

Lesson 11

Language Skills Development

Using colons

Time Required: 15 minutes

Preparation: Write the following sentences on the chalkboard or onto an overhead transparency:

1. The concert will begin at 8 15 in the evening
2. Many of the following animals are endangered the orangutan, the peregrine falcon, the brown spotted owl, and the panda bear.
3. Three factors affect the survival of endangered animals pesticides, preservation of habitat, and air quality.
4. His doctor's appointment was for 10 45 in the morning.
5. Several baseball teams were in the tournament the Dodgers, the Blue Jays, the Mariners, and the Yankees.

(Write the following sentence on the chalkboard. At 7 15 the following teams will play in the playoffs the Dolphins, the Salsa, and the Black Hawks.) *Read this sentence.*

(Signal.) *At 7:15 the following teams will play in the playoffs: the Dolphins, the Salsa, the Bears, and the Black Hawks.*

You are going to learn about a punctuation mark called a colon. (Write a colon on the chalkboard.) This punctuation mark is called a colon. What is this punctuation mark called? (Signal.) A colon.

(Point to the space between 7 and 15.) *When you write the time you need to put a colon between the hour and the minutes. What punctuation mark do you need to put between the hour and the minutes when you write the time? (Signal.) A colon. (Write a colon between the 7 and 15.)*

Here's another rule about when you use a colon. You write a colon to introduce a list. Tell me the rule about when you use a colon. (Signal.) You write a colon to introduce a list. (Read aloud.) At 7:15 the following teams will play in the playoffs. This part of the sentence introduces the list of teams that will play. What does this part of the sentence do? (Signal.) Introduce the list of teams that will play.

(Draw finger under the first part of the sentence. Point to the space after the word playoffs.) *This part of the sentence introduces the list of teams that will play in the playoffs so I need to write a colon before the list. (Write a colon after the word playoffs.)*

(Point to the sentences on the chalkboard or transparency. *You will copy these sentences onto a piece of lined paper with correct punctuation. Next, you will write one sentence that states the time with correct punctuation. Finally, you will write two sentences that contain a list with correct punctuation.*

The Ballot Box

by Emily Arnold McCully

Examining the Book

This is the book that we are going to read and discuss today. (Point to the title.) Emily Arnold McCully wrote this book, and she also created the illustrations for *The Ballot Box*. Who is the author of *The Ballot Box*? (Signal.) *Emily Arnold McCully*. Who illustrated *The Ballot Box*? (Signal.) *Emily Arnold McCully*.

Reading the Book

I'm going to read this book aloud to you, and show you the illustrations. (Read the book with minimal interruptions.)

OR

You may also wish to have your students take turns reading parts of the book aloud to classmates. Remind students of the conventions of being effective speakers and listeners.

Discussing the Book

What happened to Mrs. Stanton when she was a little girl? (Call on a student. Idea: *Her older brother Eleazur died.*) Why did Mrs. Stanton try so hard to learn Greek and to ride a horse? (Call on a student. Idea: *She wanted to make her father as proud as her brother did, she wanted to be as good as any boy.*) What did Elizabeth Stanton's father say to her after she won the prize at school? (Call on a student. Idea: *You should have been a boy.*) **What did she want her father to say instead?** (Call on a student. Idea: *You're as good as any boy.*)

How did Mrs. Stanton show courage in this story? (Call on a student. Idea: *She stayed strong even though the men in the town mocked her and tried to embarrass her.*) **How did Mrs. Stanton stand up for her rights?** (Call on a student. Ideas: *She demanded to be treated as a citizen of the United States. She demanded that she be allowed to vote for president.*) **How did Cordelia show that she had just as much courage as Mrs.**

Stanton? (Call on a student. Idea: *She jumped Old Jule over a four-foot fence to prove that she was a good horsewoman.*)

(Read students the author's note at the back of the book.) *When were women allowed to vote for the first time?* (Signal.) *In 1920. What other rights did Elizabeth Stanton and Susan B. Anthony fight for women?* (Call on different students. Ideas: *Equal educational, economic, and professional opportunities.*)

Activity

Reading/Writing

Title: *Using Point Form to Construct an Outline*

Time Required: 30 minutes

Materials Required: BLM 11, one copy for each student

Procedure

1. (Give each student a copy of BLM 11.) This is an information passage. It tells you important information about Elizabeth Cady Stanton. What does this passage tell you? (Signal.) *Important information about Elizabeth Cady Stanton.*
2. When we scan a passage, we read it over very quickly to find certain words or information. I'll read some important words and phrases from the passage. As I read them aloud, find and touch under the words I read. I'm going to read quickly, so listen carefully. Ready. New York, inferior, justice system, Henry Stanton, abolition of slavery, Women's Rights Convention, Seneca Falls, gender equality, World War I, U.S. Congress, Nineteenth Amendment. (As you read each word or phrase, check to make sure that students are touching under the correct word or phrase.)
3. Now let's read and discuss the passage. (Call on different students to read a portion of the passage aloud. Discuss the main ideas of the passage.)
4. Today you are going to learn about making an outline from what you read. An outline is a plan that helps you organize information about what you read. What's an outline? (Signal.) *A plan that helps you organize information about what you read.*
5. Touch the title **Outline**. You will reread the passage about Elizabeth Cady Stanton and then make an outline. When we make outlines we use Roman numerals to show the most important heading. When do we use Roman numerals? (Signal.) *When we want to show the most important heading. We use capital letters to show the details about the most important heading. When do we use capital letters?* (Signal.) *When we want to show the details about the most important heading.*
6. Fill in the outline. (Check.)
7. (You may wish to mark the outline with the class after all students have completed the assignment. As students mark, have them make corrections to their outlines.)

8. (You may wish to have students write a paragraph to summarize information about Elizabeth Cady Stanton, using the information from their outlines. Encourage students to apply the skills that they have learned in the language skill development lessons as they edit and proofread their work.)

Technology

(Have student use the Internet or electronic encyclopedias to find further information about the fight for women's right to vote. There are excellent videos on various historical social movements. Some word processing programs may also be used to facilitate the construction of an outline.)

ELIZABETH CADY STANTON



ADDITIONAL LITERATURE

Following are some additional titles that your students may enjoy during and following this lesson.

They Led the Way by Johanna Johnston

You Want Women to Vote, Lizzie Stanton? by Jean Fritz

Elizabeth Cady Stanton by Lucile Davis

I. Background

Elizabeth Cady was born in 1815 in **New York** State. She was the daughter of a court judge. While working with her father, she became increasingly aware of how both in law and in society, women were regarded as **inferior** to men.

II. Her Challenge

While working with her father, Elizabeth saw many women mistreated by the **justice system**. She decided to dedicate her life to gaining equal rights for women. In 1840 she married **Henry Stanton**, a man dedicated to the **abolition of slavery**. Both Elizabeth and her husband believed in the equality of all people.

In 1848 Elizabeth Stanton organized a **Women's Rights Convention at Seneca Falls**, New York. Sixty women and thirty-two men attended this convention. Elizabeth drew up a woman's bill of rights that was the basis of what many women wanted. They wanted the right to vote, the right to education, the right to equal access to trades and professions, and the right to own property.

She founded a women's rights newspaper and until her death in 1902 she pursued her dream of gender equality.

III. Results of her Work

As time passed, more and more people supported the idea of **gender equality**. By the end of **World War I** (1918), there were 20 million women working outside the home, and their voices demanded what Elizabeth Stanton had worked for. In response to this demand, the **U.S. Congress** passed the **Nineteenth Amendment** that gave equal voting rights to women.

OUTLINE ELIZABETH CADY STANTON

I. Background

- A. Born in _____ in _____
- B. Father a _____ and she _____ with him

II. Her Challenge

- A. She saw how justice system _____ women
- B. Dedicated her life to _____
- C. In 1848 Elizabeth organized _____
and drew up _____
 1. Right to:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
- D. Founded a _____ newspaper

III. Results of Her Work

- A. U.S. Congress passed the _____ that gave _____