

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

The Night of Terror

- 1. ally (uh-LAHY)** *verb or (AL-ahy) noun*; The verb *ally* means “to join yourself with another person or group in order to get or give support.” In a game of *Fortnite*, you might ally with other players and work together as a group.

As a noun, *ally* refers to a person, group, or nation that cooperates with or gives help to another person, group, or nation in a particular activity. Two countries that are allies agree to support each other, especially during a time of war. Several different organizations might be allies in a fight for a certain cause that they all care about. In short, an ally is someone who is on your side—the opposite of an enemy.

- 2. amendment (uh-MEND-muhnt)** *noun*; An amendment is a change or an addition made to the original version of something, usually some sort of document or statement. Your class might make an amendment to the class rules, for example. Often, *amendment* is used when people talk about changes to the U.S. Constitution. So far, 27 amendments have been made to the Constitution. In other words, 27 things have been changed or added to the Constitution since it was signed in 1787.

- 3. picket (PIK-it)** *verb*; To picket is to stand or march in front of a public place to protest something. Picketers—people who are picketing—often hold signs and chant as a way to bring public attention to an issue they care about.

For example, a group of people fighting for animal rights might picket in front of a store that sells fur coats. This might discourage members of the public from shopping at the store or at least provide them with information that they did not have. A group of workers might picket in front of the place where they work to persuade others to join them and put pressure on the company to increase workers’ pay.

- 4. suffragist (SUHF-ruh-jist)** *noun*; *Suffrage* (SUHF-rij) means “the right to vote in political elections.” A suffragist is a person who works to extend suffrage—that is, voting rights—to people who do not have them. The word *suffragist* is especially used to describe a person who worked to help women get the vote.

- 5. treason (TREE-zuhn)** *noun*; Treason is the crime of betraying one’s country. Someone who helps their country’s enemies during war might be convicted of treason.

“How Racism Divided the Suffrage Movement”

- 1. alienate (EY-lee-uh-neyt)** *verb*; *Alienate* means “to cause someone to stop liking you—to stop being friendly or helpful to you” or “to cause someone to feel like they don’t belong.” If you have a bad temper, you might alienate your friends. If Elizabeth’s friends stop talking to her and stop including her in their activities, her friends are alienating her.
- 2. prominent (PROM-uh-nuhnt)** *adjective*; Someone or something that is prominent is important and very well-known. Martin Luther King Jr. was one of the most prominent leaders in the civil rights movement.

Directions: Below, list any other words from the play or informational text whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

The Night of Terror

Directions: Rewrite each sentence using a form of one of the words in the box. There are two words you will not use.

alienate ally amendment picket suffragist treason

1. Supporters of women's right to vote are still working hard around the globe.

2. "Listen!" said Owen. "You and I are on the same side in this fight. We want the same things!"

3. In 1971, the United States made a change to the Constitution that lowered the voting age from 21 to 18.

4. A group of people plan to protest a new law outside the governor's office this Saturday.

Directions: Choose the best answer to each question.

5. Who is a prominent figure you admire or respect? Why?

6. What is something you believe would be worth picketing about?

7. What is something you could do to make sure a new student doesn't feel alienated at school?

Directions: Choose the word that is most similar in meaning to each word in bold.

8. **amendment**

- Ⓐ change Ⓑ damage

9. **prominent**

- Ⓐ hidden Ⓑ famous

10. **treason**

- Ⓐ disloyalty Ⓑ honesty

11. **ally**

- Ⓐ partner Ⓑ opponent

12. **alienate**

- Ⓐ turn away Ⓑ unite

Name: _____ Date: _____

Close-Reading Questions

The Night of Terror

1. At the start of the play, how does Franny feel about the suffrage movement? What events cause her feelings to change? (character)
2. In Scene 3, Aunt Kate says, “We stand there because as long as women’s voices are silenced, we are not really citizens.” What does she mean? (interpreting text)
3. In Scene 4, Hazel says to the judge, “There are 30 of us in your courtroom today. Tomorrow, there will be 60!” What message is she sending to the judge in this moment? (inference)

4. What is the significance of the sashes Franny makes for herself and Aunt Kate at the end of Scene 7? (symbolism)

5. What do the text features tell you about the women's suffrage movement? (key ideas)

6. What tactics did suffragists use in their crusade? (key ideas)

Name: _____ **Date:** _____

Critical-Thinking Questions

The Night of Terror

- 1.** Patriotism is devotion to your country. Did the suffragists in the play show patriotism?
Can you have patriotism and also speak out against the government?
- 2.** Is the fight for women's rights over? What other people or movements can you think of that are fighting for change today?
- 3.** In the U.S., the minimum voting age is 18. Do you think it should be lowered?



The Night of Terror

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Ordinary people have little power to change society.		
2. The United States has always been a place of freedom and equality for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People should not obey laws they think are unfair.		
5. People are not born with prejudice, they are taught it.		
6. Long-held ideas take a long time to change.		
7. Voting is Americans’ most important right.		
8. Peaceful acts have the power to change a system.		
9. Sometimes you have to put the greater good ahead of the individual.		
10. All U.S. citizens who are eligible to vote should be required to vote.		

Name: _____ Date: _____

The Night of Terror

Character Thinking Tool

The questions in this activity are about the character of
Franny

1. Consider Scene 2.

A. In Scene 2, how does Franny feel about President Woodrow Wilson? Explain.

B. How do the suffragists feel about Wilson? Explain.

C. In Scene 2, how does Franny view the suffragists and their fight for the vote? Explain.

2. At the end of Scene 4, Franny says “This is wrong!” What does she think is wrong?

3. What is the significance of the sashes Franny makes for herself and Aunt Kate at the end of Scene 7? What does this moment reveal about how Franny's view of the suffrage movement has changed since the beginning of the play?

4. What events contribute to Franny's change of opinion about the suffrage movement?

5. Imagine you are Franny, sitting by the fire at the Ewings' house in the evening after the suffragists are released from the workhouse.

On the back of this page or on your own paper, write a letter to your father about what your time in Washington, D.C., has been like so far. What have you learned? What has surprised you? What do you think the future holds, and what will your role in it be?

Name: _____ Date: _____

Preparing to Write: The Fight to Win the Vote

The writing prompt on page 16 says:

In an essay, explain the challenges that suffragists had to overcome in their fight for the right to vote. Draw on the play, captions, and informational text to support your ideas.

Follow the directions below to help you plan your essay.

Step 1

Text Marking

Go through the play, the photo captions, and the informational text and mark lines that describe or reveal challenges that suffragists faced. (Alternatively, you can write the lines on another sheet of paper or in a document on a computer. Be sure to note whether each line comes from the play, a caption, or the informational text, and note the page and scene numbers.)

Step 2

Labeling

Think about *what type of challenge* each line or group of lines you marked shows. Write your ideas next to the lines you marked.

Here are three ideas for what you might write next to some lines from Scene 2 in the play.

- hostility from the public
- lack of public support

Bystander 1: Stop harassing President Wilson!

Bystander 2: This is unpatriotic! This is treason!

- opinion that women's suffrage was a distraction from the war effort

Your goal is to end up with some “challenge categories” into which you can organize the lines you marked in the text.

Step 3

Organizing Evidence

Fill in the chart on the next page.

Type of challenge		
Evidence	<div data-bbox="61 1150 300 1381">In each box in the top row, write one type of challenge the suffragists faced.</div> <div data-bbox="360 1108 682 1432">Under each challenge, quote or paraphrase lines from the play, captions, and/or informational text that describe or reveal that challenge. (Use the lines you marked in Step 1.)</div>	

Now you're ready to write the first draft of your essay. Be sure to make it clear how your text evidence supports your thesis, or central idea.

Name: _____ Date: _____

Preparing to Write: The Fight to Win the Vote

The writing prompt on page 16 says:

In an essay, explain the challenges that suffragists had to overcome in their fight for the right to vote. Draw on the play, captions, and informational text to support your ideas.

Follow the directions below to help you plan your essay.

Step 1

Text Marking

Go through the play, the photo captions, and the informational text and mark lines that describe or reveal challenges that suffragists faced. (Alternatively, you can write the lines on another sheet of paper or in a document on a computer. Be sure to note whether each line comes from the play, a caption, or the informational text, and note the page and scene numbers.)

Step 2

Labeling

Think about *what type of challenge* each line or group of lines you marked shows. Write your ideas next to the lines you marked.

Here are three ideas for what you might write next to some lines from Scene 2 in the play.

- hostility from the public
- lack of public support

Bystander 1: Stop harassing President Wilson!

Bystander 2: This is unpatriotic! This is treason!

- opinion that women's suffrage was a distraction from the war effort

Your goal is to end up with some “challenge categories” into which you can organize the lines you marked in the text.

Step 3

Organizing Evidence

Fill in the chart on the next page.

Write one more type of challenge the suffragists faced.

Type of challenge	lack of public support	punishment/intimidation by authority	
Evidence	<ul style="list-style-type: none"> • “Suffragists were harshly criticized for continuing to work for the vote during wartime.” (caption, p. 13) • Watching suffragists protest in front of the White House, Franny says, “Doesn’t the President have enough to deal with? Our country is at war.” After some of the protesters are arrested, Franny says, “They should be ashamed. Why aren’t they helping with the war effort?” (play, Scene 2, pp. 11-12) 	<ul style="list-style-type: none"> • “In 1917, 33 women from the National Woman’s Party were arrested while picketing outside the White House. They were imprisoned at the Occoquan Workhouse, a jail where inmates were forced to work without pay. On November 14, the women were beaten and tortured. That date became known as the Night of Terror.” (caption, p. 15) 	
	<p>Under each challenge, quote or paraphrase lines from the play, captions, and/or informational text that describe or reveal that challenge. (Use the lines you marked in Step 1.) We filled in some for you.</p>		

Now you’re ready to write the first draft of your essay. Be sure to make it clear how your text evidence supports your thesis, or central idea.

Name: _____ Date: _____

The Night of Terror Quiz

Directions: Read *The Night of Terror*. Then answer the questions below.

1. In Scene 2, Franny says the protesters should be ashamed. Then there is an awkward silence. You can infer, or conclude, that Maud and Roy

- Ⓐ think Franny is right.
- Ⓑ disagree with what Franny just said.
- Ⓒ don't support the war.
- Ⓓ have decided to stop speaking to Franny.

2. Why are the suffragists sent to the workhouse?

- Ⓐ They broke the law by blocking traffic.
- Ⓑ They broke the law by protesting.
- Ⓒ The judge was confused.
- Ⓓ They were unjustly imprisoned to discourage them from protesting.

3. By the end of the play, Franny supports the women's suffrage movement. Which details help develop this idea? Choose TWO answers.

- Ⓐ Franny sees Aunt Kate get arrested. (p. 12)
- Ⓑ Franny tells Aunt Kate that standing outside the White House seems “so crazy.” (p. 13)
- Ⓒ Franny helps spread the story of what happened to the suffragists in the workhouse. (p. 15)
- Ⓓ Franny makes purple-white-and-gold sashes for herself and for Aunt Kate. (p. 16)

4. The Night of Terror

- Ⓐ led to decreased support for women's suffrage.
- Ⓑ led to increased support for women's suffrage.
- Ⓒ convinced the suffragists to stop protesting until after World War I had ended.
- Ⓓ had no effect on the suffrage movement.

5. In Scene 5, why do the women in the workhouse speak directly to the audience?

- Ⓐ They are saying what is written on the note that they drop down.
- Ⓑ They are giving background information about their lives.
- Ⓒ They are revealing what Franny, Maud, and Roy are thinking.
- Ⓓ They are predicting what will happen when people read their stories.

6. Which sentence expresses the central idea of the informational text on page 14?

- Ⓐ There was a women's parade on March 3, 1913.
- Ⓑ Ida B. Wells was from Chicago.
- Ⓒ Black women faced racism and discrimination within the women's suffrage movement.
- Ⓓ Ida B. Wells helped form the National Association of Colored Women's Clubs.

Constructed-Response Questions



Directions: Write your answers in a well-organized response.

7. How do the play and captions support the idea that suffragists faced disapproving and disrespectful treatment by the public? Use text evidence to support your answer.

8. In Scene 5, Aunt Kate suggests that more people would support the suffragists if they knew what happened to the women in the workhouse. Does Aunt Kate turn out to be right? Use text evidence.

Name: _____ Date: _____

The Night of Terror Quiz

Directions: Read *The Night of Terror*. Then answer the questions below.

1. In Scene 2, Franny says the protesters should be ashamed and asks why they aren't helping with the war effort. There is an awkward silence. You can infer that Maud and Roy
 - Ⓐ think Franny is right.
 - Ⓑ don't want to offend their cousin but disagree with what she just said.
 - Ⓒ don't support the war.
 - Ⓓ have decided to stop speaking to Franny.
2. Why are the suffragists sent to the workhouse?
 - Ⓐ They broke the law by obstructing traffic.
 - Ⓑ They broke the law by picketing.
 - Ⓒ They were found guilty of treason.
 - Ⓓ They were unjustly imprisoned to discourage them from protesting.
3. By the end of the play, Franny supports the women's suffrage movement. Which details help develop this idea? Choose TWO answers.
 - Ⓐ Franny sees Aunt Kate get arrested. (p. 12)
 - Ⓑ Franny tells Aunt Kate that standing outside the White House seems "so crazy." (p. 13)
 - Ⓒ Franny helps spread the story of what happened to the suffragists in the workhouse. (p. 15)
 - Ⓓ Franny makes purple-white-and-gold sashes for herself and for Aunt Kate. (p. 16)
4. The Night of Terror
 - Ⓐ shocked the public and led to decreased support for women's suffrage.
 - Ⓑ shocked the public and led to increased support for women's suffrage.
 - Ⓒ convinced the leaders of the movement to stop protesting until after World War I had ended.
 - Ⓓ had no effect on the suffrage movement.
5. In Scene 5, the women in the workhouse speak directly to the audience. What is the most likely reason the playwright chose this approach?
 - Ⓐ to add drama, having the women say aloud what is written on the paper they drop down
 - Ⓑ to indicate that the women did not write down what was actually happening to them
 - Ⓒ to show that Franny, Maud, and Roy are shocked by the women's treatment
 - Ⓓ to foreshadow what will happen to the women
6. Which sentence best expresses a central idea of the informational text on page 14?
 - Ⓐ There was a women's parade on March 3, 1913.
 - Ⓑ Ida B. Wells was a civil rights leader.
 - Ⓒ Black women faced racism and discrimination within the women's suffrage movement.
 - Ⓓ Ida B. Wells helped form the National Association of Colored Women's Clubs.

Constructed-Response Questions



Directions: Write your answers in a well-organized response.

7. What are some challenges that suffragists faced in their fight for women's voting rights? Support your answer with details from the play, the captions, and "How Racism Divided the Suffrage Movement."
8. In Scene 5, Aunt Kate says of the public, "Only when they understand will they become our allies." What does she mean? Does she turn out to be right? Support your answer with details from the play.

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. <i>Find lines in the story that support the inference on the right.</i></p> <p>Franny: Doesn't the President have enough to deal with? Our country is at war. (p. 11)</p> <p>Franny: They should be ashamed. Why aren't they helping with the war effort? (p. 12)</p> <p>Franny: I don't know . . . it's just . . . I miss my dad. (p. 13)</p> <p>Aunt Kate: I am sure your father will come home safe from the war.</p> <p>Franny: But what if he doesn't? (p. 13)</p> <p>Franny: But what about the war? (p. 13)</p>	<p>Franny is worried about her father, who is away at war.</p>
<p>2. In Scene 2, bystanders and suffragists begin to clash at the protest:</p> <p>SD2: Bystanders start tearing the banners out of the suffragists' hands.</p> <p>SD3: One bystander grabs Aunt Kate's sash and rips it. She stumbles to the ground.</p> <p>SD1: Maud and Roy rush to help. Franny hangs back.</p>	<p><i>Why does Franny hang back?</i></p>
<p>3. Later in Scene 2, Aunt Kate is arrested:</p> <p>Franny: Your mother was just . . . arrested!</p> <p>Roy (<i>shrugging</i>): She gets arrested all the time.</p> <p>Franny: What?!</p> <p>Maud: She'll be sent home later with the others. Then they'll have to go before the judge. He usually sentences them to a couple days in jail.</p>	<p><i>How does their mother's arrest affect Roy and Maud?</i></p>

Clues	Inference
<p>4. In Scene 3, Aunt Kate returns home from jail late at night:</p> <p>SD2: Aunt Kate enters to find Franny wrapped in a blanket, sitting in front of a crackling fire. Aunt Kate: Couldn't sleep? SD3: Franny shakes her head.</p>	<p><i>Why can't Franny sleep?</i></p>
<p>5. In Scene 4, a judge charges the women with obstructing traffic. Then Hazel says this:</p> <p>Hazel: There are 30 of us in your courtroom today. Tomorrow, there will be 60!</p>	<p><i>What message is Hazel sending the judge in this moment?</i></p>
<p>6. Find lines in the story that support the inference on the right.</p>	<p>Franny comes to support the women's suffrage movement.</p>

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Suffragist Contest

In an essay, explain the challenges that suffragists had to overcome in their fight for the right to vote. Draw on the play, captions, and informational text to support your ideas. Five winners will each get *The Making of Mollie* by Anna Carey.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your entry and send both to: scopemag@scholastic.com
or mail them to: Suffragist Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 20, 2020!