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| 1. ***What can people do to bring about a positive change?***   **Positive *means “good” or “helpful.” A positive change is a change that helps make something better. At one time, women in the United States could not vote. Many people thought that was unfair. They worked hard to pass a new law. Finally, they were able to make a positive change. A new law was passed, and women were allowed to vote. People work for change to improve their lives. In the photograph on pages 262-263 in the Reading/Writing Workshop, we see women marching. These outspoken women expressed their beliefs to change the law.* Outspoken *means “honest or open.” At one time in our country, women could not vote. Many women disagreed with this law. They marched to defy, or resist, the law and challenge the rules. Due to the actions of these outspoken women and others who shared their views,*** |

2A

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| ***later worked to end segregation in schools. This is how Frederick Douglass brought about positive change for African Americans. In* Rosa*, the story tells us that people can bring about a positive change by standing up for what they know is right and supporting their fellow citizens. Rosa Parks took a stand against segregation because she knew that it was not right. The author’s use of figurative language helps me understand how Rosa’s determination and courage led to change. Rosa took a stand against injustice and inspired other to do the same. They brought a change within the civil rights movement. On page 303, I read how Rosa refused to give up her seat. On page 310, I read how people refuse to take buses to show solidarity against the treatment of black people. On page 299, the author uses a simile to shows that Rosa takes pride in herself. On page 304, black people were*** |

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| ***worried because they knew the situation could get ugly. On page 308, the author uses a simile to show the determination black people will need. In “Our Voices, Our Votes,” African Americans and women got the right to vote by holding protests, rallies, and organizing conventions. Both the suffrage movements and the movement to end segregation fought laws that did not treat people as equals. People in both movements held big rallies and other kinds of protests. Those fighting for voting rights signed petitions, while people fighting segregation refused to ride buses. In both movements, people risked arrest. Both movements were successful. Each led to new laws that granted equal rights. On pages 317-318, I read about how both groups held protests and rallies, sometimes coming together to support each other’s cause. On page 310 of* Rosa*, I read about the rally*** |

1B

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| ***women gained the right to vote in 1920. In “Frederick Douglass: Freedom’s Voice,” we learn that Frederick’s early life was difficult. He used to work very hard on huge farms. If he disobeyed his “master,” he would beat Frederick. When he was in his early twenties, he escaped North to find freedom. He married, changed his name, and moved to New York. There, he heard about the abolitionist movement. He began to speak against slavery. While he was listening to a speech, the lecturer asked Douglass to speak. Douglass told about the horrors of slavery. When he finished, the spectators gave him a standing ovation. One spectator, William Lloyd Garrison, even gave Frederick a job as a full-time lecturer. After that, Frederick wrote a book that made him famous and revealed that he was a fugitive. He went to speak in Great Britain to stay safe. He also started a newspaper and*** |

3A

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| ***that occurred. This action helped pave the way for equal rights. On page 318 of “Our Voices, Our Votes,” I read about all of the petitions demanding change. Both authors use sequence and cause and effect to present the events that led to equal rights in America. The use of these text structures helps the reader see how each event is related to an earlier event. At the beginning of Rosa, the author discussed what everyday life was like for Rosa Parks in Montgomery, Alabama. One day, Rosa’s daily routine quickly took an unexpected turn—she was arrested because she refused to give up her seat on the bus to a white person. Later that night, in peaceful protest, people decided not to ride Montgomery’s buses. After nearly a year of more protests and rallies, the United States Supreme Court ruled that segregation was illegal. “Our Voices, Our Votes” details the long journey*** |

4A

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| 1. ***Anticipation: Anticipation is the act of expecting something to happen.*** 2. ***Defy: When you defy a rule, you resist it or refuse to obey it.*** 3. ***Entitled: If you are entitled, you qualify or have a right to do something.*** 4. ***Neutral: A person who is neutral does not support or agree with either side of an argument.*** 5. ***Outspoken: An outspoken person is honest and says what he or she thinks.*** 6. ***Reserved: If something is reserved, it is saved for a purpose or a special person.*** 7. ***Sought: If her sought the lost treasure, he went looking for it.*** 8. ***Unequal: Things that are unequal are not the same.*** |

4B

“Frederick Douglass: Freedom’s Voice”

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| 1. ***How does the text’s introduction help readers understand its genre?***   ***The heading “Growing Up with Slavery” tells me that the text will begin with Frederick’s childhood as an enslaved person. This tells me that events will be told in sequence, similar to many biographies.***   1. ***How can we summarize the first two paragraphs of the story?***   ***After Frederick escaped to freedom in New York, he married, moved to Massachusetts, and changed his name to avoid slave catchers. He met abolitionists whose ideas inspired him, and he began speaking against slavery at church meetings.*** |

3B

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| ***women and African Americans faced before they were allowed to vote in America. Initially, only men who owned land were allowed to vote. Finally, after more than a century of petitions, civil disobedience, and protests, the right to vote was granted to all citizens. They’d won a hard-fought battle. In conclusion, the text structures for both selections show how people engaged in important events over periods of time in a struggle for equal rights. Those events changed history.*** |

5A

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| 1. ***How can we access complex text in “Frederick Douglass: Freedom’s Voice”?***   ***Prior Knowledge:***  ***“Frederick Douglass: Freedom’s Voice” describes a time in history about which we may need background information. Slavery was legal in the United States until 1865, when it was abolished by the Thirteenth Amendment. Enslaved people were denied basic rights and freedoms granted by the United States Constitution. The Anti-Slavery Society was established in 1833. Frederick Douglass spoke for the Massachusetts Anti-Slavery Society.*** |

6A

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| 1. ***What comprehension skill can we use in “Frederick Douglass: Freedom’s Voice”?***   ***Author’s Point of View:***  ***An author’s point of view is the author’s attitude toward the person or subject he or she is writing about. We can figure out an author’s point of view by looking at the details, descriptions, and the reasons and evidence for points the author makes. For example, on page 267, the author’s words tell that she thinks highly of Frederick. She says that coming from slavery and learning to read are two reasons that he became a great civil rights leader.*** |

6B

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| |  | | --- | | ***Details:*** | | ***He would become a great civil rights leader.*** | | ***Frederick had a difficult life in slavery.*** | | ***Love of words and his own courage inspired him.*** | | ***Author’s Point of View:*** | | ***Frederick is an extraordinary person because he became a great civil rights leader in spite of his difficult beginnings in life.*** | |

5B

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| 1. ***What comprehension strategy can we use in “Frederick Douglass: Freedom’s Voice”?***   ***Summarize:***  ***When we summarize, we sort out the most important ideas and key details and retell them in our own words. This helps us recognize and remember what we have learned. Summaries should include facts, and not opinions about the content. For example, to make sure we understand the most important details of the first section of “Frederick Douglass: Freedom’s Voice” on page 267, we can summarize the most important points. Frederick Douglass spent the first twenty years of his life in slavery. He was sent away from his mother at an early age, was punished by his “master,” and was taught to read by a slave holder’s wife. Learning to read inspired him.*** |

7A

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| 1. ***What is the genre of “Frederick Douglass: Freedom’s Voice”?***   ***Biography:***  ***A biography tells facts about the life of a real person, describes the person’s talents and achievements, is often written in logical order, and often includes photographs and captions. For example, we can tell that “Frederick Douglass: Freedom’s Voice” is a biography. Frederick Douglass was a real person, and the photographs show real people and events. Photographs help readers better visualize the world of the subject of a biography. Captions provide additional information. The selection tells about his talents and achievements, and the events are told in a logical order.*** |

8A

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| 1. ***Why did the author write this text using sequence as the primary text structure?***   ***The author used sequence to show how Frederick Douglass’s life changed as he grew older. As a child, Frederick lived in slavery. He escaped enslavement in 1838. Many changes followed, and in 1841 he’d given an abolitionist speech that led to a job as a full-time lecturer. Later in life, Douglass moved to Great Britain out of concern for his safety. When he returned, he started an antislavery newspaper and worked to end segregation. This sequence of events shows how Frederick went from being enslaved to becoming a voice for African-American freedom.*** |

8B

*Rosa*

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| 1. ***How can we access complex text on page 299?***   ***Connection of Ideas:***  ***Authors of biographies approach their subjects in different ways. Some life stories may begin with a person’s birth, while others may begin around the time the subject of the biography becomes famous. The details in the first two paragraphs tells us that, at the time the story begins, Rosa is married to a barber; her mom lives with them; Christmas is coming; and Rosa works as a seamstress. Her life is not out of the ordinary.***   1. ***Trimming: Material used to decorate the edges of clothing.*** 2. ***What is the author’s craft on page 299?***   ***Figurative Language:***  ***The author says that “the needle and thread flew through her hands like the gold spinning from Rumpelstiltskin’s loom.” This suggests that Rosa is an excellent seamstress and cares about the quality of her work.*** |

7B

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| 1. ***What vocabulary strategy can we use in “Frederick Douglass: Freedom’s Voice”?***   ***Prefixes and Suffixes:***  ***Prefixes are added to beginnings of words and change their meaning. The prefix* un- *means “not,” as in* unsure*. The prefix* en- *means “to make,” as in* enlarge. *Suffixes are added to the ends of words and change their meanings. For example, the suffix* -ly­ *means “in a specified manner,” as in* slowly. *The suffixes* -er *and* -or *means “a person who,” such as in* writer *and* actor*. For example, when we read the word* enslaved *in the first paragraph of “Frederick Douglass: Freedom’s Voice” on page 267, we can use the prefix* en- *to figure out the meaning of the word. Since* en- *means “to make,”* enslaved *must mean “made a slave.”*** |

9A

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| 1. ***What comprehension skill can we use on page 300?***   ***Author’s Point of View:***   |  | | --- | | ***Details:*** | | ***The author calls the custom of entering the bus from the rear “evil.”*** | | ***Rosa had to get off the bus after she paid and enter the bus from the rear.*** | | ***Author’s Point of View:*** | | ***The author strongly dislikes the way blacks were made to ride the bus.*** | |

10A

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| 1. ***How can we access complex text on pages 300-301?***   ***Prior Knowledge:***  ***After slavery was abolished and the Civil War ended, many states passed Jim Crow laws, which created a segregated society. Blacks had to use separate facilities, including parks, cemeteries, restaurants, and theaters. Seats on a bus were also segregated. This idea of “separate but equal” denied many of the civil rights that blacks were guaranteed by the Fourteenth and Fifteenth Amendments. Segregation lasted well into the 1950s and 1960s, when the Civil Rights Movement began a new era of equality and justice for all Americans.***   1. ***What is the text feature on page 301?***   ***Illustrations:***  ***The illustrations help me visualize how crowded the bus was and helps me picture where Rosa was sitting.*** |

10B

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| 1. ***Supervisor: Boss*** 2. ***Frequently: Often*** 3. ***Pleasantries: Polite conversation*** 4. ***How does the author help you visualize what Rosa was like? (C)***   ***The author helps me understand what Rosa was like by showing that she lives an ordinary life and is a caring person. For example, the text says, “She puts her sewing bag and purse on her knees trying not to crowd Jimmy’s father,” “She daydreams about her good day,” an “She plans a special meal for her husband.” This helps me visualize Rosa being considerate and concerned about others.***   1. ***What is the genre of the text on page 303?***   ***Biography:***  ***A biography gives facts and details about a real person. We know that this text is a biography because the author gives the names of real people, such as James Blake, the bus driver, and the boy named Jimmy.*** |

9B

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| 1. ***What comprehension strategy can we use on page 301?***   ***Summarize:***  ***When we read, we summarize important ideas and details to help me remember what we’ve learned. Where Rosa chose to sit is important since the author describes it in detail. We might summarize the first two paragraphs on page 301 like this: The section of the bus that was set aside for blacks was full, so Rosa sat in the neutral section, where people of either race could sit.*** |

11A

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| 1. ***What comprehension skill can we use on page 303?***   ***Author’s Point of View:***   |  | | --- | | ***Details:*** | | ***Rosa had a quiet strength.*** | | ***Rosa wasn’t afraid.*** | | ***Rosa wouldn’t give in to that which was wrong.*** | | ***Author’s Point of View:*** | | ***Rosa was right to refuse to give up her seat.*** | |

12A

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| 1. ***Why would Mrs. Parks’s actions lead the bus driver to call the police?***   ***Mrs. Parks refused to give up her seat when the bus became full, and this made the bus driver angry.***   1. ***What is the author’s craft on page 303?***   ***Mood:***  ***Rosa is staying calm and quiet, but the situation around her is becoming very tense. The author uses the word* bellowed *to describe the bus driver’s exclamation to the black people on the bus. It is a strong word that helps the reader imagine how loud and forcefully the bus driver was yelling. The word* threatened *signals to the reader that something bad is going to happen.***   1. ***What is the author’s craft on page 304?***   ***Repetition:***  ***The author repeats the word* tired*. Repeating shows Rosa’s frustration and emphasizes her feelings.*** |

12B

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| 1. ***What comprehension strategy can we use on page 304?***   ***Summarize:***  ***The author lists many examples that explain why Rosa was tired, such as having separate lunch counters and drinking fountains. All the examples relate to being unequal to white people. Rosa was tired of having to be separate and not being treated equally.***   1. ***How can we access complex text on page 304?***   ***Prior Knowledge:***  ***In 1954, in the court case* Brown v. Board of Education*, the Supreme Court made segregation in schools unconstitutional. This decision was an important moment in history because the court stated that “separate but equal” was not equal at all. In the years that followed, other segregation laws were eventually overturned as well. But these changes took time, and meanwhile, a great deal of inequality remained.*** |

11B

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| 1. ***How can we access complex text on page 303?***   ***Connection of Ideas:***  ***The tone shifts on page 303. To understand the shift, we should connect to the text on page 301 that says Rosa is daydreaming. The bus driver bellowed at Rosa and surprised her. This was because Rosa was daydreaming, so she probably did not hear the bus driver the first time he asked her to give up her seat. The author does not explicitly say why Rosa was asked to give up her seat, so we must use what we’ve already read to make an inference. The bus got full, and the driver expected Rosa to give her seat to a white passenger. Rosa’s reaction tells us that she was quiet but strong and willing to stand up for herself.***   1. ***Potential: Possibility*** |

13A

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| 1. ***How can we ask and answer questions on page 304?***   ***We can generate a question of our own about the text to share. To find the answer, we can try rereading. For example, we can ask, “Why did Rosa decide to say ‘no’?” Rosa said “no” because she knew her mother and grandmother would want her to be strong, she knew she was ready for this, and she had the strength of many people in her.***   1. ***How do you know what Rosa thinks and how she feels as she sits on the bus waiting for the police? (C)***   ***I know what Rosa is thinking and feeling on the bus because the author shows the history behind her action and lets us see her prepare herself for what is to come. For example, Rosa thinks about the people who stood tall for civil rights, she recites* Brown v. Board of Education*, she feels tired, she thinks of all the “Colored” entrances, balconies, taxis, and fountains, and she thinks of her mother and grandmother. This shows that Rosa remembers those who stood up for injustice and reminds herself that she is doing this for herself, and many other people too.*** |

14A

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| 1. ***How can we access complex text on page 306?***   ***Specific Vocabulary:***  ***The context clues that help me to understand the meaning of* furtively *is “looked around.” The suffix* -ly *means “in what manner.” So,* furtively *must mean “in a sly or sneaky manner.” Jo Ann Robinson doesn’t want other people to hear what she is about to say.***   1. ***How did the community respond to Mrs. Parks’s arrest?***   ***It agreed with her and supported her actions.***   1. ***Designated: Specifically assigned.*** 2. ***Undermine: Weaken*** |

14B

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| 1. ***What comprehension skill can we use on page 308?***   ***Author’s Point of View:***   |  | | --- | | ***Details:*** | | ***Black people were still treated badly.*** | | ***Emmett Till was viciously lynched, but his killers were freed.*** | | ***Author’s Point of View:*** | | ***The author is understanding of people’s frustration and agrees that it was time to take a stand.*** |  1. ***What vocabulary strategy can we use on page 308?***   ***Prefixes and Suffixes:***  ***The prefix* in- *means “not,” and* justice *means “fair treatment.” So,* injustice *means “treatment that is not fair.”*** |

13B

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| 1. ***What comprehension skills can we use on pages 306-307?***   ***Make Inferences:***  ***Jo Ann Robinson is probably planning to find a way to help Rosa Parks. The evidence that supports this is, “Jo Ann Robinson was the president of the Women’s Political Council, and she called a meeting at the office after hearing about Rosa’s arrest.***  ***Author’s Point of View:***   |  | | --- | | ***Details:*** | | ***They could be arrested for trespassing.*** | | ***They worked to undermine a vicious law.*** | | ***They stood under Rosa’s umbrella of courage.*** | | ***Author’s Point of View:*** | | ***The women were courageous. They wouldn’t let fear get in the way of doing the right thing.*** | |

15A

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| 1. ***How can we access complex text on page 308?***   ***Connection of Ideas:***  ***Although blacks and whites could attend the same schools after the ruling, other public places remained segregated. Mentioning Emmett Till helps readers see this was a dangerous time for blacks in America. This event brings more meaning to Rosa Parks’s stand because it shows how brave she was and that she knew it was a dangerous thing to do. Martin Luther King, Jr. was a black leader. He wanted people of all races to be treated the same. He gave speeches and led marches to try to change the laws that treated people unequally.*** |

16A

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| 1. ***Why does the author use Martin Luther King, Jr.’s quote? (C)***   ***The author uses Martin Luther King, Jr.’s quote to help me understand that black people were tired of being treated unfairly and were ready to boycott buses and stand together as long as it took to get justice. For example, the text says, “until justice runs down like water,” which means that water is available for everyone and justice should be too, and “righteousness like a mighty stream,” which means that the actions of the people are powerful and will not stop.***   1. ***What comprehension skill can we use on page 310?***   ***Make Inferences:***  ***The people walked in rain, in hot sun, in early morning, late at night, on Christmas and Easter and other holidays, for about a year. This evidence shows that they were not going to give up.*** |

16B

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| 1. ***How can we ask and answer questions on page 310?***   ***We can generate a question of our own about the text and share it with a partner. To find the answer, we can try rereading. For example, we might ask, “How were the citizens of Montgomery able to walk for such a long time?” When we reread, we see that people around the country were proud of the marchers and donated shoes, coats, and money so that the people of Montgomery could keep walking.*** |

15B

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| 1. ***What comprehension strategy can we use on page 308?***   ***Summarize:***  ***We can summarize to make sure we understand important ideas and details. The women put up posters urging people to stay off buses and walk in support of Rosa. Many people agreed to the actions. They got together and chose Martin Luther King, Jr., to speak for them. He said to walk instead of ride buses until there was justice.*** |

17A

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| 1. ***Bound: Connected.*** 2. ***Sustain: Support*** 3. ***How can we access complex text on page 310?***   ***Organization:***  ***Authors usually organize biographies chronologically, in time order. However, they don’t always give dates or use sequence words. The first paragraph on page 310 says that the citizens of Montgomery have been walking for almost a year. We know because the author uses Christmas as a time marker: They began walking at Christmas and them they walked until it was almost Christmas of the following year.*** |

18A

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| 1. ***What comprehension skill can we use on page 313?***   ***Author’s Point of View:***   |  | | --- | | ***Details:*** | | ***The Supreme Court ruled that segregation on buses was illegal.*** | | ***The Constitution makes no provisions for second-class citizenship.*** | | ***We are all equal and protected under the law.*** | | ***Author’s Point of View:*** | | ***Rosa Parks changed the nation by forcing the Supreme Court to acknowledge that segregation was wrong.*** | |

18B

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| 1. ***How can we access complex text on page 313?***   ***Specific Vocabulary:***  ***We can use word parts or a dictionary to help us figure out the meaning of an unfamiliar word. For example, the prefix* il- *means “against.” So,* illegal *means “against the law.” Similarly, the word* provision *is an allowance. We can also use context clues. Using context clues, we see that* second-class citizenship *means that some citizens aren’t as good as others and not all citizens are equal.*** |

17B

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| 1. ***How can we connect to content in* Rosa*?***   ***Civic and Political Participation:***  ***Good citizens don’t just follow the rules. They go beyond basic civic and political responsibilities to improve government and society by questioning unfair laws and standing up for civil rights. Above, we read about how the citizens of Montgomery boycotted the bus and staged a walk as a form of nonviolent protest of segregation laws. Boycotts and protests are examples of ways that citizens have effected change in America throughout the country’s history.***   1. ***How does the author feel about the citizens’ actions?***   ***The author is proud of the citizens’ actions. She admires the way they walked in all conditions and still didn’t give up.*** |

19A

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| 1. ***Why do you think Nikki Giovanni chose to write about Rosa Parks?***   ***Nikki Giovanni was born in Tennessee and grew up in Lincoln Heights, Ohio. Today she lives in Virginia, where she is a professor of English at Virginia Polytechnic Institute and State University. However, being an educator is just one of the many hats Nikki wears. She is also a poet and writer of more than 30 books for children and adults. Many of her books and poems focus on the idea that an individual has the power to make a difference in the world.*** |

20A

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| 1. ***What is the author’s craft in* Rosa*?***   ***Figurative Language:***  ***Metaphors help the reader better understand the text. The metaphor on page 307 is “they would stan under the umbrella of courage Rosa Parks had offered, keeping off the rains of fear and self-disgust.” The author includes this metaphor because it lets readers know that Rosa Parks was an inspiration to others. Because of her courage and determination, others were willing to join the fight.***   1. ***What did Rosa and other in the community do to bring about positive change?***   ***The author’s use of figurative language helps me understand how Rosa’s determination and courage led to change. Rosa took a stand against injustice and inspired other to do the same. They brought a change within the civil rights movement. On page 303, I read how Rosa refused to give up her seat. On page 310, I read how people refuse to take buses to show solidarity against the treatment of black people. On page 299, the author uses a simile to shows that Rosa takes pride in herself. On page 304, black people were worried because they knew the situation could get ugly. On page 308, the author uses a simile to show the determination black people will need.*** |

20B

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| 1. ***How can we access complex text on page 317?***   ***Specific Vocabulary:***  **Suffrage *in the first paragraph means the right to vote. The writers of the U.S. Constitution knew that the body of laws they had created was not perfect. They therefore included in it a process by which laws could be changed, or amended, if enough states voted in favor of the amendments.***   1. ***What comprehension strategy can we use on page 316?***   ***Summarize:***  ***We can summarize what Abigail Adams felt about representation. Like men, women didn’t want to be bound by laws passed without representation.*** |

19B

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| 1. ***How did Bryan Collier’s visit to Montgomery inspire his illustrations?***   ***Bryan Collier’s interest in art began as a young child, when he admired the works of Ezra Jack Keats and Crockett Johnson. Bryan went on to develop his own style of painting, which combines watercolor and collage. To research* Rosa*, he traveled to Montgomery, Alabama. The heat during his visit inspired his use of different shades of yellows in his paintings. His artwork for* Rosa *has won the Caldecott Honor and the Coretta Scott King Honor awards.***   1. ***What is the author’s purpose in* Rosa*?***   ***To Inform:***  ***Authors of biographies write to inform and often explain what motivated their subject. Rosa’s thoughts help them understand the injustices occurring at the time. The author says Rosa was “tired” of such mistreatment. When the bus driver demanded that she give up her seat, Rosa felt that it was time to take a stand.*** |

21A

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| 1. ***What text features can we use on page 317?***   ***Illustration:***  ***In this illustration, black men are voting. However, there are no women in line to vote. The text states that although all men, including black men, finally won the right to vote in 1870, women still could not vote.***   1. ***What is the author’s purpose on page 317?***   ***The Declaration of Independence is mentioned because abolitionists and women seeking equal rights wanted the same freedoms colonists did. Like colonists, minorities and women were treated unfairly, so they stood up for their rights. This tells us that the people who fought for suffrage were brave to stand up for their beliefs.*** |

22A

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| 1. ***What is the text feature on page 319?***   ***Time Line:***  ***The time line shows the span of time that elapsed between when abolitionists and women began the fight for voting rights and when they actually won the right to vote. Many of the people who fought for the right to vote did not live to see that right occur in their lifetimes.***   1. ***How can we access complex text on pages 318-319?***   ***Prior Knowledge:***  ***In the United States, each state is free to make its own laws, as long as they don’t conflict with federal laws- laws the whole country must obey. That’s why women fought to add women’s suffrage to the U.S. Constitution, whose laws apply to the whole country.***  ***Genre:***  ***On the time line on page 319, the top half shows events that led to change, while the bottom half shows when laws were enacted.*** |

22B

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| 1. ***What actions did women and African Americans take to get the right to vote?***   ***African Americans and women got the right to vote by holding protests, rallies, and organizing conventions. Both the suffrage movements and the movement to end segregation fought laws that did not treat people as equals. People in both movements held big rallies and other kinds of protests. Those fighting for voting rights signed petitions, while people fighting segregation refused to ride buses. In both movements, people risked arrest. Both movements were successful. Each led to new laws that granted equal rights. On pages 317-318, I read about how both groups held protests and rallies, sometimes coming together to support each other’s cause. On page 310 of* Rosa*, I read about the rally that occurred. This action helped pave the way for equal rights. On page 318 of “Our Voices, Our Votes,” I read about all of the petitions demanding change.*** |

21B

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| 1. ***What comprehension skill can we use on page 318?***   ***Make Inferences:***  ***We know that the fight to gain voting rights was important to women because the fact that women took such big risks to gain the right to vote shows just how important it was to them.***   1. ***Why is “Our Voices, Our Votes” a good title for this selection? (C)***   ***“Our Voices, Our Votes” is a good title for this selection because the author shows how many women joined forces for one important cause. Some details from the text are “borrowing ideas from women’s groups in other countries,” “Some hired lobbyists,” and “Others held huge rallies.” This means that women used their voices to get the right to cast their votes.*** |

23A

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| 1. ***How do the text structures in* Rosa *and “Our Voices, Our Votes” help you understand information about the struggle for equal rights?***   ***Both authors use sequence and cause and effect to present the events that led to equal rights in America. The use of these text structures helps the reader see how each event is related to an earlier event. At the beginning of Rosa, the author discussed what everyday life was like for Rosa Parks in Montgomery, Alabama. One day, Rosa’s daily routine quickly took an unexpected turn—she was arrested because she refused to give up her seat on the bus to a white person. Later that night, in peaceful protest, people decided not to ride Montgomery’s buses. After nearly a year of more protests and rallies, the United States Supreme Court ruled that segregation was illegal. “Our Voices, Our Votes” details the long journey women and African Americans faced before they were allowed to vote in America. Initially, only men who owned land were allowed to vote. Finally, after more than a century of petitions, civil disobedience, and protests, the right to vote was granted to all citizens. They’d won a hard-fought battle. In conclusion, the text structures for both selections show how people engaged in important events over periods of time in a struggle for equal rights. Those events changed history.*** |

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