

Name \_\_\_\_\_

Name This  
American

Vocabulary

- Read the boldfaced Vocabulary Words. Think about the definitions. Then write the Vocabulary Word in parentheses ( ) that best completes each sentence.



-  **guarantee:** to promise that something will be done
-  **distinguished:** famous; having a high position and honor
-  **stumps:** confuses or puzzles someone, as during a quiz
-  **misleading:** giving the wrong impression; guiding in the wrong direction
-  **indebted:** owing thanks for a favor; grateful
-  **interpreter:** a person who translates spoken words from one language to another
-  **suffrage:** the right to vote
-  **anthem:** a song in honor of a country or another organization



1. I promise to do the job correctly. I \_\_\_\_\_  
(**guarantee, indebted**) my work.
2. Sara can vote. She has the right of \_\_\_\_\_  
(**anthem, suffrage**).
3. He can tell us what the Spanish speaker is saying. He is an  
\_\_\_\_\_ (**guarantee, interpreter**).
4. The directions are not clear. They are \_\_\_\_\_  
(**misleading, distinguished**).
5. I helped you. Now you are \_\_\_\_\_ (**indebted, suffrage**) to me.
6. She is a famous scientist. She is \_\_\_\_\_  
(**misleading, distinguished**) in the field of science.
7. We sang our national \_\_\_\_\_ (**anthem, stumps**). It is the  
“Star-Spangled Banner.”
8. This math problem \_\_\_\_\_ (**indebted, stumps**) me. It seems  
too difficult at first.

**TO THE TEACHER:** Ask students if they can name a *distinguished* person. What is that person famous for? Allow each student a chance to tell about one distinguished person.

Ask students to tell about the *anthem* of their native country. Encourage volunteers to sing all or part of the anthem. Have them act as *interpreters*, telling what the words to the song mean.

- Read the paragraph. Then circle the letter of the best answer to each question. The underlined sentence will help you answer some of the questions.

Elizabeth Cady Stanton spoke for a strong reason at the Seneca Falls Convention in 1848. She wanted people to accept the idea of women's suffrage. Many people disagreed with her, and they all had a heated discussion after her speech. However, Elizabeth was relieved and happy, because she learned there were others who believed as she did. Outside the convention, people showed their outrage at the idea of women's suffrage. Like it or not, the speech caused an idea to be set in motion. That idea did not become reality for another 72 years.

- 1 Why did Elizabeth give her speech at the convention?
- A She wanted people to stage a protest march.  
B She wanted to be known as a public speaker.  
C She wanted people to leave the convention.  
D She wanted people to accept the idea that women should vote.

**Tip**

Reread the underlined sentence. Remember that *suffrage* means "right to vote."

- 2 Which of these was NOT an effect of Elizabeth's speech?
- F support from some people  
G outrage from some people  
H women's suffrage taking effect immediately  
J setting the idea of women's suffrage in motion

**Tip**

Go through the passage and underline everything that happened as a result of Elizabeth's speech. Which answer does not match the things you've underlined? That answer choice is the correct one.

- 3 A period of 72 years had to pass for the idea to become reality because
- A Elizabeth wanted it that way.  
B many women wanted to vote.  
C Elizabeth did not express her views clearly.  
D it took that long to change public opinion.

**Tip**

Think about the information presented in the paragraph. Which of these statements seems most likely to be true?

**TO THE TEACHER:** On your desk where all can see, stand a book up on end and place a pencil near it or something else unbreakable that can be tossed off the desk when the book falls over. Then set in action the demonstration you have set up. On the chalkboard write the word *Cause*. Ask: *What was the cause of the pencil falling off the desk?* Then write *Effect*. Ask: *What was the effect of the book falling over?* (Students may say that you caused the book to fall, which in turn caused the pencil to fall. If so, explain that one effect may be the cause of another.)