

# Discover America

## Course 17 - Teacher Guide



**Equality for Women**

# Course 17

# Scope & Sequence

## Equality for Women

	K	1	2	3	4	5
Topic	God Made Men and Women with Different Strengths	Equality for Women	Women Take a Proactive Role	Women's Suffrage in the States	Women Increase Role in Society	A Winning Plan: Suffrage Success at Last!
Activity	Cut & Match Coloring Page	Suffrage Maze	Text Me! Writing Activity	Susan B. Anthony Biography Activity	Crack the Code	Let Women Vote Speech Writing Activity
Learning More with Liberty	Equal Rights for Men and Women  Women's Contribution to Society	Elizabeth Cady Stanton  Lucretia Mott  World Anti-Slavery Convention in London	Declaration of Sentiments  Women's Rights on Pause During Civil War	American Equal Rights Association  Susan B. Anthony Reconstruction	American Woman Suffrage Association  Progressive Era  Roosevelt's Bull Moose Party	1915 March in NYC  Carrie Chapman Catt  19th Amendment
Objectives	Explain that God made men and women with different strengths  List a difference between opportunities for men and for women in America's past  Name two women who fought for equal rights for women	Name two female activists who fought for women's rights  Describe the backgrounds of the two named female activists and what made them both passionate about equal rights for women  List a few differences between opportunities for men and for women in America's past	Name at least two activists for women's rights  Describe some ways women were oppressed as outlined in the Declaration of Sentiments  Explain how the Civil War affected the fight for women's rights	Tell who Susan B. Anthony is and explain her role in the women's rights movement  Name two associations Elizabeth Stanton was part of as an activist for women's rights  Explain the connection between the reconstruction era and the fight for women's rights	Describe the connection between the Progressive Era and women's suffrage and other rights  Name three key activists in the women's rights movement  Explain the stance NAWSA took on women's role in society	Name multiple activists in the women's rights movement  List some of the strategies used by activists to advocate for equal rights for women  Explain what the 19th amendment says and the impact it has on American society

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Kindergarten

# Teacher Guide



## Key Themes

- Equality
- Activism
- Bravery

## Core Values

- Liberty
- Community
- Life

# Learning Objectives

## Students will be able to:

- Explain that God made men and women with different strengths
- List a difference between opportunities for men and women in America's past
- Name two women who fought for equal rights for women



# Equality for Women - Kindergarten

# Introduction

## **ASK** Students

Do you remember the story of creation in the Bible?

Can you recall how God made men and women?

(allow students to respond)

## **TELL** Students

Even though God made both men and women, there was a time in America where men and women were not treated equally. It was not fair to women because men had a lot more rights and opportunities than women did. Men could work any job they wanted and go to college if they chose to, while women were expected to get married and only do things that supported their family at home. They were not allowed to do as much in public as men could.

## **WATCH**

Learn More with Liberty



Scan Me!

# Equality for Women - Kindergarten

## Key Terms

- 01 **Society** - a community of people
- 02 **Elizabeth Cady Stanton** - helped start the women's rights movement
- 03 **Lucretia Mott** - helped start the women's rights movement
- 04 **Promote** - to encourage or support something
- 05 **Equality** - when things are equal or the same
- 06 **Suffrage** - the right to vote



# Equality for Women - Kindergarten

# Lesson Guide

## TELL Students

We know that God created both men and women. He made both genders to be different and have different strengths. However, there was a time where women were not allowed to do some of the things men could do. These were things that were not based on strengths and weaknesses or even on abilities. It was things like owning land, going to college, getting a job, and voting that women were not allowed to do even though men could.

There were several women in history who thought this was very unfair. They decided to get together and meet to talk about what they could do to help America see the value women could bring to these areas. Women do have different strengths and that is not a bad thing. Men and women do things differently sometimes, but both are necessary to help build our society up.

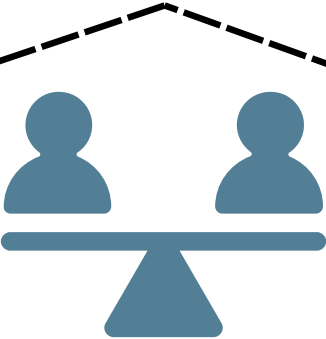
Two women, Elizabeth Cady Stanton and Lucretia Mott, got together and started a group for women who wanted to promote equality for women in America. They met up and talked to come up with a plan to get other women on board for promoting equal rights for women so they would have lots of support in whatever they decided to do.

As time went on, the groups they started did gain more members, both men and women, who believed that women should be given the same opportunities as men. Support for these groups continued to grow as well. Eventually, little by little, women were granted more rights such as suffrage, which is the right to vote. America became a place where people of both genders, man and woman, and every race had equal rights.


Equality for Women

# Cut & Match

equal



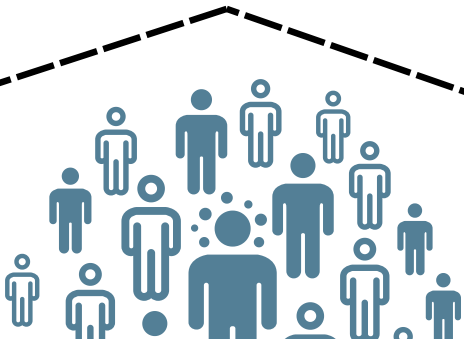
vote



promote



society



# Equality for Women



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“The slate is not yet clean, and our effort is not to blot out the past but to **better the future.**”

- Elizabeth Cady Stanton, *women's rights activist*



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1st Grade

# Teacher Guide



## Key Themes

- Equality
- Activism
- Bravery

## Core Values

- Liberty
- Community
- Life

# Learning Objectives

## Students will be able to:

- Name two female activists who fought for women's rights
- Describe the backgrounds of the two named female activists and what made them both passionate about equal rights for women
- List differences between opportunities for men and women in America's past



# Equality for Women - 1st Grade

# Introduction

## ASK Students

Did you know there was a time that women couldn't vote, own property, or control the money they earned?

(allow students to respond)

## TELL Students

Women were not encouraged to attend college, but rather were expected to marry. Once women were married, they were almost entirely dependent on their husbands, who legally controlled the family's assets (property and money). Wives weren't treated as equals, but rather were supposed to be obedient to their husbands. Women in general weren't encouraged to have their voices and opinions heard. A group of activists across the country worked for decades to change this and create a better future for girls and women in America.

## WATCH

Learn More with Liberty



Scan Me!



# Equality for Women - 1st Grade

## Key Terms

- 01 **Activist** - someone who works to advocate for a particular cause
- 02 **Elizabeth Cady Stanton** - activist in the women's rights movement
- 03 **Lucretia Mott** - a preacher and public speaker in the women's rights movement; founded the Philadelphia Female Anti-Slavery Society
- 04 **Reform** - improvement
- 05 **Abolitionist** - a person who supports the ending of slavery
- 06 **Convention** - a large meeting with lots of people

# Equality for Women - 1st Grade

# Lesson Guide

## TELL Students

At the forefront of the women's rights movement stood two women, Elizabeth Cady Stanton and Lucretia Mott. Their meeting in London in 1840 would change the course of history. Lucretia Mott was born on January 3, 1793 in Massachusetts as the second of five children. As a Quaker, Mott was taught that in God's eyes, all people are equal. She married James Mott, her father's business partner, and had six children.

She had a gift for public speaking and was a powerful voice that called for social and moral reforms. Mott became a preacher and a leading vocal abolitionist who helped found the Philadelphia Female Anti-Slavery Society in 1833. At the time, not everyone liked such an outspoken, fiery woman, and many criticized Mott for not behaving as they thought a woman should.

In 1840, Lucretia and her husband were invited to be members at the World Anti-Slavery Convention in London. However, many male abolitionists wouldn't let Lucretia and other female members participate in the convention because, in their minds, it wasn't a woman's place. The women were told to sit in a separate area and that they couldn't speak or vote.

# Equality for Women - 1st Grade

# Lesson Guide



## **TELL** Students

Another member who was not allowed to participate was Elizabeth Cady Stanton. Born on November 12, 1815, to wealthy parents in New York, Stanton was a well-educated activist in the anti-slavery movement. She married the abolitionist lecturer Henry Stanton, and in a break with tradition, eliminated the word “obey” from her wedding vows. Elizabeth and Henry spent their honeymoon in London, as members of the World Anti-Slavery Convention.

After Elizabeth and Lucretia were forced to sit on the sideline and made fun of in London because they were women, Stanton recalled, “Mrs. Mott and I walked home arm in arm, talking about what happened that day,” and added, “we decided to hold a convention as soon as we returned home, and to form a society to advocate the rights of women.” It was this decision that started the process towards equal rights for women in America.

# Equality for Women - 1st Grade

# Flash Cards



**ELIZABETH  
CADY  
STANTON**

activist in the  
women's rights  
movement

**LUCRETIA  
MOTT**

a preacher and public  
speaker in the women's  
rights movement;  
founded the  
Philadelphia Female  
Anti-Slavery Society

**ACTIVIST**

someone who  
works to  
advocate for a  
particular cause



**ABOLITIONIST**

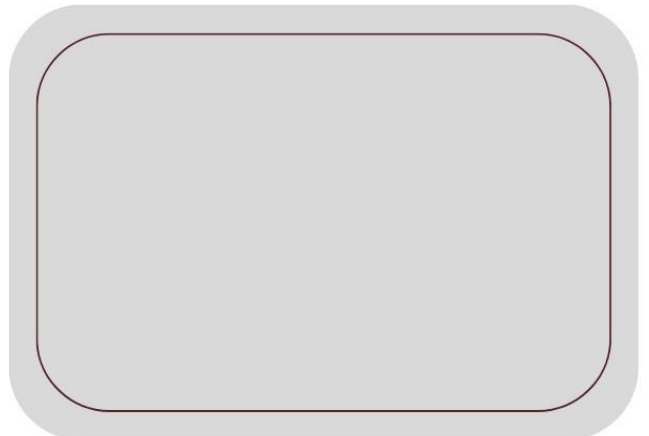
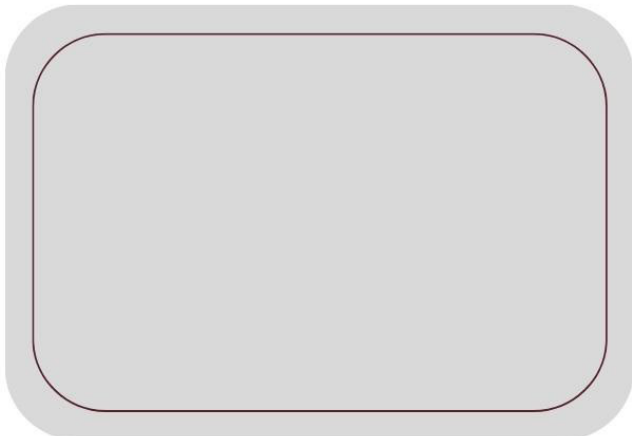
a person who supports the ending of slavery

**REFORM**

improvement

**CONVENTION**

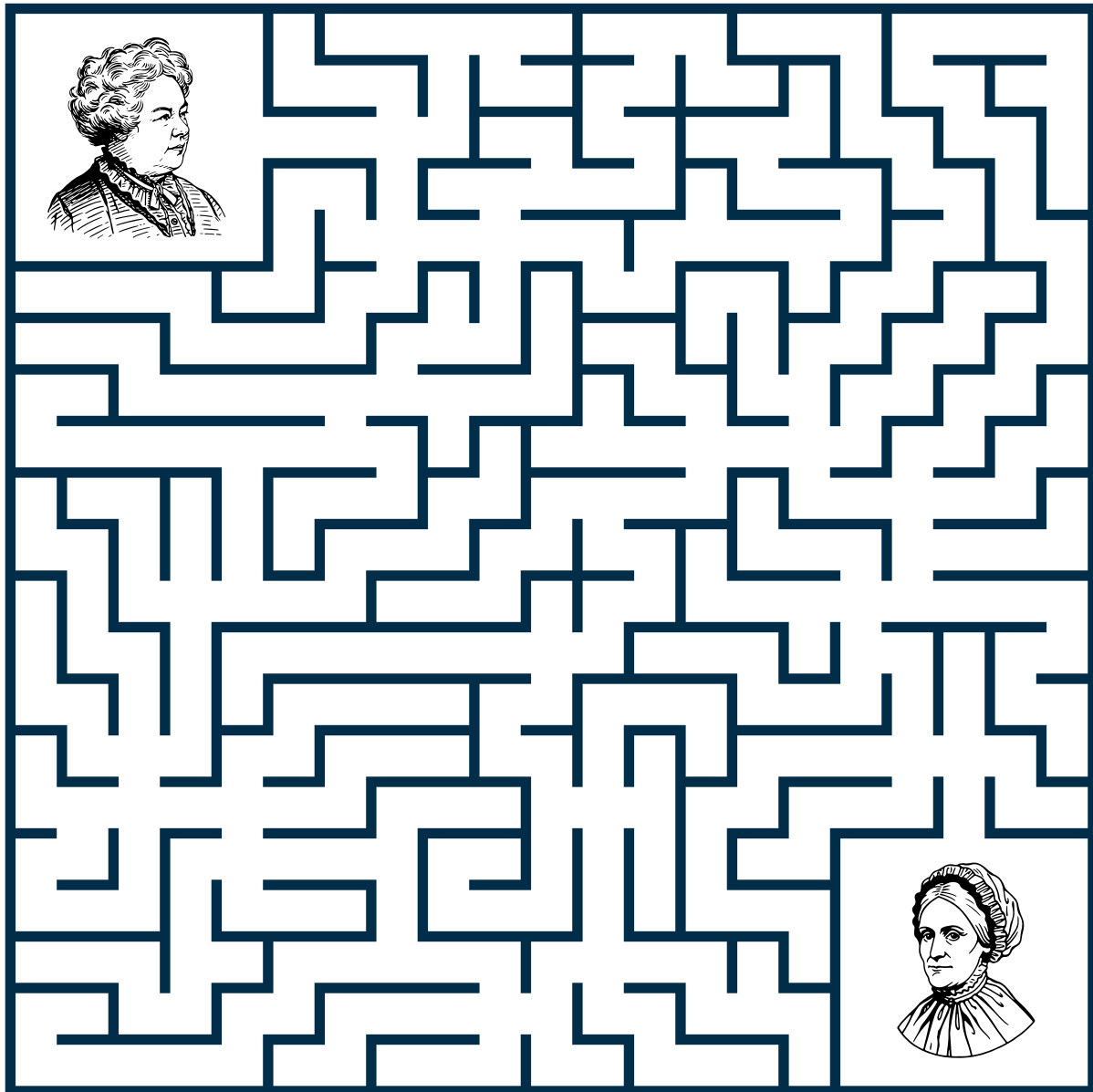
a large meeting with lots of people



# Equality for Women Suffrage Maze

**Directions:** Help Elizabeth Cady Stanton find Lucretia Mott so they can join forces and fight for women's right to vote.

*Elizabeth Cady*  
**STANTON**



*Lucretia*  
**MOTT**

# Equality for Women - 1st Grade

# Assessment

Write “T” if the statement is TRUE and “F” if the statement is FALSE.

1

Elizabeth Cady Stanton and Lucretia Mott were at the forefront of the women’s rights movement.

2

Lucretia Mott was born on January 3, 1793 in Pennsylvania.

3

Elizabeth Cady Stanton was born on November 12, 1815, to wealthy parents in New York.

4

Elizabeth Stanton was a well-educated activist in the anti-slavery movement.

5

In 1840, Lucretia Mott and her husband were invited to be members at the World Anti-Women Convention in Paris.

6

Elizabeth Cady Stanton and Lucretia Mott were allowed to speak at every convention they went to because people thought women should be allowed to speak and vote if they wanted to.

# Equality for Women - 1st Grade Assessment Key

Write “T” if the statement is TRUE and “F” if the statement is FALSE.

1

Elizabeth Cady Stanton and Lucretia Mott were at the forefront of the women’s rights movement.

T

2

Lucretia Mott was born on January 3, 1793 in Pennsylvania.

F

3

Elizabeth Cady Stanton was born on November 12, 1815, to wealthy parents in New York.

T

4

Elizabeth Stanton was a well-educated activist in the anti-slavery movement.

T

5

In 1840, Lucretia Mott and her husband were invited to be members at the World Anti-Women Convention in Paris.

F

6

Elizabeth Cady Stanton and Lucretia Mott were allowed to speak at every convention they went to because people thought women should be allowed to speak and vote if they wanted to.

F



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2nd Grade

# Teacher Guide



## Key Themes

- Equality
- Activism
- Bravery

## Core Values

- Liberty
- Community
- Life

# Learning Objectives

## Students will be able to:

- Name at least two activists for women's rights
- Describe ways women were oppressed as outlined in the Declaration of Sentiments
- Explain how the Civil War affected the fight for women's rights



# Equality for Women - 2nd Grade

# Introduction

## **ASK** Students

Imagine your class was voting on where you wanted to go on your next field trip. However, when your teacher asked everyone to vote, she only counted the boys' votes.

Does that seem fair?

What would you do or say in that situation?

(allow students to respond)

## **TELL** Students

There was a time in America where women did not have all the same rights that men did. Women could not vote, own property, or get a college degree. A group of women thought that America should be a land with equal rights for all people, both men and women, and decided to do something about the unfairness.

## **WATCH**

Learn More with Liberty



Scan Me!

# Equality for Women - 2nd Grade

## Key Terms

- 01 **Elizabeth Stanton** - activist in the women's rights movement
- 02 **Lucretia Mott** - a preacher and public speaker in the women's rights movement
- 03 **Prohibited** - forbidden by law
- 04 **Oppressed** - weighed down by restrictions
- 05 **Activist** - someone who works to advocate for a particular cause
- 06 **Abolitionist** - a person who supports the ending of slavery
- 07 **Seneca Falls Convention** - hosted by five women on July 19-20, 1848, where Elizabeth Stanton presented "The Declaration of Sentiments"
- 08 **Declaration of Sentiments** - outlined the direction of the women's rights movement

# Equality for Women - 2nd Grade

# Lesson Guide

## TELL Students

At a small tea hosted by Jane Hunt in 1848, Elizabeth Stanton, Lucretia Mott, and two other women had dinner together and discussed how frustrating it was to be treated as second-class citizens because they were women. The women were fed up with being cast aside. They were tired of having their property and money controlled by men, having limited employment options, being discouraged from attending college, and being prohibited to vote.

The five women decided to host a gathering of men and women ten days later, known as the Seneca Falls Convention. Hundreds of people attended the event, July 19-20, 1848, and Elizabeth presented "The Declaration of Sentiments" which was modeled after the Declaration of Independence and outlined the direction of the women's rights movement.

The Declaration of Sentiments included a list of examples of how women were oppressed, such as being prevented from owning land or earning money; being prevented from voting; giving the authority to men in divorce and child custody proceedings; being prevented from earning a college education; being subjected to a different moral code than men; and being expected to be dependent on or submissive to men.

# Equality for Women - 2nd Grade

# Lesson Guide

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## **TELL** Students

In the following decade, the women's movement continued to build and these activists formed a close friendship with the Abolitionist Movement. Many of the movement's leaders were dedicated abolitionists and both movements drew in people who were fighting for people to be treated equally and fairly. The women's rights movement saw participation from influential abolitionists including Sojourner Truth, Frederick Douglass, and William Lloyd Garrison.

However, the momentum of the women's rights movement was put on pause with the outbreak of the Civil War in 1861, as activists focused their efforts on the abolition of slavery. Not long after, with the Union victory in 1865, activists turned their attention back to the women's rights movement, but this time, with a focus on women's suffrage, which means granting women the right to vote. That was not the only thing they were fighting for, but it was a place to start. The ultimate goal would be equal rights for women and men.



# Equality for Women - 2nd Grade

# Flash Cards



**ELIZABETH  
CADY  
STANTON**

activist in the  
women's rights  
movement

**LUCRETIA  
MOTT**

a preacher and  
public speaker in  
the women's  
rights movement

**ACTIVIST**

someone who  
works to  
advocate for a  
particular cause

## Equality for Women - 2nd Grade

# Flash Cards



**SENECA  
FALLS  
CONVENTION**

hosted by five women  
on July 19-20, 1848,  
where Elizabeth  
Stanton presented  
"The Declaration of  
Sentiments"

**PROHIBITED**

forbidden by law

**ABOLITIONIST**

a person who  
supports the  
ending of slavery

Equality for Women - 2nd Grade

# Flash Cards

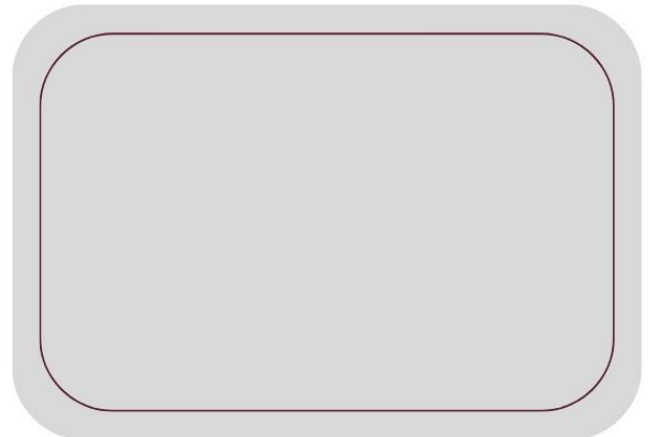
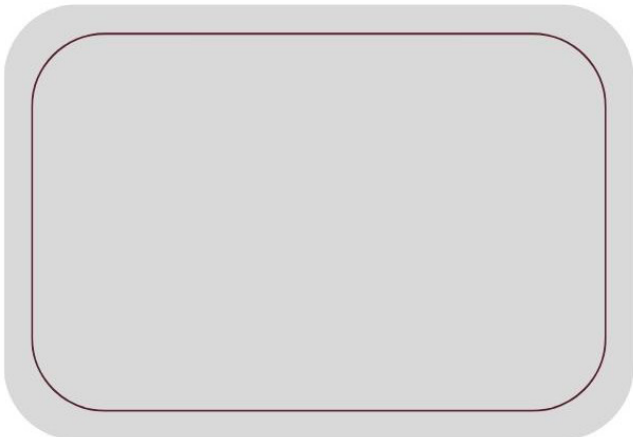


**DECLARATION  
OF  
SENTIMENTS**

outlined the  
direction of the  
women's rights  
movement

**OPPRESSED**

weighed down  
by restrictions



# Equality for Women Text Me!

**Directions:** Using what you know about Elizabeth Cady Stanton and her involvement in the women's rights movement, start a text conversation you might have with her if she was alive today. What would she say in her response to you? How would you respond back?

The image shows a vertical text message conversation interface. It features four speech bubbles arranged in a vertical sequence. The first and third bubbles are on the left side, each accompanied by a simple line drawing of a young boy's head and shoulders. The second and fourth bubbles are on the right side, each accompanied by a line drawing of Elizabeth Cady Stanton's head and shoulders. All speech bubbles are empty, intended for the user to write their text messages.

# Equality for Women - 2nd Grade

# Assessment

## Fill in the Blank

1

\_\_\_\_\_ helped start the women's rights movement.

2

Improvement.

3

Stanton and Mott started a \_\_\_\_\_ for women who wanted to promote \_\_\_\_\_.

4

When things are equal or the same.

5

A person who supports the ending of slavery.

6

\_\_\_\_\_ and \_\_\_\_ have different strengths and do things differently sometimes. However, both are necessary to help build our society up.

# Equality for Women - 2nd Grade Assessment **Key**

## Fill in the Blank

1

\_\_\_\_\_ helped start the women's rights movement.

**Elizabeth Cady Stanton  
and/or Lucretia Mott**

2

Improvement.

**Reform**

3

Stanton and Mott started a \_\_\_\_\_ for women who wanted to promote \_\_\_\_\_.

**Convention, Equality**

4

When things are equal or the same.

**Equality**

5

A person who supports the ending of slavery.

**Abolitionist**

6

\_\_\_\_\_ and \_\_\_\_\_ have different strengths and do things differently sometimes. However, both are necessary to help build our society up.

**Women, Men**

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3rd Grade

# Teacher Guide



## Key Themes

- Equality
- Activism
- Bravery

## Core Values

- Liberty
- Community
- Life

# Learning Objectives

## Students will be able to:

- Tell who Susan B. Anthony is and explain her role in the women's rights movement
- Name two associations Elizabeth Stanton was part of as an activist for women's rights
- Explain the connection between the reconstruction era and the fight for women's rights



# Equality for Women - 3rd Grade

# Introduction

## ASK Students

Did you know that Black Americans were not the only people group to experience discrimination in America?

(allow students to respond)

## TELL Students

At one point and time American women experienced restrictions simply based on their gender. Women were not allowed to vote in elections, they were not permitted to own land or businesses, and they were not encouraged to go to college and get jobs. It was very obvious that men were thought to be superior when it came to important matters. Even when it came to the U.S. Constitution and amendments, Black men were more of a focus than women were. So, a group of women became fed up with this way of living and decided to take action.

## WATCH

Learn More with Liberty



Scan Me!

# Equality for Women - 3rd Grade

## Key Terms

- 01 **Elizabeth Cady Stanton** - activist in the women's rights movement
- 02 **Abolition** - the ending of slavery
- 03 **American Equal Rights Association** - group started by Elizabeth Stanton which aimed to secure the right to vote for Americans no matter their race or gender
- 04 **Suffrage** - right to vote
- 05 **Reconstruction** - the time period directly after the end of the Civil War
- 06 **14th Amendment** - states that any person born in the United States is legally a citizen
- 07 **15th Amendment** - states that any male citizen over 21 has the right to vote, including African Americans
- 08 **Activist** - someone who works to advocate for a particular cause
- 09 **Ratification** - approval of an amendment to the U.S. Constitution
- 10 **National Woman Suffrage Association** - group led by Elizabeth Stanton which pushed for a Constitutional amendment guaranteeing women's suffrage
- 11 **Susan B. Anthony** - abolition activist, public speaker, and leader in the women's rights movement

# Equality for Women - 3rd Grade

# Lesson Guide

## TELL Students

The American Equal Rights Association was formed by Elizabeth Cady Stanton and Susan B. Anthony in 1866, which aimed to secure the right to vote for Americans no matter their race or gender.

Susan B. Anthony was born on February 15, 1820 and was raised as a Quaker. Anthony was the daughter of a farmer and later a cotton mill owner with seven brothers and sisters. She taught for many years and after meeting with William Lloyd Garrison and Frederick Douglass, became a vocal abolition activist and gave many public speeches – which was not typical of women at the time. She met Elizabeth Cady Stanton in 1851 and the two became good friends and leaders in the women’s suffrage movement. Stanton, an excellent writer and researcher, wrote many of the speeches on women’s suffrage delivered by Anthony.

With reconstruction initiatives taking center stage after the war, women’s rights activists saw this as their chance to push for the suffrage of women as well. However, divisions emerged between the activists.

After the ratification of the 14th amendment in 1868 (which extended Constitutional protections to all citizens of the United States – including former slaves), Elizabeth Cady Stanton and Susan B. Anthony refused to support the 15th amendment (which guaranteed the right to vote for Black men) because it ignored the issue of women’s suffrage. They founded the National Woman Suffrage Association (NWSA) in 1869 with Stanton as president to push for a Constitutional amendment guaranteeing women’s suffrage. The 15th amendment was ratified in 1870. This only fueled their fire to work harder promoting equal rights for women.

Equality for Women - 3rd Grade

# Susan B. Anthony

## Fast Facts

- Born on February 15, 1820 in Massachusetts
- Attended public school until her father decided to homeschool her
- Was a women's rights activist, teacher, author, and speaker
- She is known for fighting for women's right to vote (suffrage)
- She was fined \$100 for voting illegally in the 1872 elections
- Worked with Elizabeth Cady Stanton
- She and Stanton founded the National Women's Suffrage Association
- She died before the 19th Amendment passed, giving women the right to vote
- The "B" in her name stands for Brownell
- Was the first woman to be honored with her portrait placed on dollar coins

## Equality for Women - 3rd Grade

# Flash Cards



**ELIZABETH  
CADY  
STANTON**

activist in the  
women's rights  
movement

**SUSAN B.  
ANTHONY**

abolition activist,  
public speaker,  
and leader in the  
women's rights  
movement

**ACTIVIST**

someone who  
works to  
advocate for a  
particular cause



**ABOLITION**

the ending of  
slavery

**SUFFRAGE**

right to vote

**RATIFICATION**

approval of an  
amendment to the  
U.S. Constitution

**RECONSTRUCTION**

the time period  
directly after the  
end of the Civil War





**14TH  
AMENDMENT**

states that any person born in the United States is legally a citizen

**15TH  
AMENDMENT**

states that any male citizen over 21 has the right to vote, including African Americans

**NATIONAL  
WOMAN  
SUFFRAGE  
ASSOCIATION**

group led by Elizabeth Stanton which pushed for a Constitutional amendment guaranteeing women's suffrage

**AMERICAN  
EQUAL RIGHTS  
ASSOCIATION**

group started by Elizabeth Stanton which aimed to secure the right to vote for Americans no matter their race or gender

# Susan B. Anthony Biography

**Directions:** Complete the graphic organizer with information that you have learned.

My name is:

I was born on:

Here is a picture of me:

Two facts about me:

1.

2.

I'm remembered for:

# Equality for Women - 3rd Grade

# Assessment

## Fill in the Blank

1

\_\_\_\_\_ helped start the women's rights movement.

2

Hosted by five women in 1848, where the Declaration of Sentiments was presented.

3

Outlined the direction of the women's rights movement.

4

Weighed down by restrictions.

5

A person who supports the ending of slavery.

6

The momentum of the women's rights movement was put on pause with the outbreak of the \_\_\_\_\_.

# Equality for Women - 3rd Grade Assessment Key

## Fill in the Blank

1

\_\_\_\_\_ helped start the women's rights movement.

**Elizabeth Cady Stanton  
and/or Lucretia Mott**

2

Hosted by five women in 1848, where the Declaration of Sentiments was presented.

**Seneca Falls Convention**

3

Outlined the direction of the women's rights movement.

**Declaration of Sentiments**

4

Weighed down by restrictions.

**Oppressed**

5

A person who supports the ending of slavery.

**Abolitionist**

6

The momentum of the women's rights movement was put on pause with the outbreak of the \_\_\_\_\_.

**Civil War**

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4th Grade

# Teacher Guide



## Key Themes

- Equality
- Activism
- Bravery

## Core Values

- Liberty
- Community
- Life

# Learning Objectives

## Students will be able to:

- Describe the connection between the Progressive Era and women's suffrage
- Name three key activists in the women's rights movement
- Explain the stance NAWSA took on women's role in society





# Equality for Women - 4th Grade

# Introduction

## ASK Students

What names come to mind when you think of the women's rights movement in America?

Can you recall any popular activists who supported women's suffrage?

(allow students to respond)

## TELL Students

At the forefront of the women's rights movement were two women, Elizabeth Cady Stanton and Lucretia Mott. Susan B. Anthony is another woman who fought tirelessly for equal rights for women. Each of these three ladies experienced discrimination for being a woman which drove them to do something about the unfair treatment they received. They all participated in meetings and events promoting equal rights for women and encouraged other women to join with them for the cause.

**WATCH**

Learn More with Liberty



Scan Me!

# Equality for Women - 4th Grade

## Key Terms

- 01 **Elizabeth Cady Stanton** - activist in the women's rights movement
- 02 **Lucretia Mott** - a preacher and public speaker in the women's rights movement
- 03 **American Woman Suffrage Association** - group formed to advocate for advancing women's suffrage at the state level, led by Henry Ward Beecher
- 04 **Susan B. Anthony** - abolition activist, public speaker, and leader in the women's rights movement
- 05 **Suffrage** - right to vote
- 06 **Bull Moose Party** - first major national political party to support women's suffrage
- 07 **Activist** - someone who works to advocate for a particular cause
- 08 **Enfranchisement** - full rights to citizenship and all its privileges
- 09 **National American Woman Suffrage Association** - combined groups, American Woman Suffrage Association and National Woman Suffrage Association, led by Elizabeth Stanton, working to promote women's suffrage at the state level

# Equality for Women - 4th Grade

# Lesson Guide

## TELL Students

In 1869, more conservative activists formed the American Woman Suffrage Association (AWSA), with Henry Ward Beecher as president, to advocate for advancing women's suffrage at the state level. To these activists, jeopardizing Black enfranchisement to advance the less popular idea of women's suffrage was not the right thing to do.

Despite disagreements, the movement continued and saw some success—Wyoming Territory granting suffrage to women in 1869, followed by Utah Territory in 1870—but also some setbacks. Susan B. Anthony was arrested along with 15 other women in 1872 for illegally voting. Anthony was tried, convicted, and fined \$100. Then, in 1874, the Supreme Court said in *Minor v. Happersett*, that citizenship does not give women the right to vote.

By 1890, at the dawn of the Progressive Era which saw more women enter public life and increase their role in society, the NWSA and AWSA decided to merge and form the National American Woman Suffrage Association (NAWSA) with Stanton as the first president.

# Equality for Women - 4th Grade

# Lesson Guide

## TELL Students

The NAWSA worked to further women's suffrage at the state level. Their approach, however, was slightly different from before. Rather than focusing on the fact that men and women are "created equal," suffragists argued that women should be permitted to vote because they were different from men and could contribute to creating a more virtuous society.

As more states adopted women's suffrage, national support for women's suffrage continued to grow.

In 1912, Theodore Roosevelt's Bull Moose Party became the first major national political party to support women's suffrage. That same year, a New York City suffrage parade had 20,000 participants, and the following year, the NAWSA organized another parade down Pennsylvania Avenue in Washington, D.C. This led to many more women's rights events and more women joining the fight for equal rights for women.

## Equality for Women - 4th Grade

# Flash Cards



**ELIZABETH  
CADY  
STANTON**

activist in the  
women's rights  
movement

**LUCRETIA  
MOTT**

a preacher and  
public speaker in the  
women's rights  
movement

**SUSAN B.  
ANTHONY**

abolition activist,  
public speaker,  
and leader in the  
women's rights  
movement

## Equality for Women - 4th Grade

# Flash Cards



**NATIONAL  
AMERICAN  
WOMAN  
SUFFRAGE  
ASSOCIATION**

combined groups, American Woman Suffrage Association and National Woman Suffrage Association, led by Elizabeth Stanton, working to promote women's suffrage at the state level

**AMERICAN  
WOMAN  
SUFFRAGE  
ASSOCIATION**

group formed to advocate for advancing women's suffrage at the state level, led by Henry Ward Beecher

**ACTIVIST**

someone who works to advocate for a particular cause

# Equality for Women - 4th Grade

# Flash Cards



**BULL  
MOOSE  
PARTY**

first major  
national political  
party to support  
women's suffrage

**ENFRANCHISEMENT**

full rights to  
citizenship and  
all its privileges
















**SUFFRAGE**

right to vote

# Equality for Women

# Crack the Code

Use the **CODE** to reveal who the first president of the National Woman Suffrage Association (NAWSA) was.

A= 	N= 	O= 
L= 	Y= 	C= 
B= 	D= 	Z= 
E= 	T= 	G= 
H= 	I= 	S= 





# Equality for Women - 4th Grade

# Assessment

1. Which women's rights activist was also a preacher and public speaker?

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Susan B. Anthony
- d. Carrie Chapman Catt

2. What was the first major national political party to support women's suffrage?

- a. Bull Moose Party
- b. Republican Party
- c. Democratic Party
- d. Stanton Suffrage Party

3. The first president of the National American Woman Suffrage Association.

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Susan B. Anthony
- d. Carrie Chapman Catt

4. The activist that was arrested in 1872 for illegally voting in an election.

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Susan B. Anthony
- d. Carrie Chapman Catt

5. Worked tirelessly as an activist in the women's rights movement.

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Susan B. Anthony
- d. All the above

6. A term representing full rights to citizenship and all its privileges.

- a. Suffrage
- b. Activism
- c. Enfranchisement
- d. Convention

7. Conservative activists formed which association in 1869 to advocate for advancing women's suffrage at the state level?

- a. American Woman Suffrage Association
- b. Bull Moose Party
- c. National American Woman Suffrage Association
- d. None of the above

# Equality for Women - 4th Grade Assessment Key

1. Which women's rights activist was also a preacher and public speaker?

a. Elizabeth Cady Stanton

c. Susan B. Anthony

**b. Lucretia Mott**

d. Carrie Chapman Catt

2. What was the first major national political party to support women's suffrage?

**a. Bull Moose Party**

c. Democratic Party

b. Republican Party

d. Stanton Suffrage Party

3. The first president of the National American Woman Suffrage Association.

**a. Elizabeth Cady Stanton**

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4. The activist that was arrested in 1872 for illegally voting in an election.

a. Elizabeth Cady Stanton

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b. Lucretia Mott

d. Carrie Chapman Catt

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a. Elizabeth Cady Stanton

c. Susan B. Anthony

b. Lucretia Mott

**d. All the above**

6. A term representing full rights to citizenship and all its privileges.

a. Suffrage

**c. Enfranchisement**

b. Activism

d. Convention

7. Conservative activists formed which association in 1869 to advocate for advancing women's suffrage at the state level?

**a. American Woman Suffrage Association**

c. National American Woman Suffrage Association

b. Bull Moose Party

d. None of the above

# Discover America

## Course 17 - Teacher Guide



**Equality for Women**

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5th Grade

# Teacher Guide



## Key Themes

- Equality
- Activism
- Bravery

## Core Values

- Liberty
- Community
- Life

# Learning Objectives

## Students will be able to:

- Name multiple activists in the women's rights movement
- List some of the strategies used by activists to advocate for equal rights for women
- Explain what the 19th amendment says and the impact it has on American society



# Equality for Women - 5th Grade

# Introduction

## ASK Students

What differences exist in the way women have been treated in America throughout history?  
(allow students to respond)

There was a time when women were not permitted to own property, vote, or go to college. Women were encouraged to get married and raise children and to leave other responsibilities in public to men.

## TELL Students

At a small tea hosted by Jane Hunt in 1848, Elizabeth Stanton, Lucretia Mott, and two other women had dinner together and discussed how frustrating it was to be treated as second-class citizens because they were women. The women were fed up with being cast aside. They were tired of having their property and money controlled by men, having limited employment options, being discouraged from attending college, and being prohibited to vote. This tea party led to bigger meetings with more women activists who felt the same way and wanted to do something about it. Susan B. Anthony joined this movement as well and, as a public speaker, was able to encourage more people to join the fight for equal rights for women. The movement gained momentum and even though the Civil War may have slowed down progress it did not stop the force behind the fight for equality for women.

**WATCH**

Learn More with Liberty



Scan Me!

# Equality for Women - 5th Grade

## Key Terms

- 01 **Elizabeth Cady Stanton** - activist in the women's rights movement
- 02 **Lucretia Mott** - a preacher and public speaker in the women's rights movement
- 03 **Susan B. Anthony** - abolition activist, public speaker, and leader in the women's rights movement
- 04 **Prohibited** - forbidden by law
- 05 **Carrie Chapman Catt** - an activist in the women's suffrage movement belong to
- 06 **Suffrage** - right to vote
- 07 **Petition** - a formal request made to those in authority, usually signed by all people making the request
- 08 **Activist** - someone who works to advocate for a particular cause
- 09 **Amendment** - a change or addition made to the U.S. Constitution
- 10 **19th Amendment** - granted women the right to vote
- 11 **Ratified** - approved



# Equality for Women - 5th Grade

# Lesson Guide

## TELL Students

In 1915, a forty-thousand-person march in New York City with women dressed in white sent a strong message of support for women's right to vote. Mabel Vernon and Sara Bard Field also gathered over 500,000 signatures on petitions to Congress in a transcontinental tour.

It was the skilled strategist Carrie Chapman Catt, a teacher and school superintendent in Iowa, who led the women's suffrage movement over the finish line. As an activist in the women's suffrage movement since the 1880s and a close colleague of Anthony, Catt served as the president of the NAWSA from 1900 to 1904 and again from 1915 to 1920 (she took time off from her role to help care for her dying husband). She was a brilliant strategist who was very good at organizing campaigns, mobilizing volunteers, and delivering speeches. Throughout her forty years involved in the movement, she mobilized one million volunteers and gave hundreds of speeches and led dozens of campaigns.

After Catt returned as NAWSA president in 1915, she proposed the "Winning Plan" the following year which tactfully coordinated state suffrage efforts with efforts for a constitutional amendment. (By this time, some states had adopted women's suffrage, such as Nevada, and Montana, Oregon, and Kansas.) The election of the first woman to Congress in 1916, Jeannette Rankin of Montana who ran on a platform of a women's suffrage Constitutional amendment, solidified the plan.

# Equality for Women - 5th Grade

# Lesson Guide

## TELL Students

After years of relentless campaigning, and thanks to the influence of Catt, President Woodrow Wilson expressed his support for women's suffrage for the first time in office in a speech before Congress in 1918. Echoing the sentiments of activists who emphasized the importance of women in the patriotic war effort and their important contributions to America, Wilson related his support of the proposed suffrage amendment to America's participation in World War I. Wilson affirmed, "We have made partners of the women in this war... Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?"

Despite presidential support, the proposed women's suffrage amendment failed in the Senate. However, the 19th amendment guaranteeing women the right to vote was finally passed in the House in May 1919 and the Senate in June 1919. On August 26, 1920, the 19th amendment was ratified and less than three months later, more than 8 million women cast their ballots for the first time.

After decades of work, by many different people, the women's suffrage movement finally succeeded. Its success shows how important it is to work toward advancing a cause you care about — even if it means overcoming challenges, setbacks, and resistance. What began in London with Lucretia Mott and Elizabeth Cady Stanton and a tea party with Mott, Stanton, and three other bold women, grew into a nationwide movement that guaranteed the constitutional right to vote for women and gave them a voice in their future. Just like these bold activists, with hard work, dedication, and a commitment to doing the right thing, anyone — even you — can change the course of history.

## Equality for Women - 5th Grade

# Flash Cards



**ELIZABETH  
CADY  
STANTON**

activist in the  
women's rights  
movement

**LUCRETIA  
MOTT**

a preacher and  
public speaker in the  
women's rights  
movement

**SUSAN B.  
ANTHONY**

abolition activist,  
public speaker,  
and leader in the  
women's rights  
movement



**PETITION**

a formal request made to those in authority, usually signed by all people making the request

**AMENDMENT**

a change or addition made to the U.S. Constitution

**RATIFIED**

approved

**ACTIVIST**

someone who works to advocate for a particular cause



**19TH  
AMENDMENT**

granted women  
the right to vote

**PROHIBITED**

forbidden by law

**CARRIE  
CHAPMAN  
CATT**

an activist in the  
women's suffrage  
movement

**SUFFRAGE**

right to vote

# Equality for Women

# Let Women Vote!

**Directions:** After learning about figures in the women's rights movement, write your own speech explaining why women should have the right to vote. Draw or paste a picture above your speech that shows an activist giving a speech or protesting for women's right to vote. Utilize the checklist below as you prepare to write.

## Speech Checklist

### PICTURE

My speech includes a picture that is relevant.

### FACTS

My speech includes at least 5 relevant facts/details of the events during this time in history.

### FIGURES

My speech includes references to one or more female figures of the women's rights movement.

### WRITING

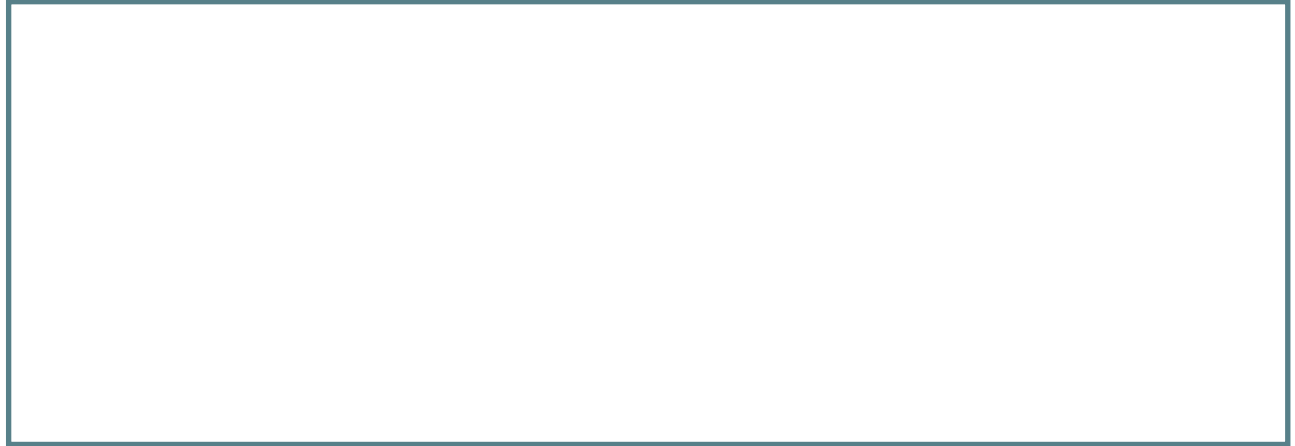
My speech is written in complete sentences, free of grammatical errors.

### PERSUASIVE

My speech includes persuasive language that convinces my audience that women should have the right to vote.

Equality for Women

# Let Women Vote!



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# Equality for Women - 5th Grade Assessment

1. Which women's rights activist was also a preacher and public speaker?

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Susan B. Anthony
- d. Carrie Chapman Catt

2. A change or addition made to the U.S. Constitution.

- a. Petition
- b. Amendment
- c. Ratification
- d. Suffrage

3. President of the National American Woman Suffrage Association from 1900-1904 and 1915-1920.

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Susan B. Anthony
- d. Carrie Chapman Catt

4. A formal request made to those in authority, usually signed by all people making the request.

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5. Worked tirelessly as an activist in the women's rights movement.

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- b. Activism
- c. Enfranchisement
- d. Convention

7. Elizabeth Stanton, Lucretia Mott, and two other women had dinner together and discussed how frustrating it was to be treated as second-class citizens because they were \_\_\_\_\_.

- a. Tall
- b. Women
- c. Married
- d. Mothers

8. The constitutional amendment granting women the right to vote.

- a. 14th Amendment
- b. 15th Amendment
- c. 17th Amendment
- d. 19th Amendment

9. After decades of work, by many different people, the women's suffrage movement finally \_\_\_\_\_.

- a. Stalled
- b. Failed
- c. Succeeded
- d. Reversed

10. After years of relentless campaigning, and thanks to the influence of Catt, President Woodrow Wilson expressed his support for women's suffrage for the first time in office in a speech before Congress in the year \_\_\_\_\_.

- a. 1896
- b. 1899
- c. 1902
- d. 1918



# Equality for Women - 5th Grade Assessment Key

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- b. **Lucretia Mott**
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- a. 1896
- b. 1899
- c. 1902
- d. **1918**

# Equality for Women Resource List

- 01 [https://www.library.hbs.edu/hc/wes/collections/women\\_law/](https://www.library.hbs.edu/hc/wes/collections/women_law/)
- 02 <https://www.rd.com/list/things-women-werent-allowed-to-do-100-years-ago/>
- 03 <https://www.history.com/topics/womens-history/lucretia-mott>
- 04 <https://www.history.com/news/early-womens-rights-suffrage-seneca-falls-elizabeth-cady-stanton>
- 05 <https://www.history.com/topics/womens-history/elizabeth-cady-stanton>
- 06 <https://kids.nationalgeographic.com/history/article/womens-suffrage-movement>
- 07 <https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>
- 08 <http://www.crusadeforthevote.org/woman-suffrage-timeline-18401920>
- 09 <https://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>
- 10 <https://www.rochester.edu/sba/suffrage-history/us-suffrage-movement-timeline-1792-to-present/>
- 11 <https://www.womenshistory.org/education-resources/biographies/susan-b-anthony>
- 12 <https://www.womenshistory.org/education-resources/biographies/carrie-chapman-catt>
- 13 <https://www.history.com/topics/womens-history/carrie-chapman-catt>
- 14 <https://cattcenter.iastate.edu/home/about-us/carrie-chapman-catt/>
- 15 <https://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/>
- 16 <https://www.wilsoncenter.org/article/woodrow-wilson-and-the-womens-suffrage-movement-reflection>
- 17 <https://www.history.com/topics/womens-history/19th-amendment-1>

