New Movements in America

California Standards

History–Social Science

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

English–Language Arts

Writing 8.2.4 Write persuasive compositions.

Reading 8.2.6 Use information from a variety of consumer, workplace, and public documents.

Focus on Writing

Persuasive Letter Your local newspaper is running a competition for students to answer the question, “What event or movement in history had the greatest impact on life in the United States?” This chapter tells about many important events and movements in the United States. As you read, take notes on each. Then decide which you believe has most affected life for people in the United States. Write a letter to the newspaper arguing your position.

1817

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

1824

British laws making trade unions illegal are repealed.
In this chapter you will learn about dramatic changes in the United States in the early to mid-1800s. Ships filled with goods sailed back and forth across the Atlantic Ocean between Europe and the United States, as this painting of a busy port city shows. Many of these ships also brought people. The United States experienced a dramatic increase in immigration during this time period, particularly from Europe. Irish immigrants, forced from their homes by the potato famine, moved to the United States and built thriving communities. The photograph above shows a modern parade on Saint Patrick’s Day, an Irish celebration day.
Focus on Themes 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 chapter discusses all these issues.

Information and Propaganda

Focus on Reading 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, ads in political campaigns may contain information, but their main purpose is to persuade people to act or think in a certain way.

Recognizing 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!”

“People all around the country are opening free public schools. It’s obviously the right thing to do.”

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

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

Bandwagon Encouraging people to do something because “everyone else is doing it.”

Oversimplification Making a complex situation seem simple, a complex problem seem easy to solve.
You Try It!

The flyer below was published in the year 1837. Read it and then answer the questions that follow.

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?
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 or political troubles in their native countries.

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. Many settled in cities in Massachusetts, New Jersey, New York, and Pennsylvania. They worked at unskilled jobs in the cities or on building canals and
Irish women often worked as domestics 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.

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 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 were forced 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.

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. Those Americans and others who opposed immigration were called nativists.

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.

**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 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 this 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 living in these cities enjoyed visiting places such as libraries and clubs, or attending concerts or lectures. In the mid-1800s people also attended urban theaters. Favorite pastimes, such as bowling and playing cards, also provided recreation for urban residents.

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.”
New York City, mid-1800s

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 life difficult in the crowded urban conditions.

- Many immigrants and other poor city dwellers worked long hours in factories at dangerous jobs.
- Women—and frequently children—labored all day in small rooms making clothing to be sold to the wealthy.
- City streets were crowded with people buying, selling, and transporting goods.
- The first floor of the building served many purposes—living quarters, kitchen, and work space. Here, garments were finished for sale.
- Many city residents, particularly immigrants, lived in crowded, unsafe conditions.

How is this scene similar to one you might see in a large American city today? How is it different?
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 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. Instead, they relied on volunteer night watches, which offered little protection.

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.

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

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 section you will read about how America developed its own style of art and literature.

Section 1 Assessment

Reviewing Ideas, Terms, and People  HSS.8.6.1, 8.6.3

1. a. Identify Who were the nativists?
   b. Compare and Contrast In what ways were Irish and German immigrants to the United States similar and different?
   c. Predict How might the rise of anti-immigrant groups lead to problems in the United States?

2. 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?

3. a. Describe What were tenements?
   b. Summarize What problems affected American cities in the mid-1800s?
   c. Evaluate What do you think was the biggest problem facing cities in the United States? Why?

Critical Thinking

4. Identifying Cause and Effect Copy the graphic organizer like the one shown onto your own sheet of paper. Use it to identify the causes and effects of immigration and urban growth.

5. Identifying Important Events In your notebook, create a two-column chart. In the first column, list events described in this section. In the second column, write a description of each event and a note about how it changed life in the United States.
American Arts

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?

BUILDING BACKGROUND  Great changes were taking place in American culture. The early 1800s brought a revolution in American thought. Artists, writers, and philosophers pursued their ideals and developed truly American styles.

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**.

What You Will Learn...

**Main Ideas**
1. Transcendentalists and utopian communities withdrew from American society.
2. American Romantic painters and writers made important contributions to art and literature.

**The Big Idea**
New movements in art and literature influenced many Americans in the early 1800s.

**Key Terms and People**
- **transcendentalism**, p. 405
- **Ralph Waldo Emerson**, p. 405
- **Margaret Fuller**, p. 405
- **Henry David Thoreau**, p. 405
- **utopian communities**, p. 406
- **Nathaniel Hawthorne**, p. 406
- **Edgar Allan Poe**, p. 407
- **Emily Dickinson**, p. 407
- **Henry Wadsworth Longfellow**, p. 407
- **Walt Whitman**, p. 407

HSS 8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).
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 self-reliance and simple living away from society in natural settings. He wrote his book *Walden* after living 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. However, few communities lasted for long. In most, members did not work together well.

**Academic Vocabulary**

**abstract**

expressing a quality or idea without reference to an actual thing

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**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 celebrated the beauty and wonder of nature in the United States. 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 section you will learn about ideas that changed American society.
About the Reading  “The Midnight Ride of Paul Revere” 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.

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. ¹

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.” ²

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. ³
from *Little Women*

*by Louisa May Alcott (1832–1888)*

**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.

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. 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 . . .

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. 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!”

**Connecting Literature to History**

1. **Drawing 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. **Comparing and Contrasting**  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?

**Word Help**

- **lame**  disabled
- **irascible**  angry
- **bliss**  happiness
- **ambition**  hope for the future
- **affliction**  problem
- **pathetic**  very sad
- **perpetual**  constant

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

2. How does Jo differ from ideas about women in the 1800s?

3. What might Jo be able to do for work in the 1800s?
Reforming Society

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?

BUILDING BACKGROUND

Along with changes in American culture, changes were also taking place in American society. A religious revival swept the country. Reform-minded men and women tried to improve all aspects of society, from schools to taverns. Reforms in education opened up new opportunities for young women.

Second Great Awakening

During the 1790s and early 1800s, some Americans 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 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 whomever 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 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 reform society. Urban growth had caused problems that reformers wanted to fix. Members of the growing middle class, especially women, often led the efforts. Many of the women did not work outside the home and hired servants to care for their households. This gave them time to work in reform groups. Social reformers tackled alcohol abuse, prison and education reform, and slavery.

**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.

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

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**Reform Movements**

Reform movements in America included religious meetings called revivals, where preachers urged huge crowds of people to seek salvation. The temperance movement, an effort to convince people to avoid drinking alcohol, promoted posters like the one shown here. How might the scenes in this poster encourage people to stop drinking?
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 this 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.”

**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. Most American families believed that some schooling was useful. 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.

**Education in the Early 1800s**

The availability of education varied widely. New England had the most schools, while the South and 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 reading lessons and 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.

**Common-School Movement**

Reformers thought that education made children responsible citizens. 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. Another educational institution available to women was the Troy Female Seminary, opened by Emma Willard in 1821. The first women’s college was Mount Holyoke College. Mary Lyon began Mount Holyoke in 1837 as a place for women to develop skills to be of service to society.

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.

READING CHECK Summarizing What were Horace Mann’s achievements?

Primary Source

SPEECH

Horace Mann to the Board of Education

_In a speech to the newly created Massachusetts Board of Education, Horace Mann, the board’s first secretary, described the purpose of the public school system._

“[T]here should be a free district school, sufficiently safe, and sufficiently good, for all of the children… where they may be well instructed in the rudiments [basics] of knowledge, formed to propriety of demeanor [good behavior], and imbued [filled] with the principles of duty… It is on this common platform, that a general acquaintance [friendship] should be formed between the children of the same neighborhood. It is here, that the affinities [qualities] of a common nature should unite them together.”

—Horace Mann, quoted in _The Republic and the School_, edited by Lawrence A. Cremin

**ANALYZING PRIMARY SOURCES**

Besides knowledge, what purpose did Mann believe the public schools had?
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 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. 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** Drawing 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 section you will learn about reform-minded people who opposed the practice of slavery.
The Movement to End Slavery

If YOU were there...

You live in southern Ohio in the 1850s. A friend who lives across the river in Kentucky has asked you to join a network that helps escaping slaves. She reminds you that your house has a secret cellar where you could easily hide fugitives for a few days. You are opposed to slavery. But you know this might get you in trouble with your neighbors—and with the law.

Would you become an agent for the Underground Railroad? Why?

BUILDING BACKGROUND

The early 1800s brought many movements for social reform in the United States. Perhaps the most important and far-reaching was the movement for the abolition of slavery. While reformers worked to end slavery, many also took risks to help slaves to escape.

Americans Oppose Slavery

Some Americans had opposed slavery since before the country was founded. Benjamin Franklin was the president of the first anti-slavery society in America, the Pennsylvania Society for Promoting the Abolition of Slavery. In the 1830s, Americans took more organized action supporting abolition, or a complete end to slavery.

Differences among Abolitionists

Abolitionists came from many different backgrounds and opposed slavery for various reasons. The Quakers were among the first groups to challenge slavery on religious grounds. Other religious leaders gave speeches and published pamphlets that moved many Americans to support abolition. In one of these, abolitionist Theodore Weld wrote that “everyman knows that slavery is a curse.” Other abolitionists referred to the Declaration of Independence. They reminded people that the American Revolution had been fought in the name of liberty.
Antislavery reformers did not always agree on the details, however. They differed over how much equality they thought African Americans should have. Some believed that African Americans should receive the same treatment as white Americans. In contrast, other abolitionists were against full political and social equality.

Some abolitionists wanted to send freed African Americans to Africa to start new colonies. They thought that this would prevent conflicts between the races in the United States. In 1817 a minister named Robert Finley started the American Colonization Society, an organization dedicated to establishing colonies of freed slaves in Africa. Five years later, the society founded the colony of Liberia on the west coast of Africa. About 12,000 African Americans eventually settled in Liberia. However, many abolitionists who once favored colonization later opposed it. Some African Americans also opposed it. David Walker was one such person. In his 1829 essay, *Appeal to the Colored Citizens of the World*, Walker explained his opposition to colonization.

"The greatest riches in all America have arisen from our blood and tears: and they [whites] will drive us from our property and homes, which we have earned with our blood."

—David Walker, quoted in *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr.

**Spreading the Abolitionist Message**

Abolitionists found many ways to further their cause. Some went on speaking tours or wrote pamphlets and newspaper articles. John Greenleaf Whittier wrote abolitionist poetry and literature. **William Lloyd Garrison** published an abolitionist newspaper, the *Liberator*, beginning in 1831. In 1833 Garrison also helped found the **American Anti-Slavery Society**. Some members wanted immediate emancipation and racial equality for African Americans. Garrison later became its president.

Both the *Liberator* and the Anti-Slavery Society relied on support from free African Americans. Society members spread antislavery literature and petitioned Congress to end federal support of slavery. In 1840 the American Anti-Slavery Society split. One group wanted immediate freedom for enslaved African Americans and a bigger role for women. The others wanted gradual emancipation and for women to play only minor roles in the movement.

**Angelina and Sarah Grimké**, two white southern women, were antislavery activists of the 1830s. They came from a South Carolina slaveholding family but disagreed with their parents’ support of slavery. Angelina Grimké tried to recruit other white southern women in a pamphlet called *Appeal to the Christian Women of the South* in 1836.

"I know you do not make the laws, but …if you really suppose you can do nothing to overthrow slavery you are greatly mistaken …Try to persuade your husband, father, brothers, and sons that slavery is a crime against God and man."

—Angelina Grimké, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

This essay was very popular in the North. In 1839 the Grimké sisters wrote *American Slavery As It Is*. The book was one of the most important antislavery works of its time.
African American Abolitionists

Many former slaves were active in the anti-slavery cause. **Frederick Douglass** escaped from slavery when he was 20 and went on to become one of the most important African American leaders of the 1800s. Douglass secretly learned to read and write as a boy, despite a law against it. His public-speaking skills impressed members of the Anti-Slavery Society. In 1841 they asked him to give regular lectures.

At a Fourth of July celebration in 1852, he captured the audience’s attention with his powerful voice.

"The blessings in which you, this day, rejoice, are not enjoyed in common ... This Fourth of July is yours, not mine. You may rejoice, I must mourn."

—Frederick Douglass, quoted in *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr.

In addition to his many speaking tours in the United States and Europe, Douglass published a newspaper called the *North Star* and wrote several autobiographies. His autobiographies were intended to show the injustices of slavery.

Another former slave, **Sojourner Truth**, also contributed to the abolitionist cause. She claimed God had called her to travel through the United States and preach the truth about slavery and women’s rights. With her deep voice and quick wit, Truth became legendary in the antislavery movement for her fiery and dramatic speeches.

Other African Americans wrote narratives about their experiences as slaves to expose the cruelties that many slaves faced. In 1861, Harriet Jacobs published *Incidents in the Life of a Slave Girl*, one of the few slave narratives by a woman. William Wells Brown wrote an antislavery play as well as a personal narrative in the form of a novel called *Clotel*.

**The Underground Railroad**

By the 1830s, a loosely organized group had begun helping slaves escape from the South. Free African Americans, former slaves, and a few white abolitionists worked together. They created what became known as the **Underground Railroad**. The organization was not an actual railroad but was a network of people who arranged transportation and hiding places for fugitives, or escaped slaves.

Fugitives would travel along routes that led them to northern states or sometimes into Canada. At no time did the Railroad have a central leadership. No one person, or group of people, was ever officially in charge. Despite the lack of any real structure, the Underground Railroad managed to achieve dramatic results.

Often wearing disguises, fugitives moved along the “railroad” at night, led by people known as conductors. Many times, the fugitives had no other guideposts but the stars. They stopped to rest during the day at “stations,” often barns, attics, or other places on property owned by abolitionists known as station masters. The station masters hid and fed the fugitives.

*Harriet Tubman was a courageous conductor on the Underground Railroad.*
Enslaved African Americans followed many routes to escape from southern slavery. Once in the free states, however, fugitive slaves could not be certain of their freedom. U.S. law still considered them as property, and bounty hunters were paid to capture and return any fugitive slaves they found.

Fugitive slaves hid behind a secret door in this Indiana house on the Underground Railroad.

This painting, *A Ride for Liberty—The Fugitive Slaves* by Eastman Johnson, shows an African American family riding toward freedom.

**GEOGRAPHY SKILLS**  **INTERPRETING MAPS**

1. **Place** Which northern cities were destinations for escaped slaves?
2. **Movement** Which rivers were routes for the Underground Railroad?
The most famous and daring conductor on the Underground Railroad was Harriet Tubman. When Tubman escaped slavery in 1849, she left behind her family. She swore that she would return and lead her whole family to freedom in the North. Tubman returned to the South 19 times, successfully leading her family and more than 300 other slaves to freedom. At one time the reward for Tubman’s capture reportedly climbed to $40,000, a huge amount of money at that time.

**Opposition to Ending Slavery**

Although the North was the center of the abolitionist movement, many white northerners agreed with the South and supported slavery. Others disliked slavery but opposed equality for African Americans.

Newspaper editors and politicians warned that freed slaves would move north and take jobs from white workers. Some workers feared losing jobs to newly freed African Americans, whom they believed would accept lower wages. Abolitionist leaders were threatened with violence as some northerners joined mobs. Such a mob killed abolitionist Elijah Lovejoy in 1837 in Alton, Illinois.

The federal government also obstructed abolitionists. Between 1836 and 1844, the U.S. House of Representatives used what was called a gag rule. Congress had received thousands of antislavery petitions. Yet the gag rule forbade members of Congress from discussing them. This rule violated the First Amendment right of citizens to petition the government. But southern members of Congress did not want to debate slavery. Many northern Congressmembers preferred to avoid the issue.

Eventually, representative and former president John Quincy Adams was able to get the gag rule overturned. His resolution to enact a constitutional amendment halting the expansion of slavery never passed, however.

Many white southerners saw slavery as vital to the South’s economy and culture. They also felt that outsiders should not
interfere with their way of life. After Nat Turner’s Rebellion in 1831, when Turner led some slaves to kill slaveholders, open talk about slavery disappeared in the South. It became dangerous to voice antislavery sentiments in southern states. Abolitionists like the Grimké sisters left rather than air unpopular views to hostile neighbors. Racism, fear, and economic dependence on slavery made emancipation all but impossible in the South.

**READING CHECK** Drawing Conclusions
Why did many northern workers oppose the abolition movement?

**SUMMARY AND PREVIEW** The issue of slavery grew more controversial in the United States during the first half of the nineteenth century. In the next section you will learn about women’s rights.

**Section 4 Assessment**

**Reviewing Ideas, Terms, and People**

1. **a. Identify** What contributions did William Lloyd Garrison make to the abolition movement?
   **b. Draw Conclusions** In what ways did contributions from African Americans aid the struggle for abolition?
   **c. Elaborate** What do you think about the American Colonization Society’s plan to return free African Americans to Liberia?

2. **a. Describe** How did the Underground Railroad work?
   **b. Explain** Why did Harriet Tubman first become involved with the Underground Railroad?
   **c. Evaluate** Do you think the Underground Railroad was a success? Why or why not?

3. **a. Describe** What action did Congress take to block abolitionists?
   **b. Analyze** Why did some Americans oppose equality for African Americans?
   **c. Predict** How might the debate over slavery lead to conflict in the future?

**Critical Thinking**

4. **Analyzing** Copy the chart below. Use it to identify the different abolitionist movements that existed, members of each movement, and the methods used by each group to oppose slavery.

<table>
<thead>
<tr>
<th>Movement</th>
<th>Members</th>
<th>Methods</th>
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**FOCUS ON WRITING**

5. **Describing Abolition** Add notes about the abolitionist movement and its leaders to your chart. Be sure to note how abolitionists influenced life in the United States. What were they fighting for? Who opposed them, and why?
Frederick Douglass

As a freed slave, how would you help people still enslaved?

When did he live? 1817–1895

Where did he live? Frederick Douglass was born in rural Maryland. At age six he was sent to live in Baltimore, and at age 20 he escaped to New York City. For most of his life, Douglass lived in Rochester, New York, making his home into a stop along the Underground Railroad. He traveled often, giving powerful antislavery speeches to audiences throughout the North and in Europe.

What did he do? After hearing the abolitionist William Lloyd Garrison speak in 1841, Douglass began his own speaking tours about his experiences as a slave. In mid-life he wrote an autobiography and started an abolitionist newspaper called the North Star. During the Civil War, Douglass persuaded black soldiers to fight for the North.

Why is he important? Douglass was the most famous African American in the 1800s. His personal stories and elegant speaking style helped the abolitionist movement to grow. His words remain an inspiration to this day.

Drawing Conclusions What made Frederick Douglass’s speeches and writings so powerful?

Frederick Douglass began publishing the North Star, an abolitionist newspaper, in 1847.
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, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

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

Key Terms and People
Elizabeth Cady Stanton, p. 426
Lucretia Mott, p. 426
Seneca Falls Convention, p. 426
Declaration of Sentiments, p. 426
Lucy Stone, p. 427
Susan B. Anthony, p. 427
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 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, quoted in *A History of Women in America* by Carol Hymowitz and Michael Weissman

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

**Reading Check**  **Drawing Inferences**

Why would reformers link the issues of abolition and women’s rights?
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 not allowed 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.

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.

READING CHECK  Drawing Conclusions

Why did some men and women think that the women’s rights movement was misguided?

1872  Susan B. Anthony is arrested while trying to vote in New York.

1890  Wyoming’s new state constitution includes women’s suffrage.

1911  The National Association Opposed to Woman Suffrage is formed.

1920  On August 26, the Nineteenth Amendment is declared ratified by Congress, giving women the right to vote.
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. 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 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.

HISTORIC DOCUMENT

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.

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 shall seem most likely to effect their safety and happiness.

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

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

Seneca Falls Convention

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.

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

Declaración de la Sentencia

Los organizadores de la convención escribieron la Declaración de la Sentencia. Esta carta detalló ideas sobre la injusticia social hacia las mujeres. Utilizaron la Declaración de la Independencia como base para la lenguaje para su Declaración de la Sentencia. Los autores incluyeron 18 acusaciones contra los hombres —el mismo número que había sido acusado contra el rey George III. La Declaración de la Sentencia fue firmada por 100 personas.

Alrededor de 240 personas asistieron a la Convención de Seneca Falls, incluyendo hombres como el abolicionista Frederick Douglass. Muchos otros reformadores que también trabajaban en el movimiento temperancia y abolicionista estaban presentes. Algunas de las mujeres que participaron en la convención trabajaban en fábricas cercanas. Una de ellas, la 19 años de edad Charlotte Woodward, firmó la Declaración de la Sentencia. Trabajaba largas horas en una fábrica, haciendo guantes. Sus salarios eran muy bajos, y no podía ni mantener sus ganancias. Tendía que cambiar sus salarios a su padre.
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, three became important leaders: Lucy Stone, Susan B. Anthony, 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 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.

The Antisuffragists
As the suffrage movement picked up speed, opponents to women’s suffrage also began to organize. The antisuffragists, or “antis,” formed statewide groups opposing the suffrage movement during the late 1800s. In 1911, Josephine Dodge united many of these groups’ efforts by creating the National Association Opposed to Woman Suffrage in New York City. Dodge and other antisuffragists argued that women’s suffrage would distract women from building strong families and improving communities.

As of the year 2000, women earned about 75 percent as much as men in the United States did.
Critical Thinking

4. Sequencing Copy the graphic organizer onto your own sheet of paper. Use it to identify some of the important events in the women's rights movement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1838</td>
<td></td>
</tr>
<tr>
<td>1848</td>
<td></td>
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<tr>
<td>1851</td>
<td></td>
</tr>
<tr>
<td>1860</td>
<td></td>
</tr>
</tbody>
</table>

5. Describing Women’s Suffrage Add notes about the women’s suffrage movement to your chart. Note important leaders and describe what they were fighting for. Ask yourself, “How did the women’s suffrage movement change life in the United States?”

Elizabeth Cady Stanton wrote many of the documents and speeches of the movement, which were often delivered by Anthony. Stanton was a founder and important leader of the National Woman Suffrage Association. 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.

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. This increased activity was one of the movement’s greatest accomplishments.

**REVIEW CHECK** Identifying Points of View

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

**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 chapter you will read about western expansion.

**Section 5 Assessment**

### Reviewing Ideas, Terms, and People

1. **Identify** What role did Sojourner Truth play in both the abolition and women’s rights movements?
2. **Identify** What limitations on women’s rights did many activists find unacceptable?
3. **Recall** Who were the three main leaders of the women’s rights movement, and how did they each contribute to the movement?

### Critical Thinking

1. **Analyze** How did the abolition movement influence women to demand equal rights?
2. **Summarize** Why did many Americans oppose equal rights for women?
3. **Elaborate** What arguments might you use to counter the arguments of men and women who opposed equal rights for women?

### Focus on Writing

5. **Describe** Lucy Stone worked for equal rights for women and African Americans.
Elizabeth Cady Stanton

What steps would you take to bring about nationwide change?

When did she live? 1815–1902

Where did she live? 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.

What did she do? 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.

Why is she important? 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.

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

Elizabeth Cady Stanton helped author the Declaration of Sentiments at the Seneca Falls Convention.
Accepting 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 in 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 be part of 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 if you decide to take action.

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 law 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 chapter 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 change it and make society better.

Practice the Skill

Review the “If you were there” scene on page 416. Imagine yourself as that Ohioan. You believe slavery to be wrong. However, you also respect the law, and it is illegal to help an escaped slave. 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 agreeing to your friend’s request help benefit society? Explain why or why not.

2. Are you willing to risk the anger of your neighbors? Why or why not?

3. Is the idea of breaking the law or possibly going to jail a factor in your decision? Explain.

4. Would agreeing to your friend’s request be a socially responsible thing to do? Explain why or why not.
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**

**SECTION 1** (Pages 400–404)  HSS 8.6.1, 8.6.3

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.

**SECTION 2** (Pages 405–407)  HSS 8.6.7

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?
SECTION 3 (Pages 410–415)  **HSS 8.6.4, 8.6.5**
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?

SECTION 4 (Pages 416–421)  **HSS 8.9.1**
7. a. **Recall** What are the different reasons why people supported abolition?
b. **Make Inferences** How did northerners and southerners differ in their opposition to abolition?
c. **Evaluate** Which of the methods used by abolitionists to oppose slavery do you think was most successful? Why?

SECTION 5 (Pages 423–428)  **HSS 8.6.6**
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** By 1860 do you think the women's movement had been successful? Explain your answer.

Using the Internet  **go.hrw.com**
9. **Activity: Creating Visuals** The *Liberator* and *North Star* were two newspapers that encouraged the end of slavery. Enter the activity keyword and research the influence of abolitionist newspapers, such as those written by William Lloyd Garrison and Frederick Douglass. Then create a visual display that illustrates how each newspaper represented the abolitionist point of view.

Reading Skills
**Understanding Propaganda** Use the Reading Skills taught in this chapter 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

Reviewing Themes
11. **Society and Culture** What social and cultural changes took place from 1800 to the mid-1800s?
12. **Religion** What role did religion play in the reform movement that took place in the early 1800s?

Social Studies Skills
**Accepting Social Responsibility** Use the Social Studies Skills taught in this chapter to fill in the chart below.
13. | Action                      | Is it socially responsible? | Why or why not? |
    |----------------------------|-----------------------------|----------------|
    | Removing litter from a park|                             |                |
    | Voting                     |                             |                |
    | Reading a political magazine|                            |                |
    | Running a red light        |                             |                |

**FOCUS ON WRITING**
14. **Writing Your Persuasive Letter** You’ve described a number of important events and political, religious, and artistic movements in your notebook. Now, it’s time to 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.
DIRECTIONS: Read each question and write the letter of the best response.

1. “It is demonstrably the right and duty of woman, equally with man, to promote every righteous cause, by every righteous means; and especially in regard to the great subjects of morals and religion, it is . . . her right to participate with her brother in teaching them, both in private and in public, by writing and by speaking . . . and in any assemblies proper to be held.”

The content of this passage suggests that it is most likely from
A. the Declaration of Sentiments of the Seneca Falls Convention.
B. a sermon of the Second Great Awakening.
C. Ralph Waldo Emerson’s transcendentalist essay “Self-Reliance.”
D. the platform of the Know-Nothing Party.

2. A potato blight in Europe brought a large number of immigrants to the United States who were
A. Jewish.
B. German.
C. Irish.
D. Protestant.

3. All of these American writers of the mid-1800s are famous poets except
A. Henry David Thoreau.
B. Edgar Allan Poe.
C. Walt Whitman.
D. Emily Dickinson.

4. The most famous leader of the Underground Railroad was
A. Frederick Douglass.
B. Harriet Tubman.
C. William Lloyd Garrison.
D. Harriet Beecher Stowe.

5. Which of these statements about the education of African Americans in the mid-1800s is not true?
A. Educational opportunities generally were greater in the North than in the South.
B. African American students often went to separate schools from white students.
C. Opportunities for college were rare until black colleges were founded in the 1840s.
D. Southern African Americans benefited from the educational reforms of Horace Mann.

Connecting with Past Learning

6. In Grade 7 you learned that political unrest resulting from the Reformation caused some Europeans to flee in the 1600s. Later political unrest brought which group of immigrants to the United States in the mid-1800s?
A. Chinese
B. Irish
C. Germans
D. Russians

7. The Declaration of Sentiments can best be compared to which earlier document in American history?
A. the Mayflower Compact
B. the Declaration of Independence
C. the Constitution of the United States
D. the Monroe Doctrine
The Free-Soil Party is formed on August 9.

Revolutionary movements sweep across Europe.

CHAPTER 14 1848–1860

A Divided Nation

California Standards

History–Social Science
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Analysis Skills
HR 3 Students distinguish relevant from irrelevant information.

HR 4 Students assess the credibility of primary and secondary sources.

English–Language Arts
Writing 8.2.1 Write biographies, autobiographies, short stories, or narratives.

Reading 8.2.0 Students read and understand grade-level appropriate materials.

FOCUS ON WRITING

Writing an Autobiographical Sketch When you read about history, it can be difficult to imagine how the events you read about affected ordinary people. In this chapter you will read about slavery in the United States. Then you will write an autobiography of a fictional character, telling how these events affected him or her. Your fictional character can live in any part of the United States. He or she might be an enslaved African, a southern plantation owner, a northern abolitionist, or a settler in one of the new territories. Your classmates are your audience.