WOMEN’S RIGHTS: FROM SENECA FALLS TO MODERN AMERICA

A Unit Plan for Teachers
Established Goals:

National Standards for History

UNITED STATES ERA 4
Standard 4C Analyze the goals of the 1848 Seneca Falls “Declaration of Sentiments” and evaluate its impact.

UNITED STATES ERA 7
Standard 3D Assess the effects of woman suffrage on politics.

Common Core State 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.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
### Understandings:
Students will understand that...
- Women’s rights activists used many tactics to gain women’s suffrage.

### Essential Questions:
- How were women able to secure the right to vote in America?
- What methods are most effective when creating change?

### Students will know...
- The role that early activists, like Elizabeth Cady Stanton and Susan B Anthony, played in creating the suffrage movement in the United States.
- How different activists factions, led by Carrie Chapman Catt and Alice Paul, worked together and separately to advocate for women’s suffrage and long term women’s rights.
- For what rights modern women might choose to advocate.

### Students will be able to...
- Assess the goals of the first women's rights convention in Seneca Falls, New York.
- Analyze the effectiveness of different tactics used by women’s rights activists.
- Consider what rights are currently not protected.
### Stage 2 – Assessment Evidence

**Performance Tasks:**
- Students will engage in a class-wide discussion about the effectiveness of different tactics used by different groups in the fight for women’s suffrage.
- Additionally, students will also consider what a modern declaration of women’s rights and demands might look like.

**Other Evidence:**
- Group products, such as document analyses and prediction, and individual tasks such as responses to reflection questions.
- Homework, including a response to a news article about the anniversary of the Suffragist Parade of 1913.

### Stage 3 – Learning Plan

**Performance Tasks:**
- Short lectures followed by small group discussions
- Debate
- Reading, discussing, and analyzing primary source documents
- Secondary source readings
- Small group work

**Suggested Grade Level:** 9 - 12
LESSON # 1 – THE BEGINNING OF THE WOMEN’S RIGHTS MOVEMENT

Overview: Students will begin by learning about the legal status of women during the years before 1848. Students will analyze the goals of the early women’s rights movement and learn about some of the key figures who helped to shape the women’s rights agenda. Students will analyze the Declaration of Sentiments and consider what social, political, and religious changes were most desired by women’s rights advocates. Finally, students will begin to see how this movement was carried out in the early 1900’s.

Estimated Time: 90 minutes

Lesson Procedures:

Establish unit theme (10 minutes)
Post the following questions and either have student’s journal or Think-Pair-Share:
• How has the status of women changed since the creation of the United States?
• Are women currently treated equally in society? If not, in what ways are they not?
Take a few responses to the second question.

Explain to students that this unit will focus on women’s rights, and specifically women’s suffrage—the right to vote. Throughout the course of the unit, students will explore what early women’s rights advocates were fighting for, and how that was both accomplished and deferred. Questions that will be considered are:
• How were women able to secure the vote in America?
• What methods are most efficient when creating change?
• Should more be done to ensure that women are treated equally today?

Provide context (15 minutes)
Give a mini lesson about the history and status of women in America prior to 1848. Highlights should include;
• When the country was founded women were given almost no rights. Women were often not allowed to vote, own property, and were not allowed to become leaders in churches or communities.
• The status of women sometimes varied dramatically depending on where they lived. Women in the North were able to own property and have custody of their children.
• Much of a woman’s legal status was dependent on her marital status.
• Before being married, a woman’s father was seen as her guardian. After she was married this responsibility shifted to her husband. This meant that any property inherited went to her husband, along with any monetary assets.
• Woman who were either widowed or chose not to marry were in some cases allowed significantly more autonomy.
• Colleges and universities were closed to women, as were roles in religious institutions.
• Because women were not able to attend college most professions were out of their reach. In general, very few women worked outside the home.
• The status of African American women was even more precarious. In the North, free African Americans were sometimes granted the same rights as their white counterparts. However, in the South, free African American women had little to no rights.

Inform students that, before 1848, while individual women worked to convince their husbands and sons of the need for more autonomy for women, there had been no organized groups working on the issue. This would change in 1848.

**Make predictions** (10 minutes)
Inform students that, in 1848, a group of women, led by Elizabeth Cady Stanton and Lucretia Mott, decided to gather a group of people to convene the first ever women’s rights convention.

What would become the Seneca Falls Convention (so named because it was held in Seneca Falls, New York) was advertised as “a convention to discuss the social, civil, and religious condition and rights of woman”. Ask students the following questions:
• What do you think would be the biggest social, civil, and religious priorities for women in the 1840’s?

**Analyze the Declaration of Sentiments** (25 minutes)
The Seneca Falls Convention was held over two days - July 19th and 20th, 1848. Before the convention, the two organizers worked to create a document which would outline how women were being mistreated in the United States. They titled their document the “Declaration of Sentiments”. They modeled the document after the Declaration of Independence.

Explain to students that, at the end of the two-day-long convention, 68 women and 32 men would sign the Declaration.

Students will now be analyzing this document. Give each student a copy of the Declaration of Sentiments (Attachment 1) and individually read.

Have students get into small groups (4-5 students) and give each student a copy of the reading guide (Attachment 2). Have students work in groups through the reading guide together. Have students record the names of the people in their group as they will return to these groups later in the unit.

As students are finishing the reading guide, hand out or post the following discussion questions:
• What are the dominant themes that appear in the document?
• After signing the document, what would be the next step? How could the participants of this convention change these things?
Analyzing the Susan B. Anthony Amendment and Timeline (15 minutes)

Inform students that, after the Seneca Falls Convention, women’s rights advocates began working for the right to vote. This was often lobbied for on a state level, but the ultimate goal was to create national women’s suffrage. To achieve this, Susan B. Anthony, with help from Elizabeth Cady Stanton, wrote a proposed amendment to the Constitution.

Post the Anthony Amendment:
*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 sex.*
*Congress shall have power to enforce this article by appropriate legislation.*

This amendment was first introduced to Congress in 1872, however, it was clear that the likelihood of it being passed was very low. Women like Susan B. Anthony and Elizabeth Cady Stanton continued to work for its passage, both on a national level and on a state-by-state level.

Explain to students that they will now be looking at what changes and advancements took place between the Seneca Falls Convention and the early 1900’s. They will be examining both a timeline and a map that shows when different states in Union granted women’s suffrage.

Have students get into small groups and distribute the map and timeline (Attachments 3 and 4).

Students should read over these documents and answer the following questions:
- What rights did women gain between 1848 and 1900?
- What trends do you see in the map and timeline? Where in the country were women most likely to be able to vote? Least likely? Why do you think this might be?

Reflection (5 minutes)

Inform students that Elizabeth Cady Stanton died in 1902 and Susan B. Anthony died in 1910. Between the Seneca Falls Convention and 1896 only four states (Wyoming, Colorado, Utah, and Idaho) granted women the right to vote. Washington was the next state to grant woman suffrage, which happened in 1910. With the death of two of their most influential figures, the women’s suffrage movement needed new leaders while also maintaining the momentum they had begun to gather throughout the late 1800’s. Have students either Think-Pair-Share or journal on the following question: How do you think the women’s movement could continue to create change while also maintaining momentum?

Homework

Have students read Elizabeth Cady Stanton’s address to Congress (Attachment 5). How is this document similar to the Declaration of Sentiments? How is it different? What are the major priorities that are identified in this speech?
Attachment 1: Declaration of Rights and Sentiments

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; that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. 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, and to provide new guards for their future security. 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.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both natives and foreigners.

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.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

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 - the law giving him power to deprive her of her liberty, and to administer chastisement.

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 a false supposition of the supremacy of man, and giving all power into his hands.
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.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

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.

He has denied her the facilities for obtaining a thorough education - all colleges being closed against her.

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.

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.

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 to her God.

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.

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 the 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.

This Declaration was unanimously adopted and signed by 32 men and 68 women.
RESOLUTIONS
Whereas the great precept of nature is conceded to be, “that man shall pursue his own true and substantial happiness.” Blackstone, in his Commentaries, remarks, that this law of Nature being coeval with mankind, and dictated by God himself, is of course superior in obligation to any other. It is binding over all the globe, in all countries, and at all times; no human laws are of any validity if contrary to this, and such of them as are valid, derive all their force, and all their validity, and all their authority, mediately and immediately, from this original; therefore,

Resolved, That such laws as conflict, in any way, with the true and substantial happiness of woman, are contrary to the great precept of nature, and of no validity; for this is “superior in obligation to any other.”

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.

Resolved, That woman is man’s equal - was intended to be so by the Creator - and the highest good of the race demands that she should be recognized as such.

Resolved, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation, by declaring themselves satisfied with their present position, nor their ignorance, by asserting that they have all the rights they want.

Resolved, That inasmuch as man, while claiming for himself intellectual superiority, does accord to woman moral superiority, it is pre-eminently his duty to encourage her to speak, and teach, as she has an opportunity, in all religious assemblies.

Resolved, That the same amount of virtue, delicacy, and refinement of behavior, that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.

Resolved, That the objection of indelicacy and impropriety, which is so often brought against woman when she addresses a public audience, comes with a very ill-grace from those who encourage, by their attendance, her appearance on the stage, in the concert, or in feats of the circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Resolved, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.

Resolved, That the equality of human rights results necessarily from the fact of the identity of the race in capabilities and responsibilities.

Resolved, therefore, That, being invested by the Creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause, by every righteous means; and especially in regard to the great subjects of morals and religion, it is self-evidently her right to participate with her brother in teaching them, both in private and in public, by writing and by speaking, by any instru-
mentalities proper to be used, and in any assemblies proper to be held; and this being a self-evident truth, growing out of the divinely implanted principles of human nature, any custom or authority adverse to it, whether modern or wearing the hoary sanction of antiquity, is to be regarded as a self-evident falsehood, and at war with the interests of mankind.

The only resolution which met opposition was the 9th, demanding the right of suffrage which, however, after a prolonged discussion was adopted. All of the meetings throughout the two days were largely attended, but this, like every step in progress, was ridiculed from Maine to Louisiana.
Attachment 2

As you are reading categorize the different declarations into the table below:

<table>
<thead>
<tr>
<th>Social</th>
<th>Civil</th>
<th>Religious</th>
<th>Other</th>
</tr>
</thead>
</table>

How did the men and women who signed the Declaration of Sentiments hope to change the inequalities they listed?

Which of these inequalities, if any, are still present today?
Attachment 4: Timeline of Women’s Rights 1848-1917

1849 Elizabeth Blackwell graduates from Geneva College in Geneva, NY with the first medical degree awarded to a woman.

1851 Elizabeth Cady Stanton and Susan B. Anthony meet and begin their fifty-year collaboration to win for women their economic, educational, social, and civil rights. Sojourner Truth delivers her “And Ain’t I a Woman Speech” at the Woman’s Rights Convention in Akron, OH.

1852 Lucretia Mott writes Discourse on Woman, arguing that the apparent inferiority of women can be attributed to their inferior educational opportunities.

1853 Antoinette Brown Blackwell, an 1847 Oberlin graduate, is ordained as the minister of the First Congregational Church in Butler and Savannah, NY. She is the first woman to be ordained in the United States by a mainstream denomination.

1855 Elizabeth Cady Stanton makes an unprecedented appearance before the New York State Legislature to speak in favor of expanding the Married Woman’s Property Law.

1859 January 9: Carrie Chapman Catt is born in Ripon, WI.

1861 to 1865 The American Civil War disrupts suffrage activity as women, North and South, divert their energies to “war work.” The War itself, however, serves as a “training ground,” as women gain important organizational and occupational skills they will later use in post war organizational activity.

1863 Stanton and Anthony organize the Women’s Loyal National League and gather 300,000 signatures on a petition demanding that the Senate abolish slavery by constitutional amendment.

1865 The 13th amendment to the U.S. Constitution is ratified. The amendment officially abolishes slavery in the United States.

1866 The American Equal Rights Association is founded with the purpose to secure for all Americans their civil rights irrespective of race, color, or sex. Lucretia Mott is elected president. To test women’s constitutional right to hold public office, Stanton runs for Congress receiving 24 of 12,000 votes cast.

1867 Stanton, Anthony, and Lucy Stone address a subcommittee of the New York State Constitutional Convention requesting that the revised constitution include woman suffrage. Their efforts fail. Kansas holds a state referendum on whether to enfranchise blacks and/or women. Lucy Stone, Susan B. Anthony, and Elizabeth Cady Stanton traverse the state speaking in favor of women suffrage. Both black and women suffrage is voted down.

1868 Stanton and Anthony launch their women’s rights newspaper, the Revolution, in New York City. Anthony organizes the Working Women’s Association, which encourages women to form unions to win higher wages and shorter hours. The 14th amendment to the U. S. Constitution is adopted. The amendment grants citizenship to former slaves, but still does not secure voting rights.

1869 The women’s rights movement splits into two factions as a result of disagreements over the Fourteenth and soon-to-be-passed Fifteenth Amendments. Elizabeth Cady Stanton and Susan B. Anthony form the more radical, New York-based National Woman Suffrage Association (NWSA). Lucy Stone, Henry Blackwell, and Julia Ward Howe organize the more conservative American Woman Suffrage Association (AWSA), which is centered in Boston. In this same year, the Wyoming territory
is organized with a woman suffrage provision. In 1890, Wyoming was admitted to the Union with its suffrage provision intact.

1870 Utah Territory grants suffrage to women. First issue of the Woman’s Journal is published with Lucy Stone and her husband Henry Blackwell as editors. The 15th amendment to the U. S. Constitution is adopted. The amendment grants suffrage to former male African-American slaves, but not to women. Anthony and Stanton bitterly oppose the amendment, which for the first time explicitly restricts voting rights to “males.” Many of their former allies in the abolitionist movement, including Lucy Stone, support the amendment.

1871 Victoria Woodhull addresses the Judiciary Committee of the House of Representatives arguing that women have the right to vote under the 14th amendment. The Committee issues a negative report.

1872 In Rochester, NY, Susan B. Anthony registers and votes contending that the 14th amendment gives her that right. Several days later she is arrested.

1873 At Anthony’s trial the judge does not allow her to testify on her own behalf, dismisses the jury, rules her guilty, and fines her $100. She refuses to pay.

1874 In Minor v. Happersett, the Supreme Court decides that citizenship does not give women the right to vote and that women’s political rights are under the jurisdiction of each individual state.

1876 Stanton writes a Declaration and Protest of the Women of the United States to be read at the centennial celebration in Philadelphia. When the request to present the Declaration is denied, Anthony and four other women charge the speakers’ rostrum and thrust the document into the hands of Vice-President Thomas W. Ferry.

1878 A Woman Suffrage Amendment is introduced in the United States Congress. The wording is unchanged in 1919, when the amendment finally passes both houses.

1879 Belva Lockwood becomes the first woman lawyer admitted to practice before the Supreme Court.

1880 November 11: Lucretia Mott dies. New York state grants school suffrage to women.

1882 The House of Representatives and the Senate appoint Select Committees on Woman Suffrage.

1885 January 11: Alice Paul is born.

1887 The first three volumes of the History of Woman Suffrage, edited by Susan B. Anthony, Matilda Joslyn Gage and Elizabeth Cady Stanton, are published.

1888 The International Council for Women is founded and holds its first meeting in Washington, DC.

1890 After several years of negotiations, the NWSA and the AWSA merge to form the National American Woman Suffrage Association (NAWSA) with Elizabeth Cady Stanton, Susan B. Anthony and Lucy Stone as officers. Wyoming joins the union as the first state with voting rights for women. By 1900 women also have full suffrage in Utah, Colorado and Idaho. New Zealand is the first nation to give women suffrage.
1892 Susan B. Anthony becomes president of the NAWSA.

1893 October 18: Lucy Stone dies.

1895 Elizabeth Cady Stanton publishes The Woman’s Bible, a critical examination of the Bible’s teaching about women. The NAWSA censures the work.

1900 Anthony resigns as president of the NAWSA and is succeeded by Carrie Chapman Catt.

1902 October 26: Elizabeth Cady Stanton dies. Women of Australia are enfranchised.

1903 Carrie Chapman Catt resigns as president of the NAWSA and Anna Howard Shaw becomes president.

1906 March 13: Susan B. Anthony dies. Women of Finland are enfranchised.

1907 Harriet Stanton Blatch, daughter of Elizabeth Cady Stanton, founds the Equality League of Self-Supporting Women, later called the Women’s Political Union.

1908 March 8: International Women’s Day is celebrated for the first time.

1910 The Women’s Political Union holds its first suffrage parade in New York City.

1911 National Association Opposed to Woman Suffrage is founded.

1912 Suffrage referendums are passed in Arizona, Kansas, and Oregon.

1913 Alice Paul and Lucy Burns organize the Congressional Union, later known as the National Women’s Party (1916). Borrowing the tactics of the radical, militant Women’s Social and Political Union (WSPU) in England, members of the Woman’s Party participate in hunger strikes, picket the White House, and engage in other forms of civil disobedience to publicize the suffrage cause. Members of the Congressional Union organize a suffrage parade, carefully scheduling it for the day before President Wilson’s inauguration (it is said that when Wilson arrived in town, he found the streets empty of welcoming crowds and was told that everyone was on Pennsylvania Avenue watching the parade).

1914 Montana and Nevada grant voting rights to women. Alice Paul and Lucy Burns organize the Congressional Union for Woman Suffrage. It merges in 1917 with the Woman’s Party to become the National Woman’s Party.

1915 Suffrage referendum in New York State is defeated. Carrie Chapman Catt is elected president of the NAWSA. Women of Denmark are enfranchised.

1916 NAWSA president Carrie Chapman Catt unveils her “winning plan” for suffrage victory at a convention in Atlantic City, New Jersey. Catt’s plan required the coordination of activities by a vast cadre of suffrage workers in both state and local associations. Jeannette Rankin, a Republican from Montana, is elected to the House of Representatives and becomes the first woman to serve in Congress. President Woodrow Wilson addresses the NAWSA.
1917 Members of the National Woman’s Party picket the White House. Alice Paul and ninety-six other suffragists are arrested and jailed for “obstructing traffic.” When they go on a hunger strike to protest their arrest and treatment, they are force-fed. Women win the right to vote in North Dakota, Ohio, Indiana, Rhode Island, Nebraska, Michigan, New York, and Arkansas.

1918 to 1920 (World War I) intervenes to slow down the suffrage campaign as some—but not all—suffragists decide to shelve their suffrage activism in favor of “war work.” In the long run, however, this decision proves to be a prudent one as it adds yet another reason to why women deserve the vote.
LESSON # 2 – CARRIE CHAPMAN CATT, ALICE PAUL, AND THE FIGHT FOR FEDERAL WOMEN’S SUFFRAGE

Overview: The lesson will begin with a review of the previous night’s homework. Students will learn about the second group of woman that worked toward woman’s suffrage. Students will conduct research on either Carrie Chapman Catt or Alice Paul. Using this research they will prepare a 5 minute presentation to their peers in preparation for a larger discussion about the effectiveness of different tactics.

Estimated Time: 90 minutes

Lesson Procedures:

Review homework (10 minutes)
Inform students that 44 years had passed between the writing of the Declaration of Sentiments and when Stanton gave this speech. In pairs, have them discuss: How does this speech compare to the Declaration of Sentiments? Had the goals of the women’s rights movement changed in the intervening years? Had any of their goals been realized between these two dates?

Introduce the lesson (25 minutes)
Explain to students that, at the beginning of the 1900’s, the pioneering women who helped to launch the women’s suffrage movement were no longer able to carry on the movement. Elizabeth Cady Stanton died in 1902 and Susan B Anthony died in 1910. With the death of these two women, new leaders were needed to emerge in the movement.

Inform students: Today we will be learning about two women who played a very prominent role in the women’s rights movement in the years leading up to the passage of the 19th Amendment. Today you will be doing research using a webquest. You will be researching who these women were, what tactics they used to advocate for women’s rights, and will consider how effective each woman was.

Have students get into groups of four. Explain that, within each group, two members will research Alice Paul, and two members will research Carrie Chapman Catt. Have students assign pairs.

Inform students that they will have the rest of the class period to research their assigned person using the webquest. First thing next class period students will be presenting to the other pair in the group of four. By the end of this lesson they will need to have all the research they need to make those presentations tomorrow.

Distribute Attachment 1 to groups. This handout will be used to help guide student research for the webquest.
**Research (45 minutes)**
In pairs, students should work through their designated webquest to research about their person, and prepare for the next class period’s presentations.

The webquest can be found at: http://zunal.com/webquest.php?w=256709

**Presentation preparation (15 minutes)**
Alert groups that they will now have about 10 minutes to prepare for their presentations for the next class period. In their groups they should decide:

- What is the most important information to present?
- How did this person advocate for women’s rights?
- How effective was this person?

**Reflection (10 minutes)**
Have each student reflect on the woman that they learned about. How effective do you believe this woman was? Could she have been more effective? How?

**Homework**
Students will read an article that discusses the Suffragist parade that was held the day before President Woodrow Wilson’s inauguration (Attachment 6). As students are reading they should identify- What role the person they researched (or the organizations that they represented) played in this parade? How effective was this parade?
Attachment 1: Carrie Chapman Catt and Alice Paul Webquest Guide

Person being researched: ____________________________________________

**Biography**

<table>
<thead>
<tr>
<th>Date of Birth:</th>
<th>Family:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When she got involved in women’s rights:</td>
<td>Organizations she was involved with:</td>
</tr>
<tr>
<td>Other women’s rights activists she worked with:</td>
<td>Date of Death:</td>
</tr>
</tbody>
</table>

**Women’s Rights**

How did this woman describe either why women’s rights were important, or how the movement should go about achieving those aims?

How did this person fight for women’s suffrage? What tactics did she use?

Were people opposed to any of the methods used by this person? Why?

What consequences, if any, did this person face because of their actions?

What was most effective about this person’s tactics? Least effective?
Attachment 2: Marching for the Vote - Remembering the Woman Suffrage Parade of 1913

MOB HURTS 300 SUFFRAGISTS AT CAPITAL PARADE

New York Evening Journal, March 4, 1913

By Sheridan Harvey

“There would be nothing like this happen if you would stay at home.”
Suffrage Parade Senate Hearing, March 6-17, 1913

The cover illustration for the official program of the Woman Suffrage Procession of 1913, which brought the issue of voting rights for women to the forefront of national discussion.

On Monday, March 3, 1913, lawyer Inez Milholland Boissevain, clad in a white cape and riding a white horse, led the great Women’s Suffrage Parade down Pennsylvania Avenue in the nation’s capital. Behind her stretched a long procession, including nine bands, four mounted brigades, three heralds, more than 20 floats and more than 5,000 marchers. Women from countries that had enfranchised women held the place of honor in the first section of the procession. Then came the “pioneers” who had struggled for so many decades to secure women’s right to vote. The next sections celebrated working women, who were grouped by occupation and wore appropriate garb -- nurses in uniform, woman farmers, homemakers, woman doctors and pharmacists, actresses, librarians -- Harriet Hifton of the Library of Congress’s Copyright Division led the librarians’ contingent -- and college women in academic gowns. Next came the state delegations and, finally, the separate section for male supporters of woman suffrage. According to the official program of the suffrage procession, all had come from around the country “to march in a spirit of protest against the present political organization of society, from which women are excluded.”

The procession began late, but all went well for the first few blocks. Soon, however, the crowds -- mostly men in town for the inauguration of Woodrow Wilson the following day -- surged into the street, making it almost impossible for the marchers to pass. Occasionally only a single file could move forward. Women were jeered, tripped, grabbed, shoved, and many heard “indecent epithets” and “barnyard conversation.” Instead of protecting the parade, the police “seemed to enjoy all the ribald jokes and laughter, and part participated in them.” One policeman remarked that the women should stay at home where they belonged. The men in the procession heard shouts of “Henpecko” and “Where are your skirts?” As one witness explained, “There was a sort of spirit of levity connected with the crowd. They did not regard the affair very seriously.”

But to the women, the event was very serious. The Chicago Tribune noted that Helen Keller “was so exhausted and unnerved by the experience in attempting to reach a grandstand ... that she was unable to speak later at [Constitution Hall].” Two ambulances “came and went constantly for six
hours, always impeded and at times actually opposed, so that doctor and driver literally had to fight their way to give succor to the injured.” One hundred marchers were taken to the local Emergency Hospital. Before the afternoon was over, Secretary of War Henry L. Stimson, responding to a request from the chief of police, authorized the use of a troop of cavalry from nearby Fort Myer to help control the crowd.

Left, newspapers of the day -- and their cartoonists -- walked the line between a mocking and serious tone in dealing with women’s quest for suffrage, as seen in “Gen. Rosalie Jones Crossing the Delaware”;
Right, “Eliz. Freeman Enrout [sic] to Wash’n,” shows one of the 16-member contingent from the New York State Suffrage Association.

Despite enormous difficulties, many of those in the parade completed the route. Upon reaching the Treasury Building, a hundred women and children from the procession presented an allegorical tableau written especially for the occasion to show “those ideals toward which both men and women have been struggling through the ages and toward which, in co-operation and equality, they will continue to strive.” The pageant began with “The Star Spangled Banner” and the commanding figure of Columbia dressed in national colors, emerging from the great columns at the top of the Treasury Building steps. Charity entered, her path strewn with rose petals; Liberty followed to the “Triumphant March” from Aida, and a dove of peace was released. In the final tableau, Columbia, surrounded by Justice, Charity, Liberty, Peace, and Hope, all in flowing robes and colorful scarves, with trumpets sounding, stood to watch the oncoming procession. The New York Times described the pageant as “one of the most impressively beautiful spectacles ever staged in this country.”

At the railway station a few blocks away, President-Elect Woodrow Wilson arrived to little fanfare. One of his staff asked, “Where are all the people?” “Watching the Suffrage Parade,” the police told him. The next day Wilson would be driven down the miraculously clear Pennsylvania Avenue, cheered on by a respectful crowd.

The Washington march came at a time when the suffrage movement badly needed an infusion of vigor, a new way to capture public and press interest. Women had been struggling for the right to vote for more than 60 years, and although progress had recently been made at the state level with six western states granting woman suffrage, the movement had stalled at the national level.
Delegates from the National American Woman Suffrage Association (NAWSA) and its predecessor associations had arrived in the nation’s capital every year since 1869 to present petitions asking that women be enfranchised. Despite this annual pilgrimage and the millions of signatures collected, debate on the issue had never even reached the floor of the U.S. House. In 1912, Teddy Roosevelt’s Progressive Party became the first major political party to pledge itself “to the task of securing equal suffrage to men and women alike.” But the Progressives lost the election.

In November 1912, as suffrage leaders were casting about for new means to ensure their victory, Alice Paul arrived at the NAWSA annual convention in Philadelphia. A 28-year-old Quaker from New Jersey, she had recently returned to the United States fresh from helping the militant branch of the British suffrage movement. She had been arrested repeatedly, been imprisoned, gone on a hunger strike and been forcibly fed. Paul was full of ideas for the American movement. She asked to be allowed to organize a suffrage parade to be held in Washington at the time of the President’s inauguration, thus ensuring maximum press attention. She also promised to raise the necessary funds. NAWSA happily accepted her offer and gave her the title Chairman of the Congressional Committee. In December 1912, she moved to Washington, where she discovered that the committee she chaired had no headquarters and most of the members had died or moved away.

Undaunted, Alice Paul convened the first meeting of her new committee on Jan. 2, 1913, in the newly rented basement headquarters at 1420 F Street NW. She started raising funds. According to one friend, “it was very difficult to refuse Alice Paul.” She and the others she recruited worked non-stop for two months. By March 3, this fledgling committee had organized and found the money for a major suffrage parade with floats, banners, speakers, and a 20-page official program. The total cost of the event was $14,906.08, a princely sum in 1913, when the average annual wage was $621. The programs and tableau each cost over $1,000.

**WHY YOU MUST MARCH**

Because this is the most conspicuous and important demonstration that has ever been attempted by suffragists in this country.

Because this parade will be taken to indicate the importance of the suffrage movement by the press of the country and the thousands of spectators from all over the United States gathered in Washington for the Inauguration.
Suffrage groups across the nation contributed to the success of the procession. From its New York headquarters, NAWSA urged suffrage supporters to gather in Washington: This call was answered. On Feb. 12, with cameras clicking, sixteen “suffrage pilgrims” left New York City to walk to Washington for the parade. Many other people joined the original hikers at various stages, and the New York State Woman Suffrage Association’s journal crowed that “no propaganda work undertaken by the State Association and Party has ever achieved such publicity.” One of the New York group, Elizabeth Freeman, dressed as a gypsy and drove a yellow, horse-drawn wagon decorated with Votes for Women symbols and filled with pro-suffrage literature, a sure way to attract publicity. Two weeks after the procession, five New York suffragists, including Elizabeth Freeman, reported to the Bronx motion picture studio of the Thomas A. Edison Co. to make a talking picture known as a Kinetophone, which included a cylinder recording of one-minute speeches by each of the women. This film with synchronized sound was shown in vaudeville houses where it was “hooted, jeered, and hissed” by audiences.

Officers of NAWSA prepared a strong letter for the New York hikers to deliver to President-Elect Woodrow Wilson as they passed through Princeton, N.J. They urged that women’s suffrage be achieved during his presidency and warned that the women of the United States “will watch your administration with an intense interest such as has never before been focused upon the administration of any of your predecessors.” When the group reached Princeton, however, they delivered a much more modest proposal. They requested “an audience for not more than two minutes in Washington as soon after your arrival as possible.” Less than two weeks after his inauguration, Wilson received a suffrage delegation led by Alice Paul. In response to their impassioned plea, he replied that he had never given the subject any thought but that it would “receive my most careful consideration.” Hardly the wholehearted endorsement sought by the women.

The mistreatment of the marchers by the crowd and the police roused great indignation and led to Congressional hearings in which more than 150 witnesses recounted their experiences; some complained about the lack of police protection; others defended the police. Before the inquiries were over, the superintendent of police of the District of Columbia had lost his job.

The public outcry and its accompanying press coverage proved a windfall for the suffragists. The Woman’s Journal proclaimed, “Parade Struggles to Victory Despite Disgraceful Scenes; Nation Aroused by Open Insults to Women -- Cause Wins Popular Sympathy.” The New York Tribune announced, “Capital Mobs Made Converts to Suffrage.” At its next convention in November 1913, NAWSA praised the “amazing and most creditable year’s work” of Alice Paul’s Congressional Committee, stating that “their single-mindedness and devotion has been remarkable, and the whole movement in the country has been wonderfully furthered by the series of important events which have taken place in Washington, beginning with the great parade the day before the inauguration of the President.”

Not one to mince words, reporter Nellie Bly, who rode as one of the heralds in the parade, bluntly stated in the headline to her article on the march: “Suffragists Are Men’s Superiors.” With uncanny prescience, she added that it would take at least until 1920 for all states to grant woman suffrage. Despite the pageantry of 1913, Nellie Bly was right. It was to take seven more years before the Nineteenth Amendment to the Constitution, which gave women full rights to vote, finally passed both chambers of Congress and was ratified by the required 36 states.

Ms. Harvey is Women’s Studies Specialist in the Humanities and Social Sciences Division of the Library of Congress. The Library’s Audrey Fischer, Rosemary Hanes, Georgia Higley, Barbara Natanson, Peggy Pearlstein, Rosemary Plakas, and Janice Ruth contributed to this report.
Lesson #3 – The Effectiveness of Women’s Rights Advocates

Overview: Students will begin by reviewing their homework from the previous day. They will then have a small amount of time to prepare their presentations for their peers. After presenting to their peers there will be a whole class fishbowl discussion. In this discussion, students will consider the effectiveness and validity of the different tactics used by women’s rights advocates.

Estimated Time: 90 minutes

Lesson Procedures:

Homework review (10 minutes)
Have students pair up with the person they did research with the previous day.

Students should discuss what portions of the article they read for homework could benefit their presentation.

Ask whole group: How effective was the parade? At the time President Wilson did not support women’s suffrage; do students think the parade was the best way of persuading him? If not, what would have been more effective?

Presentation preparation (15 minutes)
Inform students that they will now have ten minutes to prepare their presentation for the other group.

They should use their notes from the previous day and work together with their partner to create one unified presentation.

Presentation (15 minutes)
Have students get back in to the groups of four that they were in the previous day.

The first group will have 5 minutes to present while the group of the other two students take notes on the provided guide (Attachment 1).

The second group will also then have 5 minutes to present while the first group takes notes on the provided guide (Attachment 1).

After both groups have presented, have groups hold a brief discussion on the similarities and differences between the two women.
**Fishbowl debate** (25 minutes)

Using what the students have learned from their webquests and presentations they will now take part in a fishbowl debate to consider what techniques were most effective.

Explain to students that the class will be sitting in a large circle, with four desks in the center facing each other. The four students who are sitting in these chairs are the only ones who are allowed to speak. Those four students will rotate throughout the discussion, and everyone will be given the opportunity to participate (the teacher can either have groups of four rotate in and out at designated time intervals, or allow students to self select to go in and out of the middle positions). When students are seated along the outside of the circle they will be responsible for taking notes and preparing to engage in the conversation.

Distribute discussion questions (Attachment 2). Allow students five to seven minutes to journal their responses in preparation for discussion.

Rearrange the room to facilitate the fishbowl debate. Handout out Attachment 5, the Note Taking Guide, and Attachment 4, the Discussion Rubric, if needed you can also use Attachment 3: Goals and Expectations.

Instruct students that when they are not participating in the discussion they should be listening carefully and filling out the first three questions on Attachment 5, the Note Taking Guide. The final two questions will be used when the discussion has been completed.

If this is a discussion format that has not been used before it is recommended that you conduct a practice round with some easy questions such as:
- What is your favorite subject in school and why?
- If you could travel anywhere in the world where would it be and why?

Conduct fishbowl discussion.

**Reflection** (10 minutes)

Using the last two columns on Attachment 5, the Note Taking Guide, have students spend a few minutes journaling about what they learned and what they would like to know more about.

Inform students that ultimately the women were successful in earning national women’s suffrage. In 1919, the 19th Amendment (as originally written by Susan B. Anthony) would pass in both the Senate and the House of Representatives. It was then sent to the states, where it required 2/3, or 36 states, to ratify in order to be added to the US Constitution. On August 18, 1920, Tennessee became the 36th state to ratify the 19th Amendment, meaning it would be added to the Constitution (all states would eventually ratify the amendment, with the latest being Mississippi in 1980).

**Homework**

Have each student write a one page response to the question: What techniques used by women’s rights advocates do you believe were most successful and why? Students should use evidence from their webquest, presentation notes, and comments from the fishbowl discussion.
### Alice Paul

<table>
<thead>
<tr>
<th>Life Details:</th>
<th>Strategies Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness of Strategies:</th>
<th>Interesting Fact:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrie Chapman Catt</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Life Details:</td>
<td>Strategies Used:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Strategies:</td>
<td>Interesting Fact:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 2: Fishbowl Debate Questions

1. Consider the tactics used by Carrie Chapman Catt and Alice Paul. What are the strengths of each woman’s tactics? What are the weaknesses?

2. How could these strategies work together? Could Paul’s approach have helped Catt’s approach? Or do you think it was detrimental to the overall effort?

3. What strategies were the most effective in helping women win the right to vote?

4. Did any of the protest actions go too far? Why or why not? What about the government’s response to these tactics?

5. Think about a current issue today (for example immigration, gun control, etc.), which of the tactics you have learned about and discussed would be the most effective in creating change?
Attachment 3: Fishbowl Expectations and Guidelines

1. Don’t raise your hands. We take turns speaking, but this should flow like a mature, sophisticated discussion. However, you should never talk when someone else is speaking. Always let someone finish his or her point. Do not interrupt.

2. Address classmates by name and look them in the eye when speaking to them.

3. Talk to each other, not to the teacher.

4. There are no “right” answers. The teacher is looking for you to think out loud.

5. Refer to whatever text we are discussing. This is not a test of memory: you should have the text and any notes you took in front of you during the discussion.

6. Be specific in referring to the text. For example, “In the second paragraph on page 24."

7. It’s okay to pass.

8. Do not stay confused; ask clarifying questions if you do not understand something.

9. Make notes about ideas you want to come back to.

10. Listen carefully.

11. Speak loudly and clearly so that everyone can hear your point.

12. You can disagree with an argument, you cannot criticize a person.

13. You must use evidence to back up your argument and to counter someone else’s argument.

14. Support each other. This is uncomfortable for some people. Everyone must feel that their ideas and views are welcome and valued.

15. Put your preconceived judgments and opinions aside; try to think with an open mind and use evidence to back up your statements.
**Attachment 4: Discussion Rubric**

<table>
<thead>
<tr>
<th>Positive</th>
<th>+Points</th>
<th>Negative</th>
<th>-Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1-Making a relevant comment</td>
<td></td>
<td>-1-Making an irrelevant comment</td>
<td></td>
</tr>
<tr>
<td>+1-Asking clarifying questions or moving the discussion along</td>
<td></td>
<td>-1-Monopolizing the discussion</td>
<td></td>
</tr>
<tr>
<td>+1-Drawing another person into the discussion</td>
<td></td>
<td>-2-Not paying attention</td>
<td></td>
</tr>
<tr>
<td>+1-Demonstrating active listening by summarizing another classmates point</td>
<td></td>
<td>-2-Distracting classmates</td>
<td></td>
</tr>
<tr>
<td>+2-Using evidence to support a position or representing factual information</td>
<td></td>
<td>-2-Interrupting a classmate</td>
<td></td>
</tr>
<tr>
<td>+2-Bringing an &quot;off-track&quot; conversation back on topic</td>
<td></td>
<td>-3-Personal attacks, put downs, or making someone feel unwelcome or unsafe</td>
<td></td>
</tr>
<tr>
<td>+2-Making a reference to something previously studied or discussed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I disagreed with...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I gained new insights about...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was interested to learn that...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I still have questions about...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON # 4 – DECLARATION OF SENTIMENTS TODAY: A LOOK AT THE UN DECLARATION OF HUMAN RIGHTS

Overview: Students will return to the Declaration of Sentiments to analyze their earlier predictions and to think about what role this document might play today. Students will then analyze the UN Universal Declaration of Human Rights and consider what similarities and differences are present in this document. Students will then create their own declaration of rights. Finally, students will reflect on the unit.

Estimated Time: 90 minutes

Lesson Procedures:

Homework review (5 minutes)
In pairs, have students briefly share their responses to the homework prompt. Take a few responses from the whole group.

Revisiting the Declaration of Sentiments (10 minutes)
Explain to students that they will now be returning to the Declaration of Sentiments to consider if all of the activists’ demands were realized. They will use this information to think about what a modern Declaration of Sentiments might look like.

Have students return to the groups that they were in on day one. In these groups they should have their copy of the Declaration of Sentiments and their earlier predictions.

In these groups, have students first analyze how accurate their predictions were. Students should then return to the Declaration of Sentiments and discuss what declarations if any, are still an issue in modern America.

Next, ask students to think about today. Do you think a Declaration of Sentiments would be useful today? And if so, what would be included in a modern version?

Take a few responses from the last question.

Universal Declaration of Human Rights (20 minutes)
Now that students have looked at the beginning of the women’s rights movement in America, they will now turn their attention to a modern document that outlines what rights should be guaranteed to all people.

Explain to students that, after World War II, the United Nations was created in the hope of increasing communication and cooperation between all nations. One of their first acts was to create the Universal Declaration of Human Rights. Many women’s rights advocates, including Alice Paul, saw this as an opportunity to advocate for universal suffrage, education, and opportunity.
Inform students that they will now be reading and examining this document and considering what implications, if any, this should have on modern American women’s rights.

Distribute copies of the Universal Declaration of Human Rights (Attachment 1).

In groups, students should read the Universal Declaration of Human Rights and answer the following questions (these questions can either be posted or handed out to groups):

- What similarities and differences are there between the Declaration of Sentiments and the Universal Declaration of Human Rights?
- Which of the rights outlined in the Universal Declaration of Human Rights are most important for women?
- What rights does the United States already protect? Which are not protected?

Creating Their Own Declarations (25 minutes)

Students should stay in the same groups that they were in while looking at the Universal Declaration of Human Rights.

Students will now create their own declaration. These declarations can draw upon both the Declaration of Sentiments and the Universal Declaration of Human Rights, but it can also draw upon any of their own experiences, or the discussions that have taken place throughout the course of the unit.

One person from each group should record the group’s declaration. Each group will have 20 minutes to work together, and at the end of that time each group will report on what their group has created.

Groups Report (15 minutes)

Have each group briefly share out what they have created. Groups should not read the documents they have created but rather talk about overall themes or highlights of their declarations.

Reflection (15 minutes)

After all students have presented, note any trends between groups. Why were those things most consistently included? Were there any major differences between the groups? Were there any major omissions?

Lead a final discussion on the following questions. Depending on the conversation, questions can be omitted or used in any order which seems appropriate.

- In America today what are women’s rights advocates fighting for?
- Should America do more to ensure the equality of woman?
- What about throughout the world?
- What tactics, if any, do you see being used by women’s rights activists today?
- Are any of the tactics discussed used by other groups? If so, how effective are they?
Attachment 1: Universal Declaration of Human Rights: Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.
Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.
Article 14.
(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.
(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18.
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.
(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled to belong to an association.
Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.
Article 26.
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.