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EMMALINE PANKHURST

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A SOLDIER TEMPORARILY OFF
THE FIELD OF BATTLE



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This is a book cover for "Amelia Earhart: A Woman's Place in Science". It features a black and white portrait of Amelia Earhart. The text "International Tester" is written vertically on the left side. At the bottom, there is a red box with the title "Amelia Earhart: A Woman's Place in Science" in white text.

This is a book cover for "Daisy Miller". It features a painting of a woman in a yellow dress. The text "International Tester.com" is written vertically on the left side. In the center, the text "SAT Reading Practice Passage" is at the top, and "Daisy Miller" is in a larger font below it.

This is a book cover for "JFK's Inaugural Address". It features a black and white portrait of John F. Kennedy. The text "International Tester.com" is written vertically on the left side. In the center, the text "SAT Reading Practice Passage" is at the top, and "JFK's Inaugural Address" is in a larger font below it.

Step 1: Vocabulary

Below is a list of the more difficult vocabulary words from the speech. Additionally, there are definitions and explanations for those words based on how those words are used in the context of the speech. Read through the list and if you know 75% of the words in the list, you can move forward with the passage. But, if you know less than 75%, read through the definitions and try to create some understanding of the words before attempting the passage. If you wade through an article/speech and miss even 2% of the words, you will struggle to accurately understand the passage.

1. **Advocate** (noun) a person who acts and speaks on behalf of another person or a cause. A lawyer is your advocate in court. Your parent would be an advocate in a hospital if you were unable to speak or act for yourself.
2. **Realm** (noun) area of power, scope, area of control
3. **Sphere** (noun) domain; section or area of control or expertise
4. **Adjudged** (verb) to be declared or evaluated
5. **Penal** (adjective) related to punishments executed by the legal system; often connected to prison
6. **Servitude** (noun) the state of being in the service of or under the control of someone or something
7. **Convict** (noun) a person who had been judged and found guilty of a crime
8. **Grievance** (noun) Complaint; an incident of unfair treatment that causes complaint
9. **Obstinately** (adverb) stubbornly; unwilling to change one's position or decision
10. **Constitutional** (adjective) related to the Constitution (rules and ideals under which a country is organized and run).
11. **Forefathers** (noun) ancestors
12. **Militant** (adjective) extremely combative, aggressively insistent
13. **Brutally** (adverb) Violently
14. **Enfranchisement** (noun) to giving of rights and freedoms that were once withheld or restricted
15. **Non-combatants** (noun) people who are not directly involved in fighting a war but may be affected by the war. For example, a doctor who is tending to the wounded is a non-combatant as he is in the area but isn't acting as a soldier.
16. **Stockbrokers** (noun) people who buy and sell stocks (shares in publicly held companies)
17. **Telegraphing** (verb) sending messages through a telegraph system. The telegraph was used before the telephone and involved sending messages using Morse code.
18. **Vice versa** (adverb) the reverse is true. For example: I love playing with my dog and vice versa=my dog also loves playing with me.
19. **Ingenuity** (noun) the state of being extraordinarily clever, using genius like ideas
20. **Permeate** (verb) to spread throughout an area
21. **Agitation** (noun) protesting for rights or changes
22. **Trades union** (noun) Groups of workers who act as a unit to protect the rights of the whole group and ensure the protection of workers in dirty or dangerous jobs
23. **Sufficed** (verb) adequate; to be sufficient to meet the needs
24. **Curb** (verb) to limit or restrict
25. **Insurgent** (noun) a rebel or revolutionary; someone who wishes to change society radically
26. **Submit** (verb) to give in to an opposing force; to stop fighting
27. **Petitions** (noun) a collection of signatures used to make the argument that a specific change is needed in society.

28. **Solitary confinement** (noun) a type of punishment in prison in which a prisoner is placed in a cell away from other people and not allowed to have any communication. Because humans are social animals, this is seen as an extreme punishment and there are now rules about limiting the amount of time someone is subjected to this isolation.
29. **Degraded** (adjective) worst; most reduced to uncivilized behaviour
30. **Appalling** (adjective) disgusting and shocking
31. **Intolerable** (adjective) cannot be tolerated or accepted
32. **Cope** (verb) to survive or accept difficult circumstances
33. **Yield** (verb) to give into a change; to accept someone else's will over your own
34. **Rouse** (verb) to awaken; to be moved to act
35. **Stretchers** (noun) a pair of poles with fabric between them used to carry sick or injured people
36. **Bloodshed** (noun) the wounding or killing of people
37. **Emancipate** (verb) to free from slavery
38. **Intervals** (noun) periods or spans of time

Cultural Knowledge

tea party at Boston

The reference to the tea party at Boston (more commonly known as the Boston tea party) refers to a protest to the taxation of tea (and many other goods) by the British government. On December 16, 1773, men calling themselves the Sons of Liberty dressed as Natives boarded ships containing tea and threw the tea overboard into the Boston Harbor. The British government was imposing taxes on people in its North American colonies, but those people had no representation in British parliament and so had no vote as to whether those taxes were fair or appropriate. This dispute is one of the key issues that lead to the American Revolution. (Please note that this is a vast oversimplification of events occurring over decades)

Step 2: Reading the Speech

This speech is longer than a typical SAT passage. First, I am providing the speech in its entirety because it makes sense to read the whole speech rather than just a piece. Secondly, reading longer passages will help you build stamina and get you used to holding onto information for a longer amount of time. You should time yourself. Either set a time limit or track how much time it takes you to read the passage comfortably, while being able to assemble the key ideas the passage contains. This passage is about 2400 words which should take you between 8-12 minutes to read.

Emmaline Pankhurst

Hartford, Connecticut

November 13, 1913

I do not come here as an **advocate**, because whatever position the suffrage movement may occupy in the United States of America, in England it has passed beyond the **realm** of advocacy and it has entered into the **sphere** of practical politics. It has become the subject of revolution and civil war, and so tonight I am not here to advocate woman suffrage. American suffragists can do that very well for themselves.

I am here as a soldier who has temporarily left the field of battle in order to explain - it seems strange it should have to be explained - what civil war is like when civil war is waged by women. I am not only here as a soldier temporarily absent from the field at battle; I am here - and that, I think, is the strangest part of my coming - I am here as a person who, according to the law courts of my country, it has been decided, is of no value to the community at all; and I am **adjudged** because of my life to be a dangerous person, under sentence of **penal servitude** in a **convict** prison.

It is not at all difficult if revolutionaries come to you from Russia, if they come to you from China, or from any other part of the world, if they are men. But since I am a woman it is necessary to explain why women have adopted revolutionary methods in order to win the rights of citizenship. We women, in trying to make our case clear, always have to make as part of our argument, and urge upon men in our audience the fact - a very simple fact - that women are human beings.

Suppose the men of Hartford had a **grievance**, and they laid that grievance before their legislature, and the legislature **obstinately** refused to listen to them, or to remove their grievance, what would be the proper and the **constitutional** and the practical way of getting their grievance removed? Well, it is perfectly obvious at the next general election the men of Hartford would turn out that legislature and elect a new one.

But let the men of Hartford imagine that they were not in the position of being voters at all, that they were governed without their consent being obtained, that the legislature turned an absolutely deaf ear to their demands, what would the men of Hartford do then? They couldn't vote the legislature out. They would have to choose; they would have to make a choice of two evils: they would either have to submit indefinitely to an unjust state of affairs, or they would have to rise up and adopt some of the antiquated means by which men in the past got their grievances remedied.

Your **forefathers** decided that they must have representation for taxation, many, many years ago. When they felt they couldn't wait any longer, when they laid all the arguments before an obstinate British government that they could think of, and when their arguments were absolutely disregarded, when every other means had failed, they began by the **tea party at Boston**, and they went on until they had won the independence of the United States of America.

It is about eight years since the word **militant** was first used to describe what we were doing. It was not militant at all, except that it provoked militancy on the part of those who were opposed to it. When women asked questions in political meetings and failed to get answers, they were not doing anything militant. In Great Britain it is a custom, a time-honoured one, to ask questions of

candidates for parliament and ask questions of members of the government. No man was ever put out of a public meeting for asking a question. The first people who were put out of a political meeting for asking questions, were women; they were **brutally** ill-used; they found themselves in jail before 24 hours had expired.

We were called militant, and we were quite willing to accept the name. We were determined to press this question of the **enfranchisement** of women to the point where we were no longer to be ignored by the politicians.

You have two babies very hungry and wanting to be fed. One baby is a patient baby, and waits indefinitely until its mother is ready to feed it. The other baby is an impatient baby and cries lustily, screams and kicks and makes everybody unpleasant until it is fed. Well, we know perfectly well which baby is attended to first. That is the whole history of politics. You have to make more noise than anybody else, you have to make yourself more obtrusive than anybody else, you have to fill all the papers more than anybody else, in fact you have to be there all the time and see that they do not snow you under.

When you have warfare things happen; people suffer; the **non-combatants** suffer as well as the combatants. And so it happens in civil war. When your forefathers threw the tea into Boston Harbour, a good many women had to go without their tea. It has always seemed to me an extraordinary thing that you did not follow it up by throwing the whiskey overboard; you sacrificed the women; and there is a good deal of warfare for which men take a great deal of glorification which has involved more practical sacrifice on women than it has on any man. It always has been so. The grievances of those who have got power, the influence of those who have got power commands a great deal of attention; but the wrongs and the grievances of those people who have no power at all are apt to be absolutely ignored. That is the history of humanity right from the beginning.

Well, in our civil war people have suffered, but you cannot make omelettes without breaking eggs; you cannot have civil war without damage to something. The great thing is to see that no more damage is done than is absolutely necessary, that you do just as much as will arouse enough feeling to bring about peace, to bring about an honourable peace for the combatants; and that is what we have been doing.

We entirely prevented **stockbrokers** in London from **telegraphing** to stockbrokers in Glasgow and **vice versa**: for one whole day telegraphic communication was entirely stopped. I am not going to tell you how it was done. I am not going to tell you how the women got to the mains and cut the wires; but it was done. It was done, and it was proved to the authorities that weak women, suffrage women, as we are supposed to be, had enough **ingenuity** to create a situation of that kind. Now, I ask you, if women can do that, is there any limit to what we can do except the limit we put upon ourselves?

If you are dealing with an industrial revolution, if you get the men and women of one class rising up against the men and women of another class, you can locate the difficulty; if there is a great industrial strike, you know exactly where the violence is and how the warfare is going to be waged; but in our war against the government you can't locate it. We wear no mark; we belong to every class; we **permeate** every class of the community from the highest to the lowest; and so you see in the woman's civil war the dear men of my country are discovering it is absolutely impossible to deal with it: you cannot locate it, and you cannot stop it.

"Put them in prison," they said, "that will stop it." But it didn't stop it at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were 300 women at a time, who had not broken a single law, only "made a nuisance of themselves" as the politicians say.

Then they began to legislate. The British government has passed more stringent laws to deal with this **agitation** than it ever found necessary during all the history of political agitation in my country. They were able to deal with the revolutionaries of the Chartists' time; they were able to deal with the **trades union** agitation; they were able to deal with the revolutionaries later on when the Reform Acts were passed: but the ordinary law has not **sufficed** to **curb insurgent** women. They had to dip back into the middle ages to find a means of repressing the women in revolt.

They have said to us, government rests upon force, the women haven't force, so they must **submit**. Well, we are showing them that government does not rest upon force at all: it rests upon consent. As long as women consent to be unjustly governed, they can be, but directly women say: "We withhold our consent, we will not be governed any longer so long as that government is unjust." Not by the forces of civil war can you govern the very weakest woman. You can kill that woman, but she escapes you then; you cannot govern her. No power on earth can govern a human being, however feeble, who withholds his or her consent.

When they put us in prison at first, simply for taking **petitions**, we submitted; we allowed them to dress us in prison clothes; we allowed them to put us in **solitary confinement**; we allowed them to put us amongst the most **degraded** of criminals; we learned of some of the **appalling** evils of our so-called civilisation that we could not have learned in any other way. It was valuable experience, and we were glad to get it.

I have seen men smile when they heard the words "hunger strike", and yet I think there are very few men today who would be prepared to adopt a "hunger strike" for any cause. It is only people who feel an **intolerable** sense of oppression who would adopt a means of that kind. It means you refuse food until you are at death's door, and then the authorities have to choose between letting you die, and letting you go; and then they let the women go.

Now, that went on so long that the government felt that they were unable to **cope**. It was [then] that, to the shame of the British government, they set the example to authorities all over the world of feeding sane, resisting human beings by force. There may be doctors in this meeting: if so, they know it is one thing to feed by force an insane person; but it is quite another thing to feed a sane, resisting human being who resists with every nerve and with every fibre of her body the indignity and the outrage of forcible feeding. Now, that was done in England, and the government thought they had crushed us. But they found that it did not quell the agitation, that more and more women came in and even passed that terrible ordeal, and they were obliged to let them go.

Then came the legislation - the "Cat and Mouse Act". The home secretary said: "Give me the power to let these women go when they are at death's door, and leave them at liberty under license until they have recovered their health again and then bring them back." It was passed to repress the agitation, to make the women **yield** - because that is what it has really come to, ladies and gentlemen. It has come to a battle between the women and the government as to who shall yield first, whether they will yield and give us the vote, or whether we will give up our agitation.

Well, they little know what women are. Women are very slow to rouse, but once they are aroused, once they are determined, nothing on earth and nothing in heaven will make women give way; it is impossible. And so this "Cat and Mouse Act" which is being used against women today has failed. There are women lying at death's door, recovering enough strength to undergo operations who have not given in and won't give in, and who will be prepared, as soon as they get up from their sick beds, to go on as before. There are women who are being carried from their sick beds on stretchers into meetings. They are too weak to speak, but they go amongst their fellow workers just to show that their spirits are unquenched, and that their spirit is alive, and they mean to go on as long as life lasts.

Now, I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative: either women are to be killed or women are to have the vote. I ask American men in this meeting, what would you say if in your state you were faced with that alternative, that you must either kill them or give them their citizenship? Well, there is only one answer to that alternative, there is only one way out - you must give those women the vote.

You won your freedom in America when you had the revolution, by bloodshed, by sacrificing human life. You won the civil war by the sacrifice of human life when you decided to emancipate the [black man]. You have left it to women in your land, the men of all civilised countries have left it to women, to work out their own salvation. That is the way in which we women of England are doing. Human life for us is sacred, but we say if any life is to be sacrificed it shall be ours; we won't do it ourselves, but we will put the enemy in the position where they will have to choose between giving us freedom or giving us death.

So here am I. I come in the intervals of prison appearance. I come after having been four times imprisoned under the "Cat and Mouse Act", probably going back to be rearrested as soon as I set my foot on British soil. I come to ask you to help to win this fight. If we win it, this hardest of all fights, then, to be sure, in the future it is going to be made easier for women all over the world to win their fight when their time comes.

Step 3: How much time did it take you and what that means

Below you will find the time estimations for reading this passage. Ideally you want to have taken less than 7 minutes with solid recall and understanding. If you can do that, you would be able to read a typical SAT passage in under 3 minutes, leaving you 9-10 minutes for the questions. However, if it took you more than 15 minutes to read the passage, your reading speed is too slow to allow adequate time to complete the reading questions. It would take you 6-7 minutes to read an SAT passage and only leave you 6 minutes to complete the questions. Reading practice will help improve your speed. Try to read a little faster every day in order to speed up but be aware that increased speed often leads to lower rates of comprehension at first. Don't give up. Keep practicing until you can read an 800-word passage in 3 minutes while maintaining your comprehension.

2400 words

400 words/minute= 6 minutes

300 words/minute=8 minutes

200 words/minute=12 minutes

100 words/minute=24 minutes

Step 4: What do you understand and remember?

While reading, you want to identify the Main Idea, Purpose, Tone, and Key points made. On the SAT you will want to be marking these on the passage or writing them in the margins. This information is crucial to narrowing down to correct answers on the SAT.

Main Idea

Purpose

Tone

Key Points

Rhetorical Features