

# SECTION 3



## The Improvement of Women

“As a general rule, men do not desire the improvement of women. . . . As *they* have determined that Jehovah has placed woman on a lower platform than man, they of course wish to keep her there; and hence the noble faculties of our minds are crushed, and our reasoning powers are almost wholly uncultivated. . . .”

— Sarah Grimke, protesting against poor educational opportunities, 1838

◀ Statue of women’s rights leaders (from left) Lucretia Mott, Susan B. Anthony, and Elizabeth Cady Stanton

## Section 3 Step-by-Step Instruction

### Review and Preview

Students have discussed how the abolitionist movement began. Now they will read about the beginnings of the women’s suffrage movement.

# A Call for Women’s Rights

### Objectives

- Explain how the women’s suffrage movement began.
- Describe the goals of the Seneca Falls Convention in 1848.
- Identify the new opportunities that women gained in the mid-1800s.

### Reading Skill

**State the Meaning of Evidence** One way to draw conclusions from source material is to make a statement about the meaning of the evidence. This statement will be a conclusion drawn from the details of the evidence. Your statement should use your own words, fit with all the details, and make sense to you.

### Key Terms and People

Sojourner Truth	women’s suffrage
Lucretia Mott	women’s rights
Elizabeth Cady Stanton	movement
	Susan B. Anthony

**Why It Matters** Women participated in abolitionism and other reform efforts. Some women activists also began to focus on equal rights for themselves. They hoped to win the right to vote as well as other advances.

**Section Focus Question: How did the women’s suffrage movement begin?**

### The Struggle Begins

In 1820, the rights of American women were limited. They could not vote, serve on juries, attend college, or enter such professions as medicine or law. Married women could not own property or keep their own wages. Most Americans—both men and women—believed that a woman’s place was in the private world of the home.

Women who were active in abolition or other social reform movements believed that they had important contributions to make to American society. They began to demand rights as equal citizens. Among these women was **Sojourner Truth**. Born into slavery in New York State, she was illiterate, but her words inspired the crowds that heard her. Truth became a powerful voice on behalf of both enslaved African Americans and women.

**Lucretia Mott**, a Quaker, had spent years working in the antislavery movement. Quakers allowed women to take public roles that other religions prohibited. Mott thus had organizing skills and public speaking experience that most women of her day did not.

**Checkpoint** Why did some reformers turn to the issue of women’s rights?

### Section Focus Question

#### How did the women’s suffrage movement begin?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: When women became involved in reform movements, limits on their participation led some women to feel that they needed to work for equal rights for themselves, including the right to vote.*)

### Prepare to Read

#### Build Background Knowledge

Tell students that in this section they will learn how the struggle for women’s rights began. Remind students about the reform movements they studied in Sections 1 and 2. Ask: **How could the work of women reformers cause them to desire more rights?** (*Possible answer: Women working for rights for others began to consider their own lack of rights.*) Use the Idea Wave strategy (TE, p. T24) to elicit student responses.

#### Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 48

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

#### Answer

**Checkpoint** Women were excluded from active participation in other reform movements and saw their own need for equal rights.

### Vocabulary Builder

Use the information below to teach students this section’s high-use words.

#### High-Use Word Definition and Sample Sentence

exclude, p. 428	<i>v.</i> to keep out or expel; to reject Most colleges at that time <b>excluded</b> women and African Americans.
ally, p. 429	<i>n.</i> a person joined with another for a common purpose France became America’s <b>ally</b> during the Revolution.

## Teach

### The Struggle Begins Seneca Falls Convention

pp. 427–428

#### Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Word **exclude** and **ally** using the strategy on p. T21.

**Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.

- Read The Struggle Begins and Seneca Falls Convention using the Paragraph Shrinking method (TE, p. T23).
- Ask: **What two women began to organize the women’s rights movement after not being allowed to participate in a conference on abolition?** (*Elizabeth Cady Stanton and Lucretia Mott*)
- Have students complete the worksheet The Declaration of Sentiments. Have students discuss changes in women’s rights since 1848.

**All in One Teaching Resources**, The Declaration of Sentiments, p. 55

- Display the transparency Are Not the Women Half the Nation? Use the questions to guide the discussion.

**Color Transparencies**, Are Not the Women Half the Nation?

#### Independent Practice

Have students begin filling in the study guide for this section.

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the beginning of the women’s rights movement.

## Answers

#### Biography Quest

Elizabeth Cady Stanton’s wedding ceremony was unusual for its day because she did not promise to “obey” her husband in her vows.

✓**Checkpoint** to list the rights that the Seneca Falls Convention was demanding for women

## Seneca Falls Convention

In 1840, Mott traveled to London to attend an international anti-slavery convention. There, she met another abolitionist, **Elizabeth Cady Stanton**. Stanton was honeymooning in London with her husband, a delegate to the conference. But when Mott and Stanton tried to attend a meeting, they were told that women were not permitted to take an active role in the proceedings.

Mott and Stanton were infuriated at being **excluded**. Sitting outside the convention hall, they agreed on the need for a convention to advance women’s rights. They followed through on that idea in the summer of 1848. Their convention met in Seneca Falls, New York, “to discuss the social, civil, and religious rights of women.” The Seneca Falls Convention attracted over 300 men and women.

**Declaration of Sentiments** Stanton wrote a Declaration of Sentiments, modeled on the Declaration of Independence. It began, “We hold these truths to be self-evident: that all men and women are created equal. . . .” The declaration then listed injustices women suffered, including being shut out from educational opportunities and good jobs. The Declaration of Sentiments demanded full equality for women in every area of life.

Like the colonial Patriots, Stanton opposed “taxation without representation.” In a speech just before the convention, she declared:

“[W]e are assembled to protest against a form of government existing without the consent of the governed—to declare our right to be free as man is free, to be represented in the government which we are taxed to support.”

—Elizabeth Cady Stanton, speech,  
July 19, 1848

**Call for Suffrage** Stanton’s argument was the beginning of the long battle for **women’s suffrage, or the right of women to vote**. However, not all of the delegates agreed when Stanton included a call for women’s suffrage in the Declaration of Sentiments. Some, such as Frederick Douglass, strongly supported it. Others, including Lucretia Mott, feared that the call for women’s suffrage would be so controversial that it would harm their other causes. Still, the convention narrowly voted to support the demand for women’s suffrage.

✓**Checkpoint** What was the purpose of the Declaration of Sentiments?

#### Vocabulary Builder

**exclude** (ehks KLYOOD) **v.** to keep out or expel; to reject

#### Biography Quest



**Elizabeth Cady Stanton**  
1815–1902

With seven children to care for, Elizabeth Cady Stanton still found time to try to change the world. She began her long political partnership with Susan B. Anthony in 1851. For much of the next 50 years, the two women pooled their talents to try to win women the right to vote. “[I am] a fine writer,” Stanton noted. “Miss Anthony is a thorough manager.” Sadly, Stanton died 18 years before women finally won the vote.

#### Biography Quest

**Why was Stanton’s wedding ceremony unusual for its day?**

**For:** The answer to the question about Stanton

**Visit:** PHSchool.com


**Web Code:** myd-4083

## Differentiated Instruction

**L1** English Language Learners   **L1** Less Proficient Readers   **L1** Special Needs

**Gaining Comprehension** Have students read the text of Seneca Falls Convention as they listen to the Student Edition on Audio CD. Create exit cards for the students to complete at the end of the tape. The cards will read “What I learned about \_\_\_\_\_” or “It made me feel \_\_\_\_\_.” Review their

responses. Students can be provided a copy of the CD to work independently at home or in the school Resource Center.

 **Student Edition on Audio CD**, Chapter 12, Section 3

## New Opportunities for Women

The Seneca Falls Convention launched the women's rights movement in the United States. The **women's rights movement** was an organized effort to improve the political, legal, and economic status of women in American society.

**Political Victories** In the years after the Seneca Falls Convention, **Susan B. Anthony** became a close ally of Stanton. The two made a dynamic team. As an unmarried woman, Anthony was free to travel and devote herself to reform work. Stanton, the mother of a growing family, more often wrote speeches from her home. Together, they founded the National Woman Suffrage Association in 1869.

The fight for women's suffrage made little progress at first. Yet the women's rights movement won some victories. In 1860, Stanton and Anthony convinced New York to pass a law protecting women's property rights. Many other states followed. Some states revised their laws to allow married women to keep their wages.

**Education for Women** The women's rights movement focused much attention on education. American schools emphasized education for boys, who would grow up to be voters, citizens, and professionals. Girls seldom studied advanced subjects like math and science.

Even before the Seneca Falls Convention, reformers worked to give girls a chance for a better education. In 1821, Emma Willard started an academy in Troy, New York, that soon became the model for girls' schools everywhere. The Troy Female Seminary attracted the daughters of lawyers and doctors. The first year, 90 students enrolled. By 1831, the seminary had more than 300 students. Many female reformers of this era attended Willard's school.

Mary Lyon began an even bolder experiment when she opened Mount Holyoke Female Seminary in Massachusetts, in 1837. Lyon did not call her school a college. However, Mount Holyoke was, in fact, the first college for women in the United States. The school showed that women could indeed learn subjects like Latin, geometry, and chemistry.

### Vocabulary Builder

**ally** (AL I) *n.* a person joined with another for a common purpose

## Cause and Effect

### CAUSES

- Women could not vote, serve on juries, own property, or divorce abusive husbands.
- Many abolitionists believed that women also deserved equal rights.
- Women were denied equal educational opportunities.
- Seneca Falls Convention launched the women's rights movement.

## THE WOMEN'S RIGHTS MOVEMENT

### EFFECTS

- Suffragist movement demanded that women get the right to vote.
- States passed laws that protected women's property rights.
- Private schools for women opened, and some colleges accepted women as students.
- Women entered careers once closed to them.

### Reading Charts

#### Skills Activity

The Seneca Falls Convention marked the start of an organized women's rights movement in the United States.

- Read a Chart** Identify two effects of the women's rights movement.
- Analyze Cause and Effect** Why is the abolition movement shown as a cause of the women's rights movement?

## New Opportunities for Women

p. 429

### Instruction

- With students, read *New Opportunities for Women*. Remind students to look for causes and effects.
- Ask: **What did the leaders in women's education accomplish?** (*Emma Willard opened a girls' school; Mary Lyon started the first college for women.*)
- Ask: **How could education be a key to improving women's rights?** (*Possible answer: An educated woman could use her knowledge to argue for her rights. An education could lead to career opportunities.*)

### Independent Practice

Have students complete the study guide for this section.

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure they understand the vital role of women's education.
  - Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they had expected to learn.
- All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 48**
- To further assess student understanding, use the Progress Monitoring Transparencies.

**Progress Monitoring Transparencies, Chapter 12, Section 3**

## Differentiated Instruction

### L3 Advanced Readers

**Writing an Editorial** Students may have the misconception that the vast majority of women supported the suffrage movement. In reality, the feminist activists did not attract broad support. Many women claimed winning suffrage would destroy the family. Have students research the

### L3 Gifted and Talented

arguments of the antisuffrage movement in the 1800s. Have them write letters to the editor giving this point of view. Remind them to use the arguments nineteenth-century readers would find convincing. Have several students read their letters to the class.

## Answers

**Reading Charts** (a) Accept any two of the following: The suffragist movement demanded that women get the right to vote; states passed laws that protected women's property rights; private schools for women opened, and some colleges began to accept women students; and women entered careers once closed to them. (b) because many abolitionists advocated equal rights for women



## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 4,** Section Quiz, p. 60

To further assess student understanding, use the Progress Monitoring Transparency.

### Progress Monitoring Transparencies,

Chapter 12, Section 3

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 12, Section 3 (Adapted Version also available.)

### Extend

L3

To extend the lesson, have students use the Internet to find out more about one of the women mentioned in Section 3. Using what they have learned, have them create a large concept web to profile the beliefs and achievements of the person. Have students use their concept webs to share a few facts about the person with the class. Provide students with the Web code below.

#### Extend Online

For: Help in starting the Extend activity  
Visit: PHSchool.com  
Web Code: mye-0213

#### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

#### State the Meaning of Evidence

Make a general statement that is supported by the evidence in these three paragraphs.



Maria Mitchell (left) at her telescope

**New Careers** Gradually, American society came to accept that girls could be educated and that women could be teachers. More and more schools began hiring women teachers who had been trained at one of the new academies or colleges for women. Some women began trying to enter other professions as well.

Margaret Fuller made a career as a journalist, scholar, and literary critic. She spoke in public for pay at a time when it was illegal for women to do so. In 1845, Fuller published an influential book, *Women in the Nineteenth Century*. "We would have every . . . barrier thrown down. We would have every path laid open to Woman as freely as to Man," she wrote.

Other women excelled in science. Elizabeth Blackwell was admitted to Geneva Medical College in New York. Blackwell graduated first in her class in January 1849, becoming the first woman to graduate from an American medical school. The astronomer Maria Mitchell was the first professor hired at Vassar College. She was also the first woman elected to the American Academy of Arts and Sciences in 1848. A crater on the moon was later named in her honor.

**Checkpoint** Give two examples of advances in education for women.

**Looking Back and Ahead** The delegates at the Seneca Falls Convention hesitated to demand women's suffrage. As it turned out, getting the vote was a long struggle. Not until 1920 did a constitutional amendment guarantee women's right to vote. You will read more about the women's suffrage movement in a later chapter.

## Section 3 Check Your Progress

#### Progress Monitoring Online

For: Self-test with instant help  
Visit: PHSchool.com  
Web Code: mya-4083

#### Comprehension and Critical Thinking

- (a) **Summarize** What were the goals of the women's rights movement?

(b) **Compare and Contrast** How were the goals of the women's rights movement similar to and different from those of the abolitionist movement?
- (a) **Recall** Why was it considered more important for boys to get a good education than girls in the early 1800s?

(b) **Explain Problems** How did the lack of equal educational opportunities hurt women?

#### Reading Skill

- State the Meaning of Evidence** Make a statement about public views regarding women in politics, and then support it with the evidence in this paragraph: "Hers is the domestic altar; there she ministers and commands . . . ; let her not seek madly to descend from this eminence to mix with the strife and ambition of the cares of government; the field of politics is not her appropriate arena."

#### Key Terms

Read each sentence below. If the sentence is true, write YES and explain why. If the sentence is not true, write NO and explain why not.

- Supporters of **women's suffrage** opposed the right to vote.
- The Seneca Falls Convention marked the start of the **women's rights movement**.

#### Writing

- Imagine that you are a reporter in 1848 writing an article about the Seneca Falls Convention. Write a few sentences explaining why the convention met. Then, predict what might be the long-term effects of the convention.

430 Chapter 12 An Age of Reform

## Answers

**Reading Skill** Possible answer: There was a great demand for the new women's schools.

**Checkpoint** Possible answers: The first college for women, Mount Holyoke, was established in 1837; women began to become teachers, journalists, and scientists.

430 Chapter 12

## Section 3 Check Your Progress

- (a) to achieve equal rights for women

(b) The first goal of the abolitionist movement was to end slavery. Both the women's rights movement and abolitionists also wanted to expand the rights to vote, own property, and take part in society.
- (a) Men were educated to earn a living and vote.

(b) Women could not hold professional

jobs or gain respect in a society controlled by men.

- Possible answer: Some men believed it was not "ladylike" for women to participate in politics.
- No; suffragists supported the right to vote.
- Yes. It was a formal gathering that endorsed social and political change.
- Answers will vary, but should describe the goals of the convention and express and support an opinion of those goals.