

CHAPTER

8

1830–1860

A Push for REFORM

THE BIG PICTURE

The religious revival called the Second Great Awakening set off one of the great periods of social reform in American history. Inspired to do good works, the reformers changed the face of America.



North Carolina Standards

Social Studies Objectives

- 2.05** Identify the major reform movements and evaluate their effectiveness.
- 2.06** Evaluate the role of religion in the debate over slavery and other social movements and issues.

Language Arts Objectives

- 5.01** Interpret the significance of literary movements as they have evolved through the literature of the United States by:
 - evaluating the literary merit and/or historical significance of a work from Colonial Literature, the Romantic Era, Realism, the Modern Era, and Contemporary Literature.



READING LIKE A HISTORIAN

The religious fervor that swept the nation can be seen in the 1836 engraving *Methodist Camp Meeting*, by E. W. Clay. The humble settings helped drive home the preacher's message.

Interpreting Visuals Examine the response of the people in the crowd. How are they affected by the speaker?

See **Skills Handbook**, p. H30

1833

Oberlin becomes the first American college to admit women.

William Lloyd Garrison founds American Anti-Slavery Society.

1833

Parliament outlaws slavery throughout the British Empire.

U.S.



1830

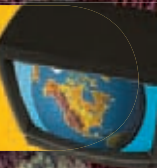
1835



World

History's Impact video program

Watch the video to understand the impact of reformers.



[NEG. #44227] COLLECTION OF THE NEW-YORK HISTORICAL SOCIETY

1843

Dorothea Dix campaigns to improve conditions in prisons and almshouses.

1845

Abolitionist Frederick Douglass publishes his *Autobiography*.



1852

Massachusetts passes mandatory school attendance law.



1860

One in six Americans lives in a city. Some 30 percent of Americans work in manufacturing.

1840



1845

1845
Blight devastates Ireland's potato crop, leading to famine.

1850

1848
Social revolutions demanding constitutional government break out across much of Europe.

1855

1860

1859
Charles Darwin's *On the Origin of Species* is published.

New Movements in America

BEFORE YOU READ

MAIN IDEA

A revival in religion in the early 1800s helped lead to an era of reform.

READING FOCUS

1. How did religion help lead to reform?
2. What role did Horace Mann play in reforming education?
3. What role did Dorothea Dix play in reforming prisons?
4. What are transcendentalism and utopianism?

KEY TERMS AND PEOPLE

Charles Grandison Finney
Second Great Awakening
Reform Era
temperance movement
Horace Mann
Dorothea Dix
transcendentalist movement
Ralph Waldo Emerson
Henry David Thoreau
utopian movement

TAKING NOTES

As you read, take notes about the goals of major reform movements in the early 1800s. Record your notes in a graphic organizer like the one shown here.

Reform Movement	Goals
Temperance	
Education	
Prisons	

THE INSIDE STORY

What was happening in western New York?

In the 1820s and 1830s it seemed that people in every small town were finding a new interest in religion. Crowds flocked to prayer meetings to hear fiery preachers. So many religious revivals took place that the area was called the Burned-Over District—scorched by the flames of religion. Revival meetings were personal, public, and emotional. Unlike in many traditional churches, women were welcome to pray and even preach in public.

Several religious movements began in the Burned-Over District. Joseph Smith published the Book of Mormon based on information he says he translated from golden plates delivered by an angel. Smith's teachings led to the founding of the Church of Jesus Christ of Latter-day Saints, or the Mormons. Another revivalist was William Miller, who prophesied the Second Coming of Christ. His followers developed into the Seventh-day Adventist Church. Western New York was also home to Shaker farms, utopian communities like Oneida, and advocates of Spiritualism.

Other reform movements found support too. Western New York was a stronghold for the antislavery movement. Homes and churches were "stations" on the Underground Railroad, which helped slaves escape to Canada. The movement for women's rights also took root here. ■

FUELED BY THE Fires of Religion

▼ American Methodists flock to a camp meeting.



Finney and the Revival Movement



Charles Finney began his career at small revivals, like this one in Ohio (left). Later, he constructed the circular Broadway Tabernacle in New York City (above). **How did the design reflect his oratory style?**

Religion Sparks Reform

The most famous—and the most colorful—character of the Burned-Over District was a preacher named **Charles Grandison Finney**. Finney led revivals, or meetings designed to revive, or reawaken, religious feelings. Finney held revivals throughout the Burned-Over District in the 1820s and 1830s. In his memoirs, the charismatic preacher attributed his success to his way of speaking:

HISTORY'S VOICES

“The more experience I had, the more I saw the results of my method of preaching, the more I conversed with all classes, high and low, educated and uneducated, the more was I confirmed in the fact that God had led me, had taught me, had given me right conceptions in regard to the best manner of winning souls . . . Indeed, people have often said to me: ‘Why, you do not preach. You talk to the people.’”

—Charles Grandison Finney

Finney talked to many people. At his revivals, hundreds, and sometimes thousands, of people would embrace his teachings.

The Second Great Awakening Finney was just one of many preachers who found willing audiences during the 1820s and 1830s. Across the country, but especially in the North, Americans attended revivals and joined churches in record numbers. By 1850, twice as many Americans attended church than they had at the birth of the country.

This religious movement was called the **Second Great Awakening**. A similar movement, the First Great Awakening, had taken place in the American colonies in the 1700s.

Many preachers of the Second Great Awakening were Protestant. They did not teach strict adherence to church rules, or obedience to a minister. Rather, preachers told people that “their destiny lay in their own hands.” People were urged to live well and to work hard.

Further, followers were told that they had the opportunity and the responsibility to do God’s work on earth. Through dedication and hard work, they were told, they could create a kind of heaven on earth. Participants in the Second Great Awakening took these beliefs to heart. Across the country, tens of thousands of Americans became determined to reform, or reshape, American life.

Thus, the Second Great Awakening helped launch a remarkable period in American history. The **Reform Era**, which lasted from about 1830 until 1860, was a time in which many Americans attempted to reshape American society. Inspired by the Second Great Awakening, the men and women who participated in the many different movements of the Reform Era are called reformers.

The temperance movement One of the main goals of the reformers was to reduce the use of alcoholic beverages. This movement is called the **temperance movement**. *Temperance* means “moderation.”

Reformers wrote books, plays, and songs about the evils of alcohol, which they linked to sickness, poverty, and the breakup of families. Reformers also founded temperance societies, or clubs, and persuaded many Americans to sign temperance pledges. In 1851 reformers persuaded legislators in the state of Maine to outlaw alcohol. Over the next several years, some 12 states followed suit.

READING CHECK **Identifying Cause and Effect** How did the Second Great Awakening help launch the Reform Era?

Reforming Education

Prior to the 1840s, American schools were either private schools or common schools—free public schools where students learned basic reading, writing, and mathematics skills. Most families could not afford private schools, and the quality of teaching in common schools was generally poor.

The common-school movement Most reform-minded Americans wanted more children to be educated. They held that educated people made better decisions and that widespread education was fundamental to a democratic society. Education reformers organized themselves into “friends of education” groups and began the common-school movement to extend and improve public schools.

Horace Mann The greatest school reformer of the Reform Era was **Horace Mann**. In 1837 he became the first secretary of education in the state of Massachusetts.

Mann advocated a new, highly organized approach to education. He envisioned systems in which states would fund and supervise locally controlled schools. Because education was so important to the individual and to society as a whole, Mann advocated compulsory attendance. He also championed the creation of so-called normal schools, where teachers would receive training.

PRIMARY SOURCES

McGuffey Reader

The *McGuffey Readers* included a variety of short stories and excerpts from well-known books to help students learn reading skills.

Stories promoted positive virtues, such as charity, honesty, thrift, friendship, and hard work.

Skills Focus

READING LIKE A HISTORIAN

- 1. Making Inferences** Why do you think most stories focused on children?
- 2. Drawing Conclusions** How did the readers teach more than just reading?

See **Skills Handbook**, p. H7, H12



Pronunciation guides helped students learn new words.

The *First Reader*, for young students, focused on stories about family, teachers, and animals.

Mann's work transformed education in Massachusetts. In 1839 Massachusetts created the country's first normal school. In 1852 it passed the first compulsory attendance law in the United States.

Other states copied Mann's education work in Massachusetts. By 1860, six in ten white children attended school—almost twice the rate of 30 years earlier. Education reform, however, did nothing to help Native American children, who lived within their tribes. Nor could it help African American children, nearly all of whom were slaves. Still, the school reformers' efforts laid the groundwork for education in the United States to the present day.

William McGuffey One of the most well known of the education reformers was William McGuffey. McGuffey wrote and published a series of textbooks called *Eclectic Readers*, which became popularly known as *McGuffey Readers*. These books, written for different grade levels, taught reading and moral and intellectual values. *McGuffey Readers* were so popular—well over 100 million were sold—that nearly every American student in the middle and late 1800s used them in school.

READING CHECK Identifying the Main Idea

What was the goal of the common-school movement?

Reforming Prisons

Dorothea Dix was a reformer who campaigned for humane treatment of prisoners and the mentally ill. Dix visited a jail in Cambridge, Massachusetts, to teach Sunday school to prisoners in 1841. What Dix saw there appalled her. Mentally ill people and nonviolent criminals were confined with violent criminals. All were held in horribly crowded, unsanitary conditions and were often abused by their jailers.

Dix visited prisons and almshouses, or charity homes for the very poor, throughout Massachusetts. Everywhere she went, she found inhumane conditions.

In 1843 Dix petitioned the state legislature to do something about “the condition of the miserable, the desolate, the outcast” in prisons and almshouses across the state. Moved by Dix's plea, the Massachusetts legislature created state-supported institutions to house and treat mentally ill people, separate from

criminals. Dix and her supporters convinced other state governments to create similar institutions. Before Dix began her work, there were no professional treatment centers in the United States for the mentally ill. By the time of her death, more than 100 such institutions were built across the country.

READING CHECK Summarizing What were Dorothea Dix's main achievements?

Transcendentalism and Utopianism

One of the most remarkable movements of the Reform Era took place in New England. It was called the **transcendentalist movement**. Members of this movement believed in a philosophy called transcendentalism.

Transcendentalism is the belief that knowledge is found not only by observation of the world but also through reason, intuition, and personal spiritual experiences. Thus, by transcending, or going beyond, observation, people can have a deeper and truer understanding of the world.

Ralph Waldo Emerson The leading transcendentalist was **Ralph Waldo Emerson**. Emerson gave sermons and lectures and wrote essays and poems. In his work, Emerson expressed the transcendental belief that people should

FACES OF HISTORY

Dorothea DIX

1802–1887



A fast learner who loved to read, Dorothea Dix began teaching young students by the time she was 14. At 19 Dix

opened her own school in Boston. In addition, she dedicated her spare time to helping prison inmates and the mentally ill.

While traveling in Europe, Dix met a number of reformers. Returning home, she toured a local jail where the mentally ill were chained in a dungeon. Dix demanded reforms in the treatment of prisoners and the mentally ill. She traveled the nation visiting jails and lobbying for reforms. With her support, the first state hospital was opened in New Jersey. When the Civil War erupted, Dix volunteered to lead the Army Nursing Corps for the Union.

Explain How did Dorothea Dix care for the less fortunate?

be self-reliant and trust their intuition. Such thinking, he said, would lead to a sense that all people and all of nature were connected. Thus, the transcendentalist would support social reform. Emerson's rich writing style and the power of his ideas made him one of America's most renowned and important authors.

Henry David Thoreau Another major transcendentalist was **Henry David Thoreau**. Thoreau, like Emerson, firmly believed in the power of self-reliance and individual thought.

In 1845 Thoreau began living alone in a cabin on the shore of Walden Pond, near Concord, Massachusetts. By living simply, Thoreau hoped to live a meaningful life.

Thoreau held that people should act according to their own beliefs, even if they had to break the law. In 1846 Thoreau refused to pay a tax he thought would promote slavery, and he spent a night in jail. Later, in an essay titled "Civil Disobedience," Thoreau stated "that government is best which governs least."

"Civil Disobedience" became an enormously influential essay. In the twentieth century, it inspired Mohandas Gandhi of India to develop a doctrine of nonviolent resistance that helped free his country from British rule. In the United States, civil rights leader Martin Luther King Jr. put Thoreau's and Gandhi's ideas and methods to work on behalf of African Americans in the 1960s.

Utopianism Some reformers believed in creating new communities that would be free of social ills. These communities became known as utopian communities, after the word *utopia*, which means "a perfect society." Reformers built more than 90 utopian communities in the United States during the **utopian movement** of the first half of the 1800s.

One such community was led by Robert Owen, a British social reformer. In 1825 he purchased the town of Harmonie, Indiana, and renamed it New Harmony. There he attempted to build a utopian community. Unfortunately, the residents of the community failed to implement Owen's **ideals**, and the community failed three years later.

Another famous utopian community was founded by transcendentalists in Massachusetts in 1841. Brook Farm emphasized equality among all its members. However, the community failed in 1847 due to mounting debts.

Most utopian communities were small and short-lived. A notable exception were those built by the Shakers, a Christian sect that established communities beginning in the late 1700s. In the 1830s, nearly 6,000 Shakers lived in more than a dozen communities throughout the United States.

READING CHECK

Comparing How were the transcendentalist and the utopian movements similar and different?

ACADEMIC VOCABULARY

ideal honorable or worthy goal

SECTION 1 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SD7 HP8

Reviewing Ideas, Terms, and People

- a. Identify** Who was Charles Grandison Finney?

b. Analyze How did the Second Great Awakening inspire the Reform Era?
- a. Identify** Who was Horace Mann?

b. Evaluate How successful was the common-school movement?
- a. Recall** Why did Dorothea Dix begin her campaign?

b. Contrast How were mentally ill people and prisoners treated differently after Dix's work?
- a. Identify** Who were two important members of the transcendentalist movement?

b. Make Inferences How did transcendentalism support reform?

c. Evaluate How successful was the utopian movement?

Critical Thinking

- Summarizing** Copy the chart below and identify the major movements and leaders of the Reform Era.

Movement				
Leader				

FOCUS ON WRITING

- Persuasive** Identify one aspect of American life today that you think should be reformed. Write an editorial explaining what should change, why it should be changed, and how reformers could best accomplish that change.



American Literature

Henry David Thoreau (1817–1862)

About the Reading From 1845 to 1847, Henry David Thoreau, a New England transcendentalist, retreated from society to live in seclusion on Walden Pond near Concord, Massachusetts. The following excerpt is taken from a collection of Thoreau's writings from his time at Walden.

AS YOU READ Put yourself in Thoreau's place and think about the reasons why he may have wanted to live in seclusion.

Excerpt from

Walden

by Henry David Thoreau

The surface of the earth is soft and impressible by the feet of men; and so with the paths which the mind travels. How worn and dusty, then, must be the highways of the world, how deep the ruts of conformity! I did not wish to take a cabin passage, but rather to go before the mast and on the deck of the world, for there I could best see the moonlight and the mountains. I do not wish to go below now.

I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has

imagined, he will meet with a success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings. In proportion as he simplifies his life, the laws of the universe will appear less complex, and solitude will not be solitude, nor poverty poverty, nor weakness weakness.

It is a ridiculous demand which England and America make, that you shall speak so that they can understand you. Neither men nor toad-stools grow so. As if that were important, and there were not enough to understand you without them. As if Nature could support but one order of understandings . . . I desire to speak somewhere *without* bounds; like a man in a waking moment, to men in their waking moments; for I am convinced that I cannot exaggerate enough even to lay the foundation of a true expression.

Skills Focus

READING LIKE A HISTORIAN

- 1. Summarizing** What does Thoreau mean when he writes that he desires "to speak somewhere without bounds"?
- 2. Literature as Historical Evidence** How does Thoreau's call for personal renewal and self-reliance reflect a larger call for reform in the 1830s and 1840s?

See **Skills Handbook**, p. H6

Walden Pond, Massachusetts, where Thoreau lived for two years

Early Immigration and Urban Reform

BEFORE YOU READ

MAIN IDEA

A wave of Irish and German immigrants entered the United States during a period of urbanization and reform.

READING FOCUS

1. Why did many Irish and Germans immigrate to the United States in the 1840s and 1850s?
2. What was life in the United States like for the new immigrants?
3. How did urbanization and industrialization lead to reform?

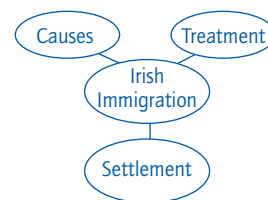
KEY TERMS AND PEOPLE

Great Irish Famine
push-pull model of immigration
nativism
Know-Nothings
tenements
wage earners
urban working class
labor movement
Martin Van Buren

TAKING NOTES

As you read, take notes

on the Irish experience of immigration to the United States. Record your notes on the causes for Irish immigration, the treatment immigrants received, and where immigrants settled in a graphic organizer like the one shown here.



DISCRIMINATION Set to Music



▲ This song expressed discrimination toward Irish immigrants.

THE INSIDE STORY

How could immigrants find a job? Music hall singers in the 1860s could always please an audience with the song “No Irish Need Apply.” The

song tells how a boy from Ireland tries to get a job, even though the ad says, “No Irish need apply.” The employer insults him, but the angry young Irishman fights him and makes him apologize. In the song’s chorus, he remains proud of his heritage: “But to me it is an honor / To be born an Irishman.”

Irish immigrants in the mid-1800s faced widespread discrimination. Newspaper ads and signs in shop and factory windows read “No Irish need apply” or “Protestants only.” Some historians question how widespread these signs actually were. But American workers resented the Irish for taking scarce jobs, especially low-paying jobs on the docks or as day laborers. Others mistrusted the Irish for being Roman Catholic.

The signs were aimed mainly at Irish Catholic men. In general, Irish women found jobs as cooks or maids more easily. Eventually, Irish immigrants overcame prejudice to find their place in American society. ■

Irish and German Immigrants

The sadness of the song “No Irish Need Apply” is apparent. What makes the song even sadder, though, is that many of the Irish immigrants who faced this prejudice were desperate refugees fleeing one of the great disasters of the modern age.

Irish immigration Since the 1700s, the poor people of Ireland had relied on the potato as their staple, or major, food crop. In fact, most people of Ireland ate little else. From 1845 to 1849, a disease, or blight, struck the crop, severely restricting the potato harvest.

The results were devastating. Deprived of their primary food source and receiving little relief from the ruling British government, Ireland's poor faced starvation. By 1850 about 1 million had died during the **Great Irish Famine**.

Desperate to save themselves and their families, more than 2 million people left Ireland. By 1854, about 1.5 million of them had settled in the United States.

German immigration The other major group of immigrants to the United States in the mid-1800s were the Germans. Like the Irish, many Germans were fleeing conditions in their homeland. Unlike the Irish, they had not faced famine. Instead, they left Germany for many different reasons. Some fled economic depression and overpopulation, which made jobs scarce. Others left to escape religious persecution, harsh tax laws, or military

service. Still others fled their country after a revolution in 1848 failed. Many Germans came to the United States in search of free land and business opportunities.

Pushed and pulled All immigration can be described using the **push-pull model of immigration**. In this model, factors that cause people to leave their homeland are "pushes." Factors that cause people to move to a particular country are called "pulls." Various pushes and pulls led to a record number of immigrants to the United States, including about 3 million Irish and German immigrants by 1860.

READING CHECK Summarizing What caused German and Irish immigrants to be pushed from their homelands?

THE IMPACT TODAY

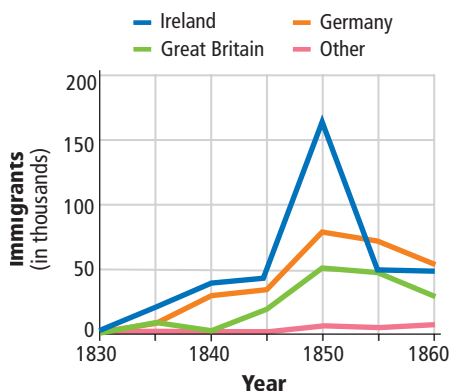
Daily Life
In the 2000 census, about 30 million Americans indicated they had Irish ancestry and about 43 million Americans claimed German ancestry.

The Lives of Immigrants

The lives that immigrants built in the United States varied widely. Wealthy people with family or other connections in the United States did well. The majority of immigrants, however,

Wave of Immigration

IMMIGRATION, 1830–1860



Source: Historical Statistics of the United States

Skills FOCUS

INTERPRETING GRAPHS

In what year during this period did immigration peak?

Where did most immigrants come from?

See **Skills Handbook**, p. H17

Ragged, hungry, and sick, Irish refugees from famine suffered a nightmarish journey to America on overcrowded ships. So many died on the voyages that the ships came to be called "coffin ships."

had little or no money and often no one to turn to for help. They faced a difficult struggle to survive in, what was to them, an alien and often hostile land.

ACADEMIC VOCABULARY

discrimination
treatment based on race, class, or category rather than individual merit

Hostility toward the Irish Many immigrant groups to the United States have faced discrimination. Few immigrant groups, however, met the hostility that the Irish did.

Why were the Irish treated so harshly? One reason was their sheer numbers. More than 1.3 million Irish immigrants arrived between 1846 and 1855. The country's population in that period averaged 24 million. The largest city at the time, New York, was home to only half a million people. Many Americans viewed the influx of so many people from a single foreign country as a threat to their way of life.

The Irish were also resented because of their poverty. Because desperate Irish immigrants would work for very low wages, they posed a threat to American workers.

Above all else, though, Irish immigrants were resented because they were Roman Catholic. The United States at the time was predominantly Protestant. Many Americans believed that the Roman Catholic religion was

at odds with democratic principles. Samuel F. B. Morse, who invented the first practical telegraph, was one such American. Describing Roman Catholicism as "Popery," he reflected the biased view of many Americans of the time.

HISTORY'S VOICES

"Popery cannot tolerate our form of government . . . Popery does not acknowledge the right of the people to govern; but claims for itself the supreme right to govern all people and all rulers by divine right . . . It does not tolerate liberty of conscience nor liberty of opinion."

—Samuel F. B. Morse

As the number of Irish immigrants grew, so too did these feelings of **nativism**, or opposition to immigration. The growth of nativism was a marked change in Americans' attitudes. For generations, immigrants had been generally welcomed as adding to the population and prosperity of a growing country. Besides, most Americans were descended from immigrants—many just a generation or two in the past. But the influx of a huge number of poor, Catholic, Irish immigrants in such a short time changed many Americans' views. They began to regard immigrants as a threat to their way of life.

TWO PORTRAYALS OF IMMIGRATION



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Skills Focus

READING LIKE A HISTORIAN

These images show two portrayals of Irish immigrants.

Interpreting Visuals Which image is more likely to create bias against Irish immigrants? Explain your answer.

The Know-Nothings Anti-immigrant sentiment was promoted by well-funded and well-organized social and political groups. One such group was a secret fraternal organization called the **Know-Nothings**. The group earned its name because its members, when asked about their group's activities, answered by saying, "I know nothing."

The Know-Nothings reorganized themselves into a political party. The American Party would boast of more than 1 million members by the 1850s. They achieved remarkable political success in a short time, claiming more than 40 congressional seats. When they won elections in Massachusetts, one newspaper trumpeted the news.

HISTORY'S VOICES

“... [In Massachusetts] are heard the voices of her native born children, declaring for the perpetuity AMERICAN INSTITUTIONS, and AMERICAN LIBERTIES. The [people] have spoken in a voice of thunder, in favor of Americans ruling America . . . the warm pulsation of the people's heart beats only for FREEDOM . . . and PROTESTANTISM.”

—*Daily Evening Journal*, November 14, 1854

The American Party even ran a presidential candidate in 1856. Eventually disagreements over slavery and related political issues fractured the party, and it ceased to exist by the time of the Civil War.

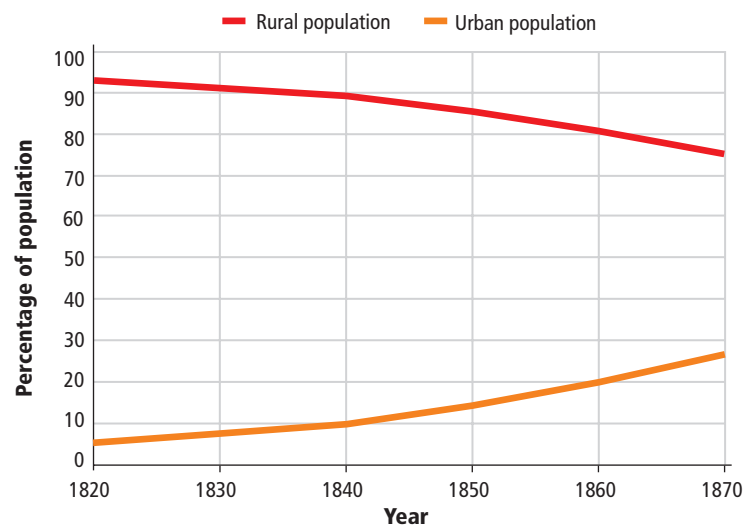
A different German experience Nearly as many Germans as Irish immigrated to the United States in the mid-1800s. Fortunately for the Germans, they did not encounter the same hostility that greeted Irish immigrants. Why not? Whereas most Irish immigrants were poor and Catholic, most German immigrants were middle class and Protestant.

German immigrants spread across the country. They could afford to travel far inland, seeking free or cheap land, reunions with relatives, or other opportunities in the heartland. Many settled in the Midwest, but large German immigrant communities could be found from New York to Texas. German immigrants worked as farmers, artisans, factory workers, and in other occupations.

READING CHECK

Contrasting How were Irish immigrants treated differently than German immigrants?

RURAL AND URBAN POPULATION, 1820–1870



Source: *Historical Statistics of the United States*

Skills FOCUS

INTERPRETING GRAPHS

An influx of immigrants, particularly the Irish, led to rapid urban growth in the mid-1800s. What percentage of the population was urban in 1820? in 1870?

See **Skills Handbook**, p. H17

Reform, Urbanization, and Industrialization

Immigrants to the United States in the middle 1800s arrived in a country undergoing two dramatic changes. One was urbanization. In 1800 about 1 in 20 Americans lived in urban areas; by 1860 about 1 in 6 did. The other change was industrialization. In 1800 nearly everything in the country was made by hand. By 1860 about one-third of all goods were made by machine. The parallel forces of urbanization and industrialization caused tremendous social change and resulted in important reform movements.

Growing city populations The arrival of so many Irish immigrants in the 1840s and 1850s was a major factor in the growth of some American cities. Most Irish immigrants, unable to afford to travel far from where they landed in America, settled in northeastern cities such as New York and Boston. By 1850 Irish immigrants accounted for one-fourth of the population of these cities. Even today, both have large Irish American populations.

Immigration

In the past, most immigrants to the United States came from European nations. Today growing numbers of immigrants come from Mexico, Central America, South America, and Asia.

In 2003 more than 244,000 people born in Asia moved to the United States. Nearly 116,000 people came from Mexico, and almost 110,000 others were born in Central or South America.

No matter where immigrants are born, they leave their homes in search of a better life. They may hope to

find better economic opportunities or political or religious freedom.

In earlier eras, immigrants entered the country through specific immigration centers. Europeans entered the United States at Ellis Island in New York Harbor. Asian immigrants came to Angel Island, near San Francisco. Today, immigrants arrive to the United States like any other travelers, often by plane.

Comparing What do today's immigrants share with those of the past?



Immigrants becoming U.S. citizens at a naturalization ceremony

Urbanization and reform By the mid-1800s, large American cities were home to some tremendously wealthy people. They had made fortunes in trade or in new industries. It was not uncommon for this richest 1 percent of the population to control more than half of the wealth of a city. The vast majority of urban Americans, however, were very poor.

Many city-dwellers lived in **tenements**, or poorly made, crowded apartment buildings. Lacking adequate light, ventilation, and sanitation, tenements were very unhealthy places to live. Disease spread rapidly in the crowded conditions.

The plight of tenement dwellers sparked **preliminary** efforts at reform. In some cities, local boards of health were established to set sanitation rules. Enforcement was often uneven, however, and the poorer neighborhoods—which were in the greatest need—received less attention than richer ones.

Local reform societies did what they could to alleviate the suffering but only reached a fraction of those who needed help. For the most part, the poor of America's large cities fended for themselves, helping their families, neighbors, and friends as best they could.

Conditions in the poorer districts of American cities would remain unsatisfactory throughout the mid-1800s. Serious efforts at reforming cities would not begin until late in the century.

Industrialization and reform Between 1820 and 1860, the percentage of Americans who worked in manufacturing and related fields soared from 5 percent to about 30 percent. This fundamental shift in the economy had far-reaching social effects. Previously, most Americans had worked on farms. People worked for themselves, kept the profits they earned, and made much of what they needed.

Americans who worked in factories faced a far different economic situation. They were **wage earners**. That is, instead of earning income from their own enterprise, they were paid a set amount by business owners. Instead of making the things they needed, they had to buy them—using their limited wages—from merchants in the city where they lived.

In addition to immigrants flooding the cities, many Americans were leaving farms to work in factories. A new social class arose: the **urban working class**. Most of them were poor and uneducated. Many were immigrants.

As a rule, the relatively wealthy business owners wanted to maximize their profits. The results were low wages, long hours, and unsafe working conditions for workers. In response, workers began to organize into groups to demand higher wages, shorter hours, and safer working conditions. These efforts by workers to improve their situation was one of the great reform movements of the Reform Era. It is called the **labor movement**.

ACADEMIC VOCABULARY

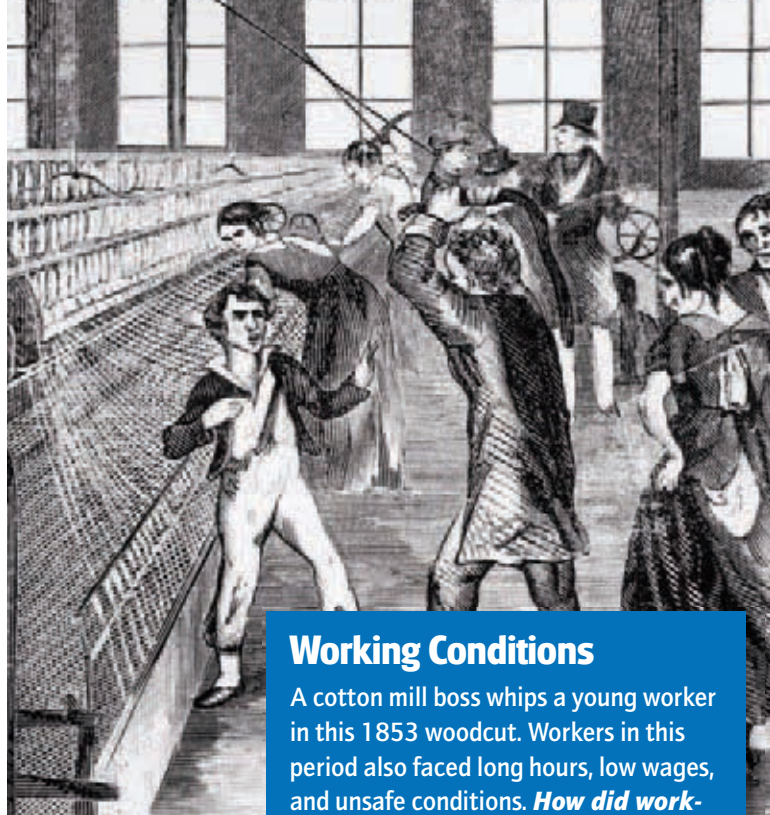
preliminary prior to the main action; introductory

The American labor movement began in the 1820s. During that decade skilled workers, such as carpenters and masons, formed organizations to regulate their pay. The advent of widespread factory work in the 1830s contributed to the early development of the labor movement.

Most workers' organizations were local and short-lived. Not until 1834 was an attempt made to create a national labor organization. In New York City, several smaller groups united to form the National Trades Union. It lasted only until the Panic of 1837, an economic crisis that left as many as one-third of American workers out of a job.

The labor movement faced fierce opposition from business owners. Moreover, many government officials were business owners themselves, or at least sympathized with the owners whose prosperity they thought essential to the well-being of the nation.

Labor reformers did enjoy some victories. One of their major campaigns was the Ten-Hour Movement, a campaign to limit the working day to 10 hours from the more common 12 hours—or more. In 1837 President Andrew Jackson declared a 10-hour workday for some federal employees. President **Martin Van Buren** extended the rule to others in 1840. In the mid-1840s, New Hampshire became the first state to limit the workday to 10 hours. Other states followed New Hampshire's example.



Working Conditions

A cotton mill boss whips a young worker in this 1853 woodcut. Workers in this period also faced long hours, low wages, and unsafe conditions. **How did workers try to improve their conditions?**

Despite this success, laborers remained very much at the whim of business owners. It would be decades before they made substantial progress in improving their work conditions.

READING CHECK

Identifying the Main Idea

What reforms arose in response to urbanization and industrialization?

SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SD7 HP8

Reviewing Ideas, Terms, and People

1. **a. Recall** How did the **Great Irish Famine** affect the United States?
b. Draw Conclusion What factors do you think pulled Irish and German immigrants to the United States?
2. **a. Recall** Why were Irish immigrants discriminated against?
b. Compare Why were German immigrants treated differently than Irish immigrants?
3. **a. Explain** What was life like for the **urban working class**?
b. Evaluate What factors limited the success of the early labor movement?

Critical Thinking

4. **Comparing and Contrasting** Copy the diagram below and compare and contrast Irish and German immigration.

	Irish Immigrants	German Immigrants
Reasons for Immigrating		
Places Settled		
Economic Standing		
Religious Beliefs		

FOCUS ON WRITING

5. **Expository** Write a dialogue that might have taken place between a leader of the labor movement and a business owner in the 1830s. The dialogue should reflect each person's position on the 10-hour workday.

The Great Irish Famine

Because of the potato crop failure and mass starvation between 1845 and 1851, over a million Irish emigrated to America. They traveled weeks in crowded ships to reach the chaos of American port cities, where they had imagined great opportunities awaited them. Most of these immigrants were too poor to buy farmland and were not eager to return to an agricultural life. They settled in Irish neighborhoods in New York, Boston, Philadelphia, and Baltimore—the port cities where they disembarked. Many others found their way to the interior cities of Chicago, St. Louis, and Cincinnati.

IRISH IMMIGRATION TO THE UNITED STATES

1845	44,821
1846	51,752
1847	105,536
1848	112,934
1849	159,389
1850	164,004
1851	221,253
1852	159,548
1853	162,649
1854	101,606
1855	49,627
Total	1,333,128

Source: *Historical Statistics of the United States: Colonial Times to 1970*

Chicago
St. Louis
Cincinnati
Philadelphia
Baltimore
New York
Boston

Disembarking

Before 1855, there was no central immigrant-receiving center. Most ships let passengers off at various Manhattan docks. There, the unprotected immigrants were often taken advantage of or robbed. The Catholic Church helped them with social services, and eventually the Irish forged a place for themselves.



Eviction and Emigration

In the 1800s, Irish farmers rented their land from English landowners. They had little time to tend their own crops, so they came to depend on potatoes, which were easy to grow. Potatoes made up 60 percent of the Irish diet. When blight destroyed this crop several years in a row, farmers spent their money on food instead of rent. Many were then evicted and had little choice but to emigrate. Most left for North America by way of Liverpool, England.



Dublin
IRELAND

Liverpool
ENGLAND
London



Coffin Ships

Although laws limited the number of passengers on a ship, captains avoided the law by loading passengers at more than one port. Packed into windowless compartments, with disease spreading and food and water scarce, many passengers died during the crossing.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Human-Environment Interaction** How did the potato blight lead to mass Irish emigration?
- 2. Movement** Describe the passage and the reception for Irish immigrants to America.

See **Skills Handbook**, p. H20

Women and Reform

BEFORE YOU READ

MAIN IDEA

After leading reform movements to help others, some American women began to work on behalf of themselves.

READING FOCUS

1. What limits were placed on women's lives in the early 1800s?
2. What role did women play in the movements of the Reform Era?
3. Why was the Seneca Falls Convention important?

KEY TERMS AND PEOPLE

cult of domesticity
reform societies
Catharine Beecher
Seneca Falls Convention
Elizabeth Cady Stanton
Lucretia Mott

TAKING NOTES

As you read, take notes on areas in which women's rights needed reforms. In a graphic organizer like the one shown here, fill in details about women's legal, economic, cultural, and educational rights.

Women's Rights	
Legal	
Economic	
Educational	
Cultural	

THE INSIDE STORY

Why was Elizabeth Cady Stanton angry? When Elizabeth Cady's only brother died, her father sighed, "Oh my daughter, I wish you were a boy." She tried to please him. She got the best education available to women at the time and studied law in his office. In 1840 at age 25, she married an abolitionist, Henry Stanton. Their marriage vows omitted the word *obey*.

On their honeymoon the Stantons traveled to London for a world antislavery convention, but its organizers refused to allow women to participate in convention debates. Elizabeth Cady Stanton and Lucretia Mott, another rejected delegate, decided that in order for their voices to be heard, they must work for their own rights. In 1848 they organized and directed the first women's rights convention, in Seneca Falls, New York. About 300 people attended, including abolitionist Frederick Douglass.

At the meeting, Stanton presented a Declaration of Sentiments. It echoed the Declaration of Independence—but with some important differences: "We hold these truths to be self-evident, that all men and women are created equal, that they are endowed by their Creator with certain inalienable rights..."

Although Lucretia Mott and Henry Stanton both objected, the Seneca Falls declaration also called for the right to vote. It said that women should have "immediate admission to all the rights and privileges which belong to them as citizens of the United States." The statement concluded that these demands were likely to meet with ridicule. Not surprisingly, that was exactly what happened. ■

► **Reformist Elizabeth Cady Stanton and her children, about 1848**

CRUSADER for Women's Rights



Limits on Women's Lives

The Seneca Falls declaration was widely ridiculed. So, too, were the women who supported it. The handful of men who dared to speak out for the equal treatment of women were treated with even worse disdain. This surprised no one. A combination of legal, economic, and cultural factors limited what American women in the early 1800s could achieve.

Legal limits Legally, women in the United States were denied many of the basic rights and responsibilities of U.S. citizenship. With few exceptions, women could not vote or hold public office. Other than marriage, they could not enter into legal contracts. When married couples with children divorced, the law awarded custody of the children to the father.

Economic limits With few exceptions, married women were not allowed to own property. Real property, such as land and buildings, businesses, and even household goods, was legally owned by husbands.

In the early 1800s, many American women took jobs outside of their homes for the first time. The Industrial Revolution led to a record number of working women. In 1816 the federal government determined that more than 60,000 of the 100,000 industrial workers in the country were women. Even this did not help most women economically. Wages were low. Moreover, the wages of married women were legally the property of their husbands. Single women were expected to turn over most of their earnings to their families.

Cultural limits The legal and economic limits placed on women both reflected and promoted a widely held view that women were inferior to men. Women, most men believed, should attend only to household and family duties—and to their husbands. Matters outside the home—business, government, politics—should be the province of men, who could handle such weighty matters.

The cultural limits placed on women intensified during the Industrial Revolution. The view that “a woman’s place is in the home” became more widespread. This was largely a response to the belief that industrialization was threatening family life by taking women

out of the household to work. A movement arose to urge women to remain in the home environment. Books and magazines praised the virtues of women staying at home, caring for their families, and obeying their husbands. Some historians gave this movement a name: the **cult of domesticity**.

READING CHECK Identifying the Main Idea

What limits were placed on American women in the early 1800s?

Women in the Reform Era

Despite the many limits placed on their lives, American women often took the lead in reshaping life in the nation. They played important roles in all of the great reform movements of the Reform Era.

All of the reform movements were rooted to some degree in the Second Great Awakening. This religious revival opened many doors for women. The movement de-emphasized obedience to a minister and celebrated good works. Women were therefore able to participate more fully in religious affairs. Many formed groups, such as Bible-reading and missionary societies, that served as extensions of their involvement in churches.

Reform societies Some of these women’s church societies evolved into reform societies. **Reform societies** were groups that were organized to promote social reforms. The number of reform societies grew rapidly in the 1830s and 1840s.

The New York Female Reform Society was formed in 1834.

HISTORY'S VOICES

“It is the imperious [dominant] duty of ladies everywhere and of every religious denomination to cooperate in the great work of moral reform.”

—Statement of the New York Female Reform Society

Similar societies sprang up throughout the Northeast. Tens of thousands of women joined these groups.

By moral reform, the groups meant promoting good behavior. Society members would visit poor neighborhoods, almshouses, jails, and other places to provide religious instruction and encouragement. Some reform society members established homes for

THE IMPACT TODAY

Economics

In 2004 about 46 percent of the American labor force consisted of women.

orphaned girls, homeless young women, and other women in need.

Education reform As in other reform movements, women led the movement to reform education. **Catharine Beecher** ran a school for women, the Hartford Female Seminary, in Massachusetts. Later, she opened the Western Female Institute in Cincinnati, Ohio. Beecher worked to create normal schools and to send teachers west to educate frontier children.

Oberlin College in Ohio became the first American college to welcome women as well as men in 1833. In 1837 Mary Lyon established the first women's college in the United States, Mount Holyoke College in Massachusetts. Many women became teachers during the Reform Era. This gave them a fundamental role in shaping American life.

Other reforms Urban reforms during the Reform Era were implemented largely by female reform societies. Through visits and the establishing of homes for girls and women in need, women worked to improve the lives of the urban poor.

Women's contributions to the labor movement arose from their firsthand experiences as workers. By 1850 about 225,000 American women were at work in the country's mills and factories, toiling long hours for low wages, often in unsafe conditions. Some of the earliest labor strikes were held by women, such as the Lowell Girls, who were attempting to better their working conditions.

Many participants in the temperance movement were women. Because women were economically dependent on men, they and their children were often the victims of men's excessive alcohol consumption. Thus, they knew firsthand of the dangers of alcohol abuse.

READING CHECK Summarizing How did women contribute to reform?

The Seneca Falls Convention

The **Seneca Falls Convention** was held in July 1848 in Seneca Falls, New York. It was the first women's rights convention held in America. Many historians mark it as the beginning of the modern American women's movement.

ACADEMIC VOCABULARY

implement to carry out or accomplish

PRIMARY SOURCES

Declaration of Sentiments

In 1848 women's rights supporters met in Seneca Falls, New York, and produced a document calling for greater expansion of women's rights, especially the right to vote. Modeled after the Declaration of Independence, the Declaration of Sentiments was a landmark in the women's movement.

Like the Declaration of Independence, the Declaration of Sentiments included a list of grievances.

"We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed . . .

The history of mankind is a history of repeated injuries . . . on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her . . .

Having deprived her of this first right as a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides."

The writer used the same words that are in the Declaration of Independence, but included women.

Skills FOCUS

READING LIKE A HISTORIAN

- 1. Analyzing Primary Sources** Why do you think the writer modeled this document after the Declaration of Independence?
- 2. Identifying Points of View** Why did the writer believe that voting rights were so important?

See **Skills Handbook**, pp. H28–29

A desire for political power Over the years, countless American women had fought for many different kinds of reforms. But the limits placed on them—especially their prohibition from participating in government by voting or holding public office—restricted their influence and accomplishments. As a result, many women wanted to obtain political power in order to advance the reforms.

Other women, however, thought that political power should be available to women, not just so that they could achieve reform but because it was fair and reasonable.

Moreover, women reformers had long worked for the rights of others. They were especially active in the abolitionist movement to end slavery. It was a short leap from thinking about racial equality to equality between the sexes. Thus, the time was right for women—who had long worked to improve the lives of others—to fight to improve their own lives.

The convention Elizabeth Cady Stanton and Lucretia Mott organized the Seneca Falls Convention. Mott was a prominent abolitionist. A Quaker, she helped found several antislavery groups and organized antislavery conventions. Stanton, like Mott, was also a dedicated and experienced abolitionist.

Mott and Stanton had attended the World's Anti-Slavery Convention in London in 1840. Mott and Stanton's husband, Henry, were official delegates. They were shocked to learn that Mott, because she was a woman, would not be allowed to participate in convention debates. Worse, women even had to be segregated from men. This experience drove Mott and Stanton to take action. They determined to call a convention on behalf of women's rights.

The women's rights convention was held near Stanton's home in Seneca Falls, New York. It was attended by about 300 people. The convention produced the Declaration of Sentiments, written by Stanton. Exactly 100 participants—68 women and 32 men—signed the Declaration of Sentiments, which publicly stated their belief that “all men and women are created equal.” The struggle for the equality of American women had begun.

READING CHECK

Making Inferences How do you think the Seneca Falls Convention affected the women's movement for equal rights?

FACES OF HISTORY

Lucretia MOTT

1793–1880



Raised as a Quaker, Lucretia Mott was strongly committed to her faith. At Quaker meetings, Mott was encouraged to speak

out against social problems. In the 1830s Mott traveled the country making speeches against slavery. In 1840 Mott attended the World's Anti-Slavery Convention in England but was not allowed to speak, simply because she was a woman.

Back in the United States, Mott began to demand equal treatment for women. In 1848 Mott and Elizabeth Cady Stanton organized a convention in Seneca Falls, New York. The convention issued a Declaration of Sentiments, demanding women's equality. Throughout the rest of her life, Mott continued to fight for social justice and women's equality.

Summarize What causes did Lucretia Mott support?

SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SD7 HP8

Reviewing Ideas, Terms, and People

- a. Recall** What was the **cult of domesticity**?

b. Draw Conclusions How did industrialization help lead to the cult of domesticity?

c. Predict What do you think would happen to the cult of domesticity after this time period? Why?
- a. Describe** Describe the purpose and activities of **reform societies**.

b. Compare What did all of the reform movements in which women participated have in common?

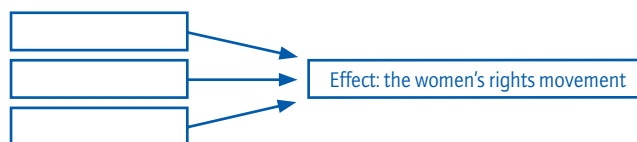
c. Evaluate How important was the growth in the number of women teachers in the early 1800s? Why?
- a. Identify** Who organized the **Seneca Falls Convention**?

b. Analyze What was the purpose of the Seneca Falls Convention?

c. Evaluate Do you think the Declaration of Sentiments changed anyone's attitude toward women? Why or why not?

Critical Thinking

- Identifying Cause and Effect** Copy the diagram below and identify the causes of the women's rights movement.



FOCUS ON WRITING

- Persuasive** Reread the excerpt from the Declaration of Sentiments on the opposite page. Then write a paragraph explaining why you think any of the grievances are or are not valid today.

SECTION 4

Fighting against Slavery

BEFORE YOU READ

MAIN IDEA

The movement to end slavery dominated the Reform Era.

READING FOCUS

1. What was life like for enslaved African Americans in the South?
2. How did people in the South fight against slavery?
3. What were the major developments in the abolition movement?

KEY TERMS AND PEOPLE

free blacks
Nat Turner
Underground Railroad
Harriet Tubman
abolition movement
William Lloyd Garrison
Frederick Douglass

TAKING NOTES

As you read, take notes identifying details of what life for an enslaved person was like. Record your notes in a graphic organizer like the one shown.

Life as an Enslaved Person	
Work	
Lifestyle	
Challenges	

THE INSIDE STORY

What stories come from slavery?

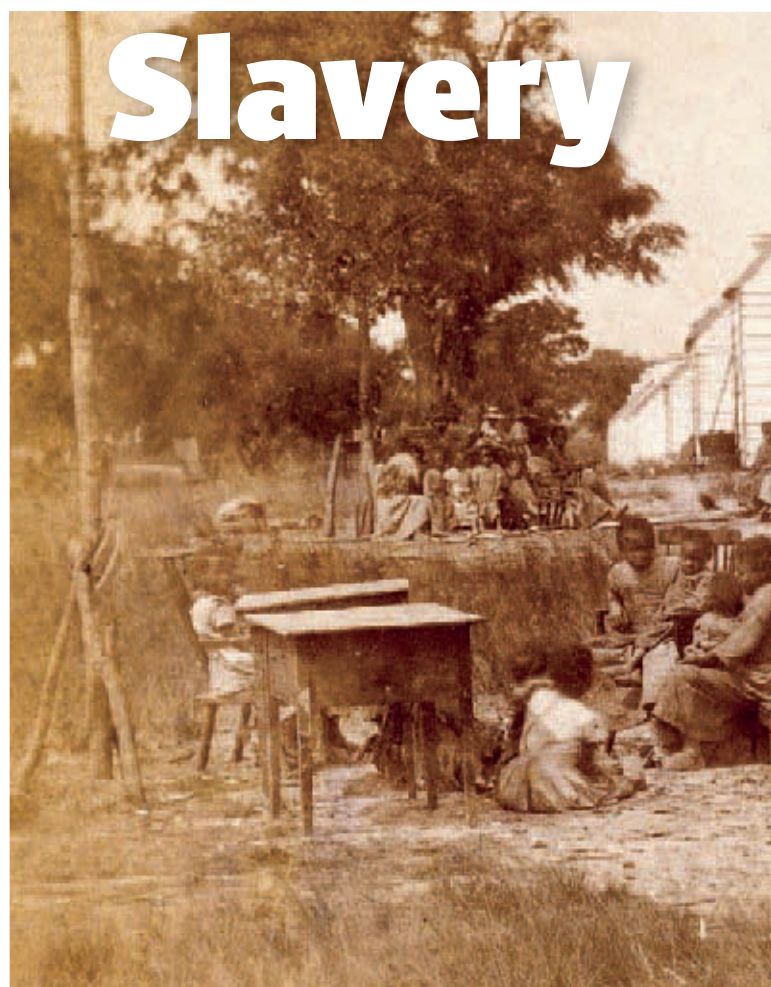
Most of the thousands of enslaved Africans in the Americas never had a chance to tell their stories. No one but their families and fellow slaves knew what they endured. Nevertheless, some outstanding African Americans made themselves heard. For example, abolitionist leader Frederick Douglass wrote a powerful autobiography in 1845. Opponents of slavery helped others tell their stories, either as written narratives or as oral history.

By the 1930s, during the Great Depression, African Americans who had experienced slavery were growing old. A federal government project recorded their stories. In 1937 in Lafayette, Indiana, an interviewer talked with John W. Fields, an 89-year-old former slave who was still working. Fields explained how important education was:

"In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the plantation owners were very harsh if we were caught trying to learn or write. It was the law that if a white man was caught trying to educate a negro slave, he was liable to prosecution entailing a fine of fifty dollars and a jail sentence. We were never allowed to go to town and it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and whiskey. Our ignorance was the greatest hold the South had on us."

► Enslaved African Americans taking a Sunday rest by their cabins in South Carolina, 1860

Born into Slavery



The Lives of Enslaved African Americans

Including the colonial period, slavery had been an American institution for two centuries. Enslaved African Americans were held in every colony, northern and southern. In the North, slavery continued to exist in some form until the 1840s. By 1860 nearly 4 million African Americans lived in slavery in the South. While the majority of white southerners were not slaveholders, the southern economy depended on the labor of slaves.

Some differences existed in the lives of enslaved people—where they lived, how they were treated, and what work they were made to do. Nevertheless, it is clear that work, want, fear, and hope dominated all of their lives.

A life of work Generally, slaveholders viewed slaves as property, not as people. For slaveholders, buying slaves and providing, even minimally, for them was a major expense. Slaves who could not or would not perform the tasks demanded of them were of little use to slaveholders. Therefore, work was the dominant fact in the lives of enslaved people.

Men, women, and children were expected—or forced—to work whenever the slaveholder demanded it. For most enslaved people, this meant virtually every day of their lives, from the time they were old enough to perform chores until they were too old to be of any more use to the slaveholder.

Most enslaved people lived on farms or plantations in the South, where cotton was a leading crop. Cotton farming was labor-intensive. Many slaves worked as field hands, planting, tending, picking, processing, and loading cotton. Other jobs included constructing and repairing buildings and fences, hauling water, clearing land, and doing the many other tasks needed to keep a farm or plantation running.

Other plantation slaves worked in the slaveholder's house, performing a wide variety of servant duties like cooking and cleaning. Some enslaved people were skilled artisans, and many worked as blacksmiths, bricklayers, or carpenters.

Some slaves lived in cities. There they worked in factories and mills, in offices, and in homes. Still others worked in mines or in the forest as lumberjacks.

A life of want Enslaved people lived, for the most part, in barely tolerable conditions. One man who escaped from slavery later described what life as a slave was like.

HISTORY'S VOICES

“We lodged in huts and on the bare ground . . .

In a single room were huddled, like cattle, ten or a dozen persons, men, women, and children. All ideas of refinement and decency were, of course, out of the question. There were neither bedsteads, nor furniture of any description. Our beds were collections of straw and old rags, thrown down in the corners and boxed with boards, a single blanket the only covering . . . The wind whistled and the rain and snow blew in through the cracks, and the damp earth soaked in the moisture till the floor was [muddy] as a pigsty.”

—Josiah Henson, *Uncle Tom's Story of His Life: An Autobiography of the Rev. Josiah Henson*, 1877

The food and clothing provided to slaves were typically as inadequate as the shelter. Medical care was virtually nonexistent. Sick-ness rarely stopped their work. Enslaved African Americans had no rights under the law, which viewed them as property.



THE IMPACT TODAY

Government

Near Cuba in 1839, enslaved Africans aboard the Spanish ship *Amistad* revolted and tried to sail the ship back to Africa. They ended up sailing northward instead, where they were captured off Long Island. Both a federal court and the U.S. Supreme Court found the *Amistad* rebels innocent on charges of murder and mutiny, and in 1842, they returned to Africa. The 1997 film *Amistad* was based on the story of the revolt.

A life of fear The way slaveholders treated enslaved people varied. Many slaveholders treated their slaves relatively well. But they generally did so in order to secure loyal service, not out of any great sense of humanity. Offering humane treatment did not make up for the inherently cruel condition of holding another human being as a piece of property.

Other slaveholders treated their slaves in a much harsher fashion. In addition to the cruel nature of slavery itself, some slaveholders would resort to a wide variety of punishments, such as beating, whipping, starving, and threatening a person's family members to ensure obedience.

A nightmarish reality for slaves was the threat of being separated from their families. Slaveholders and dealers routinely separated children from their parents, brothers from their sisters, and husbands from their wives, selling them to different slaveholders.

A life of hope One of the most remarkable facts about the life of African Americans under slavery was how they endured. Despite lives of backbreaking work and harsh punishments, African Americans developed ways to survive and bring some light into their lives.

Religion was a major source of comfort for enslaved people. A combination of African and Christian beliefs provided hope for a better life after death.

Drawing on their rich African oral tradition, enslaved people found pleasure in storytelling. Songs, too, provided inspiration and a brief respite from their hard lives. Many took pleasure in the dream that one day they might be free.

READING CHECK

Making Generalizations

What words would you use to describe the lives of enslaved people?

The Antislavery Movement in the South

Not all African Americans in the South were held as slaves. In 1860, about 215,000 were **free blacks**. Some were former slaves who had been emancipated, or freed, by slaveholders. More typically, some were free because their ancestors had been emancipated. These men

and women, however, faced harsh legal and social discrimination. Still, free blacks played a leading role in antislavery activities. Many aided people escaping slavery and spoke out for freedom. Some even spoke of their enslaved brethren revolting against their oppressors.

Slave revolts Between 1776 and 1860, about 200 slave uprisings and plots occurred in the United States. Most were short lived. An uprising led by **Nat Turner** in 1830 became the deadliest slave revolt in American history.

Turner and five accomplices killed Turner's slaveholder and his family. They then marched through Southampton County, Virginia, gaining as many as 75 followers and killing dozens more white people. A local militia captured the rebels and executed 20 of them, including Turner. Other white people in the area killed about 100 other slaves suspected of sympathizing with the revolt.

To try to prevent similar revolts, many southern communities stepped up their policing. New laws were enacted to strictly limit the movements and meetings of slaves.

Escape Some enslaved people chose a non-violent way to end their enslavement: They escaped. They tried to reach the free states of the North or Canada or Mexico where slavery was illegal.

No one knows exactly how many slaves escaped. Perhaps 40,000 or more had fled the United States by 1860. Some estimates put the number at 100,000. Certainly, thousands attempted escape, and although most were soon captured, many did make it to freedom.

The Underground Railroad Over the years an informal, constantly changing network of escape routes developed. This so-called **Underground Railroad** had no formal organization. Sympathetic white people and free blacks provided escapees with food, hiding places, and directions to their next destination, closer to free territory. The most famous worker on the Underground Railroad was **Harriet Tubman**. Tubman had escaped slavery herself, and she helped many others on their journey to freedom.

READING CHECK

Identifying the Main Idea

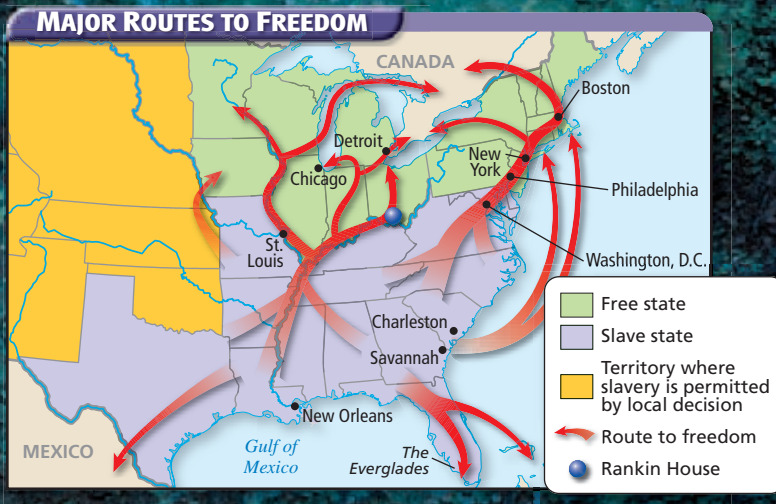
How did enslaved people resist their captivity?

HISTORY CLOSE-UP

The Underground Railroad

Free blacks and abolitionists helped enslaved African Americans find safety in northern states, Canada, and Mexico. This scene is an artist's re-creation showing escaped slaves reaching the house of the Reverend John Rankin. Located on the Ohio River, between free states and slaves states, the Rankin house was a key stop on the Underground Railroad.

As a "conductor," John Rankin lit a lamp in his window to tell escaping slaves that he would help them.



Harriet Tubman helped hundreds of slaves escape to freedom.

Many groups and individuals helped slaves escape bondage. Religion inspired many abolitionists.

Skills Focus

INTERPRETING INFOGRAPHICS

- 1. Making Inferences** What dangers might the enslaved people have faced along their journey?
- 2. Drawing Conclusions** What might have been the shortest route to freedom from the Rankin house?

See **Skills Handbook**, p. H7, H12, H18

Escaping slaves used whatever means of transportation they could find, although much of their journey was on foot.

The Abolition Movement

The number of slaves attempting to escape their plight increased sharply during the 1830s. They may have been encouraged by a small movement that was gaining supporters in the North. The **abolition movement** was a campaign to abolish, or end, slavery. Supporters of the abolition movement were called abolitionists.

The abolition movement was one of the the largest movement of the Reform Era of the 1830s, 1840s, and 1850s. No other movement attracted as many followers, garnered as much attention, arose such strong feelings, or had such an impact on the history of the United States. In retrospect, this is not surprising, since the lives of several million people held in slavery were at stake.

Religious roots The abolition movement had deep roots in religion. As far back as the colonial period, the Quakers condemned slavery as immoral. Elihu Embree, the son of a Quaker minister, published the first newspapers in the country devoted to the abolitionist cause. One was called *The Emancipator*. Embree proclaimed that “freedom is the inalienable right of *all men*.” Many Quakers joined the abolitionist cause.

The rebirth of religious fervor in the Second Great Awakening also contributed to the rise of the abolition movement. Many religious people

in the North saw slavery as a clear moral wrong that went directly against their beliefs. Many joined reform societies to campaign against slavery. By 1836 more than 500 such groups existed.

William Lloyd Garrison One of the most outspoken abolitionists was a Philadelphia journalist named **William Lloyd Garrison**. In 1828 he was convinced by a Quaker friend to join the abolitionist movement. Garrison soon became its leading spokesperson.

Although all abolitionists wanted an end to slavery, many favored its gradual abolition. Garrison, however, demanded that slavery be abolished immediately. In 1831 in Boston, he began publishing an abolitionist newspaper called *The Liberator*. In the first issue, he made his devotion to abolition clear.

HISTORY'S VOICES

“I will be as harsh as truth, and as uncompromising as justice. On this subject I do not wish to think, or speak, or write, with moderation. No! No! . . . I am in earnest—I will not equivocate—I will not excuse—I will not retreat in a single inch—and I will be heard.”

—William Lloyd Garrison

Garrison continued to publish the paper for 35 years, until slavery was abolished.

In 1833 Garrison founded the American Anti-Slavery Society, the most influential abolitionist group to call for the immediate end to slavery in the United States. By 1840, the American Anti-Slavery Society had a membership of 150,000 to 200,000.

Leading abolitionists As in other reform movements of the time, women played a significant role in the abolition campaign. Sarah and Angelina Grimké were outspoken campaigners for abolition. The daughters of a South Carolina plantation owner, the Grimké sisters witnessed the suffering of slaves firsthand. Their public outspokenness against slavery earned them the disapproval of their community. They then moved to the North, where they not only fought against slavery but also for the rights of women.

Like the Grimkés, **Frederick Douglass** supported women's rights. Douglass was a featured speaker at the Seneca Falls Convention. But he is best remembered as an abolitionist

FACES OF HISTORY

Frederick DOUGLASS

1817–1895



After escaping slavery on his second attempt, Frederick Douglass made his way to Massachusetts, where he gave a speech on the horrors

of slavery, which instantly made him a leading spokesman for the abolitionist cause. For the next 50 years, he used his sharp intellect, gift for writing, and strong public speaking skills to campaign against slavery and racial prejudice in America.

During the Civil War, Douglass recruited African Americans to fight for the Union. He also met with President Abraham Lincoln to protest discrimination against black soldiers. In later years, Douglass focused on land rights for former slaves, women's rights, and the movement to end lynching.

Explain What skills made Douglass a persuasive abolitionist?

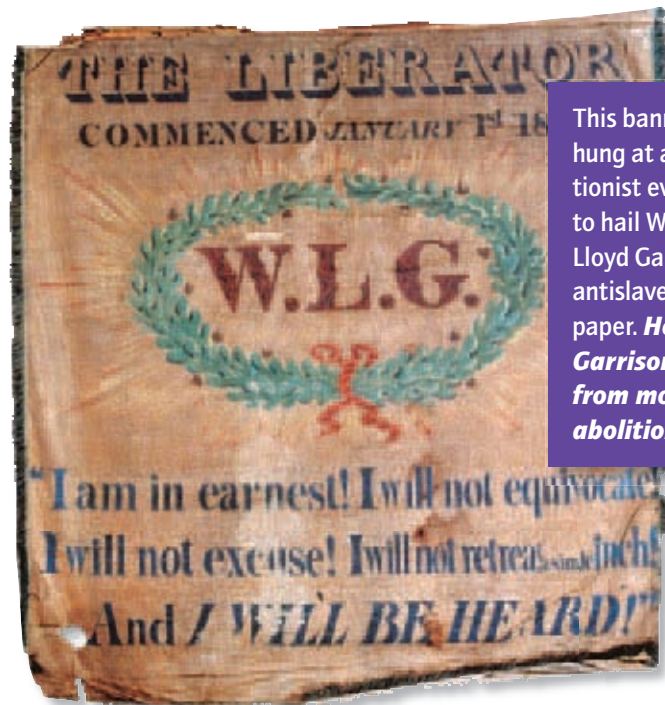
leader. Born into slavery in Maryland, Douglass escaped as a young man of 20. His intelligence and speech-making skills eventually earned him a place as a popular speaker to antislavery audiences. In 1845 Douglass published his autobiography, *Narrative of the Life of Frederick Douglass*. In writing about his quest to escape slavery, Douglass stated, “You have seen how a man was made a slave; you shall now see how a slave was made a man.”

Douglass went on to publish an abolitionist newspaper, the *North Star*. His writing, his firsthand experience with slavery, and, above all, his powerful speeches made Douglass one of the most influential abolitionists.

Opposition to abolition The majority of white southerners did not own slaves. To the minority who were slaveholders, the abolition movement was an outrage. They viewed the movement as an attack on their livelihood, their way of life, and even on their religion.

Southern ministers constructed elaborate arguments attempting to justify slavery in biblical terms. Slaveholders and politicians argued that slavery was essential to the production of cotton and the health of the economy. To many, even in the North, this was a powerful argument. By 1860 cotton accounted for about 55 percent of the country’s exports.

Indeed, there was support for, and toleration of, slavery in the North. To northern



This banner hung at abolitionist events to hail William Lloyd Garrison's antislavery newspaper. **How did Garrison differ from most abolitionists?**

workers, freedom for slaves might mean more competition for jobs. Still, the pressure to abolish slavery was undeniable. Frederick Douglass said the issue of slavery was “the great, paramount, imperative, and all-commanding question for this age and nation to solve.”

READING CHECK **Making Inferences** What might happen as a result of the differing views of slavery in the United States?

SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SD7 HP8

Reviewing Ideas, Terms, and People

- a. Recall** Where did most enslaved people live?

b. Elaborate How did enslaved people maintain their hope?

c. Predict What do you think would bring an end to slavery in the United States?
- a. Describe** Describe the revolt of Nat Turner.

b. Make Inferences What can you infer from the number of people who escaped from slavery?

c. Elaborate What words do you think would best describe passage on the Underground Railroad?
- a. Identify** Who was William Lloyd Garrison?

b. Contrast How was Garrison’s approach to abolition different from that of earlier abolitionists?

c. Evaluate What do you think made Frederick Douglass such an effective abolitionist?

Critical Thinking

- Identifying Cause and Effect** Copy the diagram below and identify the way groups of Americans reacted to slavery.

Group	Reactions to Slavery
Enslaved Africans and African Americans	
Abolitionists	
Slaveholders	

FOCUS ON WRITING

- Expository** Write a paragraph that explains what the Underground Railroad was and what its name suggests.

Reform Movements

Historical Context The documents below provide perspectives on different reform movements during the 1800s.

Task Examine the documents and answer the questions that follow. Then you will be asked to write an essay about reform movements in the 1800s, using facts from the documents and from the chapter to support the position you take in your thesis statement.

DOCUMENT 1

Henry Highland Garnet was born into slavery in 1815. At age nine, he escaped and made his way to the North, where he became a leader of the abolitionist movement. He gave the following speech in 1843.

"Two hundred and twenty-seven years ago, the first of our injured race were brought to the shores of America. They came not with glad spirits to select their homes in the New World . . . Neither did they come flying upon the wings of Liberty, to a land of freedom. But they came with broken hearts, from their beloved native land, and were doomed to unrequited [unpaid] toil . . .

The propagators of the system, or their immediate ancestors, very soon discovered its growing evil, and its tremendous wickedness, and secret promises were made to destroy it. The gross inconsistency of a people holding slaves, who had themselves 'ferried o'er the wave' for freedom's sake, was too apparent to be entirely overlooked . . .

The colonists threw the blame upon England. They said that the mother country entailed the evil upon them, and that they would rid themselves of it if they could. The world thought they were sincere . . . But time soon tested their sincerity.

In a few years the colonists grew strong, and severed themselves from the British Government. Their independence was declared, and they took their station among the sovereign powers of the earth . . . When the power of Government returned to their hands, did they emancipate the slaves? No; they rather added new links to our chains . . ."

DOCUMENT 2

Besides gaining voting rights, one of the main goals of the women's rights movement was to change laws regarding rights to property. This issue drew support from women like Keziah Kendall, who owned a farm with her two sisters. Kendall wrote the following letter to an opponent of women's rights, explaining her views on the subject.

"My name is Keziah Kendall. I live many miles from Cambridge, on a farm with my two sisters, one older, one younger than myself . . . [W]e have a good estate—comfortable house—nice barn, garden, orchard & such, and money in the bank besides . . . Now we are taxed every year to the full amount of every dollar we possess—town, county, state taxes—taxes for land, for moveables, for money and all. Now I don't want to go [become a] representative or anything else, anymore than I do to be a constable or a sheriff, but I have no voice about public improvements, and I don't see the justice of being taxed anymore than the revolutionary heroes did . . . I am told . . . that if a woman dies a week after she's married that her husband takes all her personal property and the use of her real estate as long as he lives—if a man dies his wife can have her thirds [one-third of the estate] . . . I think the law is in fault here . . .

Women have joined the Antislavery societies, and why? Women are kept for slaves as well as men—it is a common cause, deny the justice of it, who can!"

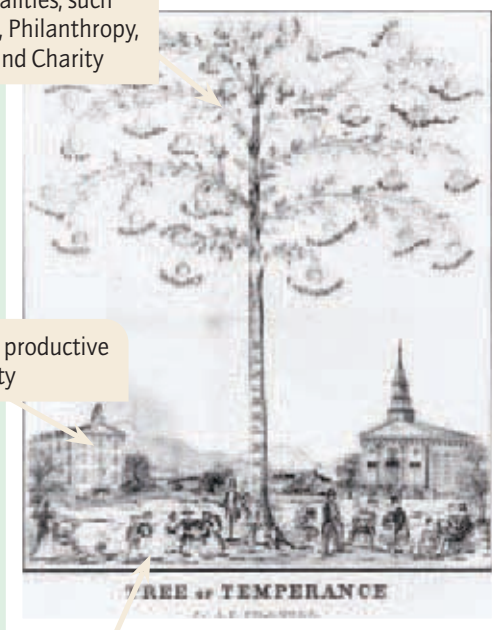
DOCUMENT 3

The temperance movement of the 1800s focused on trying to get people to stop, or cut back on, drinking liquor. The movement used many popular images of the time to show the advantages of sobriety and the destructiveness of drunkenness. These two images show the “Tree

of Temperance” and the “Tree of Intemperance,” recalling the biblical story of Adam and Eve, who brought sin into the world by eating fruit from a forbidden tree. The fruits are labeled with the positive qualities of temperance and the negative qualities of drunkenness.

Positive qualities, such as Industry, Philanthropy, Goodwill, and Charity

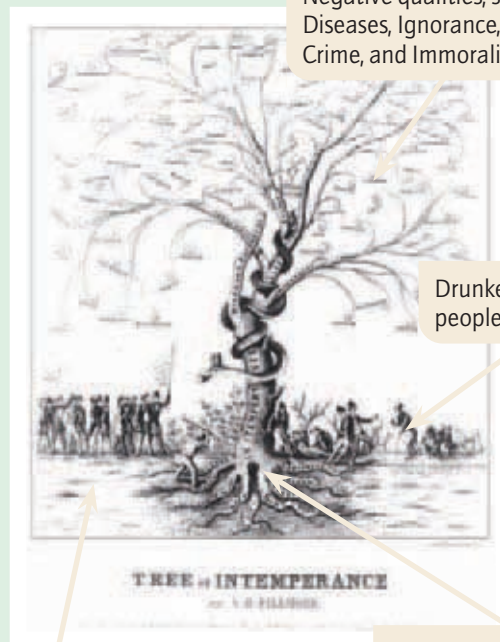
Signs of a productive community



Well-dressed, happy children and adults

Negative qualities, such as Diseases, Ignorance, Vice, Crime, and Immorality

Drunken, unhappy people



Prohibitionists are celebrating the first major anti-liquor law, passed in Maine in 1851.

This twisted tree's roots represent different kinds of liquor. A serpent with an apple in its mouth and a mug of beer on its head suggests the serpent who tempted Adam and Eve.

Skills Focus

READING LIKE A HISTORIAN

- a. Identify** Refer to Document 1. According to Garnet, whom did the early colonists blame for supporting slavery?

b. Analyze In what way does Garnet see the founders of the United States as insincere?
- a. Identify** Refer to Document 2. To whom does Kendall compare herself when she complains about paying taxes without having a voice in government?

b. Explain According to Kendall, why do so many women support the antislavery movement?
- a. Identify** Refer to Document 3. How do the two

images reflect the religious background of the temperance movement?

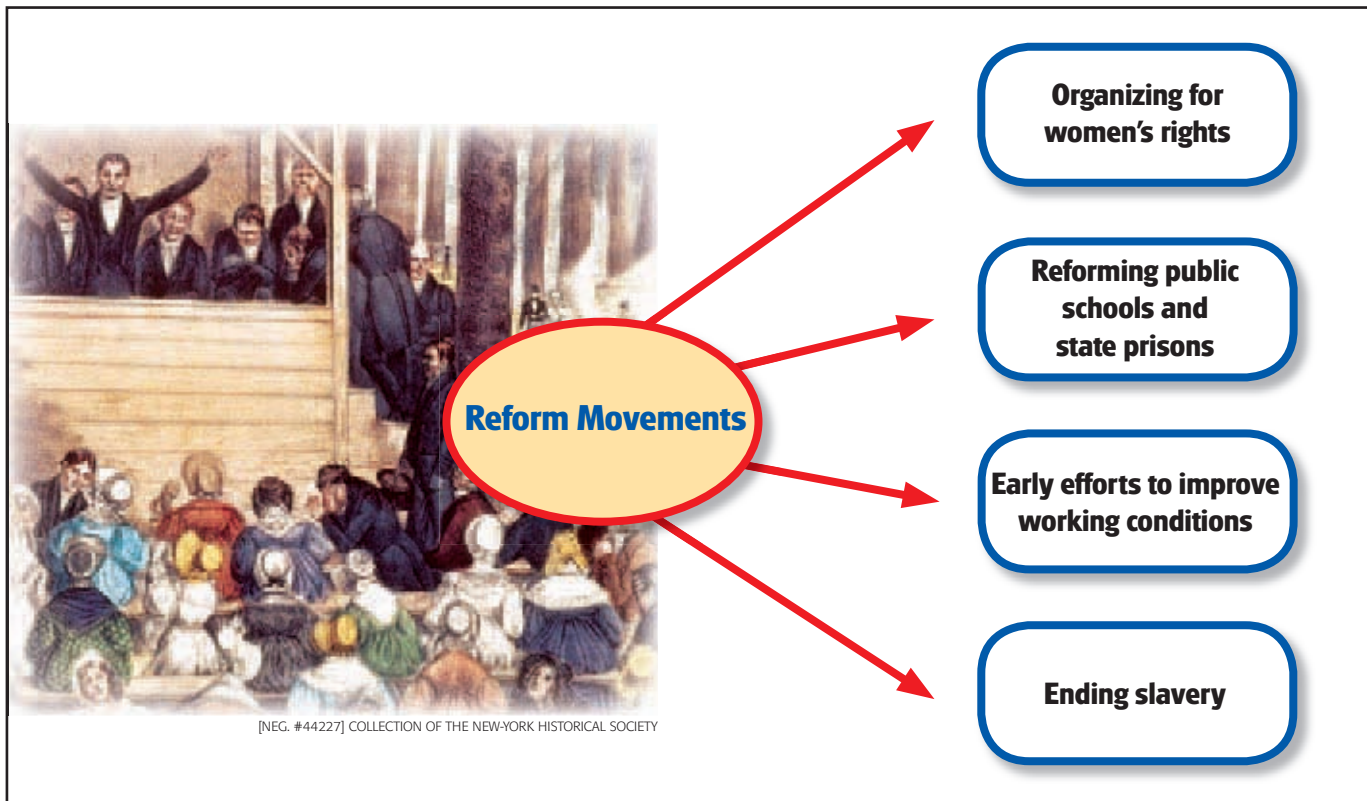
b. Contrast Based on these images, how was a temperate society different from an intemperate one?

- Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, and 3, create an outline and write a short essay supporting your position.

How were the reform movements of the early 1800s similar to and different from one another?

See **Skills Handbook**, pp. H28–H29

Visual Summary: A Push for Reform



Reviewing Key Terms and People

For each term below, write a sentence explaining its significance to the Reform Era.

1. Frederick Douglass
2. temperance movement
3. Horace Mann
4. push-pull model of immigration
5. William Lloyd Garrison
6. utopian movement
7. Dorothea Dix
8. Seneca Falls Convention
9. Henry David Thoreau
10. free blacks
11. Lucretia Mott
12. Nat Turner

Comprehension and Critical Thinking

SECTION 1 (pp. 266–270)

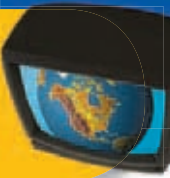
- 13. a. Recall** What was the Second Great Awakening?
b. Contrast How was it different from the First Great Awakening?
c. Evaluate Which movement of the Reform Era do you think was the most important? Why?

SECTION 2 (pp. 272–277)

- 14. a. Define** Write a brief definition of nativism.
b. Analyze Why were Irish immigrants treated so harshly?
c. Infer What factors led many Americans to oppose immigration?

SECTION 3 (pp. 280–283)

- 15. a. Describe** What restrictions on women existed during the 1800s?
b. Draw Conclusions Why do you think limits were placed on women?

**SECTION 4** (pp. 284–289)**16. a. Identify** What was the Underground Railroad?**b. Sequence** How did the abolition movement change over the years?**c. Elaborate** What did abolitionist Frederick Douglass mean when he said that the issue of slavery was “the great, paramount, imperative, and all-commanding question for this age and nation to solve”?**Using the Internet**

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Practice Online
Keyword: SD7 CH8

17. With the exception of Native

Americans, all people who live in the United States today can trace their history back to another country. Using the keyword above, do research to learn about your family’s ancestry regarding immigration. Then write a report that presents this information. Include visuals if possible.

Analyzing Primary Sources

Reading Like a Historian The American Party, also known as the Know-Nothings, opposed immigration. In 1854 they won state elections in Massachusetts. The newspaper passage below celebrates the party’s victory. Read the passage and answer the questions that follow.

“The people of the Old Bay State have spoken, and from Berkshire to Cape Cod, are heard the voices of her native born children, declaring for the perpetuity AMERICAN INSTITUTIONS, and AMERICAN LIBERTIES. The descendants of the heroes of BUNKER HILL, LEXINGTON, and CONCORD, have spoken in a voice of thunder, in favor of Americans ruling America . . . the warm pulsation of the people’s heart beats only for FREEDOM . . . and PROTESTANTISM.”

—Daily Evening Journal, November 14, 1854

18. Identify What does “Bunker Hill, Lexington, and Concord” refer to?**19. Interpret** In addition to being against the Irish, what else is this newspaper against?**Critical Reading**

Read the passage in Section 3 that begins with the heading “Limits on Women’s Lives.” Then answer the questions that follow.

20. According to the passage,

- A. laws and culture both placed limits on women.
- B. there were legal limits, but no economic limits.
- C. there were some jobs in which women were paid as much as men.
- D. no one challenged the limits placed on women.

21. The first paragraph says that “The handful of men who dared to speak out for the equal treatment of women were treated with even worse disdain.” The word *disdain* means

- A. respect.
- B. contempt.
- C. generosity.
- D. caution.

WRITING FOR THE SAT

Think about the following issue:

In the 1800s there were many restrictions on women. In most places, they could not vote, hold public office, serve on juries, or enter into legal contracts. Most jobs were closed to them; when they worked, they did not earn as much as men. Married women could not own property; if they worked, they had to give their wages to their husbands.

22. Assignment Have conditions for women improved since the 1800s? Have women achieved complete equality with men in our society? Write a short essay in which you develop your position on this issue. Support your view with reasoning and examples from your reading and studies.