Read the historical account. Then answer the questions that follow.

**The Fight for the Right to Vote**

*by Rosa Hernandez*

1. The right to vote is something that many American citizens take for granted. Few people consider the fact that our ancestors fought long and hard to guarantee this right. In particular, the women who led the suffrage movement in the United States should be remembered for helping to secure the right to vote for women.

**The Suffrage Movement Starts**

2. By the early 1800s, voting rights had been extended to most white men. Still, women and African Americans were not granted the vote until much later. Some men argued that women should concern themselves only with household and family matters.

3. Although many women had been advocating for voting rights for years, the women’s suffrage movement began to pick up steam in the mid-nineteenth century. A major milestone for the movement occurred in 1848, when Elizabeth Cady Stanton and Lucretia Mott organized the first convention for women’s rights in Seneca Falls, New York. The two women also supported the abolition of slavery. They came up with the idea for the women’s rights convention after women were barred from participating in the 1840 World Anti-Slavery Convention in London.

4. Almost two hundred women attended the Seneca Falls convention. There, a number of women’s rights issues were discussed and a proclamation of demands, which included the right to vote, was written. About forty men also attended the convention. One of these men was the famous abolitionist Frederick Douglass.

5. Just as Mott and Stanton supported the abolitionist movement, Douglass supported the women’s rights movement. Douglass even helped form the American Equal Rights Association with Stanton and Susan B. Anthony in 1866. However, the group split up due to disagreements concerning the Fifteenth Amendment.

**The Great Divide**

6. Many women’s rights advocates also supported the abolitionist movement and the right of African Americans to vote. After the Civil War and the emancipation of slaves in the United States, the Fifteenth
Amendment, which would give African American men the right to vote, was proposed. This caused a great divide between women suffragists. Some women, including Stanton and Anthony, would not support the amendment because they felt that it should extend voting rights to all American citizens. Other women, including Lucy Stone and Julia Ward Howe, supported the amendment. They believed that once African American men had the vote, women would be next.

The divide led to the formation of two separate women’s groups that took different approaches to getting the vote. Stanton and Anthony established the National Woman Suffrage Association, which worked to change federal voting laws. Meanwhile, Stone formed the American Woman Suffrage Association, an organization that petitioned state legislatures to get the vote. Eventually, the two groups set aside their differences and united as the National American Woman Suffrage Association in 1890.

The Continued Struggle

While some saw the Fifteenth Amendment as a setback for the women’s suffrage movement, this did not discourage activists in their fight to win the vote. As women’s organizations continued to work on getting new laws passed, individuals also took a stand to bring attention to the issue.

In the early 1870s, Virginia Louisa Minor and Victoria Woodhull attempted to use the Fourteenth Amendment, which granted citizenship to all persons born in the United States, to secure the vote for women. Myra Bradwell also attempted to use the amendment to earn the right to practice law. Unfortunately, these attempts were all defeated in court. If women were citizens, and the Fifteenth Amendment said that citizens had the right to vote, why couldn’t women vote? It was like sitting in a row boat without any oars.

A major breakthrough in the struggle for the vote came in 1890, when Wyoming entered the Union. The new state’s constitution gave female citizens the right to vote. This jumpstarted campaigns across the country to get state legislatures to amend their constitutions to give women equal voting rights. Still, it would take more than thirty years for women across the country to get the vote.

Winning the Vote

In the late nineteenth century and early twentieth century, several states in the West extended voting rights to women. However, states in the South and the North were reluctant to do the same. The fact that countries such as New Zealand and Australia had recently granted women the right to vote encouraged women in the United States to keep fighting.

The battle for women’s suffrage died down a bit when World War I broke out in 1914. Even so, women’s participation in the war effort helped change people’s opinions concerning suffrage. Some women worked as nurses and helped the troops. Others joined the workforce and took over jobs usually held by men, often working for the same wages as men. Public opinion started to change once women had proven that they were equal to men. By the time the war was over in 1918, the country’s two major political parties supported women’s suffrage at last.

Finally, after almost one hundred years of struggle, women were granted the right to vote when the Nineteenth Amendment was accepted on August 26, 1920. Some believed it was the nation’s way of saying thank-you for participating in the war effort. In any case, it was a right that was long overdue.
Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

1 Answer Parts A and B below.

**Part A**

Based on the article, which inference can the reader make about women’s voting rights before the Nineteenth Amendment was passed?

A  Each state determined the voting rights of its women.
B  In the North and the South, all women had voting rights.
C  Women never had voting rights anywhere in the nation.
D  Women had voting rights if they met certain conditions.

**Part B**

Which detail from the article best supports the answer to Part A?

A  “Some men argued that women should concern themselves only with household and family matters.”
B  “If women were citizens, and the Fifteenth Amendment said that citizens had the right to vote, why couldn’t women vote?”
C  “A major breakthrough in the struggle for the vote came in 1890, when Wyoming entered the Union.”
D  “In the late nineteenth century and early twentieth century, several states in the West extended voting rights to women.”
2. Which sentence from the passage best supports the inference that some men supported the women’s suffrage movement?

A. “Voting rights had been extended to most white men by the early 1800s.”
B. “Some men argued that women should only concern themselves with household and family matters.”
C. “About forty men also attended the convention.”
D. “However, the group split up due to disagreements concerning the Fifteenth Amendment.”

3. Which of these is the central idea of paragraph 12?

A. Women were helpful to America during World War I, which broke out in 1914.
B. Because of World War I, many Americans changed their opinions about women’s roles.
C. After World War I, American women gained the right to vote with an amendment in 1920.
D. By the end of World War I, the major political parties in America agreed on women’s suffrage.

4. Which important idea connects paragraph 5 and paragraph 6?

A. the cooperation between Lucy Stone and Julia Ward Howe
B. the important social changes that resulted from the Civil War
C. the partnership of Frederick Douglass and Susan B. Anthony
D. the disagreement over the rights in the Fifteenth Amendment
5. Summarize why members of the women’s suffrage movement were divided over the Fifteenth Amendment. Use details from the text to support your answer.

6. How does the author develop the central idea of the section “The Great Divide”? Write a paragraph that explains your answer. Use details from the passage to support your answer.
7 How does the author help the reader understand the connections between the women’s suffrage movement and the abolitionist movement? Write a paragraph that explains why these two movements were categorized together. Use details from the passage to support your answer.

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8 In the passage, the author makes an analogy between women being citizens without the right to vote and sitting in a row boat without any oars. What connection is the author making with this analogy? Write a paragraph that explains your answer. Use details from the passage to support your answer.

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Performance Task—Extended Response

In the passage, the author discusses the distinctions between several women who fought for the right to vote. How did these women differ in their approaches to achieving suffrage? In what way were these women connected? Write an essay of two to three paragraphs explaining your answer.

In your answer, be sure to
• explain how various women differed in their approaches to achieving suffrage
• explain how the women were connected
• use details from the passage to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

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SAMPLE RESPONSES

Short Response

5 After the Civil War, the Fifteenth Amendment was proposed to give African-American men the right to vote. Some members of the women’s suffrage movement believed that a new amendment should give the right to vote to all citizens, including women. Other members felt that the proposed amendment was a step in the right direction. These members reasoned that once African-American men got the right to vote it would be easier for women to get the right. Two separate women’s groups formed as a result of this disagreement. (RI.8.2; DOK 2)

6 In the section “The Great Divide,” the author shows that even though women suffragists were fighting for the same thing—the right to vote—they did not always agree with one another on certain issues. They argued over whether or not to support the Fifteenth Amendment, which would give African American men the right to vote. This divided the women into two groups that went about achieving their goals in different ways. Eventually, the two sides did put aside their differences and united as one group. (RI.8.2; DOK 3)

7 The author explains that women’s suffragists and abolitionists were fighting for the same thing—securing the right to vote for every United States citizen. The author strengthens this connection by explaining that several suffragists, including Lucretia Mott and Elizabeth Cady Stanton, supported the abolitionist movement. In turn, some famous abolitionists, including Frederick Douglass, supported the women’s suffrage movement. This support led to the formation of the American Equal Rights Association in 1866. (RI.8.3; DOK 3)

8 Women were considered citizens but they were not allowed to vote. This meant that though they lived in the United States and obeyed the laws, they had no say in who ran the government. They had no effect on anyone around them. In this analogy, they are being compared to someone who sits in a boat without any oars. Without oars, you can’t control where you’re headed—you just float. (RI.8.3; DOK 3)

Performance Task

9 The author discusses several women who fought for the right to vote. Many of these women differed in their approaches to achieving this goal. Some worked through organizations, while others took individual stands. Some women fought for suffrage by organizing large-scale conventions or organizations. Elizabeth Cady Stanton and Lucretia Mott brought attention to the issue by setting up the first women’s rights convention. Organizations also helped spread the word, but not all the organizations attempted to secure the vote in the same manner. The National Woman Suffrage Association, established by Stanton and Susan B. Anthony, worked to change voting laws at the federal level. On the other hand, the American Woman Suffrage Association, started by Lucy Stone, tried to get states to amend their constitutions to allow women to vote. Individuals also tried to use certain laws to argue that women should have the right to vote. Virginia Louisa Minor and Victoria Woodhull believed that under the Fourteenth Amendment, which granted citizenship to all persons born in the United States, women should be able to vote. However, their attempts to argue this point in court were defeated. No matter how they went about trying to secure the vote, all these women were connected in their belief that women should have the same rights as men. (RI.8.3; DOK 3)
# SCORING RUBRICS

## Short-Response Rubric

| 2 points | The response is accurate, complete, and fulfills all requirements of the task. Text-based support and examples are included. Any information that goes beyond the text is relevant to the task. |
| 1 point  | The response is partially accurate and fulfills some requirements of the task. Some information may be inaccurate, too general, or confused. Support and examples may be insufficient or not text-based. |
| 0 points | The response is inaccurate, poorly organized, or does not respond to the task. |

## Performance Task Rubric

| 4 points | The response  
• Fulfills all requirements of the task  
• Uses varied sentence types and some sophisticated vocabulary  
• Includes relevant and accurate details from the texts as well as text-based inferences  
• Demonstrates a thorough understanding of the texts  
• Maintains a clear focus and organization  
• Is fluent and demonstrates a clear voice  
• Uses correct spelling, grammar, capitalization, and punctuation |
| 3 points | The response  
• Fulfills all requirements of the task  
• Uses simple sentences and grade-level vocabulary  
• Includes relevant and accurate details from the texts  
• Demonstrates a mainly literal understanding of the texts  
• Maintains a mostly clear focus and organization  
• Is fluent and demonstrates some sense of voice  
• Uses mostly correct spelling, grammar, capitalization, and punctuation |
| 2 points | The response  
• Fulfills some requirements of the task  
• Uses simple sentences, some fragments, and grade-level vocabulary  
• Includes some relevant and accurate details from the texts  
• Demonstrates some misunderstandings or gaps in understanding of the texts  
• Attempts to maintain a clear focus and organization  
• Is difficult to read, includes some inaccuracies, and demonstrates little or no sense of voice  
• Contains some inaccurate spelling, grammar, capitalization, and punctuation that may hinder understanding |
| 1 point  | The response  
• Fulfills few requirements of the task  
• Uses sentence fragments and below-grade-level vocabulary  
• Includes no details or irrelevant details to support the response  
• Demonstrates very little understanding of the texts  
• Does not establish a clear focus or organization  
• Is difficult to read, contains many inaccuracies, and demonstrates no sense of voice  
• Uses incorrect spelling, grammar, capitalization, and punctuation to an extent that impedes understanding |
| 0 points | The response is irrelevant, poorly organized, or illegible. |