



Susan B. Anthony: An Advocate for Women's Rights

2A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

5 minutes

← **Show image 1A-7: Susan B. Anthony**

Ask students to identify who is depicted, or shown, in this image. (Susan B. Anthony) Ask students if they remember from the previous lesson how Susan B. Anthony helped people and for what causes she fought. If students have difficulty remembering the details from the previous read-aloud, reread the following sentences from that lesson:

Susan believed that women should be allowed to vote. She dedicated her whole life to making the world a fairer place for women.

Image Preview

5 minutes

Explain to students that they will hear more about Susan B. Anthony today.



← **Show image 2A-9: Susan voting**

Ask students to describe this image and ask them what they think Susan B. Anthony is doing here. Explain to the students that this image shows Susan doing something that took a lot of courage.

Abolitionists

1. In today's read-aloud, you will hear how Susan B. Anthony became a member of a group called *abolitionists*.
2. Say the term *abolitionists* with me three times.
3. Abolitionists are people who worked to end slavery.
4. During the time of the Civil War, abolitionists met to discuss their plan for ending slavery in the United States.
5. What are some reasons abolitionists might give for wanting to end slavery? Try to use the word *abolitionists* in your answer.

Suffrage

← Show Image 2A-9



1. In today's read-aloud, you will hear about how Susan B. Anthony worked very hard for women's *suffrage*.
2. Say the word *suffrage* with me three times.
3. *Suffrage* means the right to vote.
4. Susan B. Anthony traveled all over the country by wagon, carriage, and train, speaking for women's suffrage.
5. I will name several situations. If what I say describes a situation in which people have suffrage, or the right to vote, say, "They have suffrage." If what I say describes a situation in which people do not have suffrage, say, "They do not have suffrage."
 - The class votes for the animal they want as their class pet. (They have suffrage.)
 - The soccer team votes on their uniform color. (They have suffrage.)
 - The vice-president is chosen by the president, not by the citizens. (They do not have suffrage.)
 - The book club members vote for their leader. (They have suffrage.)

- The scout leader tells the scouts which project they will do next. (They do not have suffrage.)

Purpose for Listening

Tell students to listen carefully to hear about the causes for which Susan B. Anthony fought and how she made the world a fairer place.



Susan B. Anthony: An Advocate for Women’s Rights

← Show image 2A-1: Susan B. Anthony

1 The word *influential* means having the ability to change people’s minds or to convince them of something.

Susan B. Anthony was born a very long time ago in Massachusetts, in the year 1820. When she was a little girl, she did not know that she would grow up to become so **influential**.¹ But that was to be her destiny—or future. Her family certainly helped to shape the person she was to become.



2 Quakers are members of a religious group called the Religious Society of Friends. Quakers believe that all people are equal.

← Show image 2A-2: Susan B. Anthony as a young child

Susan’s family was different from many other families. They were Quakers.² Susan’s family did not judge people based on color or whether they were male or female. In their eyes, everyone was equal. But a long time ago, when Susan was a young girl, not everyone thought that way. For one thing, many people thought that it was more important for boys to be educated than it was for girls or people of color. How would you have felt about that? How would you feel if only boys could go to school? Susan was lucky because her parents did not agree with this view—or opinion—that only boys could attend school. They wanted their daughter to receive a good education.



← Show image 2A-3: Susan attending school

When Susan was six years old, she went to school. One day, a teacher at the school refused to teach Susan a difficult math problem because she was a girl. As a result, her parents decided that Susan should be educated at home. Later, Susan attended a Quaker boarding school near Philadelphia.³ When her parents struggled to pay the fees, however, she left school and finished her education at home.

3 A boarding school is one where students live at the school rather than go home at the end of the school day.

Later, Susan became a teacher. Susan eventually became a headmistress—or the person in charge of a school. She worked hard to help her family pay for the things they needed. Susan

quickly discovered, though, that female teachers earned less money than male teachers for doing the very same job.



← **Show image 2A-4: Horse-drawn carriage at Susan's house**

When Susan was twenty-nine years old, she moved to live with her family who were now living near Rochester in New York. It was during this time that she met some very brave people who were trying to abolish—or end—slavery in the United States.⁴ These people who were trying to end slavery were called **abolitionists**. Secret meetings were held late at night in her family home. Susan's heart began to tell her that it was important that she try to make the world a fairer place, so Susan decided that she would join the fight to abolish slavery.⁵

Susan helped to organize women's groups to speak out against slavery. This was not an easy thing to do. Back then, people did not have computers or cell phones. Susan and her supporters had to travel in horse-drawn carriages and write letters. There were many people who did not agree with her views—or ideas. Newspapers printed many articles that criticized her views and called her a troublemaker. Susan did not care. She was fearless.⁶

4 You learned about slavery when you studied the Civil War. What is slavery? (when people are forced to work for no pay and are not free to make decisions about their own lives)

5 What does it mean to abolish slavery?

6 What do you think the word *fearless* means?



← **Show image 2A-5: Abraham Lincoln**

Then, President Abraham Lincoln took an important step toward ending slavery when he issued the Emancipation Proclamation. This proclamation, or statement, announced that the government intended to free all slaves in the United States. This meant that former slaves could make decisions about their own lives and that they could receive money for the work they did. After the Civil War, slavery was abolished, or ended, completely.

In the next few years after the Civil War, the law was changed so that former slaves became citizens, and male slaves were given the right to vote. Susan was very happy that former male slaves had gained these rights, but she was extremely unhappy that women did not have the same rights. The next fight was about to begin.⁷

7 Here, *fight* does not mean punching and kicking or having a war. For Susan, the fight was one in which she would work hard to end the unfairness she saw.



← **Show image 2A-6: Nineteenth-century home and woman**

It might be difficult to believe now, but when Susan was alive, women had very few rights. Back then, many people did not think that it was important to educate girls. Few girls stayed in school beyond the eighth grade. Women had very limited roles, or small jobs, in their communities. Women were not allowed to have a job in government. Women were not allowed to vote. Women were not allowed to become doctors or lawyers.



← **Show image 2A-7: Amelia Bloomer, Susan B. Anthony, and Elizabeth Cady Stanton**

Susan had hoped that former abolitionists would now support women’s rights.⁸ She was disappointed to discover that many men who had helped to abolish slavery did not believe that women should have **suffrage**—or the right to vote. Susan was determined to change this view. Susan joined forces—or worked together—with two women named Amelia Bloomer⁹ and Elizabeth Cady Stanton.¹⁰ Together they began to fight for women’s rights. Women like Susan who fought for women’s suffrage became known as suffragettes.¹¹

- 8 What did the abolitionists want to end?
- 9 [Point to the woman on the left in the image.]
- 10 [Point to the woman on the right in the image.]
- 11 What does *suffrage* mean? (the right to vote)



← **Show image 2A-8: Susan holding *The Revolution***

Susan became secretary of the American Equal Rights Association. She traveled all over the country by wagon, carriage, and train, speaking for women’s suffrage. She also wrote newspaper articles about women’s suffrage. Susan became publisher of *The Revolution*, a newspaper dedicated to women’s issues.¹² Printed on the front page of this newspaper were the words, “Men, their rights and nothing more; women, their rights and nothing less.”¹³

- 12 A publisher is a person in charge of the newspaper.
- 13 What do you think that means? (Answers may vary.)

Susan used her own money for this newspaper. When Susan ran out of money, she gave up her position at the newspaper and had to find another way to make money. She began to tour the country, speaking to groups that paid to hear her speak.



← **Show image 2A-9: Susan voting**

14 The word *cast* here means the act of voting. The word *cast* can also mean the hard covering put on a body part so a broken bone can heal.

15 A barbershop is a place where people, usually men, go to get a haircut.

16 [Point to the ballots in the women's hands.] Ballots are pieces of paper which are used to cast votes.

17 A jury is a group of people who sit at a trial and decide whether someone is guilty of the crime with which they are charged.



← **Show image 2A-10: A courtroom**

18 Susan was saying that her rights were being violated, not only because she could not legally vote, but because the judge didn't even let her talk at her own trial.



19 or the late 1800s

20 A heroine is a female hero.

← **Show image 2A-11: Susan speaking to a large crowd**

Susan was in her fifties when she took her campaign one step further. She tried to cast her vote for president.¹⁴ She and several other women marched into a New York barbershop where male voters were voting.¹⁵ The women held a protest. They demanded the right to vote. The men in charge were unsure of what to do. They were unable to stop the women, so the women finally voted in the election. And so, in 1872, about fifty years before it was legal to do so, Susan and the other women cast their **ballots** for president of the United States.¹⁶

Two weeks later, Susan was arrested and charged with illegal voting. Her arrest caused a national uproar. Susan was not afraid. She asked the general public to consider: "Is it a crime for a United States citizen to vote?" The judge in the trial did not think women should have the right to vote. He decided against Susan before the trial even started. He did not let her talk. He ordered the **jury** to find her guilty.¹⁷ He then asked Susan if she had anything to say.

"I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored."¹⁸ The judge tried to quiet Susan, but she continued to speak. He sentenced her to pay a fine of \$100. Susan's response was to say, "I shall never pay a dollar of your unjust penalty." She never did.

By the end of the nineteenth century,¹⁹ people's views about Susan B. Anthony began to change. She had become a national heroine.²⁰ Susan continued to travel the country speaking for women's voting rights. Now, people couldn't wait to hear her speak.

Susan had worked for more than fifty years, a half a century, for women's rights. Although she did not live to see women get the right to vote when the 19th Amendment to the Constitution passed in 1920, she had helped to make it happen.

Susan B. Anthony was an amazing woman. She was prepared to stand up and fight for what she believed was right.

Do you think you would have the courage to do the same?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What are the two causes for which Susan B. Anthony fought? (Susan fought for freedom for slaves and women's right to vote.)
2. *Inferential* From an early age, Susan B. Anthony believed that everyone should have equal rights. Why did she feel this way? (Her family was Quaker, and she was raised with the Quaker belief that everyone is equal.)
3. *Inferential* During Susan's time, did most people believe everyone should have equal rights? (no)
How do you know? [Encourage students to give at least two reasons mentioned in the read-aloud.] (People thought it was more important for boys to be educated; female teachers earned less money than male teachers; there was slavery; women were not allowed to vote.)
4. *Evaluative* What is an abolitionist? (someone who fights to abolish, or end, slavery) Why do you think Susan B. Anthony became an abolitionist? (She wanted everyone to have freedom; she believed that all people should have equal rights.)

5. *Evaluative* Why do you think Susan started a newspaper? (Answers may vary, but could include that Susan started a newspaper so that she could get her message out to as many people as possible.)
6. *Inferential* Apart from her newspaper, how else did Susan B. Anthony fight for women’s rights? (Answers may vary, but could include the following: Susan traveled the country giving speeches; she organized clubs, wrote petitions, wrote newspaper articles, and tried to vote.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Susan B. Anthony used words to fight for the causes she believed in. Do you think using words is a good way to fight for equality or for a cause? Why or why not? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Influential

5 minutes

1. In the read-aloud you heard, “When she was a little girl, [Susan B. Anthony] did not know that she would grow up to become so *influential*.”
2. Say the word *influential* with me.
3. *Influential* means having the ability to change the way people think or behave.
4. My influential friend got his friends to change their minds about which game to play.

5. In what ways was Susan B. Anthony influential? Try to use the word *influential* in your answer.
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Susan B. Anthony was influential because she . . ." (She organized women's groups to speak out about slavery; she campaigned for women's right to vote; she got people to change their minds about women voting.)]
6. What's the word we've been talking about? What part of speech is the word *influential*? (adjective) How do you know it is an adjective? (*Influential* describes a person.)

Use a *Word to World* activity for follow up. Directions: Turn to your neighbor, and take turns sharing about somebody who you think is influential. Then, I will call on one or two of you to share your neighbor's example with the class.



Complete Remainder of the Lesson Later in the Day



Susan B. Anthony: An Advocate for Women's Rights

2_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Cast

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Cast).] In the read-aloud you heard, “[Susan B. Anthony] tried to *cast* her vote for president.” Here, *cast* means to make a vote. Which image shows this meaning of *cast*?
2. *Cast* also means a hard covering that is put on a body part so that a broken bone can heal. Which image shows this meaning of *cast*?
3. Now with your partner, make a sentence for each meaning of *cast*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences.

[Call on a few pairs to share one or both of their sentences. Have them point to the part of the poster that relates to their use of *cast*.]

↔ Syntactic Awareness Activity (Instructional Master 2B-1)

10 minutes

Sentence Builder

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. We can add words to our sentences to make them more descriptive and interesting.
2. What kind of words can we use to describe nouns?
(adjectives)
What kind of words can we use to describe verbs, or action words?
(adverbs)
Adding adjectives and adverbs to sentences makes them more descriptive and interesting.
3. [Distribute a copy of Instructional Master 2B-1 to each student.] On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Susan B. Anthony. The sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Susan B. Anthony.
4. Write your sentence on the lines below each set of words.
[If necessary, students may also cut out the parts of each sentence to physically unscramble them.]
5. When you are finished, compare your sentences with a partner's sentences. With your partner, find the adjectives in the sentences and circle them. Then, find the adverbs in the sentences, and draw a square around them.

[Model how to unscramble the first sentence, and draw a circle around the adjective and a square around the adverb.]

Word Work: Former

1. In the read-aloud you heard, “[The Emancipation Proclamation said] that *former* slaves could make decisions about their own lives and that they could receive money for the work they did.”
2. Say the word *former* with me three times.
3. *Former* means having a particular position in the past, but not now.
4. Ms. Brooks, a former teacher, is now the principal of the school.
5. Turn to your partner and name a former president of the United States. Try to use the word *former* in a complete sentence when you tell about him.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “ _____ was a former president of the United States .”]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow-up. Directions: I will describe several situations. For each situation I describe, use the sentence, “He/She was a former _____,” to tell the former position of the person I am talking about. For example, if I say, “My mother is a banker, but she used to be a salesclerk,” you would say, “She was a former salesclerk.”

1. She was a librarian before she became a teacher. (She was a former librarian.)
2. He was a nurse before he became a doctor. (He was a former nurse.)
3. George W. Bush was the U.S. president before Barack Obama was elected president. (He was a former president.)
4. Obama was a lawyer before he became president. (He was a former lawyer.)
5. Susan B. Anthony was an abolitionist before she fought for women’s suffrage. (She was a former abolitionist.)

Timeline

10 minutes

- On chart paper, a chalkboard, or a whiteboard, create a timeline that can accommodate eight Image Cards. Explain to students that they will be creating a timeline throughout this domain that will show the various times in American history in which these seven individuals lived and fought for various causes.
- Show students Image Card 1 (Susan B. Anthony), and ask them to describe the important work she did and the causes for which she fought. (abolition of slavery; women’s rights, including the right to vote) Place the Image Card on the far left end of the timeline, just below the line.
- Show students Image Card 2 (Abraham Lincoln), and ask them if they remember him from when they studied the U.S. Civil War and from this read-aloud. Ask students to describe some of the important work President Lincoln did in his lifetime. (led the country during the Civil War; issued the Emancipation Proclamation)
- Explain to students that Susan B. Anthony and President Lincoln were both alive at the same time and fought for some of the same rights.
- Place the Image Card of President Lincoln on the timeline above the line and at the same location as the image of Susan B. Anthony.

Individual Timelines

- Tell students that they will complete their own timeline of the people they learn about in this domain. Distribute a copy of Instructional Masters 2B-2 (Individual Timeline) and 2B-3 (Timeline Image Sheet), scissors, glue, and a writing utensil to each student.
- Have students cut out the images of Susan B. Anthony and Abraham Lincoln from their image sheets.
- Then have them glue the images in the appropriate places on their timeline (one above the line, and one below the line on the first notch).

- Have students write the corresponding names under each image. [Write the names on the board.]
- Tell students that they will add more people who fought for a cause to their timeline as they learn about them in the upcoming lessons.
- Save timelines and image sheets for future lessons.

Free Verse Writing: Susan B. Anthony
(Instructional Masters 2B-4 and 2B-5)

20 *minutes*

- Ask students what type of poetry they learned about in the previous lesson. Ask which parts of a free verse poem can relate, or tell, the poet’s opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Susan B. Anthony’s achievements. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.
- Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write “Susan B. Anthony” in the circle in the center of Instructional Master 2B-4, and the ideas, words, or phrases they may use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Susan B. Anthony and her achievements. Encourage students to use facts

from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 2B-5, writing Susan B. Anthony's name on the line to the left of the image of Susan.

Opinion Paragraph: Susan B. Anthony (Instructional Master 2B-6)

15 *minutes*

- Distribute a copy of Instructional Master 2B-6 (Opinion Paragraph: Susan B. Anthony) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Susan B. Anthony. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Susan B. Anthony fought for
 - their opinion of her or her cause (e.g., I think Susan B. Anthony was brave . . . ; I think women's suffrage is important . . .)
 - two reasons for their opinion
 - a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]