

Reform Movements in the United States



Essential Question

How successful were reformers at improving living conditions for Americans in the early 1800s?



About the Photo: Busy port cities brought goods and people across the Atlantic.

In this module you will read about changes in American society and the goals of social reformers. You will also learn about the leaders of social reform movements.

What You Will Learn ...

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The Big Idea The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.

Lesson 2: American Arts. 513
The Big Idea New movements in art and literature influenced many Americans in the early 1800s.

Lesson 3: Reforming Society. 518
The Big Idea Reform movements in the early 1800s affected religion, education, and society.

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The Big Idea The movement to end slavery was the most prominent and divisive effort of reform in the United States in the mid-1800s.

Lesson 5: Women’s Rights. 528
The Big Idea Reformers sought to improve women’s rights in American society.

Explore ONLINE!



VIDEOS, including...

- Abolitionists and the Underground Railroad
- Frederick Douglass

- ✔ Document-Based Investigations
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- ✔ Interactive Games
- ✔ Image with Hotspots: New York City, Mid-1800s
- ✔ Image Carousel: Transcendentalists
- ✔ Image Carousel: Abolitionist Leaders

United States

World

1815

1817 Thomas Gallaudet founds a school for people who have hearing impairments.



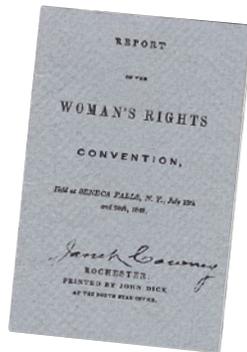
1831 William Lloyd Garrison begins publishing the abolitionist newspaper *The Liberator*.

1824 British laws making trade unions illegal are repealed.



1829 French educator Louis Braille creates a writing system of raised dots for people who are blind.

1835



1848 A major meeting for women's rights—the Seneca Falls Convention—is held in New York.



1845 A potato famine in Ireland increases Irish immigration to the United States.

1848 Revolutionaries attempt to unify German-speaking peoples in central Europe.

1850 Nathaniel Hawthorne publishes *The Scarlet Letter*.

1855

Reading Social Studies

THEME FOCUS:

Society and Culture

The mid-1800s was a time of change in America. Society and culture changed for several reasons: thousands of immigrants arrived in America; women began to work hard for equal rights; and the North and South debated more and more over the slavery issue. Religious beliefs helped shape people's views toward abolition—the move to end slavery—and women's suffrage—the move to give women the right to vote. This module discusses these issues.

READING FOCUS:

Information and Propaganda

Where do you get information about historical events and people? One source is this textbook and others like it. You can expect the authors of your textbook to do their best to present the facts objectively and fairly. But some sources of historical information may have a totally different purpose in mind. For example, advertisements in political campaigns may contain information, but their main purpose is to persuade people to act or think in a certain way.

Recognize Propaganda Techniques Propaganda is created to change people's opinions or get them to act in a certain way. Learn to recognize propaganda techniques, and you will be able to separate propaganda from the facts.

"People who don't support public education are greedy monsters who don't care about children!"

Name Calling Using loaded words, words that create strong positive or negative emotions, to make someone else's ideas seem inappropriate or wrong

"People all around the country are opening free public schools. It's obviously the right thing to do."

Bandwagon Encouraging people to do something because "everyone else is doing it"

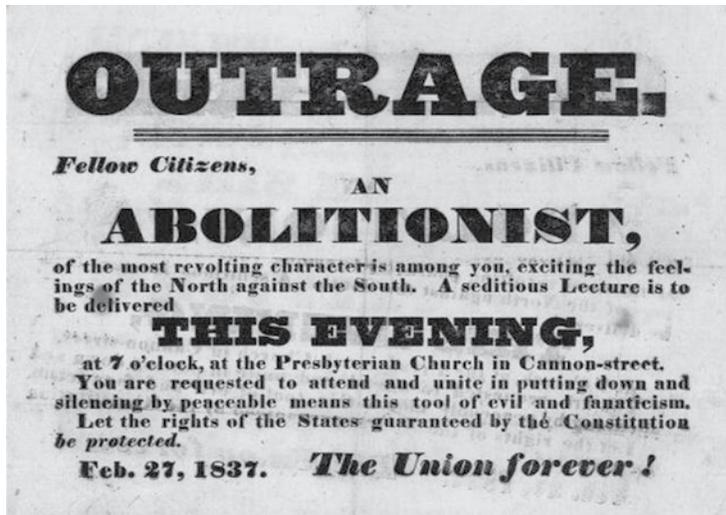
"If we provide free education for all children, everyone will be able to get jobs. Poverty and unemployment will disappear."

Oversimplification Making a complex situation seem simple; a complex problem easy to solve

You Try It!

The flyer below was published in 1837.

Flyer from 1837



After studying the flyer, answer the following questions.

1. What is the purpose of this flyer?
2. Who do you think distributed this flyer?
3. Do you think this flyer is an example of propaganda? Why or why not? If you think it is propaganda, what kind is it?
4. If you were the subject of this flyer, how would you feel? How might you respond to it?

As you read Module 16, look carefully at all the primary sources. Do any of them include examples of propaganda?

Key Terms and People

Lesson 1

nativists
Know-Nothing Party
middle class
tenements

Lesson 2

transcendentalism
Ralph Waldo Emerson
Margaret Fuller
Henry David Thoreau
utopian communities
Nathaniel Hawthorne
Edgar Allan Poe
Emily Dickinson
Henry Wadsworth Longfellow
Walt Whitman

Lesson 3

Second Great Awakening
Charles Grandison Finney
Lyman Beecher
temperance movement
Dorothea Dix
common-school movement
Horace Mann
Catharine Beecher
Thomas Gallaudet

Lesson 4

abolition movement
Lucretia Mott
William Lloyd Garrison
American Anti-Slavery Society
Angelina and Sarah Grimké
Frederick Douglass
Sojourner Truth
Underground Railroad
Harriet Tubman

Lesson 5

Elizabeth Cady Stanton
Seneca Falls Convention
Declaration of Sentiments
Lucy Stone
Susan B. Anthony
Matilda Joslyn Gage

Immigrants and Urban Challenges

The Big Idea

The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.

Main Ideas

- Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
- Industrialization led to the growth of cities.
- American cities experienced urban problems due to rapid growth.

Key Terms

nativists
Know-Nothing Party
middle class
tenements

If YOU were there . . .

It is 1850, and you are a German immigrant standing on the deck of a steamboat, crossing Lake Erie. Other immigrants are on board, but they are strangers to you. Soon, you will arrive at your new home in Cleveland, Ohio. You've been told that other Germans have settled there. You hope to find friends and work as a baker. Right now, America seems very big and very strange.

What would you expect from your new life in America?

Millions of Immigrants Arrive

In the mid-1800s, large numbers of immigrants crossed the Atlantic Ocean to begin new lives in the United States. More than 4 million of them settled in the United States between 1840 and 1860, most from Europe. More than 3 million of these immigrants arrived from Ireland and Germany. Many of them were fleeing economic troubles in their native countries. Some were seeking political or religious freedom.

Fleeing the Irish Potato Famine Most immigrants from the British Isles during that period were Irish. In the mid-1840s, potato blight, a disease that causes rot in potatoes, left many families in Ireland with little food. More than a million Irish people died of starvation and disease. Even more fled to the United States.

Most Irish immigrants were very poor and settled in northeastern cities to look for work. By 1850 the Irish made up one-fifth of the population in seven major cities, including New York, Philadelphia, and Boston. They worked at unskilled jobs in the cities or on building canals and railroads. Irish women often worked as domestic servants for wealthy families, laboring 16 or more hours per day. In 1849 a Boston health committee reported that low wages forced most Irish immigrants to live in poor housing.

An Irish immigrant family could expect hardships in their adopted country, but they could also find greater opportunities for a new and better life.



Still, many immigrants enjoyed a new feeling of equality. Patrick Dunny wrote home to his family about this situation.

“People that cuts a great dash [style] at home . . . think it strange [in the United States] for the humble class of people to get as much respect as themselves.”

—Patrick Dunny, quoted in *Who Built America?* by Bruce Levine et al.

A Failed German Revolution Many Germans also came to the United States during this time. In the early 1800s, many Germans were attracted by the First Amendment protection of religious freedom and came to the United States to escape religious persecution. In 1848 some Germans had staged a revolution against harsh rule. Some educated Germans fled to the United States to escape persecution caused by their political activities. Most German immigrants, however, were working class, and they came for economic reasons. The United States seemed to offer both greater economic opportunity and more freedom from government control. While most Irish immigrants were Catholics, German immigrant groups included Catholics, Jews, and Protestants.

German immigrants were more likely than the Irish to become farmers and live in rural areas. They moved to midwestern states where more land was available. Unlike the Irish, a high percentage of German immigrants arrived in the United States with money. Despite their funds and skills, German immigrants often had to take low-paying jobs. Many German immigrants worked as tailors, seamstresses, bricklayers, servants, clerks, cabinetmakers, bakers, and food merchants.

Anti-Immigration Movements Industrialization and the waves of people from Europe greatly changed the American labor force. While many immigrants went to the Midwest to get farmland, other immigrants filled the need for cheap labor in towns and cities. Industrial jobs in the Northeast attracted many people.

Pull Factors

- Jobs
- Greater freedom and equality
- Abundant land

Push Factors

- Starvation
- Poverty
- Lack of political freedom

Push-Pull Factors of Immigration

Starvation and poverty pushed many Irish families from their homes, while economic opportunities pulled them toward the United States.

Analyze Visuals

How was freedom a push factor and a pull factor?

Academic Vocabulary

implicit understood though not clearly put into words

Yet a great deal of native-born Americans feared losing their jobs to immigrants who might work for lower wages. Some felt **implicitly** threatened by the new immigrants' cultures and religions. For example, before Catholic immigrants arrived, most Americans were Protestants. Conflicts between Catholics and Protestants in Europe caused American Protestants to mistrust Catholic immigrants. Some Protestants believed that Catholics threatened democracy. Those Protestants feared that the pope, the head of the Roman Catholic Church, was plotting to overthrow democracy in America. Those Americans and others who opposed immigration were called **nativists**. In cities such as New York and Boston, nativists formed a secret society. Members promised not to vote for Catholics or immigrants running for political office.

In the 1840s and 1850s some nativists became politically active. An 1844 election flyer gave Americans this warning.

“Look at the . . . thieves and vagabonds [tramps] roaming our streets . . . monopolizing [taking] the business which properly belongs to our own native and true-born citizens.”

—Election flyer, quoted in *Who Built America?*, by Bruce Levine et al.

In 1849 nativists founded a political organization, the **Know-Nothing Party**, that supported measures making it difficult for foreigners to become citizens or hold office. Its members wanted to keep Catholics and immigrants out of public office. They also wanted to require immigrants to live in the United States for 21 years before becoming citizens. Know-Nothing politicians had some success getting elected during the 1850s. Later, disagreements over the issue of slavery caused the party to fall apart. Immigrants continued to come to the United States, and the resulting mix of ethnicities and religions continued to influence American society and culture.

Reading Check

Identify Cause and Effect Why did the Know-Nothing Party try to limit the rights of immigrants?

Rapid Growth of Cities

The Industrial Revolution led to the creation of many new jobs in American cities. These city jobs drew immigrants from many nations as well as migrants from rural parts of the United States. The Transportation Revolution helped connect cities and made it easier for people to move to them. As a result of these two trends, American cities grew rapidly in number and population during the mid-1800s. Cities in the northeastern and Middle Atlantic states grew the most. By the mid-1800s, three-quarters of the country's manufacturing jobs were in these areas.

The rise of industry and the growth of cities changed American life. Those who owned their own businesses or worked in skilled jobs benefited most from those changes. The families of these merchants, manufacturers, professionals, and master craftspeople made up a growing social class. This new **middle class** was a social and economic level between the wealthy and the poor. Those in the new middle class built large, dignified homes that demonstrated their place in society.

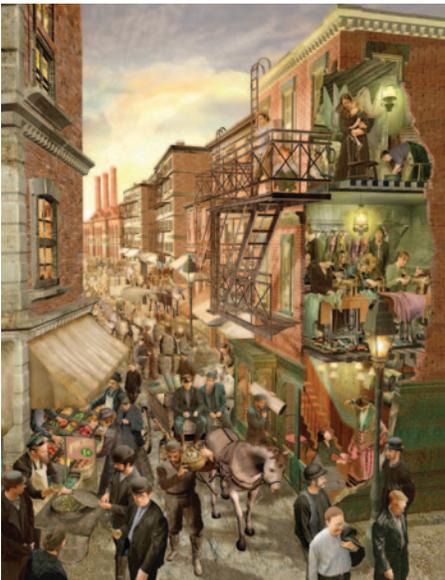
In the growing cities, people found entertainment and an enriched cultural life. Many enjoyed visiting places such as libraries and clubs or attending concerts or lectures. In the mid-1800s people also attended urban theaters. Favorite pastimes included bowling, boxing, and playing cards. The rules of baseball were formalized in 1845, and the game became increasingly popular.

Cities during this time were compact and crowded. Many people lived close enough to their jobs that they could walk to work. Wagons carried goods down streets paved with stones, making a noisy, busy scene. One observer noted that the professionals in New York City always had a "hurried walk."

Reading Check

Summarize

How did the Industrial Revolution affect life in American cities?



In the mid-1800s, cities such as New York City lured thousands of people in search of jobs and a better life. Many city dwellers found living in crowded urban conditions difficult.

Urban Problems

American cities in the mid-1800s faced many challenges due to rapid growth. Because public and private transportation was limited, city residents had to live near their workplaces. In addition, there was a lack of safe housing. Many city dwellers, particularly immigrants, could afford to live only in **tenements**—poorly designed apartment buildings that housed large numbers of people. These structures were often dirty, overcrowded, and unsafe.

Public services were also poor. The majority of cities did not have clean water, public health regulations, or healthful ways to get rid of garbage and human and animal waste. Under these conditions, diseases spread easily and epidemics were common. In 1832 and 1849, for example, New York City suffered cholera epidemics that killed thousands.

City life held other dangers. As urban areas grew, they became centers of criminal activity. Most cities—including New York, Boston, and Philadelphia—had no permanent or organized force to fight crime and violence. Instead, they relied on volunteer night watches, which offered little protection. The violence was often between various ethnic or racial groups, who had different economic and social goals. Immigrants often

came from a mix of social classes, which led to cultural conflicts among groups. Differences in political goals and opinions also led to disagreements between groups.

Fire was another constant and serious danger in crowded cities. There was little organized fire protection. Most cities were served by volunteer fire companies. Firefighters used hand pumps and buckets to put out fires. In addition, there were not enough sanitation workers and road maintenance crews. These shortages and flaws caused health and safety problems for many city residents.

Summary and Preview Immigrants expected a better life in America, but not all Americans welcomed newcomers. The rapid growth of cities caused many problems. In the next lesson you will read about how America developed its own style of art and literature.

Reading Check

Analyze

Information

Why did so many American cities have problems in the mid-1800s?

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. **Identify** Who were the nativists?

b. **Identify** What were the most common religious groups among the Irish and German immigrants?

c. **Compare and Contrast** In what ways were Irish and German immigrants to the United States similar and different?

d. **Analyze** How did the First Amendment's guarantee of religious freedom help change the ethnic and religious makeup of the United States?

e. **Predict** How might the rise of anti-immigrant groups lead to problems in the United States?
- a. **Describe** What led to the growth of cities?

b. **Analyze** How did the rise of industrialization and the growth of cities change American society?
- a. **Describe** What were tenements?

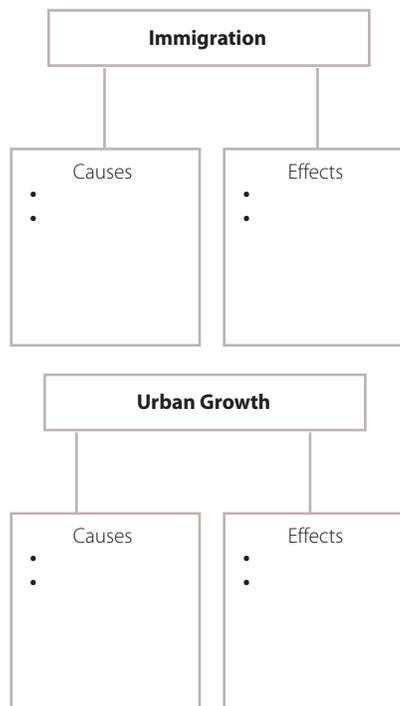
b. **Summarize** What problems affected American cities in the mid-1800s?

c. **Explain** How did religion, social class, and political beliefs cause conflicts between immigrant groups? How were these conflicts resolved?

d. **Evaluate** What do you think was the biggest problem facing cities in the United States? Why?

Critical Thinking

4. **Identify Cause and Effect** In this lesson you learned about the causes and effects of immigration and urban growth. Create a graphic organizer similar to the ones below, identifying the causes and effects of each.



American Arts

The Big Idea

New movements in art and literature influenced many Americans in the early 1800s.

Main Ideas

- Transcendentalists and utopian communities withdrew from American society.
- American Romantic painters and writers made important contributions to art and literature.

Key Terms and People

transcendentalism
 Ralph Waldo Emerson
 Margaret Fuller
 Henry David Thoreau
 utopian communities
 Nathaniel Hawthorne
 Edgar Allan Poe
 Emily Dickinson
 Henry Wadsworth Longfellow
 Walt Whitman

If YOU were there . . .

You are a teacher living in Massachusetts in the 1840s. Some of your neighbors have started an experimental community. They want to live more simply than present-day society allows. They hope to have time to write and think, while still sharing the work. Some people will teach; others will raise food. You think this might be an interesting place to live.

What would you ask the leaders of the community?

Transcendentalists

Some New England writers and philosophers found spiritual wisdom in **transcendentalism**, the belief that people could transcend, or rise above, material things in life. Transcendentalists also believed that people should depend on themselves and their own insights, rather than on outside authorities. Important transcendentalists included **Ralph Waldo Emerson**, **Margaret Fuller**, and **Henry David Thoreau**.

Walden Pond, where Thoreau lived for two years





The First Harvest in the Wilderness painted by Asher Durand is an example of how artists of the Romantic movement celebrated nature in their dramatic paintings.

Academic Vocabulary

abstract expressing a quality or idea without reference to an actual thing

Reading Check

Make Inferences

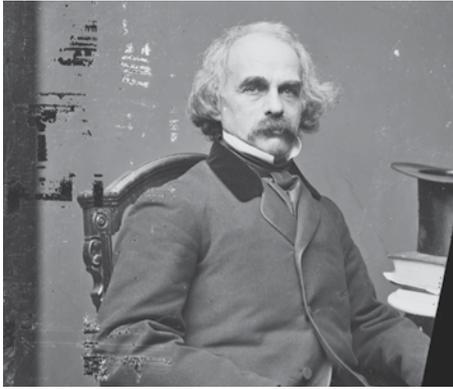
Why did utopian communities only last a short time?

Emerson was a popular writer and thinker who argued that Americans should disregard institutions and follow their own beliefs. “What I must do is all that concerns me, not what the people think,” he wrote in an essay called “Self-Reliance.” Fuller edited the famous transcendentalist publication *The Dial*. Thoreau advised even stronger self-reliance and simple living away from society in natural settings. He wrote his book *Walden* after he lived for two years at Walden Pond.

Some transcendentalists formed a community at Brook Farm, Massachusetts, in the 1840s. It was one of many experiments with **utopian communities**, groups of people who tried to form a perfect society. People in utopian communities pursued **abstract** spirituality and cooperative lifestyles. Communities sprang up in New Harmony, Oneida, and many other places. However, few communities lasted for long.

American Romanticism

Ideas about the simple life and nature also inspired painters and writers in the early and mid-1800s. Some joined the Romantic movement that had begun in Europe. Romanticism involved a great interest in nature, an emphasis on individual expression, and a rejection of many established rules. These painters and writers felt that each person brings a unique view to the world. They believed in using emotion to guide their creative output. Some Romantic artists, like Thomas Cole, painted the American landscape. Their works showed the beauty and wonder of nature in the United States.



Nathaniel Hawthorne was born in Salem, Massachusetts. Much of his writing is set in New England and expresses themes of evil and sin.

Reading Check

Summarize

Who were some American Romantic authors, and why were they important?

Their images contrasted with the huge cities and corruption of nature that many Americans saw as typical of Europe.

Many female writers, like Ann Sophia Stephens, wrote historical fiction that was popular in the mid-1800s. New England writer **Nathaniel Hawthorne** wrote *The Scarlet Letter* during that period. One of the greatest classics of Romantic literature, it explored Puritan life in the 1600s. Hawthorne's friend Herman Melville, a writer and former sailor, wrote novels about the sea, such as *Moby-Dick* and *Billy Budd*. Many people believe that *Moby-Dick* is one of the finest American novels ever written.

American Romantic authors also wrote a great deal of poetry. The poet **Edgar Allan Poe**, also a short-story writer, became famous for a haunting poem called "The Raven." Other gifted American poets included **Emily Dickinson**, **Henry Wadsworth Longfellow**, and **Walt Whitman**. Most of Dickinson's short, thoughtful poems were not published until after her death. Longfellow, the best-known poet of the mid-1800s, wrote popular story-poems, like *The Song of Hiawatha*. Whitman praised American individualism and democracy in his simple, unrhymed poetry. In his poetry collection *Leaves of Grass*, he wrote, "The United States themselves are essentially the greatest poem."

Summary and Preview American Romantic artists and authors were inspired by ideas about the simple life, nature, and spirituality. In the next lesson you will learn about ideas that changed American society.

Lesson 2 Assessment

Review Ideas, Terms, and People

- a. Identify** What were the main teachings of transcendentalism?

b. Summarize What was one of the utopian communities established in the United States, and what was its goal?

c. Elaborate Do you agree with transcendentalists that Americans put too much emphasis on institutions and traditions? Explain your answer.
- a. Recall** Who were some important American authors and poets at this time?

b. Explain What ideas did artists in the Romantic movement express?

c. Evaluate Do you think the Romantic movement was important to American culture? Explain.

Critical Thinking

- Compare and Contrast** In this lesson you learned about new movements in art and literature in the mid-1800s. Create a graphic organizer similar to the one below and use it to show the similarities and differences between the two movements.



Literature in History

Literature of the Young Nation: Romanticism and Realism

Word Help

belfry bell tower

muster gathering

barrack building
where soldiers meet

grenadiers
soldiers who
belong to a special
regiment

❶ When the poem was written, there were still a few people alive who had lived during the Revolution.

❷ Longfellow uses poetic language to make Revere's story more dramatic.

❸ The sounds of the night are described to help the reader feel the excitement.

About the Reading “Paul Revere’s Ride” was published in a book called *Tales of a Wayside Inn*. The book is a collection of poems that tell well-known stories from history and mythology. By including the story of Paul Revere with other famous stories, Longfellow helped increase the importance of Paul Revere’s ride.

As You Read Notice how Longfellow describes Revere as a hero.

From “Paul Revere’s Ride” from *Tales of a Wayside Inn* by Henry Wadsworth Longfellow (1807–1882)

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year. ❶

He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every . . . village and farm,
For the country folk to be up and to arm.” ❷

Meanwhile, his friend, through alley and street
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore. ❸

Literature in History, continued

Word Help

lame disabled

irascible difficult

bliss happiness

ambition hope for the future

affliction problem

pathetic very sad

perpetual
constant

❶ Some women kept companions to help entertain them and perform small chores. *Why might Jo not want to be a companion?*

❷ *How was Jo different from most women in the 1880s?*

❸ *What might Jo be able to do for work in the 1800s?*

About the Reading *Little Women* is a novel about four sisters living in a small New England town before the Civil War. Still popular with young people today, *Little Women* describes a family much like the one Louisa May Alcott grew up in. Alcott based the main character, Jo March, on herself. Like Alcott, Jo was different from most women of her time. She was outspoken, eager for adventure, and in conflict with the role her society expected her to play.

As You Read Try to understand how Jo is different from Aunt March.

From *Little Women*

by Louisa May Alcott (1832–1888)

Jo happened to suit Aunt March, who was lame and needed an active person to wait upon her. The childless old lady had offered to adopt one of the girls when the troubles came, and was much offended because her offer was declined . . .

The old lady wouldn't speak to them for a time, but happening to meet Jo at a friend's, . . . she proposed to take her for a companion. ❶ This did not suit Jo at all, but she accepted the place since nothing better appeared, and to everyone's surprise, got on remarkably well with her irascible relative . . .

I suspect that the real attraction was a large library of fine books, which was left to dust and spiders since Uncle March died . . . The dim, dusty room, with the busts staring down from the tall bookcases, the cozy chairs, the globes, and, best of all, the wilderness of books, in which she could wander where she liked, made the library a region of bliss to her . . . ❷

Jo's ambition was to do something very splendid. What it was she had no idea, as yet, but left it for time to tell her, and, meanwhile, found her greatest affliction in the fact that she couldn't read, run, and ride as much as she liked. ❸ A quick temper, sharp tongue, and restless spirit were always getting her into scrapes, and her life was a series of ups and downs, which were both comic and pathetic. But the training she received at Aunt March's was just what she needed, and the thought that she was doing something to support herself made her happy in spite of the perpetual "Josy-phine!"

Connect Literature to History

1. **Draw Conclusions** Henry Wadsworth Longfellow was the most popular American poet of his time. How does his version of Paul Revere's ride increase the importance of the story?
2. **Compare and Contrast** The lives of women in the 1800s were very different from the lives of women today. How does this excerpt of *Little Women* show some similarities and differences between now and then?

Reforming Society

The Big Idea

Reform movements in the early 1800s affected religion, education, and society.

Main Ideas

- The Second Great Awakening sparked interest in religion.
- Social reformers began to speak out about temperance and prison reform.
- Improvements in education reform affected many segments of the population.
- Northern African American communities became involved in reform efforts.

Key Terms and People

Second Great Awakening
 Charles Grandison Finney
 Lyman Beecher
 temperance movement
 Dorothea Dix
 common-school movement
 Horace Mann
 Catharine Beecher
 Thomas Gallaudet

If YOU were there . . .

You live in New York State in the 1850s. You are the oldest daughter in your family. Since childhood you have loved mathematics, which puzzles your family. Your sisters are happy learning to sew and cook and run a household. You want more. You know that there is a female seminary nearby, where you could study and learn much more. But your parents are undecided.

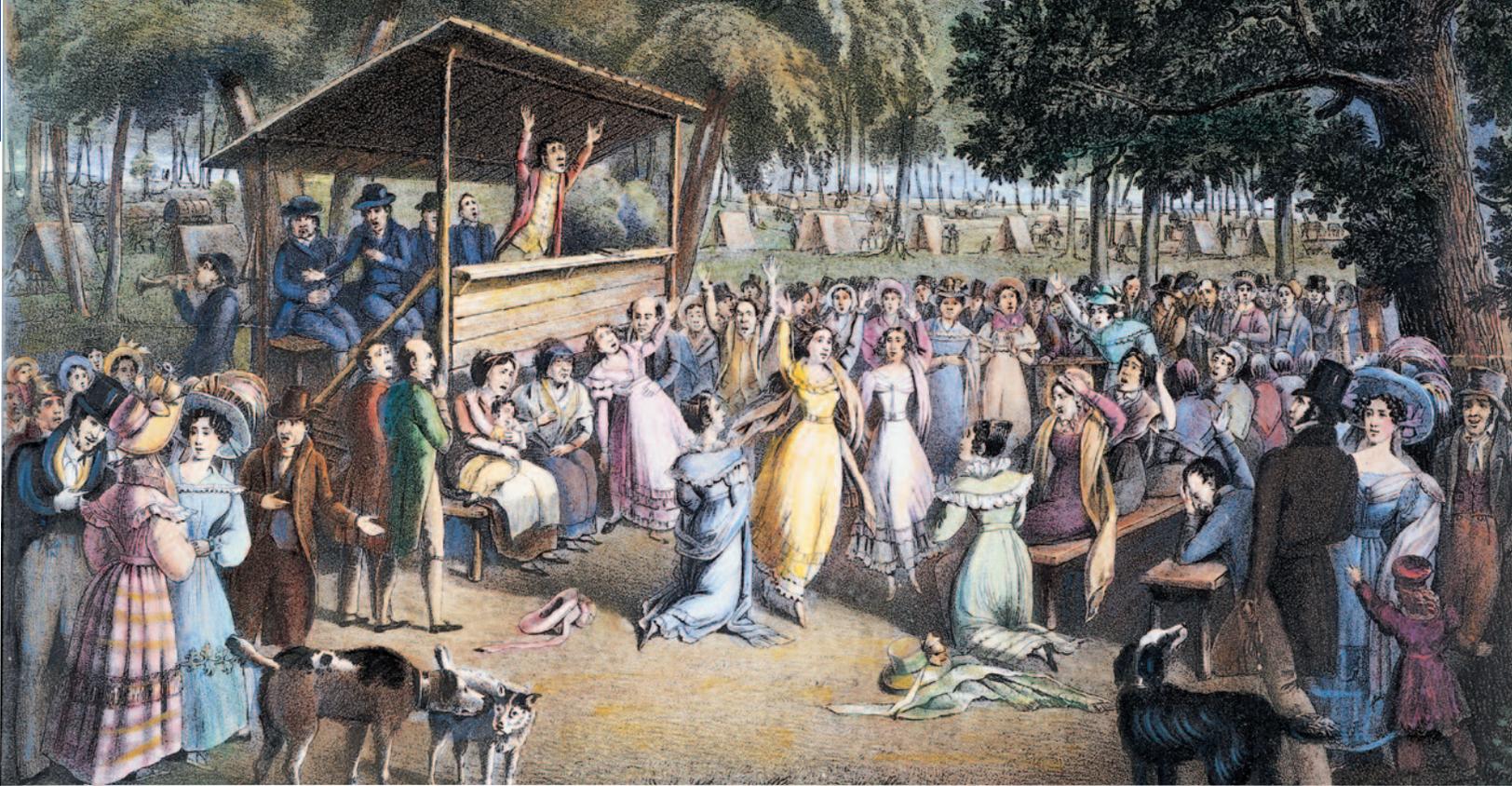
How might you persuade your parents to send you to the school?

Second Great Awakening

During the 1790s and early 1800s, some Americans felt there was a strong need for religious reform and took part in a Christian renewal movement called the **Second Great Awakening**. It swept through towns across upstate New York and through the frontier regions of Kentucky, Ohio, Tennessee, and South Carolina. By the 1820s and 1830s, this new interest in religion had spread to New England and the South.

Charles Grandison Finney was one of the most important leaders of the Second Great Awakening. After experiencing a dramatic religious conversion in 1821, Finney left his career as a lawyer and began preaching. He challenged some traditional Protestant beliefs, telling congregations that each individual was responsible for his or her own salvation. He also believed that sin was avoidable. Finney held revivals, emotional prayer meetings that lasted for days. Many people converted to Christianity during these revivals. Finney told new converts to prove their faith by doing good deeds.

Finney's style of preaching and his ideas angered some traditional ministers, like Boston's **Lyman Beecher**. Beecher wanted to prevent Finney from holding revivals in his city. "You mean to carry a streak of fire to Boston. If you attempt it, as the Lord liveth, I'll meet you . . . and fight every inch of the way." Despite the opposition of Beecher and other traditional



The Second Great Awakening saw the growth of revivals such as the one shown here. Revivals were designed to reawaken religious feelings.

Reading Check

Draw Conclusions
What impact did the Second Great Awakening have on religion in America?

ministers, Finney's appeal remained powerful. Also, the First Amendment guarantee of freedom of religion prevented the government from passing laws banning the new religious practices. Ministers were therefore free to spread their message of faith and salvation to whoever wished to listen.

Due to the efforts of Finney and his followers, church membership across the country grew a great deal during the Second Great Awakening. Many new church members were women and African Americans. The African Methodist Episcopal Church was formed and spread across the Middle Atlantic states. Although the movement had begun in the Northeast and on the frontier, the Second Great Awakening renewed some people's religious faith throughout America.

Social Reformers Speak Out

Renewed religious faith often led to involvement in movements to fix the problems created by urban growth. One solution was political action. For example, in 1844 New York City created the first city police force.

Members of the growing middle class, especially women, often led the efforts. Many of the women did not work outside the home and had servants to care for their households. This gave them time to work in reform groups.

Temperance Movement Many social reformers worked to prevent alcohol abuse. They believed that Americans drank too much. In the 1830s, on average, an American consumed seven gallons of alcohol per year. Countless Americans thought that alcohol abuse caused social problems, such as family violence, poverty, and criminal behavior.



The temperance movement, an effort to convince people to avoid drinking alcohol, promoted abstinence with posters like the one shown here.

Americans' worries about the effects of alcohol on people led to the growth of a **temperance movement**. This reform effort urged people to use self-discipline to stop drinking hard liquor.

Reformers asked people to limit themselves to beer and wine in small amounts. Groups like the American Temperance Society and the American Temperance Union helped to spread the message. Minister Lyman Beecher spoke widely about the evils of alcohol. He claimed that people who drank alcohol were “neglecting the education of their families—and corrupting their morals.” As a result of the temperance movement, the legislators of the state of Maine outlawed alcohol in 1851. Over the next several years, the legislators of 12 other states outlawed it as well.

Prison Reform Another target of reform was the prison system. **Dorothea Dix** was a middle-class reformer who visited prisons throughout Massachusetts beginning in 1841. Dix reported that mentally ill people frequently were jailed with criminals. They were sometimes left in dark cells without clothes or heat and were chained to the walls and beaten. Dix spoke of what she saw to the state legislature.

In response, the Massachusetts government built facilities for the mentally ill. Dix's work had a nationwide effect. Eventually, more than 100 state hospitals were built to give mentally ill people professional care.

Prisons also held runaway children and orphans. Some had survived only by begging or stealing, and they got the same punishment as adult criminals. Boston mayor Josiah Quincy asked that young offenders receive different punishments than adults. In the 1820s several state and local governments founded reform schools for children who had been housed in prisons. There, children lived under strict rules and learned useful skills.

Some reformers also tried to end the overcrowding and cruel conditions in prisons. Their efforts led to the creation of houses of correction. These institutions did not use punishment alone to change behavior. They also offered prisoners education.

Improvements in Education

Another challenge facing America in the early 1800s was poor public education. During this era, childhood was beginning to be viewed as a separate stage of life in which education was of the utmost importance in creating responsible citizens. However, many children worked in factories or on farms to help support their families. If children could read the Bible, write, and do simple math, that was often considered to be enough.

Reading Check
Summarize How did reformers change the punishment of criminals?

Education in the Early 1800s The availability of education varied widely. New England had the most schools, while the South and the West had the fewest. Few teachers were trained. Schoolhouses were small, and students of all ages and levels worked in one room.

McGuffey's Readers were the most popular textbooks. William Holmes McGuffey, an educator and minister, put selections from British and American literature in them as well as instruction in moral and social values.

Social background and wealth affected the quality of education. Rich families sent children to private schools or hired tutors. However, poor children had only public schools. Girls could go to school, but parents usually thought that girls needed little education and kept them home. Therefore, few girls learned to read.



This photograph shows a Washington, DC, classroom inspired by the ideas of Horace Mann.

Common-School Movement People in the **common-school movement** wanted all children taught in a common place, regardless of background. **Horace Mann** was a leader of this movement.

In 1837 Mann became Massachusetts's first secretary of education. He convinced the state to double its school budget and raise teachers' salaries. He lengthened the school year and began the first school for teacher training. Mann's success set a standard for education reform throughout the country.

Women's Education Education reform created greater opportunities for women. **Catharine Beecher** started an all-female academy in Hartford, Connecticut. The first college-level educational institution available to women was the Troy Female Seminary, opened by Emma Willard in 1821. Several other women's colleges opened during the 1830s, including Mount Holyoke College. The first medical college for women, who were barred from men's medical schools, opened in Boston in 1848.

BIOGRAPHY

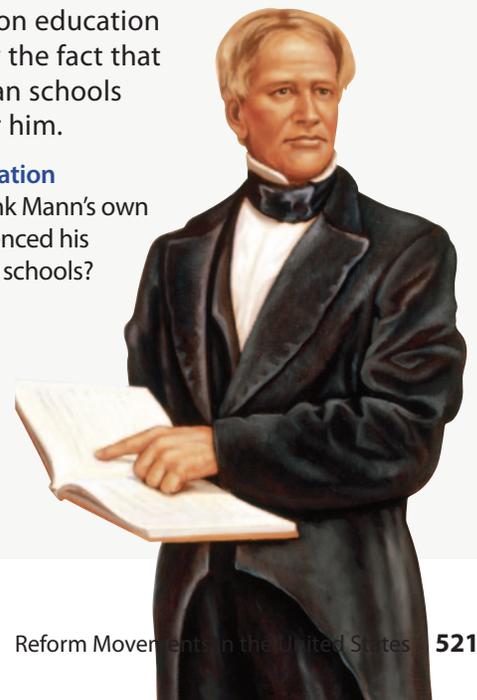
Horace Mann 1796–1859

Born in Franklin, Massachusetts, Mann had little schooling, but he educated himself well enough at the local library to get into Brown University and attend law school. Despite a busy law practice, he served in the Massachusetts legislature for ten years. He was also an outspoken advocate for public education. In 1837 the state created the post of secretary of education for him. His achievements in that office made him famous. He later served in the U.S. House of Representatives and as president of Antioch College in Ohio.

His influence on education is reflected by the fact that many American schools are named for him.

Analyze Information

How do you think Mann's own education influenced his desire for public schools?



Reading Check

Summarize

What were Horace Mann's achievements?

Teaching People with Special Needs Efforts to improve education also helped people with special needs. In 1831 Samuel Gridley Howe opened the Perkins School for the Blind in Massachusetts. Howe traveled widely, talking about teaching people with visual impairment. **Thomas Gallaudet** improved the education and lives of people with hearing impairments. He founded the first free American school for hearing-impaired people in 1817.

African American Communities

Free African Americans usually lived in segregated, or separate, communities in the North. Most of them lived in cities such as New York, Boston, and Philadelphia. Community leaders were often influenced by the Second Great Awakening and its spirit of reform.

Founded by former slave Richard Allen, the Free African Religious Society became a model for other groups that pressed for racial equality and the education of blacks. In 1816 Allen became the first bishop of the African Methodist Episcopal Church, or AME Church. This church broke away from white Methodist churches after African Americans were treated poorly in some white congregations.

Other influential African Americans of the time, such as Alexander Crummel, pushed for the creation of schools for black Americans. The New York African Free School in New York City educated hundreds of children, many of whom became brilliant scholars and important African American leaders. Philadelphia also had a long history of educating African Americans. This was largely because Philadelphia was a center of Quaker influence, and the Quakers believed strongly in equality. The city ran seven schools for African American students by the year 1800. In 1820 Boston followed Philadelphia's lead and opened a separate

This photograph of the Oberlin College class of 1855 shows the expansion of education for women as well as the slow integration of African Americans into previously white colleges.



elementary school for African American children. The city began allowing them to attend school with whites in 1855.

African Americans rarely attended college because few colleges would accept them. In 1835 Oberlin College became the first to do so. Harvard University soon admitted African Americans, too. Several African American colleges were founded beginning in the 1840s. In 1842 the Institute for Colored Youth opened in Philadelphia. Avery College, also in Pennsylvania, was founded in 1849.

While free African Americans had some opportunities to attend school in the North and Midwest, few had this chance in the South. Laws in the South barred most enslaved people from getting any education, even at the primary school level. While some slaves learned to read on their own, they almost always did so in secret. Slaveholders were fearful that education and knowledge in general might encourage a spirit of revolt among enslaved African Americans.

Reading Check

Draw Conclusions

Why was it difficult for African Americans to get an education in the South in the early 1800s?

Summary and Preview The efforts of reformers led to improvements in many aspects of American life in the early to mid-1800s. In the next lesson you will learn about reform-minded people who opposed the practice of slavery.

Lesson 3 Assessment

Review Ideas, Terms, and People

- a. Identify** What was the Second Great Awakening, and who was one of its leaders?

b. Identify What was one cause of the Second Great Awakening?

c. Summarize What effects did the Second Great Awakening have on religion in the United States?
- a. Identify** What role did Dorothea Dix play in social reforms of the early 1800s?

b. Summarize What different reforms helped improve the U.S. prison system?

c. Elaborate How might the Second Great Awakening have led to the growth of social reform movements?
- a. Identify** What was the common-school movement, and who was one of its leaders?

b. Analyze Why did reformers set out to improve education in the United States?

c. Evaluate Do you think Horace Mann's ideas for educational reform were good ones? Explain.

4. a. Recall In what cities were the first public schools for African Americans located?

b. Draw Conclusions How did free African Americans benefit from educational reforms?

Critical Thinking

- 5. Categorize** In this lesson you learned about key reform movements in the early to mid-1800s. Create a chart similar to the one below to identify the leaders and accomplishments of each reform movement.

Movement	Leaders	Accomplishments
Prison and Mental Health Reform		
Temperance		
Education		

Abolition

The Big Idea

The movement to end slavery was the most prominent and divisive effort of reform in the United States in the mid-1800s.

Main Ideas

- Abolitionist leaders used a variety of methods in their campaign against slavery in the United States.
- The Underground Railroad was an informal network that helped enslaved Africans escape to freedom.
- Even as the movement grew, many Americans remained opposed to ending slavery.

Key Terms and People

abolition movement
 Lucretia Mott
 William Lloyd Garrison
 American Anti-Slavery Society
 Angelina and Sarah Grimké
 Frederick Douglass
 Sojourner Truth
 Underground Railroad
 Harriet Tubman

If YOU were there . . .

You live in South Carolina in the 1850s. You are invited by a friend to hear Angelina and Sarah Grimké, two southerners fighting to abolish slavery, speak at your friend's house. Your father is a slaveholder, and you know he disapproves of abolition and the Grimké sisters. You are interested in hearing what they have to say. But you know this might get you in trouble with your father and other family members.

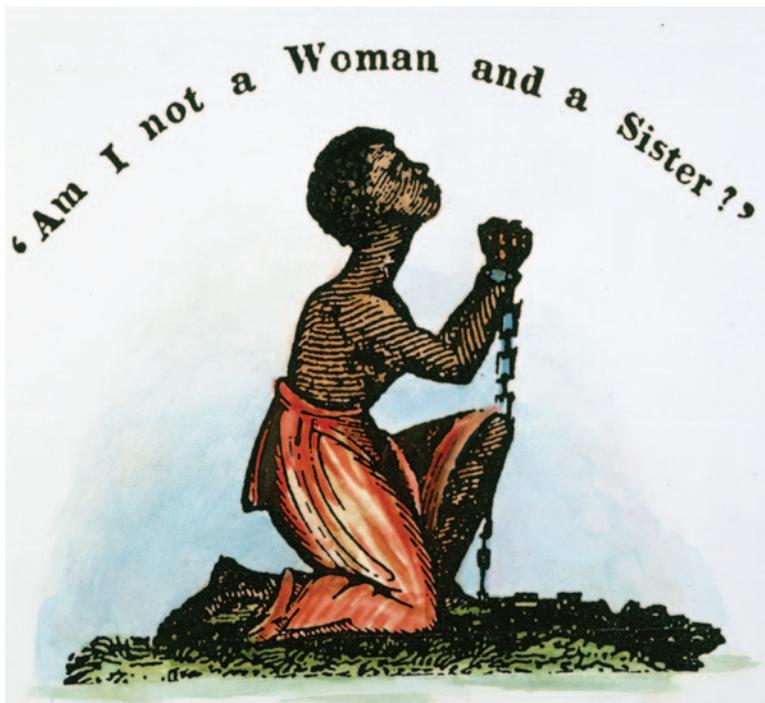
Would you attend the meeting? Why?

Demanding an End to Slavery

Since the beginning of slavery in the United States, enslaved people made efforts to escape their difficult lives. However, the number of escape attempts increased sharply during the 1830s. These courageous slaves may have been encouraged by a small movement that was gaining support in the North. The **abolition movement** was a campaign to abolish, or end, slavery. This movement grew into one of the largest reform movements of the mid-1800s. No other movement attracted as many followers or had such an impact on the history of the United States. Supporters of the abolition movement were called abolitionists, and they included men and women as well as blacks and whites from both the North and the South.

Religious Roots The abolition movement had deep roots in religion. Since the colonial period, the Quakers were among the first groups to challenge slavery on religious grounds, believing it to be immoral. Pennsylvania, with many Quaker residents, was a center of activity, with the Pennsylvania Abolition Society established in 1775. Other religious leaders published pamphlets and gave speeches that encouraged many Americans to support the cause.

The rebirth of religious fervor in the Second Great Awakening also contributed to the rise of the abolition movement.



This engraving highlighted the connections between the antislavery movement and the women's rights movement in the mid-1800s.

Many religious people in the North saw slavery as a clear moral wrong that went directly against their beliefs. Many joined reform societies to campaign against slavery. By 1836 more than 500 of these groups existed.

However, antislavery reformers did not always agree on the details. They differed over how much equality they thought African Americans should have. Some believed that African Americans should be treated as equal to white Americans, while others were against full political and social equality. **Lucretia Mott** founded the Philadelphia Female Anti-Slavery Society in 1833, when women were prohibited from joining the American Anti-Slavery Society. This organization, unlike some others, had both white and black members from its beginnings.

Abolitionist Leaders One of the most outspoken abolitionists was a Philadelphia journalist named **William Lloyd Garrison**. In 1828 he was convinced by a Quaker friend to join the abolition movement and soon became its leading spokesperson. Although many abolitionists favored a gradual abolition of slavery, Garrison demanded that it be abolished immediately. In 1831 he began publishing an abolitionist newspaper called the *Liberator*. He continued to publish the paper until slavery was abolished 35 years later.

In 1833 he helped found the **American Anti-Slavery Society**, the most influential abolitionist group to call for the immediate end to slavery in the United States. By 1840 the society's membership was almost 200,000. In the same year, however, the society split into two groups. One wanted immediate freedom for enslaved African Americans and a bigger role for women. The other wanted gradual emancipation and for women to play a minor role in the movement.

As in other reform movements of the time, however, women played a major role in the abolition campaign. Two outspoken campaigners for the movement were **Angelina and Sarah Grimké**. Daughters of a South Carolina plantation owner, the Grimké sisters witnessed the suffering of slaves firsthand. Angelina Grimké wrote a pamphlet trying to recruit other white southern women to the cause. Their vocal and public support of the movement earned them the disapproval of their community. They eventually moved to the North, where they not only fought against slavery but also for the rights of women. After moving to Philadelphia, the sisters wrote *American Slavery As It Is*. This book was considered to be one of the most important antislavery works of its time.

Like the Grimké, **Frederick Douglass** supported women's rights. He was a featured speaker at the Seneca Falls Convention. But he is most remembered for his work as an abolitionist. Born into slavery in Maryland, Douglass escaped when he was 20. His intelligence and speech-making skills eventually earned him a place as a popular speaker to antislavery audiences. In 1845 he published his autobiography, *Narrative of the Life of Frederick Douglass*. In writing about his quest to escape slavery, Douglass stated, "You have seen how a man was made a slave, you shall now see how a slave was made a man." Douglass went on to publish an abolitionist newspaper called *The North Star*. His firsthand experience, his writings, and his powerful speeches made Douglass one of the most influential abolitionists in the United States.

Another former slave, **Sojourner Truth**, also contributed to the abolitionist cause. She believed God had called her to travel around the United States and preach the truth about slavery as well as about women's rights. With her deep voice and quick wit, Truth became legendary in the antislavery movement for her fiery and dramatic speeches, especially her "Ain't I a Woman" speech given in 1851.

Escape to the North

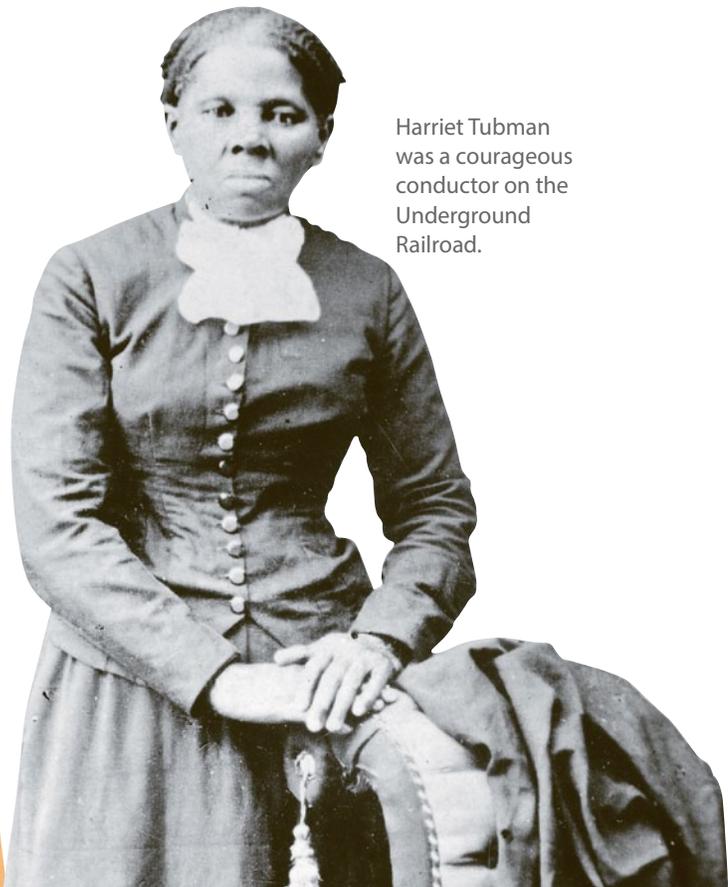
In their attempt to escape their enslavement, many enslaved people tried to reach the free states of the North or get as far as Canada or Mexico, where slavery was illegal. Over the years an informal, constantly changing network of escape routes developed. By the 1830s a loosely organized group had begun helping slaves escape from the South. Known as the **Underground Railroad**, the organization was not an actual railroad but a network of people who arranged transportation and hiding places for fugitives, or escaped slaves.

Reading Check

Find Main Ideas

What methods did abolitionists use to gain support for their cause?

Frederick Douglass began publishing *The North Star*, an abolitionist newspaper, in 1847.



Harriet Tubman was a courageous conductor on the Underground Railroad.

Reading Check
Make Inferences
Why do you think the routes of the Underground Railroad constantly changed?

Sympathetic white people and free blacks provided escapees with food, hiding places, and directions to their next destination, closer to free territory. Despite the lack of any real structure, the Underground Railroad managed to achieve dramatic results. The most famous conductor on the Underground Railroad was **Harriet Tubman**. Tubman had escaped slavery herself, and she helped many others on their journey to freedom. She returned to the South nearly 20 times, successfully leading her family and more than 300 other slaves to freedom.

Opposing Abolition

The majority of white southerners did not own slaves. To those who were slaveholders, the abolition movement was an outrage. They viewed the movement as an attack on their livelihood, their way of life, and even their religion.

Southern ministers built arguments attempting to justify slavery in biblical terms. Slaveholders and politicians argued that slavery was essential to the production of cotton and the health of the economy. Even in the North, to many this was a powerful argument.

In fact, there was support for, and toleration of, slavery in the North. To northern workers, freedom for slaves meant more competition for jobs. Even Congress obstructed the efforts of abolitionists by establishing a gag rule that forbade members of Congress from discussing antislavery petitions. Still the pressure to abolish slavery was undeniable. Frederick Douglass said the issue of slavery was “the great, paramount, imperative, and all-commanding question for this age and nation to solve.” This proved all too true, as the tensions regarding slavery soon would rip the nation apart.

Summary and Preview The abolition movement led to increased tensions and conflict among Americans during the mid-1800s. In the next lesson you will learn about women’s rights.

Reading Check
Summarize
What arguments were used against the abolishment of slavery?

Lesson 4 Assessment

Review Ideas, Terms, and People

- a. Identify** Who was William Lloyd Garrison?

b. Draw Conclusions Why do you think it was necessary for Angelina and Sarah Grimké to move to the North?

c. Elaborate What do you think made Frederick Douglass such an effective abolitionist?
- a. Describe** What was the Underground Railroad, and how did it work?

b. Draw Conclusions Why do you think Harriet Tubman was willing to risk her freedom by helping others escape on the Underground Railroad?

c. Evaluate What words would best describe the experiences of traveling on the Underground Railroad?

- a. Describe** How did Congress restrict progress of the abolition movement?

b. Analyze Why did some Americans oppose equality for African Americans?

c. Predict How might the conflicting opinions over slavery lead to conflict in the future?

Critical Thinking

- Identify Cause and Effect** In this lesson you learned about the abolition movement and its leaders. Create a graphic organizer similar to the one below to list each key individual of the movement and their contribution.

Individual	Contribution to Abolition

Women's Rights

The Big Idea

Reformers sought to improve women's rights in American society.

Main Ideas

- Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
- Calls for women's rights met opposition from men and women.
- The Seneca Falls Convention launched the first organized women's rights movement in the United States.

Key Terms and People

Elizabeth Cady Stanton
Seneca Falls Convention
Declaration of Sentiments
Lucy Stone
Susan B. Anthony
Matilda Joslyn Gage

The Grimké sisters, Sarah and Angelina, fought for rights for African Americans and women.

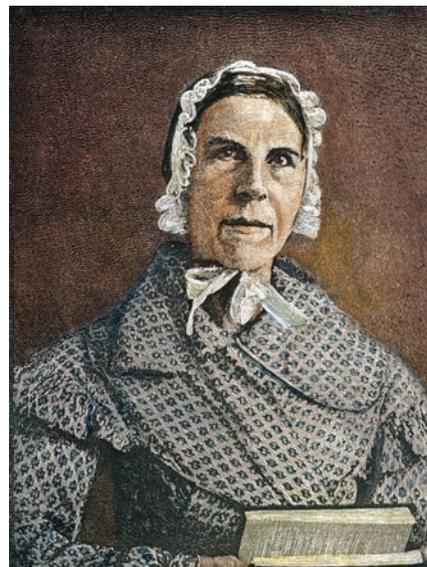
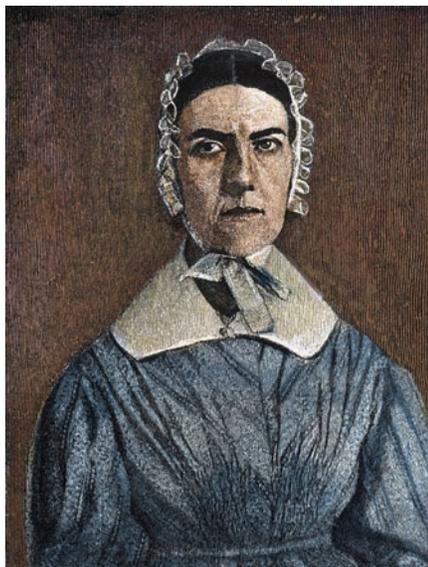
If YOU were there . . .

You are a schoolteacher in New York State in 1848. Although you earn a small salary, you still live at home. Your father does not believe that unmarried women should live alone or look after their own money. One day in a shop, you see a poster about a public meeting to discuss women's rights. You know your father will be angry if you go to the meeting. But you are very curious.

Would you attend the meeting? Why?

Women's Struggle for Equal Rights

Fighting for the rights of African Americans led many female abolitionists to fight for women's rights. In the mid-1800s, these women found that they had to defend their right to speak in public, particularly when a woman addressed both men and women. For example, members of the press, the clergy, and even some male abolitionists criticized the Grimké sisters. These critics thought that the sisters should not give public speeches. They did not want women to leave their traditional female roles. The Grimkés protested that women had a moral duty to lead the antislavery movement.



Early Writings for Women’s Rights In 1838 Sarah Grimké published a pamphlet arguing for equal rights for women. She titled it *Letters on the Equality of the Sexes and the Condition of Women*.

“I ask no favors for my sex . . . All I ask our brethren [brothers] is that they will take their feet from off our necks, and permit us to stand upright on that ground which God designed us to occupy.”

—Sarah Grimké, *Letter on the Equality of the Sexes and the Condition of Women*
Addressed to Mary S. Parker

Sarah Grimké also argued for equal educational opportunities. She pointed out laws that negatively affected women. In addition, she demanded equal pay for equal work.

Sarah Grimké never married. She explained that the government did not protect the rights of women. The laws of the day gave a husband complete control of his wife’s property. Therefore, she feared that by marrying, she would become more like a slave than a wife. Her sister, Angelina, did marry, but she refused to promise to obey her husband during their marriage ceremony. She married Theodore Weld, an abolitionist. Weld agreed to give up his legal right to control her property after they married. For the Grimkés, the abolitionist principles and women’s rights principles were identical.

In 1845 the famous transcendentalist Margaret Fuller published *Woman in the Nineteenth Century*. This book used well-known sayings to explain the role of women in American society. Fuller used democratic and transcendentalist principles to stress the importance of individualism to all people, especially women. The book influenced many leaders of the women’s rights movement.

Sojourner Truth Sojourner Truth was another powerful supporter of both abolition and women’s rights. She had been born into slavery in about 1797. Her birth name was Isabella Baumfree. She took the name Sojourner Truth because she felt that her mission was to be a sojourner, or traveler, and spread the truth. Though she never learned to read or write, she impressed many well-educated people. One person who thought highly of her was the author Harriet Beecher Stowe. Stowe said that she had never spoken “with anyone who had more . . . personal presence than this woman.” Truth stood six feet tall and was a confident speaker.

In 1851 Truth gave a speech that is often quoted to this day.

“That man over here says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages or over mud puddles, or gives me any best place . . . Look at me! I have ploughed and planted and . . . no man could head [outwork] me. And ain’t I a woman?”

—Sojourner Truth, Delivered at the 1851 Women’s Convention, Akron, Ohio

Truth, the Grimké sisters, and other supporters of the women’s movement were determined to be heard.

Reading Check

Make Inferences

Why would reformers link the issues of abolition and women’s rights?

Antisuffragists

As the suffrage movement picked up speed, opponents to women's suffrage also began to organize. Antisuffragists argued that women's suffrage would distract women from building strong families and improving communities.



Opposing the Call for Women's Rights

Publications about women's rights first appeared in the United States shortly after the American Revolution. However, women's concerns did not become a national issue with strong opposition for many more years.

The Movement Grows The change took place when women took a more active and leading role in reform and abolition. Other social changes also led to the rise of the women's movement. Women took advantage of better educational opportunities in the early 1800s. Their efforts on behalf of reform groups helped them learn how to organize more effectively and to work together.

Another benefit of reform-group work was that some men began to fight for women's rights. Many activists, both men and women, found it unacceptable that women were denied the democratic right to vote or sit on juries. They were also upset that married women in many states had little or no control over their own property.

Opposition to Women's Rights Like the abolitionist movement, the struggle for women's rights faced opposition. Many people did not agree with some of the goals of the women's rights movement. Some women believed that they did not need new rights. They said that women were not unequal to men, only different. Some critics believed that women should not try to work in public for social changes. Women were welcome to work for social change, but only from within their homes. "Let her not look away from her own little family circle for the means of producing moral and social reforms," wrote T. S. Arthur. His advice appeared in a popular women's magazine called *The Lady at Home*.

Reading Check
Draw Conclusions
Why did some men and women think that the women's rights movement was misguided?

Some people also thought that women lacked the physical or mental strength to survive without men's protection. They believed that a woman should go from the protection of her father's home to that of her husband's. They also thought that women could not cope with the outside world; therefore, a husband should control his wife's property. Despite opposition, women continued to pursue their goal of greater rights.

Seneca Falls Convention

In 1840 **Elizabeth Cady Stanton** attended the World's Anti-Slavery Convention in London, England, while on her honeymoon. She discovered that, unlike her husband, she was not allowed to participate. All women in attendance had to sit behind a curtain in a separate gallery of the convention hall. William Lloyd Garrison, who had helped found the American Anti-Slavery Society, sat with them in protest.

The treatment of women abolitionists at the convention angered Stanton and her new friend, Lucretia Mott, a Quaker, abolitionist, and women's rights advocate from Massachusetts. Apparently, even many abolitionists did not think that women were equal to men. Stanton and Mott wanted to change this, so they planned to "form a society to advance the rights of

BIOGRAPHY

Elizabeth Cady Stanton 1815–1902

Elizabeth Cady Stanton was born in Johnstown, New York. She married a prominent abolitionist and settled in Seneca Falls, New York, where she had seven children. Later in life she traveled widely, giving lectures and speeches across the country.

Stanton and fellow activist Lucretia Mott organized the

nation's first women's rights convention, at Seneca Falls in 1848. She and Susan B. Anthony founded the National Woman Suffrage Association in 1869. For nearly six decades, she spoke and wrote passionately about women's rights.

Stanton helped author the Declaration of Sentiments, which demanded equal rights for women, including the right to vote. A brilliant speaker and debater, Stanton spoke out against laws that kept married women from owning property, earning wages, and keeping custody of their children.

Find Main Ideas

What problems did Stanton try to correct? What problems did she face in accomplishing her goals?



7
FREDERICK DOUGLASS, AMY POST, CATHARINE
STEBBINS, and ELIZABETH C. STANTON, and was
unanimously adopted, as follows:

DECLARATION OF SENTIMENTS.

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.—Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed

Declaration of Sentiments

At the 1848 Seneca Falls Convention, 100 people signed the Declaration of Sentiments, a document declaring the rights of women. The wording of the document purposely echoed the Declaration of Independence.

The authors use the same words that are in the Declaration of Independence, but include women.

Here the women demand that they become a part of government.

*We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain **inalienable**¹ rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse **allegiance**² to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.*

¹ *inalienable* not able to be taken away ² *allegiance* loyalty

Analyze Historical Sources

Why would women want to use the Declaration of Independence as a source for their own declaration?

women.” Eight years passed before Stanton and Mott finally announced the **Seneca Falls Convention**, the first public meeting about women’s rights held in the United States. It opened on July 19, 1848, in Seneca Falls, New York.

Declaration of Sentiments The convention organizers wrote a **Declaration of Sentiments**. This document detailed beliefs about social injustice toward women. They used the Declaration of Independence as the basis for the language for their Declaration of Sentiments. The authors included 18 charges against men—the same number that had been charged against King George III. The Declaration of Sentiments was signed by some 100 people.

About 240 people attended the Seneca Falls Convention, including men such as abolitionist Frederick Douglass. Many other reformers who also worked in the temperance and abolitionist movements were present. Several women who participated in the convention worked in nearby factories. One of them, 19-year-old Charlotte Woodward, signed the Declaration of Sentiments. She worked long hours in a factory, making gloves. Her wages were very low, and she could not even keep her earnings. She had to turn her wages over to her father.

Women’s Rights Leaders After the convention, the struggle continued. Women’s rights activists battled many difficulties and much opposition. Still, they kept working to obtain greater equality for women. Among the many women working for women’s rights, four became important leaders:

Lucy Stone, Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton. Each brought different strengths to the fight for women's rights.

Lucy Stone was a well-known spokesperson for the Anti-Slavery Society. In the early years of the women's rights movement, Stone became known as a gifted speaker. Elizabeth Cady Stanton called her "the first who really stirred the nation's heart on the subject of women's wrongs."

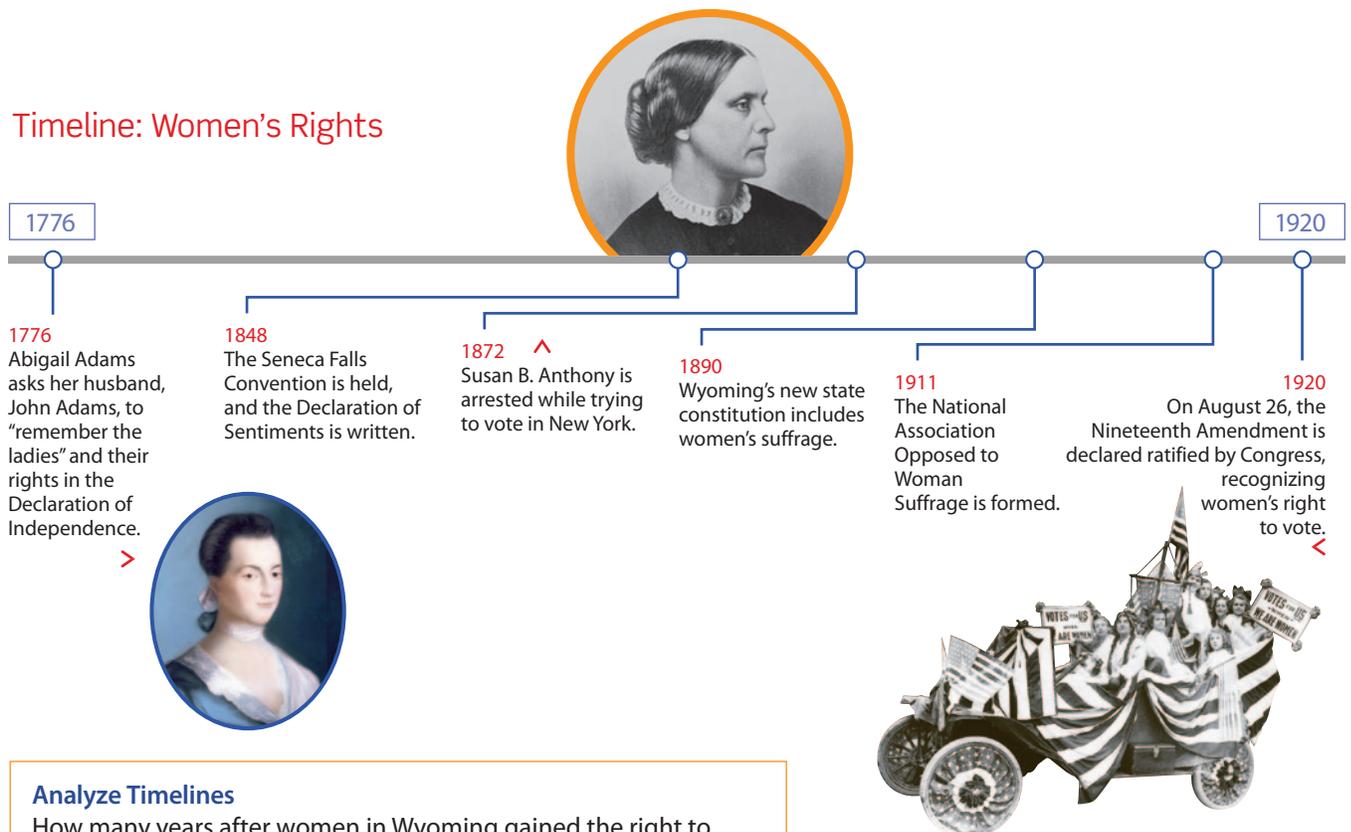
Susan B. Anthony brought strong organizational skills to the women's rights movement. She did much to turn the fight for women's rights into a political movement. Anthony argued that women and men should receive equal pay for equal work. She also believed that women should be allowed to enter traditionally male professions, such as religion and law. Anthony was especially concerned with laws that affected women's control of money and property.

Anthony led a campaign to change laws regarding the property rights of women. She wrote in her diary that no woman could ever be free without "a purse of her own." After forming a network to cover the entire state of New York, she collected more than 6,000 signatures to petition



Lucy Stone worked for equal rights for women and African Americans.

Timeline: Women's Rights



Analyze Timelines

How many years after women in Wyoming gained the right to vote did women in the rest of the country gain the right?

for a new property-rights law. In 1860, due largely to the efforts of Anthony, New York finally gave married women ownership of their wages and property. Other states in the Northeast and Midwest soon created similar laws.

Elizabeth Cady Stanton wrote many of the documents and speeches of the movement, which were often delivered by Anthony. Along with Lucy Stone and **Matilda Joslyn Gage**, Stanton founded the National Woman Suffrage Association (NWSA) in 1869. This organization was considered one of the more radical groups because of its position that abolition was not a more important cause than women's rights.

Matilda Joslyn Gage was a writer and an advocate in New York. After cofounding the NWSA, she became the publisher of its official newspaper, the *National Citizen and Ballot Box*. She also worked with Stanton and Anthony to write and edit *History of Woman Suffrage*.

Not every battle was won. Other major reforms, such as women's right to vote, were not achieved at this time. Still, more women than ever before became actively involved in women's rights issues. Leaders such as Stanton, Anthony, Stone, and Gage continued to fight for equal treatment and recognition. This increased activity was one of the movement's greatest accomplishments.

Summary and Preview Women's rights became a major issue in the mid-1800s, as women began to demand a greater degree of equality. In the next module you will read about western expansion.

Reading Check

Draw Conclusions

What did Susan B. Anthony mean when she said that no woman could be free without "a purse of her own"?

Lesson 5 Assessment

Review Ideas, Terms, and People

1. **a. Identify** What role did Sojourner Truth play in both the abolition and women's rights movements?
 - b. Analyze** How did the abolition movement influence women to demand equal rights?
2. **a. Identify** What limitations on women's rights did many activists find unacceptable?
 - b. Summarize** Why did many Americans oppose equal rights for women?
 - c. Elaborate** What arguments might you use to counter the arguments of men and women who opposed equal rights for women?
3. **a. Recall** Who were the four main leaders of the women's rights movement, and how did they each contribute to the movement?
 - b. Draw Conclusions** Why might working-class women like Charlotte Woodward have supported the Seneca Falls Convention and the Declaration of Sentiments?

- c. Evaluate** Do you agree with Susan B. Anthony that women should receive equal pay for equal work? Explain your answer.

Critical Thinking

4. **Analyze** In this lesson you learned about the challenges women faced in their struggle for equal rights. Create a graphic organizer similar to the one shown below and use it to show the goals of the movement, as well as the arguments against it.

Goals	Opponents' Arguments

Social Studies Skills

Accept Social Responsibility

Define the Skill

A *society* is an organized group of people who share a common set of activities, traditions, and goals. You are part of many societies—your school, community, and nation are just three. Every society's strength depends on the support and contributions of its members. *Social responsibility* is the obligation that every person has to the societies of which he or she is a member.

Learn the Skill

As a part of your school, community, and nation, you have obligations to the people around you. The most obvious is to do nothing to harm your society. You also have a duty to take part in it. At the very least, this means exercising the rights and responsibilities of membership. These include being informed about issues in your society.

Another level of social responsibility is support of change to benefit society. This level of involvement goes beyond being informed about issues to trying to do something about them. If you take this important step, here are some points to consider.

1. Few efforts to change society have everyone's support. Some people will want things to stay the same. They may treat you badly if you work for change. You must be prepared for this possibility.
2. Sometimes, efforts to improve things involve opposing laws or rules that need to be changed. No matter how just your cause is, if you break laws or rules, you must be willing to accept the consequences of your behavior.

3. Remember that violence is *never* an acceptable method for change. People who use force in seeking change are not behaving in a socially responsible manner, even if their cause is good.

This module was filled with the stories of socially responsible people. Many of them devoted their lives to changing society for the better. Some did so at great personal risk. Boston abolitionist William Lloyd Garrison barely escaped with his life from a local mob that tried to lynch him because of his views.

Garrison and the other reformers you read about demonstrated the highest level of social responsibility. They saw an issue they believed to be a problem in society, and they worked tirelessly to make changes.

Practice the Skill

Review the "If you were there" scene in Lesson 4. Imagine yourself as that South Carolinian. You believe slavery to be wrong. However, you also respect your father. In addition, you know that most of your neighbors do not feel as you do about slavery. They might harm you or your property if you take this stand against it.

1. Would listening to the Grimké sisters' speak help benefit society? Explain why or why not.
2. Are you willing to risk the anger of your neighbors? Why or why not?
3. Would helping the Grimké sisters be a socially responsible thing to do? Explain why or why not.

Module 16 Assessment

Review Vocabulary, Terms, and People

1. Which of the following authors wrote about Puritan life in *The Scarlet Letter*?
 - a. Emily Dickinson
 - b. Herman Melville
 - c. Thomas Gallaudet
 - d. Nathaniel Hawthorne
2. Which document expressed the complaints of supporters of women's rights?
 - a. Declaration of the Rights of Women
 - b. Declaration of Sentiments
 - c. Letters on Women's Rights
 - d. Seneca Falls Convention
3. As leader of the common-school movement, who worked to improve free public education?
 - a. Walt Whitman
 - b. Horace Mann
 - c. Lyman Beecher
 - d. Sojourner Truth

Comprehension and Critical Thinking

Lesson 1

4.
 - a. **Identify** What political party was founded by nativists, and what policies did it support?
 - b. **Analyze** What factors caused U.S. cities to grow so fast?
 - c. **Evaluate** Do you think that the benefits of city life outweighed its drawbacks? Explain.

Lesson 2

5.
 - a. **Describe** Who were some important transcendentalists, and what ideas did they promote?
 - b. **Compare and Contrast** In what ways were transcendentalists and Romantics similar and different?
 - c. **Elaborate** Which movement appeals to you more—American transcendentalism or Romanticism? Why?

Lesson 3

6.
 - a. **Identify** What important reform movements became popular in the early 1800s?
 - b. **Analyze** Why did education become an important topic for reformers in the 1800s?

- c. **Evaluate** Which reform movement do you think had the greatest effect on the United States? Why?

Lesson 4

7.
 - a. **Recall** What caused some Americans to support the abolition movement?
 - b. **Make Inferences** How did northerners and southerners use the economy to support their reason for opposing abolition?
 - c. **Evaluate** Which of the methods used by leaders of the abolition movement do you think was most successful? Why?

Lesson 5

8.
 - a. **Recall** What led many women to question their place in American society?
 - b. **Make Inferences** Why did female factory workers like Charlotte Woodward support the women's rights movement?
 - c. **Evaluate** Do you think the women's movement was successful by 1860? Explain your answer.

Module 16 Assessment, continued

Review Themes

9. **Society and Culture** What social and cultural changes took place from 1800 to the mid-1800s?

Reading Skills

Information and Propaganda Use the Reading Skills taught in this module to answer the question below.

10. Which of the following is *not* an example of propaganda?
- a. a flyer protesting new tax laws
 - b. an ad about a political candidate
 - c. a radio announcement sponsored by an interest group
 - d. a list of camping rules from a park

Social Studies Skills

Accept Social Responsibility Use the Social Studies Skills taught in this module to fill in the chart below.

11.

Action	Is it socially responsible?	Why or why not?
Remove litter from a park		
Vote		
Read a political magazine		
Run a red light		

Focus on Writing

12. **Write a Persuasive Letter** In this module you have learned about a number of important events and political, religious, and artistic movements of the early 1800s. Choose the one you consider most important. Think about how it changed life for people in the United States. Then write a two-paragraph persuasive letter to the newspaper, arguing for the event or movement you chose. In the first paragraph, identify the event or movement you chose as well as a thesis explaining why it is important. In the second paragraph, include details about the event or movement that support your thesis. Close with one or two sentences that sum up your points.

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