

11.2.2

Lesson 5

Introduction

In this lesson, students read and analyze paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” to “to look for silver and gold from mines of copper and lead”). In this excerpt, Cady Stanton describes how the sinful world needs women’s “mercy and love” (par. 9) to save the nation from “moral stagnation” (par. 8). Students analyze how Cady Stanton introduces or develops key ideas through the use of figurative language. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton’s use of figurative language contribute to the development of complex ideas in this excerpt? For homework, students preview and annotate paragraphs 11–12 of “An Address by Elizabeth Cady Stanton,” and continue their Accountable Independent Reading (AIR) through the lens of the focus standard of their choice.

Standards

Assessed Standard(s)	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Addressed Standard(s)	
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Cady Stanton’s use of figurative language contribute to the development of complex ideas in this excerpt?

High Performance Response(s)

A High Performance Response should:

- Determine complex ideas that have developed over the course of this excerpt (e.g., Men cannot overcome the “moral stagnation” of the nation without the help of women, and the nation cannot be “truly great and virtuous” until women are no longer degraded (par. 10).).
- Identify examples of figurative language that contribute to the development of these ideas (e.g., Through her reference to a “swelling” “tide of vice” (par. 8), Cady Stanton creates an image of a wave of sins that threatens to overtake the country. She also compares sins to “monsters” to further develop the “moral” vulnerability of the nation when women are not given a “voice” (par. 8–9). Cady Stanton compares women to “fountains of life” that are “poisoned” to develop the idea that if women are degraded, the nation will “never be truly great and virtuous,” because “poisoned” women will give birth to weak children (par. 10). Cady Stanton uses the search for “silver and gold” as a metaphor for the nation’s struggle to be “truly great and virtuous,” and “mines of copper and lead” as a metaphor for the current male-dominated nation that is not “great and virtuous” or is morally stagnate (par. 10).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- utmost (adj.) – of the greatest or highest degree, quantity, or the like
- rouse (v.) – to stir or incite to strong indignation or anger
- licentiousness (n.) – the state of being lawless; immoral; disregarding rules
- gluttony (n.) – greedy or excessive indulgence
- abominations (n.) – vile, shameful, or detestable actions, conditions, habits, etc.
- deformities (n.) – moral flaws or defects
- missionary (adj.) – reflecting or prompted by the desire to persuade or convert others
- innumerable (adj.) – incapable of being counted; countless

<ul style="list-style-type: none"> • battlements (n.) – low walls at the top of a castle with open spaces for people inside to shoot through • verily (adv.) – in truth; really; indeed • virtuous (adj.) – morally good
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • vice (n.) – bad or immoral behavior or habit
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • moral (adj.) – concerning or relating to what is right and wrong in human behavior • midst (n.) – the middle area or part of something • idiotic (adj.) – very stupid or foolish • charitable (adj.) – done or designed to help people who are poor, sick, etc. • destiny (n.) – a power that is believed to control what happens in the future • chords (n.) – feelings or emotions • downfallen (n.) – those in a lower position or standing; overthrown; ruined

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.11-12.3, L.11-12.5, W.11-12.9.b, L.11-12.5.a • Text: “An Address by Elizabeth Cady Stanton,” paragraphs 8–10 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 60% 5. 10% 6. 5%

Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional blank copies
- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.11-12.3 and L.11-12.5. In this lesson, students read and analyze paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” and analyze how figurative language contributes to the development of complex ideas in this excerpt.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk in pairs about their homework assignment from the previous lesson. (Preview paragraphs 8–10 of “An Address by Elizabeth Cady Stanton.” Also, box any unfamiliar words from paragraphs 8–10 and look up their definitions. Choose the definitions that makes the most sense in context, and write a brief definition above or near the word in the text.)

- ☞ Students may identify the following words: *utmost, rouse, licentiousness, gluttony, abominations, deformities, missionary, innumerable, battlements, verily, virtuous, vice.*

ⓘ Definitions are provided in the Vocabulary box in this lesson.

Instruct students to share in pairs the additions they made to their Ideas Tracking Tools.

- ▶ Students discuss the additions they made to their Ideas Tracking Tools.
 - 🗨 See the Model Ideas Tracking Tool at the end of this lesson.
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Instruct students to share in pairs a central idea introduced in the text thus far.

- ▶ Students discuss a central idea introduced in the text thus far.
- 🗨 Student responses may include:
 - Women deserve rights whether or not they can prove that they are equal to men.
 - Rights for women are to be gained through political and civil action.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” through “to look for silver and gold from mines of copper and lead”). Instruct students to follow along in their texts and focus on ideas being developed or introduced.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

What is the problem Stanton identifies in paragraphs 8–10? What solutions does she propose?

- ▶ Students follow along, reading silently and listening for the development or introduction of ideas.

Activity 4: Reading and Discussion

60%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

- ① This annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Instruct student groups to read paragraph 8 (from “There seems now to be a kind of moral stagnation” through “weak against the raging elements of sin and death”) and discuss the following questions before

sharing out with the class. Instruct students to continue to complete their Rhetorical Impact Tracking Tools and their Ideas Tracking Tools as they read and discuss.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *moral* means “concerning or relating to what is right and wrong in human behavior,” *midst* means “in the middle of a period of time, course of action, etc.,” *idiotic* means “very stupid or foolish,” and *charitable* means “done or designed to help people who are poor, sick, etc.”

- ▶ Students write the definitions of *moral*, *midst*, *idiotic* and *charitable* on their copies of the text or in a vocabulary journal.

How does Cady Stanton describe the situation in “our midst”?

- 🗨️ Cady Stanton describes a “moral stagnation” (par. 8) or a nation where morals are not developing or growing.
- ① Remind students of their work with *stagnating* in 11.2.1 Lesson 21. If necessary, consider providing students with the following definition: *stagnation* means “a failure to develop, progress, or advance.”

What have philanthropists done?

- 🗨️ Philanthropists have tried to make the nation aware of “its sins” (par. 8). They have “brought to light” or made apparent all the horrible “abominations and deformities” of “[w]ar, slavery, drunkenness, licentiousness, gluttony” (par. 8). They have “dragged naked” the sins before people so the “nation” can see clearly and understand why they are morally wrong (par. 8).
- ① Remind students of their work with *philanthropists* in 11.2.1 Lesson 22. If necessary, provide students with the following definition: *philanthropists* means “wealthy people who give money and time to help make life better for other people.”
- ① **Differentiation Consideration:** If students struggle with these questions, consider asking the following scaffolding questions:

What does it mean to “rouse the nation to a sense of its sins”?

- 🗨️ To *rouse* means to make aware; so this phrase means to make the nation aware of the sin that is happening.

What are the nation’s “sins”?

- 🗨️ The nation’s “sins” are “[w]ar, slavery, drunkenness, licentiousness, gluttony” (par. 8).
- ① **Differentiation Consideration:** Consider explaining that the phrase “a sense of” could be replaced with “an awareness of” or “knowledge about.”

What is the response of the “nation” to the sins “dragged naked before” them?

- Once the sins have been exposed, people embrace them and “rush on to destruction” (par. 8). Cady Stanton describes the people’s “idiotic laugh” to highlight the nation’s continued ignorance and lack of action in response to sins that have been fully “brought to light” (par. 8).

To what does “those monsters” refer?

- “Those monsters” is a metaphor that refers to all the sins philanthropists tried to make the nation aware of, including “[w]ar, slavery, drunkenness, licentiousness, gluttony ... and all their abominations and deformities” (par. 8).

① Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of interpreting figures of speech in context and analyzing their role in text.

Inform students that Cady Stanton uses personification when she describes the sins having “been dragged naked before the people” (par. 8). Remind students of their introduction to *personification* in 11.2.1 Lesson 13.

① **Differentiation Consideration:** Consider explaining to students what “Sunday schools” and “missionary societies” are in paragraph 8.

How does the conjunction “but” help clarify the meaning of the word “vice” in paragraph 8?

- The word “but” indicates a change or contradiction. Before the conjunction “but,” the sentence contains many examples of religious and moral action taking place in the nation, from “churches ... multiplying” to “reform organizations” (par. 8). “Vice” appears after “but,” so it must mean the opposite of religion and charity, or sinful or immoral behavior.

How does Cady Stanton use imagery in the last sentence to further describe the “moral stagnation in our midst”?

- Student responses may include:
 - Cady Stanton uses the image of a “tide of vice” (par. 8) that is getting bigger and threatening to destroy everything to describe the destructive power of the nation’s sins.
 - Cady Stanton uses the image of “weak” “battlements of righteousness” (par. 8) to describe that morals are not strong enough to stand up against the destructive power of these sins. Even with all of the “prayer meetings” and “reform organizations” (par. 8), sin is still taking over.

Draw students’ attention to Cady Stanton’s use of figurative language and imagery when she describes the “tide of vice” and “battlements of righteousness” (par. 8). Remind students of their introduction to *figurative language* in 11.2.1 Lesson 3 and imagery in 11.2.1 Lesson 6.

- ① Consider reminding students that the word *tide* refers to a stream or current of water.
- ① **Differentiation Consideration:** If students struggle with the previous question, consider asking the following scaffolding question:

What are “the battlements of righteousness”?

- 💬 Battlements refer to a way for people to defend themselves against attacks. “[T]he battlements of righteousness” (par. 8) refer to the defense of righteous people. Examples of these in the text are “churches ... missionary societies, Sunday schools, and prayer meetings,” and “charitable and reform organizations” (par. 8).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools and Ideas Tracking Tools.

Instruct student groups to read paragraph 9 (from “Verily, the world waits the coming of some new element” through “woman can touch more skillfully than man”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *destiny* means “a power that is believed to control what happens in the future,” *chords* means “feelings or emotions,” and *downfallen* means “those in a lower position or standing; overthrown; ruined.”
 - ▶ Students write the definitions of *destiny*, *chords*, and *downfallen* on their copies of the text or in a vocabulary journal.

Ask students to refer to their Ideas Tracking Tools, as well as the paragraphs of Cady Stanton’s address analyzed in previous lessons to answer the following question:

How does the idea that “The voice of woman has been silenced” interact with an idea in paragraph 4?

- 💬 Student responses may include:
 - The idea of women being silenced interacts with the idea in paragraph 4 that women have yet to be “represented in the government” and have dealt with laws that oppress or ignore them, including laws that allow men the ability “to chastise and imprison” their wives (par. 4). These laws demonstrate how women’s voices, or “consent” (par. 4), have been ignored or not heard.
 - This idea is echoed in paragraph 9, in which Cady Stanton describes how women have “been silenced in the state, the church, and the home.” Silence “in the state” refers to women not being able to vote.
 - At the end of paragraph 4, Cady Stanton demands women’s “right to vote,” which is a crucial way to give women a voice in the “state.”

- ① **Differentiation Consideration:** If students struggle with this question, consider asking them the following questions:

What does “the world [wait]” for?

- 💬 The world waits for kindness and compassion that Cady Stanton identifies as “[t]he voice of woman” (par. 9).

What is the status of “the voice of woman”?

- 💬 Women have been silenced “in the state, the church, and the home” (par. 9). Women are not allowed to vote, and their husbands are allowed to control them.

How does Cady Stanton support her claim that “man cannot fulfill his destiny alone, he cannot redeem his race unaided”?

- 💬 Cady Stanton uses the strengths of women to support her claim and indicate what the morally stagnate nation needs. Cady Stanton says that women are able to respond to “tender chords of sympathy and love” (par. 9) and they can do it “more skillfully than man” (par. 9).

- ① **Differentiation Consideration:** Consider asking the following question, focusing on the comparative form:

What is the effect of Cady Stanton’s description “more skillfully than man”?

- 💬 Without claiming that women are equal to men, Cady Stanton argues that the differences between men and women can benefit those who are “downfallen and oppressed” (par. 9).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Ideas Tracking Tools.

Instruct student groups to reread paragraph 10 (from “The world has never yet seen a truly great” through “silver and gold from mines of copper and lead”) and answer the following questions before sharing out with the class.

How does Cady Stanton use figurative language to describe women in paragraph 10?

- 💬 Cady Stanton uses a metaphor to create an image of women as a “source” of the “fountains of life” (par. 10) because they can have children.
- ① If necessary, draw students’ attention to Cady Stanton’s use of metaphor when she describes women as a “source” of the “fountains of life.” Remind students of their introduction to *metaphor* in 11.2.1 Lesson 8.

In what way are “the very fountains of life” “poisoned”? What impact does this “poison[.]” have on “the nation”?

🗨 Student responses may include:

- Women can have children, which makes them “fountains of life”(par. 10). Women are being “poisoned” by “degradation” or by ill treatment (par. 10).
- If women, as life givers, “are poisoned at their source” (par. 10), then their offspring will be tainted, too. With tainted offspring, the nation will continue to morally stagnate and will not reach the potential of a “truly great and virtuous nation” (par. 10).

How does the idea “the world has never yet seen a truly great and virtuous nation” relate to ideas developed in paragraph 9?

🗨 In paragraph 9, Cady Stanton develops the idea that women have been “silenced” and so they have been unable to contribute to making a great nation; men cannot create a great nation alone.

How does Cady Stanton use references to “silver and gold” and “copper and lead” in paragraph 9?

🗨 Student responses may include:

- Cady Stanton uses “silver and gold” as a metaphor for a “truly great and virtuous nation,” and “copper and lead” as a metaphor for the current male-dominated nation that is not “great and virtuous” or is morally stagnate (par. 10).
- Cady Stanton uses this metaphor to talk about potential. If women are degraded and “poisoned at their source,” then the nation cannot reach “silver and gold” potential (par. 10). If women are “poisoned” it affects the success of future generations.

① **Differentiation Consideration:** Consider discussing the value of “silver and gold” as opposed to “copper and lead” if students struggle with the question above.

① Remind students of their work with *vain* in 11.2.1 Lesson 8. If necessary, consider providing students with the following definition: *vain* means “ineffectual or unsuccessful; futile”.

How does the idea of a “truly great and virtuous nation” in paragraph 10 interact or build upon ideas developed in paragraphs 8 and 9?

🗨 Student responses may include:

- Paragraph 10 develops the idea that women must contribute if America is to be a better country. Instead of recognizing the potential impact of women, they are degraded. This idea interacts with the ideas of paragraph 9, in which Cady Stanton describes how women have been “silenced.”

- Paragraphs 9 and 10 interact with paragraph 8, in which Cady Stanton describes the “moral stagnation” of the world today, a world where men have more power and the “tide of vice is swelling.” Paragraphs 9 and 10 describe the change that needs to happen in response to “moral stagnation” and how women can contribute to the development of a “truly great and virtuous nation” (par. 10).

Lead a brief, whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools and Ideas Tracking Tools.

Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

How does Cady Stanton’s use of figurative language contribute to the development of complex ideas in this excerpt?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

① Consider reminding students of their work with W.11-12.2.e in the previous lesson.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

🗨️ See the High Performance Response at the beginning of this lesson.

① Since students will revise this lesson’s Quick Write in the following lesson, remember to assess this Quick Write and hold onto it for redistribution in Lesson 6.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 11–12 (from “It is the wise mother that has the wise son” to “so in her elevation shall the race be recreated”).

Additionally, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

For homework, preview and annotate paragraphs 11–12 (from “It is the wise mother that has the wise son” to “so in her elevation shall the race be recreated”). Also, continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice, and prepare for a 3–5 minute discussion of your text based on that standard.

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

Text:	“An Address by Elizabeth Cady Stanton”
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RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- **Rhetoric:** The specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners.
- **Point of View** (an author’s opinion, attitude, or judgment):
- **Purpose** (an author’s reason for writing):

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Personification: a type of figurative language that describes giving human qualities or characteristics to a nonliving object or idea	“War, slavery, drunkenness, licentiousness, gluttony, have been dragged naked before the people.” (par. 8)	The sins are personified as they are “dragged naked before the people” (par. 8). This implies that every aspect of the sin has been exposed. This use of rhetoric contributes to the power of the text by emphasizing how much the country suffers from “moral stagnation” (par. 8).

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
<p>Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind</p>	<p>“tide of vice” (par. 8) “battlements of the righteous are weak” (par. 8)</p>	<p>Cady Stanton’s image of a “tide of vice” (par. 8) that is getting bigger and threatening to destroy everything contributes to the power of her text because it emphasizes the destructive power of the nation’s sins. Conversely, the image of “weak” “battlements of righteousness” (par. 8) emphasizes that morals are not strong enough to stand up to the destructive power of sins of the nation. Even with all the “prayer meetings” and “reform organizations,” sin is taking over (par. 8).</p>
<p>Metaphor: a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance</p>	<p>“we hug those monsters” (par. 8) “in the degradation of woman the very fountains of life are poisoned at their source” (par. 10) “It is vain to look for silver and gold from mines of copper and lead” (par. 10)</p>	<p>By referring to “sins” as “monsters,” Cady Stanton further develops her point of view about the “moral” vulnerability of the country (par. 8).</p> <p>Cady Stanton’s description of women as “fountains of life” contributes to the power of her text because it emphasizes the crucial role women play in society because they have children (par. 10).</p> <p>Cady Stanton’s metaphor of “silver and gold ... copper and lead” contributes to the persuasiveness of her text because it explains how the nation could improve if it embraced the skills of women (par. 10).</p>

Model Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the text. Cite textual evidence to support your work.

Text:	“An Address by Elizabeth Cady Stanton”
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Paragraph #	Ideas	Notes and Connections
6	Men are not equal, yet they all have the right to vote.	This idea further develops Cady Stanton’s purpose—she is not fighting for equality; she is fighting for rights that “belong to citizens,” which women have been “thrust out from.”
7	The right to vote is something that women already possess.	Cady Stanton says that the right to vote already belongs to women, and they will “[u]se it.”
7	Women will not stop fighting until they have the vote.	Cady Stanton claims “[t]he right is ours” and that women have already “pledged to secure this right.” She develops the idea of securing the right by stating that women will use their “pens,” “tongues,” and “fortunes” to get the right and keep echoing it in “the ears of the unjust judge.”
8	Whatever the nation is doing to combat sin is not working.	Even with the efforts of “[p]hilanthropists” the country is on the brink of destruction by an impending “tide of vice,” or immoral actions or “sin and death.”
9	Women have a unique skill set that can affect the “nation” in a positive way.	The country needs women because they can appeal to the “downfallen and oppressed” and they can do it “more skillfully than man.”
10	Women are crucial to the success of “a truly great and virtuous nation.”	Cady Stanton describes the downfall of the nation in relation to the degradation of women. If women are respected, the nation can finally become “truly great and virtuous.”