

The Night of Terror

Inspired by a true event from the fight to get women the right to vote

About the Story

Lexile: 910L (captions and informational text)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to identify and synthesize key ideas and details from an informational text and a historical play about a little known event in the women's suffrage movement

Key Skills:

character, interpreting text, inference, symbolism, key ideas and details, synthesis

Essential Questions:

- What is the value of a vote?
- How can people stand up for their rights?
- What does it take to change society?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.5, R.9, R.10, W.2, SL.1, SL.2, L.4, L.6.** For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Slideshow: Timeline about voting equality in America

Audio:

- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Recommended pairings from the Scope Archives:

- *Fly Girl*
- *When Girls Ruled Baseball*
- *Vanished*

Skill Builders to print or project:

- Vocabulary
 - Close Reading and Critical Thinking
 - Quiz*
 - **Core Skills Workout:** Inference
 - **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
 - Preparing to Write: The Fight to Win the Vote
 - Contest Entry Form
- * Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Anticipation Guide

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students enter the classroom, have them write down whether they agree or disagree with each statement. Take a quick poll for each statement and ask volunteers to explain their responses.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *alienated, allies, amendment, picketing, prominent, suffragists, treason*

2 Reading and Discussing the Play

(45 minutes, activity sheet online)

- Read aloud the As You Read box on page 10.
- Assign parts and read the play as a class.
- Invite students to share anything they found surprising or interesting. Then discuss the following questions as a class.

Close-Reading Questions

At the start of the play, how does Franny feel about the suffrage movement? What events cause her feelings to change?

(character) *At the start of the play, Franny can't understand why women are protesting during wartime. She seems to think it's inappropriate. She feels that the President and servicemen like her father have bigger problems to deal with because of the war. After she reads a letter revealing that her late mother was a suffragist and then witnesses her aunt's mistreatment, she begins to understand why women must fight to have the same rights as men.*

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) *Aunt Kate is using "voices" to mean voting rights; she is referring to how voting gives people the ability to make their needs and values known. When she says that without the vote, women "are not really citizens," she means that without the ability to vote, women are citizens of the U.S. only insofar as they live there—they do not have the rights and protections that she thinks all citizens should have.*

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) *Hazel is implying that the movement is growing in strength, and that if the judge imprisons these women for expressing their opinions—a right that is supposed to be guaranteed in the U.S.—it will only inspire more people to join their cause.*

What is the significance of the sashes Franny makes for herself and Aunt Kate at the end of Scene 7? (symbolism) *The sashes symbolize Franny's change of spirit about the women's suffrage movement. By making and wearing a sash, she proudly commits to the cause.*

Analyze and discuss the text features.

(20 minutes, activity sheet online)

- Have students work in groups to read the captions and informational text. (Optionally, they can also read the timeline at Scope Online.) Students should be sure to discuss the questions posed in the orange circles.
- Have the groups discuss the following two questions.

Close-Reading Questions

What do the text features tell you about the women's suffrage movement? (key ideas) *The text features show that the movement faced many challenges, but that suffragists met these challenges with strength and determination. For example, on page 10, the caption explains that even though members of the National Woman's Party "were attacked, yelled at, and frequently arrested," they refused to give up. The informational text (14) explains that because of racism, black suffragists "were often alienated and ignored" by white suffragists. In response, black suffragists formed their own organizations and continued to work for justice.*

What tactics did suffragists use in their crusade? (key ideas) *Suffragists organized, protested, marched, and participated in public acts of defiance, such as burning copies of President Wilson's speeches. They also published information about their treatment in the workhouse. (These practices are known as "nonviolent resistance.")*

- Invite volunteers from each group to share what they discussed.
- As a class, discuss the following questions.

Critical-Thinking Questions

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? *Answers will vary.*

Is the fight for women's rights over? What other people or movements can you think of that are fighting for change today? *Students may say the movement is not over and may recall the recent women's marches, Malala Yousafzai and her crusade for girls' education, or the fact that we have never had a female president. Other movements they may mention: Greta Thunberg and environmental activism, Black Lives Matter, and access to clean water.*

In the U.S., the minimum voting age is 18.

Do you think it should be lowered? *Answers will vary.*

3 Skill Building: Key Ideas & Details

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: The Fight to Win the Vote**. This activity will prepare them for the prompt on page 16. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, describe how the suffragists in the play worked to get women the right to vote.

For Advanced Readers

In a well-organized essay, explain how suffragists crusaded for the right to vote. Support your answer with information from the play, informational text, timeline at Scope Online, and another source of your choosing.

For Biographers

Write an article about a famous suffragist or women's rights advocate to be published in a class edition of *The Suffragist* newspaper.

For Journalists

Research an issue related to women's ongoing struggle for equality—within education, the workplace, military service, etc. Why does this inequality exist? How are people standing up to it? Present your findings in a podcast or essay.