

# cobblestone®

## WOMEN TRAILBLAZERS OF THE 1800S

In this issue, students explore stories of women who helped change the course of US history by fighting against slavery and fighting for women's rights. Students will dive into the backgrounds, personal histories, and motivations of Mary Ann Shadd Cary, Sarah and Angelina Grimke, and Sojourner Truth.

## CONVERSATION QUESTION

How did women help shape the debate over slavery and women's rights in the United States?

## TEACHING OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key female figures in United States history
- Students will analyze multiple factors that influenced the perspectives of people during different historical eras
- Students will illustrate historical and contemporary means of changing society
- Students will analyze connections among events and developments in broader historical contexts
- Students will use a map to analyze a historical development
- Students will create a timeline
- Students will use details from a text to write a historical narrative



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Mary Ann Shadd Cary: Publisher**  
Expository Nonfiction, ~950L
- **The Grimke Sisters: Abolitionists**  
Expository Nonfiction, ~850L
- **Sojourner Truth: Speaker**  
Expository Nonfiction, ~850L

Mary Ann Shadd Cary:  
Publisher

pp. 9–11, Expository Nonfiction

Learn how Mary Ann Shadd Cary became an influential anti-slavery publisher and advocate of women's rights.



## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key female figures in US history
- Students will analyze multiple factors that influenced the perspectives of people during different historical eras
- Students will use a map to analyze a historical development

## KEY VOCABULARY

- **rights (p. 9)** what a person is or should be morally or legally allowed to have, get, or do
- **abolitionist (p. 9)** a person who wants to stop or abolish slavery
- **activists (p. 10)** people who use or support strong actions to bring about changes in politics or society

## ENGAGE

**Conversation Question:** How did women help shape the debate over slavery and women's rights in the United States?

Ask students to think about how people reacted to women who spoke out about social issues in the 19th century. Did society accept them and support their messages? Why or why not?

## INTRODUCE VOCABULARY

Define each word with students. Then arrange the class in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the selection.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did some states pass laws prohibiting the education of free blacks?
- Why was Shadd Cary not accepted by some other anti-slavery activists?
- Why did Shadd Cary hire a male editor for her anti-slavery publication?

## SKILL FOCUS: Analyze Perspectives

**INSTRUCT:** Remind students that this text describes factors that influenced the people's perspectives in the 18th century on women activists. Divide the class into groups of three to four and then pose this question: *How did different groups in society view Shadd Cary's activism? Why?* Explain to students that typically, there are multiple factors that influence people's perspectives in any given historical era. Work with students to come up with a list of some of these factors, making sure the factors of gender, race, and social status are included.

**ASSESS:** Instruct each group to reread the article and discuss the questions in the Read & Discuss section above. Tell students their task is to identify at least three factors that influenced people's perspectives on Shadd Cary's actions.

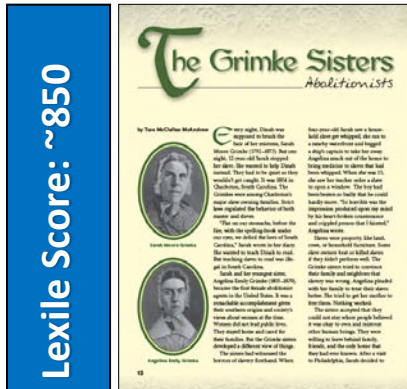
## EXTEND

**Social Studies** Have students look at the map on page 11. Then ask students to use details from the text as well as their own research to make a copy of the map, displaying routes that African Americans used to cross into Canada in the 19th century.

## The Grimke Sisters: Abolitionists

pp. 12–16, Expository Nonfiction

Discover the important role the Grimke sisters played in the 19th-century anti-slavery movement and how their efforts led them to fight for equal rights for women.



## RESOURCES

- Creating Social Change Organizer

## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key female figures in United States history
- Students will illustrate historical and contemporary means of changing societies
- Students will create a timeline

## KEY VOCABULARY

- **prominent (p. 14)** important or famous
- **public life (p. 14)** aspects of social life that are happening in the open, as opposed to more private social interaction with families or private groups
- **suffrage (p. 16)** the right to vote in an election

## ENGAGE

**Conversation Question:** How did women help shape the debate over slavery and women’s rights in the United States?

Have students share what they know about social status of women in the 18th century. What roles were women expected to play? What were women legally prevented from doing? Ask students to identify differences between women’s social status in that period and today.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text based on the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did the Grimke sisters want to get involved in the anti-slavery movement?
- Which groups did the Grimke sisters join in their effort to abolish slavery?
- What methods did the Grimke sisters use to effect change in society?

## SKILL FOCUS: Illustrate Examples

**INSTRUCT:** Tell students that to illustrate examples from history means to show how a specific event or development is an example of a general idea. Explain that the general idea they’ve been focusing on in this article is “changing society.” Explain to students that the ways that individuals work to create social change are diverse and that the article presents several ways the Grimke sisters sought to change society. Ask volunteers to identify some of these ways.

**ASSESS:** Give pairs of students ten minutes to complete the top section of the *Creating Social Change* organizer. Then have partners share their answers with the class. Remind partners to cite text details in their answers. Next, hold a class discussion by asking students to hypothesize how individuals today might attempt to create social change. Finally, have them record their ideas and suggestions in the bottom section of the organizer.

## EXTEND

**Social Studies** The Grimke sisters’ story stretches over a large period of time. Invite students to create a timeline, marking at least ten important events in the Grimke sisters’ lives.

## Creating Social Change

Although the basic idea of social change remains the same, the ways that individuals and groups create social change has expanded from the past to the present. In the chart below, fill in details from the text.

**Methods of Creating Social Change**  
(i.e., write articles)

**Details from the Text about These Methods**

\_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

**Compare to Today:** Think about the different ways the Grimke sisters attempted to change society in the 19th century. Then make two comparisons to how similar individuals might attempt to change society today. What is the same? What is different? (Hint: What methods of communication might they use?)

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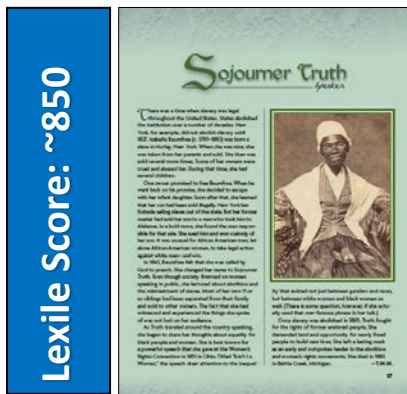
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# Cobblestone® Teacher Guide: March 2018

## Sojourner Truth: Speaker

### p. 17, Expository Nonfiction

Discover the reasons why Isabella Baumfree came to call herself Sojourner Truth and how she fought for change for African Americans and women.



## OBJECTIVES

- Students will read and analyze a nonfiction article
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- Students will analyze connections among events and developments in broader historical contexts
- Students will use details from a text to write a historical narrative

## KEY VOCABULARY

- **forbade** (p. 17) said that something was not allowed
- **custody** (p. 17) the legal right to take care of a child
- **abolition** (p. 17) the act of abolishing slavery

## ENGAGE

**Conversation Question:** How did women help shape the debate over slavery and women’s rights in the United States?

Ask students to share what they know about Sojourner Truth and the Underground Railroad. Then have students brainstorm things they would like to know about Sojourner Truth and list these on the board. Tell students to see how many questions they can answer as they read this article.

## INTRODUCE VOCABULARY

Define each word with students. Then have students write sentences using the words. Invite volunteers to share their sentences with the class. Finally, tell students to look for these words as they read.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did Sojourner Truth’s social status change over time?
- What important events occurred in Truth’s life?
- What methods did Truth use to promote the end of slavery and establish women’s rights?

## SKILL FOCUS: Analyze Context

**INSTRUCT:** Tell students that analyzing historical context—the political, economic, religious, and social conditions of a time and place—helps historians understand why individual events and developments occurred and how they were significant. Have students reread the article to identify and describe the larger historical context in which Sojourner Truth lived her life.

**ASSESS:** Have students work in pairs to explain how historical context helps them understand the significance of the actions Sojourner Truth took in her life.

## EXTEND

**English Language Arts** Have students use details from the text to write a historical fiction narrative about Sojourner Truth’s life, using either a first-person narrator (*I, me, my*) or third-person narrator (*he, she, they*).