

A Plea for the Oppressed

Lucy Stanton

How does Stanton turn private sympathy into a public obligation?

TOTAL TIME	TUMBLETA PASSAGE LOCATION
30 minutes	Closing appeal - from the family analogy to the vision of freedom

TEACHER SETUP

Open the work in the Enhanced Reader and cue the span using the START and END anchors below.

START	Mother, sister, by your own deep sorrow of heart;
END	breathing of God, of love, and of universal freedom.
PASSAGE ID	sec-stanton-plea-01

THE MOVE

Analyze how a speaker moves from an intimate analogy to a collective moral demand.

WHY THIS PASSAGE

Stanton asks listeners to imagine slavery through familiar bonds of family affection, then expands that feeling into duty. The close transforms sympathy from an emotion into a reason for action.

MARK

Underline words tied to family feeling. Circle imperatives asking the audience to act. Box the shift from individual sympathy to universal freedom.

NOTICE

- Why address "Mother, sister" rather than an abstract public?
- How does the family story prepare the moral appeal?
- What happens to the scale of the argument in the final vision?

THINK

Answer provisionally: How does Stanton turn private sympathy into a public obligation? Choose the strongest interpretation you can defend from this passage alone.

WRITE

Write a short evidence-based response. Use at least two details from the assigned passage and explain how they support your interpretation.

CLOSE

Name the single detail that most changed or sharpened your interpretation, and say why.

STRONG ANSWER

Stanton begins with emotions her audience already recognizes and then refuses to let those emotions remain private. If family love matters, she argues, that sympathy must extend to people denied freedom, turning feeling into moral responsibility.

EVIDENCE

Use one family-based appeal and one sentence that broadens the obligation.

WATCH FOR

Do not summarize the antislavery message. Explain the rhetorical bridge from private feeling to public action.

SOLO

Read independently.

SUPPORTED

Narration + highlighting.

LISTENING

Listen; same evidence task.

STUDENT PAGE · GRADE 11 · LESSON 334

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WORK	A Plea for the Oppressed
TUMBLETA PASSAGE LOCATION	Closing appeal - from the family analogy to the vision of freedom
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Your teacher will open or cue the work in the Enhanced Reader. Use the location and verbatim anchors below to confirm the assigned span.

START

Mother, sister, by your own deep sorrow of heart;

END

breathing of God, of love, and of universal freedom.

READ / LISTEN TO THE ASSIGNED PASSAGE SOLO: read independently. SUPPORTED: use narration and highlighting. LISTENING: listen to the assigned passage. The question and evidence task stay the same.

1. MARK Underline words tied to family feeling. Circle imperatives asking the audience to act. Box the shift from individual sympathy to universal freedom.
2. NOTICE Why address "Mother, sister" rather than an abstract public? How does the family story prepare the moral appeal? What happens to the scale of the argument in the final vision?
3. THINK Answer provisionally: How does Stanton turn private sympathy into a public obligation?
4. WRITE Write a short response using at least two pieces of evidence from this passage.
5. CLOSE Name the single detail that most changed or sharpened your interpretation, and say why.