

# Are All People Created Equal?



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## Supporting Questions

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1. How did the abolitionist and suffragist movements influence Harriet Tubman, Sojourner Truth, and Elizabeth Cady Stanton to become leaders?
2. How does the abolitionist movement connect to the suffragist movement?
3. How did these three women promote change and encourage others to stand up for their beliefs?

## 4 Grade Cobb County School District Hub Important Women during the abolitionist and suffrage movements Inquiry by Lisa

Are All People Created Equal?	
Inquiry Standard	<b>SS4H7:</b> The student will examine the main ideas of the abolitionist and suffrage movements. a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton. b. Explain the significance of Sojourner Truth's address to the abolitionist and suffrage movements.
Staging the Compelling Question	To begin this inquiry, teachers will present the primary source painting of the Signing of the Declaration of Independence and ask students to participate in a discussion about the quote in the Declaration that states "We hold these truths to be self evident that all men are created equal". Students will refer to the painting during the discussion.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How did the abolitionist and suffragist movements influence Harriet Tubman, Sojourner Truth, and Elizabeth Cady Stanton to become leaders?	How does the abolitionist movement connect to the suffragist movement	How did these three women promote change and encourage others to stand up for their beliefs?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Fill in a Venn Diagram for the powerpoints. This can be done over 3 days. Doing one powerpoint each day. Then this allows students to review the prior woman's life and look for connections.	Analyze pictures and quotes from the women and complete document analysis sheets for them. The document analysis sheets, quotes and photos are in the appendices. The document analysis sheet for the photos is different than the quotes one.	Graphic organizer and poem "Ain't I A Woman" from appendices. Students will complete the graphic organizer on the poem. This is just one document with the poem and organizer together.
Featured Sources	Featured Sources	Featured Sources

Summative Performance Task	<p><b>ARGUMENT</b> "Are all people created equal?" Construct an opinion piece (outline, RAFT, poster etc.) that discusses the impact of the abolitionist and suffragist movements using relevant evidence from sources provided.</p>
	<p><b>EXTENSION</b> Option 1: Conduct a Socratic Circle where students are able to debate various abolitionist and suffragist points of view. Option 2: Write a letter to one of the women studied that describes how the right to vote has progressed since the early 1900's.</p>
Taking Informed Action	<p><b>UNDERSTAND</b> Create a timeline showing the progression of equality from 1919 to present day.</p> <p><b>ASSESS</b> Create a graffiti wall to help brainstorm the importance of equality.</p> <p><b>ACTION</b> Write a public service announcement ( reader's theater, skit, commercial etc.) promoting the importance of equality.</p>

### Inquiry Description

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This inquiry leads students through the roles of three women during the abolitionists and suffrage movements. Through examining the lives of Harriett Tubman, Sojourner Truth, and Elizabeth Cady Stanton students will understand the struggle for equality through all races and genders. Students will share their points of view on equality, and answer the compelling question "Are All People Created Equal?"

In addition to the key idea this inquiry covers the following Social Studies and Language Arts Standards;

**SS4H7:** The student will examine the main ideas of the abolitionist and suffrage movements. a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton. b. Explain the significance of Sojourner Truth's address to the abolitionist and suffrage movements.

**ELAGSE4RI9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **ELAGSE4RI1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **ELAGSE4RI2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **ELAGSE4RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in t

**ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**NOTE:** This inquiry is expected to take six to seven 30 minute class periods. teachers are encouraged to adapt the inquiry to meet the needs of their student population.

### Structure

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In addressing the compelling question "Are All People Created Equal?" students will work through a series of supporting questions, formative performance tasks, a summative task and various primary source documents. They will construct an opinion piece supported by evidence while acknowledging a variety of different points of view.

## Staging the Compelling Question

Compelling  
Question

Are All People Created Equal?

### Staging the compelling question

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Provide students with a copy of the Declaration of Independence and the primary source picture of the Signing of the Declaration. Allow them several minutes to analyze the document and the picture (see appendices for both). As a group, do a choral reading of the document, paying close attention to the sentence "We hold these truths to be self evident that all men are created equal". Provide the students with a dry erase marker and allow them to write their thoughts about the sentence on their desks. the teacher will set up a blank piece of chart paper on the board, and allow students to share their thoughts about the sentence while you write them on the chart paper. Please find an area in the classroom to hang the chart paper as the students will refer back to this often as they progress through the inquiry.

## Supporting Question 1

Supporting Question	How did the abolitionist and suffragist movements influence Harriet Tubman, Sojourner Truth, and Elizabeth Cady Stanton to become leaders?
Formative Performance Task	Fill in a Venn Diagram for the powerpoints. This can be done over 3 days. Doing one powerpoint each day. Then this allows students to review the prior woman's life and look for connections.

Students will explore the lives of the 3 women and learn how they were interconnected with the abolitionist and suffragist movements.

### Formative Performance Task

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Share the attached PowerPoint on each of the 3 women. Students will take notes using the Venn Diagram sheet (see appendices ). As students go through each PowerPoint, they will add to the Venn Diagram. We would suggest doing one PowerPoint each day; then as your opening the next day, reflect on the supporting question and how the woman from the previous day relates to the question. At the end of the three days students should use the Venn diagram to write a constructed response to supporting question #1.

## Supporting Question 2

Supporting Question	How does the abolitionist movement connect to the suffragist movement
Formative Performance Task	Analyze pictures and quotes from the women and complete document analysis sheets for them. The document analysis sheets, quotes and photos are in the appendices. The document analysis sheet for the photos is different than the quotes one.

Students will use collected quotes and primary source photos to connect to the question.

### Formative Performance Task

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After analyzing the photos and quotes together or in partners, choose one quote from each woman and write a paragraph using the quotes to connect the abolitionist and suffragist movements.

## Supporting Question 3

Supporting Question	How did these three women promote change and encourage others to stand up for their beliefs?
Formative Performance Task	Graphic organizer and poem "Ain't I A Woman" from appendices. Students will complete the graphic organizer on the poem. This is just one document with the poem and organizer together.

Students will use previous knowledge from the inquiry along with the poem "Ain't I A Women" to answer this supporting question.

### Formative Performance Task

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After reading the poem and leading a class discussion of it, students will fill in the secondary notetaking guide with a partner.

## Summative Performance Task

Compelling Question	<b>Are All People Created Equal?</b>
Argument	"Are all people created equal?" Construct an opinion piece (outline, RAFT, poster etc.) that discusses the impact of the abolitionist and suffragist movements using relevant evidence from sources provided.
Extension	Option 1: Conduct a Socratic Circle where students are able to debate various abolitionist and suffragist points of view. Option 2: Write a letter to one of the women studied that describes how the right to vote has progressed since the early 1900's.

### Argument

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Students will use all of the analysis sheets, organizers, quotes and photos to create their opinion piece.

### Extension

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**Option 1-** What is a Socratic Circle? It is a process to try to understand information by creating the dialectic in class in regards to a specific text. In a Socratic Circle, participants seek deeper understanding of complex ideas in the text throughout thoughtful dialogue, rather than by memorizing bites of information. A Socratic Circle is not a debate. The goal is to have participants work together to construct meaning and arrive at an answer not for one student or one group to "win" the argument



## Taking Informed Action

Understand	Create a timeline showing the progression of equality from 1919 to present day.
Assess	Create a graffiti wall to help brainstorm the importance of equality.
Action	Write a public service announcement ( reader's theater, skit, commercial etc.) promoting the importance of equality.

Students will be able to choose how they share what they have learned about equality. These announcements can be shared with the class, grade level and school.

- [decind.docx](https://s3.amazonaws.com/idm-dev/u/6/d/d/1/874/6dd154c5bea1f731a07e08fc6ef6312c3a85a6cd.docx) (https://s3.amazonaws.com/idm-dev/u/6/d/d/1/874/6dd154c5bea1f731a07e08fc6ef6312c3a85a6cd.docx)
- [Harriet Tubman.ppt](https://s3.amazonaws.com/idm-dev/u/e/c/c/3/874/ecc313c18b1d6b82be47fcde7d42ea7f312b8457.ppt) (https://s3.amazonaws.com/idm-dev/u/e/c/c/3/874/ecc313c18b1d6b82be47fcde7d42ea7f312b8457.ppt)
- [Ain't I a Woman Analysis.pdf](https://s3.amazonaws.com/idm-dev/u/2/7/3/c/874/273c8332715a2a4b29b4a6679edc69bac6ce57dd.pdf) (https://s3.amazonaws.com/idm-dev/u/2/7/3/c/874/273c8332715a2a4b29b4a6679edc69bac6ce57dd.pdf)
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- [Women's Suffrage Stations Lesson.pdf](https://s3.amazonaws.com/idm-dev/u/2/5/9/7/874/259720263c970cb132e2c5be1bf55481c8c454d6.pdf) (https://s3.amazonaws.com/idm-dev/u/2/5/9/7/874/259720263c970cb132e2c5be1bf55481c8c454d6.pdf)
- [Sojourner Truth PPT.ppt](https://s3.amazonaws.com/idm-dev/u/4/d/8/3/874/4d83158784c4db004940e0e0f3d0f94d1dcb8cee.ppt) (https://s3.amazonaws.com/idm-dev/u/4/d/8/3/874/4d83158784c4db004940e0e0f3d0f94d1dcb8cee.ppt)
- [Elizabeth Cady Stanton PPT.ppt](https://s3.amazonaws.com/idm-dev/u/4/6/8/8/874/4688d7806642584a2c8f28ccf9699ca70418d83b.ppt) (https://s3.amazonaws.com/idm-dev/u/4/6/8/8/874/4688d7806642584a2c8f28ccf9699ca70418d83b.ppt)
- [Are all People Created Equal notes sheet.docx](https://s3.amazonaws.com/idm-dev/u/3/9/a/5/874/39a5c4792e0c70b05e3645e3a6acac26945ba34d.docx) (https://s3.amazonaws.com/idm-dev/u/3/9/a/5/874/39a5c4792e0c70b05e3645e3a6acac26945ba34d.docx)
- [Are all People Created Equal Venn Diagram.pdf](https://s3.amazonaws.com/idm-dev/u/0/f/f/9/874/0ff9ac13f4a5a65a821b6ed80a117bed765754e7.pdf) (https://s3.amazonaws.com/idm-dev/u/0/f/f/9/874/0ff9ac13f4a5a65a821b6ed80a117bed765754e7.pdf)

