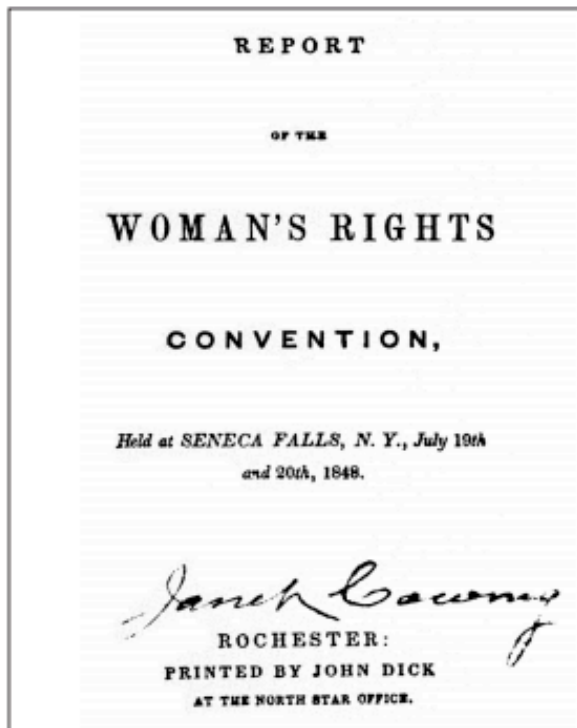




## 4th Grade Call for Change Inquiry

# What Did It Take for Women to Be Considered “Equal” to Men in New York



Source: *The Rights of Woman: Celebrating in 1998 What Began in Seneca Falls in 1848*, Seneca Falls Historical Society

... In 1848, [Lucretia] Mott and [Elizabeth Cady] Stanton organized the first women's rights convention in America. They held the meeting, attended by both women and men, near Stanton's home in Seneca Falls, New York. At the end of the two-day event, conference participants published the "Declaration of Sentiments." The document was based on the Declaration of Independence. But instead of claiming that "all men are created equal," the Declaration of Sentiments said that "all men and women are created equal." It also argued that women deserved the right to vote. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Left: Public domain. Cover of the Report of the Woman's Rights Convention. Seneca Falls Historical Society. Right: Miles Harvey, *Women's Voting Rights*. New York, NY: Children's Press, 1996. All rights reserved. Reprinted by permission of Children's Press an imprint of Scholastic Library Publishing, Inc.

## Supporting Questions

1. Who had voting rights in New York State when the United States was founded?
2. What were the social roles of women in New York before the 20th century?
3. How did women move from the home to the political stage in New York?



## 4th Grade Call for Change Inquiry

### What Did It Take for Women to Be Considered “Equal” to Men in New York?

<b>New York State Social Studies Framework Key Idea &amp; Practices</b>	<b>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:</b> Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. <b>✓ Chronological Reasoning and Causation</b> <b>✓ Gathering, Interpreting, and Using Evidence</b> <b>✓ Comparison and Contextualization</b>
<b>Staging the Question</b>	Participate in a discussion about what it means to be equal.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Who had voting rights in New York State when the United States was founded?	What were the social roles of women in New York before the 20th century?	How did women move from the home to the political stage in New York?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the requirements for voting in New York State.	Write a paragraph describing women’s roles in society before the 20th century.	Make a claim about how women gained the right to vote in New York.
Featured Sources	Featured Sources	Featured Sources
<b>Source A:</b> Excerpt from the Declaration of Independence <b>Source B:</b> Excerpt from the New York State Constitution	<b>Source A:</b> Image bank: Social roles of women <b>Source B:</b> Fourteenth and Fifteenth amendments to the US Constitution	<b>Source A:</b> Image bank: Susan B. Anthony and women’s rights <b>Source B:</b> Nineteenth Amendment to the US Constitution

<b>Summative Performance Task</b>	<b>ARGUMENT</b> What did it take for women to be considered “equal” to men in New York? Construct an argument that addresses the compelling question using specific claims and evidence. <b>EXTENSION</b> Write a letter to Susan B. Anthony or Elizabeth Cady Stanton that describes how women’s rights have progressed since the early 1900s.
<b>Taking Informed Action</b>	<b>UNDERSTAND</b> Collect data about the number of Americans who voted in the last presidential election. <b>ASSESS</b> Brainstorm ideas about the importance of exercising one’s right to vote. <b>ACT</b> Create a public service announcement to promote the importance of voting and send the video to a local radio station, TV station, or newspaper.



## Overview

### Inquiry Description

This inquiry leads students through an investigation of the women’s suffrage movement in New York State as an example of how different groups of people have gained equal rights and freedoms over time. Through examining the role women played in society before the 20th century and the efforts made by women to gain the right to vote, students will be prepared to develop arguments supported by evidence that answer the compelling question “What did it take for women to be considered ‘equal’ to men in New York?” Subsequent inquiries could be developed around other groups who have struggled to gain rights and freedoms, including, but not limited to, Native Americans and African Americans.

In addition to the Key Idea expressed earlier, this inquiry covers the following Conceptual Understandings:

- (4.5b) Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
- (4.4d) New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

NOTE: This inquiry is expected to take five to six 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

### Structure of the Inquiry

In addressing the compelling question “What did it take for women to be considered ‘equal’ to men in New York?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument supported by evidence while acknowledging competing views.

## Staging the Compelling Question

To begin the inquiry, teachers might introduce the core concept of equality by asking students to participate in a discussion about what it means for something, or someone, to be equal.



## Supporting Question 1

The first supporting question—“Who had voting rights in New York State when the United States was founded?”—helps students establish a foundational understanding of the requirements for voting in New York State after the Revolutionary War. The formative performance task calls on students to list the requirements for voting through an examination of excerpts from the Declaration of Independence, 1776, and the New York State Constitution, 1777. Through an analysis of the featured sources, students are able to determine the historical requirements for voting in New York State that were in place in the 18th and 19th centuries (e.g., white, land-owning, tax-paying males) in order to understand that women have not always had the same rights as men in the United States.

## Supporting Question 2

For the second supporting question—“What were the social roles of women in New York before the 20th century?”—students build on their understandings of the limitations of the United States and New York State constitutions in addressing women’s rights. The formative performance task asks students to describe in a paragraph the ways in which women were socially and/or politically regarded. Featured Sources A is an image bank that offers insights into how society perceived women before the 20th century. Featured Source B presents the Fourteenth and Fifteenth Amendments to the United States Constitution, which, students should observe, did not include women.

## Supporting Question 3

Having examined the inequalities faced by women and their desire to gain the same rights as men, the third supporting question asks, “How did women move from the home to the political stage in New York?” The formative performance task asks students to address the supporting question by making a claim supported by evidence about how women worked to change their social and political roles. The featured sources—a collection of historical documents—serve as examples of the various ways women worked to gain suffrage. Although women gained the right to vote in New York State in 1917, the Nineteenth Amendment is included as a source to demonstrate the national achievement made by the women’s suffrage movement in 1920.

## Summative Performance Task

At this point in the inquiry, students have examined the efforts made by women to gain the political right to vote and to extend their social roles beyond the home. Students should be able to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to construct an evidence-based argument responding to the compelling question “What did it take for women to be considered ‘equal’ to men in New York?” It is important to note that students’ arguments could take a variety of forms, including a presentation, a poster, an essay, or a combination of drawing and writing.



Student arguments will likely vary, but could include any of the following:

- It took a long time for women to be considered equal to men in New York because it takes a lot of persistence and perseverance to make a big change in government.
- In order to be considered equal to men, groups of women in New York had to change the way they were valued socially and politically.
- Women needed to work together and use different strategies to get people to listen to them.

To extend this inquiry, students can demonstrate their understandings of how women's rights have changed over time by writing a letter to Susan B. Anthony or Elizabeth Cady Stanton detailing some of the major reforms that have occurred since the early 1900s.

Students have the opportunity to Take Informed Action by drawing on their knowledge of how different groups of people have worked to bring about change in general and the right to vote in particular. They demonstrate their *understanding* by collecting data about the number of Americans who voted in the last presidential election. They show their ability to *assess* by brainstorming ideas about the importance of exercising one's right to vote. And they *act* by developing a public service announcement to encourage citizens to exercise their right to vote and sharing their video with a local radio station, TV station, or newspaper.



## Supporting Question 1

### Featured Source

**Source A:** Second Continental Congress, preamble to the Declaration of Independence, July 4, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Public domain. National Archives. [http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html).



## Supporting Question 1

### Featured Source

**Source B:** Convention of the Representatives of This State of New York, Section VII, New York State Constitution, April 20, 1777

That every male inhabitant of full age, who shall have personally resided within one of the counties of the State, for six months immediately preceding the day of election, shall at such election, be entitled to vote for representatives of the said county in assembly; if during the time aforesaid, he shall have been a Freeholder, possessing a Freehold of the value of twenty pounds, within the said county, or have rented a tenement therein of the yearly value of forty shillings, and been rated and actually paid taxes to this State: Provided always, that every person who now is a freeman of the city of Albany, or who was made a freeman of the city of New York.

Public domain. The Avalon Project: Documents in Law, History and Diplomacy, Yale Law School.  
[http://avalon.law.yale.edu/18th\\_century/ny01.asp](http://avalon.law.yale.edu/18th_century/ny01.asp).



## Supporting Question 2

### Featured Sources

**Source A:** Image bank: Social roles of women



Image 1

John Gilbert, wood engraving, *Explication of Evening Prayer, at a Girl's School*, 1863. Public domain.

<http://www.victorianweb.org/art/illustration/gilbert/7.html>.



Image 2

Unknown artist, magazine illustration showing home life, "The Centennial Exhibition—Old-Time New England Farm-House," *Harper's Weekly*, July 15, 1876. Public domain. Library of Congress. <http://www.loc.gov/pictures/item/91722405/>.





Image 3

Unknown artist, color lithograph of family life, *Home Sweet Home*, ca. 1880. Public domain. Library of Congress.

<http://www.loc.gov/pictures/resource/cph.3b53018/>.



## Supporting Question 2

### Featured Source

**Source B:** US Congress, Fourteenth Amendment to the US Constitution, ratified July 9, 1868, and Fifteenth Amendment to the US Constitution, ratified February 3, 1870

### Fourteenth Amendment

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

*NOTE: The full text of the amendment is available at: <http://constitutioncenter.org/constitution/the-amendments/amendment-14-citizenship-rights>.*

Used with permission of the National Constitution Center.

### Fifteenth Amendment

SECTION.1.The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

*NOTE: The full text of the amendment is available at: <http://constitutioncenter.org/constitution/the-amendments/amendment-15-race-no-bar-to-vote>.*

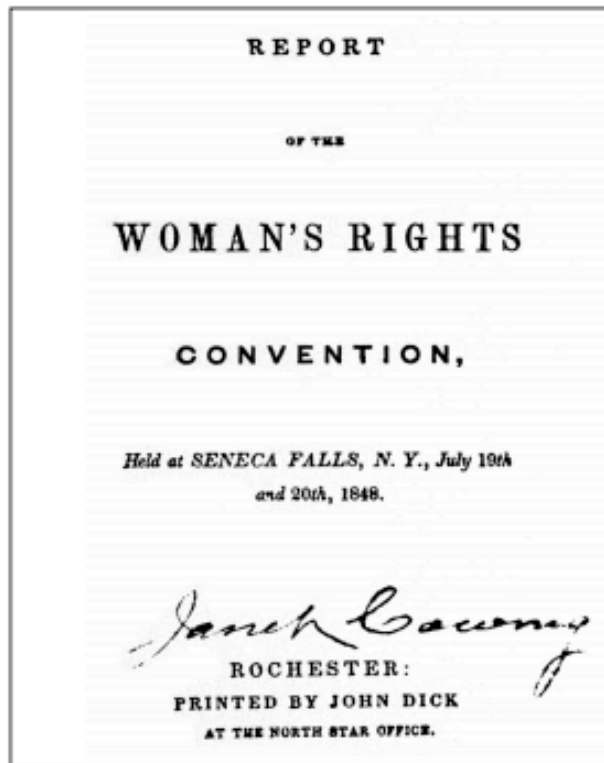
Used with permission of the National Constitution Center.



## Supporting Question 3

Featured Source

Source A: Image bank: Susan B. Anthony and women's rights



Source: *The Rights of Woman: Celebrating in 1998 What Began in Seneca Falls in 1848*, Seneca Falls Historical Society

... In 1848, [Lucretia] Mott and [Elizabeth Cady] Stanton organized the first women's rights convention in America. They held the meeting, attended by both women and men, near Stanton's home in Seneca Falls, New York. At the end of the two-day event, conference participants published the "Declaration of Sentiments." The document was based on the Declaration of Independence. But instead of claiming that "all men are created equal," the Declaration of Sentiments said that "all men and women are created equal." It also argued that women deserved the right to vote. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Image 1: The first woman's rights convention was held in July 1848. Left: Cover image of the convention report. Right: Description of some of the events of the convention.

Left: Public domain. Cover of the Report of the Woman's Rights Convention. Seneca Falls Historical Society. Right: Miles Harvey, *Women's Voting Rights*. New York, NY: Children's Press, 1996. All rights reserved. Reprinted by permission of Children's Press an imprint of Scholastic Library Publishing, Inc



Image 2: Portrait of Susan B. Anthony, pioneer crusader for the woman suffrage movement.

Photograph by Mathew B., Brady, *Susan B. Anthony* / Napoleon Sarony; Alfred S. Campbell. 1870. Public domain. Library of Congress. <http://www.loc.gov/item/2012646556/>.

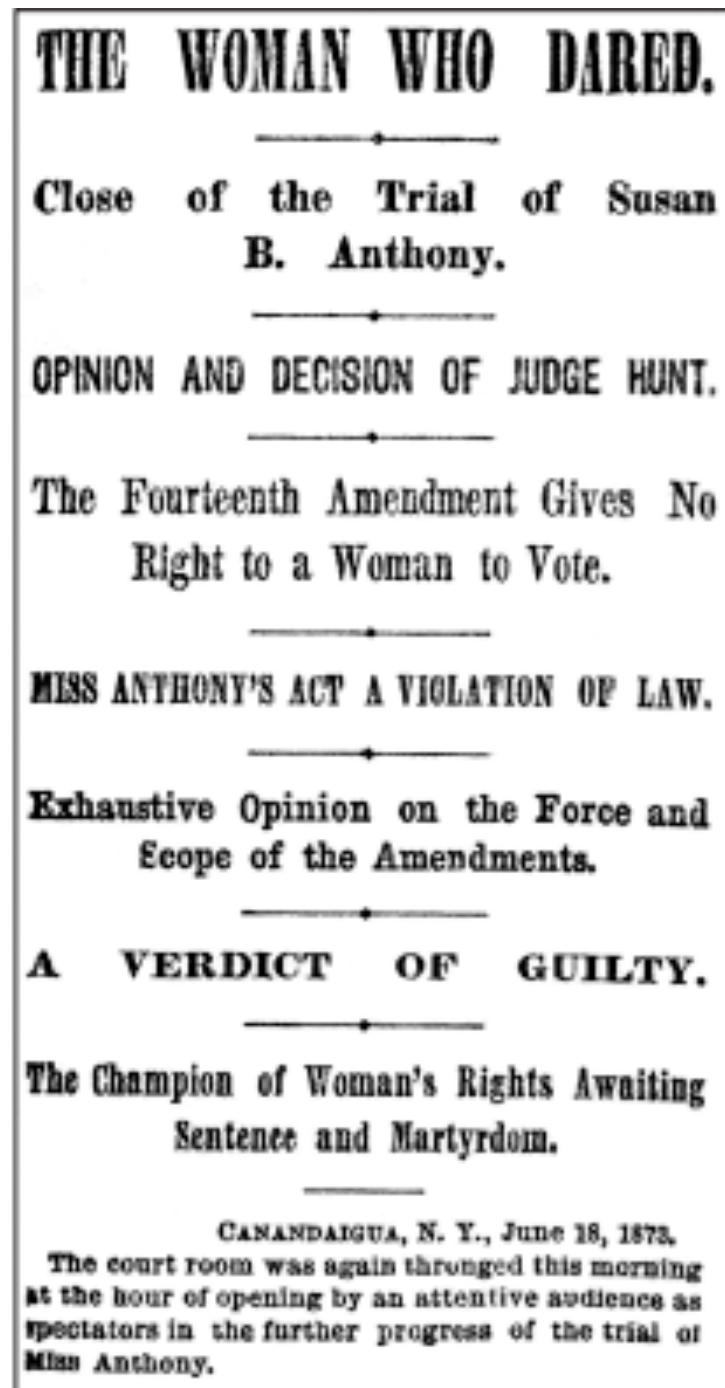


Image 3: Newspaper headline concerning Susan B. Anthony's judgment of guilt. She was arrested and tried for voting in the 1872 presidential election.

Public domain. Reproduced from Geoffrey C. War and Ken Burns, *Not for Ourselves Alone*. New York, NY: Alfred A. Knopf, 1999."



## Supporting Question 3

### Featured Source

**Source B:** US Congress, Nineteenth Amendment to the US Constitution, ratified August 18, 1920

### Nineteenth Amendment

The right of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of sex.

*NOTE: The full text of the amendment is available at: <http://constitutioncenter.org/constitution/the-amendments/amendment-19-womens-suffrage>*

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