

Grade 11 -- Informational
Elia Peattie
1862–1935

Elia Wilkinson was born in Kalamazoo, Michigan, in 1862, and her family moved to Chicago, Illinois, in 1871. Elia grew up at a time when opportunities for women in the United States were quite limited. She was interested in writing and publishing, but few women at that time had a career outside the home, and her education was incomplete because of family responsibilities. However, she did not give up her dream of becoming a professional writer.

In 1883, Elia married Robert Peattie, a newspaper reporter, and they eventually had four children. In addition to raising a family, Elia began submitting articles to Chicago newspapers. In 1886, Peattie was asked to report for the art and society pages of a major newspaper. She became the first female reporter on the *Chicago Tribune* staff, which made her one of the first female newspaper reporters in the country. In 1888, the Peattie family moved to Omaha, Nebraska, where Robert became managing editor and Elia became a writer for the *Omaha Daily Herald*. By 1890, the newspaper had become the *Omaha World-Herald*, and Elia Peattie had her own column—the ultimate goal of many reporters. She began to write editorials dealing with public issues. Her columns covered the spectrum from local to international topics, and she became known for her insights as well as her humor.

The late 1800s and early 1900s are known as the Progressive Era—a time of social activism and reform. Progressives supported issues such as women’s suffrage and regulating the railroads and banks. Peattie was an intelligent woman with exceptional writing skills and the courage to address controversial issues. Through her columns, Peattie became an advocate for social reforms, such as women’s rights and the need for schools and hospitals. Peattie did not hesitate to express and defend her views, even when they conflicted with popular opinions. In the 1896 presidential election, the Progressives backed William Jennings Bryan, a Democratic candidate who supported their goals. Although Bryan lost the election, Peattie continued to endorse causes that Bryan advocated, such as women’s suffrage, which eventually became law. During her years in Omaha, Peattie became involved in many charitable causes, such as programs for the poor, the homeless, and children. She also wrote more than thirty works of fiction, including *A Mountain Woman*—a short-story collection that depicts life on the Nebraska plains during the late nineteenth century. Her stories portray a recurring theme of women achieving personal goals.

Peattie and her family moved back to Chicago in 1896, where she became the literary editor for the *Chicago Tribune*—a position she held until 1917. During that time, Peattie participated in literary clubs, wrote and acted in plays, and continued to write articles and short stories for publication in the leading magazines at the time. Peattie and her husband later moved to New York, where they both wrote for the *New York Tribune*. They retired in Tryon, North Carolina, in the early 1920s. Elia Peattie died in 1935.

Peattie was a prolific writer whose published works include 25 books, 9 collected works, 6 plays, 57 short stories published in magazines, 32 short stories and novelettes for children, 19 essays, and 13 poems. An incomplete list of her newspaper publishing includes 800 editorials, columns, and feature stories in the *Omaha World-Herald*, and 5,000 book reviews in the *Chicago Tribune*. The number of her published works is impressive; but the variety of genres and the diversity of topics are even more remarkable.

1) What does **prolific** mean in paragraph 6? (LA.12.1.5.d)

- a) highly trivial
- b) highly expressive
- c) highly productive
- d) highly constructive

2) What is the author's purpose for writing the passage? (LA.12.1.6.a)

- a) to inform the reader about the era in which Peattie lived
- b) to inform the reader about the life and literary work of Elia Peattie
- c) to inform the reader about the Progressive Era of the late 1800s to early 1900s
- d) to inform the reader about Elia Peattie's work with the women's rights movement

3) Which organizational pattern of writing is used by the author in the passage? (LA.12.1.6.e)

- a) spatial
- b) sequential
- c) classification
- d) chronological

4) What can the reader infer about Elia Peattie? (LA.12.1.6.j)

- a) She was a politically conservative woman.
- b) She was an acutely introverted woman.
- c) She was an extremely restless woman.
- d) She was a socially progressive woman.

C4L Reading - Item Writing Tally Sheet

Grade 12 - Informational

Passage Name: Elia Peattie

Gr12 Vocabulary	DOK Levels	DOK 1	DOK 2	DOK 3	Total Items
LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 12.1.5.a <i>Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
LA 12.1.5.c <i>Independently apply appropriate strategy to determine meanings of unknown words in text</i>	2				
LA 12.1.5.d <i>Use semantic relationships to evaluate, defend, and make judgments</i>	2,3			1	1
Gr12 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Total Items
LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 12.1.6.a <i>Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources</i>	2, 3		1		1
LA 12.1.6.c <i>Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)</i>	2, 3				
LA 12.1.6.d <i>Summarize, analyze, synthesize, and evaluate informational text</i>	2, 3				
LA 12.1.6.e <i>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)</i>	2		1		1

<p>LA 12.1.6.f <i>Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)</i></p>	2, 3				
<p>LA 12.1.6.g <i>Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence</i></p>	2, 3				
<p>LA 12.1.6.j <i>Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers</i></p>	1, 2, 3			1	1