Declaration of Sentiments and Resolutions
1848 Seneca Falls Women's Rights Convention

Elizabeth Cady Stanton and Lucretia Mott

Assignment Sequence for Teaching
An Expository Text
12th Grade
Before Reading Activities

MODULE 1:
INTRODUCTION OF TOPIC
AND TEXT

ANTICIPATION GUIDE AND/OR QUICK WRITE:
Women have fought hard for equal rights in recent history. To what extent have equal rights for women been achieved in our society?

• Have students share answers with class.
• Supply students with background knowledge about the author (download from Google).

Resources:
• Concept Map
• Anticipation Guide

When indicated, build conceptual understanding through the use of a concept map.

Please note that not all assignment sequences necessitate nor include a concept map.

Use the Anticipation Guide to tap into students’ ideas about the topic.

Optional:
CA Language Arts Standard:
Writing Applications 2.3

Write brief Reflective Composition on topic related to text, exploring the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
| New Concept: Women's rights movement |
| Example Sentence: The women’s rights movement of the nineteenth and twentieth centuries sought to win equal rights for women. |
| Synonyms: |
| • Women’s suffrage |
| • Civil rights |
| • Feminist movement, feminism |
| Characteristics: |
| • Belief in equality between sexes. |
| • Women’s right to vote. |
| • Promotes independence of women. |
| • Belief in women’s right to work and earn wages. |
| • Promotes women’s education and skill development. |
| • Involves political activism and social reform. |
| Examples: |
| • Susan B. Anthony |
| • Women’s suffrage movement |
| Non-Examples: |
| • patriarchy |
| • housewife |

<table>
<thead>
<tr>
<th>BEFORE READING</th>
<th>THE AUTHOR’S CLAIM...</th>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think...</td>
<td>(copy passage and list page number and paragraph number)</td>
<td>I think...</td>
</tr>
<tr>
<td>(write yes or no)</td>
<td></td>
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<tr>
<td>The laws have always recognized women as equal to men.</td>
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<tr>
<td>Government has fostered equal rights for all citizens.</td>
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<tr>
<td>Women and men are created equal by nature.</td>
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<td>Throughout history, men have dominated women.</td>
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MODULE 2: 
APPLICATION OF 
PRE-READING STRATEGIES

SURVEY THE TEXT VISUALLY:
• Look for head-notes, footnotes, other explanatory material
• Identify author, publication type, and date
• Note topic
• Read the first and last paragraphs

MAKE PREDICTIONS
(Be sure to ask students to explain how they formed their predictions):
• Based on the title and other features of the text, what information/ideas might this essay present?
• Will article be negative or positive in relation to the topic? Why so?
• What argument about the topic might it present? What makes you think that?

WORK WITH THE TITLE
• Turn the title into a question [or questions] to answer after you have read the text.

Example: What is the Declaration of Sentiments? What sentiments are being declared, by whom and why?

SÚHSD E/LA Objectives 1.1 and 1.2 (CA Reading Comprehension 2.1)
Analyze the features and rhetorical devices of texts and the way in which authors use those features and devices.

Optional: CA Standard: Word Analysis and Systematic Vocabulary Development 1.0 (as well as 1.1 and 1.2)
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

SUHSD E/LA Objectives 3.3
(CA Reading Comprehension 2.4)
Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
MODULE 3:
INTRODUCTION TO
IMPORTANT VOCABULARY

WORK WITH VOCABULARY
• Option: Finding Meaning in Context (Self-Selection)
  Students skim the text highlighting previously “unknown”
  words. Have students write the words on the blackboard. Se-
  lect a few words and, as a class, decode their meanings using
  the context and knowledge of prefix/suffix/root/etc.

Resources:
• High Frequency Academic Word List
• Vocabulary Rating Sheet
• Vocabulary Word Form Chart

Optional: CA Standard: Word Analysis and Systematic
Vocabulary Development 1.0
(as well as 1.1 and 1.2)
Students apply their knowledge
of word origins to determine the
meaning of new words encoun-
tered in reading materials and use
those words accurately.

SUHSD E/LA Objectives 2.1
– 2.5 (CA Reading Comprehen-
sion 2.2)
Analyze the way in which clarity of
meaning is affected by the patterns
of organization, hierarchical struc-
tures, repetition of main ideas, syn-
tax, and word choice in the text.

SUHSD E/LA Objectives 3.3
(CA Reading Comprehension 2.4)
Make warranted and reasonable
assertions about the author’s argu-
ments by using elements of the text
to defend and clarify interpreta-
tions.
• prudence, n.
• dictate, v.
• constrained, adj.
• disposed, adj.
• assert, v.
• require, v.
• institute, v.
• derive, v.
• establish, v.
• compel, v.
• deprive, v.
**VOCABULARY RATING SHEET:**

**DIRECTIONS:** Decide how well you know the words below by checking your knowledge of each one.

<table>
<thead>
<tr>
<th>Word</th>
<th>Can Define and Use It (I would be comfortable explaining this word to the group.)</th>
<th>Heard It/Seen It (I am somewhat familiar with this word but I'd appreciate a review.)</th>
<th>Don't Know It (Be sure to explain this word very carefully)</th>
</tr>
</thead>
<tbody>
<tr>
<td>prudence, n.</td>
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<tr>
<td>institute, v., n.</td>
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<td>derive, v.</td>
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<td>deprive, v.</td>
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<tr>
<td>compel, v.</td>
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<tr>
<td>assume, v.</td>
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MODULE 4: FORMATIVE ASSESSMENT: VOCABULARY TEST(S)

VOCABULARY ASSESSMENT
Do more than one vocabulary quiz using a variety of assessment formats.

Resources:
• Assessment of Vocabulary Mastery
  • Yes - No - Why?/Completion Assignment
  • Multiple Choice Vocabulary Tests

Optional: CA Standard: Word Analysis and Systematic Vocabulary Development 1.0 (as well as 1.1 and 1.2)
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

SUHSD E/LA Objectives 2.1 – 2.5 (CA Reading Comprehension 2.2)
Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
Declaration of Sentiments and Resolutions

ASSESSMENT OF VOCABULARY MASTERY

YES – NO – WHY?

**Directions:** Decide whether the following sentences make sense, paying attention to the underlined word in each sentence. If the sentence makes sense, write YES in the space to the left, then explain WHY it is logical. If the sentence does not make sense, write NO then change (rewrite) the part that seems illogical.

1) The laws dictate whether certain behavior is lawful or unlawful.

2) A sense of duty compelled him to join the armed services.

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**Completion Assignment**

**Directions:** Complete the following sentences so that the second part further explains the first part and clearly demonstrates your understanding of the underlined words.

1) She felt constrained by her parents’ new set of rules;

2) John always feels the need to assert himself in classroom discussions;
Directions: For each of the following questions choose the best word or phrase to substitute for the underlined portion containing gliff, a nonsense word.

1. A scientist needs proof before he can declare his findings, regardless of how strong a gliff he has regarding it.
   a) supposition
   b) knowledge
   c) dislike
   d) apprehension

2. The child misbehaved with gliff because his parents never punished him.
   a) malice
   b) trepidation
   c) impunity
   d) fear
Directions: Choose the BEST replacement word for the underlined words below.

1. endowed means
   a) signaled
   b) frugal
   c) perfect
   d) gifted

2. In the phrase: “deriving their just powers from the consent of the governed” (paragraph 2), the word consent can be replaced by ALL EXCEPT ONE the following words
   a) sanction
   b) assent
   c) concurrence
   d) refusal

3. In the phrase: “deriving their just powers from the consent of the governed” (paragraph 2), the word deriving means
   a) obtaining from a source
   b) sustaining life
   c) beginning a task
   d) empowering a source

4. In the context of the phrase: “it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied,” the word assume means
   a) suppose
   b) take up
   c) presume
   d) lay down
Multiple Choice #1
1. = a
2. = c

Multiple Choice #2
1. = d
2. = d
3. = a
4. = b
Direced Reading Activities

MODULE 5:
INITIAL READING OF A TEXT

FIRST TIME READING:
(Annotating the Text)

Be sure students have a clear understanding of their purpose(s) for reading a text when assigning it. For example, to confirm pre-reading questions, to discover an author's purpose in writing, to understand key vocabulary, to find the main idea, etc.

If the text is photocopied, students may annotate a text by underlining, highlighting, or making marginal notes. If using the textbook, students may use post-its to make annotations according to:

A) their purpose for reading (e.g. to answer pre-reading questions, to understand an author's use of key vocabulary, to confirm pre-reading predictions, uncovering an author's purpose in writing, etc.)

B) what they think the writer's main claim and supporting points are.

SAMPLE DIRECTIONS

Individual Work:

1) Note or circle topical and organizational markers, unfamiliar terms, and difficult passages; 2) Record or highlight what you believe are the author's key ideas and most significant passage(s); and 3) Note your questions on post-its or in the margins.

Partner Work:

1) Compare annotations and/or markings. Note the similarities and differences

2) Make a brief list of the author's key points and ideas

3) Compare your group's list with another another group's list and try to negotiate a consensus regarding the authors main points and key ideas.

SUHSD E/LA Objective 3.3 (CA Reading Comprehension 2.4)
Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations

SUHSD E/LA Objectives 4.1-4.3 (CA Standard Reading Comprehension 2.6)
Critique the validity of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

SUHSD E/LA Objectives 4.4 (CA Standard Writing Application 2.2e)
Identify and assess the impact of perceived complexities within the text.

SUHSD E/LA Objective 1.4 (CA Writing Application 2.2a)
Demonstrate a comprehensive understanding of the significant ideas in works or passages

SUHSD E/LA Objective 1.3 (CA Standard: Writing Strategies 1.1)
Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when reading or completing writing assignments.

SUHSD E/LA Objectives 3.1 and 3.2 (CA Reading Comprehension 2.5)
Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
**RE-READING, ANALYSIS, AND WRITING**

**MODULE 6:**
GUIDED INSTRUCTION IN SCHEMA RECOGNITION

**RE-READING:**
(Charting the Text)

Students examine how the text is constructed in terms of what each part does and says. They make a descriptive paragraph by paragraph outline of the text by writing very brief statements that describe what each paragraph does and what each paragraph says.

Have students generate a one-sentence statement of what they think is the main argument of the text. (provide the following question):

- From your work charting the text, what do you think is the author's main argument?

**Main Idea/Thesis/Central Claim/Argument**

"Women are entitled to equal rights by the laws of nature and, because the current government has not given them these rights, resolutions towards equal rights for women must be declared."

**Resource:**
- Charting Example

**SUHSD E/LA Objectives 2.1 – 2.5 (CA Reading Comprehension 2.2)**

Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.

**SUHSD E/LA Objectives 1.1 and 1.2 (CA Reading Comprehension 2.1)**

Analyze both the features and the rhetorical devices of texts and the way in which authors use those features and devices.

**SUHSD E/LA Objectives 3.3 (CA Reading Comprehension 2.4)**

Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**SUHSD E/LA Objective 1.4 (CA Writing Application 2.2a)**

Demonstrate a comprehensive understanding of the significant ideas in works or passages

**Prerequisite 7th Grade Language Arts Standard: Writing Application 2.5:** Write summaries of reading materials, include main ideas and most significant details. Use own words. Reflect/explain underlying meaning.
<table>
<thead>
<tr>
<th>Paragraph Numbers</th>
<th>Function of Paragraph(s) [What is it doing?]</th>
<th>Content of Paragraph(s) [What is it saying?]</th>
</tr>
</thead>
</table>
| 1–2               | State reasons behind cause and state the current situation | • Those who challenge the laws should declare their reasons  
• All men and women are created equal  
• A government that doesn't offer equal rights should be challenged  
• Thus, women must challenge the current government |
| 3                 | Transition                                    | • Women have suffered throughout history  
• This will be proven by facts |
| 4–19              | List injustices toward women over the course of history | • Women have not had rights to vote  
• Women have not had part in writing the laws  
• Women have not had rights to property or wages  
• Women have been the property of men  
• Women have been subordinate to and physically oppressed by men  
• Women's confidence and self-respect has been destroyed by men |
| 20                | Thesis/conclusion                             | • We request immediate granting of all the rights and privileges due citizens of the United States. |
| 21–22             | Call to action                                | • All means of support will be enlisted  
• Others should support the cause  
• Conventions like this one should be held in all parts of the country |
| 23                | Claim of shared value                         | • All agree that the laws of nature are divine and supercede any human law  
• Any law that does not conform to or contradicts natural law is invalid |

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<table>
<thead>
<tr>
<th>24-34</th>
<th>List 12 Resolutions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Laws that oppress women are contrary to nature and have no validity</td>
</tr>
<tr>
<td></td>
<td>• Women and men are equal</td>
</tr>
<tr>
<td></td>
<td>• Women ought to be knowledgeable about the laws and not consent to laws that keep them enchained</td>
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<td></td>
<td>• Women should have a right to speak publicly and men should support them in this</td>
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<tr>
<td></td>
<td>• Women should have the right to vote, work, earn wages, become professionals</td>
</tr>
<tr>
<td></td>
<td>• Both men and women must be committed to the success of the cause</td>
</tr>
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</table>

Main Claim:
Reading Rhetorically

MAKING ANALYTICAL THINKING EXPLICIT:
- In pairs or small groups, have students discuss/negotiate how they charted the essay.
- As a whole class, discuss/negotiate how to chart the essay and/or display and compare various charts, noting key similarities and differences and seeking explanations/justifications for those differences.
- In pairs or small groups, have students develop a consensus about what the author’s main argument is.
- As a whole class, discuss/negotiate what the author’s main argument is using evidence to support claims. Display, discuss, and compare various proposed main ideas noting key similarities and differences and using textual evidence to find the most accurate one.

MODULE 7:
EXAMINATION OF KEY TERMS

KEY TERMS
- Students skim through the text and identify key terms.
- Key terms are words/phrases and their synonyms that occur repeatedly and strategically throughout the text.
- The key terms are closely related to the thesis and give an indication about how the author wants to argue his/her thesis.
- Titles and sub-headings can often be sources for identifying key terms.
- Students should learn to identify key terms as they read the text.

Some examples of key terms in the text are:
- inalienable rights
- equal station
- great precept of nature
- sacred right, human rights
- laws of nature
- nature’s God
- dictated by God himself

SUHSD E/LA Objective 3.3 (CA Reading Comprehension 2.4)
Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations

SUHSD E/LA Objectives 4.1-4.3 (CA Standard Reading Comprehension 2.6)
Critique the validity of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

SUHSD E/LA Objectives 1.1 and 1.2 (CA Reading Comprehension 2.1)
Analyze both the features and the rhetorical devices of texts and the way in which authors use those features and devices.

SUHSD E/LA Objectives 2.1 – 2.5 (CA Reading Comprehension 2.2)
Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
REVISITING VOCABULARY: CRITICAL VOCABULARY WORK: WORD CHOICE/TONE

Heighten awareness of inferences by asking why an author uses particular words and also make students aware of denotative and connotative effect and power involved in author’s word choice.

- sufferance of women
- absolute tyranny over her
- absolute despotism
- compelled her to submit
- withheld from her
- deprived her
- oppressed her
- closes against her
- encourage her to speak
- she should move

SUHSD E/LA Objectives 1.1 and 1.2 (CA Reading Comprehension 2.1)

Analyze both the features and the rhetorical devices of texts and the way in which authors use those features and devices.

SUHSD E/LA Objectives 2.1 - 2.5 (CA Reading Comprehension 2.2)

Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
MODULE 8: CRITICAL READING AND CRITICAL THINKING QUESTIONS:

DISCUSSING CRITICAL READING AND THINKING QUESTIONS (CRTQ)

Assign these questions as homework and have students share/discuss their answers in small groups the following day or have students work in small groups to prepare answers. In either case, review the group answers with the whole class and decide on the most likely answer based on evidence from the text.

The following Critical Reading Questions (#'s 10 & 14) have been chosen as in-class or homework writing assignments:

1. (10) Based on paragraph 2, what may we infer is the authors’ view of the present government?
2. (14) What kind of evidence is used in this text? From where is this evidence obtained?

NOTE:
The questions can also be used as essential tools to inform instruction. If targeted skills or objectives are addressed through the questions discussed, those questions can be turned into teaching tools when the whole class reviews the answers. During the oral work of reporting for each group’s assigned questions, keep notes regarding questions that seem to generate the most errors or confusion and the clearest understanding of the targeted skills and objectives. Take time to re-teach clusters of errors and/or low skills.

Resources:
- Critical Reading and Thinking Questions
- Philosophical Assumption Questions

SUHSD E/LA Objective 3.3 (CA Reading Comprehension 2.4)
Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

SUHSD E/LA Objectives 4.1-4.3 (CA Standard Reading Comprehension 2.6)
Critique the validity of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counter-claims (e.g., appeal to reason, to authority, to pathos and emotion).

SUHSD E/LA Objectives 4.4 (CA Standard Writing Application 2.2e)
Identify and assess the impact of perceived complexities within the text.

SUHSD E/LA Objective 1.4 (CA Writing Application 2.2a)
Demonstrate a comprehensive understanding of the significant ideas in works or passages.

SUHSD E/LA Objective 1.3 (CA Standard: Writing Strategies 1.1)
Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when reading or completing writing assignments.

SUHSD E/LA Objectives 3.1 and 3.2 (CA Reading Comprehension 2.5)
Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
CRITICAL READING AND THINKING QUESTIONS

1. What was the likely purpose for writing this text?

2. What is the topic of the text? What is the text's thesis concerning women's rights?

3. How does the title reflect the argument?

4. What type of text is this? How was it presented and to whom?

5. There are two lists of information in this text, what is listed under "sentiments" and what under "resolutions"?

6. What are the purposes of each list? How are these two lists logically connected?

7. Would the logic and effectiveness of the text be altered if the order of these two lists were reversed? Why or why not?

8. Where is the central claim or thesis located in the text?

9. What is the main idea of paragraph 1? To whom does the phrase "one portion of the family of man" refer?

10. Based on paragraph 2, what may we infer is the authors' view of the present government?

11. What seems to be the discrepancy between the "laws of nature" (paragraph 1) and the laws of the present government?

12. In paragraph 3, what is meant by the "inalienable right to the elective franchise"?

13. In paragraph 3, to whom does "He" refer?

14. What kind of evidence is used in this text? From where is this evidence obtained?

15. How might Dudash ("We've Come A Long Way") respond to the proposed aims of this text, given her own observations about working women's magazines?
CRITICAL DISCUSSION QUESTIONS RELATED TO IDENTIFYING AND ANALYZING THE AUTHOR’S PHILOSOPHICAL ASSUMPTIONS

1. How do the authors feel about the rights of women?

2. In what way do the authors want to change our view of laws in regards to women?

3. What do the authors believe that people should feel about the rights of women and men?

4. What are the authors’ beliefs about women’s place and rights in society?

5. Why do the authors want to change our view of laws toward women?

6. What does this text reveal about the authors’ views on human nature generally?

7. What do the authors mean by “the laws of nature”? What does this reference to “the laws of nature” reveal about the authors’ assumptions about the origins and intent of laws?
MODULE 9:
FORMATIVE AND/OR SUMMATIVE ASSESSMENT:
CRITICAL READING TEST

Resource:
• Critical Reading Comprehension Test

SUHSD E/LA Objective 3.3 (CA Reading Comprehension 2.4)
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Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
Declaration of Sentiments and Resolutions

MULTIPLE CHOICE READING COMPREHENSION TEST

1. The purpose of this text is to
   a) praise the traditional roles of women
   b) detail the benefits of the current government
   c) inform the reader about women's history
   d) demand equal rights for women

2. This text is most likely a/an
   a) political treatise
   b) personal memoir
   c) short story
   d) biography

3. The "he" section of sentiments in paragraph 3
   a) lists injustices inflicted upon society as a whole
   b) declares resolutions for women's rights
   c) lists injustices inflicted upon women
   d) describes the laws of the United States

4. We can infer from paragraph 2 that the authors believe that
   a) government has not fostered equal rights for women
   b) the civil war had beneficial results
   c) government should never be challenged
   d) current government promotes equality for women

5. The "resolved" section in paragraph 4
   a) lists reasons in support of current laws
   b) describes the injustices of slavery
   c) lists resolutions for women's rights
   d) describes amendments to the United States Constitution

6. All EXCEPT ONE of the following are injustices toward women
   a) no right to marry
   b) no right to property
   c) no right to vote
   d) no right to earnings
7. Based on the reading, the laws of nature, or the Creator, deem that  
   a) men are superior  
   b) women are superior  
   c) all humans are created equal  
   d) women are naturally weaker than men

8. The central claim or thesis is located in  
   a) paragraph 2  
   b) paragraph 3  
   c) paragraph 20  
   d) final paragraph

9. This text would likely be presented at  
   a) the American Rifle Association  
   b) a marriage convention  
   c) a feminist’s convention  
   d) an academic convention

10. The purpose of paragraph 1 is to  
    a) cite an authority on civil law  
    b) present factual evidence  
    c) list injustices toward women  
    d) justify the declaration

11. The authors’ tone can be best described as  
    a) informal  
    b) humorous  
    c) ironic  
    d) formal

12. What is meant when women are referred to as “an irresponsible being” (paragraph 11)?  
    a) That women deserve a life free of responsibilities  
    b) That women are not capable of making laws  
    c) That married women are not seen as individuals  
    d) That women are not considered capable of having rights

13. Why do the writers end with a passage describing what opposition they are likely to face?  
    a) They want to show their dedication to their cause  
    b) They want to stop people from opposing them  
    c) They want to re-state that they are oppressed beings  
    d) They want to call attention to themselves

continued on next page...
14. All EXCEPT ONE of the following give a reason for why the “Declaration of Sentiment’s” resemblance to “The Declaration of Independence” is an ethos appeal
   a) It draws on a valued document
   b) It tries to show a similar circumstance that prompted both papers to be written
   c) It aligns itself with similar values
   d) It proves a point

15. Why is the use of the phrase “family of man” (paragraph 1) a pathos appeal?
   a) It acknowledges the difference between an ideal and reality
   b) It proves that men were responsible for women’s suffering
   c) Its purpose is to evince feelings about the connectedness of all humans
   d) Its purpose is to anger female readers because they are excluded from this “family”

16. PRIMARILY, What kind of appeal is the list of offenses against women?
   a) ethos
   b) pathos
   c) logos
   d) all of the above

17. In resolution #12, the use of the words “her brother” are intended to show
   a) the irony of the situation
   b) that the authors have good will toward men
   c) that women wish to separate themselves from those they love
   d) that men should act more like brothers
Declaration of Sentiments and Resolutions

ANSWER KEY
Multiple Choice Reading Comprehension Test

1. = d
2. = a
3. = c
4. = a
5. = c
6. = a
7. = c
8. = c
9. = c
10. = d
11. = d
12. = d
13. = a
14. = d
15. = c
16. = b
17. = b
Writing Rhetorically

MODULE 10:
FORMATIVE AND/OR SUMMATIVE ASSESSMENT:
ACADEMIC SUMMARY/RHETORICAL PRÉCIS

WRITING ASSIGNMENT (READING ASSESSMENT)
ACADEMIC SUMMARY:
• Use the product of the “charting” activity to help students construct summaries. Model how to construct a summary using knowledge about the author’s structure of the text.

NOTE:
Once students have been taught the steps, the summary can become an assessment piece that demonstrates student’s mastery of summary techniques.

Example Summary for
“The Declaration of Sentiments and Resolutions”

The “Declaration of Sentiments and Resolutions” voices opposition to the historic as well as the present government’s oppression of women and calls for new laws that will provide women with equal rights. The authors of the text claim that any government that does not offer equal rights to all citizens should be challenged, and, because the present government has not fostered equal rights for women, a change in the laws is necessary. The authors justify their challenge to the present government by describing the various forms of oppression towards women that have existed throughout history. The Declaration calls for the abolishment of laws that oppress women. The text ends with a list of resolutions to effect the institution of equal rights for women.

Optional: CA Language Arts Standard: Writing Strategies 1.0

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.

SUHSD E/LA Objective 1.3 (CA Standard: Writing Strategies 1.1)

Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when reading or completing writing assignments. (Note: Four-Sentence Rhetorical Précis is applicable.)

SUHSD E/LA Objective 1.4 (CA Writing Application 2.2a)

Demonstrate a comprehensive understanding of the significant ideas in works or passages.
MODULE 11: PREPARATION FOR ESSAY WRITING AND WRITING INSTRUCTION

WRITING ASSESSMENT:
A CONCEPTUAL OUTLINE OR SKETCH OUT AN ESSAY CHART AND FORMAL ESSAY

- Consider assessing the Conceptual Outline or Sketch Out chart and not having your students write the formal essay
- OR have students use their Conceptual Outlines or Sketch Out Charts to write the formal essay.

IN-CLASS TIMED WRITING EXAMPLE PROMPT:

- Explain the “Declaration of Sentiments,” argument and discuss the extent to which you agree or disagree with it. Support your position, providing reasons and examples from your own experience, observations, or reading.

FORMATIVE ASSESSMENT:
WRITING PROMPTS FOR:
THE SENECA FALLS CONVENTION TEXT

- Write an essay in which you explain the text’s argument and explain how the evidence presented supports it.
- Write an essay in which you identify some of the rhetorical strategies and or devices the authors use to persuade their audience and discuss how these strategies or devices are intended to work.
- Write an essay in which you compare some of the rhetorical strategies used in the Declaration and Independence and in the Declaration of Sentiments. Support your claims with evidence from the text.

Optional: CA Language Arts Standard: Writing Strategies 1.0
Write focused and coherent essays that convey a well-defined perspective and tightly reasoned argument.

Optional: CA Language Arts Standard: Writing Applications 2.2c
Support important ideas and viewpoints through accurate and detailed references to the texts and to other works

SUHSD E/LA Objective 3.4 (CA Writing Strategies 1.3)
Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Stanton precis structure

...insists that American women should be immediately granted full citizenship and the rights they are entitled to.

...supports this claim by reminding her readers that the American “Declaration of Independence” recognizes the inalienable rights to life, liberty and happiness to women, as well as their right to have a say in how they are governed, and she provides a catalog of abuses showing that women are unable to exercise their right to self-determination because men have established an absolute tyranny over them.

...purpose is to awaken a sense of outrage in women and shame in men, so that the American public will pressure lawmakers to change this oppressive system.

...adopts a passionate and resolute tone to simultaneously rally her feminist audience and challenge her male audience to support her crusade.
The Convention assembled at the hour appointed, James Mott, of Philadelphia, in the Chair. The minutes of the previous day having been read, E. C. Stanton again read the Declaration of Sentiments, which was freely discussed . . . and was unanimously adopted, as follows:

**Declaration of Sentiments**

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

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

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

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

5 He has compelled her to submit to laws, in the formation of which she had no voice.
6 He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

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

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

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

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

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

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

13 He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

14 He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

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

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

17 He has created a false public sentiment, by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated but deemed of little account in man.
18 He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and her God.

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

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

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

22 Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

July, 1848