Words to Know

Directions: As you come across words in bold in Let Us Vote!, ask yourself if you know them or if you can figure them out from context. Check their meanings here. Then complete the activity on the following page.

1. allies: “Only then will they become our allies.” (p. 24)
   
   Meaning: people or groups that help other people or groups. An ally is someone who is on your side—the opposite of an enemy.

2. democracy: “We are sending our sons and husbands to fight for democracy overseas.” (p. 24)
   
   Meaning: a type of government in which people vote to choose their leaders

3. harassing: “Stop harassing President Wilson!” (p. 22)
   
   Meaning: annoying or bothering someone repeatedly

4. picketing: “Women have been picketing here since January.” (p. 22)
   
   Meaning: standing or marching in a public place to show strong disagreement with something

5. pressured: “Thanks to you three getting the women’s stories published, the government was pressured to release them.” (p. 25)
   
   Meaning: made to feel forced to do something

6. protest: “It’s a protest.” (p. 22)
   
   Meaning: an event at which people gather to show they disagree strongly with something

7. suffragists: “We are called suffragists.” (p. 21)
   
   Meaning: people in the past who worked to get voting rights for people who did not have them.
   The word suffragist is especially used to describe a person who worked to help women get the vote.
Words to Know, p. 2

**Directions:** Circle the word or phrase that is most similar in meaning to each word in bold.

1. allies
   - A. friends
   - B. strangers

2. pressured
   - A. allowed
   - B. forced

**Directions:** For each statement below, circle A or B to show whether you think it’s true or false. Briefly explain your choice.

3. In a democracy, people have a choice in who their leader is.
   - A. true
   - B. false

   **Reason:**

4. Suffragists fought to make sure only white men could vote.
   - A. true
   - B. false

   **Reason:**

**Continued on next page >**
Directions: Rewrite each sentence below using one of the words in the box.

harassing  picketing  protest

5. After they found out their class trip was canceled, the fifth-graders organized an event to show that they strongly disagreed with this decision.

6. Jason’s little sister kept bothering him over and over again while he was doing his homework, so he hid in the closet to finish it.

7. Many people thought the new law was wrong, so they marched in front of city hall to protest it.
Directions: Read the play Let Us Vote! in the October/November 2020 issue of Storyworks. Then follow the steps below, which will lead you on a research journey inspired by the story.

STEP 1:
Reread Scenes 4, 5, and 6 of the play. Think about the struggles women faced to win the right to vote. Then consider the following question:

What did women do to win the right to vote?

This is the big question that will guide your research. Start by getting some background information from these resources:

- https://players.brightcove.net/1543299976/default_default/index.html?videoId=6131582729001
- https://www.womenshistory.org/resources/timeline/womans-suffrage-timeline

STEP 2: Choose a Research Path

Research Path 1
Choose a person who took part in the fight for women's suffrage. Find out how his or her actions helped bring about important changes in America.

You can choose:
- Susan B. Anthony
- Elizabeth Cady Stanton
- Ida B. Wells
Or go online to find another person.

Research Path 2
Choose an important event in the women's suffrage movement and learn about its effects.

You can choose:
- Seneca Falls Convention, July 1848
- World War I, 1914-1918
- 19th Amendment gives women the right to vote, August 1920
Or go online to find another event.
STEP 3: Do Your Research

Think about the questions you'll need to answer to complete your project. Then start to hunt for answers! You can search for information online—but make sure you're using trustworthy resources. See the Online Research Helper on the next page to guide you. When it's possible, visit your school or public library and ask your librarian or your teacher to help you find nonfiction books about your topic. Here are some sites that can help get you started on your research path:

- [https://www.nps.gov/articles/000/suffrage60seconds_ida_b_wells.htm](https://www.nps.gov/articles/000/suffrage60seconds_ida_b_wells.htm)
- [https://kids.nationalgeographic.com/explore/history/women-heroes/susan-b-anthony/](https://kids.nationalgeographic.com/explore/history/women-heroes/susan-b-anthony/)
- [https://www.nps.gov/articles/women-in-world-war-i.htm](https://www.nps.gov/articles/women-in-world-war-i.htm)

STEP 4: Present Your Research

**Choices for Research Path 1:**

1. Imagine your chosen suffragist is speaking to a group of students about her experiences. Write a speech in which she explains why she took part in the fight for women's suffrage and what she hopes the students will do to continue it.
2. Using Let Us Vote! as a model, write a short scene about an important event from the life of your chosen suffragist. Assign parts to other students and tape the scene for your class.
3. Using a free online program like Canva, create a two-page guide for a museum exhibition about the life of your chosen suffragist. Include images and text that highlight three important items in the exhibition.

**Choices for Research Path 2:**

1. Imagine that you are a newspaper reporter. Write a short news story about what happened at your chosen event. Include quotes from people who took part in the event. Don't forget an exciting headline!
2. Using a free online program like ReadWriteThink's Timeline, design a timeline of what happened during your chosen event and afterward as a result.
3. Create a drawing or painting of your chosen event. Include a caption with information about the scene.
**Online Research Helper**

**Directions:** Read the clues below to help you draw conclusions about whether a website is reliable—one that you can trust to give you true information. Use this with our Research Kit or anytime you’re doing online research.

**Name of website:**

<table>
<thead>
<tr>
<th>1. Think about! Who created the website? Does the person or group have expert knowledge about the topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clues:</strong></td>
</tr>
<tr>
<td>● Look at the “About” section of the site to find out who’s behind it and what their experience is.</td>
</tr>
<tr>
<td>● Look up the person or organization to find out more about them. How did they become experts?</td>
</tr>
<tr>
<td>● Sites made by government agencies, museums, libraries, research or educational organizations, and major newspapers are usually reliable.</td>
</tr>
<tr>
<td><strong>Your conclusion:</strong> Can you trust the creator of the website? Explain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Think about! What is the purpose of the website? How might that affect what it says?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clues:</strong></td>
</tr>
<tr>
<td>● Is the site's purpose to inform or educate? Chances are it will try to present reliable information.</td>
</tr>
<tr>
<td>● Is it trying to sell you something? If so, it will probably tell you only good things about the product.</td>
</tr>
<tr>
<td>● Does it want you to support a cause? It might present one point of view—but remember there could be others.</td>
</tr>
<tr>
<td><strong>Your conclusion:</strong> What is the website's purpose? Explain whether that makes it more reliable or less so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Think about! Can you find the information in more than one place?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clues:</strong></td>
</tr>
<tr>
<td>● Look up facts you find on one site to see if they’re on other sites too.</td>
</tr>
<tr>
<td>● Consult books and encyclopedias.</td>
</tr>
<tr>
<td>● Ask yourself if the information makes sense considering what you already know. If something seems off, dig deeper to find out if it’s true.</td>
</tr>
<tr>
<td><strong>Your conclusion:</strong> Can the information be backed up by more than one source? Explain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Think about! Are there signs that the site isn’t reliable?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Watch out for:</strong></td>
</tr>
<tr>
<td>● Information that’s shocking or too good to be true</td>
</tr>
<tr>
<td>● Misspelled words or faulty grammar</td>
</tr>
<tr>
<td>● All capital letters</td>
</tr>
<tr>
<td>● An unprofessional look</td>
</tr>
<tr>
<td>● Old or out-of-date information</td>
</tr>
<tr>
<td><strong>Your conclusion:</strong> Does the site show signs that make you think it’s unreliable? Explain.</td>
</tr>
</tbody>
</table>
# Motivated to Vote

**Directions:** A character’s motivation is the reason he or she acts in a certain way. Answer the questions in the chart below to help you identify characters’ motivations in *Let Us Vote!* First, choose four characters from the box and list their names in column 1. Then answer the questions in columns 2, 3, and 4.

<table>
<thead>
<tr>
<th>Character’s Name</th>
<th>How does the character feel at first about women getting the right to vote?</th>
<th>Why does the character feel this way? Do his/her feelings change by the end of the play?</th>
<th>Which lines from the play support your answer in the previous column?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franny</td>
<td>For</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roy</td>
<td>Against</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maud</td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aunt Kate</td>
<td>For</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncle Walter</td>
<td>Against</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bystander 1, 2, or 3</td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page >
### Motivated to Vote, p. 2

<table>
<thead>
<tr>
<th>Character’s Name</th>
<th>How does the character feel at first about women getting the right to vote?</th>
<th>Why does the character feel this way? Do his/her feelings change by the end of the play?</th>
<th>Which lines from the play support your answer in the previous column?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Against</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Against</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think About It!

Close-Reading Questions: Read the play *Let Us Vote!* Then go back and reread scenes of the play to answer the questions below. We’ve started the first two answers for you.

1. Based on the Prologue, what do the suffragists want to achieve? What challenges do they face?

The suffragists want

2. Read the caption “Speaking Truth to Power” on page 22. What happens in Scene 2 that supports what the caption says?

The caption explains that

In Scene 2, we see that
3. Reread Scene 3. What does Franny learn from Aunt Kate about why it’s important for women to have the right to vote?

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

4. Reread Scenes 5 and 6. What details does Aunt Kate write in her letter that show how the suffragists are being treated in jail? How does publishing the letter change things?

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

Continued on next page >
5. How has Franny changed by the end of the play?

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

6. Read the sidebar “How Black Women Stood Up for Justice.” What important actions did Ida B. Wells and other Black women take?

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________
Critical-Thinking Questions (big questions about the whole story):

7. In Scene 4, Lucy says, “We are sending our sons and husbands to fight for democracy overseas. Yet we are thrown in jail for demanding democracy at home?” What does she mean when she says the suffragists were “demanding democracy”?

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

8. Based on what you learned in this play, why is it important to have the right to vote? What would you tell someone who didn’t think it was important to vote?

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________
Think About It!

Close-Reading Questions: After reading Let Us Vote!, go back and reread scenes to answer the questions below.

1. According to the Prologue, what are some of the things that women could not do during the time the play is set, in the early 1900s?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

2. In Scene 2, the police arrest Aunt Kate and the other suffragists because they will not stop picketing. Compare and contrast Franny’s reaction toward her aunt’s arrest with her cousins’ reactions. Why do you think they react differently?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

3. In Scene 3, how does Aunt Kate ease Franny’s concern that women should be helping the war effort instead of protesting?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

Continued on next page >
4. In Scene 3, we find out what motivates Aunt Kate to attend protests. What is her motivation?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

5. In Scene 5, what details does the author use to describe the Night of Terror? Why do you think she includes them?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

6. In Scene 6, what causes the bystanders to support the protesters?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

Continued on next page >
7. According to the Epilogue, how did the protesters’ time in jail help the movement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole play.

________________________________________________________________________

8. Describe Franny’s attitude toward the suffrage movement at the beginning and end of the play. What events cause her feelings to change?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Continued on next page >
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

10. Aunt Kate and other suffragists were arrested for blocking traffic, even though they weren’t blocking traffic. Why did they choose to go to jail instead of paying a fine? What would you do if you were Aunt Kate?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It!

Directions: After reading Let Us Vote!, go back and reread scenes to answer the questions below. Write your answers on a separate sheet of paper.

Close Reading Questions

1. According to the Prologue, what are some of the things that women could not do during the time the play is set, in the early 1900s?

2. In Scene 2, the police arrest Aunt Kate and the other suffragists because they will not stop picketing. Compare and contrast Franny’s reaction toward her aunt’s arrest with her cousins’ reactions. Why do you think they react differently?

3. In Scene 3, how does Aunt Kate ease Franny’s concern that women should be helping the war effort instead of protesting?

4. In Scene 3, we find out what motivates Aunt Kate to attend protests. What is her motivation?

5. In Scene 5, what details does the author use to describe the Night of Terror? Why do you think she includes them?

6. In Scene 6, what causes the bystanders to support the protesters?

7. According to the Epilogue, how did the protesters’ time in jail help the movement?

Critical Thinking Questions

8. Describe Franny’s attitude toward the suffrage movement at the beginning and end of the play. What events cause her feelings to change?


10. Aunt Kate and other suffragists were arrested for blocking traffic, even though they weren’t blocking traffic. Why did they choose to go to jail instead of paying a fine? What would you do if you were Aunt Kate?
Let Us Vote! Quiz

Directions: Read the play Let Us Vote! in the October/November 2020 issue of Storyworks. Then circle the letter next to the best answer for each question below.

1. What does the word democracy mean when Lucy says, “We are sending our sons and husbands to fight for democracy overseas. Yet we are thrown in jail for demanding democracy at home?”
   A. the fight for women to have the right to vote
   B. the right for all people to have a voice in their government by voting
   C. the government’s right to arrest people for saying the wrong thing
   D. the belief that some people are more important than others

2. The suffragists in the play can best be described as ________.
   A. determined
   B. welcoming
   C. quiet
   D. weak

3. Which phrase from the story supports the correct answer to question 2?
   A. “A group of suffragists, including Aunt Kate, stand silently nearby.”
   B. “…I swore I would do anything to make this country a better place…”
   C. “Tell your father I won’t be home for dinner.”
   D. “They are weak and lean on each other.”

4. How does Franny feel when she learns her mother was a suffragist?
   A. angry          C. surprised
   B. disappointed

5. Which of the following describes how others responded to the protesters in the play?
   A. The president supported their cause.
   B. All men disagreed with their cause.
   C. Most bystanders helped them.
   D. The courts were often unfair to them.

6. Which line from the play supports the correct answer to question 5?
   A. Bystander 3: Who will raise the children if the women start voting?
   B. Franny: They should be ashamed.
   C. Uncle Walter: They were arrested for picketing, but the court won’t admit that.
   D. Roy: You look like a ghost.

7. Which is NOT true, based on the sidebar “How Black Women Stood Up for Justice”?
   A. Suffragists fought for equality, but they did not treat everyone equally.
   B. All women were treated equally during the suffragist movement.
   C. Ida B. Wells refused to be treated differently by white women.
   D. Black suffragists created their own groups.

8. Which BEST shows an important message of the play?
   A. Creating change is often easy.
   B. Everything must stop when a country is at war.
   C. The government is fair to everyone.
D. Sometimes people must fight for what is right.

**Constructed-Response Questions**

**Directions:** Write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the play.

9. How does the Prologue help readers understand the rest of the play?

10. Describe what happens to change Franny's beliefs about the women's suffrage movement. Use details from the play to support your answer.
Let Us Vote! Quiz

Directions: Read the play *Let Us Vote!* in the October/November 2020 issue of *Storyworks*. Then circle the letter next to the best answer for each question below.

1. A **suffragist** is a person who believes _______.
   A. women should have the right to vote
   B. the government is always right
   C. people should not speak against the government
   D. some people are more important than others

2. How does Franny feel when she learns her mother was a suffragist?
   A. angry
   B. disappointed
   C. surprised
   D. proud

3. Which BEST describes the court’s treatment of Aunt Kate?
   A. honest
   B. helpful
   C. uncertain
   D. unfair

4. Which line from the play supports the answer to question 3?
   A. Narrator 1: The women hold large signs and banners.
   B. Aunt Kate: The war is on our minds every day.
   C. Uncle Walter: They were arrested for picketing, but the court won’t admit that.
   D. Bystander 1: How can our government allow this?

5. What can you conclude from the sidebar, “How Black Women Stood Up for Justice”?
   A. Suffragists treated everyone equally.
   B. Suffragists were not always fair.
   C. All suffragists worked in one group.
   D. All suffragists came from Washington, D.C.

6. Which BEST shows an important message of the play?
   A. Change is often easy
   B. Wars stop everything.
   C. The government is always fair.
   D. Rights are worth fighting for.

**Constructed-Response Questions**

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the play.

7. What information is shared in the Prologue of the play? Why does this information help you understand the rest of the play?

8. Describe one thing that causes Franny to join the women’s suffrage movement. Use details from the story to support your answer.
My Response

Imagine you are Franny. Write a letter to a friend in Nebraska, describing what Aunt Kate and the other suffragists want, the actions they’re taking, and why you decided to join them. Email your entry to storyworks@scholastic.com. Write “Suffragists Contest” in the subject line.

Entries will be judged on:

- a clearly stated main idea
- good organization and transitions
- effective use of supporting evidence
- grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.