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# Secondary Curricular Units for New York City Department of Education

## **PREPARED BY:**

American Institutes for Research®  
1000 Thomas Jefferson St. NW, Suite 200  
Washington, DC 20007-3835

## **PREPARED FOR:**

New York City Department of Education  
Office of English Language Learners

**June 2014**

# Secondary Curricular Units for New York City Department of Education

**June 2014**

Diane August  
*American Institutes for Research*

Diane Staehr-Fenner  
Sydney Snyder  
*DSF Consulting*

David Pook  
*Independent Consultant*



AMERICAN INSTITUTES FOR RESEARCH®

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
202.403.5000 | TTY 877.334.3499

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1804\_05/14

# Contents

	<b>Page</b>
I. Overview .....	1
II. Model of Instruction.....	2
III. Instructional Methods .....	6
IV. Introduction to the Units.....	12
V. A Doll’s House, by Henrik Ibsen.....	13
Lesson One .....	14
Pre-Assessing Comprehension.....	14
Previewing Text .....	17
Reviewing Standards and Objectives.....	18
Enhancing Background Knowledge .....	19
Acquiring and Using Vocabulary .....	21
Reading for Key Ideas and Details .....	23
Annotating for Key Ideas and Details.....	26
Lesson Two .....	27
Reviewing Text.....	27
Reviewing Standards and Objectives.....	28
Acquiring and Using Vocabulary .....	29
Reading for Key Ideas and Details .....	34
Annotating for Key Ideas and Details.....	41
Lesson Three .....	42
Reviewing Standards and Objectives.....	42
Revisiting the Text for Craft and Structure.....	43
Integration of Knowledge and Ideas .....	45
Developing Knowledge of Language .....	46
Building Speaking and Listening Skills.....	48
Re-Assessing Comprehension .....	48
Appendix A: Excerpt From A Doll’s House Act III .....	50
Appendix B: Excerpt From Act 3 of A Doll’s House: Additional Craft and Structure/ Integration Questions With Answers .....	53

VI. Is It a Crime for a U.S. Citizen to Vote? By Susan B. Anthony.....	60
Lesson One .....	61
Pre-Assessing Comprehension.....	61
Previewing/Reviewing Text.....	63
Reviewing Standards and Objectives.....	64
Enhancing Background Knowledge .....	65
Acquiring and Using Vocabulary .....	70
Reading for Key Ideas and Details .....	77
Annotating For Key Ideas and Details.....	82
Lesson Two .....	83
Reviewing Text.....	83
Reviewing Standards and Objectives.....	84
Enhancing Background Knowledge .....	86
Acquiring and Using Vocabulary .....	89
Reading for Key Ideas and Details .....	102
Annotating for Key Ideas and Details.....	111
Lesson Three .....	112
Reviewing Text.....	112
Reviewing Standards and Objectives.....	113
Revisiting the Text for Craft and Structure.....	114
Integration of Knowledge and Ideas .....	116
Developing Knowledge of Language .....	117
Building Speaking and Listening Skills.....	120
Re-Assessing Comprehension .....	122
Lesson Four .....	124
Reviewing Writing Objectives.....	124
Preparing to Write.....	125
Writing .....	127
Appendix A. “Is It a Crime for a Citizen of the United States to Vote?” .....	128
Appendix B. “Is It a Crime for a Citizen of the United States to Vote?” Additional Craft and Structure/Integration Questions With Answers .....	131
VII. Main Appendix: Student Versions of Lessons .....	132

## Overview

The Common Core State Standards reflect the knowledge and skills that all students—including English language learners (ELLs)—need for success in college and the workplace. Although these standards present challenges, they also create opportunities to more fully incorporate ELLs into standards-based reform. To help ELLs master these college and career ready (CCR) standards, it is very important to have materials and methods that more fully support them in acquiring grade-level knowledge and skills. Effective methods for enabling ELLs to meet these standards build on approaches that are effective for all students, but they also provide additional support for ELLs who are learning content in a second language.

This document first describes the components that make up our units and then presents two secondary-level units that have been developed to support ELLs. The first unit is based on a segment of Ibsen's *A Doll's House* and the second unit is based on a speech by Susan Anthony entitled *Is It a Crime for a U.S. Citizen to Vote?* These texts were selected because they are informational texts appropriate for secondary school students and because they both share a common theme, women's rights, and both provide opportunities for students to work on standards focused on integration of knowledge and ideas. The first unit is composed of three lessons and the second unit is composed of four lessons because it includes a writing activity.

A key goal of our lessons is to provide students with scaffolded opportunities to work collaboratively with their peers. All too often, lessons for ELLs are predominately composed of teacher talk with little opportunity for students to engage in productive peer or independent work. Most of each unit is composed of materials for students that enable them to work with a partner or independently to complete the lessons. This may make the units appear long, but they are designed to be delivered in three or four 60–75 minute long lessons.

## Model of Instruction

The section that follows outlines our model of instruction. Our model is composed of 11 reading components and 3 writing components. Components are presented in a coherent order in the sample units, but each component can also be used independently, giving teachers greater flexibility in organizing the lessons to best meet the needs of their students.

### Reading

1. **Pre-Assessing Comprehension:** During this component, students take a pre-assessment. Generally, only one pre-assessment is associated with a text, but teachers have the option of pre-assessing students prior to any new section of the text.
2. **Previewing and Reviewing the Text:** During the first lesson, teachers use questioning related to the title to introduce students to the text. Book covers and other illustrations can also be used to help introduce the text. In subsequent lessons, students are given an opportunity to briefly review the text covered during the prior lesson.
3. **Reviewing Standards and Objects:** Standards are the Common Core standards. Listening and speaking standards and language standards may be addressed during the reading and writing components of the lesson as well as during time devoted primarily to these standards (see components 9 and 10). Objectives are student-friendly versions of the standards (usually in the form of an “I can do” statement). By posting and reviewing standards and objectives, teachers make students aware of the knowledge and skills they are expected to master during the lesson.

In some cases, the lesson may focus on standards in other content areas, such as social studies. In all cases, the lesson should include language proficiency standards (which differ from state to state). The teaching plan should list all the standards that will be covered, but only a limited number of these standards should be reviewed with students for each lesson.

4. **Enhancing Background Knowledge (optional):** Before engaging with the text, students may need background information to help them make sense of the text. Not all texts will require this component, however.
5. **Acquiring Vocabulary:** This component provides dedicated time for preteaching vocabulary and previewing the glossary.

6. **Reading for Key Ideas and Details:** Although most of this component deals with key ideas and details, some of the questions also address part of Language Standard 4 (determining or clarifying the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate).
7. **Annotating the Text for Key Ideas and Details (optional):** During this component, students conduct a second close reading, annotating the text as they read.
8. **Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas:** During this component, the teacher helps students acquire knowledge and skills associated with craft and structure or integrating knowledge and ideas standards (Reading Standards 4–9).
9. **Developing Language:** This component provides dedicated time for language development and is focused on the conventions of standard English, knowledge of language, and vocabulary acquisition and use.
10. **Building Listening and Speaking Skills:** Although listening and speaking skills should be integrated into all reading and writing components of the instructional model through opportunities for partner talk and whole-class discussion, this component provides dedicated time to focus on these standards. Teachers can help ELLs develop listening and speaking skills by allowing them to work with a partner to prepare and present information to the class related to a close reading of the text.
11. **Re-Assessing Comprehension:** The final component of the reading section of this model is a re-assessment of comprehension. The questions for re-assessment should include the questions used for pre-assessment for all sections of the text, but may include additional questions that ask for important information.

## Writing

Here we outline the components of the writing. Writing should occur throughout the lesson, and the reading components above include short writing exercises to answer supplementary and guiding questions, annotate the text, develop language skills, and explore Craft and Structure and Integration of Knowledge and Ideas. However, students also need longer writing tasks to develop their writing skills. The following components should be used after students have read the entire text.

1. **Reviewing Writing Standards and Objectives:** By posting and reviewing writing standards and objectives, teachers can make students aware of the skills

and knowledge they are expected to master during the lesson. As with reading, not all writing standards need to be covered with students even if they are part of a teacher's lesson plan.

- 2. Preparing to Write:** Prior to writing, ELLs should have the opportunity to generate ideas and organize their thoughts using a graphic organizer. They may also be provided with an opportunity to discuss their ideas (in their home language or in English) with a partner before they begin writing.
- 3. Writing:** ELLs have access to a paragraph frame to help them construct their essay. During this time, the teacher guides students through writing conferences, meets with small groups to teach specific writing techniques, or works one-on-one with students.<sup>1</sup> Students should be given opportunities to edit their writing to improve their grammar and to share their writing with others.

## Introduction to the Units

The units are presented as teacher lesson plans. Each unit is divided into components (e.g., previewing/reviewing text) that appear in the model of instruction presented in the previous section.

The text in the first row of each component—Teacher Preparation—describes the steps teachers would need to take if they were to prepare this component for another piece of text. The text in the second row—Instructions for Teachers—provides guidance to teachers for implementing the component. The text in the third row—Instructions for Students—provides instructions for students to help them engage in the activities associated with the component. If there are activities for students, they follow. To turn the lesson plan into materials for students, a teacher only has to delete the first two rows of a component (i.e., leaving the Instructions for Students and activities).

At the end of each unit there are two appendices. The text as a whole is presented in Appendix A. Appendix B includes additional questions that are not included in the lesson to keep the length manageable. These questions can be used to meet standards associated with craft and structure and integration of knowledge and ideas.

## Differentiation

The lessons that follow are scripted for ELLs with emerging levels of proficiency in English. To differentiate instruction for these students we have provided word banks

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<sup>1</sup> These methods are the methods used in a writers' workshop, with additional supports for ELLs. See Calkins, L. (2011). *A curricular plan for the writing workshop*. Portsmouth, NH: Heinemann.

and sentence frames. For students at intermediate levels of proficiency we recommend sentence starters and word banks rather than sentence frames. More advanced students might be provided with word banks only. We have added many supplementary questions. We leave it to those implementing the lessons to decide whether and how many of these questions are necessary to support the ELLs in their classroom(s). Numbering sentences in the text and referring to these sentence numbers in the questions will also help support students.

# UNIT ONE

## A DOLL'S HOUSE, BY HENRIK IBSEN



# A DOLL'S HOUSE

## LESSON ONE

### 1. PRE-ASSESSING AND RECORDING COMPREHENSION

#### Part A: Assessment

**TEACHER PREPARATION:** Construct a very limited number of questions based on the section of text and create an assessment consisting of these questions. For each student provide the same level of scaffolding for the assessment as is used during classroom instruction.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reads the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

#### TEXT:

Nora: You have never understood me. A great wrong has been done to me, Torvald. First by Papa, and then by you.

Helmer: What? But we two have loved you more than anyone in the world!

Nora: You have never loved me. You just thought it was fun to be in love with me.

Helmer: Nora, what kind of a way is this to talk?

Nora: It's the truth, Torvald. When I lived with Papa, he used to tell me what he thought about everything, so that I never had any opinions but his. And if I did have any of my own, I kept them quiet, because he wouldn't have liked them. He called me his little doll, and he played with me just the way I played with my dolls. Then I came here to live in your house –

#### WORD BANK

doll	husband	father	anyone
fun	little	loved	

**QUESTIONS:**

1. *Who does Nora believe has wronged her?*

She believes that she was wronged by her \_\_\_\_\_ and her \_\_\_\_\_.

2. *How does Torvald disagree with what Nora says?*

He said that they have \_\_\_\_\_ her more than \_\_\_\_\_.

3. *How does Nora describe the way Torvald loved her?*

Nora said Torvald thought it was \_\_\_\_\_ to be in love with her.

4. *What did Nora's father call her?*

He called her his \_\_\_\_\_.

**Part B: Recording**

**TEACHER PREPARATION**

Prepare a table like the one below to track how well at least two students at each English proficiency level performed on the assessment. We recommend at least two students are tracked to help ensure the scores are more generalizable to students at a given level of proficiency.

**INSTRUCTIONS FOR TEACHERS**

For each question, you will note whether the response was "correct," "partially correct," or "incorrect." Later you will add re-assessment responses to the chart for comparison.

## Pre-Assessment Recording

		Question 1		Question 2		Question 3		Question 4	
		Pre-Assess	Re-Assess	Pre-Assess	Re-Assess	Pre-Assess	Re-Assess	Pre-Assess	Re-Assess
Student Name	Proficiency Level								

## 2. PREVIEWING TEXT

### TEACHER PREPARATION:

Use the title of the text to preview the text. Develop questions about the title that will help students connect the title with the text. Use visuals in the text or create a visual to help students connect the title to the text. On subsequent days, develop prompts that will help students recap the section of the text covered the previous day. To help scaffold, number each sentence of the text so that students can refer to it when answering questions.

### INSTRUCTIONS FOR TEACHERS:

- *First section of the text:* Introduce the first section of the text through questioning and explanation.
- *Subsequent sections of the text:* Use questions and/or pre-existing visuals to help students recap the section of the text addressed in the previous lesson.
- Explain that **boldfaced** words in the text are defined in the glossary.
- As with other components of the lesson, omit supplementary questions that are unnecessary for ELLs with more proficiency or familiarity with the topic at hand.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you questions about the title to help you connect the title to the text.

The image below is a picture of a doll's house.



### Questions:

1. The title of this play is *A Doll's House*. What is a doll's house?
2. What kinds of things do children do with dolls in a doll's house?
3. What do you think the play might be about?

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:** Select the content standards that will be addressed. Insert them below. Create an objective for your lesson plan, as well as a student objective for for each standard. Include other subject area content standards (if applicable) and language proficiency standards. Only display standards and student objectives for students.

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### Lesson Objective:

Students will be able to answer questions about the text by using information that is stated in the text and by drawing inferences from the text.

#### Student Language Proficiency Objective:

Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

#### INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RL.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.

#### Student Content Objective:

I will be able to answer questions about the text by using information that is stated in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated or written in the text).

#### Language Proficiency Standard<sup>2</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

I will be able to ...

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<sup>2</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 4. ENHANCING BACKGROUND KNOWLEDGE

**TEACHER PREPARATION:** Determine the background knowledge students will need for the section of the text being addressed. Find or develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge. Develop a guiding question(s) for the background selection. Scaffold background materials as necessary by: 1) glossing key vocabulary; 2) developing supplementary questions to help students respond to the guiding question(s); 3) providing sentence frames for students who need them; and 4) compiling a word bank for students who need them to complete the sentence frames.

### INSTRUCTION FOR TEACHERS:

- Review student instructions.
- Present background materials to students.
- Pose the guiding question(s).
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question(s) and have students work in pairs to respond to the guiding question(s) in writing.

### INSTRUCTIONS FOR STUDENTS:

You will read a short text to help provide some background information for the next text you will be analyzing in class. Look at the guiding question. Then, read the section of the text below. The words in **bold** are defined for you.

Work with a partner to answer the supplementary questions. You will discuss your responses as a class when you finish. [If applicable: Use the word bank and sentence frames to complete the sentences below.]

**GUIDING QUESTION(S):** *What was the role of women in the home and society in the late 1800s?*

### WORD BANK

wages	1848	custody	own
vote	hold	property	vote
housewives			

<p style="text-align: center;"><b>The Role of Women in Home and Society in the 1800s</b></p> <p>In the early 1800s, most women living in the United States and Europe were <b>housewives</b>. They were expected to take care of the house and children. They were not able to <b>vote</b> in <b>elections</b>, hold large meetings outside the home, own <b>property</b>, or do many of the other things that men were able to do. During the second half of the 1800s, some women began to work outside the home. Some women worked in <b>factories</b>. Also, in 1848, the women’s <b>suffrage movement</b> began. The women who were part of this movement worked to get women the right to <b>vote</b> and the right to have <b>custody</b> over their <b>property</b>, children, and <b>wages</b>.</p>	<p><b>Vocabulary</b></p> <p><i>housewife</i> – a married woman whose job is to cook, clean, and take care of her family</p> <p><i>vote</i> – express a choice in an election</p> <p><i>election</i> – how people choose who will be in government</p> <p><i>property</i> – things that a person owns</p> <p><i>factory</i> – a building or set of buildings where things are made by machines</p> <p><i>suffrage movement</i> – a group of people who are trying to get the right to vote</p> <p><i>custody</i> – the legal right to take care of and control something</p> <p><i>wage</i> – money paid to someone for work</p>
<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>In the early 1800s, most women had what job?</i> Most women were _____.</p> <p>2. <i>What are three things that women could not do in the 1800s that men could do?</i> Women could not _____ in elections, _____ large meetings, and _____ property.</p> <p>3. <i>When did the women’s suffrage movement begin?</i> It began in _____.</p> <p>4. <i>What rights of women did the suffrage movement support?</i> The women who were part of the suffrage movement worked to get women the right to _____ and the right to have _____ of their _____, children, and _____.</p>	
<p><b>RESPONSE(S) TO GUIDING QUESTION(S):</b></p> <p><i>What was the role of women in the home and society in the late 1800s?</i></p>	

## 5. ACQUIRING AND USING VOCABULARY

**TEACHER PREPARATION:** Select a limited number of vocabulary words for pre-teaching, as well as additional words that will be glossed. The words in the example were chosen based on their inclusion in the academic word list and/or their necessity in terms of understanding the key ideas of the text. Prepare a glossary like the one below by: 1) providing the word and its translation, 2) defining it in English, and 3) presenting it in context from the text. Prepare materials for pre-teaching abstract words through extended instruction. Throughout the lesson provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary. Use English-as-a-second-language techniques (as appropriate) to make word meanings clear, and have students apply word-learning strategies, as appropriate.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach the vocabulary selected for extended instruction. This vocabulary will be key to understanding the text and the abstract.
- Familiarize students with their glossary and tell them they will be using it during close reading.
- Briefly review glossed words that might be challenging.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. As you encounter a word in the text, rewrite it in the space provided. If your home language shares cognates with English, note whether the word is a cognate.

<i>Word</i> Translation	Rewrite the Word	English Definition	Example From the Text	Is It a cognate?
<i>wrong</i> agravio		Unfair or hurtful action	A great wrong has been done to me, Torvald.	
<i>opinion</i> opinión		What someone thinks about a person or thing	I never had any opinions but his.	
<i>to describe</i> describir		To tell about	What kind of a way is that to describe our marriage?	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>to arrange</i> ordenar disponer		To organize; prepare	You arranged everything the way you wanted it	
<i>to take over</i> adoptar		To begin to have something	I simply took over your taste in everything—or pretended I did.	
<i>taste</i> gusto		A personal liking	I simply took over your taste in everything—or pretended I did	
<i>to pretend</i> pretender		To act like something is true or real when it is not	I simply took over your taste in everything—or pretended I did	
<i>both</i> ambos		two things	I think it was a little of both	
<i>pauper</i> pobre o indigente		A very poor person	It's as if I've been living here like a pauper, from hand to mouth.	
<i>from hand to mouth</i> de la mano a la boca		Only having enough money to meet your basic needs	It's as if I've been living here like a pauper, from hand to mouth.	
<i>to perform</i> realizar hacer trucos		To do something in front of someone else	I performed tricks for you	

## 6. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of the text you will use for close reading. Develop a guiding question(s) for that section of the text. Scaffold the reading as necessary by 1) developing supplementary questions to help students respond to the guiding question(s); 2) providing sentence starters and frames for students who need them to respond; and 3) compiling a word bank for students who need it to complete the sentence frames.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for the first close reading with the class.
- Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

**GUIDING QUESTION:** *In the first section, what do we learn about Nora's relationship with her father?*

### WORD BANK

little	loved	anyone	opinions
fun	husband	father	liked
doll			

Nora: You have never understood me. A great **wrong** has been done to me, Torvald. First by Papa, and then by you.

Helmer: What? But we two have loved you more than anyone in the world!

Nora: You have never loved me. You just thought it was fun to be in love with me.

Helmer: Nora, what kind of a way is this to talk?

Nora: It's the truth, Torvald. When I lived with Papa, he used to tell me what he thought about everything, so that I never had any **opinions** but his. And if I did have any of my own, I kept them quiet, because he wouldn't have liked them. He called me his little doll, and he played with me just the way I played with my dolls. Then I came here to live in your house –

**SUPPLEMENTARY QUESTIONS:**

1. Who does Nora believe has *wronged* her?

She believes that she was wronged by her \_\_\_\_\_ and her \_\_\_\_\_.

2. How does Torvald *disagree* with what Nora says?

He said that they have \_\_\_\_\_ her more than \_\_\_\_\_.

3. How does Nora *describe* the way Torvald loved her?

Nora said Torvald thought it was \_\_\_\_\_ to be in love with her.

4. Why did Nora keep her opinions to herself when she lived with her father?

Her father would not have \_\_\_\_\_ her \_\_\_\_\_.

5. What did Nora's father call her?

He called her his \_\_\_\_\_.

**Vocabulary**

*to wrong* – to do something bad to another person; to treat someone unfairly

*to disagree* – to think differently from someone else

*to describe* – to tell or write about

**RESPONSE TO GUIDING QUESTION:** *In the first section, what do we learn about Nora's relationship with her father?*

**GUIDING QUESTION:** *How does Nora describe her experience of living with Torvald?*

**WORD BANK**

food	husband	arranged	nothing
drink	fault	wanted	father
tastes	pauper		

Helmer: What kind of a way is that to **describe** our marriage?

Nora: I mean, then I passed from Papa's hands into yours. You **arranged** everything the way you wanted it, so that I simply **took over** your **taste** in everything—or pretended I did—I don't really know—I think it was a little of **both**—first one and then the other. Now I look back on it, it's as if I've been living here like a **pauper, from hand to mouth**. I **performed** tricks for you, and you gave me food and drink. But that was how you wanted it. You and Papa have done me a great wrong. It's your fault that I have done nothing with my life.

**SUPPLEMENTARY QUESTIONS:**

1. What does Nora mean by "passing from Papa's hands into yours"?

She means that first her \_\_\_\_\_ took care of her and then her \_\_\_\_\_ take care of her.

2. How did Torvald arrange things?

He \_\_\_\_\_ everything the way he \_\_\_\_\_ it.

3. What did Nora pretend to do?

She pretended to like Torvald's \_\_\_\_\_.

4. What word does Nora use to describe what it was like living with Torvald?

She said she has been living like a \_\_\_\_\_.

5. What does Nora say that Torvald gave her in return for performing for him?

She said he gave her \_\_\_\_\_ and \_\_\_\_\_.

6. At the end of the section, what does Nora **blame** Torvald and her father for?

She said it is their \_\_\_\_\_ that she has done \_\_\_\_\_ with her life.

**Vocabulary**

*to blame* – to say something bad is the cause of something bad

**RESPONSE TO GUIDING QUESTION:** *How does Nora describe the experience of living with Torvald?*

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

**No additional preparation needed for this section!**

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand.

- Example: I don't understand why Nora said she was like a doll.
- I don't understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted.)
- \_\_\_\_\_
- \_\_\_\_\_

# A DOLL'S HOUSE

## LESSON TWO

### 2. REVIEWING TEXT

#### TEACHER PREPARATION:

Develop prompts that will help students recap the section of the text covered the previous day. Have students refer to the text that they read during the previous lesson.

#### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of the text addressed in the previous lesson.

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

#### *Questions:*

1. *What is the title of the play we are reading?*
2. *Name the two characters.*
3. *What does Nora think about their relationship?*

#### **Vocabulary**

*character* – a person in a story, a play, or a movie

*relationship* – the connection between people

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:** Select content standards that will be addressed. Insert them below. Create an objective for your lesson plan and a student objective for each standard. Include other subject area content standards (if applicable) and language proficiency standards. Only display standards and student objectives for students.

**INSTRUCTIONS FOR TEACHERS:**

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

Content Lesson Objective:

Students will be able to answer questions about the way in which characters develop over the course of the text, interact with other characters, and how their actions and dialogue develop the plot or theme of the text.

Student Language Proficiency Objective:

Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

RL.9-10.3 **Analyze** how **complex** characters (e.g., those with **multiple** or conflicting **motivations**) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Student Content Objective:

I will be able to answer questions about how the characters change during the text, interact with other characters, and how their actions and dialogue develop the plot or theme of the text.

Language Proficiency Standard<sup>3</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

I will be able to ...

**Vocabulary**

*to analyze* – to study closely; examine and explain

*complex* – not simple

*multiple* – many

*conflicting* – differing; not consistent

*motivation* – the purpose or what makes someone want to do something

*interact* – respond to others in a social situation

*advance* – to move forward

*plot* – the story line or order of events in a book, play, or movie

*theme* – the main topic or idea in a piece of writing

<sup>3</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 5. ACQUIRING AND USING VOCABULARY

**TEACHER PREPARATION:** Select a limited number of vocabulary words for pre-teaching, as well as additional words that will be glossed. The words in the example were chosen based on their inclusion in the academic word list and/or their necessity in terms of understanding the key ideas of the text. Prepare a glossary like the one below by: 1) providing the word and its translation, 2) defining it in English, and 3) presenting it in context from the text. Prepare materials for pre-teaching abstract words through extended instruction. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary. Use English-as-a-second-language techniques (as appropriate) to make word meanings clear, and have students apply word-learning strategies, as appropriate.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach the vocabulary selected for extended instruction. This vocabulary will be key to understanding the text and abstract. The words from the academic word list are *job* and *find*.
- Familiarize students with their glossary and tell them they will be using it during close reading.
- Briefly review glossed words that might be challenging.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. As you encounter a word in the text, rewrite it in the space provided. If your home language shares cognates with English, note whether the word is a cognate.

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>unreasonable</i> poco razonable		Not acting with good sense; not having good decisions or thinking	How can you be so unreasonable and ungrateful?	
<i>ungrateful</i> ingrate		Not thankful	How can you be so unreasonable and ungrateful?	
<i>kind</i> amable		Good and caring; not hurting others	You've always been very kind to me.	
<i>to exaggerate</i> exagerar		To say something is bigger or more important than it is	There may be a little truth in what you say, though you exaggerate and romanticize.	
<i>to romanticize</i> romantizar idealizer		To make something sound better or nicer than it is	There may be a little truth in what you say, though you exaggerate and romanticize.	
<i>education</i> educación		What happens in school; learning	Now the time has come for education.	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>fit</i> soy capaz		Right; a good choice	Am I fit to educate the children?	
<i>dare not</i> no atreverse		To not be brave enough for something	Didn't you say yourself a few minutes ago that you dare not leave them in my charge?	
<i>charge</i> cargo		Care, protection, supervision	Didn't you say yourself a few minutes ago that you dare not leave them in my charge?	
<i>excitement</i> emoción		To be excited; to show strong feelings about	In a moment of excitement.	
<i>seriously</i> seriamente		really and truly; not joking	Surely you don't think I meant it seriously?	
<i>perfectly right</i>  perfectamente correcto		Exactly correct	You were perfectly right.	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>stand on my own feet</i> parada sobre mis propios pies – independizarse		To get everything needed without asking for help	I must stand on my own feet if I am to find out the truth about myself and about life.	
<i>job</i> trabajo		Work	It'll be easiest for me to find some kind of a job there.	
<i>experience</i> experiencia		Something that someone has lived through	You've no experience of the world.	
<i>monstrous</i> monstruoso		Shocking; horrible; terrible	But this is monstrous!	
<i>to neglect</i> descuidar		To not do something you are supposed to do; to not pay attention to	Can you neglect your most sacred duties?	
<i>sacred</i> sagrado		Extremely important	Can you neglect your most sacred duties?	
<i>duty</i> deber		A particular job or task	Can you neglect your most sacred duties?	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>first and foremost</i> primero que nada		Most important; more than anything else	First and foremost you are a wife and mother.	
<i>to find</i> encontrar		Locate	I know there's something of the sort to be found in books.	

## 6. READING FOR KEY IDEAS AND DETAILS

**TEACHER PREPARATION:**  
 Select the section of the text you will use for close reading. Develop a guiding question(s) for that section of the text. Scaffold the reading as necessary by 1) developing supplementary questions to help students respond to the guiding question(s); 2) providing sentence starters and frames for students who need them to respond; and 3) compiling a word bank for students who need it to complete the sentence frames.

- INSTRUCTIONS FOR TEACHERS:**
- Review student instructions for the first close reading with the class.
  - Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
  - Tell students to use their glossary to find the meanings of words they might not know.
  - Read the text aloud to students, modeling proper pace and intonation.
  - Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

**INSTRUCTIONS FOR STUDENTS:**  
 Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

<p><b>GUIDING QUESTION:</b> <i>What is the metaphor that Nora uses to describe her relationships with her family?</i></p>	<p><b>Vocabulary</b></p> <p><i>metaphor</i> – a word or phrase that describes something by comparing it to something else. For example, “Her eyes are stars” is a metaphor that means her eyes are bright and sparkle like the stars.</p>
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**WORD BANK**

playroom                      doll-wife                      unreasonable                      games

kind	ungrateful	never	Nora
think	played	fun	doll-child
dolls	games		
<p>Helmer: Nora, how can you be so <b>unreasonable</b> and <b>ungrateful</b>? Haven't you been happy here?</p> <p>Nora: No; never. I used to think I was; but I haven't ever been happy.</p> <p>Helmer: Not—not happy?</p> <p>Nora: No. I've just had fun. You've always been very <b>kind</b> to me. But our home has never been anything but a playroom. I've been your doll-wife, just as I used to be Papa's doll-child. And the children have been my dolls. I used to think it was fun when you came in and played with me, just as they think it's fun when I go in and play games with them. That's all our marriage has been, Torvald.</p>			
<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>In the previous section, Nora said that it was Torvald and her father's fault that she has done nothing with her life. What does Torvald call Nora in response?</i></p> <p>He says that she is _____ and _____.</p> <p>2. <i>Torvald asks if Nora has been happy. How does Nora <b>respond</b>?</i></p> <p>She says that she used to _____ she was happy, but really she has _____ been happy.</p> <p>3. <i>What word does Nora use to describe how Torvald treated her?</i></p> <p>She says that Torvald has always been _____ to her.</p> <p>4. <i>What does Nora call their home?</i></p> <p>She says their home is like a _____.</p> <p>5. <i>What word does Nora use to describe her <b>relationship</b> with her husband?</i></p> <p>She says that she is his _____.</p> <p>6. <i>What word does she use to describe her relationship with her father?</i></p>			<p><b>Vocabulary</b></p> <p><i>to respond</i> – to answer</p> <p><i>relationship</i> – a connection between people</p>

She says that she was his \_\_\_\_\_.

7. *What word does Nora use to describe her relationship with her children?*

She says that they are her \_\_\_\_\_.

8. *What did Nora think was fun?*

She thought it was fun when Torvald \_\_\_\_\_ with her.

9. *What do her children think is fun?*

They think it is fun when \_\_\_\_\_ plays  
\_\_\_\_\_ with them.

9. *What does Nora say their marriage has been?*

She says it has been only about \_\_\_\_\_ and  
\_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *What is the metaphor that Nora uses to describe her relationships with her family?*

**GUIDING QUESTION:** *Nora believes that to educate herself she has to stand on her own two feet. How do Nora's views about education affect her marriage?*

**WORD BANK**

Nora's	herself	man	right
truth	leave	life	larger
greater	education	charge	children's
leaving			

Helmer: There may be a little truth in what you say, though you **exaggerate** and **romanticize**. But from now on it'll be different. Playtime is over. Now the time has come for education.

Nora: Whose education? Mine or the children's?

Helmer: Both yours and the children's, my dearest Nora.

Nora: Oh, Torvald, you're not the man to **educate** me into being the right wife for you.

Helmer: How can you say that?

Nora: And what about me? Am I **fit** to educate the children?

Helmer: Nora!

Nora: Didn't you say yourself a few minutes ago that you **dare** not leave them in my **charge**?

Helmer: In a moment of excitement. Surely you don't think I meant it seriously?

Nora: Yes. You were **perfectly right**. I'm not **fitted** to **educate** them. There's something else I must do first. I must educate myself. And you can't help me with that. It's something I must do by myself. That's why I'm leaving you.

Helmer: What did you say?

Nora: I must **stand on my own feet** if I am to find out the truth about myself and about life. So I can't go on living here with you any longer.

Helmer: Nora, Nora!

Nora: I'm leaving you now, at once. Christine will put me up for tonight –

#### **SUPPLEMENTARY QUESTIONS:**

1. *What does the word "exaggerate" mean?*

It means to make something seem \_\_\_\_\_ or \_\_\_\_\_.

2. *What does Torvald say must come next?*

He says now is the time for \_\_\_\_\_.

3. *Whose education is Torvald talking about?*

He means \_\_\_\_\_ and the \_\_\_\_\_ education.

4. *What does Nora say about the idea of Torvald educating her?*

She says that Torvald is not the \_\_\_\_\_ to educate her into being the \_\_\_\_\_ wife.

5. *What do we learn that Torvald has said previously about Nora?*

He said that he couldn't \_\_\_\_\_ the children in her \_\_\_\_\_.

6. Who does Nora think that she must educate?

She must educate \_\_\_\_\_.

7. At the end of the section, what does Nora say she is doing?

She says she is \_\_\_\_\_ Torvald.

8. What will she find out by doing this?

She will find out the \_\_\_\_\_ about herself and \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *Nora believes that to educate herself she has to stand on her own two feet. How do Nora's views about education affect her marriage?*

**GUIDING QUESTION:** *How does Torvald try to persuade Nora from leaving?*

**WORD BANK**

any more

born

to get

try

cannot

home

must

experience

say

people

world

forbids

Helmer: You're out of your mind! You can't do this! I forbid you!

Nora: It's no use trying to forbid me any more. I shall take with me nothing but what is mine. I don't want anything from you, now or ever.

Helmer: What kind of madness is this?

Nora: Tomorrow I shall go home—I mean, to where I was born. It'll be easiest for me to find some kind of a **job** there.

Helmer: But you're blind! You've no **experience** of the world—

Nora: I must try to get some, Torvald.

Helmer: But to leave your home, your husband, your children! Have you thought what people will say?

Nora: I can't help that. I only know that I must do this.

<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>What word does Torvald use to tell Nora that she cannot leave him?</i> He says he _____ her.</p> <p>2. <i>How does Nora respond to Torvald telling her that she cannot go?</i> She says he _____ forbid her _____.</p> <p>3. <i>Where does Nora tell Torvald that she is going?</i> She says she is going _____ to where she was _____.</p> <p>4. <i>What does Torvald say in response to <b>persuade</b> her not to leave?</i> He says she has no _____ of the _____.</p> <p>5. <i>How does Nora respond?</i> She says she will _____ some experience.</p> <p>6. <i>What does Torvald say next to persuade Nora not to leave?</i> He asks her if she has thought about what _____ will _____ if she leaves her family.</p> <p>7. <i>How does Nora respond to his second concern?</i> She says leaving is something she _____ do.</p>	<p><b>Vocabulary</b></p> <p><i>persuade</i> – to convince; to make someone do or think something</p>
<p><b>RESPONSE TO GUIDING QUESTION:</b> <i>How does Torvald try to persuade Nora not to leave?</i></p>	
<p><b>GUIDING QUESTION:</b> <i>What are Nora and Torvald arguing about in this section?</i></p>	
<p><b>WORD BANK</b></p> <p>think                      monstrous                      answer                      important  find                          husband                          say                              books  children                      herself</p>	
<p>Helmer: But this is <b>monstrous!</b> Can you <b>neglect</b> your most <b>sacred duties</b>?</p> <p>Nora: What do you call my most sacred duties?</p> <p>Helmer: Do I have to tell you? Your <b>duties</b> towards your husband, and your children.</p> <p>Nora: I have another <b>duty</b> which is equally <b>sacred</b>.</p>	

Helmer: You have not. What on earth could that be?

Nora: My **duty** towards myself.

Helmer: **First and foremost** you are a wife and a mother.

Nora: I don't believe that any longer. I believe that I am first and foremost a human being, like you—or anyway, that I must try to become one. I know most people think as you do, Torvald, and I know there's something of the sort to be **found** in books. But I'm no longer prepared to accept what people say and what's written in books. I must think things out for myself, and try to find my own answer.

**SUPPLEMENTARY QUESTIONS:**

1. *What word does Torvald use to describe Nora's actions?*

He says her actions are \_\_\_\_\_.

2. *What does Torvald believe are Nora's "sacred duties"?*

They are her duties to her \_\_\_\_\_ and her \_\_\_\_\_.

3. *What other duty does Nora think is sacred?*

She thinks her duty to \_\_\_\_\_ is sacred.

4. *What does the phrase "first and foremost" mean?*

It means what is most \_\_\_\_\_.

5. *How does Nora **admit** that her **perspective** about a woman's sacred duty is not the same as most other people?*

Nora says that she will no longer accept what people \_\_\_\_\_ and what is written in \_\_\_\_\_.

6. *What does Nora say she must do?*

She must \_\_\_\_\_ things out for herself and \_\_\_\_\_ her own \_\_\_\_\_.

Vocabulary

*foremost* – more than anything else

*to admit* – to finally tell the truth about something

*perspective* – a way of seeing or understanding something from a certain point of view

**RESPONSE TO GUIDING QUESTION:** *What are Nora and Torvald arguing about in this section?*

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

**No additional preparation needed for this section!**

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- Review how to use sentence frames for writing questions about the text. Have a student give an example.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of the text that you still don't understand. Use the sentence frames if necessary.

- Example: I don't understand why Nora wanted to leave her children.
- I don't understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted)?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# A DOLL'S HOUSE

## LESSON THREE

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:** Select the content standards that will be addressed. Insert them below. Create an objective for your lesson plan and a student objective for each standard. Include other subject area content standards (if applicable) and language proficiency standards. Only display standards and student objectives for students.

**INSTRUCTIONS FOR TEACHERS:**

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

Content Lesson Objective:

Students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and analyze the cumulative impact of specific word choices on meaning and tone.

Student Language Proficiency Objective:

Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

CCSS.ELA-LITERACY.RL.9-10.4

**Determine** the meaning of words and phrases as they are used in the text, including **figurative** and **connotative** meanings; **analyze** the **cumulative impact** of **specific** word choices on meaning and **tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal **tone**).

Student Content Objective:

I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

Vocabulary

*determine* – to decide

*figurative* – not the literal or exact meaning of the word or words. For example, “It’s raining cats and dogs,” is a figurative expression. It does not mean that cats and dogs are falling from the sky. It means it is raining hard.

*connotative* –feelings or thoughts that a word brings to mind. For example the meaning of the word home is a place to live. A connotative meaning of the word home is a place of warmth, comfort, and love.

*analyze* – examine and explain

<p><u>Language Proficiency Standard<sup>4</sup></u></p> <p><i>Insert language proficiency standards here.</i></p> <p><u>Student Objective:</u></p> <p>I will be able to ...</p>	<p><i>cumulative</i> – total; all parts together</p> <p><i>impact</i> – effect or influence</p> <p><i>specific</i> – certain and exact; particular</p> <p><i>tone</i> – the attitude or feeling in a piece of writing. For example, the tone may be humorous, serious, formal, or informal. There are many other types of tone a piece of writing might have.</p> <p>Humorous means funny. An example of writing that has a humorous tone is a comic strip. Serious means requiring careful thought. It is not funny. An example of a piece of writing that might have a serious tone is a newspaper article about people losing their jobs. Formal means following certain rules or standards and being official or proper. A text that has a formal tone is a school textbook. Informal means not formal or not following certain rules or standards. A text message on your phone is an example of writing that may have an informal tone.</p>
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## 8a. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### TEACHER PREPARATION:

Develop a guiding question(s) that addresses craft and structure (Reading Standards 4–6) or integration of knowledge and ideas (Reading Standards 7–9). Scaffold as necessary by 1) developing supplementary questions to help students respond to the guiding question(s); 2) providing sentence frames for students who need them to respond; and 3) compiling a word bank for students who need it to complete sentence frames. Note that some work related to this standard will not require guiding questions. However, it might require modeling of the skill that students need to apply to the text and questions that guide the students in applying their knowledge related to the skill.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Your

<sup>4</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response to the guiding question(s).

**GUIDING QUESTION:** *Based on your understanding of the context in which it appears, what does the phrase “first and foremost” mean?*

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**WORD BANK**

wife	human being	important
mother	human being	become

**QUESTIONS:**

1. *What does “first and foremost” mean?*

It means what is most \_\_\_\_\_.

2. *What does Torvald say is Nora’s first and foremost duty?*

He says that she is a \_\_\_\_\_ and \_\_\_\_\_.

3. *What does Nora say that she is first and foremost?*

She says she is a \_\_\_\_\_.

4. *What does Nora say that she must do first and foremost?*

Nora says she must try to \_\_\_\_\_ a \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

1. *Based on your understanding of the context in which it appears, what does the phrase “first and foremost” mean?*

## 8b. INTEGRATION OF KNOWLEDGE AND IDEAS

### TEACHER PREPARATION:

Develop a guiding question(s) that addresses integration of knowledge and ideas (Reading Standards 7–9). Scaffold as necessary by 1) developing supplementary questions to help students respond to the guiding question(s); 2) providing sentence frames for students who need them to respond; and 3) compiling a word bank for students who need it to complete sentence frames. Note that some work related to this standard will not require guiding questions. However, it might require modeling of the skill that students need to apply to the text and questions that guide the students in applying their knowledge related to the skill.

### INSTRUCTIONS FOR TEACHERS:

- Tell students that they are going to watch two clips of actors portraying the scene they have read about.
- Model a gesture that shows emotion (e.g., stomping your foot, putting your face in your hands)
- Model how a pause can show emotion (e.g. “I (pause) don’t know what to say.”)
- Show the following two film clips. Show each of them twice.
  1. (0:00 – 1:27)  
<https://www.youtube.com/watch?v=IbTGhNw98aw&list=PLE52389F9127A6237>
  - 2.(1:55 – 4:20)  
<https://www.youtube.com/watch?v=VtSGp72hoXE>
- After you show the clips the first time, either ask students for an example of a pause or gesture or give students an example. [One example is that in the first clip, Torvald gets up from his chair in disbelief when Nora announces that she plans to leave him.]
- Show the clips again and have students take notes and then discuss the questions in pairs.
- Discuss the answers with the whole class.

### INSTRUCTIONS FOR STUDENTS:

- Your teacher will show you two video clips that show emotion and provide you with examples of how pauses and gestures can be used to show emotion.
- As you watch the video clips the first time, think about the actor’s/actress’s pauses and gestures that show emotion.
- As you watch the video clips the second time, take notes of pauses or gestures showing emotion.
- Work with a partner to answer the two questions.
- You will then discuss the answers with the class.

<p><b>Questions About the Video Clips</b></p> <ol style="list-style-type: none"> <li>1. How do the actors/actresses use <b>pauses</b> and <b>gestures</b> (and other parts of their performance that are not included in the written play) to show emotion?</li> <li>2. How does this <b>enhance</b> a <b>viewer's</b> understanding of the scene?</li> </ol>	<p><b>Vocabulary</b></p> <p><i>A pause</i> – short breaks when speaking</p> <p><i>gesture</i> – movement of one's body or face</p> <p><i>enhance</i> – to improve or add to</p> <p><i>viewer</i> – one who watches</p>
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## 9. DEVELOPING KNOWLEDGE OF LANGUAGE

Mini-Lesson on Context Clues
<p><b>TEACHER PREPARATION:</b></p> <p>Select words from the text that will be unfamiliar to students. Choose words for which the text offers enough contextual evidence for students to understand the meaning of the word. Develop a chart for students containing a) the unfamiliar word, b) the line number from the text where the word is located, c) contextual clues that will help students find the meaning, and d) a space to write the definition.</p>
<p><b>INSTRUCTIONS FOR TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Tell students that if they come across a word they don't know, they can use clues in the surrounding text to figure out what it means. These are called context clues.</li> <li>• Tell students to first identify the word they don't know. Next, look at the surrounding words for clues. For example, for the word <i>opinions</i> (first example), the text says "He used to tell me what he thought about everything. I never had any opinions but his," so it probably has to do with thoughts about something. What other words in the text have to do with thoughts or ideas about something? [<i>liked, taste</i>] The text says "I simply took over your taste in everything." We can guess that opinions are what a person thinks about a person or thing.</li> <li>• Review the student instructions.</li> <li>• Have students work in pairs to complete the chart.</li> <li>• Review students' answers as a whole class.</li> </ul>

**INSTRUCTIONS FOR STUDENTS:**

Follow along as your teacher explains what context clues are, and then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, work with a partner to find the clues in the text and circle them. Line numbers are provided to help you find the clues. Now write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

Teacher Note: The clues are filled out for teachers, but after the first two items, students will find clues on their own.

<b>Mystery Words</b>		
<i>Mystery Word</i>	<i>Location</i>	<i>Clues</i>
1. Opinions	Line 8	Lines 7, 8, 9, 15, 16
<p><u>Clues:</u> <i>thought, liked, taste</i></p> <p><u>Definition:</u> what someone thinks about a person or thing</p>		
2. Pauper	Line 18	Lines 18, 19
<p><u>Clues:</u> <i>hand to mouth, gave me food and drink</i></p> <p><u>Definition:</u></p>		
3. Exaggerate	Line 31	Lines 31–32
<p><u>Clues:</u> <i>a little truth, romanticize</i></p> <p><u>Definition:</u></p>		
4. Educate	Line 36	Lines 29, 44–45
<p><u>Clues:</u> <i>playtime, over</i></p> <p><u>Definition:</u></p>		
5. Fit	Line 39	Lines 41–42, 45–46
<p><u>Clues:</u> <i>dare not leave, not fitted, educate myself</i></p> <p><u>Definition:</u></p>		
6. Stand on my own two feet	Line 49	Lines 49–50, 52, 54–55
<p><u>Clues:</u> <i>leaving, don't want anything from you</i></p> <p><u>Definition:</u></p>		

## 10. BUILDING SPEAKING AND LISTENING SKILLS

**NOTE:** This is an exemplar of one type of activity that can be done during this component, but it is not the only option. Activities will vary depending on the particular standards being addressed.

**TEACHER PREPARATION:**

Prepare an activity that focuses on speaking and listening standards.

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions with the whole class.
- Teach or review with students what it means to summarize. Model this or have another student model this for the class.

**INSTRUCTIONS FOR STUDENTS:**

Work with a partner to summarize the main ideas in the text you have just read and prepare a three-minute presentation for the class.

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## 11. RE-ASSESSING COMPREHENSION

**TEACHER PREPARATION:**

Insert questions from the pre-assessment below and add additional questions, as appropriate. Add evaluations of re-assessment responses to the chart.

**INSTRUCTIONS FOR TEACHER:**

- Review students instructions with the whole class.
- After students have completed the re-assessment, review responses with the whole class.

**INSTRUCTIONS FOR STUDENTS:**

Refer to the text, as necessary. Answer the questions below. [Some of] the questions are the same as those on the pre-test. When you are finished, your teacher will review the answers with you.

**WORD BANK**

doll	husband	father	fault
nothing	anyone	children	loved
say	herself	people	little
fun	experience	husband	

**QUESTIONS:**

1. Who does Nora believe has *wronged* her?

She believes that she was wronged by her \_\_\_\_\_ and her \_\_\_\_\_.

2. How does Torvald *disagree* with what Nora says?

He said that they have \_\_\_\_\_ her more than \_\_\_\_\_.

3. How does Nora *describe* the way Torvald loved her?

Nora said Torvald thought it was \_\_\_\_\_ to be in love with her.

4. What did Nora's father call her?

He called her his \_\_\_\_\_.

5. What does Nora *blame* Torvald and her father for?

She says it is their \_\_\_\_\_ she has done \_\_\_\_\_ with her life.

6. Who does Nora think that she must educate?

She says she must educate \_\_\_\_\_.

7. What does Torvald say next to persuade Nora not to leave?

He says she has no \_\_\_\_\_ of the world and he asks her what \_\_\_\_\_ will \_\_\_\_\_.

8. What does Torvald believe are Nora's "sacred duties"?

They are her duties to her \_\_\_\_\_ and her \_\_\_\_\_.

## Appendix A: Excerpt From *A Doll's House, Act III*

TEACHER PREPARATION: Insert the section of the text below. Next, select words to be glossed and **boldface** them in the text. Provide definitions for the words to the right of the text.

Example:

Nora: You have never understood me. A **wrong** – unfair or hurtful action  
great **wrong** has been done to me, Torvald.

1	Nora: You have never understood me. A great wrong has been done to me, Torvald.
2	First by Papa, and then by you.
3	Helmer: What? But we two have loved you more than anyone in the world!
4	Nora: You have never loved me. You just thought it was fun to be in love with me.
5	Helmer: Nora, what kind of a way is this to talk?
6	Nora: It's the truth, Torvald. When I lived with Papa, he used to tell me what he
7	thought about everything, so that I never had any opinions but his. And if I did
8	have any of my own, I kept them quiet, because he wouldn't have liked them. He
9	called me his little doll, and he played with me just the way I played with my dolls.
10	Then I came here to live in your house --
11	Helmer: What kind of a way is that to describe our marriage?
12	Nora: I mean, then I passed from Papa's hands into yours. You arranged everything
13	the way you wanted it, so that I simply took over your taste in everything—or
14	pretended I did—I don't really know—I think it was a little of both—first one and
15	then the other. Now I look back on it, it's as if I've been living here like a pauper,
16	from hand to mouth. I performed tricks for you, and you gave me food and drink.
17	But that was how you wanted it. You and Papa have done me a great wrong. It's
18	your fault that I have done nothing with my life.
19	Helmer: Nora, how can you be so unreasonable and ungrateful? Haven't you been
20	happy here?
21	Nora: No; never. I used to think I was; but I haven't ever been happy.
22	Helmer: Not—not happy?
23	Nora: No. I've just had fun. You've always been very kind to me. But our home has
24	never been anything but a playroom. I've been your doll-wife, just as I used to be
25	Papa's doll-child. And the children have been my dolls. I used to think it was fun
26	when you came in and played with me, just as they think it's fun when I go in and
27	play games with them. That's all our marriage has been, Torvald.
28	Helmer: There may be a little truth in what you say, though you exaggerate and
29	romanticize. But from now on it'll be different. Playtime is over. Now the time has

30 come for education.

31 Nora: Whose education? Mine or the children's?

32 Helmer: Both yours and the children's, my dearest Nora.

33 Nora: Oh, Torvald, you're not the man to educate me into being the right wife for  
34 you.

35 Helmer: How can you say that?

36 Nora: And what about me? Am I fit to educate the children?

37 Helmer: Nora!

38 Nora: Didn't you say yourself a few minutes ago that you dare not leave them in my  
39 charge?

40 Helmer: In a moment of excitement. Surely you don't think I meant it seriously?

41 Nora: Yes. You were perfectly right. I'm not fitted to educate them. There's  
42 something else I must do first. I must educate myself. And you can't help me with  
43 that. It's something I must do by myself. That's why I'm leaving you.

44 Helmer: What did you say?

45 Nora: I must stand on my own feet if I am to find out the truth about myself and  
46 about life. So I can't go on living here with you any longer.

47 Helmer: Nora, Nora!

48 Nora: I'm leaving you now, at once. Christine will put me up for tonight –

49 Helmer: You're out of your mind! You can't do this! I forbid you!

50 Nora: It's no use trying to forbid me any more. I shall take with me nothing but  
51 what is mine. I don't want anything from you, now or ever.

52 Helmer: What kind of madness is this?

53 Nora: Tomorrow I shall go home – I mean, to where I was born. It'll be easiest for  
54 me to find some kind of a job there.

55 Helmer: But you're blind! You've no experience of the world –

56 Nora: I must try to get some, Torvald.

57 Helmer: But to leave your home, your husband, your children! Have you thought  
58 what people will say?

59 Nora: I can't help that. I only know that I must do this.

60 Helmer: But this is monstrous! Can you neglect your most sacred duties?

61 Nora: What do you call my most sacred duties?

62 Helmer: Do I have to tell you? Your duties towards your husband, and your  
63 children.

64 Nora: I have another duty which is equally sacred.

65 Helmer: You have not. What on earth could that be?

66 Nora: My duty towards myself.

67	Helmer: First and foremost you are a wife and a mother.
68	Nora: I don't believe that any longer. I believe that I am first and foremost a human
69	being, like you—or anyway, that I must try to become one. I know most people
70	think as you do, Torvald, and I know there's something of the sort to be found in
71	books. But I'm no longer prepared to accept what people say and what's written in
72	books. I must think things out for myself, and try to find my own answer.

## Appendix B. Excerpt From *A Doll's House, Act III*

### Additional Craft and Structure/Integration Questions With Answers

Nora: You have never understood me. A great wrong has been done to me, Torvald. First by Papa, and then by you.

Helmer: What? But we two have loved you more than anyone in the world!

Nora: You have never loved me. You just thought it was fun to be in love with me.

Helmer: Nora, what kind of a way is this to talk?

Nora: It's the truth, Torvald. When I lived with Papa, he used to tell me what he thought about everything, so that I never had any opinions but his. And if I did have any of my own, I kept them quiet, because he wouldn't have liked them. He called me his little doll, and he played with me just the way I played with my dolls. Then I came here to live in your house –

Helmer: What kind of a way is that to describe our marriage?

Nora: I mean, then I passed from Papa's hands into yours. You arranged everything the way you wanted it, so that I simply took over your taste in everything—or pretended I did—I don't really know—I think it was a little of both—first one and then the other. Now I look back on it, it's as if I've been living here like a pauper, from hand to mouth. I performed tricks for you, and you gave me food and drink. But that was how you wanted it. You and Papa have done me a great wrong. It's your fault that I have done nothing with my life.

1. **Standard 5: How does Nora link her feelings about her life with her father with the description of life with Helmer that follows?**

*Nora explains that she "passed" from her father's house into Helmer's—using this transition to underscore how little changed between living with her father and living with her husband.*

2. **Standard 4: What is the impact of the words and phrases that Nora uses to describe the experience of living with her father and Torvald (i.e., pretended, performed tricks)?**

*Nora uses words that allude to the idea of playing a part or acting. These choices contribute to the idea that she has not had control over her life, but rather she has been following someone else's lead.*

3. **Standard 4: What does the phrase "from hand to mouth" mean given the context in which it appears in the text?**

*Given that the phrase appears in conjunction with her description of living like a “pauper,” one can conclude that it means she has been living with only the bare essentials, without any embellishments in her life.*

**4. Standard 6: Explain the point of view Nora is implying when comparing her relationship with Torvald with living in a doll’s house.**

*Nora’s comparison is used to explain that she feels as if Torvald merely “plays” with her and sees her as a possession, rather than taking part in a meaningful relationship and treating her as another human being. Nora’s point of view is that of a woman who has previously felt as if she has little control over her life.*

Helmer: Nora, how can you be so unreasonable and ungrateful? Haven’t you been happy here?

Nora: No; never. I used to think I was; but I haven’t ever been happy.

Helmer: Not—not happy?

Nora: No. I’ve just had fun. You’ve always been very kind to me. But our home has never been anything but a playroom. I’ve been your doll-wife, just as I used to be Papa’s doll-child. And the children have been my dolls. I used to think it was fun when you came in and played with me, just as they think it’s fun when I go in and play games with them. That’s all our marriage has been, Torvald.

Helmer: There may be a little truth in what you say, though you exaggerate and romanticize. But from now on it’ll be different. Playtime is over. Now the time has come for education.

Nora: Whose education? Mine or the children’s?

Helmer: Both yours and the children’s, my dearest Nora.

Nora: Oh, Torvald, you’re not the man to educate me into being the right wife for you.

Helmer: How can you say that?

Nora: And what about me? Am I fit to educate the children?

Helmer: Nora!

Nora: Didn’t you say yourself a few minutes ago that you dare not leave them in my charge?

Helmer: In a moment of excitement. Surely you don’t think I meant it seriously?

Nora: Yes. You were perfectly right. I'm not fitted to educate them. There's something else I must do first. I must educate myself. And you can't help me with that. It's something I must do by myself. That's why I'm leaving you.

- 5. Standard 4: What does the word "exaggerate" mean given the context in which it appears in the text?**

*Based on the way that the word is used by Torvald—surrounded by phrases such as "little truth in what you say" and "romanticize"—one can conclude that "exaggerate" means to overstate.*

- 6. Standard 6: How has Nora's point of view shifted in this section of the text from the first portion of the scene?**

*In the first portion of the text, Nora is reflective of how she has been treated in the past. At this point in the text, Nora begins to explain what she wants to come next—she announces that she wants to "educate" herself and that she is going to leave Torvald.*

Helmer: What did you say?

Nora: I must stand on my own feet if I am to find out the truth about myself and about life. So I can't go on living here with you any longer.

Helmer: Nora, Nora!

Nora: I'm leaving you now, at once. Christine will put me up for tonight –

Helmer: You're out of your mind! You can't do this! I forbid you!

Nora: It's no use trying to forbid me any more. I shall take with me nothing but what is mine. I don't want anything from you, now or ever.

Helmer: What kind of madness is this?

Nora: Tomorrow I shall go home—I mean, to where I was born. It'll be easiest for me to find some kind of a job there.

Helmer: But you're blind! You've no experience of the world –

Nora: I must try to get some, Torvald.

Helmer: But to leave your home, your husband, your children! Have you thought what people will say?

Nora: I can't help that. I only know that I must do this.

7. **Standard 4: What does the phrase “stand on my own two feet” mean given the context in which it appears in the text?**

*Given that Nora uses this phrase to explain that she can no longer live with Torvald, one can conclude that the phrase’s meaning has to do with being independent and providing for oneself.*

8. **Standard 4: What is the impact of the words that Torvald uses when describing Nora’s decision to leave their marriage (madness, blind, monstrous, and so on)?**

*Torvald’s choice of words underscores that he is upset and shocked by Nora’s decision to leave him. The words also show that he does not agree with her decision and does not understand her reasoning. Finally, the language sheds light on the low level of trust and respect in their relationship given that he is willing to use such words to describe his wife.*

9. **Standard 6: What concerns does Torvald raise when Nora asserts that she is leaving?**

*Torvald is first concerned that Nora has no experience to live on her own and provide for herself. Secondly, he is concerned with how their family will be viewed by others given Nora’s decision.*

10. **Standard 5: How does the dialogue between Nora and Torvald show the character’s emotional state and create tension for the reader?**

*Nora and Torvald cut off each other and use strong words to convey their emotion. The quick back and forth, as opposed to long monologues, creates passion and energy that are also reflective of strong emotions. The dialogue builds tension for the reader because unlike a narrated novel, there is no other way for the reader to understand what Nora and Torvald are thinking or planning to say next—instead one must hang on the words of the characters.*

Helmer: But this is monstrous! Can you neglect your most sacred duties?

Nora: What do you call my most sacred duties?

Helmer: Do I have to tell you? Your duties towards your husband, and your children.

Nora: I have another duty which is equally sacred.

Helmer: You have not. What on earth could that be?

Nora: My duty towards myself.

Helmer: First and foremost you are a wife and a mother.

Nora: I don’t believe that any longer. I believe that I am first and foremost a human being, like you -- or anyway, that I must try to become one. I know most people think as you do, Torvald,

and I know there's something of the sort to be found in books. But I'm no longer prepared to accept what people say and what's written in books. I must think things out for myself, and try to find my own answer.

- 11. Standard 6: What does Torvald believe Nora's "sacred duties" are? What does she believe they are?**

*Torvald believes that Nora's "sacred duties" are to take care of her children and her husband. Nora, on the other hand, believes that she has a duty to be true to herself and experience the world outside of being a wife and mother.*

- 12. Standard 4: Based on your understanding of the context in which it appears, what does the phrase "first and foremost" mean?**

*Torvald uses this phrase to counter Nora's assertion that she has a duty to herself. The reader can conclude that "first and foremost" means "most importantly," given that Torvald believes Nora's duties as a wife and mother are more important than anything else.*

- 13. Standard 5: How is the tone of this long speech at the close of the scene different from the one Nora delivers at the close of the first section?**

*This long speech comes as Nora is no longer reflecting back on her past experience with her father and husband; instead, she is looking forward to what she believes she must do for herself. She speaks confidently and assertively, using the first person to describe what she believes and wants to do going forward rather than describing what others have done to her.*

### **Film Clips of the Scene**

(0:00 – 1:27) <https://www.youtube.com/watch?v=IbTGhNw98aw&list=PLE52389F9127A6237>

(1:55 – 4:20) <https://www.youtube.com/watch?v=VtSGp72hoXE>

- 14. Standard 7: How do the film clips differ from the original text and from each other? Which sections of the scene does each clip emphasize and what do they leave out?**

*Students should recognize that the first film clip stays very true to the original text, while the second clip deviates more from the text while still conveying the same ideas. The second clip emphasizes Nora's point of view and emotions, while the first clip shows a convincing back and forth between the two characters.*

- 15. Standard 7: How do the film portrayals use pauses and gestures (and other acting cues that are not included in the written dialogue) to convey emotion? How does this enhance a viewer's understanding of the scene?**

*Given that it is a play, rather than a novel with a narrator, the only clues in the written text as to feelings and emotions are the words that the characters use. In both scenes, the actors use pauses and gestures to convey emotion. For example, in the first clip, Torvald conveys emotion by getting up from his chair in disbelief when Nora announces that she plans to leave him. He reaches out to her when trying to convince her not to leave, adding a feeling of desperation. In the second clip, Nora conveys emotion by pausing after Torvald questions whether she has been happy, which creates a sense of reflection. These movements and acting cues help give a better sense of the emotions of the characters.*

16. Standard 9: Both Susan B. Anthony’s speech and the excerpt from Ibsen’s play reflect the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is seeking is similar to and different from the rights that Anthony is arguing for in her speech.

*Susan B. Anthony uses her speech to advocate for women’s freedom through the right to vote. She believed this ability would allow women to have more power and better manage their lives. Similarly, Nora decided to leave Torvald in order to gain freedom and control her own actions. However, the kind of freedom that Anthony and Nora seek are different—Nora is looking to be free of her familial obligations in order to discover herself, while Anthony is arguing for more responsibility through the right to vote that would give women a political voice.*

17. Standard 9: What in Ibsen’s play [or the character of Nora] reflects the values of the suffrage movement that are reflected in Anthony’s speech?

*Both Ibsen’s play and the suffrage movement look critically at the role of women in society, arguing for enhanced freedom and independence. Nora reflects the idea that women should have more of a say in their lives.*

*Performance Task:*

You have just read two sources discussing how women were not treated as equals at the end of the 19<sup>th</sup> century and a possible remedy for this situation. Those sources are:

*Ibsen’s A Doll’s House*

*Anthony’s “Is It a Crime for a Citizen of the United States to Vote?”*

Consider the points made by each source about the issues surrounding why women were treated unequally, and about how each of the figures in each text respond to that treatment.

**Write an essay analyzing the arguments presented for why women ought to be treated equally and those offered in favor of the opposite point of view. Base your analysis on the specifics of the reasons and evidence offered both for and against women's equality put forth in the two sources. The essay should consider at least two of the sources presented.**

## UNIT TWO

**“Is It a Crime for a U.S. Citizen to Vote?”**



# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON ONE

### 1. PRE-ASSESSING COMPREHENSION

**TEACHER PREPARATION:** Construct a very limited number of questions based on the section of the text you are looking at. Add them to the table below. Prepare a chart like the one below to track how well at least two students at each English proficiency level performed on the assessment. For each question, you will note whether the response was “correct,” “partially correct,” or “incorrect.” Later you will add re-assessment responses to the chart for comparison.

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reads the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

**TEXT:**

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

**WORD BANK**

rights                      voice                      crime                      citizen’s                      election

protect                      voted                      right                      vote

**QUESTIONS:**

1. *What is Anthony's alleged crime?*

Anthony \_\_\_\_\_ in the last Presidential \_\_\_\_\_.

2. *What is Anthony's purpose in giving this speech?*

Her purpose is to show that she committed no \_\_\_\_\_, but only exercised her \_\_\_\_\_.

3. *What idea is a republican-democratic government based on?*

It is based on the idea that every member has a right to a \_\_\_\_\_ and a \_\_\_\_\_.

4. *When individuals enter into a free government, what do they do?*

They promise to \_\_\_\_\_ each other in the enjoyment of their \_\_\_\_\_.

		Question 1		Question 2		Question 3		Question 4	
		Pre-Assess	Re-Assess	Pre-Assess	Re-Assess	Pre-Assess	Re-Assess	Pre-Assess	Re-Assess
Student Name	Proficiency Level								

## 2. PREVIEWING/REVIEWING TEXT

### TEACHER PREPARATION:

Use the title of the text to preview the text. Develop questions about the title that will help students connect the title with the text. Use visuals in the text or create a visual to help students connect the title to the text. On subsequent days, develop prompts that will help students recap the section of the text covered the previous day. To help scaffold, number each sentence of the text so that students can refer to it when answering questions.

### INSTRUCTIONS FOR TEACHERS:

- *First section of the text:* Introduce the first section of the text through questioning and explanation.
- *Subsequent sections of the text:* Use questions and or pre-existing visuals to help students recap the section of the text addressed in the previous lesson.

Explain that **boldfaced** words in the text are defined to the right and that students may be asked to define any underlined words.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you questions about the title to help you connect the title to the text. The title of the text we will be reading is “Is It a Crime for a U.S. Citizen to Vote?”

This text is a speech, a talk in front of people, given by a woman named Susan B. Anthony. Think about the title and discuss the following questions in pairs:

1. What is a crime? What are some examples of crimes?
2. Based on the title, what do you think Anthony’s speech will be about?
3. When do you think this speech was given?

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:** Select the content standards that will be addressed. Insert them below. Create an objective for your lesson plan and a student objective for each standard. Include other subject area content standards (if applicable) and language proficiency standards. Only display standards and student objectives for students.

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### Common Core Learning Standard:

RL.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.

#### Content Lesson Objective:

Students will be able to answer questions about the text by using information that is stated in the text and by drawing inferences from the text.

Student Language Objective: Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RL.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.

#### Student Content Objective:

I will be able to answer questions about the text by using information that is stated in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated or written in the text).

#### Language Proficiency Standard<sup>5</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

I will be able to ...

<sup>5</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 4. ENHANCING BACKGROUND KNOWLEDGE

**TEACHER PREPARATION:** Determine the background knowledge students will need for the section of the text being addressed. Find or develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge. Develop a guiding question(s) for the background selection. Scaffold background materials as necessary by: 1) glossing key vocabulary; 2) developing supplementary questions to help students respond to the guiding question(s); 3) providing sentence frames for students who need them; and 4) compiling a word bank for students who need them to complete the sentence frames.

### INSTRUCTION FOR TEACHERS:

- Review student instructions.
- Present background materials to students.
- Pose the guiding question(s).
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question(s) and have students work in pairs to respond to the guiding question(s) in writing.

### INSTRUCTION FOR STUDENTS:

You will be given three short texts. Before you begin reading each text, look at the guiding questions. Next, read the section of the text. The words in **bold** are defined for you. Work with a partner to answer the supplementary questions. We will discuss your responses as a class when you finish. [If applicable: Use the word bank and sentence frames to complete the sentences below.]

### GUIDING QUESTIONS:

*What is the Constitution?*

*What is the purpose of the Constitution?*

### WORD BANK

laws	country	future	country
happiness	1787	welfare	document
tranquility	posterity	common	peace
adopted	rights	support	promote
fairness	union	health	defense
protect	10	better	amendments
domestic	justice	liberty	free

## The Constitution

The United States **Constitution** is the **supreme law** of the United States. The **Constitution** explains how the United States **government** is **organized**. It also explains how the government **works** with the states and for the people who live in the U.S. It was **adopted** in 1787 when the U.S. was a new **nation**. The **Constitution** is changed or **amended** when there is a need for an **additional** law. It has been amended 27 times. The first ten amendments describe the **rights** of the people who live in the country. These amendments were **approved** in 1791. They are called the "Bill of Rights."

The Preamble, or introduction, to the United States **Constitution** is a famous part of the **Constitution** because it explains the importance of the **Constitution**. The Preamble states:

"We, the people of the United States, in order to form a more perfect **union**, **establish justice**, **insure domestic tranquility**, **provide** for the **common defense**, **promote** the general **welfare** and **secure** the **blessings** of **liberty** to ourselves and our **posterity** do **ordain** and **establish** this constitution for the United States of America."

### SUPPLEMENTARY QUESTIONS:

1. *What is the United States Constitution?*

It is a \_\_\_\_\_ that explains the supreme \_\_\_\_\_ of the United States.

2. *When was the Constitution adopted?*

It was \_\_\_\_\_ in \_\_\_\_\_.

3. *What does the Bill of Rights include?*

It includes the first \_\_\_\_\_ \_\_\_\_\_ to the Constitution. These amendments describe the \_\_\_\_\_ of the people who live in the U.S.

4. *What six reasons for establishing the Constitution are described in the preamble?*

To form a more perfect \_\_\_\_\_.

### Vocabulary

*constitution* – a document, or legal paper, explaining the basic laws of a country, state, or social group

*supreme* – highest or most important

*law* – rules that people in a society must follow

*government* – the group of people who control and make decisions for a country or state

*to be organized* - to be arranged in a certain way

*to adopt* – to accept officially by voting

*nation* – a large area of land controlled by a government

<p>a. This means to help make the _____ _____.</p> <p>b. To establish _____. This means to start a system based on _____.</p> <p>c. To insure _____ _____. This means to guarantee _____ in the _____.</p> <p>d. To provide for the _____ _____. This means to _____ the people of the United States.</p> <p>e. To _____ the general _____. This means to _____ people's _____ and _____.</p> <p>f. To secure the blessings of _____ to ourselves and our _____. This means to keep people _____, now and in the _____.</p>	<p><i>to amend</i> – to change and improve</p> <p><i>additional</i> – another</p> <p><i>right</i> – something you are free to do because of a law or nature</p> <p><i>to approve</i> – to agree to something</p> <p><i>union</i> – a group of states joined under one government</p> <p><i>establish</i> – to start or make something that was not there before</p> <p><i>justice</i> – the principal or quality of fairness</p> <p><i>insure</i> – to guarantee or promise (this is an old way to spell the word; today we use the word <i>ensure</i>)</p> <p><i>domestic</i> – having to do with your home, family, or country</p> <p><i>tranquility</i> – the condition of being peaceful or calm</p> <p><i>provide</i> – to give</p> <p><i>common</i> – belong to everyone</p> <p><i>defense</i> – protection against danger</p> <p><i>promote</i> – to help or encourage; support</p> <p><i>welfare</i> – people's health and happiness</p> <p><i>secure</i> – to keep something safe</p>
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	<i>blessing</i> – something special; a special favor or gift  <i>liberty</i> – freedom  <i>posterity</i> – the future and the people in the future  <i>ordain</i> – to order or command
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**GUIDING QUESTIONS:**

- What is the Constitution?*
- What is the purpose of the Constitution?*
- What did Susan B. Anthony work for during her life?*

**WORD BANK**

1820                                  slavery                                  death  
own    keep    earned  
Adams, Massachusetts

**Susan B. Anthony**

Susan B. Anthony was a woman who worked hard for the right of women to **vote**. She was born on February 15, 1820, in Adams, Massachusetts. At that time, women were not allowed to do some of the things men could do. For example, women were not allowed to **vote** in **elections**. Anthony joined a group of people that believed women should have more **rights** including the right to vote. Anthony traveled throughout New York state and to Washington, D.C., talking to people about women’s rights. She talked to people about women’s right to vote in elections, to own property, and to keep the money they **earned**. She also worked to get rid of **slavery**. She remained active until her death on March 13, 1906.

<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>When and where was Susan B. Anthony born?</i> She was born in _____ in _____.</p> <p>2. <i>Along with talking about the need for women to vote, what two other rights for women did Anthony work for?</i></p> <p>a. Anthony worked to give women the right to _____ property.</p> <p>b. Anthony worked to give women the right to _____ the money they _____.</p> <p>3. <i>What other social justice issue did Anthony work for?</i> She worked to get rid of _____.</p> <p>4. <i>How long did Anthony remain active?</i> She remained active until her _____ on March 13, 1906.</p>	<p><b>Vocabulary</b></p> <p><i>vote</i> – to express a choice in an election</p> <p><i>justice</i> – fairness</p> <p><i>fairness</i> – being fair, right, and equal</p> <p><i>election</i> – to choose a person for the government by voting</p> <p><i>right</i> – something you are free to do because of a law or nature</p> <p><i>property</i> – anything you own</p> <p><i>to earn</i> – to get money for work you do</p> <p><i>slavery</i> – the owning of people by other people</p>
<p><b>RESPONSE TO GUIDING QUESTIONS:</b></p> <p><i>What did Susan B. Anthony work for her in life?</i></p>	

## 5. ACQUIRING AND USING VOCABULARY

**TEACHER PREPARATION:** Select a limited number of vocabulary words for pre-teaching and additional words that will be glossed. The words in the example were chosen based on their inclusion in the academic word list and/or their necessity to understanding the key ideas of the text. Prepare a glossary like the one below by: 1) providing the word and its translation, 2) defining it in English, and 3) presenting it in context from the text. Prepare materials for pre-teaching abstract words through extended instruction. Throughout the lesson provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary; use English-as-a-second language techniques as appropriate to make word meanings clear; have students apply word-learning strategies, as appropriate.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach vocabulary selected for extended instruction. This vocabulary will be key to understanding the text and abstract. The Academic Word List words are highlighted in yellow. They are words that are general academic words that are highly frequent in post-secondary informational texts.

Familiarize students with their glossary and tell them they will be using it during close reading. Briefly review glossed words that might be challenging.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. Some of the more difficult words include Spanish translations. If your home language shares cognates with English, note whether the word is a cognate.

<i>Word</i> Translation	Rewrite the Word	English Definition	Example From the Text	Is It a Cognate?
<i>indictment</i> la acusación		Blame for a crime; acusado de un crimen	Under indictment for the alleged crime	
<i>alleged</i> presunto		To say something is true without having anything that proves it is true (proof)	Under indictment for the alleged crime	
<i>crime</i> crimen		Something that is against the law	Under indictment for the alleged crime	
<i>election</i> elección		To choose a person to serve in the government by voting	Having voted at the last Presidential election	
<i>to prove</i> demostrar		To show that something is true	To prove to you that in thus voting	
<i>to commit</i> cometer (un crimen)		To do (something against the law)	I not only committed no crime	
<i>instead</i> en vez de		In place of	I not only committed no crime, but, instead, simply exercised my citizen's right	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to exercise</i> ejercer (mi derecho)		To put into practice; to make use of	simply exercised my citizen's right	
<i>citizen's</i> de ciudadano		Belonging to a person who is a member of a country	simply exercised my citizen's right	
<i>to guarantee</i> garantizar		To promise	Guaranteed to me and all United States citizens by the National Constitution	
<i>constitution</i> constitución		The system of basic laws of a country, state, or social group	Guaranteed to me and all United States citizens by the National Constitution	
<i>to deny</i> negar		To refuse to give	Beyond the power of any state to deny	
<i>natural</i> natural		Expected; ordinary	Based on the idea of the natural right	
<i>right</i> el derecho		something you are free to do because of a law or nature	Based on the idea of the natural right	
<i>to execute</i> ejecutar		To do; to carry out	A vote in making and executing the laws	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to assert</i> afirmar		To say something with confidence	We assert the province of government	
<i>province</i> (dentro de la) jurisdicción		An area of knowledge, skill or responsibility  Area de conocimiento, destrezas, o responsabilidad	We assert the province of government	
<i>to secure</i> asegurar		To keep safe or free from harm	To secure the people in the enjoyment of their unalienable rights	
<i>enjoyment</i> el disfrute		Finding pleasure or happiness in something	To secure the people in the enjoyment of their unalienable rights	
<i>unalienable</i> inalienable		Something you cannot get rid of or take away from someone  Imposible de quitar o rechazar	To secure the people in the enjoyment of their unalienable rights	
<i>throw to the wind</i> descartar		To throw away in a sudden and careless way	We throw to the winds the old dogma	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>dogma</i> dogma		An idea or opinion shared by many people over a long period of time  Una idea u opinión compartida por multitud de persona por muchos años	We throw to the winds the old dogma	
<i>organized</i> organizado		Created or arranged	Before governments were organized	
<i>individual</i> individuo		A person	No one denies that each individual	
<i>to possess</i> posee		To own or have	Each individual possessed the right to protect his own life	
<i>to protect</i> proteger		To keep safe	To protect his own life, liberty and property	
<i>liberty</i> la libertad		Freedom	To protect his own life, liberty and property	
<i>property</i> la propiedad		The things that a person owns	To protect his own life, liberty and property	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to barter away</i> trocar o intercambiar		To get rid of something by trading it for something else	They do not barter away their natural rights	
<i>to pledge</i> comprometer		To promise	They simply pledge themselves to protect each other in the enjoyment of them	
<i>to abandon</i> abandonar		To stop doing something forever	They agree to abandon the methods of brute force	
<i>method</i> método		A regular way of doing something	They agree to abandon the methods of brute force	
<i>force</i> fuerza		Power, energy, or physical strength	They agree to abandon the methods of brute force	
<i>adjustment</i> ajuste		Changing or fixing something	The adjustment of their differences	
<i>to adopt</i> adoptar		To take on as one's own	Adopt those of civilization	
<i>civilization</i> la civilización		An advanced state of development of a society	Adopt those of civilization	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>document</i> el documento		An official paper	The grand documents	
<i>father</i> el ancestor, antepasados		A person who founds, begins, or invents something (a different meaning than the father of a child)	By the fathers	
<i>to assume</i> asumir o dar officio		To take on as a job or a role	That assumes for government the power to create	
<i>to create</i> crear		To make	The power to create or confer rights	
<i>to confer</i> conferir		To award; to give	The power to create or confer rights	
<i>to pretend</i> pretender		To act like something is true when it is not	Not one of them pretends to bestow rights.	
<i>to bestow</i> otorgar		To give as a gift	Not one of them pretends to bestow rights.	

## 6. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of text for close reading. Develop a guiding question(s) for that section of text. Scaffold the reading as necessary by 1) developing supplementary questions to help students respond to the guiding question(s), 2) providing sentence starters and frames for students who need them to respond, and 3) compiling a word bank for students who need it to complete the sentence frames.

### INSTRUCTIONS FOR TEACHERS:

- Read the text aloud to students, modeling proper pace and intonation.
- Review student instructions for first close reading with the class.
- Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know. Words in the glossary are **bolded** in the text.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow-along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s). **Bolded** words are in your glossary.

### GUIDING QUESTION:

*In the first paragraph, what do readers learn about Susan B. Anthony and the purpose of her speech?*

### WORD BANK

election	National	free	friends
voting	fellow-citizens	members	Constitution
promised	voted		

Dayton, Ohio, August 7, 1865.

Friends and Fellow-citizens: I stand before you to-night, under **indictment** for the **alleged crime** of having voted at the last Presidential **election**, without having a lawful **right** to vote. It shall be my work this evening **to prove** to you that in thus voting, I not only **committed** no crime, but, **instead**, simply **exercised** my citizen's **right, guaranteed** to me and all United States citizens by the National **Constitution**, beyond the power of any State **to deny**.

**SUPPLEMENTARY QUESTIONS:**

1. *Who does Anthony address in the first sentence of her speech?*

She addresses her \_\_\_\_\_ and \_\_\_\_\_.

2. *What crime does Anthony say she has been accused of committing?*

She has been accused of \_\_\_\_\_.

3. *When did she supposedly commit this crime?*

She \_\_\_\_\_ during the last Presidential \_\_\_\_\_.

4. *What does Anthony mean by the **phrase** "citizen's right?" Use your glossary to help you.*

Anthony means the activities that people who are \_\_\_\_\_ of a country are \_\_\_\_\_ to do.

5. *What does the word "guaranteed" mean?*

It means something that is \_\_\_\_\_.

6. *What document does Anthony **claim** gives her, and every citizen, the right to vote?*

She says the \_\_\_\_\_ gives every citizen the right to vote.

**Vocabulary**

*a phrase* – a group of words

*to claim* – to state as true

**RESPONSE TO GUIDING QUESTION:**

*In the first paragraph, what do readers learn about Susan B. Anthony and the purpose of her speech?*

**GUIDING QUESTION:**

*How does Anthony describe the connection between individual rights and a democratic-republican government?*

**WORD BANK**

differences	voice	individual	each
barter	vote	protect	force
democratic-republican	taken away	right	barter away
civilization	natural		

Our democratic-republican government is based on the idea of the **natural right** of every **individual** member thereof to a voice and a vote in making and **executing** the laws. We **assert** the **province** of government to be to **secure** the people in the **enjoyment** of their **unalienable rights**. We **throw to the winds** the old **dogma** that governments can give rights. Before governments were **organized**, no one **denies** that each individual **possessed** the **right** to protect his own life, **liberty** and **property**. And when 100 or 1,000,000 people enter into a free government, they do not **barter away** their **natural rights**; they simply **pledge** themselves to **protect** each other in the **enjoyment** of them, through prescribed judicial and legislative tribunals. They agree to **abandon** the **methods** of brute force in the **adjustment** of their differences, and **adopt** those of **civilization**.

**SUPPLEMENTARY QUESTIONS:**

1. *What words does Anthony use to describe the government?*

Anthony describes the government as a \_\_\_\_\_ government.

2. *What idea does Anthony claim that our government is based on?*

She says it is based on the \_\_\_\_\_ of each person to a \_\_\_\_\_ and a \_\_\_\_\_ in executing the laws.

3. *What does the word “unalienable” mean?*

It means that one’s rights cannot be \_\_\_\_\_ or \_\_\_\_\_.

4. *According to Anthony, before governments, who possessed the right to protect life, liberty and property?*

\_\_\_\_\_ possessed the right to protect life, liberty and property.

**Vocabulary**

*according to* – as said by

<p>5. <i>What does Anthony claim happens to individual rights when people enter into a free government?</i> She says people do not _____ away their rights. They promise to _____ each other in the enjoyment of those rights.</p> <p>6. <i>What does Anthony claim that people abandon when part of a government?</i> She claims people abandon methods of brute _____ in the adjustment of _____.</p> <p>7. <i>According to Anthony, what do they adopt instead?</i> They adopt _____.</p>	
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**RESPONSE TO GUIDING QUESTION:**

*How does Anthony describe the connection between individual rights and a democratic-republican government?*

**GUIDING QUESTION:**

*Anthony claims something is not included in the documents written by the founding fathers. What is it?*

**WORD BANK**

give                      protect                      Constitution                      exercise  
fathers                      bestow                      The Declaration of Independence

Nor can you find a word in any of the grand **documents** left us by the **fathers** that **assumes** for government the power to **create** or to **confer** rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them **pretends** to **bestow rights**.

**SUPPLEMENTARY QUESTIONS:**

1. *Anthony claims that you cannot find any evidence of the power of the government to create rights in certain documents. Who created and left us those documents?*

She claims there is no evidence of the power of the government to create rights in documents left us by the \_\_\_\_\_.

**Vocabulary**

*to mention* – to speak about something in a few words

<p>2. <i>What specific documents does Anthony go on to mention?</i></p> <p>She mentions _____ and the United States _____.</p> <p>3. <i>What does the word “confer” mean?</i></p> <p>It means to award or _____.</p> <p>4. <i>What does Anthony say these documents do?</i></p> <p>She says the documents _____ in the _____ of their rights.</p> <p>5. <i>What does she claim they do not do?</i></p> <p>She says the documents do not _____ rights.</p>	
<p><b>RESPONSE TO GUIDING QUESTION:</b></p> <p><i>Anthony claims something is not included in the documents written by the founding fathers. What is it?</i></p>	

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

**No additional preparation needed for this section!**

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have students work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand. Use the sentence frames if necessary.

- Example: I don't understand who the fathers are that Anthony is talking about.
- I don't understand .....
- When Anthony said \_\_\_\_\_, I didn't understand what that meant.
- The part where Anthony talks about \_\_\_\_\_ is not clear to me.
- Why did Anthony \_\_\_\_\_ ?

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON TWO

### 2. REVIEWING TEXT

#### TEACHER PREPARATION:

Develop prompts that will help students recap the section of text covered the previous day. To help scaffold, have students used the text in Appendix A with numbered lines so that students can refer to it when answering questions.

#### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of text addressed in the previous lesson.

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

1. Susan B. Anthony gave a speech on August 7, 1865? What was the purpose of that speech?
2. What documents from the founding fathers does she use to support her argument?

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:** Select content standards that will be addressed. Insert them below. Create an objective for your lesson plan and a student objective for for each standard. Include other subject area content standards if applicable and language proficiency standards. Only display standards and student objectives for students.

**INSTRUCTIONS FOR TEACHERS:**

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

Content Lesson Objective:

Students will be able to answer questions about the text by using information that is stated in the text and by drawing inferences from the text.

Student Language Proficiency Objective:

Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

CCSS.ELA-LITERACY.RL.9-10.4

**Determine** the meaning of words and phrases as they are used in the text, including **figurative** and **connotative** meanings; **analyze** the **cumulative impact** of **specific** word choices on meaning and **tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal **tone**).

Student Content Objective:

I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

Language Proficiency Standard<sup>6</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

**Vocabulary**

*determine* – to decide

*figurative* – not the literal or exact meaning of the word or words. For example, “It’s raining cats and dogs,” is a figurative expression. It does not mean that cats and dogs are falling from the sky. It means it is raining hard.

*connotative* –the secondary meaning of a word or words in addition to a word’s primary meaning. For example the primary meaning of the word home is a place to live. A second meaning or connotative meaning of the word home is a place of warmth, comfort, and love.

*analyze* – examine and explain

*cumulative* – total; all parts together

<sup>6</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

<p>I will be able to ...</p>	<p><i>impact</i> – effect or influence</p> <p><i>specific</i> – certain and exact; particular</p> <p><i>tone</i> – the attitude or feeling in a piece of writing. For example, the tone may be humorous serious, formal, or informal. There are many other types of tones a piece of writing might have.</p> <p><i>Humorous</i> means funny. An example of writing that has a humorous tone is a comic strip. Serious means requiring careful thought. It is not funny. An example of a piece of writing that might have a serious tone is a newspaper article about people losing their jobs. Formal means following certain rules or standards and being official or proper. A text that has a formal tone is a school text book. Informal means not formal or not following certain rules or standards. A text message on a phone is an example of writing that may have an informal tone.</p>
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## 4. ENHANCING BACKGROUND KNOWLEDGE

**TEACHER PREPARATION:** Determine the background knowledge students will need for the section of text being addressed. Find or develop media (text, photographs, illustrations, charts, videos, etc.) that will provide the requisite knowledge. Develop a guiding question(s) for the background selection. Scaffold background materials as necessary by: 1) glossing key vocabulary, 2) developing supplementary questions to help students respond to the guiding question(s), 3) providing sentence frames for students who need them, and 4) compiling a word bank for students who need them to complete the sentence frames.

### INSTRUCTION FOR TEACHERS:

- Review student instructions.
- Present background materials to students.
- Pose the guiding question(s).
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.

Discuss the guiding question(s) and have students work in pairs to respond to the guiding question(s) in writing.

### INSTRUCTION FOR STUDENTS:

You will read three short texts. Before you begin reading, look at the guiding questions. Then, read the section of text. The words in **bold** are defined for you. Work with a partner to answer the supplementary questions. We will discuss your responses as a class when you finish. [If applicable: Use the word bank and sentence frames to complete the sentences below.]

### GUIDING QUESTIONS:

*What is the Declaration of Independence?*

*What was the purpose of the Declaration of Independence?*

### WORD BANK:

controlled	consent	happiness	document
free	adopted	colonies	governed
life	1776	liberty	freely

## The Declaration of Independence

The United States used to be a **colony** of Great Britain. The **Declaration of Independence** is a **document** written by the **British colonies** in North America, stating their **independence** from **Great Britain**. It was signed by the **founding fathers** and **adopted** on July 4, 1776. The **colonies** wanted to be **separate** states. They did not want to be controlled by **Great Britain**. This document is famous because of its description of the **legal** and natural rights of people, and because it was a founding document of the United States. One of the most famous parts of the Declaration of Independence is the part that states that all people are created equal:

"All men are **created** equal, and **endowed** by their **Creator** with certain **unalienable** rights. Among these are life, **liberty** and the **pursuit** of happiness. That to **secure** these, governments are **instituted** among men, **deriving** their just powers from the **consent** of the **governed**."

### SUPPLEMENTARY QUESTIONS:

1. *What is the Declaration of Independence?*

It is a \_\_\_\_\_ that states that the colonies want to be \_\_\_\_\_ from Great Britain.

2. *When was the Declaration of Independence adopted?*

It was \_\_\_\_\_ in \_\_\_\_\_.

3. *Why was the Declaration of Independence adopted?*

It was adopted because the \_\_\_\_\_ did not want to be \_\_\_\_\_ by Great Britain.

4. *What are the three rights of people, as stated in the Declaration of Independence?*

- The right of \_\_\_\_\_. This means to be able to live.
- The right of \_\_\_\_\_. This means to act and choose \_\_\_\_\_.
- The right to pursue \_\_\_\_\_. This means to enjoy life.

### Vocabulary

*colony* – a place which is under the control of a distant country.

*declaration* – an official or formal announcement or statement, or the document that contains it

*independence* – freedom from someone or something

*document* – a legal or official paper

*Great Britain* – England

*British* – belonging to Great Britain

*founding fathers* – political leaders during the time of the American Revolution and the creation of The United States who signed the Declaration of Independence and wrote the Constitution

*to adopt* – to accept in an official way, often by voting

*separate* – not together

*legal* – having to do with law

<p>5. <i>According to the Declaration of Independence, where does the government get its power?</i>  The power comes from the _____ of the _____.</p>	<p><i>to create</i> – to make or produce something  <i>to endow</i> – to provide with some ability or quality  <i>Creator</i> – a person who creates; the one who has made or produced something; another word for God  <i>unalienable</i> – natural and legal  <i>liberty</i> – the right or power to act and choose freely  <i>pursuit</i> – the act of pursuing or chasing  <i>to secure</i> – to get  <i>to institute</i> – to start  <i>to derive</i> – to get something from a specific source  <i>consent</i> – permission  <i>governed</i> – the people that are being told what to do</p>
<p><b>RESPONSE TO GUIDING QUESTIONS:</b></p> <p><i>What is the Declaration of Independence?</i></p> <p><i>What was the purpose of the Declaration of Independence?</i></p>	

## 5. ACQUIRING AND USING VOCABULARY

**TEACHER PREPARATION:** Select a limited number of vocabulary words for pre-teaching and additional words that will be glossed. The words in the example were chosen based on their inclusion in the academic word list and/or their necessity to understanding the key ideas of the text. Prepare a glossary like the one below by: 1) providing the word and its translation, 2) defining it in English, and 3) presenting it in context from the text. Prepare materials for pre-teaching abstract words through extended instruction. Throughout the lesson provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary; use English-as-a-second language techniques as appropriate to make word meanings clear; have students apply word-learning strategies, as appropriate.. The words from the academic word list are highlighted in yellow.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach vocabulary selected for extended instruction. This vocabulary will be key to understanding the text and abstract. AWL words are highlighted in yellow.

Familiarize students with their glossary and tell them they will be using it during close reading. Briefly review glossed words that might be challenging.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. If your home language shares cognates with English, note whether the word is a cognate.

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to institute</i> instituir		To start	Governments are instituted among men	
<i>to derive</i> derivar o obtener		To get from a specific source	Deriving their just powers	
<i>just powers</i> poderes justificados		Power that is gotten fairly	Deriving their just powers	
<i>consent</i> consentimiento		Permission	From the consent of the governed	
<i>shadow</i> rastros o indicios		Trace; hint; small amount of something	Here is no shadow of government authority over rights	
<i>authority</i> la autoridad		The right or power to make decisions and rules	Here is no shadow of government authority over rights	
<i>exclusion</i> exclusión		To leave out, not include	Nor exclusion of any from their full and equal enjoyment	
<i>equal</i> igual		The same for everyone	Nor exclusion of any from their full and equal enjoyment	
<i>to pronounce</i> declarar		To say something officially	Here is pronounced the right of all men	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>consequently</i> por consiguiente		As a result; therefore	And "consequently," as the Quaker preacher said	
<i>paragraph</i> párrafo		Text or writing made up of one or more sentences	In this very first paragraph of the declaration	
<i>assertion</i> afirmación		A statement that something is true or right	The assertion of the natural right	
<i>ballot</i> papeleta de votación		A piece of paper on which a voter enters his or her vote	The assertion of the natural right of all to the ballot	
<i>to imply</i> implicar		To say indirectly; to suggest	Surely, the right of the whole people to vote here is clearly implied.	
<i>destructive</i> destrutivo		Something causing damage	For however destructive in their happiness this government might before	
<i>disfranchised</i> desprovistos de sus derechos		To take away someone's right to be a citizen, especially the right to vote	A disfranchised class could neither alter nor abolish it	
<i>class</i> clase social o económica		A group of people who have a similar economic or social position	A disfranchised class could neither alter nor abolish it	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to alter</i> alterar		To change	A disfranchised class could neither alter nor abolish it	
<i>to abolish</i> abolir		To put a stop to	A disfranchised class could neither alter nor abolish it	
<i>to institute</i> instituir o establecer		To start or begin	A disfranchised class could neither alter nor abolish it, nor institute a new one	
<i>effect</i> afectar		To bring something about; to cause	Shall seem most likely to effect their safety and happiness	
<i>except</i> except		Apart from; not including	Except by the brute force method of insurrection and rebellion	
<i>insurrection</i> insurrección		Fighting against a government or those in control Combatir contra el gobierno or las autoridades	Except by the brute force method of insurrection and rebellion	
<i>rebellion</i> la rebellion		Fighting against the government	Except by the brute force method of insurrection and rebellion	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>Powerless</i> impotente		Without strength or power	One-half of the people of this nation today are utterly powerless	
<i>to blot</i> borrar o eliminar		To erase	Utterly powerless to blot from the statute books an unjust law	
<i>statute</i> estatuto		A law made by the legislature (Congress) instead of the courts	Utterly powerless to blot from the statute books an unjust law	
<i>unjust</i> injusto		Not fair	Utterly powerless to blot from the statute books an unjust law	
<i>dissatisfied</i> insatisfecho		Unhappy; not pleased	The women, dissatisfied as they were with this form of government	
<i>to enforce</i> imponer		To make people obey	That enforces taxation without representation	
<i>taxation without representation</i>  pagar impuestos sin tener representación		When the government places taxes on a group of people without their agreement or without them having someone to represent their opinions	That enforces taxation without representation	
<i>to compel</i> obligar		To make someone do something	That compels them to obey laws	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to obey</i> obedecer		To follow rules or laws	That compels them to obey laws	
<i>to imprison</i> encarcelar		To put or keep in jail	That imprisons and hangs them without a trial	
<i>trial</i> juicio		When a court decides whether someone is guilty or not	That imprisons and hangs them without a trial	
<i>jury</i> jurado		A group of people that decides if a person is guilty or not guilty	By a jury of their peers	
<i>peer</i> grupo de ciudadanos igual a la persona		Someone who is similar and equal to someone else	By a jury of their peers	
<i>custody</i> custodia		The legal right to take care of someone or something	That robs them, in marriage, of the custody of their own persons, wages and children	
<i>wages</i> salario		Money paid for doing work	That robs them, in marriage, of the custody of their own persons, wages and children	
<i>mercy</i> a la misericordia		Under the care or treatment of another person or group	This half of the people left wholly at the mercy of the other half	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>violation</i> violación		Breaking a rule	In direct violation of the spirit and letter of the declarations	
<i>framer</i> redactor o formulador		The people who create and shape the government	The declarations of the framers of this government	
<i>immutable</i> inmutable		Cannot be changed	Every one of which was based on the immutable principle of equal rights to all	
<i>principle</i> el principio		A truth or belief on which action is based Verdad o creencia en la cual está basada una acción	Every one of which was based on the immutable principle of equal rights to all	
<i>priest</i> sacerdote		A person who leads a religious group	Kings, priests, popes, aristocrats, were all alike dethroned	
<i>pope</i> papa		The head of the Roman Catholic Church	Kings, priests, popes, aristocrats, were all alike dethroned	
<i>aristocrat</i> aristócrata		A noble person; someone who has a high social position	Kings, priests, popes, aristocrats, were all alike dethroned	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to dethrone</i> destronar		To remove from a powerful position	Kings, priests, popes, aristocrats, were all alike dethroned	
<i>serf</i> siervo o esclavo		A person like a slave who has to work on an area of land	With the lowliest born subject or serf	
<i>to deprive</i> privar or negar		To not allow to have	By them [these individuals] were deprived of their divine right to rule [me]	
<i>caste</i> raza		A social group based on family	By the practice of those declarations all class and caste distinction	
<i>to abolish</i> abolir		To end something	All class and caste distinction will be abolished	
<i>slave</i> esclavo		A person who is owned by another person	Slave, serf, plebeian, wife, woman, all alike	
<i>plebeian</i> plebeyo o de clase común		Belonging to the common class	Slave, serf, plebeian, wife, woman, all alike	
<i>subject</i> súbdito		A person who should be loyal to a leader or a government	Bound from their subject position to the proud platform of equality	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>platform</i> plataforma		A set of goals or principles	Bound from their subject position to the proud platform of equality	
<i>federal</i> federal		Having to do with a system of government that unites states under a central government	The preamble of the federal constitution says	
<i>male</i> masculino varón		man (not woman)	The white male citizens	
<i>to form</i> formar		To make, create or build	The whole people, who formed this Union	
<i>union</i> unión		A group of states under one government	The whole people, who formed this Union	
<i>blessing</i> bendición		A special favor or gift	And we formed it, not to give the blessings or liberty	
<i>posterity</i> posteridad		The future and the people in the future	Not to the half of ourselves and the half of our posterity	
<i>mockery</i> burla		Something that is offensive or hurtful because it is not right	And it is downright mockery to talk to women of their enjoyment	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>means</i> la manera		A way to do something	The use of the only means of securing them	
<i>to provide</i> proporcionar		To give someone something	Provided by this democratic-republican government	
<i>distinctive</i> distintivo		Set apart as different	Is the distinctive difference between the inhabitants	
<i>inhabitant</i> el habitante		Someone that lives in a place	Between the inhabitants of a monarchical and those of a republican form of government	
<i>monarchical</i> monárquico		Government with a king Gobernado por reyes	Between the inhabitants of a monarchical and those of a republican form of government	
<i>republican</i> republicano		A government that is run by the people Gobernado por el pueblo	Between the inhabitants of a monarchical and those of a republican form of government	
<i>sovereign</i> soberano		A king or queen	Individual sovereigns, all clothed with equal power	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to deprive</i> privar		To take something away from someone who should have it	The moment you deprive a person of his right to a voice in the government	
<i>voice</i> voz		The power to express an opinion	The moment you deprive a person of his right to a voice in the government	
<i>to degrade</i> degrader		To bring down to a lower status	You degrade him from the status of a citizen of the republic	
<i>status</i> el estado o posición		A person's position according to society or the law	You degrade him from the status of a citizen of the republic	
<i>republic</i> el república		A government where people elect who will make the laws Gobierno en el cual personas son electas para pasar leyes	You degrade him from the status of a citizen of the republic	
<i>whether</i> si		A word used to present two different possibilities	It matters very little to him whether his monarch be an individual tyrant	
<i>tyrant</i> tirano		A ruler who is cruel or mean	It matters very little to him whether his monarch be an individual tyrant	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>monster</i> monstruo		A scary creature	As is the Czar of Russia, or a 15,000,000 headed monster, as here in the United States	
<i>to settle</i> para resolver		To agree on an answer to something	The only question left to be settled, now, is: Are women persons?	
<i>person</i> persona		A human	The only question left to be settled, now, is: Are women persons?	
<i>hardihood</i> el descaro		Strength; determination (this word is not used today)	And I hardly believe any of our opponents will have the hardihood to say they are not.	
<i>to enforce</i> aplicar or hacer cumplir		To make someone obey	No state has a right to make any new law, or to enforce any old law	
<i>to abridge</i> abreviar		To make smaller; cut something short	To enforce any old law, that shall abridge their privileges or immunities	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>privileges</i> privilegios		A right that is given only to a certain group of people	To enforce any old law, that shall abridge their privileges or immunities	
<i>immunity</i> inmunidad (no tener obligación)		Not having to meet specific responsibilities or obligations	To enforce any old law, that shall abridge their privileges or immunities	
<i>hence</i> por lo tanto		Therefore; for this reason	Hence, every discrimination against women in the constitutions and laws of several states	
<i>null and void</i> nula y sin valor		A legal term that means something that is not valid or acceptable	Hence, every discrimination against women in the constitutions and laws of several states, is to-day null and void	
<i>precisely</i> precisamente		Exactly	Precisely as is every one against negroes	
<i>negro</i> persona de la raza negra		A former term for Black or African American (we do not use this term today because it is insulting)	Precisely as is every one against negroes	

## 6. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of text for close reading. Develop a guiding question(s) for that section of text. Scaffold the reading as necessary by 1) developing supplementary questions to help students respond to the guiding question(s), 2) providing sentence starters and frames for students who need them to respond, and 3) compiling a word bank for students who need it to complete the sentence frames.

### INSTRUCTIONS FOR TEACHERS:

- Read the text aloud to students, modeling proper pace and intonation.
- Review student instructions for first close reading with the class.
- Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know. Words in the **glossary** are bolded in the text.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow-along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s). **Bolded** words are in your glossary.

**GUIDING QUESTION:** *Explain why Anthony uses this quote and the meaning behind it.*

### WORD BANK

power	happiness	women	vote
rules	Creator	authority	giving
secure	life	governed	rights
Liberty	right	excluding	getting

### Declaration of Independence

"All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are **instituted** among men, **deriving** their **just powers** from the **consent** of the governed."

Here is no **shadow** of government **authority** over rights, nor **exclusion** of any from their full and **equal** enjoyment. Here is **pronounced** the right of all men, and "**consequently**," as the Quaker preacher said, "of all women," to a voice in the government. And here, in this very first **paragraph** of the declaration, is the **assertion** of the natural right of all to the **ballot**; for, how can "the consent of the governed" be given, if the right to vote be denied.

#### SUPPLEMENTARY QUESTIONS:

1. According to the **quote**, where do a person's unalienable rights come from?  
They come from the \_\_\_\_\_.
2. What three things are listed as among someone's unalienable rights?  
They are \_\_\_\_\_, \_\_\_\_\_ and the pursuit of \_\_\_\_\_.
3. According to the **quote**, why do governments exist?  
Governments exist to \_\_\_\_\_ these \_\_\_\_\_.
4. What does the word "deriving" mean?  
Deriving means \_\_\_\_\_ from a specific source.
5. According to the **quote**, who must give consent for a government to have certain powers?  
The people who are being \_\_\_\_\_ must give their consent for the government to have certain powers.
6. What does the word "authority" mean in this **context**? The word authority means the right or \_\_\_\_\_ to make decisions and \_\_\_\_\_.
6. What does Anthony claim is not **stated** within the **quote**?  
It is not stated that the government has \_\_\_\_\_ over \_\_\_\_\_ or \_\_\_\_\_ anyone from these rights.

#### Vocabulary

*quote* – repeating the exact words that someone says or writes

*context* – the setting of a word or phrase that affects (changes) its meaning

*to state* – to say or write something that you believe

<p>7. <i>Who do Anthony and the Quaker preacher believe is included in the phrase “all men”?</i> They believe this phrase includes _____.</p> <p>8. <i>Where is this <b>quote</b> from according to the second paragraph?</i> This quote is from the _____ _____.</p> <p>9. <i>What natural right does Anthony believe is recognized in this?</i> Anthony believes that this document recognizes the right of all the people who are governed to _____.</p>	
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**RESPONSE TO GUIDING QUESTION:**

*Explain why Anthony uses this quote and the meaning behind it.*

**GUIDING QUESTION:**

*Why does Anthony use this quote and how does it contribute to the overall purpose of her speech?*

**WORD BANK**

change	insurrection	rebellion	alter
vote	abolish	right	

"That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles, and organizing its powers in such forms as to them shall seem most likely to effect their safety and happiness."

Surely, the right of the whole people to vote is here clearly **implied**. For however **destructive** in their happiness this government might become, a **disfranchised class** could neither **alter** nor **abolish** it, nor **institute** a new one, **except** by the old **brute force** method of **insurrection** and **rebellion**.

<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. <i>According to the quote, what do the people have the right to do to a destructive government?</i> They have the right to _____ or _____ the government.</li> <li>2. <i>What does the word “alter” mean?</i> It means to _____.</li> <li>3. <i>What does Anthony believe is implied in the second quote?</i> She believes that the _____ of all people to _____ is implied.</li> <li>4. <i>According to Anthony, what is the only way for a group of people denied the right to vote to change a government?</i> Anthony says that the only way for a group of people to change a government if they are denied the right to vote is through _____ and _____.</li> </ol>	<p><b>Vocabulary</b></p> <p><i>to contribute</i> – to add to something</p>																				
<p><b>RESPONSE TO GUIDING QUESTION:</b> <i>Why does Anthony use this quote and how does it contribute to the overall purpose of her speech?</i></p>																					
<p><b>GUIDING QUESTIONS:</b> <i>How does Anthony describe the current political situation for women?</i></p> <p><i>How does it differ from what she believes the founding fathers intended?</i></p>																					
<p><b>WORD BANK</b></p> <table border="0"> <tr> <td>consent</td> <td>taxation</td> <td>same</td> <td>declarations</td> </tr> <tr> <td>children</td> <td>serf</td> <td>representation</td> <td>trial</td> </tr> <tr> <td>one-half</td> <td>caste</td> <td>level</td> <td>custody</td> </tr> <tr> <td>class</td> <td>jury</td> <td>obey</td> <td>government</td> </tr> <tr> <td>subject</td> <td>wages</td> <td></td> <td></td> </tr> </table>		consent	taxation	same	declarations	children	serf	representation	trial	one-half	caste	level	custody	class	jury	obey	government	subject	wages		
consent	taxation	same	declarations																		
children	serf	representation	trial																		
one-half	caste	level	custody																		
class	jury	obey	government																		
subject	wages																				

One-half of the people of this nation to-day are utterly **powerless** to **blot** from the **statute** books an **unjust** law, or to write there a new and a just one. The women, **dissatisfied** as they are with this form of government, that **enforces taxation** without **representation**, - that **compels** them to **obey** laws to which they have never given their consent, - that **imprisons** and hangs them without a **trial** by a **jury** of their **peers**, that robs them, in marriage, of the **custody** of their own persons, **wages** and children, - are this half of the people left wholly at the **mercy** of the other half, in direct **violation** of the spirit and letter of the declarations of the **framers** of this government, every one of which was based on the **immutable principle** of equal rights to all. By those declarations, kings, **priests**, **popes**, **aristocrats**, were all alike **dethroned**, and placed on a common level politically, with the lowliest born subject or **serf**. By them [these individuals] were **deprived** of their divine right to rule [me], and placed on a political level with women. By the practice of those declarations all **class** and **caste** distinction will be **abolished**; and **slave**, **serf**, **plebeian**, wife, woman, all alike, bound from their subject position to the proud **platform** of equality.

**SUPPLEMENTARY QUESTIONS:**

1. *According to Anthony, how many people in the United States are powerless from changing laws at the time she gave her speech?*

At the time she gave her speech, Anthony says that \_\_\_\_\_ of the people in the United States are powerless to change laws.

2. *What does Anthony claim the government is enforcing without giving representation?*

She claims the government is enforcing \_\_\_\_\_ without \_\_\_\_\_.

3. *What other rights does the government deny women?*

a. Women have to \_\_\_\_\_ laws to which they never gave their \_\_\_\_\_.

b. Women do not have a right to \_\_\_\_\_ by a \_\_\_\_\_ of their peers.

c. After marriage, women are not allowed \_\_\_\_\_ of themselves, their \_\_\_\_\_, or their \_\_\_\_\_.

4. *Anthony claims that not giving women a say in their own government is in violation of what?*

It is a violation of the \_\_\_\_\_ of the framers of the \_\_\_\_\_.

**Vocabulary**

*current* – present

*to differ* – to be different from or not the same as

*to intend* – to plan

<p>5. <i>What does Anthony believe is the effect of the declarations?</i> The declarations placed everyone on the _____ _____.</p> <p>6. <i>According to Anthony, the founding documents put kings, priests, popes, and aristocrats on the same political level as whom?</i> It placed them on the same level as the lowliest born _____ or _____.</p> <p>7. <i>What distinctions were abolished by the same founding declarations?</i> All _____ and _____ distinctions were abolished.</p>	
--	--

**RESPONSE TO GUIDING QUESTIONS:**

*How does Anthony describe the current political situation for women?*

*How does it differ from what she believes the founding fathers intended?*

**GUIDING QUESTION:**

*Explain the importance of Anthony's use of the third quote to her argument.*

**WORD BANK**

people	Union	Constitution	defense
justice	liberty	formed	general
liberties	tranquility	welfare	ourselves
blessings	women	men	

The preamble of the **federal** constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and established this constitution for the United States of America."

It was we, the people, not we, the white **male** citizens, nor yet we, the male citizens; but we, the whole people, who **formed** this **Union**. And we formed it, not to give the **blessings** or liberty, but to secure them; not to the half of ourselves and the half of our **posterity**, but to the whole people--women as well as men. And it is downright **mockery** to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only **means** of securing them **provided** by this democratic-republican government--the ballot...

**SUPPLEMENTARY QUESTIONS:**

1. *Where is the third quote that Anthony includes in her speech from?*  
It is from the U.S. \_\_\_\_\_.
2. *According to the quote, why was the Constitution established?*  
It was established to form a more perfect \_\_\_\_\_, establish \_\_\_\_\_, insure domestic \_\_\_\_\_, provide for the common \_\_\_\_\_, promote the general welfare and to secure the \_\_\_\_\_ of liberty.
3. *What does this document promise to “promote”?*  
It promises to promote the \_\_\_\_\_.
4. *In the quote, with the founding of the new nation, who is promised “the blessings of liberty”?*  
In the quote, the “blessings of liberty” are promised to \_\_\_\_\_, or the members of the new nation.
5. *Who established the Constitution? Why is that important to Anthony?*  
It was established by we, the \_\_\_\_\_. It is important to Anthony to clarify that \_\_\_\_\_ also \_\_\_\_\_ the Union, and they also should secure the same \_\_\_\_\_ as \_\_\_\_\_.
6. *According to Anthony, enjoying the blessings of liberty requires the ability to do what else?*  
To enjoy the blessings of liberty requires the right to \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*Explain the importance of Anthony's use of the third quote to her argument.*

**GUIDING QUESTION:**

*What does Anthony believe is the main difference between monarchical and republican forms of government?*

**WORD BANK**

different	subject	women	vote
subjects	citizens	15,000,000 headed monster	
voice	men		

What, I ask you, is the **distinctive** difference between the **inhabitants** of a **monarchical** and those of a **republican** form of government, save that in the monarchical the people are subjects, helpless, powerless, bound to obey laws made by superiors-while in the republican, the people are citizens, individual **sovereigns**, all clothed with equal power, to

make and unmake both their laws and law makers, and the moment you **deprive** a person of his right to a **voice** in the government, you **degrade** him from the **status** of a citizen of the **republic**, to that of a subject, and it matters very little to him **whether** his monarch be an individual **tyrant**, as is the Czar of Russia, or a 15,000,000 headed **monster**, as here in the United States; he is a **powerless subject, serf or slave**; not a free and independent **citizen** in any sense...

**SUPPLEMENTARY QUESTIONS:**

1. *What is the meaning of the word "distinctive"?*  
Distinctive means what makes one thing \_\_\_\_\_ from another.
2. *According to Anthony, what is the status of a person in a monarchical government?*  
In a monarchical government, the people are \_\_\_\_\_.
3. *What is the status of a person in a republic?*  
In a republic, the people are \_\_\_\_\_.
4. *What must be taken away from a citizen in a republic to change their status to that of someone living in a monarchy?*  
If a person in a republic is deprived of his \_\_\_\_\_ in the government, he becomes a \_\_\_\_\_.
5. *According to Anthony, who is the monarch in the United States?*  
She thinks the monarch in the United States is \_\_\_\_\_.
6. *Who does she consider the powerless serfs in the United States?*  
She considers the powerless serfs to be the \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*What does Anthony believe is the main difference between monarchical and republican forms of government?*

**GUIDING QUESTION:**

*How does the end of Anthony's speech conclude her argument?*

**WORD BANK**

persons	legal	negroes	worse
abridge	immunities	vote	privileges

The only question left to be **settled**, now, is: Are women **persons**? And I hardly believe any of our opponents will have the **hardihood** to say they are not. Being persons, then, women are **citizens**, and no state has a right to make any new law, or to **enforce** any old law, that shall **abridge** their **privileges** or **immunities**. **Hence**, every discrimination against women in the constitutions and laws of the several states, is to-day null and void, precisely as is every one against negroes.

Is the right to vote one of the privileges or immunities of citizens? [It is] the one without which all the others are nothing.

**SUPPLEMENTARY QUESTIONS:**

1. *What question does Anthony claim is the only question left to be settled, or answered?*  
The last question is "Are women \_\_\_\_\_?"
2. *What kinds of laws does Anthony believe that states do not have the right to make or enforce?*  
She believes that no state has the right to make or enforce a law to \_\_\_\_\_ women's \_\_\_\_\_ or \_\_\_\_\_.
3. *What does Anthony mean by "discrimination?"*  
She means that women are treated \_\_\_\_\_ than men.
4. *What does the phrase "null and void" mean?*  
It means having no \_\_\_\_\_ force.
5. *Anthony compares discrimination against women to discrimination against whom?*  
She compares discrimination against women to discrimination against \_\_\_\_\_.
6. *What right does Anthony believe is "the one without which all the others are nothing?"*  
The right to \_\_\_\_\_ is "the one without which all the others are nothing."

**Vocabulary**

*to conclude* – to end something; finish

*discrimination* – treating some people worse than others because they are different in some way

**RESPONSE TO GUIDING QUESTION:**

*How does the end of Anthony's speech conclude her argument?*

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

TEACHER PREPARATION:

**No additional preparation needed for this section!**

INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have students work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand. Use the sentence frames if necessary.

- Example: I don't understand who the fathers are that Anthony is talking about.
- I don't understand .....
- When Anthony said \_\_\_\_\_, I didn't understand what that meant.
- The part where Anthony talks about \_\_\_\_\_ is not clear to me.
- Why did Anthony \_\_\_\_\_ ?
- \_\_\_\_\_
- \_\_\_\_\_

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON THREE

### 2. REVIEWING TEXT

#### TEACHER PREPARATION:

Develop prompts that will help students recap the section of text covered the previous day. To help scaffold, have students used the text in Appendix A with numbered lines so that students can refer to it when answering questions.

#### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of text addressed in the previous lesson.
- Explain that **boldfaced** words in the text are defined in the glossary.

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

1. Susan Anthony gave a speech on August 7, 1865? What was her main argument for her audience?
2. Anthony uses quotes from documents written by the founding fathers to support her argument. What documents do the quotes come from? How do they support her argument?
3. How does Anthony conclude her argument?

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:** Select content standards that will be addressed. Insert them below. Create an objective for your lesson plan and a student objective for for each standard. Include other subject area content standards if applicable and language proficiency standards. Only display standards and student objectives for students.

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### Content Lesson Objective:

Students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning and tone.

#### Student Language Proficiency Objective:

Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### Student Content Objective:

I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

#### Language Proficiency Standard<sup>7</sup>

*Insert language proficiency standards here.*

#### Student Objective:

I will be able to ...

<sup>7</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 8. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### TEACHER PREPARATION:

Develop a guiding question(s) that addresses craft and structure (reading standards 4-6) or integration of knowledge and ideas (reading standards 7-9). Scaffold as necessary by 1) developing supplementary questions to help students respond to the guiding question(s), 2) providing sentence frames for students who need them to respond, and 3) compiling a word bank for students who need it to complete sentence frames. Note that some work related to this standard will not require guiding questions. However, it might require modeling of the skill that students need to apply to the text and questions that guide the students in applying their knowledge related to the skill.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

If applicable: During this close reading, you will be answering questions about craft and structure or integration of knowledge and ideas. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response to the guiding question(s).

If applicable: Your teacher will teach you the skills and knowledge you need to meet standards 4–9. Then you will work independently or with a partner to apply what you have learned to this section of the text.

### GUIDING QUESTIONS:

*What does Anthony mean by the phrase “citizen’s right?”*

CCSS.ELA-LITERACY.RL.9–10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*How does Anthony describe the current political situation for women? How does it differ from what she believes the founding fathers intended? What examples in her speech offer support for her interpretation?*

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it

(e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**WORD BANK**

all	vote	unjust	Constitution
liberty	consent	person	write
country	vote	governed	law
women	free	nature	life
voice	blot	pursuit	happiness

Declaration of Independence

**SUPPLEMENTARY QUESTIONS:**

1. *What does citizen mean?*

A citizen is a \_\_\_\_\_ who is a member of a \_\_\_\_\_.

2. *What does right mean?*

A right is something you are \_\_\_\_\_ to do because of law or \_\_\_\_\_.

3. *When Anthony says that she exercised her citizen's right on line 4 of the text, to what right is she referring?*

She is referring to her right to \_\_\_\_\_.

4. *What does Anthony say women are powerless to do?(lines 41 and 42)*

They are powerless to \_\_\_\_\_ from the statute books an \_\_\_\_\_, or to \_\_\_\_\_ a new and a just one.

5. *Why are they powerless in this way?*

They are powerless because they do not have a \_\_\_\_\_ in the government because they cannot \_\_\_\_\_.

6. *What documents does Anthony quote from to support the arguments of her speech?*

She quotes from the \_\_\_\_\_ and the \_\_\_\_\_.

7. *What are the rights that all citizens are guaranteed based on the quote Anthony uses from the Declaration of Independence? (lines 23-26)*

Citizens are guaranteed the right to \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_ of \_\_\_\_\_.

8. *According to the same quote mentioned above, where does the government get its power.*

Its power comes from the \_\_\_\_\_ of the \_\_\_\_\_.

9. *According to Anthony, who does this include?*

This includes all men and \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTIONS:**

*What does Anthony mean by the phrase “citizen’s right?”*

*How does Anthony describe the current political situation for women? How does it differ from what she believes the founding fathers intended? What examples in her speech offer support for her interpretation?*

*Which examples of how women are treated unfairly best support Anthony’s purpose in making this speech?*

**8. INTEGRATION OF KNOWLEDGE AND IDEAS**

**TEACHER PREPARATION:**

Develop a guiding question(s) that addresses integration of knowledge and ideas (reading standards 7–9). Scaffold as necessary by 1) developing supplementary questions to help students respond to the guiding question(s), 2) providing sentence frames for students who need them to respond, and 3) compiling a word bank for students who need it to complete sentence frames. Note that some work related to this standard will not require guiding questions. However, it might require modeling of the skill that students need to apply to the text and questions that guide the students in applying their knowledge related to the skill.

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.

**INSTRUCTIONS FOR STUDENTS:**

During this close reading, you will be answering questions about integration of knowledge and ideas. Your teacher will review the guiding question with you. Work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class. Then, you will discuss the guiding question with your teacher and the class. Finally, you will complete the response to the guiding question.

**WORD BANK**

think	wages	educate	children
custody	answer	stand	feet

**GUIDING QUESTION:** *Does Nora’s decision to leave Torvald reflect the values of the suffrage movement as*

**Vocabulary**

<i>represented in Anthony's speech? If so, how?</i>	<i>reflect</i> – to show <i>value</i> – beliefs
<p><b>QUESTIONS:</b></p> <p>1. <i>Why does Nora say that she is leaving Torvald? (Ibsen, lines 41, 44, 69–70)</i>  Nora says that she is leaving because she must _____ herself, _____ on her own two _____, and _____ things out for herself and find her own _____.</p> <p>2. <i>What does Anthony say that women are robbed of when they marry? (Anthony, lines 45–46)</i>  Anthony says that women are robbed of _____ of themselves, their _____ and their _____.</p>	
<p><b>RESPONSE TO GUIDING QUESTION: <i>Does Nora's decision to leave Helmut reflect the values of the suffrage movement as represented in Anthony's speech? If so, how?</i></b></p>	

## 9. DEVELOPING KNOWLEDGE OF LANGUAGE

### Mini-Lesson on Multiple-Meaning Words

**NOTE:** This is an exemplar of one type of activity that can be done during this component, but it is not the only option. Activities will vary depending on the particular standards being addressed.

#### TEACHER PREPARATION:

Select words from the text with multiple meanings. Prepare a template that includes the words and where they can be found in the text. An option for lower level students, is to include one or both of the meanings. Find dictionaries that are appropriate to students' language proficiency levels. An on-line option is: [wordsmyth.net](http://wordsmyth.net). Students can select, or teachers can select for them select the level of difficulty of the definitions.

#### INSTRUCTIONS FOR TEACHERS:

- Explain to students that many words have more than one meaning. For example the word *play* has more than one meaning.
- Ask students for the meanings for the word *play*? {e.g., a story that is presented on stage; to be in a game or contest; to make music with} Tell students they are going to be determining which meaning of a word *with* multiple meanings is the meaning in the text. Provide students with resources such as dictionaries for second language learners. .

#### INSTRUCTIONS FOR STUDENTS:

Words often have more than one meaning. In the chart below are words from your texts that have multiple meanings. Read the sentence(s) from the text containing the word and discuss what you think the meaning is with your partner. Then, using your dictionary write down two definitions for the word, including the meaning you think is correct for the text. Complete the chart below. You can work in pairs.

Vocabulary Word	Use in Text	Meaning One	Meaning Two
right (line 3, 5, 7)	<i>Our democratic-republican government is based on the idea of the natural <b>right</b> of every individual member thereof to a voice and a vote in making and executing the laws.</i>	<i>true; correct (adjective)</i>	<i>something you are free to do because of law or nature</i>

I think the word in this text means something you are free to do because of law or nature. I think this because the text says a "right to vote" which means something that you can do not something that is true or correct.

Vocabulary Word	Use in Text	Meaning One	Meaning Two
fathers (line 18)			

I think the word in this text means \_\_\_\_\_.

I think this because \_\_\_\_\_.

Vocabulary Word	Use in Text	Meaning One	Meaning Two
exercise (line 22)			

I think the word in this text means \_\_\_\_\_.

Vocabulary Word	Use in Text	Meaning One	Meaning Two
I think this because _____.			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
class (lines 40, 55)			
I think the word in this text means _____.			
I think this because _____.			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
subject (lines 53, 56, 73)			
I think the word in this text means _____.			
I think this because _____.			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
voice (lines 8, 30, 76)			
I think the word in this text means _____.			
I think this because _____.			

## 10. BUILDING SPEAKING AND LISTENING SKILLS

**NOTE:** This is an exemplar of one type of activity that can be done during this component, but it is not the only option. Activities will vary depending on the particular standards being addressed.

### TEACHER PREPARATION:

Prepare an activity that focuses on speaking and listening standards.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class. Tell students they will be comparing Anthony's speech and the cartoon below.
- Read the cartoon and the discussion questions.
- Review the vocabulary.
- Provide students with the following sentence frames:
  - Anthony says women should have the right to vote because .....
  - I know this because she says ....
  - The poster says women should have the right to vote because....
  - I know this because it says ....
  - The arguments are the same because....
  - The arguments are different because ....
- Give students time to work in pairs. Make sure they are referring to the text.
- Have pairs share their responses to the questions.

### INSTRUCTIONS FOR STUDENTS:

For this activity, you will be comparing Anthony's speech "Is it A Crime for a U.S. Citizen to Vote?" and the cartoon below. Listen to your teacher read the cartoon and the questions for discussion. Review the vocabulary. Use Anthony's speech and your analysis of her speech to discuss the questions with a partner. Be prepared to share your answers with the class using specific examples from the text and from the cartoon. Use the following phrases to get you started:

Anthony says women should have the right to vote because .....

I know this because she says ....

The poster says women should have the right to vote because....

I know this because it says ....

The arguments are the same because ....

The arguments are different because ....



<http://www.loc.gov/pictures/resource/cph.3b41501/>

1. How are the **arguments** for giving the women the right to vote similar in Anthony's speech and in the cartoon?
2. On what points do they **differ**?
3. What issues does Anthony **emphasize** in her argument? What is emphasized in the cartoon?

**Vocabulary**

*argument* – a reason in favor or against something

*differ* – to be different from

*to emphasize* – to give special attention to something

## 11. RE-ASSESSING COMPREHENSION

### TEACHER PREPARATION:

Insert questions from the pre-assessment below and add additional questions, as appropriate. Add evaluations of re-assessment responses to the chart.

### INSTRUCTIONS FOR TEACHER:

- Review students instructions with the whole class.
- After students have completed the re-assessment, review responses with the whole class.

### INSTRUCTIONS FOR STUDENTS:

Refer to the text, as necessary. Answer the questions below. [Some of] the questions are the same as those on the pre-test. When you are finished your teacher will review the answers with you.

### WORD BANK

rights	voice	crime	citizen's	powerless
protect	voted	election	right	subjects
founding fathers	vote	citizens	one-half	protect
barter away	vote			

### QUESTIONS:

1. *What is Anthony's alleged crime?*

Anthony \_\_\_\_\_ in the last Presidential \_\_\_\_\_.

2. *What is Anthony's purpose in giving this speech?*

Her purpose is to show that she committed no \_\_\_\_\_, but only exercised her \_\_\_\_\_.

3. *What idea is a republican-democratic government based on?*

It is based on the idea that every member has a right to a \_\_\_\_\_ and a \_\_\_\_\_.

4. *When individuals enter into a free government what do they do?*

They promise to \_\_\_\_\_ each other in the enjoyment of their \_\_\_\_\_.

5. *Anthony claims that you cannot find any evidence of the power of the government to create rights in what documents?*

She claims there is no evidence of the power of the government to create rights in \_\_\_\_\_.

documents left us by the \_\_\_\_\_.

6. *What does Anthony claim happens to individual rights when people enter into a free government?*

She says people do not \_\_\_\_\_ away their rights. They promise to \_\_\_\_\_ each other in the enjoyment of those rights.

7. *According to Anthony, how many people in the United States are powerless to change laws at the time she gave her speech?*

At the time she gave her speech, Anthony says that \_\_\_\_\_ of the people in the United States are powerless to change laws.

8. *What does Anthony believe is the main difference between monarchical and republican forms of government?*

She believes that under a monarchical government people are \_\_\_\_\_ and are \_\_\_\_\_ to change laws they do not agree with, but under a republican government, the people are \_\_\_\_\_ and have equal power to change the laws.

7. *What right does Anthony believe is “the one without which all the others are nothing”?*  
The right to \_\_\_\_\_ is “the one without which all the others are nothing.”

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON FOUR

### 1. REVIEWING WRITING OBJECTIVES

**TEACHER PREPARATION:** Select content standards that will be addressed. Insert them below. Create both a lesson objective for your lesson plan and a student objective for each standard. If your state has language proficiency standards, include them as well. Only display standards and student objectives to students.

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### Lesson Objective:

Students will be able to write **arguments** to support **claims** in an **analysis** of **substantive** topics or texts, using **valid reasoning** and **relevant** and **sufficient evidence**.

#### Language Proficiency Objective:

Please add language proficiency standards from the New York State Language Progressions that you plan to meet during this lesson.

#### INSTRUCTIONS FOR STUDENTS:

Listen as we review the standards and objectives. If you have questions about what they mean, please let me know.

#### Common Core Learning Standard

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support **claims** in an **analysis** of **substantive** topics or texts, using **valid reasoning** and **relevant** and **sufficient evidence**.

#### Student Objective:

I will be able to write arguments to support my understanding of topics or texts using thinking based on facts and relevant and sufficient evidence.

#### Language Proficiency Standard:

*Insert language proficiency standards here.*

#### Student Objective:

*Insert student objective here.*

#### **Vocabulary**

*claim* – a statement or idea someone says is true but is not proven

*analysis* – a careful study of the parts of something to understand more about the whole

*valid* – based on truth, fact, or logic

*reason* – being able to think in a clear way

*relevant* – having to do with or connected to the subject

*sufficient* – enough

*evidence* – something that gives proof; facts

## 2. PREPARING TO WRITE

### TEACHER PREPARATION:

Create a graphic organizer that students will use to gather and organize information in order to help them respond to the writing prompt. Develop word banks and sentence frames for students that may need them.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions and vocabulary with the whole class.

### INSTRUCTIONS FOR STUDENTS:

You are going to answer the following question:

<p><b>Writing Prompt:</b> Both Susan B. Anthony’s speech and the excerpt from Ibsen’s play reflect the experiences of women at the end of the 19th century. Explain how the freedom that Nora is seeking is similar to and different from the rights that Anthony is arguing for in her speech.</p>	<p><b>Vocabulary</b> excerpt – a short part of a play, film, or text reflect – show; express seek – to look for similar – almost the same as something</p>
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In order to help you organize your writing, work with a partner to fill out the graphic organizer. Remember to use evidence from the text to complete your graphic organizer. Then, review the information in your graphic organizer with your teacher.

### GRAPHIC ORGANIZER

Complete the graphic organizer below using evidence from the two texts. Then, answer the questions.

	<b>Answer</b>	<b>Quote from text that tells you the answer</b>
<b>What freedom does Nora want?</b>		
<b>Why does Nora want that freedom?</b>		
<b>What freedom does Anthony want for women?</b>		
<b>Why does Anthony want that freedom for women?</b>		

1. The freedoms that Nora and Anthony are seeking are similar. Nora wants \_\_\_\_\_ so she can \_\_\_\_\_. For example, she says (give an example from the text) \_\_\_\_\_.

Anthony wants \_\_\_\_\_ so women can \_\_\_\_\_. For example, she says (give an example from the text) \_\_\_\_\_.

2. But the freedoms that Nora and Anthony want are also different.

Nora wants freedom to \_\_\_\_\_.

I know this because \_\_\_\_\_.

Anthony wants freedom to \_\_\_\_\_.

I know this because \_\_\_\_\_.

### 3. WRITING

#### TEACHER PREPARATION:

Create writing prompts that require students to cite evidence from the text to support their ideas. Ensure that the prompts are aligned to the information students gathered in their graphic organizers.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions and vocabulary with the whole class.

#### INSTRUCTIONS FOR STUDENTS:

Work independently to write a response to the writing prompt in the space below. Be sure to use evidence from the text to support your ideas and to write a conclusion. Use your graphic organizer to help you fill in the spaces.

<p><b>Writing Prompt:</b> Both Susan B. Anthony’s speech and the <u>excerpt</u> from Ibsen’s play <u>reflect</u> the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is <u>seeking</u> is <u>similar</u> to and different from the rights that Anthony is arguing for in her speech.</p>	<p><b>Vocabulary</b> <i>excerpt</i> – a short part of a play, film, or text <i>reflect</i> – show; express <i>seek</i> – to look for <i>similar</i> – almost the same as something</p>	<p>Both Susan B. Anthony’s speech and the excerpt from Ibsen’s play reflect the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is seeking is similar to and different from the rights that Anthony is arguing for in her speech.</p>
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Susan B. Anthony’s speech and Ibsen’s play both reflect the experiences of women at the end of the 19<sup>th</sup> century. Both Nora, the main character in Ibsen’s play and Anthony are looking for \_\_\_\_\_.

The freedoms they are seeking are the same because \_\_\_\_\_.

We can tell this from the text because \_\_\_\_\_.

The freedoms that they are seeking are different because \_\_\_\_\_.

We can tell this from the text because \_\_\_\_\_.

In conclusion, \_\_\_\_\_.

## Appendix A.

### “Is It a Crime for a Citizen of the United States to Vote?”

TEACHER PREPARATION: Insert section of text below. Then, select words to be glossed and **boldface** them in the text. Provide definitions for the words to the right of the text. Next, select words that students will define and underline them in the text below.

1 Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged  
2 crime of having voted at the last Presidential election, without having a lawful right to  
3 vote. It shall be my work this evening to prove to you that in thus voting, I not only  
4 committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me  
5 and all United States citizens by the National Constitution, beyond the power of any  
6 State to deny.

7 Our democratic-republican government is based on the idea of the natural right of every  
8 individual member thereof to a voice and a vote in making and executing the laws. We  
9 assert the province of government to be to secure the people in the enjoyment of their  
10 unalienable rights. We throw to the winds the old dogma that governments can give  
11 rights. Before governments were organized, no one denies that each individual  
12 possessed the right to protect his own life, liberty and property. And when 100 or  
13 1,000,000 people enter into a free government, they do not barter away their natural  
14 rights; they simply pledge themselves to protect each other in the enjoyment of them,  
15 through prescribed judicial and legislative tribunals. They agree to abandon the methods  
16 of brute force in the adjustment of their differences, and adopt those of civilization.

17 Nor can you find a word in any of the grand documents left us by the fathers that  
18 assumes for government the power to create or to confer rights. The Declaration of  
19 Independence, the United States Constitution, the constitutions of the several states and  
20 the organic laws of the territories, all alike propose to protect the people in the exercise  
21 of their God-given rights. Not one of them pretends to bestow rights.

22 "All men are created equal, and endowed by their Creator with certain unalienable  
23 rights. Among these are life, liberty and the pursuit of happiness. That to secure these,  
24 governments are instituted among men, deriving their just powers from the consent of  
25 the governed."

26 Here is no shadow of government authority over rights, nor exclusion of any from their  
27 full and equal enjoyment. Here is pronounced the right of all men, and "consequently,"  
28 as the Quaker preacher said, "of all women," to a voice in the government. And here, in  
29 this very first paragraph of the declaration, is the assertion of the natural right of all to  
30 the ballot; for, how can "the consent of the governed" be given, if the right to vote be  
31 denied. Again:

32	"That whenever any form of government becomes destructive of these ends, it is the
33	right of the people to alter or abolish it, and to institute a new government, laying its
34	foundations on such principles, and organizing its powers in such forms as to them shall
35	seem most likely to effect their safety and happiness."
36	Surely, the right of the whole people to vote is here clearly implied. For however
37	destructive in their happiness this government might become, a disfranchised class
38	could neither alter nor abolish it, nor institute a new one, except by the old brute force
39	method of insurrection and rebellion.
40	One-half of the people of this nation to-day are utterly powerless to blot from the statute
41	books an unjust law, or to write there a new and a just one. The women, dissatisfied as
42	they are with this form of government, that enforces taxation without representation,-
43	that compels them to obey laws to which they have never given their consent, -that
44	imprisons and hangs them without a trial by a jury of their peers, that robs them, in
45	marriage, of the custody of their own persons, wages and children,-are this half of the
46	people left wholly at the mercy of the other half, in direct violation of the spirit and letter
47	of the declarations of the framers of this government, every one of which was based on
48	the immutable principle of equal rights to all. By those declarations, kings, priests,
49	popes, aristocrats, were all alike dethroned, and placed on a common level politically,
50	with the lowliest born subject or serf. By them [these individuals] were deprived of their
51	divine right to rule [me], and placed on a political level with women. By the practice of
52	those declarations all class and caste distinction will be abolished; and slave, serf,
53	plebeian, wife, woman, all alike, bound from their subject position to the proud platform
54	of equality.
55	The preamble of the federal constitution says:
56	"We, the people of the United States, in order to form a more perfect union, establish
57	justice, insure domestic tranquility, provide for the common defense, promote the
59	general welfare and secure the blessings of liberty to ourselves and our posterity, do
60	ordain and established this constitution for the United States of America."
61	It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but
62	we, the whole people, who formed this Union. And we formed it, not to give the
63	blessings or liberty, but to secure them; not to the half of ourselves and the half of our
64	posterity, but to the whole people-women as well as men. And it is downright mockery
65	to talk to women of their enjoyment of the blessings of liberty while they are denied the
66	use of the only means of securing them provided by this democratic-republican
67	government-the ballot....
68	What, I ask you, is the distinctive difference between the inhabitants of a monarchical

69 and those of a republican form of government, save that in the monarchical the people  
70 are subjects, helpless, powerless, bound to obey laws made by superiors-while in the  
71 republican, the people are citizens, individual sovereigns, all clothed with equal power,  
72 to make and unmake both their laws and law makers, and the moment you deprive a  
73 person of his right to a voice in the government, you degrade him from the status of a  
74 citizen of the republic, to that of a subject, and it matters very little to him whether his  
75 monarch be an individual tyrant, as is the Czar of Russia, or a 15,000,000 headed  
76 monster, as here in the United States; he is a powerless subject, serf or slave; not a free  
77 and independent citizen in any sense...

78 The only question left to be settled, now, is: Are women persons? And I hardly believe  
79 any of our opponents will have the hardihood to say they are not. Being persons, then,  
80 women are citizens, and no state has a right to make any new law, or to enforce any old  
81 law, that shall abridge their privileges or immunities. Hence, every discrimination  
82 against women in the constitutions and laws of the several states, is to-day null and  
83 void, precisely as is every one against negroes.

84 Is the right to vote one of the privileges or immunities of citizens? [It is] the one without  
85 which all the others are nothing.

**Appendix B.**  
**“Is It a Crime for a Citizen of the United States to Vote?”**  
**Additional Craft and Structure/Integration Questions With Answers**

Dayton, Ohio, August 7, 1865.

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

- 4. Standard 6: In the first paragraph, what do readers learn about Anthony and the purpose of her speech?**

*Readers learn that Anthony has been accused on unlawfully voting in the last Presidential election and that the purpose of her speech is to prove that her act of voting should not be considered a crime.*

- 5. Standard 4: What does Anthony mean by the phrase “citizen’s right?”**

*With this phrase, Anthony is conveying the idea that as a citizen of the United States, she has certain freedoms and abilities that are protected by her citizenship.*

- 6. Standard 4: Given the context of the paragraph, what does the word “guaranteed” mean?**

*Given the context in which it appears, including surrounded by phrases like “citizen’s right” and “beyond the power,” one can conclude that “guaranteed” means “assured” or “covered by promise.”*

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

- 7. Standard 5: How does Anthony’s description of individual rights and the forming of a free government develop the claims she made in the first paragraph?**

*In the first paragraph, Anthony claims that the right to vote is a right of all citizens, regardless of gender. In the second paragraph, she explains that the role of government is to protect people’s rights and by entering into a government, they cannot be taken away.*

8. **Standard 4: Given the context in which it appears, what does the word “unalienable” mean?**

*Anthony uses “unalienable” as another way to describe rights that cannot be taken away or repudiated.*

Nor can you find a word in any of the grand documents left us by the fathers that assumes for government the power to create or to confer rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

9. **Standard 8: What does Anthony claim is not included in the documents written by the founding fathers? How does this support her overall argument?**

*Anthony claims that the founding fathers did not give the government the ability to “bestow rights” but merely the power to protect the rights that people already have. She uses this point in her argument because she has already argued that individuals have certain “unalienable” rights, and without the power to bestow rights, they cannot take them away either.*

"All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed."

Here is no shadow of government authority over rights, nor exclusion of any from their full and equal enjoyment. Here is pronounced the right of all men, and "consequently," as the Quaker preacher said, "of all women," to a voice in the government. And here, in this very first paragraph of the declaration, is the assertion of the natural right of all to the ballot; for, how can "the consent of the governed" be given, if the right to vote be denied. Again:

10. **Standard 6: How does Anthony’s use of the quote from the Declaration of Independence support the purpose of her speech?**

*The significance of this passage is twofold. First, she claims that this passage does not give the government any power to create rights of citizens or exclude the enjoyment of natural rights. Anthony also uses this quote to demonstrate the assertion by the founding fathers that the right to vote is a natural right. She uses this passage as evidence that “all men” (and consequently “all women”) have a right to a voice in the government. She claims “the consent of the governed” that is necessary to give government power is not possible when the right to vote is denied.*

11. **Standard 8: How does Anthony’s use of the quote from the Declaration of Independence as evidence relevant to her argument that the government does not have the power to “bestow rights?”**

*The quote that Anthony uses explains that rights are given by “the Creator” and that governments are created to “secure” these rights. These points support her argument that the government was not created to “bestow rights.”*

**12. Standard 4: What does the word “authority” mean in the context of paragraph 5?**

*In the context of the paragraph, where Anthony claims that the government cannot control rights, “authority” can be understood to mean “power” or “ability.”*

**13. Standard 8: When the quote says “all men” who does Anthony believe is included in that concept? What reasons does she give for her answer?**

*Anthony believes that even though the excerpt from the Declaration of Independence says “all men,” it also includes women. She cites her conclusion as that of the Quaker preacher.*

"That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles, and organizing its powers in such forms as to them shall seem most likely to effect their safety and happiness."

Surely, the right of the whole people to vote is here clearly implied. For however destructive in their happiness this government might become, a disfranchised class could neither alter nor abolish it, nor institute a new one, except by the old brute force method of insurrection and rebellion.

**14. Standard 6: Why does Anthony use the second quote and how does it contribute to the overall purpose of her speech?**

*Anthony explains that the right of all citizens to vote is implied in this passage, using the implication as evidence for her argument. For Anthony, the quote explains how citizens have the right to change a destructive government, and without the ability to vote, that right could only be achieved through rebellion. Therefore, citizens must have the right to vote to change a government that is not adequately representing the governed people.*

**15. Standard 4: Given the context of the quote, what does the word “alter” mean?**

*The quote talks about the right of the people to change government through instituting a new or reorganizing power; therefore, alter can be understood to mean, “modify” or “rework.”*

**16. Standard 5: How is Anthony’s claim developed by the final sentence of the seventh paragraph in relation to the quote from the Declaration of Independence in the sixth paragraph?**

*With this last sentence, Anthony is explaining that without the power to vote, the government does not wholly have the “consent of the governed.” This means that in this case, there is a disenfranchised class that must resort to “the old brute force method” in order to secure their “unalienable rights” because they have no other way of changing the government. Anthony’s claim that the right to vote belongs to*

*all citizens becomes clear given that the second quote explains that citizens should have the right to alter government in order to ensure their life, liberty, and happiness.*

One-half of the people of this nation to-day are utterly powerless to blot from the statute books an unjust law, or to write there a new and a just one. The women, dissatisfied as they are with this form of government, that enforces taxation without representation, -that compels them to obey laws to which they have never given their consent, -that imprisons and hangs them without a trial by a jury of their peers, that robs them, in marriage, of the custody of their own persons, wages and children, -are this half of the people left wholly at the mercy of the other half, in direct violation of the spirit and letter of the declarations of the framers of this government, every one of which was based on the immutable principle of equal rights to all. By those declarations, kings, priests, popes, aristocrats, were all alike dethroned, and placed on a common level politically, with the lowliest born subject or serf. By them [these individuals] were deprived of their divine right to rule [me], and placed on a political level with women. By the practice of those declarations all class and caste distinction will be abolished; and slave, serf, plebeian, wife, woman, all alike, bound from their subject position to the proud platform of equality.

**17. Standard 5: How does Anthony describe the current political situation for women? How does it differ from what she believes the founding fathers intended? What other paragraphs in her speech offer support for her interpretation?**

*Anthony explains that given the current political system, women have no voice or representation. She believes that the founding fathers intended that all citizens have an equal say in the government. The quotes that she uses in the previous paragraphs reflect her beliefs about the founding fathers' views of the rights of citizens.*

**18. Standard 6: Which examples of how women are treated unfairly best support Anthony's purpose in making this speech?**

*Anthony's examples of the fact that women must "obey laws to which they have never given their consent" and submit to a government that "hangs them without a trial by a jury of their peers" clearly show how that without the right to vote, they do not have the ability to exercise all of their rights as human beings.*

**19. Standard 4: What is the impact of Anthony's choice to list these words together: "slave, serf, plebeian, wife, and woman?"**

*Anthony uses this list to juxtapose the position of women in society with the lowest classes given that they do not have the right to vote.*

The preamble of the federal constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and established this constitution for the United States of America."

It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings or liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot....

**20. Standard 4: Explain the importance of Anthony’s choice to include the first line of the Preamble to the Constitution in her speech.**

*Anthony notes that the very first line of the preamble is “We, the people” and not “We, the white male citizens” or even “we, the male citizens.” The fact that the preamble begins by calling together all of the people in the Union and not just the men signifies the role and rights of women.*

**21. Standard 8: How does Anthony use the quote from the Constitution to advance her argument?**

*Anthony argues that the preamble states that the people of the United States establish the constitution to “secure the blessings of liberty” not to give them to a select group of citizens or for the government to decide which groups of people should be given these blessings. She believes that the government is breaching the constitution by not allowing women the chance to secure their blessings of liberty by refusing them the right to vote.*

What, I ask you, is the distinctive difference between the inhabitants of a monarchical and those of a republican form of government, save that in the monarchical the people are subjects, helpless, powerless, bound to obey laws made by superiors—while in the republican, the people are citizens, individual sovereigns, all clothed with equal power, to make and unmake both their laws and law makers, and the moment you deprive a person of his right to a voice in the government, you degrade him from the status of a citizen of the republic, to that of a subject, and it matters very little to him whether his monarch be an individual tyrant, as is the Czar of Russia, or a 15,000,000 headed monster, as here in the United States; he is a powerless subject, serf or slave; not a free and independent citizen in any sense...

**22. Standard 5: How does Anthony’s comparison between monarchical and republican forms of government advance her claims about women possessing the right to vote?**

*Anthony claims that in a monarchy, certain people are “helpless, powerless, bound to obey laws made by superiors.” On the other hand, in a republic, all people have “equal power, to make and unmake both their laws and lawmakers.” By making these distinctions, Anthony implicitly shows that the way women are currently treated by the government is not representative of a republic, but rather more in line with the monarchical rule that the United States was founded in opposition to.*

**23. Standard 4: Given the context in which it appears, what is the meaning of the word “distinctive”?**

*Because Anthony is trying to make a strong point between the differences of a monarchy and a republic, it is clear that “distinctive” in this context means “distinguishing” or “definitive.”*

The only question left to be settled, now, is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens, and no state has a right to make any new law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states, is to-day null and void, precisely as is every one against negroes.

Is the right to vote one of the privileges or immunities of citizens? [It is] the one without which all the others are nothing.

- 24. Standard 8: How does the final paragraph of Anthony’s speech conclude her argument? Is the evidence and reasoning she provides sufficient to support her argument?**

*Throughout her speech, Anthony shows how the founding documents of the United States give all citizens the right to vote and that in a republic all citizens, regardless of gender, have a right to a voice in the government. However, given the current conditions and the lack of the right to vote for women, they are not treated as free and independent citizens as those in a republic should be. Since all persons should be granted the same equal rights, the only question left to determine whether or not women have the right to vote is whether or not they are persons – a much simpler question to answer.*

- 25. Standard 5: What paragraph above supports Anthony’s argument here to link the right to vote for women with the rights of “negroes” to vote?**

*The paragraph that begins “What, I ask you” ends by comparing the position of those unable to vote as the same as being “a powerless subject, serf or slave; not a free and independent citizen in any sense...” (emphasis added).*

- 26. Standard 4: Given the context of the paragraph, what does the phrase “null and void” mean?**

*Anthony is claiming that her argument proves that discrimination against women in constitutions and laws is invalid; therefore, one can define “null and void” as “having no force or power.”*

### **Multimedia – Votes for Women:**



<http://www.loc.gov/pictures/resource/cph.3b41501/>

27. Standard 7: How are the arguments for giving the women the right to vote similar in Anthony's speech and in the cartoon? On what points do they differ?

*Anthony's speech focuses on the right of women to vote because she believes that the founding fathers intended that every citizen be able to contribute to the government by creating a republic. However, the cartoon emphasizes the reasons why it is unfair for women not to have the right to vote—for example, they must pay taxes and obey laws that they are unable to help create.*

28. Standard 7: What issues does Anthony emphasize in her argument? What is emphasized in the cartoon?

*While the main focus in Anthony's speech is proving that all citizens have the right to vote, in her argument, she does draw attention to the fact that women must obey laws that they cannot vote on. In addition, the cartoon emphasizes that women should be able to vote because they pay taxes and contribute to the workforce.*

29. Standard 9: Both Susan B. Anthony's speech and the excerpt from Ibsen's play reflect the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is seeking is similar to and different from the rights that Anthony is arguing for in her speech.

*Susan B. Anthony uses her speech to advocate for women's freedom through the right to vote. She believed this ability would allow women to have more power and better manage their lives. Similarly, Nora decided to leave Torvald in order to gain freedom and control her own actions. However, the kind of freedom that Anthony and Nora seek are different—Nora is looking to be free of her familial obligations in order to discover herself, while Anthony is arguing for more responsibility through the right to vote that would give women a political voice.*

30. Standard 9: What evidence is there in Ibsen's play that Nora's decision to leave Helmer reflects the values of the suffrage movement as represented in Anthony's speech?

*Ibsen's play and the suffrage movement look critically at the role of women in society, arguing for enhanced freedom and independence. Nora's decision in the end to leave Torvald in order to gain independence and freedom reflects the idea that women should have more of a say in their lives.*

**Performance Task:**

Now that you have read and answered questions about Ibsen's *A Doll's House* and Anthony's "Is It a Crime for a Citizen of the United States to Vote?" write an essay in which you identify and explain an idea that is similar in both passages. In your essay, discuss how each author uses the individuals, events, and settings in the texts to develop their idea.

# Main Appendix

## STUDENT VERSIONS OF LESSONS



# A DOLL'S HOUSE

## LESSON ONE

### 1. PRE-ASSESSING AND RECORDING COMPREHENSION

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reads the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

#### TEXT:

Nora: You have never understood me. A great wrong has been done to me, Torvald. First by Papa, and then by you.

Helmer: What? But we two have loved you more than anyone in the world!

Nora: You have never loved me. You just thought it was fun to be in love with me.

Helmer: Nora, what kind of a way is this to talk?

Nora: It's the truth, Torvald. When I lived with Papa, he used to tell me what he thought about everything, so that I never had any opinions but his. And if I did have any of my own, I kept them quiet, because he wouldn't have liked them. He called me his little doll, and he played with me just the way I played with my dolls. Then I came here to live in your house –

#### WORD BANK

doll	husband	father	anyone
fun	little	loved	

#### QUESTIONS:

1. *Who does Nora believe has wronged her?*

She believes that she was wronged by her \_\_\_\_\_ and her \_\_\_\_\_.

2. *How does Torvald disagree with what Nora says?*

He said that they have \_\_\_\_\_ her more than \_\_\_\_\_.

3. *How does Nora describe the way Torvald loved her?*

Nora said Torvald thought it was \_\_\_\_\_ to be in love with her.

4. *What did Nora's father call her?*

He called her his \_\_\_\_\_.

## 2. PREVIEWING TEXT

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you questions about the title to help you connect the title to the text. The image below is a picture of a doll's house.



### Questions:

1. *The title of this play is A Doll's House. What is a doll's house?*
2. *What kinds of things do children do with dolls in a doll's house?*
3. *What do you think the play might be about?*

## 3. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

### Common Core Learning Standard:

RL.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.

### Student Content Objective:

I will be able to answer questions about the text by using information that is stated in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated or written in the text).

Language Proficiency Standard<sup>8</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

I will be able to ...

#### 4. ENHANCING BACKGROUND KNOWLEDGE

**INSTRUCTIONS FOR STUDENTS:**

You will read a short text to help provide some background information for the next text you will be analyzing in class. Look at the guiding question. Then, read the section of the text below. The words in **bold** are defined for you.

Work with a partner to answer the supplementary questions. You will discuss your responses as a class when you finish. [If applicable: Use the word bank and sentence frames to complete the sentences below.]

**GUIDING QUESTION(S):** *What was the role of women in the home and society in the late 1800s?*

**WORD BANK**

wages	1848	custody	own	housewives
vote	hold	property	vote	

**The Role of Women in Home and Society in the 1800s**

In the early 1800s, most women living in the United States and Europe were **housewives**. They were expected to take care of the house and children. They were not able to **vote in elections**, hold large meetings outside the home, own **property**, or do many of the other things that men were able to do. During the second half of the 1800s, some women began to work outside the home. Some women worked in **factories**. Also, in 1848, the women’s **suffrage movement** began. The women who were part of this movement

**Vocabulary**

*housewife* – a married woman whose job is to cook, clean, and take care of her family

*vote* – express a choice in an election

*election* – how people choose who will be in government

*property* – things that a person owns

*factory* – a building or set of buildings where things are made by machines

*suffrage movement* – a group of people who are trying to get the right to vote

*custody* – the legal right to take care of and

<sup>8</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

worked to get women the right to <b>vote</b> and the right to have <b>custody</b> over their <b>property</b> , children, and <b>wages</b> .	control something <i>wage</i> – money paid to someone for work
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**SUPPLEMENTARY QUESTIONS:**

1. *In the early 1800s, most women had what job?*

Most women were \_\_\_\_\_.

2. *What are three things that women could not do in the 1800s that men could do?*

Women could not \_\_\_\_\_ in elections, \_\_\_\_\_ large meetings, and \_\_\_\_\_ property.

3. *When did the women’s suffrage movement begin?*

It began in \_\_\_\_\_.

4. *What rights of women did the suffrage movement support?*

The women who were part of the suffrage movement worked to get women the right to \_\_\_\_\_ and the right to have \_\_\_\_\_ of their \_\_\_\_\_, children, and \_\_\_\_\_.

**RESPONSE(S) TO GUIDING QUESTION(S):**

*What was the role of women in the home and society in the late 1800s?*

**5. ACQUIRING AND USING VOCABULARY**

**INSTRUCTIONS FOR STUDENTS:**

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. As you encounter a word in the text, rewrite it in the space provided. If your home language shares cognates with English, note whether the word is a cognate.

<i>Word</i> Translation	Rewrite the Word	English Definition	Example From the Text	Is It a cognate?
<i>wrong</i> agravio		Unfair or hurtful action	A great wrong has been done to me, Torvald.	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>opinion</i> opinión		What someone thinks about a person or thing	I never had any opinions but his.	
<i>to describe</i> describir		To tell about	What kind of a way is that to describe our marriage?	
<i>to arrange</i> ordenar disponer		To organize; prepare	You arranged everything the way you wanted it	
<i>to take over</i> adoptar		To begin to have something	I simply took over your taste in everything—or pretended I did.	
<i>taste</i> gusto		A personal liking	I simply took over your taste in everything—or pretended I did	
<i>to pretend</i> pretender		To act like something is true or real when it is not	I simply took over your taste in everything—or pretended I did	
<i>both</i> ambos		two things	I think it was a little of both	
<i>pauper</i> pobre o indigente		A very poor person	It's as if I've been living here like a pauper, from hand to mouth.	
<i>from hand to mouth</i> de la mano a la boca		Only having enough money to meet your basic needs	It's as if I've been living here like a pauper, from hand to mouth.	

<i>Word</i> Translation	Rewrite the Word	English Definition	Example From the Text	Is It a cognate?
<i>to perform</i> realizar hacer trucos		To do something in front of someone else	I performed tricks for you	

## 6. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

**GUIDING QUESTION:** *In the first section, what do we learn about Nora's relationship with her father?*

### WORD BANK

little	loved	anyone	opinions
fun	husband	father	liked
			doll

Nora: You have never understood me. A great **wrong** has been done to me, Torvald. First by Papa, and then by you.

Helmer: What? But we two have loved you more than anyone in the world!

Nora: You have never loved me. You just thought it was fun to be in love with me.

Helmer: Nora, what kind of a way is this to talk?

Nora: It's the truth, Torvald. When I lived with Papa, he used to tell me what he thought about everything, so that I never had any **opinions** but his. And if I did have any of my own, I kept them quiet, because he wouldn't have liked them. He called me his little doll, and he played with me just the way I played with my dolls. Then I came here to live in your house –

<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>Who does Nora believe has <b>wronged</b> her?</i></p> <p>She believes that she was wronged by her _____ and her _____.</p> <p>2. <i>How does Torvald <b>disagree</b> with what Nora says?</i></p> <p>He said that they have _____ her more than _____.</p> <p>3. <i>How does Nora <b>describe</b> the way Torvald loved her?</i></p> <p>Nora said Torvald thought it was _____ to be in love with her.</p> <p>4. <i>Why did Nora keep her opinions to herself when she lived with her father?</i></p> <p>Her father would not have _____ her _____.</p> <p>5. <i>What did Nora’s father call her?</i></p> <p>He called her his _____.</p>	<p><b>Vocabulary</b></p> <p><i>to wrong</i> – to do something bad to another person; to treat someone unfairly</p> <p><i>to disagree</i> – to think differently from someone else</p> <p><i>to describe</i> – to tell or write about</p>
<p><b>RESPONSE TO GUIDING QUESTION:</b> <i>In the first section, what do we learn about Nora’s relationship with her father?</i></p>	
<p><b>GUIDING QUESTION:</b> <i>How does Nora describe her experience of living with Torvald?</i></p>	
<p><b>WORD BANK</b></p> <p>food                      husband                      arranged                      nothing                      pauper</p> <p>drinkfault                      wanted                      father                      tastes</p>	
<p>Helmer: What kind of a way is that to <b>describe</b> our marriage?</p> <p>Nora: I mean, then I passed from Papa’s hands into yours. You <b>arranged</b> everything the way you wanted it, so that I simply <b>took over</b> your <b>taste</b> in everything—or pretended I did—I don’t really know—I think it was a little of <b>both</b>—first one and then the other. Now I look back on it, it’s as if I’ve been living here like a <b>pauper, from hand to mouth</b>. I <b>performed</b> tricks for you, and you gave me food and drink. But that was how you wanted it. You and Papa have done me a great wrong. It’s your fault that I have done nothing with my life.</p>	

<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>What does Nora mean by “passing from Papa’s hands into yours”?</i>  She means that first her _____ took care of her and then her _____ take care of her.</p> <p>2. <i>How did Torvald arrange things?</i>  He _____ everything the way he _____ it.</p> <p>3. <i>What did Nora pretend to do?</i>  She pretended to like Torvald’s _____.</p> <p>4. <i>What word does Nora use to describe what it was like living with Torvald?</i>  She said she has been living like a _____.</p> <p>5. <i>What does Nora say that Torvald gave her in return for performing for him?</i>  She said he gave her _____ and _____.</p> <p>6. <i>At the end of the section, what does Nora <b>blame</b> Torvald and her father for?</i>  She said it is their _____ that she has done _____ with her life.</p>	<p><b>Vocabulary</b></p> <p><i>to blame</i> – to say something bad is the cause of something bad</p>
<p><b>RESPONSE TO GUIDING QUESTION: <i>How does Nora describe the experience of living with Torvald?</i></b></p>	

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand.

- Example: I don't understand why Nora said she was like a doll.
- I don't understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted.)
- \_\_\_\_\_
- \_\_\_\_\_

## 2. REVIEWING TEXT

### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <i>What is the title of the play we are reading?</i></li> <li>2. <i>Name the two characters.</i></li> <li>3. <i>What does Nora think about their relationship?</i></li> </ol>	<p><b>Vocabulary</b></p> <p><i>character</i> – a person in a story, a play, or a movie</p> <p><i>relationship</i> – the connection between people</p>
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### 3. REVIEWING STANDARDS AND OBJECTIVES

<p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <p>Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.</p>	
<p><u>Common Core Learning Standard:</u></p> <p>RL.9-10.3 <b>Analyze</b> how <b>complex</b> characters (e.g., those with <b>multiple</b> or conflicting <b>motivations</b>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>Student Content Objective:</u></p> <p>I will be able to answer questions about how the characters change during the text, interact with other characters, and how their actions and dialogue develop the plot or theme of the text.</p> <p><u>Language Proficiency Standard<sup>9</sup></u></p> <p><i>Insert language proficiency standards here.</i></p> <p><u>Student Language Proficiency Objective:</u></p> <p>I will be able to ...</p>	<p><b>Vocabulary</b></p> <p><i>to analyze</i> – to study closely; examine and explain</p> <p><i>complex</i> – not simple</p> <p><i>multiple</i> – many</p> <p><i>conflicting</i> – differing; not consistent</p> <p><i>motivation</i> – the purpose or what makes someone want to do something</p> <p><i>interact</i> – respond to others in a social situation</p> <p><i>advance</i> – to move forward</p> <p><i>plot</i> – the story line or order of events in a book, play, or movie</p> <p><i>theme</i> – the main topic or idea in a piece of writing</p>

<sup>9</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 5. ACQUIRING AND USING VOCABULARY

### INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. As you encounter a word in the text, rewrite it in the space provided. If your home language shares cognates with English, note whether the word is a cognate.

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>unreasonable</i> poco razonable		Not acting with good sense; not having good decisions or thinking	How can you be so unreasonable and ungrateful?	
<i>ungrateful</i> ingrate		Not thankful	How can you be so unreasonable and ungrateful?	
<i>kind</i> amable		Good and caring; not hurting others	You've always been very kind to me.	
<i>to exaggerate</i> exagerar		To say something is bigger or more important than it is	There may be a little truth in what you say, though you exaggerate and romanticize.	
<i>to romanticize</i> romantizar idealizer		To make something sound better or nicer than it is	There may be a little truth in what you say, though you exaggerate and romanticize.	
<i>education</i> educación		What happens in school; learning	Now the time has come for education.	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>fit</i> soy capaz		Right; a good choice	Am I fit to educate the children?	
<i>dare not</i> no atreverse		To not be brave enough for something	Didn't you say yourself a few minutes ago that you dare not leave them in my charge?	
<i>charge</i> cargo		Care, protection, supervision	Didn't you say yourself a few minutes ago that you dare not leave them in my charge?	
<i>excitement</i> emoción		To be excited; to show strong feelings about	In a moment of excitement.	
<i>seriously</i> seriamente		really and truly; not joking	Surely you don't think I meant it seriously?	
<i>perfectly right</i>  perfectamente correcto		Exactly correct	You were perfectly right.	
<i>stand on my own feet</i> parada sobre mis propios pies – independizarse		To get everything needed without asking for help	I must stand on my own feet if I am to find out the truth about myself and about life.	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a cognate?</b>
<i>job</i> trabajo		Work	It'll be easiest for me to find some kind of a job there.	
<i>experience</i> experiencia		Something that someone has lived through	You've no experience of the world.	
<i>monstrous</i> monstruoso		Shocking; horrible; terrible	But this is monstrous!	
<i>to neglect</i> descuidar		To not do something you are supposed to do; to not pay attention to	Can you neglect your most sacred duties?	
<i>sacred</i> sagrado		Extremely important	Can you neglect your most sacred duties?	
<i>duty</i> deber		A particular job or task	Can you neglect your most sacred duties?	
<i>first and foremost</i> primero que nada		Most important; more than anything else	First and foremost you are a wife and mother.	
<i>to find</i> encontrar		Locate	I know there's something of the sort to be found in books.	

## 6. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

**GUIDING QUESTION:** *What is the metaphor that Nora uses to describe her relationships with her family?*

### Vocabulary

*metaphor* – a word or phrase that describes something by comparing it to something else. For example, “Her eyes are stars” is a metaphor that means her eyes are bright and sparkle like the stars.

### WORD BANK

playroom	doll-wife	unreasonable	games
kind	ungrateful	never	Nora
think	played	fun	doll-child
dolls	games		

Helmer: Nora, how can you be so **unreasonable** and **ungrateful**? Haven’t you been happy here?

Nora: No; never. I used to think I was; but I haven’t ever been happy.

Helmer: Not—not happy?

Nora: No. I’ve just had fun. You’ve always been very **kind** to me. But our home has never been anything but a playroom. I’ve been your doll-wife, just as I used to be Papa’s doll-child. And the children have been my dolls. I used to think it was fun when you came in and played with me, just as they think it’s fun when I go in and play games with them. That’s all our marriage has been, Torvald.

**SUPPLEMENTARY QUESTIONS:**

1. *In the previous section, Nora said that it was Torvald and her father's fault that she has done nothing with her life. What does Torvald call Nora in response?*

He says that she is \_\_\_\_\_ and \_\_\_\_\_.

2. *Torvald asks if Nora has been happy. How does Nora **respond**?*

She says that she used to \_\_\_\_\_ she was happy, but really she has \_\_\_\_\_ been happy.

3. *What word does Nora use to describe how Torvald treated her?*

She says that Torvald has always been \_\_\_\_\_ to her.

4. *What does Nora call their home?*

She says their home is like a \_\_\_\_\_.

5. *What word does Nora use to describe her **relationship** with her husband?*

She says that she is his \_\_\_\_\_.

6. *What word does she use to describe her relationship with her father?*

She says that she was his \_\_\_\_\_.

7. *What word does Nora use to describe her relationship with her children?*

She says that they are her \_\_\_\_\_.

8. *What did Nora think was fun?*

She thought it was fun when Torvald \_\_\_\_\_ with her.

9. *What do her children think is fun?*

They think it is fun when \_\_\_\_\_ plays \_\_\_\_\_ with them.

9. *What does Nora say their marriage has been?*

She says it has been only about \_\_\_\_\_ and \_\_\_\_\_.

**Vocabulary**

*to respond* – to answer

*relationship* – a connection between people

**RESPONSE TO GUIDING QUESTION:** *What is the metaphor that Nora uses to describe her relationships with her family?*

**GUIDING QUESTION:** *Nora believes that to educate herself she has to stand on her own two feet. How do Nora's views about education affect her marriage?*

**WORD BANK**

Nora's	herself	man	right
truth	leave	life	larger
greater	education	charge	children's
leaving			

Helmer: There may be a little truth in what you say, though you **exaggerate** and **romanticize**. But from now on it'll be different. Playtime is over. Now the time has come for education.

Nora: Whose education? Mine or the children's?

Helmer: Both yours and the children's, my dearest Nora.

Nora: Oh, Torvald, you're not the man to **educate** me into being the right wife for you.

Helmer: How can you say that?

Nora: And what about me? Am I **fit** to educate the children?

Helmer: Nora!

Nora: Didn't you say yourself a few minutes ago that you **dare** not leave them in my **charge**?

Helmer: In a moment of excitement. Surely you don't think I meant it seriously?

Nora: Yes. You were **perfectly right**. I'm not **fitted** to **educate** them. There's something else I must do first. I must educate myself. And you can't help me with that. It's something I must do by myself. That's why I'm leaving you.

Helmer: What did you say?

Nora: I must **stand on my own feet** if I am to find out the truth about myself and about life. So I can't go on living here with you any longer.

Helmer: Nora, Nora!

Nora: I'm leaving you now, at once. Christine will put me up for tonight –

**SUPPLEMENTARY QUESTIONS:**

1. *What does the word “exaggerate” mean?*

It means to make something seem \_\_\_\_\_ or \_\_\_\_\_.

2. *What does Torvald say must come next?*

He says now is the time for \_\_\_\_\_.

3. *Whose education is Torvald talking about?*

He means \_\_\_\_\_ and the \_\_\_\_\_ education.

4. *What does Nora say about the idea of Torvald educating her?*

She says that Torvald is not the \_\_\_\_\_ to educate her into being the \_\_\_\_\_ wife.

5. *What do we learn that Torvald has said previously about Nora?*

He said that he couldn’t \_\_\_\_\_ the children in her \_\_\_\_\_.

6. *Who does Nora think that she must educate?*

She must educate \_\_\_\_\_.

7. *At the end of the section, what does Nora say she is doing?*

She says she is \_\_\_\_\_ Torvald.

8. *What will she find out by doing this?*

She will find out the \_\_\_\_\_ about herself and \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *Nora believes that to educate herself she has to stand on her own two feet. How do Nora’s views about education affect her marriage?*

**GUIDING QUESTION:** *How does Torvald try to persuade Nora from leaving?*

**WORD BANK**

any more	born	to get	try
cannot	home	must	experience
say	people	world	forbids

Helmer: You’re out of your mind! You can’t do this! I forbid you!

Nora: It's no use trying to forbid me any more. I shall take with me nothing but what is mine. I don't want anything from you, now or ever.

Helmer: What kind of madness is this?

Nora: Tomorrow I shall go home—I mean, to where I was born. It'll be easiest for me to find some kind of a **job** there.

Helmer: But you're blind! You've no **experience** of the world—

Nora: I must try to get some, Torvald.

Helmer: But to leave your home, your husband, your children! Have you thought what people will say?

Nora: I can't help that. I only know that I must do this.

**SUPPLEMENTARY QUESTIONS:**

1. *What word does Torvald use to tell Nora that she cannot leave him?*

He says he \_\_\_\_\_ her.

2. *How does Nora respond to Torvald telling her that she cannot go?*

She says he \_\_\_\_\_ forbid her \_\_\_\_\_.

3. *Where does Nora tell Torvald that she is going?*

She says she is going \_\_\_\_\_ to where she was \_\_\_\_\_.

4. *What does Torvald say in response to **persuade** her not to leave?*

He says she has no \_\_\_\_\_ of the \_\_\_\_\_.

5. *How does Nora respond?*

She says she will \_\_\_\_\_ some experience.

6. *What does Torvald say next to persuade Nora not to leave?*

He asks her if she has thought about what \_\_\_\_\_ will \_\_\_\_\_ if she leaves her family.

7. *How does Nora respond to his second concern?*

**Vocabulary**

*persuade* – to convince; to make someone do or think something

She says leaving is something she _____ do.	
<b>RESPONSE TO GUIDING QUESTION:</b> <i>How does Torvald try to persuade Nora not to leave?</i>	
<b>GUIDING QUESTION:</b> <i>What are Nora and Torvald arguing about in this section?</i>	
<b>WORD BANK</b>	
think	monstrous
find	husband
children	herself
answer	important
say	books
<p>Helmer: But this is <b>monstrous</b>! Can you <b>neglect</b> your most <b>sacred duties</b>?</p> <p>Nora: What do you call my most sacred duties?</p> <p>Helmer: Do I have to tell you? Your <b>duties</b> towards your husband, and your children.</p> <p>Nora: I have another <b>duty</b> which is equally <b>sacred</b>.</p> <p>Helmer: You have not. What on earth could that be?</p> <p>Nora: My <b>duty</b> towards myself.</p> <p>Helmer: <b>First and foremost</b> you are a wife and a mother.</p> <p>Nora: I don't believe that any longer. I believe that I am first and foremost a human being, like you—or anyway, that I must try to become one. I know most people think as you do, Torvald, and I know there's something of the sort to be <b>found</b> in books. But I'm no longer prepared to accept what people say and what's written in books. I must think things out for myself, and try to find my own answer.</p>	
<p><b>SUPPLEMENTARY QUESTIONS:</b></p> <p>1. <i>What word does Torvald use to describe Nora's actions?</i></p> <p>He says her actions are _____.</p> <p>2. <i>What does Torvald believe are Nora's "sacred duties"?</i></p> <p>They are her duties to her _____ and her _____.</p> <p>3. <i>What other duty does Nora think is sacred?</i></p> <p>She thinks her duty to _____ is sacred.</p>	<p>Vocabulary</p> <p><i>foremost</i> – more than anything else</p> <p><i>to admit</i> – to finally tell the truth about something</p> <p><i>perspective</i> – a way of seeing or understanding something from a certain point of view</p>

4. What does the phrase “*first and foremost*” mean?

It means what is most \_\_\_\_\_.

5. How does Nora **admit** that her *perspective* about a woman’s sacred duty is not the same as most other people?

Nora says that she will no longer accept what people \_\_\_\_\_ and what is written in \_\_\_\_\_.

6. What does Nora say she must do?

She must \_\_\_\_\_ things out for herself and \_\_\_\_\_ her own \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *What are Nora and Torvald arguing about in this section?*

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don’t understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you still don’t know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of the text that you still don’t understand. Use the sentence frames if necessary.

- Example: I don’t understand why Nora wanted to leave her children.
- I don’t understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn’t understand what that meant.

- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted)?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# A DOLL'S HOUSE

## LESSON THREE

### 3. REVIEWING STANDARDS AND OBJECTIVES

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

CCSS.ELA-LITERACY.RL.9-10.4

**Determine** the meaning of words and phrases as they are used in the text, including **figurative** and **connotative** meanings; **analyze** the **cumulative impact** of **specific** word choices on meaning and **tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal **tone**).

Student Content Objective:

I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

Language Proficiency Standard<sup>10</sup>

*Insert language proficiency standards here.*

Student Objective:

I will be able to ...

Vocabulary

*determine* – to decide

*figurative* – not the literal or exact meaning of the word or words. For example, “It’s raining cats and dogs,” is a figurative expression. It does not mean that cats and dogs are falling from the sky. It means it is raining hard.

*connotative* – feelings or thoughts that a word brings to mind. For example the meaning of the word home is a place to live. A connotative meaning of the word home is a place of warmth, comfort, and love.

*analyze* – examine and explain

*cumulative* – total; all parts together

*impact* – effect or influence

*specific* – certain and exact; particular

*tone* – the attitude or feeling in a piece of writing. For example, the tone may be humorous, serious, formal, or informal.

There are many other types of tone a piece

<sup>10</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

	<p>of writing might have.</p> <p>Humorous means funny. An example of writing that has a humorous tone is a comic strip. Serious means requiring careful thought. It is not funny. An example of a piece of writing that might have a serious tone is a newspaper article about people losing their jobs. Formal means following certain rules or standards and being official or proper. A text that has a formal tone is a school textbook. Informal means not formal or not following certain rules or standards. A text message on your phone is an example of writing that may have an informal tone.</p>
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## 8a. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response to the guiding question(s).

**GUIDING QUESTION:** *Based on your understanding of the context in which it appears, what does the phrase “first and foremost” mean?*

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### WORD BANK

wife	human being	important
mother	human being	become

**QUESTIONS:**

1. What does “first and foremost” mean?

It means what is most \_\_\_\_\_.

2. What does Torvald say is Nora’s first and foremost duty?

He says that she is a \_\_\_\_\_ and \_\_\_\_\_.

3. What does Nora say that she is first and foremost?

She says she is a \_\_\_\_\_.

4. What does Nora say that she must do first and foremost?

Nora says she must try to \_\_\_\_\_ a \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

2. *Based on your understanding of the context in which it appears, what does the phrase “first and foremost” mean?*

**8b. INTEGRATION OF KNOWLEDGE AND IDEAS**

**INSTRUCTIONS FOR STUDENTS:**

- Your teacher will show you two video clips that show emotion and provide you with examples of how pauses and gestures can be used to show emotion.
- As you watch the video clips the first time, think about the actor’s/actress’s pauses and gestures that show emotion.
- As you watch the video clips the second time, take notes of pauses or gestures showing emotion.
- Work with a partner to answer the two questions.
- You will then discuss the answers with the class.

**Questions About the Video Clips**

3. How do the actors/actresses use **pauses** and **gestures** (and other parts of their performance that are not included in the written play) to show emotion?
4. How does this **enhance** a **viewer’s** understanding of the scene?

**Vocabulary**

*A pause* – short breaks when speaking

*gesture* – movement of one’s body or face

*enhance* – to improve or add to

*viewer* – one who watches

## 9. DEVELOPING KNOWLEDGE OF LANGUAGE

### INSTRUCTIONS FOR STUDENTS:

Follow along as your teacher explains what context clues are, and then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, work with a partner to find the clues in the text and circle them. Line numbers are provided to help you find the clues. Now write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

Teacher Note: The clues are filled out for teachers, but after the first two items, students will find clues on their own.

Mystery Words		
<i>Mystery Word</i>	<i>Location</i>	<i>Clues</i>
1. Opinions	Line 8	Lines 7, 8, 9, 15, 16
<p><u>Clues:</u> <i>thought, liked, taste</i></p> <p><u>Definition:</u> what someone thinks about a person or thing</p>		
2. Pauper	Line 18	Lines 18, 19
<p><u>Clues:</u> <i>hand to mouth, gave me food and drink</i></p> <p><u>Definition:</u></p>		
3. Exaggerate	Line 31	Lines 31–32
<p><u>Clues:</u> <i>a little truth, romanticize</i></p> <p><u>Definition:</u></p>		
4. Educate	Line 36	Lines 29, 44–45
<p><u>Clues:</u> <i>playtime, over</i></p> <p><u>Definition:</u></p>		
5. Fit	Line 39	Lines 41–42, 45–46
<p><u>Clues:</u> <i>dare not leave, not fitted, educate myself</i></p> <p><u>Definition:</u></p>		
6. Stand on my	Line 49	Lines 49–50, 52, 54–55

own two feet		
<u>Clues:</u> <i>leaving, don't want anything from you</i> <u>Definition</u>		

## 10. BUILDING SPEAKING AND LISTENING SKILLS

### INSTRUCTIONS FOR STUDENTS:

Work with a partner to summarize the main ideas in the text you have just read and prepare a three-minute presentation for the class.

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## 11. RE-ASSESSING COMPREHENSION

### INSTRUCTIONS FOR STUDENTS:

Refer to the text, as necessary. Answer the questions below. [Some of] the questions are the same as those on the pre-test. When you are finished, your teacher will review the answers with you.

### WORD BANK

doll	husband	father	fault	husband
nothing	anyone	children	loved	experience
say	herself	people	little	fun

### QUESTIONS:

1. *Who does Nora believe has **wronged** her?*

She believes that she was wronged by her \_\_\_\_\_ and her \_\_\_\_\_.

2. How does Torvald **disagree** with what Nora says?

He said that they have \_\_\_\_\_ her more than \_\_\_\_\_.

3. How does Nora **describe** the way Torvald loved her?

Nora said Torvald thought it was \_\_\_\_\_ to be in love with her.

4. What did Nora's father call her?

He called her his \_\_\_\_\_.

5. What does Nora **blame** Torvald and her father for?

She says it is their \_\_\_\_\_ she has done \_\_\_\_\_ with her life.

6. Who does Nora think that she must educate?

She says she must educate \_\_\_\_\_.

7. What does Torvald say next to persuade Nora not to leave?

He says she has no \_\_\_\_\_ of the world and he asks her what \_\_\_\_\_ will \_\_\_\_\_.

8. What does Torvald believe are Nora's "sacred duties"?

They are her duties to her \_\_\_\_\_ and her \_\_\_\_\_.

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON ONE

### 1. PRE-ASSESSING COMPREHENSION

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reads the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

#### TEXT:

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

#### WORD BANK

rights	voice	crime	citizen’s	election
protect	voted	right	vote	

#### QUESTIONS:

5. *What is Anthony’s alleged crime?*

Anthony \_\_\_\_\_ in the last Presidential \_\_\_\_\_.

6. *What is Anthony’s purpose in giving this speech?*

Her purpose is to show that she committed no \_\_\_\_\_, but only exercised her

\_\_\_\_\_.

7. *What idea is a republican-democratic government based on?*

It is based on the idea that every member has a right to a \_\_\_\_\_ and a \_\_\_\_\_.

8. *When individuals enter into a free government, what do they do?*

They promise to \_\_\_\_\_ each other in the enjoyment of their \_\_\_\_\_.

## 2. PREVIEWING/REVIEWING TEXT

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you questions about the title to help you connect the title to the text.

The title of the text we will be reading is “Is It a Crime for a U.S. Citizen to Vote?”

This text is a speech, a talk in front of people, given by a woman named Susan B. Anthony.

Think about the title and discuss the following questions in pairs:

1. What is a crime? What are some examples of crimes?
2. Based on the title, what do you think Anthony’s speech will be about?
3. When do you think this speech was given?

## 3. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RL.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.

#### Student Content Objective:

I will be able to answer questions about the text by using information that is stated in the text

(explicit information) and by drawing inferences from the text (coming up with answers that are not stated or written in the text).

Language Proficiency Standard<sup>11</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

I will be able to ...

#### 4. ENHANCING BACKGROUND KNOWLEDGE

INSTRUCTION FOR STUDENTS:

You will be given three short texts. Before you begin reading each text, look at the guiding questions. Next, read the section of the text. The words in **bold** are defined for you. Work with a partner to answer the supplementary questions. We will discuss your responses as a class when you finish. [If applicable: Use the word bank and sentence frames to complete the sentences below.]

GUIDING QUESTIONS:

*What is the Constitution?*

*What is the purpose of the Constitution?*

WORD BANK

laws	country	future	country
happiness	1787	welfare	document
tranquility	posterity	common	peace
adopted	rights	support	promote
fairness	union	health	defense
protect	10	better	amendments
domestic	justice	liberty	free

##### The Constitution

The United States **Constitution** is the **supreme law** of the United States. The **Constitution** explains how the United States **government** is **organized**. It also explains how the government **works** with the states and for the people who live in the U.S. It was **adopted** in 1787 when the U.S. was a new **nation**. The **Constitution** is changed or **amended** when there is a need for an **additional** law. It has been amended 27 times. The first ten amendments describe the **rights** of the people who live in the country. These amendments were **approved** in 1791. They are called the “Bill of Rights.”

<sup>11</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

The Preamble, or introduction, to the United States **Constitution** is a famous part of the **Constitution** because it explains the importance of the **Constitution**. The Preamble states:

"We, the people of the United States, in order to form a more perfect **union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty** to ourselves and our **posterity do ordain and establish** this constitution for the United States of America."

**SUPPLEMENTARY QUESTIONS:**

6. *What is the United States Constitution?*

It is a \_\_\_\_\_ that explains the supreme \_\_\_\_\_ of the United States.

7. *When was the Constitution adopted?*

It was \_\_\_\_\_ in \_\_\_\_\_.

8. *What does the Bill of Rights include?*

It includes the first \_\_\_\_\_ \_\_\_\_\_ to the Constitution. These amendments describe the \_\_\_\_\_ of the people who live in the U.S.

4. *What six reasons for establishing the Constitution are described in the preamble?*

To form a more perfect \_\_\_\_\_.

a. This means to help make the \_\_\_\_\_ \_\_\_\_\_.

b. To establish \_\_\_\_\_. This means to start a system based on \_\_\_\_\_.

c. To insure \_\_\_\_\_ \_\_\_\_\_ . This means to guarantee \_\_\_\_\_ in the

**Vocabulary**

*constitution* – a document, or legal paper, explaining the basic laws of a country, state, or social group

*supreme* – highest or most important

*law* – rules that people in a society must follow

*government* – the group of people who control and make decisions for a country or state

*to be organized* - to be arranged in a certain way

*to adopt* – to accept officially by voting

*nation* – a large area of land controlled by a government

*to amend* – to change and improve

*additional* – another

*right* – something you are free to do because of a law or nature

*to approve* – to agree to something

*union* – a group of states joined

<p>_____.</p> <p>d. To provide for the _____ _____. This means to _____ the people of the United States.</p> <p>e. To _____ the general _____. This means to _____ people's _____ and _____.</p> <p>f. To secure the blessings of _____ to ourselves and our _____. This means to keep people _____, now and in the _____.</p>	<p>under one government</p> <p><i>establish</i> – to start or make something that was not there before</p> <p><i>justice</i> – the principal or quality of fairness</p> <p><i>insure</i> – to guarantee or promise (this is an old way to spell the word; today we use the word <i>ensure</i>)</p> <p><i>domestic</i> – having to do with your home, family, or country</p> <p><i>tranquility</i> – the condition of being peaceful or calm</p> <p><i>provide</i> – to give</p> <p><i>common</i> – belong to everyone</p> <p><i>defense</i> – protection against danger</p> <p><i>promote</i> – to help or encourage; support</p> <p><i>welfare</i> – people's health and happiness</p> <p><i>secure</i> – to keep something safe</p> <p><i>blessing</i> – something special; a special favor or gift</p> <p><i>liberty</i> – freedom</p> <p><i>posterity</i> – the future and the people in the future</p> <p><i>ordain</i> – to order or command</p>
<p><b>GUIDING QUESTIONS:</b></p> <p><i>What is the Constitution?</i></p>	

*What is the purpose of the Constitution?*

*What did Susan B. Anthony work for during her life?*

**WORD BANK**

1820  
own

slavery  
keep

death  
earned

Adams, Massachusetts

**Susan B. Anthony**

Susan B. Anthony was a woman who worked hard for the right of women to **vote**. She was born on February 15, 1820, in Adams, Massachusetts. At that time, women were not allowed to do some of the things men could do. For example, women were not allowed to **vote** in **elections**. Anthony joined a group of people that believed women should have more **rights** including the right to vote. Anthony traveled throughout New York state and to Washington, D.C., talking to people about women’s rights. She talked to people about women’s right to vote in elections, to own property, and to keep the money they **earned**. She also worked to get rid of **slavery**. She remained active until her death on March 13, 1906.

**SUPPLEMENTARY QUESTIONS:**

5. *When and where was Susan B. Anthony born?*

She was born in \_\_\_\_\_ in \_\_\_\_\_.

6. *Along with talking about the need for women to vote, what two other rights for women did Anthony work for?*

a. Anthony worked to give women the right to \_\_\_\_\_ property.

b. Anthony worked to give women the right to \_\_\_\_\_ the money they \_\_\_\_\_.

7. *What other social justice issue did Anthony work for?*

She worked to get rid of \_\_\_\_\_.

8. *How long did Anthony remain active?*

She remained active until \_\_\_\_\_.

**Vocabulary**

*vote* – to express a choice in an election

*justice* – fairness

*fairness* – being fair, right, and equal

*election* – to choose a person for the government by voting

*right* – something you are free to do because of a law or nature

*property* – anything you own

*to earn* – to get money for work you do

*slavery* – the owning of people by other people

her _____ on March 13, 1906.
<b>RESPONSE TO GUIDING QUESTIONS:</b>  <i>What did Susan B. Anthony work for her in life?</i>

## 5. ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR STUDENTS:  Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. Some of the more difficult words include Spanish translations. If your home language shares cognates with English, note whether the word is a cognate.				
<i>Word Translation</i>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>indictment</i> la acusación		Blame for a crime;  acusado de un crimen	Under indictment for the alleged crime	
<i>alleged</i> presunto		To say something is true without having anything that proves it is true (proof)	Under indictment for the alleged crime	
<i>crime</i> crimen		Something that is against the law	Under indictment for the alleged crime	
<i>election</i> elección		To choose a person to serve in the government by voting	Having voted at the last Presidential election	
<i>to prove</i> demostrar		To show that something is true	To prove to you that in thus voting	
<i>to commit</i> cometer (un crimen)		To do (something against the law)	I not only committed no crime	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>instead</i> en vez de		In place of	I not only committed no crime, but, instead, simply exercised my citizen's right	
<i>to exercise</i> ejercer (mi derecho)		To put into practice; to make use of	simply exercised my citizen's right	
<i>citizen's</i> de ciudadano		Belonging to a person who is a member of a country	simply exercised my citizen's right	
<i>to guarantee</i> garantizar		To promise	Guaranteed to me and all United States citizens by the National Constitution	
<i>constitution</i> constitución		The system of basic laws of a country, state, or social group	Guaranteed to me and all United States citizens by the National Constitution	
<i>to deny</i> negar		To refuse to give	Beyond the power of any state to deny	
<i>natural</i> natural		Expected; ordinary	Based on the idea of the natural right	
<i>right</i> el derecho		something you are free to do because of a law or nature	Based on the idea of the natural right	
<i>to execute</i> ejecutar		To do; to carry out	A vote in making and executing the laws	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to assert</i> afirmar		To say something with confidence	We assert the province of government	
<i>province</i> (dentro de la) jurisdicción		An area of knowledge, skill or responsibility  Area de conocimiento, destrezas, o responsabilidad	We assert the province of government	
<i>to secure</i> asegurar		To keep safe or free from harm	To secure the people in the enjoyment of their unalienable rights	
<i>enjoyment</i> el disfrute		Finding pleasure or happiness in something	To secure the people in the enjoyment of their unalienable rights	
<i>unalienable</i> inalienable		Something you cannot get rid of or take away from someone  Imposible de quitar o rechazar	To secure the people in the enjoyment of their unalienable rights	
<i>throw to the wind</i> descartar		To throw away in a sudden and careless way	We throw to the winds the old dogma	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>dogma</i> dogma		An idea or opinion shared by many people over a long period of time  Una idea u opinión compartida por multitud de persona por muchos años	We throw to the winds the old dogma	
<i>organized</i> organizado		Created or arranged	Before governments were organized	
<i>individual</i> individuo		A person	No one denies that each individual	
<i>to possess</i> posee		To own or have	Each individual possessed the right to protect his own life	
<i>to protect</i> proteger		To keep safe	To protect his own life, liberty and property	
<i>liberty</i> la libertad		Freedom	To protect his own life, liberty and property	
<i>property</i> la propiedad		The things that a person owns	To protect his own life, liberty and property	
<i>to barter away</i> trocar o intercambiar		To get rid of something by trading it for something else	They do not barter away their natural rights	

<i>Word Translation</i>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to pledge</i> comprometer		To promise	They simply pledge themselves to protect each other in the enjoyment of them	
<i>to abandon</i> abandonar		To stop doing something forever	They agree to abandon the methods of brute force	
<i>method</i> método		A regular way of doing something	They agree to abandon the methods of brute force	
<i>force</i> fuerza		Power, energy, or physical strength	They agree to abandon the methods of brute force	
<i>adjustment</i> ajuste		Changing or fixing something	The adjustment of their differences	
<i>to adopt</i> adoptar		To take on as one's own	Adopt those of civilization	
<i>civilization</i> la civilización		An advanced state of development of a society	Adopt those of civilization	
<i>document</i> el documento		An official paper	The grand documents	
<i>father</i> el ancestro, antepasados		A person who founds, begins, or invents something (a different meaning than the father of a child)	By the fathers	

<i>Word Translation</i>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to assume</i> asumir o dar officio		To take on as a job or a role	That assumes for government the power to create	
<i>to create</i> crear		To make	The power to create or confer rights	
<i>to confer</i> conferir		To award; to give	The power to create or confer rights	
<i>to pretend</i> pretender		To act like something is true when it is not	Not one of them pretends to bestow rights.	
<i>to bestow</i> otorgar		To give as a gift	Not one of them pretends to bestow rights.	

## 6. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow-along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s). **Bolded** words are in your glossary.

### GUIDING QUESTION:

*In the first paragraph, what do readers learn about Susan B. Anthony and the purpose of her speech?*

**WORD BANK**

election

National

free

friends

voting

fellow-citizens

members

Constitution

promised

voted

Dayton, Ohio, August 7, 1865.

Friends and Fellow-citizens: I stand before you to-night, under **indictment** for the **alleged crime** of having voted at the last Presidential **election**, without having a lawful **right** to vote. It shall be my work this evening **to prove** to you that in thus voting, I not only **committed** no crime, but, **instead**, simply **exercised** my citizen's **right, guaranteed** to me and all United States citizens by the National **Constitution**, beyond the power of any State to **deny**.

**SUPPLEMENTARY QUESTIONS:**

3. *Who does Anthony address in the first sentence of her speech?*

She addresses her \_\_\_\_\_ and \_\_\_\_\_.

4. *What crime does Anthony say she has been accused of committing?*

She has been accused of \_\_\_\_\_.

3. *When did she supposedly commit this crime?*

She \_\_\_\_\_ during the last Presidential \_\_\_\_\_.

4. *What does Anthony mean by the **phrase** "citizen's right?" Use your glossary to help you.*

Anthony means the activities that people who are \_\_\_\_\_ of a country are \_\_\_\_\_ to do.

5. *What does the word "guaranteed" mean?*

It means something that is \_\_\_\_\_.

6. *What document does Anthony **claim** gives her, and every citizen, the right to vote?*

She says the \_\_\_\_\_ gives every citizen the right to vote.

**Vocabulary**

*a phrase* – a group of words

*to claim* – to state as true

**RESPONSE TO GUIDING QUESTION:**

*In the first paragraph, what do readers learn about Susan B. Anthony and the purpose of her speech?*

**GUIDING QUESTION:**

*How does Anthony describe the connection between individual rights and a democratic-republican government?*

**WORD BANK**

differences	voice	individual	each
barter	vote	protect	force
democratic-republican	taken away	right	barter away
civilization	natural		

Our democratic-republican government is based on the idea of the **natural right** of every **individual** member thereof to a voice and a vote in making and **executing** the laws. We **assert** the **province** of government to be **to secure** the people in the **enjoyment** of their **unalienable rights**. We **throw to the winds** the old **dogma** that governments can give rights. Before governments were **organized**, no one **denies** that each individual **possessed** the **right** to protect his own life, **liberty** and **property**. And when 100 or 1,000,000 people enter into a free government, they do not **barter away** their **natural rights**; they simply **pledge** themselves to **protect** each other in the **enjoyment** of them, through prescribed judicial and legislative tribunals. They agree to **abandon** the **methods** of brute force in the **adjustment** of their differences, and **adopt** those of **civilization**.

**SUPPLEMENTARY QUESTIONS:**

1. *What words does Anthony use to describe the government?*

Anthony describes the government as a \_\_\_\_\_ government.

2. *What idea does Anthony claim that our government is based on?*

She says it is based on the \_\_\_\_\_ of each person to a \_\_\_\_\_ and a \_\_\_\_\_ in executing the laws.

3. *What does the word “unalienable” mean?*

It means that one’s rights cannot be \_\_\_\_\_ or \_\_\_\_\_.

**Vocabulary**

*according to* – as said by

<p>4. According to Anthony, before governments, who possessed the right to protect life, liberty and property?</p> <p>_____ possessed the right to protect life, liberty and property.</p> <p>5. What does Anthony claim happens to individual rights when people enter into a free government?</p> <p>She says people do not _____ away their rights. They promise to _____ each other in the enjoyment of those rights.</p> <p>6. What does Anthony claim that people abandon when part of a government?</p> <p>She claims people abandon methods of brute _____ in the adjustment of _____.</p> <p>7. According to Anthony, what do they adopt instead?</p> <p>They adopt _____.</p>	
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**RESPONSE TO GUIDING QUESTION:**

*How does Anthony describe the connection between individual rights and a democratic-republican government?*

**GUIDING QUESTION:**

*Anthony claims something is not included in the documents written by the founding fathers. What is it?*

**WORD BANK**

give	protect	Constitution	exercise
fathers	bestow	The Declaration of Independence	

Nor can you find a word in any of the grand **documents** left us by the **fathers** that **assumes** for government the power to **create** or to **confer** rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them **pretends** to **bestow rights**.

**SUPPLEMENTARY QUESTIONS:**

1. Anthony claims that you cannot find any evidence of the power of the government to create rights in certain documents. Who

**Vocabulary**

*to mention – to speak about*

<p><i>created and left us those documents?</i></p> <p>She claims there is no evidence of the power of the government to create rights in documents left us by the _____.</p> <p>2. <i>What specific documents does Anthony go on to mention?</i></p> <p>She mentions _____ and the United States _____.</p> <p>3. <i>What does the word “confer” mean?</i></p> <p>It means to award or _____.</p> <p>4. <i>What does Anthony say these documents do?</i></p> <p>She says the documents _____ in the _____ of their rights.</p> <p>5. <i>What does she claim they do not do?</i></p> <p>She says the documents do not _____ rights.</p>	<p>something in a few words</p>
<p><b>RESPONSE TO GUIDING QUESTION:</b></p> <p><i>Anthony claims something is not included in the documents written by the founding fathers. What is it?</i></p>	

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

<p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <p>Now reread the passage once more. Star up to five words you still don’t understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.</p>
<p>1) Write up to five words or phrases you don’t still don’t know:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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2) Write questions for the parts of the section of text that you still don't understand. Use the sentence frames if necessary.

- Example: I don't understand who the fathers are that Anthony is talking about.
- I don't understand .....
- When Anthony said \_\_\_\_\_, I didn't understand what that meant.
- The part where Anthony talks about \_\_\_\_\_ is not clear to me.
- Why did Anthony \_\_\_\_\_ ?

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON TWO

### 2. REVIEWING TEXT

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

1. Susan B. Anthony gave a speech on August 7, 1865? What was the purpose of that speech?
2. What documents from the founding fathers does she use to support her argument?

### 3. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

CCSS.ELA-LITERACY.RL.9-10.4

**Determine** the meaning of words and phrases as they are used in the text, including **figurative** and **connotative** meanings; **analyze** the **cumulative impact** of **specific** word choices on meaning and **tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal **tone**).

#### Student Content Objective:

I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

#### Language Proficiency Standard<sup>12</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

#### **Vocabulary**

*determine* – to decide

*figurative* – not the literal or exact meaning of the word or words. For example, “It’s raining cats and dogs,” is a figurative expression. It does not mean that cats and dogs are falling from the sky. It means it is raining hard.

*connotative* –the secondary meaning of a word or words in addition to a word’s primary meaning. For example the primary meaning of the word home is a place to live. A second meaning or connotative meaning of the word home is a place of warmth, comfort, and love.

*analyze* – examine and explain

*cumulative* – total; all parts together

<sup>12</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

I will be able to ...	<p><i>impact</i> – effect or influence</p> <p><i>specific</i> – certain and exact; particular</p> <p><i>tone</i> – the attitude or feeling in a piece of writing. For example, the tone may be humorous serious, formal, or informal. There are many other types of tones a piece of writing might have.</p> <p><i>Humorous</i> means funny. An example of writing that has a humorous tone is a comic strip. Serious means requiring careful thought. It is not funny. An example of a piece of writing that might have a serious tone is a newspaper article about people losing their jobs. Formal means following certain rules or standards and being official or proper. A text that has a formal tone is a school text book. Informal means not formal or not following certain rules or standards. A text message on a phone is an example of writing that may have an informal tone.</p>
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#### 4. ENHANCING BACKGROUND KNOWLEDGE

##### INSTRUCTION FOR STUDENTS:

You will read three short texts. Before you begin reading, look at the guiding questions. Then, read the section of text. The words in **bold** are defined for you. Work with a partner to answer the supplementary questions. We will discuss your responses as a class when you finish. [If applicable: Use the word bank and sentence frames to complete the sentences below.]

##### GUIDING QUESTIONS:

*What is the Declaration of Independence?*

*What was the purpose of the Declaration of Independence?*

##### WORD BANK:

controlled

consent

happiness

document

free life	adopted 1776	colonies liberty	governed freely
<b>The Declaration of Independence</b>			
<p>The United States used to be a <b>colony</b> of Great Britain. The <b>Declaration of Independence</b> is a <b>document</b> written by the <b>British colonies</b> in North America, stating their <b>independence</b> from <b>Great Britain</b>. It was signed by the <b>founding fathers</b> and <b>adopted</b> on July 4, 1776. The <b>colonies</b> wanted to be <b>separate</b> states. They did not want to be controlled by <b>Great Britain</b>. This document is famous because of its description of the <b>legal</b> and natural rights of people, and because it was a founding document of the United States. One of the most famous parts of the Declaration of Independence is the part that states that all people are created equal: "All men are <b>created</b> equal, and <b>endowed</b> by their <b>Creator</b> with certain <b>unalienable</b> rights. Among these are life, <b>liberty</b> and the <b>pursuit</b> of happiness. That to <b>secure</b> these, governments are <b>instituted</b> among men, <b>deriving</b> their just powers from the <b>consent</b> of the <b>governed</b>."</p>			
<b>SUPPLEMENTARY QUESTIONS:</b>		<b>Vocabulary</b>	
<p>1. <i>What is the Declaration of Independence?</i></p> <p>It is a _____ that states that the colonies want to be _____ from Great Britain.</p>		<p><i>colony</i> – a place which is under the control of a distant country.</p> <p><i>declaration</i> – an official or formal announcement or statement, or the document that contains it</p>	
<p>2. <i>When was the Declaration of Independence adopted?</i></p> <p>It was _____ in _____.</p>		<p><i>independence</i> – freedom from someone or something</p> <p><i>document</i> – a legal or official paper</p> <p><i>Great Britain</i> – England</p>	
<p>3. <i>Why was the Declaration of Independence adopted?</i></p> <p>It was adopted because the _____ did not want to be _____ by Great Britain.</p>		<p><i>British</i> – belonging to Great Britain</p> <p><i>founding fathers</i> – political leaders during the time of the American Revolution and the creation of The United States who signed the Declaration of Independence and wrote the Constitution</p>	
<p>9. <i>What are the three rights of people, as stated in the Declaration of Independence?</i></p> <p>a. The right of _____. This means to be able to live.</p> <p>b. The right of _____. This means to act and choose _____.</p>		<p><i>to adopt</i> – to accept in an official way, often by voting</p> <p><i>separate</i> – not together</p> <p><i>legal</i> – having to do with law</p> <p><i>to create</i> – to make or produce something</p>	

<p>c. The right to pursue _____. This means to enjoy life.</p> <p>10. According to the Declaration of Independence, where does the government get its power? The power comes from the _____ of the _____.</p>	<p><i>to endow</i> – to provide with some ability or quality</p> <p><i>Creator</i> – a person who creates; the one who has made or produced something; another word for God</p> <p><i>unalienable</i> – natural and legal</p> <p><i>liberty</i> – the right or power to act and choose freely</p> <p><i>pursuit</i> – the act of pursuing or chasing</p> <p><i>to secure</i> – to get</p> <p><i>to institute</i> – to start</p> <p><i>to derive</i> – to get something from a specific source</p> <p><i>consent</i> – permission</p> <p><i>governed</i> – the people that are being told what to do</p>
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**RESPONSE TO GUIDING QUESTIONS:**

*What is the Declaration of Independence?*

*What was the purpose of the Declaration of Independence?*

**5. ACQUIRING AND USING VOCABULARY**

**INSTRUCTIONS FOR STUDENTS:**

Your teacher will pre-teach several key words. The glossary below will help you during close reading of the text. If your home language shares cognates with English, note whether the word is a cognate.

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to institute</i> instituir		To start	Governments are instituted among men	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to derive</i> derivar o obtener		To get from a specific source	Deriving their just powers	
<i>just powers</i> poderes justificados		Power that is gotten fairly	Deriving their just powers	
<i>consent</i> consentimiento		Permission	From the consent of the governed	
<i>shadow</i> rastros o indicios		Trace; hint; small amount of something	Here is no shadow of government authority over rights	
<i>authority</i> la autoridad		The right or power to make decisions and rules	Here is no shadow of government authority over rights	
<i>exclusion</i> exclusión		To leave out, not include	Nor exclusion of any from their full and equal enjoyment	
<i>equal</i> igual		The same for everyone	Nor exclusion of any from their full and equal enjoyment	
<i>to pronounce</i> declarar		To say something officially	Here is pronounced the right of all men	
<i>consequently</i> por consiguiente		As a result; therefore	And "consequently," as the Quaker preacher said	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>paragraph</i> párrafo		Text or writing made up of one or more sentences	In this very first paragraph of the declaration	
<i>assertion</i> afirmación		A statement that something is true or right	The assertion of the natural right	
<i>ballot</i> papeleta de votación		A piece of paper on which a voter enters his or her vote	The assertion of the natural right of all to the ballot	
<i>to imply</i> implicar		To say indirectly; to suggest	Surely, the right of the whole people to vote here is clearly implied.	
<i>destructive</i> destrutivo		Something causing damage	For however destructive in their happiness this government might be	
<i>disfranchised</i> desprovistos de sus derechos		To take away someone's right to be a citizen, especially the right to vote	A disfranchised class could neither alter nor abolish it	
<i>class</i> clase social o económica		A group of people who have a similar economic or social position	A disfranchised class could neither alter nor abolish it	
<i>to alter</i> alterar		To change	A disfranchised class could neither alter nor abolish it	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to abolish</i> abolir		To put a stop to	A disfranchised class could neither alter nor abolish it	
<i>to institute</i> instituir o establecer		To start or begin	A disfranchised class could neither alter nor abolish it, nor institute a new one	
<i>effect</i> afectar		To bring something about; to cause	Shall seem most likely to effect their safety and happiness	
<i>except</i> except		Apart from; not including	Except by the brute force method of insurrection and rebellion	
<i>insurrection</i> insurrección		Fighting against a government or those in control Combatir contra el gobierno or las autoridades	Except by the brute force method of insurrection and rebellion	
<i>rebellion</i> la rebellion		Fighting against the government	Except by the brute force method of insurrection and rebellion	
<i>Powerless</i> impotente		Without strength or power	One-half of the people of this nation today are utterly powerless	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to blot</i> borrar o eliminar		To erase	Utterly powerless to blot from the statute books an unjust law	
<i>statute</i> estatuto		A law made by the legislature (Congress) instead of the courts	Utterly powerless to blot from the statute books an unjust law	
<i>unjust</i> injusto		Not fair	Utterly powerless to blot from the statute books an unjust law	
<i>dissatisfied</i> insatisfecho		Unhappy; not pleased	The women, dissatisfied as they were with this form of government	
<i>to enforce</i> imponer		To make people obey	That enforces taxation without representation	
<i>taxation without representation</i> pagar impuestos sin tener representación		When the government places taxes on a group of people without their agreement or without them having someone to represent their opinions	That enforces taxation without representation	
<i>to compel</i> obligar		To make someone do something	That compels them to obey laws	
<i>to obey</i> obedecer		To follow rules or laws	That compels them to obey laws	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to imprison</i> encarcelar		To put or keep in jail	That imprisons and hangs them without a trial	
<i>trial</i> juicio		When a court decides whether someone is guilty or not	That imprisons and hangs them without a trial	
<i>jury</i> jurado		A group of people that decides if a person is guilty or not guilty	By a jury of their peers	
<i>peer</i> grupo de ciudadanos igual a la persona		Someone who is similar and equal to someone else	By a jury of their peers	
<i>custody</i> custodia		The legal right to take care of someone or something	That robs them, in marriage, of the custody of their own persons, wages and children	
<i>wages</i> salario		Money paid for doing work	That robs them, in marriage, of the custody of their own persons, wages and children	
<i>mercy</i> a la misericordia		Under the care or treatment of another person or group	This half of the people left wholly at the mercy of the other half	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>violation</i> violación		Breaking a rule	In direct violation of the spirit and letter of the declarations	
<i>framer</i> redactor o formulador		The people who create and shape the government	The declarations of the framers of this government	
<i>immutable</i> inmutable		Cannot be changed	Every one of which was based on the immutable principle of equal rights to all	
<i>principle</i> el principio		A truth or belief on which action is based Verdad o creencia en la cual está basada una acción	Every one of which was based on the immutable principle of equal rights to all	
<i>priest</i> sacerdote		A person who leads a religious group	Kings, priests, popes, aristocrats, were all alike dethroned	
<i>pope</i> papa		The head of the Roman Catholic Church	Kings, priests, popes, aristocrats, were all alike dethroned	
<i>aristocrat</i> aristócrata		A noble person; someone who has a high social position	Kings, priests, popes, aristocrats, were all alike dethroned	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to dethrone</i> destronar		To remove from a powerful position	Kings, priests, popes, aristocrats, were all alike dethroned	
<i>serf</i> siervo o esclavo		A person like a slave who has to work on an area of land	With the lowliest born subject or serf	
<i>to deprive</i> privar or negar		To not allow to have	By them [these individuals] were deprived of their divine right to rule [me]	
<i>caste</i> raza		A social group based on family	By the practice of those declarations all class and caste distinction	
<i>to abolish</i> abolir		To end something	All class and caste distinction will be abolished	
<i>slave</i> esclavo		A person who is owned by another person	Slave, serf, plebeian, wife, woman, all alike	
<i>plebeian</i> plebeyo o de clase común		Belonging to the common class	Slave, serf, plebeian, wife, woman, all alike	
<i>subject</i> súbdito		A person who should be loyal to a leader or a government	Bound from their subject position to the proud platform of equality	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>platform</i> plataforma		A set of goals or principles	Bound from their subject position to the proud platform of equality	
<i>federal</i> federal		Having to do with a system of government that unites states under a central government	The preamble of the federal constitution says	
<i>male</i> masculino varón		man (not woman)	The white male citizens	
<i>to form</i> formar		To make, create or build	The whole people, who formed this Union	
<i>union</i> unión		A group of states under one government	The whole people, who formed this Union	
<i>blessing</i> bendición		A special favor or gift	And we formed it, not to give the blessings or liberty	
<i>posterity</i> posteridad		The future and the people in the future	Not to the half of ourselves and the half of our posterity	
<i>mockery</i> burla		Something that is offensive or hurtful because it is not right	And it is downright mockery to talk to women of their enjoyment	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>means</i> la manera		A way to do something	The use of the only means of securing them	
<i>to provide</i> proporcionar		To give someone something	Provided by this democratic-republican government	
<i>distinctive</i> distintivo		Set apart as different	Is the distinctive difference between the inhabitants	
<i>inhabitant</i> el habitante		Someone that lives in a place	Between the inhabitants of a monarchical and those of a republican form of government	
<i>monarchical</i> monárquico		Government with a king Gobernado por reyes	Between the inhabitants of a monarchical and those of a republican form of government	
<i>republican</i> republicano		A government that is run by the people Gobernado por el pueblo	Between the inhabitants of a monarchical and those of a republican form of government	
<i>sovereign</i> soberano		A king or queen	Individual sovereigns, all clothed with equal power	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>to deprive</i> privar		To take something away from someone who should have it	The moment you deprive a person of his right to a voice in the government	
<i>voice</i> voz		The power to express an opinion	The moment you deprive a person of his right to a voice in the government	
<i>to degrade</i> degrader		To bring down to a lower status	You degrade him from the status of a citizen of the republic	
<i>status</i> el estado o posición		A person's position according to society or the law	You degrade him from the status of a citizen of the republic	
<i>republic</i> el república		A government where people elect who will make the laws Gobierno en el cual personas son electas para pasar leyes	You degrade him from the status of a citizen of the republic	
<i>whether</i> si		A word used to present two different possibilities	It matters very little to him whether his monarch be an individual tyrant	
<i>tyrant</i> tirano		A ruler who is cruel or mean	It matters very little to him whether his monarch be an individual tyrant	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>monster</i> monstruo		A scary creature	As is the Czar of Russia, or a 15,000,000 headed monster, as here in the United States	
<i>to settle</i> para resolver		To agree on an answer to something	The only question left to be settled, now, is: Are women persons?	
<i>person</i> persona		A human	The only question left to be settled, now, is: Are women persons?	
<i>hardihood</i> el descaro		Strength; determination (this word is not used today)	And I hardly believe any of our opponents will have the hardihood to say they are not.	
<i>to enforce</i> aplicar or hacer cumplir		To make someone obey	No state has a right to make any new law, or to enforce any old law	
<i>to abridge</i> abreviar		To make smaller; cut something short	To enforce any old law, that shall abridge their privileges or immunities	

<b>Word Translation</b>	<b>Rewrite the Word</b>	<b>English Definition (Some of the more difficult words also include Spanish translations.)</b>	<b>Example From the Text</b>	<b>Is It a Cognate?</b>
<i>privileges</i> privilegios		A right that is given only to a certain group of people	To enforce any old law, that shall abridge their privileges or immunities	
<i>immunity</i> inmunidad (no tener obligación)		Not having to meet specific responsibilities or obligations	To enforce any old law, that shall abridge their privileges or immunities	
<i>hence</i> por lo tanto		Therefore; for this reason	Hence, every discrimination against women in the constitutions and laws of several states	
<i>null and void</i> nula y sin valor		A legal term that means something that is not valid or acceptable	Hence, every discrimination against women in the constitutions and laws of several states, is to-day null and void	
<i>precisely</i> precisamente		Exactly	Precisely as is every one against negroes	
<i>negro</i> persona de la raza negra		A former term for Black or African American (we do not use this term today because it is insulting)	Precisely as is every one against negroes	

## 6. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow-along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s). **Bolded** words are in your glossary.

**GUIDING QUESTION:** *Explain why Anthony uses this quote and the meaning behind it.*

### WORD BANK

power	happiness	women	vote
rules	Creator	authority	giving
secure	life	governed	rights
Liberty	right	excluding	getting

### Declaration of Independence

"All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are **instituted** among men, **deriving** their **just powers** from the **consent** of the governed."

Here is no **shadow** of government **authority** over rights, nor **exclusion** of any from their full and **equal** enjoyment. Here is **pronounced** the right of all men, and "**consequently**," as the Quaker preacher said, "of all women," to a voice in the government. And here, in this very first **paragraph** of the declaration, is the **assertion** of the natural right of all to the **ballot**; for, how can "the consent of the governed" be given, if the right to vote be denied.

### SUPPLEMENTARY QUESTIONS:

10. According to the **quote**, where do a person's unalienable rights come from?  
They come from the \_\_\_\_\_.
11. What three things are listed as among someone's unalienable rights?  
They are \_\_\_\_\_, \_\_\_\_\_ and the pursuit of \_\_\_\_\_.
12. According to the **quote**, why do governments exist?  
Governments exist to \_\_\_\_\_ these \_\_\_\_\_.

### Vocabulary

*quote* – repeating the exact words that someone says or writes

*context* – the setting of a word or phrase that affects (changes) its meaning

*to state* – to say or write something that you believe

<p>13. What does the word “<i>deriving</i>” mean? Deriving means _____ from a specific source.</p> <p>14. According to the <i>quote</i>, who must give consent for a government to have certain powers? The people who are being _____ must give their consent for the government to have certain powers.</p> <p>6. What does the word “<i>authority</i>” mean in this <i>context</i>? The word authority means the right or _____ to make decisions and _____.</p> <p>15. What does Anthony claim is not <i>stated</i> within the <i>quote</i>? It is not stated that the government has _____ over _____ or _____ anyone from these rights.</p> <p>16. Who do Anthony and the Quaker preacher believe is included in the phrase “all men”? They believe this phrase includes _____.</p> <p>17. Where is this <i>quote</i> from according to the second paragraph? This quote is from the _____.</p> <p>18. What natural right does Anthony believe is recognized in this? Anthony believes that this document recognizes the right of all the people who are governed to _____.</p>	
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**RESPONSE TO GUIDING QUESTION:**  
*Explain why Anthony uses this quote and the meaning behind it.*

**GUIDING QUESTION:**  
*Why does Anthony use this quote and how does it contribute to the overall purpose of her speech?*

**WORD BANK**

change

insurrection

rebellion

alter

vote

abolish

right

"That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles, and organizing its powers in such forms as to them shall seem most likely to effect their safety and happiness."

Surely, the right of the whole people to vote is here clearly **implied**. For however **destructive** in their happiness this government might become, a **disfranchised class** could neither **alter** nor **abolish** it, nor **institute** a new one, **except** by the old **brute force** method of **insurrection** and **rebellion**.

**SUPPLEMENTARY QUESTIONS:**

5. *According to the quote, what do the people have the right to do to a destructive government?*

They have the right to \_\_\_\_\_ or \_\_\_\_\_ the government.

6. *What does the word "alter" mean?*

It means to \_\_\_\_\_.

7. *What does Anthony believe is implied in the second quote?*

She believes that the \_\_\_\_\_ of all people to \_\_\_\_\_ is implied.

8. *According to Anthony, what is the only way for a group of people denied the right to vote to change a government?*

Anthony says that the only way for a group of people to change a government if they are denied the right to vote is through \_\_\_\_\_ and \_\_\_\_\_.

**Vocabulary**

*to contribute* – to add to something

**RESPONSE TO GUIDING QUESTION:**

*Why does Anthony use this quote and how does it contribute to the overall purpose of her speech?*

**GUIDING QUESTIONS:**

*How does Anthony describe the current political situation for women?*

*How does it differ from what she believes the founding fathers intended?*

**WORD BANK**

consent	taxation	same	declarations
children	serf	representation	trial
one-half	caste	level	custody
class	jury	obey	government
subject	wages		

One-half of the people of this nation to-day are utterly **powerless** to **blot** from the **statute** books an **unjust** law, or to write there a new and a just one. The women, **dissatisfied** as they are with this form of government, that **enforces taxation** without **representation**, -that **compels** them to **obey** laws to which they have never given their consent, -that **imprisons** and hangs them without a **trial** by a **jury** of their **peers**, that robs them, in marriage, of the **custody** of their own persons, **wages** and children, -are this half of the people left wholly at the **mercy** of the other half, in direct **violation** of the spirit and letter of the declarations of the **framers** of this government, every one of which was based on the **immutable principle** of equal rights to all. By those declarations, kings, **priests, popes, aristocrats**, were all alike **dethroned**, and placed on a common level politically, with the lowliest born subject or **serf**. By them [these individuals] were **deprived** of their divine right to rule [me], and placed on a political level with women. By the practice of those declarations all **class** and **caste** distinction will be **abolished**; and **slave, serf, plebeian**, wife, woman, all alike, bound from their subject position to the proud **platform** of equality.

**SUPPLEMENTARY QUESTIONS:**

8. *According to Anthony, how many people in the United States are powerless from changing laws at the time she gave her speech?*

At the time she gave her speech, Anthony says that \_\_\_\_\_ of the people in the United States are powerless to change laws.

9. *What does Anthony claim the government is enforcing without giving representation?*

She claims the government is enforcing \_\_\_\_\_ without \_\_\_\_\_.

10. *What other rights does the government deny women?*

- a. Women have to \_\_\_\_\_ laws to which they never gave their \_\_\_\_\_.
- b. Women do not have a right to \_\_\_\_\_ by a

**Vocabulary**

*current* – present

*to differ* – to be different from or not the same as

*to intend* – to plan

<p>_____ of their peers.</p> <p>c. After marriage, women are not allowed _____ of themselves, their _____, or their _____.</p> <p>11. <i>Anthony claims that not giving women a say in their own government is in violation of what?</i> It is a violation of the _____ of the framers of the _____.</p> <p>12. <i>What does Anthony believe is the effect of the declarations?</i> The declarations placed everyone on the _____.</p> <p>13. <i>According to Anthony, the founding documents put kings, priests, popes, and aristocrats on the same political level as whom?</i> It placed them on the same level as the lowliest born _____ or _____.</p> <p>14. <i>What distinctions were abolished by the same founding declarations?</i> All _____ and _____ distinctions were abolished.</p>	
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**RESPONSE TO GUIDING QUESTIONS:**

*How does Anthony describe the current political situation for women?*

*How does it differ from what she believes the founding fathers intended?*

**GUIDING QUESTION:**

*Explain the importance of Anthony's use of the third quote to her argument.*

**WORD BANK**

people	Union	Constitution	defense
justice	liberty	formed	general
liberties	tranquility	welfare	ourselves
blessings	women	men	

The preamble of the **federal** constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare

and secure the blessings of liberty to ourselves and our posterity, do ordain and established this constitution for the United States of America."

It was we, the people, not we, the white **male** citizens, nor yet we, the male citizens; but we, the whole people, who **formed** this **Union**. And we formed it, not to give the **blessings** or liberty, but to secure them; not to the half of ourselves and the half of our **posterity**, but to the whole people--women as well as men. And it is downright **mockery** to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only **means** of securing them **provided** by this democratic-republican government--the ballot....

**SUPPLEMENTARY QUESTIONS:**

7. *Where is the third quote that Anthony includes in her speech from?*  
It is from the U.S. \_\_\_\_\_.
  
8. *According to the quote, why was the Constitution established?*  
It was established to form a more perfect \_\_\_\_\_, establish \_\_\_\_\_, insure domestic \_\_\_\_\_, provide for the common \_\_\_\_\_, promote the general welfare and to secure the \_\_\_\_\_ of liberty.
  
9. *What does this document promise to "promote"?*  
It promises to promote the \_\_\_\_\_.
  
10. *In the quote, with the founding of the new nation, who is promised "the blessings of liberty"?*  
In the quote, the "blessings of liberty" are promised to \_\_\_\_\_, or the members of the new nation.
  
11. *Who established the Constitution? Why is that important to Anthony?*  
It was established by we, the \_\_\_\_\_. It is important to Anthony to clarify that \_\_\_\_\_ also \_\_\_\_\_ the Union, and they also should secure the same \_\_\_\_\_ as \_\_\_\_\_.
  
12. *According to Anthony, enjoying the blessings of liberty requires the ability to do what else?*  
To enjoy the blessings of liberty requires the right to \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*Explain the importance of Anthony's use of the third quote to her argument.*

**GUIDING QUESTION:**

*What does Anthony believe is the main difference between monarchical and republican forms of government?*

**WORD BANK**

different	subject	women	vote	voice
subjects	citizens	15,000,000 headed monster		men

What, I ask you, is the **distinctive** difference between the **inhabitants** of a **monarchical** and those of a **republican** form of government, save that in the monarchical the people are subjects, helpless, powerless, bound to obey laws made by superiors-while in the republican, the people are citizens, individual **sovereigns**, all clothed with equal power, to make and unmake both their laws and law makers, and the moment you **deprive** a person of his right to a **voice** in the government, you **degrade** him from the **status** of a citizen of the **republic**, to that of a subject, and it matters very little to him **whether** his monarch be an individual **tyrant**, as is the Czar of Russia, or a 15,000,000 headed **monster**, as here in the United States; he is a **powerless subject, serf or slave**; not a free and independent **citizen** in any sense...

**SUPPLEMENTARY QUESTIONS:**

5. *What is the meaning of the word "distinctive"?*  
Distinctive means what makes one thing \_\_\_\_\_ from another.
6. *According to Anthony, what is the status of a person in a monarchical government?*  
In a monarchical government, the people are \_\_\_\_\_.
7. *What is the status of a person in a republic?*  
In a republic, the people are \_\_\_\_\_.
8. *What must be taken away from a citizen in a republic to change their status to that of someone living in a monarchy?*  
If a person in a republic is deprived of his \_\_\_\_\_ in the government, he becomes a \_\_\_\_\_.
5. *According to Anthony, who is the monarch in the United States?*  
She thinks the monarch in the United States is \_\_\_\_\_.
6. *Who does she consider the powerless serfs in the United States?*  
She considers the powerless serfs to be the \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*What does Anthony believe is the main difference between monarchical and republican forms of government?*

**GUIDING QUESTION:**

*How does the end of Anthony's speech conclude her argument?*

**WORD BANK**

persons	legal	negroes	worse
abridge	immunities	vote	privileges

The only question left to be **settled**, now, is: Are women **persons**? And I hardly believe any of our opponents will have the **hardihood** to say they are not. Being persons, then, women are **citizens**, and no state has a right to make any new law, or to **enforce** any old law, that shall **abridge** their **privileges** or **immunities**. **Hence**, every discrimination against women in the constitutions and laws of the several states, is to-day null and void, precisely as is every one against negroes.

Is the right to vote one of the privileges or immunities of citizens? [It is] the one without which all the others are nothing.

**SUPPLEMENTARY QUESTIONS:**

8. *What question does Anthony claim is the only question left to be settled, or answered?*

The last question is "Are women \_\_\_\_\_?"

9. *What kinds of laws does Anthony believe that states do not have the right to make or enforce?*

She believes that no state has the right to make or enforce a law to \_\_\_\_\_ women's \_\_\_\_\_ or \_\_\_\_\_.

10. *What does Anthony mean by "discrimination?"*

She means that women are treated \_\_\_\_\_ than men.

11. *What does the phrase "null and void" mean?*

It means having no \_\_\_\_\_ force.

12. *Anthony compares discrimination against women to discrimination against whom?*

She compares discrimination against women to discrimination against \_\_\_\_\_.

13. *What right does Anthony believe is "the one without which all the others are nothing?"*

The right to \_\_\_\_\_ is "the one without which all the others are nothing."

**Vocabulary**

*to conclude* – to end something; finish

*discrimination* – treating some people worse than others because they are different in some way

**RESPONSE TO GUIDING QUESTION:**

*How does the end of Anthony's speech conclude her argument?*

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand. Use the sentence frames if necessary.

- Example: I don't understand who the fathers are that Anthony is talking about.
- I don't understand .....
- When Anthony said \_\_\_\_\_, I didn't understand what that meant.
- The part where Anthony talks about \_\_\_\_\_ is not clear to me.
- Why did Anthony \_\_\_\_\_ ?
- \_\_\_\_\_
- \_\_\_\_\_

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON THREE

### 2. REVIEWING TEXT

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

4. Susan Anthony gave a speech on August 7, 1865? What was her main argument for her audience?
5. Anthony uses quotes from documents written by the founding fathers to support her argument. What documents do the quotes come from? How do they support her argument?
6. How does Anthony conclude her argument?

### 3. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### Student Content Objective:

I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

#### Language Proficiency Standard<sup>13</sup>

*Insert language proficiency standards here.*

#### Student Objective:

I will be able to ...

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<sup>13</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 8. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS:

If applicable: During this close reading, you will be answering questions about craft and structure or integration of knowledge and ideas. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response to the guiding question(s).

If applicable: Your teacher will teach you the skills and knowledge you need to meet standards 4–9. Then you will work independently or with a partner to apply what you have learned to this section of the text.

### GUIDING QUESTIONS:

*What does Anthony mean by the phrase “citizen’s right?”*

CCSS.ELA-LITERACY.RL.9–10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*How does Anthony describe the current political situation for women? How does it differ from what she believes the founding fathers intended? What examples in her speech offer support for her interpretation?*

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### WORD BANK

all	vote	unjust	Constitution
liberty	consent	person	write
country	vote	governed	law
women	free	nature	life
voice	blot	pursuit	happiness
Declaration of Independence			

**SUPPLEMENTARY QUESTIONS:**

4. *What does citizen mean?*

A citizen is a \_\_\_\_\_ who is a member of a \_\_\_\_\_.

5. *What does right mean?*

A right is something you are \_\_\_\_\_ to do because of law or \_\_\_\_\_.

6. *When Anthony says that she exercised her citizen's right on line 4 of the text, to what right is she referring?*

She is referring to her right to \_\_\_\_\_.

4. *What does Anthony say women are powerless to do?(lines 41 and 42)*

They are powerless to \_\_\_\_\_ from the statute books an \_\_\_\_\_, or to \_\_\_\_\_ a new and a just one.

5. *Why are they powerless in this way?*

They are powerless because they do not have a \_\_\_\_\_ in the government because they cannot \_\_\_\_\_.

6. *What documents does Anthony quote from to support the arguments of her speech?*

She quotes from the \_\_\_\_\_ and the \_\_\_\_\_.

7. *What are the rights that all citizens are guaranteed based on the quote Anthony uses from the Declaration of Independence? (lines 23-26)*

Citizens are guaranteed the right to \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_ of \_\_\_\_\_.

8. *According to the same quote mentioned above, where does the government get its power.*

Its power comes from the \_\_\_\_\_ of the \_\_\_\_\_.

9. *According to Anthony, who does this include?*

This includes all men and \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTIONS:**

*What does Anthony mean by the phrase "citizen's right?"*

*How does Anthony describe the current political situation for women? How does it differ from what she believes the founding fathers intended? What examples in her speech offer*

*support for her interpretation?*

*Which examples of how women are treated unfairly best support Anthony's purpose in making this speech?*

## 8. INTEGRATION OF KNOWLEDGE AND IDEAS

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about integration of knowledge and ideas. Your teacher will review the guiding question with you. Work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class. Then, you will discuss the guiding question with your teacher and the class. Finally, you will complete the response to the guiding question.

### WORD BANK

think	wages	educate	children
custody	answer	stand	feet

**GUIDING QUESTION:** *Does Nora's decision to leave Torvald reflect the values of the suffrage movement as represented in Anthony's speech? If so, how?*

### Vocabulary

*reflect* – to show  
*value* – beliefs

### QUESTIONS:

1. *Why does Nora say that she is leaving Torvald?* (Ibsen, lines 41, 44, 69–70)

Nora says that she is leaving because she must \_\_\_\_\_ herself, \_\_\_\_\_ on her own two \_\_\_\_\_, and \_\_\_\_\_ things out for herself and find her own \_\_\_\_\_.

2. *What does Anthony say that women are robbed of when they marry?* (Anthony, lines 45–46)

Anthony says that women are robbed of \_\_\_\_\_ of themselves, their \_\_\_\_\_ and their \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *Does Nora's decision to leave Helmut reflect the values of the suffrage movement as represented in Anthony's speech? If so, how?*

## 9. DEVELOPING KNOWLEDGE OF LANGUAGE

### INSTRUCTIONS FOR STUDENTS:

Words often have more than one meaning. In the chart below are words from your texts that have multiple meanings. Read the sentence(s) from the text containing the word and discuss what you think the meaning is with your partner. Then, using your dictionary write down two definitions for the word, including the meaning you think is correct for the text. Complete the chart below. You can work in pairs.

Vocabulary Word	Use in Text	Meaning One	Meaning Two
right (line 3, 5, 7)	<i>Our democratic-republican government is based on the idea of the natural <b>right</b> of every individual member thereof to a voice and a vote in making and executing the laws.</i>	<i>true; correct (adjective)</i>	<i>something you are free to do because of law or nature</i>
I think the word in this text means <u>something you are free to do because of law or nature</u> . I think this because <u>the text says a "right to vote" which means something that you can do not something that is true or correct.</u>			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
fathers (line 18)			
I think the word in this text means _____.			
I think this because _____.			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
exercise			

Vocabulary Word	Use in Text	Meaning One	Meaning Two
(line 22)			
I think the word in this text means _____.			
I think this because _____.			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
class (lines 40, 55)			
I think the word in this text means _____.			
I think this because _____.			
subject (lines 53, 56, 73)			
I think the word in this text means _____.			
I think this because _____.			
Vocabulary Word	Use in Text	Meaning One	Meaning Two
voice (lines 8, 30, 76)			
I think the word in this text means _____.			
I think this because _____.			

## 10. BUILDING SPEAKING AND LISTENING SKILLS

### INSTRUCTIONS FOR STUDENTS:

For this activity, you will be comparing Anthony's speech "Is it A Crime for a U.S. Citizen to Vote?" and the cartoon below. Listen to your teacher read the cartoon and the questions for discussion. Review the vocabulary. Use Anthony's speech and your analysis of her speech to discuss the questions with a partner. Be prepared to share your answers with the class using specific examples from the text and from the cartoon. Use the following phrases to get you started:

- Anthony says women should have the right to vote because .....
- I know this because she says .....
- The poster says women should have the right to vote because.....
- I know this because it says .....
- The arguments are the same because .....
- The arguments are different because .....



<http://www.loc.gov/pictures/resource/cph.3b41501/>

31. How are the <b>arguments</b> for giving the women the right to vote similar in Anthony’s speech and in the cartoon?	<b>Vocabulary</b> <i>argument</i> – a reason in favor or against something
32. On what points do they <b>differ</b> ?	<i>differ</i> – to be different from
33. What issues does Anthony <b>emphasize</b> in her argument? What is emphasized in the cartoon?	<i>to emphasize</i> – to give special attention to something

## 11. RE-ASSESSING COMPREHENSION

### INSTRUCTIONS FOR STUDENTS:

Refer to the text, as necessary. Answer the questions below. [Some of] the questions are the same as those on the pre-test. When you are finished your teacher will review the answers with you.

### WORD BANK

rights	voice	crime	citizen’s	powerless
protect	voted	election	right	subjects
founding fathers	vote	citizens	one-half	protect
barter away	vote			

### QUESTIONS:

4. *What is Anthony’s alleged crime?*

Anthony \_\_\_\_\_ in the last Presidential \_\_\_\_\_.

5. *What is Anthony’s purpose in giving this speech?*

Her purpose is to show that she committed no \_\_\_\_\_, but only exercised her \_\_\_\_\_.

6. *What idea is a republican-democratic government based on?*

It is based on the idea that every member has a right to a \_\_\_\_\_ and a \_\_\_\_\_.

4. *When individuals enter into a free government what do they do?*

They promise to \_\_\_\_\_ each other in the enjoyment of their

\_\_\_\_\_.

5. *Anthony claims that you cannot find any evidence of the power of the government to create rights in what documents?*

She claims there is no evidence of the power of the government to create rights in documents left us by the \_\_\_\_\_.

6. *What does Anthony claim happens to individual rights when people enter into a free government?*

She says people do not \_\_\_\_\_ away their rights. They promise to \_\_\_\_\_ each other in the enjoyment of those rights.

7. *According to Anthony, how many people in the United States are powerless to change laws at the time she gave her speech?*

At the time she gave her speech, Anthony says that \_\_\_\_\_ of the people in the United States are powerless to change laws.

8. *What does Anthony believe is the main difference between monarchical and republican forms of government?*

She believes that under a monarchical government people are \_\_\_\_\_ and are \_\_\_\_\_ to change laws they do not agree with, but under a republican government, the people are \_\_\_\_\_ and have equal power to change the laws.

14. *What right does Anthony believe is “the one without which all the others are nothing”?*

The right to \_\_\_\_\_ is “the one without which all the others are nothing.”

# “Is It a Crime for a U.S. Citizen to Vote?”

## LESSON FOUR

### 1. REVIEWING WRITING OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen as we review the standards and objectives. If you have questions about what they mean, please let me know.

#### Common Core Learning Standard

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support **claims** in an **analysis** of **substantive** topics or texts, using **valid reasoning** and **relevant** and **sufficient evidence**.

#### Student Objective:

I will be able to write arguments to support my understanding of topics or texts using thinking based on facts and relevant and sufficient evidence.

#### Language Proficiency Standard:

*Insert language proficiency standards here.*

#### Student Objective:

*Insert student objective here.*

#### **Vocabulary**

*claim* – a statement or idea someone says is true but is not proven

*analysis* – a careful study of the parts of something to understand more about the whole

*valid* – based on truth, fact, or logic

*reason* – being able to think in a clear way

*relevant* – having to do with or connected to the subject

*sufficient* – enough

*evidence* – something that gives proof; facts

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR STUDENTS:

You are going to answer the following question:

#### Writing Prompt:

Both Susan B. Anthony’s speech and the excerpt from Ibsen’s play reflect the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is seeking is similar to and different from the rights that Anthony is arguing for in her speech.

#### Vocabulary

*excerpt* – a short part of a play, film, or text

*reflect* – show; express

*seek* – to look for

*similar* – almost the same as something

In order to help you organize your writing, work with a partner to fill out the graphic organizer. Remember to use evidence from the text to complete your graphic organizer. Then, review the information in your graphic organizer with your teacher.

**GRAPHIC ORGANIZER**

Complete the graphic organizer below using evidence from the two texts. Then, answer the questions.

	<b>Answer</b>	<b>Quote from text that tells you the answer</b>
<b>What freedom does Nora want?</b>		
<b>Why does Nora want that freedom?</b>		
<b>What freedom does Anthony want for women?</b>		
<b>Why does Anthony want that freedom for women?</b>		

1. The freedoms that Nora and Anthony are seeking are similar. Nora wants \_\_\_\_\_ so she can \_\_\_\_\_. For example, she says (give an example from the text) \_\_\_\_\_.

Anthony wants \_\_\_\_\_ so women can \_\_\_\_\_. For example, she says (give an example from the text) \_\_\_\_\_.

2. But the freedoms that Nora and Anthony want are also different.

Nora wants freedom to \_\_\_\_\_.

I know this because \_\_\_\_\_.

Anthony wants freedom to \_\_\_\_\_.

I know this because \_\_\_\_\_.

### 3. WRITING

**INSTRUCTIONS FOR STUDENTS:**

Work independently to write a response to the writing prompt in the space below. Be sure to use evidence from the text to support your ideas and to write a conclusion. Use your graphic organizer to help you fill in the spaces.

<p><b>Writing Prompt:</b> Both Susan B. Anthony’s speech and the <u>excerpt</u> from Ibsen’s play <u>reflect</u> the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is <u>seeking</u> is <u>similar</u> to and different from the rights that Anthony is arguing for in her speech.</p>	<p><b>Vocabulary</b> <i>excerpt</i> – a short part of a play, film, or text <i>reflect</i> – show; express <i>seek</i> – to look for <i>similar</i> – almost the same as something</p>	<p>Both Susan B. Anthony’s speech and the excerpt from Ibsen’s play reflect the experiences of women at the end of the 19<sup>th</sup> century. Explain how the freedom that Nora is seeking is similar to and different from the rights that Anthony is arguing for in her speech.</p>
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Susan B. Anthony’s speech and Ibsen’s play both reflect the experiences of women at the end of the 19<sup>th</sup> century. Both Nora, the main character in Ibsen’s play and Anthony are looking for \_\_\_\_\_.

The freedoms they are seeking are the same because \_\_\_\_\_.

We can tell this from the text because \_\_\_\_\_.

The freedoms that they are seeking are different because \_\_\_\_\_.

We can tell this from the text because \_\_\_\_\_.

In conclusion, \_\_\_\_\_.