



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 1: Lesson 5**

## **Analyzing the Author’s Perspective:**

### **“Equal Rights for Women” by Shirley Chisholm**



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Analyzing the Author's Perspective:  
"Equal Rights for Women" by Shirley Chisholm

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine an author's point of view or purpose in informational text. (RI.8.6) I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can analyze Shirley Chisholm's perspective in "Equal Rights for Women."</li><li>I can analyze how Shirley Chisholm acknowledges and responds to conflicting viewpoints.</li></ul>	<ul style="list-style-type: none"><li>"Equal Rights for Women": Lesson 5 Close Reading</li></ul>



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Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Share Homework Summaries (3 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Chalk Talk: Questioning Texts, Perspective (18 minutes)</p> <p>B. Close Reading: Analyzing Conflicting Viewpoints (17 minutes)</p> <p><b>3. Closing and Assessments</b></p> <p>A. Revisit Learning Targets and Reflect on Close Reading (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Take your copy of “Equal Rights for Women” home with you and complete the vocabulary task.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students work with their Buffalo Discussion Appointment partner.</li> <li>• In advance: Prepare chart paper for the Chalk Talk. On each paper, write one of the following questions and post around the classroom:             <ul style="list-style-type: none"> <li>* What is Shirley Chisholm thinking and saying about discrimination against women?</li> <li>* Who is the intended audience of the speech?</li> <li>* What is Shirley Chisholm’s personal role in discrimination against women?</li> </ul> </li> <li>• If you have a big class, consider posting two of each question around the classroom so students can easily see the paper.</li> <li>• Review: Chalk Talk protocol (Appendix 1).</li> </ul>

Lesson Vocabulary	Materials
<p>perspective, conflicting viewpoints; demeaning, “old darkey,” immorality, tokenism, oppression, evolutionary, unconscious, menial, sweeping, supremacist</p>	<ul style="list-style-type: none"> <li>• Chart paper for Chalk Talk with questions prepared (new; teacher-created; see supporting material “Equal Rights for Women” Lesson 5 Close Reading Note-catcher for the Chalk Talk questions)</li> <li>• Markers (one per student)</li> <li>• “Equal Rights for Women”: Lesson 5 Close Reading Note-catcher (one per student)</li> <li>• “Equal Rights for Women”: Lesson 5 Close Reading Guide (for Teacher Reference)</li> <li>• Reading Closely: Guiding Questions document (from Lesson 2)</li> <li>• Lesson 5 homework: Vocabulary in “Equal Rights for Women” (one per student)</li> </ul>



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Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Share Homework Summaries (3 minutes)</b></p> <ul style="list-style-type: none"> <li>As students enter the classroom, ask them to meet with their Buffalo Discussion Appointment and share their summaries from their homework.</li> </ul>	
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the first learning target aloud:               <ul style="list-style-type: none"> <li>* “I can analyze Shirley Chisholm’s perspective in ‘Equal Rights for Women.’”</li> </ul> </li> <li>Invite students to talk to their partner about what perspective means. After a minute, refocus the class and cold call on one pair. Listen for them to say: “Perspective means point of view.” Clarify if necessary, ensuring that students understand that perspective and point of view mean the same thing.</li> <li>Read the second learning target aloud:               <ul style="list-style-type: none"> <li>* “I can analyze how Shirley Chisholm acknowledges and responds to conflicting viewpoints.”</li> </ul> </li> <li>Ask students to turn to their partner and compare the two learning targets: What do they have in common? Cold call on one or two pairs. Listen for: “Both learning targets are about viewpoints.” Clarify if necessary.</li> <li>Explain that today, the class will be rereading “Equal Rights for Women” and analyzing the different perspectives in it.</li> </ul>	



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Work Time	Meeting Students’ Needs
<p><b>A. Chalk Talk: Questioning Texts, Perspective (18 minutes)</b></p> <ul style="list-style-type: none"><li>– Be sure the chart paper with Chalk Talk questions are posted around the room.</li><li>– Distribute the “<b>Equal Rights for Women</b>” <b>Lesson 5 Close Reading Note-catcher</b> to students.</li><li>* Use the “<b>Equal Rights for Women</b>”: <b>Lesson 5 Close Reading Guide</b> (for Teacher Reference in supporting materials) to guide students through a Chalk Talk on text-dependent questions related to “Equal Rights for Women.”</li></ul>	<ul style="list-style-type: none"><li>• Chalk Talk provides a whole group space for all students to share their thoughts, ask questions, and respond. It supports students who need more time to process information as well as students who are less likely to participate in whole group discussions.</li></ul>
<p><b>B. Close Reading: Analyzing Conflicting Viewpoints (17 minutes)</b></p> <ul style="list-style-type: none"><li>• Continue to use the “Equal Rights for Women”: Lesson 5 Close Reading Guide to guide students through the analysis of perspective in the text.</li></ul>	



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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Revisit Learning Targets and Reflect on Close Reading (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Reread the learning targets aloud or ask several student volunteers to do so:               <ul style="list-style-type: none"> <li>* “I can analyze Shirley Chisholm’s perspective in ‘Equal Rights for Women.’”</li> <li>* “I can analyze how Shirley Chisholm acknowledges and responds to conflicting viewpoints.”</li> </ul> </li> <li>• Give students specific positive praise for strong thinking you noticed as they worked with the Shirley Chisholm speech (in this lesson as well as based on your observational data from previous lessons).</li> <li>• Tell them that now they have a chance to reflect on what they have done over the past four lessons.</li> <li>• Invite students to pull out their Reading Closely: Guiding Questions document (or distribute a fresh handout). Remind them that they worked with this resource during Module 1 as well.</li> <li>• Invite students to read over it and ask them to place a star next to questions they have worked on in the past four lessons with Chisholm’s speech. Model briefly if needed.</li> <li>• Watch for students to place stars by the following:               <ul style="list-style-type: none"> <li>* Who is the author?</li> <li>* What is the title?</li> <li>* What type of text is it?</li> <li>* Why has the author structured the sentences and paragraphs this way?</li> <li>* What key words or phrases do I notice as I read?</li> <li>* What words or phrases are critical for my understanding of the text?</li> <li>* What is the author thinking and saying about the topic or theme?</li> <li>* Who is the intended audience of the text?</li> <li>* What is the author’s personal role in the topic or themes?</li> </ul> </li> <li>• Emphasize that this resource is something they can continue using throughout the year as a form of coaching for themselves on the many questions close readers ask themselves as they work with complex text.</li> </ul>	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Probe with students about which of these questions felt particularly helpful as they dug into analyzing Chisholm's speech, and why.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Take your copy of "Equal Rights for Women" home with you and complete vocabulary in "Equal Rights for Women."</p> <p><i>Note: In Lesson 6, students will engage in a World Café protocol (see Appendix 1). Please review this protocol in advance to visualize necessary preparation.</i></p>	



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## Supporting Materials



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**“Equal Rights for Women”:**  
Close Reading Note-catcher

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

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

<b>Chalk Talk Questions</b>	<b>Notes</b>
1. What is Shirley Chisholm thinking and saying about discrimination against women?	
2. Who is the intended audience of this speech?	
3. What is Shirley Chisholm’s personal role in discrimination against women?	
4. Reread the speech. Where does Chisholm acknowledge other viewpoints?	
5. How does Chisholm respond to these other viewpoints?	
6. Why does Chisholm identify other viewpoints?	



**“Equal Rights for Women”**  
Close Reading Guide  
(For Teacher Reference)

Time: 35 minutes total

<b>Work Time Part A: Chalk Talk (18 minutes)</b>	<b>Teacher Guide</b>
(Students Participate in Chalk Talk)	<p>Explain that students will engage in a Chalk Talk.</p> <p>Set expectations that students should do this silently; the goal of silence is for everyone to get a chance to think and contribute to the “discussion.” Let students know that they will have a chance to talk afterward.</p> <p>Point out the chart paper for Chalk Talk with questions prepared and let students know that they will have 10 minutes for this Chalk Talk.</p> <p>Distribute markers and invite students to get started. □</p> <p>As students are writing, circulate. Feel free to guide the students by writing questions on the chart paper for students to consider, especially:</p> <ul style="list-style-type: none"><li>* How do you know?</li><li>* Why does it matter?</li></ul>



“Equal Rights for Women”

Close Reading Guide  
(For Teacher Reference)

Time: 35 minutes total

<b>Work Time Part A: Chalk Talk (18 minutes)</b>	<b>Teacher Guide</b>
<p>1. What is Shirley Chisholm thinking and saying about discrimination against women?</p> <p>2. Who is the intended audience of the speech?</p> <p>3. What is Shirley Chisholm’s personal role in discrimination against women?</p>	<p>Ask students to sit down, still with their Buffalo Discussion Appointment partner.</p> <p>Distribute the <b>“Equal Rights for Women”: Lesson 5 Close Reading Note-catcher</b>.</p> <p>Point out that the three questions from the Chalk Talk are also on the Note-catcher. Tell students that they will begin the debrief from the Chalk Talk as a class by first discussing each question with their partner and jotting down notes on their Note-catcher. Provide students 5 minutes for this partner debrief. Students will be able to add to their notes with the whole class discussion.</p> <p>Lead a debrief with the class. Continue to push students by asking: “How do you know?” and “Why does it matter?”</p> <p>Listen for students to say things like:</p> <ul style="list-style-type: none"> <li>a. “Chisholm’s perspective on discrimination against women is that it is common and people aren’t aware of it yet.”</li> <li>b. “Chisholm believes an Equal Rights Amendment will help people recognize that women aren’t treated equally and start to change that.”</li> <li>c. “The intended audience is Congress because they are the ones who would need to pass the Equal Rights Amendment.”</li> <li>d. “Chisholm’s personal role is that she has faced discrimination as a woman.”</li> </ul>



“Equal Rights for Women”

Close Reading Guide  
(For Teacher Reference)

Time: 35 minutes total

<b>Work Time Part B: Text-Dependent Questions (17 minutes)</b>	<b>Teacher Guide</b>
<p>4. Reread the speech. Where does Chisholm acknowledge other viewpoints?</p>	<p>Invite students to read the next question on their Note-catcher. Then have them reread the speech with their partner by paired reading and take notes on their thinking as they work on answering the question.</p> <p>As students are working, circulate and check for understanding. Make sure students are referring often to their texts.</p> <p>Refocus the class and cold call on pairs to share their answers. Encourage students to revise their notes as others share.</p> <p><i>Answer: Chisholm acknowledges two other viewpoints:</i></p> <ul style="list-style-type: none"><li>A. <i>“One is that women are already protected under the law and do not need legislation.” (Paragraph 13)</i></li><li>B. <i>“A second argument often heard against the Equal Rights Amendment is that it would eliminate legislation that many States and the Federal Government have enacted giving special protection to women and that it would throw the marriage and divorce laws into chaos.” (Paragraph 15)</i></li></ul>



“Equal Rights for Women”

Close Reading Guide  
(For Teacher Reference)

Time: 35 minutes total

Work Time Part B: Text-Dependent Questions (17 minutes)	Teacher Guide
<p>5. How does Chisholm respond to these other viewpoints?</p>	<p>Repeat the three bulleted steps in number 4.</p> <p><i>Answer Key: Chisholm’s response is:</i></p> <p>A. <i>“Existing laws are not adequate to secure equal rights for women.” She lists examples in Paragraphs 13 and 14:</i></p> <ul style="list-style-type: none"> <li>i. Women have lower-paying jobs.</li> <li>ii. Women are not in upper-level jobs.</li> <li>iii. Women do not have the opportunities men do.</li> <li>iv. Women who do not conform are stigmatized.</li> </ul> <p>B. <i>“As for the marriage laws, they are due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books.” She continues:</i></p> <ul style="list-style-type: none"> <li>i. Women don’t need special protection.</li> <li>ii. The United States needs laws to protect all workers, not just women.</li> </ul>
<p>6. Why does Chisholm identify other viewpoints?</p>	<p>Repeat the three bulleted steps in number 4.</p> <p><i>Answer: By acknowledging the other viewpoints, Chisholm strengthens her claim because she uses evidence to show why those who disagree with her are wrong.</i></p>



**Homework:**

Vocabulary in “Equal Rights for Women”

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

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

**Directions:** In the chart below, write the words you circled in “Equal Rights for Women.” Do your best to infer the meaning of the word from the context and write it in the second column. Then, using a dictionary, check your inferred meaning and write the dictionary definition in the third column.

Dictionary Definition						
Inferred Meaning						
Paragraph Number						
Word						