

CHAPTER 8

Reform and Culture

8.1 New Movements in America

8.2 Abolitionism and Women's Rights

The late 1700s to mid-1800s were a time of great change in the United States. A religious movement called the Second Great Awakening swept much of the country, spurring many reform movements, including temperance and prison reform. Reformers worked to abolish slavery and improve the lives of women. American philosophers challenged traditional ways of thinking about life and society, and artists and writers developed uniquely American styles of work.



Analyzing Visuals

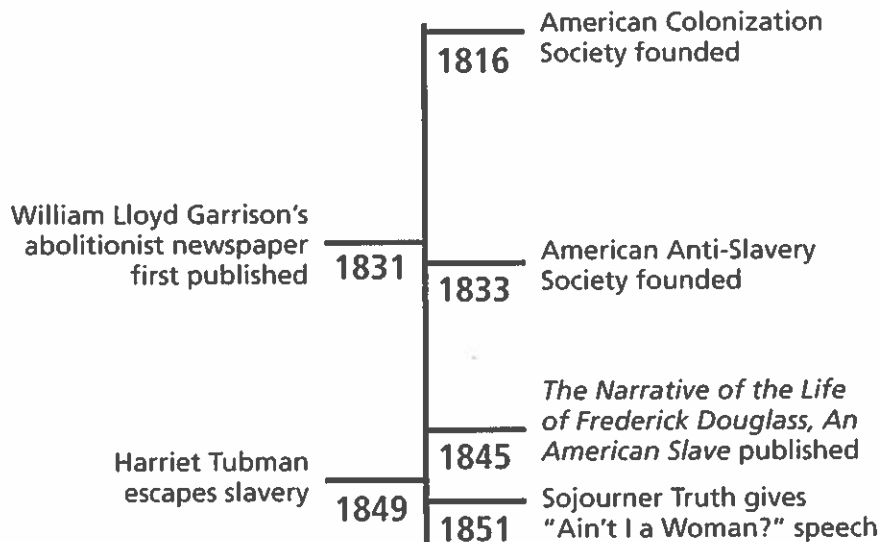
This image of a man in chains was first used as the seal of the Society for the Abolition of Slavery in England in the 1780s. It was later frequently used by the abolitionist movement in the United States.

What is meant by the question at the bottom of the image?

Sequencing

8.22B, 8.23E, 8.24A, 8.24B, 8.29B

The effort to end slavery in nineteenth century America affected the entire society. The antislavery movement evolved over time. Early organizations, such as the American Colonization Society, proposed to end slavery gradually in the United States. Later groups, such as the American Anti-Slavery Society, demanded an immediate end to slavery. The following timeline lists key dates in the development of the abolitionist movement and the lives of leading abolitionists.



Reform and Culture

8.24 Culture. The student understands the major reform movements of the 19th century.

8.24(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled

Connected Knowledge and Skills 8.22, 8.23, 8.25, 8.26

| important words for concept development | | | |
|---|---|---|---|
| standard | words new to grade level | previously introduced words | social studies terms |
| 8.24(B) | consumption* reform movements | abolish/abolition alcoholic beverages* reform | educational reform temperance* American Temperance Society* Women's Rights movement prison reform Abolitionist movement* Labor Reform movement care of the disabled |
| related vocabulary from supporting standards | continuity and change fine arts* religious motivation social movements | historical development immigration individualism* racial, ethnic, and religious groups self-reliance* slavery* | Quakers* Susan B. Anthony Elizabeth Cady Stanton Abolitionist movement* Uncle Tom's Cabin* Second Great Awakening Ralph Waldo Emerson* "Nature" by Ralph Waldo Emerson* Hudson River School artists John James Audubon "Battle Hymn of the Republic" transcendentalism* national identity American way of life |

other words related to the content

alleged*
contradicted*
seize*

Diagnostic Test

Read each question carefully and choose the best answer.

- 1 The movement that contributed to the rise of reformers like Dorothea Dix was — (8.1A)
- A the Second Great Awakening C abolition
B transcendentalism D temperance



- 2 The issue being portrayed in this image is reformers' demand for — (8.24B, 8.29A)
- F voting rights for women
G an end to alcohol consumption
H cheaper liquor from the western states
J prison reform
- 3 The common-school movement developed as a result of the demand for — (8.24B)
- A education for African Americans
B education for people with disabilities
C more private educational institutions
D improved free public education

The mass of men lead lives of quiet desperation [hopelessness]. . . . From the desperate city you go into the desperate country, and have to console yourself with the bravery of minks and muskrats.

—Henry David Thoreau, *Walden: Or, Life in the Woods*, 1854

- 4** This excerpt reflects transcendentalists' belief that humans — (8.26B, 8.29A)
- F** will find the greatest satisfaction in life through their occupations
 - G** should live in urban environments rather than in the country
 - H** are unhappy because of their reliance on the material world
 - J** are depressed because they drink excessive amounts of alcohol
-
- 5** Which of the following excerpts from the Declaration of Independence was used by some abolitionists to justify an end to slavery? (8.24B, 8.29A)
- A** "He has [been]. . . obstructing the Laws for Naturalization of Foreigners."
 - B** "Governments . . . [derive] their just powers from the consent of the governed."
 - C** "Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government."
 - D** "[A]ll men are created equal, that they are endowed by their Creator with certain unalienable Rights."

- Born into slavery, but escaped to freedom and became involved in both the abolitionist and women's rights movements
- Known for her "Ain't I a Woman?" speech in 1851

- 6** Which historical figure does the list above describe? (8.23E, 8.29C)
- F** Elizabeth Cady Stanton
 - G** Sojourner Truth
 - H** Anne Hutchinson
 - J** Pocahontas

Seneca Falls Convention, July 1848

- The nation's first women's rights convention
- ?

- 7** Which of the following best completes the list above? (8.23E, 8.29B)
- A** Brought together the two main rival women's suffrage groups
 - B** Endorsed a constitutional amendment abolishing slavery
 - C** Ratified the Nineteenth Amendment, which gave women the right to vote
 - D** Issued the Declaration of Sentiments, calling for voting rights for women

LESSON 8.1

New Movements in America

What were the effects of the Second Great Awakening?

8.1A, 8.24B, 8.25B

During the late 1700s and early 1800s, revolutions in transportation and technology began the transformation of the United States into an industrial, urban-focused society. As the country grew and changed, so did its culture.

Second Great Awakening a period of religious revivalism of the late 1700s and early 1800s, characterized by a belief that humans can reform and avoid sin

temperance movement the effort to reduce or stop alcohol consumption that began in the early 1800s

Dorothea Dix reformer who witnessed the mistreatment of the mentally ill in prisons and led a reform campaign resulting in the creation of facilities to care for persons suffering from mental illness

Second Great Awakening A revived interest in the Christian religion developed in the United States during the late 1700s. The **Second Great Awakening** started in New England, where ministers like Lyman Beecher hoped to restore Americans' moral values, which they saw as in decline. As the movement spread beyond New England, other ministers, like Charles Grandison Finney, challenged traditional ideas about worship. Finney led emotional, open-air services preaching about humans' ability to reform and avoid sin, or moral wrongdoing.

Temperance Increased religious enthusiasm led to demands for reform to fix social problems. Many reformers were part of a new middle class that had emerged with industrialization. One of their primary concerns was a belief that Americans drank too much alcohol. They thought that drinking alcohol harmed families and was a cause of poverty. The move to reduce or stop alcohol consumption was called the **temperance movement**. Many temperance supporters were ministers like Beecher. Like-minded Americans formed groups like the American Temperance Society, founded in 1826. Women were very active in the temperance movement.

Prison Reform Another reform movement was aimed at poor prison conditions. In 1841, former teacher **Dorothea Dix** witnessed shocking conditions at a prison in Massachusetts. People who were mentally ill were imprisoned with criminals. They were frequently beaten and kept chained in the dark, naked. Dix toured other state prisons and found them much the same. She led a campaign for reform in Massachusetts and later in New York and Rhode Island. Her efforts led to the creation of facilities to care for persons suffering from mental illness.

Diagnostic Test Item

8.1A

- 1 The movement that contributed to the rise of reformers like Dorothea Dix was —
- A the Second Great Awakening
 - B transcendentalism
 - C abolition
 - D temperance

Explanation

- A is correct. The Second Great Awakening was a religious movement that inspired many reform efforts, including Dix's, which focused on the treatment of persons with mental illness.
- B is incorrect. Transcendentalism was a movement of writers and philosophers who believed in rising above the material world and exercising careful self-reflection.
- C is incorrect. Abolition was a reform movement inspired by the movement in question.
- D is incorrect. Temperance was a reform movement inspired by the movement in question.

Diagnostic Test Item

8.24B, 8.29A

- 2 The issue being portrayed in this image is reformers' demand for —
- F voting rights for women
 - G an end to alcohol consumption
 - H cheaper liquor from the western states
 - J prison reform



Explanation

- F is incorrect. Nothing in the image refers to voting rights for women.
- G is correct. The rider on the horse is smashing barrels of liquor to protect "humanity."
- H is incorrect. The image is not advocating cheaper liquor; it is showing the destruction of alcohol.
- J is incorrect. The image does not include any reference to prisons.

Other prison reformers addressed issues like housing and rehabilitation. Men, women, and children were often housed together. Prison reformers supported separate facilities for women and children. They also established programs to rehabilitate, or restore to normal life, persons imprisoned for crimes.

Why did some Americans target education for reform?

8.1A, 8.24B, 8.25B

During the early 1800s, access to public education varied widely. In New England, there were many public schools, but they were often of poor quality. In the South, little to no public education was provided.

Common-School Movement As the United States grew and became more industrialized, the lower and middle classes grew in size. More people demanded an improved system of free public education. Members of the **common-school movement** believed that all children should be given a free education, paid for by state funds and controlled by state officials. **Horace Mann** of Massachusetts was a leader of the common-school movement. Mann served as the state's first board of education secretary and made many changes to the Massachusetts school system. School funding and teachers' salaries increased. The school year was lengthened, and teachers received better training. Ideas like Mann's took hold in other areas, and access to common schools increased.

common-school movement reform movement centered on improving free public education and giving greater control of the system to the state government; led to better school funding, higher teachers' salaries, and improved training for educators

Educational Opportunities for Other Americans Though the common-school movement improved primary education for girls, it was still unlikely that a girl would attend high school or college during the early 1800s. Then, as the number

Horace Mann educational reformer and leader of the common-school movement

of women in the workforce grew, more women began to demand higher education. The first college-level school for young women, the Troy Female Seminary, was founded by Emma Willard in 1821. Several other women's colleges opened during the 1830s.

African Americans in the North and Midwest also saw increased educational opportunities during the early to mid-1800s. Schools for African American children opened in New York, Philadelphia, and Boston during the early 1800s. In 1835, Oberlin College in Ohio became the first college to accept students regardless of race. In the mid-1800s, several African American colleges were founded. Still, access to education for African Americans remained limited. In the South, educating enslaved people was illegal in most states.

Schools for people with disabilities also opened during this period. In 1817, Thomas Gallaudet opened the American School for the Deaf in Hartford, Connecticut. It was the first free American school for the deaf and hearing impaired. The Perkins School for the Blind opened in 1832. It was the first school in the country for the blind. Headed by Samuel Gridley Howe, the school had great success in teaching students to read by sense of touch.

Diagnostic Test Item

8.24B

- 3 The common-school movement developed as a result of the demand for —
- A education for African Americans
 - B education for people with disabilities
 - C more private educational institutions
 - D improved free public education

Explanation

- A is incorrect. The purpose of the movement was focused on areas other than the education of African Americans specifically.
- B is incorrect. Though it was about education, the common-school movement did not focus on people with disabilities.
- C is incorrect. Though it was about education, the common-school movement was not focused on private education.
- D is correct. The common-school movement was centered on improving free education.

How did American arts and philosophy change in the early 1800s?

8.26A, 8.26B

transcendentalism
philosophy based on the idea that people can rise above the material world and gain greater knowledge about the world through self-reflection

While some Americans looked to the ideas of the Second Great Awakening for spiritual guidance, others developed different ways of thinking about the world. The transcendentalists were a group of writers and philosophers mainly from New England. **Transcendentalism** was a philosophy based on the idea that people can transcend, or rise above, the material world and gain greater knowledge of themselves and humankind through careful self-reflection. The movement included both spiritual and religious aspects, as well as an emphasis on literary works and nature.

Among the most famous transcendentalists were Ralph Waldo Emerson, Margaret Fuller, and **Henry David Thoreau**. Emerson wrote a well-known essay called “Self-Reliance,” in which he stated that people should follow their own beliefs and not those of other people. Fuller edited *The Dial*, a transcendentalist publication, and wrote works arguing in favor of greater rights for women. Thoreau spent two years of self-reflection in a cabin at Walden Pond in Massachusetts. His book *Walden* is about this period, when he pursued a life of simplicity.

Henry David Thoreau transcendentalist whose famous works include *Walden* and “Civil Disobedience”

Transcendentalism was part of a larger artistic movement known as **romanticism**. Romantic painters, musicians, architects, and writers focused on the beauty of the natural world and individual intuition and feeling. Painters included those of the Hudson River School, the first uniquely American school of painting. Members of the Hudson River School include Asher Durand and Thomas Cole. Writers in the Romantic tradition include Herman Melville, Nathaniel Hawthorne, and Edgar Allan Poe.

romanticism artistic movement focused on natural beauty and the creativity of the individual

Diagnostic Test Item

8.26B, 8.29A

The mass of men lead lives of quiet desperation [hopelessness]. . . . From the desperate city you go into the desperate country, and have to console yourself with the bravery of minks and muskrats.

—Henry David Thoreau, *Walden: Or, Life in the Woods*, 1854

- 4 This excerpt reflects transcendentalists’ belief that humans —
- F will find the greatest satisfaction in life through their occupations
 - G should live in urban environments rather than in the country
 - H are unhappy because of their reliance on the material world
 - J are depressed because they drink excessive amounts of alcohol

Explanation

- F is incorrect. The excerpt does not discuss occupations. Finding satisfaction with work was not an element of transcendentalist philosophy.
- G is incorrect. While this excerpt does mention the city, it does not reflect a transcendentalist belief that humans should live in cities.
- H is correct. Transcendentalists believed that humans needed to transcend the material world and find true meaning through self-reflection and experiencing nature.
- J is incorrect. Temperance was not a focus of transcendentalism.

Read each question carefully and choose the best answer.

- 1 Which of the following slogans would most likely be used at a rally for the temperance movement? (8.1A, 8.29B)



- 2 Horace Mann is most famous for his work in — (8.1A)

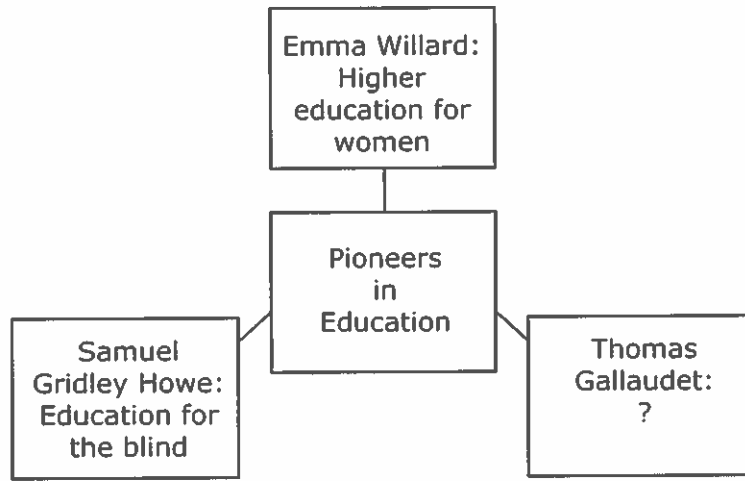
- F prison reform
G the suffrage movement
H education reform
J the temperance movement

Test-Taking Tip

If you can eliminate even one of a question's answers as wrong, your chances of choosing the correct answer are greatly improved.

- 3 How did preachers of the Second Great Awakening encourage Americans to work to reform society? (8.25B)

- A By preaching about human beings' natural sinfulness
B By preaching about human beings' ability to avoid wrongdoing
C By emphasizing the audience's ability to reason
D By emphasizing the importance of Manifest Destiny



- 4 Which of the following best completes the diagram above? (8.24B, 8.29C)
- F Education for African Americans
 - G Education for immigrants
 - H Education for American Indians
 - J Education for the deaf

-
- 5 Which of the following terms refers to the philosophy that believes people can rise above the material world and gain greater knowledge through self-reflection? (8.26A)
- A Realism
 - B Transcendentalism
 - C Pacifism
 - D Universalism

LESSON 8.2

Abolitionism and Women's Rights

Did You Know?

Harriet Beecher Stowe wrote *Uncle Tom's Cabin*. Published as a novel in 1852, it described the lives of slaves in the South. The humanity of her characters persuaded many of her northern readers to support the antislavery movement. Upon meeting her during the Civil War, President Abraham Lincoln supposedly remarked, "So this is the little woman who started this big war."

abolition a complete end to slavery

How did the abolition movement develop in the 1800s?

8.1A, 8.22B, 8.23D, 8.23E, 8.24A, 8.24B

Some Americans had opposed slavery since colonial times. Followers of certain faiths, such as Quakers, opposed slavery on moral grounds. The American Revolutionary period saw opposition to slavery grow. Many people who condemned slavery pointed to the Declaration of Independence's assertion that "all men are created equal" to argue that slavery was incompatible with the nation's basic principles. Northern states began to outlaw slavery during this period.

Ending slavery, however, was not the same as ending racism. Free blacks still faced challenges posed by racial discrimination in American society. The American Colonization Society (ACS), founded in 1816, proposed sending free blacks to Africa as a solution. In 1821, the ACS acquired land in West Africa, where it founded a colony for freed American slaves. About 12,000 blacks, a very small percentage of the free black population, moved from the United States to the new colony in the following decades. Today, that colony is the country of Liberia.

By the 1830s, a movement for the immediate and complete **abolition** of slavery grew. To spread their message, abolitionists used publications, conferences, and speaking tours. For example, William Lloyd Garrison began publishing *The Liberator* in 1831. This abolitionist newspaper, published in Boston, increased support for abolitionism. In 1833, Garrison and other abolitionists founded the American Anti-Slavery Society, an organization dedicated to immediate abolition. By 1840, there were more than 2,000 branches of the organization.

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Diagnostic Test Item

8.24B, 8.29A

- 5 Which of the following excerpts from the Declaration of Independence was used by some abolitionists to justify an end to slavery?
- A "He has [been]. . . obstructing the Laws for Naturalization of Foreigners."
 - B "Governments . . . [derive] their just powers from the consent of the governed."
 - C "Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government."
 - D "[A]ll men are created equal, that they are endowed by their Creator with certain unalienable Rights."

Explanation

- A is incorrect. This excerpt refers to an offense American colonists believed the king had committed.
- B is incorrect. This excerpt refers to the principle of popular sovereignty, the concept that the people hold the power in government.
- C is incorrect. This excerpt states the colonists' belief in their right to change their government.
- D is correct. Some abolitionists pointed to this passage in the Declaration of Independence to show that slavery violated the nation's founding principles.

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Free blacks led in the fight for abolition. **Frederick Douglass** escaped from slavery in 1838. He became a brilliant writer and speaker who traveled widely, lecturing on his experiences and the evils of slavery. In 1845, he published an autobiography recounting his years living in slavery, *The Narrative of the Life of Frederick Douglass*. He later founded an abolitionist newspaper called *The North Star*. Former slave Sojourner Truth began lecturing across the country for the abolitionist cause in the 1840s. In 1851, she delivered a speech called "Ain't I a Woman?" at a women's rights convention.

Frederick Douglass
African American who escaped from slavery and became an important abolitionist

Some abolitionists actively helped slaves escape to freedom. They formed part of the **Underground Railroad**, a network that helped slaves escape to the North or Canada. Along the path of a "freedom trail," there would be "stations" for hiding. "Conductors" helped lead slaves to freedom. Harriet Tubman escaped slavery in 1849 and became a conductor, helping hundreds of other blacks to escape slavery.

Underground Railroad
network of safe houses for leading slaves to freedom

Diagnostic Test Item

8.23E, 8.29C

- Born into slavery, but escaped to freedom and became involved in both the abolitionist and women's rights movements
- Known for her "Ain't I a Woman?" speech in 1851

6 Which historical figure does the list above describe?

- F Elizabeth Cady Stanton
- G Sojourner Truth
- H Anne Hutchinson
- J Pocahontas

Explanation

- F is incorrect. Elizabeth Cady Stanton was a women's rights activist but had never been enslaved.
- G is correct. Former slave Sojourner Truth was a preacher, abolitionist, and women's rights activist.
- H is incorrect. Anne Hutchinson was one of the founders of Rhode Island in colonial times.
- J is incorrect. Pocahontas was an American Indian woman who lived in the seventeenth century.

Why did the struggle for women's rights gain strength in the 1800s?

8.22B, 8.23E, 8.24B

Many women worked tirelessly in the fight for abolition and greater rights for African Americans, as well as in the temperance and other reform movements. Women had few legal rights, however. Women also could not vote or sit on juries. Married women did not have the right to own property; any property a woman brought into a marriage became her husband's property. Women were often criticized for speaking in public on behalf of issues.

Elizabeth Cady Stanton women's rights activist who organized the Seneca Falls Convention; co-founded the National Woman Suffrage Association in 1869

Seneca Falls Convention women's rights convention held in New York in July 1848; passed a resolution demanding women's suffrage

Susan B. Anthony women's rights activist; co-founder of the National Woman Suffrage Association

Seneca Falls Convention Demands for women's rights began early in the nation's history, and by the 1800s, many American women were better educated and had participated in other reform movements. They began a more organized, public effort to fight for their rights.

In 1840, after being denied participation in the World Anti-Slavery Convention in London, abolitionists Lucretia Mott and **Elizabeth Cady Stanton** vowed to form a society to fight for women's rights. Mott and Stanton organized the **Seneca Falls Convention**, which was held in July 1848 in Seneca Falls, New York. Delegates adopted the Declaration of Sentiments, a document drafted by Stanton and modeled after the Declaration of Independence. The Declaration of Sentiments listed the wrongs women faced and their demands for change. The declaration included a resolution demanding suffrage, or the right to vote. This was a radical and controversial demand for that era.

The Fight for Rights Continues The fight for women's rights continued for many years after the convention. **Susan B. Anthony** became a leading women's rights activist and president of the National American Woman Suffrage Association. Though the women's rights movement achieved some successes, the fight for women's suffrage would continue for decades to come. Women throughout the United States were not granted the right to vote until the ratification of the Nineteenth Amendment in 1920.

Diagnostic Test Item

8.23E, 8.29B

Seneca Falls Convention, July 1848

- The nation's first women's rights convention
- ?

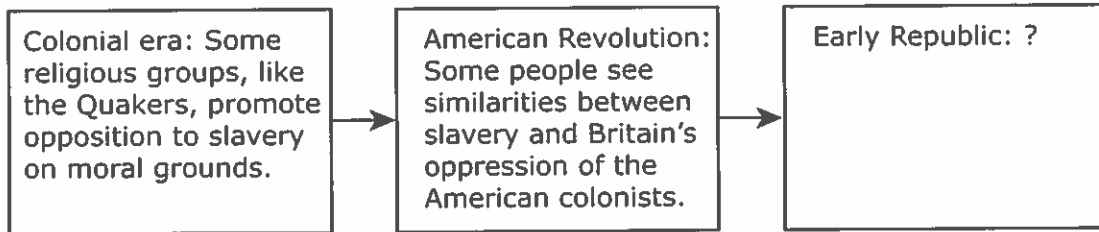
- 7 Which of the following best completes the list above?
- A Brought together the two main rival women's suffrage groups
 - B Endorsed a constitutional amendment abolishing slavery
 - C Ratified the Nineteenth Amendment, which gave women the right to vote
 - D Issued the Declaration of Sentiments, calling for voting rights for women

Explanation

- A is incorrect. The Seneca Falls Convention marked the beginning of an organized women's rights movement. This was the first time a convention had called for voting rights.
- B is incorrect. Although several abolitionists, including Frederick Douglass, attended the convention, it did not directly address slavery.
- C is incorrect. This was a women's rights convention, not a constitutional ratifying convention.
- D is correct. The Seneca Falls Convention was famous for Stanton's Declaration of Sentiments, a series of resolutions based on the Declaration of Independence.

Read each question carefully and choose the best answer.

Antislavery Movement in the Colonial and Revolutionary Eras



- 1 Which of the following best completes the diagram above? (8.24A, 8.29B)
- A The Emancipation Proclamation of 1863 helps to abolish slavery in the United States.
 - B Many women suffragists are opposed to slavery and raise money for the abolitionist cause.
 - C Northern states begin to abolish slavery after the Revolution.
 - D The Texas Constitution abolishes slavery after Texas gains independence from Mexico.
-
- 2 How did Harriet Beecher Stowe's *Uncle Tom's Cabin* affect American society? (8.23E)
- F It encouraged people to support Abraham Lincoln as a political candidate.
 - G It began political disagreements and divisions that led to a civil war.
 - H It increased public support for the abolitionist movement.
 - J It gained support for the American Colonization Society's efforts.

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 a moderate alarm; tell him to moderately rescue his wife from the hands 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. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.

—William Lloyd Garrison, *The Liberator*, January 1, 1831

- 3 Based on the quote above, the abolitionist movement that emerged in the 1830s differed from earlier antislavery efforts because abolitionists — (8.24A, 8.29A)
- A wanted an immediate and complete end to slavery
 - B thought freed slaves should have their own colony in Africa
 - C demanded state-level laws for gradual emancipation
 - D believed slavery was morally wrong

Test-Taking Tip

Read quotes slowly and carefully, more than once if necessary. Then determine the main idea.

- 4 Which of the following would be the best title for a book about the people who helped slaves escape to the North and Canada? (8.24A)
- F *The Great Industrialists*
 - G *The Underground Railroad*
 - H *Immigrants in America*
 - J *The Erie Canal*

-
- 5 With which reform movement was Susan B. Anthony most associated? (8.22B)
- A Abolition
 - B Women's suffrage
 - C Education reform
 - D Temperance

Elizabeth Cady Stanton's Accomplishments

- Championed the cause of women's rights
- Worked with Susan B. Anthony to lead a reform movement
- Drafted a Declaration of Sentiments at the Seneca Falls Convention

- 6 Which of the following accomplishments should be added to the list above? (8.22B, 8.29B)
- F Called for reforms to prisons and mental health institutions
 - G Wrote a novel that gained widespread support for the abolition of slavery
 - H Co-founded the National Woman Suffrage Association to work for voting rights
 - J Increased public opposition to the temperance movement

Study Guide and Review

Reviewing Key Terms of Reform and Culture

8.1A, 8.22B, 8.24A, 8.24B, 8.26A

Enter the appropriate word(s) to complete the statement.

Second Great Awakening
temperance movement
Horace Mann
Frederick Douglass

transcendentalism
abolition
William Lloyd Garrison
Elizabeth Cady Stanton

Sojourner Truth
Harriet Tubman
Seneca Falls Convention
Susan B. Anthony

- _____ was a women's rights activist who became president of the National American Woman Suffrage Association.
- The _____ adopted the Declaration of Sentiments, a list of rights demanded by women, in 1848.
- _____ was a former slave who helped hundreds of slaves to freedom on the Underground Railroad.
- _____ is the complete end of slavery.
- Supporters of the _____ believed Americans drank too much alcohol.
- _____ was a former slave who became a traveling preacher, abolitionist, and women's rights activist.
- _____ began publishing *The Liberator* in 1831.
- The _____ was a religious movement that spurred several American reform movements.
- _____ was a movement of philosophers and writers who believed that humans should rise above the material world and engage in self-reflection.
- _____ was an educational reformer who worked for the expansion and improvement of public education.
- The main author of the Declaration of Sentiments issued by the Seneca Falls Convention was _____.
- After escaping slavery, _____ published an autobiography about his life as a slave and began publishing an abolitionist newspaper.

Identifying Causes and Effects of the Second Great Awakening

8.1A, 8.24A, 8.25B, 8.29B

Choose from the terms below to fill in the missing causes and effects of the Second Great Awakening in the graphic organizer.

Prison reform
Fears of decline in moral values

Care of the disabled
Temperance movement
Abolition

| Causes → | Effect → | Effects |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Increased industrialization | <p>Second Great Awakening</p> | <ul style="list-style-type: none"> More support for abolition of slavery |

Identifying Points of View of Reformers

8.7B, 8.22B, 8.26A, 8.29D

Choose from the list of key people below to identify who might have said each of the following statements. Not every person listed is quoted.

Margaret Fuller
Frederick Douglass

Dorothea Dix
Ralph Waldo Emerson

Herman Melville
Thomas Cole

“Much has been written about woman’s keeping within her sphere, which is defined as the domestic sphere. . . . It is not generally proposed that she should be sufficiently instructed and developed to understand the pursuits or aims of her future husband . . .”

1. _____

“By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time.”

2. _____

“But if a man would be alone, let him look at the stars. The rays that come from those heavenly worlds, will separate between him and what he touches.”

3. _____

Post Test

Read each question carefully and choose the best answer.

- 1** The Seneca Falls Convention was a turning point in U.S. history because it — (8.1A)
- A** gave women the right to vote in U.S. elections
 - B** sparked an organized women's rights movement
 - C** encouraged the majority of Americans to support abolition
 - D** isolated women's suffrage activists from other reform movements

-
- 2** What was the main goal of the American Temperance Society? (8.24B)
- F** To decrease or end the consumption of alcohol
 - G** To build hospitals for the poor and disabled
 - H** To establish schools for African Americans in the South
 - J** To secure for women the right to vote

Prison Reform Goals

- Improve prison medical care
 - Improve sanitation in prisons
 - Improve prison education

- 3** Which of the following should be added to the list above? (8.24B, 8.29D)
- A** Focus on helping prisoners rejoin society
 - B** Reduce sentences for prisoners
 - C** Eliminate juvenile detention centers
 - D** Integrate prisons to include men, women, and children

-
- 4** Romanticism was an artistic movement that stressed — (8.26B)
- F** logic and reasoning
 - G** individual feeling over reason
 - H** realistic depictions of urban life
 - J** classical Greek and Roman styles

Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men,—the balance-wheel of the social machinery.

—Horace Mann, *Twelfth Annual Report: Covering the Year 1848*

- 5 Which of the following most directly resulted from the philosophy described in the excerpt? (8.24B, 8.29A)
- A More public schools opened in northern states.
 - B Activists demanded education for freed slaves.
 - C Support grew for requiring prayer in public schools.
 - D States passed laws banning child labor.



- 6 The image above depicts women’s contributions to which reform movement of the 1800s? (8.23E, 8.29A)
- F Abolitionism
 - G Women’s suffrage
 - H Temperance
 - J Prison reform

Dorothea Dix was a leading figure in social reform during the nineteenth century. She helped establish hospitals for persons suffering from mental illness, challenging the idea that people with mental illness could not be helped.

- 7 Based on this text, Dorothea Dix was part of a movement to — (8.23E, 8.29A)
- A allow women to become medical professionals
 - B expand public education about health
 - C improve care conditions in prisons
 - D reform mental health treatment