



High School Rights and Privileges

Women's Rights National Historical Park

Essential Question: What is the difference between rights and privileges? How did people involved in the first Women's Rights Convention gain rights? Privileges? How did they use their privilege?

Objectives: As a result of this lesson plan, students will...

- Understand the conditions of women which led to the 1848 Women's Rights Convention, and what the goals of the convention were, as well as the conditions of women in the context of the Declaration of Sentiments
- Be able to explain the difference between rights and privileges, and how they apply to the people involved in the 1848 Convention
- Understand how rights and privileges function in society today

High School
Social Studies

Duration: 90 minutes

Description: This program will share the story of the Seneca Falls 1848 Convention for Woman's Rights. The program consists of several assignments designed to help students recognize the difference between a right and a privilege and apply their knowledge to those who organized and attended the 1848 Seneca Falls Convention.

Tags: Women's Rights Movement, Seneca Falls New York, 1848 Seneca Falls Convention, Declaration of Sentiments

Standards:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Thinking Skills: Applying, Analyzing, Creating, Evaluating

About Women's Rights National Historical Park

In 1848 five women organized the First Woman's Rights Convention and wrote the Declaration of Sentiments, stating that "all men and women are created equal." Women's Rights National Historical Park commemorates the convention and preserves the sites associated with the convention and its organizers, including the Wesleyan Chapel, the Stanton House, the M'Clintock House, and the Hunt House. The park's visitor center offers an orientation film and exhibits. Tours of the houses are offered seasonally.

Preparation and Procedure

Introduction

Introduce Women's Rights National Historical Park.

- Women's Rights National Historical Park tells the story of the first Women's Rights Convention held in Seneca Falls, NY on July 19-20, 1848.
- It is a story of struggles for civil rights, human rights, and equality which continue to today.
- The efforts of women's rights leaders, abolitionists, and other 19th century reformers remind us of equality

Goals & Objectives:

To briefly share the story of the first formal woman's rights convention. To explain women's role and station in society and the content and context of the Declaration of Sentiments.

Describe/define the differences between rights and privileges.

Independent/Individual Learning

Individual Learners to decide on their own what is a right and what is a privilege. Educators may choose to assign this exercise to learners as an independent/individual assignment.

- In this variation, students complete part two entirely on their own learning about each of the five participants, the privileges afforded them in 1848, and how they influenced others toward a cause.
- This method can also be accomplished collaboratively in groups of five. Each group will complete the Rights and Privileges portion collaboratively. Each member of the group will represent one person who participated in planning and hosting the 1848 Seneca Falls Convention.
- Conclusion Discussion may still occur as a full class.

Introduction to 1848 Convention:

- The first Women's Right Convention held in Seneca Falls, NY on July 19-20, 1848.
 - The convention was held in the Wesleyan Chapel, the church was known for antislavery activity, political rallies, and free speech events.
 - The 1848 convention was organized five women. The women met in Waterloo, New York at the home of Jane and Richard Hunt. On July 9, 1848 Elizabeth Cady Stanton, Lucretia Mott, Martha Wright, and Mary Ann M'Clintock joined Jane Hunt in planning the First Women's Rights Convention.
 - About 300 people attended the 1848 convention.
- The Declaration of Sentiments was drafted by Elizabeth Cady Stanton for the convention at Seneca Falls, New York in 1848. Based on the American Declaration of Independence, the Sentiments demanded equality with men in all areas of society.

Rights and Privileges Activity

Part 1

1. Define rights and privileges for learners:
 - A **“right”** is inherent, something which exists without permission from any power or authority.
 - A **privilege** is a grant of permission from power/authority to do an act.
2. Share examples of rights and privileges from the list below by calling them out to the students over the video platform. Ask students to decide whether the statement is *a right* or *a privilege*.
 - Students will need a piece of paper with “Right or R” written on one side, and Privilege or P” written on the other
3. Students will hold up their piece of paper with their answer choice toward their computer camera or toward the front of the class. This will allow all students to participate in every question, and assessment of understanding for the educator.
 - Voting
 - Equality
 - religion
 - self-expression
 - Fair Trial
 - Owning Property
 - Marriage
 - Safety
 - Playing sports

- Healthy food / 3 meals a day
- Sufficient healthcare
- Transportation
- Cable TV
- Choosing your bedtime
- Education
- Travel
- Home Ownership
- Career choice

Rights and Privileges Activity Part 2

4. Divide students into five breakout groups for roughly 20 minutes. Assign each group one of the following participants of the Seneca Falls 1848 Women's Rights Convention (summarized biographical information for each is provided below. This is the same information that each group will receive on their corresponding *Lesson Materials Response Sheet*):

- Elizabeth Cady Stanton
- Lucretia Mott
- Frederick Douglass
- Richard Hunt
- Martha Coffin Wright

Elizabeth Cady Stanton:

Elizabeth Cady was born in New York, in 1815. Her father, Daniel Cady was a well-known lawyer and became a New York Supreme Court Justice. Unlike most girls of her time, Elizabeth gained an advanced education. She shared her father's interest in the law, and was given access to his law library, where she learned of the discrimination against women, the enslaved, and the Indigenous People. Elizabeth Cady met Henry Stanton at the home of her cousin Gerrit Smith. Both men were active in the Anti-Slavery Movement. Elizabeth and Henry married in 1840 and moved to Boston. The Stanton's met and interacted with the best-known intellectuals and activists in Boston -- Frederick Douglass, Louisa May Alcott and Ralph Waldo Emerson. In 1847, the Stanton's moved to Seneca Falls where there was less intellectual company, but motivated by equality, Elizabeth used her energy to gather other women who believed what she believed, to start a movement toward Women's Rights. In 1848, Elizabeth Cady Stanton, along with Lucretia Mott, MaryAnn M'Clintock, Martha Coffin Wright, and Jane Hunt organized the Seneca Falls Convention for Women's Rights. It was here that Stanton read the Declaration of Sentiments -- declaring all women equal to men in all aspects of life and society.

Lucretia Mott:

Lucretia Coffin was born the second of five children in Nantucket, Massachusetts in 1793. Her father was a ship's captain and was away from his family for up to a year at a time. When Lucretia was 10 years old, the family moved to Boston and Mr. Coffin opened a store. Lucretia was raised and educated a Quaker, a religion that believed in equality for all people under God.

In 1809, the family moved to Philadelphia, and two years later Lucretia Coffin married James Mott. In 1815, her father died, leaving her mother with a large debt to pay. Lucretia, her husband James, and her mother Anna worked hard to pay off that debt, by running the store, taking care of a textile business, and operating a rooming house. As a member of American Anti-Slavery Society (AASS), Lucretia Mott argued for the abolition of slavery and the freedom of all people. Lucretia Mott was also a founding member of the Philadelphia Female Anti-Slavery Society (1833) the first all-female women's political organization in our country. Throughout her life, Lucretia Mott was criticized often for not behaving in the ways women should. She often spoke in public in a time when women were not allowed to. This did not bother her. Lucretia Mott met Elizabeth Cady Stanton at the 1840 World Anti-Slavery Society Convention in London. The two of them were upset that women were not allowed to participate in the meeting. They decided to have a meeting just like the Anti-Slavery Society meeting, but for the rights of women. Eight years later they organized the Seneca Fall Convention on Women's Rights.

Frederick Douglass:

Frederick Douglass was born into slavery in February 1818. After taking his own freedom in 1838, Frederick Douglass became one of the best-known Abolitionists and women's rights activists in the 1800s. Frederick Douglass, published 3 Autobiographies in his life. Douglass told about his childhood in slavery in Maryland and his early life as a free man in New Bedford, Massachusetts. In 1841 Douglass joined the abolitionist movement and put his brilliant speaking skills to work for the American Anti-Slavery Society. In 1847 he moved to Rochester, New York, where he owned and published an Abolitionist Newspaper called *The North Star*. Douglass was very active in the Western New York Anti-Slavery Society and it was here that he met Elizabeth M'Clintock, the daughter of Mary Ann M'Clintock. In July of 1848, M'Clintock invited Douglass to attend the First Women's Rights Convention in Seneca Falls. Douglass quickly accepted, and his participation at the convention began his life-long fight for women's rights.

Richard Hunt:

Richard Hunt came to Waterloo in 1821, he soon became acquainted with the members of the *Junius Monthly Meeting of Friends* (Quakers) in Waterloo. Hunt soon built businesses, and housing, and transportation ways. When the Seneca and Cayuga Canal were completed in 1828, Waterloo and Seneca Falls were connected to the Erie Canal, and business began to boom. Richard Hunt made forty-three land purchases in the Waterloo/Seneca Falls area, and also owned 960 acres in LaSalle County, Illinois, and called himself a farmer throughout his life. By 1848, Richard Hunt was the richest man in Waterloo. At his death in 1856, his businesses were worth \$100,000 – about \$3.2million today.

Martha Coffin Wright:

Martha Coffin was born in 1806. After her father's death in 1815, Martha's mother sent her to a Quaker boarding school outside Philadelphia. Martha was influenced by her mother, Anna Coffin a strong female role model, and her Quaker beliefs in individualism, equality, and opposition to slavery. At 16, Martha fell in love with a man 20 years older than she. Martha's mother refused to give consent for her to marry. Two years later, in 1824, Anna Coffin finally gave consent for the couple to marry. Martha was expelled from the Quaker Faith, and became a

very young widow, with an infant daughter less than two years later. Martha moved to Aurora, NY to teach with her mother at a Quaker school for girls. In the summer of 1848, Martha Coffin Wright, then married to David Wright, joined her older sister, Lucretia Mott, for tea with Elizabeth Cady Stanton, Jane Hunt, and Mary Ann M'Clintock in Waterloo, NY. It was at this tea that these five women planned the Seneca Falls Convention for Women's Rights.

5. Provide each group their corresponding response sheet.
6. Groups are asked to answer a few questions regarding each person, and then provide the following information to the whole class on their 1848 Seneca Falls Convention participant:
 - a) Photo of the convention participant.
 - b) 3 – 5 sentence biographies, including their role in the Convention.
 - c) A list of rights and privileges afforded to this participant in 1848.
 - d) A list of rights and privileges this participant lacks in 1848.
7. After groups collect all required information, one student from each group will introduce their Convention Participant to the class.
8. In a full class discussion, decide **Between the Rights and Privileges of Elizabeth Cady Stanton and Richard Hunt**
Who has the right to. . . .

1. Who has the right to vote?
2. Who has the right to marry whoever they want?
3. Who has the right to an education?
4. Who has the right to run for President?
5. Who has the right to own property?
6. Who has the right to be treated fairly under the law?

9. **Lucretia Mott and Frederick Douglass**
Who has the right to. . . .

1. Who has the right to vote?
2. Who has the right to marry whoever they want?
3. Who has the right to an education?
4. Who has the right to run for President?
5. Who has the right to own property?
6. Who has the right to be treated fairly under the law?

10. **1848 vs. Today:**

Students will write **1848** on one side of a piece of paper and **Today** on the other.

Recite the statements below one at a time.

Direct the students to decide whether each statements is *true today* or was *true in 1848* by holding up the correct statement on either side of the paper.

Offer the following statements for the students to decide on.

1. Women can open a bank account
2. Women can go to college
3. A woman can choose who she marries, or choose not to marry
4. A woman can run for president
5. Women can own property
6. Women can choose their own career
7. Women have the rights to their own money
8. Women have control of their own things
9. Women can participate in Sports
10. Women have custody rights to their children.
11. ALL women have the right to vote in the United States.

These are all rights laid out in the Declaration of Sentiments. This is evidence of the progress made in the movement since the 1848 Convention.

11. Conclusion Discussion:

Rights and Privileges today:

72 years passed between the writing of the Declaration of Independence and the 1848 Seneca Falls Convention and the writing of the Declaration of Sentiments. From 1848, to the passage of the 19th Amendment in 1920 granting Women the right to vote, was another 72 years.

- Women's rights have never been treated as inalienable (given at birth).
- Women's fought for and gained rights like privileges, something that can be given *and* taken away.
- The fight for equality has not ended. Women still have not achieved full equality to men, in the United States and globally.