

- TEACHER:** OK. So yesterday we started our close read. It was day one of the close read. We're right in the middle of our women's suffrage unit. So yesterday we started reading the Declaration of Sentiments. We looked at the document, you read it to yourselves, then I read it out loud with you. And we discussed the first question yesterday, getting us into the document.
- So today we're going to look at the rest of the questions and analyze those. Please remember that your participation points for today are based on group discussion and annotating your documents. OK?
- So we ended class yesterday briefly looking at the second question. In the sentence in lines 23-26, who is being referred to as "them" and "their"? How do we know there is a history of degradation? So go back into the documents, and I'll be around to answer questions as they arise.
- STUDENT:** Well, in line 25, it says, "to provide new guards for their future." So I'm--
- TEACHER:** It's been happening for a long time. OK?
- STUDENT:** Assuming that because women want--
- TEACHER:** Great. Do you have--
- STUDENT:** --their rights and they--
- TEACHER:** --idea about "them" and "their?"
- STUDENT:** --they want to be able to vote and stuff.
- STUDENT:** It's citizens in general. Men and women.
- TEACHER:** So what is this document about?
- STUDENT:** They're wanting their independence.
- TEACHER:** Women's rights. What else is it about?
- STUDENT:** How women have been treated.

TEACHER: How women have been treated. Because "them" and "their", we have to figure out specifically who it belongs to. We have to find that evidence in the text.

STUDENT: So women?

TEACHER: OK. So possibly women. So see if you can go back in the text and find a reference.

STUDENT: Other parts of it or [INAUDIBLE]?

TEACHER: So when you use "he" for me, can you just throw "he" out?

STUDENT: No.

TEACHER: What do you have to do before you use "he?"

STUDENT: Use a name

TEACHER: I need a name first. So if you think that the "them" and "their" is referring to women, then it's probably going to be used somewhere in the document before. So see if you can find it. And check to see if you're right. OK?

STUDENT: OK.

TEACHER: OK. So it means "pursuing invariably the same object." Showing a design. Making. Showing. OK?

STUDENT: Because we were thinking "them" was "woman", and "their" was "man."

TEACHER: So if you were to insert "their", it is men's duty to throw off such government and to provide new guards for men's future? What is this entire document about?

STUDENT: About men having more power.

TEACHER: So what do women want?

STUDENT: Their rights.

TEACHER: So what is this entire document about?

STUDENT: It's about women's rights.

TEACHER: OK. So is men providing any future? Does that make sense then, looking at this document? So

the reason why this question is being asked is because this can be very confusing-- the "them" and "their"-- trying to figure out who that is. We have to really understand what that is so that we can understand the document. So that it-- women should be mentioned someplace before this spot in the text. OK? And see if you can find that.

STUDENT: So for women's future, it would be for "their" future? So--

TEACHER: So for women's future.

STUDENT: OK.

TEACHER: Mm hmm.

STUDENT: And this one for "them." Or--

TEACHER: So you're saying that someone else is ruling men unfairly?

STUDENT: Oh, wait. No [INTERPOSING VOICES]

TEACHER: Mm hmm.

STUDENT: I get it.

TEACHER: All right? So it looks to me like we're ready to move on and answer some questions. So who would like to go ahead and get us started with who they think "them" and "their" refers to? Colin, go ahead and get us started.

STUDENT: OK. We think that the "them" on line 24 is referring to the women because it says, "pursuing invariably the same object, evinces a design to reduce them under absolute despotism."

TEACHER: What line number is that?

STUDENT: 24.

TEACHER: OK. On line number 24. So you're saying that "them" in that sense means women. And what about the "their" in the same sentence? "It is their duty, to throw off such government, and to provide new guards for their future."

STUDENT: We said that the "their" was the men because only men were allowed to be in the government at--

TEACHER: But they're saying "to throw off government", to change government, "and to provide new guards for their future." So who is looking for a new future? Abby?

STUDENT: So early on line 11, it says, "all men and women are created equal." We talked about how they added women, so we thought they were probably still talking about women since they're trying to change so that women are all equal.

TEACHER: OK. So in line 11-- we know in the original Declaration of Independence it says, "all men are created equal." We talked about this yesterday, that they added women here. So women is on line 11, so men and women are equal. What is on line one? Remember, we always look at that sourcing to help us understand the document. Hannah?

STUDENT: The title is *Women's Grievances Against Men*.

TEACHER: *Women's Grievances Against Men*. So if we go back to the sourcing and back to the title-- we look at that information to help us. So this entire document then is going to be about?

STUDENT: Women.

TEACHER: Women-- their complaints against?

STUDENT: Men.

TEACHER: Men OK? So both the "them" and the "their" are referring to women. Is there any place else in the end between 24 and 27 that women are mentioned? Keegan?

STUDENT: On line 26, it says, "such been the patient sufferance of woman under this government secure, and such is now the necessity which constrains them to demand the equal station to which they are entitled."

TEACHER: So after that, it also mentions women again. The reason why we asked this question in this particular sequence of questions was because, in a lot of documents, they use words like "he", "she", "it", "them", "they", "their", and we have to understand who those people are that we're referring to to understand the document. Usually, that might come in the sentence that comes right before it. But in this case, it comes at the very beginning of the paragraph, or you might even have to go back to the understanding of the title of the document. OK? Great.

So how do we know there is a history of degradation? How do we know? Katy, what did your group come up with?

STUDENT: Well, on lines 29 through 31 it says, "the history of mankind is a history of repeated injuries and usurpation's on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her."

TEACHER: Great. So you have that "the history of mankind is a history of repeated injuries." So it's gone on for a long time. And it's happened more than once. Do we have any other evidence in here that gives us this history of degradation, knowing that it's happened more than once? Brian, did your group come up with anything else? On the fir-- it will be on the first page. Did your group come up with anything else there?

STUDENT: From 32 to 35, it says, "he has never permitted her to exercise her inalienable right to the elective franchise. He has compelled her to submit to laws, in the formation of which she had no voice. He has withheld from her rights which are given to the most ignorant and degraded men, both natives and foreigners."

TEACHER: We're going to get into that in our next question. That then is this whole big list of their complaints. OK? Did anyone find anything in the second paragraph? So we'll get into that. So that backs that up with those complaints. Do we have anything, Abby? Did your group come up with something from the second paragraph?

STUDENT: Yeah. In line 23 just the first part of it, "when a long chain of abuses and usurpation's." So an emphasis on launching history.

TEACHER: So "when a long train of abuses and usurpation's pursuing invariably the same object." So that sounds like there's a lot of them, and it's happened more than once. OK? And I would say that would be great as another piece of evidence for that. Fantastic.

So let's go on then to the next question. So a lot of you that were looking at all those-- this is where we're going to look at that big, long list. Beginning at line 32 and continuing to line 71, a series of grievances is listed. Create categories which encompass all of these grievances. So there's a few different ways you can annotate your paper.

So first of all, you can start looking at your list, and then you can make one of those brackets off to the side, and then write the name of the category. Or on the back of your paper, after you decide what goes where, you can write the category and the line numbers underneath it. Whatever makes more sense to you. I don't care how you did it.

Personally, I didn't want to go back and forth between the front and the back, so I just did mine on the side with the brackets. So that's up to you. OK? So go ahead then and start talking about those, and see if you can come up with some different categories.

Just go ahead and start on 32. OK?

STUDENT: I was just thinking that we could make better categories by--

TEACHER: Don't worry about that. Just stick right at 32 because this is not going to help you with the categories. These are all the background stuff. So let's start at line 32, and let's read this.

STUDENT: "That is the duty of women of this country to secure themselves their sacred rights to the elective franchise."

TEACHER: What What does that mean? What's that about?

STUDENT: [INTERPOSING VOICES] or to vote.

TEACHER: So how do you know it means "to vote?" Elected franchise means what?

STUDENT: It means voting process.

TEACHER: So the first one means that she's never had the right to vote. So before you write anything down, let's go through a whole bunch of them and see what you come up with. So read numbers 33. What do you have for 33?

STUDENT: What are [INAUDIBLE]?

TEACHER: So what is that one about?

STUDENT: The freedom of speech.

TEACHER: Freedom of speech. What else has she not been able to do? She hasn't been able to submit to laws. In the formation, she's had no voice.

STUDENT: So she can't make any decisions about laws that they're going over.

TEACHER: So if you can't make any decisions about laws, what can't you do?

STUDENT: Have a voice.

TEACHER: And if you don't have a voice about the laws, what are you're not allowed to do?

STUDENT: You're not allowed--

STUDENT: To pick which ones you want to get passed.

TEACHER: So if laws are being made and you don't have a say in that, what are you not able to participate in?

STUDENT: The country?

[LAUGHS]

TEACHER: OK. If you don't have a voice in the laws of the government, what don't you get to do? What's the first one about?

STUDENT: You can't vote. So you can't vote.

TEACHER: If you don't have a voice in the government and the laws--

STUDENT: You can't help make decisions in--

TEACHER: If you don't get to make decisions, what don't you get to do?

STUDENT: Choose what you want.

TEACHER: You don't get to vote.

So 39 through 50, what do you think those all have to do with?

STUDENT: We think it's about men taking rights away from the woman when they're married.

TEACHER: OK. Was there anything there that stuck out to you?

STUDENT: Well, I remember from the first time where it said that the men get the child. The women take care of the children everyday at home, but the men get the children. It doesn't make sense.

TEACHER: So what line number was that on?

STUDENT: I think it's in 47.

STUDENT: 46.

TEACHER: 47, right? "In case of separation, to whom the guardianship of the children shall be given", it goes to the men, right?

STUDENT: Yes.

TEACHER: OK? So you think all of that has to do with marriage?

STUDENT: On line 44, it says, "the law giving him power to deprive her of her liberty."

TEACHER: Right. So if she's married, who is in charge?

STUDENT: The man.

STUDENT: The man.

TEACHER: He's in charge of everything.

STUDENT: He can punish them too.

TEACHER: Yeah.

STUDENT: It's not an option in divorce.

TEACHER: And in divorce too. OK, good. So go ahead and work on the next one.

STUDENT: And those have to do with employment.

TEACHER: OK. So what are we thinking here?

STUDENT: So we have two categories-- employment and marriage. These all talk about their position with their husband and marriage. It says, "even to the wages she earns", employment, all the jobs.

TEACHER: I know that you have this all in one big, giant category, but sometimes they can cross over. So that's OK if you say this one also goes with that one.

STUDENT: OK.

TEACHER: That's OK. Some of them will crossover.

STUDENT: OK.

TEACHER: So I'm glad that you noticed that-- that some of those could fit in more than one category. And

I don't care what category you pick, just as long as you can defend it, right? What did you have for the ones on the front?

STUDENT: Voting and rights.

TEACHER: OK. They specifically deal with what?

STUDENT: Laws.

TEACHER: But specifically concerning what?

STUDENT: Voting, or women's suffrage.

TEACHER: Yeah. So voting, and getting the right to vote, right?

STUDENT: Yeah.

TEACHER: You had it. Keep on going. Good. How are you doing over here?

STUDENT: Good.

STUDENT: All right.

TEACHER: OK. So I like, "lack of cash."

[LAUGHTER]

So what might be a category then-- "from those she is trying to follow." So when you say "lack of cash", what do you mean there? Britney, what do you guys think when you say "lack of cash?"

STUDENT: They're low. The women who are single are low on money because they can't work.

TEACHER: Are they talking about women who are single are low on money? What are they talking about here?

STUDENT: Yeah, it says they're single.

TEACHER: OK. But keep going on the sentence. Eric, will you read that sentence out loud for us? On line 51. Go ahead and start reading on line 51.

STUDENT: "After depriving her of all rights as a married woman, if single, and the owner of property, he

has taxed her to support a government which recognizes her only when her property can be made profitable to itself."

TEACHER: Right. So what happens to her if she's married?

STUDENT: All of her rights are taken away. That's kind of what this part is.

TEACHER: OK. And then, "if single, and the owner of property"-- what happens when she has property, and she's single, and it's worth money? What happens?

STUDENT: She gets taxed.

TEACHER: She does get taxed by the government, but then she has rights only when the government wants to get money from that.

STUDENT: So women only get rights when the government can profit off of it?

TEACHER: That's what that's saying, right?

STUDENT: Oh, my gosh.

STUDENT: Oh.

STUDENT: Profitable rights.

STUDENT: That is horrible.

STUDENT: That makes sense now.

TEACHER: OK? Down What this is talking about here?

STUDENT: This one?

TEACHER: Mm hmm.

STUDENT: It's talking about all the profitable employment that she's permitted to follow. There's only a few jobs that she's allowed to do. She gets a small pay for it.

TEACHER: Right. So both of those categories talk about what? Could you lump those into one category?

STUDENT: Yeah.

STUDENT: It could be profitable rights.

TEACHER: So one talks about property, and this is talking about--

STUDENT: They're sort of different.

TEACHER: It's talking about what?

STUDENT: Jobs.

TEACHER: Jobs That's kind of a weird category, but you could put that into one category. I categorized those the same when I did. OK?

STUDENT: Thank you.

TEACHER: All right. How are we doing over here? Hear

STUDENT: We were talking about how we--

STUDENT: But we got the back ones.

STUDENT: We were thinking like since it's basically men--

STUDENT: This supremacy over women.

TEACHER: OK. For which ones?

STUDENT: For 69 through 71.

TEACHER: 69 through 71?

STUDENT: It's saying that they're trying to destroy women, and make them what they want them to be.

TEACHER: So you are having troubles putting them into a category?

STUDENT: Yeah.

TEACHER: "He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life." If you had to pick a few words out of there, what do you think would be important words?

STUDENT: Self-respect.

TEACHER: Self-respect. What else do you think would be a really good, important word there?

STUDENT: Destroy.

STUDENT: Destroy.

STUDENT: "Destroy her confidence."

TEACHER: Confidence. So then what is that doing? If someone else is in charge, what does that then say that it does to women? You've got the important words already you underlined, just tell me what they were.

STUDENT: It destroys her--

TEACHER: Yeah. It destroys her self-confidence. Great. Do you think there's other ones of those that would go with that category? Because you don't have anything here for 64 through 71.

STUDENT: All right. 64--

TEACHER: See if all of those go together. Look at those and see if those would all go together. Take a look at that and see if they would all follow in the same one.

So [Student name], will you get us started with line 32 on the front.

STUDENT: We said that it's taking away the women's rights and they have no say in what's happening.

TEACHER: OK. So it's taking away women's rights, and they don't have a say in what's happening-- do you have any evidence that backs that up?

STUDENT: Yeah. It says on line 32, "he has never permitted her to exercise her inalienable right to the exc-- ec--

TEACHER: The elective--

STUDENT: --elective franchise."

TEACHER: So what does elective franchise mean?

STUDENT: Voting process.

TEACHER: The voting process. So that specifically talks about taking away women's rights. Does anyone

have anything a little bit more specific? Or does everyone agree with that? Anything a little bit more specific? Miranda, what do you think for 32 through 38?

STUDENT: We put it under woman's suffrage.

TEACHER: Women's suffrage. OK. Do you have any evidence that would back that up that it has to do with women getting the right to vote? Any words there that caught your eye?

STUDENT: Elective franchise.

TEACHER: Elective franchise-- voting process. So you're saying all four of those sentences have to do with women getting the right to vote? A little bit more specific than just women's rights, which is true, but then a little bit more specific women getting the right to vote. Does everyone agree with that?

STUDENT: Mm hmm.

STUDENT: Yes.

TEACHER: Yes. So those all have to do with women getting the right to vote. OK? The next section then, Keegan.

STUDENT: We said 39 through 53, it was women's marital issues. In marriages, they didn't have a voice in what they do. They were obedient, and if they didn't do what they were asked, they would get punished for it.

TEACHER: OK. Like it. Does everyone agree? Or do people have different things there? Katie?

STUDENT: I agree with Keegan. But also in there, there is some under a different category, which we thought was employment.

TEACHER: OK. So which is one of those-- I will agree with you there. As you were looking at these, probably you thought that this goes in this category, but then this might also go in another category. And I'm OK if you have things in different categories, as long as they make sense. So which one do you think went in different category, Katie?

STUDENT: On line 40, "he has taken from her all right in property, even to wages she earns."

TEACHER: So you think that particular line might go down to an employment category?

STUDENT: Yeah.

TEACHER: And I would say yes. That could also go into an employment category. For sure. Britney?

STUDENT: For lines 51 through 55, we put it under job and property conditions.

TEACHER: OK. So you lumped 52 through 55 all together with jobs and employment, and then 51 through 53 have to do with taxes-- women being taxed-- and property. OK. I like that category too. That's good thinking right there. I like that.

If you wanted to add to the employment, you could take that line, 40, and then add that down to that category if that made sense to you, or leave it under marriage if that made sense to you. OK. Fabulous.

I saw a lot of this as a single category. Brian?

STUDENT: We put it down as religion.

TEACHER: It's religion? I saw this on a lot of groups-- you just had this as its own category. Or it could also be part of a bigger category, all the way down to 71. And I would be OK if you kept it its own or part of a bigger category.

The last few are all a part of the same category. OK? And what does that have to deal with? Someone I haven't heard from yet. Alexia, what did your group talk about for that last category?

STUDENT: Well, we actually put 61 to 71 in the category.

TEACHER: That's fine. That's Did I say something else? 61 through 71, right?

STUDENT: Yeah.

TEACHER: OK. That's fine if you included them all together. So what do you have for that category?

STUDENT: We have social and religious life is controlled.

TEACHER: Oh, OK. Social and religious life is controlled. What are some other thoughts for category titles for that?

STUDENT: We put how society sees women.

TEACHER: How society sees women. Some other thoughts from this group? Veronica, what did your group put for that category?

STUDENT: We put position in society and religion. OK.

TEACHER: So you put religion and position in society? Alex, what did your group put for that?

STUDENT: I just erased it, but we did put how men saw themselves as a better person in society as a woman did.

TEACHER: OK. So how men saw themselves as a little bit higher up than women were?

STUDENT: Yeah.

TEACHER: So how might women view themselves then?

STUDENT: Less.

TEACHER: Less than.

STUDENT: Degraded.

TEACHER: Degraded. How would their self-confidence be?

STUDENT: Not very good.

STUDENT: Very low.

TEACHER: OK. Not very good self-confidence. If your self-confidence isn't good, you don't have a lot of?

STUDENT: Self-respect.

TEACHER: Self-respect. Maybe a lot of self-worth. So all those things that you said talk about the same thing, you just had a little bit different name for that category. OK? All those things that you said. Awesome!

Next question. So why would these authors intentionally use the language and format of the Declaration of Independence to introduce their cause? The first question we started with yesterday we specifically talked about the language, but now we want to know the "why."

Because of time-- we have to get through these questions today-- I am going to direct you to

the back page to start, and then you can find some other answers in other places in the document. So it's asking a "why" question. OK?

STUDENT: That women want to be citizens of the United States.

TEACHER: So start there for your why, and then you can go to other things. OK?

STUDENT: Since the first couple of words, "and entering upon the great before us."

TEACHER: You skipped a whole section.

STUDENT: Never mind.

[LAUGHTER]

I just skipped a whole section.

TEACHER: So what's the why? Why did they use the language of--

STUDENT: "We insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States."

TEACHER: OK. So it's obviously an important document for our country.

STUDENT: I was definitely not reading that little part before.

STUDENT: They were declaring they're freedom from England, and the women are declaring their freedom from men.

TEACHER: OK. So the colonists were declaring their freedom from England, and then you're saying that the women are trying to declare their freedom from men. Anywhere in this page, does it tell you why they want to declare their freedom from men? Anywhere on here?

STUDENT: It says, "and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights."

TEACHER: So that answers the question. Does that sound like something else that the colonists said?

STUDENT: Yeah.

STUDENT: Yes.

TEACHER: They said the same thing about why they were declaring--

STUDENT: Independence--

TEACHER: --independence from?

STUDENT: From England.

STUDENT: England.

TEACHER: Yeah. Good. See if there's anything else on the front page. OK?

STUDENT: OK.

STUDENT: On 74 to 76, where it says, "and fraudulently deprived of their most sacred rights, we insist they have immediate admission to all the rights and privileges which belong them as citizens of the United States."

TEACHER: So what of that is a "why?" Why they're doing this? Why they wrote this document?

STUDENT: I think they wrote it because in the Declaration of Independence, it's just men included. It's not women-- they're only talking about men.

TEACHER: OK. So where does it say that in this document? Where is that evidence in this document?

STUDENT: Well, it says, "all men."

TEACHER: OK. So that goes back to line 11 on the front, right?

STUDENT: Yeah.

TEACHER: Great. So that would be a definite piece of evidence. Is there another why in the part that Alexia just read?

STUDENT: It says, "women to feel themselves aggrieved, oppressed, and fraudulently deprived--

TEACHER: Keep going.

STUDENT: --of their most sacred rights."

TEACHER: So is that why they're writing this document?

STUDENT: Yes.

TEACHER: Who else thought that way?

STUDENT: African-Americans?

TEACHER: Yes, at some point, they thought that same way as well. But if we're talking about the Declaration of Independence--

STUDENT: The colonists disapproved from anywhere.

TEACHER: Did they feel that way? Did they feel that's how England was treating them?

STUDENT: Yes.

STUDENT: They didn't have any freedom.

TEACHER: OK. So that might be a reason why they chose to use this particular document to get their point across. Great. So just annotate that. Write that down. You guys got some good things there.

Why would these authors intentionally use the language and format of the Declaration of Independence to introduce their cause?

STUDENT: Because the authors feel themselves oppressed, like the colonists did before they declared their independence.

TEACHER: OK. Can you give me some evidence that backs up that big thinking?

STUDENT: 74 to 75, "and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights."

TEACHER: So that's what women are feeling. And who is depriving them, oppressing them, aggrieving them-- who's doing that to women?

STUDENT: The men are doing that.

TEACHER: Men are. OK? And Who deprived the colonists of those rights?

STUDENT: England.

STUDENT: England.

TEACHER: England. So that's why they're using that same language there, because they just want what? What do women want?

STUDENT: Rights.

STUDENT: Freedom.

TEACHER: They want rights, some freedom. They want some respect. Did the colonists ask for the same thing from England?

STUDENT: Yeah.

STUDENT: Yes.

TEACHER: So hey, the language is already there, let's use it.

STUDENT: What we were thinking about is the Declaration of Independence was originally made for white men, and then it went on to they were giving rights to more of men, but they're forgetting the woman. So we were saying that they introduced that, so they were telling the Declaration of Independence, hey, you forgot us. We should have the same rights as the men.

TEACHER: Is that addressed in here anywhere? Do you have evidence of that in this document?

STUDENT: In line 11, it says--

TEACHER: Go ahead and read line 11 for me.

STUDENT: It says, "we hold these truths to be self-evident-- that all men and women are created equal."

TEACHER: Great. So we know that they added that word "women", and that backs up exactly what you just said-- that they're trying to get that point across that women should be included in that equality and those rights.

Any questions? Or does anyone have anything else they want to add to what we've got going on? This was a long document when we got started, and we got all the way through it. It wasn't very difficult.

We're going to start the writing process tomorrow. OK? Go ahead and put this in your notebooks. Well done today. Hard work today.

