**Women’s Rights**

**Section 1**

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| 00:00:00 | Throughout the lesson, we will answer this question-- |
| 00:00:02 | how did the early women's movement work to establish women's rights in the 1800s? We've already learned that women faced unequal treatment at this time. So to answer our question, first we must find out what rights women had in the 1800s. Next, we must find out what women leaders did about these things. |
| 00:00:22 | First, let's take look at the rights women had in public and at home. |

**Section 2**

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| 00:00:00 | In the 1800s US society began to develop |
| 00:00:03 | a true middle class. These included people like lawyers, doctors, businessmen. Middle-class men could easily afford to support their families without their wives having to go to work, unlike today. Many people argued that married women should then stay home and tend to the family as their primary job. They should not work outside of the home. |
| 00:00:29 | This creates something known as the idea of true womanhood. In this concept women should be pure and religious, women should obey male authority, women should focus on home and the children, and women should not get involved in business or politics. This of course puts up many barriers to women in the future, if they would like to go on and do other things aside from just being a wife at home. |

**Section 4**

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| 00:00:00 | The idea of true womanhood was one concept |
| 00:00:02 | holding women back. For many years, the education of women was considered unimportant. As public education was improving throughout the 1800s, more women did eventually go to school. However, they were only taught basic reading, writing, and math skills. More advanced math or writing skills were generally not |
| 00:00:22 | taught to women. Women's access to higher education was also very limited. New schools were opening, such as the Troy Seminary in 1821, and Mount Holyoke University, pictured here. These institutions generally trained women to be teachers. That was one of the few professions open to women at this time. |
| 00:00:44 | Very few law schools or medical schools would admit women to their classes. Women had few job options in the 1800s. Many factories hired young women, young single women, to run machinery. Women were often barred from jobs in medicine or law, though that began to change after the Civil War. Married women were generally discouraged from working |
| 00:01:09 | outside of the home. Again, that concept of the idea of ideal womanhood is what is holding women back. |

**Section 6**

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| 00:00:00 | Today women have many more educational and job |
| 00:00:03 | opportunities. Women make up more than half of all US college students. Women also make up nearly half of the US workforce, around 47%. On average, however, women get paid less to do the same job as men. This is all due in thanks to many of the women activists that we will be learning about in the upcoming lesson. |

**Section 7**

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| 00:00:00 | You've seen how society limited women's opportunities |
| 00:00:03 | outside of the home. We're starting to see now why women leaders wanted to start the women's movement. Now we'll look at the law and how the law restricted women's rights in the 1800's. We'll see how women's rights to property, representation in courts and in politics, was all restricted by the laws of the land. |

**Section 8**

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| 00:00:00 | In the 1800's married women had few property rights. |
| 00:00:04 | Their husbands controlled almost everything. Married women could not buy or sell property, or enter into business contracts without their husbands approval. Married women also had to turn over all of their cash and wages to their husbands. Unmarried women, on the other hand, had a little bit more freedom. They could buy and sell property and enter into their |
| 00:00:25 | own business contracts. They also could keep any money that they earned. |

**Section 10**

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| 00:00:00 | When women appeared in court, they faced discrimination. |
| 00:00:03 | Most states limited women's rights to representation in court. They could not work as lawyers, though there were some pioneering women that did. They could not serve on juries to try and listen to cases. And they could not serve as judges since they were ineligible to hold that position. This, of course, made it very difficult for women to use the |
| 00:00:23 | court systems for their favor. State constitutions also banned women from voting. This means they could not elect any public officials, which made it very difficult for laws to be passed to give them more rights. |

**Section 12**

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| 00:00:00 | We learned about the social and legal challenges that |
| 00:00:03 | women faced in the 1800s. Now we'll see how women's groups started the women's movement. First we'll see their involvements in social reform. Next we'll see the Seneca Falls convention. |

**Section 13**

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| 00:00:00 | In the 1800s, women got involved in public life |
| 00:00:03 | through the support of social reform movements. These movements are often about home life or moral standards, an area where women felt they had a greater understanding. They were involved in the temperance movement, which wanted to limit the drinking of alcohol. They were also involved in the abolitionist movement, which sought to end slavery. |
| 00:00:23 | Two such women, Lucretia Mott and Elizabeth Cady Stanton, both met at the World Antislavery Conference in 1840. Lucretia Mott was a leader in the abolitionist and temperance movements. She went around the nation speaking throughout the 1820s. She was chosen by her abolitionist group to be a delegate at the World Antislavery Convention in |
| 00:00:44 | 1840, but she was not allowed to speak because she was a woman. This angered her greatly, and she helped to organize the Seneca Falls Convention in 1848. She then became a leading advocate for women's rights. Elizabeth Cady Stanton was another member of an abolitionist movement. She helped to organize the Seneca Falls Convention when |
| 00:01:08 | she saw Lucretia Mott not being allowed to speak at the World Antislavery Conference. She drafted the Declaration of Sentiments at the Seneca Falls Convention, and became a leader in women's rights movements throughout the nation. |

**Section 15**

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| 00:00:00 | In 1848, Mott and Stanton called the Seneca Falls |
| 00:00:04 | Convention. They called it to call attention to discrimination against women, to organize women to fight for their rights as citizens, and to issue a statement of goals and principles for the women's rights movement. Elizabeth Cady Stanton wrote the Declaration of Sentiments at the Seneca Falls Convention. She described unjust laws against women. |
| 00:00:27 | She demand equality for women in work and in education. She also demanded for the right to vote. This, of course, was modeled after the Declaration of Independence. |

**Section 17**

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| 00:00:00 | Many newspapers criticized the Seneca Falls Convention. |
| 00:00:03 | It wasn't taken very seriously, but it did have some very serious consequences. It led to more women's rights conventions. It helped to inspire the women's rights movement. And it helped to create a series of unified goals for the women's rights movement, most important of which was the right to vote. |

**Section 19**

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| 00:00:00 | You've now seen how participation in social reform |
| 00:00:02 | movements led to the Seneca Falls Convention. Now we'll see how these women fought for the right to vote. |

**Section 20**

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| 00:00:00 | After Seneca Falls, new organizations were set up to |
| 00:00:03 | fight for women's suffrage. Women's suffrage is the right for women to vote. Two national organizations were created in 1869. Each took a very different approach to gain women's suffrage. The American Women's Suffrage Association was founded by Lucy Stone, a former abolitionist and women's right advocate. |
| 00:00:25 | It focused mainly on gaining voting rights for women state by state. It had male officers, and, being a more conservative group, allied themselves with the Republican Party. It tried very hard to change local laws to gain women the right to vote. The National Women's Suffrage Association was formed by Elizabeth Cady Stanton and Susan B. Anthony. |
| 00:00:51 | They wanted to get a constitutional amendment that would give all women the right to vote across the nation. For many years, it fought for greater equality for women, more than just for women's suffrage. It sought to create greater ease for divorce, which made it a much more radical group. Susan B. Anthony was a key leader in the women's suffrage movement. |
| 00:01:15 | She worked in the temperance and abolitionist movements as well, and co-founded the National Women's Suffrage Association. She was arrested in 1872 for trying to vote in the presidential election. |

**Section 22**

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| 00:00:00 | The struggle for women's suffrage |
| 00:00:01 | would last many years. In 1869, the Wyoming Territory granted women the right to vote. In 1890, when Wyoming became a state, women kept that right to vote. In the images is you can see, it shows women voting in 1890 in the state of Wyoming. This, of course, was a step in the right direction. |
| 00:00:22 | However, though, by 1912 only nine states had |