

REFORMERS

Grade Level: Fourth Grade

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Length of Unit: Two weeks

I. ABSTRACT

- A. This unit focuses on the historical events occurring in the 1800's, specifically around the time of the Civil War. Not only is the focus on the events occurring at this time, but also on the reforms that were taking place and the men and women who shaped and led these reforms. We will specifically focus on the issues of slavery and women's rights. As Sojourner Truth was a reformer active in both of these movements, we will devote several days to studying her life. Students will come away from this unit with a better understanding of how the men and women in the United States during the 1800's helped to shape and define society's attitudes, beliefs, and actions. In addition, students will create timelines, examine cause and effect relationships, and end the unit with a research report and presentation on a pre-Civil War reformer.
- B. The material covered in this unit corresponds with the Fourth Grade Core Knowledge Sequence in several ways. We will be studying early American history and reformers from the pre-Civil War period. As we study Sojourner Truth, we will also study her speech, "Ain't I a Woman," as listed in the sequence. In addition, as the students work on their reports, they will be gaining many valuable writing and researching skills which are contained in the sequence.

II. OVERVIEW

- A. Three general concepts guide the entire unit:
 - 1. **Concept One:** Recognize historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good.
 - 2. **Concept Two:** Understand cause and effect. Historical events usually have multiple causes and effects. Some of which are not recognized until long after the event occurs.
 - 3. **Concept Three:** Understand how belief systems (religion, philosophy) affect a society's actions.
- B. **Content**
 - 1. The fourth grade Core Knowledge Sequence introduces students to some prominent people and movements during the tumultuous period of civil change in America prior to the Civil War. This builds and expands on the civil rights figures and movements they studied in second grade. In addition, students will study the modern American civil rights movement in more detail in eighth grade. In this unit, we will cover women's rights and the abolitionist movement and will focus specifically on Sojourner Truth, who was a reformer both of these movements.
 - 2. In addition, students will be working on their own reports on pre-Civil War Reformers. As they work on their reports, they will be gaining several of the writing and research skills included in the Core Knowledge Sequence, including gathering information from different sources, defining a main idea and sticking to it, providing an introduction and conclusion, organizing material in coherent paragraphs, and documenting sources in a bibliography.

3. As we study Sojourner Truth, we will also study her speech, “Ain’t I a Woman,” as listed in the Core Knowledge Sequence.
4. Finally, as the students research and study pre-civil war reformers, they will be learning about other political figures and the historical events that were occurring in America during this time period.

C. **Skills**

1. The students will predict the meaning of new words in isolation, refine their predictions after a context is given, and finally, check their predictions using a dictionary.
2. The students will learn to chronologically organize significant events.
3. The students will create timelines that show people and events in sequence using years, decades, and centuries.
4. Students will pose and answer questions about the past (this will occur throughout the unit within class discussions).
5. Students will verbally discuss how the presence, interactions, and contributions of various groups and individuals have affected society during the 1800’s until present day.
6. Students will gather historical data from multiple sources (this will occur throughout the unit as they are researching and writing their reports).
7. Students will be able to explain how individuals in various groups have gained, lost, or maintained political rights and freedoms in the history of the United States.

III. **BACKGROUND KNOWLEDGE**

A. For the Teacher

1. *African-Americans in the Thirteen Colonies* by Deborah Kent
2. *A Picture Book of Sojourner Truth*, by D.A. Adler
3. *You Want Women to Vote, Lizzie Stanton* by Jean Fritz

B. For the Students

1. In studying reformers, students should already have a knowledge of several civil rights reformers, such as Martin Luther King, Jr., Susan B. Anthony, etc.

IV. **RESOURCES**

- A. *African-Americans in the Thirteen Colonies* by Deborah Kent
- B. *A Nation Torn: The Story of How the Civil War Began* by Delia Ray
- C. *A Picture Book of Sojourner Truth*, by D.A. Adler
- D. *Sojourner Truth: Crusader for Civil Rights* by N.L. Macht
- E. *Sojourner Truth: Ain’t I a Woman?* by P.C. and F. McKissack
- F. *You Want Women to Vote, Lizzie Stanton?* by Jean Fritz
- G. *Laborers for Liberty: American Women, 1865-1890* by Harriet Sigerman
- H. *What Your Fourth Grader Needs to Know*, by E.D. Hirsch, Jr.

V. **LESSONS**

Lesson One - Reform Vocabulary (This lesson will take 1 or 2 days to complete)

A. **Daily Objectives**

1. **Lesson Content**

- a. Vocabulary building for reading comprehension during unit
- b. Review of past knowledge and introduction of reformers
- c. Students will choose and begin researching other reformers during this time period.

2. **Concept Objectives**
 - a. **Concept One:** Recognize historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good.
 3. **Skill Objectives**
 - a. The students will predict the meaning of new words in isolation, refine their predictions after a context is given, and finally, check their predictions using a dictionary.
- B. **Materials**
1. Chart Paper
 2. Markers
 3. Dictionaries
 4. List of Vocabulary Words (Appendix B)
 5. Vocabulary Words in the context of sentences (Appendix C)
 6. Word web worksheets (Appendix D)
- C. **Background Notes**
1. Students will have studied civil rights leaders and reforms in the second grade. This lesson serves as a review for students, and helps to reinforce and build on concepts they have previously studied.
 2. Contextual knowledge is a strategy that stresses the importance of the use of context in predicting and verifying word meanings (see *Reading Strategies and Practices: A Compendium* in bibliography).
- D. **Key Vocabulary**
1. **reform** - to change
 2. **reformer** - a person who causes change
 3. **century** - one hundred years
 4. **decade** - ten years
 5. **timeline** - a line listing important events within a certain historical period
 6. **chronological** - arranged in order of time
 7. **compromise** - a settlement of differences where each side makes sacrifices to reach an agreement
 8. **abolitionist** - a person who wants to abolish (end) something
 9. **slavery** - one person owning another
 10. **agriculture** - having to do with farming and livestock
 11. **industrial** - creating something of value
 12. **auction** - sell to the highest bidder
 13. **economy** - good use of resources
 14. **colony** - a group of people living in a new land but keeping ties with the parent country
 15. **race** - people belonging to the same group
 16. **civil** - relating to citizens
 17. **indentured servants** - one who is bound by debt to work for someone else for a certain amount of time
 18. **amend** - to change or modify for the better
 19. **amendment** - an addition to the Constitution
 20. **ratify** - to approve
 21. **plantation** - a large farm where crops were tended by slaves
 22. **secession** - to withdraw membership from a group
 23. **democracy** - a government where the power is given to the people
 24. **legislature** - a group of people with the power to make laws for a state or country

25. **sojourner** - temporary resident
26. **suffrage** - a vote given in deciding a question or choice of a person for office
27. **diversity** - variety; differing from one another
28. **feminist** - one who believes female causes are important
29. **grievance** - the formal expression of a complaint
30. **convention** - a meeting where people agree about principles or procedures
31. **declaration** - an announcement
32. **tyranny** - oppressive power over the mind of a person
33. **citizen** - a member of a state or country with rights and privileges

E. **Procedures/Activities**

1. On the board, write the names of several reformers the students have studied in second grade. These include Martin Luther King, Jr., Susan B. Anthony, Rosa Parks, Eleanor Roosevelt, and Jackie Robinson.
2. Lead a discussion with the students about these historical figures. Facilitate the discussion by asking questions such as:
 - a. What can you tell me about these individuals?
 - b. What are these individuals known for?
 - c. What did these individuals believe about human rights?
 - d. What did they fight for?
 - e. What do they have in common?
3. Encourage the students to support their answers with facts they learned about these **reformers** while in second grade. Be prepared to help guide and lead the students, as they may have a hard time remembering what they learned in second grade.
4. Tell the class that for the next two weeks, they will be studying some more reformers/civil rights activists, but the time period will be a little different, as now we are studying early American History.
5. Next, move on to the vocabulary list for the unit.
6. In a web-type format, put an unfamiliar word, such as **reform** on the chart paper and circle it (See Appendix A).
7. Students then give predictions as to what they think the word means. Write the predictions around the word to form a web.
8. Next, write the vocabulary word in the context of a sentence under the word web (See Appendix C).
9. Students are given another opportunity to refine their predictions by creating another word web beneath the first.
10. Learners use a dictionary to verify their predictions, and the correct definition is written on the chart paper.
11. Repeat steps 1-11 for two other vocabulary words.
12. Have students work in groups of three or four.
13. Hand out word web worksheet to each group (see Appendix D). Hand out the vocabulary list to each group (Appendix B). Divide the list so that each group has four or five words. Each group will need enough sheets for all of their vocabulary words (make copies of Appendix D).
14. Have students make their own word webs for each word, as described in steps 6 and 7.
15. After students have made the first web, pass out sheets listing the vocabulary words in context (see Appendix C).
16. Students then repeat step 9 in their groups.
17. Each group needs to show you their completed word webs for each word they

were assigned.

18. The groups can then check their predictions by using a dictionary.
19. Have the students write the correct definition under the second web and turn the completed webs into the teacher.
20. Students are then told they will have the opportunity to research and write about their own reformer from this time period (Note: this is a holistic unit and will correspond with a unit in Language Arts, where lessons will be taught on researching and writing reports. Students will have time to work on their reports during Language Arts). Students will then choose a reformer to research from a list the teacher has. Choices can include, but are not limited to, the following:
 - a. Dorthea Dix - treatment of the insane
 - b. Horace Mann - public schools
 - c. Lucretia Mott - women's rights
 - d. Elizabeth Cady Stanton - women's rights
 - e. Amelia Bloomer - women's rights
 - f. Molly Pitcher - women's rights
 - g. Susan B. Anthony - women's rights and abolitionist
 - h. Lucy Stone - women's rights and abolitionist
 - i. John Brown - abolitionist
 - j. Frederick Douglass - abolitionist
 - k. William Lloyd Garrison - abolitionist
 - l. John Jay - abolitionist
 - m. Wendell Phillips - abolitionist
 - n. David Ruggles - abolitionist
 - o. Dred Scott - slave/abolitionist
 - p. Harriet Beecher Stowe - abolitionist
 - q. Harriet Tubman - abolitionist
 - r. Abraham Lincoln - abolitionist and social reform
 - s. Patrick Henry - social reform
 - t. Thomas Jefferson - social and political reform
 - u. Andrew Jackson - social and political reform

F. Evaluation/Assessment

1. The students will be required to write all the vocabulary words for the unit in complete sentences. This will assess their understanding of using context.
2. Students will also be expected to have chosen their reformer and to have found at least one source they will use by the next lesson.

Lesson Two - Historical Timeline (This lesson should take 1-2 days to complete)

A. Daily Objectives

1. **Lesson content**
 - a. A timeline of early American history, from the birth of our nation until the start of 19th century.
2. **Concept Objectives**
 - a. **Concept Two:** Understand cause and effect. Historical events usually have multiple causes and effects. Some of which are not recognized until long after the event occurs.
3. **Skill Objectives**
 - a. The students will learn to chronologically organize significant events.
 - b. The students will create timelines that show people and events in sequence using years, decades, and centuries.

- B. **Materials**
1. Roll of Butcher Paper
 2. Markers
 3. Copies of the outline of historical events (Appendix E)
- C. **Background Notes**
1. See Appendix E for an outline of important historical events in the 1800s.
- D. **Key Vocabulary** (all vocabulary words are defined in lesson one)
1. **century**
 2. **decade**
 3. **timeline**
 4. **chronological**
 5. **compromise**
- E. **Procedures/Activities**
1. Remind students of yesterday's lesson on civil rights reformers and the vocabulary words we had covered.
 2. Ask the students if they remember the **century** we discussed yesterday (the 1800's).
 3. Ask students if they can recall any of the historical events that took place around this time period. As students give responses, write these events on the board. If the students do not know the dates, you will need to add these to the events on the board. Make sure all the events listed on the outline (Appendix E) are included. You may need to fill in events that students have left out, especially ones that will be key to Sojourner Truth's life, i.e. slavery and woman's rights.
 4. Next, group the events by **decades** from the birth of our country until the beginning of the 1900s.
 5. Unroll the **timeline**. Before this class period, you will need to make a timeline for the years of 1776-1900, and divide it by decades.
 6. Lead a discussion on the causes and effects of events in history. Choose two events that are linked together on the class timeline and show students how one lead to the other (i.e., in 1818 Missouri applies to become the 23rd state in the Union. They want to be admitted as a slave state. This disrupts the balance of slave and free states and starts controversy between the North and South. Although a **compromise** was reached, it would later erupt and would eventually lead to the start of the Civil War).
 7. Model for the students how to place events on the timeline, by choosing three events and dates to put up on the timeline. Have students make a timeline (we suggest using legal sized paper) and place these same events and dates on their timelines.
 8. Hand out the outline of historical events (make copies of Appendix E). Have students finish placing the events and dates from their handouts on their timelines.
 9. For assessment, have the students trade papers and as a class, have students help you place the remaining events in the correct spots on the timeline. After making sure the events correspond with the correct dates, have students check their partner's timelines for any errors. Have students correct any mistakes on their own papers and hand timelines in.
 10. Tape the timeline in a prominent place in your classroom for the duration of this unit, as you will be referring to it many times during this unit.
 11. Students will need to complete a similar timeline for their own lives, including seven events from their personal lives and three from historical events that

happened in their lifetimes. Their timelines should span the approximate years 1989-1999. Students will also need to show how two events in their lives are linked together and write a short paragraph explaining the cause and effect relationship between these two events. The paragraph should answer the questions who, what, when, where, and why (this could also tie in to a language arts lesson on writing).

F. **Evaluation/Assessment**

1. Students will be assessed by their ability to correctly complete the timeline they produced in class.
2. Students will be assessed by their ability to create their own chronologically correct timeline. This timeline will be of their lives and needs to have seven events that were important in their own lives as well as three historical events.
3. They will also be assessed on how well they can make cause and effect connections between two events on their timeline.

Lesson Three - The History of Slavery in the United States (This lesson should take 1-2 days to complete)

A. **Daily Objectives**

1. **Lesson Content**

- a. We are going to focus on the timeline of slavery in the United States from 1619 until the Civil War.
- b. We will also focus on the various causes and effects of slavery from its introduction until it was abolished in the United States.

2. **Concept Objectives**

- a. **Concept Two:** Understand cause and effect. Historical events usually have multiple causes and effects. Some of which are not recognized until long after the event occurs.
- b. **Concept Three:** Understand how belief systems (religion, philosophy) affect a society's actions.

3. **Skill Objectives**

- a. The students will create timelines that show people and events in sequence using years, decades, and centuries.
- b. Students will verbally discuss how the presence, interactions, and contributions of various groups and individuals have affected society during the 1800's until the present day.
- c. Students will be able to explain how individuals in various groups have gained, lost, or maintained political rights and freedoms in the history of the United States.

B. **Materials**

1. Selected readings from the book, *African-Americans in the Thirteen Colonies*, by Deborah Kent
2. Butcher Paper
3. Markers
4. Copies of the Cause and Effects Graphic Organizer (see Appendix H)

C. **Background Notes**

1. **Slavery** has been prevalent in cultures since the beginning of time. There is evidence of slavery in the civilizations of Asia, North and South America, Europe, and Africa. Slavery was a condition brought upon by wars and unpaid debts. In Africa, the custom was that a slave would be released after three or four years of service. This custom was not carried on outside of Africa. As the

- European countries fought for world power in the 1600's, they founded colonies in Africa, Asia, and the new world. African war lords would sell slaves to the Europeans. Many of these slaves were then shipped to Brazil or the Caribbean. In 1619 the first group of slaves was brought to America by a Dutch merchant.
2. In the early years of the colonies slaves were treated like **indentured servants** and some were released after their years of service were up. However, **plantation** owners soon realized they would make more money if they used them as slaves. The greedier they became, the worse they treated their slaves. They kept them from being educated, limited their mobility, and kept them as virtual prisoners.
 3. By the end of the American Revolution, many northern states had outlawed slavery. By the end of the 1780's, slavery was starting to become less profitable. It took the slaves too long to produce the cotton needed to make a profit. Slavery was almost dead. This all changed in 1793 when Eli Whitney invented the cotton gin. Suddenly, the slaves were able to produce more than enough cotton. Slavery sharply increased in the South, but was outlawed in the northern states. The division of the country had begun.
 4. Another event that occurred in the 1800's that caused some problems was the purchase of the Louisiana Territory from France in 1803. This meant that there would be new states entering the union and the balance of power between slave and free states would be disrupted in Congress. In 1818, when Missouri applied to become the 23rd state, the argument over whether it would be admitted as a slave or free state brought on talk of the South wanting to secede from the Union. Although a compromise was reached, the problem started again in 1846 when the United States won the war with Mexico. This added more land and more problems. Again a compromise was reached. California entered the Union as a free state and in the future, states would be allowed to vote on the slavery issue themselves. In addition, the Fugitive Slave Act was passed, which meant runaway slaves were not free once they reached the North. This resulted in runaway slaves being ruthlessly hunted down and free black men and women were kidnapped and taken to the South to be sold as slaves.
 5. In 1856, Kansas was to vote on its slavery status. This caused a huge conflict in the Union as people who did not live in Kansas were crossing over into the state to vote for slavery. In 1857, the Supreme Court awarded Dred Scott, a slave, his freedom because he had lived with his master in the North for many years. Later, in 1860, Abraham Lincoln ran for President as an anti-slavery candidate and was elected. Shortly afterward, the southern states passed an article of **secession**, and in 1861 the **Civil War** began. In 1865, the 13th **Amendment** was **ratified**, freeing all slaves.

D. **Key Vocabulary** (all vocabulary words are defined in lesson one)

1. **abolitionist**
2. **slavery**
3. **agriculture**
4. **industrial**
5. **auction**
6. **economy**
7. **colony**
8. **race**
9. **civil**
10. **indentured servants**

11. **amend**
12. **amendments**
13. **ratify**
14. **plantation**
15. **secession**
16. **democracy**
17. **legislature**

E. **Procedures/Activities**

1. Read selections from the book, *African-Americans in the Thirteen Colonies* (we suggest pages 12-14, 3-5, in that order). Note: if you cannot find this book, you can read the information on slavery contained in the background notes of this lesson.
2. Inform students that the class will be making another timeline, focusing in the history of **slavery**. Tell the students to take notes as you read, writing down pertinent dates and events.
3. Ask students what important events and dates they came up with and write these on the board. Make sure they have included all the relevant dates and events (see Appendix F).
4. Transfer events and dates to a slavery timeline. Tape underneath timeline completed in lesson two and have students compare the events occurring in United States history with the history of slavery.
5. After comparing events on the timeline, look for cause and effect relationships on both timelines.
6. Ask the following questions to guide the discussion and to help the students see cause and effect relationships and also to help them better understand the attitudes and mind sets of this time period. As students will be evaluated on their participation in this discussion, make sure every student has a chance to contribute.
 - a. What events were happening in the United States that necessitated the need for slavery?
 - b. Why was slavery more prominent in the South?
 - c. Why did slave owners prefer slaves over **indentured servants**?
 - d. What would have happened if Eli Whitney had never invented the cotton gin?
 - e. What would have happened if the Louisiana Purchase had not gone through and the United States did not expand westward?
 - f. Who can defend the **plantation** owners reasoning for wanting slaves?
 - g. Why did slaves live in the conditions they did?
 - h. What was the mind set of the slave owners regarding their slaves?
 - i. Explain why slave owners treated slaves the way they did.
7. Pass out cause and effects graphic organizer (make copies of Appendix H). The causes will be filled in, so the students must fill out the effects.
8. Have students fill out the organizer and hand it in. Note: Although they are several effects from each cause, see Appendix G for an example of effects students may come up with.

F. **Evaluation/Assessment**

1. The students will be assessed by their contribution to creating the timeline and participating in the class discussion.
2. Students will also be assessed on the correct completion of their cause and effects graphic organizer (again, the effects may be different from what we have listed in

Appendix G, but as long as the effects make sense and could have occurred as a result of the causes listed, the student should get full credit).

Lesson Four - The Life of Sojourner Truth (This lesson should take 1-2 days to complete)

A. Daily Objectives

1. Lesson Content

- a. We will be focusing on the life of Sojourner Truth, a former slave and a reformer from the 1800's.
- b. We will study how her life was affected by slavery and the popular beliefs of that time period.

2. Concept Objectives

- a. **Concept One:** Recognize historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good.
- b. **Concept Two:** Understand cause and effect. Historical events usually have multiple causes and effects. Some of which are not recognized until long after the event occurs.
- c. **Concept Three:** Understand how belief systems (religion, philosophy) affect a society's actions.

3. Skill Objectives

- a. The students will create timelines that show people and events in sequence using years, decades, and centuries.
- b. Students will verbally discuss how the presence, interactions, and contributions of various groups and individuals have affected society during the 1800's until the present day.
- c. Students will be able to explain how individuals in various groups have gained, lost, or maintained political rights and freedoms in the history of the United States.

B. Materials

1. The book, *A Picture Book of Sojourner Truth*, by D.A. Adler
2. Butcher Paper
3. Markers
4. Copies of the Cause and Effects Graphic Organizer (See Appendix K)

C. Background Notes

1. Sojourner Truth was born sometime in 1797 on a farm near the Hudson River in Hurley, New York. She was named Isabella and was called Belle. Her parents had been captured many years before in Africa and brought to the United States to work as slaves. Belle's first owners, the Hardenberghs, were Dutch, and therefore all their slaves spoke Dutch. Although Belle later learned to speak English, she never lost her Dutch accent. Belle was sold several times during her slavery days. In 1814, her owner, Mr. Dumont matched Belle with one of his older slaves, Thomas. During the next twelve years, they had five children. Belle was granted her freedom in 1826. Shortly after, Thomas was also freed, but they lived separately and he died less than a year after being freed. After Belle gained her freedom, she moved to New York City with her son, Peter. She worked for several wealthy families as a well-paid servant. Peter left on a whaling ship in 1839 and never returned, so Belle left New York in 1843. Belle had a strong faith in God that ruled her life. Her mother had instilled this belief in her at an early age. Belle wanted to share with others her beliefs about slavery, mothering, and being a Christian. The joys and sorrows of her life had

given her wisdom about human love and cruelty. She felt God was calling her to speak to others, so in the summer of 1843 she left town with a few dresses and 25 cents. At the age of 46, Belle was truly free. To celebrate, she changed her name to Sojourner Truth. She took the name **Sojourner** because she was on a sojourn to move about, visiting different places and preaching to anyone who would listen. She considered God to be her Master and wanted to proclaim His truth. Thus, she took the last name of Truth.

2. Sojourner joined with other abolitionists who were teaching and preaching that slaves should be free. This also led to her involvement in the women's **suffrage** movement. She spent the rest of her life speaking about these issues. She had a profound impact on the people and times in which she lived. In 1850, she told her story to an old friend and it was published as *The Narrative of Sojourner Truth*. The sale of this book helped support her as she traveled and spoke. In 1851, she gave her famous speech, "Ain't I a Woman" at a convention for women's rights. In 1857, she bought a house near Battle Creek, Michigan. Some of her children and grandchildren moved there also. Sojourner thought she would be able to settle down, but this was not to be. In 1861, the Civil War began. Sojourner moved to Washington D.C. to work in the freedmen's villages. These were refugee camps for black families who had come North after they were freed by the Emancipation Proclamation. She also met President Abraham Lincoln at this time, and he signed his name in her autograph book, which she called, *The Book of Life*. Sojourner mourned President Lincoln's death when he was shot and killed in 1865. Her last campaign was to try to get land in the West for freed slaves, but she did not succeed. Sojourner Truth died in Battle Creek, Michigan on November 26, 1883. She had spent more than forty years of her life speaking out for the rights of blacks and women. She will always be remembered as a crusader for the rights of all.

D. **Key Vocabulary** (all vocabulary words are defined in lesson one)

1. **sojourner**
2. **suffrage**
3. **diversity**

E. **Procedures/Activities**

1. Read the book, *A Picture Book of Sojourner Truth* out loud to the class.
2. Inform students that the class will be making another timeline, focusing in the life of **Sojourner** Truth. Tell the students to take notes as you read, writing down pertinent dates and events.
3. Ask students what important events and dates they came up with and write these on the board. Make sure they have included all the relevant dates and events (see Appendix I).
4. Transfer events and dates to Sojourner's timeline. Tape underneath timelines completed in lesson two and three and have students compare the events occurring in her life with those occurring in the United States and with the history of slavery.
5. After comparing events on the timeline, look for cause and effect relationships on all three timelines
6. Lead the students in a discussion about Sojourner's life to help them see the cause and effect relationships of events occurring in her lifetime that formed her actions and beliefs. As students will be evaluated on their participation in this discussion, make sure every student has a chance to contribute.
7. The following questions can be asked to facilitate discussion:

- a. If Sojourner had not been a slave, would she still have held same beliefs? Would her actions have been the same or different?
 - b. What role did religion play in her life and how did that affect the decisions she made?
 - c. Why was it important for Sojourner to change her name?
 - d. How did her participation as an abolitionist prepare her for her involvement in the women's suffrage movement?
8. Pass out the cause and effects graphic organizers to the students (make copies of Appendix K). Using the effects given, have students decide on the causes. Note: See Appendix J for the causes we felt best led to the effects listed.
 9. For homework, have the students decide on what they would change their name to. They must defend their choice in writing, explaining why they chose the name they did and what it represents about them or their lives.
- F. **Evaluation/Assessment**
1. The students will be assessed by their contribution to creating the timeline and participating in the class discussion.
 2. Students will also be assessed on the correct completion of their cause and effects graphic organizer. Again, students may come up with causes that differ from what we listed on the graphic organizer (see Appendix J), but as long as they make sense and are causes that reasonably could have led to the events listed, they should get full credit.
 3. The students will be assessed on how well they chose and defended, in written form, their new name.

Lesson Five - Women's Suffrage (This lesson should take 1-2 days to complete)

A. **Daily Objectives**

1. **Lesson Content**

- a. We are going to focus on the timeline of the women's suffrage movement in the United States from 1848 until 1920.
- b. We will also focus on the various causes and effects of the women's suffrage movement during the time period mentioned above.
- c. Finally, we will focus on the role Sojourner Truth's and other women played in the Women's Suffrage movement.

2. **Concept Objectives**

- a. **Concept One:** Recognize historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good.
- b. **Concept Two:** Understand cause and effect. Historical events usually have multiple causes and effects. Some of which are not recognized until long after the event occurs.
- c. **Concept Three:** Understand how belief systems (religion, philosophy) affect a society's actions.

3. **Skill Objectives**

- a. Students will verbally discuss how the presence, interactions, and contributions of various groups and individuals have affected society during the 1800's until the present day.
- b. Students will be able to explain how individuals in various groups have gained, lost, or maintained political rights and freedoms in the history of the United States.

B. **Materials**

1. “Ain’t I a Woman” speech from *What Your Fourth Grader Needs to Know* by E.D. Hirsch
2. *You Want Women to Vote, Lizzie Stanton?* by Jean Fritz
3. Completed Timeline of the women’s rights movement on butcher paper (include all events listed in Appendix L)
4. Copies of the Cause and Effects Graphic Organizer (See Appendix M)

C. **Background Notes**

1. During and after the Civil War, women became involved in social issues. In the post-war time, women’s groups were organized to work on civic, social, and religious improvements. These organizations dealt with a wide range of issues, such as alcoholism, violence against women, educational opportunities for women, converting the world’s population to Christianity, and obtaining the right to vote for women. Before the Civil War, many women had been involved in the abolitionist movement. After the slaves were freed, the women assumed the other abolitionists would help them with women’s suffrage. Unfortunately, this was not the case. The first Women’s Convention was held in Seneca Falls, New York in 1848. Elizabeth Cady Stanton organized the **convention**. It focused on changing the political and social rights of women. At this time, women could not vote. Also, when women married, they lost any money and property they owned to their husbands. They also lost most of their legal and economic rights. At the convention, 68 women and 32 men signed a **declaration** that stated the following **grievances**:
 - a. A married woman was treated as if she were civilly dead.
 - b. A woman had no right to privacy, even the wages she might earn.
 - c. Divorce laws ignored women. Only men could get a divorce.
 - d. A single woman who owned property was taxed, but this was taxation without representation.
 - e. A woman who wanted to work had very little choice of jobs, and got very little money.
 - f. Women were denied an equal education.
 - g. Men decided what women could do and where they could do it. In every way, men basically put women down and made them dependent.
 - h. Women did not have the right to vote.
2. Elizabeth Stanton was the one who pushed for women to be allowed to vote. Even the other women at the convention thought this was asking too much! This declaration declared quite an uproar. Reporters flung nasty names at these women, and this made many of the women want to remove their names from the declaration. However, women such as Elizabeth Cady Stanton and Lucretia Mott stood firm. This beginning led to other conventions and many other women joined the cause. One of these was the former slave, Sojourner Truth. She delivered her famous speech, “Ain’t I a Woman” at a women’s rights convention in 1851. Although black men were declared citizens and given the right to vote with the passing of the 14th and 15th Amendments in 1868 and 1870, none of the women who originally worked for women’s rights were alive in 1920 when women were finally given the right to vote by the passage of the 19th Amendment. However, without the efforts of Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, and many others, the fight for voting rights for women may have continued for many more years.

D. **Vocabulary** (all vocabulary words are defined in lesson one)

1. **feminist**

2. **grievance**
3. **convention**
4. **declaration**
5. **tyranny**
6. **citizen**

E. **Procedures/Activities**

1. To engage the students in the lesson, ask them to brainstorm a list of things that they, as children, do not have the “right” to do, that adults can. Some of these may include:
 - a. voting
 - b. driving
 - c. seeing certain movies
 - d. staying up as late as they want
 - e. having a job
 - f. buying lottery tickets
2. After this brainstorming session, lead a discussion with the students asking them how they feel about not having these rights, and how they would feel if they had to go through their whole lives without these rights, while others could do these activities (i.e. children in other schools). Ask students if they can think of some groups of individuals throughout history who have not been given equal rights. Some answers may include slaves, women, children, Jews, Native American, etc. (women should be brought up, if not, the teacher will need to include them). Tell the students that today we will be focusing on one of these groups - women in the 19th century.
3. Read selections from the book, *You Want Women to Vote, Lizzie Stanton*. (We suggest reading 17 through the third paragraph of page 28). If you cannot find this book, read the background notes contained in this lesson.
4. The teacher then tapes a completed timeline (made on butcher paper) of the women’s rights movement (see Appendix L) beneath Sojourner Truth’s timeline. Ask if the students notice any connections between dates and events on different timelines. The teacher should then go through the women’s rights timeline and explain the events and their importance to the women’s movement.
5. Tell students they have already studied a reformer who played a large part in the women’s rights movement. Ask the class if they can guess who that would be (Sojourner Truth). Note: This is a great place for you to model specifically how you expect the students to present their reports and show connections between events in history and how they affected beliefs that individuals and society held (see the culminating activity section for more details about the students’ speeches and reports).
6. Read the background on Sojourner Truth and her speech, “Ain’t I a Women” from the book, *What Your Fourth Grader Needs to Know*.
7. Ask the students the following questions:
 - a. Is there a connection between Sojourner Truth and the women’s rights movement? Do the dates overlap?
 - b. Why did Sojourner Truth get involved with women’s rights?
 - c. Why was she such a significant figure at this time?
 - d. Why did her actions cause such a stir?
 - e. Why did the people at the **convention** not want Sojourner to speak?
 - f. What would you have done if you were in Sojourner Truth’s place?
 - g. Have you ever been in a situation where you had to take a stand for what

you believe? What did you do? Do you wish you would have done anything differently?

8. Pass out the cause and effects graphic organizers to the students (make copies of Appendix M). The students must choose three causes and their effects for events that happened on the women's rights timeline. However, some of the causes and/or effects should be tied into the other timelines we have completed.

F. **Evaluation/Assessment**

1. The students will be assessed by their contribution to the class discussion.
2. Students will also be assessed on the correct completion of their cause and effects graphic organizer. There are many causes and effects the students could list. In order to assess whether or not a student deserves full credit, make sure he/she has listed three causes with two effects each, and that the causes really did lead to the effects they have listed.

VI. **CULMINATING ACTIVITY**

- A. As stated in lesson one, students will be working on researching and writing a report on a 19th century reformer. The work and instruction for these reports will take place during their Language Arts class period. They should be given time to work on their reports at school and should be exposed to various sources of information (encyclopedias, books, the Internet). The students will read their reports out loud to the class as the final activity in our unit. Each student will choose a reformer of the 19th century (see list in lesson one) and will write a written report (make copies of Appendix N to hand out to students at the beginning of the unit). After the reports are finished, each student will give his/her report to the class orally (see Appendix O for a grading rubric). Before the students read their reports to the class, you should model what you expect of them (this can be done in lesson five) by giving a report on Sojourner Truth and reading it to the class. Make sure you include a speech given by Sojourner (we suggest "Ain't I a Woman"). Dress up as Sojourner and ask the students to do the same when they give their reports.

VII. **HANDOUTS/WORKSHEET**

- A. For student handout and worksheets, see Appendices B-E, H, K, M, and N

VIII. **BIBLIOGRAPHY**

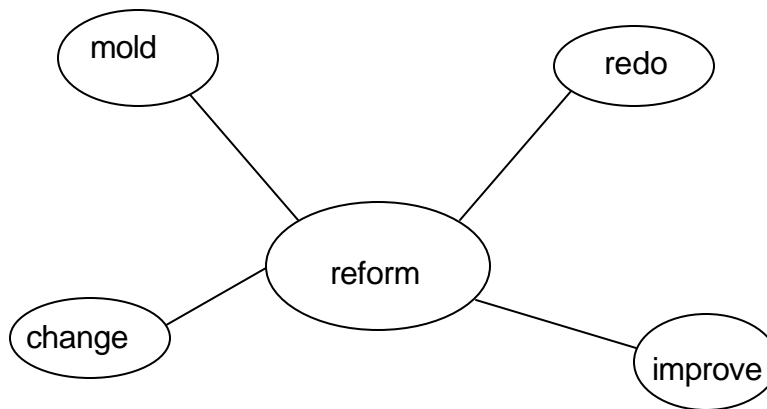
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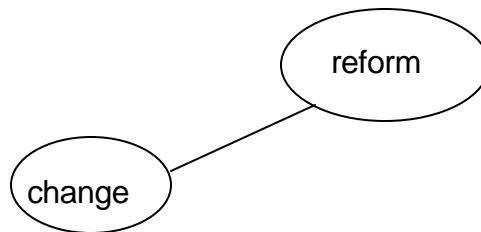
APPENDIX A

(Lesson One - sample for teacher)
Steps to Contextual Redefinition

1. Students predict the meaning of the word in isolation. The vocabulary word “reform” is used in this example.



2. The teacher presents the word in the context of a sentence by writing it under the word web.
Example: Sojourner Truth worked to **reform** women’s rights
3. The students predict the meaning of the word again. Their predictions should be narrower in scope and closer to the meaning of the word.



4. The students verify their second prediction by looking it up in the dictionary and the correct definition is written under the second word web.

(Adapted from *Reading Strategies and Practices: A Compendium* by Robert J. Tierney, John E. Readence, and Ernest K. Dishner)

APPENDIX B

(Lesson One - make copies for students)

Vocabulary List

reform
reformer
century
decade
timeline
chronological
compromise
abolitionist
slavery
agriculture
industrial
auction
economy
colony
race
civil
indentured servant
amend
amendment
ratify
plantation
secession
democracy
legislature
sojourner
suffrage
diversity
feminist
grievance
convention
declaration
tyranny
citizen
context

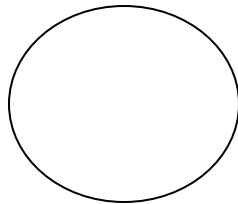
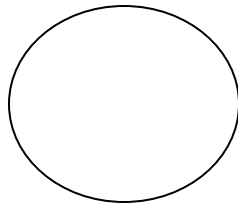
APPENDIX C

(Lesson One - make copies for students)
Sample sentences for the vocabulary words

1. The law needs to be **reformed** every few years.
2. Sojourner Truth worked to **reform** women's rights.
3. The twentieth **century** covers the time from 1900-2000.
4. Sojourner Truth lived for over eight **decades**.
5. I made a **timeline** of my life.
6. The story was written in **chronological** order.
7. The North and South choose to **compromise** on the slavery issue in 1846, but in 1861, they choose war instead.
8. The **abolitionists** were fighting to get rid of slavery.
9. The black race was in **slavery** to the white race until the end of the Civil War.
10. My dad's farm is an **agricultural** endeavor.
11. Many machines were invented during the **Industrial** Revolution.
12. The slaves were sold at an **auction**.
13. The United States has a strong **economy**.
14. The **colony** was populated by people who wanted a new start.
15. The black **race** has been enslaved for many year throughout history.
16. The **Civil War** was a war between citizens of the United States.
17. Many people came to America as **indentured servants** of wealthy families.
18. Women in the 1800's wanted to **amend** their status in society
19. The Thirteenth **Amendment** to the Constitution freed all slaves.
20. Congress voted to **ratify** a new law.
21. Most of the **plantations** in the South grew cotton, tobacco, and rice.
22. The South chose **secession** from the United States after Abraham Lincoln was elected.
23. The United States' government is a **democracy** in which the people elect their leaders.
24. The United States **legislature** voted in the Fugitive Slave Act of 1846.
25. We **sojourned** in Europe for one month.
26. Women's **suffrage** was important to Sojourner Truth.
27. We need to have **diversity** of thought in our classroom, so that we can learn from one another.
28. Elizabeth Cady Stanton was a **feminist** who believed in equal rights for women.
29. The women of the Seance Falls Convention filed a **grievance** called "The Declaration of Women's Rights."
30. The Constitutional **Convention** brought all the colonies together.
31. The **Declaration** of Independence showed the English that the American colonies were fed up with their mistreatment.
32. Women in the 1800's lived in a society dominated by male **tyranny**.
33. I am a **citizen** of Colorado.

APPENDIX D

(Lesson One - make enough copies for each group of students to make 4-5 word webs)
Student word webs



APPENDIX E

(Lesson Two - make copies for students)

Outline of Historical Events

1770	Boston Massacre
1775-1783	Revolutionary War
1776	Declaration of Independence; the United States becomes a nation
1791	Bill of Rights (first ten Amendments) is ratified
1793	Cotton Gin is invented by Eli Whitney
1803	Louisiana Purchase - the United States expands westward
1818	Missouri applies to become the 23rd state and wants to be admitted as a slave state
1846	Mexican American War - United States continues to gain more land
1851	Sojourner Truth gives her speech, "Ain't I a Woman" in Akron, Ohio
1861-1865	The Civil War
1865	The 13th Amendment is ratified, freeing all slaves
1865	President Abraham Lincoln is killed

APPENDIX F

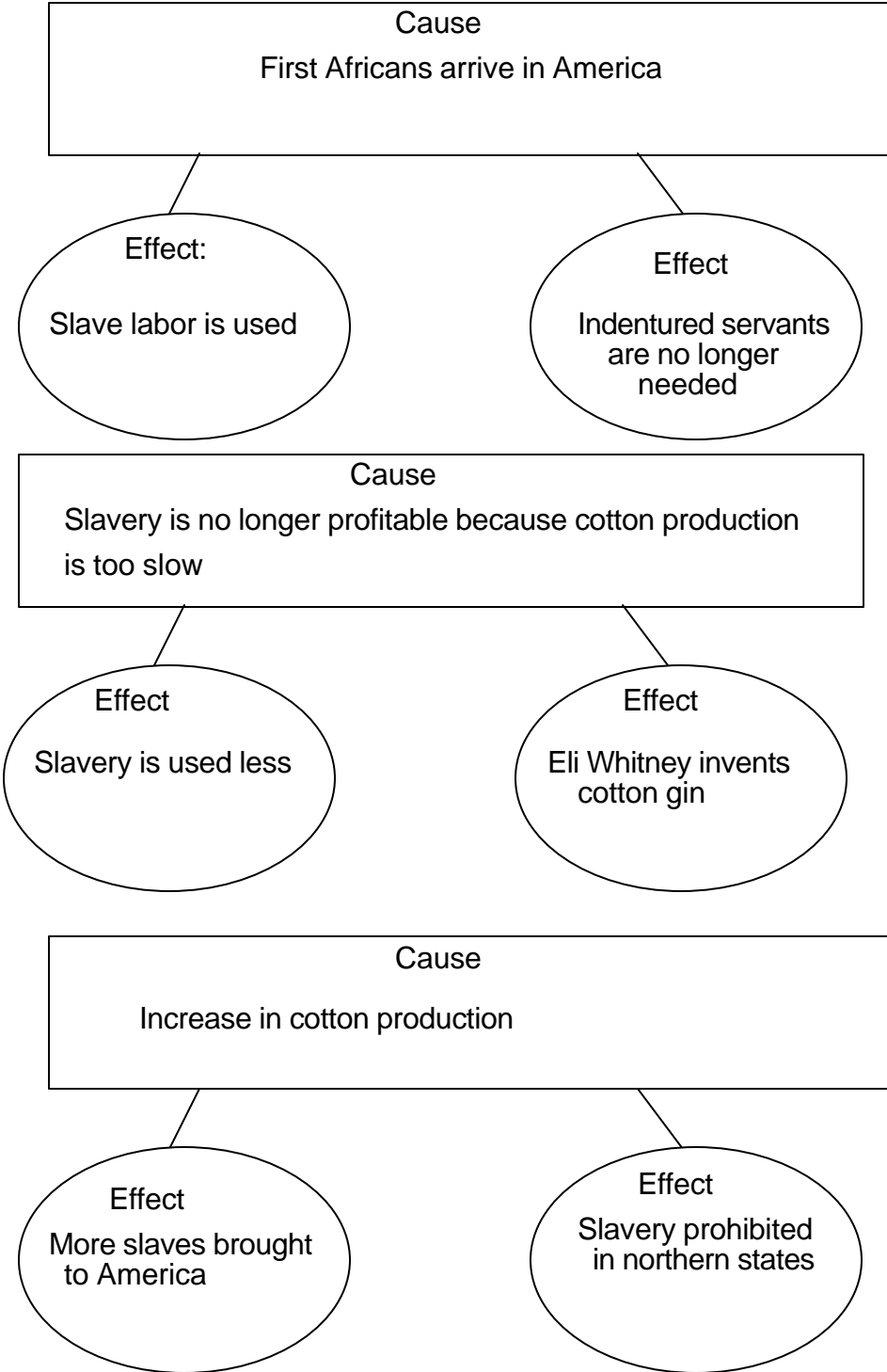
(Lesson Three - sample for teacher)

Slavery Outline

- | | |
|-----------|--|
| 1619 | First Africans arrive in America |
| 1797 | Sojourner Truth is born |
| 1793 | Eli Whitney invents the cotton gin |
| 1804 | Slavery is prohibited in most northern states |
| 1846 | Fugitive Slave Act is passed |
| 1856 | Kansas becomes the first state to vote on slavery |
| 1847 | Red Scott trial |
| 1859 | John Brown rebellion on Harare's Ferry |
| 1860 | Abraham Lincoln is elected President |
| 1861-1865 | The Civil War |
| 1865 | The 13th Amendment is ratified, freeing all slaves |

APPENDIX G

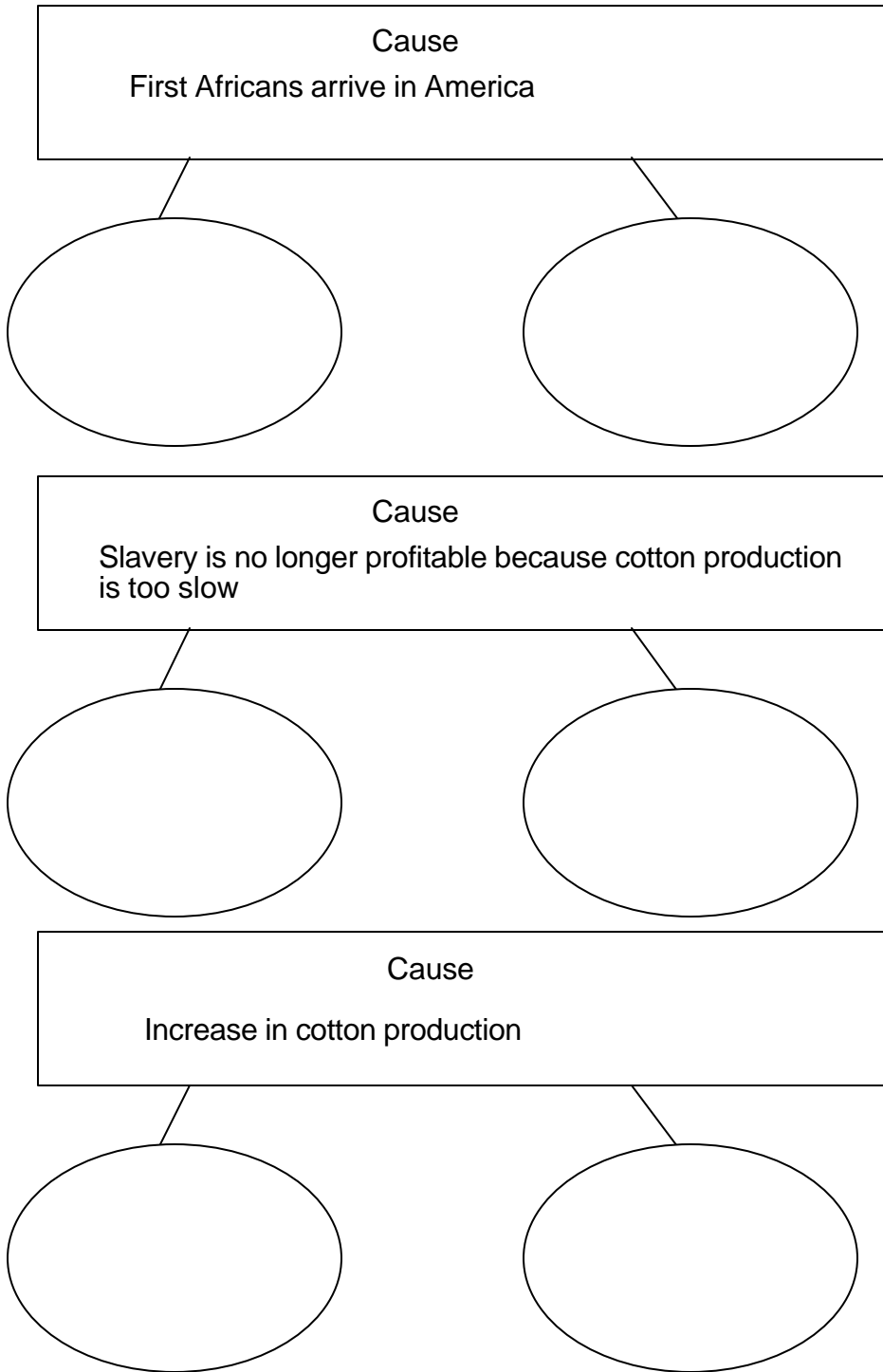
(Lesson Three -sample for teacher)
Cause and Effects Graphic Organizer



APPENDIX H

(Lesson Three - make copies for students)

Cause and Effects Graphic Organizer with effects filled in



APPENDIX I

(Lesson Four - sample for teacher)
Outline of Sojourner Truth's Life

- 1797 Born in Hurley, New York
- 1806 Sold to John Neely
- 1808 Sold to Martin Schryver
- 1810 Sold to John Dumont
- 1817 New York state passes a law to free all slaves in 1827 if they were born before July 4, 1799
- 1826 Ran away from the Dumont farm
- 1833-34 Lived in Sing Sing, New York, with "The Kingdom of God"
- 1843 Left New York to travel - takes the name, Sojourner Truth
- 1850 *The Narrative of Sojourner Truth* was published
- 1851 "Ain't I a Woman" speech in Akron, Ohio
- 1857 Moved to Michigan
- 1861-1864 Civil War
- 1864 Met with Abraham Lincoln
- 1865 13th Amendment ratified
- 1870 Met President Grant
- 1875 *The Book of Life* was published
- 1883 Died in Battle Creek, Michigan on November 26th

APPENDIX J

(Lesson Four - sample for teacher)
Cause and Effects Graphic Organizer

Cause
Isabella is a strong, hard-working slave

Effect
She is sold to John Neely

Effect
She is sold to John Dumont

Cause
New York State passes a law to free all slaves born July 4, 1799

Effect
Belle asks for her freedom

Effect
Belle is given hope that freedom is attainable

Cause
Belle leaves New York to travel and speak about abolition and women's rights

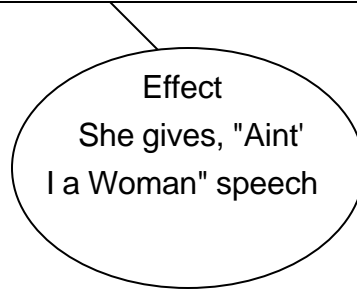
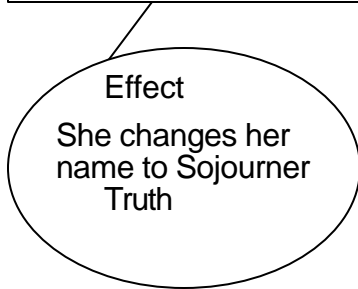
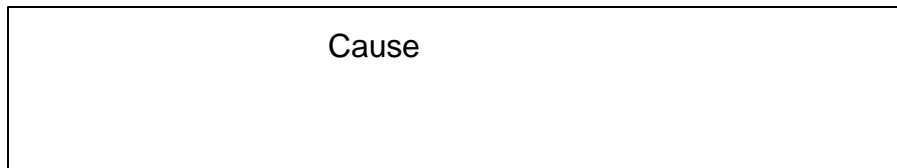
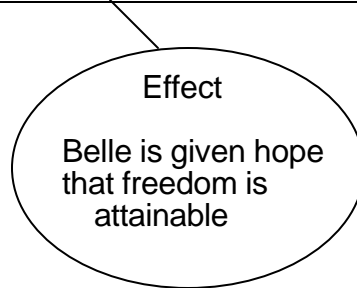
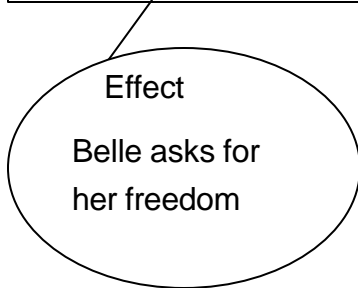
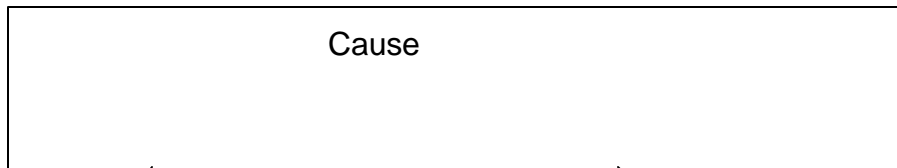
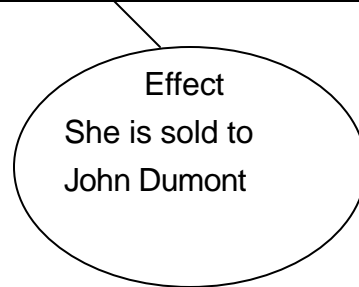
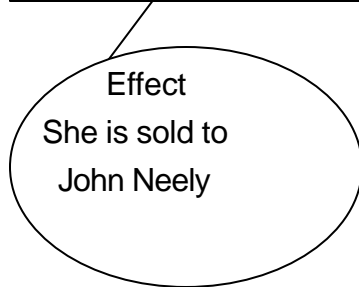
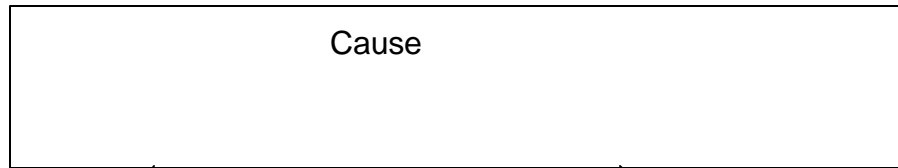
Effect
Changes her name to Sojourner Truth

Effect
Gives "Ain't I a Women" speech

APPENDIX K

(Lesson Four - make copies for students)

Cause and Effects Graphic Organizer with effects filled in



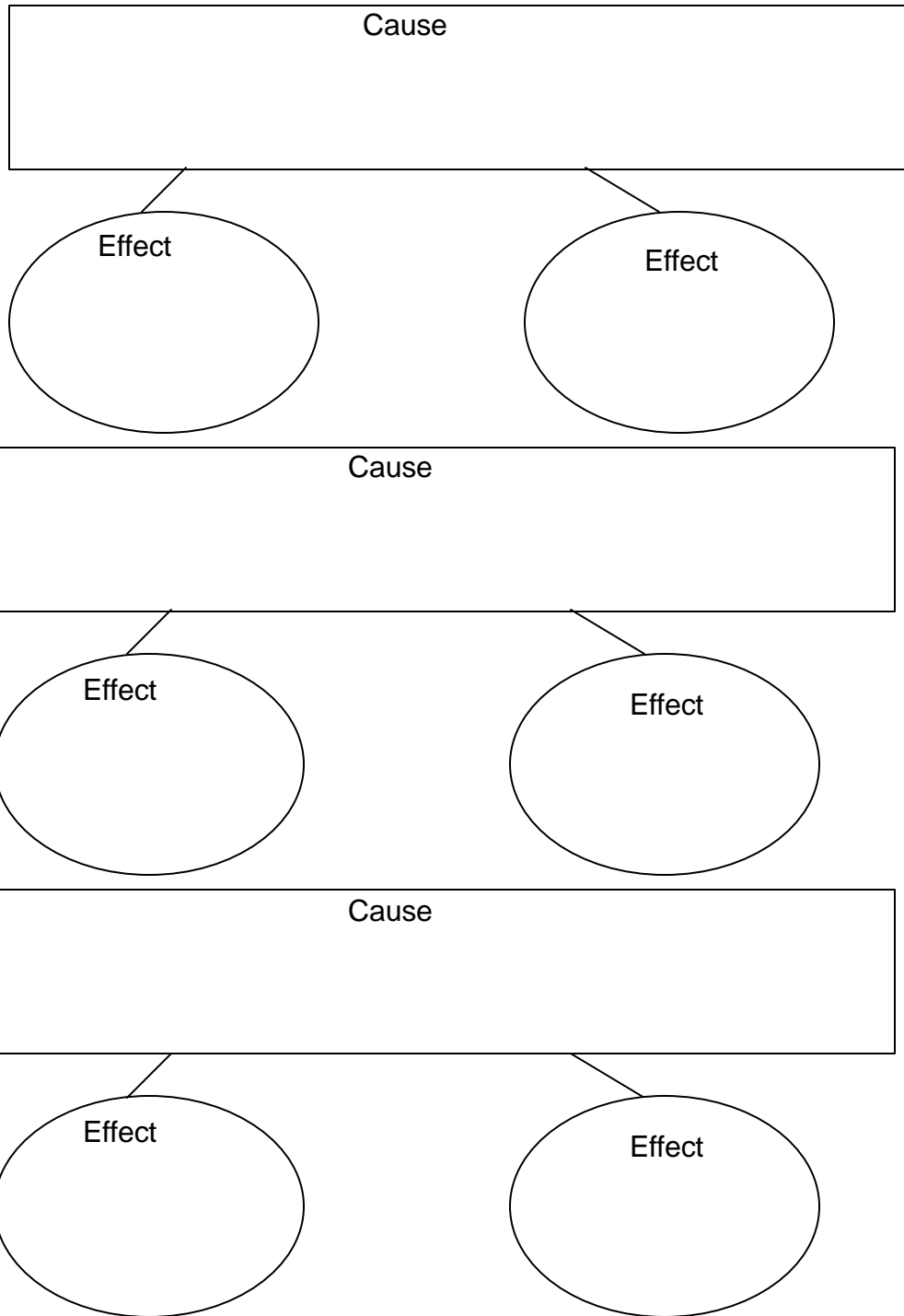
APPENDIX L

(Lesson Five - sample for teacher)
Outline of Women's Rights Movement

- 1848 Women's Rights Convention held in Seneca Falls, New York
- 1851 Sojourner Truth gives her speech, "Ain't I a Woman" in Akron, Ohio
- 1865 American Equal Rights Association formed
- 1868 14th Amendment ratified
- 1869 Elizabeth Cady Stanton and Susan B. Anthony establish *The Revolution* (a women's newspaper)
- 1870 15th Amendment ratified
- 1870 Women win the right to vote in the territories of Wyoming and Utah
- 1890 National American Woman Suffrage Association established
- 1920 The 19th Amendment is ratified, and women win the right to vote

APPENDIX M

(Lesson Five - make copies for students)
Cause and Effects Template



APPENDIX N

Culminating Activity

(make copies for students and pass out at beginning of unit)

Report on 19th century reformer

Choose a reformer from the 1800s to write a report about. You must do all the research and writing by yourself. The report must be in written form (it can be written in first person - from the viewpoint of your reformer), with correct grammar and punctuation. Included in the report must be a speech (or part of a speech) given by the reformer. If you cannot find a speech, try to find some original writings from your reformer and use that. The report will be given orally and you are asked to dress in the character of your reformer.

Reports must include:

1. A timeline of your reformer's life.
2. Background, childhood, and family life of the reformer.
3. Connections between your reformer's belief systems and actions (what reforms did they work for).
4. Explain why your reformer did what he/she did.
5. At least two sources and a bibliography are required.

APPENDIX O

Grading Rubric for Report

(for the teacher to grade the culminating activity - both the report and presentation - make copies and use to assess each student in your class)

4 = excellent, 3 = good, 2 = fair, 1 = poor

	4	3	2	1
Used complete sentences				
Used different types of sentences				
Used correct punctuation				
Used topic sentences				
Developed paragraphs with examples and details				
Each paragraph was indented				
Used at least two different sources to gather information				
Documented sources in a bibliography				
Used accurate information				
Showed appropriate cause and effect relationships in their reformer's life				
Showed why their reformer took the actions he/she did				
Showed how the environment of their reformer caused him/her to fight for the reforms they did				
Accurately portrayed their reformer in their presentation				
Used appropriate voice in their presentation				
Used actual material (speech or writings) from their reformer's life				

Comments: