

Vocabulary Builder

Previewing High-Use Academic Words

High-Use Word	Definition	Sample History Sentence
impulse (IHM puhls) (Section 1, p. 415)	n. sudden push or driving force	Reformers had an <u>impulse</u> to try to improve society.
convert (kahn VERT) (Section 1, p. 415)	v. to change from one political party, religion, or way of life to another	The preacher's goal was to <u>convert</u> his listeners from a life of sin to a life of good works.
eliminate (ee LIHM ih nayt) (Section 2, p. 422)	v. to get rid of	Some people worked to <u>eliminate</u> the problem of alcohol abuse.
via (VEE ah) (Section 2, p. 424)	prep. by way of	Settlers went west <u>via</u> the Great Wagon Road.
exclude (ehks KLYOOD) (Section 3, p. 428)	v. to keep out or expel; to reject	Most colleges at that time <u>excluded</u> women and African Americans.
emotion (ee MOH shuhn) (Section 4, p. 432)	n. strong feeling such as sadness, anger, or love	His speech about the evils of slavery stirred the <u>emotions</u> of the audience.
reproduce (ree prah DYOOOS) (Section 4, p. 435)	v. to make a copy	In her paintings, she tried to <u>reproduce</u> the beauty of the natural world.

Previewing Key Terms and People

social reform, p. 414
predestination, p. 415
Charles Finney, p. 415
revival, p. 415
temperance movement,
 p. 416
prohibition, p. 416
Dorothea Dix, p. 417
public school, p. 417
Horace Mann, p. 418

abolitionist, p. 423
William Lloyd Garrison, p. 423
Frederick Douglass, p. 424
Harriet Tubman, p. 424
Sojourner Truth, p. 427
Lucretia Mott, p. 427
Elizabeth Cady Stanton, p. 428
women's suffrage, p. 428
women's rights movement,
 p. 429

Susan B. Anthony, p. 429
transcendentalism, p. 432
Ralph Waldo Emerson, p. 432
individualism, p. 432
Henry David Thoreau, p. 432
civil disobedience, p. 433
Herman Melville, p. 433
Nathaniel Hawthorne, p. 433
Louisa May Alcott, p. 434



Improving Society

Objectives

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

Prepare to Read

Reading Skill

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

Vocabulary Builder

High-Use Words

impulse, p. 415

convert, p. 415

Key Terms and People

social reform, p. 414

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prohibition, p. 416

Dorothea Dix, p. 417

public school, p. 417

Horace Mann, p. 418

Main Idea

Political and religious ideas inspired Americans to seek ways to improve society.

★ **Background Knowledge** As you have read, the presidency of Andrew Jackson was a time of expanding democracy in the United States. This democratic spirit was one factor that helped spark efforts to improve American society. In this section, you will read about some of these efforts.

The Reforming Spirit

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

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

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

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

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

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

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

Vocabulary Builder

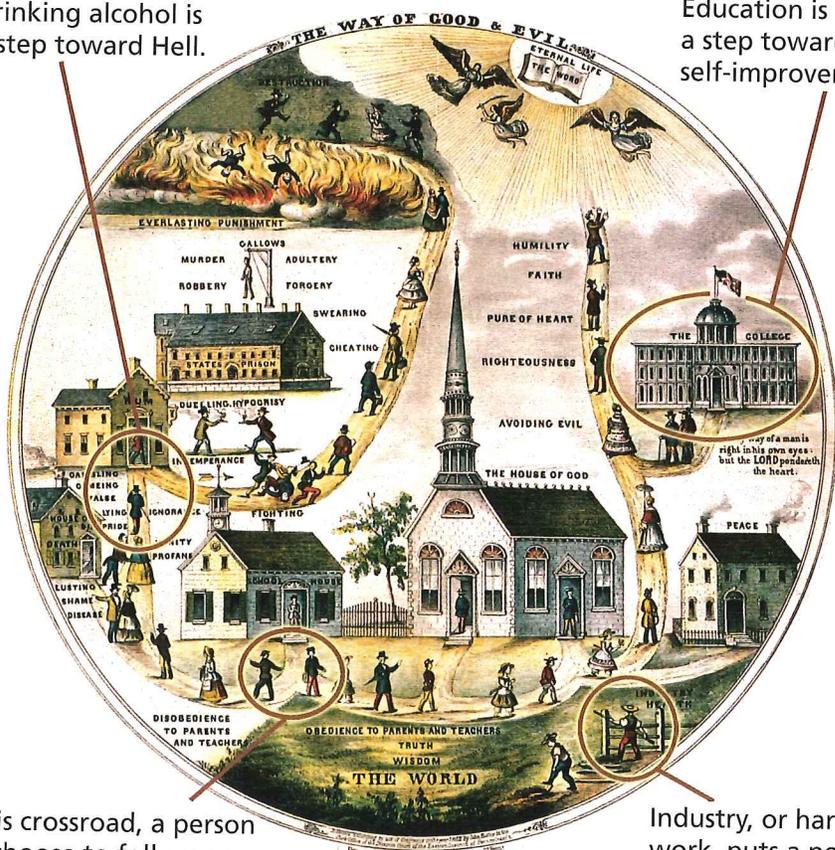
impulse (IHm puhls) *n.* sudden push or driving force

Vocabulary Builder

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

Drinking alcohol is a step toward Hell.

Education is a step toward self-improvement.

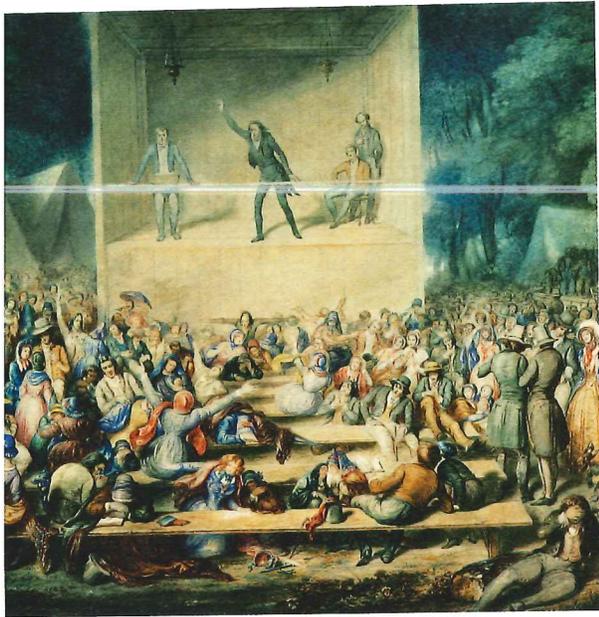


At this crossroad, a person may choose to follow one path or the other.

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

The Way to Salvation

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



Preaching at a revival meeting

Main Idea

Reformers worked to solve a variety of social problems, including alcohol abuse and poor treatment of prisoners and persons with mental illnesses.

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

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

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

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

Social Reformers at Work

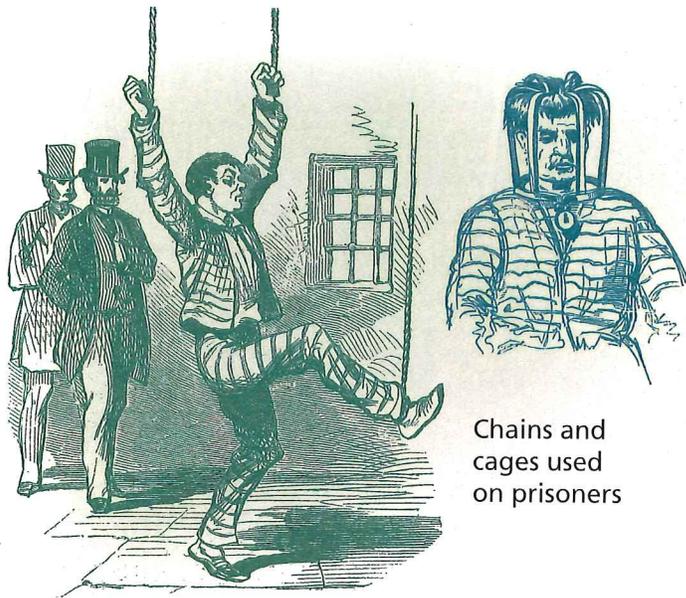
Utopian reformers tried to create perfect, separate communities. However, most reform-minded Americans chose to work within the existing society. The reforming impulse took many forms.

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

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

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

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

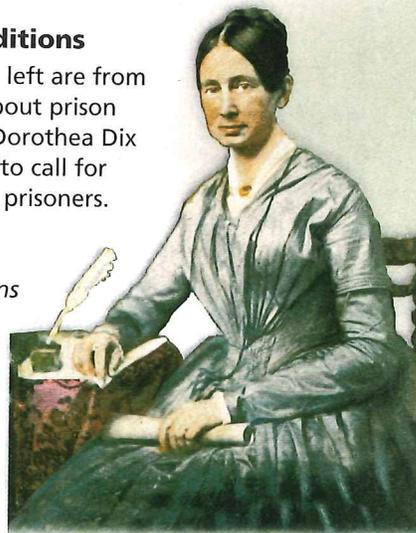


Chains and cages used on prisoners

Reforming Prison Conditions

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

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



Dorothea Dix

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

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

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

✓Checkpoint How did Dorothea Dix contribute to social reform?

Education Reform

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

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

Main Idea

Gradually, states took steps to improve education and make it available to more people.

Links Across Time

Public Education

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

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

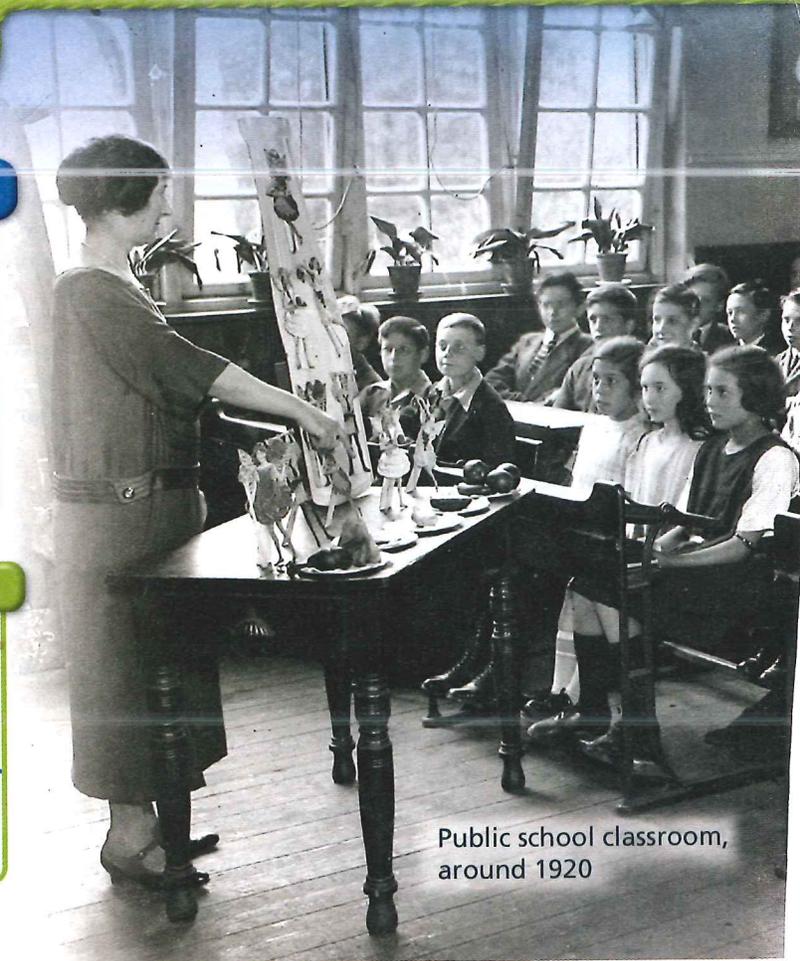
Link to Today

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

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Public school classroom, around 1920

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

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

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

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

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

Assess Evidence for a Conclusion

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

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

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

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

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

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

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

Section 1 | Check Your Progress

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Comprehension and Critical Thinking

- (a) Identify** What were the ideas of predestination and the doctrine of free will?
(b) Draw Conclusions How might the doctrine of free will promote democracy?
- (a) Recall** Which reforms did Horace Mann convince the state of Massachusetts to make?
(b) Detect Points of View According to Mann, why is it important for a democracy to have educated citizens?

Reading Skill

- 3. Assess Evidence for a Conclusion** Assess the quotation that follows by Dorothea Dix. Is the evidence reliable? Does it support the conclusion that the mentally ill were poorly treated?
Quotation: "[T]wo females . . . lie in wooden bunks filled with straw; always shut up. . . . The use of cages [is] all but universal."

Vocabulary Builder

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

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

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

Writing

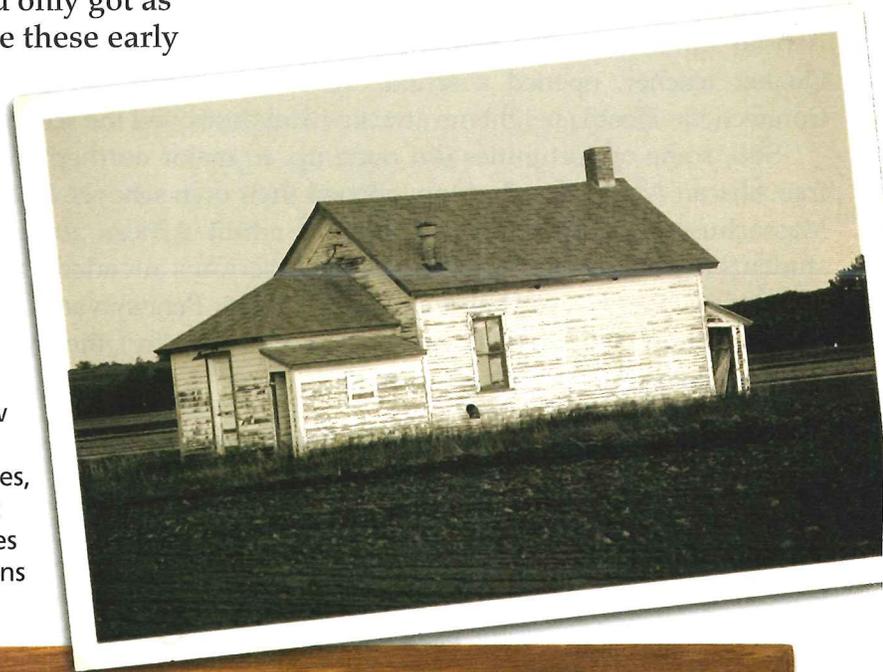
- 7.** A topic sentence sets the focus for a single paragraph. A thesis statement expresses a broader idea to be developed in an entire essay. Write three topic sentences for paragraphs that would support and develop the following thesis statement: A powerful reforming spirit swept through this country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

Going to School

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

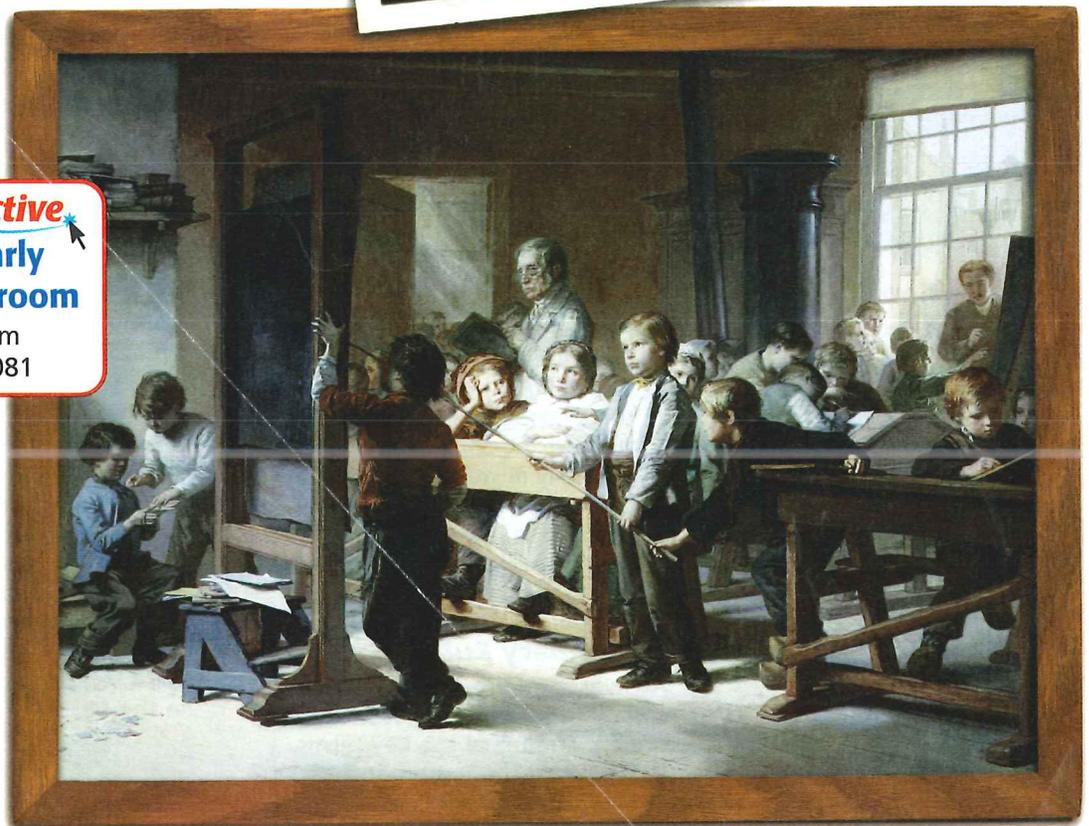
The Classroom

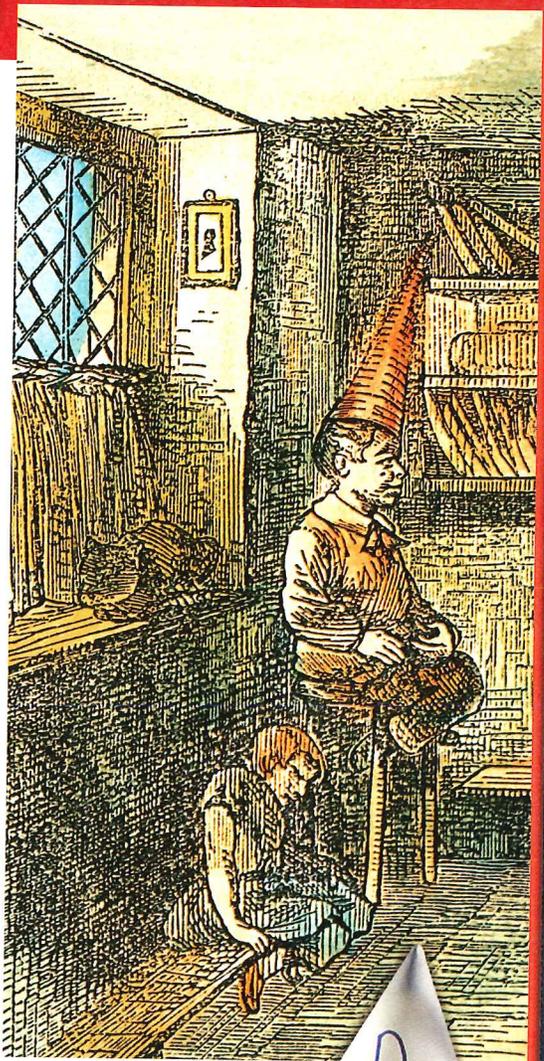
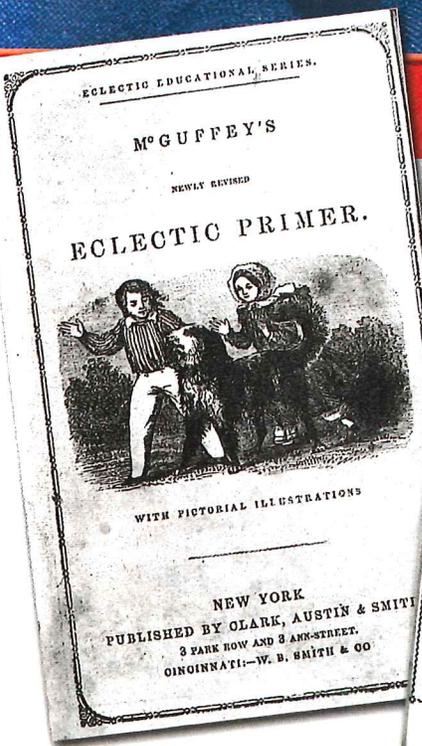
Schools in the early 1800s were not like the large public buildings we know today. In rural areas especially, many children went to one-room schoolhouses, where children of all ages were taught together. Students wrote on chalk slates and were expected to recite their lessons when called upon by the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



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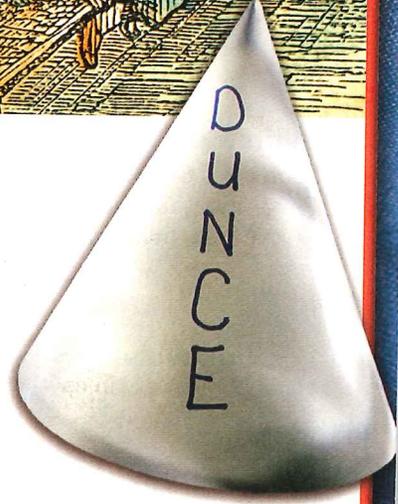


A Popular Textbook ▲

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

Rewards and Punishments ►

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



Analyze LIFE AT THE TIME

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



The Fight Against Slavery

Objectives

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

Main Idea

Soon after the American Revolution, northern states began to do away with slavery.

Vocabulary Builder

eliminate (ee LIHM ih nayt) v. to get rid of

Prepare to Read

Reading Skill

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

Vocabulary Builder

High-Use Words

eliminate, p. 422

via, p. 424

Key Terms and People

abolitionist, p. 423

William Lloyd Garrison, p. 423

Frederick Douglass, p. 424

Harriet Tubman, p. 424

★ **Background Knowledge** As early as colonial times, some Americans had opposed slavery. Most Quakers, in particular, condemned slavery on religious and moral grounds. In this section, you will see how the reforming impulse of the 1800s spurred a vigorous new effort to end slavery.

Roots of the Antislavery Movement

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

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

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

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

Checkpoint How did slavery end in the North?

Growing Opposition to Slavery

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

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

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

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

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

Main Idea

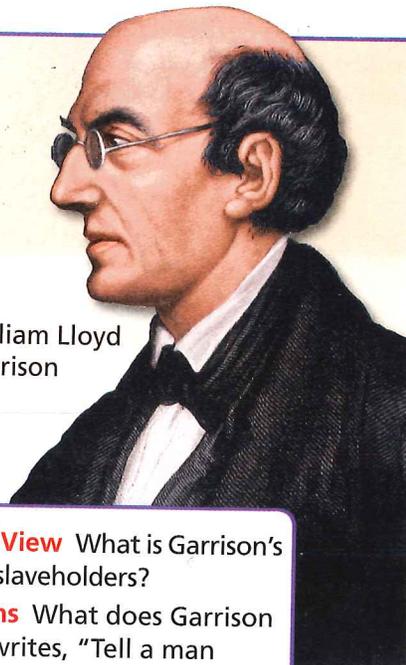
A growing number of people in the North began to call for an end to slavery.

The Liberator

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

—William Lloyd Garrison, *Liberator*, January 1831

William Lloyd Garrison



Reading Primary Sources

Skills Activity

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

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



Form an Opinion Based on Evidence

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



Antislavery medallion

Main Idea

Some abolitionists secretly worked to help African Americans escape from slavery.

Vocabulary Builder

via (VEE ah) prep. by way of

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

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

—Frederick Douglass, speech, 1842

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

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

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

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

The Underground Railroad

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

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

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

THE Underground Railroad



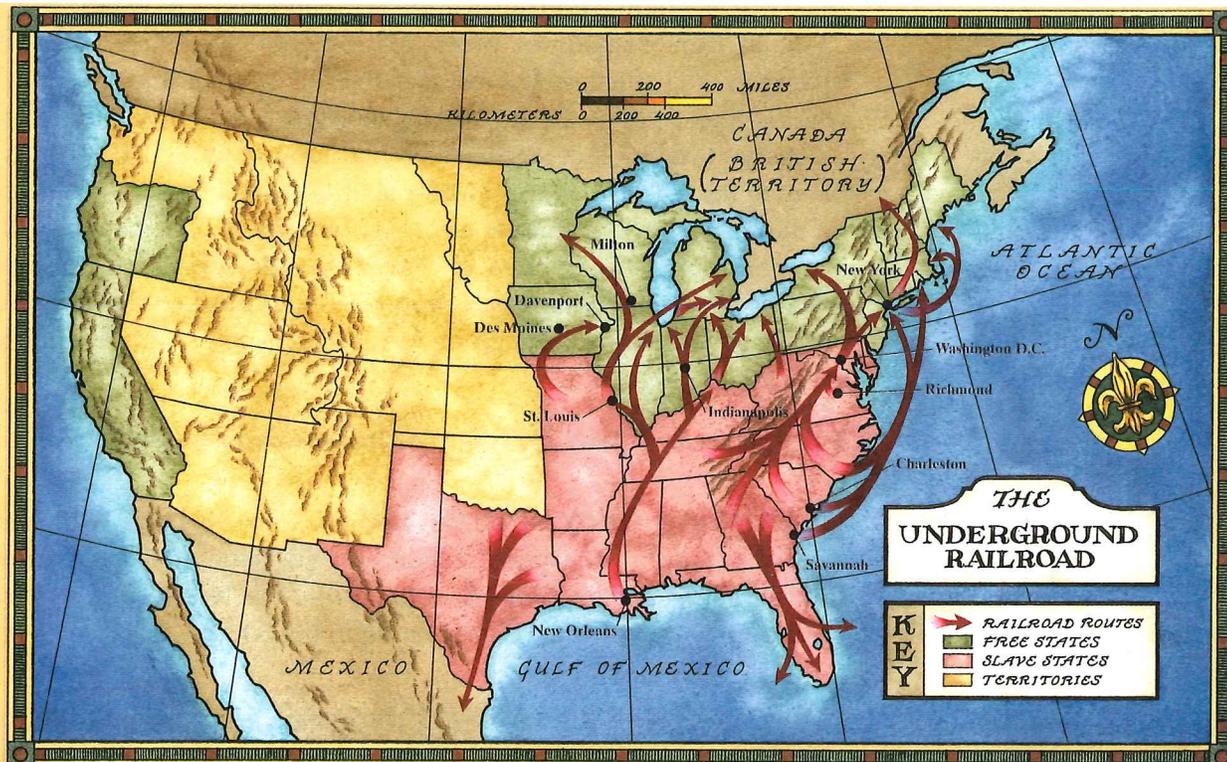
Explore More Video

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

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

Critical Thinking: Identify Costs and Benefits

What were the risks of helping fugitive slaves escape? Why do you think conductors on the Underground Railroad chose to take those risks?



▼ This modern quilt honors Harriet Tubman, the most famous conductor on the Underground Railroad.



▶ The homes of some conductors had secret rooms to hide runaway slaves. In this room, the bed would be moved to hide the doorway.



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

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

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

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

Main Idea

Many people in both the North and the South defended slavery.

Opposing Abolition

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

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

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

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

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

Section 2 | Check Your Progress

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Comprehension and Critical Thinking

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

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

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

Reading Skill

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

Vocabulary Builder

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

Writing

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



A Call for Women's Rights

Objectives

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

Prepare to Read

Reading Skill

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

Vocabulary Builder

High-Use Word

exclude, p. 428

Key Terms and People

Sojourner Truth, p. 427

Lucretia Mott, p. 427

Elizabeth Cady Stanton, p. 428

women's suffrage, p. 428

women's rights movement, p. 429

Susan B. Anthony, p. 429

★ Background Knowledge You have read how abolitionists fought to rid the country of slavery. In this section, you will see how abolitionism helped spark another reform movement, which was dedicated to rights for women.

The Struggle Begins

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

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

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

✓ Checkpoint Why did some reformers turn to the issue of women's rights?

Main Idea

Women who were involved in abolition and other reform movements began to speak out about the status of women.

Sojourner Truth



Main Idea

The Seneca Falls Convention marked the start of an organized effort to win more rights for American women.

Vocabulary Builder

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

Seneca Falls Convention

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

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

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

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

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

—Elizabeth Cady Stanton, speech,
July 19, 1848

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

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

Biography Quest



Elizabeth Cady Stanton
1815–1902

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

Biography Quest online

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

For: The answer to the question about Stanton

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New Opportunities for Women

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

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

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

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

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

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

Main Idea

In the mid-1800s, women gained new opportunities for education and careers.

Cause and Effect

CAUSES

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

THE WOMEN'S RIGHTS MOVEMENT

EFFECTS

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

Reading Charts

Skills Activity

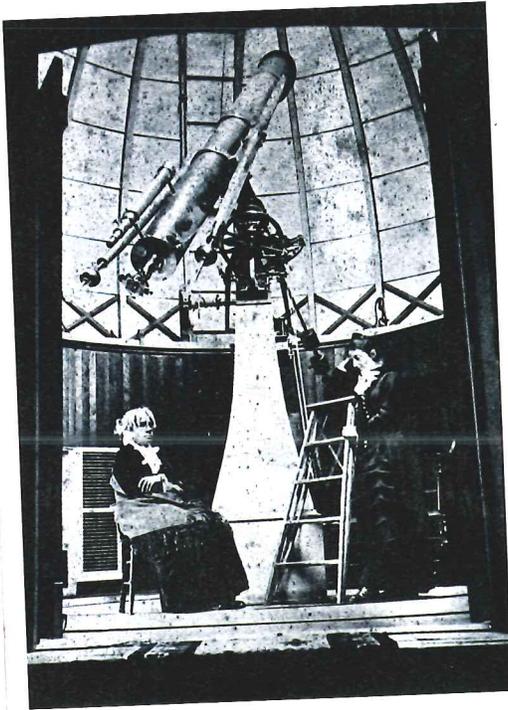
The Seneca Falls Convention marked the start of an organized women's rights movement in the United States.

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



State the Meaning of Evidence

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



Maria Mitchell (left) at her telescope

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

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

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

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

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

Section 3 | Check Your Progress

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Comprehension and Critical Thinking

- (a) Summarize** What were the goals of the women's rights movement?

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

(b) Explain Problems How did the lack of equal educational opportunities hurt women?

Reading Skill

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

Vocabulary Builder

Read each sentence below. If the sentence is true, write YES and explain why. If the sentence is not true, write NO and explain why not.

- Supporters of **women's suffrage** opposed the right to vote.
- The Seneca Falls Convention marked the start of the **women's rights movement**.

Writing

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