

Finding Answers with Founding Documents...

The Declaration of Sentiments

by Elizabeth Cady Stanton (principal author)

Social Studies: 10th/11th Grade United States History

Essential Questions:

- What is the impact or legacy of the Declaration of Sentiments that qualifies it as one of the most important founding documents in American history?
- Why does Stanton take the same approach and use many of the same phrases as Jefferson first used in the Declaration of Independence?

Standards:

1. ACOS 10th Grade U.S. History I, Standard #11
 - Evaluate the impact of American social and political reform on the emergence of a distinct culture.
 - Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War
2. ACOS 11th Grade U.S. History II, Standard #2
 - Evaluate social and political origins, accomplishments, and limitations of Progressivism.
3. ACOS 11th Grade U.S. History II, Standard #5
 - Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret

Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald. (Alabama)

4. ACOS 11th Grade U.S. History II, Standard #15

- Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.

5. ACOS 12th Grade U.S. Government, Standard #6

- Analyze the expansion of suffrage for its effect on the political system of the United States, including suffrage for non-property owners, women, African Americans, and persons eighteen years of age.

6. ACOS 12th Grade U.S. Government, Standard #14

- Describe the role of citizens in American democracy, including the meaning, rights, and responsibilities of citizenship...

7. ACOS Appendix C, Literacy Standards #1, #2, #4, and #5

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Objectives:

1. Identify and explain the ideals and principles expressed by The Declaration of Independence.

2. Establish the context for the Declaration and determine how it relates to America's founding and where it falls on the historical timeline relative to other pivotal founding documents.
3. Trace the legacy of The Declaration of Independence by identifying major democratic triumphs of the 19th and 20th centuries that were founded on the principles expressed by the Declaration.
4. Summarize what the central principles of the Declaration means through the eyes and word of students.

Materials:

1. Bell Ringer Activity: Printed or projected copy of The Declaration of Sentiments annotated document page.
2. Before Activity: Printed copies of the "A History of Gender Roles" activity sheet.
3. During Activity: Printed copies of "Repeated Injuries and Areas of Inequality" activity sheets.
4. After Activity: Printed copies of "The Gains that Followed" activity sheet.

Procedures:

1. Bell Ringer strategy: Bell Ringer Question based on a selected Declaration of Sentiments excerpt
 - a. Students will analyze the selection and annotations from The Declaration of Sentiments document and answer the question at the top: "Why does Stanton take the same approach and use many of the same phrases as Jefferson first used in the Declaration of Independence?"
2. Before strategy: "A History of Gender Roles"
 - a. After studying the content of the document on the Bell Ringer sheet, students should pair up with a classmate. If the teacher prefers individual work, this is perfectly fine as well.

- b. The students should brainstorm and discuss several reasons that might suggest WHY women have faced gender discrimination or been “assigned” to specific gender roles for most of human history.
 - c. Then, they should complete the table by drafting a list of reasons based on their own background knowledge and familiarity with both traditional and modern social issues.
 - d. Finally, they should rank each reason based on its significance or the impact that it had on creating/continuing gender inequality or specific gender roles. They should Reserve the #1 ranking for the most significant and #6 for the least. This ranking system is based on opinion, but the students should be ready to defend their choices.
3. During strategy: “Repeated Injuries and Areas of Inequality” activity
- a. Students will read the colorful table containing direct quotes from The Declaration of Sentiments. They may work on this individually or continue to work in pairs.
 - b. Once they consider the meaning of each quote, they will place the letter identifying each quote in the appropriate box of the “Areas of Inequality” table on the next page that best identifies/ categorizes the inequality described by each quote. Multiple letters/quotes can be placed in each box of the table if that area of inequality is addressed by multiple quotes.
 - c. Then, they should add up the total of quotes addressing each area of inequality and write that number in the last row of each column. They should then read over the Conclusion of the Declaration of Sentiments to understand how this founding document served as a “call to action” that would go on to inspire so many gender-based reforms and improvements over the years.

- d. Finally, they will look back at the “Areas of Inequality” table and determine which column has the most quotes (received most attention from the document). They will use their findings to answer the discussion questions that follow on the bottom of the second page.

4. After strategy: “The Gains that Followed”

- a. Instruct students to read over the list of gains, victories, and achievements that women received after years of activism (timeline).
- b. The students should then review their tables from the During Activity and answer the questions at the bottom.

Background Information

The Declaration of Sentiments

"Did I not feel that the time has come for the questions of women's wrongs to be laid before the public? Did I not believe that women herself must do this work, for women alone understand the height, the depth, the breadth of her degradation. "

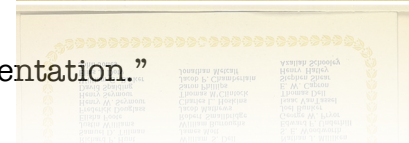
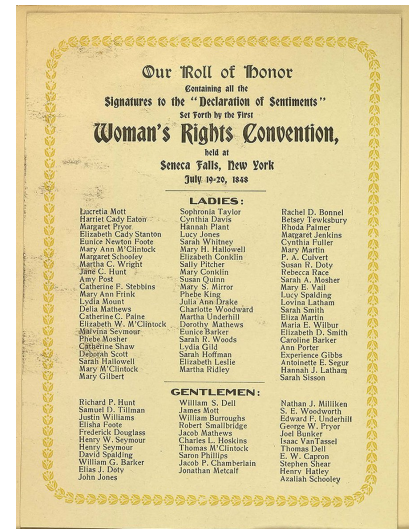
—Elizabeth Cady Stanton

"Let woman then go on—not asking favors, but claiming as a right the removal of all hindrances to her elevation in the scale of being—let her receive encouragement for the proper cultivation of all her powers, so that she may enter profitably into the active business of life."

— Lucretia Mott

A few months before the delegates of the Second Continental Congress prepared to finalize and sign the Declaration of Independence on July 4, 1776, Abigail Adams wrote a letter to one of the delegates, her husband John Adams. Before independence had been officially declared, Abigail reminded one of the eventual Founding Fathers to "remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

In the years leading up to this momentous occasion, some of the Enlightenment thinkers were advocating for a liberation of the human mind that certainly included both sexes. In fact, as these events transpired in the American colonies, Mary Wollstonecraft was coming of age in England as a "radical" feminist and would soon open a school for girls and publish some of her masterpieces on equal rights such as her classic, A Vindication of the Rights of Woman (1792). Nevertheless, the new American nation offered few opportunities for women to break the status quo in spite of the many sacrifices that so many women had made to advance the cause of freedom during the American Revolution.



Interestingly, a wave of reform coupled with the Second Great Awakening began to sweep the young nation during the 1830s and 1840s. Movements dedicated to temperance and abolition kindled a fire for gender equality and women's rights. Thus, an 1848 convention held in The Wesleyan Methodist Chapel in Seneca, New York, a town that often served as an underground railroad stop, attracted a number of abolitionists who shared "radical" ideas for both racial and gender equality. Experienced in the fight for emancipation and human dignity, 70% of the signers of the Declaration of Sentiments were also anti-slavery advocates.



The Seneca Falls

Convention in the summer of 1848 ultimately became the perfect occasion to draw on the momentum of the anti-slavery movement and declare sentiments and rights for women as well.

In the days leading up to the convention, the local M'Clintock sisters served as organizers and met with a passionate abolitionist by the name of Elizabeth Cady Stanton. Years earlier, Stanton had met and befriended Lucretia Mott, a Quaker anti-slavery advocate known for her powerful oratory, at the World Anti-Slavery Convention in London. The organizers advertised the convention as an opportunity to discuss the social, civil, and religious condition and rights of women. Stanton met with the organizers and drafted a list of resolutions to be addressed by the convention. They chose to use the Declaration of Independence as a model because it echoed some of the same basic sentiments. Stanton's husband and lawyer, Henry Stanton, used his legal background to help Elizabeth capture the legal constraints of women at the time. This document became the basis for the Declaration of Sentiments (also known as the Declaration of Rights and Sentiments).

From July 19-20, Quakers such as Mott joined the likes of Frederick Douglass, Stanton, and other reformers at the Seneca Falls Convention to discuss the role

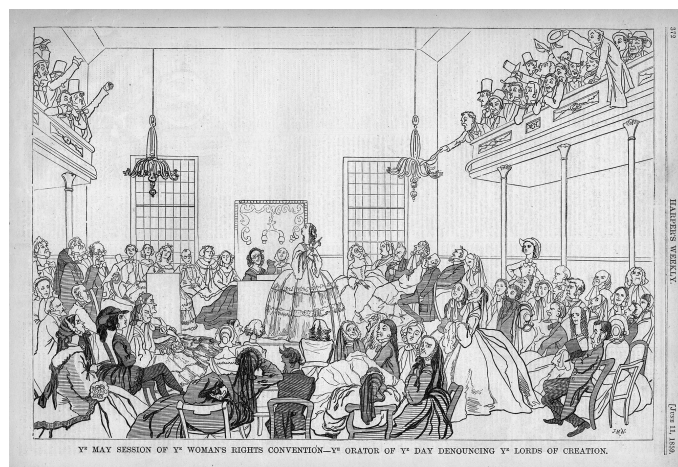


of women in American society and law. They made several edits to the Declaration. After some debate, the Convention adopted the notion that women should receive the right to vote. Thus, the suffrage resolutions were added to the

document before it was ultimately endorsed and signed by 100 people (68 women and 32 men). Mott's rousing oratory throughout the Convention inspired support for the budding movement and paid tribute to Stanton and the M'Clintocks as the "planners and architects" of the convention.

In the days that followed, newspaper coverage sent word of the event and copies of the document throughout various parts of the country. Although the Seneca Falls Convention and the Declaration of Sentiments was met with some positive reviews, the overwhelming response was ridicule for the attendees endorsing such "radical and outrageous" ideals. Even though the response was so negative, the bad press was instrumental in elevating women's rights into the national conversation and the overall reform movement.

Although the struggle would be long with many of the key victories not transpiring until the 20th century, the Seneca Falls Convention and the Declaration of Sentiments marked the founding and kickoff of the Women's Rights Movement in the United States.



Notice the changes from the Declaration of Independence:

"necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station..."

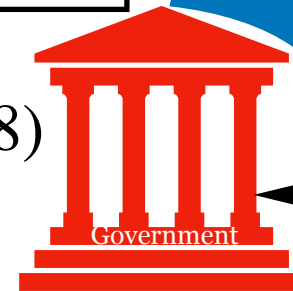
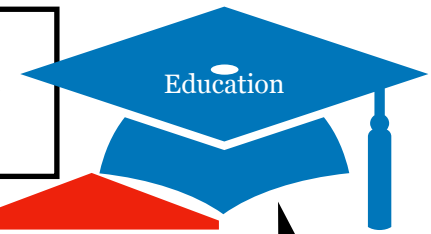
Bell Ringer:

Why does Stanton take the same approach and use many of the same phrases as Jefferson first used in the Declaration of Independence?

Selections from...

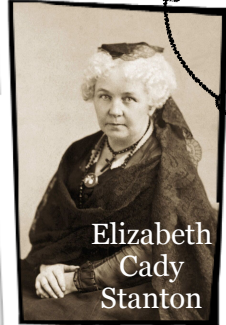
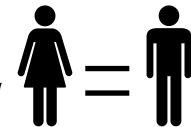
The Declaration of Sentiments (1848)

by Elizabeth Cady Stanton (principal author)



Common areas where women faced inequality

Law



Elizabeth Cady Stanton

Essentially the same wording as the Declaration of Independence



"When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident; that all men and women are created equal... Prudence, indeed, will dictate that governments long established should not

be changed for light and transient causes...But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government...**Such has**

been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which

they are entitled. The history of mankind is a history of **repeated injuries and usurpations on the part of man toward woman**, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world."

72 years had passed since the birth of the United States and women had patiently and, for the most part, quietly endured inequality; this "patient sufferance" now invigorates them to demand their entitled equality because it's not going to be simply given to them by the status quo...a long fight was ahead

This marks a radical shift of demands and sentiments because man's absolute control over woman arguably dates back to the beginning of human civilization; much like Jefferson in the Declaration of Independence, Stanton will go on to identify over a dozen of these SPECIFIC "repeated injuries and usurpations" in the remainder of the speech

Speech first given at the Seneca Falls Convention to support emancipation and women's rights



Before Activity: A History of Gender Roles

Directions: Many of the issues related to gender equality over the last 200 years are rooted in long-established “gender roles” that have been prescribed to by many cultures across the world for thousands of years. The progress made over the last 100 years is extremely significant considering how long these “traditions” have been held as the status quo across every continent.

- For this activity, pair up with a classmate, brainstorm, and discuss several reasons that might suggest WHY women have faced gender discrimination or been “assigned” to specific gender roles for most of human history. An example has been provided.
- Be respectable and appropriate, but try to draft a list of reasons based on your own background knowledge and familiarity with both traditional and modern social issues.
- Once you and your partner have created a list, analyze the impact of each item reason that was recorded. Finally, RANK each reason based on its significance or the impact that it had on creating/continuing gender inequality or specific gender roles. Reserve the #1 ranking for the most significant and #6 for the least. This ranking system is based on opinion, but be ready to defend your choices.

Reasons WHY women have faced gender discrimination OR been “assigned” to specific gender roles (historically)	Rank
<ul style="list-style-type: none"> Traditionally, men have been assigned or assumed the role as the “bread winner” or provider for the family that must spend more time away from the home, while women have been more associated with raising the children and staying close to the home. 	

During Activity: Repeated Injuries and Areas of Inequality

Directions: The lettered boxes below contain actual quotes from the *Declaration of Sentiments* wherein Stanton lists the “repeated injuries and usurpations” to a “candid world.” The table at the bottom contains headings which identify/categorize the major areas of inequality.

- Read each quote from the Declaration of Sentiments.
- Then, place the letter identifying each quote in the appropriate box of the table on the next page that best identifies/categorizes the inequality described by each quote. **Multiple letters/quotes can be placed in each box of the table if that area of inequality is addressed by multiple quotes.**
- Finally, add up the total of quotes addressing each area of inequality and write that number in the last row of each column. Determine which column has the most quotes (received most attention from the document) and answer the discussion questions that follow.

A) He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women - the law, in all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands.	B) He has made her, morally, an irresponsible being, as she can commit many crimes, with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master...	C) After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.	D) He has created a false public sentiment, by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated but deemed of little account in man.
E) He has made her, if married, in the eye of the law, civilly dead.	F) He has taken from her all right in property, even to the wages she earns.	G) He has compelled her to submit to laws, in the formation of which she had no voice.	H) He has never permitted her to exercise her inalienable right to the elective franchise.
I) He has withheld from her rights which are given to the most ignorant and degraded men-both natives and foreigners.	J) He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.	K) He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.	L) He has denied her the facilities for obtaining a thorough education - all colleges being closed against her.

M) He allows her in Church as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and with some exceptions, from any public participation in the affairs of the Church.	N) Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.	O) He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and her God.	P) He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.
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Areas of Inequality

	Legal/Civil Inequality	Political Inequality	Educational Inequality	Economic Inequality	Social/ Religious Inequality
Quotes (Write Letter Only)					
Total Number of Quotes					

Conclusion of the Declaration of Sentiments:

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation, - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of these United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions, embracing every part of the country.

Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

1. Which area of inequality seemed to receive the most attention based on the number of quotes from the *Declaration of Sentiments*?
2. Given your answer for #1 above, why did women pursue political equality (women's suffrage) in the years that followed Seneca Falls and the *Declaration of Sentiments* more passionately than the other areas identified above?

After Activity: The Gains that Followed

Directions: The struggle for gender equality endured several obstacles and “distractions” over the decades that followed as reform measures directed most of the nation’s attention to other critical issues such as emancipation, labor reform, consumer reform, political reform, and temperance. The irony was that so many of the reform efforts were led by women who couldn’t even vote. Nevertheless, they organized powerful and effective demonstrations to support others while pushing for voting rights that would enable them to win greater political and legal victories for other important areas in need of reform.

- Read over the list of gains, victories, and achievements that women received after years of activism.
- Then, review your table from the During Activity and answer the questions at the bottom.

List of Gains, Victories, and Achievements for Women Since Seneca Falls

- 1849—Elizabeth Blackwell became the first woman to graduate from medical school and become a doctor
- 1869—Wyoming became the first state to grant women the right to vote
- 1916—Margaret Sanger opened the first birth control clinic in the United States
- 1917—Jeanette Rankin was sworn in as the first woman elected to Congress (Rep. from Montana)
- 1920—19th Amendment ratified to prohibit sex-based voter discrimination throughout the country
- 1932—Amelia Earhart became the first woman to fly nonstop across the Atlantic Ocean
- 1960—The FDA approved the first commercially produced birth control pill
- 1963—President Kennedy signed the Equal Pay Act to prohibit sex-based wage discrimination for men and women performing the same job at the same workplace
- 1964—Title VII of the Civil Rights Act was signed to ban employment discrimination for a number of areas including sex
- 1972—Title IX of the Education Amendments was signed by President Nixon to prohibit sex-based discrimination, exclusion, or denial of the benefits of any education program or activity receiving federal assistance
- 1973—*Roe v. Wade* ruling protected a woman’s legal right to an abortion (**overturned in June 2022 by Dobbs v. Jackson Women’s Health Organization**)
- 1981—Sandra Day O’Connor was sworn in as the first female U.S. Supreme Court Justice
- 1983—Sally Ride became the first American woman in space
- 1993—Janet Reno was sworn in as the first female Attorney General of the United States
- 1994—Violence Against Women Act signed to provide funding for victims of gender-related violence
- 1997—Madeleine Albright was sworn in as the first female Secretary of State of the United States
- 2007—Nancy Pelosi became the first female Speaker of the House
- 2013—The U.S. military removed the ban against women serving in combat positions
- 2016—Hillary Clinton became the first woman to receive a presidential nomination from a major party
- 2021—Kamala Harris sworn in as the first woman (and first woman of color) Vice President of the U.S.

1. Beside each achievement on the timeline, write a “L” if the achievement improved the legal/civil area of inequality, a “P” for political, an “E” for educational, an “Econ” for economic, and an “S” for social/religious. Multiple letters can be written if the achievement addresses multiples areas of inequality.
2. Based on the timeline above and your “Areas of Inequality” table from the During Activity, which areas (civil/legal, political, educational, economic, social/religious) have improved the MOST for women?
3. Based on the timeline above and your “Areas of Inequality” table from the During Activity, which area (civil/legal, political, educational, economic, social/religious) has improved the LEAST for women?

Suggest Answers:

The Bell Ringer and Opening Activity responses will be varied but here's some possible answers:

Bell Ringer—Stanton takes the same approach as Jefferson in the Declaration of Independence because women are fighting for and declaring the same natural rights that Jefferson voiced in the DOI. The American Revolution should have included equal protection for women as well as men, so Stanton and the Seneca Falls activists are trying to “right a wrong” or fulfill the promises of democracy. Also, it sets the tone as the beginning of a revolutionary struggle for women and mirroring the DOI is a strategic way to persuade Americans to take the movement seriously.

Opening Activity Possible Answers

Reasons WHY women have faced gender discrimination OR been “assigned” to specific gender roles (historically)	Rank
<ul style="list-style-type: none">Traditionally, men have been assigned or assumed the role as the “bread winner” or provider for the family that must spend more time away from the home, while women have been more associated with raising the children and staying close to the home.	1
<ul style="list-style-type: none">Physical differences, such as male strength, have enabled men or led men to believe they could assert power or dominance over women.	5
<ul style="list-style-type: none">The childcare demands placed on mothers have often left them unable to pursue careers, social engagements, or positions of power outside of the home.	2
<ul style="list-style-type: none">Law codes have long been written by men and have purposely targeted women (especially single women, those seeking divorce, widows, and sole heirs of property) with excessive legal/civil constraints or taxes designed to perpetuate patriarchal (continue male-dominated) advantages and uphold the status quo.	3
<ul style="list-style-type: none">Many religious sects, denominations, and belief systems have traditionally held women in subjection, silent in worship services, and somewhat limited in their leadership roles within ecclesiastical realms	4
<ul style="list-style-type: none">Over the generations, many women have actually defended the purity and importance of women as mothers and homemakers and argued against women’s liberation movements because they were concerned that females participating in the areas of business or politics would “pollute” the gender and due irreparable harm to the children and household.	6

During Activity Suggested Answers (though slight variances are possible)

	Legal/Civil Inequality	Political Inequality	Educational Inequality	Economic Inequality	Social/ Religious Inequality
Quotes (Write Letter Only)	A, B, C, E, G, H, I, N, P	G, H, N, P	K, L, P	C, F, J, K, P	D, M, O, P
Total Quotes	9	4	3	5	4

1. Which area of inequality seemed to receive the most attention based on the number of quotes from the *Declaration of Sentiments*? **Legal/Civil Inequality**
2. Given your answer for #1 above, why did women pursue political equality (women's suffrage) in the years that followed Seneca Falls and the *Declaration of Sentiments* more passionately than the other areas identified above? **Likely due to an understanding that the ballot would give them a political power and influence that would enable them to address and pass legislation to fix the other areas.**

After Activity Suggested Answers (responses may vary and good discussions/debates may result)

- 1849—Elizabeth Blackwell became the first woman to graduate from medical school and become a doctor **E, Econ, S**
- 1869—Wyoming became the first state to grant women the right to vote **L, P**
- 1916—Margaret Sanger opened the first birth control clinic in the United States **Econ, S**
- 1917—Jeanette Rankin was sworn in as the first woman elected to Congress (Rep. from Montana) **P**
- 1920—19th Amendment ratified to prohibit sex-based voter discrimination throughout the country **L, P**
- 1932—Amelia Earhart became the first woman to fly nonstop across the Atlantic Ocean **Econ, S**
- 1960—The FDA approved the first commercially produced birth control pill **Econ, S**
- 1963—President Kennedy signed the Equal Pay Act to prohibit sex-based wage discrimination for men and women performing the same job at the same workplace **L, Econ**
- 1964—Title VII of the Civil Rights Act was signed to ban employment discrimination for a number of areas including sex **L, Econ**
- 1972—Title IX of the Education Amendments was signed by President Nixon to prohibit sex-based discrimination, exclusion, or denial of the benefits of any education program or activity receiving federal assistance **L, E, S**
- 1973—*Roe v. Wade* ruling protected a woman's legal right to an abortion (**overturned in June 2022 by Dobbs v. Jackson Women's Health Organization**) **L, Econ, S**
- 1981—Sandra Day O'Connor was sworn in as the first female U.S. Supreme Court Justice **L, P**
- 1983—Sally Ride became the first American woman in space **Econ, S**
- 1993—Janet Reno was sworn in as the first female Attorney General of the United States **L, P**
- 1994—Violence Against Women Act signed to provide funding for victims of gender-related violence **L**
- 1997—Madeleine Albright was sworn in as the first female Secretary of State of the United States **P**
- 2007—Nancy Pelosi became the first female Speaker of the House **P**

- 2013—The U.S. military removed the ban against women serving in combat positions **Econ, S**
- 2016—Hillary Clinton became the first woman to receive a presidential nomination from a major party **P, Econ, S**
- 2021—Kamala Harris sworn in as the first woman (and first woman of color) Vice President of the U.S. **P, Econ, S**

1. Beside each achievement on the timeline, write a “L” if the achievement improved the legal/civil area of inequality, a “P” for political, an “E” for educational, an “Econ” for economic, and an “S” for social/religious. Multiple letters can be written if the achievement addresses multiples areas of inequality. **See above for suggestions BUT this is a great opportunity for a class discussion as students record some different answers. For instance, do they understand that developments related to reproductive rights also have an economic impact on women? Also, for complicated issues like reproductive rights, what some pro-choice proponents may consider as legal or social gains, pro-life supporters may consider these “gains” to be at the expense of the unborn, and depriving them of opportunities for life and a future may have harmful effects on religious or moral areas of equality. In other areas of focus, when women gain political positions of power...does this open the door for additional social gains?**
2. Based on the timeline above and your “Areas of Inequality” table from the During Activity, which areas (civil/legal, political, educational, economic, social/religious) have improved the MOST for women? **This is debatable and very close, but based on the suggestions above, economic, legal, political, and social all made the most improvements. This brings up another opportunity for discussion. In spite of all these economic achievements, why does disparity of income between men and women remain such a hot topic?**
3. Based on the timeline above and your “Areas of Inequality” table from the During Activity, which area (civil/legal, political, educational, economic, social/religious) has improved the LEAST for women? **This response can be somewhat misleading which provides for yet another discussion topic. Based on the list and suggested answers above, it appears that educational inequality has been addressed the least. However, even though Title IX issues continue to come up time and time again, we know that women have gained tremendous educational opportunities over the decades. Remind students that even though we classified so many of these achievements as political, economic, or social...the achievement itself likely would not have been possible unless highly educated women were leading the charge or receiving the positions. Thus, education has been a major area of improvement and remains an extremely important avenue for success even though it’s somewhat “hidden” in the timeline above.**