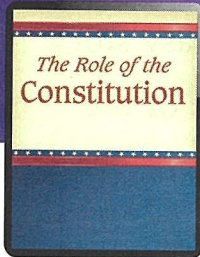
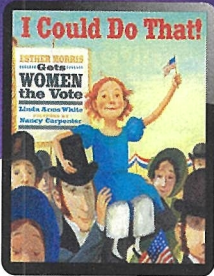


Lesson 22



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Nouns are words that name people, places, animals, or things. Work with a partner. Find the blue Vocabulary words that are nouns. What clues did you use? Use the nouns in new sentences.

Vocabulary in Context

1 politics

Politics is the work of government. Running for office and voting are part of politics.



2 intelligent

Smart people make **intelligent** decisions when they vote.



3 disorderly

Without a set of rules or laws, society might be **disorderly**, or disorganized.



4 approve

People who run for office hope voters will like and **approve** of them.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you pronounce these words.

5

polls

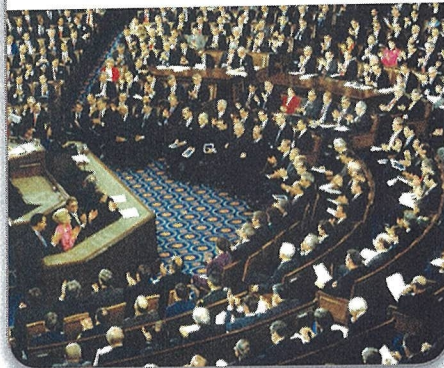
Voters go to the **polls**, or election locations, to place their votes on Election Day.



6

legislature

A **legislature** is a group of elected officials who make laws.



7

amendment

Only in 1920 did an **amendment** to the Constitution allow all U.S. women to vote.



8

candidates

Candidates, or people trying to get elected to office, sometimes have public debates.



9

informed

Informed voters have learned about issues in order to decide how they will vote.



10

denied

People should not be **denied**, or refused, meetings with their elected officials.

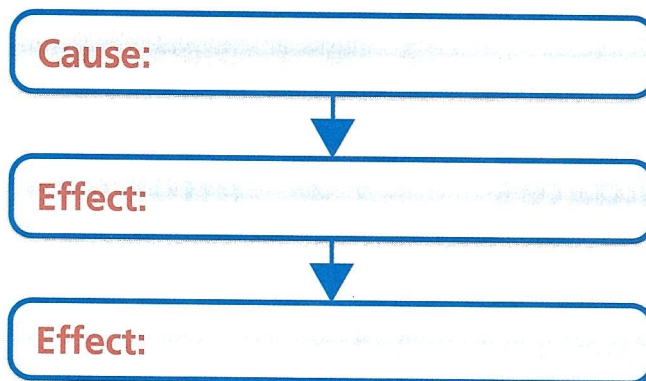




Read and Comprehend

✓ TARGET SKILL

Cause and Effect As you read “I Could Do That!,” note how some events lead to, or **cause**, other events, called **effects**. Sometimes several causes have one effect. At other times, one cause may have several effects or start a whole series of events. A signal word such as *because*, *so*, or *when* may tell readers when an author has organized information by describing a cause-and-effect relationship. A cause or an effect could also be implied, or not stated directly in the text. A graphic organizer like the one below can be used to record text evidence of causes and effects.



✓ TARGET STRATEGY

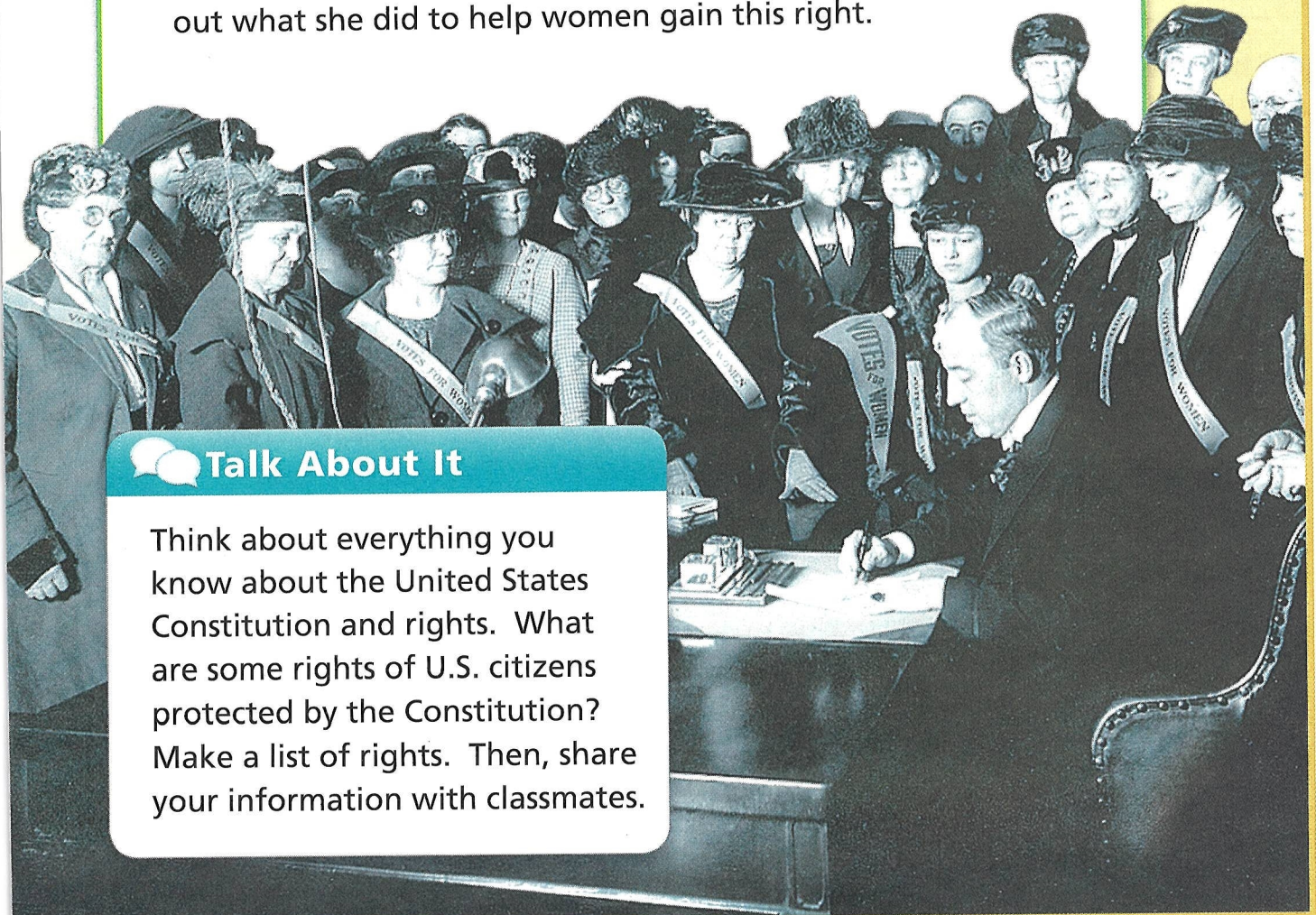
Infer/Predict When you make **inferences**, you use text evidence to figure out what the author doesn't state directly. As you read, make inferences to help you understand the cause-and-effect relationships between events in “I Could Do That!”

PREVIEW THE TOPIC

Citizens' Rights

Civics is the study of government and the role individuals play in government. Citizens' rights are the things that people are allowed to do according to the law. For example, attending school is a right all citizens under the age of 18 have in the United States. Voting in elections is a right all adult citizens have.

"I Could Do That!" takes place during the 1800s. At that time, women were not allowed to vote in the United States. In the selection you'll meet Esther Morris, a woman who believed that all citizens should have the right to vote. You'll find out what she did to help women gain this right.

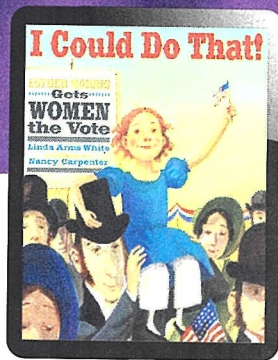


Talk About It

Think about everything you know about the United States Constitution and rights. What are some rights of U.S. citizens protected by the Constitution? Make a list of rights. Then, share your information with classmates.

Lesson 22

ANCHOR TEXT



GENRE

A **biography** tells about a person's life and is written by another person. As you read, look for:

- ▶ information about why the person is important
- ▶ opinions and personal judgments based on facts
- ▶ events told in time order

MEET THE AUTHOR

Linda Arms White



Linda Arms White grew up in the wide, open spaces of Wyoming, which is also known as the “Equality State.” When she was a child, she heard inspiring stories about Esther Morris. As an adult, Linda began writing the day her youngest child was old enough to start school. Now her children are grown, and she has published many books for both children and adults, including *Too Many Pumpkins* and *Comes a Wind*.

MEET THE ILLUSTRATOR

Nancy Carpenter

Nancy Carpenter got her start in children's books when she handed in a cover drawing and the publisher spilled something on it. “So,” she says, “I redid the job for free.” The publisher soon gave her a whole book to illustrate. Ten more followed. She is the illustrator of *Apples to Oregon*, *Fannie in the Kitchen*, and *Abe Lincoln: The Boy Who Loved Books*.

I Could Do That!

ESTHER MORRIS

◆◆◆◆ Gets ◆◆◆◆
**WOMEN
the Vote**

Linda Arms White
PICTURES BY
Nancy Carpenter



ESSENTIAL QUESTION

What causes change in a community?



In 1820, six-year-old Esther McQuigg studied her mother making tea. “I could do that,” she said.

“Make tea?” asked Mama. “The older girls do that.”

“But I want to learn,” said Esther, and she did. She pumped water into the kettle and set it on the woodstove to boil. She scooped tea leaves into the teapot, then poured steaming water over them. Esther strained the tea into cups, one for her mother, one for herself.

As they sat near the window of their New York house, Esther saw men riding by in their best suits, some carrying flags.

“Where are those men going, Mama?” asked Esther.

“They are going to vote for the next president of the United States,” Mama said.

“Will Papa vote?”

“Yes, Papa always votes.”

“Will you vote, Mama?”

“No, dear, only men can vote.”

When Esther was eight, she watched her mother sew a fine seam. The needle pulled thread in and out, in and out, tracking tiny, even stitches across the fabric. Esther felt her hands mimicking her mother’s. “I could do that,” she said. And she did.

She made clothes for her doll from scraps, and when her stitches became neat and straight, she sewed a shirt for Papa.

When Esther was eleven, her mother died, and for the first time she saw her father cry. He gathered his eleven children together. “I don’t know what we’ll do without your mama,” he said. “I’m depending on each of you to be brave and to take care of one another.” Esther, eighth of the eleven, cried, too. But then she said, “I can do that, Papa.” And she did.

When Esther was nineteen, six feet tall, and on her own, she earned a living making dresses with leg-of-mutton sleeves for society ladies.

When the ladies wanted hats to match the dresses, Esther designed and made those, too. Soon, she thought of opening a millinery shop.



“You are much too young to run a business,” she was told.

“I don’t see why” was Esther’s reply, and with that, she opened a hat shop in Owego, New York.

Esther started attending abolitionist meetings at her church. But a throng of people who believed in the right to own slaves threatened to stop the meetings even if they had to tear down the Baptist church where they were held.

“You can’t do that,” Esther said. “I’ll stop anyone who tries.”



When Esther was twenty-eight, she married Artemus Slack and, a few years later, had a son they called Archy.

But when Artemus died in an accident, Esther made a big decision. "I'm moving to Illinois," she told her friends. "I'll claim the land Artemus owned there and raise our son."

"You can't do that!" her friends cried. "Illinois is the very edge of civilization. It's full of dangerous people and wild animals."

"Yes," she said, "I can." And that was that.

In Illinois, she fought long and hard to claim Artemus's land, but was **denied** her inheritance because she was female. So Esther opened another hat shop.

Esther met and married John Morris, a merchant and immigrant from Poland, and in 1851 she gave birth to twin boys, Edward and Robert.

But John had a hard time making a living. So while Esther raised the children, cooked the meals, and washed the clothes, she helped earn the money, too.

When Esther was forty-six, she went with John to the presidential election **polls** and watched through the window while he voted.

"You know," she told him when he came out, "I could do that."

"**Politics** is the business of men, my dear," he said.

"Humph," said Esther. "It's our country, too."

When war broke out between the Northern and Southern states, Esther was proud that Archy joined the victorious fight of the North to end slavery. Soon after, an **amendment** to the Constitution granted African American men all rights of citizenship, including the right to vote.

When Esther heard Susan B. Anthony speaking out about women's rights, Esther began to hope that someday women might vote, too.

ANALYZE THE TEXT

Conclusions and Generalizations

What does Esther think of the place of women in the world? How do you know?

In 1869, when Esther was fifty-five, she and her eighteen-year-old sons moved to the newly formed Wyoming Territory, where John and Archy, who'd gone there the year before, waited.

Esther and the boys traveled by train across miles of prairie, then by stage over rocky hills to South Pass City, a dusty, hurriedly built town where gold had been found. Most of the two thousand people who lived there were rowdy young men.

The Morrises moved their belongings into a small log cabin, and South Pass City became home. John tried his hand at another business.

Archy bought a printing press and started a newspaper.

Esther opened another hat shop.

But with six men to every woman, there was always a need for someone to nurse the sick and wounded, sew clothes, help deliver babies, and give motherly advice to the few young women in town. "I could do that," Esther said.

And she did.





One day, Esther read a proclamation tacked to a wall: ALL MALE CITIZENS 21 AND OLDER ARE CALLED TO VOTE IN THE FIRST TERRITORIAL ELECTIONS. Esther looked around at the disorderly young men.

“It’s time I did that,” she said.

When Esther’s sons watched her march toward home, they knew it was more likely that things were about to change than that things would stay the same.

Esther invited the two men running for the territorial legislature to her house to speak to the citizens. Then she sent out invitations to the most influential people in the territory: “Come for tea, and talk to the candidates.”

She scrubbed her tiny home from top to bottom, washed the curtains, and ironed her best dress.

When the candidates and guests arrived, Esther served them tea. “One thing I like about Wyoming,” she said, “is how everyone is important. It takes all of us to run the town, women as well as men.”

“Yes,” her guests agreed.

“And it’s a place where people aren’t afraid to try new things.”

Her guests agreed again.

Esther smiled. She turned to the candidates. “Then, would you, if elected, introduce a bill in the legislature that would allow women to vote?”

Suddenly, in that tiny room full of people, not a sound was heard.

Finally, Colonel William Bright spoke. “Mrs. Morris, my wife would like to vote, too. She is **intelligent** and well educated. Truth be told, she would be a more **informed** voter than I. If I am elected, I will introduce that bill.”

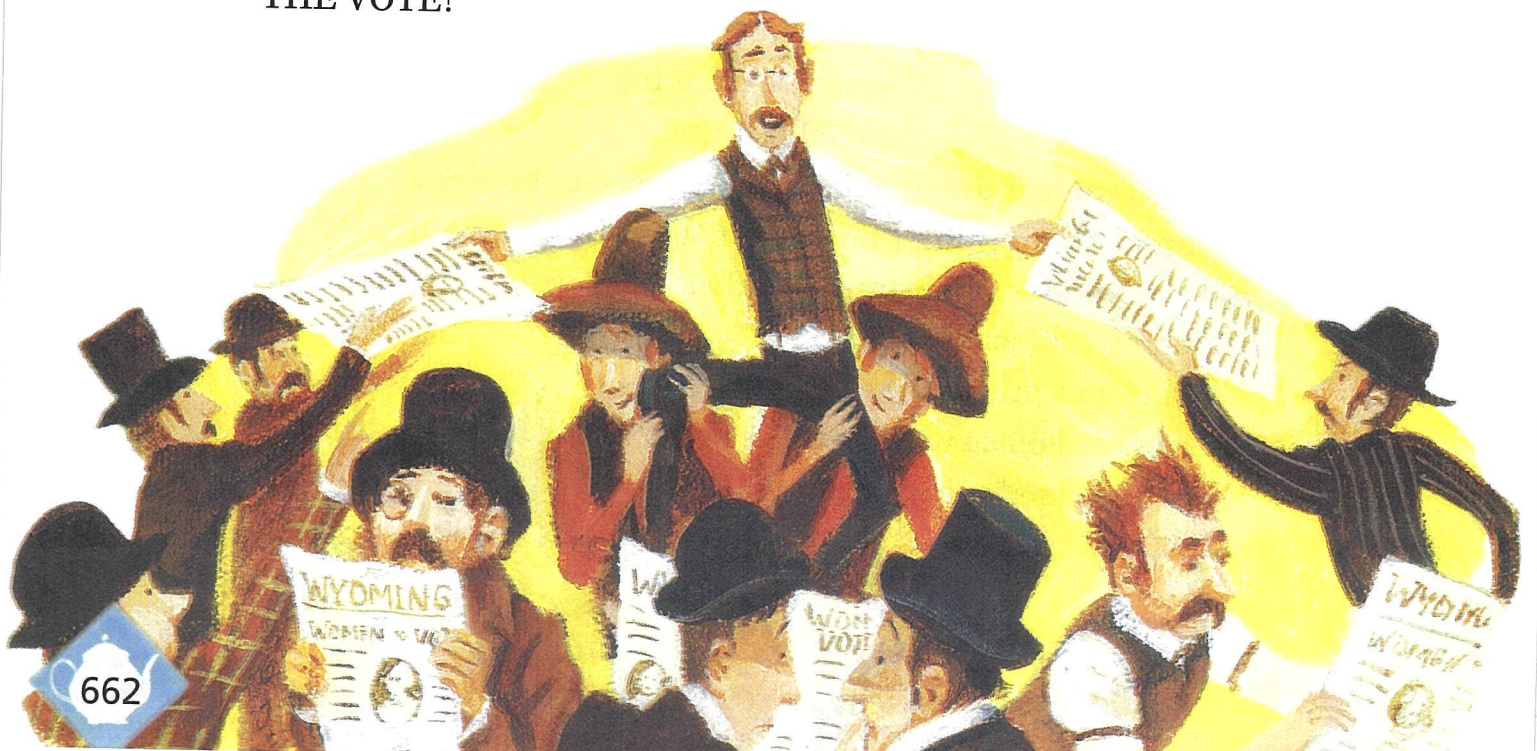
Not wanting to be outdone, the other candidate, Herman Nickerson, also agreed.

Applause broke out in that tiny cabin, and Esther dropped to her chair. “Thank you,” she said.

People warned her that once the bill was introduced, the men of the legislature would have to **approve** it. And the governor would have to sign it. This had never happened anywhere. Why did she think it could happen here?

But Esther had seen that things that were not likely to happen, happened every day. She wrote letters and visited legislators to make sure this bill would happen, too.

And it did. On December 10, 1869, Governor John Campbell signed this bill into law! **WYOMING WOMEN GOT THE VOTE!**

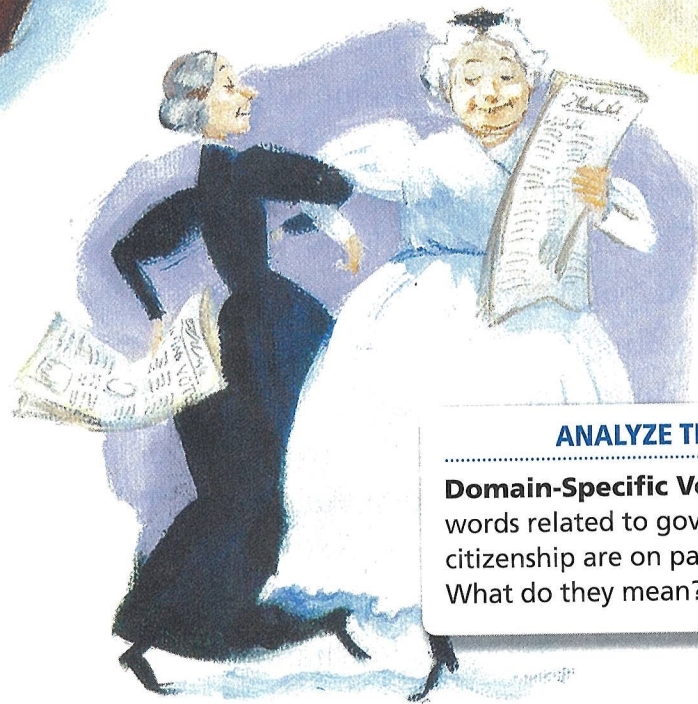




Yippee!

Hurrah!

Hurrah!



ANALYZE THE TEXT

Domain-Specific Vocabulary What words related to government and citizenship are on pages 662–663? What do they mean?

Women across the country rejoiced for the women of Wyoming.

But some people didn't like it. Only eight days later, Judge James Stillman, the county's justice of the peace, turned in his resignation. He refused to administer justice in a place where women helped make the laws.

Word went out that a new justice of the peace was needed.

Esther's boys turned to her.

"Mama, you could do that," they said.

And so she applied.

Archy, then clerk of the court, proudly swore his mother in, making Judge Esther Morris the first woman in the country to hold public office.

But Judge Stillman refused to turn over the official court docket to Esther.

“Never mind,” she said. “Archy, will you please go to the Mercantile and buy me a ledger? I’ll start my own docket.”

And, of course, she did.

On September 6, 1870, one year after her tea party, Judge Esther Morris put on her best dress and walked with her husband, John, and her sons down the dusty street to the polling place. She would be one of a thousand Wyoming women voting that day, the first ever given that right permanently by any governing body in the United States.

As they walked, John, who still didn’t think women should vote, tried to coach her on which candidates and issues to vote for.

Esther held up her hand.

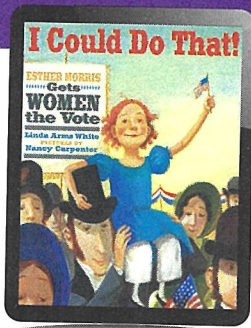
“I can do this,” she said.

And she did.

ANALYZE THE TEXT

Cause and Effect What events led to Esther Morris becoming the first woman in the country to hold public office? What details from the text tell you this?





Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Cause and Effect, Conclusions and Generalizations, and Domain-Specific Vocabulary. Then read "I Could Do That!" again to apply what you learned.

Cause and Effect

"I Could Do That!" describes the important things Esther Morris did during her life. The biography is organized by **cause-and-effect** relationships. A cause-and-effect relationship exists when one event leads to another event. Sometimes several causes have one effect. At other times a single cause has many effects. **Signal words** such as *because*, *so*, or *when* may help you recognize a cause-and-effect relationship. A cause or an effect can also be implied, or not stated directly in the text.

On page 659 of "I Could Do That!," the author describes several cause-and-effect relationships. For example, Esther's husband, Artemus, dies in an accident. What are the effects of this event? Use text evidence in your answer.

Cause:

↓

Effect:

↓

Effect:

Conclusions and Generalizations

When Esther was six and wanted to make tea, Mama said, "The older girls do that." Mama's statement was a **generalization**, a **conclusion** that is often true but not always. During the 1800s, people made many unfair generalizations about what women could and couldn't do. Esther had a different view. You can evaluate a generalization by asking yourself if the statement is always true, sometimes true, or never true.



Domain-Specific Vocabulary

"I Could Do That!" focuses on the rights of women during the 1800s and one woman's efforts to change things. The author uses many words that are important in the **domain** of civics. These words include *citizenship* and *proclamation*. When you come to a **domain-specific word** that you do not know, look for context clues in the text or look it up in a print or an online dictionary.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *What causes change in a community?* Take turns using text evidence and examples from your experience to support your response. Answer questions your partner has and comment on his or her remarks.



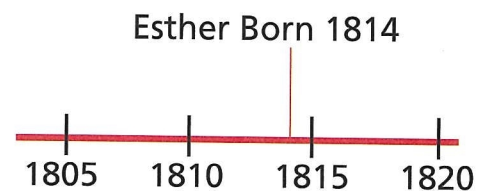
Classroom Conversation

Continue your discussion of "I Could Do That!" by explaining your answers to these questions:

- 1 While Esther was growing up, how did she show that she was an independent thinker?
- 2 According to the text, why didn't Esther accept the idea that "politics is the business of men"?
- 3 What actions can individuals take to help citizens' rights?

ESTHER DID IT!

Make a Timeline Think about the many important things Esther did in her life. With a partner, create a timeline that shows her accomplishments, as described in "I Could Do That!" Make sure to include details about the people, places, and events from the text.



Performance Task

WRITE ABOUT READING

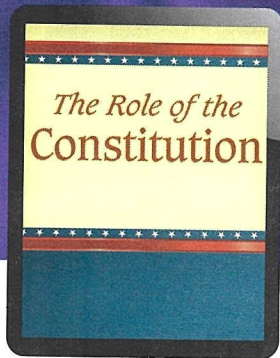


Response Do you think Esther improved her community of South Pass City, Wyoming? If so, how did she improve it? Write a paragraph that states your opinion. Support your opinion with facts and details from the text.



Writing Tip
When you write your response, use domain-specific vocabulary to make your meaning clearer. Include a concluding statement in your paragraph.

INFORMATIONAL
TEXT



✓ GENRE

Informational text, such as this article, gives information about a topic. Informational text usually includes photographs and other visuals, such as charts and graphs.

✓ TEXT FOCUS

Graphs show numerical information in a visual format that allows comparisons to be made. Two common types of graphs are bar graphs and line graphs. What information does the bar graph in this article show?

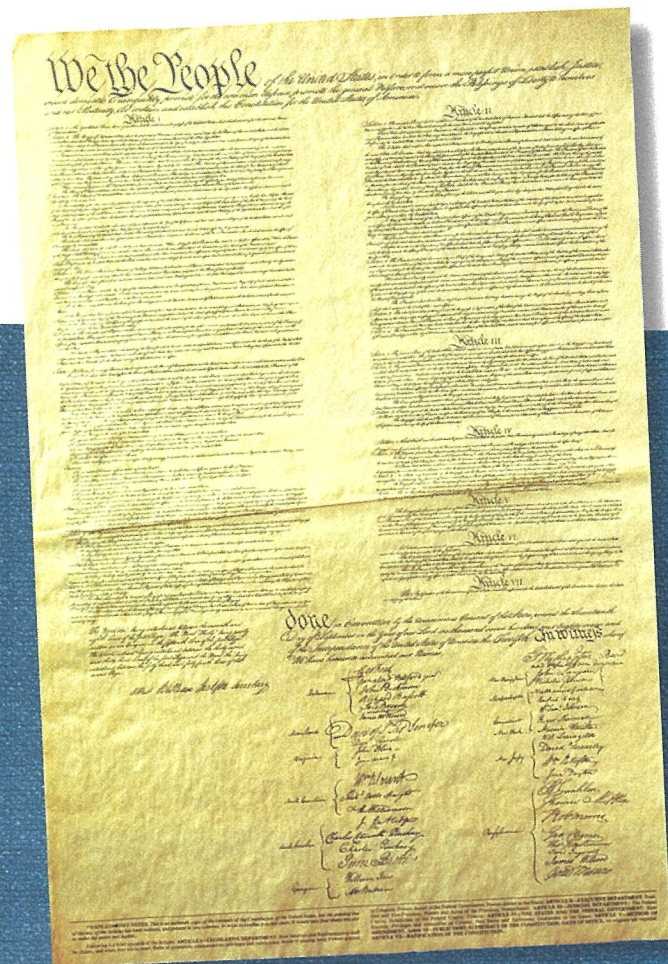
The Role of the Constitution

by Carl DeSoto

The Constitution

A constitution is a plan of government. A government is a system of leaders and laws by which a community, state, or nation is governed. The United States Constitution sets up the national government. It says that all citizens should be treated fairly by government. It says that their freedom should be protected.

The United States Constitution



Each state has a state constitution that sets up the government for that state. A state constitution must obey the United States Constitution. It cannot take away rights granted by the United States Constitution.

The Constitution sets up the United States government as a democracy, which means that the people elect leaders to govern them. The government gets its power from the people, so it is a republic. Citizens elect leaders to represent them in government.

The Three Branches

The United States Constitution organizes the national government into three branches, or parts. These three branches are the legislative branch, the executive branch, and the judicial branch. Likewise, each state has a government divided into these three branches. The Constitution tells what each branch of the government can and cannot do.

The signing of the Constitution





The legislative branch typically meets in a building like this.

The Legislative Branch

The legislative branch of government makes laws that the entire nation must follow. Congress is the main body of the legislative branch. Congress is made up of two parts: the Senate and the House of Representatives. The Senate has two senators elected from each state—one hundred in all. The number of representatives elected from each

state depends on the state's population. The more residents a state has, the more representatives it is allowed to elect to the House of Representatives. All states, except Nebraska, also have a legislative branch made up of a state senate and a house of representatives. Nebraska has just one house.

The Executive Branch

The executive branch carries out the laws made by Congress. The President of the United States is the leader of the executive branch. When the President takes office, he or she promises to preserve, protect, and defend the Constitution of the United States. At the state level, the leader of the executive branch is the governor.

The Judicial Branch

The judicial branch is made up of the Supreme Court as well as other courts. The Supreme Court is the nation's highest court. It is made up of nine judges, called justices. The justices are chosen by the President and approved by Congress. The justices make sure laws agree with the Constitution and are carried out fairly. Similarly, each state has a judicial branch made up of a state supreme court and various other courts.

Branches of the Federal Government

Legislative Branch	Executive Branch	Judicial Branch
<ul style="list-style-type: none">• Makes national laws• Made up of Senate and House of Representatives	<ul style="list-style-type: none">• Enforces national laws• Led by President of the United States	<ul style="list-style-type: none">• Makes sure laws agree with the Constitution• Made up of Supreme Court and other courts

Rights and Freedoms

The United States Constitution provides rights and freedoms for American citizens. The Bill of Rights is a part of the Constitution. It lists the many rights and freedoms of American citizens. These freedoms include freedom of the press, freedom of speech, and freedom of religion. It also protects Americans accused of crimes by giving them the right to a trial by jury.

One important right is the right to choose leaders and make decisions by majority rule. Under the Constitution, each citizen who is at least 18 years old gets one vote in an election. The winner is the person or idea that gets the most votes.

Every American citizen that is at least 18 years old has the right to vote.



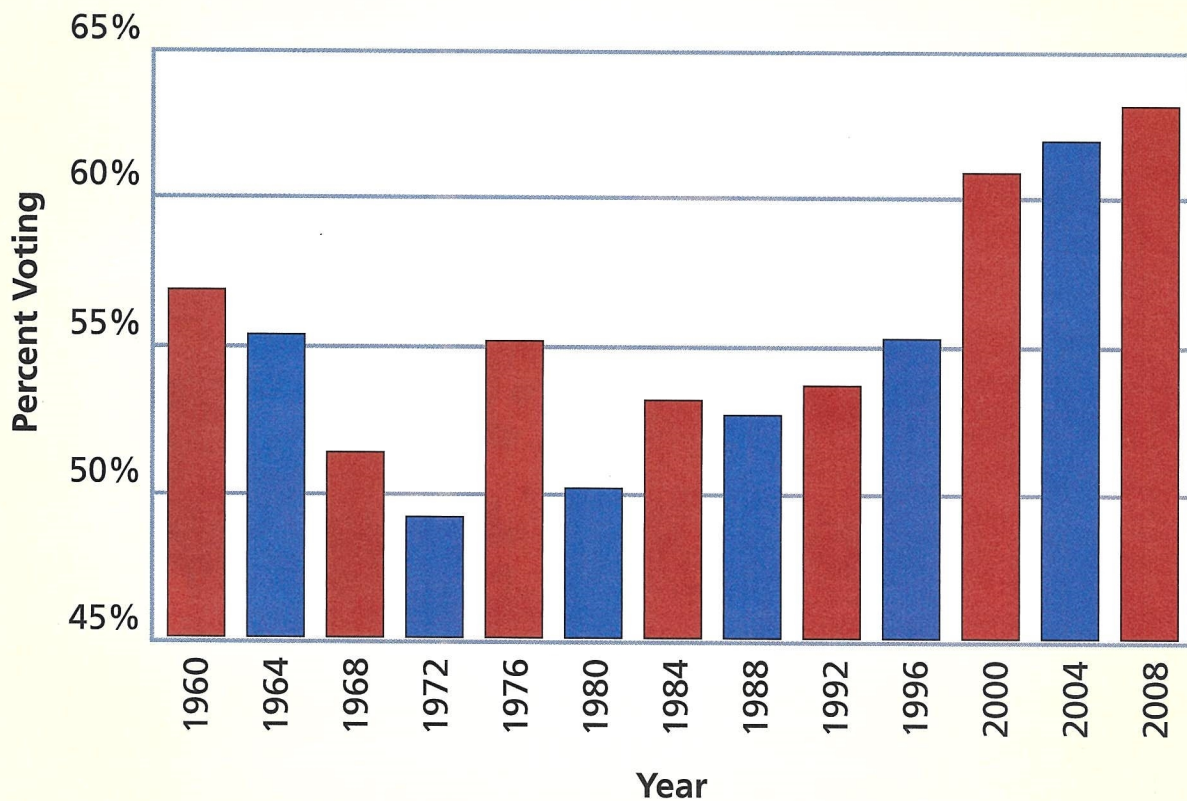


Duties of Citizens

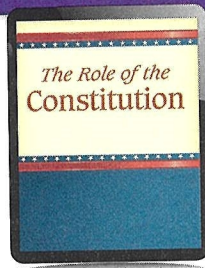
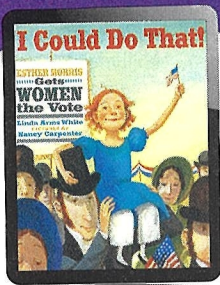
Americans' rights are balanced by duties. For example, the right to choose leaders is balanced by the duty to vote. The right to a jury trial is balanced by the duty to serve on a jury.

The government provides services for American citizens. It maintains the military to protect the country in times of war. It helps people rebuild their communities after natural disasters. In return, citizens have the duty to pay taxes. The money from taxes pays for the costs of running the government. The Constitution gives the government the right to collect taxes.

Presidential Election Voter Turnout Rates 1960–2008



The graph shows the percentage of people eligible to vote who actually voted in presidential elections from 1960 to 2008. In most years, more than half of eligible voters did their duty by voting to elect the President. In recent years, more than 60% of eligible voters cast ballots, or voted.



Compare Texts

TEXT TO TEXT

Compare Informational Texts Talk with a partner about how “The Role of the Constitution” relates to “I Could Do That!”

Discuss these questions: *How did Esther Morris affect the constitution of Wyoming? How did she change the role that women played in Wyoming?*

Use text evidence to support your answers during your discussion with your partner.



TEXT TO SELF

Write a Letter Imagine that you could talk to Esther Morris. What would you say to her? Write your thoughts in a short letter. Be sure to include a salutation, the date, and a closing.



TEXT TO WORLD

Connect to Social Studies Esther Morris worked hard to get women the right to vote because she thought it was very important. Work with a partner to research other elections that happen in your community and state. What is the role of the individual voter in these elections?



Grammar

What Is a Negative? A word that makes a sentence mean “no” is called a **negative**. The words *no*, *no one*, *nobody*, *none*, *nothing*, *nowhere*, and *never* are negatives. The word *not* and contractions made with *not* are also negatives. Never use two negatives together in a sentence.

Incorrect	Correct
There weren't no states in which women could vote.	There weren't any states in which women could vote. <i>OR</i> There were no states in which women could vote.
Esther Morris wouldn't never give up hope.	Esther Morris wouldn't ever give up hope. <i>OR</i> Esther Morris would never give up hope.

Try This!

Work with a partner to read each sentence below and tell whether it has one or two negatives in it. If a sentence has two negatives, correct it by removing one negative and rephrasing the sentence if necessary. Say each corrected sentence aloud.

- 1 Long ago, women couldn't own no property.
- 2 They generally weren't able to borrow money.
- 3 Many men didn't want nothing to change.
- 4 Many women were not happy with the situation.

Sometimes you can join a verb and the word *not* to make a contraction. As you edit your writing, make sure that you have not used two negatives in one sentence.



Sentence with Double Negative

My aunt Leona hasn't let no one hold her back.

No challenge isn't too big for her to accept.

Corrected Sentence

My aunt Leona hasn't let anyone hold her back.

No challenge is too big for her to accept.

Connect Grammar to Writing

As you edit your explanation, look for negatives. If you find two negatives in any sentence, rewrite the sentence to eliminate the double negative.

Informative Writing

✓ **Elaboration** The biography “I Could Do That!” explains important events from Esther Morris’s life. A good **explanation** clearly introduces the topic, puts related facts together, and uses **transition words** such as *for example*, *also*, and *because* to link ideas. As you revise your explanation, make sure you have included these elements.

Joel explained what led Esther Morris to open her first hat shop. He edited the introduction to make the topic clearer. Then he deleted a sentence that was out of place. Later, he added some transition words to link ideas, and he changed a word to a more precise word.

Writing Checklist

✓ Elaboration

Did I link my ideas with words and phrases?

✓ Evidence

Did I use facts to explain my topic?

✓ Purpose

Did I make the topic seem interesting?

✓ Organization

Are the events or ideas in a logical order?

✓ Conventions

Did I use correct spelling, grammar, and mechanics?

Revised Draft

The events that led Esther Morris to open a hat shop began when she was only eight. ~~Esther Morris opened a hat shop. Her shop was successful.~~ ^{Because} Esther’s mother was ^{skilled} good at sewing. Esther loved to watch her make clothes for the family. She wanted to try it herself. She began to practice sewing by making doll clothes. ^{As a result,} She learned ^{Another way she practiced sewing was} to sew very well. ~~She practiced~~ by making her father’s shirts.

Final Copy

A Hat Shop for Esther

by Joel Silver

The events that led Esther Morris to open a hat shop began when she was only eight. Because Esther's mother was skilled at sewing, Esther loved to watch her make clothes for the family. She wanted to try it herself. She began to practice sewing by making doll clothes. As a result, she learned to sew very well. Another way she practiced sewing was by making her father's shirts.

When Esther was nineteen, she earned money by making fancy dresses. Her wealthy customers wanted hats to go with their dresses, so Esther began making hats, too. This gave her a wonderful idea. Why not open a hat shop? Because of Esther's determination and customer demand, her hat shop was a huge success!

Reading as a Writer

Joel inserted transition words into several sentences to connect his ideas. What transition words can you add to your explanation to link ideas more clearly?

In my final paper, I linked my ideas with transition words. I used the precise word *skilled* instead of *good*. I was also careful to not use double negatives.

