

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 1,323

Book Summary

For more than seventy years, activists such as Susan B. Anthony, Lucretia Mott, and Elizabeth Cady Stanton fought tirelessly for women's right to vote in the United States. *Women and the Vote* is a detailed account of the history and ultimate success of the women's suffrage movement. Historic photographs document the struggle of thousands of women to gain voice in a country and government resistant to viewing women as equals. Students will gain insight into the tremendous impact of the Nineteenth Amendment on the United States.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Sequence events in the text
- Commas after introductory words
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Women and the Vote* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Pieces of butcher paper
- Sheets of paper
- Ask and answer questions, sequence events, commas after introductory words, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the 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: **amendment** (n.), **Constitution** (n.), **election** (n.), **injustices** (n.), **movement** (n.), **suffragist** (n.)
 Enrichment: **gender** (n.), **picketed** (v.), **sentinels** (n.)

Before Reading

Build Background

- Write the word *injustice* on the board. Read the word aloud with students. Ask students to share what they know about the concept of injustice. Explain to students that injustice is the unfair treatment of a person or a group of people. Invite students to think about a time when they were treated unfairly and how this made them feel. Have students share their experiences and record how they felt on the board. Point out that when people are treated unfairly, it can make

them feel sad, angry, hurt, and so on. Additionally, when people are treated unfairly, they often look for ways to change things for the better.

- Explain to students that much of the history of the United States is filled with stories of people working to be treated fairly such as slaves, Native Americans, immigrants, women, and so on. Explain that the laws in the United States have changed over time to ensure that more people are treated fairly. Point out that there continue to be groups of people in this country who are fighting for fair and just treatment.
- Write the word *Suffragist* on the board and read it aloud with students. Explain to students that a suffragist is a person who supports the right to vote for those who don't already have it. Have students share their knowledge of the voting process. Explain to students that free women and men in the United States have the right to vote. Point out that this has not always been the case and that suffragists worked for many years to grant voting rights for everyone. Women were one such group that did not have the right to vote for many years. Explain to students that they will be reading a book about women's suffrage, or the fight for women to gain the right to vote.
- Create a KWLS chart on the board and hand out the [KWLS / ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the first section (*K*) on the board with information students know about the topic. Have students complete the same section of their worksheet.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, photograph on the cover). Ask students why the author chose to use photographs rather than illustrations.

Introduce the Reading Strategy: **Ask and answer questions**

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.
- Model how to ask questions.

Think-aloud: *From what I see on the covers and title page, I can see this is a book about how women gained the right to vote. After looking at the table of contents, I have several questions that come to mind. I notice the first section is titled "I Have Been and Gone and Done It!" I notice the title of this section is a quotation. I am curious to know who said this and if she was important in the women's suffrage movement. I will record this question on my KWLS chart. The third section is titled "The Women's Rights Movement Begins." I would like to know when the movement began and who helped to start it. I will record these questions in the W section of my chart. Finally, I am curious to know how long women had to fight for the right to vote. I will write this question on my chart as well.*

- Have students preview the rest of the book. Encourage them to look at the map, illustrations, and photographs. Invite students to read through the glossary. Have them add any additional questions they might have on their KWLS chart. Invite students to share their questions aloud. Write shared questions in the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that events from history are told in order from beginning to end, or in *sequence*. Explain that describing historical events in sequence is important because it often reveals a cause-and-effect-relationship.
- Explain to students that a helpful tool when reading a nonfiction text about historical events is the creation of a timeline. Point out that a timeline is a visual way to display a particular series of events or things that have happened over time. Explain that timelines help to summarize events that occur over a day, a month, a year, or even over many years.
- Model sequencing the main events of your life using a timeline. Write the title *The Life of _____* (fill in the blank with your name) on the board. Explain to students that every timeline needs a corresponding title. Write key words about events in your life in order on a timeline on the board as you describe them to students.
Think-aloud: *If I want to tell the story of my life, I need to include certain events in order to tell it correctly. The first event that happened is that I was born. Next, I started school. Then, I moved to a new town.* (Continue telling events as applicable to your life.)
- Point out that a timeline is organized from left to right, the same direction we track as we read. Guide students to understand that the event date on the far left side of the timeline is the oldest event, and the event date on the far right of the timeline is the most recent event.
- Explain that certain words are often used to explain a sequence of events. Read the timeline of events to students in order, using words such as *first*, *next*, *then*, and *last*. Ask students to identify these as sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events out of order. Ask students to explain why the order of the events is important (the sequence does not make sense out of order).
- Point out the difference between the sequence of events listed on the timeline and a retelling (the retelling contains more detail and description; the timeline shows only the events that are most important).
- Explain to students that this book follows a sequence, or tells about events in the order in which they happened, and they will be using a timeline to help them recall the sequence of events in the text.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs and map. Reinforce the vocabulary words they will encounter in the text.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definitions for the words *amendment* and *Constitution* in the glossary. Have students follow along on page 4 as you read the sentence in which the words *amendment* and *Constitution* are found to confirm the meaning of the words.
- Ask students to locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class. Point out that not all content vocabulary words are defined in the glossary. Have students locate those words in the dictionary and text. Read and discuss their definitions as time permits.


Set the Purpose

- Have students think about what they already know about women gaining the right to vote as they read the book to find answers to their questions and write what they have learned in the *L* section of their KWLS chart.


During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information about the women's rights movement that will answer questions on their KWLS chart. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS chart that were answered and write any new questions that were generated.
- Model answering a question and filling in the *L* section of the KWLS chart.
Think-aloud: *I wanted to know who said, "I Have Been and Gone and Done It!" I learned that a woman named Susan B. Anthony said this in 1872 after she voted even though it was against the law. I will record this information in the L section of my KWLS chart. I was also curious to know if the person who said this was an important part of the women's right movement. I know that Susan B. Anthony broke the law, but I do not yet know how she impacted women's right to vote. As I read, I will continue to look for more information. I also wanted to know when the women's movement began and who helped to start it. I do not yet have the answers to these questions, so I will look for more information as I continue on.*
- Have students write answers to the questions they circled in the *L* section of the KWLS chart. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class KWLS chart. Have students record any questions they generated while reading pages 3 through 8.
- Remind students that a timeline is a helpful tool that can be used when reading about a historical event. Introduce and explain the [sequence events worksheet](#). Remind students that a sequence of events only lists the most important events and does not list every detail included in the text. Have a volunteer explain the difference between retelling and summarizing.

 Have students turn to page 5 and reread the first sentence on the page. Explain to students that the adoption of the U.S. Constitution is a major event in history. Have students underline this information. Then, have students record the date and write *U.S. Constitution is adopted* in one of the boxes on the summarize worksheet. Have students reread the third sentence on page 5. Point out that although a date is included in this sentence, it is more of a detail than a major event and therefore will not be included in the timeline. Have students turn to page 6 and underline two events that should be added to the timeline (*1820s: mills and factories provide jobs for women outside the home, 1830s: women start to speak up about equal rights*). Have students explain why they chose these events and why they can be placed on the timeline. Have students record this information on the summarize worksheet. Have students repeat the process for page 8 and record the following: *1840: Lucretia Mott and Elizabeth Cady Stanton are not permitted to speak at convention. They decide to start their own women's rights convention.*

- Have students read pages 9 through 11. Revisit questions from the class KWLS chart and record any new information in the *L* section of the chart. Have students share with the class their findings and any new questions that were sparked as they were reading. Have students record their questions on the KWLS chart.

 **Check for understanding:** Have students work with a partner to revisit pages 9 through 11 and underline important events to add to the timeline. Remind students that the events on the timeline must be brief and represent major historical events. Review students' responses before allowing them to record information on the summarize worksheet. Students should underline the following information and record it on the worksheet: *1848: first Women's Rights Convention takes place in Seneca Falls, NY; 1861: the Civil War begins; 1865: the Civil War ends; 1867: Fourteenth Amendment is passed, but women still can not vote. The ERA is created by Susan B. Anthony and Lucy Stone. 1869: ERA splits into the National Women's Suffrage Association and American Women's Suffrage Association; 1870: Fifteenth Amendment is passed. Women still cannot vote; 1890: the National American Suffrage Association is formed.*

- Have students read the remainder of the book. Remind them to look for and write answers to their KWLS chart questions, as well as to look for important events to record. Encourage them to add new questions they might have to their chart as they read.



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

- Ask students to share questions they added to their KWLS chart while reading and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the *L* section of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Review the questions on the class KWLS chart with students and have volunteers locate the answers in the text. Record these answers in the *L* section of the chart.
- Point out to students that all of their questions may not have been answered in this text. Discuss with students other sources they might use to locate additional information to answer their questions that were not answered in the text. Invite students to fill in the *S* section of the KWLS chart with information they would still like to know about the women's suffrage movement.


Reflect on the Comprehension Skill


- **Discussion:** Review the sequence of events that have been identified thus far. Practice restating these events using sequencing words (*first, next, then, after that, and so on*).
- **Independent practice:** Have students record the major historical events from pages 12 through 15 on the summarize worksheet. These events should include *1913: Alice Paul arranged a women's suffrage parade in Washington, D.C., Woodrow Wilson became president; 1917: Alice Paul organized a protest in front of the White House, hundreds of women were arrested; 1919: the Nineteenth Amendment is passed granting women the right to vote; 1920: women vote for the first time in U.S. history.* Provide students with a large piece of butcher paper. Have them cut out the boxes from the summarize worksheet and create a timeline on the paper. Remind students to give the timeline a title and to orient it from left to right. Once complete, have students recount the history of women's suffrage with a partner using sequencing words.
- **Enduring understanding:** In this book, you learned that the fight for women's right to vote lasted more than seventy years. Why is the right to vote in one's country so important? Why did women continue to fight for this right for so long?

Build Skills

Grammar and Mechanics: Commas after introductory words

- Write the following sentence on the board: *By 1807, every state's law said that only free, white men could vote.* Have students read the sentence aloud and point to the first comma at the beginning of the sentence. Invite a volunteer to come to the board and circle the words before the comma.
- Explain to students that the words *By 1807* are introductory words leading into the sentence. These words inform the reader of the setting, but the rest of the sentence contains the most important information. A comma separates introductory words from the main thought in the sentence.

 Have students reread page 6 with a partner. Invite students to circle the commas after introductory words. Explain to students that commas can be used for different grammatical purposes such as to separate lists of items or clauses. Remind students that they are to circle only the commas used after introductory words. Review students' responses aloud as a class.

 **Check for understanding:** Have students reread page 11 with a partner and circle all of the commas before introductory words. Review students' responses as a class.

- **Independent practice:** Introduce, explain, and have students complete the [commas-after-introductory-words worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letters of two words are the same, they must compare the next two letters instead.
- Write the words *rights* and *vote* on the board. Have a volunteer explain which word would appear first in alphabetical order (*rights*) and why (because *r* comes before *v* in the alphabet).
- Write the words *allowed* and *amendment* on the board. Point out that these words begin with the same letter. Ask a volunteer to tell which word would appear first in alphabetical order and to explain why (*allowed* because the second letter in *allowed* comes before the second letter in the word *amendment*).
- Write the words *contribution* and *contribute* on the board. Have a volunteer explain which word would appear first in alphabetical order (*contribute*) and why. Point out that all the letters in *contribute* and *contribution* are the same until the letter *e* in *contribute*. Explain that because *e* comes before *i* in the alphabet, the word *contribute* would come first in alphabetical order.
- **Check for understanding:** Write the following words on the board: *contributing*, *contributed*, *contribution*, *contributes*. Have students write the words in alphabetical order and explain their rationale on a separate piece of paper. Discuss their answers aloud.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have students demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Writing and Art Connection

Discuss with students the marches in Washington, D.C., in 1913 and 1917. If possible, supply images of the protests in addition to the photographs provided in the book. Explain to students that many of the women in these protests were not treated well by spectators and that hundreds of women were arrested. After these events occurred, the newspaper criticized the treatment of the women. Provide students with copies of newspaper articles and discuss with them the format and writing style. Invite students to imagine they were reporters during the 1917 protest in front of the White House. Have students create a newspaper article that explains the protest, describes the treatment of the women, and addresses the women's suffrage movement. Provide students the opportunity to type up their article into a newspaper format and to illustrate their story. If time allows, have students read their articles aloud to the class.

Visit WritingA-Z.com for a lesson and leveled materials on writing.

Social Studies Connection

Provide students with Internet and nonfiction resources to research women who played a crucial role in the women's rights movement. Invite students to choose one suffragist from the text to further research. Have each student create a report about the life of the chosen historical figure. Have students share their findings with the class.

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:

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet
- understand and accurately identify a sequence of events in text, during discussion, and on a worksheet
- correctly identify commas after introductory words during discussion, in the text, and on a worksheet
- accurately place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**