

ELIZABETH STARTED ALL THE TROUBLE

LESSONS FOR:

PRIMARY SOURCES

REASONS & DETAILS

OPINION WRITING

RELATIVE PRONOUNS

GRADES 3-5

MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2021-2022 school year
for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com. I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Supporting with Evidence](#)

[Mentor Sentence Student Page](#)

[Comparing Declarations](#)

[Mentor Sentence Assessment](#)

[Illustration 1](#)

[Opinion Outline](#)

[Illustration 2](#)

[Transitions](#)

[Analyzing Primary Sources](#)

[Opinion Text-Based Essay](#)

[Assess Learning](#)

You'll need: Elizabeth Started All The Trouble by Doreen Rappaport

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Elizabeth Started All The Trouble</u> for enjoyment. Note the illustrations and the text of the book. Mentioned book.	Show students the mentor sentence. Discuss the parts of the sentence that notice about the sentence emphasizing the relative pronoun.	Students will form an opinion of their own and use reasons to support it on their outline.
DAY TWO	Students will compare the Declaration of Independence to the Declaration of Sentiments, noting how they both support an opinion.	Students identify the functions of the words in the sentence.	Students will support their reasons with evidence and details on their outline.
DAY THREE	Students will analyze illustrations in the mentor text to determine how the author uses the text to convey a message. They will use the source illustrations to create a draft of their opinion.	Use the interactive activity to teach/review focus skill of relative pronouns. Students will use the sentence model to create a relative clause to use in their writing. They will work together using icons from the interactive activity to create a sentence to revise and share.	Students will use transition words and phrases with their outline to create a draft of their opinion.
DAY FOUR	Students will analyze political cartoons (primary sources) and determine how they depict events of the time.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will respond to a prompt about the book which requires them to form an opinion and support it.
DAY FIVE	Students will complete a quick assessment to analyze the primary sources and their understanding of the message.	Practice focus skill with the "writing session" (or use the activity as a "challenge").	

MENTOR SENTENCE

Core Anchor Standards: L.1, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed:

Mentor Text (Elizabeth Stroud's *Starling and All The People*)

Mentor Sentence Cards

Student Notebooks

If you are new to using mentor sentences, I

encourage you to visit [this link](#) to read and

watch a video on the importance of mentor sentences and how to

effectively get started with them:

[MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. They will notice the sentence as a whole and not the individual words, but point out the relative placement of the words in the sentence. This is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to write their own sentence before moving on to the next one.

Day 5: Students will share what they have learned with their peers and discuss how they

SUPPORTING WITH EVIDENCE: MENTOR TEXT

Core Anchor Standards: RI.1, RI.2, W.8, W.9

Duration: 45 MINUTES

Objective: Students will cite evidence from the mentor text to support their answers.

Materials: See below

Elizabeth Cady Stanton and the Trailblazers by Deborah Rappaport

Trailblazers activity

Actions: Show students the book you will be reading. Point out the title, and tell students that although the book is about Elizabeth Cady Stanton and how she took action to fight for women's right to vote, she was not the only woman who was standing up for equality. There are other women, who the author calls trailblazers, that took action to be treated equally.

Give students the Trailblazers activity. Define trailblazer together, then read the book to them. They will read how women have to work so hard to be trailblazers. They hear me and you in the story and cite supporting evidence that makes them a trailblazer.

**There are more women in the book than just the pages "Answers" are also found in the very back of the mentor text. 😊

TRAILBLAZERS

What is a trailblazer?

A trailblazer is a pioneer. It is someone who is willing to lead others down a path that no one has ever traveled, or to do something that others like them have not done.

Identify some trailblazers from the book and support your choices with evidence.

Elizabeth Cady Stanton and Lucretia Mott organized a two-day women's rights convention.

Sojourner Truth escaped from slavery. She spoke in a meeting in Ohio for Black rights as well as women's rights. She tried to vote

Susan B. Anthony traveled with Stanton and delivered speeches for women's rights. She was arrested and fined for trying to

Amelia Bloomer promoted new comfortable clothing for women.

Harviny Lyman opened a Female Seminary where women studied the same subjects that men did in college.

Elizabeth Blackwell became the first female doctor, and set up their own clinic and medical school.

Antoinette Brown became a minister and preached in church.

Lucy Stone wouldn't say she would obey her husband for the rest of her life.

Alice Paul and Lucy Burns organized a suffrage parade and were arrested. They were arrested and jailed for their beliefs.

REASONS FOR OPINIONS

Core Anchor Standards: W.1, W.4, W.5

Duration: 35 MINUTES

Objectives: Students will support their opinion with reasons.

Materials needed:

Opinion C

Actions: Remind students that in the book when the little girl was fighting for more rights or equal treatment, "unladylike."

Students may be able to relate to this in a similar way if at some time, they have wanted to do something and were told they weren't "grown up" enough, or old enough.

Allow students to brainstorm with you (perhaps create a class chart) of the things they wish they could do, but they are told they aren't allowed or aren't big/old enough.

Return to the idea of suffrage in the early 1900s. Students should remember that there were many people who were opposed to women being allowed to vote. Anti-suffragists didn't just go away though. They got so

Visit [this link](#) and show students the pamphlet issued by the Nebraska Association Opposed to Women Suffrage. They provided TEN reasons why they had the opinion that women shouldn't vote. ([Read more here at this link](#) if you're interested!)

Give students the opinion outline. They should write their opinion of what they believe they should be able to do at their age that they aren't allowed to do, and then provide three reasons. They can choose an idea from the class ideas, or write their own. This can be done in pairs or small groups. Share out the writing activity. Have students find others who have similar experiences/feelings about what they can't do).

Allow time for students to share their opinion and reasons for their opinion.

Opinion:

I should be able to decide when I want to go to bed.

Reason:

I'm not even very
tired at 8:00

Reason:

I could get more
fresh air outside
because I could
start my homework
after dinner.

Reason:

It teaches me to be
responsible

Support:

Support:

Support:

COMPARING DECLARATIONS

Core Anchor Standards: RI.1, RI.2, RI.8, W.1

Duration: 30 MINUTES

Objectives: Students will look for differences in two documents and explain how the authors support their points.

Materials needed:

Declaration of Independence excerpt

Declaration of Sentiments excerpt

Actions: Remind students that Elizabeth Cady Stanton rewrote the Declaration of Independence to share the opinions of women who wanted equal rights. Provide students a copy of each of the Declarations.

Both of these declarations are opinion pieces! They share their opinion and support it with facts and reasons.

Although some of the language is difficult to understand and their age (walk them through some of the harder language using the teacher page I have provided), it is likely that they will still be able to identify why Elizabeth Cady Stanton made the changes she did and her points/reasoning in doing so. Make sure to discuss how the official declarations have many, many more reasons listed to support their opinions for why changes need to be made.

You could have students compare line by line/word by word to find where changes were made and highlight them. If you'd like to share the entire document with them so they can see all of the "grievances" Elizabeth wrote, as well as all the signers, you can [find it linked here](#).

Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

Such has been the sufferance and the necessity which constrained them to accept their former System of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of moderate and temporary importance, unless suspended in the operation of his Majesty's pleasure, until he should obtain assent, and when so suspended, he has utterly neglected to attend to them.

We believe that men should be endowed by their Creator with certain unalienable Rights (Life, Liberty, and the pursuit of Happiness). That to secure these rights, Government should be established among Men, deriving their just powers from the consent of the governed.—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

They have lately changed the mode of electing the King (from the king George III) to a Parliament, and now it seems to change the control of the king and create a new government. Here are some reasons why:

The king has refused to approve laws that are necessary for the public good.

The king required all laws by local Parliaments to be approved by him, and would suspend laws, so that they could be suspended without his safety at all.

Declaration of Sentiments

We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness...

Such has been the inferior condition of the women under this government, and such is the necessity of their rights, that it constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has refused her the equal right to own property, even the wages she earns.

He has denied her the facilities for obtaining a thorough education—all colleges being closed against her.

We believe that men and women should be treated equally and have certain rights by the Creator (God): life, liberty, and the pursuit of happiness. That no government should be set up unless the governed agree. Governments are created and receive their powers from the people who put them in charge. When a government abuses the rights of the people, the people who are suffering because of it have the right not to honor it, and demand that something new be created that will protect their safety and happiness...

Women have tolerated the abuse of power from the men for too long and now a change must be made for equal rights for women. Men have had power and control over women for too long. Here are some examples that prove this:

Women have had to follow laws that they were never able to help create or speak to.

Men have tried to keep women from doing anything, even the money they earn must be given to their husbands.

Men have decided that colleges are only for men to attend.

SUPPORTING DETAILS

Core Anchor Standards: W.1, W.4, W.5

Duration: 45 MINUTES

Objectives: Students will support their reasons with facts and details.

Materials needed:

Opinion Essay Organizer, paragraph organizer from previous lesson

Actions: Discuss with students what being able to give evidence or facts that support your reason help people understand your opinion, just as they saw in the Declarations from the reading lesson.

Have students take out their outlines from the previous day. Remind students they are focusing on something they wish they could do now at a younger age. They thought of three reasons in the previous lesson, but they need more evidence and details that support those reasons.

Call on students to have one reason, and then prompt them to give more details to support that reason. Sometimes a simple "so what?" or "how so?" can help them to expand their thinking!

Have students add evidence and details to their organizer.

****Encourage students to try to use at least one relative pronoun in one of their supporting details!****

PREVIEW

Opinion:

I should be able to decide when I want to go to bed.

Reason:

I'm not even very tired at 8:00.

Reason:

I could get more fresh air outside because I could start my homework after dinner.

Reason:

It teaches me to be responsible.

Support:

I lie in bed every night, trying to fall asleep, but I can't. I turn on my light and I fall asleep. Last night, just as I started to feel sleepy, I looked at the clock and it was 9:00.

Support:

Every day after school, I go outside to play with my friends. no matter how late it is, I want to stay out until dinner. I have to come in at 5:00 to do my homework before dinner. Playing outside is healthy exercise and fresh air is good for my brain!

Support:

I can listen to my body to recognize when I am feeling tired. that if I had a long day at school with a lot of tests, I might need to go to bed earlier since my brain will be tired.

ILLUSTRATIONS: MENTOR TEXT

Core Anchor Standards: RI.6, RI.7

Duration: 25 MINUTES

Objective: Students will identify the ways illustrations contributed to the text, and determine how other illustrations depict and interpret the events.

Materials: See above

Elizabeth Cady Stanton's *Declaration of Sentiments* by David Rappaport

Primary sources - illustrations/Political cartoons

Actions: Go back through the book, looking closely at the illustrations.

Pages to note: Elizabeth and Lucretia traveled to London - the illustration shows they felt "big" and important - they are large in the picture. Then, when they reach the meeting, they felt "little" and demeaned - the men are talking down to them and the women are small as if they feel belittled.

When rewriting the Declaration of Independence, the forefathers' statues are "watching" them!

The men are often portrayed as large and scary in the pages, looking down at the women.

When you reach the page with the US map, stop and share two more illustrations (primary sources) from the exhibit and read aloud. Discuss the meaning of them and compare it to what was learned in the book.

The Awakening: "Vote for Women" on her campaign she is standing in the west where women have the right to vote, even when the "dream" (suffrage) is reaching to her.

Caption label from exhibit of digital copy: Suffrage wins in Washington, California, and Oregon were followed by hard-fought victories in Arizona, Kansas, Nevada, and Montana. By the end of 1914, more than four million women had voting rights equal to men in eleven states, all in the West, leaving women elsewhere still reaching for the light of Liberty's torch of freedom. Henry Mayer's 1915 illustration was the centerfold of a special suffrage issue of Puck magazine, guest-edited by New York state suffrage groups.

Woman Suffrage Flowers: The states represented by flowers have granted suffrage to women in mid-1915, just as the torch of suffrage and the torch of liberty on November 2, 1915. Uncle Sam is pruning away the corrupting weeds symbolizing the anti-suffrage prejudice, which is working to defeat the suffrage. The torch is planted in the pot of "Equality" growing in the soil of "Liberty." Along the top of the bottom of the tree "Justice," "Truth," "Logic" and "Education," Uncle Sam will help to make these four states blossom into full suffrage flowers. Titled "The Map Blossoms" when published.



BY THE MAYER

and safe,
alone and apart,
Women have been
Bare upon rank cars
Each one answering the call of her own who hope,

Forget the drift; remember those who drive—
The first selfish women, galled and low,
Who gave us hope, as a mother gives us love,
Forget them not, and like remember, too!

Look forward,
The memory of hate is
Bonds may endure for a night, but the
And the free must remember nothing less.

They came from ill and woe, from leisure and sin,
Those who knew only life, and buried women of fate,
Girl and the mothers of girls, and the mothers of those,
No one knew whence or how, but they came, they came.

we were slain, and some were left,
are pale with the terror of cruel dangers;
from this, that hereafter come what may,
Women to women would never again be strangers.

After Peter Allan

Woman Suffrage Flowers.



...un Reju... these wi... lesson... or."

USING TRANSITIONS

Core Anchor Standards: W.1, W.4, W.5

Duration: 45 MINUTES

Objectives: Students will use transition words as they write their opinion draft.

Materials Needed:

Opinion Essay Outline from previous lesson

Transition List

Draft Paper

Actions: Talk to students about the importance of varying the start of our sentences. No one wants to read, "I should be able to decide when I want to go to bed. The first reason is, I'm not even that tired at 8:00. The second reason is, I could get more fresh air. The third reason is, it teaches me to be responsible."

Give students the Transition List to use as a reference as they turn their outline into a draft. You will also want to give them some practice with this as well. Practice is needed.

Discuss how we don't just use any transition simply to change it up - the transition should make sense. For example, "I would not go to bed at 8:00 or "I could get more fresh air" in my example because it wouldn't make sense.

Students should use their outline and the list of transitions to write their draft.

Transition Words and Phrases

PREVIEW

THINK:

first, second, third, next, finally, also
after that, moreover, in addition

RELATE:

equally as important, likewise, similarly
the same way, for example

PREVIEW

OPPOSE:

I know you think...but..., some people think
even though, however, although

PREVIEW

CLARIFY:

nevertheless, because, only
because, consequently



I should be able to decide when I want to go to bed. First of all, I'm not even very tired at 8:00. I lie in bed every night, tossing and turning long before I fall asleep. For example, last night, just as I started to feel sleepy, I looked at the clock and it was 9:00.

In addition to not feeling sleepy so early, I also could use more time outside. I could get more fresh air playing with my friends, who all get to stay outside until dinner. I know my parents think homework should be done before dinner, but if I started my homework after dinner, I wouldn't get as healthy outdoors as when there was daylight. I could also go outside for fresh air, which is good for my brain.

Finally, being able to decide when I go to bed would teach me to be responsible. After all, I can listen to my body to recognize when I'm feeling tired. Likewise, I know that if I had a long day at school with a lot of tests, I might need to go to bed earlier since my brain will be tired.

As you can see, a later bedtime would be a great benefit to helping me be a more healthy, responsible kid!

Name: _____ Date: _____

PREVIEW

PREVIEW

PREVIEW

ANALYZE PRIMARY SOURCES

Core Anchor Standards: RI.6, RI.7, W.9

Duration: 40 MINUTES

Objectives: Students will analyze primary sources and determine the message.

Materials needed:

Primary sources that are political cartoons

Analyzing Primary Sources Activity (print x2, one for each image)

Actions: Remind students of the illustrations from the previous day that were pro-suffrage, or held the opinion that women should be able to vote in the United States.

Today, students will be reviewing illustrations, or political cartoons, that were anti-suffrage, or show they are against women voting.

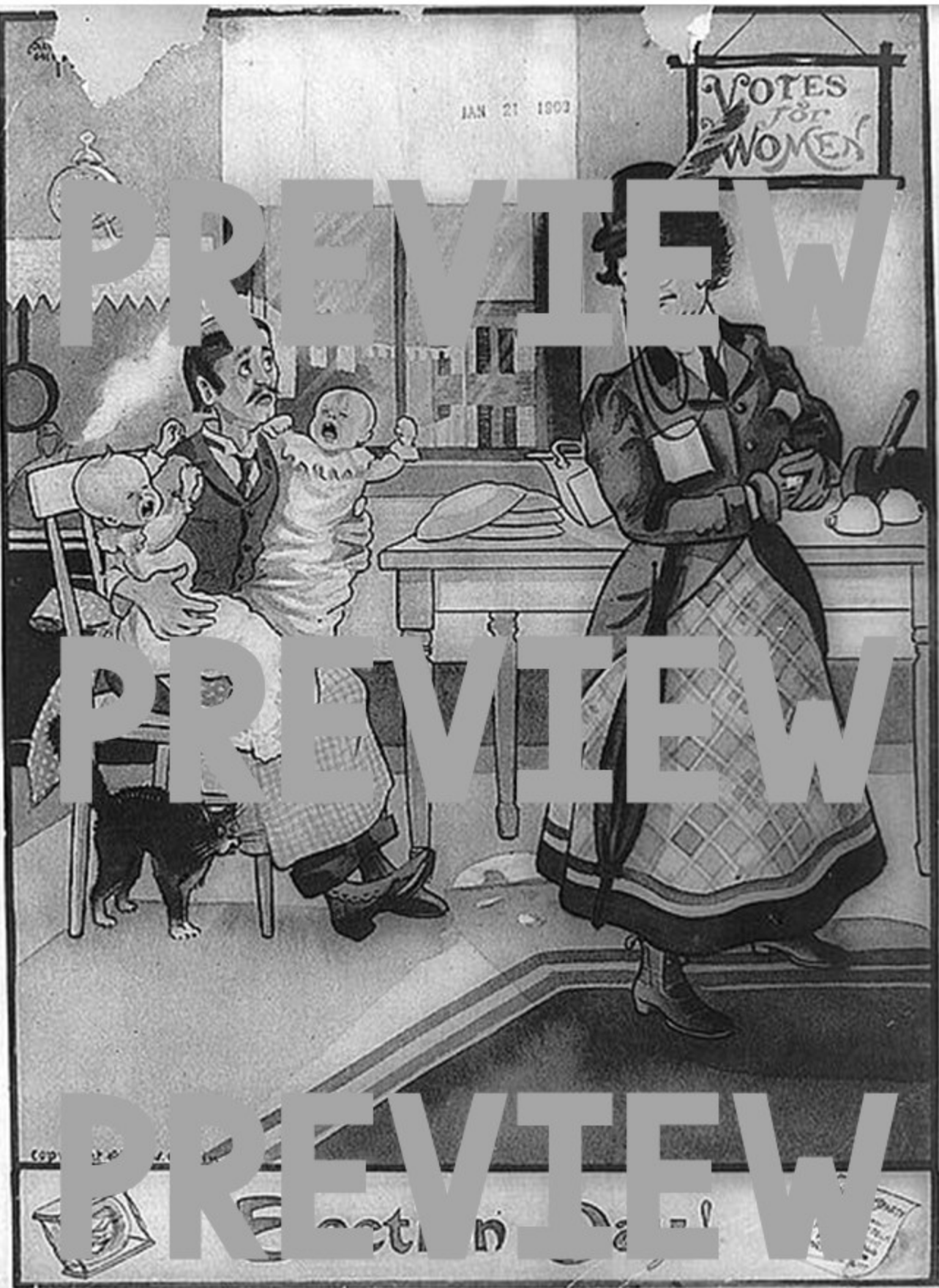
Back before social media and the internet, the way for people to publicly share their opinion was through the use of pamphlets. In the early 1900s, political cartoons were printed that were pro and against women's suffrage rights.

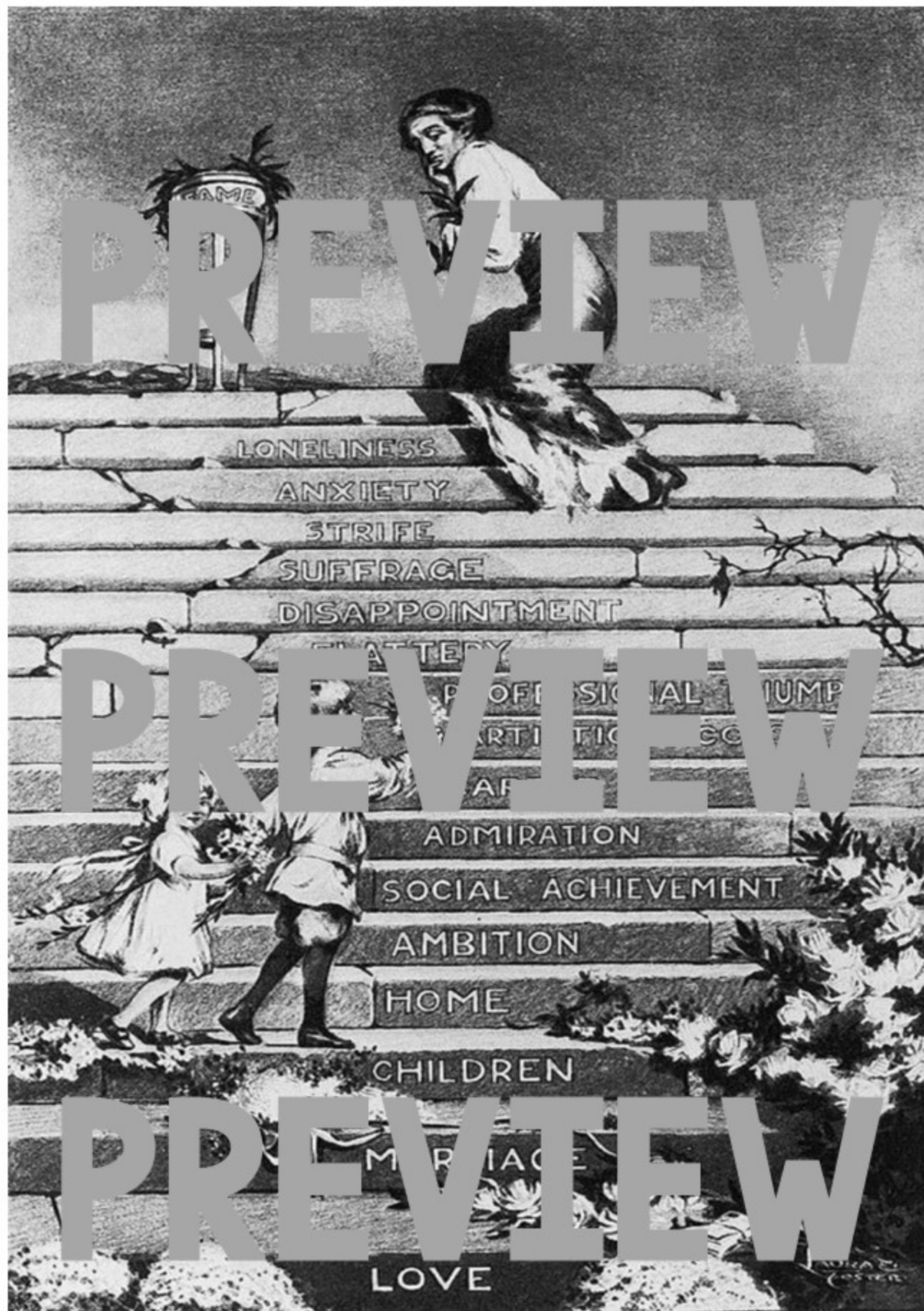
Show the two primary sources by slide. Have students take an exit activity to make observations and discuss what they notice.

This could be done as a class, or done in small groups and then come back together for a larger class discussion.

JAN 21 1893

VOTES
FOR
WOMEN





ANALYZING PRIMARY SOURCES

Analyze a political cartoon by answering the prompts below.

Write a paragraph about what you see in the image. Describe the people, their clothing, their actions, and any significant objects.

A woman with a determined face is looking out a window at a man who looks helpless. The woman is dressed nicely and looks like she is leaving the house. The man is holding two crying babies and wearing an apron. The table is messy with plates and cups turned upside down and one plate broken on the floor. The cat even looks startled. There is a long line of laundry outside the window, meaning it hasn't been finished.

Is anything in the image exaggerated? (Usually there is in a political cartoon!)

The woman looks larger than the man since he is sitting down. The man's confusion is probably exaggerated, as if he wouldn't know what to do with crying babies.

What do you think was the illustrator's message?

If women were expected to stay home, they will struggle with being a good wife and mother and it will be left up to the man to take care of the children and the house.

ANALYZING PRIMARY SOURCES

Analyze a political cartoon by answering the prompts below.

Write a paragraph about the cartoon. Include the image, the cartoonist's name, their location, their date, and any significant objects.

A woman is climbing stairs toward "Home" at the top. At the bottom of the stairs are words that are associated with generally positive ideas - love, marriage, children, home, ambition, achievement, admiration, career, success, triumph... but as the stairs go higher, the words become negative, and suffrage is placed among them. There are happy children at the bottom of the steps, and the woman is looking back at them with a worried expression. The stairs are covered in flowers at the bottom and look solid, while the higher they go, the more they look like a rickety ladder.

Is anything in the cartoon exaggerated? (Usually there is in a political cartoon!)

The top of the stairs where suffrage is listed looks unsafe. The words surrounding suffrage are all negative as though these are associated with women voting.

What do you think was the illustrator's message?

The high woman climbing the stairs alone may be lonely and anxious to get away from children and home.

WRITE OPINION TEXT-BASED ESSAY

Core Anchor Standards: W.1, W.4, W.8, W.9

Duration: TWO 45-MINUTE PERIODS

Objectives: Students will write an essay to share their opinion using their outline.

Materials needed:

Outline

Opinion Text-Based Prompt

Transitions List

Trailblazers activity (from first day's lesson)

Opinion Text-Based Prompt Checklist

Actions: Students should answer the prompt using the Trailblazers activity for their reasons and support (citing the book, *Elizabeth Started All the Trouble*). They can use multiple women as examples.

Remind students to refer back to the checklist to make sure they are on track for completion.

PREVIEW

PROMPT: Who made the biggest impact on equal rights for women?

Opinion:

Reason:

Reason:

Reason:

Support:

Support:

Support:

OPINION TEXT-BASED PROMPT CHECKLIST

- ☐ read the prompt question and answer
- ☐ summarize reasons (intro & conclusion)
- ☐ give supporting details for each reason
 - ☐ use transition words
- ☐ provide specific examples from the text
 - ☐ cite the source of the examples
- ☐ edit for errors
 - ☐ correct capitalization
 - ☐ correct punctuation
 - ☐ check for complete varied sentences

Name: _____ Date: _____

Who made the biggest impact on equal rights for women?

PREVIEW

PREVIEW

PREVIEW

Who made the biggest impact on equal rights for women?

Elizabeth Cady Stanton, Sojourner Truth, Alice Paul, and Lucy Burns made the biggest impact on equal rights for women. If it weren't for these four trailblazing women, you wouldn't have the rights they do today. Finally, the author of *Elizabeth Started All the Trouble* points out just in the title that Elizabeth Cady Stanton is the only woman on the Declaration of Sentiments. Clearly, the women's rights convention she helped organize began the movement, since many more were held in support of women's suffrage.

Equally as important, I learned in the book that Sojourner Truth was a voice for Black women. Women were not treated the same as men, however Black women were treated even less so. Sojourner's famous speech *Ain't I a Woman?* made a strong impression on people that ALL women should have the same rights as men.

Finally, Alice Paul and Lucy Burns were still fighting for women's rights after other suffragists had grown old and passed away. According to *Elizabeth Started All the Trouble*, these two women helped organize a suffrage parade, which took the movement to a new level. More people paid attention, but it also meant the suffragists were mistreated. Even though they were arrested and attacked for their beliefs, these two women who took a stand for equal rights helped make a strong impact. Above all else, these four women made a difference by making people listen. Women today should be grateful for the work of these trailblazers who died over a century ago.

Opinion Prompt Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes consistent supporting details</p> <p>Cites both texts throughout writing, and refers to at least one for each reason</p>	<p>Includes some supporting details</p> <p>Cites one or both texts throughout writing, and refers to them a few times</p>	<p>Provides little to no supporting details, or is inconsistent with opinion</p> <p>Lacks reference to the texts throughout writing</p>
Organization	<p>Effective introduction and conclusion refer to the opinion stated</p> <p>Paragraphs are effective and organized with relevant supporting details</p>	<p>Introduction and conclusion refer to the opinion stated</p> <p>Each paragraph is mostly organized with relevant supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of relevant supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Has a few errors in capitalization and/or punctuation</p> <p>Some variation in sentence types</p>	<p>Has writing that is illegible</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

ASSESS LEARNING

Core Anchor Standards: RI.6, RI.7, W.9

Duration: 15 MINUTES

Objective: Students will analyze primary sources and determine the message.

Materials Needed:

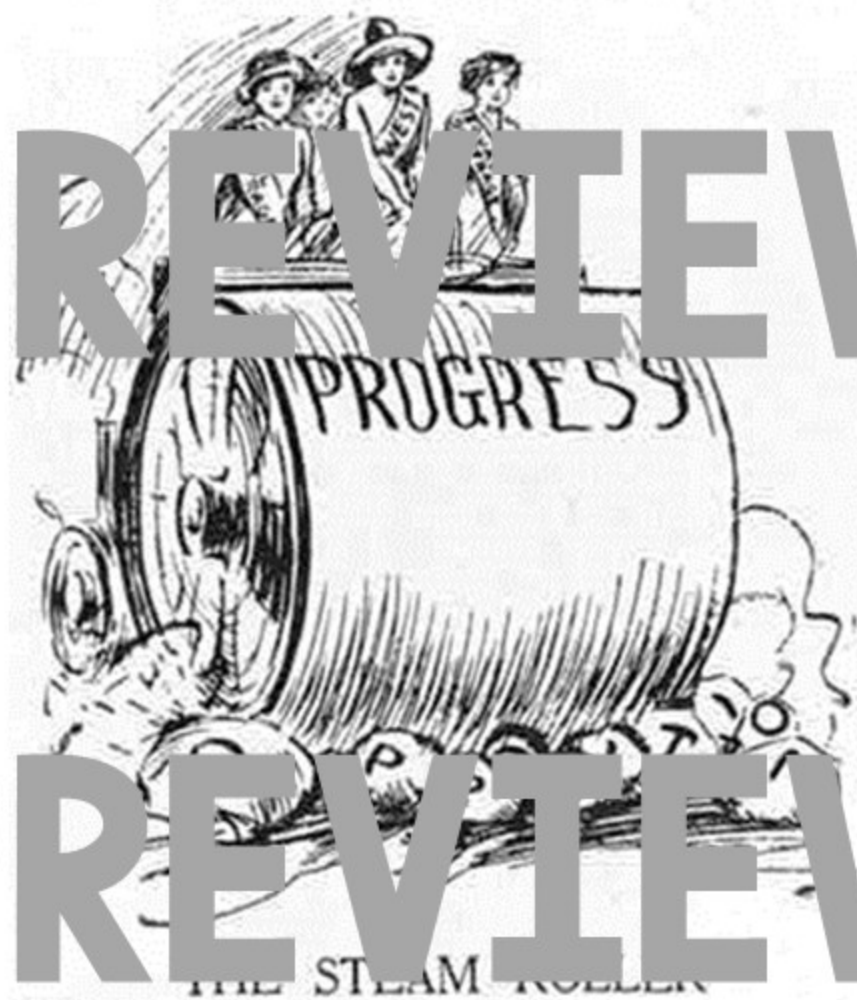
Political Cartoon: *Women's Progress* by Quilley

Actions: Give students 5 minutes to analyze the cartoon and determine the message.

ANSWER KEY – accept reasonable answers... they may not notice all parts or determine the same message.

- Describe the cartoon.
Four women are riding a boulder that has equal "friction" and "frictionless" on the right side. They are riding on a boulder that is the only one of its kind. The stream represents progress, as it is a large vessel, and it is rolling and crushing rocks that spell OPPOSITION.
- Was the illustrator pro- or anti-suffrage? What was the message?
The illustrator was pro-suffrage. The message is that the women will keep rolling forward, making progress toward the right to vote, while crushing the opposition, or those who are anti-suffrage.

Political Cartoon Analysis



1. Describe the image:
2. Was he/ she/ it pro- or anti-suffrage? What was the message?



Thank you for your purchase!

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