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EDU 351-01  
Grade: 4 Lesson: 2  
State

Dr. Sheehan  
11/13/2017  
New York

### **INSTRUCTIONAL OBJECTIVE (Lesson Objective\*)**

After students take a virtual field trip to the Seneca Falls Women's Convention and meet three important women's rights activists, students will closely read to complete a statement strategy using specific evidence from the text with accurate reasoning.

### **NYS STANDARDS AND INDICATORS**

#### **New York State Social Studies Standards**

##### **Key Idea:**

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: 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. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

##### **Key Concepts:**

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. – Students will examine the rights denied to women during the 1800s. – Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

**Indicator:** *This will be evident when students take a virtual field trip to the Seneca Falls Women's Convention and learn about three important women's rights activists.*

#### **National Social Studies Standards and Themes**

##### 4. Individual Development and Identity

- Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:
  - a. describe personal changes over time, such as those related to physical development and personal interests;
  - d. show how learning and physical development affect behavior;
  - f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;
  - h. work independently and cooperatively to accomplish goals.

**Indicator:** *This will be evident when students are writing a personal narrative about a time where they showed slothfulness, and how grit overcame it.*

## NCSS Inquiry Arc

### Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

### Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings

**Indicator:** *This will be evident when students are listening and writing key concepts from the read aloud and applying it to their lives through illustrations and narrations.*

## New York State Next Generation English Language Arts Learning Standard Reading Standards (Literary and Informational Text)

### Key Ideas and Details

#### 4R3

In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

**Indicator:** *This will be evident when students complete the statement strategy by using evidence from the text to support their answers.*

### INSTRUCTIONAL RESOURCES

- Powerpoint
- Train Tickets
- Printed out powerpoints
- Statement Strategy
- Exit Tickets
- SMART Board
- LaptopS
- <https://www.aclu.org/issues/womens-rights#current>
- <https://www.youtube.com/watch?v=yq3AYiRT4no>

### MOTIVATION (Engaging all learner(s)\*)

Students will each receive a train ticket that they will use to board the train on their virtual field trip.

### DEVELOPMENTAL PROCEDURES (including Key Questions)

1. The teacher will review the homework given by Miss Taranto. (*Today we are going to talk about some women from history who were gritty.*)
2. The teacher will review the CHAMPS slide in the powerpoint.
3. Students will each receive a train ticket for the virtual field trip.

4. Students will be called up one by one to organize their chairs in rows of four to mimic a train. (*Can table 1 come up, now table 2...*)
5. Students will each receive a printed out powerpoint while the teacher explains that the class is taking a trip to the Seneca Falls Women's Convention. Students will take notes by writing on the printed out powerpoint. (*Has anyone ever heard of the Seneca Falls Women's Convention? Have you heard of any other women's rights gatherings? (The Women's March on Washington)*)
6. The teacher will present the virtual field trip to the Seneca Falls Women's Convention. (*Who do you think the leaders of the Seneca Falls Women's Convention invited? Would you like to have been invited? (slide 3), What other important document in American history is a 'Declaration'? How might you have gotten involved in the convention? (slide 4) If you were in Sojourner Truth's position, would you fight for both the end of slavery and women's rights or choose one to fight for? (slide 5) How might the world be different if we never passed the 19th amendment? (slide 6)*)
7. The teacher will present an example of a question from the statement strategy and work with the students to find the answer on the powerpoint. The teacher will write a sentence on the board to model using evidence from the text. This slide will remain up as students work on their statement strategies. (*Can someone read the statement on the board? Do we agree or disagree with this statement? Why do you disagree? Can you find evidence in your powerpoint notes? Can someone come up and write a sentence responding to this statement using evidence from your notes? When you complete the statement strategy you will agree or disagree with the statement and then use evidence in the text to support your answer.*)
8. Students may work with partners on the first two questions of the statement strategy and complete the third individually.
9. Students will review their answers to the statement strategy as a class. (*Who would like to share their response to the first statement? Do we agree as a class? Did anyone use different evidence to support their answer? Who would like to share their response to the second statement? Do we agree as a class? Did anyone use different evidence to support their answer? Who would like to share their response to the third statement? Does anyone have a different answer? Did anyone use different evidence to support their answer? Do you think our answers would be different if we were in 1848? Why? Did these women show grit? Who showed grit? How?*)
10. The teacher will present the homework.

### **INSTRUCTIONAL STRATEGIES (Learning Strategies\*)**

- Modeling
  - *This will be evident when the teacher works with the class to complete an example statement strategy before students work on their own statement strategies.*

- Direct Instruction
  - *This will be evident during the virtual field trip when the teacher is presenting the information on the Seneca Falls Women's Convention and the three important women's activists.*
- Group Discussion
  - *This will be evident when students discuss their answers to the statement strategy.*

#### **ADAPTATIONS (Exceptionality\*)**

- Students who have trouble focusing will be placed in the front of the bus tour so that the teacher can easily redirect them.
- English language learners will be given sentence starters to assist them during the statement strategy.
- Students with poor motor skills will be given a printed out powerpoint with the notes filled in.

#### **DIFFERENTIATION OF INSTRUCTION**

- The visual learners will benefit from the pictures of the events and people involved.
- The auditory learners will benefit from the discussions
- The kinesthetic learners will benefit from the virtual field trip.
- The linguistic learner will benefit from the statement strategy.

#### **ASSESSMENT (artifacts\* and assessment {formal & informal}\*)**

Students will closely read to complete a statement strategy using specific evidence from the text with accurate reasoning.

#### **INDEPENDENT PRACTICE**

Students will watch a video of Kerry Washington performing Sojourner Truth's famous speech "Ain't I A Woman" (<https://www.youtube.com/watch?v=yq3AYiRT4no>). They will then answer three questions: How long after the Seneca Falls Women's Convention did Truth perform this speech?, What does Truth mean when she says "Ain't I a woman?", and How did Truth show grit in her life?. Students will also be challenged to tell a woman in their life how much they respect them.

#### **FOLLOW UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

##### Direct Teacher Intervention

Students, under direct intervention with the teacher, will each receive a bulleted list of arguments that belongs to someone that fought for or against women's rights at the Seneca Falls Women's

Convention. They will study the arguments that they received and then perform a debate over women's suffrage as that person.

### Academic Enrichment

Students will be given a description of one women's rights activist and illustrate in a comic strip how that woman may fight for women's rights today. Current women's rights issues can be researched by students at <https://www.aclu.org/issues/womens-rights#current>.

## REFERENCES

- New York State Next Generation English Language Arts Learning Standards. (1427, January 01). Retrieved November, 2017, from <https://www.engageny.org/resource/new-york-state-next-generation-english-language-arts-learning-standards>
- Opposition to Suffrage. (n.d.). Retrieved November, 2017, from <http://www.crusadeforthevote.org/naows-opposition/>
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- Sojourner Truth. (n.d.). Retrieved November, 2017, from <https://www.womenshistory.org/education-resources/biographies/sojourner-truth>
- Why Women Should Vote - American Memory Timeline- Classroom Presentation | Teacher Resources. (n.d.). Retrieved November, 2017, from <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/whyvote.html>



**SENECA FALLS  
WOMEN'S  
CONVENTION**

**ALL  
ACCESS  
PASS**

NOVEMBER 13, 2017





**Reminder:** CHAMPS 

**CONVERSATION:** NO TALKING DURING THE FIELDS TEST. WE WILL BE WRITING TOGETHER AFTER THE FIELDS TEST!

**HELP-WORK TOGETHER.** IF YOU ARE STUCK, ASK FOR YOUR HANDS. DO NOT CALL OUT OR RUN UP TO THE TEACHER. REMEMBER TO LOOK AROUND THE ROOM FOR RESOURCES TO HELP YOU.

**ACTIVITY:** LET'S LEARN ABOUT WHO FOUGHT FOR WOMEN'S RIGHTS AND HOW!

**MOVEMENT:** NO MOVING AROUND THE ROOM DURING THE FIELDS TEST. YOU MAY SIT ANYWHERE YOU LIKE DURING THE OTHER ACTIVITIES.

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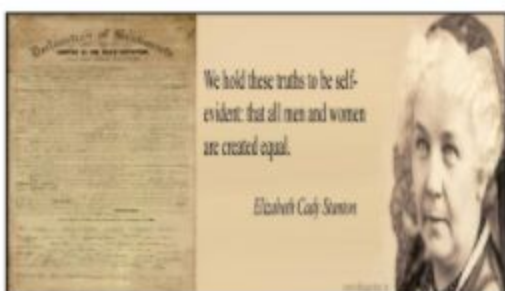
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The Declaration of Sentiments was modeled after the Constitution.

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

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**Homework**  
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- Watch "Kerry Washington reads Sojourner Truth" on Youtube. (<https://www.youtube.com/watch?v=q55Y3E110u>)
- Complete the worksheet.

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**Reminder:** CHAMPS



CONSIDER: ANOTHER OPTION TO FIND OUT IF YOU WOULD BE INTERESTED IN JOINING AFTER THE CONVENTION

BE PREPARED TO HAVE SOME HARD COPY MATERIAL TO GET THE MOST OUT OF THE CONVENTION

ACCEPT: YOU WILL BE INVITED TO WOMEN'S RIGHTS AND MORE

MEET: SO NEVER ASK THE ROOM SERVICE TO GET THE YOU WANT ANSWER TO THE QUESTION YOU ASKED

◦ Let's make sure  
we follow the  
rules!



◦ We are going to the  
Seneca Falls Women's  
Convention.



- Lucretia Mott (left): organized  
Philadelphia Anti-Slavery Society
- Mott met Stanton at a conference
- Elizabeth Cady Stanton (right):  
agreed that she would help create  
a women's convention in America.



°organized by Lucretia Mott,  
Elizabeth Cady Stanton, Martha  
Wright, Mary Ann M'Clintock,  
and Jane Hunt



°written mostly by Stanton  
°modeled after Declaration  
of Independence  
°women want the right  
to vote



°many did not want to  
let women vote  
°Sojourner Truth met Stanton  
later and became an  
activist for women's rights



• 19<sup>th</sup> ammendment passed in 1920  
• Women can vote!

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The Declaration of Sentiments was modeled after the Constitution.  
\_\_\_\_\_ Age \_\_\_\_\_ Rights  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Remember to use evidence!

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**Homework**  
\_\_\_\_\_  
• Watch "Kerry Washington reads Sojourner Truth" on Youtube. <https://www.youtube.com/watch?v=2A71K1K1k40>  
• Complete the worksheet.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Statement Strategy



The Seneca Falls Women's Rights Convention was held in July of 1848 at Wesleyan Chapel in New York. The meeting was put together by Lucretia Mott, Elizabeth Cady Stanton, Mary Ann M'Clintock, Martha Coffin Wright, and Jane Hunt. The convention was put together to discuss and change the social, civil, and religious conditions of women. The Declaration of Sentiments, mostly written by Stanton, was read to the crowd of women on the first day. Over two days, men and women talked about changes and created the Declaration of Sentiments and Resolutions. This officially listed the rights women were going to fight for, especially their right to vote.

Lucretia Mott and Elizabeth Cady Stanton were the two major creators of the women's convention. They promised each other that they would work together for women's rights in America after they met at an anti-slavery conference in London. Elizabeth Cady Stanton continued fighting for women's rights after the convention by making and acting as the president of the Women's Loyal National League and writing many articles, books, and volumes focused on women's history and women's rights. Lucretia Mott continued to fight for women's rights after the conference by becoming the first president of the American Equal Rights Association. Sojourner Truth, later joined the women's rights movement by performing the world famous speech, "Ain't I A Woman," at the Ohio Women's Rights Convention.

**Statement:** One woman began the women's rights movement by creating the Seneca Falls Women's Rights Convention.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Evidence: \_\_\_\_\_

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**Statement:** Women's rights were no longer an important issue after the Seneca Falls Women's Convention.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Evidence: \_\_\_\_\_

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**Statement:** If I were alive during this time period, I would vote against women's rights.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Evidence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Statement Strategy



The Seneca Falls Women's Rights Convention was held in July of 1848 at Wesleyan Chapel in New York. The meeting was put together by Lucretia Mott, Elizabeth Cady Stanton, Mary Ann M'Clintock, Martha Coffin Wright, and Jane Hunt. The convention was put together to discuss and change the social, civil, and religious conditions of women. The Declaration of Sentiments, mostly written by Stanton, was read to the crowd of women on the first day. Over two days, men and women talked about changes and created the Declaration of Sentiments and Resolutions. This officially listed the rights women were going to fight for, especially their right to vote.

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**Statement:** One woman began the women's rights movement by creating the Seneca Falls Women's Rights Convention.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Evidence: The women's rights movement began after the Seneca Falls Women's

Rights Convention was created by\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Statement:** Women's rights were no longer an important issue after the Seneca Falls Women's Convention.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Evidence: After the Seneca Falls Women's Rights Convention women\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Statement:** If I were alive during this time period, I would vote against women's rights.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Evidence: If I were alive during this period I would vote\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Sojourner Truth: "Ain't I A Woman"



1. How long after the Seneca Falls Women's Convention did Truth perform this speech?

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2. What does Truth mean when she says "Ain't I a woman?"

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3. How did Truth show grit in her life?

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4. **Challenge:** Tell a woman you know why you respect her.

Elizabeth Cady Stanton



Elizabeth Cady Stanton began fighting for women's rights through writing. She wrote speeches for Susan B. Anthony, a famous women's rights activist, and most of the Declaration of Sentiments. Stanton also wrote books to help educate women on their rights such as *The Woman's Bible* and *The History of Women Suffrage*. Stanton created organizations such as the Women's Loyal National League and the American Equal Rights Association to help women. Stanton fought the hardest for women's suffrage and education.

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Lucretia Mott



Lucretia Mott dedicated her life to creating human equality after learning that her female teachers were paid less than her male teachers. Mott along with many other women created the Philadelphia Female Anti-Slavery Society. She later became the first president of the American Equal Rights Association. Mott was often the woman to lead a conversation, she was even called the motivating voice of the Seneca Falls Women's Convention.

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Sojourner Truth



Sojourner Truth began life as a slave until she ran away and was freed by another family. After she was freed, Truth worked as a minister and performed many speeches across the state of New York. Though she started her activist career fighting to free slaves, after meeting Elizabeth Cady Stanton she began to also fight for women's rights on a national level. Truth gave many famous speeches across the country, often fighting to both free slaves and give women rights such as suffrage and education.

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Lucretia Mott



- Because it is fair. If women must obey the laws they should have a part in making them.
  - Women's voices and opinions are not being heard.
  - There are laws that are unjust to women.
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## Elizabeth Cady Stanton



- Men and women do not get paid equally.
  - This will lead to fair treatment of women.
  - It is not hard to grant women the right to vote.
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## Sojourner Truth





- Voting can increase a woman's intelligence by being aware of who is running for office and why.
  - It will increase women's influence.
  - Many countries and even some states allow women to vote already.
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## Frederick Douglass



- African American men should be allowed to vote before women.
  - White women already get some benefits from their husbands voting.
  - If African American men get the right to vote the benefits would be split more evenly.
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## Josephine Jewell Dodge



- Politics can corrupt a woman.
  - Women are already represented through their influence on men.
  - Men and women are too different, they can't have the same job.
- 

## Kate Shippen Roosevelt



- Women should be taking care of the house not worrying about politics.
- Women are not smart enough to vote.
- Things are working right now, no need to make a change.