



English Guide N° 4 – Youth Rights and Responsibilities

Name: _____ Grade: 12th A – B - C

Date: _____

Expected Learning

AE 02

Leer y demostrar comprensión de ideas principales e información relevante en textos informativos, descriptivos y narrativos auténticos, simples y de variada extensión, como solicitudes y artículos relacionados con derechos y deberes de la juventud.

AE 04

Escribir textos descriptivos y narrativos breves y simples de aproximadamente 150 palabras, como cartas, correos electrónicos y solicitudes, relacionados con derechos y deberes de la juventud.

Instructions:

1. Read carefully and complete each section according to what it is required.
2. When you finish the guide, at the end of it, you have to answer a **SELF-EVALUATION** which will help you to see your performance during the development of this guide.
3. If you want to see if your answers are correct, you can check them in the **ANSWER KEY** which will be uploaded in the next guide.
4. Remember that this guide helps you to continue with the development of your knowledge and you can continue practicing your English skills at home.
5. If you can't print this guide, you can write the answers on your copybook.
6. This guide is supposed to be done in **45 minutes**.
7. If you can print the guides, remember to keep them in a folder.

REMEMBER TO CHECK THE ANSWER KEY FROM THAT QUIZ N°1

REMEMBER TO HIGHLIGHT YOUR DOUBTS AND WRITE ME AN EMAIL WITH YOUR QUESTIONS! 😊

Hello again! 🙋

I hope that you had a good time in your “vacations” and now I hope you can start afresh and with new energies.

*This guide will be related to the rights of women and the right to vote, and you will read a text about this theme, and then, we will continue working with the grammar content of **REPORTED SPEECH** (we need to continue practicing this content 🙄)*

PART N° 1 – READING COMPREHENSION

Activity N°1 – Vocabulary

- Find out the meaning in Spanish for the following words. (Remember to use a dictionary <http://www.wordreference.com>)

English Meaning	Spanish Meaning	English Meaning	Spanish Meaning
Suffrage <i>noun</i>		Unable <i>adj</i>	
Enfranchisement <i>noun</i>		Issue <i>noun</i>	
Achieve <i>verb</i>		Vote down <i>phr</i>	
Throughout <i>prep</i>		Lobbying <i>noun</i>	
Landowning <i>noun</i>		Picketed <i>adj</i>	
Allow <i>verb</i>		Amendment <i>noun</i>	
Grant <i>verb</i>		Paved <i>verb</i>	

Activity N° 2

- Read the text and then answer the questions.

Women's Suffrage

Suffrage is the right to vote. Women's suffrage, or the enfranchisement of women, means the right of women to vote in political elections. This is an extremely important part of any fair democratic system.

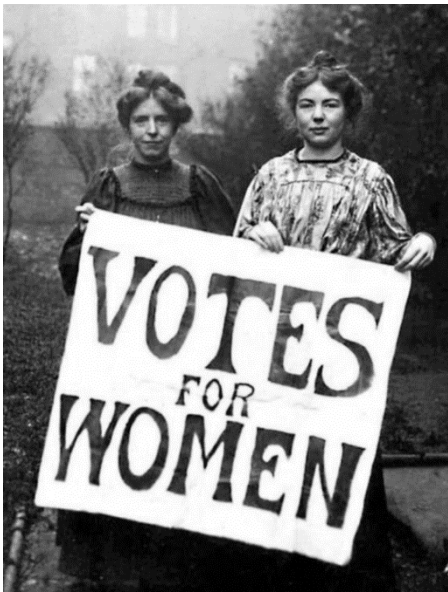
Throughout most of history, only landowning men could vote for their leaders. There were only a few exceptions to this rule. The Iroquois, a Native American tribe, allowed female elders to vote on new chiefs. The island of Corsica in the Mediterranean Sea allowed women to vote in 1755 but in 1768 the island became part of France and women lost that right. In the state of New Jersey, white women who were not married and owned property could vote in 1776 but this right was taken from them in 1807.

The first country to grant voting rights to women was New Zealand, in 1893. In the United States, women would not gain voting rights until 1920, and it would take a movement to achieve this.

In the United States, women began to organize to promote their rights in the mid-1800s. At the time, they had no voice in politics, as they were unable to either vote or run for higher office. Women were expected to raise children and cook at home. Until the mid-1800s, women in most states could not even own property or sign contracts. Women who wanted to pursue higher education or to have careers were laughed at and blocked from doing so in most cases.

Since women could not vote, they could not get these laws changed. What's more, even women speaking publicly about these issues could cause opposition and sometimes violence. Despite this, in 1848, many women met at the Seneca Falls Convention - the first women's rights convention in the United States. The women's rights movement grew until 1869, when the first women's suffrage associations were founded. These campaigned for federal action to allow female voting. They figured that if they could convince the Supreme Court it would be signed into law.

Susan B. Anthony, one of the most important activists, attempted to vote in 1872 and was arrested for it. In 1875, the Supreme Court voted down women's suffrage. Susan formed the National American Woman Suffrage Association (NAWSA). The growth of the group shifted its attention to trying to convince people and lawmakers at the state level rather than a federal level. The NAWSA was focused on respectful and organized lobbying.



Another group, called the National Woman's Party, was formed by Alice Paul in 1914. Alice was a veteran of the British women's suffrage movement-enfranchisement for women was a worldwide issue at this point, with a few countries already having adopted it, including some Canadian provinces. Unlike the NAWSA, the NWP staged protests, picketed in front of the White House, and went on hunger strikes. The protesting women were often arrested and force-fed in these cases.

The suffragists faced opposition from liquor sellers and manufacturers, who were afraid women would be pro-prohibition. They were also opposed by factory bosses and mine owners, since many of the women activists were also against child labor.

However, states began to rule in favor of women's suffrage, including New York, then the most populous state. Finally, in 1919, the 19th Amendment was passed after several years of intense debate in Congress. This amendment prevented voting rights to be denied to people based on their gender. It was accepted by all states in 1920. That year was the first U.S. presidential election be voted on by women in all states. This paved the way for greater rights for women in the coming decades.

- 1. Which of the following was the first country to grant voting rights to women?**
 - a. The United States
 - b. New Zealand
 - c. Canada
 - d. New Jersey
 - e. United Kingdom
- 2. Which of the following years did women gain voting rights in the United States?**
 - a. 1920
 - b. 1919
 - c. 1918
 - d. 1917
 - e. 1915
- 3. Which of the following best describes Alice Paul?**
 - a. Headed the National American Woman Suffrage Association
 - b. Headed the National Woman's Party
 - c. Drafted the 19th Amendment
 - d. Convinced the Supreme Court to accept women's suffrage
 - e. None of the alternatives.
- 4. Which of the following was the National American Woman Suffrage Association's strategy in championing women's voting rights?**
 - a. Lobbying on the state level
 - b. Lobbying on the federal level
 - c. Respectful campaigning
 - d. All the above
 - e. None of the alternatives
- 5. Which of the following was the National Woman's Party's strategy in championing women's voting rights?**
 - a. Hunger strikes
 - b. Protests
 - c. Picketing in front of the White House
 - d. All the above
 - e. None of the alternatives

6. Which of the following summarizes the 19th Amendment?

- Granted voting rights to women
- Granted voting rights to all people regardless of gender
- Granted voting rights to all people regardless of skin color
- Granted voting rights to African-Americans
- Granted voting rights to all the world.

PART N° 3 – GRAMMAR CONTENT - REPORTED SPEECH (QUESTIONS)

- Write the sentences into Reported Speech

<p>Example 1 Step 1: She asked me, "How do you know that?"</p> <p>↓ ↓ Primer sujeto Segundo sujeto</p>	<p>Step 1: Primero subrayamos/marcamos las cosas que debemos cambiar a REPORTED SPEECH. SIEMPRE el DO o DOES hay que marcarlo, como también los sujetos I y YOU y obviamente el verbo.</p>
<p>Step 2:</p> <p>do → do</p> <p>you → I</p> <p>know → knew</p>	<p>Step 2: Ahora esas 3 cosas, ¿cómo debo cambiarlas? DO → SIEMPRE DESAPARECE. YOU → SIEMPRE debo cambiarlo al SEGUNDO SUJETO que aparece ANTES de la pregunta, en este caso como es "ME", debo SIEMPRE cambiarlo a "I"</p> <p style="text-align: center;">Si es ME → I Si es HIM → HE Si es HER → SHE Si es THEM → THEY</p> <p>KNOW → este verbo como está en PRESENTE hay que pasarlo a PASADO. Ahora empiezo a escribir mi nueva oración.</p>
<p>Step 3: She asked me, "How do you know that?"</p> <p>Answer: She asked me how I knew that.</p>	<p>Step 3: Ahora vienen los cambios a reported speech. Primero, escribimos lo que aparece al principio de la oración. Luego, como empieza con una wh-question debo mantenerla y bajarla. Finalmente comienzo a escribir mi nueva oración. (Recuerden que SIEMPRE debe ser SUJETO + VERBO + COMPLEMENTO)</p>

Now, it's your turn! (Do the step by step!)

AGAIN, IF YOU DON'T UNDERSTAND, PLEASE ASK ME VIA E-MAIL

- I asked him, "What do you sing?"

- He asked her, "Where do you play football?"

- She asked them, "When do you go to China?"

- SELF-EVALUATION** – Put a ✓ according to the criteria given and think about what you did with this guide.

CRITERIA	😊	😞	Why not? (You can write it in Spanish)
1. I checked my answers from THATQUIZ.			
2. I checked my REPORTED SPEECH answers.			
3. I learned new words/definitions.			
4. I was responsible doing this guide.			
5. I improved my reading skills.			
6. I understood the content.			
7. I can explain this content to other people.			
8. I sent an email to my teacher to ask my doubts.			