

**Ain't I a Woman?
Sojourner Truth**

Sojourner Truth, "Ain't I a Woman?" Women's Convention, Akron, Ohio, 28-29
May 1851.

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"Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women of the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?"

That man over there says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I could have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man- when I could get it- and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [Intellect, somebody whispers] That's it, honey. What's that got to do with women's rights or negro's rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure-full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say."

Secondary Note-Taking Guide: Supporting Students in Accessing Complex Texts

Analysis of Open-ended, Text-Dependent Questions

Question	Open-ended? <i>AND</i> Text-dependent?	Rationale
1. What does Truth say about intellect in paragraph three? Do you agree with her?		
2. What moments do you find most compelling in advancing the speaker’s argument? Explain what makes them compelling.		
3. Who is the speaker? What do we know about her? How do we know?		
4. How many children did Sojourner Truth have?		
5. List all the reasons Truth believes that women should have equal rights.		
6. What methods does Truth use to build and support her argument? How does each method work?		
7. How do you think Truth felt after she gave her speech?		
8. Describe the structure of the speech. How is it appropriate for her purpose and audience?		
Revisions to “Non-Examples”:		

Reflection Questions

- How can the *Patterned Way of Reading, Writing and Talking* be used to support students in accessing complex texts and meeting the expectations of the Common Core?
- How do the concepts of multiple close readings and open-ended, text-dependent questions influence the way you think about your practice?

Activity #1: Analyzing Open-Ended, Text-Dependent Questions

Question	Open-ended? <i>AND</i> Text Dependent?	Rationale
1. What does Truth say about intellect in paragraph three? Do you agree with her?	No	Close-ended in the first part of the question; the second part asks students to go outside of the text in order to answer – it is making a text-to-self connection rather than focusing on what the text says.
2. What moments do you find most compelling in advancing the speaker’s argument? Explain what makes them compelling.	Yes	Students must focus on the text itself – it’s not about what moments are compelling to them personally, but what advances the speaker’s argument.
3. Who is the speaker? What do we know about her? How do we know?	Yes	Open-ended in terms of students being able to show what they know about the speaker based on evidence from the text to the best of their ability.
4. How many children did Sojourner Truth have?	No	Close-ended - looking for a specific, short response.
5. List all the reasons Truth believes that women should have equal rights.	No	Close-ended - looking for a specific response.
6. What methods does Truth use to build and support her argument? How does each method work?	Yes	Students can identify a variety of methods and need to use evidence from the text to explain how each method works.
7. How do you think Truth felt after she gave her speech?	No	The answer to this would require going outside of the text into conjecture.
8. Describe the structure of the speech. How is it appropriate for her purpose and audience?	Yes	Students can take different approaches to describing this structure and would need to carefully study and thoroughly comprehend the text in order to explain how it is appropriate for her purpose and audience.