

# 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 - 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.

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

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

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Carrie Chapman Catt
- d. All the above

6. A term representing the right to vote.

- a. Suffrage
- 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

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.

- a. **Petition**
- b. Amendment
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- d. Suffrage

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

- a. Elizabeth Cady Stanton
- b. Lucretia Mott
- c. Carrie Chapman Catt
- d. **All the above**

6. A term representing the right to vote.

- a. **Suffrage**
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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
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- c. Married
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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 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>



