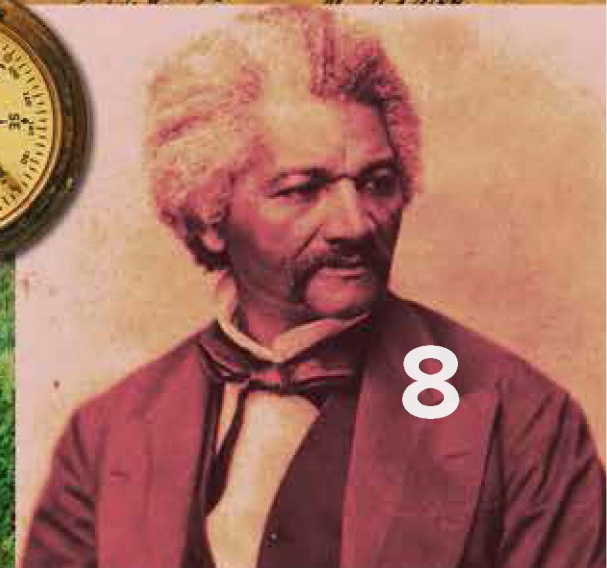
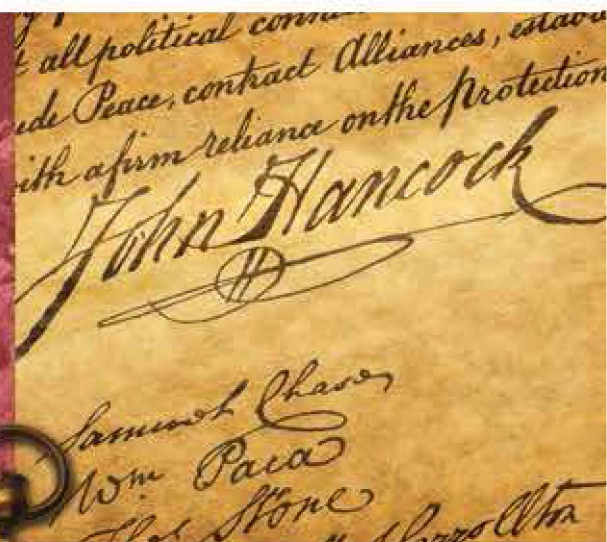
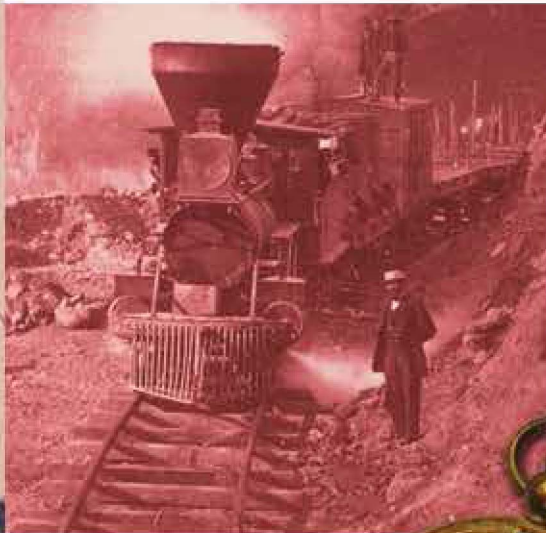


UNITED STATES

HISTORY & GEOGRAPHY

GROWTH & CONFLICT





◀ Emily Dickinson was a brilliant poet of the mid-1800s.

1820–1860

The Spirit of Reform

CHAPTER 13

ASKING ESSENTIAL QUESTIONS

*Why do societies change? • What motivates people to act?
• How do new ideas change the way people live?*

What Will I Learn? In this chapter, I will learn about the social reform movements of the mid-1800s, including the movements to abolish slavery, to assist the poor and disabled, and to establish equal rights for women.

Why Does This Matter To Me? Today, many Americans still work to aid those who are discriminated against or are less fortunate. Americans continue to confront racial and gender discrimination and aid the poor and those with disabilities.

How Will I Know That I Learned It? I will be able to identify and explain the causes and effects of the revival movement, the abolitionist movement, and the women's rights movement, including key events and figures.

LESSON 1

Social Reform

LESSON 2

The Abolitionists

LESSON 3

The Women's Movement



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Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.

Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

PLACE & TIME The Spirit of Reform 1820 to 1860

ROUTES OF THE UNDERGROUND RAILROAD, c. 1860

Many people worked to abolish slavery. Others tried to improve women's rights and conditions for the poor and people with disabilities.

STEP INTO THE PLACE



GEOGRAPHIC REASONING

One of the main reforms people sought in the mid-1800s was the abolition of slavery. Reformers also tried to help enslaved people escape to freedom in the North or outside the country. Some of the routes to freedom are noted on the map.

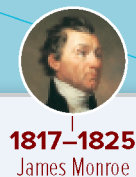
- 1. SPATIAL THINKING** On the map, locate the cities of Toledo, Cleveland, and Buffalo. Why do you think these cities became important points for people trying to escape slavery?
- 2. EXPLORING CULTURE** Why do you think some enslaved people traveled to Canada instead of stopping when they reached a free Northern state?



STEP INTO THE TIME

CHRONOLOGICAL THINKING
Look at the time line. Who was president when New York banned slavery?

U.S. PRESIDENTS



U.S. EVENTS

1827
New York bans slavery

1830
Book of Mormon published

1836
Texas declares itself an independent nation

WORLD EVENTS

1822
Brazil declares independence from Portugal

1837
First practical, permanent photo developed in France



1841
William Henry Harrison



1841–1845
John Tyler



1845–1849
James Polk



1849–1850
Zachary Taylor



1850–1853
Millard Fillmore



1853–1857
Franklin Pierce



1857–1861
James Buchanan

1848
Seneca Falls Convention held

1852
Uncle Tom's Cabin published

1840

1850

1860

1843
Maori revolt against British in New Zealand

1847
Liberia claims independence

1848
Second Republic begins in France

1853
Crimean War begins

THE STORY BEGINS...

This engraving, titled "Camp Meeting of the Methodists in N. America," 1819, shows several participants fainting from the fervency of prayer and worship.

LESSON 1

Social Reform

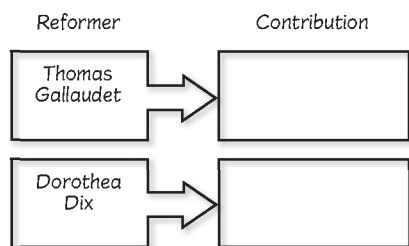
Pioneers moving to the frontier often left behind the institutions of organized religion as they traveled west. Early settlements in the frontier often lacked churches and ministers. When the Second Great Awakening took hold in America, it was defined by the great gatherings known as camp meetings. Thousands traveled to the sites of meetings, where they would camp and engage in the religious festivities. These camp meetings were events of great religious excitement. The surge of religious feeling that people felt was expressed in exuberant and energetic displays of piety. One observer, the Reverend James B. Finley, described a meeting:

“The noise was like the roar of Niagara [Falls]. The vast sea of human beings seemed to be agitated as if by a storm. . . . Some of the people were singing, others praying, some crying for mercy. . . . While witnessing these scenes, a peculiarly strange sensation, such as I had never felt before, came over me. My heart beat tumultuously [violently], my knees trembled, my lip quivered, and I felt as though I must fall to the ground.”

—Reverend James B. Finley



PHOTO: Library of Congress Prints and Photographs Division [LC-USZC4-772]; TEXT: Howe, Henry, 1891, Historical Collections of Ohio: An Encyclopedia of the State, Volume II, Camp Meeting Scenes, Published by Henry Howe & Son, Columbus, Pg. 130.



ANALYZING KEY IDEAS AND DETAILS

Read carefully to learn about the impact of religion on social reforms. As you read, use a diagram like this one to identify the reformers' contributions. How did reform movements affect temperance, education, and people with disabilities?

RELIGION AND REFORM

GUIDING QUESTION *What was the effect of the Second Great Awakening?*

A camp meeting of the kind Reverend James B. Finley described on the previous page was known as a **revival**. At this time, people traveled great distances to hear preachers speak and to pray, sing, weep, and shout. This wave of religious interest—known as the Second Great Awakening—stirred the nation. The first Great Awakening had spread through the American colonies earlier, in the mid-1700s.

Also at this time, a new spirit of reform took hold in the United States. This spirit brought changes to American religion, education, and literature. Some reformers sought to improve society by forming **utopias** (yu•TOH•pee•uhs)—communities based on a vision of the perfect society. Most of these communities did not last. A few groups, such as the Mormons, did form lasting communities.

THE IMPACT OF RELIGION

Attending revivals often made men and women eager to reform their own lives and the world. Some people became involved in missionary work or social reform movements. Among those movements was the push to ban alcohol.

Connecticut minister Lyman Beecher was a leader of this movement. He wanted to protect society from “rum-selling, tippling folk, infidels, and ruff-scurf.” Beecher and other reformers called for **temperance**, or drinking little or no alcohol. They used **lectures**, pamphlets, and revival-style rallies to warn people of the dangers of liquor. The temperance movement was not limited to the claim that drinking too much alcohol was a problem faced by individuals. The movement also warned that the consumption of alcohol was a great sin that was corrupting and destroying the very fabric of America. In the words of temperance campaigner and preacher Lyman Beecher:

UNDERSTANDING CRAFT AND STRUCTURE

- 1. DETERMINING CENTRAL IDEAS** How does the text suggest that the revival movement caused the growth of social reform movements?
- 2. EVALUATING MEDIA** Do the images in this lesson help you understand the revival movement? Explain your answer.

DETERMINING MEANING

The word **temperance** means “moderation.” In the early 1800s, the word *temperance* became the name of the social movement to stop the consumption of alcohol. Most reformers who supported the temperance movement wanted people to stop drinking alcohol completely; few approved of drinking alcohol “in moderation.”

ANALYZING PRIMARY SOURCES

1. MAKING CONNECTIONS In this quote, Lyman Beecher compares intemperance (drinking alcohol) to a natural disaster using simile. Identify and write the simile.

2. ANALYZING POINT OF VIEW What in particular about the text suggests that temperance was an American movement?

“Intemperance is the sin of our land, and, with our boundless prosperity, is coming in upon us like a flood; and if anything shall defeat the hopes of the world, which hang upon our experiment of civil liberty, it is that river of fire, which is rolling through the land, destroying the vital air, and extending around an atmosphere of death.”

—Lyman Beecher, *Six Sermons on Intemperance*, 1828

The temperance movement persuaded Maine and some other states to outlaw the manufacture and sale of alcohol. States later repealed most of these laws.

CHANGING EDUCATION

Reformers also wanted to improve education. Most schools had little money, and many teachers lacked training. Some people opposed the idea of compulsory, or required, education.

In addition, some groups faced barriers to schooling. Parents often kept girls at home. They thought someone who was likely to become a wife and mother did not need much education. Many schools also denied African Americans the right to attend.

Massachusetts lawyer Horace Mann was a leader of educational reform. He believed education was a key to wealth and economic opportunity for all. Partly because of his efforts, in 1839 Massachusetts founded the nation’s first state-supported **normal school**—a school for training high school graduates to become teachers. Other states soon adopted Mann’s reforms.

Religious revivals could attract thousands of people for days of prayers and song.

INTEGRATING VISUAL INFORMATION Who are the people standing and sitting on the platform?

PHOTO: Sarin Images / Granger, NYC — All rights reserved.; TEXT: Beecher, Lyman, 1829. *Six Sermons on the Nature, Occasions, Signs, Evils, and Remedy of Intemperance* ... Tenth edition. Published by Perkins & Marvin, Boston. Pg. 7.





Oberlin College admitted African American male students in 1835—two years after the college was founded. Women were admitted in 1837. This campus sculpture, titled “Underground Railroad Monument,” is a reminder that the college and town provided safety and help for enslaved people fleeing to Canada.

New colleges and universities opened their doors during the age of reform. Most of them admitted only white men, but other groups also began winning access to higher education. Oberlin College of Ohio, for example, was founded in 1833. The college admitted both women and African Americans.

HELPING PEOPLE WITH DISABILITIES

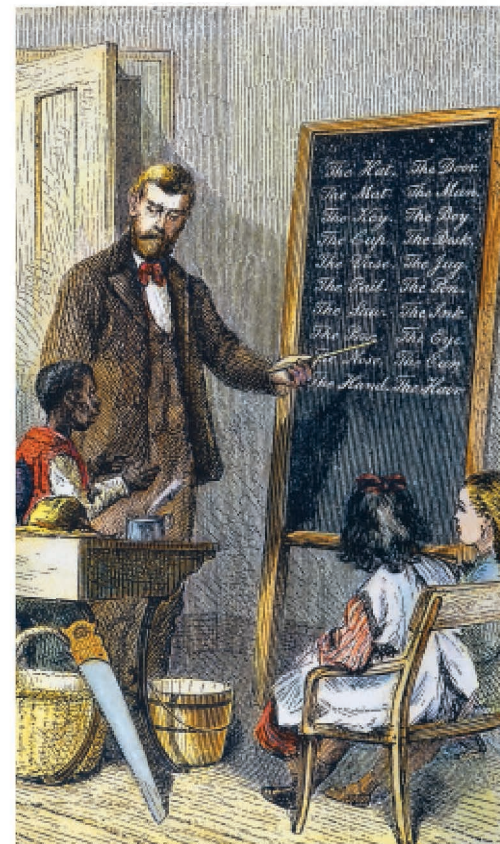
Reformers also focused on teaching people with disabilities. Thomas Gallaudet (ga•luh•DEHT) developed a method to teach those with hearing impairments. He opened the Hartford School for the Deaf in Connecticut in 1817. At that same time, Samuel Gridley Howe was helping people with vision impairments. He printed books using an alphabet created by Louis Braille, which used raised letters a person could “read” with his or her fingers. Howe headed the Perkins Institute, a school for the visually impaired in Boston.

Schoolteacher Dorothea Dix began visiting prisons in 1841. She found some prisoners chained to the walls with little or no clothing, often in unheated cells. Dix also learned that some inmates were guilty of no crime. Instead, they were suffering from mental illnesses. Dix made it her life’s work to educate the public about the poor conditions for prisoners and persons suffering from mental illness.

✓ CHECKING FOR UNDERSTANDING

- DESCRIBING** How did Samuel Howe help people with vision impairments?
- IDENTIFYING PATTERNS** In what ways did education reform aim to improve the condition of both women and African-Americans?

This picture shows students with hearing impairments receiving specialized instruction. The education of people with disabilities greatly advanced during the early and mid-1800s.



INTEGRATING KNOWLEDGE AND IDEAS

1. **SUMMARIZING** The text makes the claim that “American authors and artists developed their own style and explored American themes.” What elements of style and American themes are mentioned in the text to support this claim?
2. **MAKING CONNECTIONS** How does the text connect American authors to the wider context of events in America?

DETERMINING MEANING

What makes **civil disobedience** different from ordinary disobedience?

ANALYZING PRIMARY SOURCES

1. **ANALYZING CENTRAL IDEAS** What is Thoreau’s argument in this passage? How does he relate the war with Mexico to the injustice of slavery?
2. **MAKING CONNECTIONS** How does Thoreau connect his subject to America’s past? In what way does he compare the people of his time to people in the past?

CITIZENSHIP

CIVIC PARTICIPATION

Civil disobedience is a principle that still finds its place in the modern world. Conscientious objectors, who oppose war on moral grounds, refuse to participate in physical violence, including military combat. Many have practiced civil disobedience by refusing to obey the draft or by serving in noncombat roles such as medic or nurse.

CULTURE CHANGES

GUIDING QUESTION What types of American literature emerged in the mid-1800s?

Art and literature of the time reflected the changes in society and culture. American **authors** and artists developed their own style and explored American themes.

Writers such as Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau stressed the relationship between humans and nature and the importance of the individual conscience. This literary movement was known as Transcendentalism. In his works, Emerson urged people to listen to the inner voice of conscience and to overcome prejudice. Thoreau practiced **civil disobedience** (dihs•uh•BEE•dee•uhns)—refusal to obey laws he found unjust. For example, Thoreau went to jail in 1846 rather than pay a tax to support the war with Mexico.

In addition to opposing the U.S. takeover of Mexican lands, Thoreau saw great injustice in the institution of slavery. He thought that the same individuals and interests that lay behind slavery were those that had promoted the war with Mexico. He made this connection directly in *Civil Disobedience*:

“Practically speaking, the opponents to a reform in Massachusetts are not a hundred thousand politicians at the South, but a hundred thousand merchants and farmers here, who are more interested in commerce and agriculture than they are in humanity, and are not prepared to do justice to the slave and to Mexico, cost what it may. I quarrel not with far-off foes, but with those who, near at home, cooperate with, and do the bidding of those far away, and without whom the latter would be harmless. . . . There are thousands who are in opinion opposed to slavery and to the war, who yet in effect do nothing to put an end to them; who, esteeming themselves children of Washington and Franklin, sit down with their hands in their pockets, and say that they know not what to do, and do nothing; who even postpone the question of freedom to the question of free trade, and quietly read the prices-current along with the latest advices from Mexico, after dinner, and, it may be, fall asleep over them both. What is the price-current of an honest man and patriot today?”

Novelists continued to explore elements of American history and life. Herman Melville, in *Moby-Dick*, followed the exploits of a ship captain on an epic quest for a white whale. *Little Women*, by Louisa May Alcott, tells the story of sisters growing up and facing life’s challenges. Nathaniel Hawthorne’s *The Scarlet Letter*, set in Puritan times, explored suffering caused by not following society’s rules. In poetry, Henry Wadsworth Longfellow wrote narrative, or story, poems such as the *Song of Hiawatha*. Walt Whitman captured the new American spirit and confidence in his

TEXT: Thoreau, Henry David; Torrey, Bradford; Sanborn, Franklin Benjamin. 1906. *The Writings of Henry David Thoreau: Cape Cod and Miscellanies*. Civil Disobedience. Published by Houghton Mifflin and Company, Boston & New York. Pgs. 362–363.



Ralph Waldo Emerson's house in Concord, Massachusetts, was a gathering place for many of the leaders of the Transcendentalist movement.

BIOGRAPHY

EMILY DICKINSON

(1736–1799)

Emily Dickinson was born into a prominent family in Amherst, Massachusetts. She was a gifted young woman who excelled at Latin, science, and writing. She even took the then-unusual step for a woman and attended college for a year. She was more at home in nature than among people, however, and in her later life she rarely left her home. She was a very skilled poet who wrote over 1,800 poems, although only about a dozen were published in her lifetime. She is now remembered as one of the era's most talented writers.

Leaves of Grass. Emily Dickinson wrote hundreds of simple, deeply personal poems, many of which celebrated the natural world.

American artists also explored American topics and developed a purely American style. Beginning in the 1820s, a group of landscape painters known as the Hudson River School focused on scenes of the Hudson River Valley. Print-makers Nathaniel Currier and James Merritt Ives created popular prints that celebrated holidays, sporting events, and rural life.

✓ CHECKING FOR UNDERSTANDING

- 1. DESCRIBING** How did the spirit of reform influence American authors in the early 1800s?
- 2. EXPLAINING IDEAS** How were American authors and artists inspired by the natural world, including the American landscape?

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

- Several of the major reform movements were started in the same region of the United States. What region was this, and why do you think many efforts toward social reform began there?

Building History-Social Science Analysis Skills

- 2. IDENTIFYING PATTERNS** What was the relationship between the Second Great Awakening and the reform movements of the early 1800s?
- 3. EXPLAINING IDEAS** What themes did the transcendentalists focus on in their writings?
- 4. COMPARING** How was the work of Dorothea Dix similar to that of Thomas Gallaudet? How was it different?

Writing About History

- 5. ARGUMENTATIVE WRITING** Create a brochure about the newly established Oberlin College to send to potential students. Explain how the college differs from other colleges, and describe the advantages of the Oberlin College experience.

Collaborating

- 6. ADAPTING SPEECH** With a partner, collaborate to write a short story from the perspective of one of the following people: a minister leading a revival, a visually impaired student attending Samuel Howe's school, a temperance campaigner, or a landscape painter. In your short story, write about how the spirit of reform is affecting your life. Are the changes of the era good? What injustices need to be fought, and how? After you have written your story, share it with another group and offer constructive feedback to one another.



Include this lesson's information in your Foldable®.

THE STORY BEGINS...

This sculpture depicting the Underground Railroad honors Harriet Tubman and other brave men and women who fled to freedom--as well as those who helped them.

LESSON 2

The Abolitionists

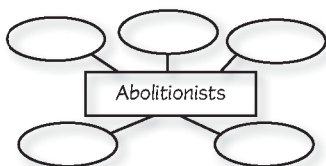
Amos Dresser was motivated to campaign for the abolition of slavery by his deep religious convictions. He left Lane Seminary in Cincinnati after the college banned an antislavery society. He traveled through the South distributing Bibles and antislavery materials. On one occasion in Tennessee, he was publicly whipped for his activities as an antislavery activist. He also helped enslaved people escape captivity and find sanctuary through the Underground Railroad. In the following letter, addressed to his friend the Reverend Hiram Wilson, he introduces two young women he is sending to a new life in Canada along the Underground Railroad:

“I rejoice in the privilege of handing over to you two more Daughters of affliction who can tell you their own tale of suffering. They are in pursuit of a home which I trust they will find in Queen Victoria’s Dominions. The young girl is very quick. . . . in almost any kind of business & with the right kind of training I hope may be brot to Christ & made useful in the world Perhaps you will want her in your family.”

—Amos Dresser, letter to Revd. Hiram Wilson, 1839



PHOTO: Dennis MacDonald/Alamy Stock Photo; TEXT: Dresser, Amos, July 24, 1839, Letter to Hiram Wilson, Oberlin, Ohio. <https://www.gilderlehrman.org/collections/27d1b979-460f-43e3-918f-947406977399>.



ANALYZING KEY IDEAS AND DETAILS

Read carefully to trace the growth of the abolitionist movement and its achievements. As you read, use a diagram like this one to identify five abolitionists. Below each name, write a brief description of his or her role in the movement.

THE START OF THE ABOLITIONIST MOVEMENT

GUIDING QUESTION *How did Americans' attitudes toward slavery change?*

Among the reformers of the early 1800s were **abolitionists** (a•buh•LIH•shuhn•ihsts) who sought the end of slavery. Though their voices were growing, their cause was not a new one.

THE EARLY MOVEMENT

Even before the Revolution, some Americans had tried to limit or end slavery. Early antislavery societies generally believed slavery had to be ended gradually. First they wanted to stop the slave trade. Then they would phase out slavery itself. Supporters believed that ending slavery gradually would give the South's economy time to adjust to the loss of enslaved labor.

At the Constitutional Convention in 1787, delegates debated slavery and its future. The delegates reached a compromise, allowing each state to decide whether to allow the practice.

By the early 1800s, the Northern states had officially ended slavery there. The practice continued in the South. In fact, the rise of the Cotton Kingdom increased the use of enslaved labor.

The reform movement of the early and mid-1800s gave new life to the antislavery cause. A growing number of Americans were coming to believe slavery was wrong and that the practice should end.

Many who led the antislavery movement came from the Quaker faith. One Quaker, Benjamin Lundy, founded a newspaper in Ohio in 1821 called the *Genius of Universal Emancipation*. Its purpose was to spread the abolitionist message. Lundy explained how his religious convictions and his experience of the slave-markets in his hometown convinced him to campaign for the abolition of slavery:

“I kept on my plain dress, attended regularly the meetings of our religious Society, shunned every species of gambling and frolicking, and spent most of my leisure in reading instructive books.

It was in this situation that I first became acquainted with the wrongs of the slave. Wheeling was a great thoroughfare for the traffickers in human flesh.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION Why did the author include information about pre-Revolutionary America under the heading The Early Movement? What is the purpose of this section in the context of the lesson?

2. ANALYZING CENTRAL IDEAS

How does the text under the heading The Colonization Plan describe the successes and failures of that plan? Does the text suggest that the plan was always doomed to fail?

DETERMINING MEANING

What does an **abolitionist** want to do? What does it mean to *abolish* something?

ANALYZING PRIMARY SOURCES

1. DETERMINING MEANING What is the meaning of the phrase “the iron entered my soul”?

2. ANALYZING TEXT

PRESENTATION How does the text create a powerful impression of the conditions of enslaved people that so moved Lundy to action?

Their “coffles” passed through the place frequently. My heart was deeply grieved at the gross abomination; I heard the wail of the captive; I felt his pang of distress; and the iron entered my soul. ”

—Benjamin Lundy, *The Life, Travels, and Opinions of Benjamin Lundy*, 1847

THE COLONIZATION PLAN

There were many barriers to ending slavery. Many white Northerners still supported the practice. Even some white abolitionists worried about the effect free African Americans would have on society. They did not like the idea of hundreds of thousands of former enslaved people living in the United States.

In 1816 a group of powerful whites formed the American Colonization Society. They planned to send free African Americans to Africa to start new lives. The society raised money to send free African Americans out of the country. Some went to the west coast of Africa, where the society acquired land for a colony. The first settlers arrived in Liberia (“place of freedom”) in 1822. In 1847 Liberia declared itself an independent republic.

The American Colonization Society did not stop the growth of slavery. It helped resettle only about 10,000 African Americans by the mid-1860s. Only a few African Americans wanted to go to Africa, while most wanted to be free in America.

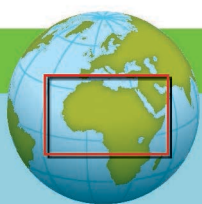
✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING ISSUES** What was the purpose of the American Colonization Society?
- 2. IDENTIFYING PATTERNS** How did religious beliefs influence the early abolitionist movement?

MODERN LIBERIA

The modern nation of Liberia is a country of about three and a half million people. It is the oldest republic in sub-Saharan Africa, having achieved its independence in 1847. In recent times, Liberia has been a troubled country, especially as the result of two destructive civil wars in 1989–1996 and 1999–2003.

TEXT: Lundy, Benjamin. 1847. *The Life, Travels, and Opinions of Benjamin Lundy: Including His Journeys to Texas and Mexico, with a Sketch of Contemporary Events, and a Notice of the Revolution in Hayti*. Published by W.D. Parrish, Philadelphia. Pg. 15.



LIBERIA



GEOGRAPHIC REASONING

Thousands of African Americans settled in Liberia in the mid-1800s.

- 1. THINKING SPATIALLY** In what part of Africa is Liberia located?
- 2. GLOBAL INTERCONNECTIONS** What do you think made some Americans choose Liberia as a good site for relocating African Americans?

THE MOVEMENT BUILDS STRENGTH

GUIDING QUESTION *Why did the antislavery movement gain momentum?*

Gradualism and colonization remained the main goals of antislavery groups until the 1830s. At this time, abolitionists began arguing that enslaved African Americans should be freed immediately.

MAKING THE CASE AGAINST SLAVERY

Massachusetts abolitionist William Lloyd Garrison had a great influence on the antislavery movement. In 1831 he started a newspaper called *The Liberator*. Garrison was one of the first white abolitionists to call for an immediate end to slavery. In the first issue of *The Liberator*, he wrote, “I will be as harsh as truth, and as uncompromising as justice. . . . I will not retreat a single inch—AND I WILL BE HEARD.”

Garrison was heard. He attracted enough followers to start the New England Anti-Slavery Society in 1832 and the American Anti-Slavery Society the next year. By 1838, the groups Garrison started had more than 1,000 local branches.

Sarah and Angelina Grimké were two other early abolitionists. The sisters were born in South Carolina to a wealthy slaveholding family. They both moved to Philadelphia in 1832. While living in the North, the Grimké sisters spoke out for both abolition and women’s rights.

To show their commitment to abolition, the Grimkés asked their mother to give them their family inheritance early. Instead of money or land, the sisters wanted several of the family’s enslaved workers. The sisters immediately freed them. The Grimkés, along with Angelina’s husband Theodore Weld, wrote *American Slavery As It Is* in 1839, which shared firsthand stories of life under slavery.

Harriet Beecher Stowe was another writer who made a major impact on public opinion. Her 1852 novel, *Uncle Tom’s Cabin*, became a wildly popular best-seller. The book portrayed slavery as a cruel and brutal system. Some people, however, strongly opposed the book and its message. The sale of *Uncle Tom’s Cabin* was banned in the South.

Another important voice for abolition in the 1830s was former President John Quincy Adams. Serving as a member of the House of Representatives, Adams in 1839 called for an amendment to eventually abolish slavery, but it was never fully considered.

AFRICAN AMERICAN ABOLITIONISTS

Free African Americans in the North especially supported the goal of abolition. Most lived in poverty in cities and had trouble getting good jobs and decent housing. They were often violently attacked.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How does the text under the heading Making the Case Against Slavery invite you to understand and empathize with members of the abolitionist movement?

2. ANALYZING Why does the text include two subsections devoted specifically to Frederick Douglass and Sojourner Truth? How do these sections enrich the overall argument of this part of the lesson?

Yet these African Americans were proud of their freedom. They sought to help those who remained enslaved.

African Americans helped organize and lead the American Anti-Slavery Society. They subscribed to *The Liberator*. They also did their own writing and publishing. In 1827 Samuel Cornish and John Russwurm started the country's first African American newspaper *Freedom's Journal*.

Born free in North Carolina and settling in Boston, writer David Walker published a powerful pamphlet against slavery. He challenged African Americans to rebel and overthrow slavery. He wrote, "America is more our country than it is the whites'—we have enriched it with our blood and tears."

In 1830 free African American leaders held a convention in Philadelphia. Delegates met "to devise ways and means for the bettering of our condition." They discussed starting a college and encouraging free African Americans to move to Canada.

THE ROLE OF FREDERICK DOUGLASS

Frederick Douglass is the best-known African American abolitionist. Born into slavery in Maryland, Douglass escaped in 1838. He settled first in Massachusetts.

As a runaway, Douglass faced the danger of capture and a return to slavery. Still, he joined the Massachusetts Anti-Slavery Society. He traveled widely to speak at abolitionist meetings. He even appeared at events in London and the West Indies. Douglass was a powerful speaker who often moved listeners to tears. He also edited the antislavery newspaper *North Star*.

Douglass might have remained overseas, but he made his home in the United States because he believed abolitionists must fight

Frederick Douglass speaks while disorder breaks out at this 1860 abolitionist meeting in Boston, Massachusetts.

DRAWING CONCLUSIONS Why do you think this abolitionist meeting in a Northern city became disorderly?



Granger, NYC — All rights reserved.

slavery at its source. He insisted that African Americans receive not just freedom but full equality with whites as well. In 1847 friends helped Douglass buy his freedom from the slaveholder from whom he had fled in Maryland.

SOJOURNER TRUTH

“I was born a slave in Ulster County, New York,” Isabella Baumfree began when she told her story to audiences. After a childhood and youth filled with hardship, she escaped in 1826. Then, she officially gained her freedom in 1827 when New York banned slavery. Baumfree later settled in New York City with her two youngest children. In 1843 Baumfree chose a new name. In the biography *Sojourner Truth: Slave, Prophet, Legend*, she explained: “The Lord [named] me Sojourner . . . Truth, because I was to declare the truth to the people.”

Sojourner Truth made sure to connect the struggle to end slavery to the struggle for women’s rights. She spoke powerfully about the plight of women in a famous speech, remembered for its refrain, “Ain’t I A Woman?”:

“Well, children, where there is so much racket there must be something out of kilter. I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar’n’t I a woman?

Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar’n’t I a woman?

I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman?

I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?”

THE UNDERGROUND RAILROAD

Abolitionists sometimes risked prison and death to help African Americans escape slavery. They helped create a network of escape **routes** from the South to the North called the Underground Railroad.

Underground Railroad “passengers”—that is, escaping African Americans—traveled by night, often on foot. The North Star guided them in the direction of freedom. During the day they rested at “stations”—barns, basements, and attics—until the next night.

BIOGRAPHY



SOJOURNER TRUTH (1797–1883)

Sojourner Truth was a powerful voice for abolition. Truth worked with William Lloyd Garrison, Frederick Douglass, and others to bring about the end of slavery. She traveled throughout the North and spoke about her experiences in slavery. Sojourner Truth was also an active supporter of the women’s rights movement

MAKING CONNECTIONS Why do you think Sojourner Truth later became involved with the women’s rights movement?

ANALYZING PRIMARY SOURCES

1. EVALUATING ARGUMENTS

What argument does Sojourner Truth make about women and their capabilities? What does she use as an example to illustrate her point? Why might the audience have been convinced?

2. EXPLAINING IDEAS

What is the context from which this text is taken? How can you tell?

The railroad's "conductors" were whites and African Americans who guided the runaways to freedom in Northern states or Canada. Harriet Tubman was the most famous conductor.

The Underground Railroad helped as many as 100,000 enslaved people escape. It gave hope to many more.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** What were Underground Railroad "stations"?
2. **EXPLAINING IDEAS** In what way did Frederick Douglass' ideals and goals go further than those of many abolitionists of the time?

REACTION TO ABOLITIONISTS

GUIDING QUESTION *Who opposed the abolition of slavery?*

Abolitionists stirred strong reactions. Most white Southerners believed abolition threatened their way of life, which required enslaved labor. In the North, only a few white people supported abolition. Many white Northerners worried that freed African Americans would never blend into society. Others feared that abolitionists could begin a war between the North and South.

Opposition to abolitionism sometimes led to violence. In Philadelphia a bloody race riot followed the burning of an antislavery group's headquarters. Police had to jail William Lloyd Garrison to protect him from a Boston mob.

Elijah Lovejoy in Illinois was not so lucky. Angry whites invaded his antislavery newspaper offices and wrecked his presses three times. Three times Lovejoy installed new presses. The fourth time the mob attacked, it set fire to the building. When Lovejoy came out of the blazing building, someone shot and killed him.

THE WHITE SOUTH REACTS

White Southerners fought abolitionism with arguments in defense of slavery. They claimed that slavery was necessary

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** Write a brief summary of the arguments in defense of slavery presented in this section of the lesson.
2. **ANALYZING TEXT PRESENTATION** Why is the story of Elijah Lovejoy included in the text? What does this story intend to teach the reader?

The John Rankin House, located along the Ohio River, was a station stop on the Underground Railroad. The Reverend John Rankin, along with his wife and children, assisted hundreds escaping from slavery.

This image displays in the product.

to the Southern economy and had allowed Southern whites to reach a high level of culture. As anti-abolitionist Senator James Henry Hammond said in an 1858 speech to Congress: “In all social systems there must be a class to do the menial duties, to perform the drudgery of life. . . . Such a class you must have, or you would not have that other class which leads progress, civilization, and refinement.”

White Southerners also argued that they treated enslaved people well. They claimed that Northern workers were worse off than enslaved workers because they worked in factories for long hours at low wages. Also, Northern workers had to pay for their own goods and services from their small earnings, while enslaved African Americans received food, clothing, and **medical** care.

Other defenses of slavery were based on racism. Many whites believed that African Americans were better off under white care than on their own.

The conflict between pro-slavery and antislavery groups continued to mount. At the same time, a new women’s rights movement was growing.



In 1837 a mob attacked and killed newspaper editor Elijah Lovejoy.

EXPLAINING ISSUES Why did anti-abolitionists attack Elijah Lovejoy?

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** How did many Southerners defend the institution of slavery?
2. **ANALYZING POINTS OF VIEW** What did Senator James Henry Hammond think would happen if the system of slavery were ended in the South?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **EXPLAINING** Explain how the abolitionist movement and the Underground Railroad helped to increase the distinctions between the free North and the slaveholding South.

Building History-Social Science Analysis Skills

2. **ANALYZING POINTS OF VIEW** What concern about ending slavery did the American Colonization Society seek to address?
3. **DESCRIBING** Describe how African Americans helped the abolitionist movement gain strength.
4. **CONTRASTING** In general, how did Northerners and Southerners view abolition differently?

Writing About History

5. **ARGUMENTATIVE WRITING** Take the role of a conductor on the Underground Railroad. Explain why you are willing to help African Americans escape from slavery to freedom.

Collaborating

6. **PRESENTING** Working in a small group, collaborate to produce a multimedia presentation in which you describe the key figures and events associated with the abolition movement. In your presentation, tell the story of abolitionism’s rise, its successes, and its challenges. Include quotes from both white and African American abolitionists. Illustrate your presentation with maps, images, drawings, and other visuals of your choice. As a group, present your project to the class.



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ESSENTIAL QUESTION

How do new ideas change the way people live?

THE STORY BEGINS...

This statue in Seneca Falls, New York, depicts two famous reformers of the women's movement—Susan B. Anthony (left) and Elizabeth Cady Stanton (right)—meeting in 1851.

LESSON 3

The Women's Movement

The women abolitionists who fought to end slavery recognized their own bondage. On April 19, 1850, about 400 women met at a Quaker meetinghouse in the town of Salem, Ohio. They came “to assert their rights as human beings.” One speaker stated:

“I use the term *Woman's Rights* because it is a technical phrase. I like not the expression. It is not *Woman's Rights* of which I design to speak, but of *Woman's Wrongs*. I shall claim nothing for ourselves because of our sex. I shall demand the recognition of no rights on the ground of our womanhood. In the contest which is now being waged in behalf of the enslaved colored man in this land, I have yet to hear the first word in favor of his rights as a colored man; the great point which is sought to be established is this, that the colored man is a human being, and as such, entitled to the free exercise of all the rights which belong to humanity. And we should demand *our* recognition as equal members of the human family.”

—from J. Elizabeth Jones's “The Wrongs of Woman,” 1850



PHOTO: Dennis Mac Donald/Alamy Stock Photo; TEXT: Jones, J. Elizabeth. April 19, 1850. Printed in *The Liberator*. Volume XX. No. 21. May 24, 1850. Boston, Massachusetts. <http://fair-use.org/the-liberator/1850/05/24/the-liberator-20-21.pdf>.

Individual	Contribution
Lucretia Mott	
Elizabeth Cady Stanton	
Susan B. Anthony	

ANALYZING KEY IDEAS AND DETAILS

Read carefully to learn about the women's movement and what its members were fighting for. As you read, use a diagram like this one to summarize the contributions each individual made to the women's movement. In what areas did women make gains?

REFORM FOR WOMEN

GUIDING QUESTION *What did women do to win equal rights?*

For women such as J. Elizabeth Jones, the causes of abolition and women's rights were linked. Abolitionist Lucretia Mott, like many other women reformers, was a Quaker. Quaker women enjoyed an unusual degree of equality in their communities. Mott was actively involved in helping runaway enslaved people. She organized the Philadelphia Female Anti-Slavery Society. At an antislavery convention in London, Mott met Elizabeth Cady Stanton. The two found they shared an interest in women's rights.

THE SENECA FALLS CONVENTION

In July 1848, Stanton and Mott helped organize the first women's rights convention in Seneca Falls, New York. About 300 people, including 40 men, attended.

A highlight of the convention was debate over a Declaration of Sentiments and Resolutions. These resolutions called for an end to laws that discriminated against women. They also demanded that women be allowed to enter the all-male world of trades, professions, and businesses. The most controversial issue, however, was the call for woman **suffrage**, or the right to vote in elections.

Elizabeth Cady Stanton insisted the resolutions include a demand for woman suffrage. Some delegates worried that the idea was too radical. Mott told her friend, "Lizzie, thee will make us ridiculous." Standing with Stanton, Frederick Douglass argued powerfully for women's right to vote. After a heated debate, the convention voted to include in their declaration the demand for woman suffrage in the United States.

THE SENECA FALLS DECLARATION

The first women's rights convention called for women's equality and for their right to vote, to speak publicly, and to run for office. The convention issued a Declaration of Sentiments and Resolutions modeled on the Declaration of Independence.

INTEGRATING KNOWLEDGE AND IDEAS

1. ANALYZING TEXT

PRESENTATION Why do you think the author chose to make The Women's Movement the third lesson in this chapter?

2. SUMMARIZING Using the text and the primary sources presented in this lesson, summarize the reasons why suffrage was a central issue for the women's movement, including reasons why it was a source of argument among reformers.

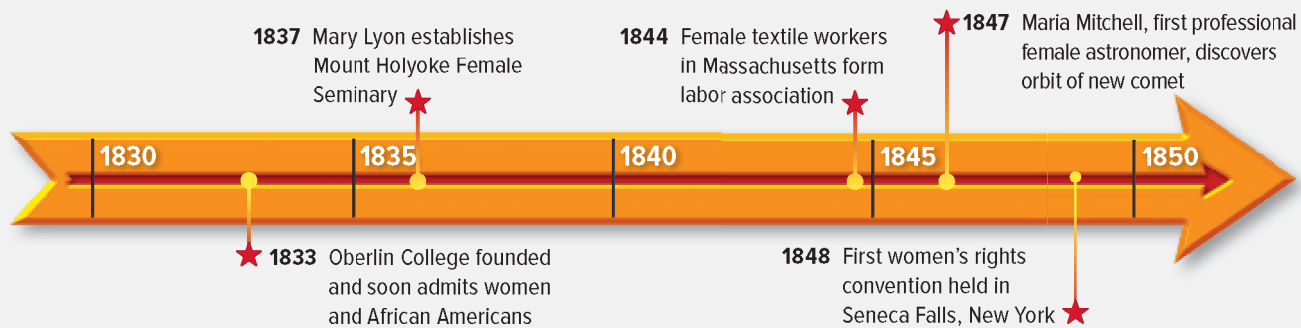
BIOGRAPHY

ANNIE BIDWELL

(1839–1918)

A mansion, church, and park in Chico, California, stand as monuments to two pioneers who dedicated their lives to social and environmental reform. In 1868 Annie Ellicott Kennedy, a young woman from Washington, D.C., married John Bidwell, an agriculturalist and politician who had made his fortune mining gold. Annie used some of the Bidwell Mansion's 26 rooms to educate the Mechoopda—Native Americans who lived near Chico. A crusader against alcohol, Annie joined the Women's Christian Temperance Union. She also championed women's rights and joined the woman suffrage movement, befriending Susan B. Anthony.

OPPORTUNITY AND ACHIEVEMENT FOR WOMEN



In the mid-1800s, women began to argue for—and earn—their own rights and an equal place in society.

- 1. DESCRIBING** Which items on the time line reflect growing opportunities for women to learn and gain skills?
- 2. UNDERSTANDING CHRONOLOGY** Which items on the time line suggest women were using their education to achieve great things?

Just as Thomas Jefferson had in 1776, women announced the need for revolutionary change based on a claim of basic rights:

“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 [before] 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.”

In this passage, two important words—*and women*—were added to Thomas Jefferson’s famous phrase:

“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. . . .”

The women’s declaration called for an end to laws that discriminated against women. These laws allowed no voting rights, gave a woman’s property and income to her husband upon marrying, and kept all profitable occupations under men’s control.

“The history of mankind is a history of repeated injuries and usurpations [wrongful takings of power] 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. . . .

Now, in view of this entire disenfranchisement [withholding of rights] 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.”

—Seneca Falls Convention, *The Declaration of Sentiments*

ANALYZING PRIMARY SOURCES

- 1. CITING TEXT EVIDENCE** Which words in the passage indicate how many people have their rights withheld by unjust laws in the United States?
- 2. ANALYZING TEXT PRESENTATION** How does the passage appeal to those who believe in the ideals of America, and attempt to convince them that they should support the women’s movement?

THE WOMEN'S MOVEMENT GROWS

The Seneca Falls Convention helped launch a wider movement. In the years to come, reformers held several national conventions, with the first taking place in Worcester, Massachusetts, in 1850. Both male and female reformers joined the cause.

Among the movement's leaders was Susan B. Anthony. Anthony was the daughter of a Quaker abolitionist. She called for equal pay and college training for women, and **coeducation** (coh•eh•juh•KAY•shuhn)—the teaching of males and females together. Anthony also organized the country's first women's temperance association, the Daughters of Temperance. Anthony met Elizabeth Cady Stanton at a temperance meeting in 1851. They became lifelong friends and partners in the struggle for women's rights and suffrage.

Opportunities for women increased greatly in the late 1800s. Beginning with Wyoming in 1890, several states granted woman suffrage. Yet not until 1920 and the Nineteenth Amendment to the Constitution did women gain the right to vote everywhere.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** What is suffrage? Why was suffrage important to the women's movement?
2. **IDENTIFYING PATTERNS** Which other social reform movements affected the women's movement? Give examples.

WOMEN MAKE GAINS

GUIDING QUESTION *In what areas did women make progress in equality?*

Pioneers in women's education began to call for more opportunity. Early champions such as Catherine Beecher believed women should be educated for their traditional roles in life. The Milwaukee College for Women used Beecher's ideas "to train women to be healthful, intelligent, and successful wives, mothers, and housekeepers."

Others thought women could be trained as **capable** teachers and to fill other professional roles. These pioneers broke down barriers to female education and helped other women do the same.

One of these pioneers, Emma Willard, educated herself in subjects considered suitable only for males, such as science and mathematics. In 1821 Willard set up the Troy Female Seminary in upstate New York. Willard's seminary taught mathematics, history, geography, and physics, as well as the usual homemaking subjects.



Elizabeth Cady Stanton (left), seen here with Susan B. Anthony, was an organizer of the Seneca Falls Convention.

DETERMINING MEANING

What similar words can you think of to help you understand the term **coeducation**?

ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS**
How does the text contrast the ideas of Catherine Beecher with those of Mary Lyon and Emma Willard?
2. **ANALYZING POINT OF VIEW**
What can you infer about the author's opinion of the gains made by women? Explain your answer.

DETERMINING MEANING

Why was it important that women be trained to be **capable** teachers? Why was being capable an important goal for women?



MARIA MITCHELL

(1818–1889)

Maria Mitchell was a distant relative of Benjamin Franklin. She was born in Nantucket, Massachusetts. At the time, Nantucket was an important whaling port, and women were able to enjoy an independence and responsibility denied to many in the rest of the country when the male sailors were away for months. She was taught the principles of astronomy by her father. She became the first person to view a comet using a telescope, and was the first woman in the United States to work as a professional astronomer. She argued for greater rights for women, saying: “It seems to me that the needle is the chain of woman. . . . Emancipate her from the ‘stitch, stitch, stitch,’ . . . and she would have time for studies which would engross as the needle never can.”

DETERMINING MEANING What does the phrase “the needle is the chain of woman” mean?

Mount Holyoke Female Seminary in South Hadley, Massachusetts, was the first women’s college in the United States.

Mary Lyon, after working as a teacher for 20 years, began raising funds to open a women’s college. She established Mount Holyoke Female Seminary in Massachusetts in 1837, modeling its curriculum on that of nearby Amherst College. Lyon became the school’s first principal, believing that “the great secret . . . is female education.”

MARRIAGE AND THE FAMILY

Prior to the mid-1800s, women had few rights. They depended on men for support. Anything a woman owned became the property of her husband if she married. She had few options if she was in an unhappy or abusive relationship.

During the mid- to late-1800s, women made some gains in marriage and property laws. New York, Pennsylvania, Indiana, Wisconsin, Mississippi, and the new state of California recognized the right of married women to own property.

Some states passed laws allowing divorced women to share guardianship of their children with their former husbands. Indiana was the first of several states that allowed women to seek divorce if their husbands abused alcohol.

BREAKING BARRIERS

In the 1800s, women had few career choices. They could become elementary teachers—often at lower wages than a male teacher. Jobs in “male” professions were even more difficult. Women had to struggle to become doctors or work in the **ministry**.

Some strong-minded women succeeded. Elizabeth Blackwell tried repeatedly to get into medical school. Finally accepted by



Geneva College in New York, Blackwell graduated first in her class and achieved fame as a doctor. She wanted more women to become doctors. Male doctors claimed that women could not handle the strenuous work. In a letter, Blackwell argued that there was no medical reason that women should not be doctors:

“The health of healthy women is never so variable as to prevent study, or render proper attention to medical practice difficult. . . . I am, however convinced myself that there is no well-founded objection on the score of health—and it is certainly true, that midwifery, which is the most fatiguing department of medicine, has been pursued successfully, through their whole life, by women.”

—Elizabeth Blackwell, March 4, 1851

Maria Mitchell was another groundbreaking woman. Mitchell received an education from her father. In 1847 she became the first person to discover a comet with a telescope. The next year, she became the first woman elected to the American Academy of Arts and Sciences. In 1865 Mitchell joined the faculty of Vassar College.

Women’s gains in the 1800s were remarkable—but far from complete. Limited by social customs and expectations, women had just begun the long struggle to achieve their goal of equality.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** What gains did women make in the field of education during this time period?
2. **EXPLAINING IDEAS** Why did Mary Lyon refer to women’s education as “the great secret”?

ANALYZING PRIMARY SOURCES

1. DETERMINING CENTRAL IDEAS

What example does Blackwell give to illustrate her point that women can serve as doctors?

2. ANALYZING CENTRAL IDEAS

Why is it important to Blackwell’s argument that midwifery is the “most fatiguing” department of medicine?

MAKING CONNECTIONS TO TODAY

WOMEN’S COLLEGES

Mount Holyoke is one of the Seven Sisters—a group of outstanding colleges founded to educate women. Today, Mount Holyoke and several of the Seven Sisters still provide a woman-only educational experience. Some of the Seven Sisters now admit men.

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

1. **RELATING EVENTS** Write a short paragraph explaining how the gains made in women’s education were related to the campaign for women’s suffrage. How did these two movements inspire each other over time?

Building History-Social Science Analysis Skills

2. **EXPLAINING IDEAS** Explain ways that suffrage and coeducation could offer women in the 1800s new ways to participate in society.
3. **EXPLAINING EFFECTS** What did the Seneca Falls Convention do to help the women’s movement grow?
4. **DESCRIBING** Describe the rights within marriage that women gained in the 1800s.

Writing About History

5. **ARGUMENTATIVE WRITING** What arguments might a woman have used in the 1800s to campaign for suffrage? Write a paragraph from the perspective of a woman in the late 1800s, arguing your position in support of voting rights for women.

Collaborating

6. **PRESENTING** Work with a partner. You are newspaper reporters assigned to write profiles of the women who are making gains in science and education in the 1800s, and those who are at the forefront of the women’s suffrage movement. Write and illustrate an article in which you profile these people, their goals, and their achievements. List questions you would ask these women, and the answers they might give.



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THE SPIRIT OF REFORM

Although America experienced great growth during the early to mid-1800s, numerous members of society did not share in the country's successes. Education lagged for many Americans. Women faced discrimination in both education and in their roles as citizens. Slavery became an even more divisive issue as the century went on. How did Americans, and others, react to the seeming lack of democratic values during this period?

VOCABULARY

surmounted: overcome

gravity: seriousness

stinted: shared sparingly

PRIMARY SOURCE: PAMPHLET

OUTRAGES UPON HUMANITY

Dorothea Dix, 1843

After witnessing the poor treatment of prisoners, especially those who were mentally ill, Dorothea Dix began to push for reforms. In 1843 she wrote a statement to the Massachusetts legislature. As a woman, Dix could not present the statement herself but had a male acquaintance read it:

“I found, near Boston, in the Jails and Asylums for the poor, a numerous class brought into unsuitable [connection] with criminals and the general mass of Paupers. I refer to . . . Insane persons, dwelling in circumstances not only adverse to their own physical and moral improvement, but productive of extreme disadvantages to all other persons brought into association with them. I applied myself diligently to trace the causes of these evils, and sought to supply remedies. As one obstacle was **surmounted**, fresh difficulties appeared. Every new investigation has been depth to the conviction that it is only by decided, prompt, and vigorous legislation the evils to which I refer, and which I shall proceed more fully to illustrate, can be remedied. I shall be obliged to speak with great plainness, and to reveal many things revolting to the taste, and from which my woman's nature shrinks with peculiar sensitiveness. But truth

is the highest consideration. *I tell what I have seen*—painful and as shocking as the details often are—that from them you may feel more deeply the imperative obligation which lies upon you to prevent the possibility of a repetition or continuance of such outrages upon humanity. If I inflict pain upon you, and move you to horror, it is to acquaint you with suffering which you have the power to alleviate, and make you hasten to the relief of the victims of legalized barbarity.”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** What does Dorothea Dix believe is the only real solution to the problems she has witnessed?
2. **DETERMINING MEANING** What does Dix mean when she says “I tell what I have seen,” and why is it important to her argument?

PRIMARY SOURCE: BOOK

THE SLAVE STATES OF AMERICA

James Silk Buckingham, 1842

James Silk Buckingham was a British journalist, traveler, and writer. In the 1840s, he wrote a book called *The Slave States of America* in which he described and criticized the American South. In one passage, he attacks the arguments of an American Southerner who had written an article defending slavery:

TEXT: Essays and Memorials on Insanity, 1838. Dix, Dorothea L., January 1843. Memorial to the Legislature of Massachusetts. Published by Cutler and Plisbury, Columbus. Pgs. 3-4.

“Instead of seeing only, “healthy, laughing, contented beings of either sex,” I confess I have never witnessed, in any population of the earth, less indications of laughter and content than on the countenances of the slaves met with at every hour of the day; their general expression being that of great **gravity** and gloomy discontent. . . . Instead of “all of them being well clad” a very large number have ragged, and nearly all dirty clothes; and on some plantations, a single suit of a woolen jacket and trousers, without a shirt, is the whole apparel allowed for a year! Instead of “all being well fed,” the scanty measure of Indian corn is barely sufficient for subsistence; rice is in many instances thought too costly for them; salt is either **stinted** or withheld; and as to animal food, it is rarely given at all, except on very particular occasions. Instead of “wholesome and moderate labour,” the employment of many is, in the marshy lands, so fatal to life, that no Europeans can reside there through the summer. . . . [I]t cannot but be evident to him, that the great mass of them are not treated so well as many of the brute creation; and that the dogs and horses of their masters are better fed, have less labour, less punishment”

ANALYZE THE TEXT

1. **ANALYZING TEXT PRESENTATION** What details convince you the account was experienced first-hand?
2. **DETERMINING MEANING** What does the sentence “the great mass of them are not treated so well as many of the brute creation” mean?



MULTIPLE PERSPECTIVES

DETERMINING CENTRAL IDEAS How do these three excerpts relate to the era of reform in the United States in the early to mid-1800s? What social problems are the writers addressing? What do these excerpts tell you about the concept of equality in the country at the time? Which writer do you think presents a strong case for his or her suggested reform or argument against the social problem being discussed? Explain your answer.

PRIMARY SOURCE: PAMPHLET

OTHER SPHERES OF USEFULNESS

Mary Lyon, 1837

Frustrated with the subject matter taught at female academies of the time, Mary Lyon founded her own school. In this pamphlet, Lyon described the school and its mission:

“This institution . . . is to be principally devoted to the preparing of female teachers. At the same time, it will qualify ladies for other spheres of usefulness. The design is to give a solid, extensive, and well-balanced English education, connected with that general improvement, that moral culture, and those enlarged views of duty, which will prepare ladies to be *educators* of children and youth, rather than to fit them to be mere teachers, as the term has been technically applied. Such an education is needed by every female who takes the charge of a school, and sustains the responsibility of guiding the whole course and of forming the entire character of those committed to her care. And when she has done with the business of teaching in a regular school, she will not give up her profession; she will still need the same well-balanced education at the head of her own family, and in guiding her own household.”

ANALYZE THE TEXT

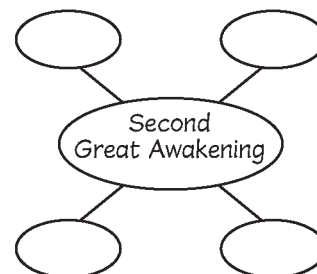
1. **ANALYZING POINT OF VIEW** What is Lyon’s purpose in writing this introduction to the pamphlet?
2. **DETERMINING CENTRAL IDEAS** Why is the type of education offered at Mount Holyoke important?

CHAPTER 13 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **IDENTIFYING EFFECTS** Review the events related to the Second Great Awakening. Create a diagram like this one to show some changes that resulted from this period of reform. Add additional spokes if you need to. Then explain the role that religion had in promoting these reforms.



Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order they occurred.
 - A. Dorothea Dix begins visiting prisons.
 - B. Benjamin Lundy founds *Genius of Universal Emancipation*.
 - C. William Lloyd Garrison starts *The Liberator*.
 - D. Oberlin College is founded.
 - E. Stanton and Mott hold Seneca Falls Convention.
 - F. First settlers arrive in Liberia.
 - G. Hartford School for the Deaf opens.
 - H. Harriet Beecher Stowe writes *Uncle Tom's Cabin*.
 - I. Henry David Thoreau civil disobediently opposes the war with Mexico.

Building Citizenship

3. **CIVIC PARTICIPATION** This chapter includes people who addressed social problems. Research and prepare a presentation about a current social problem. Identify its causes, effects, and how it relates to the ideals and values of Americans. Suggest actions to address the problem.

Geographic Reasoning

Use the map to answer the following questions.

4.
 - A. EXPLORING PLACE** Would an enslaved person from Kentucky or from Tennessee have a better chance of escaping to a free territory? Why?
 - B. PATTERNS AND MOVEMENT** Why did the Underground Railroad run from Texas to Mexico?
 - C. EXPLORING REGION** Ohio, Indiana, and Illinois were non-slaveholding regions. Why did enslaved people fleeing the South not stop in those states but continue on to Canada?



CHAPTER 13 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Define each of the following terms as it relates to the spirit of reform.
 - A. revival
 - B. utopia
 - C. temperance
 - D. normal school
 - E. civil disobedience
 - F. abolitionist
 - G. suffrage
 - H. coeducation

Short Answer

- 2 **DETERMINING CONTEXT** Why is the Second Great Awakening an appropriate name for the religious revival that led to social reform in the United States in the mid-1800s?
- 3 **EXPLAINING CAUSE AND EFFECT** How might the Second Great Awakening have helped create the temperance movement?
- 4 **DESCRIBING** Describe the educational reform movement and its impact on education in the United States.
- 5 **DESCRIBING** How did reformers use education to help people with disabilities and to create better conditions for prisoners?
- 6 **EXPLAINING IDEAS** Why did Henry David Thoreau refuse to pay a tax? How was his refusal an example of civil disobedience?
- 7 **IDENTIFYING EFFECTS** What was the Hudson River School and how do you think it contributed to American culture?
- 8 **DRAWING CONCLUSIONS** Why do you think most African Americans rejected the plan of the American Colonization Society?

- 9 **EXPLAINING ISSUES** What abolitionist used his newspaper *The Liberator* to call for an immediate end to slavery? Why did some of the earliest abolitionists favor a gradual end to slavery rather than an immediate one?

- 10 **EXPLAINING EFFECTS** Argue your case for an immediate end to slavery by writing a short article for the newspaper *The Liberator*.

- 11 **DETERMINING CENTRAL IDEAS** In his antislavery pamphlet, David Walker wrote:

“America is more our country than it is the whites’—we have enriched it with our blood and tears.”

What did he mean by this claim?

- 12 **DESCRIBING** What contributions did Frederick Douglass make to the abolitionist movement?
- 13 **ANALYZING POINT OF VIEW** Why was Sojourner Truth’s message in her speech “Ain’t I A Woman” so powerful?
- 14 **EXPLAINING ISSUES** How was the Underground Railroad related to the movement to end slavery, and how did it help enslaved persons?
- 15 **DETERMINING CONTEXT** Why is it not surprising that Lucretia Mott and Elizabeth Cady Stanton met at an antislavery convention? What did the antislavery movement have in common with the movement for women’s rights?
- 16 **EXPLAINING IDEAS** What rights did the delegates to the Seneca Falls Convention advocate for women?
- 17 **DETERMINING CONTEXT** Why do you think delegates to the Seneca Falls Convention modeled their declaration on the Declaration of Independence?
- 18 **EXPLAINING EFFECTS** How did Emma Willard and Mary Lyon help improve women’s education?

Need Extra Help?

If You’ve Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Review Lesson	1-3	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3

CHAPTER 13 **Assessment,** continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Sarah Grimké was an early abolitionist who also spoke out for women’s rights:

“There are few things which present greater obstacles to the improvement and elevation of woman to her appropriate sphere of usefulness and duty, than the laws which have been enacted to destroy her independence, and crush her individuality; laws which, although they are framed for her government, she has had no voice in establishing, and which rob her of some of her essential rights. Woman has no political existence. With the single exception of presenting a petition to the legislative body, she is a cipher in the nation; or, if not actually so in representative governments, she is only counted, like the slaves of the South, to swell the number of law-makers who form decrees for her government, with little reference to her benefit, except so far as her good may promote their own. . . .

That the laws which have been generally adopted in the United States, for the government of women, have been framed almost entirely for the exclusive benefit of men, and with a design to oppress women, by depriving them of all control over their property, is too manifest to be denied. . . . Men frame the laws, and, with few exceptions, claim to execute them on both sexes. . . .”

—from Sarah M. Grimké’s *Letters on the Equality of the Sexes, and the Condition of Woman*, 1838

- 19 DETERMINING CENTRAL IDEAS** According to Grimké, what had laws done for women? Select all that apply.
- A. provided improvement and elevation
 - B. destroyed their independence
 - C. robbed them of essential rights
 - D. crushed their individuality
- 20 CITING TEXT EVIDENCE** What was the only political power women had, according to Grimké?
- A. Women could vote.
 - B. Women could petition the government.
 - C. Women had control over their property.
 - D. Women could frame laws.

- 21 ANALYZING SOURCES** What did Grimké compare the importance of women to, regarding how they were viewed by the government?
- A. Women were like enslaved people—good only for counting representatives in Congress.
 - B. Women were like a sphere of usefulness and duty in government circles.
 - C. Women were like mountainous property—an obstacle to developing laws.
 - D. Women were like pictures because they had been framed by decrees of government.

- 22 DETERMINING MEANING** As used in conjunction with the previous question, what do you think the underlined term in the following phrase means?

“she [woman] is a cipher in the nation”

- A. code
- B. invisible person
- C. useless object
- D. number

- 23 SUMMARIZING** What do you think Grimké’s main objection to the laws were? How did she think the laws could be made better?

Extended Response Essay

- 24 EXPLANATORY WRITING** Write a short essay that describes the accomplishments of the social reform, educational reform, and women’s rights movements that occurred in the mid-1800s. Give an example of a change each movement achieved that affects your life today.

Need Extra Help?

If You’ve Missed Question	19	20	21	22	23	24
Review Lesson	3	3	3	3	3	1-3