



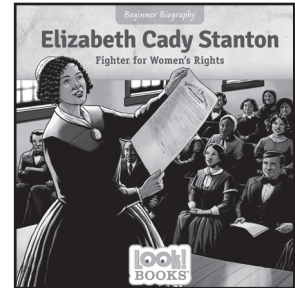
Teaching with *Elizabeth Cady Stanton:* *Fighter for Women's Rights*

CONNECTION TO STANDARDS

Students will think about the cause-and-effect relationship between two events in a text. (CCSS.ELA-LITERACY.RI.K.3.; 1.3; 2.3)

DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *chances, property, passed, say, obey, apart, fight, ad, version.*
- Allow students to work in small groups to create a short play that illustrates the meaning of one of the vocabulary words. Allow groups to present their plays to the class.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any idea or word in the text that they find confusing. After reading, place students in groups of two or three and allow them to help each other clarify the confusing points in the text.



Lexile: 570

GRL: TBD

BEFORE READING

Build Background Knowledge: Explain that in the early days of America, women were not allowed to do everything that men could do. For example, women could not vote, could not have their own money, or go to universities. They could not do these things because some people believed that women were not as smart as men. This belief is not true, and so now women and men are allowed to do the same things. Lead a discussion in which students:

- share their experiences about boys and girls being good at the same things, like school or sports.
- think about women they know or know of who do difficult or important things.
- consider how they feel when they are not allowed to do things that other people are doing.

Preview

- Show the cover of the book. Read the title and ask students to define *rights*. Have students name a right that they have.
- Explore the cover illustration. Ask students to describe what they see, and to guess who the woman in the picture is. Ask students to predict what the woman is doing.
- Lead students in a brief picture walk of the book, exploring the illustrations on each page. Have students identify one or two details in each illustration. Point out the text features.

Predict: Ask students to predict what the story will be about. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

Skill Introduction: Ask students to think about something they did this morning and why they did it. Allow students to share their experiences with a partner. Explain how causes make something else happen. Effects are what happen. Ask students to think about causes and their effects while they read.

DURING READING

Check for Understanding: Ask students the following questions as they read.

- p. 4, *How was life for Elizabeth different than life for her brothers?*
(She could not go to college, own money or property, or vote.)
- p. 6, *What made Elizabeth angry?* (Women could not have a job or pass laws.)
- p. 12, *What did Henry speak about?* (slavery)
- p. 14, *What did Elizabeth and her friends decide?* (It was time to fight for women’s rights.) *What rights did they likely want to fight for?* (Answers will vary.)
- p. 18, *What law passed in 1860?* (Women could have their own money.)
How do you think this law changed women’s lives? (Answers will vary.)
- pp. 20–21, *What did Elizabeth want lawmakers to do?* (Give women the right to vote.)
When did women get the right to vote? (1920)

Reinforce Vocabulary

- p. 8, Have students think about something they might need to prepare for. Ask students to share the steps they would take to prepare for this event or situation.
- p. 16, Have students share their prior knowledge of the Declaration of Independence. Fill in gaps in their knowledge as necessary, explaining that the U.S. was once ruled by Britain, until early Americans made a statement that said the states were independent, or free.
- p. 18, Review the definition of *movement*. Ask students to identify other movements they might know of (civil rights, abolitionist (ending slavery), environmental).
- p. 20, Ensure that students understand that an amendment is part of a law.

AFTER READING

Theme: Explain that one theme of the book is *equality*. Ask students to suggest what it means for men and women to be equal. Have students identify how Elizabeth showed she was equal to men. Then, allow students to use words and pictures to describe how all Americans are equal.

Skill: Have students complete the graphic organizer, matching each cause to its effect. Students should also use their own words to complete the sentence.



Name _____

Cause and Effect

Directions: Draw a line to match each cause from the story to its effect. Then, fill in words to complete the sentence.

Elizabeth was a girl.

They spoke out against it.

Men and women did not like slavery.

The women became friends.

Elizabeth met Lucretia Mott.

She could not go to a boys' college.

New York passed new laws.

Elizabeth tried to change the law.

Women could not vote.

Women could do more things.

Elizabeth thought that women _____

_____ ,

so she _____
