

**P. Cohen**

**SUBJECT: English-Grade 10**

**AIM:** How does Sojourner Truth use rhetorical devices to advance her argument for equality for ALL during the Women's Suffrage Movement?

<b>10th-11th Grade English Language Arts Learning Standards</b>	10-11W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  10-11W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters  10-11R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
<b>SEL Quick Write:</b>	1. How important is gender equality to a fully evolved society? 2. Are all men ( <i>universal term for men and women</i> ) created equal today?
<b>STUDENT ACTIVITY</b>	Students will address the quick write.  Students will discuss rhetorical appeals and how individuals can persuade utilizing ethos, pathos, and logos (see attached handout).  Students will read "Ain't I a Woman"-Sojourner Truth.  Students will analyze the rhetorical appeals used by S.T. to strengthen her argument for equality for ALL women; not just White women.