



Lesson #2

Commemorating the Centennial
Of the 19th Amendment

Designed for Grades 9-12

6 Lesson Unit/Each Lesson 2 Days

Based on Iowa Social Studies Standards

Early Days of the Suffrage Movement

Unit Question: *What is the 19th Amendment, and how has it influenced the United States?*

Supporting Question: *What happened in society over time that produced the 19th Amendment?*

Lesson Overview

The lesson will cover the early history of the Suffrage Movement, including conditions, concerns and goals of women in the several decades leading up to the Civil War. Early leaders, allied groups, and organized events will be included.

Lesson Objectives and Targets

Students will. . .

1. read background material and view videos about early suffrage leaders focusing on their organizations and activities.
2. examine primary source sample documents and articles.
3. consider the motivations and goals of early suffrage leaders and organizers.

Useful Terms and Background

Key terms: Suffrage, Enfranchisement

Organizations active this era: Quaker church, Abolition, Temperance & Suffrage groups

Conditions for American women in the early 1800s

Early leaders: Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Julia Ward Howe, Frederick Douglass, Frances Willard ([See Appendix #1](#)).

Lesson Procedures

Day 1

1. View the video “What Happened at the Seneca Falls Convention?”
<https://www.youtube.com/watch?v=TcYhuG1y3bc>
2. Discuss the status of women in the early 1800s (social, civil & religious conditions).
3. Consider the influence of contemporary organizations, such as abolition and temperance groups, on the development of the early women’s rights movement.
<https://www.history.com/topics/womens-history/womans-christian-temperance-union>
Watch and/or read “Roots of Prohibition.” <https://www.pbs.org/kenburns/prohibition/roots-of-prohibition/>
4. Discuss the details of the Seneca Falls Convention’s organization and leaders along with the participants’ motivation for holding such a unique gathering.
<https://www.100signersproject.com/>
5. Discuss the importance of the “Declaration of Sentiments,” noting what document it was based on and topics it covered.
6. Read the HistoryNet article, “What Happened at the [Seneca Falls Convention?](#)”
7. Comment on the significance of this and other early conventions and meetings, pointing out how the early leaders set the stage for the Suffrage Movement and established a legacy.
8. Discuss the significance of the decisive, pivotal role played by Elizabeth Cady Stanton and Frederick Douglass at the Seneca Falls Convention, considering alliances between abolitionists and women activists.

Exit Ticket Day 1

Tell one or two other students why you think holding such a convention was a big deal in American life and history. Explain how people attending were motivated to begin what became the Suffrage Movement.

Day 2

1. View the video, “[The Seneca Falls Convention Explained: US History Review.](#)”
2. Read the introductory material in “[Crusade for the Vote](#)” in the National Women’s History Museum site.
3. Examine the “[Declaration of Sentiments.](#)”
4. Read the travel article about the Women’s National Historic Park in Seneca Falls, NY,
<https://www.atlasobscura.com/places/when-anthony-met-stanton>

Exit Ticket Day 2

Give your impressions of the statue on display in the park in Seneca Falls. How does knowing the story about how Anthony and Stanton met put a more personal light on these suffrage leaders and their grassroots style of organizing?

Resources Needed

Videos

- “What Happened at the Seneca Falls Convention?” History Channel
<https://www.youtube.com/watch?v=TcYhuG1y3bc>
- “The Seneca Falls Convention Explained: US History Review” YouTube
<https://www.youtube.com/watch?v=s9k5dKzdJIY>
- Roots of Prohibition. (2011). WETA, Washington, D.C., Retrieved from
<https://www.pbs.org/kenburns/prohibition/roots-of-prohibition/>

Readings

- “Crusade for the Vote” - National Women’s History Museum
<http://www.crusadeforthevote.org/seneca-falls-meeting>
- “Seneca Falls Convention” HistoryNet
<http://www.historynet.com/seneca-falls-convention>
- “When Anthony Met Stanton”
<https://www.atlasobscura.com/places/when-anthony-met-stanton>
- Roots of Prohibition. (2011). WETA, Washington, D.C., Retrieved from
<https://www.pbs.org/kenburns/prohibition/roots-of-prohibition/>
- The Lives Behind the Signatures: Identifying the 100 Seneca Falls Signers.
Retrieved from <https://www.100signersproject.com/>
- Why Women Couldn’t Vote
[https://www.tolerance.org/sites/default/files/general/women_couldnt_vote\[1\].pdf](https://www.tolerance.org/sites/default/files/general/women_couldnt_vote[1].pdf)

Primary Sources

- “Declaration of Sentiments”
www.womensrightsfriends.org/pdfs/1848_declaration_of_sentiments.pdf

Iowa Core in Social Studies Standards

SS-US.9-12.14 Evaluate the impact of gender roles on economic, political, and social life in the U.S.

SS-US.9-12.15 Assess the impact of individuals and reform movements on changes to civil rights and liberties.

SS-Gov.9-12.19 Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation.

SS-Gov.9-12.24 Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.

Assessments

Formative

Complete this graphic organizer about the Seneca Falls Convention at the end of day 1. Answers can be based on both the video and the day's reading. Conclude with a comment on how this event is evidence of the emerging impact of women in U.S. political and social life.

SENECA FALLS CONVENTION

Date _____

Location _____

<u>What did attendees want?</u>	<u>What did they do?</u>	<u>What was the result?</u>

Comment on: How this event marked an emerging impact by women on U.S. political and social life.

Summative

Write a short analysis where you compare and contrast the early conventions held in the 1700s leading to the Declaration of Independence, later the writing of the Constitution, and to the early women's conventions held in the 1800s. Consider the circumstances leading to the meetings, strengths and weaknesses of key leaders, documents produced, and the lasting effects of the meetings and the documents.

Extension Option

Assume the role of one of the major leaders who attended the Seneca Falls Convention and write a diary entry or two, sharing your private feelings about the event. Include personal feelings of fear, nervousness, doubt, excitement or inspiration. Mention other leaders who you admire. Include judgments on some actions, predicting if actions and goals will meet with success or perhaps failure. Make sure you identify who you are portraying. See the lists of leaders ([Appendix #1](#)) and quotes ([Appendix #2](#)) for possible material to include.

Extension Options

1. Brainstorm about other ways that women could have expressed their dissatisfaction with current lifestyle conditions for women in the first half of the century. They couldn't easily strike or sue in court, so what could they do?

OR

2. Some women today express their dissatisfaction about their freedoms, wages, and treatment. The Women's Marches in 2017, 2018 and 2019 are an outgrowth of this dissatisfaction. What changes in society do you see that are a result of the Women's Marches?

Possibly combine comments over parts 1 & 2 in your answer.

Extension Option

Design your own monument, street sign, or mural commemorating early suffrage activists or events.

Visual



Seneca Falls street sign found at <https://www.wrvo.org/post/backlog-repairs-mounts-womens-rights-national-historical-park-seneca-falls>