

Chapter Overview

The Age of Reform took place from 1820 to 1860. During this time, it seemed America's collective conscience awakened. People were prompted in part by the religious revivals and the Transcendentalist Movement in literature. These influences led to the rise of numerous reformers and activists. People across the United States began calling for changes in nearly all areas of life.

Powerful speakers and writers formed groups of like-minded people. They called for social, political, and legal changes in areas such as education, social policy, health, and welfare. Reform movements sparked changes in educational opportunities, employment, and politics. Issues such as women's rights and the abolition of slavery were among the most visible of these movements.



CHAPTER BENCHMARKS

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.

SS.8.C.1.4 Identify the evolving forms of civic and political

WHAT I NEED TO KNOW

TERMS

- revival
- utopia
- temperance
- normal school
- civil disobedience
- abolitionist
- suffrage
- coeducation

PEOPLE, PLACES, EVENTS

- Lyman Beecher
- Thomas Gallaudet
- Hartford School for the Deaf
- Samuel Gridley Howe
- Dorothea Dix
- Ralph Waldo Emerson
- Henry David Thoreau
- American Colonization Society
- Liberia
- William Lloyd Garrison

- Sojourner Truth
- Harriet Beecher Stowe
- Frederick Douglass
- Harriet Tubman
- Lucretia Mott
- Elizabeth Cady Stanton
- Seneca Falls Convention
- Susan B. Anthony
- Troy Female Seminary
- Mount Holyoke Seminary

The Spirit of Reform

CHAPTER BENCHMARKS, *continued*

participation from the colonial period through Reconstruction.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis reflection, and research.

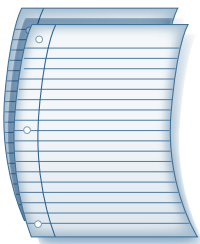


The Spirit of Reform

Make the Foldable below and label the top of the four sections *The Spirit of Reform*. Label each of the three tabs under the title—*Social Reform*, *The Abolitionists*, and *The Women’s Movement*. Under the tabs, briefly describe people and events that were influential in each of these reform movements. Give specific examples of how America was in the process of forming its own identity and culture during this time. On the back of the Foldable, sequentially outline and explain events that illustrate the beginning and growth of the abolitionist movement.

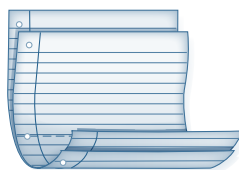
Step 1

Stack two sheets of paper so that the back sheet is 1 inch higher than the front sheet.



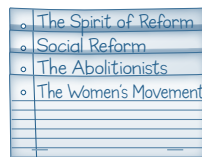
Step 2

Fold the paper to form four equal tabs. Crease well.



Step 3

Open the papers, and then glue or staple them along the fold.



LESSON 1 SUMMARY

Social Reform

SS.8.A.4.8, SS.8.A.4.9, SS.8.A.4.15, SS.8.C.1.4

Religion and Reform

Between 1820 and 1860, Americans began attending religious gatherings called **revivals**. People traveled long distances to attend these huge religious meetings. At revivals people sang, prayed, cried, and shouted. They listened to preachers share ideas about how to change the world. This period of increased religious interest is sometimes called the Second Great Awakening.

Many came away with increased desire to improve society. Some people formed **utopias**, communities based on shared ideals. Others worked to improve social justice or community services.

The Impact of Religion

Religious revivals often awakened a desire in people to change themselves and the world. One movement born of religion was the movement to ban alcohol. Minister Lyman Beecher was a leader of this **temperance** movement. His supporters tried to convince citizens that alcohol was dangerous. Several states were persuaded to ban alcohol. They later repealed those laws.

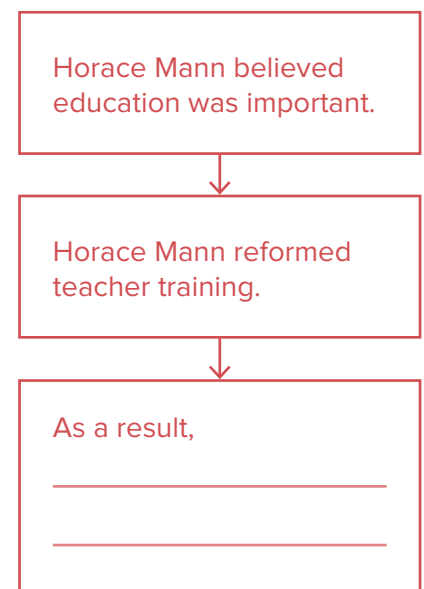
Changing Education

Some reformers focused on improving education. At this time, most schools had little money. Few teachers were well-trained. School attendance was not mandatory for any part of the population. Some people, such as women, were discouraged from going. Other groups, such as African Americans, were forbidden to attend.

Horace Mann of Massachusetts was a leader for educational reform. He believed education was key to wealth and economic opportunity. Because of his efforts, in 1839 Massachusetts had the first state-supported **normal school**—a school for training teachers. This idea spread across the country.

1. DRAWING CONCLUSIONS What influence did Lyman Beecher have? How do you think his role as a minister helped him in advancing the temperance movement's agenda? Write your answer on a separate piece of paper.

2. DETERMINING CAUSE AND EFFECT Complete the chart below with a statement about the effect of Horace Mann's efforts.



LESSON 1 SUMMARY, *continued*

3. MAKING CONNECTIONS

Based on what you know about American education today, how important were the early educational reforms that developed in the early 1800s? Explain your answer.

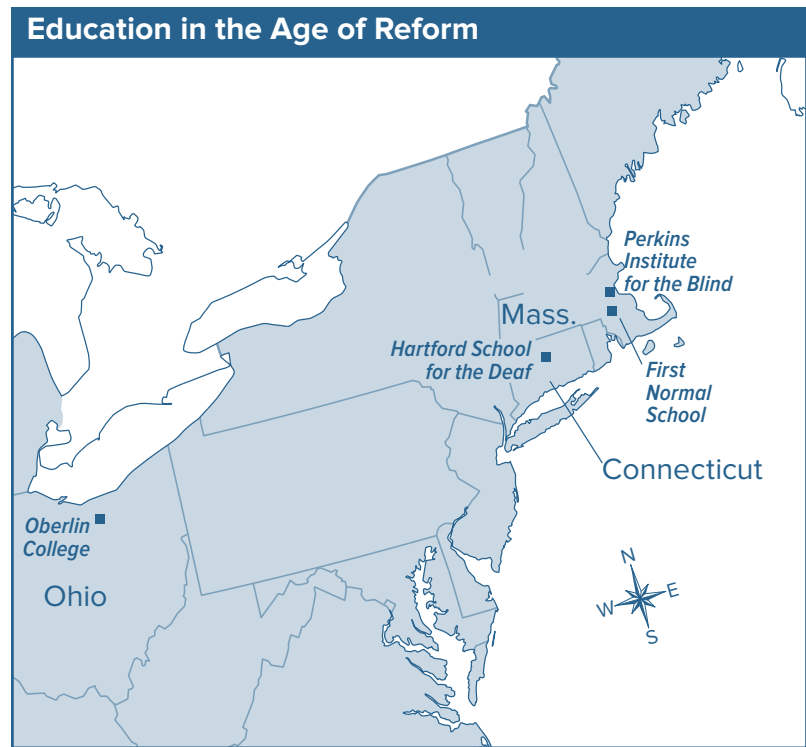
ANALYZING MAPS

4. Examine the map showing education during the time of reform. Where were many of the new schools based on reforms located? Why do you think they were located there? Consider the population of the country at the time.

Many new universities were founded during the age of reform. A few even allowed women and African Americans to attend, and the face of American education began to change.

Helping People With Disabilities

Other reformers focused on helping people with disabilities. Thomas Gallaudet created a method to teach people with hearing impairments. He founded the Hartford School for the Deaf in Connecticut in 1817. Samuel Gridley Howe used Braille, a system of raised dots representing letters, to teach people with vision impairments. He headed a school for the visually impaired called Perkins Institute in Boston.



Dorothea Dix was moved by conditions she found in prisons. Prisoners were kept chained to walls with little clothing. Some people were in prison simply because they suffered from mental illnesses. Dix worked to educate the public about the poor living conditions in prisons. She is remembered as one of the main supporters of prison reform.

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LESSON 1 SUMMARY, *continued*

Complete the following chart about the major educational reformers.

Reformers and Their Contributions		
Reformer	Contribution	Text Evidence
	Improved educational opportunities for persons with hearing impairment	
Dorothea Dix		

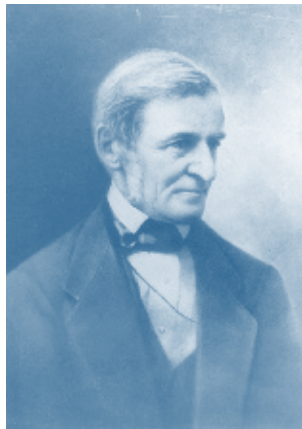
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Culture Changes

American literature and art were changing to reflect the new movements in society. American authors and artists of the time explored American themes.

One literary movement was Transcendentalism. Transcendentalists explored the relationship between humans and nature. Transcendentalists also explored the importance of the human conscience. Authors such as Ralph Waldo Emerson and Henry David Thoreau were part of the movement. Emerson urged people to overcome prejudice. Thoreau refused to obey laws he found unjust, a practice known as **civil disobedience**. Henry Wadsworth Longfellow, Walt Whitman, and Emily Dickinson were also Transcendentalist authors.



Ralph Waldo Emerson was a transcendentalist writer. He urged people to listen to their conscience.

American artists also developed their own unique style. Beginning in the 1820s, a group of painters called the Hudson River School painted scenes of the Hudson River Valley. Nathaniel Currier and James Merritt Ives made popular prints showing holidays, sporting events, and rural life.

5. DETERMINING CENTRAL IDEAS

How did Transcendentalist authors contribute to the growth of the spirit of reform in America?

LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

- Use the chart below to show the relationships between changes in American culture and reforms in American society.

CHANGES TO CULTURE	REFORMS IN SOCIETY
	some states ban use of alcohol
recognition of the importance of education	development of teacher training
recognition of the importance of education—people with disabilities	
recognition of the importance of education—prisons	

- ANALYZING** Use the information from your chart and the lesson to answer the following question: How did the religious revivals and the Transcendentalist literary movement contribute to the reforms mentioned in this lesson?

LESSON 2 SUMMARY

The Abolitionists

SS.8.A.4.8, SS.8.A.4.11, SS.8.A.5.2

The Start of the Abolition Movement

Abolitionists had been a part of American society for a long time. In the early 1800s, however, the number of people seeking the end of slavery was growing.

1. INFERRING Why do you think some people claimed that ending slavery would disrupt the economy of the Southern states?

The Early Movement

Reformers had wanted to end slavery since before the Revolutionary War. Most thought the best way to end slavery was to first stop the slave trade. Then they would work to slowly end slavery itself. They believed this would give the people of the South time to adjust their economy to such a major change.

In 1787, there was a compromise about slavery at the Constitutional Convention. Each state could choose to keep slavery or to end it. By the early 1800s, the Northern states had chosen to end the practice. However, in the Southern states the practice continued to grow.

During the Age of Reform in the early to mid-1800s, more and more Americans began to oppose slavery. Members of the Quaker faith were leaders in this reform movement. Quaker Benjamin Lundy was one such leader. He spread the abolitionist message with a newspaper in Ohio starting in 1821.

The Colonization Plan

Ending slavery proved difficult. Even in the North, some people still supported slavery. People worried about how setting hundreds of thousands of African Americans free would affect society.

In 1816, a powerful group of people formed the American Colonization Society. They bought land for a colony in West Africa. The Society then paid for some free African Americans to move there starting in 1822. By 1847, this colony of free African Americans from the United States became a country called Liberia.

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LESSON 2 SUMMARY, continued

2. MAKING

CONNECTIONS How was the colonization plan a reaction to the concern over freeing African Americans?



Ten thousand people had moved from the United States to Liberia by the mid-1800s. Still, this did not stop the growth of slavery. Most African Americans did not want to leave the United States. They preferred to stay and be free in America.

3. REASONING

Did the resettlement plan accomplish the goals of the American Colonization Society? Why or why not? Support your answer with evidence from the text.

The Movement Builds Strength

Anti-slavery reformers continued to push for a gradual end to slavery until the 1830s. At that time, abolitionists began to fight to free all slaves immediately.

Making the Case Against Slavery

William Lloyd Garrison of Massachusetts was an important leader of the Abolitionist movement. He was one of the first abolitionists to call for an immediate end to slavery. Garrison started two anti-slavery societies in the early 1830s. By 1838, his groups had over 1,000 local branches.

Sarah and Angelina Grimké came from a slave-holding family in South Carolina. After moving to Philadelphia in 1832, they spoke in favor of abolition. The Grimké sisters asked for family slaves to be their inheritance. They then freed the slaves immediately.

Author Harriet Beecher Stowe greatly impacted public opinion. She wrote a powerful anti-slavery book in 1852. *Uncle Tom's Cabin* revealed the cruelty and brutality of slavery. It became a hugely popular best-seller. The book also created

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LESSON 2 SUMMARY, *continued*

controversy. It was banned in the South because some there opposed its message.

African American Abolitionists

Many free African Americans lived in the North. Most led difficult lives, had trouble getting good jobs, and sometimes faced attacks. Still, they wanted to help those who remained enslaved.

Some free African Americans helped organize the groups started by William Lloyd Garrison. Others published their own articles against slavery. Samuel Cornish and John Russwurm started the country's first African American newspaper in 1827. Writer David Walker challenged slaves to rebel.

In 1830, free African American leaders held a convention. Delegates met in Philadelphia and discussed starting an African American college. They also looked for ways to encourage other free African Americans to move to Canada.

The Role of Frederick Douglass

Frederick Douglass is the most famous African American abolitionist. He was born a slave in Maryland, but escaped in 1838. Douglass went to Massachusetts. Even though he had run away to freedom, Douglass lived under threat of recapture. He joined an anti-slavery group and became a powerful Abolitionist speaker and writer. He believed African Americans should have complete equality with white people.

Sojourner Truth

Sojourner Truth was a slave in New York who escaped in 1826. She became free when the state banned slavery in 1827. She traveled, spoke for abolition, and became a leader of the Abolitionist movement.

The Underground Railroad

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

4. CITING TEXT

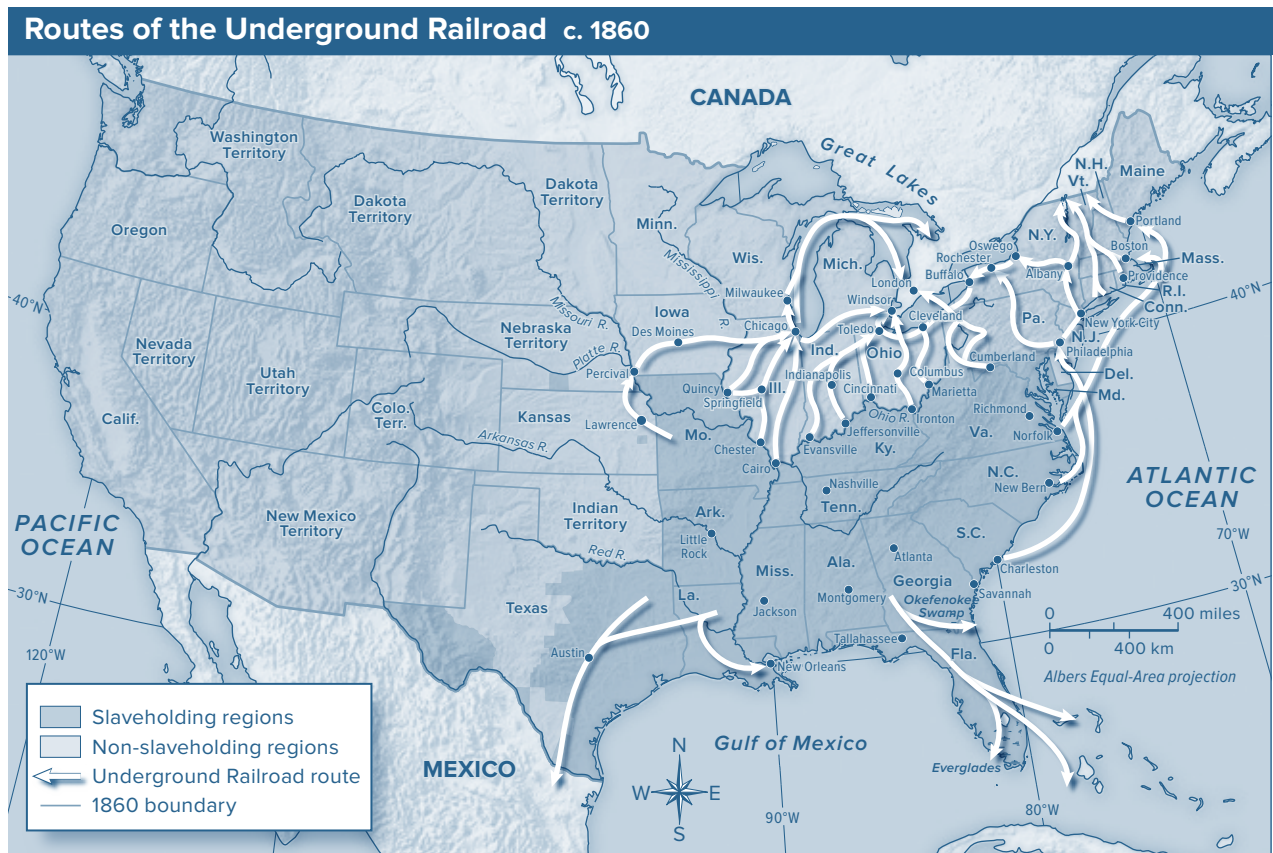
EVIDENCE Read the text under "The Movement Builds Strength." Circle the names of the Abolitionist leaders in these sections. Underline the primary contributions of each of these individuals.

5. DRAWING

CONCLUSIONS Why do you think some Abolitionists started their own newspapers?

6. DESCRIBING How did the Underground Railroad work? Use the terminology of the network in your answer.

LESSON 2 SUMMARY, *continued*



Slaves traveling on the Underground Railroad usually moved at night. They often followed the North Star. During the day, these “passengers” rested at “stations.” “Stations” were really hidden places in people’s homes and barns. The “conductors” who guided the runaway slaves northward were Abolitionists and other African Americans. Harriet Tubman was the most famous conductor. The Underground Railroad helped around 100,000 slaves to escape.

Reaction to the Abolitionists

Abolitionists created strong reactions in others. White Southerners worried the Abolitionists’ goals threatened the Southern economy and way of life. Some white Northerners worried that freed African Americans would not blend into society. Others thought abolitionists could trigger a war between the North and South. Some anti-Abolitionists resorted to violence. People destroyed buildings where anti-slavery groups met. Some even killed Abolitionist leaders, including Elijah Lovejoy. Lovejoy had been the owner of an

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LESSON 2 SUMMARY, *continued*

anti-slavery newspaper. A mob set his newspaper offices on fire four times. During the fourth time, someone shot Lovejoy dead as he tried to escape.

The White South Reacts

White Southerners argued for slavery. They said slavery was necessary for their economy and for Southerners to preserve their way of life. They argued that enslaved people were better off than Northern factory workers who worked for long hours and very low wages. Those in slavery received food, clothing, and medical care from their owners, they claimed. Some arguments for slavery were based on racism. Many believed African Americans were better off in the care of whites.

7. DRAWING CONCLUSIONS Think about the often violent reaction of those opposed to abolition. What does the story of Elijah Lovejoy tell you about the determination of the abolitionists?

LESSON 2 SUMMARY, *continued*



REVIEW LESSON 2

1. **Identifying** Complete the following chart to identify the significance of each of the groups or individuals in the anti-slavery movement.

ABOLITIONIST/ANTI-SLAVERY GROUP	SIGNIFICANCE
Quakers	
American Colonization Society	
William Lloyd Garrison	
Sarah and Angelina Grimké	
Harriet Beecher Stowe	
Frederick Douglass	
Harriet Tubman	
Underground Railroad	

2. **SUMMARIZING** On a separate paper, write a brief essay outlining the development of the Abolitionist movement from the early to the mid-1800s. Include its impact on both Northern and Southern society. Describe how the movement changed and include the roles played by at least three of the leaders in the chart above.

LESSON 3 SUMMARY

The Women's Movement

SS.8.A.4.8, SS.8.A.4.14, SS.8.C.1.4, SS.8.C.1.6, SS.8.E.2.1

Reform for Women

Many female reformers, such as Lucretia Mott, were Quakers. Quaker women had more freedom within their communities than many other women of the day. This allowed them to actively support causes such as abolition. Mott helped runaway slaves. She also organized the Philadelphia Female Anti-Slavery Society. Mott met Elizabeth Cady Stanton at an antislavery convention. The two discovered they shared an interest in women's rights.

The Seneca Falls Convention

Mott and Stanton helped organize the first women's rights convention. The convention was held in Seneca Falls, New York, in 1848. About 260 women and 40 men attended.

One outcome of the convention was a document called the Declaration of Sentiments and Resolutions. It called for an end to laws that discriminated against women. The declaration also demanded that women have access to the world of trades, professions, and businesses. However, women's **suffrage**, or the right to vote, was the most controversial issue.

Stanton was the main supporter of the provision for women's suffrage. Mott thought the idea was too radical. Frederick Douglass, who also attended the conference, supported Stanton. Conference participants argued and debated the idea of women voting. In the end, they agreed to include the provision.

The Seneca Falls Declaration

The Declaration approved at Seneca Falls called for women's right to vote, to speak publicly, and to run for office. The document was modeled after the Declaration of Independence, claiming basic rights for all. The words "and women" were added to the statement that "all men are created equal." The Declaration demanded an end to discrimination against women that prevented them from working certain jobs.

1. REASONING Several of the leaders of the women's rights movement were also active in the anti-slavery movement. Why might such an overlap of interests have existed?

2. SPECULATING Why do you think the writers of The Declaration of Sentiments and Resolutions chose to model that document on the Declaration of Independence?

LESSON 3 SUMMARY, continued

3. PREDICTING CONSEQUENCES

Seventy years after Seneca Falls, women were finally granted the right to vote. What do you think would have happened if the idea of suffrage had been left out of the Declaration of Sentiments and Resolutions?

4. MAKING CONNECTIONS

How did improving women's access to higher education make it possible for women in the future to pursue new and different careers?

The Women's Movement Grows

The Seneca Falls Convention launched the women's rights movement. Other activists, both male and female, joined the cause. Susan B. Anthony, another Quaker woman, was also a leader. She called for equal pay, college training for women, and coeducational classes. She organized the first women's temperance association. She met Elizabeth Cady Stanton in 1851. The two became friends and partners working for women's rights.

In the late 1800s, several states, such as Wyoming, began to allow women to vote. It took until 1920, however, to pass the Nineteenth Amendment to the Constitution. This Amendment allows women across the country to vote.

Women Make Gains

Leaders in women's education helped create new opportunities. Catherine Beecher believed women should be well-educated for their traditional roles. The Milwaukee College for Women used her ideas. Teachers there began training women as wives, housekeepers, and mothers.

Others believed women should be trained in teaching and other professions. Emma Willard educated herself in areas dominated by men. She studied mathematics and science. In 1821, she opened the Troy Female Seminary in New York. There, women learned mathematics, history, geography, and physics. Mary Lyon opened Mount Holyoke Seminary in 1837. Mount Holyoke had a similar curriculum to the nearby Amherst College, which was only for men.

Marriage and Family

Before the mid-1800s, women had very few rights. They were dependent on men. Husbands owned all of the family's property. It was difficult for women to get out of a marriage, even in the case of an abusive relationship.

By the late 1800s, a few states allowed married women to own property. Some states started to allow women to share custody of children with former husbands. Indiana allowed women to ask for divorce if their husbands abused alcohol.

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LESSON 3 SUMMARY, *continued*

Opportunity and Achievement for Women

1830 1835 1840 1845 1850

- ★ 1833 Oberlin College admits women and African Americans
- ★ 1837 Mary Lyon establishes Mount Holyoke Female Seminary
- ★ 1844 Female textile workers in Massachusetts form labor association
- ★ 1847 Maria Mitchell, first professional female astronomer, discovers a new comet
- ★ 1848 First women's rights convention held in Seneca Falls, New York

In the mid-1800s, women were making advances in the worlds of education, business, and politics.

Breaking Barriers

Women had few career choices in the 1800s. One option was to teach young children. Still, women teachers were paid less than their male counterparts. It was very difficult for a woman to work in other areas. Very few succeeded in fields such as medicine or the ministry. With great difficulty, Elizabeth Blackwell succeeded in becoming a doctor. Maria Mitchell was able to break into the male-dominated field of science. In 1847 she discovered a comet with a telescope. She was the first person to do this, male or female.

Women's gains in rights and freedoms in the 1800s were remarkable. However, they had only begun the long struggle for equality.

5. INTERPRETING

Look at the section titled "Breaking Barriers." Why is that heading appropriate for the section?


LESSON 3 SUMMARY, continued



REVIEW LESSON 3

- Use the chart below to outline the women who impacted the women’s rights movement in the early to mid-1800s and the importance of each.

WOMEN’S RIGHTS LEADER	IMPORTANCE
	Helped organize the Seneca Falls Convention
	Put women’s suffrage into the Declaration of Sentiments and Resolutions
Susan B. Anthony	
	Believed that women should be well-educated to do their traditional jobs in the home
Emma Willard	
	Opened Mount Holyoke Seminary
Elizabeth Blackwell	Pioneering woman in the field of medicine

-  **EVALUATING** In your opinion, which of the accomplishments of women during this time period has had the greatest impact on the world today? Include at least one woman from the chart in your essay. Cite evidence from the text in support of your argument.



Benchmark Skill Activities

DIRECTIONS: Write your answers on a separate sheet of paper.

SS.8.A.4.9, SS.8.A.4.14, LAFS.68.WHST.1.1, LAFS.68.WHST.2.4

1. IDENTIFYING CENTRAL ISSUES

Use your **FOLDABLES** to write an essay. Consider the three categories of reform covered in this chapter and the details you learned from your study and noted on your Foldable. How might further reforms in each of these areas still be needed today? Provide examples from your own experiences, current events, or outside sources.

SS.8.A.1.2, SS.8.A.4.8, SS.8.A.4.14, SS.8.E.2.1, SS.8.C.1.4, LAFS.68.WHST.1.1, LAFS.68.WHST.4.10

2. MAKING CONNECTIONS

Why were reforms such as those supported by Susan B. Anthony, Emma Willard, and Mary Lyon necessary for women such as Elizabeth Blackwell and Maria Mitchell to achieve their accomplishments?

SS.8.A.1.1, SS.8.A.1.5, SS.8.A.1.7, LAFS.68.RH.1.1, LAFS.68.RH.2.6, LAFS.68.WHST.3.9

3. IDENTIFYING EVIDENCE

Read the following excerpt from *The Liberator*: “*To the Public*” by William Lloyd Garrison in which he defends his harsh language in support of an immediate end to slavery. Then answer the question that follows.

“I am aware, that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give moderate alarm; tell him to moderately rescue his wife from the hand of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; -- but urge me not to use moderation in a cause like the present.”

Explain why Garrison feels his harsh language is justified. Support your explanation with points from Garrison’s essay.

BENCHMARK SKILLS ACTIVITIES, *continued*

SS.8.A.1.7, SS.8.A.4.8, SS.8.A.5.2, LAFS.68.RH.1.2, LAFS.68.WHST.2.4, LAFS.68.WHST.4.10

4. REASONING

Think about the content and message contained in Harriet Beecher Stowe's novel, *Uncle Tom's Cabin*. Why do you think that novel contributed to the conflict between the North and South over slavery?

SS.8.A.4.9, SS.8.A.4.15, LAFS.68.RH.1.1, LAFS.68.WHST.4.10

5. ANALYZING

What was the significance of the Transcendentalism Movement in American literature to the societal issues of the early to mid-1800s? Support your answer with evidence from the text.



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era of American History.

SOCIAL REFORMER: LYMAN BEECHER

- pushed for reform based on religious conviction
- spread ideas at revivals
- supported temperance (banning production and use of alcohol)

EDUCATION REFORMERS

Horace Mann

- responsible for reforms to education
- implemented first teacher training
- first normal school to train teachers in Massachusetts in 1839

Thomas Gallaudet

- taught people with hearing impairments
- founded Hartford School for the Deaf in Connecticut in 1817

Samuel Gridley Howe

- taught people with vision impairments
- used Braille
- founded Perkins Institute for the Blind, Boston, Massachusetts

DOROTHEA DIX AND PRISON REFORM

- noticed poor conditions in prisons (prisoners chained, little clothing, etc.)
- found people with mental illness imprisoned
- educated the public about the conditions
- worked to improve the conditions

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era of American History.

ABOLITIONISTS

William Lloyd Garrison

- speaker and writer
- called for immediate end to slavery
- started two anti-slavery societies that grew to over 1,000 chapters

Sarah and Angelina Grimké

- came from slave-owning family
- speakers and writers against slavery
- requested some family slaves, then freed them

Harriet Beecher Stowe

- wrote *Uncle Tom's Cabin* in 1852
- described life of people in slavery
- book banned in the South

AFRICAN-AMERICAN ABOLITIONISTS

Samuel Cornish and John Russwurm

- started first African-American newspaper in 1827

David Walker

- writer

Frederick Douglass

- escaped slave
- powerful speaker and writer for the abolition movement
- believed in complete equality for African Americans and women

Sojourner Truth

- escaped slave
- speaker for the abolition movement

Harriet Tubman

- escaped slave
- conductor on the Underground Railroad, helped slaves to freedom

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era of American History.

WOMEN'S MOVEMENT LEADERS

Lucretia Mott

- abolitionist who became interested in women's rights
- helped Elizabeth Stanton organize the Seneca Falls Convention

Elizabeth Cady Stanton

- organized first Women's Rights Convention, Seneca Falls 1848
- helped write Declaration of Sentiments and Resolutions

Susan B. Anthony

- women's rights speaker and writer
- called for equal pay for equal work
- called for college training for women
- called for co-educational classes

WOMEN'S EDUCATIONAL AND PROFESSIONAL LEADERS

Catherine Beecher

- believed women needed to be educated to be housewives and mothers

Emma Willard

- taught herself math and science
- opened Troy Female Seminary to teach math and science to other women

Mary Lyon

- opened Mount Holyoke Seminary in 1837 where women could get the same college curriculum as men

Elizabeth Blackwell

- medicine

Maria Mitchell

- astronomy

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

THE SECOND GREAT AWAKENING

- new wave of religious interest
- helped lead to the development of many reform movements
 - temperance
 - educational reform
 - prison reform
 - abolition
 - women's rights
- led to greater public awareness of problems, societal changes, and eventual changes in laws and the Constitution

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of slaves' spiritual system.

SLAVES AND RESISTANCE EFFORTS

- Underground Railroad
 - path to freedom in the North
 - network of safe homes or "stations," guided by "conductors"
 - following North Star
 - symbol of hope even to those who did not escape
- *Uncle Tom's Cabin*
 - book describing slave life as horrific and appalling
 - banned in the South
- African American abolitionists
 - Frederick Douglass
 - Sojourner Truth
 - Harriet Tubman

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.14 Examine the causes, course and consequences of the women’s suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

WOMEN’S SUFFRAGE MOVEMENT

- Seneca Falls Convention 1848 in New York
 - first women’s rights convention
 - Elizabeth Cady Stanton, Lucretia Mott
- Declaration of Sentiments unveiled at Seneca Falls
 - called for an end to discrimination
 - called for right to work in “male” jobs
 - called for changes to laws about women
 - called for right to vote

SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American History.

TRANSCENDENTALISM

Literary movement that awakened social conscience

- Ralph Waldo Emerson: wrote about listening to one’s conscience and overcoming prejudice
- Henry David Thoreau: believed in using civil disobedience to stand up for beliefs
- Henry Wadsworth Longfellow
- Walt Whitman
- Emily Dickinson

SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.

THE ROLE OF SLAVERY IN THE DEVELOPMENT OF SECTIONAL CONFLICT

- In the North, Abolitionists spoke out against slavery. Escaped slaves spoke out against slavery as well.
- Popularity of *Uncle Tom’s Cabin* angered southerners; was banned in the South.
- The Underground Railroad moved escaped slaves to free territory; angered many southerners.

BENCHMARK NOTE CARDS, *continued*

SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

CIVIC AND POLITICAL PARTICIPATION

- Revivals awakened desire for changes.
- New laws were passed (Temperance).
- Some practiced civil disobedience (Henry David Thoreau).
- Many attended speeches and conventions for causes and movements.

VISUAL SUMMARY

DIRECTIONS: Complete the following graphic organizer.

American Reform Movements: 1820–1860

Temperance

- ★ Religious _____
 - Inspired people to make a change in themselves and the world
- ★ _____
 - was a temperance movement leader

Education

- ★ Horace Mann
 - established _____ school for _____
- ★ Thomas Gallaudet
 - taught the _____
 - established _____
- ★ _____
 - taught the visually impaired using Braille

Transcendentalism

- ★ Ralph Waldo Emerson
 - urged people to listen to their _____
- ★ _____
 - practiced civil disobedience
- ★ Other Transcendentalists
 - Longfellow
 - Whitman
 - Dickinson

Abolition

- ★ American Colonization Society
 - developed plan to relocate freed African Americans to _____; most freed slaves did not want to go
- ★ _____
 - first to call for immediate end to slavery
 - started anti-slavery groups
- ★ _____
 - spoke on lecture circuit
 - freed their slaves
- ★ _____
 - wrote *Uncle Tom's Cabin*
- ★ Other Abolitionists
 - _____
 - _____
 - Harriet Tubman

Women's Rights

- ★ Elizabeth Cady Stanton
 - organized Seneca Falls Convention 1848
 - helped write Declaration of Sentiments
 - demanded _____ and an end to discrimination
- ★ _____ sought:
 - equal pay for women
 - college training for women
 - co-educational classes
- ★ _____
 - believed women should be educated for jobs at home
- ★ Emma Willard
 - founded _____

USING PRIMARY SOURCES

DIRECTIONS: Write your answers on a separate sheet of paper.

Read the excerpt from *The Liberator*. “*To the Public*” by William Lloyd Garrison, then answer the question that follows.

“During my recent tour for the purpose of exciting the minds of the people by a series of discourses on the subject of slavery, every place that I visited gave fresh evidence of the fact, that a greater revolution in public sentiment was to be effected in the free states—and particularly in New-England—than at the south. I found contempt more bitter, opposition more active, detraction more relentless, prejudice more stubborn, and apathy more frozen, than among slave owners themselves. Of course, there were individual exceptions to the contrary. This state of things afflicted, but did not dishearten me.”

- 1. Analyzing** Why is Garrison upset by the response of the people in New England to his speeches? Cite evidence from the excerpt.

Read this excerpt from *The Liberator*. “*To the Public*” by William Lloyd Garrison and use it to answer the questions that follow.

*“Assenting to the ‘self-evident truth’ maintained in the American Declaration of Independence, ‘that all men are created equal, and endowed by their Creator with certain inalienable rights—among which are life, liberty and the pursuit of happiness,’ I shall strenuously contend for the immediate enfranchisement of our slave population. In Park-street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren the poor slaves, for having uttered a sentiment so full of timidity, injustice, and absurdity. A similar recantation, from my pen, was published in the *Genius of Universal Emancipation* at Baltimore, in September, 1829. My conscience is now satisfied.”*

- 2. Making Connections** Why does Garrison cite the opening lines of the American Declaration of Independence as support for the abolition of slavery?

USING PRIMARY SOURCES, *continued*

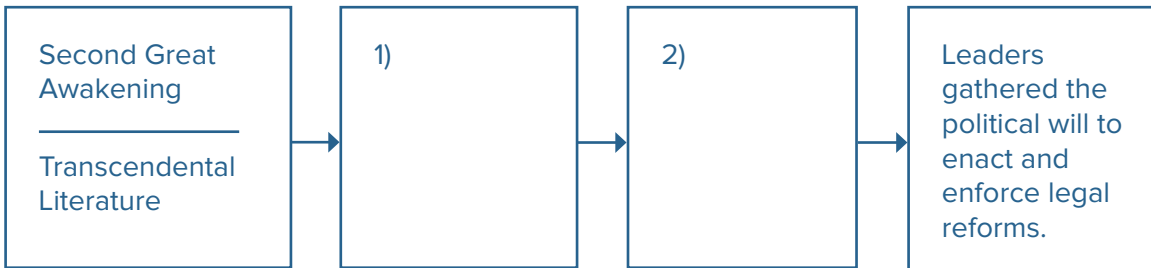
- 3. Determining Central Ideas** Describe how Garrison's thinking on emancipation has changed and speculate about what might have caused this change. Support your answer using evidence from the excerpt.



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

1 SS.8.A.1.2, SS.8.A.4.9, SS.8.A.4.14, SS.8.A.4.15, SS.8.C.1.4 (Moderate)



Which pair of statements completes the cause and effect diagram?

- A** 1) Many people felt guilty. 2) Reformers arose to make changes.
- B** 1) People suddenly wanted change. 2) Leaders voted on new laws.
- C** 1) Reformers arose in many areas. 2) The public began to call for change.
- D** 1) The public wanted new laws. 2) Reformers convinced leaders to change laws.

2 SS.8.A.4.11, SS.8.A.5.2, LAFS.68.RH.2.4 (Low)

What was the name of the 1852 novel that portrayed the cruelty of slavery and had a major impact on public opinion?

- A** *Uncle Tom's Cabin*
- B** *The Liberator*
- C** *American Slavery As It Is*
- D** *North Star*

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3

SS.8.A.1.5, SS.8.A.4.8, SS.8.A.5.2 (High)

Read this excerpt from *The Liberator*: “*To the Public*” by William Lloyd Garrison, then answer the question that follows.

“I determined, at every hazard, to lift up the standard of emancipation in the eyes of the nation, within sight of Bunker Hill and in the birthplace of liberty. That standard is now unfurled; and long may it float, unhurt by the spoliations of time or the missiles of a desperate foe – yea, till every chain be broken, and every bondman set free! Let southern oppressors tremble – let their secret abettors tremble – let their northern apologists tremble – let all the enemies of the persecuted blacks tremble.”

What groups of people was William Garrison warning about the strength of his convictions?

- A southern slaves and northern slave owners
- B northern slave owners and politicians who supported slavery
- C southern slave owners and northerners who supported slavery
- D northerners who supported slavery and politicians who were against slavery

4

SS.8.A.4.14, SS.8.E.2.1, SS.8.C.1.4 (High)

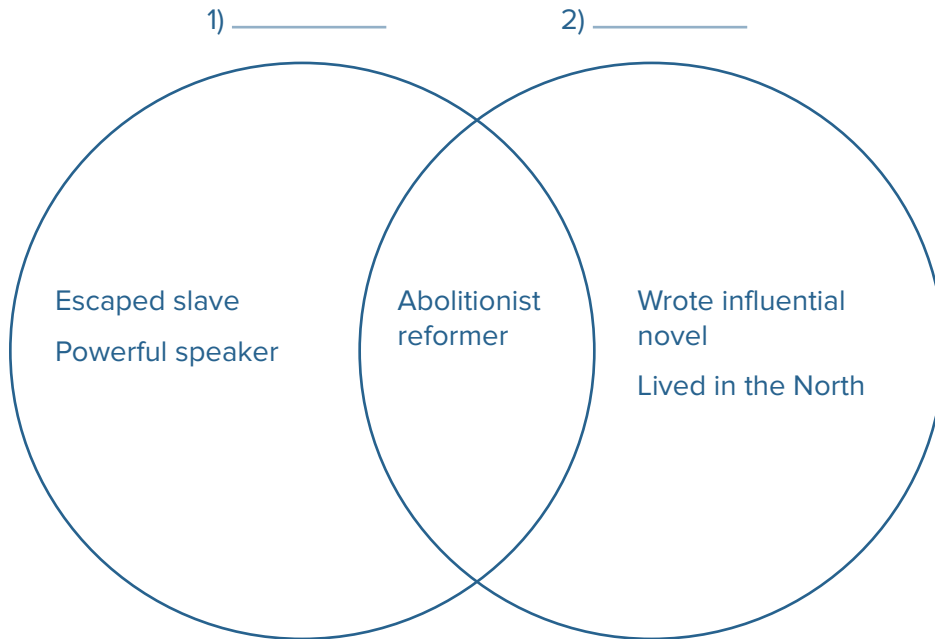
Early pioneers for women’s education believed that women should be educated for what types of role?

- A any career that could be held by men
- B their traditional roles as wives, mothers, and housekeepers
- C previously male-dominated areas such as mathematics, history, geography and physics
- D only teaching and nursing



5

SS.8.A.4.8, SS.8.A.5.2 (Moderate)



Which two reformers complete the labels on the Venn diagram?

- A 1) Harriet Tubman; 2) Sojourner Truth
- B 1) Sojourner Truth; 2) Harriet Beecher Stowe
- C 1) Frederick Douglass; 2) William Lloyd Garrison
- D 1) William Lloyd Garrison; 2) Harriet Beecher Stowe

6

SS.8.A.4.8, SS.8.A.4.15 (High)

How did the works of Ralph Waldo Emerson and other Transcendentalist authors relate to the Age of Reform?

- A The works told readers what to think and how to act.
- B The works were intended to awaken readers' consciences.
- C The works described the issues that reformers were discussing.
- D The works evaluated reformers' speeches and society's reactions.



7

SS.8.A.4.9, SS.8.A.4.14 (Moderate)

Movement	Reformer(s)	Issue(s)
	Beecher	alcohol use
	Mann, Howe, Gallaudet	many excluded from a basic service
	Garrison, Douglass, Stowe, Tubman	some humans claiming to own others
	Stanton, Anthony, Lyon, Mott	unjust treatment of a group

Which response correctly completes the first column of the chart, in order from the top to the bottom?

- A** Transcendentalism, Women’s Rights, Abolition, Temperance
- B** Women’s Rights, Prison Reform, Transcendentalism, Abolition
- C** Education Reform, Abolition, Temperance, Women’s Rights
- D** Temperance, Education Reform, Abolition, Women’s Rights

8

SS.8.A.4.14 (High)

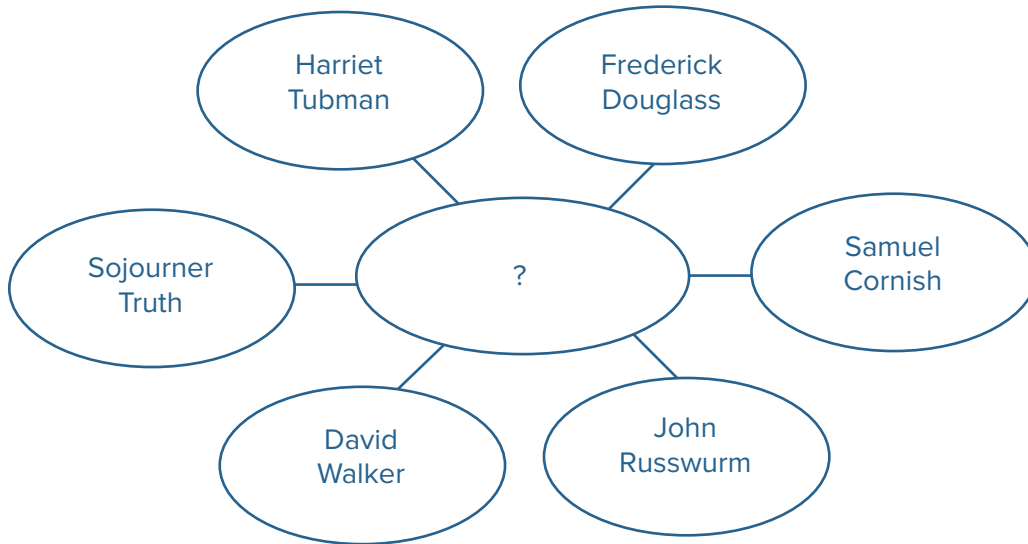
Why did some participants at the Seneca Falls Convention question the inclusion of the demand for women’s suffrage in the Declaration of Sentiments?

- A** It was unwanted.
- B** It was too radical.
- C** It was unnecessary.
- D** It was too ambitious.



9

SS.8.A.4.8 (High)



Which title completes the graphic organizer shown?

- A Early Abolitionists
- B African-American Abolitionists
- C The American Colonization Society
- D Individuals on the Underground Railroad

10

SS.8.A.4.14 (Low)

Which concept in women's rights was not requested in the Declaration of Sentiments?

- A the right to travel freely and openly
- B freedom to participate in higher education
- C the right to vote and hold public office
- D freedom to work in a wide array of professions