**Summary** This reader provides the biographies of many women who broke down barriers during the late nineteenth and early twentieth centuries. The selection details the efforts of these pioneers to open doors for women in politics, education, sports, the workforce, and other aspects of life.

**Lesson Vocabulary**
- accepted
- convention
- criticized
- limited
- opportunities
- pioneers
- prejudiced
- suffrage

**Introduce the Book**

**Introduce the Title and Author** Discuss the title and the author of *Changing Times: Women in the Early Twentieth Century*. Make sure students understand the dates of the time period mentioned in the subtitle and covered in the book: 1900 to about 1945.

**Build Background** Discuss with students what they know or think life was like for women in the early twentieth century. Talk about society’s expectations in the early 1900s—that a woman’s primary role was to take care of a household and raise a family. Then have students compare what life was like 100 years ago to what it is like for women today. Invite volunteers to describe some of the activities in which women and girls participate outside of the home.

**Preview/Use Text Features** Have students skim through the book, focusing on the headings, sidebars, pictures, and captions. Ask students if they recognize any of the women in the pictures. Discuss with students what they think the book will be about, based on these pictures and the topics mentioned in the headings, captions, and sidebars.

Invite volunteers to describe some of the women pioneers from their own cultures. Provide some examples from students’ home countries if students cannot think of examples themselves.

**Read the Book**

**Set Purpose** Review with students the women and topics they expect the book to cover, based on their preview. Have students choose the women or topics about which they would like to learn more.

**Strategy Support: Questioning** Remind students that questioning is a way to further understand a topic. Invite students to suggest questions that could help them find and describe comparisons and contrasts in the text. *(How are diamonds and opals similar?)* Write the questions on the board. Tell students to think of these questions as they read.

**Comprehension Questions**

**Page 3** Find one statement of fact and one statement of opinion on this page. How do you know the difference? *(Possible responses: Fact: Also, once a woman married, any property she owned became her husband’s. I can research to prove it true or false. Opinion: But it was also an exciting time. It’s the author’s belief and I can’t prove it.)*

**Pages 6–7** Did you find anything confusing on these pages? What did you do to fix up your understanding? *(Possible response: I didn’t know what the word declaration meant, but I read on and used context clues to guess that it meant a document that states ideas.)*

**Pages 12–13** What is one generalization the author makes? *(Possible response: Most doctors were still men.)*

**Page 16** What statement of opinion does the author make about some women in the early 1900s? *(Possible response: Women pioneers did amazing things.)*
PAGES 18–19 Name one statement of fact in these pages. Where could you check to prove the statement true or false? (Possible response: In 1934, Lettie Pate Whitehead became the director of the Coca-Cola Company. I could check the Coca-Cola Web site.)

REVISIT THE BOOK

READER RESPONSE

1. Possible responses: Facts: In 1900, women could not vote. Elizabeth Cady Stanton started the Women’s Rights Movement. Opinions: Women should stay home with children. Women were not as smart as men.

2. Responses will vary but should show understanding of the text.

3. Responses will vary but should include multiple vocabulary words used properly.

4. Possible response: Elizabeth Cady Stanton, because she helped plan the first Women’s Rights Convention in 1848 and wrote its “Declaration of Sentiments”

EXTEND UNDERSTANDING Point out that authors of nonfiction often use headings to help readers understand information or recognize the main idea of a section. Review with students the headings in Changing Times: Women in the Early Twentieth Century. Discuss how the headings help the reader understand the information in each section and recognize the author’s main ideas.

RESPONSE OPTIONS

WRITING AND SPEAKING Have each student choose one of the women featured in the book and imagine that she is receiving a “Woman of the Century” award. Direct each student to write a speech introducing the person and explaining why she is a good choice for the award. Have students give their speeches to the class.

SOCIAL STUDIES CONNECTION

Have students research and write biographies of other pioneers of the twentieth century. Tell students that their subjects may be women, African Americans, young people, leaders in a field, or anyone else who was the first to accomplish something important. Compile the biographies into a Who’s Who of the Twentieth Century.

Skill Work

TEACH/REVIEW VOCABULARY

Read through the Glossary with students. Direct students to think about whether each word makes them think of happy, positive ideas or unhappy, negative ideas. As a class, have students group the words based on whether they have positive or negative connotations. Tell students to explain their decisions.

TARGET SKILL AND STRATEGY

FACT AND OPINION Explain to students that a statement of fact can be proved true or false and can be checked by looking in reference sources, by asking an expert, or even by observing. A statement of opinion is a person’s beliefs or ideas about something. Point out to students that opinions often contain clue words such as I believe, in my opinion, best, worst, most, should, and other judgment words. Give examples of statements of fact and statements of opinion, and discuss with students how to distinguish between the two. Direct students to look for facts and opinions in the text.

QUESTIONING Share with students that they can ask questions to compare and contrast topics in the story. Suggest that students ask themselves questions as they read to help them better understand the text.

ADDITIONAL SKILL INSTRUCTION

GENERALIZE Review with students that when they generalize, they are making a broad statement that applies to a group of things or ideas. Provide students with some generalizations and clue words, such as every, all, most, few, never. As they read, have students find generalizations that the author makes.
Fact and Opinion

- A statement of fact is a statement that can be proved true or false. You can check a statement of fact by looking in reference sources, asking an expert, or observing.
- A statement of opinion is a person’s beliefs or ideas about something. You cannot prove whether it is true or false.

Directions Use the book *Changing Times* to answer the questions below.

1. Reread page 4 in the book. What is a statement of fact on this page?

2. What is one statement of opinion that the author makes on page 4? How do you know that this is an opinion and not a fact?

3. Reread the section of the book entitled “Women in College.” What is one statement of fact that the author makes about colleges for women in the 1800s?

4. What is a statement of opinion that the author makes about women in college during the early 1900s?

5. Reread the Conclusion, beginning on page 20 in the reader. Which statement contains both a fact and an opinion? Which part is which?
Vocabulary

Directions For each word below, separate the word into its base word and its ending. Then write a sentence using the base word. Use a dictionary to help you.

1. prejudiced
   Base word ________________________________
   Ending _________________________________
   Sentence with base word ________________________________

2. criticized
   Base word ________________________________
   Ending _________________________________
   Sentence with base word ________________________________

3. accepted
   Base word ________________________________
   Ending _________________________________
   Sentence with base word ________________________________

4. opportunities
   Base word ________________________________
   Ending _________________________________
   Sentence with base word ________________________________

5. limited
   Base word ________________________________
   Ending _________________________________
   Sentence with base word ________________________________

Directions Imagine you are a woman attending the first Women’s Rights Convention in 1848. On a separate sheet of paper, write a diary entry about your experience there using the words convention, pioneers, prejudiced, and suffrage.