Votes and Voices

How reformers connected suffrage and temperance

SS24.US1.18d "Analyze the roles and differing viewpoints of female reformers and women's organizations in guiding the women's suffrage and temperance movements."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline what each group did, circle goals that groups shared, and write 1 and 2 beside two different strategies.

More Than One Path to Change

1. In the late 1800s, women seeking the vote disagreed about the best route. Susan B. Anthony and Elizabeth Cady Stanton helped lead the National Woman Suffrage Association, which pressed for a federal voting-rights amendment. Lucy Stone helped lead the American Woman Suffrage Association, which sought victories in individual states. Both groups wanted women to vote, but they chose different targets for change. Their competing plans shaped where activists gathered signatures and spoke to lawmakers.

2. Temperance activists sought to limit or ban alcohol, which they linked to poverty and violence at home. Under Frances Willard, the Woman's Christian Temperance Union (WCTU) backed both temperance and women's suffrage. Willard argued that a ballot would let women protect their homes by shaping laws about alcohol. Some suffragists, however, feared that linking the vote to prohibition would drive away potential allies. They supported voting rights but disagreed with Willard about how to build support.

3. In 1896, Black women formed the National Association of Colored Women (NACW), bringing local clubs together. Leaders such as Mary Church Terrell supported voting rights, while clubs also worked on temperance, education, and community needs. Black women faced racism within the wider suffrage movement and barriers that kept Black communities from voting. Their clubs used local service and public speeches to demand a voice in decisions affecting their communities. For these reformers, gaining the ballot and improving daily life were connected goals.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the two suffrage associations pursue the same goal in different ways?

2. Why did Willard see voting rights as useful to the temperance movement?

3. How did some suffragists' view of linking suffrage to prohibition differ from Willard's?

4. What goal did the WCTU and NACW share, and how did their other priorities differ?

3 YOUR TURN

Your own words

Imagine a joint WCTU-NACW event in 1898. Write three sentences that name a shared goal, explain a difference in their priorities, and propose an activity that serves both groups.

ANSWER KEY

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GRADE 10 · SS24.US1.18d

PART 1 · READ AND MARK

Underline what each group did, circle goals that groups shared, and write 1 and 2 beside two different strategies. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the two suffrage associations pursue the same goal in different ways?	**Both sought women's voting rights. The National Woman Suffrage Association pressed for a federal amendment, while the American Woman Suffrage Association sought state victories.**
2	Why did Willard see voting rights as useful to the temperance movement?	**She believed women could use their votes to shape alcohol laws and protect their homes.**
3	How did some suffragists' view of linking suffrage to prohibition differ from Willard's?	**Willard linked the causes, but some suffragists feared the link would cost the voting-rights movement potential allies.**
4	What goal did the WCTU and NACW share, and how did their other priorities differ?	**Both supported women's voting rights and temperance. The WCTU emphasized alcohol laws, while NACW clubs also addressed education and the needs of Black communities.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Both the WCTU and NACW could support voting rights at a joint meeting. The WCTU focused on changing alcohol laws, while NACW clubs also addressed education and barriers facing Black communities. They could host speeches about voting rights and invite families to discuss how new laws and better schools could help their neighborhoods.

Accept other passage-supported contrasts between the groups. For the open task, look for a plausible shared activity that reflects both organizations' priorities.