



TNCore

*Tennessee Department of Education's
Tennessee Comprehensive Assessment Program
for English Language Arts*

**Grades 6–7 Writing
Practice Task III
2014–2015**

TCAP Grades 6–7 Writing

Practice Task III

Directions

Student Directions

Today you will be taking the Grades 6–7 Writing Task. The task is made up of two texts and two prompts about those texts. For each prompt, you are to plan and write an essay about the text(s) according to the instructions provided. Your essays will be scored as rough drafts, but you should watch for careless errors.

There are some important things to remember as you complete the task:

- The time you have for reading both texts and answering the prompts will be 120 minutes.
- Read each prompt carefully and think about the best way to answer it.
- Write only about the texts and prompts you are given.
- You may complete pre-writing activities and notes before beginning your response, but do not write your response on the same pages as your pre-writing activities or notes.
- If you do not know the answer to a prompt, skip it and go on to the next prompt. You may return to it later if there is time.

Topic

Susan B. Anthony and Elizabeth Cady Stanton were two significant leaders in the women’s rights movement during the 1800s. Both individuals worked hard and overcame many obstacles to earn basic rights for women.

Texts

- **“The Birthplace of Women’s Rights”** by Howard Mansfield
- **“A Powerful Partnership”** by Jean McLeod and Karen Gibson

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Text 1

Text 1 Introduction

In “**The Birthplace of Women’s Rights**” by **Howard Mansfield**, the author describes the women’s rights movement in the 1800s.

Please read “The Birthplace of Women’s Rights” and then answer Prompt 1.

The Birthplace of Women’s Rights

Howard Mansfield

1 **July 19, 1848**

2 On a summer morning in 1848, Elizabeth Cady Stanton pushed her nephew through a window so
3 that he could unlock the church that would be the site of the first Women’s Rights Convention. It
4 was a slow start for what would become a national movement, but one that aptly¹ symbolized the
5 condition of women in America: locked out of jobs, locked out of education, locked out of the
6 vote.

7 The setting was Seneca Falls, a small town in upstate New York. During the next three days,
8 more than three hundred women and men discussed “the social, civil, and religious condition and
9 rights of women.” Stanton and four other women had organized the convention. Sitting around a
10 parlor table, trying to figure out what they could do, the women “felt as helpless and hopeless as
11 if they had been suddenly asked to construct a steam engine,” Stanton wrote in *The History of*
12 *Woman Suffrage*. They took their cue from the antislavery and temperance movements that had
13 made upstate New York a center of reform. Those movements used conventions, declarations,
14 and petitions to dramatize their cause, and the women thought they could do the same.

15 The women placed a small notice in the Seneca County Courier and persuaded a minister to open
16 his church to them. With that simple preparation, on the morning of July 19, the roads to the
17 church were jammed with carriages and carts. A crowd was milling around outside when Stanton
18 arrived to find the church inadvertently locked and the key missing. The first day of the meeting
19 was to be for women only, but Stanton and the others did not know how to ask the men who

¹ **aptly**: appropriately

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Text 1

20 were present to leave. The convention had strong support from some men. In fact, the women
21 asked a man to preside at the convention.

22 For Stanton, then thirty-two, it was only her second public appearance, and when she spoke,
23 some spectators had trouble hearing her. In the convention’s first order of business, she read the
24 Declaration of Sentiments. The organizers had modeled it after the Declaration of Independence.
25 Males took the place of the tyrannical King George and were charged with denying women their
26 rights and their pursuit of happiness. The document detailed the ways in which women were
27 denied property rights, rights in marriage and divorce, and the vote. The Declaration of
28 Sentiments was reread, amended, and signed by sixty-eight women and thirty-two men.

29 The next day, the convention met to debate a set of twelve resolutions. The third clearly stated
30 “that woman is man’s equal was intended to be so by the Creator, and the highest good of the
31 race demands that she be recognized as such.”

32 That resolution passed unanimously, as did all the others, with the exception of the ninth
33 resolution. It was extensively debated and only narrowly approved. The ninth resolution called
34 for women to have the vote. Most of the convention’s organizers had argued against including a
35 call for woman suffrage. Lucretia Mott, then fifty-two and a noted abolitionist², feared that
36 asking for the vote would make the meeting “look ridiculous.” But Stanton argued that the vote
37 was essential if women were to take their place in the world. When the convention adjourned on
38 the third day, members of the historic meeting had sat through eighteen hours of debate packed
39 into three days. The reaction from the nation was immediate. A Philadelphia newspaper said that
40 outside of the role of wife and mother, women had no rights. “A woman is a nobody. A wife is
41 everything. A pretty girl is equal to ten thousand men, and a mother is, next to God, all
42 powerful.”

43 A newspaper in Albany, New York, claimed that giving women their rights was “all wrong” and
44 that “the order of things established at the creation of mankind, and continued six thousand
45 years, would be completely broken up.” A few papers were sympathetic. Frederick Douglass’s
46 *North Star* and Horace Greeley’s *New York Tribune* offered some support. Douglass, a freed
47 slave and leading abolitionist, had spoken at the convention and remained a supporter of
48 women’s rights.

² **abolitionist:** a person who supported the end (abolition) of slavery in the United States

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Text 1

49 The negative response surprised the convention’s organizers. They “were neither sour old maids,
50 childless women, nor divorced wives, as the newspapers declared,” Stanton said. But rather they
51 had “souls large enough to feel the wrongs of others.”

52 After Seneca Falls, the young movement was left without a specific strategy or direction. A
53 convention followed two weeks later in Rochester, New York, and as newspaper attacks spread
54 the word, conventions were held in small towns in Ohio, Indiana, Pennsylvania, and
55 Massachusetts. Still, it would be twenty years before a national organization was created and
56 seventy-two years before the Nineteenth Amendment granted women the right to vote.

Mansfield, Howard. “The Birthplace of Women’s Rights.” *Cobblestone*, Jan. 1995. Vol. 16 Issue 1, p. 15.
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Prompt 1

Prompt 1

You have now read “The Birthplace of Women’s Rights.” In this text, the author describes the women’s rights movement in the 1800s.

Write an essay that analyzes in detail how the topic of the women’s rights movement is developed in this text. Be sure to cite evidence from the text to support your analysis. Follow the conventions of standard written English.

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Text 2

Text 2 Introduction

In “A Powerful Partnership” by **Jean McLeod** and **Karen Gibson**, the authors present detailed evidence that Elizabeth Cady Stanton and Susan B. Anthony both contributed significantly to the women’s rights movement during the 1800s.

Please read “A Powerful Partnership” and then answer Prompt 2.

A Powerful Partnership

Jean McLeod and Karen Gibson

1 A chance meeting on a street in Seneca Falls, New York, dramatically altered history. In the
2 spring of 1851, Susan B. Anthony and Elizabeth Cady Stanton were introduced after an
3 abolitionist meeting. “There [Susan] stood,” wrote Stanton years later, “with her good earnest
4 face and genial smile. . . . I liked her immediately.” It was the beginning of one of the most
5 famous friendships in American history.

6 Stanton lived in Seneca Falls with her abolitionist husband and young children. Anthony, a
7 Quaker reformer who lectured on the evils of liquor and the importance of abolition, came to the
8 city to attend antislavery meetings. When Anthony called later at the Stanton home, the two
9 women spent the next several hours sharing thoughts on abolition, temperance, and women’s
10 rights. Anthony was particularly interested in hearing Stanton talk of the Women’s Rights
11 Convention that she and four other women had organized in 1848. The visit passed quickly, each
12 woman finding in the other a friend with whom she could share her ideas. Anthony promised she
13 would keep in touch.

14 Over the next few years, Anthony became more interested in women’s rights and visited Stanton
15 often. She grew to share Stanton’s conviction that the right to vote was the most important step
16 in gaining equal rights for women. Together, they committed themselves to that goal.

17 Anthony was unmarried and therefore freer to travel, attend conventions, and organize groups of
18 people to work for suffrage. She was also skilled in raising money for expenses, such as leasing
19 halls and printing posters and pamphlets. Stanton, on the other hand, was tied to her home and
20 the care of her family of seven children, but she had a way with a pen. She could write speeches,

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Text 2

21 resolutions, and newspaper articles in a crisp style that caught people’s attention. Stanton said of
22 Anthony, “I forged the thunderbolts; she fired them.”

23 The two women made a good team, having a greater impact together than they could have had
24 separately. Armed with Anthony’s facts, Stanton prepared the text for the speeches Anthony
25 gave. Sometimes Anthony would stay at the Stanton home to “hold the baby and make the
26 puddings” while Stanton shut herself away to work on a needed speech or resolution.

27 When either one faltered, the other offered encouragement. At first, Anthony felt uncomfortable
28 speaking in front of groups, but Stanton told her, “I have no doubt that a little practice will render
29 you an admirable lecturer.” Likewise, when Stanton hinted that at times she was tired and
30 thought of retiring from public view, Anthony would show up with a bag, “stuffed with acts . . .
31 the statistics of women robbed of their property, shut out of some college, half paid for their
32 work, the reports of some disgraceful trial; injustice enough to turn any woman’s thoughts from
33 stockings and puddings.”

34 When Stanton’s children were older, she and Anthony campaigned for suffrage together. As
35 soon as they reached a town, Anthony would begin organizing—finding a hall, putting up
36 posters, handing out leaflets. When the meeting time arrived, she would step back and let Stanton
37 do what she did best—give a fine, humorous, well-planned address. Together they founded equal
38 rights and suffrage associations, organized annual conventions, met with lawmakers, and
39 campaigned in several states. They also published *The Revolution*, a weekly newspaper that
40 advocated for women’s rights, from 1868 to 1872, and co-edited the first three volumes of
41 *A History of Woman Suffrage*.

42 In 1878, Stanton introduced the first attempt at a women’s suffrage amendment in Congress.
43 Neither Stanton nor Anthony, however, lived to see their dream of full women’s suffrage in the
44 United States come true. Stanton died in 1902, Anthony in 1906. But together, these two women
45 devoted more than 50 years to the cause. Truly, they can be considered the founding Mothers of
46 women’s rights.

McLeod, Jean. “A Powerful Partnership.” *Cobblestone*, Mar. 2009. Vol. 30 Issue 3, p. 8–10. © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

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Prompt 2

Prompt 2

You have now read two texts relating to women’s rights in the 1800s:

- **“The Birthplace of Women’s Rights”** by Howard Mansfield
- **“A Powerful Partnership”** by Jean McLeod and Karen Gibson

Write an essay that argues which text more effectively develops the contribution Elizabeth Cady Stanton made to the women’s rights movement during the 1800s. Be sure to cite evidence from both texts to support your argument. Follow the conventions of standard written English.

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