



BRIDGEPORT PUBLIC SCHOOLS SUMMER READING PACKET

Directions: Read each passage using your close reading strategies. You may need to read it more than once. Then answer the matching question completely. Check for good grammar and spelling.

Grade 7 going into 8

Sir Isaac Newton and LeBron James



The English physicist and mathematician Sir Isaac Newton discovered three basic laws of motion. The First Law says that objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an “unbalanced force.” The Second Law says that when a force acts on a mass, acceleration is produced. The greater an object’s mass is, the more force is needed to accelerate it.

Newton’s laws of motion have become known throughout the world, including his Third Law of Motion. It reads: “For every action, there is an equal and opposite reaction.” A simpler way of saying this might be: “When you push an object, it pushes back.” For every force, in other words, there is a reaction force equal in size.

There are many ways to describe how the Third Law of Motion works in the world of sports. One of the more interesting examples is the way that LeBron James dunks a basketball.

In order for LeBron James to score a slam-dunk, he must exert a certain amount of force against the surface of the basketball court. LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10 $\frac{1}{4}$ inches.

The rim of the basketball hoop is exactly 10 feet high. For LeBron James to slam the ball, he must propel himself high enough that he can force the basketball, which is approximately 9.39 inches in diameter, into the hoop. This requires that he reach well above the height of the rim, which he does fairly often. In photographs and slow-motion replays of LeBron James dunking the basketball, his elbow is often equal to the height of the rim!

LeBron James may be tall, strong, and fast. He may be extremely mobile and flexible. But it is no easy feat to dunk a basketball, especially when you weigh 245 pounds. His vertical leap—that is, the maximum height he can reach when he jumps—is around 44 inches. The average vertical leap in the National Basketball Association, or NBA, is about 27 inches. That means that LeBron James, despite his large size, can jump more than 10 inches higher than most players in the NBA! This is a serious benefit in basketball, a game of inches in which how high someone can jump often means the difference between scoring and missing the shot.

Why can LeBron James jump higher than other basketball players? The answer has to do with Newton's Third Law of Motion. When LeBron James jumps, he is driving force into the court. That force is created by the energy stored inside his muscles. And how high he jumps depends not just on how much energy he forces into the surface of the court, but also on how well he does it.

When LeBron James jumps, he pushes down on the surface of the court. This is the "action" that Newton mentions in his Third Law. The "reaction" comes when the floor pushes back using an equal amount of force.

It may seem strange to think of the floor exerting force on an object, especially a basketball player. But this concept is what Sir Isaac Newton understood way back in 1687, when he published his most famous book, *Mathematical Principles of Natural Philosophy*.

Newton would have been fascinated by LeBron James's jumping ability. But he would also have understood that it is not simply the strength of James's legs that enables him to jump so high. The stability of his body, located in his core and his torso, also contributes to the energy that he forces into the surface of court. The energy and strength of LeBron James's *entire body* is what enables him to reach such fantastic heights.

Watching LeBron James dunk on television often causes people to think he is defying the force of gravity, which pulls us and other objects to the ground. In reality, no one can defy such force. LeBron James just happens to be so strong and agile that, when he jumps into the air, he *appears* to be defying the force of gravity. He seems almost capable of flying.

Naturally, smaller basketball players require less force to dunk a basketball. Since they are lighter, they don't have to combat the same gravitational pull. On the other hand, the fact that they are lighter means they do not have as much mass to store energy. The more muscles you have, the more energy you can force into the ground, and the higher you can go.

This is why professional basketball players appear to have no fat on their bodies at all. Fat does not store energy as effectively as muscle, but it still contributes to one's body weight. Fat on a basketball player is equal to wearing lead weights around their hips during a game. Obviously, this would hinder a player's performance, especially his ability to dunk.

Physicists have spent time thinking about the physics of dunking. To remain in the air for one second, they say, one would have to have a vertical leap of 4 feet, which is higher than pretty much any basketball player of all time. One exception is Michael Jordan, who is believed to have the highest vertical leap—48 inches, or 4 feet—of any professional basketball player. Michael Jordan was just 6 feet, 6 inches tall—average for an NBA player—but his vertical leap placed his head about 6 inches above the rim.

That one of the best basketball players in history also has the highest vertical leap is no coincidence. Michael Jordan's body was strong, stable, and proportioned in such a way that the force he pushed onto the ground placed him above the rest. He was one of the best overall athletes in the game, and his slam-dunking ability was an indication of his prowess.

From basketball players like LeBron James to Michael Jordan, it may seem like they are bending the rules of physics and gravity when they dunk a basketball. On the contrary, they are able to perform crowd-rousing slam-dunks because of these rules.

Name: _____ Date: _____

1. What is Sir Isaac Newton's Third Law of Motion?

- A Objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an unbalanced force.
- B For every action there is an equal and opposite reaction.
- C When a force acts on a mass, acceleration is produced.
- D When a force acts on a mass, the mass increases.

2. What does the author describe in the passage?

- A Sir Isaac Newton's most famous book, *Mathematical Principles of Natural Philosophy*
- B how LeBron James developed his basketball dunking skills
- C how Sir Isaac Newton came up with the three basic laws of motion
- D how the way that LeBron James dunks a basketball illustrates Newton's Third Law of Motion

3. Read the following sentences from the passage: "When LeBron James jumps, he pushes down on the surface of the court. This is the 'action' that Newton mentions in his Third Law."

Based on this information, LeBron James jumping is an example of which part of Newton's Third Law?

- A both the action and the equal and opposite reaction
- B the equal and opposite reaction of an action
- C the action which causes an equal and opposite reaction
- D neither the action nor the equal and opposite reaction

4. The force created when the floor pushes LeBron James upwards is equal to which force?

- A the force LeBron James used to dunk the ball
- B the force LeBron James drives into the court when he jumps
- C the force LeBron James uses to throw the ball
- D the force LeBron James drives into the court when he lands after jumping

5. What is the main idea of this passage?

- A LeBron James and Michael Jordan are two of the best players in the history of professional basketball.
- B Basketball players must have high vertical leaps in order to dunk basketballs.
- C Newton's Third Law of Motion is related to the First and Second Laws of Motion.
- D Newton's Third Law of Motion can be examined using the examples of basketball players jumping.

6. Read the following paragraph from the passage:

“LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10¼ inches.”

How can the tone of the author best be described in this paragraph?

- A humorous
- B angry
- C disinterested
- D factual

7. Choose the answer that best completes the sentence below.

_____ LeBron James has an impressive vertical leap of 44 inches, Michael Jordan holds the record with a vertical leap of 48 inches.

- A In contrast
- B For example
- C Although
- D Initially

8. According to the passage, in order for LeBron James to score a slam-dunk, what must he exert?

9. When LeBron James jumps, he is driving force into the court. How is this force created?

10. How does the example of LeBron James jumping to dunk a basketball illustrate Newton's Third Law of Motion? Use information from the passage to support your answer.

Teacher Guide & Answers**Passage Reading Level:** Lexile 1050**1.** What is Sir Isaac Newton's Third Law of Motion?

- A Objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an unbalanced force.
- B For every action there is an equal and opposite reaction.**
- C When a force acts on a mass, acceleration is produced.
- D When a force acts on a mass, the mass increases.

2. What does the author describe in the passage?

- A Sir Isaac Newton's most famous book, *Mathematical Principles of Natural Philosophy*
- B how LeBron James developed his basketball dunking skills
- C how Sir Isaac Newton came up with the three basic laws of motion
- D how the way that LeBron James dunks a basketball illustrates Newton's Third Law of Motion**

3. Read the following sentences from the passage: "When LeBron James jumps, he pushes down on the surface of the court. This is the 'action' that Newton mentions in his Third Law."

Based on this information, LeBron James jumping is an example of which part of Newton's Third Law?

- A both the action and the equal and opposite reaction
- B the equal and opposite reaction of an action
- C the action which causes an equal and opposite reaction**
- D neither the action nor the equal and opposite reaction

4. The force created when the floor pushes LeBron James upwards is equal to which force?

- A the force LeBron James used to dunk the ball
- B the force LeBron James drives into the court when he jumps**
- C the force LeBron James uses to throw the ball
- D the force LeBron James drives into the court when he lands after jumping

5. What is the main idea of this passage?

- A LeBron James and Michael Jordan are two of the best players in the history of professional basketball.
- B Basketball players must have high vertical leaps in order to dunk basketballs.
- C Newton's Third Law of Motion is related to the First and Second Laws of Motion.
- D Newton's Third Law of Motion can be examined using the examples of basketball players jumping.**

6. Read the following paragraph from the passage:

"LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10¼ inches."

How can the tone of the author best be described in this paragraph?

- A humorous
- B angry
- C disinterested
- D **factual**

7. Choose the answer that best completes the sentence below.

_____ LeBron James has an impressive vertical leap of 44 inches, Michael Jordan holds the record with a vertical leap of 48 inches.

- A In contrast
- B For example
- C **Although**
- D Initially

8. According to the passage, in order for LeBron James to score a slam-dunk, what must he exert?

Suggested answer: He must exert a certain amount of force against the surface of the basketball court.

9. When LeBron James jumps, he is driving force into the court. How is this force created?

Suggested answer: This force is created by the energy stored inside his muscles.

10. How does the example of LeBron James jumping to dunk a basketball illustrate Newton's Third Law of Motion? Use information from the passage to support your answer.

Suggested answer: When LeBron James jumps to dunk a basketball, he is using energy to drive force into the court. This force is the "action" that Newton mentioned in his Third Law. The "reaction" comes from the floor pushing LeBron James upwards with an opposite and equal amount of force.

Are Public Curfews Fair?

Should teens be allowed to stay out, or forced to go home?

Do your parents give you a *curfew*--a time you have to be in at night? Or do town officials make that call for them?

People are debating public curfews in and out of court. The U.S. Supreme Court has avoided it so far. But it might not be able to for much longer.

Whom do curfews affect? And what do curfew laws say? What happens to teens who violate them?

Curfews apply to *minors* (anyone under 18). The laws vary. Most curfews are 10 p.m. during the week and 12 midnight on Fridays and Saturdays.

Police often question teens who are out past curfew. Those who have broken the curfew are taken home or to the police station. From there, teens may call their parents.

Some minors receive fines of up to \$500 for repeat offenses. Others may have to do work for their community.

Does that seem fair? Read the arguments below. Then decide.

Yes! Public Curfews Are Fair!

Cities and towns should have curfews. "[A curfew] allows less time to get in trouble with gangs, alcohol, drugs, and things like that," said one teen.

Curfews lower the number of teens involved in crimes. From 1995 to 1999, the number of minors arrested for violent crimes dropped 23 percent. Experts credit public curfews for the drop in crime.

Curfews don't take away teens' rights. Minors don't have the same rights as adults. If a movie theater can keep minors out of R-rated movies, why can't a law keep minors from staying out late?

Curfews help parents and teens. Some teens don't listen to their parents. Public curfews give parents some extra help. They make sure teens are back at home by a certain time.

No! Public Curfews Aren't Fair!

Cities and towns should not have curfews. "It is unfair to punish good kids who are out trying to make something of themselves when only a small percentage of young people are committing crimes," said one parent.

Curfews don't lower teen crime. Studies of curfews in Tulsa, Oklahoma, showed that arrests rose despite the curfew law. Curfews don't stop teens from getting into trouble. Teens who want to commit a crime won't let a curfew stop them.

Our country is based on freedom. Curfews violate a minor's rights. The First Amendment gives all people the right to gather in groups. Shouldn't that law apply to minors also?

Parents are responsible for their underage children. It's not the law's place to be another parent. It's up to parents to choose a curfew.

Name: _____ Date: _____

1. Which of the following is a possible consequence for a teen who is repeatedly out past curfew?

- A The teen might be taken to the police station.
- B The teen might receive a fine of up to \$500.
- C The teen might have to call their parents.
- D The teen might have to be home by 10 p.m. during the week.

2. Which of the following accurately states one argument for and one argument against curfews for minors?

- A An argument for curfews is that minors should be fined for breaking curfew. One argument against curfews is that minors should listen to their parents.
- B One argument for curfews is that curfews do not help with the problem of teen crime. One argument against curfews is that curfews violate the rights of minors.
- C One argument for curfews is that curfews lower the teen crime rate. One argument against curfews is that parents, not the law, should decide about curfews for their children.
- D One argument for curfews is that curfews do not take away the rights of minors. One argument against curfews is that parents need curfews to help keep their children safe.

3. It can be inferred from the passage that

- A many teens appreciate having a curfew
- B some teens do not follow the curfew laws
- C many teens do not listen to their parents
- D some teens have the same rights as adults

4. Read the following sentences and answer the question: "Whom do curfews affect? And what do curfew laws say? What happens to teens who violate them?"

What does the word **violate** mean?

- A to do something that isn't allowed
- B to stay out very late at night
- C to question someone about their activities
- D to help parents raise their children

5. This passage deals primarily with

- A curfew laws and whether or not they are a good thing
 - B police officers and the work that they do
 - C movie theaters and the R-rated movies that they show
 - D parents and the best way to raise children
-

6. What are two arguments in favor of curfews?

7. Why might a town government decide to make a law enforcing a curfew for minors?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Some minors receive fines of up to \$500 for repeat offenses _____ others may have to do work for their community.

- A after
- B therefore
- C so
- D and

9. Answer the following questions based on the sentence below.

Sometimes cities and towns fine teenagers up to \$500 for breaking curfew laws.

Who? cities and towns

(do) What? _____

Why? _____

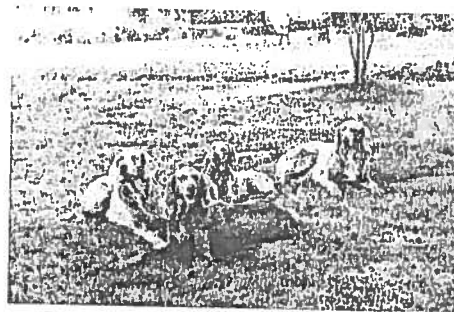
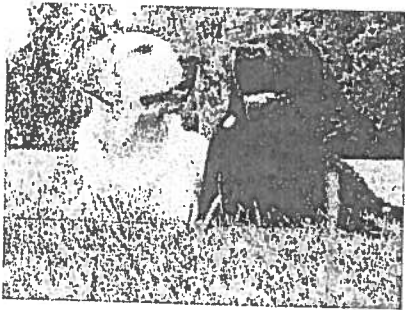
10. Read the vocabulary word and definition below and complete questions 10a, 10b, and 11.

Vocabulary word: vary (var · y): to be different from something else.

10a. Read the sentences below and underline the word **vary**.

1. The amount of homework I get varies from one class to the next.
2. We realized that the length of our jump ropes varies from each other, and decided to use the longer one.
3. The amount of sleep we need varies from person to person.
4. The day camp schedule varies in that some days start at 8:00 a.m. and other days start at 9:00 a.m.
5. I usually vary the clothes I wear depending on the weather outside.

10b. Which of the following pictures shows dogs that vary from each other?



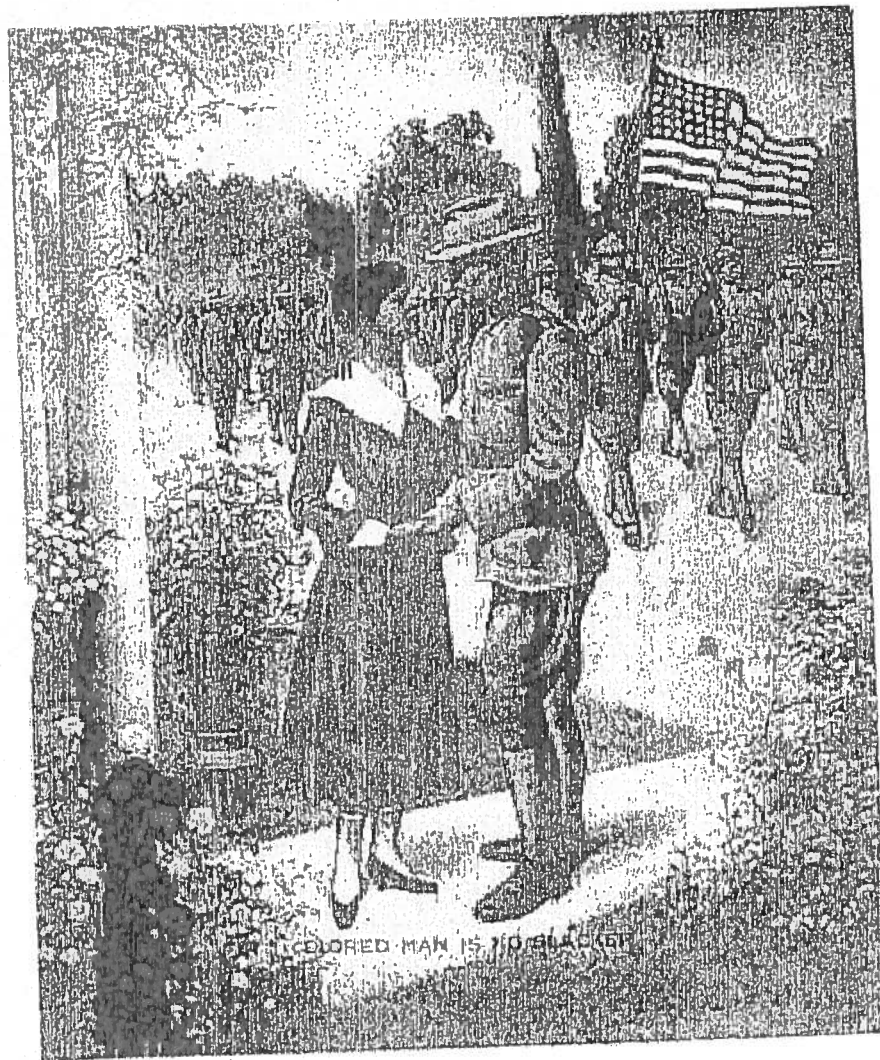
11. If identical twins dressed alike walked into our classroom, could we say that they vary? Why or why not?

World War I Recruiting Poster for African American Soldiers, 1918

A primary source by the United States Armed Forces

This poster is provided courtesy of the Gilder Lehrman Institute of American History.

In this poster, "Colored Man Is No Slacker," against a background of African American patriotism, self-sacrifice, and courage, a black soldier takes his leave.



Name: _____

Date: _____

1. According to the poster, who is "no slacker"?
 - A) colored man
 - B) World War I soldier
 - C) African American soldier
 - D) American citizen

2. What does the text describe?
 - A) the techniques used by an artist to create the poster
 - B) the time period in which the poster was created
 - C) the way African Americans in 1918 reacted to the poster
 - D) the scene and themes depicted in the poster

3. The poster shows African American patriotism. What evidence from the poster supports this conclusion?
 - A) the blue color of the woman's dress
 - B) the flowers surrounding the couple in the foreground
 - C) the American flag held by an African American soldier
 - D) the trees behind the marching soldiers

4. What is the purpose of this poster?
 - A) to describe the duties required of soldiers serving in World War I
 - B) to convince African American men to become soldiers and join the United States Army
 - C) to make people appreciate the beauty and comfort of their homes and families
 - D) to convince members of the United States government that African American men should be part of the army

5. What is a theme of the poster?
 - A) It can be exciting to try something new.
 - B) It is important to serve your country.
 - C) The future can be scary when it is uncertain.
 - D) It is important to help people who are weaker than you are.

6. Why might the artist have included the words "Colored Man Is No Slacker" in this recruitment poster?
 - A) to cause African American viewers to feel a strong sense of duty, hard work, and self-sacrifice
 - B) to suggest that African American women are less hardworking and patriotic than African American men
 - C) to convince African American men that they are more hardworking and strong than other people
 - D) to convince all American viewers that African American men would make the best soldiers

7. Choose the answer that best completes the sentence.

_____ African American soldiers march to war in the background, the man in the foreground takes his leave.

- A) Although
- B) Because
- C) However
- D) While

8. According to the text, what are three ideas that are illustrated in the background of the poster?

9. Self-sacrifice is the act of giving up your own interests or desires out of a sense of duty. How is the man in the center of the poster showing self-sacrifice?

Support your answer with evidence from the poster.

10. How might this poster have persuaded African American men to fight in the war?

Support your answer with evidence from the text and poster.

The Unknown Hall of Famer

Michael Stahl



New York City is famous for many things: pizza, Broadway shows, skyscrapers, and baseball. The New York Yankees are possibly the best-known sports team in the world. Baseball has been so popular in New York City that there have been four professional major league baseball teams, including the Yankees, that have made their homes in New York City since the beginning of the 20th century.

So many kids in New York have always wanted to play baseball. However, playing baseball can be difficult in such an urban setting if the game is going to look like the real thing. There needs to be a large grass field with a dirt diamond. The players need bases, bats, balls, and gloves to play with. In order to get a game of baseball going without having all of the required items, many New York City boys created their own version of baseball, one that would be played on the hard concrete streets. They would call it “stickball” because it could be played with a simple broomstick handle instead of a large, heavy bat. They’d use small, pink rubber balls instead of expensive hardballs made of leather and twine. Those kids, who were good, would incredibly one day find themselves in an actual Hall of Fame. George “Lolin” Osorio is one of those players.

Osorio’s family moved to Manhattan from his home in Puerto Rico when the ink on World War II peace treaties was still wet. In Puerto Rico, he was given his nickname because, as a very young boy, he was known to chase after a girl named Lola, so neighbors took to calling him the masculine form “Lolin” since the two always seemed to be together. At nine years old in New York City, he did not hesitate to immerse himself in the king of the street games—as long as his homework and chores were done. He and the other kids on his block would take to the streets in t-shirts and cut-off shorts to enjoy the “cheap game.” All they needed was one broomstick, a few rubber balls, and nine or so other guys from another block to prove themselves against.

“We’d play for a little money, five cents a game or a quarter when I was about ten years old,” Osorio says, recalling that if his team won, they’d often use their money to see a movie. Sometimes kids would save their winnings to buy two-dollar Puma sneakers, which were more desired than one-dollar Converse because they were better for running; plus, everyone knew they were twice as expensive.

“But really we played for bragging rights,” Osorio insists. “You were on the team from your block. You played for pride.”

“Lolin was one of the best because he always hit the ball hard on the ground, and was so fast that nobody could throw him out,” remembers Carlos Diaz, the curator of New York City’s Stickball Hall of Fame, of which Osorio is an esteemed member. “He was also very clutch and reliable. He could get a hit just about any time,” Diaz adds.

Osorio and his friends, who were all of Puerto Rican descent, would play stickball for hours; that is, until the Irish cops would show up. Though there were few cars driving through the city streets in those days and the rubber balls with which they played were as harmful to windows as a summer wind, many of the police officers would discover games and immediately order the kids to hand over their makeshift bats.

“I could never understand why they’d break up our stickball games,” Osorio says. “We played to stay out of trouble.”

For a time, Osorio remembers the cops slipping the sticks down into the sewer. But after the officer had moved along and the boys had faked disappointment long enough, one of the smaller kids would climb beneath street level into the muck and come up with the bat, covered in sludge. There was always an open fire hydrant somewhere they’d use to clean off the grime from both the bat and the brave boy.

“Then the cops got smart,” Osorio says. “They started taking our bats, hold them halfway down in the sewer’s grating and snap them in two.”

Still unafraid, Osorio and his block mates continued to play throughout their adolescence, traveling farther away from their neighborhood with each passing year, challenging players in various neighborhoods and having tons of fun.

A frequent teammate of Osorio’s, Alfred Jackson, another Stickball Hall of Fame member, remembers one particularly incredible shot struck by a rival of theirs named Tony Taylor. “He crushed the ball,” Jackson begins. “He hit it so hard that it went off the third-floor siding of a building, came down, bounced off a car, hit the building again. Then it hit a lamppost and ricocheted to one of our outfielders who caught it for an out. The ball was in fair territory the whole time!”

As Osorio's clan got older, more and more money was bet on their games. They can recall games played for upwards of three to five thousand dollars, with the victorious team getting a cut. Some players depended on winnings as a sort of additional income, so some teams felt pressured to win for their players' financial stability. Fans who had their own best interests in mind heckled batters trying hard to focus on a potentially game-changing pitch.

Still, money was not as important as the feelings of self-respect and community, which truly compelled Osorio to go outside and play each and every Sunday, even 24 hours after his wedding. "I got married on a Saturday," Osorio says. "We had a bunch of leftovers from the wedding in the refrigerator. The players' wives always made food for all of us, so I woke up and packed the leftovers to bring to the game," he laughs, adding with a shake of his finger, "My wife wasn't very happy about that."

In the late 1950s and throughout the '60s, Osorio made a living building clock radios—and, briefly, delivering zippers—but always found time to participate in the first organized stickball leagues that were emerging throughout Manhattan and beyond. Though he has continued to play, Osorio and his friends have seen the game nearly completely disappear.

"Not as many guys play anymore," says Carlos Diaz, who has tried for many years to revitalize stickball in New York City. "And most of the young ones that do play are sons and grandsons of the guys who played fifty or sixty years ago." Diaz's efforts include opening a gallery this past winter, giving the Stickball Hall of Fame a more permanent home.

No matter what, Osorio still finds himself out on the streets of New York City every Sunday playing the game he loves, around the guys that he loves, all of whom have respected, and even honored him, for decades.

Name: _____

Date: _____

1. What is stickball?
 - A) another name for baseball
 - B) a traditional Puerto Rican game
 - C) a version of baseball played in New York City
 - D) a street game played with a hockey stick

 2. What does the author describe in the passage?
 - A) Osorio's troubled childhood in Puerto Rico
 - B) the rules of stickball
 - C) how Osorio got rich by playing stickball
 - D) the origins and development of stickball

 3. Stickball is a "cheap" game. What evidence from the text supports this statement?
 - A) It can be played with minimal equipment.
 - B) It can be played on concrete streets.
 - C) It can be played for money.
 - D) It was only played by poorer children.

 4. What can be inferred from the following sentence: "Still, money was not as important as the feelings of self-respect and community, which truly compelled Osorio to go outside and play each and every Sunday, even 24 hours after his wedding."
 - A) Money is the main reason Osorio plays stickball.
 - B) Osorio really loves playing stickball.
 - C) Osorio is not very fond of his wife.
 - D) Osorio is not very religious.

 5. What is this passage mainly about?
 - A) the street game stickball and one of its best players
 - B) the way New York City kids can adapt to difficult situations
 - C) reasons why baseball is so popular in New York City
 - D) how the Stickball Hall of Fame was built
-

6. Read the following sentence: "Osorio's family moved to Manhattan from his home in Puerto Rico when the ink on World War II peace treaties was still wet."

Why does the author note that the "ink on World War II peace treaties was still wet" when Osorio's family moved to Manhattan?

- A) to show that Osorio's family moved a long time after World War II ended
- B) to show that Osorio's family moved right before World War II ended
- C) to show that Osorio's family moved right after World War II ended
- D) to show that Osorio's family moved a long time before World War II ended

7. Choose the answer that best completes the sentence below.

Police officers would break up games of stickball _____ Osorio and his friends were not causing any trouble.

- A) therefore
- B) even though
- C) primarily
- D) specifically

8. Why did children in New York City create their own version of baseball?

9. Why did Osorio play stickball as a child, and why does he continue to play as an adult?

10. How did stickball provide its players with a sense of community? Use information from the text to support your answer.

Name _____ Date _____

Writing

Directions: Read this speech by Susan B. Anthony and then write about what you have read.

Susan B. Anthony Speech

Background

Susan B. Anthony voted in the 1872 presidential election even though women did not have the right to vote at the time. Anthony was arrested and put on trial for her crime.

Following her sentencing, she delivered this speech, which argued that, as citizens of the United States of America, women should have the right to vote.

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. . .

The preamble of the federal constitution says:

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot. . . .

For any State to make sex a qualification that must ever result in the disfranchisement¹ of one entire half of the people, is to pass a bill of attainder² . . . and is therefore a violation of the supreme law of the land. By it, the blessings of liberty are forever withheld from women and their female posterity. To them, this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a

Name _____ Date _____

republic. It is an odious aristocracy³ . . . [t]he most hateful aristocracy ever established on the face of the globe. . . .

[I]t is urged [that] the use of the masculine pronouns *he*, *his* and *him*, in all the constitutions and laws, is proof that only men were meant to be included in their provisions. If you insist on this version of the letter of the law, we shall insist that you be consistent, and accept the other horn of the dilemma, which would compel you to exempt women from taxation for the support of the government, and from penalties for the violation of laws. . . .

There is no *she* or *her* or *hers*, in the tax laws. . . .

The same is true of all the criminal laws. . . .

Though the words *persons*, *people*, *inhabitants*, *electors*, *citizens*, are all used indiscriminately in the national and state constitutions, there was always a conflict of opinion, prior to the war, as to whether they were synonymous terms, as for instance:

No person shall be a representative who shall not have been seven years a citizen, and who shall not, when elected, be an inhabitant of that state in which he is chosen. No person shall be a senator who shall not have been a citizen of the United States, and an inhabitant of that state in which he is chosen.

But, whatever room there was for a doubt, under the old regime, the adoption of the fourteenth amendment settled that question forever, in its first sentence: "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside."

And the second settles the equal status of all persons—all citizens:

No state shall make or enforce any law which shall abridge⁴ the privileges or immunities of citizens; nor shall any state deprive any person of life, liberty or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

The only question left to be settled, now, is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens, and no state has a right to make any new law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states, is today null and void. . . .

¹ **disfranchisement**

the act of depriving someone of a legal right, especially the right to vote

² **bill of attainder**

a government act that enforces punishment without a trial

³ **aristocracy**

a government run by a privileged few

⁴ **abridge**

limit

Name _____ Date _____

Prompt: Responding to Nonfiction

Imagine that you were present and listening when Susan B. Anthony delivered this speech.

Write an essay in which you explain whether her argument did or did not convince you that women deserved the right to vote. Which parts of her argument led you to feel the way you do?

Use details from the speech to support your answer.

In your answer, be sure to:

- state whether Susan B. Anthony did or did not convince you that women deserve the right to vote
- explain which of Susan B. Anthony's arguments made you feel the way you do
- use details from the speech to support your answer

Check your writing for correct spelling, grammar, and punctuation.

