



# Elizabeth Fry

## • Reading Comprehension •

### Activity

1

### Stop and Think

Read the paragraphs.  
Stop and think as you read.

Good readers are active readers.

Good readers stop and think about what they are reading. Active reading helps readers understand the ideas.

In the 1700s, most girls do not get a good education.

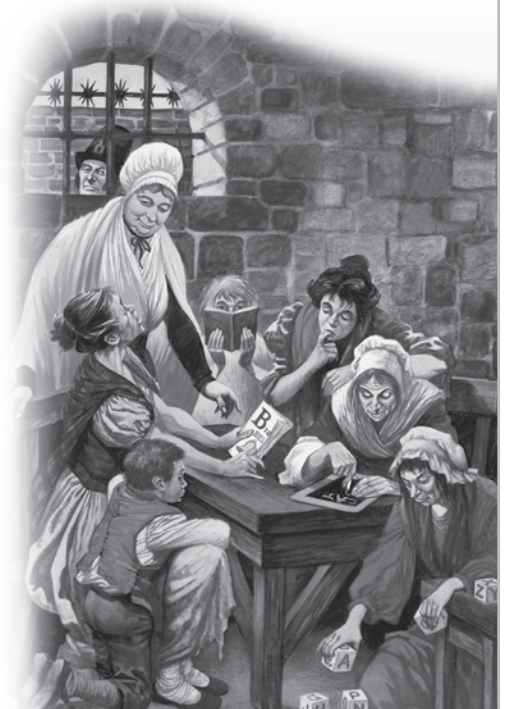
**Stop and think:** Why do you think that girls do not get a good education?

Elizabeth's mother believes girls need a good education.

**Stop and think:** What does this say about Elizabeth's mother's character?

Elizabeth learns how to sew. She also learns the same subjects as boys. She learns how to speak French and Latin.

**Stop and think:** Think about your school days. What were the "boy" subjects? What were the "girl" subjects? Are there "boy" and "girl" subjects in today's school system? If yes, what are they?



## Activity 2 Main Idea and Details



Good readers can find the main idea and details.

The main idea is the important idea. The details support the main idea.

The details help you understand and remember the main idea.

Check the details that support each main idea.

The first one is an example.

Main idea	Details
Elizabeth's family is rich.	<ul style="list-style-type: none"> <li>✓ They have servants.</li> <li>✓ They live in a big, beautiful home.</li> <li>They are Quakers.</li> </ul>
1. Prison life is harsh.	<ul style="list-style-type: none"> <li>(a) ___ The prisons are smelly and dirty.</li> <li>(b) ___ Women and children live in the jails.</li> <li>(c) ___ Rats run across the floors.</li> </ul>
2. Elizabeth is a role model.	<ul style="list-style-type: none"> <li>(a) ___ Other women form groups to help people.</li> <li>(b) ___ Women see they can have lives outside the home.</li> <li>(c) ___ Women take care of their children and husbands.</li> </ul>

## Activity 3 Invisible Messages



Writers do not always explain everything.

Sometimes, writers expect readers to read between the lines. Writers expect readers to figure out the invisible messages.

Read the writer's words.

Figure out the invisible message.

The writer's words	The invisible message
People can be hanged for over 200 crimes.	<p><i>Hanging people is common.</i></p> <p><i>The laws are very strict.</i></p> <p><i>People are hanged for little crimes.</i></p>
1. Many people die in prison.	
2. Elizabeth will become "feet to the lame."	

## Activity 4 Fact and Opinion



Read the sentences.

Write (F) for fact or (O) for opinion.

Good readers know the difference between facts and opinions.

Facts can be proven.

Opinions are personal beliefs.

1. All people are children of God. \_\_\_\_  
Quakers believe that all people are children of God. \_\_\_\_
2. Everyone knows about the Elizabeth Fry societies. \_\_\_\_  
There are 26 Elizabeth Fry societies in Canada. \_\_\_\_
3. Elizabeth is born into a rich family. \_\_\_\_  
Elizabeth has an easy life. \_\_\_\_

## Activity 5 The Table of Contents



Read each question.

Look at the Contents page in your book.

Which chapter has the answer to the question?

Write the name of the chapter.

Find the answer to the question. Write the answer.

Good readers use the Table of Contents.

The Table of Contents helps readers find information quickly.

Question	Chapter	Answer
When is Elizabeth born?	Early Years	1780
1. Which prison does Elizabeth visit?		
2. What hard times does Elizabeth face as an adult?		
3. What reforms does Elizabeth bring to the prisons?		

## Activity **6** Make a Connection

Read the idea from the story.  
Make a connection to your life.

Reading is more than understanding  
the ideas on a page.

Good readers connect the ideas  
to their lives.

### Idea

Elizabeth wants to reform the prison system. Elizabeth and her friends talk to the prisoners. They make a list of reforms. These reforms bring peace into the prison. These reforms bring hope into the prison.

One of the reforms is that prisons must educate prisoners.

### Your Life

Do you think it is a good idea to spend money on educating prisoners?

Why or why not?

Read the list below.

Should society spend money to provide prisoners with these things? Why or why not?

- a wide variety of good food
- job training
- entertainment
- fitness programs
- rehab programs

Do you think prisoners should be able to use the Internet?

smoke?

vote in elections?

spend time with family?

protest their living conditions?

get time outside of prison for

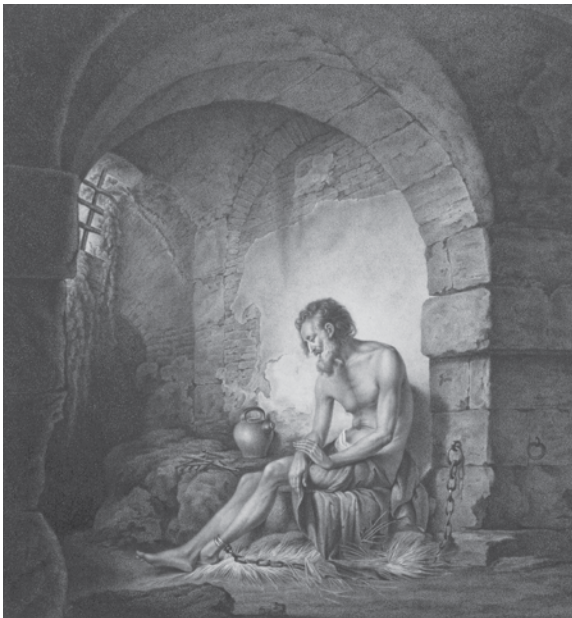
good behaviour?

Why or why not?

In general, do you think the prison system in our society is fair to prisoners?

Why or why not?

What is one reform you would like to see in our society's prison system?



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# • Writing •

## Activity 1 Write Your Ideas

Complete these paragraphs about prisons.  
Use your ideas from page 38.

Your instructor will help you with spelling.

### Paragraph 1

It is a good idea to spend money on \_\_\_\_\_  
for prisoners because \_\_\_\_\_

I do not think it is a good idea to spend money on \_\_\_\_\_  
for prisoners because \_\_\_\_\_

### Paragraph 2

I think our prison system is \_\_\_\_\_  
to prisoners. One reform I would like to see in our  
prison system is \_\_\_\_\_

Read each paragraph out loud.  
Which paragraph do you like better?  
Copy the paragraph on the lines.

Check for capital letters and end punctuation.

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Good writers know that writing is a process.

Good writers think of ideas before they write.

Good writers check their writing.



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**Activity**

**2**

**Organize Ideas**



Read the details for Idea Maps 1 and 2.  
Are the details a cause or an effect?  
Copy the details into the correct box.

Good writers know that writing is a process.  
Good writers organize their ideas before they write.  
One way to organize ideas is to use cause and effect.

**Idea Map 1**

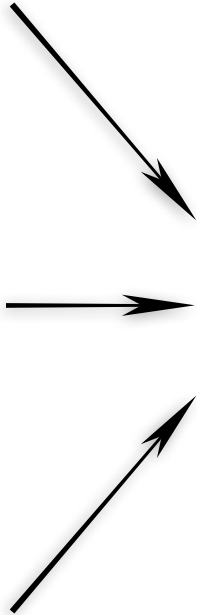
**Details**  
Elizabeth learns to believe all people are equal.  
For the rest of her life, Elizabeth helps others.  
Elizabeth learns to care for others when her mother dies.

**Cause**  
\_\_\_\_\_  
\_\_\_\_\_

**Cause**  
A preacher tells Elizabeth that she will be “a light to the blind” and “feet to the lame.”

**Cause**  
\_\_\_\_\_  
\_\_\_\_\_

**Effect**  
\_\_\_\_\_  
\_\_\_\_\_



**Idea Map 2**

**Details**

Elizabeth helps the women and children.  
Life is better for the women and children.  
Elizabeth’s heart melts.

**Cause**

Elizabeth visits a prison. She sees women take clothes off a dead baby. The women need the clothes for another child.



**Effect**

\_\_\_\_\_  
\_\_\_\_\_



**Effect**

\_\_\_\_\_  
\_\_\_\_\_



**Effect**

\_\_\_\_\_  
\_\_\_\_\_

Choose details from Idea Maps 1 and 2 to complete the answers.

1. Why does Elizabeth help others all her life?

*Because* \_\_\_\_\_ .

Because a preacher tells her that she will be “a light to the blind” and “feet to the lame.”

*Because* \_\_\_\_\_ .

2. What happens when Elizabeth sees the women take clothes off a dead baby.

\_\_\_\_\_ .

3. Why is life better for the women and children in prison?

*Because* \_\_\_\_\_ .

# • Word Attack Skills •

## Activity

# 1

### Predict the Word



Complete each paragraph.

Use the pictures to predict the word.

Readers see new words all the time.  
They need to decode the new words.

Good readers decode words  
in different ways.

They use pictures to predict words.  
They use meaning clues to predict words.

These are two ways to decode words.



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### Paragraph 1

These \_\_\_\_\_ walk in a circle  
to get some \_\_\_\_\_ .



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### Paragraph 2

These women and \_\_\_\_\_ are in  
prison. The two \_\_\_\_\_ watch them  
closely.

Complete each sentence.

Use meaning clues to predict the word.

1. Elizabeth brings \_\_\_\_\_ for the babies to keep them warm.
2. Elizabeth is rich. She has many \_\_\_\_\_. They help with housework.
3. Quakers believe that men and women are \_\_\_\_\_, or the same.

## Activity 2 Find Common Patterns

Look at each word in the box.  
Each word has a common pattern.  
Write the word under the correct pattern.

<i>sell</i> ✓	<i>yell</i>	<i>dime</i>	<i>crime</i>
<i>time</i>	<i>slime</i>	<i>lock</i>	<i>smell</i>
<i>shock</i>	<i>rock</i>	<i>hell</i>	<i>clock</i>

Good readers look for common patterns in words.  
This is another way to decode words.

**ell**

*sell*

**ime**

**ock**

Read the sentences in the box.  
Circle the words that have one of these patterns:

**ell ime ock**

Many words have common patterns.  
The patterns look and sound the same.

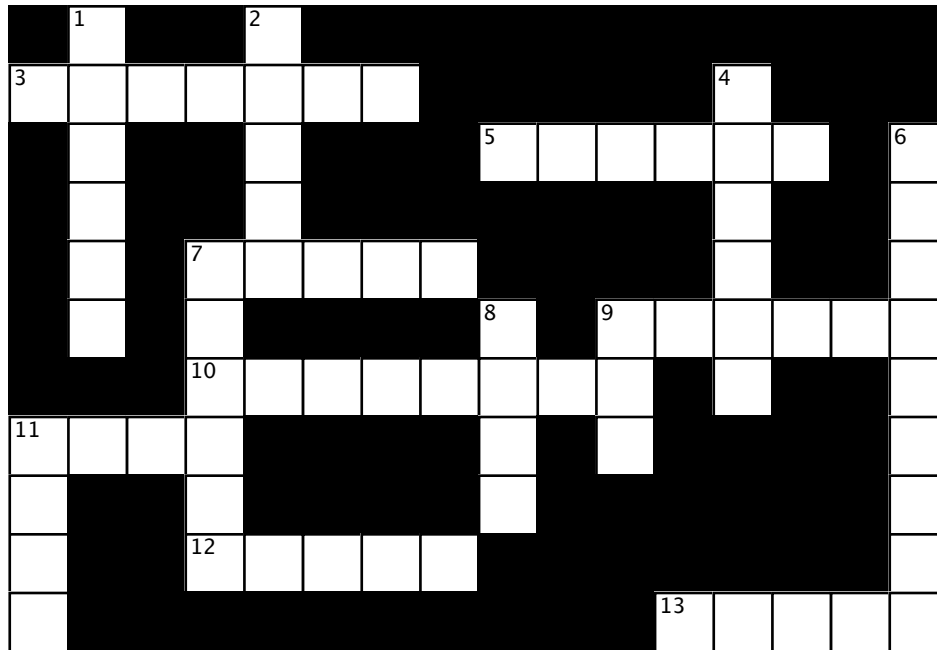
### Find the Common Patterns



1. Prisons are hellholes in the early 1800s.
2. Prisons are dirty and smelly.
3. People spend a long time in prison.
4. They go to prison for many small crimes.
5. The condition of the prisons shocks Elizabeth.
6. Killers and thieves are locked in the same room.

# • Crossword •

Elizabeth Fry



## Crossword Clues

All the answers to the clues are from Elizabeth Fry's biography.

### ACROSS

3. not inside
5. change something and make it better  
(rhymes with storm)
7. take something that does not belong to you
9. small rocks we can throw  
(rhymes with bones)
10. jog, bike, walk, work out, do pushups
11. boring
12. opposite of old
13. snow does this when it is warm outside

### DOWN

1. we feel this if we do not eat enough
2. the number between seven and nine
4. jail
6. we call criminals this when they are  
in jail or prison
7. having a bad smell; stinky
8. having lots of money
9. we use a needle and thread to do this
11. not alive

