# Opening New Doors

Women reformers expanded paths to learning and political power.

**SS24.US1.7a** "Summarize the contributions of women reformers in the early to mid-nineteenth century who sought to expand political and educational opportunities for women."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Number the six reformers in the order they first appear. Underline what each woman did, then circle the educational or political opportunity she sought to expand.

### Schools, Speeches, and the Vote

1 In the early 1800s, many Americans assumed girls needed only enough schooling to manage a home. Emma Willard challenged that limit. In 1821 she opened the Troy Female Seminary in New York, where students studied demanding subjects such as mathematics, science, and history. Mary Lyon pushed further for wider access. She founded Mount Holyoke Female Seminary in Massachusetts in 1837 and kept tuition relatively low so women of more modest means could attend. These schools did not grant women the vote, but they showed that women could master advanced studies and prepare for work as teachers.

2 Reformers also questioned why women could not help make laws that shaped their lives. In 1840, Lucretia Mott and Elizabeth Cady Stanton met at an antislavery convention in London, where women delegates were denied full participation. They later helped organize the 1848 women's rights convention in Seneca Falls, New York. Stanton drafted its Declaration of Sentiments, which listed injustices, including limits on women's education, property rights, and political power. The convention approved a resolution demanding women's right to vote. Mott's organizing and Stanton's writing turned private frustration into public demands for equal citizenship.

3 Other women carried these arguments beyond one meeting. Lucy Stone, who graduated from Oberlin College in 1847, became a prominent public speaker for women's rights. She connected access to education with the need for women to have a voice in government. Sojourner Truth, who had escaped slavery, spoke at an 1851 women's rights convention in Akron, Ohio. She challenged claims that women were too weak to deserve equal rights, including a public voice. Their speeches reached audiences who might never visit a women's college or attend Seneca Falls, broadening the movement's public conversation.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Summarize how Emma Willard and Mary Lyon each expanded women's educational opportunities. What was different about their contributions?

2. How did Lucretia Mott and Elizabeth Cady Stanton turn concerns about women's rights into a demand for political power?

3. Summarize how Lucy Stone and Sojourner Truth used speeches to challenge limits on women's public voice.

4. Using one named reformer for each goal, explain how efforts to expand education and political rights both challenged limits on women.

## 3 YOUR TURN

Your own words

Write a 75 to 95 word museum label for a visitor who thinks the vote was the only goal of women's reform. Compare how at least three named reformers used schools, conventions, or speeches to expand opportunities, and explain how their approaches supported one another.

ANSWER KEY

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GRADE 10 · SS24.US1.7a

## PART 1 · READ AND MARK

Number the six reformers in the order they first appear. Underline what each woman did, then circle the educational or political opportunity she sought to expand. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Summarize how Emma Willard and Mary Lyon each expanded women's educational opportunities. What was different about their contributions? | **Willard opened a school offering girls demanding academic subjects. Lyon founded a school with relatively low tuition, making advanced study accessible to more women of modest means.** |
| 2 | How did Lucretia Mott and Elizabeth Cady Stanton turn concerns about women's rights into a demand for political power? | **They helped organize the Seneca Falls convention. Stanton drafted a declaration describing injustices, and the convention demanded women's right to vote.** |
| 3 | Summarize how Lucy Stone and Sojourner Truth used speeches to challenge limits on women's public voice. | **Stone spoke for women's rights and connected education to a voice in government. Truth challenged claims that women were too weak to deserve equal rights, including a public voice.** |
| 4 | Using one named reformer for each goal, explain how efforts to expand education and political rights both challenged limits on women. | **For example, Willard challenged limits on girls' learning by offering advanced subjects, while Stanton challenged limits on women's political power by calling for voting rights.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

The campaign for women's rights was about more than ballots. Emma Willard expanded what girls could study by opening a school with demanding academic subjects, while Mary Lyon made advanced education more affordable. Elizabeth Cady Stanton helped turn unequal treatment into a public political demand through the Seneca Falls convention and its call for voting rights. Sojourner Truth challenged arguments against women's equality in a public speech. Schools helped women develop knowledge, while conventions and speeches pressed the public to recognize their right to use it.

Accept accurate summaries that distinguish a reformer's action from the opportunity she sought to expand. The museum label should name at least three reformers, address both educational and political opportunities, and explain a connection between their approaches.