

Discover America

Course 17 - Teacher Guide



Equality for Women

Table of **Contents**

3	Themes + Values
4	Learning Objectives
5	Introduction
6	Key Terms
7	Lesson Guide
9	Flash Cards
12	Text Me! Activity
13	Assessment + Key
15	Resources
16	Notes

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

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

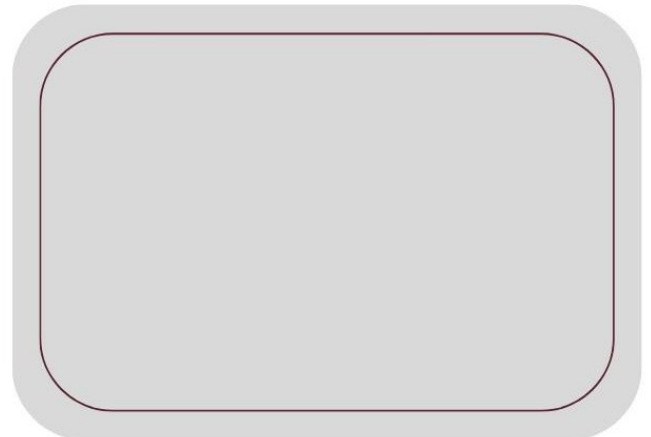
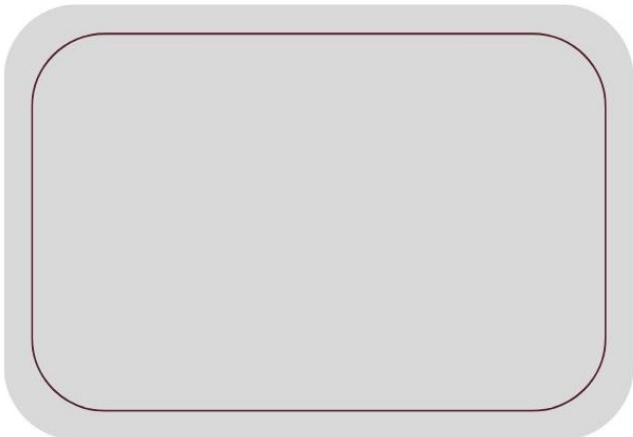


**DECLARATION
OF
SENTIMENTS**

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 form is a vertical rectangle with a light blue background and a dark grey border. It contains four speech bubbles arranged in a vertical sequence. The first and third bubbles are on the left, each preceded by a simple line drawing of a boy's head and shoulders. The second and fourth bubbles are on the right, each followed by a small, detailed illustration 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

Equality for Women

Resource List

- 01 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>

