

## **A March for Equality**

1 In the winter of 1913, more than 500,000 spectators in Washington, D.C., stood to watch a parade along Pennsylvania Avenue. More than 5,000 supporters of women's voting rights marched past the Capitol Building and the White House and on to the Treasury Building. This was the day before the new U.S. president Woodrow Wilson was to be sworn in. The goal of the parade organizers was to gain support for the passage of a Constitutional amendment ensuring voting rights for women.

2 At this time in American history, even well-to-do women did not have rights equal to those of men. Many men didn't think that women were intelligent or capable enough to do important work or make political decisions. Women couldn't serve on juries. Few were allowed into medical school or law school. No woman had ever served in the U.S. Congress or become a state governor. Activists knew that the power to vote was the key to change.

3 As part of the parade, a dramatic presentation was performed. After the notes of "The Star-Spangled Banner" blared from a band stationed at the foot of the Treasury Building steps, a woman dressed in red, white, and blue appeared from between the building's huge columns. She was playing the part of Columbia, a symbol of the United States. One by one, women symbolizing Charity, Liberty, Peace, and Hope joined Columbia.

4 At the head of the parade was lawyer Inez Milholland Boissevain riding a white horse. The procession behind her included bands and floats as well as marchers on foot.

5 The first group of marchers included women from more than twenty countries. Some were from countries such as Norway, where women already had suffrage. Many women marched in groups according to their jobs. There were nurses, lawyers, doctors, farmers, librarians, pharmacists, homemakers, and many others. Few women worked outside the home in 1913, except as household servants or factory workers. Most of the spectators had probably never seen a woman doctor or a woman pharmacist.

6 Unfortunately, many spectators had come only to heckle the marchers. Rowdy men shouted out insults. They moved forward, knocked down the barriers lining the street, and rushed up to the marchers. The police assigned to the parade route did nothing to stop the hecklers. The marchers were determined to continue the parade, even when they were forced to pass single file through the angry crowd. When male politicians who supported the women's cause marched by, jeers rose from some onlookers.

7 The courage of the marchers and the bad behavior of some onlookers aroused public sympathy for the suffragists and their cause. Of course, the parade did not immediately lead to voting rights for women. It took seven more years and much hard work. In time, the suffragists' efforts were successful. Although only men elected Woodrow Wilson to his second term in 1916, the following election, in 1920, was decided by both male and female voters.

**Directions:** Answer the following questions relating to *A March For Equality*; you may look back at the selection as often as needed.

1. How many years after the parade led by Inez Milholland Boissevain, did women finally get the right to vote in the United States?
  - a. 7
  - b. 10
  - c. 5
  - d. 3
  
2. Based on the information presented in the text, what can you infer about the way American men felt about women voting in 1913?
  - a) Most men knew the power to vote was of key importance and that's why they worked so hard to help women.
  - b) Most men supported women's right to vote.
  - c) Men believed it was their responsibility to demand a Constitutional amendment ensuring voting rights for women.
  - d) Many men still did not believe that women should vote.
  
3. What message is implied from the selection?
  - a) Do not blame others.
  - b) Be happy with what you have.
  - c) Courage and hard work pay off.
  - d) The importance of keeping one's promises.
  
4. Which of the following American ideals did the women not personify or embody during the parade?
  - a) Religious Freedom
  - b) Charity
  - c) Liberty
  - d) Peace
  
5. What was significant about Inez Milholland Boissevan leading the parade?
  - a. Inez Milholland Boissevan was an educated man who believed in women's right to vote.
  - b. Inez Milholland Boissevan was an educated, professional woman.
  - c. Inez Milholland Boissevan had recently changed his mind regarding giving women the right to vote.
  - d. Inez Milholland Boissevan was a well-known actress who was respected by many Americans.

6. Which of the following is the most significant difference between the ways in which Woodrow Wilson and Barack Obama were elected President?
- a) African Americans and women were not allowed to vote for President Wilson.
  - b) African Americans were not allowed to vote for President Wilson.
  - c) President Obama was elected primarily by male voters.
  - d) Women were not allowed to vote for President Wilson.
7. Which of the following support the idea that women did not have access to the same opportunities as men?
- a) Few women worked outside the home in 1913, except as household servants or factory workers.
  - b) This was the day before the new U.S. president Woodrow Wilson was to be sworn in.
  - c) The police assigned to the parade route did nothing to stop the hecklers.
  - d) The marchers were determined to continue the parade, even when they were forced to pass single file through the angry crowd.
8. Which of the following is an objective summary of the article ***A March For Equality?***
- a) In 1913, women from around the world participated in a parade to raise awareness for women's rights, specifically the right to vote. Although the women encountered negativity from many onlookers, it proved to be an effective step towards equality for women in the United States.
  - b) In 1913, a group of women marched to show the world that women should have the right to vote. These women should be admired by all for their heroism and willingness to stand up for what they knew to be right.
  - c) In 1913 women finally waged war against inequality by demanding that President Wilson give women the right to vote.
  - d) This is a great article about the way in which women from around the world stood up for equality in America.
9. Consider the following excerpt, what meaning does the author want associated with the word **rose**?

*When male politicians who supported the women's cause marched by, jeers **rose** from some onlookers.*

- a) a flower
- b) to help
- c) to rise or ascend
- d) to descend

10. Consider the following excerpt, what meaning does the author want associated with the word **cause**?

*The courage of the marchers and the bad behavior of some onlookers aroused public sympathy for the suffragists and their **cause**.*

- a) What makes something happen: a person or thing that makes something happen or exist or is responsible for something that happens
- b) Reason: a reason or grounds for doing or feeling something
- c) The way somebody behaves: the way in which somebody behaves
- d) Principle: a principle or idea that people believe in or work for

11. Use context clues to help you determine the meaning of the word **heckle**?

*Unfortunately, many spectators had come only to **heckle** the marchers. Rowdy men shouted out insults. They moved forward, knocked down the barriers lining the street, and rushed up to the marchers.*

- a) aid / assist
- b) harass / bully
- c) judge / critique
- d) organize / establish

12. Based on the following selection, which is the best definition of the word **spectators**?

*Most of the **spectators** had probably never seen a woman doctor or a woman pharmacist.*

- a) Somebody who takes part in something
- b) Somebody who teaches, especially as a profession
- c) Somebody who watches or observes, especially one who watches an activity or event
- d) Somebody in charge of others: the head of a nation, political party, legislative body, or military unit

**Directions:** Study the cartoon and read the poem, then answer the questions that follow.



## The Awakening

Look forward, women, always; utterly cast away  
The memory of hate and struggle and bitterness;  
Bonds may endure for a night, but freedom comes with the day,  
And the free must remember nothing less.

Forget the strife; remember those who strove --  
The first defeated women, gallant and few,  
Who gave us hope, as a mother gives us love,  
Forget them not, and this remember too:

How at the later call to come forth and unite,  
Women untaught, uncounselled, alone and apart,  
Rank upon rank came forth in unguessed might,  
Each one answering the call of her own wise heart.

They came from toil and want, from leisure and ease,  
Those who knew only life, and learned women of fame,  
Girls and mothers of girls, and the mothers of these,  
No one knew whence or how, but they came, they came.

The faces of some were stern, and some were gay,  
And some were pale with the terror of unreal dangers;  
But their hearts knew this: that hereafter come what may,  
Women to women would never again be strangers

--Alice Duer Miller

13. Which word is an antonym for the word **strife** based on the following excerpt?

*Look forward, women, always; utterly cast away  
The memory of hate and struggle and bitterness;  
Bonds may endure for a night, but freedom comes with the day,  
And the free must remember nothing less.  
Forget the **strife**, remember those who strove.*

- a) agreement
- b) disharmony
- c) fight
- d) war

14. What is another meaning for **endure** in the following sentence?

*Bonds may **endure** for a night, but freedom comes with the day*

- a) assure
- b) dispute
- c) continue
- d) end

15. What was the author's intended purpose in writing this poem?

- a) to make her audience laugh
- b) to persuade or convince her audience that women deserve freedom of speech
- c) to inform or teach her audience about women's suffrage
- d) to teach Americans about the importance of Lady Liberty

16. Consider the cartoon and the poem, what can you infer that the woman with the torch symbolizes?

- a) The fight for independence from Great Britain in the American Revolution
- b) The Americanization of Native Americans
- c) Freedom from slavery in the United States
- d) Women gaining the right to vote in the United States

**Directions:** Consider both ***A March For Equality*** and ***The Awakening*** as you answer the following questions.

17. What do the selections have in common?

- a) Both selections are written about women's role in World War I.
- b) Both selections are written by the same author.
- c) Both selections are written about having courage and fighting for a cause.
- d) Both selections are written about slavery and the fight for freedom.

18. Which of the following statements best represents the differences between the two texts?

- a) ***A March For Equality*** is written from a male's perspective, whereas ***The Awakening*** is written from a female's perspective.
- b) ***A March For Equality*** is written to entertain, whereas ***The Awakening*** is meant to inform.
- c) ***A March For Equality*** is written about women seeking the vote, whereas ***The Awakening*** is written about women who always had the right to vote.
- d) ***A March For Equality*** is an informational text, whereas ***The Awakening*** is a symbolic poem.

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**Directions:** Read each question and choose the best answer.

19. What does the **metaphor** in this text suggest?

*Hannah felt a roller coaster of emotions when she heard the news.*

- a) Hannah had varied feelings.
- b) Hannah thought the news was exciting
- c) Hannah was amused by the news.
- d) Hannah found the news scary.

20. What does the **verbal irony** in this text suggest?

*For spring allergy sufferers, the botanical garden is as pleasant as a root canal.*

- a) The botanical garden is not fun for people with allergies.
- b) The botanical gardens are not fun for anyone.
- c) The botanical gardens are where you go for dental treatments.
- d) The botanical gardens are only enjoyed by allergy sufferers.

21. What does the **personification** in this text suggest?

*Ten thousand daffodils saw I at a glance,  
Tossing their heads in sprightly dance.*

—William Wordsworth

- a) The daffodils were swaying slowly in the wind.
- b) The daffodils were dying.
- c) The daffodils were bent over.
- d) The daffodils were moving in the wind.

22. What does the **idiom** in this text suggest?

*I walked across an empty land  
I knew the pathway like the back of my hand.*

—Keane

- a) The singer is walking in a field.
- b) The singer has walked this path many times before.
- c) The singer has never walked this path before.
- d) The singer's hand has tracks much like the road he is traveling.

23. What does the **allusion** in this text suggest?

*Romeo, take me somewhere we can be alone.  
I'll be waiting; all that's left to do is run.*

—Taylor Swift

- a) The singer loves someone from a Shakespearean drama.
- b) The singer loves someone who does not love her back.
- c) The singer is in love with two men.
- d) The singer loves someone she is forbidden to see.



24. What does the **simile** in this text suggest?

*The President said that his belief in freedom of expression is as solid as the ground we stand on.*

- a) The President is physically standing on rocks.
- b) The President's belief in freedom of expression is firm and will not change.
- c) The President's belief in freedom of expression is old fashioned.
- d) The President's belief in freedom of expression are growing stronger.

25. What does the **verbal irony** in this text suggest?

*"That fits you well," Travis remarked after Lyla's cap fell over her eyes for the tenth time.*

- a) The cap was doubling as sunglasses.
- b) The cap looked great on Lyla.
- c) The cap was too big.
- d) The cap was too ugly to look at.

26. What does the **verbal irony** in this text suggest?

*According to Mr. Freeman's kids, his snoring is as quiet as a jackhammer.*

- a) The snoring was loud.
- b) The snoring was quiet.
- c) The snoring came in short bursts.
- d) The snoring literally shook the ground.

27. Analyze the following statements and identify which is a pun.

- a) The director of Sea World gave the projects his seal of approval.
- b) The director of Sea World gave the projects his stamp of approval.
- c) The director of Sea World gave the projects his approval.
- d) The director of Sea World gave the project the official go ahead.

28. Analyze the following statements and identify which is a pun.

- a) I've been to the dentist so many times that I know what's going to happen.
- b) I've been to the dentist so many times that I know the drill.
- c) The doctor knew that the patient would be late.
- d) The dentist's drill is like a jack-hammer.

29. Analyze the following statements and identify which is a pun.

- a) I really wanted a new shirt but I could not afford one.
- b) That shirt is as bright as the sun.
- c) That shirt is as ugly as sin.
- d) I really wanted a camouflage coat, but I couldn't find one.

## Grade 8 Assessment 1 Breakdown

	<b>Answer</b>	<b>CCSS</b>	<b>Skill</b>
<b>1</b>	A	RI.8.1	Retell
<b>2</b>	D	RI.8.1	Infer
<b>3</b>	C	RI.8.2	Infer
<b>4</b>	A	RI.8.1	Retell
<b>5</b>	B	RI.8.2	Infer
<b>6</b>	D	RI.8.3	Compare
<b>7</b>	A	RI.8.2	Cause / Effect
<b>8</b>	A	RI.8.2	Summarize
<b>9</b>	C	RI.8.4 & L.8.5b	Use Context Clues
<b>10</b>	B	RI.8.4 & L.8.5b	Use Context Clues
<b>11</b>	B	RI.8.4 & L.8.5b	Use Context Clues
<b>12</b>	C	RI.8.4 & L.8.5b	Use Context Clues
<b>13</b>	A	RL.8.4 & L.8.5b	Use Context Clues
<b>14</b>	C	RL.8.4 & L.8.5b	Use Context Clues
<b>15</b>	C	RL.8.1	Draw Conclusions
<b>16</b>	D	RL.8.1	Infer
<b>17</b>	C	RL.8.1 & RI.8.1	Compare / Contrast
<b>18</b>	D	RL.8.1 & RI.8.1	Compare / Contrast
<b>19</b>	A	L.8.5 & L.8.5a	Interpret - Metaphor
<b>20</b>	A	L.8.5 & L.8.5a	Interpret – Verbal Irony
<b>21</b>	D	L.8.5 & L.8.5a	Interpret – Personification
<b>22</b>	B	L.8.5 & L.8.5a	Interpret - Idiom
<b>23</b>	D	L.8.5 & L.8.5a	Interpret - Allusion
<b>24</b>	B	L.8.5 & L.8.5a	Interpret – Simile
<b>25</b>	C	L.8.5 & L.8.5a	Interpret – Verbal Irony
<b>26</b>	A	L.8.5 & L.8.5a	Interpret – Verbal Irony
<b>27</b>	A	L.8.5 & L.8.5a	Interpret - Pun
<b>28</b>	B	L.8.5 & L.8.5a	Interpret - Pun
<b>29</b>	D	L.8.5 & L.8.5a	Interpret - Pun