

9th Grade Lesson Plan

Women's History Month

Sojourner Truth



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 9th	Lesson: Sojourner Truth, Women's History Month, Black History Month

<p>OBJECTIVES: CCSS ELA RI 9-10. 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Write/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group 												
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of Write/Pair/Share Activity; copies of Sojourner Truth, "Ain't I a Woman?"; copies of Sojourner Truth Biography; copies of Chester Comix Seneca Falls Graphic Excerpt; copies Sojourner Truth Analysis Worksheet</p>												
<p>Engage: Hook the students</p>	<p>Hand out copies of copies of Write/Pair/Share Activity and copies of Sojourner Truth, "Ain't I a Woman?".</p> <p>Write/Pair/Share Activity-Pair the students with a partner. Explain the W/P/S directions. The students will write their answer, get with their partner, and share their answer.</p> <p>W/P/S : You will have 5 minutes to analyze the following passage: "Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?"</p> <p>At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.</p> <p>Play the YouTube Video, Alfre Woodard reads Sojourner Truth, "Ain't I A Woman?" https://youtu.be/4vr_vKsk_h8</p>												
<p>Explore: Students make sense of a concept through observations.</p>	<p>Hand out copies of the Sojourner Truth Analysis Worksheet.</p> <p>Hand out copies of the Sojourner Truth Biography. Students will read the biography.</p> <p>Play the YouTube Video, "The Electrifying Speeches of Sojourner Truth," Daina Ramey Berry, https://youtu.be/0sn8CUyvG2k</p> <p>Hand out copies of the Chester Comix Seneca Falls Graphic Excerpt. Read the comic excerpt.</p> <p>Hand out copies of the Sojourner Truth Analysis Worksheet. Students will complete the worksheet.</p>												
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<table style="width: 100%; border: none;"> <tr> <td>racket</td> <td>be in a fix</td> <td>borne</td> <td>charismatic</td> </tr> <tr> <td>out of kilter</td> <td>bear the lash</td> <td>abolition</td> <td></td> </tr> <tr> <td>twixt</td> <td>measure</td> <td>temperance</td> <td></td> </tr> </table>	racket	be in a fix	borne	charismatic	out of kilter	bear the lash	abolition		twixt	measure	temperance	
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<p>Elaborate: Students apply what they have learned.</p>	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>												
<p>Evaluate: assessment.</p>	<p>The teacher will choose which activities to use for assessment purposes.</p>												
<p>Enrichment/Service-Learning Project</p>	<p>Collaborate with your class members to think of a need in your community. Organize a project to fulfill that need for the greater good of your community.</p>												

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Name _____

Write-Pair-Share

You will have **5 minutes** to analyze the following passage: "Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?"

At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

---cut here-----cut here-----cut here---

Name _____

Write-Pair-Share

You will have **5 minutes** to analyze the following passage: "Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?"

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Sojourner Truth (1797-1883): Ain't I A Woman?

Delivered 1851

Women's Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Note:

There has been some discussion about the accuracy of various accounts of this speech as originally given and about some points of detail.

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Sojourner Truth

Edited by Debra Michals, PhD | 2015

A former slave, Sojourner Truth became an outspoken advocate for abolition, temperance, and civil and women's rights in the nineteenth century. Her Civil War work earned her an invitation to meet President Abraham Lincoln in 1864.

Truth was born Isabella Bomfree, a slave in Dutch-speaking Ulster County, New York in 1797. She was bought and sold four times, and subjected to harsh physical labor and violent punishments. In her teens, she was united with another slave with whom she had five children, beginning in 1815. In 1827—a year before New York's law freeing slaves was to take effect—Truth ran away with her infant Sophia to a nearby abolitionist family, the Van Wageners. The family bought her freedom for twenty dollars and helped Truth successfully sue for the return of her five-year-old-son Peter, who was illegally sold into slavery in Alabama.

Truth moved to New York City in 1828, where she worked for a local minister. By the early 1830s, she participated in the religious revivals that were sweeping the state and became a charismatic speaker. In 1843, she declared that the Spirit called on her to preach the truth, renaming herself Sojourner Truth.

As an itinerant preacher, Truth met abolitionists William Lloyd Garrison and Frederick Douglass. Garrison's anti-slavery organization encouraged Truth to give speeches about the evils of slavery. She never learned to read or write. In 1850, she dictated what would become her autobiography—*The Narrative of Sojourner Truth*—to Olive Gilbert, who assisted in its publication. Truth survived on sales of the book, which also brought her national recognition. She met women's rights activists, including Elizabeth Cady Stanton and Susan B. Anthony, as well as temperance advocates—both causes she quickly championed.

In 1851, Truth began a lecture tour that included a women's rights conference in Akron, Ohio, where she delivered her famous "Ain't I a Woman?" speech. In it, she challenged prevailing notions of racial and gender inferiority and inequality by reminding listeners of her combined strength (Truth was nearly six feet tall) and female status. Truth ultimately split with Douglass, who believed suffrage for formerly enslaved men should come before women's suffrage; she thought both should occur simultaneously.

During the 1850's, Truth settled in Battle Creek, Michigan, where three of her daughters lived. She continued speaking nationally and helped slaves escape to freedom. When the Civil War started, Truth urged young men to join the Union cause and organized supplies for black troops. After the war, she was honored with an invitation to the White House and became involved with the Freedmen's Bureau, helping freed slaves find jobs and build new lives. While in Washington, DC, she lobbied against segregation, and in the mid-1860s, when a streetcar conductor tried to violently block her from riding, she ensured his arrest and won her subsequent case. In the late 1860s, she collected thousands of signatures on a petition to provide former slaves with land, though Congress never took action. Nearly blind and deaf towards the end of her life, Truth spent her final years in Michigan.

Michals, Debra. "Sojourner Truth." National Women's History Museum. 2015. www.womenshistory.org/education-resources/biographies/sojourner-truth.

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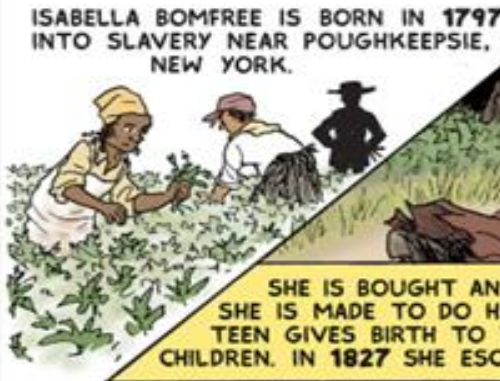
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Chester Comix Seneca Falls Excerpt


SOJOURNER TRUTH

TRAVELING
PREACHER
FOR EQUALITY

ISABELLA BOMFREE IS BORN IN 1797 INTO SLAVERY NEAR POUGHKEEPSIE, NEW YORK.




SHE IS BOUGHT AND SOLD FOUR TIMES. SHE IS MADE TO DO HARD LABOR AND AS A TEEN GIVES BIRTH TO THE FIRST OF FIVE CHILDREN. IN 1827 SHE ESCAPES TO FREEDOM.



SHE HELPS THE POOR IN NEW YORK CITY FOR 15 YEARS, THEN CHANGES HER NAME FOR A NEW MISSION:


GOD CALLS ME TO TRAVEL, SPEAKING AS "SOJOURNER TRUTH"!

SHE DOES NOT GO TO THE WOMEN'S RIGHTS MEET IN **SENECA FALLS, NEW YORK**, IN 1848.




BUT MY FRIEND FRED DOUGLASS GOES!

SHE DOES SPEAK AT A WOMEN'S RIGHTS EVENT IN WORCESTER, MASSACHUSETTS, IN 1850.




THE PEOPLE WHO HATE SLAVERY AND SUPPORT WOMEN'S RIGHTS ARE FIGHTING HARDER THESE DAYS.



NOW WHAT?!


THE COMPROMISE OF 1850 forces everyone to act as slavecatchers for Southern men.

SOJOURNER GOES TO A WOMEN'S RIGHTS CONFERENCE IN AKRON, OHIO, IN 1851.



WHEN A MAN SAYS WOMEN CANNOT BE EQUAL TO MEN BECAUSE WOMEN ARE WEAKER, SHE REPLIES:

WOMEN'S RIGHTS LEADER **SUSAN B. ANTHONY** SAYS OF SOJOURNER:



I HAVE AS MUCH MUSCLE AS ANY MAN! I CAN DO AS MUCH WORK AS YOU. I HAVE PLOWED, REAPED AND HUSKED, CHOPPED AND MOWED. I CAN CARRY AS MUCH AS ANY MAN AND EAT AS MUCH, TOO - AND

Ain't I a Woman?!!

"SHE COMBINED THE TWO MOST HATED ELEMENTS: SHE WAS BLACK AND A WOMAN- AND ALL THE INSULTS THAT COULD BE CAST ON COLOR AND SEX WERE HURLED AT HER. BUT SHE STOOD, CALM AND DIGNIFIED, A GRAND, WISE WOMAN WHO COULDN'T READ OR WRITE AND YET COULD PENETRATE THE VERY SOUL OF THE UNIVERSE."

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Sojourner Truth Analysis Worksheet

Directions: After reading the Sojourner Truth Biography, viewing the Sojourner Truth YouTube video, and reading the Sojourner Truth graphic page, analyze the various accounts of Sojourner Truth told in each different medium. Determining which details are emphasized in each account.

BIOGRAPHY

YouTube Video

GRAPHIC

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Service-Learning Project

- 1. Define Community Service**-Community service is unpaid work performed by a person or group of people for the benefit and betterment of their community.
- 2. Explain** that community service can take many different forms. (For example, students in the 1942-45 yearbooks conducted scrap drives and bought war stamps to support the war effort. Maybe you can hold a canned food drive for your local food bank, or raise money to help a local charity that provides food and other necessities for a local animal shelter, or providing school supplies for students whose families may have fallen on hard times.)
- 3. Describe** some of the opportunities available for your students to perform a community service project in your local community or school.
- 4. Brainstorm** ideas for a Service-Learning Project your students can perform! Think about needs your local Veterans may have or your local community or school.
- 5. Pick a Project**-Discuss the various ideas from the Brainstorming Activity, allow the students to vote or choose a project they can complete as a class. Choose a name for the project. Tell students to write the name of their project on the Service-Learning form.
- 6. Discuss** the next steps for their project. Tell the students to list the steps on the Service-Learning form. (This should include making a poster, like the Rosie the Riveter "We Can Do It" poster, to advertise their project.)
- 7. Examine** ways parents, family members and friends can help your class with their Service-Learning Project. Tell the students to write this on their Service-Learning form.
- 8. Decide** a Start and End date for your project. Tell the students to write the dates on their Service-Learning form.
- 9. Attach** a note to the Service-Learning Project form to send home to parents, letting them know their child will be participating in the project. The type of project your class decides to do will determine how much help they may need from parents and family members. For example, if they decide to clean up around the school playground, they may only need disposable gloves and trash bags.
- 10. Conduct** a debriefing when the project is complete. Ask students to write a short paragraph about their project. Explain to students that "service" does not have to be military service-they can "Serve" in many different ways!
- 11.** Make sure you send an email to teach@wreathsasscrossamerica.org telling us what kind of project your class completed, include pictures! Put your school's name and project name in the subject line of the email!! We look forward to hearing from you!!

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Student Name _____ **Service-Learning Project Form**

	Write the name of your class project here:
	Write the steps for your project here:
	How can my family & friends help?
	Date your class project will START: _____ Date your class project will END: _____