

The Spirit of Reform

Lesson 1 Social Reform

ESSENTIAL QUESTION

Why do societies change?

GUIDING QUESTIONS

1. *What was the effect of the Second Great Awakening?*
2. *What type of American literature emerged in the 1820s?*

Terms to Know

revival religious meeting

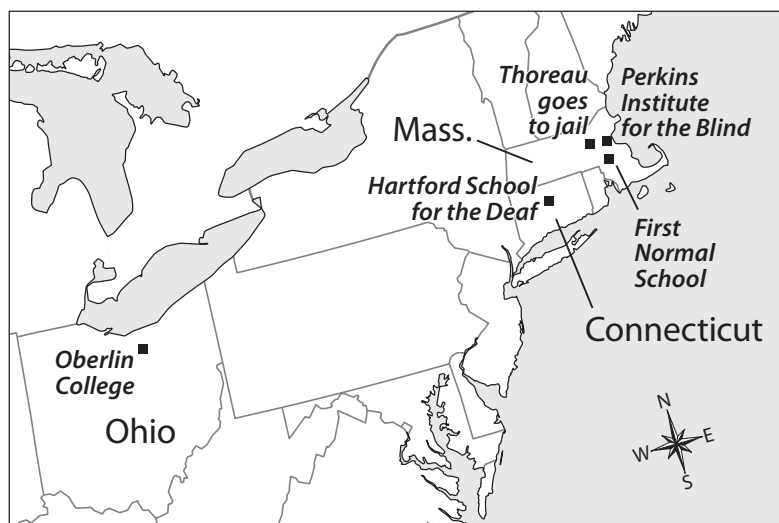
utopia community based on a vision of the perfect society

temperance drinking little or no alcohol

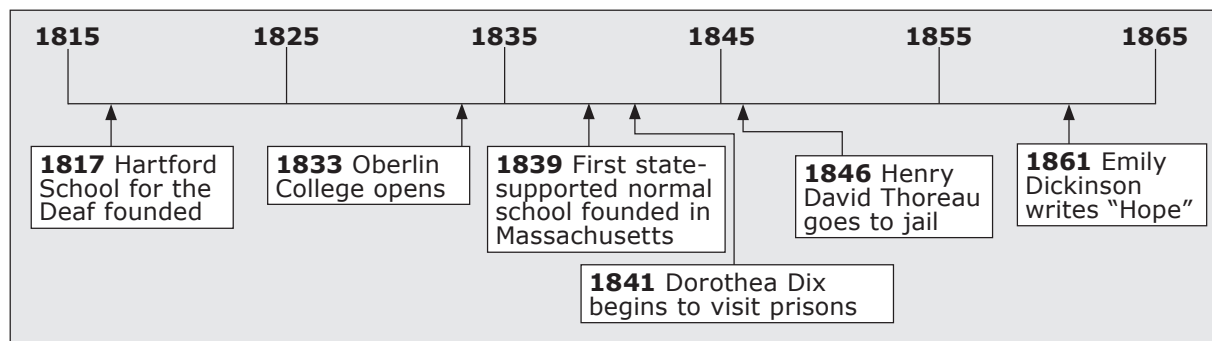
normal school state-supported school for training high-school graduates to become teachers

civil disobedience refusing to obey laws considered unjust

Where in the world?



When did it happen?



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Lesson 1 Social Reform, *Continued*

Religion and Reform

Religious meetings, called **revivals**, were popular in the early 1800s. People traveled far to hear certain preachers. It was a time of great interest in religion. It was known as the Second Great Awakening. The first Great Awakening had been in the mid-1700s.

People thought of ways to reform, or improve, society as a result of attending revival meetings. Some thought that they should set up **utopias** (yu•TOH•pee•uhs). These were communities based on their idea of a perfect society. Most utopias did not last. One of the groups that did last, however, was the Mormons.

Several social reform movements came about in the 1800s. Some reformers called for **temperance**. Lyman Beecher was one such reformer. Temperance means to drink little or no alcohol. Reformers used **lectures** and booklets to warn people about the dangers of drinking alcohol. Some laws were passed to prevent people from drinking. Most of the laws were later repealed, or canceled.

Reformers wanted to fix some problems with education.

- Many teachers were not well-trained.
- Many people did not believe children had to go to school.
- Girls were often kept from going to school.
- Many schools refused to allow African American students to attend.

Horace Mann was a lawyer in Massachusetts. He believed education was the key to getting ahead. Thanks to his work, in 1839, Massachusetts founded the nation's first state-supported **normal school**. This was a school in which people were trained to be teachers.

Many colleges and universities started during this time. Most of them only accepted students who were white and male. A few colleges accepted students who were female or who were African American.

Some reforms helped people with disabilities. Thomas Gallaudet (GA•luh•DEHT) created a way to teach people who could not hear. Samuel Gridley Howe helped teach people who could not see. He made books with large raised letters. People could "read" the books with their fingers. Dorothea Dix told people about the bad conditions in prisons.



Finding the Main Idea

1. Place a checkmark next to the best statement of the main idea of this passage.

___ Several social reform movements started in the 1800s.

___ Some reformers worked for temperance.



Evaluating

2. Which reformer do you think made the most important contribution to American society?

Why do you think so?



Reading Check

3. How did Samuel Howe help the visually impaired?

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Lesson 1 Social Reform, *Continued*



Identifying

4. Identify the person described in each of the following:

A transcendentalist who supported women's rights in her writings

An American poet who wrote story poems



Drawing Conclusions

5. How did art in the United States change in the 1800s?



Reading Check

6. How did the spirit of reform influence American authors?

Person	Contributions
Lyman Beecher	tried to prevent drinking of alcohol
Horace Mann	started first state-supported teacher's college
Thomas Gallaudet	developed a way to teach the deaf
Dorothea Dix	made people aware of bad conditions in prisons

Culture Changes

The changes that were taking place in American society affected art and literature. American artists developed their own style. Their art showed American places and ways of life.

Reform also had an effect on literature. A movement began called Transcendentalism. Its members were called transcendentalists. These thinkers and writers showed more of a connection between people and nature. They wrote that a person's conscience, or sense of right and wrong, was important.

Margaret Fuller wrote about women's rights. Ralph Waldo Emerson was also a writer in that movement. He wanted people to think about right and wrong. He wanted people to treat others fairly.

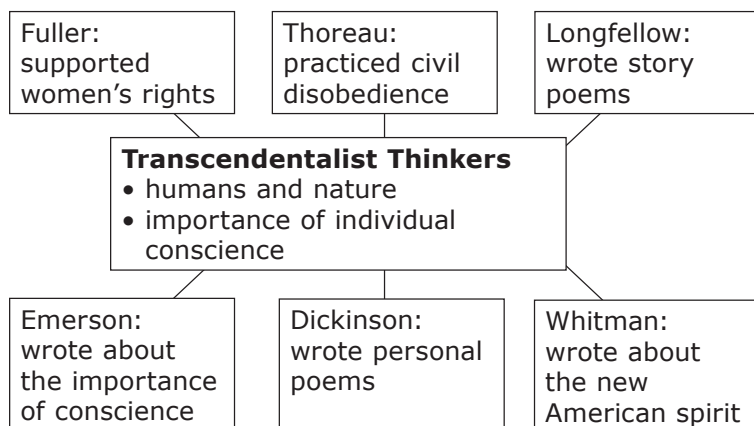
Henry David Thoreau practiced a form of protest called **civil disobedience** (dihs•uh•BEE•dee•uhns). He would not obey laws he thought were unjust. He went to jail because of this belief. In 1846, he would not pay a tax that supported the Mexican War.

American poets created great works. Henry Wadsworth Longfellow wrote poems that told a story. One of his well-known poems is the *Song of Hiawatha*. In *Leaves of Grass*, a poet named Walt Whitman tried to show the feelings and spirit of America. The poet Emily Dickinson wrote hundreds of poems. They were mostly about her personal feelings. Many of her poems are about nature.

American artists were developing a purely American style. They showed American life and landscapes. One group of painters was called the Hudson River School. They painted scenes of the Hudson River Valley in New York. Two well-known artists were Currier and Ives. They made prints of Americans celebrating holidays or enjoying themselves in other ways.

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Lesson 1 Social Reform, *Continued*



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Check for Understanding

List four areas of reform in the 1800s.

List three transcendentalists.



7. Place a one-tab Foldable along the dotted line to cover Check for Understanding. Write *Reform and Change* on the anchor tab. Create a memory map by writing the title *American Society* in the middle of the Foldable tab. Draw five arrows around the title and write words or phrases that explain how society changed due to reforms during the 1800s. Use the Foldable to help complete Check for Understanding.

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Lesson 2 The Abolitionists

ESSENTIAL QUESTION

What motivates people to act?

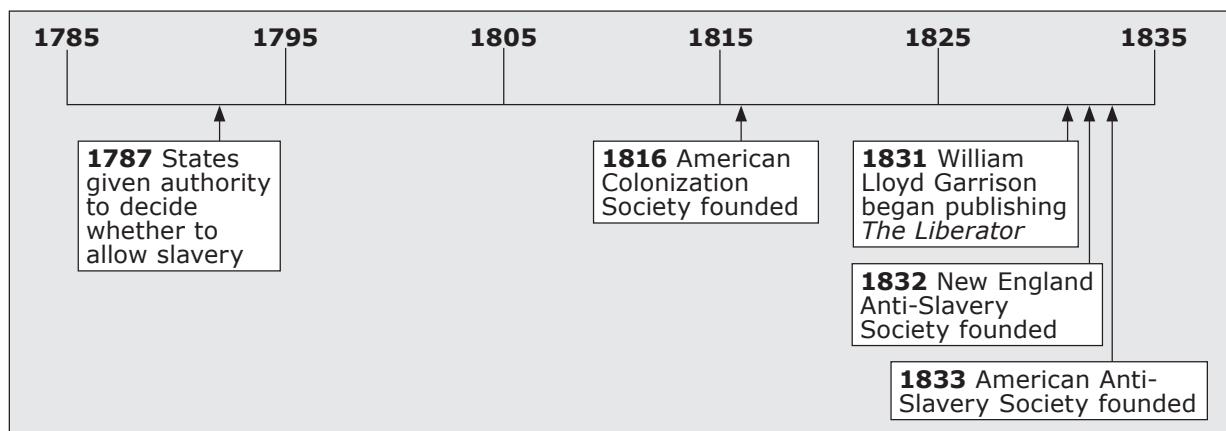
GUIDING QUESTIONS

1. *How did Americans' attitudes toward slavery change?*
2. *Why did the reform movement gain momentum?*
3. *Who opposed the abolition of slavery?*

Term to Know

abolitionists reformers who worked to abolish, or end, slavery in the early 1800s in the United States

When did it happen?



What do you know?

In the first column, write what you know about each person before you study. After the lesson, fill in the last column.

Now...	Who was...	Later...
	William Lloyd Garrison	
	Frederick Douglass	
	Harriet Tubman	

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Lesson 2 The Abolitionists, *Continued*

The Start of the Abolition Movement

The early 1800s was a time of reform. One type of reform was the work of abolitionists. **Abolitionists** were people who worked to abolish, or end, slavery. By the early 1800s, Northern states had ended slavery. Slavery was still an important part of the South's economy, however. By the mid-1800s, more and more Americans came to believe that slavery was wrong. The conflict over slavery grew.

Different Attitudes

North

Slavery ends throughout the North.

Slavery is wrong.

South

Our economy depends on slavery.

The first antislavery work was not to end slavery. It was to resettle African Americans outside of the United States. A group of white people from Virginia started the American Colonization Society. They freed enslaved people and sent them to other places to start new lives. The Society had gotten land to start a colony in West Africa. The colony was called Liberia. In 1847 Liberia became independent.

The American Colonization Society did not stop the growth of slavery. The number of enslaved people kept growing. The society could send only a small number of people to Africa. Besides, most African Americans did not want to go to Africa. Their families had lived in America for many years. They just wanted to be free.

The Movement Builds Strength

Around 1830, slavery became the most important issue for reformers. William Lloyd Garrison had a great effect on the antislavery movement. He started a newspaper called *The Liberator*. He also started the American Anti-Slavery Society. He was one of the first to call for an immediate end to slavery.

Two sisters, Sarah and Angelina Grimké, spoke and wrote against slavery. They used their money to free several of the family's enslaved workers. Their book, *American Slavery As It Is*, was one of the strongest works against slavery at that time.



Defining

1. Who were the abolitionists?



Reading Check

2. What was the purpose of the American Colonization Society?



Drawing Conclusions

3. How did William Lloyd Garrison influence the abolition movement?

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Lesson 2 The Abolitionists, *Continued*



Mark the Text

4. Underline the ways that Samuel Cornish, John Russwurm, and David Walker worked for abolition.



Reading Check

5. What were Underground Railroad "stations"?
- _____
- _____



Describing

6. Place a two-tab Foldable along the dotted line to cover the graphic organizer. Label the two tabs *Free African American Abolitionists* and *Underground Railroad*. On both sides of the tabs, record information about key free African American abolitionists and describe the network of escape routes.

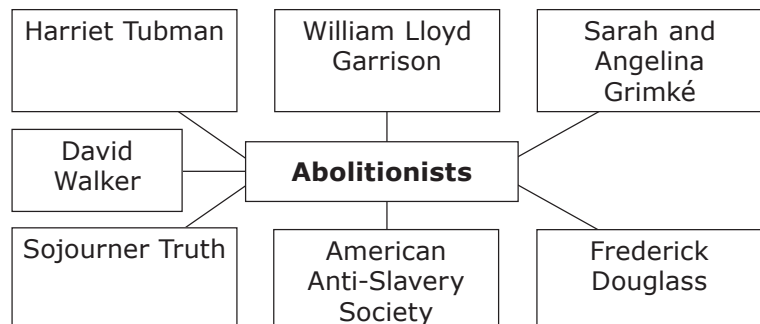
Free African Americans also played an important role in the abolitionist movement. They helped set up and run the American Anti-Slavery Society. Samuel Cornish and John Russwurm began the first African American newspaper. It was called *Freedom's Journal*. David Walker was a writer who urged African Americans to rise up against slavery. In 1830, free African American leaders held an important meeting in Philadelphia.

Frederick Douglass was the best-known African American abolitionist. Douglass escaped from slavery in Maryland in 1838. He settled in Massachusetts. Later he moved to New York. He was a powerful speaker. He spoke at many meetings in the United States and abroad. Douglass was the editor of an antislavery newspaper called *North Star*.

Sojourner Truth escaped from slavery in 1826. She worked with Frederick Douglass and William Lloyd Garrison to end slavery. She traveled throughout the North. She spoke about her life as an enslaved person. She also worked in the women's rights movement.

Some abolitionists helped African Americans escape from slavery. There was a network of escape routes from the South to the North. It was called the Underground Railroad. Along the routes, whites and African Americans guided the runaway "passengers" to freedom in Northern states or in Canada. They traveled at night. By day they rested at "stations." These were barns, basements, and attics in safe houses. Harriet Tubman became the most famous "conductor" on the Underground Railroad.

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The Spirit of Reform

Lesson 2 The Abolitionists, *Continued*

Reaction to the Abolitionists

Only a small number of Northerners were abolitionists. Many Northerners believed that freed African Americans could never fully be a part of American society.

Some Northerners were afraid that the abolitionists would start a war between the North and South. Other Northerners feared that freed African Americans would take their jobs.

Opposition toward abolitionists was cruel at times. An angry white mob destroyed Elijah Lovejoy's antislavery newspaper offices three times. The fourth time, the mob set fire to the building and killed Lovejoy.

Many Southerners said abolition threatened their way of life. Southerners defended slavery. They thought it was a necessary part of the Southern economy. Southerners said they treated enslaved people well. They said they gave enslaved people food and medical care. Some of their beliefs were based on racism. Many whites believed African Americans could not take care of themselves and were better off under the care of white people.

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Check for Understanding

List three ways that abolitionists tried to end slavery in America.

What groups opposed the abolitionists?



Listing

7. List two reasons Northerners opposed abolition.



Reading Check

8. How did Southerners defend the idea of slavery?



9. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Label the tabs: *What motivated the abolitionists?* and *What motivated those who were against the abolitionists?* Recall why each group felt strongly about slavery. Write the reasons for their beliefs. Use the Foldable to help answer Check for Understanding.

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Lesson 3 The Women's Movement

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

1. *What did women do to win equal rights?*
2. *In what areas did women make progress in achieving equality?*

Terms to Know

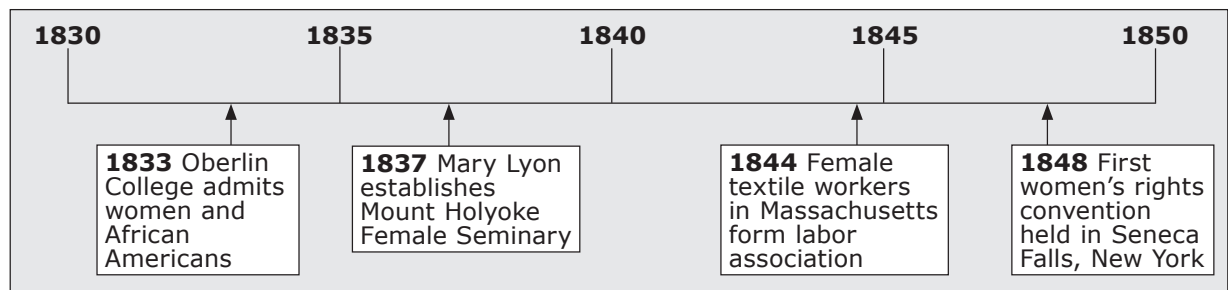
suffrage the right to vote

coeducation the teaching of males and females together

Where in the world?



When did it happen?

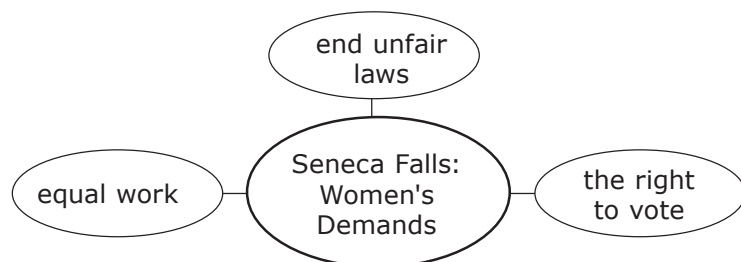


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Lesson 3 The Women's Movement, *Continued*

Reform for Women

Many women abolitionists also worked for women's rights. In July 1848, Lucretia Mott and Elizabeth Cady Stanton held the first women's rights convention. It was in Seneca Falls, New York. The Seneca Falls Convention laid the foundation for the women's rights movement.



The convention put out a statement. The statement demanded an end to laws that were unfair to women. It said women should be allowed to work in jobs and businesses where the workers were mostly men.

People at the convention also talked about **suffrage**, or the right to vote. Elizabeth Cady Stanton wanted the statement to say that women must have the right to vote. Lucretia Mott thought that idea was too extreme.

The abolitionist, Frederick Douglass, agreed with Stanton. He made powerful arguments about why women should be able to vote.

In the end, the convention did demand that women should have the right to vote. The statement was written in the same style as the American Declaration of Independence of 1776.

The convention at Seneca Falls was the start of a national women's rights movement. One of the leaders of the national movement was Susan B. Anthony. She was the daughter of an abolitionist. She said women should get equal pay and should go to college. She also wanted coeducation. **Coeducation** is when males and females go to school together.

Anthony also started the country's first women's temperance organization. Anthony and Stanton met at a temperance meeting in 1851. They became friends, and they joined together to work for women's rights.

Opportunities for women increased. Women got the right to vote in Wyoming in 1890. Other states followed.



Mark the Text

- Underline the text that explains the debate at the Seneca Falls Convention over women voting.



Making Connections

- Do most schools offer coeducation today? Does yours?



Reading Check

- What is *suffrage*?

The Spirit of Reform

Lesson 3 The Women's Movement, *Continued*



Categorizing

4. Match the education reformer with her school.
- ___ Catherine Beecher
- ___ Emma Willard
- ___ Mary Lyon
- a. Troy Female Seminary
- b. Milwaukee College for Women
- c. Mount Holyoke Female Seminary



Mark the Text

5. Underline the text to show the progress of women in the middle to late 1800s in marriage and property laws.



Reading Check

6. What gains did women make in education?
- _____
- _____

Individual

Lucretia Mott

Elizabeth Cady Stanton

Susan B. Anthony

Contribution

at Seneca Convention

at Seneca Convention; worked with Anthony on suffrage and temperance.

national leader, worked with Stanton on temperance and suffrage.

Women Make Gains

Some people wanted better education for women. Catherine Beecher thought that women should be trained for traditional roles. The Milwaukee College for Women used Beecher's ideas. At that college, women learned to be successful wives, mothers, and homemakers.

Other people thought that women would make good teachers. Still others thought women should be trained to be leaders and have a career.

Emma Willard was one of these women. She taught herself science and mathematics. In 1821, she set up the Troy Female Seminary in New York State. There, young women learned math, history, geography, and physics. They also learned homemaking subjects.

Mary Lyon worked as a teacher for 20 years. Then she began to raise money to open a college for women. She started Mount Holyoke Female Seminary in 1837, in Massachusetts.

Before the mid-1800s, women did not have many rights. Anything a woman owned belonged to her husband when they got married.

In the mid- to late 1800s, women got some rights. Some states recognized the right of a woman to own her own property even after she married. Some states passed laws that gave rights to divorced women. These laws had to do with who raised the children. Several states decided to allow a woman to get a divorce if her husband drank alcohol too often.

Many careers were closed to women, however. They had to struggle to work in some professions. Two examples were medicine and the ministry. In the 1800s, women began to break through these barriers.

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Lesson 3 The Women's Movement, *Continued*

Elizabeth Blackwell tried many times to get into medical school. Many schools said no. Finally, she was accepted to Geneva College in New York State. Blackwell graduated first in her class. She became a famous doctor.

Maria Mitchell also broke down walls for herself and for women after her. Maria Mitchell had been taught by her father.

- In 1847, she became the first person to discover a comet with a telescope.
- The next year, she was the first woman elected to the American Academy of Arts and Sciences.
- In 1865, Mitchell became a teacher at Vassar College.

Women had made many gains during the 1800s. There were many limits to what they could do, however. The struggle for equality continued.

Education for Women	Marriage and Family	Career
<ul style="list-style-type: none"> • better training for traditional roles • can be good teachers • Troy Female Seminary teaches math, history, science 	<ul style="list-style-type: none"> • women gain right to own property • divorced women gain rights in raising children • women gain right to divorce husbands who abuse alcohol 	<ul style="list-style-type: none"> • Elizabeth Blackwell breaks the barrier to women in medicine

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Check for Understanding

List three demands made at the Seneca Falls Convention in 1848.

List two gains that women made in the field of education.



- Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Seneca Falls 1848* on the anchor tab. Label the tabs *Cause* and *Effect*. Recall and record the reasons for the convention in 1848, and how it changed lives of women. Use the Foldable to help answer Check for Understanding.