

Study Guide: Sunshine State Standards



Chapter 14, Section 1

For use with textbook pages 412–415

SOCIAL REFORM

KEY TERMS

utopia	Community based on a vision of a perfect society (page 412)
revival	Religious frontier camp meeting (page 413)
temperance	Drinking little or no alcohol (page 413)
normal school	A school for training high school graduates as teachers (page 413)
transcendentalist	An artist or a writer who stresses the relationship between humans and nature as well as the importance of the individual conscience (page 415)

DRAWING FROM EXPERIENCE

Does your school have a drug-resistance program? What kinds of things are you taught in this program?

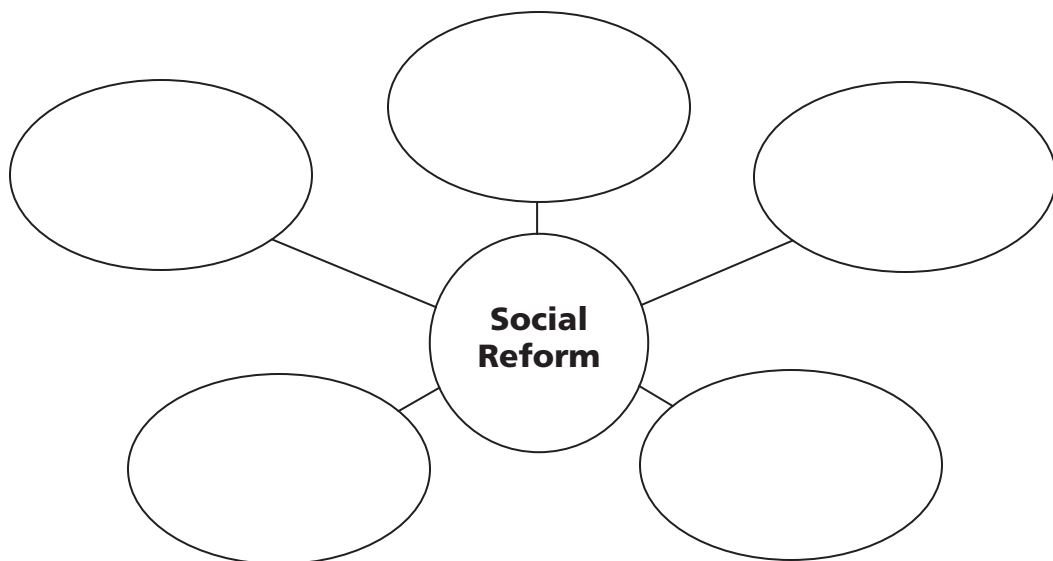
This section focuses on reformers who worked for social and cultural change during the early to mid-1800s.

Sunshine State Standards

SS.C.2.3.4: Understands what constitutes personal, political, and economic rights and major documentary sources of these rights.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how religious and social reformers tried to improve American life and education, and to help people with disabilities.



Study Guide: Sunshine State Standards




Chapter 14, Section 1 (continued)

READ TO LEARN

- **The Reforming Spirit** (pages 412–413)

Many Americans believed that the Declaration of Independence and the Constitution guaranteed liberty and equality to all Americans. Many men and women worked for change, or reform, in America to reach these goals. Religion, education, politics, art, and literature in America began to change as a result. *Utopias*, or peaceful, harmonious communities, were established by social reformers. Cooperation rather than competition was emphasized. Communities were built by religious groups, including the Mormons. Except for the communities established by the Mormons, most utopian communities did not last more than a few years.

Religious reformers inspired the Second Great Awakening with a series of religious frontier camp meetings called *revivals*. People came together to listen to enthusiastic preachers, pray, and renew their commitment to change their lives and the world. More people joined churches, became involved in missionary work, and joined social reform movements. In 1826 the American Society for the Promotion of Temperance was established by religious reformers. Religious reformers preached the evils of alcohol and called for *temperance*, or little or no alcohol consumption. They blamed poverty and crime on the abuses of alcohol. Many states passed laws that made the manufacture and sale of alcoholic beverages illegal. Within a few years, these laws were repealed, or cancelled. In the early 1900s, the temperance movement led to a constitutional amendment, which will be discussed in Chapter 21.

Sunshine State Standards 
SS.C.2.3.4: Understands what constitutes personal, political, and economic rights and major documentary sources of these rights.

1. What did the members of the temperance movement hope to do?

- **Reforming Education** (pages 413–415)

Thomas Jefferson and other Americans believed that a successful democracy depended upon educated citizens. In the early 1800s, education was limited. Only Massachusetts offered free elementary education. Most parents had to pay for their children’s education or send them to schools for the poor. Many children received no education at all.

Horace Mann, a lawyer, became the leader of the educational reform movement. In 1837 Mann became the head of the Massachusetts Board of Education. His accomplishments included: lengthening the school year to six months, developing teacher training programs, increasing teachers’ salaries, and improving the curriculum. In 1839 the first state-funded school for

Study Guide: Sunshine State Standards



Chapter 14, Section 1 (continued)

teacher training of high school graduates, called a *normal school*, was established in Massachusetts. Other states soon followed Mann’s reforms, or changes, in education.

All states agreed upon three basic principles of public education by the 1850s.

1. Schools should be free and funded by taxes.
2. Teachers should be trained.
3. Children should be required to attend school.

Many states did not practice these principles, however. Some people did not believe women needed an education. Schools did not exist in every area. African Americans were often denied an education.

Many colleges and universities were established by religious groups between 1820 and 1850. Most admitted men only. In time some colleges and universities admitted women and African Americans. Methods of educating people with disabilities, such as hearing or vision impairments, were developed. In 1817 Thomas Gallaudet established the Hartford School for the Deaf in Connecticut. Dr. Samuel Gridley Howe established the Perkins Institute for the Blind in Boston, Massachusetts.

2. How did reformers improve education for Americans, including women, minorities, and people with hearing and visual impairments?

• Cultural Trends (page 415)

Beginning in the 1820s, the American spirit of reform influenced American artists and writers. Instead of modeling their work after Europe, they began to develop and explore American style and themes. *Transcendentalists* emphasized the relationship between humans and nature as well as the importance of the individual conscience. Artists and writers promoted social and political reform through their art and writings. Their work explored such issues as slavery, women’s rights, and prejudice. Female authors and poets published the most popular books, yet they were not taken seriously.

3. Why did Americans begin to create American literature in the 1820s?

<p>Sunshine State Standards</p> <p>SS.C.2.3.4: Understands what constitutes personal, political, and economic rights and major documentary sources of these rights.</p>

Study Guide: Sunshine State Standards



Chapter 14, Section 2

For use with textbook pages 418–424

THE ABOLITIONISTS

KEY TERMS

abolitionist	Reformer who worked to abolish, or end, slavery (page 418)
Underground Railroad	Network of escape routes out of the South (page 422)

DRAWING FROM EXPERIENCE

Do you feel strongly about a controversial issue? What is that issue? What do you believe about the issue? Are you willing to stand up for your beliefs?

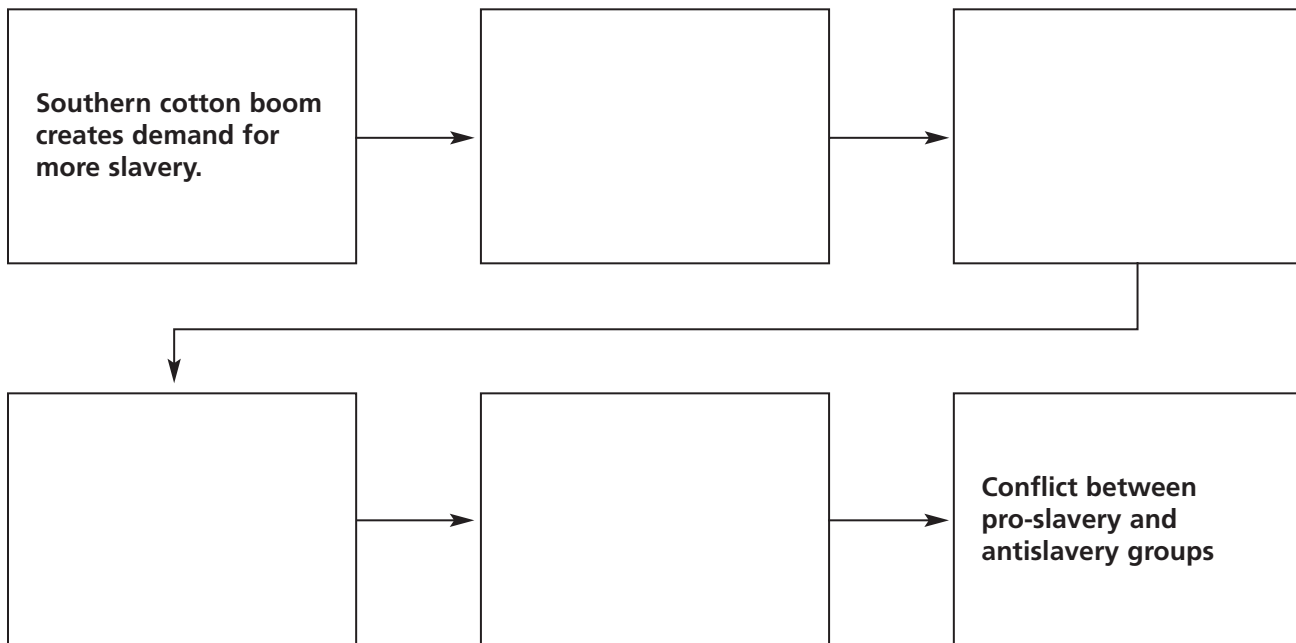
In the last section, you read about how religious and social reformers worked to improve American life and education, and to help people with disabilities. This section focuses on how leaders, such as Harriet Tubman and William Lloyd Garrison, strengthened the abolitionist movement.

Sunshine State Standards

SS.A.4.3.3:
Understands the impact of significant people, events and ideas on the development of the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the movement to end slavery in the United States.



Copyright © by The McGraw-Hill Companies, Inc.

Study Guide: Sunshine State Standards



Chapter 14, Section 2 (continued)

READ TO LEARN

• Early Efforts to End Slavery (pages 418–419)


In the early 1800s, many reformers called *abolitionists* turned their attention to ending, or abolishing, slavery in the United States. Previous attempts to end slavery were made before the American Revolution. A compromise allowing each state to decide the issue of slavery was made in 1787 at the Constitutional Convention. In the early 1800s, Northern states ended slavery, while Southern states continued to rely on slave labor. The antislavery movement began again as a result of the spirit of reform in the early to mid-1800s. The movement was led by men and women of the Quaker faith.

In 1816 a group of white Virginians formed the American Colonization Society. The society worked to buy enslaved African Americans from their slaveholders and send them to colonies in West Africa and the Caribbean. Private donors, Congress, and some state legislatures paid the cost of sending enslaved African Americans to these new colonies. Liberia, a colony in Africa, was settled in 1822. In 1847 Liberia became a separate country. In spite of their efforts, slavery continued to grow. The Society could only resettle so many enslaved African Americans. Most enslaved African Americans wanted to be free, yet remain in America.

1. Who were abolitionists?

• The Movement Changes (pages 419–421)

The cotton boom in the Deep South created a demand for more slave labor. The number of enslaved persons increased. Beginning in the 1830s, the renewed antislavery movement was the most important social concern for reformers. William Lloyd Garrison was one of the first white abolitionist to demand the emancipation, or freeing, of enslaved people. He motivated others in the antislavery movement through his Boston newspaper, *The Liberator*. He formed the New England Antislavery Society in 1832 and the American Antislavery Society in 1833. By 1838 more than 1,000 chapters, or local branches, of these organizations were formed by Garrison’s followers.

Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

Study Guide: Sunshine State Standards



Chapter 14, Section 2 (continued)

Sarah and Angelina Grimké, sisters from a wealthy slaveholding family in South Carolina, were the first women to lecture and write against slavery. For their share of the family inheritance, the sisters asked for and received many of the family’s enslaved workers instead of money. They then freed the workers. Angelina and her husband, Theodore Weld, wrote a very convincing abolitionist publication called *American Slavery As It Is*. It was a collection of real-life experiences of enslaved people.


The free African Americans of the North lived in poverty and were banned from most jobs in many Northern cities. They were proud to be free, however. Many joined the American Antislavery Society and subscribed to Garrison’s newspaper, *The Liberator*. America’s first African American newspaper, *Freedom’s Journal*, was started by Samuel Cornish and John Russwurm. Sojourner Truth, born Isabella Baumfree, became free when New York banned slavery in 1827. She worked for women’s rights and the abolitionist movement. Free African American leaders met in Philadelphia in 1830 at their first convention. Their discussions included establishing an African American college and persuading free African Americans to move to Canada.

Frederick Douglass, a runaway enslaved African American, became a well-known abolitionist speaker and writer. He lectured around the world and edited an antislavery newspaper called the *North Star*. He was a member of the Massachusetts Antislavery Society. Douglass supported freedom and full equality with whites. In 1847 his friends helped him buy his freedom from the Maryland slaveholder from whom he escaped.

- 2. What contributions did some of the famous abolitionists make to the effort to end slavery?

• The Underground Railroad (pages 422–424)

Abolitionists took many risks as they helped enslaved Africans escape. If caught, they faced prison or death. Escaped Africans traveled at night to avoid capture. They ate, rested, and hid during the day in barns, attics, church basements, or other “stations” along the *Underground Railroad*, which was the name given to a network of safe hiding places along the route to freedom in the North. White and African American “conductors” along the route helped the enslaved escape to freedom in the North. ‘Passengers’ traveled on foot or in wagons with secret compartments, guided through the darkness by the North Star. Harriet Tubman, an escaped African, became the most famous conductor on the Underground Railroad. Most enslaved Africans who were able to escape came from the states located between the northern states and the Deep South. Only a small percentage of enslaved Africans were actually helped by the Underground Railroad. For many others, it offered hope.

Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

Study Guide: Sunshine State Standards




Chapter 14, Section 2 (continued)

Many Southerners were against the abolitionist movement because they depended on slavery for the success of their plantations and farms. Some Northerners opposed the movement because they considered free blacks a threat to their social order. Some believed that free blacks would take jobs away from whites. Some were afraid of a war between the North and South. Angry whites acted out violently toward abolitionists. Abolitionists were attacked, buildings were burned, and some were killed. Southerners defended the practice of slavery. They believed that they could take care of African Americans better than they could take care of themselves. They argued that slavery was better than working in Northern factories.

Conflict continued between those in favor of and those opposed to slavery. Abolitionists continued to fight for the end of slavery and joined the growing women's rights movement as well.

3. What was the Underground Railroad?

Sunshine State Standards 
SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

Study Guide: Sunshine State Standards



Chapter 14, Section 3

For use with textbook pages 425–428

THE WOMEN'S MOVEMENT

KEY TERMS

- suffrage** The right to vote (page 426)
- coeducation** The teaching of boys and girls together (page 427)

DRAWING FROM EXPERIENCE

Do girls and boys in your family follow the same rules? Do girls and boys in your family have similar educational opportunities? Are the opinions of girls and boys in your family encouraged? Do girls and boys share equally in the chores and decision making?

In the last section, you read about the movement by abolitionists to end slavery in the United States. This section focuses on the progress toward equality made by the women's rights movement in the 1800s.

Sunshine State Standards

SS.A.4.3.3: Understands the impact of significant people, events and ideas on the development of the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how women reformers worked to achieve their own rights.

Seneca Falls Convention of 1848

1.

2.

3.

Study Guide: Sunshine State Standards



Chapter 14, Section 3 (continued)

READ TO LEARN

• Women and Reform (pages 425–427)

Many women abolitionists began to think of their own freedom as they worked to end slavery in the United States. They did not agree with the sexism, or prejudice against women, in the antislavery movement. They did not agree with American laws that discriminated against women. Lucretia Mott, a Quaker, lectured on temperance, peace, workers' rights, and abolition. She created the Philadelphia Female Anti-Slavery Society and helped runaway enslaved African Americans. Lucretia Mott and Elizabeth Cady Stanton, another female abolitionist, worked together for women's rights. They helped organize the first women's rights convention.

The Seneca Falls Convention, which was held in New York in 1848, issued a declaration that stated that all men and women are created equal. The declaration called for ending laws that discriminated against women. It demanded that women be allowed to work in male-dominated trades, professions, and businesses. The declaration called for woman *suffrage*, or the right to vote. Many convention delegates thought woman suffrage was too controversial. Elizabeth Stanton persisted until it was included in the declaration.

The convention marked the beginning of the women's rights movement in America. Many more conventions were held in the 1800s. Male and female reformers joined the struggle for women's rights. The first women's temperance association, Daughters of Temperance, was formed by Susan B. Anthony, the daughter of a Quaker abolitionist from New York. She worked for women's rights, temperance, and changes in New York property and divorce laws. She supported equal pay and college training for women, and *coeducation*, the education of boys and girls together. For the rest of the 1800s, Elizabeth Cady Stanton and Susan B. Anthony led the women's movement. Eventually, several states allowed women to vote, beginning with Wyoming in 1890. In 1920 women throughout the United States had the right to vote.

1. Why was the Seneca Falls Convention important to the women's rights movement?

Sunshine State Standards
SS.C.2.3.4: Understands what constitutes personal, political, and economic rights and major documentary sources of these rights.

Study Guide: Sunshine State Standards




Chapter 14, Section 3 (continued)

- **Progress by American Women** (page 427–428)

In the 1800s women had few career choices. Women were limited by the expectations and social customs of the times. No university or college accepted women before the 1830s. Most Americans believed that an education would make women unhappy with their lives. Some Americans opposed teaching girls how to read and write. They believed women were too delicate to handle the stress of studying advanced subjects. Educational opportunities for women were limited to courses on becoming good wives and mothers. Female elementary school teachers were paid less than male teachers.

Female leaders helped create new opportunities for other women. Emma Willard founded the Troy Female Seminary in 1821. Willard was self-taught in many subjects, including science and mathematics. In 1837 Mary Lyons founded Mount Holyoke Female Seminary, which later became Mount Holyoke College, in Massachusetts. New property laws in several states recognized the right of women to own property after marriage. Previously, all property owned by women before marriage was transferred to their husbands after marriage. Women in several states won the right to divorce alcoholic husbands. Husbands and wives were granted joint guardianship of their children. Many bright, young women entered male-dominated professions. Many strong women struggled to achieve their goals.

Sunshine State Standards 
SS.C.2.3.4: Understands what constitutes personal, political, and economic rights and major documentary sources of these rights.

2. Why were educational opportunities so important to the women's rights movement?
