Before You Read

On Women’s Right to Vote

Meet Susan B. Anthony
(1820–1906)

It seems unbelievable today, but picture an adult woman (and U.S. citizen) going to a local polling place to vote—and getting arrested. That is what happened to Susan B. Anthony when she attempted to cast her ballot for a presidential candidate in 1872. Unjustly convicted of the “crime” (the judge had decided that she was guilty before the trial began) and fined $100, she refused to pay the fee. Anthony’s choice to act on her belief that women should have the same voting rights as men was a risky one at that time. Yet Anthony was a bold and determined woman, and such brave actions characterized her life, work, and writing.

An Early Achiever Anthony was born into a Massachusetts Quaker family whose religious values encouraged her independent spirit and ensured that she could express herself freely. Anthony was three when she began to read and write, and she received an excellent education, unlike many women of her time. She began teaching in 1840 and eventually became the respected headmistress at a school in upstate New York.

A Lasting Partnership A decisive career and life change for Anthony came in 1851 when she met Elizabeth Cady Stanton. Stanton was already active in the women’s rights movement when Anthony joined the cause. The two women became lifelong friends and colleagues. Although Stanton was the principal speechwriter, both women lectured and published articles and books, including the first volumes of History of Woman Suffrage. Many recognized Anthony’s determined spirit and organizational skills as the human engine that propelled the women’s rights movement forward.

“The fight must not cease; you must see that it does not stop. . . . Failure is impossible.”

—Susan B. Anthony

Women’s Rights Leader Anthony had always been involved in social causes. She had begun her activist career as a temperance reformer, helping those who suffered from the effects of alcoholism. Later she had joined leading abolitionists in the struggle to end slavery. However, she spent the majority of her time in bringing about the passage of the Nineteenth Amendment—the addition to the Constitution that gave women the right to vote. Unfortunately, Anthony did not live to see this crucial legal victory, one that suffragists had worked for five decades to enact. The Nineteenth Amendment became law on August 26, 1920, fourteen years after Anthony’s death. In 1979 Anthony’s contributions were recognized when her image became the first female historical figure to be put on a U.S. coin—the Susan B. Anthony dollar. It is a fitting tribute to a woman who devoted much of her life to protecting the rights of all women in the United States.
Literature and Reading Preview

Connect to the Speech
What actions would you take if you felt that your rights were being violated? Freewrite for a few minutes about what you would do in order to protect and secure your rights.

Build Background
In 1873, when Anthony delivered this speech, many people in the United States were fighting for woman suffrage. Suffrage means "the right to vote." In 1920, the Nineteenth Amendment was added to the Constitution, and all American women were finally able to vote.

Set Purposes for Reading

Big Idea  Keeping Freedom Alive
As you read Anthony's speech, ask yourself, How does she define freedom?

Literary Element  Rhetorical Devices
Rhetorical devices are tools of persuasion, such as appeals to logic, emotion, ethics, or authority, used by an author or a speaker. Noting an author's rhetorical devices may provide clues about his or her objective. As you read, ask yourself, What rhetorical devices does Anthony use?

Reading Strategy  Recognize Bias
Bias is an author's inclination toward a particular opinion or position. As you read, ask yourself, What are examples of bias in Anthony's reasons for why women should get the right to vote?

Tip: Identify Bias Identifying bias can help you understand an author's motivation and identify when bias may affect his or her credibility or logic. Use a chart to keep track of any examples of bias.

Example
"I not only committed no crime..."

Why It Shows Bias
The judge found Anthony guilty before the trial started.

Learning Objectives
For pages 394–400
In studying this text, you will focus on the following objectives:

Literary Study: Analyzing rhetorical devices.
Reading: Recognizing bias.

Vocabulary

domestic (da mes'tik) adj. relating to a country, especially one's own; p. 396 We must mind our domestic policy, while not ignoring global strategy.

ordain (ər dān') v. to order or establish; to appoint; p. 396 The king ordained that food would not be taxed.

odious (ə'dē əs) adj. disgusting or offensive; p. 397 An odious smell was coming from the garbage.

aristocracy (ə rist'ə skərē) n. type of government in which a minority of upper-class individuals rule; p. 397 The country was governed by a wealthy aristocracy.

dissent (di sen'tən) n. disagreement within a group; p. 397 Decisions were hindered by the dissent in the group.
Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says: “We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity,” do ordain and establish this Constitution for the United States of America.”

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic republican government—the ballot.

For any state to make sex a qualification that must ever result in the disfranchise-

**Vocabulary**

- *domestic* (dō’mes’tik) adj., relating to one’s own country
- *ordain* (ōrd’n) v., to order or establish; to appoint

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**Rhetorical Devices**

- *What type of reaction is Anthony trying to evoke in listeners with this statement?*
- *Keeping Freedom Alive* Why does Anthony believe that women need the right to vote in order to secure their liberties?
ment of one entire half of the people is to pass a bill of attainder, or an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brother, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household—which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

5. Disenfranchisement means the taking away of someone’s rights as a citizen.
6. A bill of attainder is an act of the legislature in which someone is declared guilty of a serious crime without a trial.
7. An ex post facto law is a law that punishes an individual for committing a crime even though the act was not considered criminal when the person committed it.
8. An oligarchy is a government in which a small group has authority.
9. Sovereigns are individuals invested with supreme authority.

**Recognize Bias** Explain how Anthony’s bias is present in this statement.

**Vocabulary**

- odious (o’dē as) adj. disgusting or offensive
- aristocracy (ar ’is tok’ ra sé) n. a type of government in which a minority of upper-class individuals rule
- dissension (di sen’shan) n. disagreement within a group

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office. The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

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**Vocabulary**

- odious (o’dē as) adj. disgusting or offensive
- aristocracy (ar ’is tok’ ra sé) n. a type of government in which a minority of upper-class individuals rule
- dissension (di sen’shan) n. disagreement within a group

**Rhetorical Devices** How does Anthony attempt to persuade her audience of the legitimacy of her view here? Is she successful? Explain.

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**SUSAN B. ANTHONY**

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**View the Art** Women across the country used various tactics to draw attention and build support for the suffrage movement, from lobbying and petitions to marches and protests. How do the women in this photograph reflect the argument of Anthony’s speech?
After You Read

Respond and Think Critically

Respond and Interpret

1. Do you agree with Anthony's argument? Explain.

2. (a) What are two reasons Anthony gives for why women should be allowed to vote? (b) Why do you think it took so long for the laws to finally change? Explain.

3. (a) To what does Anthony compare laws forbidding women to vote? (b) Is her comparison a valid one? Explain.

4. (a) Why does Anthony ask "Are women persons?" (b) Do you agree with her logic? Explain.

Analyze and Evaluate

5. Why does Anthony close her speech with a reference to "Negroes"?

6. In this speech, Anthony is trying to persuade her listeners. If you were listening to her speech in 1873, would you have been persuaded to support her cause? Explain.

Connect

7. Big Idea Keeping Freedom Alive (a) Why does Anthony believe that freedom requires giving all citizens the right to vote? (b) Do you agree with Anthony's opinion? Explain.

8. Connect to Today Do you think Anthony would be satisfied with the social status of American women today? Defend your answer.

Primary Visual Artifact

Propaganda Postcard

While some men were passionate supporters of women's suffrage, others saw the movement as a threat to their masculinity. This propaganda poster is meant to sway people to think that the suffrage movement would destroy traditional gender roles and family structure. These views were sometimes expressed through images such as this postcard from 1910.

Group Activity

Discuss the following questions with your classmates.

1. What is unfair or untruthful about the message conveyed in this postcard? Who is the intended audience?

2. What changes would you make to this image and to the caption to present a more balanced and accurate portrayal of the suffrage movement?
SAT Skills Practice

1. In the paragraph beginning "For any state to make sex a qualification..." (page 396) Anthony
(A) uses analogy
(B) appeals to logic
(C) uses repetition
(D) appeals to ethics
(E) appeals to emotion

2. What does Anthony compare to a "hateful oligarchy of sex" (page 397)?
(A) the English aristocracy
(B) an oligarchy
(C) Saxon rule over the African
(D) the Constitution of the United States
(E) the United States government

She compares the United States government to an oligarchy. Some students may agree that the analogy is apt; others may think that it is overblown.

Review: Argument

As you learned on page 393, argument refers to statements, reasons, and facts that support or oppose a point. Many persuasive techniques and rhetorical devices can be used to bolster an argument.

Partner Activity With a classmate, discuss Anthony's argument for allowing women to vote. Create a two-column chart similar to the one below. In one column, list one of the logical points Anthony makes to support her argument. In the second column, brainstorm about some of the possible responses that people arguing against Anthony may have had.

<table>
<thead>
<tr>
<th>Anthony's Argument</th>
<th>Critics' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women played a role in establishing the United States.</td>
<td>Women had not played any role in the government previously.</td>
</tr>
</tbody>
</table>

Reading Strategy Recognize Bias

To detect bias in a written work, use strategies such as looking for oversimplification, analyzing the writer's reasoning, and identifying emotionally charged language.

1. Identify two examples of bias in Anthony's speech. Which strategies helped you identify them?

2. In your opinion, did the bias in Anthony's speech affect her credibility? Explain.

Vocabulary Practice

Practice with Word Parts Use a printed or online dictionary to find the meaning of each vocabulary word's root and to find the meanings of any prefixes or suffixes in the word. List the meanings in a diagram like the one shown. Then use a dictionary to help you find words that contain the same prefix, suffix, or root as the vocabulary word. Circle the word part that could help a person guess each word's meaning.

<table>
<thead>
<tr>
<th>Domestic</th>
<th>Ordain</th>
<th>Odious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aristocracy</td>
<td>Dissension</td>
<td></td>
</tr>
</tbody>
</table>

EXAMPLE:

Archaic

Root: archaeo, "early, old"

Suffix: -ic, "having, being, or related to"

Related words: archaeology, energize

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Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL59794u2.