

Essential Question

How did religion influence the social reforms in the United States during the early and mid-1800s?

Reading Guide

Content Vocabulary

revival (p. 419)	normal school (p. 420)
utopia (p. 419)	transcendentalist (p. 421)
temperance (p. 419)	civil disobedience (p. 421)

Academic Vocabulary

lecture (p. 419)	author (p. 421)
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Key People and Events

Second Great Awakening (p. 419)

temperance movement (p. 419)

Reading Strategy

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

Reformer	Contribution
Thomas Gallaudet	
Dorothea Dix	

American Diary

"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



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

Religion and Reform

Main Idea The Second Great Awakening influenced social and educational reforms.

History and You Do you volunteer to help people, such as the elderly, with their daily chores? You are probably familiar with individuals or organizations who help people in need. Read about how reformers felt a responsibility to help others.

Religious camp meetings, called **revivals**, were quite common in the early 1800s. People would travel great distances to hear preachers speak and to pray, sing, weep, and shout. This was the time when a wave of religious fervor—known as the **Second Great Awakening**—stirred the nation. The first Great Awakening had spread through the colonies in the mid-1700s.

There was a new spirit of reform throughout America in the early 1800s. This spirit brought changes to American religion, education, and literature. Some reformers sought to improve society by forming **utopias**. These communities were based on a vision of the

perfect society. However, most were founded on impractical ideas and only a few groups, like the Mormons, were able to establish stable, lasting communities.

The Religious Influence

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

Lyman Beecher, a Connecticut minister, crusaded against the use of alcohol. He wanted to protect society from “rum-selling, tipping folk, infidels [nonbelievers], and ruff-scuff.” Beecher and other reformers called for **temperance**, drinking little or no alcohol. They used **lectures**, pamphlets, and revival-style rallies to warn people of the dangers of liquor.

The **temperance movement** led to some victories when Maine and other states passed laws banning the manufacture and sale of alcoholic beverages. Most of these laws, however, were later repealed, or canceled.

Primary Source Responsibility for Others

Helping Others Reformer Dorothea Dix encouraged others to help the less fortunate. She said, “Become the [protectors] of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, [aid] the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the [blessing].”

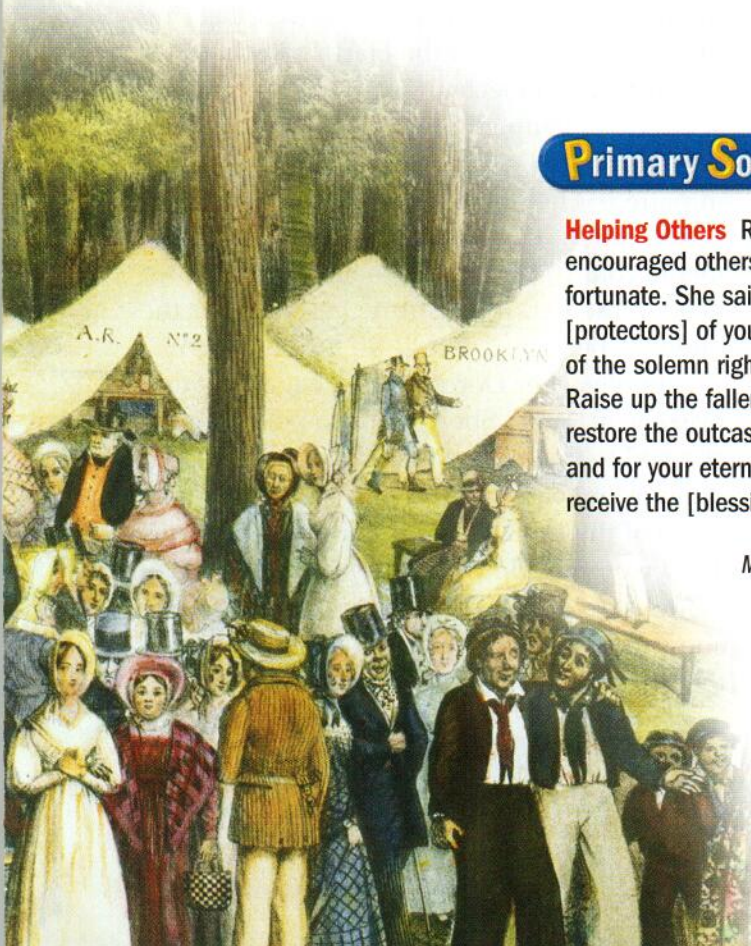
—from *Memorial to the Massachusetts Legislature*

Dorothea Dix ▶



Critical Thinking

Comparing Do you know any people today who share beliefs similar to Second Great Awakening reformers? What are their beliefs?

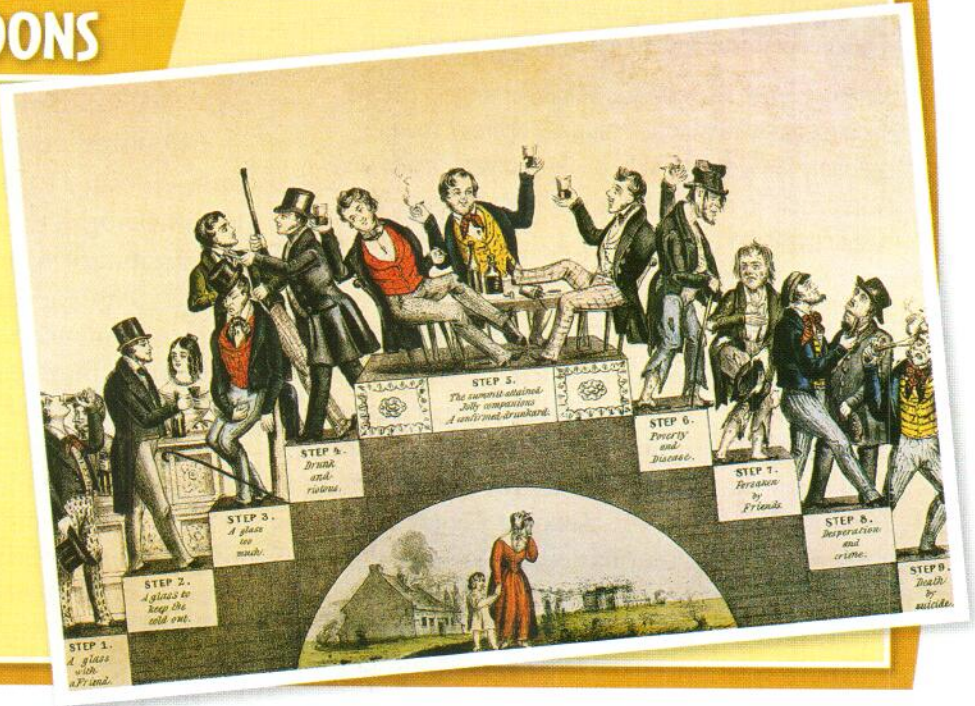


Primary Sources

INTERPRETING POLITICAL CARTOONS

This cartoon, by Nathaniel Currier, is titled “The Drunkard’s Progress.” It was created in 1846, during the temperance movement.

- 1. Summarizing** How would you describe the “progress” from step 1 through step 9?
- 2. Making Inferences** Who do the people under the arch represent? Why are they shown in the cartoon?



Reforming Education

Reformers also wanted to improve education. In the mid-1850s, most schools were poorly funded, and many teachers lacked training. Some people opposed compulsory, or required, education.

In addition, restrictions were placed on who could attend school. Girls were often excluded because parents thought education was wasted on future wives and mothers. Many African Americans were also denied the right to attend school.

Massachusetts lawyer Horace Mann was a leader of educational reform. Partly because of his efforts, in 1839 Massachusetts founded the nation’s first state-supported **normal school** where high-school graduates were trained to become teachers. Other states soon adopted Mann’s reforms.

Many new colleges and universities were created during the age of reform. Most admitted only men, but gradually, higher education became available to groups that had been denied the opportunity. Oberlin College of Ohio, for example, founded in 1833, admitted both women and African Americans.

People With Special Needs

Some reformers focused on the problem of teaching people with disabilities. Thomas Gallaudet (GA•luh•DEHT) developed a method to educate people who were hearing impaired. He opened the Hartford School for the Deaf in Connecticut in 1817. At about the same time, Samuel Gridley Howe advanced the cause of people who were visually impaired. He developed books with large raised letters that people with sight impairments could “read” with their fingers. Howe headed the Perkins Institute, a school for the blind, 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 of the inmates were guilty of no crime. They were people who were mentally ill. Dix made it her life’s work to educate the public about the poor conditions for prisoners and the mentally ill.

 **Reading Check** **Identifying** How did Samuel Howe help the visually impaired?

Cultural Trends

Main Idea A distinct type of American literature emerged in the 1820s.

History and You Have you read works by Thoreau, Emerson, or Dickinson? Read to learn how these writers changed American literature.

The changes in American society also influenced art and literature. Beginning in the 1820s, American artists developed their own style and explored American themes.

The American spirit of reform influenced the **transcendentalists**. These thinkers and writers stressed the relationship between humans and nature and the importance of the individual conscience. Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau were leading transcendentalists.

Through her writings, Fuller supported women's rights. In his works, Emerson urged people to listen to the inner voice of conscience and to overcome prejudice. Thoreau practiced **civil disobedience** by refusing to obey laws he considered unjust. In 1846 Thoreau went to jail rather than pay a tax to support the Mexican War.

Numerous poets also created great works during this period. Henry Wadsworth Longfellow wrote narrative, or story, poems such as the *Song of Hiawatha*. Poet Walt Whitman captured the new American spirit and confidence in his *Leaves of Grass*. Emily Dickinson wrote simple, deeply personal poems. In a poem called "Hope," written in 1861, she compares hope to a bird:

PRIMARY SOURCE

"'Hope' is the thing with feathers—
That perches in the soul—
And sings the tune without the words—
And never stops—at all—"

—from *Emily Dickinson: Selected Poems*

During this time, women were the **authors** of the most popular fiction. Harriet Beecher Stowe wrote the most successful best-seller of the mid-1800s, *Uncle Tom's Cabin*. Stowe's novel explores the injustice of slavery, an issue that took on new urgency during the age of reform.

Reading Check **Identifying Cause and Effect** How did the spirit of reform influence American authors?

Section 1 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Use the following key terms to write a paragraph about social reform: **revival**, **utopia**, **temperance**, **lecture**, **normal school**, **transcendentalist**, **civil disobedience**, **author**.

Main Ideas

2. **Identifying** What problems spurred reform in the area of education?
3. **Explaining** What themes did the transcendentalists focus on in their writings?

Critical Thinking

4. **Synthesizing** In what ways did the writers of the mid-1800s demonstrate the American spirit of the times?
5. **Analyzing** What reforms resulted from the Second Great Awakening? Use a diagram like the one below to organize your answer.



6. **Persuasive Writing** Create a brochure about 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.

7. **Answer the Essential Question** How did religion influence the social reforms in the United States during the early and mid-1800s?

TIME NOTEBOOK

What were people's lives like in the past?

These two pages will give you some clues to everyday life in the United States as you step back in time with TIME Notebook.

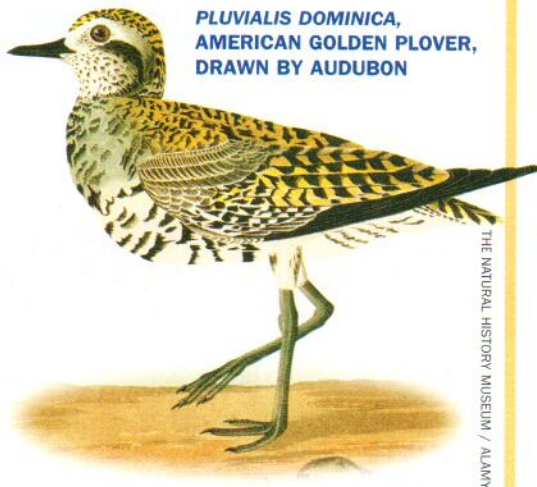


PHOTO RESEARCHERS

Profile

"My best friends solemnly regard me as a madman." That's what the artist **JOHN JAMES AUDUBON** writes about himself in his journal. And he does seem to be a bit peculiar. After all, he put a band around a bird's foot so he could tell if it returned from the South in the spring. No one's ever done that before. Audubon is growing more famous thanks to his drawings. His love of the wild and his skill as an artist have awakened a new sense of appreciation for animal life in the United States. Here is what he wrote while on a trip to New Orleans in 1821.

"I took a walk with my gun this afternoon to see . . . millions of Golden Plovers [medium-sized shorebirds] coming from the northeast and going nearly south—the destruction . . . was really astonishing—the Sportsmen here are more numerous and at the same time more expert at shooting on the wing than anywhere in the United States. . . . 400 Gunners were out. Supposing that each man killed 40 dozen that day, 192,000 plovers must have been destroyed."



PLUVIALIS DOMINICA, AMERICAN GOLDEN PLOVER, DRAWN BY AUDUBON

THE NATURAL HISTORY MUSEUM / ALAMY

VERBATIM

WHAT PEOPLE ARE SAYING

“What hath God wrought?”

SAMUEL MORSE,
in the first official message sent over his telegraph in 1844

“O, Susanna,
Now don't you cry for me,
For I come from Alabama
With my banjo on my knee.”

STEPHEN FOSTER,
author of this campfire tune in 1848

“ . . . Some very good houses,
broad streets, and marble-
fronted shops . . . though it
is never likely to vie, in point
of elegance or beauty, with
Cincinnati.”

CHARLES DICKENS,
British author, on his
visit to St. Louis in 1842

“The tide of emigration seems as
usual to be flowing to the west.
. . . Counties which three or four
years ago were but a trackless
wilderness, contain now five, six,
and seven hundred voters.”

INDIANAPOLIS JOURNAL, 1829

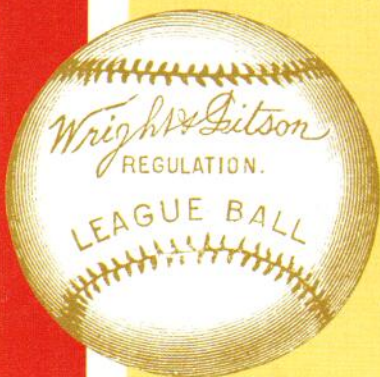
“In 1840 I was called from
my farm to undertake the
administration of public affairs
and I foresaw that I was called
to a bed of thorns. I now leave
that bed which has afforded me
little rest . . .”

U.S. PRESIDENT JOHN TYLER,
on why he won't run
for reelection in 1844

SPORTS

Baseball for Beginners

Want to take up the new game of baseball? Keep your eye on the ball—because the rules keep changing!



1845

- bases are set 90 feet (27 m) apart in a diamond shape
- only nine men play on each side
- pitches are thrown underhand
- a ball caught on the first bounce is an “out”

1846

- at first base, a fielder can tag the bag before the runner reaches it and so make an out

1847

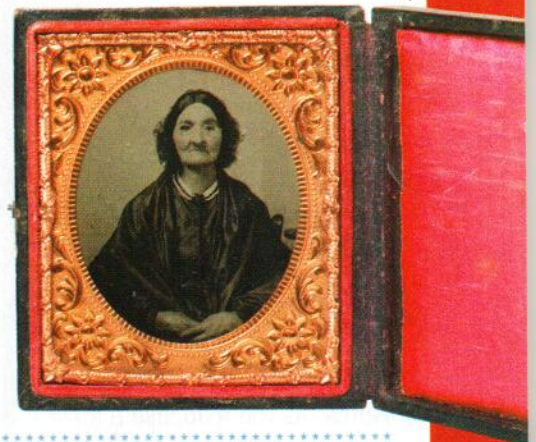
- players may no longer throw the ball at a runner to put him out

NUMBERS

UNITED STATES AT THE TIME

0 Amount of national debt in 1835 and 1836. During the Jackson administration, the United States entirely paid off its national debt

30 Number of minutes a person has to sit to have a photo taken to get the correct exposure in 1839



300 Number of families who traveled with Stephen Austin as the first American colonists to the Mexican state of Texas in 1821 and 1822

3,000 Number of pioneers who took the Overland trails west in 1845; many people headed for the Willamette Valley in Oregon, while others followed the newly improved California Trail over the Sierra Nevada to California

D. HURST / ALAMY

BETTMANN / CORBIS

Going for the Gold?

You probably know the 1849 rush of gold seekers to California has given us new phrases like pay dirt, pan out, and strike it rich. But are you aware that the demands of all those people have reduced supplies and sent prices skyrocketing? See if you can match the item below with the price you'd pay for it in California—thanks to the Gold Rush.

- | | |
|--------------------|----------|
| 1. Barrel of flour | a. \$36 |
| 2. Dozen eggs | b. \$800 |
| 3. A shovel | c. \$100 |
| 4. Barrel of sugar | d. \$400 |

Pretty steep when you remember that most workers are only making about \$2 a day!

ANSWERS: 1. b; 2. a; 3. c; 4. d



NORTH WIND PICTURE ARCHIVES / ALAMY

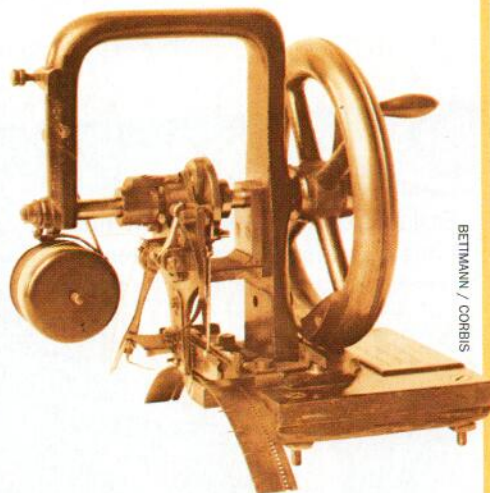
MILESTONES

EVENTS AND PEOPLE OF THE TIME

INVENTED. The first sewing machine in the United States by Walter Hunt in 1834. Too bad Hunt didn't bother to patent his invention—Elias Howe patented his own sewing machine a few years later and grew extremely rich. Hunt *did* patent the first fountain pen and the first repeating rifle. He also invented the safety pin after four hours of twisting wire. It's a billion-dollar idea—so why did he sell the patent rights for only \$100?

MARCHED. 17,000 Cherokee forced by federal troops from their Georgia homeland to reservations in the West from 1838 to 1839. About 4,000 Native Americans died on the 116-day-long march, now known as the "Trail of Tears."

EMIGRATED. In 1845, to England, Frederick Douglass, former slave, author, and abolitionist leader, to escape danger in reaction to his autobiography, *Narrative of the Life of Frederick Douglass*.



ELIAS HOWE'S SEWING MACHINE

CRITICAL THINKING

Theorizing Why do you think pioneers sang or played tunes around campfires? Are those reasons similar to why people play or sing music today? Explain your answer.

Hypothesizing Why do you think prices of everyday items skyrocketed during the Gold Rush?

Early Efforts to End Slavery

Main Idea During the early 1800s, some Americans began to call for an end to slavery.

History and You What issues divide our nation today? Read to learn how the issue of slavery continued to divide the nation in the early 1800s.

The spirit of reform that swept the United States in the early 1800s was not limited to improving education and expanding the arts. It also included the efforts of **abolitionists** like Sojourner Truth. Abolitionists were among the growing band of reformers who worked to abolish, or end, slavery.

Even before the American Revolution, some Americans had tried to limit or end slavery. At the Constitutional Convention in 1787, the delegates did not agree on this difficult issue. Instead, they reached a compromise by agreeing to let each state decide whether to allow slavery. By the early 1800s, slavery had ended in the Northern states. It continued, however, to be a part of the economy in Southern states.

The reform movement of the early and mid-1800s gave new life to the antislavery movement. Many Americans came to believe that slavery was wrong. Yet not all Northerners shared this view. The conflict over slavery continued to build.

Many who led the antislavery movement came from the Quaker faith. One Quaker, Benjamin Lundy, founded a newspaper in 1821 to spread the abolitionist message. He wrote:

PRIMARY SOURCE

"I heard the wail of the captive, I felt his pang of distress, and the iron entered my soul."

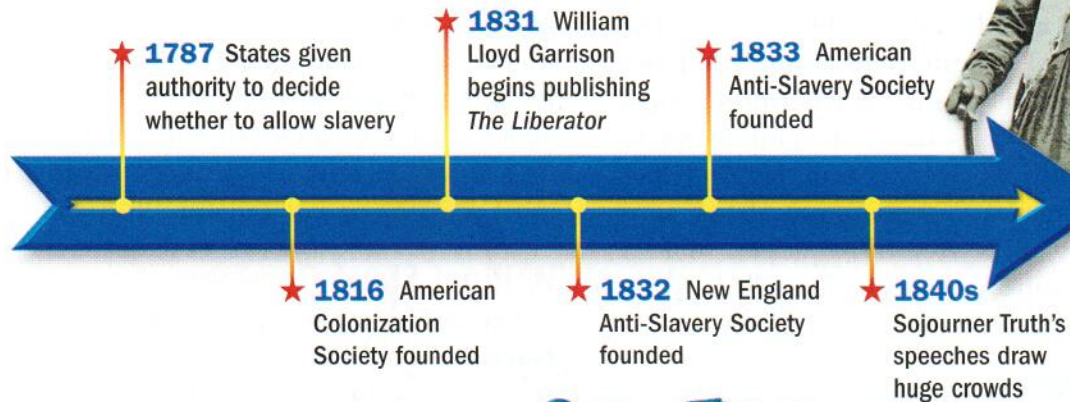
—quoted in "The Underground Railroad in Ohio"

American Colonization Society

The first large-scale antislavery effort was not aimed at abolishing slavery. Its aim was to resettle African Americans in Africa or the Caribbean. The **American Colonization Society**, formed in 1816 by a group of white Virginians, freed enslaved workers by buying them from slaveholders and sending them abroad to start new lives.

Time Line The Abolition Movement

Early Opposition Early antislavery societies called for a gradual end to slavery. In the 1830s, however, more groups were inspired by the American reform movement and argued that enslaved people should be freed immediately.



Critical Thinking

Making Inferences Why do you think some people supported a gradual end to slavery?

A Country for African Americans Support from private donors and the U.S. government helped the American Colonization Society establish the colony of Liberia on the African coast in 1822. Liberia established a republican government and declared independence in 1847. The United States, however, did not officially recognize Liberia as an independent nation until 1862.

Joseph Jenkins Roberts,
Liberia's first president



Liberian flag



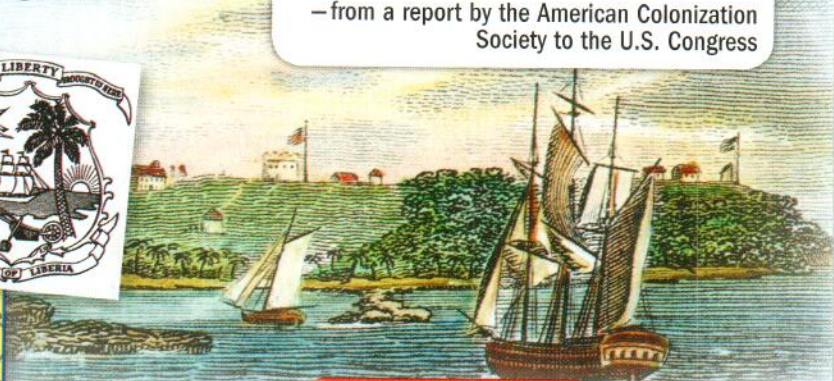
Liberian coat of arms



African Americans arriving in Liberia



"It is best, for all [African Americans and whites] . . . that there should be a separation; that those who are now free . . . should be provided with the means of attaining to a state of respectability and happiness, which [they] . . . can never be likely to reach, in this country."
—from a report by the American Colonization Society to the U.S. Congress



Critical Thinking

Analyzing Why do you think the United States did not recognize Liberia as an independent nation in 1847?

The society raised money from private donors, Congress, and a few state legislatures to send several groups of African Americans out of the country. Some traveled to the west coast of Africa, where the society acquired land for a colony. The first African American settlers arrived in this colony, called Liberia—Latin for “place of freedom”—in 1822. Some 12,000 to 20,000 African Americans settled in the new country between 1822 and 1865.

The American Colonization Society did not stop the growth of slavery. The number of enslaved people continued to increase. The society could resettle only a small number of African Americans. Furthermore, most African Americans did not want to go to Africa. Many were from families that had lived in America for generations. They simply wanted to be free in American society. Some African Americans feared that the society might actually strengthen slavery.

Reading Check **Explaining** How did the American Colonization Society fight slavery?

The Movement Changes

Main Idea Beginning in the 1830s, slavery became the most pressing issue for reformers.

History and You Is there a leader or a person whom you admire? Does he or she stand up for others? Read to learn how abolitionists worked to end slavery.

Reformers realized that the gradual approach to ending slavery had failed. Moreover, the numbers of enslaved persons had sharply increased because the cotton boom in the Deep South made planters increasingly dependent on slave labor. Beginning in about 1830, the American antislavery movement took on new life. Slavery became the most pressing social issue for reformers.

William Lloyd Garrison

Massachusetts abolitionist **William Lloyd Garrison** had a great influence on the anti-slavery movement. In 1831, he started the antislavery newspaper, *The Liberator*.

Garrison was one of the first white abolitionists to call for the immediate freeing of enslaved people. He denounced the slow, gradual approach of other reformers. In the first issue of his paper, he wrote, "I will be as harsh as truth, and as uncompromising as justice. . . . I will not retreat a single inch—AND I WILL BE HEARD."

Garrison *was* heard. He attracted enough followers to start the New England Anti-Slavery Society in 1832 and the American Anti-Slavery Society the next year. The abolitionist movement grew rapidly. By 1838, the antislavery societies Garrison started had more than 1,000 chapters, or local branches.

The Grimké Sisters

Among the first women who spoke out publicly against slavery were **Sarah** and **Angelina Grimké**. The sisters were born in South Carolina to a wealthy slaveholding family. The women moved to Philadelphia in 1832. While living in the North, the Grimké

sisters lectured and wrote against slavery. At one antislavery meeting, Angelina Grimké exclaimed:

PRIMARY SOURCE

"As a Southerner I feel that it is my duty to stand up . . . against slavery. I have seen it—I have seen it."

—from a speech at Pennsylvania Hall

The Grimkés persuaded their mother to give them their share of the family inheritance. Instead of money or land, the sisters asked for several of the enslaved workers, whom they immediately freed.

The Grimkés and Angelina's husband, abolitionist Theodore Weld, wrote *American Slavery As It Is* in 1839. This book collected firsthand accounts of life under slavery. It was one of the most powerful abolitionist publications of its time.

History ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 14 Web Activity about African American abolitionists.

People IN HISTORY

Harriet Beecher Stowe

Author of *Uncle Tom's Cabin*

Stowe wrote many books and stories about social reform. *Uncle Tom's Cabin*, published in 1852, was her most famous work. The novel shows slavery as a cruel and brutal system. Stowe later said that while she was writing it, "My heart was bursting with the anguish excited by the cruelty and injustice our nation was showing to the slave." *Uncle Tom's Cabin* had a major impact on public feelings about slavery. Even President Abraham Lincoln is claimed to have said that Harriet Beecher Stowe wrote the book that started the American Civil War.

CRITICAL Thinking

1. **Analyzing** Why did Stowe write *Uncle Tom's Cabin*?
2. **Evaluating** Why do you think Stowe might be accused of starting a civil war?

