Lesson Plan

**Lesson Title:** **Declaration of Sentiments: Women’s Grievances Against Men Close Read**

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1

**Appropriate for Grade Level(s):** 8th

**Total Time Needed:** 3-4 days/50 minute class periods

**Common Core Strategy:** Close Read

**Lesson Objective(s):**Students will be able to read, speak, and write about a complex text.  
Students will be able to cite evidence from the text that supports a claim.  
Students will be able to discuss the text in a small group and whole class setting.  
Students will understand the reasons why women wanted the right to vote. **US History Standard(s):   
H3.[6-8].11** Discuss the rise of the Populist and Progressive Movements and explain how the reflected social change.  
**H3.[6-8].12** Explain the major social, technological, and cultural developments of the 1920’s.  
**CCSS(s):**RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.10, W.7.2, W.7.4, WHST.6-8.1, SL.7.1, SL.7.1a**,** SL.7.1d

**Materials:***Close Read Materials:*Outline of Close Reading Steps**,** Declaration of Sentiments: Women’s Grievances Against Men Close Read, Argumentative Paragraph Foldable, Rough Draft Graphic Organizer #1, Rough Draft Graphic Organizer #2, Writing Prompt,   
*Supplemental Writing Materials:* What is a Claim?, Citing Evidence and Reasoning

**Lesson Outline:** This lesson follows the ***Outline of Close Reading Steps*** created by Angela Orr. The teachers in Washoe County School District use this method when using this *Common Core* strategy.

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| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** | **CCSS Core Actions Addressed** |
| **Day 1:** 5 min | (Before class starts for the day, place students into small, heterogeneous ability groups. Groups of 4 work the best. ) Give students their new seat assignments for the next few days. | Students are moving to their new seats.  Students are introducing themselves to their group mates. | Core Action 3A, 3C, 3D |
| 5 min | Explain to the class that we will be working on a Close Read over the next few days. It will be on women’s suffrage**. \*This is a cold read. Do not frontload with background or contextual information about the document itself. But students will have knowledge of the time period and events leading up to this.**  Pass out the text to the class. | Students are actively listening.  Students ask any questions needed for clarification. | Core Action 1B, 1C |
| 10 min | Before reading the text, ask the class what they notice about the text.  Note the following with the class: title, date, author, where it took place, line numbering, underlined vocabulary words in the text, and word definitions in the box on the right hand side. | Students are reviewing the text and thinking of possible answers. Students are sharing what they notice about the text. | Core Action 1A, 1B, 1C Core Action 2A Core Action 3A, 3B, 3C,3D |
| 5 min | Tell the class that they will read the text individually. They will read for information, no annotating on this text.  Circulate around the room while students are reading. | Students are reading the text. | Core Action 1A, 1B, 1C Core Action 3A,3D |
| 5-7 min | When most of the students are done reading the text, tell them that they are done reading on their own.  Have the class follow along while reading the text aloud to promote fluency and to provide an additional scaffold for students who may struggle with independent reading. | Students are actively listening to the text being read.  Students are following the reading as the teacher reads it aloud.  Students are underlining important ideas and information. | Core Action 1A, 1B, 1C Core Action 3A, 3D |
| 5-6 min | Give students the first question: *What language in lines 6-15 parallel the phrasing of the Declaration of Independence?*  Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. However, this also requires remembering the Declaration of Independence. | Students are discussing the evidence that they have found.  Students are referring to the line numbers on the left side of the text when discussing their answers.  Students are annotating their text. Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion.  Ask different students in different groups to share their answers. There are multiple answers to the question.  Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion.  Students are sharing their answers/evidence with the class.  Students are annotating their text as needed.  Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| **Day 2**  5 min | The class will be sitting in their same groups today for continued discussion of the text.  Ask the class to get out their text. | Students are preparing for class by taking out their text and a pencil. | Core Action 1A, 1B, 1C |
| 5-6 min | Give students the second question: *In the sentence in lines 23-26 who is being referred to as “them” and “their”? How doe we know there is a history of degradation?*  Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. | Students are discussing the evidence that they have found.  Students are referring to the line numbers on the left side of the text when discussing their answers.  Students are annotating their text. Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion.  Ask different students in different groups to share their answers. There are multiple answers to the question.  Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion.  Students are sharing their answers/evidence with the class.  Students are annotating their text as needed.  Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Give students the third question: *Beginning at line 32 and continuing to line 71 a series of grievances is listed; create categories which encompass all of these grievances.*  Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. | Students are discussing the evidence that they have found.  Students are referring to the line numbers on the left side of the text when discussing their answers.  Students are annotating their text. Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion.  Ask different students in different groups to share their answers. There are multiple answers to the question.  Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion.  Students are sharing their answers/evidence with the class.  Students are annotating their text as needed.  Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Give students the fourth question: *Why would these authors intentionally use the language and format of the Declaration of the Independence to introduce their cause?*  Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. | Students are discussing the evidence that they have found.  Students are referring to the line numbers on the left side of the text when discussing their answers.  Students are annotating their text. Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion.  Ask different students in different groups to share their answers. There are multiple answers to the question.  Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion.  Students are sharing their answers/evidence with the class.  Students are annotating their text as needed.  Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Give students the fifth question: *How are the authors planning to further promote their cause?*  Have students, in their small group, go back into the text to find the answer(s) to the question. All answers need to be evidence based. | Students are discussing the evidence that they have found.  Students are referring to the line numbers on the left side of the text when discussing their answers.  Students are annotating their text.  Students are being assessed formatively while the teacher watches them work in their small groups. The teacher provides probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| 5-6 min | Bring the students back to a whole class discussion.  Ask different students in different groups to share their answers. There are multiple answers to the question.  Ask enough students the question to make sure that they have enough support and evidence for the answer. | Students are actively listening to the whole group discussion.  Students are sharing their answers/evidence with the class.  Students are annotating their text as needed.  Students are being given probing questions as needed. | Core Action 1A, 1B, 1C Core Action 2A, 2B, 2C, 2D Core Action 3A, 3B, 3C, 3D |
| **Day 3**  5 min | Instruct the students to sit in their original seats. There is individual work today. Group work is over.  Ask the students to take out their annotated text. | Students sit in their original seat.  Students are preparing for class by taking  out their annotated text and a pencil. | Core Action 1A, 1B, 1C |
| 45 min | Write the question on the board: ***Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women’s equality. Use at lest four pieces of evidence from the document to support your answer.***  Explain to the class that they are going to write a paragraph that answers this question. They will use evidence from this text to answer the question.  Differentiated Instruction: Students can use either one of the *Graphic Organizers* or the *Foldable* to help them organize and write their rough draft. (These are organizers they have used in the past.) | Students are listening to the directions for the writing assignment as the teacher explains them.  Students will write a rough draft for their paragraph, they may use the *Graphic Organizer* or the *Foldable* to help them complete their rough draft. | Core Action 1A, 1B, 1C Core Action 3A, 3B, 3D |
| **Day 4/Optional**  50 min | Ask students to get out their rough drafts and their text from yesterday.  Pass out the writing prompt.  Explain to the class that they will have the class period to write the final draft of their paragraphs. It will be due at the end of class today.  Walk around and assist students. Remind them of the ways they have learned to cite evidence from text.  **(Option: If there are time constraints, pass out the writing prompt and assign the final writing piece as homework on Day 4 and have it due today.)** | Students will take out their rough drafts and text from yesterday.  Students will use their rough draft and supplemental writing materials to write the final copy of their paragraphs.  Students will turn in the final copies of their paragraphs. | Core Action 1A, 1B, 1C Core Action 3A, 3B, 3C, 3D |

**Assessment:** The final paragraph written and turned in at the end of the lesson.