

WOMEN'S RIGHTS? YOU WANT WOMEN TO VOTE, LIZZIE STANTON?

Literature

Grades 5–6

OBJECTIVES

CONTENT

Students will apply the skills of reading for information and supporting details to assess the conclusions made by historical figures by analyzing the reasons given by two opposing sides.

THINKING SKILL/PROCESS

Students will learn to evaluate arguments by thinking carefully about conclusions and the reasons offered to support those conclusions.

METHODS AND MATERIALS

CONTENT

Students will read the book *You Want Women to Vote, Lizzie Stanton?* by Jean Fritz, as well as nonfiction material.

THINKING SKILL/PROCESS

Structured questioning, an explicit thinking map, graphic organizers titled Reasons and Conclusions and Argument Evaluation Checklist (See pp. 171–172 for reproducible diagrams) are used to evaluate the reasons given for conclusions. Cooperative learning enriches thinking.

LESSON

INTRODUCTION TO CONTENT AND THINKING SKILL/PROCESS

- **Think of the last time we had a Presidential election or an important election in our city. What did you hear on television or the radio?** Students should respond with campaign ads or speeches. **What did they try to do?** Students relate that the ads and speeches try to convince the voters to vote for certain people or certain issues. **The ads and speeches are for those who do not know how they will vote or for those who believe another way. How do they go about changing your mind?** POSSIBLE STUDENT RESPONSE: *They give reasons why I should do what they want me to or to vote like they want me to vote.* **Share with a partner what methods they used.** Answers will vary, but most feel they attack the beliefs of the other party or the other person running for election. Sometimes they also tell the important things that they believe.
- **What specific reasons did the candidates or their committees give you for voting for them?** Students should reply with examples of both positive and negative reasons. For example, “Vote for me because I will balance the budget.” Allow several students to respond. **Are these reasons good ones? What makes them so?** Students will often relate that the candidate believes that their reasons are good ones, but that they have to be checked out before they can believe what the candidate says.
- **What the person was trying to convince you to believe was a conclusion that was based on reasons that he or she felt were justified. He or she tried to get you to accept his or her point of view by giving you an argument which was generated by reasons and conclusions. Think about the situation that you just described to a friend. On a piece of paper, write down the conclusion (the thing that the person wanted you to believe) at the top and label it “Conclusion.” Write one reason that he used to try to convince you under the conclusion and label it “Reason.”**

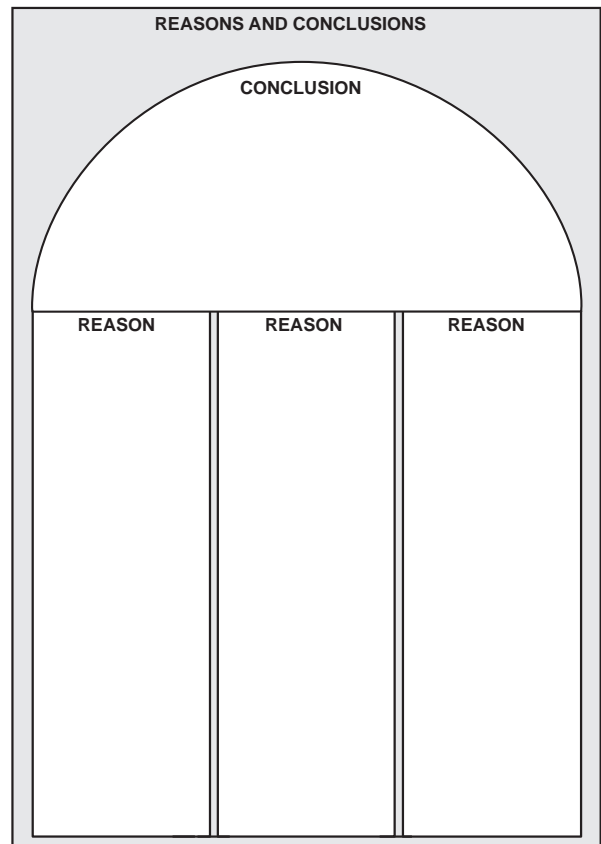
- Sometimes people use signal words to tell us that they are stating reasons and conclusions. If they state their reasons first, they might use words like “therefore” or “so” before they tell you their conclusions. If the conclusion is stated first, what might be a signal word? *Because.* With your partner, take the reason and conclusion that you have written on your paper and read them the two different ways. As you read out loud, fill in signal words that tell you which is being read first. Allow students time to complete the activity.
- Now take a look at the arguments you wrote down. Are the reasons that the person gave you good reasons to reach the conclusion? Discuss this with your partner. Make sure you tell why or why not. Allow students to discuss their responses.
- Here is a thinking map that puts our ideas together. It helps us to know what we should think about when we are finding reasons and conclusions. Display the thinking map for Reasons and Conclusions. You can write the questions on the chalkboard, on a chart, or make a transparency.
- We have read the novel *You Want Women to Vote, Lizzie Stanton?* by Jean Fritz. We have also been studying the women’s rights movement during the mid 1800s. In this lesson, we are going to explore the reasons and conclusions that were made on both sides of the issue of a woman’s right to vote.

FINDING REASONS AND CONCLUSIONS

1. What is the author trying to convince us to believe or do?
2. What reasons does the author provide to support accepting or doing that?
 - a. Are there any words that indicate support (e.g., “therefore,” “so,” “because”)?
 - b. Does the author provide any other indication as to why he or she concludes what he or she does?
3. Is there anything that you think the author believes is common knowledge that he or she does not state but uses to support the conclusion?

THINKING ACTIVELY

- Imagine you are a woman in the 1800s. You do not have the right to vote or hold office. You may not go to a university where there are male students. In many states, you may not keep your wealth or your property after you marry. Control is turned over to your husband. You are not a guardian of your own children. The professions of law, medicine, and banking are closed to you. How would you feel? Answers will vary. How would you feel if you were a man? This is what we will look at in this lesson. Pass out the graphic organizer titled “Reasons and Conclusions.”
- I am going to give each group two passages. The first is the Declaration of Sentiments from the Seneca Falls Convention of women. This first passage was written by men who believed that women should have rights equal to men. The second is a response written by those who oppose this idea, and it is a letter written by the General



Association of Massachusetts. To each student (or group), pass out the Declaration of Sentiments and the Letter by the General Association of Massachusetts. Divide the students into groups of three or four for this activity. **Work with your group to develop a conclusion from the first passage and write it in the arch on the graphic organizer. It should answer the first question, What are the women of the women’s rights movement trying to convince men to do?** Allow a few minutes, then ask for reports on what they have written. Write the student’s responses on the board or on a chart. Then ask them if any of the statements appear each time that the women try to convince others. Allow students time to discuss the conclusions. Then ask each group for a report. Example: *Women should have the same rights as men—even the right to vote.*

- **Work with your groups again and discuss why these women think that their idea is a good one. Look for signal words, like *therefore* or *because*, that will indicate that a reason is being given. In each column, write a reason or reasons from the novel or the material that you have found.** POSSIBLE STUDENT RESPONSES: *Men and women are not different in intelligence. They were created equal, and each should decide their own sphere as a matter of conscience, not dictated by men. Inequality of women is based on tradition, not reason. The Constitution granted equal rights to all and, therefore, if men can vote, so should women. A woman with property and/or wealth should be able to keep control, instead of giving it to her husband. The Constitution meant to establish the right to property by individuals, not just men.*
- **In order to be sure that an argument is convincing, it is very important to consider the opposing view. Pass out a second blank graphic organizer. Who opposes the women’s rights movement? *Most men and some women.* In the arch under “Conclusion” on a second graphic organizer, write their conclusion from the second passage. You will need to read carefully so that you can be specific. Again look for a common theme. See if you can find any signal words.** Allow time for students to discuss what should be written the arch. Have them report back. Again, write their responses on the board. Cross out the ones that are unsupported. Example: *Women should not have the same rights as men, especially the right to vote.*
- **As before, find three reasons why this conclusion is a viable one and write them in the columns below the arch. Work with your groups and discuss your responses.** Allow time for students to complete this portion of the graphic organizer. Call on each group for responses. Write these on the board or on a transparency. POSSIBLE STUDENT RESPONSES: *Men are superior, both physically and intellectually. They are the wise ones who have always made the important decisions. A woman is delicate and cannot withstand the rigors of difficult subject matter. The minds of men and women are different—each is suited to its own sphere. Men are supposed to control the money and property of their wives. “The rights of women should be bounded by their households,” James Gordon Bennett. Women are the soft loving ones who are supposed to furnish comfort to the men who protect them. When they step outside this role, protection should be withdrawn.*
- **You now have two graphic organizers with two different arguments. It is time to decide if either one is a good argument. In order for an argument to be a good one, the information in the reasons has to be accurate and sufficient to support the conclusion. For the conclusion to be acceptable, it is necessary to de-**

ARGUMENT EVALUATION CHECKLIST	
1. Is there anything you need to find out in order to determine whether the reasons are accurate?	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. If so, what information do you need to find out?	_____ _____ _____
3. Given that the reasons are accurate, is additional information needed before you can accept the conclusion?	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. If so, what information do you need?	_____ _____ _____
An argument should be convincing only if you answer “NO” to questions 1 and 3 above.	

termine whether any additional information is needed. We are going to use a graphic organizer called “Argument Evaluation Checklist” to write down our thoughts about whether each argument is a worthwhile one. There are two types of questions on the graphic organizer. The first kind asks if there are any questions that you need to have answered before you believe the *reasons are accurate*. The other kind of question inquires about what you might need to know before you can accept the conclusion even if the reasons are accurate. Half of the groups will work on the argument presented by the women rights movement, and the other half will work on the one presented by those opposed to the movement. **Work in your groups.** (Number the groups and have the odds do one argument and the evens do the other. POSSIBLE STUDENT RESPONSES: The Women’s Rights Movement Argument: *I would want to know who the women were and whether they had ever been mistreated by men. How did their families feel about their movement, and did they join them in the “fight”?* The Men Who Opposed Women’s Rights Argument: *I would want to know if any research had been done to determine if men were more intelligent than women and whether the research was done by only men. Did women have enough education to score well on the tests? Had any women entered professions and been successful?*

- **In order to find the answers to these questions, we should go back to the text of the novel and the other sources of information. Think about the questions that you can answer, and come back to class tomorrow with a decision about whether or not either argument is a good one. Be ready to defend your position.** Answers will vary.

THINKING ABOUT THINKING

- **When you were attempting to figure out what the conclusions were in these two arguments, what were some questions that you asked?** POSSIBLE STUDENT RESPONSES: *What did each side of the movement want to convince the other to do? What was their purpose in what they were saying?*
- **What questions assisted you in identifying the reasons for the conclusions?** POSSIBLE STUDENT RESPONSES: *What makes the men and or women believe the way they do? Why do they think they are the ones who are right? What information is being given to try to convince us that what they want others us do is okay? Were there words or phrases that showed what the reasons were?*
- **In order to help yourself determine whether a conclusion is a good one, develop a strategy for thinking about what people tell you when they are trying to convince you about something.** Responses should take into account the thinking map for Reasons and Conclusions.
- **What kinds of questions are good to ask when you have extracted an argument from the reasons and conclusions?** POSSIBLE STUDENT RESPONSES: *Is the argument a good one? Are the reasons accurate? Is there more information that I should know before I accept the conclusion?*

APPLYING YOUR THINKING

Immediate Transfer

- **As part of the reform movement, abolitionists began to gain support. Using our reasons and conclusions thinking process, we will take a very close look at the two sides of the issue.**
- **In world history, the French Revolution occurred because of two very different viewpoints. Using the graphic organizers and thinking maps for Reasons and Conclusions, we will explore the two sides of the revolution.**

Reinforcement Later

- **There are many political and social issues in the news every day. Choose one and look at both sides using the Reasons and Conclusions process.**
- **Many Americans believed that their country should not become involved in World War II. We will use the Reasons and Conclusions process to explore the issues before the Japanese bombed Pearl Harbor.**

WRITING EXTENSION

Conduct a debate on the issues of women's rights in the 1800s and a debate about women's rights in the 1900s. Compare the two movements and the progress that has been made.

Ask students to pretend they are a member of either the women's movement or the opposition in the 1800s, and write a letter about their views to a newspaper.

Ask students to write a bill to be voted on that would allow women the same rights as men.

SPEECH EXTENSION

Organize debate teams on any topic where opposing sides can formulate an argument based on reasons and conclusions. For example, have students take opposing sides on abolition or animals' rights.

SUGGESTED SPECIAL NEEDS MODIFICATIONS

Frontloading: Some students may need a refresher about locating the main idea of a passage they are reading as a basis for identifying conclusions that writers try to get their readers to accept. Using a sentence frame like "In paragraph ___ the writer ___ wants his/her readers to believe _____." can help in this process. The additional frame "One reason why the writer thinks the reader should believe _____ is _____."

Streamlining: Modifying expectations may help some students with this thinking skill. For example, some students can just do the analytical part of this activity, locating the reasons and the conclusions, while other students evaluate the arguments and then share their results with the whole class. As students become more familiar with this thinking skill, the evaluative phase can be added in future lessons.

Diversify: The language of the documents presented to students may need to be simplified for some of the students to adjust it to their reading level. Even the simplified documents can be read aloud in small groups for some students.

Students who need help with their writing should be challenged to write on their graphic organizers along with the other students. Oral interaction with these students can help them articulate what they have written. However, after their group processes what its members have written, you can also provide them with a copy of the finished graphic organizer to staple onto their own. They can then read the results to which they contributed. It is important that the thinking take precedence over the writing for these students.

Similarly, note taking can be dictated and recorded on a dictaphone to reduce the task demands on some students.

Writing assignments may be modified in three ways: 1) Allow students additional time to complete the regular assignment, 2) Reduce the length of the assignment, or 3) Have students dictate their answers on tape or to another student.

The tasks on the graphic organizer can be reduced for some students by making them responsible

for getting fewer reasons out of the text and sharing the task with other students who will add other reasons from the text.

Special needs students are often aided by working in cooperative groups. Establish an atmosphere in which all answers are initially accepted in such groups. Give special needs students additional time to complete the graphic organizer or have them work with a partner.

Expand the Possibilities: Assessments of written responses may be based upon the student's thinking first and expressive skills secondly. Oral responses may also reveal thinking beyond the student's ability to express him- or herself in writing.

ASSESSING STUDENT THINKING ABOUT REASONS AND CONCLUSIONS

To assess the ability to determine the worth of an argument, use any of the transfer examples for oral or written responses. Selection of controversial topics such as slavery, the Vietnam War, cloning, or animal rights may also serve as assessment topics. Ask the students to construct the reasons and conclusions offered by opposing points of view and to formulate questions about whether the arguments are supported by the information available or whether more is needed. Use the thinking map to help you evaluate their grasp of the thinking skill.

DECLARATION OF SENTIMENTS

The following is the Declaration of Sentiments, which was written by women at the Seneca Falls Convention in the 1840s.

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 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 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 a form, as to them shall seem most likely to affect 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 government, and to provide new guards for their future security. Such had 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 of property, even 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, in all cases, going upon the 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 av-

enues 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 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 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 misconceptions, misrepresentation, and ridicule; but we shall employ agents, circulate tract, 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.

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 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 women from occupying such a station in society as her conscience shall dictate, or which place her in a post 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 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 women moral superiority, it is preeminently 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 women 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 the feats of the circus.
- **Resolved**, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which the great Creator has assigned her.
- **Resolved**, That it is the duty of the women of this country to secure themselves the sacred right to the elected 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 their brother in teaching them, both in private and in public, by writing and by speaking, by any instrumentalities proper to be used, and in any assemblies proper to be held; and this being 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 self-evident falsehood, and as was with mankind.
- **Resolved**, That the speedy success of our causes depends upon the zealous and untiring efforts of both men and women, for the overflow of the monopoly of the pulpit, and for securing to women an equal participation with men in the various trades, professions, and commerce.

WOMEN'S RIGHTS

I. SOURCE MATERIAL FOR THE WOMEN'S RIGHTS MOVEMENT

The following is a brief sketch of the women's rights movement. It is not intended to take the place of other reference materials, but rather to give you a brief idea of what it must have been like for the women of Elizabeth Cady Stanton's era.

In the early 19th century, American women's rights were still those derived from the old English common law, which was a product of medieval civilization. Blackstone wrote, "The husband and wife are one, and that one is the husband." A woman had no right to make a deed or a contract or a will and could not sue in the courts without her husband's consent. Once a woman was married, both her property and her earnings belonged to her husband. The law even allowed for a wife to be beaten or held against her will by recognizing a husband's right to administer "moderate correction." Divorce was usually not an option, since the woman could not file unless she had her husband's permission, and the custody was generally awarded to the father no matter how worthless he was. A divorced woman was also treated very badly by society and the community in which she lived.

Women were also not allowed to vote or to hold public office. They were denied admission to the colleges and, therefore, could not pursue a profession. They could make speeches to groups of women, but if there were men in the audience, they could not speak publicly. An exception to this rule was the role of Quaker women in their society. These ladies were not only allowed, but encouraged, to voice their opinions at religious and town meetings. The seeds of the reform movement for women's rights were planted in the abolition movement before and during the Civil War. Women also rose to the cause of temperance (the limited use of alcohol). William Lloyd Garrison and Frederick Douglass are two men who championed the cause of women.

Many of the women who advocated change in their status began in the antislavery movement. Among these were Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and Lucy Stone.

Among the first changes to be made was the acceptance of a woman making a speech or being a member of a committee. Many states determined that women could control their own money and property. In 1860, New York even granted the right of women to have joint guardianship over their children. Not only were women's colleges being founded, but women were also gaining admittance to a few universities that had been for men only.

By 1861, women had gained a great deal. They still did not have the right to vote, nor could they hold office. The right to vote would come through an amendment to the Constitution in the 1920s.

The following is a statement issued by the General Association of Massachusetts, a group of conservative men who opposed the women's movement.

"The power of woman is in her dependence, flowing from the consciousness of that weakness which God has given her for her protection, and which keeps her in those departments of life that form the characters of individuals and of the nation....But, when she assumes the place and tone of man as a public reformer, our care and protection of her seem unnecessary; we put ourselves in self-defence against her; she yields the power which God had given her for protection, and her character becomes unnatural. If the vine, whose strength and beauty is to lean upon the trellis-work and half conceal its clusters, thinks to assume the independence and the overshadowing nature of the elm, it will not only cease to bear fruit, but will fall in shame and dishonor into the dust."

Sample Student Responses • Women’s Rights

<p>REASONS AND CONCLUSIONS</p> <p>CONCLUSION</p> <p>Women should not be granted the same rights as men, especially the right to vote.</p>	REASON	Men are superior both physically and intellectually. They are the wise ones who have always made the important decisions. A woman is delicate and cannot stand the rigors of difficult subject matter.
	REASON	The minds of men and women are different—each is suited to his or her own sphere. Men are supposed to control the money and property of their wives.
	REASON	Women are the soft, loving ones who are supposed to furnish comfort to the men who protect them.

<p>REASONS AND CONCLUSIONS</p> <p>CONCLUSION</p> <p>Women should have the same rights as men, even the right to vote.</p>	REASON	Men and women are not different in intelligence. They were created equal, and each should decide his/her own sphere as a matter of conscience, not have it dictated by men.
	REASON	The inequality of women is based on tradition, not reason. The Constitution granted equal rights to all.
	REASON	A woman with property or wealth should be able to keep control instead of giving it up to her husband. The Constitution established the right to property by individuals, not just men.

Sample Student Responses • Women’s Rights

ARGUMENT EVALUATION CHECKLIST

Women should have the right to vote.

YES NO

1. Is there anything you need to find out in order to determine whether the reasons are accurate?

2. If so, what information do you need to find out?

How do they know that women are as intelligent as men? Have they checked to see if women who had _____ received a good education were able to be more successful than women who had not as successful as _____ men? Did they interview teachers of women? Were the authors mistreated by men? _____

YES NO

3. Given that the reasons are accurate, is additional information needed before you can accept the conclusion?

4. If so, what information do you need?

I would want to find out if there would be any other effects that were not so good of giving women the vote _____ and other rights. For example, would women spend less time with their children? When they voted, would they base their choices on the best candidate, or would they become very “single-minded”?

An argument should be convincing only if you answer “NO” to questions 1 and 3 above.

Sample Student Responses • Women’s Rights

ARGUMENT EVALUATION CHECKLIST

Women should not have the right to vote.

1. Is there anything you need to find out in order to determine whether the reasons are accurate?

YES NO

2. If so, what information do you need to find out?

I would want to know if there had been any research at the time to determine whether men were more intelligent than women, and whether it was done only by men. Did women have enough education to score well on the tests? Were there any women who had entered professions and been successful?

3. Given that the reasons are accurate, is additional information needed before you can accept the conclusion?

YES NO

4. If so, what information do you need?

Even if all the information this group of men gives is true, could there be more important benefits of giving women equal rights with men? If something happened to the husband—illness, for example—would he be in less or more financial trouble if his wife knew about his profession and how to manage money? Would women not voting make it easier for certain candidates to get elected who should not be elected?

An argument should be convincing only if you answer “NO” to questions 1 and 3 above.

FINDING REASONS AND CONCLUSIONS

- 1. What is the author trying to convince us to believe or do?**
- 2. What reasons does the author provide to support accepting or doing that?**
 - a. Are there any words that indicate support (e.g., “therefore,” “so,” “because”)?**
 - b. Does the author provide any other indication as to why he or she concludes what he or she does?**
- 3. Is there anything that you think the author believes is common knowledge that he or she does not state but uses to support the conclusion?**

ARGUMENT EVALUATION CHECKLIST

1. Is there anything you need to find out in order to determine whether the reasons are accurate?

YES NO

2. If so, what information do you need to find out?

3. Given that the reasons are accurate, is additional information needed before you can accept the conclusion?

YES NO

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An argument should be convincing only if you answer “NO” to questions 1 and 3 above.