

PANCAKES FOR BREAKFAST BY TOMIE DEPAOLA

(NARRATIVE)

Questions for *Pancakes for Breakfast* by Tomie DePaola

LEVEL 1

General Understanding

- What is this book about?
- How does the lady feel at the beginning, in the middle, and at the end of the book?
- Did she get what she wanted?

Key Details

- What does the lady want to make in the morning?
- How do the animals feel about her idea for breakfast? How do you know?
- What type of home does the lady have? Does she live in the city or the country? How do you know?
- Where does she get eggs and milk?
- Who gives her syrup?
- Reread the book, and focus on the animals. What do you notice the second time you read it?
- How did the lady's neighbors feel about her eating their pancakes? What tells you that they felt this way?

LEVEL 2

Vocabulary

- Does the lady follow the steps outlined in the recipe?
- What does the sign say at the end of the book?

Structure

- Do the illustrations follow or match the sequence of the recipe?
- Is the lady a good person in the end of the story or not? Why or why not?

Author's Craft

- How do the pictures tell the story?

LEVEL 3

Author's Purpose

- How do people feel when they make their own food?
- What does it mean to be *neighborly*?
- When have you had to try things several times? Did you succeed in the end or not? Why?

Intertextual Connections

- How is this book similar to or different from other books we have read that talk about helping other people?

LEVEL 4

Opinion With Evidence or Argument

- How did the author tell us, without using words, that the lady needed eggs?
- Is it easy to make pancakes? What in the text makes you say that?
- Draw a picture of when you helped someone. Write a paragraph about your picture.

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'BATS' BY RANDALL JARRELL

(POEM)

Questions for "Bats" by Randall Jarrell

LEVEL 1

General Understanding

- What is the subject of this poem?
- Describe what a newborn bat is like.

Key Details

- When do the mother and baby bat fly? When do the mother and baby bat sleep?
- Describe, using the author's words, how the mother flies. What does she do when she flies?
- What do bats eat?

LEVEL 2

Vocabulary

- How does the author describe the mother bat's cries?
- What words tell us what the bats look like?
- Does the mother bat like flying? How do you know?

Structure

- Does the poem begin at night or during the day? How do you know?
- Where does the poem begin? Where does it end? What does this tell us about a bat's life?

Author's Craft

- When the author says "shining needlepoints of sound," what is he talking about?
- The author says that the baby and mother bat's shadow is "printed on the moon." What does he mean by this?
- Does this poem rhyme? Why do you think the author chose not to use rhyming?

LEVEL 3

Author's Purpose

- How does the mother bat use her sense of sound?
- What does the mother bat do to care for her baby?

Intertextual Connections

- Think about how human mothers care for babies. What are the differences and similarities between how humans and bats care for their young?

LEVEL 4

Opinion With Evidence or Argument

- After reading this poem, write a paragraph on the following question:
Do you think the bat from the poem is a good mother? Why or why not?

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THE SECRET GARDEN

BY FRANCES HODGSON BURNETT

(CHAPTER 1)

(NOVEL)

**Please note this text is widely available online to print and distribute in class.*

Questions for *The Secret Garden* by Frances Hodgson Burnett (Chapter 1)

LEVEL 1

General Understanding

- Who is the main character in this text? Describe her home life.
- Where does this story take place?
- What sickness is breaking out among her household?

Key Details

- Who is Mem Sahib? What do you think this means?
- What is Mary's mother like?
- Explain the effect cholera has had on the people in Mary's community.
- How does Mary survive the cholera outbreak?

LEVEL 2

Vocabulary

- Mary is described as being "cross." What does this word mean in the story?
- What is an *Ayah*? How do you know?
- How is Mary's personality described? What words, specifically, does the author use to paint a picture of her as a character?

Structure

- At what point in time does this story take place: after the cholera outbreak, or before?
- What information does the narrator include about Mary at the beginning of the story? Why?
- When does Mary discover that cholera has killed everyone in her home?

Author's Craft

- What actions of Mary's support the narrator's idea that she was "as tyrannical and selfish a pig as ever lived"?
- Explain how the author uses irony in Mary's interaction with the snake.
- Describe the social classes that live in Mary's household. Use specific evidence to support your thinking.

LEVEL 3**Author's Purpose**

- Does Mary love her Ayah? What does this tell us about her and her family?
- What does the narrator mean when he or she says, "When people had cholera it seemed they remembered nothing but themselves"? Does Mary believe anyone will come for her?

Intertextual Connections

- Read Rudyard Kipling's poem "Cholera Camp." Compare and contrast how the excerpt from *The Secret Garden* and the poem describe a cholera outbreak.

LEVEL 4**Opinion With Evidence or Argument**

- After reading this excerpt, write a short analysis of Mary as a character. What personality traits does she exhibit? Why? Be sure to use the way she was treated as a child to support your ideas and conclusions.

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ANNE FRANK: THE DIARY OF A YOUNG GIRL (DIARY)

Questions for *The Diary of Anne Frank*

Diary Entry: Saturday, 20 June, 1942

LEVEL 1

General Understanding

- Where is Holland in relationship to Germany?
- Why does Anne have a diary in the first place?
- What kind of “early life” did Anne have?

Key Details

- Describe Anne’s family and social circle.
- Would you consider Anne vain? Why or why not, using evidence from the text?
- Why is Anne compelled to write her diary to Kitty?
- What restrictions were placed on Jews?
- Explain Anne’s feelings about school. What evidence supports your opinion?

LEVEL 2

Vocabulary

- What does the saying “paper is more patient than man” mean? How is this relevant to Anne beginning her diary?

Structure

- How does Anne’s style in writing about the restrictions placed on Jews affect the tone of this entry?
- Describe the passage of time in this entry.

Author’s Craft

- Describe the tone of this entry.
- How does Anne share that the situation in Holland is progressively getting worse?

LEVEL 3

Author's Purpose

- What is the purpose of this entry from Anne? What is she attempting to get across to her diary, Kitty?

Intertextual Connections

- Describe whether or not Anne is able to connect with other people she knows. What leads you to think this?

LEVEL 4

Opinion With Evidence or Argument

- Explain what was happening in Germany during 1933 that would motivate the Frank family to flee to Holland.

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Questions for *The Diary of Anne Frank*

Diary Entry: Friday, 9 October, 1942

LEVEL 1

General Understanding

- What do you know about concentration camps in World War II?
- Who is involved in World War II in the year 1942?

Key Details

- Who is the Gestapo? Why are they taking Anne's Jewish friends away?
- How does Anne describe Westerbork?
- Why does Miep not take in the Jewess?
- Who are the greatest enemies in the world according to Anne?

LEVEL 2

Vocabulary

- What does "frightful immorality" mean according to Anne's entry?
- What is Anne insinuating when she writes, "a lot of the women, and even the girls, who stay there any length of time are expecting babies"? Why would this upset Anne?
- Who are the hostages and saboteurs?

Structure

- Find evidence of humor being used to allude to a stronger emotion. What does Anne *really* want to say?

Author's Craft

- Describe the tone of this entry.
- Find examples of hopelessness in this entry.
- How is Anne continuing to create a "relationship" with Kitty? How does writing to Kitty change the feeling of the entries for you as the reader?

LEVEL 3

Author's Purpose

- What emotions and/or information is Anne conveying in this entry?
- Who is the *real* enemy? How does this impact Anne?

Intertextual Connections

- Does Anne consider herself to be a German in any previous entries? How does she feel about being German in this entry?

LEVEL 4**Opinion With Evidence or Argument**

- What emotions is Anne feeling while writing this entry? Use evidence to support your claim.
- Anne writes of jokes that people are using such as, “He’s not likely to get a million” or “It only takes one bomb.” How is humor used by Anne and people in general during times of crisis?

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Questions for *The Diary of Anne Frank*

Diary Entry: Friday, 20 November, 1942

LEVEL 1

General Understanding

- How much time have they been in the “Secret Annexe”?
- What stories are being conveyed to the Secret Annexe?

Key Details

- Why is the Secret Annexe upset by the stories that are being conveyed to them?
- Why haven’t they been informed about what is happening outside of the Secret Annexe?
- What are the effects of hearing stories about the treatment of Jews?
- What role does Anne’s father fill in her world?

LEVEL 2

Vocabulary

- Examine how often Anne describes emotions in this entry. Why is there an emphasis on emotion?

Structure

- What is the tone of this entry?
- Describe the author’s voice.

Author’s Craft

- Anne’s writing connects with people of all ages and time periods. Why? What in this entry specifically demonstrates her universal appeal?

LEVEL 3

Author’s Purpose

- Anne writes, “In time this gloom will wear off.” What is the *gloom* that she is referring to?
- It could be argued that Anne is attempting to justify her feelings. Find examples of this in this passage. What is she attempting to justify?

Intertextual Connections

- How would you describe Anne at this stage of the book? What are her characteristics?

LEVEL 4

Opinion With Evidence or Argument

- Anne poses the question: “And what would be the object of making our Secret Annexe into a Secret Annexe of Gloom?” Argue the significance of this statement.
- Anne herself writes that she is ungrateful. Is she? Find evidence to support your opinion.

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Questions for *The Diary of Anne Frank*

Diary Entry: Monday, 26 July, 1943

LEVEL 1

General Understanding

- How long has Anne been living in the “Secret Annexe”?
- How has the war progressed up to this time?
- What is happening in this entry?
- How does Anne feel about what she hears and sees?

Key Details

- What is happening around the Secret Annexe?
- How does Anne describe what she sees and hears in this entry?
- How does the family react to warning sirens? Why?
- Why do Anne and Margot hide in the passage?
- How are they receiving their information?
- Who does Anne go to for comfort? Why?
- Who is Mussolini?
- Why are they excited that he has resigned?

LEVEL 2

Vocabulary

- Anne refers to this entry as “excitement.” What does this convey?
- She writes, “But now the suspense over Italy will awaken the hope that it will soon end, perhaps even this year.” What is *it*?

Structure

- Anne, although young, has a sophisticated usage of punctuation. Find examples of this in this entry.

Author’s Craft

- How does Anne’s description of the outside world contrast or compare with the activity inside the Secret Annexe?
- Describe her emotional journey within the passage. What does this reflect?

LEVEL 3

Author's Purpose

- What is “safe” in Anne’s world right now? Explain your thinking using evidence from the entry.

Intertextual Connections

- What is Anne’s emotional state like in this entry versus prior entries?

LEVEL 4

Opinion With Evidence or Argument

- What does Anne’s “escape bag” represent both literally and figuratively?
- Anne believes in hope. What hope is she referring to? How does the belief in hope sustain her? How does hope sustain you in your life?

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Questions for *The Diary of Anne Frank*

Diary Entry: Monday Evening, 8 November, 1943

LEVEL 1

General Understanding

- How long have Anne and her family been in the “Secret Annexe”?
- What happens in this entry?
- What is Anne’s frame of mind?

Key Details

- How do books influence Anne?
- What effect does fear have on Anne?
- Why do Anne’s nightmares scare her so deeply?

LEVEL 2

Vocabulary

- Anne repeatedly uses the word *queer* in her entries. What does this mean?
- What is the “castle in the air”?
- How does Anne’s description of the Secret Annexe reflect or mirror her emotional state?
- What is the “black circle” that Anne writes of?

Structure

- How would you define the tone of this entry? Why?

Author’s Craft

- Find examples of metaphors in this entry. What do they mean?
- What is Anne’s relationship with Kitty?
- Anne begins to talk about the Anne before the Secret Annexe and the Anne during the Secret Annexe. What is the significance behind this? How does this explain her emotional state?

LEVEL 3

Author’s Purpose

- Anne is talking about how the outsiders perceive the Secret Annexe to be. What is the irony behind the sentence, “Miep often says she envies us for possessing such tranquility here”? What is the irony for Miep along with the Secret Annexe residents?

Intertextual Connections

- How do Anne’s nightmares mimic what is happening in the war? Refer to her past entries for evidence.

LEVEL 4**Opinion With Evidence or Argument**

- Anne writes, “I’m going through a spell of being depressed. I really couldn’t tell you why it is, but I believe it’s just because I’m a coward, and that’s what I keep bumping up against.”
- Why does she describe herself as depressed? Use evidence to support your claim.

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Questions for *The Diary of Anne Frank*

Diary Entry: Wednesday, 23 February, 1944

LEVEL 1

General Understanding

- How long has Anne been in hiding?
- What is Anne describing in this entry?

Key Details

- What is the significance of nature to Anne?
- Where is Anne's favorite place? Why is this her favorite place?
- Describe her relationship with Peter in this entry.
- What is Anne's definition of happiness?
- How does one overcome sorrow and sadness?

LEVEL 2

Vocabulary

- Find examples of descriptive language in this entry. Why do authors use descriptive language? Discuss Anne's attempt at descriptive language.

Structure

- For the first time, Anne breaks her writing structure. Why does she add on to her entry?

Author's Craft

- What is the symbolism behind nature?
- What is nature a metaphor for?

LEVEL 3

Author's Purpose

- What is happiness to Anne?
- What does one need in order to remain happy?

Intertextual Connections

- Anne very rarely mentions religion in her entries. What role does religion play in this entry and in previous entries? Why does she mention God more in this entry?
- How is Anne continuing to grow and change throughout the entries? How would you define/describe her at this moment in time?

LEVEL 4

Opinion With Evidence or Argument

- What is the “spell” that shall not be broken? Why is this important to Anne?
- Anne has expressed her feelings to Kitty about Peter, yet she writes, “Perhaps it won’t be long before I can share this overwhelming feeling of bliss with someone who feels the way I do about it.” Although she is in the same space with Peter, she does not feel that Peter shares her beliefs. What does this show about Anne and her feelings for Peter?
- Who is Anne speaking to in her additional mini entry? Use evidence to support your thinking.

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Questions for *The Diary of Anne Frank*

Diary Entry: Wednesday, 29 March, 1944

LEVEL 1

General Understanding

- How long has Anne been secluded?
- What is happening in Amsterdam in this entry?

Key Details

- Give specific examples of the turmoil in Amsterdam.
- Why is there such a high volume of theft in the city?
- What is happening to the people of Amsterdam? Who is being impacted? Why?

LEVEL 2

Vocabulary

- Why would Anne consider her potential publication to be a “romance”?

Structure

- Define irony. Find examples of irony in this entry.
- Where does Anne show her naiveté in this entry?

Author’s Craft

- Describe Anne’s writing style thus far in the book.
- What is the tone of this entry?

LEVEL 3

Author’s Purpose

- Who is in control of Amsterdam right now? How are the people living their lives outside of the “Secret Annexe”?
- Describe the positive and the negative things that Anne writes about.

Intertextual Connections

- How does Anne feel about the Dutch?
- Does she consider herself to be one of them? Why or why not? Refer to past entries for evidence.

LEVEL 4

Opinion With Evidence or Argument

- What is the role of the nonsoldier in this entry? What responsibility does the average citizen have during times of war? Research how average citizens made a difference during World War II.

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'CONJECTURE' BY MARK TWAIN

(ESSAY)

The historians "suppose" that Shakespeare attended the Free School in Stratford from the time he was seven years old till he was thirteen. There is no *evidence* in existence that he ever went to school at all.

The historians "infer" that he got his Latin in that school—the school which they "suppose" he attended.

They "suppose" his father's declining fortunes made it necessary for him to leave the school they supposed he attended, and get to work and help support his parents and their ten children. But there is no evidence that he ever entered or retired from the school they suppose he attended.

They "suppose" he assisted his father in the butchering business; and that, being only a boy, he didn't have to do full-grown butchering, but only slaughtered calves. Also, that whenever he killed a calf he made a high-flown speech over it. This supposition rests upon the testimony of a man who wasn't there at the time; a man who got it from a man who could have been there, but did not say whether he was or not; and neither of them thought to mention it for decades, and decades, and decades, and two more decades after Shakespeare's death (until old age and mental decay had refreshed and vivified their memories). They hadn't two facts in stock about the long-dead distinguished citizen, but only just the one: he slaughtered calves and broke into oratory while he was at it. Curious. They had only one fact, yet the distinguished citizen had spent twenty-six years in that little town—just half his lifetime. However, rightly viewed, it was the most important fact, indeed almost the only important fact, of Shakespeare's life in Stratford. Rightly viewed. For experience is an author's most valuable asset; experience is the thing that puts the muscle and the breath and the warm blood into the book he writes. Rightly viewed, calf-butchering accounts for *Titus Andronicus*, the only play—ain't it?—that the Stratford Shakespeare ever wrote; and yet it is the only one everybody tries to chouse him out of, the Baconians included.

The historians find themselves "justified in believing" that the young Shakespeare poached upon Sir Thomas Lucy's deer preserves and got haled before that magistrate for it. But there is no shred of respectable evidence that anything of the kind happened.

The historians, having argued the thing that *might* have happened into the thing that *did* happen, found no trouble in turning Sir Thomas Lucy into Mr. Justice Shallow. They have long ago convinced the world—on surmise and without trustworthy evidence—that Shallow *is* Sir Thomas.

The next addition to the young Shakespeare's Stratford history comes easy. The historian builds it out of the surmised deer-stealing, and the surmised trial before the magistrate, and the surmised vengeance-prompted satire upon the magistrate in the play: result, the young Shakespeare was a wild, wild, wild, oh *such* a wild young scamp, and that gratuitous slander is established for all time! It is the very way Professor Osborn and I built the colossal skeleton brontosaurus that stands fifty-seven feet long and sixteen feet high in the Natural History Museum, the awe and admiration of all the world, the stateliest skeleton that exists on the planet. We had nine bones, and we built the rest of him out of plaster of paris. We ran short of plaster of paris, or we'd have built a brontosaurus that could sit down beside the Stratford Shakespeare and none but an expert could tell which was biggest or contained the most plaster.

Shakespeare pronounced *Venus and Adonis* "the first heir of his invention," apparently implying that it was his first effort at literary composition. He should not have said it. It has been an embarrassment to his historians these many, many years. They have to make him write that graceful and polished and flawless and beautiful poem before he escaped from Stratford and his family—1586 or '87—age, twenty-two, or along there; because within the next five years he wrote five great plays, and could not have found time to write another line.

It is sorely embarrassing. If he began to slaughter calves, and poach deer, and rollick around, and learn English, at the earliest likely moment—say at thirteen, when he was supposedly wrenched from that school where he was supposedly storing up Latin for future literary use—he had his youthful hands full, and much more than full. He must have had to put aside his Warwickshire dialect, which wouldn't be understood in London, and study English very hard. Very hard indeed; incredibly hard, almost, if the result of that labor was to be the smooth and rounded and flexible and letter-perfect English of the *Venus and Adonis* in the space of ten years; and at the same time learn great and fine and unsurpassable literary form.

Source: Mark Twain, *Is Shakespeare Dead? From My Autobiography* © 1909

Questions for “Conjecture” by Mark Twain

LEVEL 1

General Understanding

- What topic is being discussed?
- What type of text (fiction, nonfiction) do you think this is? Support your opinion with evidence from the text.
- Who is the audience for this text? How do you know?

Key Details

- What are the reasons given by historians that Shakespeare left school?
- Why does Twain call *Venus and Adonis* “sorely embarrassing”?
- How are historians described?
- According to the article, did Shakespeare attend school?

LEVEL 2

Vocabulary

- What is the tone of the piece? How do we know? Point out specific words or phrases.
- Why are quotation marks used around the words *infer* and *suppose*?
- What is the tone when Twain says, “The next addition to the young Shakespeare’s Stratford history comes easy”? What is he implying about how historians document history?
- How is history defined in this piece? Is it reliable?

Structure

- Why do you think this is titled, “Conjecture”?
- How does Twain use personal and popular anecdotes to illustrate his position on Shakespeare’s identity?

Author’s Craft

- How does Twain use humor to prove his view of Shakespeare and his origins?
- What purpose does the reference to the skeleton brontosaur in the Natural History Museum serve?
- What role does the calf butchering anecdote in Paragraph 3 serve in proving Twain’s point that Shakespeare is not who we think he is?

LEVEL 3

Author's Purpose

- What does Twain think of historians who posit that Shakespeare is indeed the man from Stratford-Upon-Avon? Use evidence that supports your opinion.
- How does Twain present historians? What are his views of them?
- Is Twain reliable himself? Why or why not? Use evidence from the text to support your answer.
- How is history made, according to Twain?

Intertextual Connections

- Does it matter whether or not we know who the author of famous works is? Using "Conjecture" and other texts you have read this year, write an editorial piece arguing for or against the importance of the author's identity when evaluating a text.

LEVEL 4

Opinion With Evidence or Argument

- What do you think of Twain's opinion on Shakespeare? Do you agree or disagree? Conduct your own research on Shakespeare's identity; compose an argumentative speech using your research and "Conjecture" to help prove your point.

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'ON WOMEN'S RIGHT TO VOTE' BY SUSAN B. ANTHONY, 1873

(SPEECH)

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household—which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

Questions for “On Women’s Right to Vote” by Susan B. Anthony, 1873

LEVEL 1

General Understanding

- What happened?
- Why is Susan B. Anthony delivering this speech?
- Who is she speaking to?

Key Details

- Why was she arrested?
- Which historical documents does Susan B. Anthony refer to?
- Where is she?
- Who are Webster, Worcester, and Bouvier?
- How does Susan B. Anthony connect the plight of the African American to that of women? Why does she relate the two?
- What election did she vote in?

LEVEL 2

Vocabulary

- What does “sex” represent in this text?
- She repeats “to them” several times throughout her speech (specifically in Paragraph 6). Who is she speaking of?
- Define all unknown words and terms in Paragraph 6. Discuss your findings with your partner/ table. Reread the paragraph again. What is she saying?

Structure

- Discuss the effectiveness of the use of evidence throughout her speech.
- Read the speech out loud to a partner or table. Discuss the length of the speech. Is it sufficient?

Author’s Craft

- Discuss the persuasive techniques used and their effectiveness.
- What is the tone of this speech? Why do you think this?
- How does Susan B. Anthony justify her actions?

LEVEL 3

Author's Purpose

- What does the right to vote represent to Susan B. Anthony? Where specifically does she insinuate the importance of voting for women?
- How does Susan B. Anthony discuss class?

Intertextual Connections

- Research Susan B. Anthony's life in other texts and examine where her motivation for the women's suffrage movement began.

LEVEL 4

Opinion With Evidence or Argument

- Susan B. Anthony asks the question, "Are women persons?" Discuss the rights of women in 1873 versus their rights today.
- What type of person is Susan B. Anthony, as evidenced solely in this speech?
- Women were finally granted the right to vote in 1920 with the passing of the 19th Amendment to the US Constitution, which reads, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." This was passed 48 years after Susan B. Anthony's death. Research what happened between the time she delivered this speech and the time women were finally granted the right to vote.
- Even though women were granted the right to vote in 1920, numbers of women voting did not match numbers of men voting until 1980. Currently, a higher percentage of women are voters than men. President Obama had 55% of his votes come from females. What is changing in society? Why are more women voting now?

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