An Age of Reform
(1820-1860)

Chapter 12
Interactive Reading Study Guide

History 7
Mr. Merkt

NAME: ____________________________
Warm-up:

Define social reform.

What were some of the political and religious ideals in the US at this time?

Explain some of the political origins of reform.

What were some of the religious influences of reform?

Why did Dorothea Dix call for prison reform?

Explain what Dix discovered about the treatment of the mentally ill.

What was the temperance movement?

How did education improve in Public Schools? African Americans? For people with disabilities?
Chapter 12
An Age of Reform (1820–1860)

What You Will Learn
By the mid-1800s, Americans were seeking reform in education and slavery. Some sought equality for women. Artists and writers also began to develop a distinct style.

Chapter 12 Focus Question
As you read through this chapter, keep this question in mind: How did reformers and writers inspire change and spark controversy?

Section 1
Improving Society

Section 1 Focus Question
How did key people bring about reform in education and society? To begin answering this question,
- Learn about the roots of the reforming spirit.
- Find out about temperance and prison reform.
- Explore education reform.

Section 1 Summary
The expansion of democracy during the presidency of Andrew Jackson and the Second Great Awakening led many to organize efforts to reform American society.

The Reforming Spirit
In the 1830s, many Americans became interested in social reform, or organized attempts to improve conditions of life. Social reform had its roots in both politics and religion. The political system was becoming fairer in the spirit of Jacksonian democracy. People began to support other causes, such as rights for women and the end of slavery.

Religious ideas also encouraged reform. In the early 1800s, some ministers questioned whether God alone decided a person’s fate. This movement was known as the Second Great Awakening. Its leaders argued that people’s own actions determined their salvation. In 1826, the minister Charles Finney held the first of many revivals, or huge
outdoor religious meetings to convert people. The Second Great Awakening encouraged people to try to improve themselves and society.

Some reformers experimented with building utopian, or ideal, communities. In 1825, Robert Owen founded a utopian community called New Harmony in Indiana. Residents were supposed to produce enough food and goods to make the community self-sufficient. But New Harmony, like most utopian communities, did not last very long. ✓

**Social Reformers at Work**

Meanwhile, other reformers tried to change the existing society. The temperance movement was an organized effort to end alcohol abuse and the problems created by it. Many women were drawn to this movement. Most citizens favored temperance, or moderation in drinking. But others supported prohibition, or a total ban on the sale and consumption of alcohol.

Dorothea Dix, a schoolteacher, wanted to improve the prison system. She supported the building of new, cleaner, and more humane prisons. She also urged the government to create separate institutions, called asylums, for people with mental illnesses. ✓

**Education Reform**

Many reformers thought that a better education system was needed. They called for public schools, or free schools supported by taxes. These schools would create better-informed voters, and could help immigrants become part of American culture.

The leader of education reform was Horace Mann of Massachusetts. With his encouragement, colleges were created to train teachers, the salaries of teachers were raised, and the school year was lengthened. These improvements did little for African Americans. But in 1855, Massachusetts became the first state to admit African Americans to public schools. ✓

**Check Your Progress**

1. What religious movement contributed to reform?

2. What is the difference between temperance and prohibition?
Warm-up:

Explain some of the early antislavery efforts.

What was the Colonization Movement?

What was the Abolitionist Movement?

Who were Frederick Douglas and William Lloyd Garrison?

What was the Underground Railroad and did it work?

Who was Harriet Tubman?

Why do you think slave owners offered $40,000 for her capture?
Section 2
The Fight Against Slavery

Section 2 Focus Question
How did abolitionists try to end slavery? To begin answering this question,
- Learn about the roots of the antislavery movement.
- Discover why there was growing opposition to slavery.
- Find out about the Underground Railroad.
- Explore why some opposed the abolition of slavery.

Section 2 Summary
The reform movement of the 1800s led to growing calls to end slavery. However, other Americans continued to defend slavery.

Roots of the Antislavery Movement
Many leaders of the early republic, such as Alexander Hamilton and Benjamin Franklin, opposed slavery. They thought that slavery went against the principle that “all men are created equal.” In 1780, Pennsylvania became the first state to pass a law gradually ending slavery. By 1804, every northern state had ended or pledged to end slavery.

In 1817, the American Colonization Society began an effort to gradually free and then send slaves back to Liberia, a colony in Africa. This movement did not work because most enslaved people had been born in America and did not want to return to Africa. By 1830, only about 1,400 African Americans had migrated to Liberia.

Growing Opposition to Slavery
Antislavery feeling increased during the Second Great Awakening when preachers like Charles Finney began to condemn slavery. By the mid-1800s, more Americans had become abolitionists, reformers who wanted to abolish slavery. Instead of gradual change, they supported a complete and immediate end to slavery. William Lloyd Garrison was an abolitionist leader who founded an abolitionist newspaper, the Liberator, in 1831. He supported giving all African Americans full political rights. Garrison also cofounded the New England Anti-Slavery Society.

African Americans in the North also joined the abolitionist movement. In 1829, David Walker wrote his Appeal: to the

Key Events

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<td>1831</td>
<td>William Lloyd Garrison starts antislavery newspaper.</td>
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<td>1848</td>
<td>Women's rights convention is held in Seneca Falls, New York.</td>
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<td>1850s</td>
<td>American writers publish The Scarlet Letter, Moby-Dick, Walden, and Leaves of Grass.</td>
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Checkpoint
Name the first state to pass a law gradually ending slavery.

Vocabulary Builder
What word in the underlined sentence could be replaced by the word oppose?
Coloured Citizens of the World, It called on slaves to rebel to gain their freedom. Perhaps the most powerful speaker for abolitionism was Frederick Douglass. Born into slavery, he had escaped to freedom. He gave speeches before large crowds. He also published an antislavery newspaper, the North Star.

Abolitionists won the support of a few powerful people. Former President John Quincy Adams, now a member of Congress, supported abolition. He read antislavery petitions in the House of Representatives. He also introduced a constitutional amendment to ban slavery in new states. ☑

The Underground Railroad
Some abolitionists helped people escape from slavery using a system known as the Underground Railroad. People called “conductors” helped runaway slaves move between “stations.” These were usually abolitionists’ homes, churches, or caves. One Quaker, Levi Coffin, helped 3,000 slaves escape. Escaped slave Harriet Tubman escorted over 300 slaves to freedom. In total, as many as 50,000 may have used the Underground Railroad to reach freedom. ☑

Opposing Abolition
Abolitionists faced opponents in the North and the South. Northern textile mill owners and merchants needed the cotton produced by slave labor. Northern workers feared that freed slaves might take their jobs. Some northerners reacted violently towards abolitionists. In 1835, a mob dragged William Lloyd Garrison through the streets of Boston with a rope around his neck.

Southerners had long defended slavery as a positive force. As support for abolition grew, they went on the offensive. Southerners won passage of a “gag rule” in Congress that blocked discussion of antislavery petitions. ☑

Check Your Progress
1. Describe Frederick Douglass’ roles in abolitionism.

2. What was the Underground Railroad?
A Call for Women’s Rights
History 7 Chapter 12-3

Search and Discover

Warm-up:

Why did people seek equal rights for women in the mid-1800’s?

Who were Sojourner Truth and Lucretia Mott?

Who was Elizabeth Cady Stanton?

What was the Seneca Falls Convention and what were its goals?

What did Susan B. Anthony do?

What were some new educational opportunities for women?

What were some achievements that some women accomplished?
Section 3

A Call for Women’s Rights

Section 3 Focus Question
How did the women’s suffrage movement begin? To begin answering this question,

- Learn about the start of the women’s rights movement.
- Read about the Seneca Falls Convention.
- Find out about new opportunities for women.

Section 3 Summary

Women reformers organized the women’s rights movement, which led to new civil and legal rights and new educational and career opportunities for women.

The Struggle Begins

In 1820, women had limited civil and legal rights. They could not vote or serve on juries, attend college, or enter professions like medicine or law. They also had limited educational opportunities. Married women could not even own property or keep the money they earned. Women were expected to stay in the private world of the home.

Women who were active in abolition and other reform movements began to demand rights as equal citizens. Among these women was Sojourner Truth, a former slave who spoke on behalf of both African Americans and women. Lucretia Mott, a Quaker, was also an abolitionist. Mott had organization skills and public speaking experience that most women of her day did not.

Seneca Falls Convention

In 1840, Mott traveled to London to attend an antislavery convention. There, she met another abolitionist, Elizabeth Cady Stanton. They were angry to learn that women were excluded from taking an active role in the meeting. So, they organized a convention for women’s rights. It was held in Seneca Falls, New York, in 1848. Over 300 men and women attended the convention.

Stanton wrote a Declaration of Sentiments based on the Declaration of Independence. It declared that all men and women are created equal. It also listed injustices against women. The declaration demanded full equality for women in all areas of life. Stanton’s argument was the beginning of
the battle for women’s suffrage, or the right of women to vote. Some delegates, including Lucretia Mott, feared that demanding suffrage might harm other causes because it was so controversial. Still, the convention approved the demand for women’s suffrage.

**New Opportunities for Women**
The Seneca Falls Convention launched the women’s rights movement. The women’s rights movement was the organized effort to improve the political, legal, and economic status of women in American society. Stanton and Susan B. Anthony, a former schoolteacher, abolitionist, and temperance supporter, founded the National Woman Suffrage Association in 1869. They also convinced New York to pass a law protecting women’s property rights. Many other states followed.

The women’s rights movement focused much attention on education. Before this time, girls seldom studied subjects like math and science. In 1821, Emma Willard founded the Troy Female Seminary in New York. It served as a model for girls’ schools everywhere. Then in 1837, Mary Lyon founded the first college for women, Mount Holyoke Female Seminary.

American society came to accept that girls could be educated, and women could be teachers. Some women tried to enter other professions as well. Margaret Fuller, a journalist, scholar, and literary critic, wrote about the need for women’s rights in the book *Women in the Nineteenth Century*. Other women entered science. Elizabeth Blackwell was the first woman to graduate from a medical school. Astronomer Maria Mitchell was the first professor hired at Vassar College. She was also the first woman elected to the American Academy of Arts and Sciences.

**Check Your Progress**
1. Why did many reformers, including Lucretia Mott, oppose the demand for women’s suffrage?

2. What other movement were both Sojourner Truth and Lucretia Mott involved in before they began to demand rights for women?
American Literature and Art
History 7 Chapter 12-4

Search and Discover

Warm-up:

Who were *transcendentalists*?

Why did Ralph Waldo Emerson stress *individualism*?

What did Henry David Thoreau believe was ruining the nation and what did he urge people to do?

What were some *American stories* written at this time?

Describe “The Last of the Mohicans,” and why Americans needed their own hero?

What was *Moby Dick* about?

What style did American Painters develop at the *Hudson River School*

What was another *theme* used by *American painters*?
Section 4
American Literature and Arts

Section 4 Focus Question
How did American literature and arts have an impact on American life? To begin answering this question,
• Discover how a distinctly American culture developed.
• Find out about the flowering of American literature.
• Learn about new American styles of art and music.

Section 4 Summary
In the 1800s, America developed its own unique culture. This included many new ideas and changes in literature, art, and music.

An American Culture Develops
Before 1800, American writers and artists modeled their work on European styles. But by the mid-1800s, Americans had begun to develop their own styles. These new styles reflected the optimism of the reform era.

Writer Washington Irving based many of his stories, such as “The Legend of Sleepy Hollow,” on the Dutch history of early New York. James Fenimore Cooper wrote about a character named Natty Bumppo, a frontiersman who kept moving westward.

By the early 1800s, a new artistic movement called Romanticism took shape in Europe. It was a style of writing and painting that placed value on nature, strong feelings, and the imagination. Americans developed their own form of Romanticism, called transcendentalism. Its goal was to explore the relationship between man and nature through emotions rather than through reason.

Transcendentalists tried to live simply, and sought an understanding of beauty, goodness, and truth. The writings and lectures of transcendentalist Ralph Waldo Emerson stressed individualism, or the unique importance of the individual. He influenced Henry David Thoreau, another important writer and thinker. In his 1854 book Walden, Thoreau urged people to live simply. He also encouraged civil disobedience, the idea that people should disobey unjust laws if their consciences demand it.

Key Events

1831 William Lloyd Garrison starts antislavery newspaper.

1848 Women’s rights convention is held in Seneca Falls, New York.

1850s American writers publish The Scarlet Letter, Moby-Dick, Walden, and Leaves of Grass.

Vocabulary Builder
If the word *optimum* means “best” and the suffix -ism means “belief,” what do you think *optimism* in the underlined sentence means?

Reading Strategy
Based on clues in the text, which artistic movement was the first to develop: Romanticism or Transcendentalism?

✓ Checkpoint
List two important United States transcendentalists.
Flowering of American Literature
Herman Melville and Nathaniel Hawthorne changed the optimistic tone of American literature. They introduced psychological themes and extreme emotions. Melville’s novel, *Moby-Dick* (1851), was the story of a ship captain who destroyed himself, his ship, and his crew chasing a whale. Hawthorne’s stories used historical themes to explore the dark side of the mind. Louisa May Alcott wrote about a heroine as a believable, imperfect person.

Poets helped create a new national voice. Henry Wadsworth Longfellow based poems on American history. He wrote “Paul Revere’s Ride.” His long poem *The Song of Hiawatha*, was one of the first works to honor Native Americans.

Walt Whitman published *Leaves of Grass* in 1855. Whitman is seen as the poet who best expresses the democratic American spirit. His poetry celebrated the common man. Other poets used their poetry for social protest and social reform. John Greenleaf Whittier and Frances Watkins Harper wrote poems that described and condemned the evils of slavery.

Art and Music
After 1820, artists focused on the landscapes around them or the daily lives of Americans. The Hudson River school of artists was inspired by Romanticism. These artists stirred emotion by painting about the beauty and power of nature. Other painters, such as George Caleb Bingham, painted scenes of everyday life. George Catlin captured the ways and dignity of Native Americans in his art.

American music also began to develop its own identity. A wide variety of new songs emerged, including work songs and spirituals. The era’s most popular songwriter was Stephen Foster. Many of his tunes, such as “Camptown Races,” are still familiar today.

**Checkpoint**
Name the first writer to create realistic heroines.

**Checkpoint**
Name the school of painting inspired by Romanticism.

**Check Your Progress**
1. What aspect of the reform era was reflected in American literature and art?

2. How did Herman Melville and Nathaniel Hawthorne change the tone of American literature?
Chapter 11-12 Review
7th Grade History

1. Irish Immigration-Large numbers of Irish came to the US in the mid-1800’s because of the potato famine; treated harsh in the US because most were members of the Catholic Church

2. Steam Engine(Power)-Invented by James Watt; allowed factories to be built anywhere; steam power was better then water power

3. Discrimination-Treating someone different because of their race; blacks were denied equal opportunities in education, jobs, housing, and many other areas in society

4. Nativism-movement that supported only white protestant native born Americans; wanted laws to limit immigration; formed a political party call the “Know Nothings” because many of their members responded to questions about their party with “I know nothing”

5. Slave Codes-laws passed to control the lives of slaves; made things like gathering in groups of more then 3 and getting an education illegal for slaves

6. Erie Canal-Allowed western farmers to ship their goods to New York City

7. Eli Whitney-Invented the Cotton Gin and Interchangeable Parts; the cotton gin caused slavery to grow quickly to 10 times its size by 1820

8. Missouri Compromise-kept the number of free and slave states equal(11-11); Missouri entered as a slave state and Maine as a free

9. Lowell Mills-Most of the workers were young single women

10. Clipper Ship-sleek fast moving ship that increased the speed of trade

11. Samuel Slater-Memorized plans to make steam powered textile mills and came to the US to make them

12. German Immigration-Failed revolutions caused many to come to the US for better opportunities and cheap land

13. Railroads-building became widespread by the mid-1800’s; an advantage was the fact they could be built almost anywhere; linked many towns with factories and city’s

14. Industrial Revolution-change in the ways goods were produced; production moved to factories with many machines and workers; started in the textile industry
15. Southerners—Most were farmers and did not own slaves; not many textile factories in the south

16. Robert Fulton—known as the inventor of the Steam Boat

17. Reform Movements—were a result of belief that people could improve themselves and society

18. Abolitionists Movement—Fight to end slavery in the South; feared by some Northerners who felt free slaves would take their jobs

19. Underground Railroad—Series of escape routes out of the South; conductors like Harriet Tubman knew the routes and would help guide slaves to freedom

20. American Painting—painted American landscapes

21. Horace Mann—pushed for improved education; believed it was necessary for democracy to work

22. 2nd Great Awakening—religious revival that stressed freewill (the belief that people can make their lives and society better)

23. Education—Northeastern states had the best opportunities for schooling and the most elementary schools

24. American Colonization Society—pushed to help runaway slaves and free blacks return to Africa

25. Civil Disobedience—refusal to obey unjust laws—form of non-violent protest

26. Frederick Douglas—speaker for the abolitionist movement who was a former slave

27. Henry David Thoreau—urged people to live more simply

28. Suffrage—the right to vote

29. Transcendentalism—explored the relationship between people and nature through emotions