

## Teacher Guide for the Lesson on **Seneca Falls Convention**

**Standard:**  
8.22(B)

**Content Objective:**

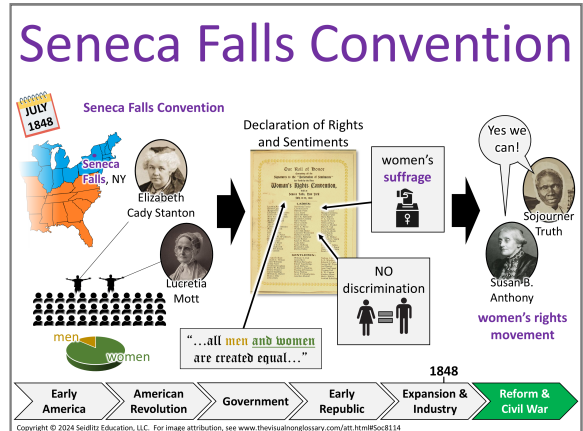
We can describe the contributions of key individuals to the **Seneca Falls Convention** and explain their role in the women’s rights movement.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

Why was it important that some men attended the **Seneca Falls Convention**?

*It was important that some men attended the **Seneca Falls Convention** because...*

**Other key vocabulary:** [Declaration of Independence](#)



**By studying this visual, students might:**

Notice	Wonder
<ul style="list-style-type: none"> <li>The Seneca Falls Convention happened in 1848 in Seneca Falls, New York</li> </ul>	<ul style="list-style-type: none"> <li>Why were women denied rights before the Seneca Falls Convention?</li> </ul>
<ul style="list-style-type: none"> <li>The event included key leaders like Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and Sojourner Truth</li> </ul>	<ul style="list-style-type: none"> <li>What did the Declaration of Rights and Sentiments actually say?</li> </ul>
<ul style="list-style-type: none"> <li>A document called the Declaration of Rights and Sentiments was created</li> </ul>	<ul style="list-style-type: none"> <li>Did the Seneca Falls Convention change any laws right away?</li> </ul>

<ul style="list-style-type: none"> <li>• The quote “all men and women are created equal” was emphasized</li> </ul>	<ul style="list-style-type: none"> <li>• How did men support the women’s rights movement?</li> </ul>
<ul style="list-style-type: none"> <li>• The event was connected to the women’s rights movement and promoted suffrage and no discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Why was this event connected to the Declaration of Independence?</li> </ul>

**EXTENDING THE DISCUSSION**

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

**Structured Conversation Prompts**

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>What occurred at the <b>Seneca Falls Convention</b> ?</p> <p>At the <b>Seneca Falls Convention</b>, ...</p>	<p>How is the <b>Seneca Falls Convention</b> related to the <b>Declaration of Independence</b>?</p> <p>The <b>Seneca Falls Convention</b> is related to the <b>Declaration of Independence</b> because...</p>	<p>Why was it important that some men attended the <b>Seneca Falls Convention</b> ?</p> <p>It was important that some men attended the <b>Seneca Falls Convention</b> because...</p>

**Example Student Responses to the Observational Question**

Low-Level	High-Level
<p><i>At the <b>Seneca Falls Convention</b>, people talked about women’s rights.</i></p>	<p><i>At the <b>Seneca Falls Convention</b>, women and some men gathered to demand equal rights, including <b>suffrage</b>, and created the Declaration of Rights and Sentiments to share their goals.</i></p>

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*



## Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p>The purpose for reading is to learn how the Seneca Falls Convention and its supporters helped begin the fight for equality in the women’s rights movement.</p>	<ul style="list-style-type: none"> <li>• Who helped organize the Seneca Falls Convention</li> <li>• What the Declaration of Rights and Sentiments was based on</li> <li>• What demands were made at the convention</li> <li>• How suffrage was addressed</li> <li>• Who supported the movement and why their support mattered</li> </ul>	<p>How did the participation of men at the <b>Seneca Falls Convention</b> affect the message of the event?</p> <p>The participation of men at the <b>Seneca Falls Convention</b> affected the message because...</p>

### STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

### DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p data-bbox="212 302 513 331"><i>Triangle is bottom-left</i></p>	 <p data-bbox="667 302 951 331"><i>Square is bottom-left</i></p>	 <p data-bbox="1127 302 1395 331"><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.