questions that attend to the allusion to the Declaration of Independence.</p> <p>Asking students to identify aspects of the text that reveal the author's point of view or purpose.</p> <p>Asking questions to help students organize dense information.</p>
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Lesson TDQs and Tasks

Standards Identified in the Lesson Plan:

RI.7.1	RI.7.4	RI.7.10	W.7.4	SL.7.1a
RI.7.2	RI.7.6	W.7.2	SL.7.1	SL.7.1d

TDQ/Task	Standard Addressed by the Question/Task	Critical Prerequisite Skills and Understanding Students Need for the Focus Standard That They May Not Yet Have (Unfinished Learning)
<p>What language in lines 6-15 parallel the phrasing of the Declaration of Independence?</p>	<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>In the progression of standards, allusion is introduced for the first time in RI.7.5.</p> <p>Students may not yet fully understand the concept of allusion or the allusion to the Declaration of Independence is not apparent.</p>
<p>In the sentence in lines 23-26 who is being referred to as “them” and “their”? How do we know there is a history of degradation?</p>	<p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Students may be confused by the anticipatory reference. That is, they may not recognize the antecedent for the pronouns (women) because, other than in the title, it comes after the pronouns.</p> <p>If students are unable to identify the antecedent, it will be difficult to identify the author’s point of view; thus making it a challenge to identify the author’s purpose in the text.</p> <p>Students may not yet understand the word <i>degradation</i> as it does not appear in the text until line 73. Instead, the author uses words and phrases like <i>long train of abuse</i>, <i>usurpations</i>, and <i>despotism</i>. Understanding these words is critical to determining the author’s purpose.</p>
<p>Beginning at line 32 and continuing to line 71 a series of grievances is listed; create categories which encompass all of these grievances.</p>	<p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</p>	<p>Students may not recognize how the lines (a list of grievances of women against men) contribute to the development of i</p>
<p>Why would these authors intentionally use the language and format of the Declaration of Independence to introduce their cause?</p>	<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>In the progression of standards, allusion is introduced for the first time in RI.7.5.</p> <p>The knowledge demand is high here. Students who do recognize the allusion to the Declaration of Independence might still struggle with</p>

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Video Viewing Guide

Key Questions	Time Stamp	Example from Video	Analysis
In what ways were students actively engaging with the text?	1:07	Small group discussion to answer TDQs and identify supporting evidence	Students repeatedly read and re-read the text in small groups and whole group to provide evidence to support their answers.
	4:05	Whole group discussion to answer TDQs and identify supporting evidence	
	7:45	Annotating text	
What scaffold/supports does the teacher provide so that all students can access complex text?	0:10	Multiple reads—independent cold-read, teacher read-aloud, reading to respond to TDQs	The teacher engages students in a close analytical read of the text and provide a scaffold for organizing some of the dense information. The teacher meets individually with groups and prompts them with questions to check for understanding. The questions build upon ideas and evidence from previous questions. The teacher established a purpose for reading. Missed opportunity to work with the complex syntax of the text. Missed opportunity to let students know what learning to expect from this reading: why the Seneca Falls Convention was a necessary initial step toward women’s equality.
	9:43 and 14:18	The teacher offered students strategies for organizing portions of the text that contain dense information. Ss categorize grievances into categories they identified.	
	11:13	S: (reads text excerpt) T: So what does that mean; what’s that about?	
	26:02	T: Yesterday we talked about the language. Today, we’re talking about the connection. (Draws students attention to the connection between TDQs)	
How does the teacher address the challenging vocabulary in the text so that all students can access the text?			Missed opportunity to plan questions that ask about academic vocabulary.
In what ways are students expected to use evidence from the text to support their ideas?	1:45	T: See if you can go back in the text and find a reference.	The teacher regularly asks students to explain their thinking with evidence from the text. Most students have a habit of using evidence from the text to make their argument. The students are expected to refer to line number evidence to support their responses and add on those of their classmates.
	4:05	S: Line 24 is referring to the women. It says . . .” T: What line number is that? S: Line 24	
	8:10	T: Do we have any other evidence? S: Lines 32-35 . . . (student reads text)	
	13:20	T: What line number was that.	
	20:00	T: Do you have any evidence that backs that up? S: It says on line 32 . . . (student reads text)	
	28:35	T: Where does it say that in this document? Where is that evidence in this document?	

	29:58	T: Can you give me some evidence that backs up that good thinking?	
In what ways does the teacher encourage precision and elaboration in student responses?	1:34	S: Citizens in general. Men and women. T: What is this document about? S: They want their independence. T: Women's rights. What else is it about? S: How women have been treated.	Often, the teacher repeats questions several times to prompt students to elaborate. Students attempt several responses before settling on a final response. This often does not result in precise responses from students. Instead, the teacher provides the more accurate answer. As students attempt to respond to questions and support responses with evidence, the teacher often interjects to explain the text evidence students provide.
	7:40	S: On lines . . . (student reads text) T: (summarizes evidence). It's gone on for a long time, and it's happened more than _____?	
	11:25	T: How do you know it means to vote? S: It says "elective franchise." T: What does elective franchise means what? S: Vote.	
	15:50	T: What do you mean when you say lack of cash? S: Women are low on money because they are single. T: Read the sentence out loud for us. T: As a married woman, what happens to her? S: All of her rights are taken away.	
	20:30	T: Does anyone have anything a little more specific? S: Women's suffrage. T: Do you have any evidence to back that up? Any words that caught your eye?	
	27:45	T: Does that sound like something else the colonists said? They said the same thing about why they were declaring _____ from _____. S: Independence S: England	
How does the teacher respond to student answers that show partial or limited comprehension?	1:25	Group 1 T: Do you have any idea about "them" and "their"? T: What is this entire document about? . . . If that's it, women should be mentioned somewhere in the text. Group 2 S: Them was women and their was men. T: What is this entire document about? S: About women having no power. T: What do women want? S: (inaudible) T: So, what is this entire document about? . . . If that's it, women should be mentioned somewhere in the text.	When students provide incorrect responses, the teacher at times asks leading questions to probe student responses. The teacher often begins phrases and allows students to attempt to complete the statement. Students attempt several responses before stating the expected response. This repeats with several of the text-dependent questions in the lesson.

	5:45	<p>Teacher directs students to the line where they can find the evidence. The teacher then begins phrases and allows students to attempt to complete the statements: T: Women’s grievances against ____? S: Men. T: This entire document then is going to be about ____? S: Women. T: Women and their complaints against ____? S: Men</p>	
	12:11	<p>The teacher repeats questions several times to prompt students to elaborate. Students attempt several responses that often do not result in precision. T: So, if you can’t make any decisions about laws, what can’t you do. S: You don’t have a voice. T: If you don’t have a voice about the laws, what are you not allowed to do? S: Picked the laws you want to pass. T: If laws are being made and you don’t have a say in that, what are you not doing? What are you not being able to participate in? S: Country T: If you don’t have a voice in the laws of the government what don’t you get do? S: Choose what you want. T: You don’t get to vote.</p>	
	25:10	<p>T: How might women view themselves? S: Less than. S: Degraded. T: How would their self-confidence be. S: Not very good. T: If your self-confidence isn’t good, you don’t have a lot of self- ____. S: Respect. T: Respect. Maybe a lot of self-worth.</p>	

		how that allusion impacts the meaning and tone of the text.
How are the authors planning to further promote their cause?	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
Writing Prompt: Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women's equality. Use at least four pieces of evidence from the document to support your answer	W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	Students with unfinished learning may not provide evidence to support the significance of the conference or may not make a clear connection between their claims and the relevant evidence.