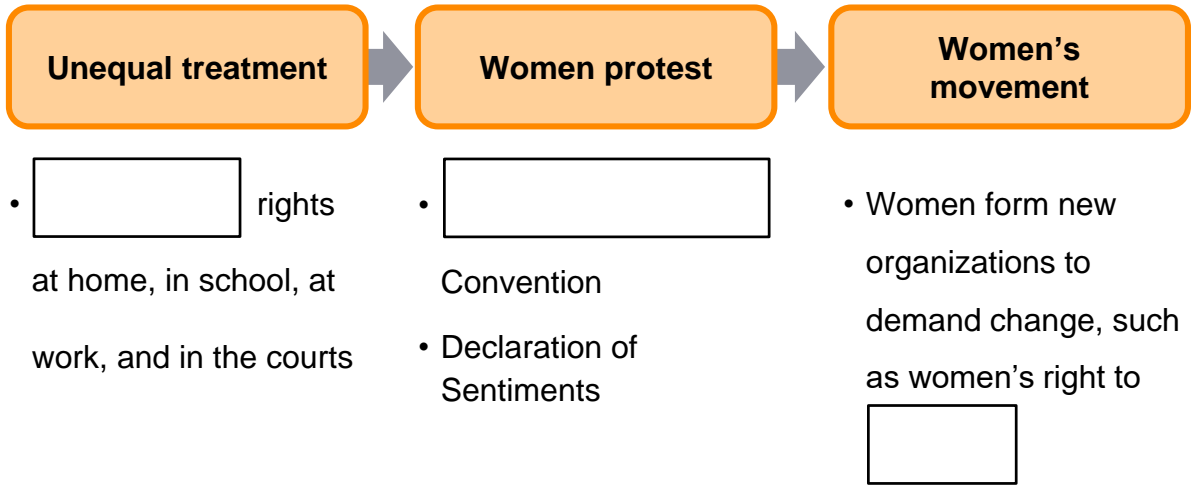


Warm-Up | Rights for Women



Inequality Under the Law



Lesson Objectives

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

- Describe the of women in America in the 1800s.
- Identify the legal faced by women in the early 1800s.
- Explain the significance of the Convention.
- Describe the provisions of the Seneca Falls .



Words to Know

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

<input type="text"/>	the right of women to vote
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Lesson Question

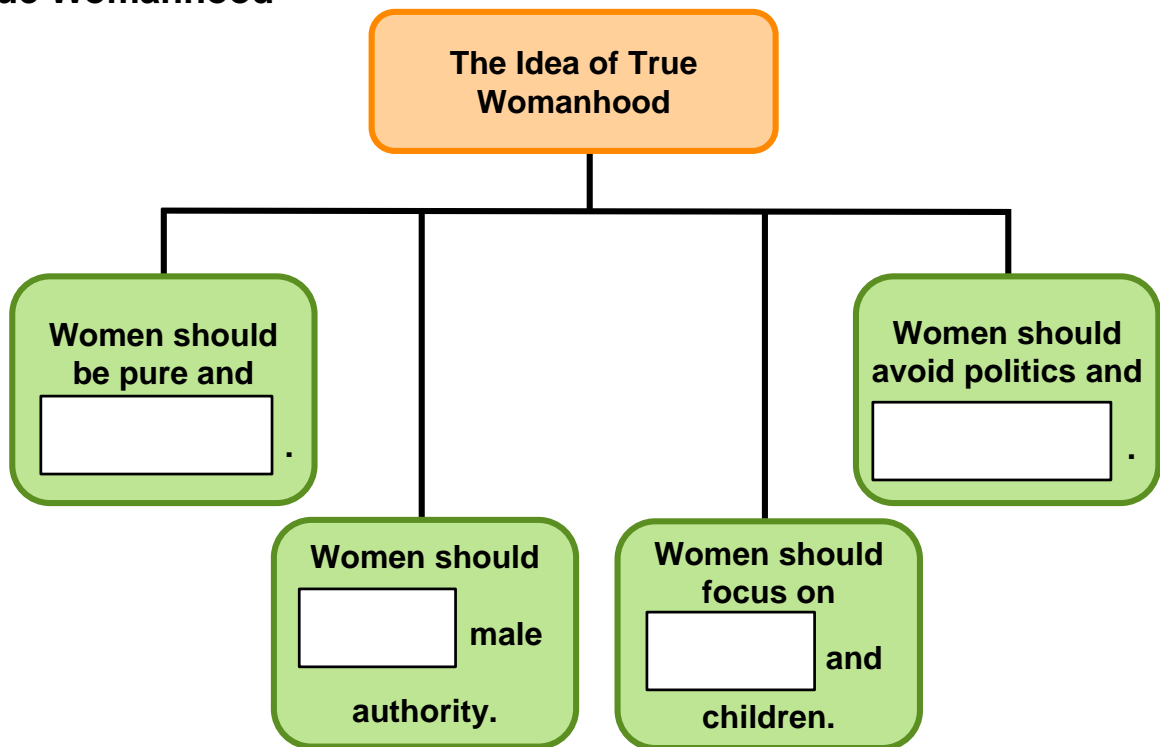
Slide

2

Women's Roles at Home

- In the 1800s, US society began to develop a class.
 - Middle-class could support their families without their wives having to work.
 - Many people argued that this meant married should outside the home.

True Womanhood



Instruction | Rights for Women

Slide

4

Education for Women

- For many years, the education of women was not seen as very .
- As public education improved in the 1800s, women went to school.
- Women were taught reading, writing, and math .

Higher Education for Women

- Women's access to education was still .
- New schools offered women more advanced educations.
- Many institutions trained women to be .
- Few law or schools would admit women.

Women in the Workforce

- Women had few job options in the 1800s.
 - Many hired young, single women to run machinery.
 - Women were often from jobs in medicine or .
 - Married women were from working outside the home.

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6

Women's Education and Jobs Today

REAL-WORLD CONNECTION

Today, women have many more educational and job opportunities.

- Women make up more than of all US students.
- Women make up nearly half of the US .
- On average, women are still paid than men.

8

Limited Property Rights

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

women:

- could not buy or sell or enter business without their husbands' approvals.
- had to turn over their cash and wages to their .

women:

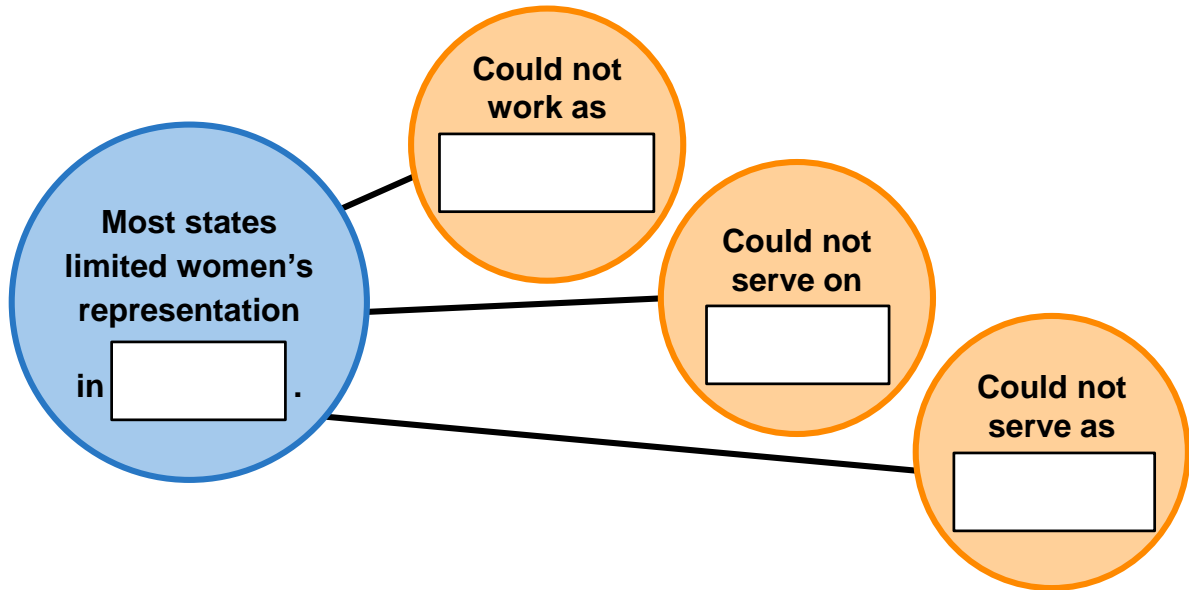
- could buy and sell property and enter business contracts on their own.
- could the money that they .

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Slide

10

Limited Representation in the Courts



No Right to Vote

State constitutions [] women from [] .

- Could not elect any public []
- Struggled to pass laws to help them gain more []

13

Women in Social Movements

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

These movements were often about home life or [] standards.

- The [] movement, which wanted to limit the drinking of alcohol
- The [] movement, which sought to end slavery

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13

Lucretia Mott (1793–1880)

- Was a leader in the abolition and temperance movements
- Served as a to the World Convention in 1840 but was not allowed to speak
- Helped organize the Convention in 1848
- Became a leading women's rights

Elizabeth Cady Stanton (1815–1902)

- Was a member of the movement
- Helped organize the Seneca Falls Convention
- the Declaration of
- Became a in the women's rights

15

Seneca Falls Convention

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

- call attention to against women.
- organize women to for their rights as .
- issue a statement of and for the women's rights movement.

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Slide

15

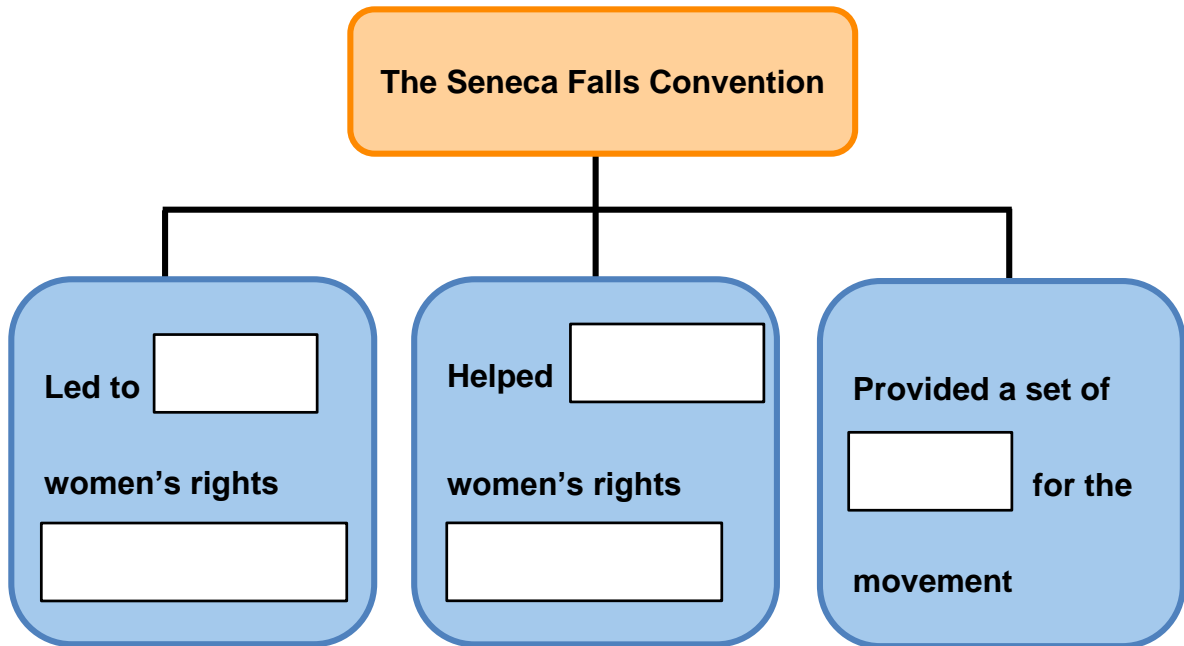
Declaration of Sentiments

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

- Described laws
- Demanded for women in work and education
- Demanded the right to
- Was modeled on the Declaration of

17

Important Results



Slide

20

The Early Suffrage Movement

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

- The right for women to

Two national organizations formed in .

Each took a different approach.

The AWSA

The Woman Suffrage Association was founded and led by

.

- Focused mainly on gaining for women
- Had officers and allied with the Party
- Tried to change and local to give women the vote

Instruction | Rights for Women

Slide

20

The NWSA

The National Women Suffrage Association was formed by Elizabeth Cady

and Susan B. .

- Wanted a constitutional that would give women the right to vote
- Fought for greater for women in many areas of

Susan B. Anthony (1820–1906)

- Was a key leader of the women's movement
- Worked in the temperance and abolition movements
- Cofounded and led the Woman Suffrage Association
- Was for attempting to vote in the 1872 presidential election

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Slow Progress

The struggle for women's suffrage would last .

- In 1869, the Territory granted women the vote.
- In , Wyoming became the state to let women vote.
- By 1912, only states had granted women full voting rights.

Summary

Rights for Women

**Lesson
Question**

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

**Answer**

Slide

2**Review: Social Inequality**

In the 1800s, women were encouraged to stay at and out of life, this was referred to as the idea of Womanhood.

- Limits on and
- Limited property rights and

Summary

Rights for Women

Slide

2

Review: Legal Discrimination

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

- women had limited rights.
- Women could not serve on , be , or work as lawyers.
- Women could not .

Review: The Roots of the Women's Movement

Women began taking part in movements.

- They used this experience to help organize a movement.
- The Convention drew attention to inequality.
- The Declaration of demanded more legal and social equality.

Review: Suffrage Movement

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

- AWSA, led by Lucy , fought for changes to and laws.
- NWSA, led by Susan B. , fought for a amendment.



Summary

Rights for Women

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