



About the Book

Text Type: Fiction/Realistic Page Count: 26 Word Count: 3,027

Book Summary

Until 1920, women in the United States were not allowed to vote, own property, or sign contracts in their own name.

Meeting Mrs. Pierce chronicles the efforts of a mother and daughter, Edith and Charlotte Hartley, as they struggle to gain equal voting rights. Inspired by the women suffragists, Charlotte organizes a protest at her school, unaware that this may put her mother's suffragist work in jeopardy.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge while reading
- Identify fact and opinion
- Understand and use punctuation in dialogue
- Understand and use context clues

Materials

Green text indicates resources available on the website

- Book—*Meeting Mrs. Pierce* (copy for each student)
- Chalkboard or dry erase board
- Fact and opinion, punctuation marks, context clues worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *afoot* (adv.), *beleaguered* (v.), *prejudices* (n.), *serviceable* (adj.), *suffrage* (n.), *unseemly* (adj.)

Enrichment: *brownstones* (n.), *corsets* (n.), *dawdle* (v.), *gadding* (v.), *mentholatum* (n.), *namesake* (n.), *paddy wagon* (n.), *pestering* (v.), *ratification* (n.), *vaudeville* (n.)

Before Reading

Build Background

- Involve students in a discussion about voting. Ask who they think should have the right to vote and why. Ask if they think the right to vote comes with certain responsibilities. If so, what types of responsibilities?
- Write the words *women's suffrage* on the board. Ask students what they think the words mean. Explain that fewer than 100 years ago, women did not have the right to vote. Ask students to tell how and why they think this law was changed.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Direct students to the table of contents. Review or explain that this is a chapter book in which the chapters are not titled. Tell students that authors often divide books into chapters that have the same main idea in order to make the book easier to understand. Explain that the text on pages 4 and 5, "About Women's Suffrage," tells some of the history of the women's suffrage movement. Ask students to define *prologue* (an introduction to set the mood of the book) and *epilogues* (an ending to a book that may tie up the events or tell future events).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that having some prior knowledge about the topic they are going to read, and connecting this knowledge with what they are reading, helps them understand and remember the information in the book.
- Model using the illustrations and title as a way to make connections with prior knowledge.
- **Think-aloud:** *When I looked at the front cover of this book, I thought the setting was the early 1900s because of the model of the car and the styles of clothing in the illustrations. The back cover shows girls dressed in a style of the same time period. The title page shows women and girls protesting for women's suffrage and it looks as if they are being arrested. I know that many women held protest demonstrations while working to gain the right to vote. I'll have to read the book to find out who Mrs. Pierce was and what role she played in women's suffrage.*
- Ask students to preview the rest of the book, including the illustrations.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary



- Remind students about the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, write the word *ratification* on the board and direct students to the third paragraph on page 5 to find the word. Model how students can use context clues to find the meaning of the unfamiliar word. Explain that this type of context clue is called a *definition context clue* because the meaning of the unfamiliar word follows. Point out that the base word is *ratify*, which is a verb. The *-ion* suffix changes the word to a noun.
- Tell students that they can check the meaning of the word by looking it up in the glossary or in a dictionary.
- Remind students to check whether a word makes sense by rereading the sentence.
- Have students turn to the glossary on page 26. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.

Set the Purpose

- Have students read the book, remembering to think about what they know about women's suffrage and/or the right to vote.

During Reading

Student Reading

-  **Guide the reading:** Have students read to the end of page 11. Tell them to underline the words or phrases in the book that tell the names of the characters, where and when the story takes place, and any important events. If they finish before everyone else, they can go back and reread.
- Have students tell what they underlined. Ask students to tell when the story took place. Discuss how the illustrations provide additional information about the setting and characters. Have students tell the major events in the story.
- Use the information generated above to model connecting to prior knowledge.
- **Think-aloud:** *Many people worked to promote changes in the United States through the years. I am thankful for people like Mrs. Pierce and the other characters in this book. I believe it is a privilege and a duty to vote.*
- As students read the remainder of the book, remind them to think about what they already know about voting and gaining the right to vote.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that connecting to prior knowledge while reading keeps readers actively involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Fact and opinion**

- **Discussion:** Ask students to tell about being good citizens, about working for equal justice for all people, or about times when they have worked to create a change in the school or community. Write a few of their statements on the board. Then ask if these statements are facts or opinions.
- **Introduce and model:** Review or explain that many stories include facts and opinions. Explain that one of the ways to evaluate written material is to recognize the difference between statements based on fact and statements based on opinion. An *opinion* tells how a person feels about something. You can agree or disagree with an opinion. A *fact*, on the other hand, can be verified or proven. Say: *I like baseball. This is an opinion because it's how I feel.* Say: *The Boston Red Sox won the 2004 World Series. This is a fact because I can prove it is true.*
- **Check for understanding:** Tell students to turn to page 4. Ask a student to read the third sentence aloud. Then ask if this sentence is a fact or an opinion (fact: *They could not own property...*). This can be verified in social studies books, encyclopedias, and so on. Have students turn to page 11 and reread the last four paragraphs. Ask students if Charlotte's comment, *"Sounds dull,"* is a fact or an opinion. Help students understand that even if they agree with an opinion, it is still an opinion and not a fact. To guide students, use a think-aloud strategy.
- **Think-aloud:** *To some people, the things Charlotte's mother mentioned may not seem dull. They may believe that women don't belong in public life. They might agree that a husband is the one who should provide for the family while the wife should raise the children and take care of the home. Since the statement changes depending on the person saying it, it must be an opinion. Since the information cannot be checked or proven to be true, it is an opinion.*
- **Independent practice:** Introduce, explain, and have students complete the **fact-and-opinion worksheet**. Discuss student responses.

Build Skills

Grammar and Mechanics: Punctuation marks in dialogue

- Review or explain that a direct quotation contains the exact words or thoughts of the speaker and is enclosed in double quotation marks. Review or explain that periods and commas go inside quotation marks. Question marks and exclamation marks may go inside or outside of the quotation marks depending on the sentence. Tell students to turn to page 13. Read aloud the quotation in the first paragraph. Discuss where the quotation marks are placed and how the commas are used.
- Review or explain that an indirect quotation contains the general meaning or words of a speaker and does not have quotation marks. Tell students to read the beginning of the same paragraph. Ask what words indicate what the president said but don't show the exact words he used (*called the meeting to order, asked for introductions...*).
- Explain that when indicating a quote within a quote, use single quotation marks within the double quotation marks. Write the following example on the board: *Charlotte told Elyse, "Mrs. Trotter said 'suffrage is not an appropriate subject for an assembly' so we need to think of another strategy!"* Discuss where the quotation marks are placed.
- Review or explain that it is necessary to start a new paragraph every time a new speaker speaks. Have students turn to page 11, which shows how new paragraphs are used to organize the conversation between Mama and Charlotte.
- Remind students that quotation marks may also be used around words the author wants to emphasize or titles of short written works, such as poems, names of chapters, songs, newspaper articles, and so forth. Tell students to turn to page 12. Ask what word has quotation marks around it and why (*surprise*; author wants to emphasize the word). Tell students to find the quotation marks on page 15 and ask why they are used (to indicate the title of Charlotte's document).
- **Check for understanding:** Have students complete the [punctuation worksheet](#). Discuss their answers.

Word Work: Context clues

- Review or explain that students can use context clues to help them figure out the meanings of unfamiliar words. Review the different types of context clues. Write the following on the board:
 - Definition:** The definition is written in the sentence.
 - Cue words (used with commas):** which is, this is, called, or
 - Compare or Contrast:** The unfamiliar word is compared or contrasted with a familiar word.
 - Cue words:** like, unlike, similar to
 - Reading around the word:** Read the whole sentence or paragraph to find the meaning.
- Have students turn to page 4 and read the last sentence. Point out that this is a definition context clue and that the cue word *which* is separated from the rest of the sentence by a comma.
- **Check for understanding:** Have students read the third paragraph on page 5 and find another definition context clue (*or approval*).
- Write the following sentence on the board: *Her unseemly behavior was similar to that of a misbehaving child.* Have students tell what word unseemly is being compared to (*misbehaving*).
- **Check for understanding:** Have students identify the context clue in the following sentence: *His belligerent attitude was unlike his brother's agreeable one.* (*belligerent* contrasted with *agreeable*)
- Have students find the second paragraph on page 9. Ask how they can figure out the meaning of the word *gadding*. Explain that the clues are the way the father spoke the words (*muttered*), as well as his attitude (he's annoyed). Tell students that based on the context of the story, they can figure out that *gadding* means something like *going out to do something fun*. Point out that this is not a very complimentary word and that communicates that the father is displeased with his wife.
- **Independent practice:** Have students complete the [context clues worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Ask students to write a paragraph about a change they would like to see happen in their school or community. Explain that these should be realistic ideas for change (recycling, school uniforms, making a local street safer, and so forth). Have students share their paragraphs with the group. Choose a few ideas for change, or vote to determine the top two. Discuss what the class can do to bring about these positive changes. Who should they talk to next? Will they need petitions? Will they need to write articles for the school and community newspapers? Will they make posters? Will they hand out flyers?

Visit [Writing A-Z](#) for a lesson and leveled materials on persuasive writing.

Social Studies Connection

Discuss with students what they know about registering to vote and the voting process. Make a KWL chart on the board with information they provide (*K*). Ask students to name some things they would like to know about voting (*W*). Invite a voter registration official, a social studies teacher, or an elected official in your community to talk to the class about voting, a person's civic duties, and the responsibilities that come with voting—and with not voting. Prompt students to ask unanswered questions from the class KWL chart.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the strategy of connecting to prior knowledge to help remember realistic fiction
- understand and identify facts and opinions in discussion and on a graphic organizer
- understand and use punctuation marks in dialogue to complete a worksheet
- understand and identify types of context clues to complete a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)