

Learning Objective: Students will identify the types and purposes of rhetoric across several historical speeches through America’s journey of civil rights. As a culmination, students will cross-reference

Overarching Questions:

1. How do differing orators throughout American history communicate the need for equality?
2. How does rhetoric advance an argument in a speech?

Deeper Thought for Discussion:

1. Why is racial (or any type of) segregation an impossibility?

Reading Task: This is the introduction portion of a unit on “Speeches of Equality.” The assumption is that our class has covered several key rhetorical strategies, and that we will look for those strategies as well as content and tone in the speeches. The reading task for this section is to do a close-reading on “Ain’t I a Woman” by Sojourner Truth. Others will include Dr. King’s “I Have a Dream,” and speeches on inequality by President Clinton, President Bush, and President Obama.

Vocabulary Task: After the first read of the speech, students will place a box around the words they do not know or question the usage of. Students will write these on sticky notes, and as a class we will compile a class list to be reviewed. This list will stay visible throughout the unit and all students will box these words on their copy of the speech.

Most likely these words will be **kilter**, **twixt**, **intellect**, **obliged**

Discussion Task: Students will use pair discussion, small group discussion, and whole group discussion to share responses to text-dependent questions and relate the text to our overarching questions. My goal is to use a whole-group discussion in which I am an observer/note-taker only. I want the discussion to be student led and fueled. In each discussion situation the student will first have to individually answer the question at hand before discussion in a small or whole group.

Writing Task: There is a routine writing task of responding to text-dependent questions with cited evidence. Students will also compose a summary of Truth’s speech. The final argumentative essay will feature a cross-referencing of two of the speeches read through the entire unit. Students will need to select which two orators give the most compelling arguments and cite evidence to support their claim.

Outline of Lesson Plan:

Day 1: Introduction and Close-Reading 1 and 2 of “Ain’t I a Woman?” by Sojourner Truth

Day 2: Class reading of text and individual work on text dependent questions. Students will write a summary at the end of the class.

Day 3: After individual charts are complete, whole group discussion is used to share out responses to text dependent questions with teacher as facilitator and participant. Students will list answers on poster sheets hanging around the room.

Day 3: Whole class discussion with teacher as an observer. Students discuss the purpose and shift in tone of Truth’s famous line “Ain’t I a Woman?” Teacher records group comments on a poster in the front then reviews them with the class.

Standards Covered: RI. 9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.6, RI.9-10.9, W.9-10.1a-e, SL.9-10.1, SL.9-10.3

Text (Title)	Vocabulary
<p>Sojourner Truth (1797-1883): Ain't I A Woman? Delivered 1851 Women's Convention, Akron, Ohio</p> <ol style="list-style-type: none"> Well, children, where there is so much racket there must be something out of <u>kilter</u>. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "<u>intellect</u>"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full? Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back , and get it right side up again! And now they is asking to do it, the men better let them. <u>Obliged</u> to you for hearing me, and now old Sojourner ain't got nothing more to say. 	<p>South/North Slavery in the South and lack of women's rights in the North and South in pre-Civil War US</p> <p>'twixt- between</p> <p>Christ- reference to the son of God in Christianity</p>

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Day One:

Summary of Activities

1. **Bell work:** A series of questions asking students to define the term law and rights. Students will have to explain their belief of the origin of rights and what gives law substance.
2. **Opening hook:** 2 minute review of the journey of women’s voters rights (http://www.youtube.com/watch?v=bK5jmbVU0_M) Students take notes on the back of the speech paper they received as they came into class. We watch the video two times and discuss these two points: what is significant about the West being the first area of the US to legalize female voting? What is the historical process of voter rights pertaining to men AND women?
3. **Close-Reading #1:** Students listen to me read the poem the first time through. We pause between reading for them to select vocabulary words and write them on post it notes.
4. **Close-Reading #2:** Selected students read the speech this time. During and after reading, students use a highlighter to mark main ideas and use a pencil to write questions or comments relating to the text. They are annotating.

Text under Discussion	Directions for Teachers/Guiding Questions for Students
<ol style="list-style-type: none"> 1. Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? 2. That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best 	<ol style="list-style-type: none"> 1. A short pre-reading discussion of the Civil War and what the fighting centered around is the only background knowledge that is needed. Most students are familiar with slavery and the Civil War but may not make the connection of the dates 1851 compared to 1861-64.

place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

3. Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "**intellect**"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?
4. Then that little man in black there, he says women can't have as much rights as men, 'cause **Christ** wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.
5. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.
6. **Obliged** to you for hearing me, and now old Sojourner ain't got nothing more to say.

2. Today is dedicated to reading and individual note-taking. I will not provide much guidance today. I want students to formulate their own questions before I pose them tomorrow. This unit would be done after we have already practiced the process of annotating and questioning.
3. At some point in their individual annotating, I may prompt them to look at the repetition of "Ain't I a Woman?" and comment on the purpose and tone of the repeated phrase.

Day Two :

Summary of Activities

1. **Bell work:** Yesterday's selected vocabulary words will be listed on the board. Students will define the words using dictionaries. These will need to be defined on the paper. We will spend a short time discussing the meanings and uses. (10 min)
2. **Video or text reading:** Students will follow along as video of Cicely Tyson recites the speech (. (5min)
3. **Text-dependent questions:** After reading in pairs, students will use their own notes to complete the text dependent questions on the board. (15 min) (see attached **Chart A**)
4. **Summary:** Once they finish, students will write a three-sentence summary on the back of the chart sheet. I will walk around and guide this process. Once completed, I will show my own summary and ask student volunteers to share theirs. (20 min)

Text under Discussion	Directions for Teachers/Guiding Questions for Students
<ol style="list-style-type: none"> 1. Well, children, where there is so much racket there must be something out of <u>kilter</u>. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? 2. That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? 3. Then they talk about this thing in the head; what's this they call it? 	<ol style="list-style-type: none"> 1. See attached Chart: Students today will look at the facts that Sojourner mentions about her own life. They will also address the allusion she uses and the purpose of her speech. 2. Summary: After completing the text-dependent questions, students will compose a summary. I limit them to three sentences because I do not want them to feel that a summary is an explanation of the argument.

[member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

4. Then that little man in black there, he says women can't have as much rights as men, 'cause **Christ** wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.
5. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back , and get it right side up again! And now they is asking to do it, the men better let them.
6. Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Day Three :

Summary of Activities

1. **Bell work:** Discuss your chart responses from yesterday with another student.
2. **Student reading:** Because the text is short and powerful, an enthusiastic student will read the speech for the class to set the stage for our discussion.
3. **Whole group discussion:** For this discussion, I will ask several students to rotate recording students' responses. Our goal is to compile notes on each speech we read to stay posted around the classroom. I will facilitate this conversation today as we address each of the text-dependent questions and address any extra ideas/comments that arise.
4. **Review:** After the discussion is over, we will review the notes compiled by the class and give students time to add anything to their own charts.

Text under Discussion	Directions for Teachers/Guiding Questions for Students
<ol style="list-style-type: none"> 1. Well, children, where there is so much racket there must be something out of <u>kilter</u>. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? 2. That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? 3. Then they talk about this thing in the head; what's this they call it? 	<ol style="list-style-type: none"> 1. We will begin with a reminder of the setting of pre-Civil War and who held rights at this point which sets the stage for the significance of Truth's speech and a woman's Convention. <p>(Q1) What kind of "rights" does Sojourner Truth address in her speech? For whom? I will allow several students to share and respond to answers. I want to guide the discussion to include the difference between white women's rights and black women and what rights neither of them had. This should also again return to the difference between blacks in the South and North as well. Students will need to mention that Sojourner did not limit her message to only black women.</p> <p>(Q2) What qualities does Sojourner Truth say she possesses that make her a woman? Give specific evidence. Students will look at</p>

<p>[member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?</p> <p>4. Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.</p> <p>5. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back , and get it right side up again! And now they is asking to do it, the men better let them.</p> <p>6. <u>Obliged</u> to you for hearing me, and now old Sojourner ain't got nothing more to say.</p>	<p>specifically paragraph 2 to find these answers: strength, bearing children, hard physical work, undergo pain. Students may mention intellect which can also lead to a discussion her statement that intellect should not have bearing on possession of rights.</p> <p>2. Student scribe can switch with next volunteer.</p> <p>(Q3) How many children did Sojourner Truth have and what happened to many of them? How does this advance her argument/purpose? This answer can piggyback off the last question. Students will easily answer the recall portion of the question but will have varying answers that bearing children can be an emotional appeal or demonstrate her strength. It is a feminine quality that is also associated with pain and for her loss. Students may also use her reference to Jesus hearing her cries as a spiritual connection to her audience and equality in faith.</p> <p>(Q4) Why does Sojourner Truth mention intellect? What is her point in using differing measurements? Students may comment on how woman were considered to be less intelligent than men and that blacks were considered even less. Sojourner shows that this should not have any bearing. I will probe students for responses on why Truth used these types of measurements to include a reference to older times when those types of liquid measurements were important as things were bought in smaller amounts- an indication of the age of the speech.</p> <p>(Q5) Why does Sojourner Truth use the allusion of Christ and God? How does that help her argument? This discussion will bring a variety of answers because not all students will understand the significance of the religious reference though all should be able to comprehend that she was highlighting the importance of a woman to bring forth this deity figure. I will direct students to understand why in Truth's time mentioning Christ or God would gain attention and also</p>
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	<p>influence people’s response. She also directed it to an assumed prior speaker with strengthens her “righteous” anger</p> <p>(Q6) Describe Sojourner Truth. What words or phrases in the speech support your description? Cite those specific words.</p>
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Day Four :

Summary of Activities

- 1. Opening work:** Students will use the text and chart notes to complete the Four-square organizer analyzing the four times Sojourner Truth repeats “Ain’t I a Woman?” as well as identifying the most compelling portion of the speech.
- 2. Whole class discussion:** This time I will only observe and notate the conversation. I hope to not have to intervene until it is time to review the points at the end.
- 3. Review:** We will discuss the notes taken as a class and post them in the same location as yesterday’s poster. Students will review all the charts and annotations made to ensure they are ready to hand in their work until time to write the argumentative essay.

Text under Discussion	Directions for Teachers/Guiding Questions for Students
<p>3. Well, children, where there is so much racket there must be something out of <u>kilter</u>. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?</p> <p>4. That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my</p>	<p>(Q1) Truth repeats the phrase “Ain’t I a Woman?” four times in the speech. How does each time differ from the one before? Does her tone or purpose change with each phrase? Why is this significant to the speech?</p> <p>I want to hear students mention that she increases in passion, emphasis, and righteous anger. They will discuss how the actions progress from equal manly behaviors to feminine ability and emotional pain. There will probably be discussions about what women were allowed to do or the physical similarities and differences between men and women.</p> <p>(Q2) What part of Truth’s speech is most compelling? Why is it compelling and what textual evidence supports your answer.</p> <p>I believe answers to this question will differ though most of the conversation will probably center around the allusion to Christ’s birth or the building of emotion in repeating “Ain’t I a Woman?”</p>

mother's grief, none but Jesus heard me! And ain't I a woman?

5. Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?
6. Then that little man in black there, he says women can't have as much rights as men, 'cause **Christ** wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.
7. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back , and get it right side up again! And now they is asking to do it, the men better let them.
8. Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Directions: Answer the following questions in COMPLETE sentences. Then place the paragraph number(s) where you find specific evidence to support your answers.

QUESTION	Detailed Response	Par. #
1. What kind of "rights" does Sojourner Truth seem to be talking about? Rights for whom?		
2. What qualities does Sojourner Truth say she has that make her a woman? Give specific evidence from the speech.		
3. How many children did Sojourner Truth have and what happened to many of them? How does this advance her argument?		
4. Why does Sojourner Truth mention intellect? What is her point in using differing measurements?		
5. Why does Sojourner Truth use the allusion of Christ and God? How does that help her argument?		
6. Describe Sojourner Truth. What words or phrases in the speech support your description? Cite those specific words.		

Directions: In each of the squares answer these two questions regarding that time that Sojourner Truth uses her famous phrase "Aint I a Woman?"

- a. What qualities or actions does Sojourner mention along with this time she uses the phrase?
- b. How does her tone or purpose change with this usage?

FIRST USE OF PHRASE:		SECOND USE OF PHRASE:	
	<div style="border: 1px solid black; padding: 10px; display: inline-block;">"Ain't I a Woman?"</div>		
THIRD USE OF PHRASE:			FOURTH USE OF PHRASE:

Which part of Truth's argument/speech do you find most compelling?
Use textual evidence to support your choice.