

Name \_\_\_\_\_

anticipation	defy	entitled	neutral
outspoken	reserved	sought	unequal

Use each pair of vocabulary words in a single sentence.

- 1. anticipation, reserved

\_\_\_\_\_  
\_\_\_\_\_

- 2. defy, unequal

\_\_\_\_\_  
\_\_\_\_\_

- 3. entitled, outspoken

\_\_\_\_\_  
\_\_\_\_\_

- 4. neutral, sought

\_\_\_\_\_  
\_\_\_\_\_

Comprehension: **Author's Point of View Graphic Organizer**

Name \_\_\_\_\_

Read the selection. Complete the author's point of view graphic organizer.

<b>Details</b>	<b>Author's Point of View</b>



Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to recognize and remember what you learned.

### A Warrior for Women's Rights

13 In January 1917, a group of women marched silently in front of the  
 16 White House. Each carried a banner asking for the right to vote. One  
 26 banner read, "Mr. President, how long must women wait for liberty?"  
 37 These women, called Silent Sentinels, picketed outside the White House  
 47 almost every day for eighteen months. Passersby attacked the women and  
 58 called them names, but the demonstrators continued their silent march.

68 These women were the first ever to protest in front of the White House.  
 82 Their leader was a brave young woman named Alice Paul.

### 92 Becoming a Suffragette

95 Alice Paul was born in 1885 in Moorestown, New Jersey. She came  
 107 from a Quaker family that believed in women's education and women's  
 118 equality, uncommon beliefs for the time. Her mother worked for women's  
 129 suffrage and brought young Alice to her suffrage meetings.

138 Paul graduated high school at the top of her class and went on to  
 152 college. She earned degrees in biology and sociology before going to  
 163 England to study social work.

168 Her stay in England transformed Paul. She met Emmeline and  
 178 Christabel Pankhurst, leaders of the women's suffrage movement in  
 187 England. They taught Paul a new way to fight for women's equality.

199 American suffragists had chosen quieter ways to push for women's  
 209 rights. They wrote letters, passed around petitions, and held private  
 219 meetings with political leaders. English suffragists believed in "deeds, not  
 229 words." They held parades. They formed picket lines. They went on hunger  
 241 strikes. Alice Paul returned to the United States with a fighting spirit.

Name \_\_\_\_\_

### Taking to the Streets

Alice Paul had always been shy, but she was not afraid of confrontation. She learned in England that confrontation was the best way to bring attention to the issue of women's suffrage.

Her first act as a leader in the American suffrage movement was to organize a parade in Washington, D.C. She scheduled the parade for the day before President Woodrow Wilson took office. On March 3, 1913, thousands of women marched down Pennsylvania Avenue carrying banners demanding the right to vote. The marchers were attacked, and the police did very little to help them. Despite the attacks, Paul got what she wanted: attention for her cause.

Four years later, when women still did not have the vote, Paul organized the Silent Sentinels. Again, the police did not protect the protestors. Instead, they arrested the women. Each day, a few more were arrested. At first, the women were released quickly. As their picketing continued, however, their jail sentences became longer.

In October 1917, Paul was arrested for organizing the protests. She and the other suffragists were mistreated in jail. Newspapers printed stories about the women's treatment. The stories earned public sympathy for the women.

President Wilson announced that he supported Paul's cause. In 1918, he sent Congress a constitutional amendment that would give women the right to vote. Two years later, the amendment—the 19th—became law.

### A Tireless Crusader

Paul's efforts to achieve women's equality did not end with the passage of the 19<sup>th</sup> Amendment. In 1921, she wrote the Equal Rights Amendment, which sought to protect women against discrimination. She fought for its passage until her death in 1977.



Women protested in front of the White House for their right to vote.

Library of Congress Prints and Photographs Division [LC-USZ62-31799]

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What descriptions and details from the first two paragraphs help you determine the author's point of view?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. How do the headings throughout the passage connect to the author's point of view?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. After reading the entire passage, how would you summarize the author's point of view?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## A Rolling Movement

When he was 14 years old, Ed Roberts became paralyzed from polio. In his twenties he sought admission to college but was told that his physical condition made it too problematic. Ed protested and gained acceptance. He started a group of physically challenged students on campus called “The Rolling Quads” to improve access to services and facilities. Throughout his life, Ed founded and supported similar groups around the world. For that reason he is known as the “father of the independent living movement.”



Digital Vision

**In the United States there are laws and acts that protect the rights of all students.**

**Answer the questions about the text.**

**1. What kind of text is this? How do you know?**

---



---

**2. What text features does this text include?**

---



---

**3. How does the title relate to the text?**

---



---

**4. What additional information does the photo and its caption provide?**

---



---

Name \_\_\_\_\_

**Circle any prefixes or suffixes in the word in bold in each sentence. Then write the meaning of the word on the line.**

1. Passersby attacked the women and called them names, but the **demonstrators** continued their silent march.

Word meaning: \_\_\_\_\_

2. She came from a Quaker family that believed in women's education and women's equality, **uncommon** beliefs for the time.

Word meaning: \_\_\_\_\_

3. She earned degrees in **biology** and sociology before going to England to study social work.

Word meaning: \_\_\_\_\_

4. Her stay in England **transformed** Paul.

Word meaning: \_\_\_\_\_

5. Alice Paul had always been shy, but she was not afraid of **confrontation**.

Word meaning: \_\_\_\_\_

6. She and the other suffragists were **mistreated** in jail.

Word meaning: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Circle the accented syllable in each underlined word. Use a dictionary to help you.**

1. The new puppy seemed quite content on the blanket.
2. The paper insert slipped out of the magazine.
3. I hope they will not desert us here in the forest.
4. Why did the coach subject us to a tough practice?
5. We tried to insert the coins into the machine.
6. She went to the desert to photograph sand dunes.

**B. Read each sentence. Write the part of speech of the underlined word.**

7. There is no excuse for bad manners. \_\_\_\_\_
8. Will you please excuse me for a moment? \_\_\_\_\_
9. Dad was present for the student play. \_\_\_\_\_
10. Mom wrapped the present in newspaper. \_\_\_\_\_
11. They will present the award at noon. \_\_\_\_\_
12. Which subject in school is your favorite? \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that shows how the author used sequence to structure the text.

<b>Topic sentence</b>	→	The author of “A Warrior for Women’s Rights” uses sequence to show how Alice Paul became a crusader for women’s rights.
<b>Evidence</b>	→	The text opens with a 1917 march. Then the author goes back to 1885, Paul’s birth year, and tells Paul’s story in chronological order. The author describes Paul’s childhood and studies in England. Showing events in the order in which they happened, the author describes Paul’s transformation into a crusader.
<b>Concluding statement</b>	→	The author structures the text by using transition words <i>to show sequence</i> .

**Write a paragraph about the text you have chosen. Show how effectively the author used a text structure, such as sequence of events or cause and effect. Cite evidence from the text. Remember to use transition words to link ideas and to show agreement between subject pronouns and verbs.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

