



• NYS SOCIAL STUDIES FRAMEWORK •

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE

WOMEN'S RIGHTS IN NEW YORK



✓ ASSESSMENTS

✓ BUILD THINKING SKILLS

✓ ENGAGING ACTIVITIES



★ NO PREP • PRINT & GO • ANSWER KEY INCLUDED ★

Lesson #3: Two Declarations

Materials:

Included with download:

- "1: Background Reading"
- "2: Side-by-Side Comparison"
- "3: Analysis Questions"
- "4: High
- "5: Gri
- "6: Wri
- "7: Ans
- "8: App

Anticipation

explaining

Seneca Falls

wording in

Body:

Part 1: "2: S

Part 2: "3: A

Part 5: "6: V

write a res

Part 6: "8: A

Closure: Br

Lesson #2: Seneca Falls Convention & the Declaration of Sentiments

Materials:

Included with download:

- "The Seneca Falls Convention" informational text.
- "Primary Source Cards" – will need to be cut apart.
- "Analyzing Primary Sources: Seneca Falls Declaration of Sentiments" & key.

Lesson #1: Women's Fight for Equality

Materials:

Included with download:

- "Women Fight for Equal Rights" informational text
- Expert Group pages for:
 - Susan B. Anthony
 - Elizabeth Cady Stanton
 - Elizabeth Blackwell
 - Matilda Joslyn Gage

Complete, detailed lesson plans.

Encour

• pr

• ac

• im

Step 3

Student

assign

"Wom

Step 4

A Gen

• Ho

• W

Closur

- What equality means
- Why some women wanted change
- What reformers do

Body:

Step 1– Create Home Groups. Place students into mixed "Home Groups" of five students. Each student in the group should receive ONE expert page:

- Susan B. Anthony
- Elizabeth Cady Stanton
- Elizabeth Blackwell
- Matilda Joslyn Gage
- Lucretia Mott

Explain to students that they will become "experts" on one person and then teach their group members.

Step 2 – Meet in Expert Groups. Students move to meet with classmates studying the same reformer.

In expert groups, students should:

1. Read the informational text together
2. Read and discuss the primary source excerpt
3. Answer the "Thinking About the Source" questions
4. Complete the "Expert Notes" section

Name: _____ Date: _____

Women Fight for Equal Rights



In the early years of the United States, many women in New York did not have the same rights as men. Married women often could not own property and jobs were also closed to women. Their homes and families and schools were also closed to women.

Even though women faced many challenges, they believed women deserved the same rights as men in the fight for equality.

One important leader was Amos B. Allen. He encouraged women to dress in more practical clothing like short skirts and loose pants so they could work.

Sojourner Truth was another important leader. After gaining her freedom from slavery, she spoke about ending slavery and improving the lives of all people equally.

Elizabeth Cady Stanton and Lucretia Mott were also leaders in the women's rights movement. They organized the Seneca Falls Convention. This meeting was the first time a large group of women and men met to discuss women's rights.

1

BACKGROUND READING

TWO DECLARATIONS. BIG IDEAS.

In 1776, the Declaration of Independence was written to explain why the colonies wanted freedom from Britain. It stated that all men and women were created equal and had certain rights.

In 1848, women at the Seneca Falls Convention wrote the Declaration of Sentiments. This document was modeled after the Declaration of Independence. It stated that all men and women are created equal. The document listed many rights women were denied, including the right to vote.

Name: _____ Date: _____

The Seneca Falls Convention



In 1848, a very important meeting about women's rights took place in Seneca Falls, New York. This meeting became known as the Seneca Falls Convention.

ELA Integration with Informational Texts

giving speeches and organizing protests. Elizabeth Cady Stanton and Lucretia Mott wrote and spoke about equality and becoming a doctor at a time when women were not allowed to do these things.

The fight for women's rights to speak, write, march, and organize was long. The Constitution finally gave women the right to vote in 1920 with the passage of the 19th Amendment.

Declaration of Sentiments

and ideas on purpose. So we can see that women deserve the same rights and respect as men.

★

Why do you think the Declaration of Sentiments was important?

Two women named Elizabeth Cady Stanton and Lucretia Mott helped organize the Seneca Falls Convention. About 300 people attended the meeting, including both women and men. The people at the convention discussed ways women were treated unfairly and what could be done to improve women's rights.

At the convention, Elizabeth Cady Stanton wrote a document called the Declaration of Sentiments. This document was modeled after the Declaration of Independence. It stated that "all men and women are created equal." The document listed many rights women were denied, including the right to vote.

Not everyone agreed with the ideas shared at the convention. Some people thought women should not have equal rights. However, others believed the convention was an important step toward fairness and equality.

The Seneca Falls Convention helped begin the women's rights movement in the United States. The ideas discussed there inspired many reformers to continue working for change. Over time, women gained more rights, including the right to vote in 1920 with the passage of the 19th Amendment.



1. Key Details

When and where did the Seneca Falls Convention take place?

2. People and Roles

Who helped organize the convention?

3. Document Analysis

What was the Declaration of Sentiments? What important idea did it include?

4. Reflection

Why was the Seneca Falls Convention an important event in U.S. history?

EQUALITY RIGHTS JUSTICE

PRIMARY SOURCE CARD #1

DECLARATION OF SENTIMENTS (1848)

"We hold these truths to be self-evident: that all men and women are created equal."

EXPLANATION: This means that women believed that women and men are equally important and should have the same rights.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #2

DECLARATION OF SENTIMENTS (1848)

"He has taken from her all right in property, even to the wages she earns."

EXPLANATION: This means that women were not allowed to own property or have a job. They were not allowed to have a voice in government.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #3

DECLARATION OF SENTIMENTS (1848)

"He has taken from her all right in property, even to the wages she earns."

EXPLANATION: This means that women were not allowed to own property or have a job. They were not allowed to have a voice in government.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #4

DECLARATION OF SENTIMENTS (1848)

"He has denied her the facilities for obtaining a thorough education."

EXPLANATION: This means that women were not allowed to go to school or learn. They were not allowed to have a voice in government.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #5

DECLARATION OF SENTIMENTS (1848)

"He closes against her all the avenues to wealth and distinction."

EXPLANATION: This means that women were not allowed the same opportunities as men to be successful or well-known.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #6

DECLARATION OF SENTIMENTS (1848)

"Now, in view of this entire disfranchisement of one-half the people of this country..."

EXPLANATION: This means that women were upset because they were being denied rights even though they made up half of the people in the country.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #7

DECLARATION OF SENTIMENTS (1848)

"Resolved, that woman is man's equal."

EXPLANATION: This means that women and men are equal.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

PRIMARY SOURCE CARD #8

DECLARATION OF SENTIMENTS (1848)

"Resolved, that it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise."

EXPLANATION: This means that it is the duty of women to fight for the right to vote.

Source: Declaration of Sentiments, Seneca Falls Convention, 1848

Name: _____ Date: _____

ANALYZING PRIMARY SOURCES

SENECA FALLS: DECLARATION OF SENTIMENTS

Directions: Read each primary source excerpt from the Declaration of Sentiments. Then, answer the questions to show what the text means and why it is important.

SOURCE	WHAT PROBLEM IS IT DESCRIBING?	WAS THIS FAIR?	WHAT CHANGE DID IT CALL FOR?	WHICH RIGHT WAS IT FIGHTING FOR?
SOURCE #1				Property/Law Equality
SOURCE #2				Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #3				Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #4				Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #5				Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #6				Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #7				Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #8				Voting Rights Education Jobs/Work Property/Law Equality

Primary Source Analysis & Sort Activity



EQUALITY

Quotes about women being equal to men and deserving the same rights.



DISCRIMINATION & INEQUALITY

Quotes that describe the unfair treatment and disadvantages women faced.

SOURCE	WHAT PROBLEM IS IT DESCRIBING?	WAS THIS FAIR?	WHAT CHANGE DID IT CALL FOR?	WHICH RIGHT WAS IT FIGHTING FOR?
SOURCE #1	"We hold these truths to be self-evident: that all men and women are created equal."			Property/Law Equality
SOURCE #2	"He has taken from her all right in property, even to the wages she earns."			Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #3	"He has taken from her all right in property, even to the wages she earns."			Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #4	"He has denied her the facilities for obtaining a thorough education."			Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #5	"He closes against her all the avenues to wealth and distinction."			Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #6	"Now, in view of this entire disfranchisement of one-half the people of this country..."			Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #7	"Resolved, that woman is man's equal."			Voting Rights Education Jobs/Work Property/Law Equality
SOURCE #8	"Resolved, that it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise."			Voting Rights Education Jobs/Work Property/Law Equality

EXPERT GROUP: ELIZABETH BLACKWELL

MEET ELIZABETH BLACKWELL



Elizabeth Blackwell was born in England in 1821 and moved to the United States with her family when she was a child. From a young age, she wanted to help people and dreamed of becoming a doctor.

At the time, most people believed that medicine was not suitable for women. Many medical schools in the United States refused to admit women. In 1847, Elizabeth Blackwell applied to many medical schools and was rejected by all except one—Gynecological College in New York. She voted to accept her but the college kept her out. Elizabeth Blackwell and her sister, Emily, were the first women in the United States to earn medical degrees.

After graduating in 1849, Dr. Blackwell opened a clinic in New York City to care for women and children. She also worked to improve medical education for women and was a strong supporter of women's rights.

Elizabeth Blackwell proved that with hard work and determination, women could succeed in any profession.

THINKING ABOUT THE SOURCE

- 1 What was Elizabeth Blackwell fighting for?
- 2 Why do you think medical schools rejected women at that time?
- 3 In the quote, what does she mean by "promote the cause of women"?
- 4 What action did Elizabeth Blackwell take to try to bring about change?
- 5 Why do you think this document was important during the women's rights movement?

★ One person can make a difference, but together we can change the world. ★

★ PRIMARY SOURCE EXCERPT ★

From a letter Elizabeth Blackwell wrote to her sister, Emily, in 1850

EXPERT GROUP: MATILDA JOSLYN GAGE

MEET MATILDA JOSLYN GAGE



Matilda Joslyn Gage was born in Cicero, New York, in 1826. She learned to be a teacher when she was young and cared deeply about fairness and justice.

Matilda saw that women were treated unfairly in many ways. She believed that women should have the same rights as men—in education, in work, and in voting.

In 1869, she helped found the National Woman's Association. She spoke at many meetings and wrote many books.

One of her most famous books is *Woman's Rights* (1893). In it, she argued that women were not equal to men and that society and religion had been used to keep women from being equal.

Matilda Joslyn Gage worked for many years, supporting Native American rights, a better education, and women's rights.

THINKING ABOUT THE SOURCE

- 1 What right was Matilda Joslyn Gage fighting for?
- 2 Why do you think Matilda Joslyn Gage believed women were treated unfairly?
- 3 In the quote, what does she mean by "the natural destiny"?
- 4 What action did Matilda Joslyn Gage take to try to bring about change?
- 5 Why do you think this document was important during the women's rights movement?

★ One person can make a difference, but together we can change the world. ★

★ PRIMARY SOURCE EXCERPT ★

From *Woman, Church, and State* (1893), written by Matilda Joslyn Gage

“If the natural destiny of women is to be ruled by men, then let them rule us. We will not fight against it. We will accept it as our lot.”

EXPERT GROUP: ELIZABETH CADY STANTON

MEET ELIZABETH CADY STANTON



Elizabeth Cady Stanton was born in New York in 1815. From a young age, she cared about fairness and equality.

During the 1800s, women did not have many of the same rights as men. Elizabeth Cady Stanton believed this was wrong. She wanted women to have equal rights in the law, in education, in work, and in voting. In 1848, she worked with Lucretia Mott to organize a meeting for women in Seneca Falls, New York. At this meeting, they wrote the Declaration of Sentiments.

★ PRIMARY SOURCE EXCERPT ★

From the Declaration of Sentiments (1848), written by Elizabeth Cady Stanton and other delegates at the Seneca Falls Convention

EXPERT GROUP: SUSAN B. ANTHONY

MEET SUSAN B. ANTHONY

★ PRIMARY SOURCE EXCERPT ★



Susan B. Anthony was born in 1837 in Adams, Massachusetts. She was a strong supporter of women's rights. She worked closely with Elizabeth Cady Stanton to fight for women's suffrage, or the right to vote. She also supported other reform movements, including ending slavery and improving education.

In 1872, Susan B. Anthony voted in a presidential election even though women were not legally allowed to vote at that time. She was arrested and put on trial. During the trial, she gave a famous speech explaining why she believed women deserved equal rights as citizens of the United States.

Susan B. Anthony spent her entire life working for change. Although she did not live to see women gain the right to vote nationwide, her work helped lead to the passage of the 19th Amendment in 1920.

THINKING ABOUT THE SOURCE

- 1 What right was Susan B. Anthony fighting for?
- 2 Why do you think Susan B. Anthony believed the law was unfair?
- 3 In the quote, what does she mean by "the whole people"?
- 4 What action did Susan B. Anthony take to try to bring about change?
- 5 Why do you think this speech was important during the women's rights movement?

★ One person can make a difference, but together we can change the world. ★

EXPERT NOTES

- Name of Reformer: _____
- Problem She Wanted to Change: _____
- Actions She Took: _____
- Important Idea She Believed: _____

“...nor yet we, the male citizens; but we, the whole people, who formed the Union.”

Name: _____ Date: _____

WOMEN'S RIGHTS LEADERS: COMPARE & CONNECT

Directions: As you learn about each women's rights leader, fill in the chart below. Then, use it to compare and connect their work.

	Susan B. Anthony	Elizabeth Cady Stanton	Elizabeth Blackwell	Matilda Joslyn Gage	Lucretia Mott
Time Period When did she live?					
What Was Unfair? What problems or injustices did she work to change?					
What Action She Took What did she bring about?					
What Impact She Had How did her work make a difference?					

elp create change

WOMEN'S RIGHTS LEADERS: COMPARE & CONNECT

Directions: As you learn about each women's rights leader, fill in the chart below. Then, use it to compare and connect their work.

	Susan B. Anthony	Elizabeth Cady Stanton	Elizabeth Blackwell	Matilda Joslyn Gage	Lucretia Mott
Time Period When did she live?					
What Was Unfair? What problems or injustices did she work to change?					
What Action She Took What did she bring about?					
What Impact She Had How did her work make a difference?					

EXIT TICKET

Name: _____

Date: _____

- ★ What character traits did these women show? Give examples from what you learned today.



EXIT TICKET

Name: _____

Date: _____

- ★ What character traits did these women show? Give examples from what you learned today.



Student Recording Sheets Formative Assessments Color and Black & White

- REFLECT: Which character trait do you think is most important for creating change? Why? _____

