Votes in View

How two leaders made suffrage a public issue

USH.C.2.2.A "Describe the Women's Suffrage Movement, focusing on the leadership of Susan B. Anthony and Elizabeth Cady Stanton, as well as strategies used to bring attention to the suffrage cause."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline actions Stanton and Anthony took as leaders. Circle the strategies they used to bring voting rights to public attention or to lawmakers.

Making the Case for the Vote

1. In July 1848, Elizabeth Cady Stanton helped organize a women's rights convention in Seneca Falls, New York. She drafted the Declaration of Sentiments, which listed ways women were denied equal rights. It also called for women to have the vote, a demand that some people at the convention thought went too far. The delegates debated the proposal and approved it. Newspapers spread news of the meeting, including criticism of its demands. That attention helped make voting rights a public issue rather than a private complaint. The convention did not grant women the vote, but it gave the movement a clear goal.

2. Susan B. Anthony met Stanton in 1851, and their partnership joined different strengths. Stanton developed arguments and wrote speeches and other statements; Anthony traveled widely, organized supporters, and spoke to crowds. Both worked to collect signatures on petitions, which they sent to lawmakers to demand voting rights. After the Civil War, they argued that new voting laws should include women. In 1869, they founded the National Woman Suffrage Association to press for a federal amendment giving women the vote. Public lectures and organized petitions kept the demand in front of voters and officials, even when lawmakers refused to act.

3. Anthony also challenged voting restrictions in a way newspapers could not ignore. In 1872, she voted in a federal election in Rochester, New York, arguing that citizenship gave her that right. She was arrested, and a judge found her guilty in 1873. She refused to pay the fine. Reporting on the case brought her claim to readers far from Rochester. Stanton and Anthony continued to build support through their organization, which joined another suffrage group in 1890. The Nineteenth Amendment, ratified in 1920 after both leaders had died, barred governments from denying voting rights on the basis of sex.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Stanton's writing and the Seneca Falls convention turn a private complaint into a public demand for voting rights?

2. How did Anthony's work complement Stanton's, and what did they do together to reach lawmakers?

3. Why did Anthony's 1872 vote bring attention to suffrage even though she was found guilty?

4. How did founding the National Woman Suffrage Association differ from giving public lectures as a way to pursue voting rights?

3 YOUR TURN

Your own words

Imagine you are organizing a suffrage campaign in 1874. In five or six sentences, propose an original public event or printed message using two strategies from the passage. Explain how each would draw attention, and connect one action to Stanton's leadership and one to Anthony's.

ANSWER KEY

Votes in View

HIGH SCHOOL · USH.C.2.2.A

PART 1 · READ AND MARK

Underline actions Stanton and Anthony took as leaders. Circle the strategies they used to bring voting rights to public attention or to lawmakers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Stanton's writing and the Seneca Falls convention turn a private complaint into a public demand for voting rights?	**Stanton put the demand for the vote in the Declaration of Sentiments. Delegates approved it, and newspaper coverage brought the demand to a wider public.**
2	How did Anthony's work complement Stanton's, and what did they do together to reach lawmakers?	**Stanton developed written arguments while Anthony organized supporters and spoke to crowds. Together, they gathered petition signatures and sent them to lawmakers.**
3	Why did Anthony's 1872 vote bring attention to suffrage even though she was found guilty?	**Her arrest and trial drew newspaper coverage, which carried her argument for voting rights to readers beyond Rochester.**
4	How did founding the National Woman Suffrage Association differ from giving public lectures as a way to pursue voting rights?	**The association organized a push for a federal voting amendment. Lectures kept the demand before voters and officials.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In 1874, I would organize a town meeting where Anthony could speak about why women should vote. Her public speech would put the demand before neighbors who might not have considered it. I would ask Stanton to write a short statement for the local newspaper explaining the demand. Her writing would carry the argument to people who missed the meeting. Together, Stanton's writing and Anthony's speaking would give the campaign a clear message and a wider audience.

Accept answers that accurately connect each leader's actions to a strategy and explain how that strategy reached the public or lawmakers. For Part 3, the proposed campaign should fit 1874 and use two strategies supported by the passage.