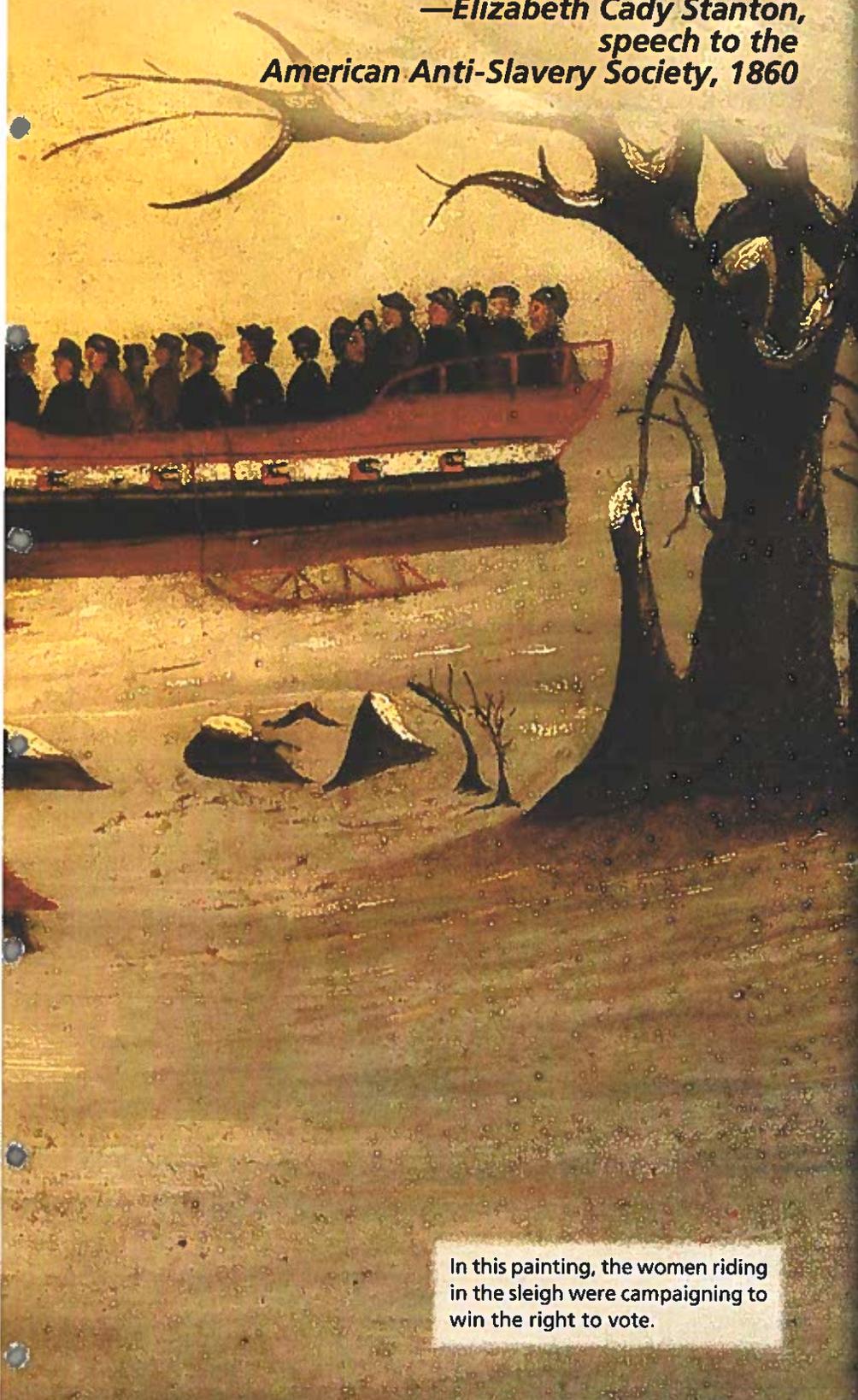


*“For while the man is born  
to do whatever he can,  
to the woman and the negro  
there is no such privilege.”*

*—Elizabeth Cady Stanton,  
speech to the  
American Anti-Slavery Society, 1860*



In this painting, the women riding in the sleigh were campaigning to win the right to vote.

# CHAPTER 12

## What You Will Learn

### Section 1

#### IMPROVING SOCIETY

By the mid-1800s, people were seeking reform in many areas of American life, including education.

### Section 2

#### THE FIGHT AGAINST SLAVERY

Abolitionists sought an end to slavery in the United States.

### Section 3

#### A CALL FOR WOMEN'S RIGHTS

Some reformers sought to win political and economic equality for women.

### Section 4

#### AMERICAN LITERATURE AND ARTS

In the early 1800s, American artists, writers, and musicians began to develop a distinct style.

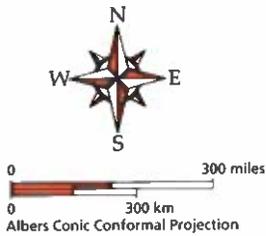
## Reading Skill

**Draw Conclusions From Sources** In this chapter, you will learn how to use details from primary and secondary sources to draw conclusions.



# How did reformers and writers inspire

## An Age of Reform, 1820–1860



Pacific Ocean

MEXICO

TEXAS ANNEXATION (1845)



U.S. Events

Charles Finney begins holding religious revival meetings.

1826

William Lloyd Garrison founds antislavery newspaper.

1831

1837

Horace Mann begins campaign to improve public schools.

1820

1830

1840



World Events

1822

Colony of Liberia is founded in West Africa.

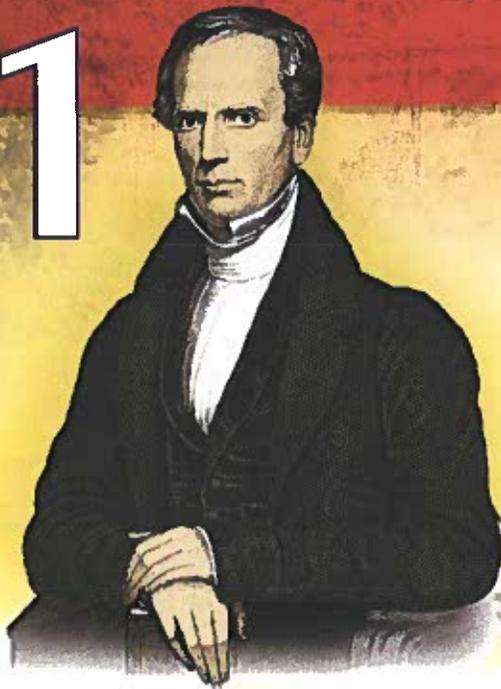
1833

Slavery is banned in all British colonies.

# change and spark controversy?



VISUAL PREVIEW



### Their Hearts Will Be Changed

“When the churches are thus awakened and reformed, the reformation and salvation of sinners will follow, going through the same stages of conviction, repentance, and reformation. Their hearts will be broken down and changed.”

—Charles Finney, a religious revival preacher, 1834

◀ Charles Finney

## Improving Society

### Objectives

- Discuss what led many Americans to try to improve society in the 1800s.
- Identify the social problems that reformers tried to solve.
- Summarize the improvements in public education in the 1800s.

### Reading Skill

**Assess Evidence for a Conclusion** In reading history, you will encounter many descriptive details that help you draw conclusions about historical events. Evaluate the details carefully with questions such as these: Are they accurate and from reliable sources? Do the sources have firsthand knowledge of the situations? What conclusions do the details point to?

### Key Terms and People

social reform  
predestination  
Charles Finney  
revival  
temperance  
movement

prohibition  
Dorothea Dix  
public school  
Horace Mann

**Why It Matters** The Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society.

**Section Focus Question:** How did key people bring about reform in education and society?

### The Reforming Spirit

In the 1830s, many Americans became interested in **social reform**, or organized attempts to improve conditions of life. The effort to create a better society had both political and religious roots.

**Jacksonian Democracy** The expansion of democracy in the Age of Jackson encouraged reform. Most states dropped property requirements for voting. As a result, more white American men were able to vote than ever before. Political parties also developed a more open way of choosing candidates for President.

In the spirit of Jacksonian democracy, some people worked to make the political system even fairer. A number of reformers believed that all men should vote and be able to hold office. Others supported greater legal rights for women. Increasingly, reformers also spoke out strongly against slavery. They argued that no society that allowed one human being to own another could call itself democratic.

**The Second Great Awakening** Religious feelings and ideas also sparked the reforming impulse. Beginning in the early 1800s, a new generation of ministers challenged some traditional views. This movement became known as the Second Great Awakening.

Changing religious ideas sparked the Second Great Awakening. In colonial days, many American Protestants believed in predestination, the idea that God decided the fate of a person's soul even before birth. But leaders of the Second Great Awakening preached that people's own actions determined their salvation. This "doctrine of free will" blended easily with political ideas about democracy and independence.

The most important of this new generation of preachers was **Charles Finney**. Finney held the first of many religious revivals in 1826. A revival is a huge outdoor religious meeting. Before long, Finney and other preachers were conducting revivals across the nation. A single revival might go on for several days or even a week. Ministers of different faiths preached day and night, trying to convert sinners and urging people to reform their lives.

Finney believed that the emotion of a revival could touch even the most hopeless sinner. "All sorts of abandoned characters are awakened and converted," he wrote. "The worst part of human society is softened and reclaimed, and made to appear as a lovely specimen of the beauty of holiness."

### Vocabulary Builder

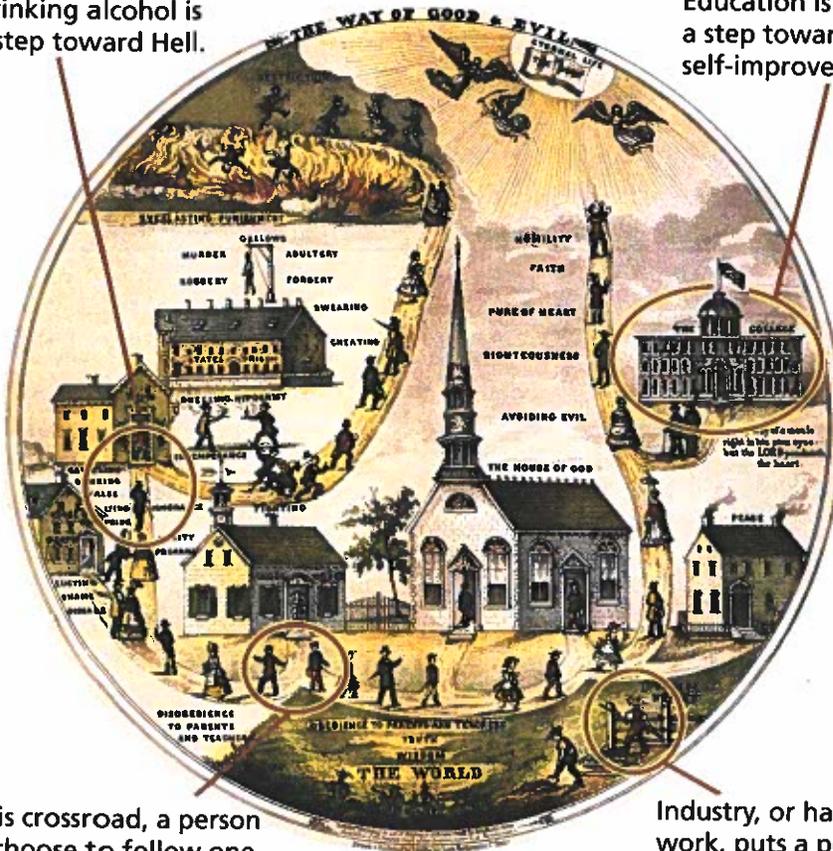
**impulse** (IHM puhls) *n.* sudden push or driving force

### Vocabulary Builder

**convert** (kahn VERT) *v.* to change from one political party, religion, or way of life to another

Drinking alcohol is a step toward Hell.

Education is a step toward self-improvement.

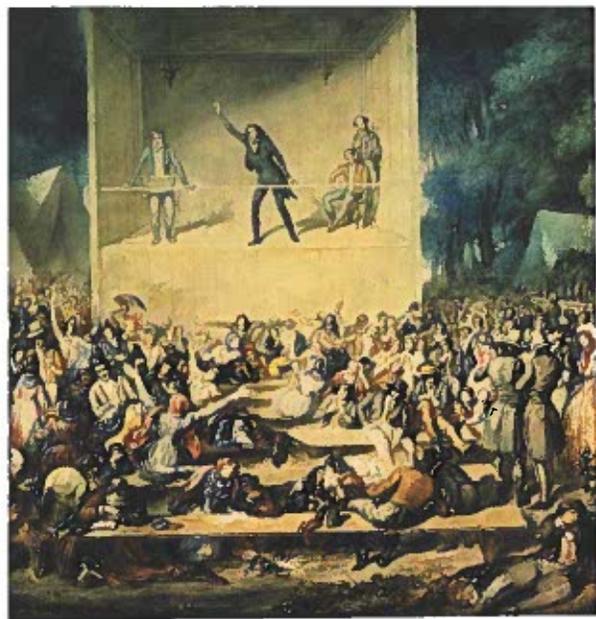


At this crossroad, a person may choose to follow one path or the other.

Industry, or hard work, puts a person on the right path.

### The Way to Salvation

This symbolic painting, *The Way of Good and Evil*, shows two paths a person can take. One path leads to Hell and the other leads to Heaven. **Critical Thinking:** **Apply Information** How does this painting reflect the doctrine of free will that was part of the Second Great Awakening?



Preaching at a revival meeting

Thus, the religious revivals of the Second Great Awakening encouraged reform. People came to believe that, if they had the power to improve themselves, they could improve society as well.

**Utopian Communities** The desire to create a more perfect society spurred some reformers to found utopian communities. (*Utopia* was a book about a fictional ideal society.) Utopian reformers hoped their communities would become models for others to follow.

Robert Owen founded a utopian community in Indiana in 1825. He called this colony New Harmony. New Harmony was based on common ownership of property. Residents were to raise their own food and manufacture their own goods. However, New Harmony turned out to be anything but harmonious. Members argued among themselves about goals and actions. The colony dissolved after about two years. Indeed, most utopian communities did not last very long.

 **Checkpoint** What was the goal of the Second Great Awakening?

## Social Reformers at Work

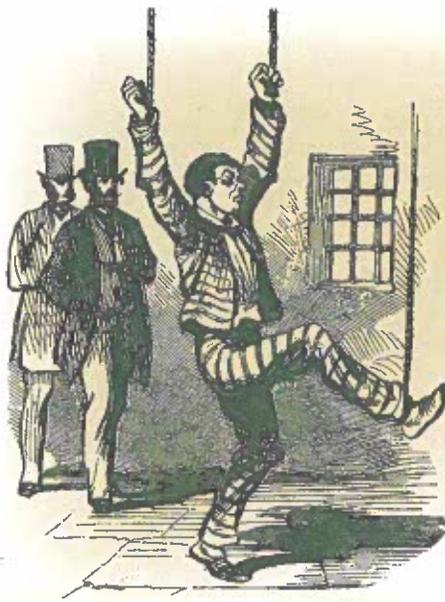
Utopian reformers tried to create perfect, separate communities. However, most reform-minded Americans chose to work within the existing society. The reforming impulse took many forms.

**The Temperance Movement** Many reformers supported the **temperance movement**, an organized effort to end alcohol abuse and the problems created by it. Alcohol was widely used in the United States. Whiskey was cheaper than milk or beer. Often, it was safer to drink than water, which was frequently contaminated. As a result, alcohol abuse reached epidemic proportions.

Many women were drawn to the temperance movement. They pointed out how many women and children suffered at the hands of husbands and fathers who drank too much. Such organizations as the American Temperance Society published pamphlets denouncing “strong drink.”

Most reformers favored temperance, or moderation in drinking. But others called for **prohibition**, a total ban on the sale and consumption of alcohol. During the 1850s, supporters of prohibition got nine states to pass laws banning the sale of alcohol. The movement was interrupted by the Civil War but reemerged later.

**Prison Reform** Other reformers sought to improve the nation’s prison system. Prisons had traditionally been harsh places, designed to make people want to stay out of them. Poorly heated buildings, inadequate food, and cramped conditions were typical. Many people in prison were not criminals at all but were people who owed money they could not pay back. Because debtors could seldom earn money while in jail, they often remained locked up for years.

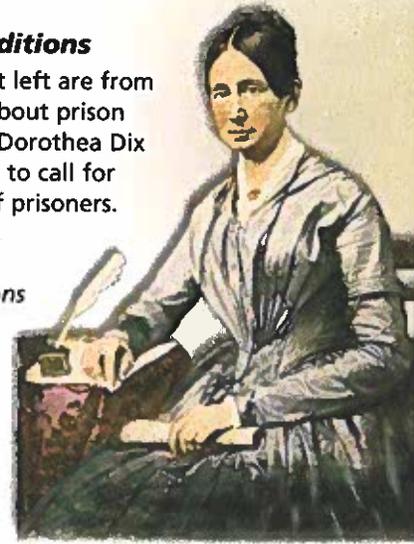


Chains and cages used on prisoners

### Reforming Prison Conditions

The two drawings shown at left are from an 1858 magazine article about prison conditions. Such sights led Dorothea Dix (right) and other reformers to call for more humane treatment of prisoners.

**Critical Thinking: Frame Questions** Based on these drawings, write two questions that you would ask Dorothea Dix to answer.



Dorothea Dix

Social reformers began investigating conditions in jails. **Dorothea Dix**, a Massachusetts schoolteacher, was one of those who took up the cause of prison reform. Over the years, she worked to convince state legislatures to build new, more sanitary, and more humane prisons. In addition, debtors were no longer sent to jail.

**Reforms for the Mentally Ill** Dix was outraged to find that prisons were also used to house individuals with mental illnesses. After a careful investigation, she reported to the Massachusetts legislature on the horrifying conditions she had witnessed: "A woman in a cage . . . [One man] losing the use of his limbs from want of exercise . . . One man and one woman chained."

Dix's shocking report helped persuade the Massachusetts legislature to fund a new mental hospital. She then continued her efforts in other states. She urged city and state governments around the country to create separate institutions, called asylums, for those with mental illnesses. The new asylums provided treatment, rather than punishment.

**✓Checkpoint** How did Dorothea Dix contribute to social reform?

## Education Reform

Education was another area of concern to reformers. The first American schools were set up for religious purposes. The Puritans of Massachusetts believed that all people needed to be able to read and understand the Bible. In 1642, they passed a law requiring all large towns to hire teachers and build schools. In this way, Massachusetts set up the first **public schools, or free schools supported by taxes.**

**Need for Better Education** By the early 1800s, Massachusetts was still the only state to require public schools. In other states, children from wealthy families were educated privately, whereas poor children generally received no education outside the home. Under these circumstances, many Americans could not read or write.

# Links Across Time

## Public Education

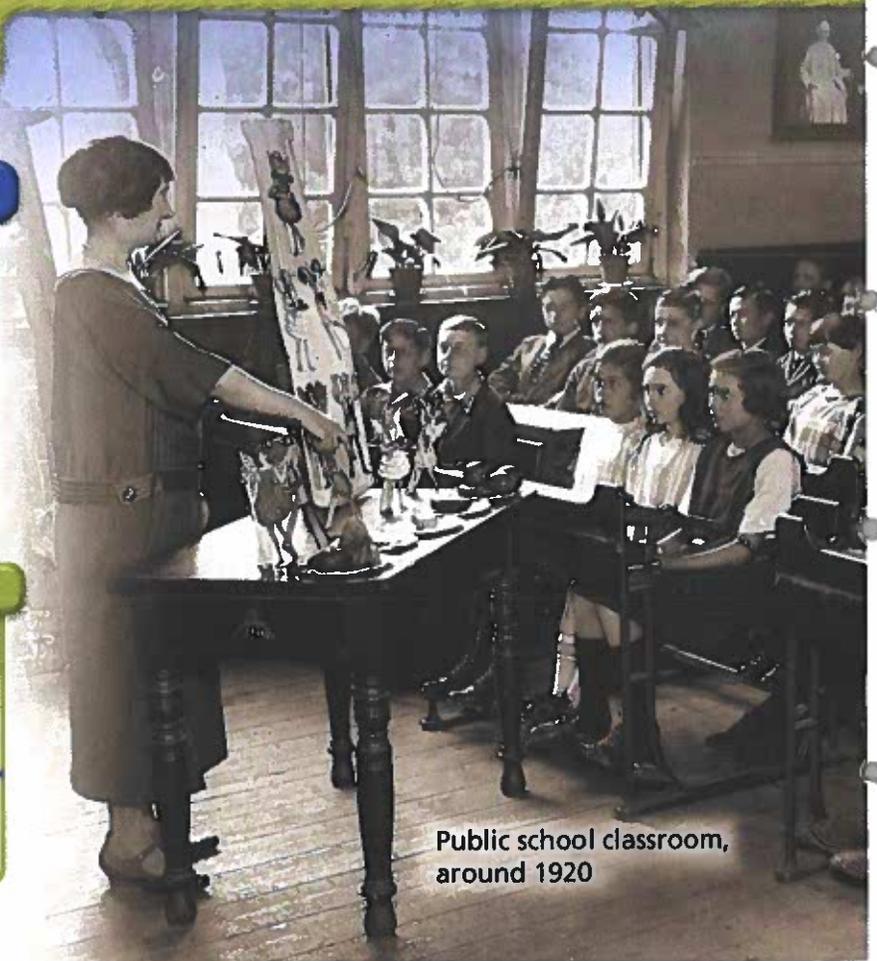
**1852** Massachusetts became the first state to pass a law that required all children to attend school up to a certain age. This was known as compulsory education.

**1918** By this date, compulsory education laws had been passed in every state in the Union. As a result, for the first time, every state required children to attend school at least up to the tenth grade.

## Link to Today

**Education Today** Today, billions of dollars in federal, state, and local taxes go to support public education. But not everybody agrees on the best way to spend that money and to educate American children.

**For:** Education in the news  
**Visit:** PHSchool.com  
**Web Code:** myc-4081



Public school classroom, around 1920

The reforms of the Jacksonian Era increased the number of eligible voters. Reformers grew concerned that the education system was not keeping up with the political system. They argued that education was necessary to ensure that voters were intelligently informed. With immigration on the rise, reformers also pointed out that better schools would help immigrants assimilate, or become part of, American culture.

**Mann and Public Education** **Horace Mann** of Massachusetts took the lead in education reform. To Mann, public financing of education was essential for democracy to work. He said:

“If we do not prepare children to become good citizens; if we do not develop their capacities, if we do not enrich their minds with knowledge . . . then our republic must go down to destruction as others have gone before it.”

—Horace Mann, quoted in *A Century of Childhood* (Heininger)

After becoming head of the state board of education in 1837, Mann convinced Massachusetts to improve its public school system. It created colleges to train teachers, raised the salaries of teachers, and lengthened the school year. (To learn more about public education in the 1800s, see the Life at the Time feature.)

### Assess Evidence for a Conclusion

Read the quotation by Horace Mann. Assess the credibility of this source in supporting the following conclusion: Mann believed that strong character, moral behavior, and wide knowledge were equally important qualities. List three examples from the quotation that support this conclusion.

Other states soon followed Massachusetts's example. By the 1850s, public schools had gained much acceptance in the Northeast. Southern and western states lagged behind, however. They would not create their own public school systems until many decades later.

**Education for African Americans** The improvements in public education did little for African Americans. Southern states prohibited teaching enslaved persons to read. In the North, free black children were seldom admitted to the same schools as white children.

Reformers who tried to improve educational opportunities for African Americans often met with resistance. Prudence Crandall, a Quaker teacher, opened a school for African American girls in Connecticut. Hostile neighbors attacked and destroyed the school.

Still, some opportunities did open up. In major northern cities, free African American educators opened their own schools. In 1855, Massachusetts became the first state to admit African American students to public schools. Some African Americans attended private colleges such as Harvard and Oberlin. In 1854, Pennsylvania chartered Ashmun Institute (later called Lincoln University), the nation's first college for African American men.

 **Checkpoint** How did public education improve in the mid-1800s?

 **Looking Back and Ahead** Inspired by political or religious ideals, reformers tackled many social problems. But one issue towered above all others in the minds of reformers. In the next section, you will read about the growing efforts to end slavery.

## Section 1 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) Identify** What were the ideas of predestination and the doctrine of free will?

**(b) Draw Conclusions** How might the doctrine of free will promote democracy?
- (a) Recall** Which reforms did Horace Mann convince the state of Massachusetts to make?

**(b) Detect Points of View** According to Mann, why is it important for a democracy to have educated citizens?

### Reading Skill

- 3. Assess Evidence for a Conclusion** Assess the quotation that follows by Dorothea Dix. Is the evidence reliable? Does it support the conclusion that the mentally ill were poorly treated?

**Quotation:** “[T]wo females . . . lie in wooden bunks filled with straw; always shut up. . . . The use of cages [is] all but universal.”

### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- 4.** What did the **temperance movement** seek?

- 5.** What was the goal of **social reform** in the 1830s?
- 6.** What is a religious **revival**?

### Writing

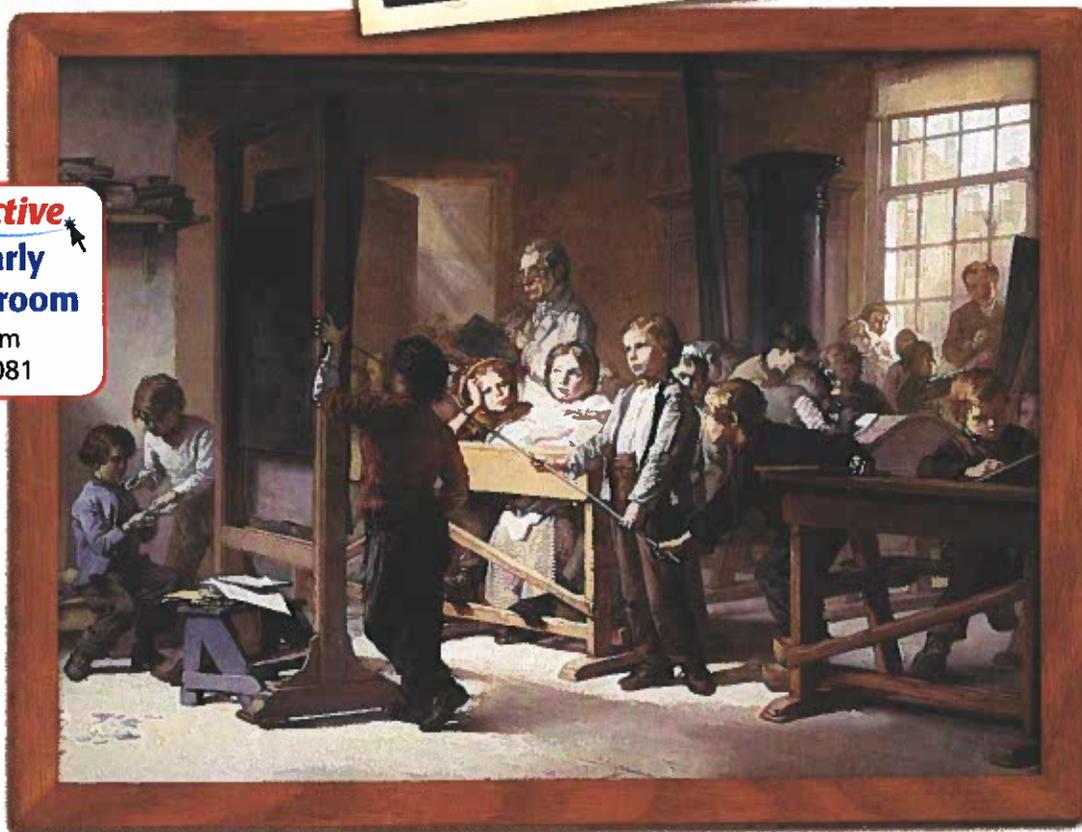
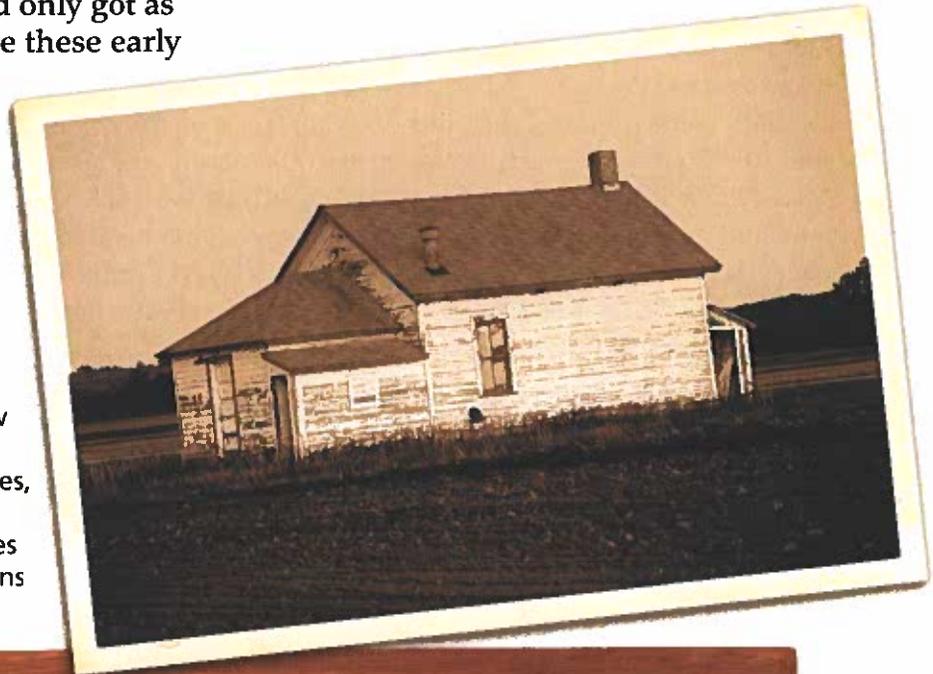
- 7.** A topic sentence sets the focus for a single paragraph. A thesis statement expresses a broader idea to be developed in an entire essay. Write three topic sentences for paragraphs that would support and develop the following thesis statement: A powerful reforming spirit swept through this country in the 1830s.

# Going to School

Following the lead of Massachusetts, other states in the North began to fund public schools. Not all children were able to attend school, and most of those who did only got as far as the eighth grade. What were these early American classrooms like?

## The Classroom

Schools in the early 1800s were not like the large public buildings we know today. In rural areas especially, many children went to one-room schoolhouses, where children of all ages were taught together. Students wrote on chalk slates and were expected to recite their lessons when called upon by the teacher.

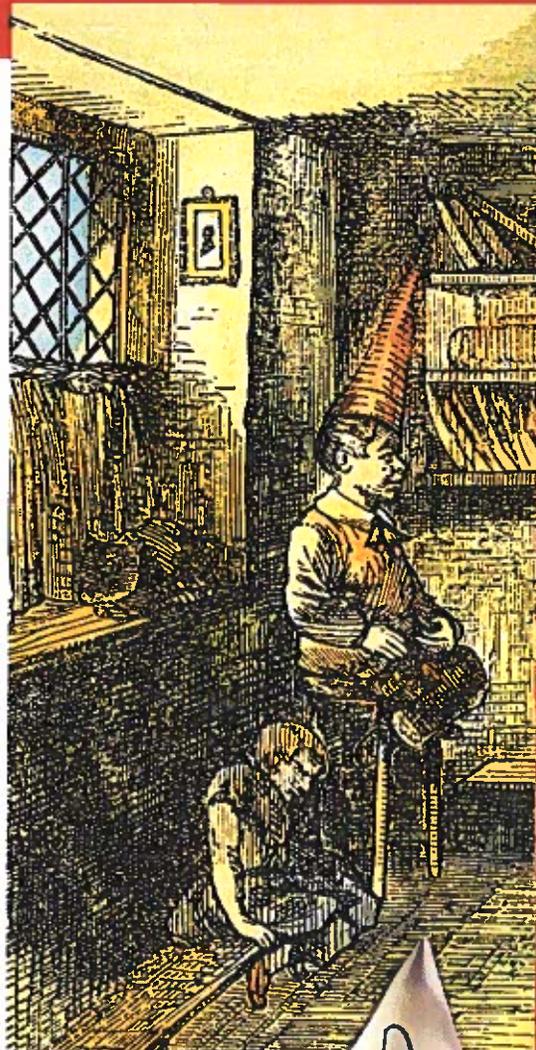
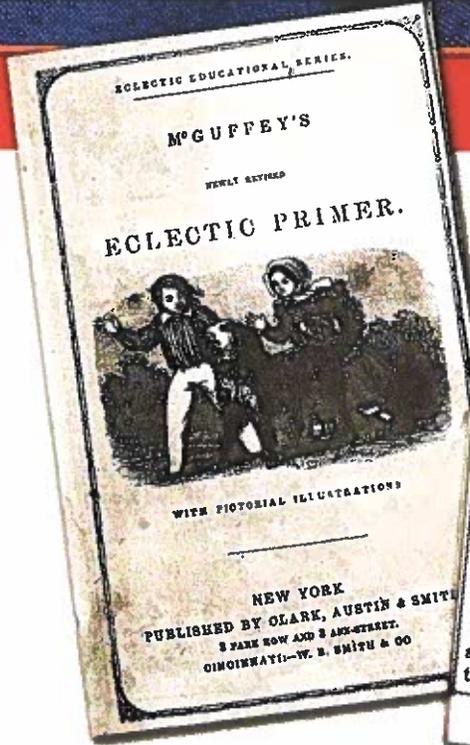


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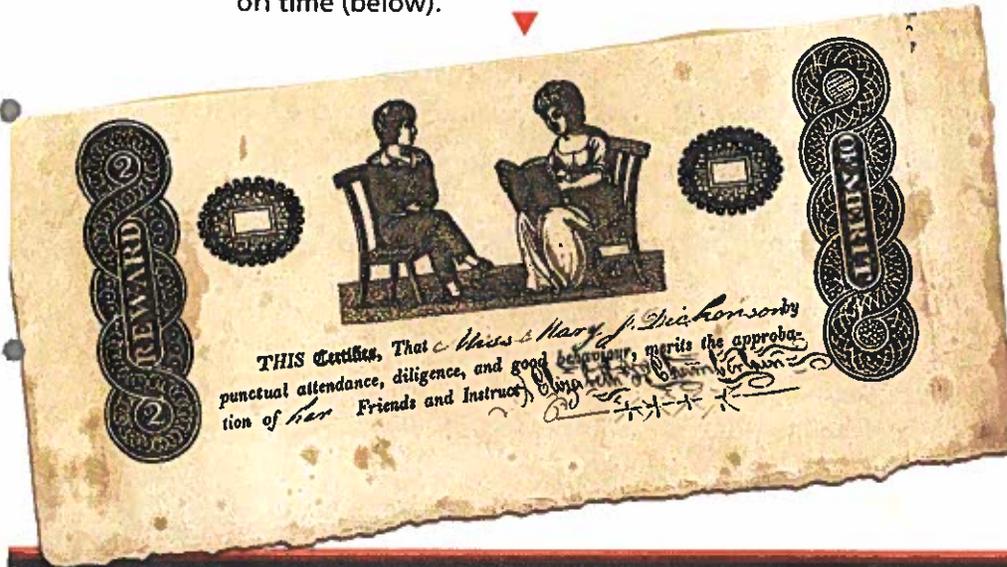
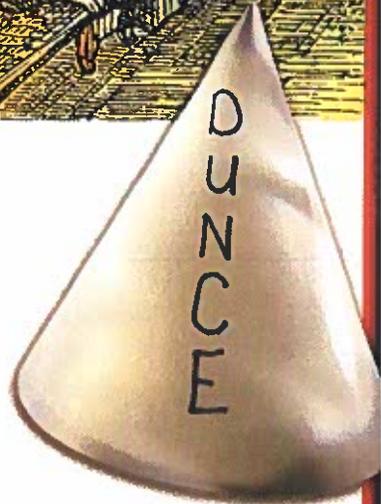


### A Popular Textbook ▲

In elementary schools, the most popular textbooks were McGuffey's Eclectic Readers (Primer through Sixth). First published in 1836, the Readers offered moral lessons along with the "three Rs"—reading, 'riting, and 'rithmetic. The lesson shown above was used to teach children how to read and how to treat pets.

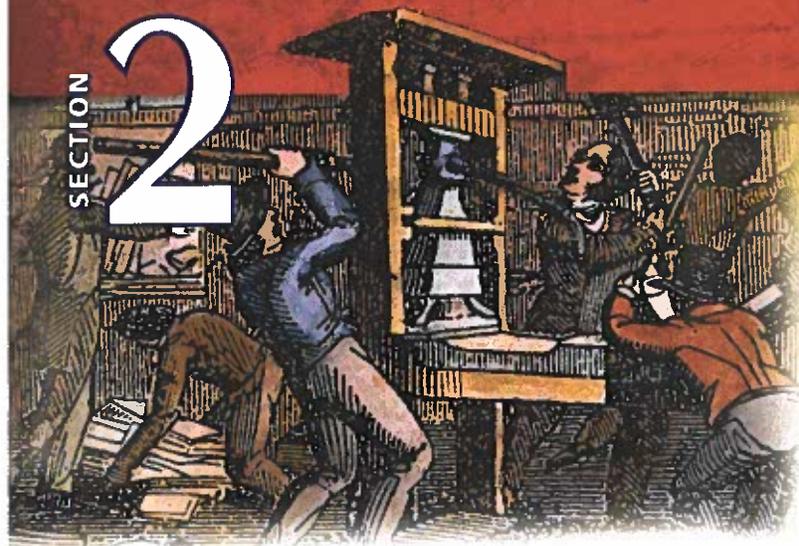
### Rewards and Punishments ►

Discipline was strict in early classrooms. Students who failed to learn their lessons might have to sit in a corner wearing a "dunce cap" (right). But there were also rewards. Students might get certificates for learning their lesson well, for good behavior, or just for coming to school on time (below).



*Analyze* **LIFE AT THE TIME**

Look at the pages from McGuffey's Eclectic Primer shown at the top of this page. Then, write a lesson for the Primer about the importance of going to school. Use simple language that can be understood by elementary school students.



### An Abolitionist's Plea

“Cease to oppress. . . Bind him no longer by the cords of slavery, but with those of kindness and brotherly love.”

—John Greenleaf Whittier,  
1833 pamphlet opposing slavery

◀ Rioters destroy an abolitionist's press.

# The Fight Against Slavery

## Objectives

- Describe efforts in the North to end slavery.
- Discuss the contributions of William Lloyd Garrison, Frederick Douglass, and other abolitionists.
- Describe the purpose and risks of the Underground Railroad.
- Explain why many people in the North and South defended slavery.

## Reading Skill

### Form an Opinion Based on Evidence

You can use details and evidence in primary and secondary sources to help you form opinions about history. Remember that primary sources come from people who saw or experienced events, whereas secondary sources (such as this textbook) build on many sources to recount historical information.

## Key Terms and People

**abolitionist**  
William Lloyd  
Garrison

**Frederick Douglass**  
Harriet Tubman

**Why It Matters** Since colonial times, some Americans had opposed the enslavement of people. They condemned slavery on religious and moral grounds. In the mid-1800s, the reforming spirit spurred a vigorous new effort to end slavery.

**Section Focus Question: How did abolitionists try to end slavery?**

## Roots of the Antislavery Movement

A number of prominent leaders of the early republic, such as Alexander Hamilton and Benjamin Franklin, opposed slavery. They believed that slavery violated the most basic principle of the Declaration of Independence, “that all men are created equal.”

**Slavery Ends in the North** In 1780, Pennsylvania became the first state to pass a law that gradually eliminated slavery. By 1804, every northern state had ended or pledged to end slavery. Congress also outlawed slavery in the Northwest Territory. As a result, when Ohio entered the Union in 1803, it became the first state to ban slavery in its state constitution.

**The Colonization Movement** The American Colonization Society, established in 1817, was an early antislavery organization. This society proposed that slaves be freed gradually and transported to Liberia, a colony founded in 1822 on the west coast of Africa.

The colonization movement did not work. Most enslaved people had grown up in the United States and did not desire to leave. By 1830 only about 1,400 African Americans had migrated to Liberia.

**Checkpoint** How did slavery end in the North?

## Growing Opposition to Slavery

The Second Great Awakening inspired further opposition to slavery. Many people were influenced by the preaching of Charles Finney, who condemned slavery. By the mid-1800s, a small but growing number of people were **abolitionists**, reformers who wanted to abolish, or end, slavery. Rejecting gradual emancipation, abolitionists called for a complete and immediate end to slavery.

**Garrison** One of the most forceful voices for abolition was **William Lloyd Garrison**. A Quaker, he strongly opposed the use of violence to end slavery. Still, Garrison was more **radical** than many others, because he favored full political rights for all African Americans.

In 1831, Garrison launched an abolitionist newspaper, the *Liberator*. It became the nation's leading antislavery publication for 34 years, ending only when slavery itself ended.

Garrison cofounded the New England Anti-Slavery Society, which later became the American Anti-Slavery Society. Leaders of this group included Theodore Weld, a minister who had been a pupil of Charles Finney. Weld brought the zeal of a religious revival to anti-slavery rallies. Other members included Sarah and Angelina Grimke, daughters of a South Carolina slaveholder.

**African American Abolitionists** Prominent African Americans in the North took a leading role in the abolitionist movement. In 1829, David Walker published his *Appeal: to the Coloured Citizens of the World*. This strongly worded pamphlet urged enslaved people to rebel, if necessary, to gain their freedom.

### Vocabulary Builder

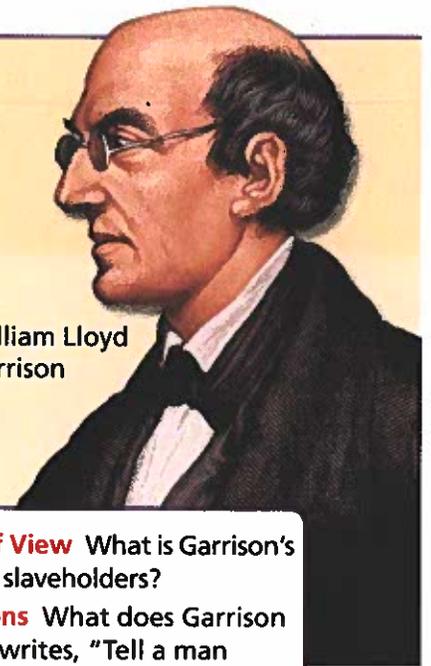
**radical** (RAD ih kul) **adj.** favoring extreme change

### The Liberator

“Let Southern oppressors tremble—let all the enemies of the persecuted blacks tremble. . . . On this subject, I do not wish to think, or to speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm . . . but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.”

—William Lloyd Garrison, *Liberator*, January 1831

William Lloyd Garrison



### Reading Primary Sources

#### Skills Activity

In the above excerpt from the first issue of the *Liberator*, William Lloyd Garrison vows to take a firm stand against slavery.

- Detect Points of View** What is Garrison's attitude toward slaveholders?
- Draw Conclusions** What does Garrison mean when he writes, "Tell a man whose house is on fire to give a moderate alarm"?

Perhaps the most powerful speaker for abolitionism was **Frederick Douglass**. Born into slavery, Douglass had broken the law by learning to read. He later escaped to freedom in the North. Garrison and other abolitionists encouraged Douglass to describe his experiences at antislavery rallies. Douglass told one crowd:

“I appear this evening as a thief and a robber. I stole this head, these limbs, this body from my master, and ran off with them.”

—Frederick Douglass, speech, 1842

By appearing in public, Douglass risked being sent back into slavery. Yet, he continued to speak before larger and larger audiences. He also published his own antislavery newspaper, the *North Star*.

**A Former President Takes a Stand** Abolitionists won the support of a few powerful people. Former President John Quincy Adams, now a member of Congress, read antislavery petitions from the floor of the House of Representatives. In 1839, Adams proposed a constitutional amendment that would ban slavery in any new state joining the Union. However, the amendment was not passed.

Two years later, Adams made a dramatic stand against slavery. Captive Africans aboard the slave ship *Amistad* had rebelled, killing the captain and ordering the crew to sail back to Africa. Instead, the crew sailed the ship to America. The 73-year-old Adams spoke to the Supreme Court for nine hours and helped the captives regain their freedom.

**Checkpoint** What role did Frederick Douglass play in the abolitionist movement?

## The Underground Railroad

Some courageous abolitionists dedicated themselves to helping people escape from slavery. They established a system known as the Underground Railroad. Despite its name, it was neither underground nor a railroad. It was a network of people—black and white, northerners and southerners—who secretly helped slaves reach freedom.

Working for the Underground Railroad was illegal and dangerous. “Conductors” led fugitive slaves from one “station” to the next. Stations were usually the homes of abolitionists, but might be churches or caves. Supporters helped by donating clothing, food, and money to pay for passage on trains and boats. Many people risked their lives to help runaway slaves. Levi Coffin, an Indiana Quaker, assisted more than 3,000 fugitives.

**Harriet Tubman**, who had herself escaped from slavery, escorted more than 300 people to freedom *via* the Underground Railroad. Tubman was nicknamed the Black Moses after the biblical leader who led the Israelites out of slavery in Egypt. She proudly told Frederick Douglass that, in 19 trips to the South, she “never lost a single passenger.” Slave owners promised a \$40,000 reward for her capture.



### Form an Opinion Based on Evidence

What is your opinion of Frederick Douglass’s speech? Do you think it was an effective statement against slavery? Use evidence to support your opinion.



Antislavery medallion

### Vocabulary Builder

*via* (VEE ah) *prep.* by way of

● INFOGRAPHIC

# The UNDERGROUND RAILROAD

As many as 50,000 African Americans escaped from slavery in the South to freedom in the North or in Canada via the Underground Railroad.

**Critical Thinking: Identify Costs and Benefits** What were the risks of helping fugitive slaves escape? Why do you think conductors on the Underground Railroad chose to take those risks?



### Explore More Video

To learn more about how African Americans escaped slavery, view the video.

This song contained ▶ directions for escaping slaves. The "drinking gourd" is the Big Dipper.

*"The riverbank makes a very good road.  
The dead trees will show you the way.  
Left foot, peg foot, traveling on,  
If you follow the drinking gourd."*

KEY		RAILROAD ROUTES
		FREE STATES
		SLAVE STATES
		TERRITORIES



Harriet Tubman, the ▶ most famous conductor on the Underground Railroad



Each year, hundreds of slaves moved along the Underground Railroad to freedom in the North or in Canada. In total, perhaps as many as 50,000 gained their freedom in this way.

 **Checkpoint** How did the Underground Railroad work?

## Opposing Abolition

Abolitionists faced powerful obstacles in the North as well as in the South. Many northerners profited from the existence of slavery. Northern textile mill owners and merchants relied on the cotton produced by southern slave labor. Northern workers feared that freed slaves might come north and take their jobs.

Such fears sometimes prompted violence against abolitionists. Mobs attacked antislavery meetings. In 1835, William Lloyd Garrison was dragged through the streets of Boston with a rope around his neck.

As you have read, southerners had long defended slavery as a positive force. Now, as support for abolition grew louder, they went on the offensive. The state of Georgia offered a \$5,000 reward for the arrest and conviction for libel of William Lloyd Garrison. Southerners in Congress won passage of a “gag rule” that blocked discussion of antislavery petitions. John Quincy Adams unsuccessfully fought for repeal of the gag rule.

 **Checkpoint** Why did some northerners oppose abolition?

 **Looking Back and Ahead** By the 1840s, the North and the South were increasingly divided by the issue of slavery. Abolitionists succeeded in making converts in the North. Slavery was spreading along with the cotton boom in the South.

Section 2

## Check Your Progress

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### Comprehension and Critical Thinking

- (a) List** What solutions did the American Colonization Society propose to end slavery?

**(b) Explain Problems** Why did most African Americans reject the society's goals?
- (a) Identify** Which groups in the North were opposed to abolition? Why?

**(b) Identify Alternatives** How might the concerns of these groups have been calmed?

### Reading Skill

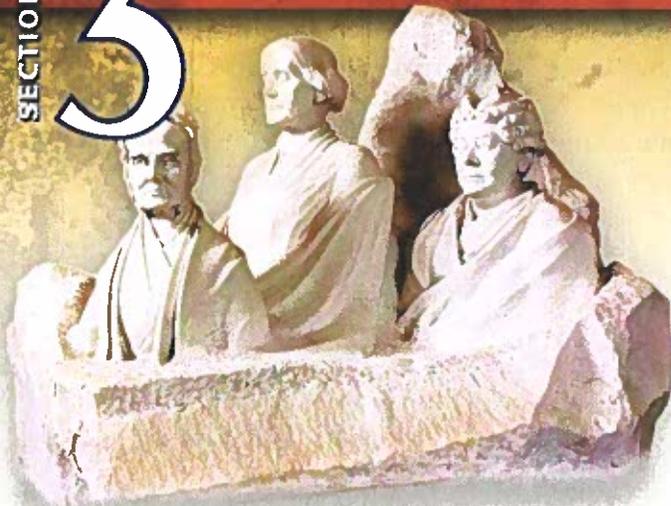
- Form an Opinion Based on Evidence** Henry Brown mailed himself to freedom in a crate. What do you think was important to him? Use evidence quoted from his own narrative to form your opinion: “I was . . . placed on my head. . . . In this dreadful position, I remained the space of an hour and a half . . . my eyes were almost swollen out of their sockets, and the veins on my temples seemed ready to burst. I made no noise, however, determining to obtain ‘victory or death.’”

### Key Terms

- Write two definitions for the key term **abolitionist**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Choose three details from Section 2 that support the topic sentence that follows. Then, write a paragraph developing the topic based on these details.  
**Topic sentence:** Abolitionists used a variety of tactics to oppose slavery.



## The Improvement of Women

“As a general rule, men do not desire the improvement of women. . . . As *they* have determined that Jehovah has placed woman on a lower platform than man, they of course wish to keep her there; and hence the noble faculties of our minds are crushed, and our reasoning powers are almost wholly uncultivated. . . .”

—Sarah Grimke, protesting against poor educational opportunities, 1838

◀ Statue of women’s rights leaders (from left) Lucretia Mott, Susan B. Anthony, and Elizabeth Cady Stanton

# A Call for Women’s Rights

## Objectives

- Explain how the women’s suffrage movement began.
- Describe the goals of the Seneca Falls Convention in 1848.
- Identify the new opportunities that women gained in the mid-1800s.

## Reading Skill

**State the Meaning of Evidence** One way to draw conclusions from source material is to make a statement about the meaning of the evidence. This statement will be a conclusion drawn from the details of the evidence. Your statement should use your own words, fit with all the details, and make sense to you.

## Key Terms and People

Sojourner Truth  
Lucretia Mott  
Elizabeth Cady Stanton

women’s suffrage  
women’s rights  
movement  
Susan B. Anthony

**Why It Matters** Women participated in abolitionism and other reform efforts. Some women activists also began to focus on equal rights for themselves. They hoped to win the right to vote as well as other advances.

**Section Focus Question:** How did the women’s suffrage movement begin?

## The Struggle Begins

In 1820, the rights of American women were limited. They could not vote, serve on juries, attend college, or enter such professions as medicine or law. Married women could not own property or keep their own wages. Most Americans—both men and women—believed that a woman’s place was in the private world of the home.

Women who were active in abolition or other social reform movements believed that they had important contributions to make to American society. They began to demand rights as equal citizens. Among these women was **Sojourner Truth**. Born into slavery in New York State, she was illiterate, but her words inspired the crowds that heard her. Truth became a powerful voice on behalf of both enslaved African Americans and women.

**Lucretia Mott**, a Quaker, had spent years working in the antislavery movement. Quakers allowed women to take public roles that other religions prohibited. Mott thus had organizing skills and public speaking experience that most women of her day did not.

**Checkpoint** Why did some reformers turn to the issue of women’s rights?

## Seneca Falls Convention

In 1840, Mott traveled to London to attend an international anti-slavery convention. There, she met another abolitionist, **Elizabeth Cady Stanton**. Stanton was honeymooning in London with her husband, a delegate to the conference. But when Mott and Stanton tried to attend a meeting, they were told that women were not permitted to take an active role in the proceedings.

Mott and Stanton were infuriated at being excluded. Sitting outside the convention hall, they agreed on the need for a convention to advance women's rights. They followed through on that idea in the summer of 1848. Their convention met in Seneca Falls, New York, "to discuss the social, civil, and religious rights of women." The Seneca Falls Convention attracted over 300 men and women.

**Declaration of Sentiments** Stanton wrote a Declaration of Sentiments, modeled on the Declaration of Independence. It began, "We hold these truths to be self-evident: that all men and women are created equal..." The declaration then listed injustices women suffered, including being shut out from educational opportunities and good jobs. The Declaration of Sentiments demanded full equality for women in every area of life.

Like the colonial Patriots, Stanton opposed "taxation without representation." In a speech just before the convention, she declared:

“ [W]e are assembled to protest against a form of government existing without the consent of the governed—to declare our right to be free as man is free, to be represented in the government which we are taxed to support.”

—Elizabeth Cady Stanton, speech,  
July 19, 1848

**Call for Suffrage** Stanton's argument was the beginning of the long battle for **women's suffrage, or the right of women to vote**. However, not all of the delegates agreed when Stanton included a call for women's suffrage in the Declaration of Sentiments. Some, such as Frederick Douglass, strongly supported it. Others, including Lucretia Mott, feared that the call for women's suffrage would be so controversial that it would harm their other causes. Still, the convention narrowly voted to support the demand for women's suffrage.

**Checkpoint** What was the purpose of the Declaration of Sentiments?

### Vocabulary Builder

**exclude** (ehks KLYOOD) *v.* to keep out or expel; to reject

### Biography Quest



**Elizabeth Cady Stanton**  
1815–1902

With seven children to care for, Elizabeth Cady Stanton still found time to try to change the world. She began her long political partnership with Susan B. Anthony in 1851. For much of the next 50 years, the two women pooled their talents to try to win women the right to vote. "[I am] a fine writer," Stanton noted. "Miss Anthony is a thorough manager." Sadly, Stanton died 18 years before women finally won the vote.

### Biography Quest Online

**Why was Stanton's wedding ceremony unusual for its day?**

**For:** The answer to the question about Stanton

**Visit:** PHSchool.com

**Web Code:** myd-4083

## New Opportunities for Women

The Seneca Falls Convention launched the women's rights movement in the United States. The **women's rights movement** was an organized effort to improve the political, legal, and economic status of women in American society.

**Political Victories** In the years after the Seneca Falls Convention, **Susan B. Anthony** became a close ally of Stanton. The two made a dynamic team. As an unmarried woman, Anthony was free to travel and devote herself to reform work. Stanton, the mother of a growing family, more often wrote speeches from her home. Together, they founded the National Woman Suffrage Association in 1869.

The fight for women's suffrage made little progress at first. Yet the women's rights movement won some victories. In 1860, Stanton and Anthony convinced New York to pass a law protecting women's property rights. Many other states followed. Some states revised their laws to allow married women to keep their wages.

**Education for Women** The women's rights movement focused much attention on education. American schools emphasized education for boys, who would grow up to be voters, citizens, and professionals. Girls seldom studied advanced subjects like math and science.

Even before the Seneca Falls Convention, reformers worked to give girls a chance for a better education. In 1821, Emma Willard started an academy in Troy, New York, that soon became the model for girls' schools everywhere. The Troy Female Seminary attracted the daughters of lawyers and doctors. The first year, 90 students enrolled. By 1831, the seminary had more than 300 students. Many female reformers of this era attended Willard's school.

Mary Lyon began an even bolder experiment when she opened Mount Holyoke Female Seminary in Massachusetts, in 1837. Lyon did not call her school a college. However, Mount Holyoke was, in fact, the first college for women in the United States. The school showed that women could indeed learn subjects like Latin, geometry, and chemistry.

### Vocabulary Builder

**ally** (AL I) *n.* a person joined with another for a common purpose

## Cause and Effect

### CAUSES

- Women could not vote, serve on juries, own property, or divorce abusive husbands.
- Many abolitionists believed that women also deserved equal rights.
- Women were denied equal educational opportunities.
- Seneca Falls Convention launched the women's rights movement.

## THE WOMEN'S RIGHTS MOVEMENT

### EFFECTS

- Suffragist movement demanded that women get the right to vote.
- States passed laws that protected women's property rights.
- Private schools for women opened, and some colleges accepted women as students.
- Women entered careers once closed to them.

### Reading Charts

#### Skills Activity

The Seneca Falls Convention marked the start of an organized women's rights movement in the United States.

- Read a Chart** Identify two effects of the women's rights movement.
- Analyze Cause and Effect** Why is the abolition movement shown as a cause of the women's rights movement?



### State the Meaning of Evidence

Make a general statement that is supported by the evidence in these three paragraphs.

**New Careers** Gradually, American society came to accept that girls could be educated and that women could be teachers. More and more schools began hiring women teachers who had been trained at one of the new academies or colleges for women. Some women began trying to enter other professions as well.

Margaret Fuller made a career as a journalist, scholar, and literary critic. She spoke in public for pay at a time when it was illegal for women to do so. In 1845, Fuller published an influential book, *Women in the Nineteenth Century*. "We would have every . . . barrier thrown down. We would have every path laid open to Woman as freely as to Man," she wrote.

Other women excelled in science. Elizabeth Blackwell was admitted to Geneva Medical College in New York. Blackwell graduated first in her class in January 1849, becoming the first woman to graduate from an American medical school. The astronomer Maria Mitchell was the first professor hired at Vassar College. She was also the first woman elected to the American Academy of Arts and Sciences in 1848. A crater on the moon was later named in her honor.

**Checkpoint** Give two examples of advances in education for women.

**Looking Back and Ahead** The delegates at the Seneca Falls Convention hesitated to demand women's suffrage. As it turned out, getting the vote was a long struggle. Not until 1920 did a constitutional amendment guarantee women's right to vote. You will read more about the women's suffrage movement in a later chapter.



Maria Mitchell (left) at her telescope

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## Section 3 | Check Your Progress

### Comprehension and Critical Thinking

- (a) Summarize** What were the goals of the women's rights movement?  
**(b) Compare and Contrast** How were the goals of the women's rights movement similar to and different from those of the abolitionist movement?
- (a) Recall** Why was it considered more important for boys to get a good education than girls in the early 1800s?  
**(b) Explain Problems** How did the lack of equal educational opportunities hurt women?

### Reading Skill

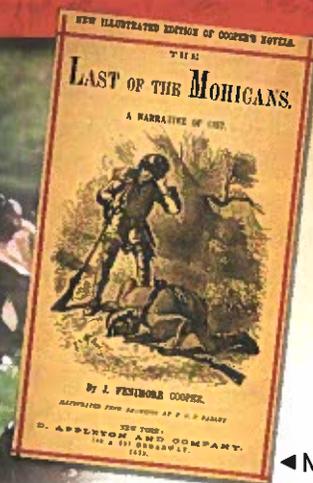
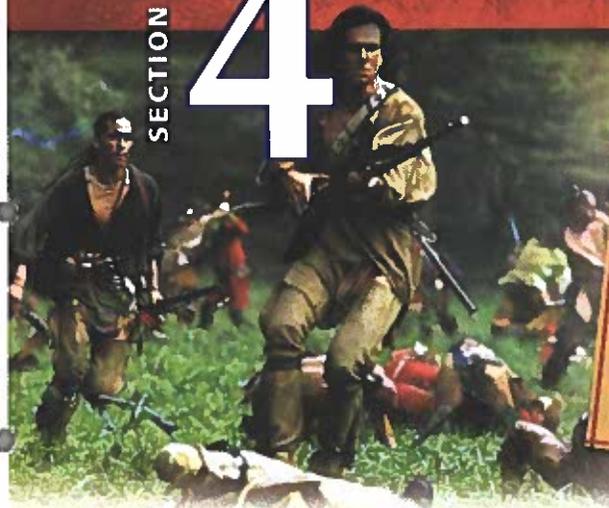
- 3. State the Meaning of Evidence** Make a statement about public views regarding women in politics, and then support it with the evidence in this paragraph: "Hers is the domestic altar; there she ministers and commands . . . ; let her not seek madly to descend from this eminence to mix with the strife and ambition of the cares of government; the field of politics is not her appropriate arena."

### Key Terms

- Read each sentence below. If the sentence is true, write YES and explain why. If the sentence is not true, write NO and explain why not.
- Supporters of **women's suffrage** opposed the right to vote.
  - The Seneca Falls Convention marked the start of the **women's rights movement**.

### Writing

- Imagine that you are a reporter in 1848 writing an article about the Seneca Falls Convention. Write a few sentences explaining why the convention met. Then, predict what might be the long-term effects of the convention.



## A National Hero

“Until [James Fenimore] Cooper, most American writers borrowed their subject matter and literary styles from Europe. . . . Cooper proved that such imitation was not necessary. . . . He gave the American public what it desperately wanted—a national hero whose history was theirs.”

—Frank Magill, editor and literary critic

◀ Natty Bumppo is the hero of Cooper’s novel *The Last of the Mohicans*.

# American Literature and Arts

## Objectives

- Identify the common themes in American literature and art in the mid-1800s.
- Describe the flowering of American literature in the mid-1800s.
- Discuss the development of unique American styles in art and music.

## Reading Skill

**Draw Logical Conclusions** As you review the details and evidence in text, make sure that the conclusions you draw are logical. In other words, they should make sense with all the details and with what you know about the events and about the world. Use your own experience to test, for example, whether particular attitudes make sense in a given situation. Do they fit the historical context?

## Key Terms and People

transcendentalism	civil disobedience
Ralph Waldo Emerson	Herman Melville
individualism	Nathaniel Hawthorne
Henry David Thoreau	Louisa May Alcott

**Why It Matters** While sectionalism and slavery divided the nation, other ideas united the nation. Many Americans shared a belief in optimism and nationalism. They believed that individuals could improve themselves and society. They had pride in the United States of America.

**Section Focus Question:** How did American literature and art have an impact on American life?

## An American Culture Develops

Before 1800, American writers and artists modeled their work on European styles. Poets used complex, formal language and filled their poems with references to Greek and Roman myths. Most artists trained in Europe and learned European approaches to painting.

**American Themes** By the mid-1800s, American writers and artists had begun to develop styles that reflected American optimism and energy. Their work explored subjects that were uniquely American. Two early writers, Washington Irving and James Fenimore Cooper, reflected this interest in American themes.

Irving drew upon the Dutch history of New York in his stories “The Legend of Sleepy Hollow” and “Rip Van Winkle.” Rip Van Winkle was a lazy farmer who slept through the American Revolution.

Cooper created the popular character Natty Bumppo, a frontiersman who kept moving westward. Uncomfortable with life in cities and towns, Bumppo criticized the destruction of nature. Cooper’s novels about Bumppo, such as *The Deerslayer* and *The Last of the Mohicans*, helped American literature gain popularity in Europe.

### Vocabulary Builder

**emotion** (ee MOH shuhn) *n.* strong feeling such as sadness, anger, or love

**Transcendentalism** By the early 1800s, a new artistic movement took shape in Europe, called Romanticism. Unlike thinkers of the Enlightenment, who emphasized reason, Romantics placed greater value on nature, emotions, and imagination.

A small but influential group of writers and thinkers in New England developed an American form of Romanticism, called transcendentalism (trahnz ehn DEHNT uhl ihzm). **Transcendentalism** was a movement that sought to explore the relationship between humans and nature through emotions rather than through reason. It got its name because its goal was to transcend, or go beyond, human reason.

Transcendentalists believed in a close link between humans and nature. They urged people to live simply and to seek beauty, goodness, and truth within their own souls.

**Emerson and Thoreau** **Ralph Waldo Emerson** was the leading transcendentalist. In his popular speeches and essays, Emerson asked Americans to question the value of material goods. Civilization might provide wealth, he said, but nature reflected higher values that came from God. Emerson also stressed **individualism**, the unique importance of each individual. "Trust thyself," he taught. He challenged people to use their "inner light" to guide their lives and improve society.

**Henry David Thoreau** (thuh ROW) took up Emerson's challenge. He spent two years living in the woods at Walden Pond, meditating on nature. In his 1854 book *Walden*, Thoreau urged people to live

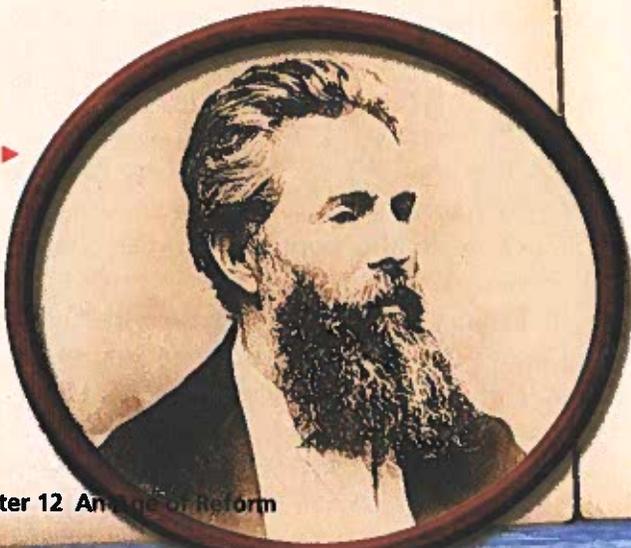
### INFOGRAPHIC

## MOBY-DICK

Herman Melville's novel *Moby-Dick* tells the story of a sea captain's mad pursuit of a white whale. The novel is still widely read and has been filmed several times.

**Critical Thinking: Apply Information** You have read that Melville was interested in extreme, dark emotions. How does the excerpt on the facing page reflect that interest?

Herman ▶  
Melville



CHAPTER CXXXIV THE CHASE—SECOND DAY

**A**T day-break, the three mast-heads were punctually manned afresh.  
"D'ye see him?" cried Ahab, after allowing a little space for the light to spread.  
"See nothing, Sir."

simply. "Most of the luxuries, and many of the so-called comforts of life, are not only not indispensable, but positive hindrances to the elevation of mankind," he wrote.

Like Emerson, Thoreau believed that individuals must judge right and wrong for themselves. He encouraged **civil disobedience**, the idea that people should peacefully disobey unjust laws if their consciences demand it. Thoreau spent a night in jail for refusing to pay a tax that he felt supported slavery. Thoreau's ideas about civil disobedience and nonviolent protest influenced later leaders like Martin Luther King, Jr.

✓ **Checkpoint** What was the goal of transcendentalism?

## Flowering of American Literature

Irving and Cooper set a high standard for American writers. Two later novelists, **Herman Melville** and **Nathaniel Hawthorne**, began to change the tone of American literature.

**Melville and Hawthorne** Both Hawthorne and Melville were fascinated by psychology and extreme emotions. Melville's novel *Moby-Dick* (1851) told the story of a sea captain who is obsessed with pursuing a white whale. In the end, Captain Ahab's mad pursuit destroys himself, his ship, and his crew. *Moby-Dick* was largely ignored when it was first published. Today, however, it is considered one of the greatest American novels.

"Aye, my hearties all round; it was Moby Dick that dismasted me; Moby Dick that brought me to this dead stump I stand on now. Aye aye,' he shouted with a terrific, loud, animal sob, like that of a heart-stricken moose; 'Aye, aye! it was that accursed white whale that razeed me; made a poor pegging lubber for me for ever and a day!' Then, tossing both arms, with measureless imprecations he shouted out, 'Aye, aye! and I'll chase him round Good Hope, and round the Horn, and round the Norway Maelstrom, and round perdition's flames before I give him up. And this is what ye have shipped for, men! To chase that white whale on both sides of land, and over all sides of the earth. . . ."

◀ Captain Ahab tells his crew that he lost his leg because of the white whale Moby Dick.

Captain Ahab in a movie version of *Moby-Dick*. ▶

### Draw Logical Conclusions

Draw a logical conclusion about Thoreau's values from the information and quotation in this paragraph.



### **The Hudson River School**

This landscape painting by Thomas Cole shows Americans building a home in the middle of the wilderness. Like other paintings of the Hudson River school, it reflects a sense of the beauty and power of nature. **Critical Thinking: Evaluate Information** What is the relationship between people and nature in this painting?



Hawthorne was descended from the Puritans of Massachusetts. He often used historical themes to explore the dark side of the mind. In his 1850 novel *The Scarlet Letter*, a young minister is destroyed by secret guilt. The novel paints a grim picture of Puritan life.

**Alcott Louisa May Alcott** presented a gentler view of New England life. In 1868, Alcott published *Little Women*, a novel based on her own experiences growing up with three sisters. The main character, Jo March, was one of the first young American heroines to be presented as a believable, imperfect person rather than as a shining ideal.

**Poets of Democracy** Poets helped create a new national voice. Henry Wadsworth Longfellow based poems on American history, such as “Paul Revere’s Ride.” His long poem *The Song of Hiawatha* was one of the first works to honor Native Americans.

Walt Whitman published *Leaves of Grass* in 1855. This book of poems shocked many readers because it rejected formal rules. But today, Whitman is seen as the poet who best expresses the democratic American spirit. His poetry celebrated common people:

“ [T]he policeman travels his beat—the gate-keeper marks who pass; . . .

The clean-hair’d Yankee girl works with her sewing-machine, or in the factory or mill.”

—Walt Whitman, “Song of Myself”

Some poets used their pens to support social reform. John Greenleaf Whittier, a Massachusetts Quaker, and Frances Watkins Harper, an African American woman from Maryland, wrote poems that described and condemned the evils of slavery.

**Checkpoint** How did writers explore the American past?

## Art and Music

After 1820, artists also began to create a unique American style. Turning away from European themes, they focused on the landscapes around them or on the daily lives of common Americans.

**Painting America** A group of artists painted scenes of the Hudson River valley. This group became known as the Hudson River school. Thomas Cole and the other painters of this school reflected the values of Romanticism. They sought to stir emotions by reproducing the beauty and power of nature.

Other American painters were inspired by everyday life. George Caleb Bingham created a timeless picture of life on the great rivers. George Catlin captured the ways and dignity of Native Americans.

**Popular Songs** Most early American songs, such as “Yankee Doodle,” had roots in English, Irish, or Scottish tunes. Over time, a wide variety of new American songs emerged. Many were work songs, chanted by men as they sailed on whaling ships, laid railroad tracks, or hauled barges along canals. The spiritual was a special type of song developed by enslaved African Americans.

The most popular American songwriter of the 1800s was Stephen Foster. Many of his tunes, such as “Camptown Races” and “Old Folks at Home,” are still familiar today.

 **Checkpoint** Identify two themes of American painting.

 **Looking Back and Ahead** American culture of the 1800s had an influence that is still felt today. People still read *Moby-Dick* and *Little Women*. Concepts like individualism and civil disobedience continue to affect people’s ideas and actions.

### Vocabulary Builder

**reproduce** (ree prah DYOOO) **v.** to make a copy of

## Section 4 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) Recall** Before 1800, what models influenced American writers and painters?

**(b) Draw Conclusions** How did later works like *The Scarlet Letter* and the paintings of the Hudson River school reflect a change in American art and literature?
- (a) Recall** What did Henry David Thoreau mean by “civil disobedience”?

**(b) Link Past and Present** How did Thoreau’s ideas influence Martin Luther King, Jr.?

### Reading Skill

- 3. Draw Logical Conclusions** In a novel by James Fenimore Cooper, Natty Bumppo watches as settlers shoot hundreds of pigeons. Based on the following quotation, what conclusion can you draw about Natty’s feelings for nature? Explain why your conclusion is logical. **Quotation:** “It’s much better to kill only such as you want, without wasting your powder and lead, than to be firing into God’s creatures in this wicked manner. . . . Wasn’t the woods made for the beasts and birds to harbor in?”

### Key Terms

- 4.** Write two definitions for the key term **transcendentalism**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- 5.** What is the relationship between artists and society? Using examples from this section, write a paragraph explaining how writers, painters, and musicians reflect the society in which they lived and how they help to influence it.

A summary briefly retells the main ideas of a selection, using different words. It also includes the most important details about the main ideas. Summaries should not include personal opinions about the selection. Read the primary source below, then read summaries A–C.

In 1852, Frederick Douglass, African American abolitionist, was invited to speak at a July 4th gathering in Rochester, New York.

Primary  
Source

Fellow citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? . . . This Fourth of July is yours, not mine. You may rejoice. I must mourn. . . . Do you mean, citizens, to mock me by asking me to speak today? . . . My subject then, fellow citizens, is American slavery. I shall see this day and its popular characteristics from the slave's point of view.

—Frederick Douglass,  
Independence Day speech,  
Rochester, 1852

**Summary A:** Douglass believes that all Americans should celebrate the Fourth of July. The freedoms established in the Declaration of Independence are meant for all.

**Summary B:** Douglass does not feel he is able to speak. He is a poor man who does not enjoy the wealth and good fortune shared by many members of the audience.

**Summary C:** Douglass reminds his audience that African Americans did not enjoy the freedoms and independence guaranteed in the Declaration of Independence.

### Learn the Skill

Use these steps to determine which summary accurately captures the main idea of the speech.

- 1 **Identify the subject of the selection.** What is the selection about?
- 2 **Find the main idea of the selection.** Determine the writer or speaker's most important point about the subject.
- 3 **Find important details.** What details provide key information about the main idea?
- 4 **Evaluate the summary.** Does it accurately restate the main idea of the original in different words? Does it include important details? Does it communicate the basic meaning of the original text?

### Practice the Skill

Answer the following questions about the summaries on this page.

- 1 **Identify the subject of the selection.** What is the selection about?
- 2 **Find the main idea of the selection.** What main point does Frederick Douglass make?
- 3 **Find important details.** What is one detail that provides information about the main idea?
- 4 **Evaluate the summary.** Which is the best summary of Douglass's speech? Give three reasons for your answer.

### Apply the Skill

See the *Review and Assessment* at the end of this chapter.



## How did reformers and writers inspire change and spark controversy?

### Section 1 Improving Society

- Jacksonian democracy encouraged reform by focusing on ideals of liberty and equality.
- In the Second Great Awakening, ministers preached that people had free will and could reform their own lives.
- Reformers tackled a variety of causes, including temperance, prison reform, improved conditions for those with mental illnesses, and public education.

### Section 2 The Fight Against Slavery

- Abolitionists such as William Lloyd Garrison and Frederick Douglass called for an end to slavery.
- Conductors on the Underground Railroad helped people escape from slavery to freedom.
- Abolitionists faced strong opposition in both the North and the South.

### Section 3 A Call for Women's Rights

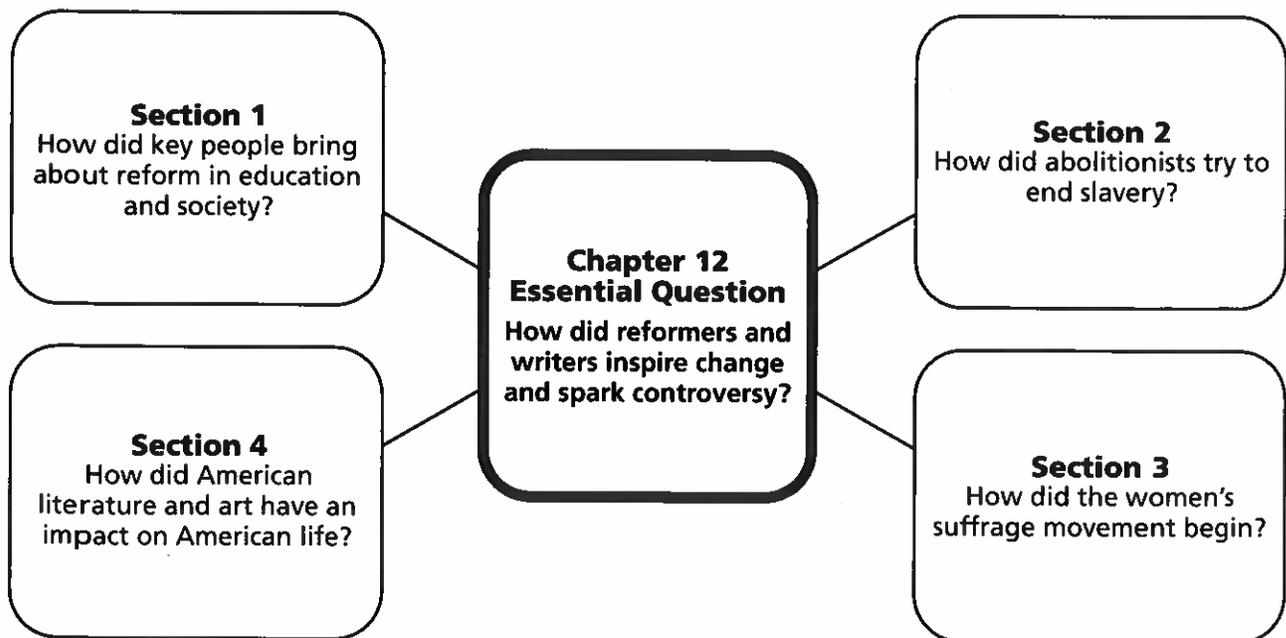
- People active in social reform began to demand equal rights for women.
- The Declaration of Sentiments at the Seneca Falls Convention called for women's equality in many areas of public life.
- The women's rights movement focused much of its attention on gaining better education for women.

### Section 4 American Literature and Arts

- American writers and artists began to explore American themes in their work.
- Transcendentalists emphasized emotions, nature, and individualism.
- Melville and Hawthorne explored dark areas of psychology, while Whitman wrote poems celebrating democracy.

## Exploring the Essential Question

Use the online study guide to explore the essential question.



### Key Terms

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

- The doctrine of free will was almost the exact opposite of **predestination**, the belief that \_\_\_\_\_.
- People in the United States who wanted to end slavery were called **abolitionists** because they wanted to \_\_\_\_\_.
- Women who wanted to \_\_\_\_\_ supported **women's suffrage**.

### Comprehension and Critical Thinking

- (a) **Describe** Describe two problems Dorothea Dix uncovered.

(b) **Apply Information** What did she do to correct them?

(c) **Link Past and Present** How do you think Dix's work benefits people today?
- (a) **List** Give two reasons why Americans opposed slavery.

(b) **Compare and Contrast** Compare how northern abolitionists and southern slaveholders viewed slavery.
- (a) **Recall** Which rights were denied women in the early 1800s?

(b) **Draw Conclusions** What rights did women gain as a result of the victories won in the struggle for equal rights in the 1800s?

### History Reading Skill

- Draw Conclusions From Sources** Based on the following quotation, what conclusion can you draw about the writer's view regarding education? Explain how you reached this conclusion.

"Those who have been blessed with a good common-school education rise to a higher and higher point in the kinds of labor performed and also in the rate of wages paid, while the ignorant sink like dregs and are always found at the bottom."

—Annual Reports of the Secretary of the Board of Education of Massachusetts, 1839–1844

### Writing

- Read the following poem by Frances Watkins Harper. Then, write a paragraph explaining how this poem is related to the spirit of change that swept the United States in the mid-1800s:

"I ask no monument, proud and high,  
To arrest the gaze of passers-by;  
All that my yearning spirit craves,  
Is bury me not in a land of slaves."

—Frances Watkins Harper,  
"Bury Me in a Free Land"

- Write a Narrative:

You are a student in the 1850s. Your parents have taken you to a public meeting about temperance, abolition, or women's rights. Write a letter to a friend describing what you saw and heard at the meeting and how it made you feel. Use information from this chapter to create your description.

### Skills for Life

#### Evaluate Summaries

Review Section 3, "A Call for Women's Rights." Then, look at the three summaries below and answer the questions that follow.

**Summary A:** The Seneca Falls Convention was a failure. American women failed to make any political or economic gains.

**Summary B:** The Seneca Falls Convention did not change American society overnight. Still, the convention marked the start of a long struggle for women's rights that eventually succeeded.

**Summary C:** The Seneca Falls Convention was a great success. Before long, many states gave women property rights and passed laws giving women suffrage.

- What is the main idea of the section?
- Which is the best summary of the section? Give three reasons for your answer.

## Test Yourself

- The idea that God decides the fate of each person is called
  - prohibition.
  - transcendentalism.
  - romanticism.
  - predestination.
- Frederick Douglass and William Lloyd Garrison were
  - founders of the American Colonization Society.
  - leaders of the antislavery movement.
  - conductors on the Underground Railroad.
  - delegates to the Seneca Falls Convention.

Refer to the quotation below to answer Question 3.

“Most of the luxuries, and many of the so-called comforts of life, are not only not indispensable, but positive hindrances to the elevation of mankind.”

- The quotation above describes the core ideas of which American author?
  - Herman Melville
  - Louisa May Alcott
  - Henry David Thoreau
  - James Fenimore Cooper

## Document-Based Questions

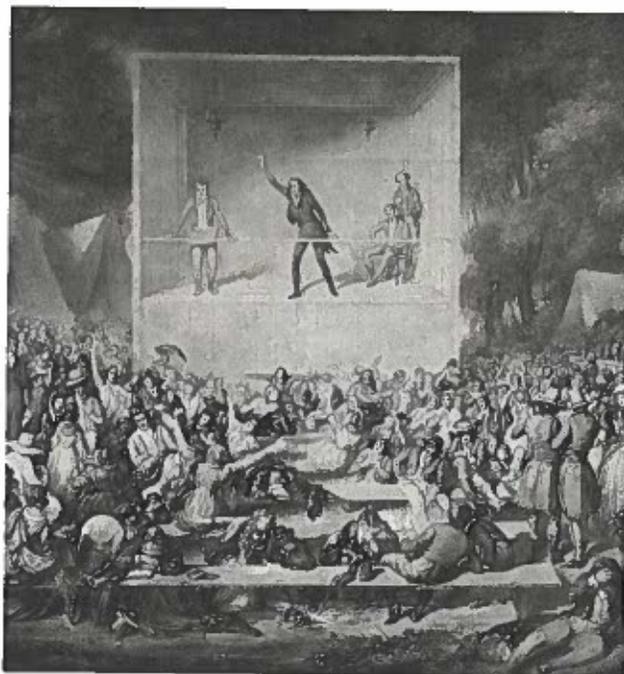
**Task:** Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Write a short essay about the Second Great Awakening. Include details about the emotional and moral impact of the movement.

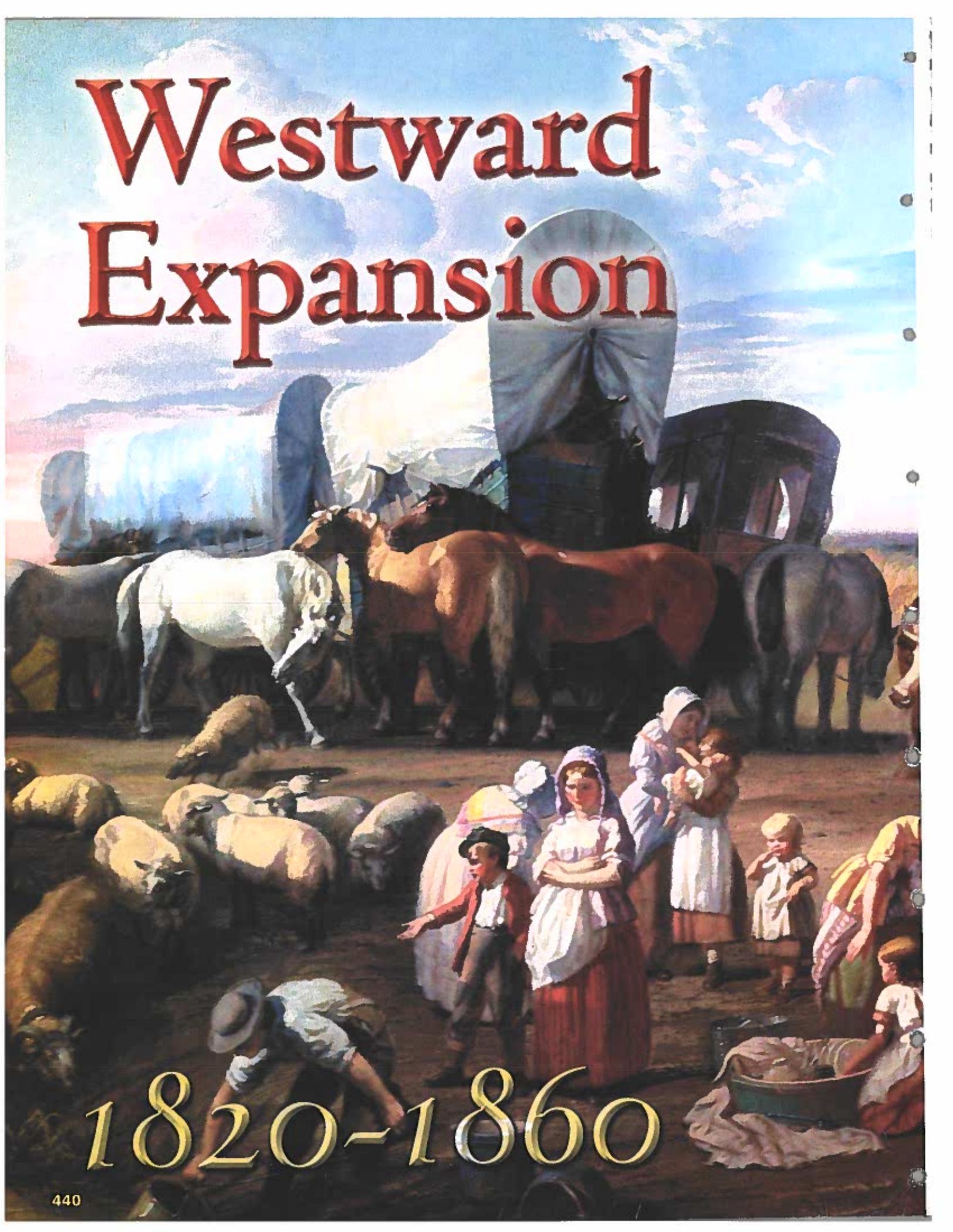
**Document 1:** Charles Grandison Finney, a leading figure of the Second Great Awakening, conducted spellbinding revival meetings in many eastern cities. This excerpt is from Finney’s *Revival Lectures*. According to Finney, what role do revivals play in religion?

“Almost all the religion in the world has been produced by revivals. God has found it necessary to take advantage of the excitability there is in mankind, to produce powerful excitements among them, before he can lead them to obey. Men are so spiritually sluggish, there are so many things to lead their minds off from religion, and to oppose the influence of the Gospel, that it is necessary to raise an excitement among them, till the tide rises so high as to sweep away the opposing obstacles. They must be so excited that they will break over these counteracting influences, before they will obey God.”

**Document 2:** Millions of American flocked to revival meetings, sometimes camping at the sites for several days. Why were so many Americans attracted to the revival movement?



# Westward Expansion



1820-1860