

Women's Quest for Equal Rights in the United States



<http://www.infoplease.com/spot/womenstimeline1.html>

Social Studies 5

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Women's Rights

Scott Foresman Textbook

1. p. 419: **Women's Rights in the 1840's**- "What were the problems and goals of the Reform movement?"
2. P. 612: **Women Get Right to Vote**- "How did Carrie Chapman Catt help women get the right to vote?"
3. P. 647 **Equal Rights for Women**- "What opportunities for women changed from 1950-1970"?"
4. P. R49: **19th Amendment to the US Constitution**- "What does the phrase , Suffrage for Women mean?"

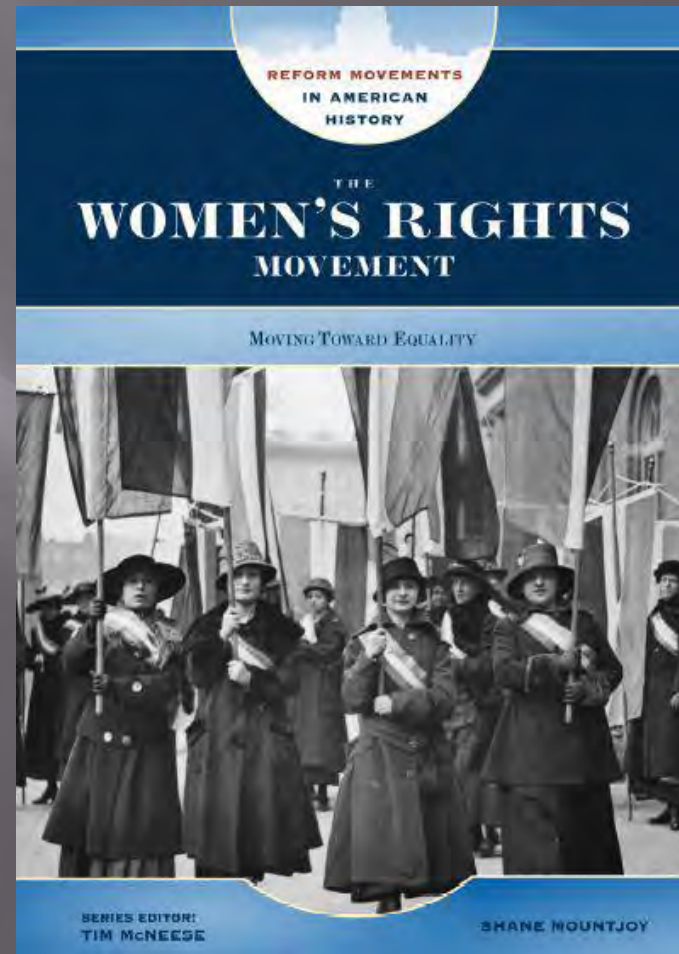


<http://www.sfsocialstudies.com/activities.html>

The Quest for Equality

- <http://www.opschools.org/files/354/WomensSuffrage-1.ppt>

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19th Century Women: Second – class Citizen

- They were just beginning to gain admission to colleges. That they were prohibited from the medical and legal professions, as well as the pulpit.
- Women who were married had to surrender many of their rights, including the right to own property, to their husbands.
- Even some of the nation's founding principles, including the right to representation – in terms of taxation and any other governmental issues – did not apply to women, who could not participate in elections.



The Seneca Falls Convention

- The birth date of the Women's Rights Movement : July 19, 1848.
- Elizabeth Cady Stanton and [Lucretia Mott](#) organized the first women's rights meeting held in Seneca Falls, N.Y.
- Attended by about 300 women and men. Many of them signed the "Declaration of Sentiments: adaptation of [Declaration of Independence](#), provided widespread publicity that helped fuel the women's rights cause.
- In the decades that followed, women achieved many social and legal gains, including the ratification of the [Nineteenth Amendment](#) (granting women the right to vote) in 1920.



Modern Day Women

- Today the number of women registered to vote exceeds the number of registered men by 8.3 million.
- In addition, women can not only expect to receive unbiased consideration by university admissions offices, but they are the majority gender of enrolled students.
- They can even earn their own income and not have to turn it over to their husbands. As strange as this sounds now, it was not always the case.
- While stumbling blocks such as equal pay and achieving the presidency remain to be conquered, women are in a good position to do so.
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Read more: [Women's Rights | Seneca Falls Convention](http://www.infoplease.com/spot/womenrights1.html#ixzz1pfDF9cY2)
<http://www.infoplease.com/spot/womenrights1.html#ixzz1pfDF9cY2>



Identify the Problem

<http://www2.maxwell.syr.edu/plegal/ahppae/ppae1.html>

- In one or two sentences, state the nature of the social problem that your group plans to study.
- List at least three undesirable social conditions that resulted from this problem:
- Write a short phrase that summarizes the social problem and its time period.
- **COMPLETE WORKSHEET #1**



www.nps.gov/wori/historyculture/images/Postage_Stamp.jpg

Gather the Evidence

<http://www2.maxwell.syr.edu/plegal/ahppae/ppae1.html>

- ▣ Your problem (phrase):
- ▣ Present evidence that the problem existed. Be as specific as possible and cite at two sources of data
- ▣ **COMPLETE WORKSHEET #2**

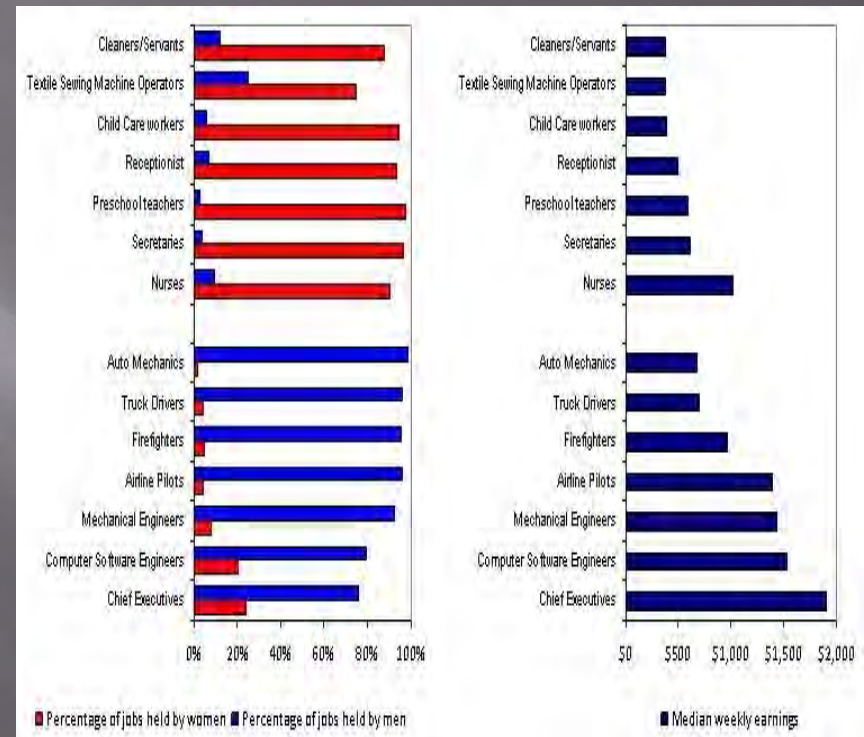


Determine Causes

<http://www2.maxwell.syr.edu/plegal/ahppae/ppae1.html>

- Briefly list several underlying factors that contribute to the problem that you have identified (support these factors with evidence):

- **COMPLETE WORKSHEET #3**



Evaluate the Policy

<http://www2.maxwell.syr.edu/plegal/ahppae/ppae1.html>

- State one of the major historical policies that attempted to deal with the social problem:
- What were the advantages of this policy (consider effectiveness, intended and unintended consequences, costs, enforcement, public acceptance):
- What were the disadvantages of this policy? (consider effectiveness, intended and unintended consequences costs, enforcement, public acceptance):
- Based on your evaluation of the advantages and disadvantages, should a different policy have been implemented? Explain.

□ **COMPLETE
WORKSHEET #4**



THERE
NO CAN BE
HUMAN RIGHTS
WITHOUT
WOMEN'S RIGHTS

Resources

- [http://www.infoplease.com/spot/womenstimeline1.html#WHM-1800 Women's Rights | Seneca Falls Convention](http://www.infoplease.com/spot/womenstimeline1.html#WHM-1800%20Women's%20Rights%20|%20Seneca%20Falls%20Convention) (slide 1)
- http://cloblog.files.wordpress.com/2009/11/suffragettes_released.jpg (slide 1)
- <http://www.washingtonhistory.org/images/wsh/m/bellinghamsuffragists.jpg> (slide 2)
- http://www.opschools.org/imageGallery/BFallon7/shared/Staton_Seneca_Falls.jpg (slide 3)
- <http://www.infoplease.com/spot/womensrights1.html#ixzz1pfDF9cY2> (slides 2-4)
- <http://www.psea.org/uploadedImages/HomePage/Rosie.jpg> (slide 4)

Resources

- <http://universitypressaudiobooks.com/chelsea/womensrights.jpg> (slide 2)
http://www.nps.gov/wori/historyculture/images/Postage_Stamp.jpg (Slide 6) <http://www.buzzle.com/img/articleImages/414749-1927-51.jpg> (slide 7) <http://filipsagnoli.files.wordpress.com/2011/08/occupational-sex-segregation-and-wage-inequality2.jpg> (slide 8)
- <http://www.p12.nysed.gov/ciai/ela/elarg.html> (slide 12)
- <http://www.p12.nysed.gov/ciai/socst/socstand/home.html> (slide 12)
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf (slide 13)
<http://www2.maxwell.syr.edu/plegal/ahppae/ppae1.html> (slide 6-9)
- Scott Forsmen Textbook, 2003, Pearson Education, Inc, Glenview, Illinois

New York State Learning Standards: SS/ELA

- ▣ **Social Studies**
- ▣ **History of the United States and New York Standard 1 Key 1,3 ,4**
- ▣ use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- ▣ **Civics, Citizenship, and Government Standard 5 Key 1, 2, 3, 4**
- ▣ use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
- ▣ **ELA**
- ▣ **Standard 1: Students will read, write, listen, and speak for information and understanding**
- ▣ **Standard 2: Students will read, write, listen, and speak for literary response and expression.**
- ▣ **Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation**
- ▣ **Standard 4: Students will read, write, listen, and speak for social interaction.**

Common Core (CCLS)

- ▣ *Key Ideas and Details*

- ▣ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- ▣ *Integration of Knowledge and Ideas*

- ▣ 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- ▣ 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- ▣ **Range of Reading and Level of Text Complexity**

- ▣ 10. Read and comprehend complex literary and informational texts independently and proficiently.