

# The Spirit of Reform

1820–1860

**ESSENTIAL QUESTIONS** • Why do societies change?  
• What motivates people to act? • How do new ideas change the way people live?



Emily Dickinson was a brilliant poet of the mid-1800s.

networks

There's More Online about the issues that American reformers tackled in the mid-1800s.

## CHAPTER 16

### Lesson 1

*Social Reform*

### Lesson 2

*The Abolitionists*

### Lesson 3

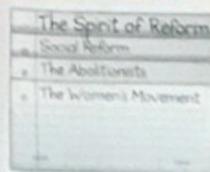
*The Women's Movement*

## The Story Matters . . .

Young Emily Dickinson excels at school, especially in Latin, science, and writing. Dickinson even takes the then-unusual step of attending college for a year, but she finds its strict rules unsuited to her creative energy.

As an adult, she spends less and less time in public. After the age of 40, she dresses only in white. She does not travel and chooses not to meet most visitors. She spends much of her time writing, eventually producing 1,800 brilliant gems of poetry. She is a literary pioneer—though few people at the time know it. Only 10 of her poems ever appear in print during her lifetime. Only in death is she recognized among the era's many women of achievement.

### FOLDABLES



Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.



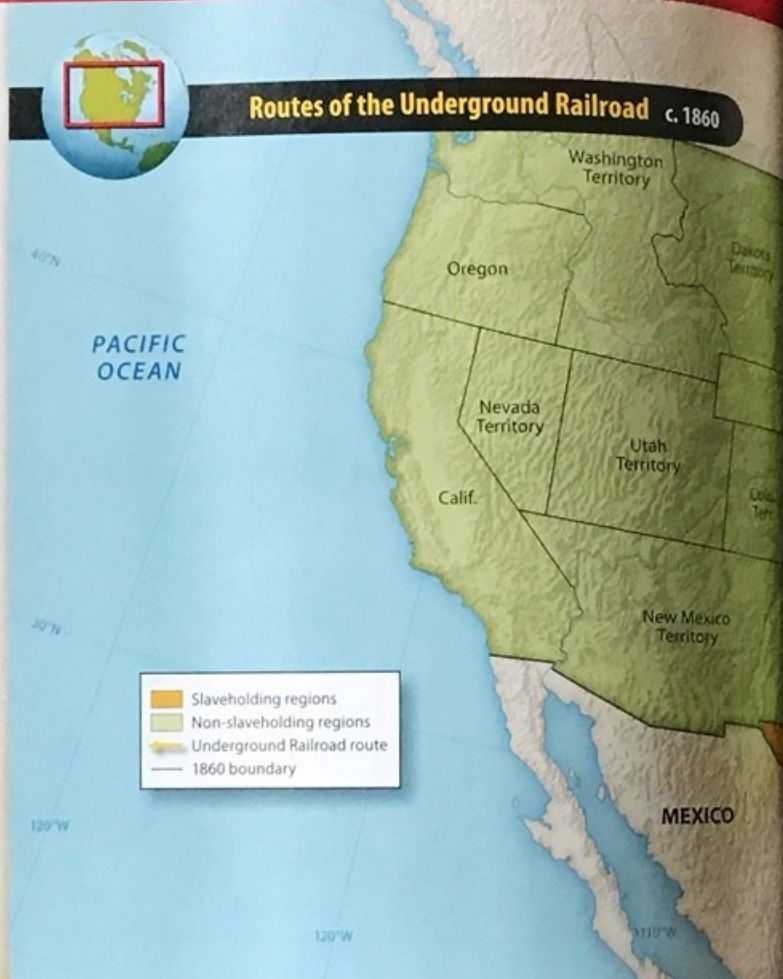
# Place and Time: United States 1820 to 1860

During this period, many men and women, including whites and African Americans, worked to abolish slavery. Other people wanted to reform laws and customs that limited women's choices and created harsh conditions for the poor and people with disabilities.

## Step Into the Place

**MAP FOCUS** One of the main reforms people sought in the mid-1800s was the abolition of slavery. Reformers also tried to help enslaved people escape to freedom in the North or outside the country. Some of the routes to freedom are noted on the map.

- LOCATION** On the map, locate the cities of Toledo, Cleveland, and Buffalo. Why do you think these cities became important points for people trying to escape slavery? 29c
- CRITICAL THINKING Speculating** Why do you think some enslaved people traveled to Canada instead of stopping when they reached a free Northern state?



**networks**  **MAP** Explore the interactive version of this map on NETWORKS.

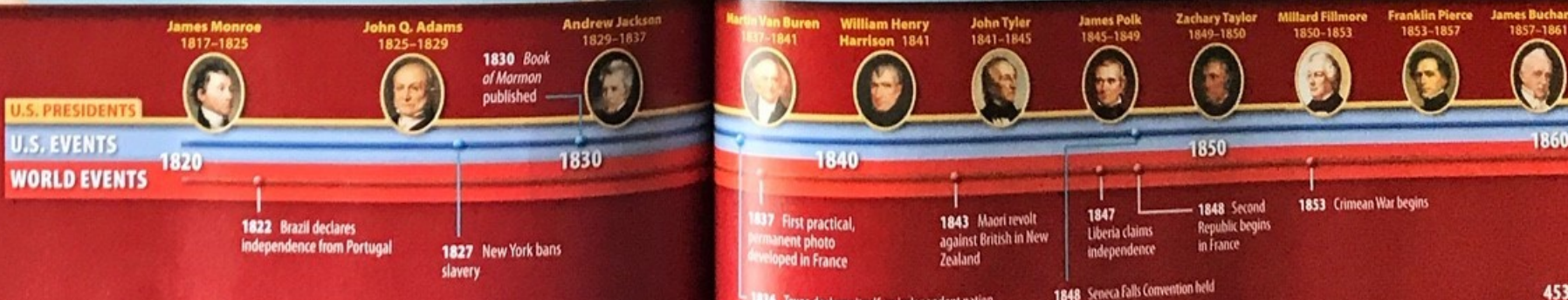
**TIME LINE**  Explore the interactive version of this time line on NETWORKS.

*There's More Online!*



## Step Into the Time

**TIME LINE** Look at the time line. Who was president when New York banned slavery? 29c





There's More Online!

- ✓ **IMAGE** The American School for the Deaf
- ✓ **PRIMARY SOURCE** Lyman Beecher's Sermon on Slavery
- ✓ **SELF-CHECK QUIZ**
- ✓ **VIDEO**



## Lesson 1

# Social Reform

**ESSENTIAL QUESTION** *Why do societies change?*

## IT MATTERS BECAUSE

*Developments in the early 1800s helped shape the social and cultural fabric of the United States.*



### TEKS Texas Essential Knowledge and Skills

- 1A** Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.
- 22B** Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.
- 24B** Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.
- 25B** Describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings.
- 26A** Describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States.
- 26C** Analyze the relationship between fine arts and continuity and change in the American way of life.

## Religion and Reform

**GUIDING QUESTION** *What was the effect of the Second Great Awakening?*

In the 1800s, some Americans began to fear that the country was becoming too secular, or not religious, and began a series of religious meetings called **revivals**. Reverend James B. Finley described an early nineteenth-century revival this way:

### PRIMARY SOURCE

“The noise was like the roar of Niagara [Falls]. The vast sea of human beings seemed to be agitated as if by a storm. . . . Some of the people were singing, others praying, some crying for mercy. . . . While witnessing these scenes, a peculiarly strange sensation, such as I had never felt before, came over me. My heart beat tumultuously [violently], my knees trembled, my lip quivered, and I felt as though I must fall to the ground.”

—from *Autobiography of Rev. James B. Finley*

At this time, people traveled great distances to hear preachers speak and to pray, sing, weep, and shout. This wave of religious interest—known as the Second Great Awakening—stirred the nation.

Also at this time, a new spirit of reform took hold in the United States. This spirit brought changes to American religion, education, and literature. Some reformers sought to improve society by forming **utopias** (yu•TOH•pee•uhs)—communities

## Reading HELPDESK

### Taking Notes: Identifying

As you read, use a diagram like this one to identify the reformers' contributions.

Reformer	Contribution
Thomas Gallaudet	
Dorothea Dix	

### Content Vocabulary

- **revival**
- **utopia**
- **temperance**
- **normal school**
- **civil disobedience**



based on a vision of the perfect society. Most of these communities did not last. A few groups, such as the Mormons, did form lasting communities.

## The Impact of Religion

Attending revivals often made men and women eager to reform their own lives and the world. Some people became involved in missionary work or social reform movements. Among those movements was the push to ban alcohol.

Connecticut minister Lyman Beecher was a leader of this movement. He wanted to protect society from “rum-selling, tippling folk, infidels, and ruff-scuff.” Beecher and other reformers called for **temperance**, or drinking little or no alcohol. They used **lectures**, pamphlets, and revival-style rallies to warn people of the dangers of liquor.

The temperance movement persuaded Maine and some other states to outlaw the manufacture and sale of alcohol. States later repealed most of these laws.

## Changing Education

Reformers also wanted to improve education. Most schools had little money, and many teachers lacked training. Some people opposed the idea of compulsory, or required, education.

Religious revivals could attract thousands of people for days of prayers and song.

### ► CRITICAL THINKING

**Analyzing Images** Who are the people standing and sitting on the platform?



**revival** a religious meeting  
**utopia** a community based on a vision of the perfect society

**temperance** drinking little or no alcohol

### Academic Vocabulary

**lecture** a speech meant to provide information, similar to what a teacher presents



In addition, some groups faced barriers to schooling. Parents often kept girls at home. They thought someone who was likely to become a wife and mother did not need much education. Many schools also denied African Americans the right to attend.

Massachusetts lawyer Horace Mann was a leader of educational reform. He believed education was a key to wealth and economic opportunity for all. Partly because of his efforts, in 1839 Massachusetts founded the nation's first state-supported **normal school**—a school for training high school graduates to become teachers. Other states soon adopted Mann's reforms.

New colleges and universities opened their doors during the age of reform. Most of them admitted only white men, but other groups also began winning access to higher education. Oberlin College of Ohio, for example, was founded in 1833. The college admitted both women and African Americans.

### Helping People with Disabilities

Reformers also focused on teaching people with disabilities. Thomas Gallaudet (ga•luh•DEHT) developed a method to teach those with hearing impairments. He opened the Hartford School for the Deaf in Connecticut in 1817. At that same time, Samuel Gridley Howe was helping people with vision impairments. He printed books using an alphabet created by Louis Braille, which used raised letters a person could “read” with his or her fingers. Howe headed the Perkins Institute, a school for the visually impaired, in Boston.

Schoolteacher Dorothea Dix began visiting prisons in 1841. She found some prisoners chained to the walls with little or no clothing, often in unheated cells. Dix also learned that some inmates were guilty of no crime. Instead, they were suffering from mental illnesses. Dix made it her life's work to educate the public about the poor conditions for prisoners and the mentally ill. Her efforts resulted in states' improving prisons and mental facilities.

### READING PROGRESS CHECK

**Describing** How did Samuel Howe help people with vision impairments?



This picture shows students with hearing impairments receiving specialized instruction. The education of people with disabilities greatly advanced during the early and mid-1800s.

### SKILLS PRACTICE

Write vocabulary words on cards. Draw pictures on the back to show what they mean.

### Reading HELPDESK

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

**civil disobedience** the refusal to obey laws considered unjust

### Academic Vocabulary

**author** a writer of books, articles, or other written works



# Culture Changes

**GUIDING QUESTION** What type of American literature emerged in the 1820s?

Art and literature of the time reflected the changes in society and culture. American **authors** and artists developed their own style and explored American themes.

Writers such as Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau stressed the relationship between humans and nature and the importance of the individual conscience. This literary movement was known as Transcendentalism. Emerson urged people to listen to the inner voice of conscience and to overcome prejudice. Thoreau practiced **civil disobedience** (dihs•oh•BEE•dee•uhns)—the refusal to obey laws considered unjust. For example, Thoreau went to jail in 1846 rather than pay a tax to support the U.S.-Mexican War, which he believed was fought to expand slavery.

In poetry, Henry Wadsworth Longfellow wrote narrative, or story, poems such as the *Song of Hiawatha*. Walt Whitman captured the new American spirit and confidence in his *Leaves of Grass*. Emily Dickinson wrote hundreds of simple, deeply personal poems, many of which celebrated the natural world.

American artists also explored American topics and developed a purely American style. Beginning in the 1820s, a group of landscape painters known as the Hudson River School focused on scenes of the Hudson River Valley. Printmakers Nathaniel Currier and James Merritt Ives created popular prints that celebrated holidays, sporting events, and rural life.

## READING PROGRESS CHECK

**Explaining** What themes did the Transcendentalists focus on in their writings?

### FOLDABLES Study Organizer

Include this lesson's information in your Foldable®.

The Spirit of Reform
o Social Reform
o The Abolitionists
o The Women's Movement

Ralph Waldo Emerson's house in Concord, Massachusetts, was a gathering place for many of the leaders of the Transcendentalist movement.



## LESSON 1 REVIEW



### Review Vocabulary

1. Examine the three terms below. Then write a sentence or two explaining how these terms were related to each other during the period of social reform. **24B**
  - a. revival
  - b. utopia
  - c. temperance

### Answer the Guiding Questions

2. **Analyzing** What was the relationship between the Second Great Awakening and the reform movements of the early 1800s? **1A; 25B**

3. **Describing** How did the work of American authors reflect a unique American culture? **26A**
4. **Comparing and Contrasting** How was the work of Dorothea Dix similar to that of Thomas Gallaudet? How was it different? **22B; 24B**
5. **PERSUASIVE WRITING** Create a brochure for the newly established Oberlin College to send to potential students. Explain why the college differs from others, and describe the advantages of this college experience. **30D**



BIOGRAPHIES

- Mary Lyon
- Maria Mitchell

GAME Identification

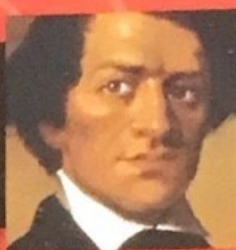
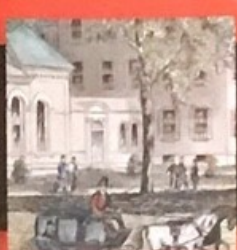
GRAPHIC ORGANIZER

Women's Rights Leaders

TIME LINE Opportunity and Achievement for Women

SELF-CHECK QUIZ

VIDEO



Lesson 3

The Women's Movement

ESSENTIAL QUESTION *How do new ideas change the way people live?*

IT MATTERS BECAUSE

Women began the long quest for expanded rights, including the right to vote, in the mid-1800s.

Reform for Women

GUIDING QUESTION *What did women do to win equal rights?*

For women such as Lucretia Mott, causes such as abolition and women's rights were linked. Like many other women reformers, Mott was a Quaker. Quaker women enjoyed an unusual degree of equality in their communities. Mott was actively involved in helping runaway enslaved workers. She organized the Philadelphia Female Anti-Slavery Society. At an antislavery convention in London, Mott met Elizabeth Cady Stanton. The two found they also shared an interest in women's rights.

The Seneca Falls Convention

In July 1848, Stanton and Mott helped organize the first women's rights convention in Seneca Falls, New York. About 300 people, including 40 men, attended.

A highlight of the convention was debate over a Declaration of Sentiments and Resolutions. These resolutions called for an end to laws that discriminated against women. They also demanded that women be allowed to enter the all-male world of trades, professions, and businesses. The most controversial issue, however, was the call for woman **suffrage**, or the right to vote in elections.

TEKS Texas Essential Knowledge and Skills

1A Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.

22B Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.

23D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.

23E Identify the political, social, and economic contributions of women to American society.

24B Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.

Reading HELPDESK

Taking Notes: Summarizing

As you read, use a diagram like this one to summarize the contributions each individual made to the women's movement.

Individual	Contribution
Lucretia Mott	→ <input type="text"/>
Elizabeth Cady Stanton	→ <input type="text"/>
Susan B. Anthony	→ <input type="text"/>

Content Vocabulary

- **suffrage**
- **coeducation**





## INFOGRAPHIC

In the mid-1800s, women began to argue for—and earn—their own rights and an equal place in society.

- 1 **IDENTIFYING** Which items on the time line reflect growing opportunities for women to learn and gain skills?
- 2 **CRITICAL THINKING**  
*Analyzing* Which items on the time line suggest women were using their education to achieve great things?

Elizabeth Cady Stanton insisted the resolutions include a demand for woman suffrage. Some delegates worried that the idea was too radical. Mott told her friend, “Lizzie, thee will make us ridiculous.” Standing with Stanton, Frederick Douglass argued powerfully for women’s right to vote. After a heated debate, the convention voted to include in their declaration the demand for woman suffrage in the United States.

### The Seneca Falls Declaration

The first women’s rights convention called for women’s equality and for their right to vote, to speak publicly, and to run for office. The convention issued a Declaration of Sentiments and Resolutions modeled on the Declaration of Independence. Just as Thomas Jefferson had in 1776, women announced the need for revolutionary change based on a claim of basic rights:

#### PRIMARY SOURCE

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

In this passage, two important words—“and women”—are added to Thomas Jefferson’s famous phrase:

“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. . . .”

## Reading HELPDESK

**suffrage** the right to vote

### SKILLS PRACTICE

Before you explain something, think about the important and interesting details. Use as many of these details as you can.



The women's declaration called for an end to laws that discriminated against women. It demanded that women be free to enter the all-male world of trades, professions, and businesses.

“The history of mankind is a history of repeated injuries and [wrongful takings of power] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world. . . .

Now, in view of this entire [withholding of rights] of one-half the people of this country, their social and religious degradation,—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.”

—Seneca Falls Convention Declaration of Sentiments

## The Women's Movement Grows

The Seneca Falls Convention helped launch a wider movement. In the years to come, reformers held several national conventions, with the first taking place in Worcester, Massachusetts, in 1850. Both male and female reformers joined the cause.

Among the movement's leaders was Susan B. Anthony, the daughter of a Quaker abolitionist. She called for equal pay and college training for women, and **coeducation** (koh•eh•juh•KAY•shuhn)—the teaching of males and females together. Anthony also organized the country's first women's temperance association, the Daughters of Temperance. Anthony met Elizabeth Cady Stanton at a temperance meeting in 1851. They became lifelong friends and partners in the struggle for women's rights and suffrage.

Opportunities for women increased greatly in the late 1800s. Beginning with Wyoming in 1890, several states granted woman suffrage. Yet not until 1920 and the Nineteenth Amendment to the Constitution did women gain the right to vote everywhere.

### READING PROGRESS CHECK

**Evaluating** What did the Seneca Falls Convention do to help the women's movement grow?

**coeducation** the teaching of males and females together

Elizabeth Cady Stanton (left), seen here with Susan B. Anthony, was an organizer of the Seneca Falls Convention.







Maria Mitchell was the first woman to work as a professional astronomer. "It seems to me that the needle is the chain of woman. . . . Emancipate her from the 'stitch, stitch, stitch,' . . . and she would have time for studies which would engross as the needle never can."

#### ► CRITICAL THINKING

**Paraphrasing** Restate the quote from Mitchell above using your own words.

Mount Holyoke Female Seminary in South Hadley, Massachusetts, was the first women's college in the United States.

#### ► CRITICAL THINKING

**Analyzing Primary Sources** What do you think Lyon meant when she referred to women's education as "the great secret"?

## Reading HELPDESK

### Academic Vocabulary

**capable** skillful

**ministry** the job of a religious leader

## Women Make Gains

**GUIDING QUESTION** *In what areas did women make progress in achieving equality?*

Pioneers in women's education began to call for more opportunity. Early champions such as Catharine Beecher believed that women should be educated for their traditional roles in life. The Milwaukee College for Women used Beecher's ideas "to train women to be healthful, intelligent, and successful wives, mothers, and housekeepers."

Other people thought that women could be trained to be **capable** teachers and to fill other professional roles. These pioneers broke down the barriers to female education and helped other women do the same.

One of these pioneers, Emma Willard, educated herself in subjects considered suitable only for males, such as science and mathematics. In 1821 Willard set up the Troy Female Seminary in upstate New York. Willard's seminary taught mathematics, history, geography, and physics, as well as the usual homemaking subjects.

Mary Lyon, after working as a teacher for 20 years, began raising funds to open a women's college. She established Mount Holyoke Female Seminary in Massachusetts in 1837, modeling its curriculum on that of nearby Amherst College. Lyon became the school's first principal, believing that "the great secret . . . is female education."





## Marriage and the Family

Prior to the mid-1800s, women had few rights. They depended on men for support. Anything a woman owned became the property of her husband if she married. She had few options if she was in an unhappy or abusive relationship.

During the mid- to late-1800s, women made some gains in marriage and property laws. New York, Pennsylvania, Indiana, Wisconsin, Mississippi, and the new state of California recognized the right of married women to own property.

Some states passed laws allowing divorced women to share guardianship of their children with their former husbands. Indiana was the first of several states that allowed women to seek divorce if their husbands abused alcohol.

## Breaking Barriers

In the 1800s, women had few career choices. They could become elementary school teachers—often at lower wages than a male teacher received. Jobs in professions dominated by men were even more difficult. Women had to struggle to become doctors or work in the **ministry**. Some strong-minded women succeeded.

Elizabeth Blackwell tried and failed repeatedly to get into medical school. Finally accepted by Geneva College in New York, Blackwell graduated first in her class and achieved fame as a doctor.

Maria Mitchell was another groundbreaking woman. She was educated by her father and, in 1847, became the first person to discover a comet with a telescope. The next year, she became the first woman elected to the American Academy of Arts and Sciences. In 1865 Mitchell joined the faculty of Vassar College.

Women's gains in the 1800s were remarkable—but far from complete. Women remained limited by social customs and expectations. In fact, women had just begun the long struggle to achieve their goal of equality.

### READING PROGRESS CHECK

**Describing** What gains did women make in the field of education?

## Connections to TODAY

### Women's Colleges

Mount Holyoke is one of the Seven Sisters—a group of outstanding colleges founded to educate women. Today, Mount Holyoke and several of the Seven Sisters still provide a woman-only educational experience. Some of the Seven Sisters now admit men.

### FOLDABLES Study Organizer

Include this lesson's information in your Foldable®.

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Social Reform
o The Abolitionists
o The Women's Movement

## LESSON 3 REVIEW



### Review Vocabulary

1. Explain ways that *suffrage* and *coeducation* could offer women in the 1800s new ways to participate in society. 30A

### Answer the Guiding Questions

2. **Describing** What contributions did Susan B. Anthony and Elizabeth Cady Stanton make to American society? 23E

3. **Evaluating** How did the rights of married women improve in the 1800s? 1A

4. **PERSUASIVE WRITING** You are a woman who attended the Seneca Falls Convention. What arguments might you use to support suffrage? Write a paragraph explaining why women should have the right to vote. 29D; 29E