



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 1: Lesson 3**

## **Analyzing Text Structure & Summarizing Text:** **“Equal Rights for Women” by Shirley Chisholm**



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**Analyzing Text Structure & Summarizing Text:**  
“Equal Rights for Women” by Shirley Chisholm

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)  
I can identify the argument and specific claims in a text. (RI.8.8)

**Supporting Learning Targets**

- I can analyze the structure of a specific paragraph in “Equal Rights for Women,” including the role of a particular sentence in developing a key concept.
- I can analyze the development of a central idea in “Equal Rights for Women.”
- I can identify specific claims that Shirley Chisholm makes in “Equal Rights for Women.”

**Ongoing Assessment**

- Annotated text “Equal Rights for Women”



| Agenda   | Teaching Notes  |
|--|---|
| <p><b>1. Opening</b></p> <p>A. Introducing Discussion Appointments (8 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Guided Practice: Analyzing Paragraph Structure (15 minutes)</p> <p>B. Annotating the Text of “Equal Rights for Women” by Shirley Chisholm (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Based on Chisholm’s speech, add to your Taking a Stand: Frayer Model handout.</p> | <ul style="list-style-type: none"><li>• Students set up “Discussion Appointments” with five peers; these appointments will be used for peer conversation throughout this module. This new routine builds on students’ work in their “numbered heads” group in Module 1, gradually encouraging students to work with more and more of their classmates. These discussion structures support students’ mastery of SL.8.1.</li><li>• Students continue to work with Shirley Chisholm’s speech “Equal Rights for Women.” Having thought about the gist of the whole speech in Lesson 3, they now reread and annotate each section of the text for the gist.</li><li>• Be sure the text is chunked into sections (see Lesson 2 teaching note).</li><li>• In this lesson, students work together to analyze a paragraph structure before they annotate the sections of the speech for the gist. This sequence of activities is intentional. The skill of analyzing paragraph structure gives students one more tool to use when determining the gist of each section.</li><li>• Review: Fist to Five Protocol (see Appendix 1).</li></ul> |



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| Lesson Vocabulary  | Materials  |
|--|--|
| evaluate, objectively summarize; demeaning, “old darkey,” immorality, tokenism, oppression, evolutionary, unconscious, menial, sweeping, supremacist | <ul style="list-style-type: none"><li>• Instructions for Discussion Appointments (for Teacher Reference)</li><li>• Discussion Appointments handout (one per student)</li><li>• “Equal Rights for Women” (from Lesson 2; students’ own copies and one to display)</li><li>• “Equal Rights for Women”: Analyzing Text Structure Note-catcher (one per student and one for teacher modeling)</li><li>• Document camera</li><li>• “Equal Rights for Women”: Lesson 3 Close Reading Guide (for Teacher Reference)</li></ul> |



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| Opening   | Meeting Students’ Needs   |
|---|---|
| <p><b>A. Introducing Discussion Appointments (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students you are going to explain the new protocol for meeting with peers during Module 2. Distribute the Discussion Appointments handout. Tell students that this will be a way for them to have partner discussions with several of their classmates. Being able to talk to a lot of classmates will give them more ideas for discussing and writing about the texts during this module. Reinforce that discussion is one strong way to deepen their understanding of a text.</li><li>• Give the following directions for making Discussion Appointments:<ul style="list-style-type: none"><li>i. You will sign up for five appointments with five different partners.</li><li>ii. For each location on the map, you may have only one appointment.</li><li>iii. If someone asks you for an appointment and that location is available, you need to accept the appointment.</li><li>iv. In the blank next to each location, write the name of your appointment partner.</li><li>v. Once you have made all five appointments, return to your seat.</li></ul></li><li>• Give students 3 minutes to make their Discussion Appointments. Consider setting a timer to help them stay focused and do this task quickly. Circulate to support or clarify as needed.</li><li>• About halfway through this sign-up process, check with the students to see who needs appointments in various locations. You can do this by asking, for example: “Raise your hand if you need an appointment in Rochester.” As students raise their hands, match them up.</li><li>• Once they have their sheets filled out, ask students to return to their seats. Tell them that they will work with these Discussion Appointment partners regularly.</li><li>• Remind them that if their partner is absent on a given day or they do not have a partner for a particular location, they should report to you at the front of the room and you will tell them with whom to meet.</li></ul> | <ul style="list-style-type: none"><li>• Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text.</li></ul> |



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| Opening (continued)   | Meeting Students’ Needs |
|---|-------------------------|
| <p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to look at the learning targets while you read them aloud.               <ul style="list-style-type: none"> <li>* “I can analyze the structure of a specific paragraph in ‘Equal Rights for Women,’ including the role of a particular sentence in developing a key concept.”</li> <li>* “I can analyze the development of a central idea in ‘Equal Rights for Women.’”</li> <li>* “I can identify specific claims that Shirley Chisholm makes in ‘Equal Rights for Women.’”</li> </ul> </li> <li>• Remind students that they began to analyze Shirley Chisholm’s speech in the previous lesson. Today they will continue to read it closely, this time focusing on paragraph structure.</li> </ul> |                         |

| Work Time   | Meeting Students’ Needs   |
|---|---|
| <p><b>A. Guided Practice: Analyzing Paragraph Structure (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their copies of “<b>Equal Rights for Women.</b>” Let students know that now they will analyze the structure of a paragraph and the purpose of particular sentences in Chisholm’s speech.</li> <li>• Distribute the “<b>Equal Rights for Women</b>”: <b>Analyzing Text Structure Note-catcher</b> and display it on the document camera.</li> <li>• Point out that the Note-catcher will lead them through an analysis of the structure of Paragraph 10 in “Equal Rights for Women.” Ask students to work together on this with their Albany Discussion Appointment partner.</li> <li>• Refer to the “<b>Equal Rights for Women</b>”: <b>Lesson 3 Close Reading Guide</b> (for Teacher Reference) for guidance on how to support students in this portion of the lesson.</li> <li>• As students are working, circulate to ensure that students understand the analysis of the paragraph structure.</li> <li>• Once students are done, refocus the class. Cold call on groups to share their analyses of paragraph structure. Invite students to refine their Note-catchers based on the class discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyzing text structure supports students who struggle with reading and writing, particularly English language learners, because it gives students an explicit way to see how sentences build on one another to make meaning.</li> <li>• Talking as a whole class after a small group activity gives the teacher as well as students a chance to check understanding and correct any misconceptions.</li> </ul> |



Analyzing Text Structure & Summarizing Text:  
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| Work Time (continued)  | Meeting Students’ Needs   |
|--|---|
| <p><b>B. Annotating the Text of “Equal Rights for Women” by Shirley Chisholm (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Now that students have analyzed the structure of a paragraph, they will turn their attention to understanding the speech as a whole. Share with students that as the first step to understand how Chisholm is taking a stand, they will annotate the speech for the gist.</li> <li>• Invite students to look at their copies of “Equal Rights for Women.” Point out that their copy of the speech has sections marked on it, from A to F.</li> <li>• Display “Equal Rights for Women” on the document camera.</li> <li>• Model annotating a section for the gist. Read Section A aloud and notice that the idea of this section seems to be about women being discriminated against when they are looking for jobs. In the margin, annotate this section, writing something like: “Women are not able to get any job they want because people assume that women are different from men and so cannot hold the same jobs.”</li> <li>• Ask students to reread the rest of the speech with a partner and annotate Sections B–F for the gist as well as circle words that they don’t understand.</li> <li>• As students are working, circulate around the room. Make sure they understand the gist of each section:               <ul style="list-style-type: none"> <li>* Section B: Both women and African Americans have been discriminated against, but it’s getting better for African Americans and not for women.</li> <li>* Section C: Although women make up more than half the population, they have very few leadership jobs.</li> <li>* Section D: Awareness of discrimination against women is rising, and a law to protect women would help change attitudes.</li> <li>* Section E: The Equal Rights Amendment is important because current laws aren’t working to protect women.</li> <li>* Section F: Women don’t need special protection; they need equality.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> </ul> |



Analyzing Text Structure & Summarizing Text:  
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| Closing and Assessment  | Meeting Students’ Needs |
|---|-------------------------|
| <p><b>A. Debrief Learning Targets and Preview Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets one a time for the class. Ask students to rate themselves using Fist to Five on how confident they are that they have mastered each learning target.</li> <li>* “I can analyze the structure of a specific paragraph in ‘Equal Rights for Women,’ including the role of a particular sentence in developing a key concept.”</li> <li>* “I can analyze the development of a central idea in ‘Equal Rights for Women.’”</li> <li>* “I can identify specific claims that Shirley Chisholm makes in ‘Equal Rights for Women.’”</li> </ul> |                         |
| Homework  | Meeting Students’ Needs |
| <p><b>A. Based on Chisholm’s speech, add to your Taking a Stand: Frayer Model handout.</b></p> <p><i>Note: If many students rated themselves three or less on any of the learning targets, consider reviewing that skill in subsequent lessons.</i></p>   |                         |





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## Supporting Materials



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**Instructions for Discussion Appointments:**  
(For Teachers Reference)

- 1. Create a Discussion Appointment sheet with two to five appointments on it. Be sure that you use a visual that is related to the important content you are teaching at the time. For example, an elementary teacher could use a calendar or colored geometric shapes. Determine the number of appointments by how long you want to use the same sheet and how experienced your students are in moving and working together.**
- 2. Give students the sheet and tell them they will have a set amount of time to sign up with one person per appointment. Tell them to write their appointment's name on their sheets in the correct place.**
- 3. Also ask them to come to you if they cannot find an appointment for one of their slots. If you have an uneven number of students, one student at each appointment will not be able to get an appointment. That will be OK because as you use these appointments over time, some students will be absent, others will have lost their sheets, and some will come into class having missed the sign-up time. When students don't have an appointment, if they come to you, you can match them with others who do not have a person, or you can assign them to join another pair and form a committee of three. This process is usually very efficient, and everyone can begin work with his/her appointments quickly.**



Instructions for Discussion Appointments:

Make one appointment at each location.



Public domain map of the University of Texas Libraries.

In Albany: \_\_\_\_\_

In Buffalo: \_\_\_\_\_

In New York City: \_\_\_\_\_

In Syracuse: \_\_\_\_\_



“Equal Rights for Women”:  
Analyzing Text Structure Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Questions  | Notes |
|--|-------|
| <p>Reread Paragraph 10 and answer the following questions:</p> <p>Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?</p>   |       |
| <p>How is the second sentence related to this topic sentence? What job is it doing in the paragraph?</p>   |       |
| <p>Now look at the third sentence, beginning with “They submitted ...”</p> <p>Who are “they”?</p> <p>What do you think “submitted” means?</p> <p>Now that you know this, see if you can figure out what job this sentence is doing in the paragraph.</p> |       |
| <p>In the next sentence, what does the “same thing” refer to? What job is this sentence doing in the paragraph?</p>  |       |
| <p>With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?</p>   |       |



“Equal Rights for Women”:  
Lesson 3 Close Reading Guide  
(for Teacher Reference)

Time: 15 minutes

| Questions  | Notes  |
|--|--|
| <p>Reread Paragraph 10 and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?</li> </ol> | <p>Students will be working with partners to answer these questions about the structure of Paragraph 10. As students are working, circulate and check on their work. This teacher guide has possible answers as well as questions you can ask students if they need more support.</p> <p><i>Listen for students to say:</i><br/> <i>Paraphrase: Women have not fought for their rights before, so that was one reason women don't have equal rights.</i><br/> <i>The first sentence is the topic sentence. It shows the controlling idea of the paragraph.</i></p> <p>If students are struggling, ask questions like:<br/>           What is usually the job of the first sentence of a paragraph?<br/>           What is “the problem” that Chisholm refers to?<br/>           What does “aggressive” mean?</p> |
| <p>How is the second sentence related to this topic sentence? What job is it doing in the paragraph?</p>   | <p><i>Listen for students to say:</i><br/> <i>This sentence compares the lack of aggression of women to the lack of aggression in the fight for African American rights. It sets up the comparison that flows through the rest of the paragraph.</i></p> <p>If students are struggling, ask questions like:<br/>           What does Chisholm mean when she says “This” at the beginning of the sentence?<br/>           Who is the “black population”?<br/>           What do you know about African American history?</p>  |



**“Equal Rights for Women”:**  
Lesson 3 Close Reading Guide  
(for Teacher Reference)

Time: 15 minutes

| Questions   | Notes  |
|---|--|
| <p>Now look at the third sentence, beginning with “They submitted ...”<br/>Who are “they”?<br/>What do you think “submitted” means?<br/>Now that you know this, see if you can figure out what job this sentence is doing in the paragraph.</p> | <p><i>Listen for students to say:</i><br/>“They” refers to African Americans.<br/>“Submitted” means they went along with their place in society, without the same rights.<br/>The sentence explains how African Americans didn’t fight for their rights; it further develops the comparison between women and African Americans.</p> <p>If students are struggling, ask questions like:<br/>What does “oppression” mean?<br/>What might it mean to “submit to oppression”?<br/>What does “cooperated” mean?<br/>What is “it” at the end of the sentence?</p> |
| <p>In the next sentence, what does the “same thing” refer to? What job is this sentence doing in the paragraph?</p>   | <p><i>Listen for students to say:</i><br/>The “same thing” means that women also “submitted to oppression.”<br/>This sentence finishes the comparison between women and African Americans.</p> <p>If students are struggling, ask questions like:<br/>What was the purpose of the second sentence?<br/>How is this sentence related to the second sentence?</p>  |



**“Equal Rights for Women”:**  
Lesson 3 Close Reading Guide  
(for Teacher Reference)

Time: 15 minutes

| <b>Questions</b>   | <b>Notes</b>   |
|--|--|
| <p>With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?</p> | <p><i>Listen for students to say:</i></p> <p><i>Paraphrase: Younger people are starting to realize that women do not have equal rights and nothing is being done about it.</i></p> <p><i>This sentence brings back the idea that women haven't demanded their rights, but develops that idea further by saying that people are starting to become aware of the problem.</i></p> <p><i>Chisholm ends the paragraph this way because it shows that people, especially younger people, are ready for a change: to give women equal rights.</i></p> <p>If students are struggling, ask questions like:</p> <p>What is “this situation”?</p> <p>What is the “younger segment of the population”?</p> <p>What does “awareness” mean?</p> |