.

* Describe the provisions of the Seneca Falls

Convention.

* Explain the significance of the

faced by women in the early 1800s.

* Identify the legal

of women in America in the 1800s.

* Describe the

**Lesson Objectives**

By the end of this lesson, you should be able to:

**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary*

*to help you.*

the right of women to vote

**Warm-Up** Rights for Women



**W**

**2K**

organizations to demand change, such

as women’s right to

Convention

* Declaration of Sentiments

at home, in school, at

work, and in the courts

* Women form new

•

rights

•

**Women’s movement**

**Women protest**

**Unequal treatment**

**Inequality Under the Law**

**?**

**Lesson Question**

**Slide**

outside the home.

should

having to work.

* Many people argued that this meant married

could support their families without their wives

* Middle-class

class.

* In the 1800s, US society began to develop a

**Women’s Roles at Home**

**2**

**Women should focus on**

**and children.**

**Women should**

**male authority.**

**.**

**.**

**Women should avoid politics and**

**Women should be pure and**

**The Idea of True Womanhood**

**True Womanhood**

**4**

schools would admit women.

* Few law or
* New schools offered women more advanced educations.
* Many institutions trained women to be .

.

education was still

* Women’s access to

**Higher Education for Women**

the home.

from working outside

* Married women were

.

from jobs in medicine or

* Women were often

hired young, single women to run machinery.

* Many

**Women in the Workforce**

* Women had few job options in the 1800s.

**Slide**

.

reading, writing, and math

to school.

* Women were taught

women went

* As public education improved in the 1800s,

.

**Education for Women**

* For many years, the education of women was not seen as very

**Slide**

than men.

* On average, women are still paid

.

* Women make up nearly half of the US

students.

of all US

* Women make up more than

**Women’s Education and Jobs Today**

**REAL-WORLD CONNECTION**

Today, women have many more educational and job opportunities.

**6**

**8**

.

the money that they

* could

**women:**

* could buy and sell property and enter business contracts on their own.

.

without their husbands’ approvals.

* had to turn over their cash and wages to their

or enter business

* could not buy or sell

**Limited Property Rights**

In the 1800s, married women in America had few property rights.

**women:**

**10**

**13**

* Struggled to pass laws to help them gain more
* Could not elect any public

.

women from

**No Right to Vote**

State constitutions

movement, which sought to end slavery

of alcohol

* The

movement, which wanted to limit the drinking

* The

standards.

These movements were often about home life or

**Women in Social Movements**

In the early 1800s, many women supported social reform movements.

**Slide**

**Could not serve as**

**.**

**in**

**Could not serve on**

**Most states limited women’s**

**representation**

**Could not work as**

**Limited Representation in the Courts**

**13**

**15**

in the women’s rights

* Became a

the Declaration of

•

**Elizabeth Cady Stanton (1815–1902)**

* Was a member of the movement
* Helped organize the Seneca Falls Convention

rights movement.

for the women’s

and

* issue a statement of

.

for their rights as

* organize women to

against women.

* call attention to

**Seneca Falls Convention**

In 1848, Mott and Stanton called the **Seneca Falls Convention** to:

**Slide**

* Became a leading women’s rights

Convention in 1848

1840 but was not allowed to speak

* Helped organize the

Convention in

to the World

* Served as a

**Lucretia Mott (1793–1880)**

* Was a leader in the abolition and temperance movements

**Slide**

* Was modeled on the Declaration of
* Demanded the right to

for women in work and education

* Demanded

laws

* Described

**Declaration of Sentiments**

Elizabeth Cady Stanton wrote the **Declaration of Sentiments**.

**15**

**17**

**movement**

**for the**

**women’s rights**

**women’s rights**

**Provided a set of**

**Helped**

**Led to**

**The Seneca Falls Convention**

**Important Results**

**Slide**

Each took a different approach.

.

Two national organizations formed in

* The right for women to

.

**The Early Suffrage Movement**

After Seneca Falls, new organizations began to fight for women’s

**20**

to give women the vote

and local

* Tried to change

Party

officers and allied with the

* Had

for women

* Focused mainly on gaining

.

Woman Suffrage Association was founded and led by

**The AWSA**

The

**20**

**22**

for attempting to vote in the 1872 presidential election

* Was

Woman Suffrage Association

* Cofounded and led the
* Worked in the temperance and abolition movements

movement

**Susan B. Anthony (1820–1906)**

* Was a key leader of the women’s

states had granted women full voting rights.

* By 1912, only

state to let women vote.

, Wyoming became the

* In

Territory granted women the vote.

* In 1869, the

.

**Slow Progress**

The struggle for women’s suffrage would last

**Slide**

for women in many areas of

* Fought for greater

right to vote

that would give women the

* Wanted a constitutional

.

and Susan B.

**The NWSA**

The National Women Suffrage Association was formed by Elizabeth Cady

How did the early women’s movement work to establish women’s rights in the 1800s?

**Lesson**

**Question**

**Slide**

**?**

* Limited property rights and

and

* Limits on

Womanhood.

life, this was referred to as the idea of

and out of

**Review: Social Inequality**

In the 1800s, women were encouraged to stay at

**Answer**

**2**

**2**

equality.

demanded more legal and social

* The Declaration of

Convention drew attention to inequality.

* The

movement.

* They used this experience to help organize a

movements.

Women began taking part in

**Review: The Roots of the Women’s Movement**

amendment.

, fought for a

* NWSA, led by Susan B.

laws.

and

, fought for changes to

* AWSA, led by Lucy

**Review: Suffrage Movement**

National organizations formed in 1869 to seek **women’s suffrage**.

**Slide**

.

lawyers.

* Women could not

, or work as

, be

* Women could not serve on

rights.

women had limited

•

**Review: Legal Discrimination**

In the 1800s, women’s legal rights were limited.

*Use this space to write any questions or thoughts about this lesson.*