# Planning Guide

## Key to Ability Levels

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## Key to Teaching Resources

- Print Material
- Transparency
- CD-ROM or DVD

### Resources

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Note: Please refer to the *Unit 2 Resource Book* for this chapter’s URB materials.

* Also available in Spanish
### Planning Guide

#### Chapter 6

**TeacherWorks Plus**
- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is ExamView® Assessment Suite?
Glencoe’s ExamView® Assessment Suite is a powerful assessment tool that enables you to create and customize tests for your students. Tests can be either printed or administered online.

How can ExamView® Assessment Suite help me?
ExamView® allows you to create your own test questions or choose from existing, fully editable banks of questions customized for this book. Question formats include true/false, multiple choice, completion, matching, short answer, and essay, and many questions are based on documents, maps, or graphs. Each question includes reteach information where students can go for more help on the topic. The flexibility of ExamView® allows you to develop testing materials that:

- focus on specific skills or competencies
- address state or national standards
- are leveled for different abilities
- can be translated to Spanish in one click

ExamView® Assessment Suite is one of Glencoe’s technology resources available for teachers.

History ONLINE
Visit glencoe.com and enter QuickPass™ code TAV9399c6T for Chapter 6 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.

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Additional Chapter Resources

The following videotape programs are available from Glencoe as supplements to this chapter:

- Andrew Jackson: A Man for the People (ISBN 1-56-501647-5)
- Underground Railroad (ISBN 0-76-701679-3)

To order, call Glencoe at 1–800–334–7344. To find classroom resources to accompany many of these videos, check the following home pages:

- A&E Television: www.aetv.com
- The History Channel: www.historychannel.com

Title Database

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 8 reading level:
- Narrative of the Life of Frederick Douglass [Adapted], by Frederick Douglass

For students at a Grade 9 reading level:
- Andrew Jackson: Frontier Patriot, by Louis Sabin

For students at a Grade 10 reading level:
- Frederick Douglass: The Black Lion, by Patricia McKissack & Frederick McKissack

For students at a Grade 11 reading level:
- Narrative of the Life of Frederick Douglass, by Frederick Douglass

For students at a Grade 12 reading level:
- Frederick Douglass and the Fight for Freedom, by Douglas T. Miller

National Geographic Society Products

To order the following, call National Geographic at 1-800-368-2728:

- Immigration (CD-ROM)

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

- www.nationalgeographic.com
- www.nationalgeographic.com/maps

Additional Chapter Resources

- Timed Readings Plus in Social Studies helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- Reading in the Content Area: Social Studies concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- Reading Social Studies includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

www.jamestowneducation.com

Biography

The following articles relate to this chapter:


BookLink 3

National Geographic

Index to National Geographic Magazine:

The following articles relate to this chapter:


National Geographic Society Products

To order the following, call National Geographic at 1-800-368-2728:

- Immigration (CD-ROM)

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

- www.nationalgeographic.com
- www.nationalgeographic.com/maps
Focus

MAKING CONNECTIONS
Can Average Citizens Change Society?
Discuss with students why social change is often difficult to achieve. Activate students’ prior knowledge about social reform by asking what they recall about social movements of the past, such as the civil rights movement or the feminist movement. Students may recall that most people are very resistant to change and that large-scale advancements take time and perseverance. Sometimes violence occurs. Have students suggest what they think are the best ways to make reforms acceptable to society. Lastly, ask students to predict how they think the movement to end slavery will affect relations between the North and the South.

Teach

The Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Question in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1

Essential Question: How did democracy expand in the United States during Andrew Jackson’s presidency? (Voting rights expanded, presidential candidates were selected in conventions, Jackson supported the spoils system and destroyed the Second Bank of the United States because he believed it was unconstitutional.) Point out that in Section 1 students will learn how the nation’s political system became more democratic in the early to mid-1800s. OL

Section 2

Essential Question: What contributed to changes in American culture in the first half of the nineteenth century? (Large waves of immigrants, the Second Great Awakening, and a cultural renaissance.) Explain that in Section 2, students will learn how immigration, a new religious movement, and a new creative period in the arts changed American culture in the first half of the nineteenth century. OL
MAKING CONNECTIONS
Can Average Citizens Change Society?
In the 1830s and 1840s, reformers tried to change American society. Some worked to end slavery, others to give the women the vote or to give all Americans access to public education. Some sought to reform prisons, while others tried to reduce alcohol abuse. The issues of the era still shape the concerns of reformers today as they try to improve education, reduce social problems and end discrimination toward minorities and women.

- How did reforms of this era increase the tensions between North and South?
- What do you think is the best way to get a society to accept reform?

Chapter 6
The Spirit of Reform

Dinah Zike’s Foldables

Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike’s Reading and Study Skills Foldables booklet.

Section 3
Essential Question: What were some of the main areas of society targeted for reform in the first half of the 1800s? (Answers include: temperance, mental illness, urban poverty, prisons, education, and women’s rights.) Point out that in Section 3 students will learn how the ideals of the Second Great Awakening led to reforms in so many areas of society.

Section 4
Essential Question: What were the effects of the abolitionist movement on the relationship between the North and the South? (The abolitionist movement increased tensions enormously between the North and the South, particularly over the regional division of power in Congress.) Tell students that they will learn in Section 4 how the abolitionist movement in the United States developed and its effects on the nation’s society and politics.
Andrew Jackson was elected with wide popular support. As president, he stood up for federal authority, tried to move Native Americans to the West, and fatally undermined the Bank of the United States. A new party, the Whigs, emerged to oppose him.

A New Era in Politics

Main Idea States expanded voting rights in the late 1820s, making the nation more democratic, which in turn helped Andrew Jackson win election. As president, Jackson opposed South Carolina’s nullification vote, supported the Indian Removal Act, and closed the Bank of the United States.

HISTORY AND YOU Have you ever felt that someone “played favorites”? Read how Andrew Jackson used the “spoils system” to reward his political supporters.

Margaret Bayard Smith was one of the thousands of Americans who attended the presidential inauguration of Andrew Jackson in 1829. She later wrote to a friend about how much the atmosphere in Washington, D.C., impressed her. “Thousands and thousands of people, without distinction of rank, collected in an immense mass around the Capitol, silent, orderly and tranquil,” she explained.

On that day, President Jackson broke a long tradition by inviting the public to his reception. When Smith later attended the White House gala, however, she quickly formed a different opinion about the crowd she had so admired just hours before.

Primary Source

“The Majesty of the People had disappeared, and a rabble, a mob, of boys, . . . women, children—[were] scrambling, fighting romping, . . . The President, after having been literally nearly pressed to death and almost suffocated and torn to pieces by the people in their eagerness to shake hands with Old Hickory, had retreated through the back way. . . . Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get refreshments. . . . Ladies and gentlemen, only had been expected at this levee [reception], not the people en masse. But it was the People’s day, and the People’s President, and the People would rule.”

—from The First Forty Years of Washington Society

The citizens who had turned the normally dignified inauguration reception into a boisterous affair represented a new class of American voters and a new era in American politics. Beginning in the early 1800s and continuing through the presidency of Andrew Jackson, the nation’s political system became more democratic, and ordinary citizens became a greater political force.

Resource Manager
The Election of 1828

More than three times the number of voters turned out for the election of 1828 than had participated in the presidential election four years earlier. This surge had two sources. First, Andrew Jackson’s supporters encouraged high voter turnout by using tactics to appeal to average citizens—parades, speeches, barbecues, and even a popular campaign song. Second, and more important, more men were eligible to vote in 1828. Most states had lowered or eliminated property requirements for voters, allowing many more white men to vote. These new voters heavily favored Andrew Jackson.

ANALYZING HISTORY Do you think that the election of 1828 indicated a change in the way government worked? Write a brief essay to explain your opinion.

States Expand Voting Rights

In the early 1800s, hundreds of thousands of Americans, mostly white men, gained the right to vote. This happened because many states lowered or eliminated property ownership as a voting qualification. In addition, as cities and towns grew, the percentage of working people who did not own property increased. These people paid taxes and had an interest in political affairs—and they too wanted a greater voice in electing those who represented them.

The expansion of suffrage—the right to vote—was evident in the turnout for the presidential election of 1828. In 1824 about 355,000 Americans had voted for president. Four years later, more than 1.1 million citizens cast a ballot in the presidential election. Eventually every state made its voting qualifications more democratic, and by 1840, over 2 million Americans voted in the presidential election.

Creating a Pamphlet

Step 1: Understanding the Significance of Reform Working in small groups, students will skim the chapter looking for the different reforms and reform movements that occurred in the United States during the early to mid-1800s.

Directions Hold a class discussion in which you discuss the different reforms that occurred in the United States during the early to mid-1800s. On the board create a chart that has the headings: social, political, cultural, and economic reform. Have the students help you decide in which category to place each reform. Have each group choose one of the reforms or reform movements listed in the chart.

Identifying Information As reforms and reform movements are added to the chart, students should discuss the importance each has played in the history of the United States. OL (Chapter Project continued on page 231)
Critical Thinking

Identifying Central Issues
Discuss the spoils system with students. Ask: Do you think that the spoils system still exists? What is your opinion of the fairness of the system? (Answers will vary; students should use logical reasoning in expressing their opinions.) Discuss the advantages and disadvantages of the spoils system and if people today would think it was democratic or not. OL

Answer:
More people had the right to vote, ordinary citizens held government jobs through the spoils system, and Democrats held a national convention to choose the party’s presidential candidate.

Choosing a President

Today, nearly all American citizens age 18 and older are eligible to vote. This was not the case in the early 1800s. Under the state constitutions adopted at the time of the American Revolution, the right to vote was usually limited to white males who owned property. Over the next few decades, however, states began lowering or eliminating property requirements for voters. Women could not vote, nor could the overwhelming majority of African American men, even those living in the North who met other requirements for voting. Still, changes in the Jacksonian era meant many more Americans could participate in presidential elections.

The rise of national nominating conventions also changed the process of choosing a president. Rather than congressional party leaders deciding on the party’s candidate, delegates from the states could participate in the decision at a nominating convention.

Today, parties still hold national conventions in presidential election years, but voting to choose the party’s nominee for president has become largely symbolic. The party’s nominee has generally been decided in advance, through state primaries and state caucuses.

Additional Support

Mathematics Have students use the data in the table at the right to create a line or bar graph showing the change in the number of voters in presidential elections between 1824 and 1848. Ask: Along with a lowering of voting restrictions, what other reasons might account for the increase in cast votes? (Possible answers: immigrants becoming citizens, new voters coming of age)

<table>
<thead>
<tr>
<th>Election Year</th>
<th>Approximate Number of Votes Cast</th>
</tr>
</thead>
<tbody>
<tr>
<td>1824</td>
<td>364,000</td>
</tr>
<tr>
<td>1828</td>
<td>1,152,000</td>
</tr>
<tr>
<td>1832</td>
<td>1,278,000</td>
</tr>
<tr>
<td>1836</td>
<td>1,502,000</td>
</tr>
<tr>
<td>1840</td>
<td>2,409,000</td>
</tr>
<tr>
<td>1844</td>
<td>2,672,000</td>
</tr>
<tr>
<td>1848</td>
<td>2,878,000</td>
</tr>
</tbody>
</table>

Activity: Technology Connection

Challenge interested students to research U.S. population statistics from the period—for example, for census years 1820, 1830, 1840, and 1850—to compare the number of white, male citizens to the number of votes cast. OL
The Nullification Crisis

MAIN Idea Resentment about high tariffs led Southern states to claim that states could declare a federal law null or void.

HISTORY AND YOU Have you ever felt so strongly about an issue that you wrote a letter of complaint? Read how Southern states were outraged about tariff rates.

Jackson had not been in office long before he had to focus on a national crisis. It centered on South Carolina, but it also highlighted the growing rift between the nation’s Northern and Southern regions.

The Debate Over Nullification

In the early 1800s, South Carolina’s economy began to decline. Many of the state’s residents blamed this situation on the nation’s tariffs. Because it had few industries, South Carolina purchased many of its manufactured goods, such as cooking utensils and tools, from England, but tariffs made them extremely expensive. When Congress levied yet another new tariff in 1828—many South Carolinians threatened to secede, or withdraw, from the Union.

The growing turmoil troubled one politician in particular: John C. Calhoun, the nation’s vice president and a resident of South Carolina. Calhoun felt torn between upholding the country’s policies and helping his fellow South Carolinians. Rather than support secession, Calhoun put forth the idea of nullification to defuse the situation. He explained this idea in an anonymously published work, *The South Carolina Exposition and Protest*, which argued that states had the right to declare a federal law null, or not valid. Calhoun theorized that the states had this right because they had created the federal Union.

The issue continued to simmer beneath the surface until January 1830, when Robert Hayne of South Carolina and Daniel Webster of Massachusetts confronted each other on the floor of the Senate. The debate consisted of several speeches delivered for over a week. Webster, perhaps the greatest orator of his day, was a ferocious defender of the Union. Hayne was an eloquent champion of the right of states to chart their own course.

2004


Today, electronic voting is becoming common. Nearly all U.S. citizens older than 18 years of age may vote.

Differentiated Instruction

English Learners Point out to students the content vocabulary term secede on this page. Clarify for them that the term means “to withdraw or to leave a group.” Tell students that this term will appear frequently in the next few chapters. Explain that students will also read a related word, secession, and that this word is the noun form of the verb secede. Ask: If secession is the noun form of the verb secede, what do you think it means? (the leaving or withdrawal from something) ELL

Making Connections

Answers:
1. Today it includes all American citizens over the age of 18, including women and African Americans.
2. In the 1830s, they actually determined who the party’s candidates would be. Today, they confirm and celebrate the selection that is usually made through primary elections and states caucuses.

Making Connections

1. Contrasting How is the electorate different today than it was in the early 1800s?
2. Synthesizing How have national party conventions changed since the early 1800s?

Activity: Interdisciplinary Connection

Government Discuss the spoils system with students. Ask: What are the possible positive aspects of the system? What are the possible negative aspects of the system? (Positive: helps job of president to have loyal workers, cooperation makes it easier to get things accomplished; Negative: people could be given jobs on the basis of their support rather than on their qualifications and abilities; experienced workers would be replaced with people new to the job.) OL AL
Hayne asserted that the Union was no more than a voluntary association of states and advocated the motto, “Liberty first and Union afterward.” Webster countered that liberty depended on the strength of the Union:

**Primary Source**

“I have not allowed myself, sir, to look beyond the Union, to see what might lie hidden in the dark recess behind. I have not coolly weighed the chances of preserving liberty when the bonds that unite us together shall be broken asunder. I have not accustomed myself to hang over the precipice of disunion, to see whether, with my short sight, I can fathom the depth of the abyss below. . .

Liberty and Union, now and for ever, one and inseparable!”

—from The Writings and Speeches of Daniel Webster

**Jackson Defends the Union**

Several months after the Webster-Hayne debate, President Jackson let everyone know his position on the issue. During a political dinner, Jackson stood to make a toast. Looking directly at John Calhoun, he said, “Our federal Union—it must be preserved.” Calhoun’s hand shook, but he rose to counter with, “The Union—next to our liberty, most dear.”

The war of words erupted into a full confrontation in 1832, when Congress passed yet another tariff law. At President Jackson’s request, the new law cut tariffs significantly, but South Carolinians were not satisfied. The state legislature asked South Carolina voters to elect a special state convention. In November 1832 the convention adopted an ordinance of nullification declaring the tariffs of 1828 and 1832 to be unconstitutional.

Jackson considered the nullification ordinance an act of treason, and he sent a warship to Charleston. In 1833 Congress passed the **Force Bill**, authorizing the president to use the military to enforce acts of Congress. As tensions rose, Senator Henry Clay pushed through Congress a bill that would lower the nation’s tariffs gradually until 1842. In response, South Carolina repealed its nullification of the tariff law. Both sides claimed victory, and the issue was laid to rest—at least temporarily.

**Relative and Absolute Dates** The South Carolina Ordinance of Nullification was passed on November 24, 1832. The last paragraph of the Ordinance recorded the date in two ways—the actual and the relative dates. First, it gave the actual date, “the twenty-fourth of November, in the year of our Lord one thousand eight hundred and thirty-two.” Then it gave a relative date—“the fifty-seventh year of the Declaration of Independence of the United States of America.”

**Policies Toward Native Americans**

**Main Idea** During Andrew Jackson’s administration Native American groups were forced to relocate onto western reservations.

**History and You** Do you know a family that was forced to move from their home by the government? Read on to learn how Native Americans reacted to the Indian Removal Act.

Andrew Jackson’s commitment to extending democracy did not benefit everyone. His attitude toward Native Americans reflected the views of many westerners at that time. Jackson had fought the Creek and Seminole people in Georgia and Florida, and in his inaugural address he declared his intention to move all Native Americans to the Great Plains.

This idea had been gaining support in the United States since the Louisiana Purchase. John C. Calhoun had formally proposed it in 1823, when he was secretary of war. Many Americans believed that the Great Plains was a wasteland that would never be settled. They thought that if they moved Native Americans to that region, the nation’s conflict with them would be over. In 1830 Jackson pushed through Congress the **Indian Removal Act**, which provided money for relocating Native Americans.

Most Native Americans eventually gave in and resettled on the Great Plains, but not the Cherokee of Georgia. Over the years, this Native American group had adopted many aspects of white culture. The Cherokee had adopted a written language, drawn up a written constitution modeled on the United States Constitution, and sent many of their children to schools established by white missionaries.

The Cherokee hired lawyers to sue the state of Georgia in order to challenge the state’s attempt to extend its authority over Cherokee lands. Their case, **Worcester v. Georgia**, eventually reached the Supreme Court. In 1832 Chief Justice John Marshall ordered state officials to honor Cherokee property rights. Jackson refused to support the decision. “Marshall has made his opinion,” the president reportedly said, “now let him enforce it.”

Most Cherokee resisted the government’s offers of western land. Jackson’s successor, Martin Van Buren, sent in the army to end the
Jackson Battles the National Bank

**MAIN IDEA**  Jackson deliberately destroyed the national bank; his opponents formed a new political party.

**HISTORY AND YOU** Do you know of any political parties other than the Democratic and Republican parties? Read how the Whigs fared in the 1836 presidential election.

One of the biggest controversies of Jackson’s presidency was his campaign against the Second Bank of the United States. Like most Westerners, and many working people in the East, Jackson regarded the Bank as a monopoly that benefited the wealthy elite.

By 1838, most Native Americans living east of the Mississippi had been moved to reservations. Most American citizens supported the removal policies. Only a few denounced the harsh treatment of Native Americans. Non-supporters included some National Republicans and a few religious denominations, especially the Quakers and Methodists.

In 1830, Andrew Jackson pushed through Congress the Indian Removal Act, which provided government money for Native Americans to give up their lands and move west.

By the 1830s, the Cherokee, Creek, Chickasaw, Choctaw, and Seminole nations had been forced onto lands that they referred to as the Indian Territory, which is now Oklahoma.

By 1838, most Native Americans living east of the Mississippi had been moved to reservations. Most American citizens supported the removal policies. Only a few denounced the harsh treatment of Native Americans. Non-supporters included some National Republicans and a few religious denominations, especially the Quakers and Methodists.

In 1832, Sauk and Fox warriors led by Chief Black Hawk fought to reclaim territory east of the Mississippi River, but were defeated.

In 1838, the army forced the remaining Cherokee to leave New Echota. The Cherokee took their refusal to move to the Supreme Court—and won. Federal troops forced them to leave in 1838.

**Using Geography Skills**

Discuss with students the removal of the Cherokee from Georgia to what is now Oklahoma. Ask: How is the geography of Oklahoma different from the geography of Georgia and how do you think the differences affected Cherokee culture after the relocation? (Possible answer: Not only did the Cherokee suffer being torn from homelands they had occupied for centuries, they also had to leave a landscape of forested hills with streams for one of flat, and plains. This probably destroyed many of their traditional methods of producing food and other ways of life.)

**Answer Check**

**Answer:** the name given to the forced relocation route of the Cherokee from Georgia to Indian Territory in what is now Oklahoma

**Answers:**
1. Sauk, Fox
2. in the new Indian Territory north of the Republic of Texas (modern-day Oklahoma)

**Differentiated Instruction**

**BL** Reinforcing Skills Activity, URB p. 95

**OL** Linking Past and Present Activity, p. 98

**AL** Enrichment Activity, URB p. 109

**ELL** English Learner Activity, URB p. 89
Despite its reputation, the Bank played an important role in keeping the money supply of the United States stable. At the time, most paper money consisted of bank notes issued by private state banks. State banks promised that the notes could always be turned in for “hard” money—gold or silver coins. The state banks, however, would often issue more paper money than they could redeem in gold or silver. This allowed them to make more loans at lower interest rates, but it created the danger of inflation—that money might lose its value.

To prevent the state banks from lending too much money, the Bank of the United States regularly collected bank notes and asked state banks to redeem them for gold and silver. This action forced state banks to be careful about how much money they loaned, and it also limited inflation.

Many western settlers, who needed easy credit to run their farms, were unhappy with the Bank and causing “smaller men,” to run away in fear.

Jackson took his reelection as a directive from the people to destroy the Bank at once, even though its charter did not expire until 1836. He removed the government’s deposits from the Bank and placed them in state banks. The removal of the deposits greatly weakened the Bank, leading to a slow death. Jackson had won a major political victory by attacking the Bank. Later, however, critics would charge that destroying the Bank contributed significantly to the financial woes that plagued the country in the years ahead.

Analyzing VISUALS

Answers:
1. The cartoon on the right; he is shown standing tall and powerful, bringing down the Bank and causing “smaller men,” to run away in fear.
2. That cartoonist thinks that their plans to destroy the Bank are harming the nation, personified by Uncle Sam and the eagle.

Additional Support

Activity: Economics Connection

Federal Reserve System Explain to students that over time it became apparent to the nation’s financial and political leaders that a central bank or banking system was necessary for the economic well-being of the country. Have students write a report on the roots, structure, and main functions of the Federal Reserve System. In their reports, students should compare the Federal Reserve to the Second Bank of the United States. Ask: How is the Federal Reserve System today the same as and different from the Second Bank of the United States? (Answers will vary, but may include keeping the money supply stable and preventing inflation.)
Martin Van Buren

The Whigs were united in opposing Jackson, but they were unable to settle on a leader. During the 1836 presidential election, Jackson’s popularity and the nation’s continuing prosperity helped Democrat Martin Van Buren defeat the Whigs, who ran three candidates for president.

The new president had little time to savor his victory. Shortly after Van Buren took office, a crippling economic crisis hit the nation. During this Panic of 1837, as the crisis was called, many banks and businesses failed. Thousands of farmers lost their land, and unemployment soared among eastern factory workers. Van Buren, a firm believer in his party’s philosophy of a limited federal government, did little to ease the crisis.

“Tippecanoe and Tyler Too”

With the nation experiencing hard times, the Whigs looked forward to ousting the Democrats in the presidential election of 1840. They nominated General William Henry Harrison, who was regarded as a hero for his role in the Battle of Tippecanoe and in the War of 1812. John Tyler, a Southerner and former Democrat who had left his party in protest over the nullification issue, joined the ticket as the vice presidential candidate. Adopting the campaign slogan “Tippecanoe and Tyler too,” the Whigs blamed Van Buren for the economic depression and presented Harrison, a man born to wealth and privilege, as a simple frontiersman.

The strategy worked. Harrison won a decisive victory—234 electoral votes to 60, although the popular vote was much closer. On March 4, 1841, Harrison delivered his inaugural address. The weather that day was bitterly cold, but Harrison insisted on delivering his nearly two-hour address without a hat or coat. He had left his party in protest over the nullification issue, joined the ticket as the vice presidential candidate. Adopting the campaign slogan “Tippecanoe and Tyler too,” the Whigs blamed Van Buren for the economic depression and presented Harrison, a man born to wealth and privilege, as a simple frontiersman.

Tyler’s rise to the presidency shocked Whig leaders. Tyler actually opposed many Whig policies, and party leaders had placed him on the ticket mainly to attract Southern voters. The Whigs in Congress tried to push through their agenda anyway, including a Third Bank of the United States and a higher tariff, but Tyler sided with the Democrats on these key issues.

Foreign relations occupied the country’s attention during much of Tyler’s administration, especially relations with Great Britain. Disputes over the Maine-Canadian border, and other issues, resulted in the 1842 Webster-Ashburton Treaty, which established the border between the United States and Canada from Maine to Minnesota.

Identifying What new political party won the presidential election of 1840?

Answers

1. All definitions can be found in the section and the Glossary.
2. He felt it was more democratic than having a professional class of bureaucrats running the government.
3. Henry Clay pushed through Congress a bill that would lower the nation’s tariffs gradually until 1842. In response, South Carolina repealed its nullification of the tariff law.
4. President Jackson refused to use his executive power to uphold a decision of the Supreme Court because he did not agree with it.
5. Whigs advocated expanding federal government, encouraging industrial and commercial development, and creating a central economy. Democrats favored limited federal government.
6. More white males, regardless of wealth or class, participated in government through voting and government jobs.
7. It had more than doubled from 26.9% to 57.6%.
8. Students’ letters will vary, but should reflect the situation before the forced location began.
Between 1815 and 1860, over 5 million immigrants arrived in the United States. Most of these newcomers found opportunity and a fresh start, but some also found discrimination and prejudice. At the same time, a new religious movement began to change American society.

### The New Wave of Immigrants

**Main Idea** In the early 1800s, millions of Irish and Germans immigrated to the United States. The many Catholics among them encountered religious prejudice.

**History and You** Recall what you may have read about conflicts between Protestants and Catholics in Europe. During the 1800s, many Protestant Americans disliked the large numbers of Catholics coming into the country. Read on to learn about nativism in the early 1800s in the United States.

In June 1850 Daniel Guiney decided to leave his impoverished town in Ireland and move to the United States. Ireland was suffering a devastating famine. Tens of thousands of citizens were dying of starvation, while many more were fleeing the country. By August, Guiney had moved to Buffalo, New York. After settling in, Guiney wrote home about the wondrous land where he now resided.

**Primary Source**

“We mean to let you know our situation at present. . . . We arrived here about five o’clock in the afternoon of yesterday, fourteen of us together, where we were received with the greatest kindness of respectability. . . . When we came to the house we could not state to you how we were treated. We had potatoes, meat, butter, bread, and tea for dinner. . . . If you were to see Denis Reen when Daniel Danihy dressed him with clothes suitable for this country, you would think him to be a boss or steward, so that we have scarcely words to state to you how happy we felt at present.”

—from Out of Ireland

Daniel Guiney was just one of the millions of immigrants who came to the United States in search of a better life in the mid-1800s. Between 1815 and 1860, the United States experienced a massive influx of immigrants, mostly from Europe. Many had fled violence and political turmoil at home, while others sought to escape starvation and poverty. Although immigrants provided a large source of labor for America’s industries, many citizens feared the influence of so many foreigners.
Germans and Irish Arrive

The largest wave of immigrants, almost two million, came from Ireland. The Irish were fleeing a famine that began in 1845, when a fungus destroyed much of the nation’s potato crop—a mainstay of the Irish diet. Most Irish immigrants arrived with no money and few skills. They generally settled in the industrialized cities of the Northeast, where many worked as unskilled laborers and servants.

Irish immigrants arrive in New York in 1847. Economic opportunities brought the Irish to America. Irish men worked in factories, helped build railroads, and took part in other construction projects. Irish women took jobs in factories and as domestic servants in the homes of the growing middle and upper classes.


Irish Immigration to the U.S., 1830–1860

<table>
<thead>
<tr>
<th>Year</th>
<th>Immigrants (thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1830</td>
<td>50</td>
</tr>
<tr>
<td>1835</td>
<td>100</td>
</tr>
<tr>
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<td>150</td>
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<td>1855</td>
<td>275</td>
</tr>
<tr>
<td>1860</td>
<td>180</td>
</tr>
</tbody>
</table>

Analyzing VISUALS

1. Interpreting In what year did Irish immigration to the United States peak? Why might it have declined afterward?
2. Explaining What was the main pull factor that brought Irish immigrants to the United States?

Creating a Pamphlet

Step 2: Researching Selected Reforms Each group will do research on the reform movement selected in Step 1.

Directions Have students use the library, Internet, and other resources to learn more about the reform movement chosen. Groups should write a persuasive essay encouraging support for the reform movement.

Identifying Central Issues Students must identify the most important information about the selected reform movement and develop those important pieces of information into a persuasive essay.

Chapter Project

Step 2

Hands-On

Critical Thinking

Determining Cause and Effect Discuss with students the reasons for Irish and German immigration in this period. Ask: Why did so many Irish and German immigrants come to the United States at this time? (The Irish were in the midst of a terrible famine and the Germans came to escape revolution and the resulting repression in the German states. Both groups also came hoping to improve their economic status.) Have students predict the effects of these waves of immigrants on American society.

Answers:
1. in about 1851; because conditions improved in Ireland or there were no more Irish who could afford the journey or who wanted to make it
2. economic opportunities
Nativism

While immigrants often found a new sense of freedom in the United States, some encountered discrimination. The presence of people from different cultures, with different languages and different religions, produced feelings of nativism, or hostility toward foreigners.

In the 1800s, many Americans were anti-Catholic. Many Protestant ministers preached anti-Catholic sermons and, occasionally, anti-Catholic riots erupted. The arrival of millions of predominantly Catholic Irish and German immigrants led to the rise of several nativist groups, such as the Supreme Order of the Star-Spangled Banner, founded in 1849. These groups pledged never to vote for a Catholic and pushed for laws banning immigrants and Catholics from holding public office. In July 1854 delegates from these groups formed the American Party. Membership in the party was secret, and those questioned about it were obliged to answer, “I know nothing.” The Know-Nothings, as the party was nicknamed, built a large following in the 1850s.

A Religious Revival

MAIN Idea

During the Second Great Awakening, many revivals were held, and new religious denominations formed.

HISTORY AND YOU

Have you ever been inspired by a gifted speaker? Read on to learn how ministers used emotional sermons to reach their audiences.

The Second Great Awakening

By the end of the 1700s, many church leaders had grown concerned that Americans’ commitment to the Christian faith was weakening. In the early 1800s, ministers began an effort to revive people’s commitment to religion. The resulting movement came to be called the Second Great Awakening. It began in Kentucky among frontier farmers and spread to the rest of the country. Leaders of various Protestant denominations—most...
often Methodists, Baptists, and Presbyterians—held camp meetings that attracted thousands of followers for several days of song, prayer, and emotional outpourings of faith.

The basic message of the Second Great Awakening was that individuals must re-admit God and Christ into their daily lives. The new revivalism rejected the traditional Calvinist idea that only a chosen few were predestined for salvation. Instead, ministers preached that all people could attain grace through faith.

One of the most prominent advocates of this new message was a Presbyterian minister named Charles Grandison Finney. Finney preached that each person contained within himself or herself the capacity for spiritual rebirth and salvation. Finney helped found modern revivalism. His camp meetings were carefully planned and rehearsed to create as much emotion as possible. He compared his methods to those used by politicians and salespeople, and he used emotion to focus people’s attention on his message.

Finney began preaching in upstate New York, where he launched a series of revivals in towns along the Erie Canal. He then took his message to the cities of the Northeast. Finney opened in 1836 and held 2,400 people.

**New Religious Groups**

A number of new religious groups also emerged during the Second Great Awakening. Many Americans were looking for spiritual answers to the problems in their lives but chose to look to new religious ideas rather than return to traditional Protestant beliefs.

**Unitarians and Universalists** Two groups that grew rapidly in the 1830s were the Unitarians and Universalists. Unitarians reject the idea that Jesus was the son of God, arguing instead that he was a great teacher. Their name comes from the belief that God is a unity, rather than a trinity of Father, Son, and Holy Spirit. Universalists believe in the universal salvation of souls. They reject the idea of hell and believe that God intends to save everyone.

**The Mormons** Another group that began during this period was the Church of Jesus Christ of Latter-day Saints, whose followers are commonly known as Mormons. Joseph Smith, a New Englander living in western New York, began preaching Mormon ideas in 1830 after claiming to have been called to restore the Christian church to its original form. Smith published The Book of Mormon in that year, saying it was a translation of words inscribed on golden plates he had received from an angel. The text told of the coming of God and the need to build a kingdom on Earth. Smith made hundreds of converts across New England and the Midwest.

After enduring harassment in Ohio, Missouri, and elsewhere, Mormons moved to Commerce, Illinois, in 1839. They bought the town and renamed it Nauvoo. The group prospered in the Midwest, and Nauvoo grew to about 15,000 by 1844. Persecution continued, however, and that same year local residents murdered Smith. Brigham Young then became the leader of the Church. The Mormons left Illinois and headed west to Utah Territory, where they established permanent roots.

**Determining Cause and Effect**

For each statement that follows, identify the cause and the effect. If the statement does not illustrate a cause-and-effect relationship, write “None.”

1. Cause: Shaker men and women were not allowed to shake hands with one another or even pass close. Effect: The Shakers’ insistence on total equality between the sexes was a consequence of their religious beliefs.

2. Cause: Joseph Smith made hundreds of converts across New England and the Midwest. Effect: As a result of Smith’s preaching, the Mormon Church grew rapidly in the 1830s.

3. Cause: The Shakers’ emphasis on simplicity in decoration. Effect: Shaker furniture is characterized by its functional design and lack of ornamentation.


**Critical Thinking Skills**

Activity 6, URB p. 96

**Differentiated Instruction Strategies**

**BL** Draw a design for Shaker furniture.

**AL** Research a Shaker community and write a detailed description of it.

**ELL** For each statement, write words or phrases that identify the cultural aspects described. For example, for Statement 1, you might write: “did not believe in marriage or having children.”

**Reading Strategy**

**Summarizing** Have students write a sentence that summarizes the main goals of each group active in the Second Great Awakening.

**Writing Support**

**Expository Writing** Instruct students to locate a sermon from the period of the Second Great Awakening. Ask them to analyze the text and identify ways in which the speaker used emotion to focus attention on the point being made. Have students list at least three specific phrases in the work that indicate an emotional appeal or attempt at persuasion. Then have students write an essay about the three phrases, explaining what likely effect each had on an audience listening to the sermon.

**Differentiated Instruction**

**Objective:** Distinguish between cause and effect.

**Focus:** Read the statements about Shaker culture.

**Teach:** Make a list of the different aspects of Shaker culture that you learned from the statements.

**Assess:** Choose one aspect of Shaker culture and write a few sentences describing how it would affect your daily life.

**Close:** Imagine you are a Shaker. Write a few paragraphs describing your daily activities.
Ask: Why might Thoreau and Fuller have been controversial in their lifetimes? (Possible answer: Thoreau was seemingly anti-social, a failure at conventional life, and advocated protesting against the government. Fuller led a life that was largely unconventional for a woman in the early 1800s and many of her ideas were contrary to what was generally acceptable at the time.)

Henry David Thoreau
Answer: He wanted to live close to nature, to find out for himself what the point of living is.

Margaret Fuller
Answer: She was a philosopher and women’s rights advocate, magazine publisher, and foreign-war correspondent.

Additional Support

Language Arts  Divide class into small groups. Provide each student with a copy of the following excerpt from Walden:

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, to discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and to be able to give a true account of it in my next excursion.”

Ask each group to rewrite the paragraph using contemporary English. Have groups compare their final results.

Utopian Communities
Some Americans in the 1830s concluded that society had corrupted human nature. They decided that the solution was to separate from society and form a utopia, or ideal society. Cooperative living and the absence of private property characterized these communities. Perhaps the best known were Brook Farm, a cooperative community in Massachusetts, and the Oneida Community, a religious society in upstate New York.

The Shakers were a religious group that established utopian communities. The group got its name from a ritual “shaking” dance its members performed. The society believed in social and spiritual equality for all of its members. The first Shaker communities had been founded in the 1780s. They peaked with some 6,000 members before their numbers began to decline. Since they did not believe in marrying or having children, the group could only expand by making converts.

Summarizing: What was the basic message of the Second Great Awakening?

Cultural Renaissance
MAIN Idea: Nationalism and sectionalism gave rise to a creative period for American writers and artists.

HISTORY AND YOU: Do you read a newspaper regularly? Read on to learn how the “penny press” made newspapers affordable for average people.

The optimism of the Second Great Awakening also influenced philosophers and writers. Many leading thinkers of the day adopted the tenets of romanticism, a movement that began in Europe in the late 1700s. Romanticism advocated feeling over reason, inner spirituality over external rules, the individual above society, and nature over environments created by humans.

One notable expression of American romanticism came from New England writers and philosophers, who were known as the transcendentalists. Transcendentalism urged people to transcend, or overcome, the limits of their minds and let their souls reach out to embrace the beauty of the universe.

Henry David Thoreau
1817–1862
One of America’s most admired thinkers, Henry David Thoreau lived in Concord, Massachusetts, and became a protégé of transcendentalist Ralph Waldo Emerson. Thoreau is particularly famous for his experiment in living the transcendentalist life. In one of his most popular works, Walden, he recounts his feelings and experiences during a two-year period in which he lived in a shack by Walden Pond outside Concord.

He said of his stay there, “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

In 1849 Thoreau published “Civil Disobedience.” In this influential essay, he discussed issues of personal conscience versus the demands of the government. Thoreau was inspired to write the essay after he spent a night in jail for refusing to pay a tax. He felt the tax supported an immoral government that condoned slavery and was fighting what he believed was an imperialist war with Mexico. The ideas in “Civil Disobedience” would influence future civil rights leaders, such as Mahatma Gandhi and Martin Luther King, Jr.

How did Thoreau’s purpose for living on Walden Pond reflect transcendentalist ideas?

Margaret Fuller
1810–1850
As a young woman, Margaret Fuller was another member of the prominent group of New England writers and philosophers who developed transcendentalism. In 1840, with the help of Ralph Waldo Emerson, she founded the magazine The Dial, in which she published writings of the transcendentalist movement.

Fuller also organized groups of Boston women to promote their educational and intellectual development. These meetings convinced her to write the book Women in the Nineteenth Century, in which she argued that women deserve equal political rights.

Fuller’s success in editing The Dial caught the eye of Horace Greeley, the famous editor of the New York Tribune, and in 1844 he hired Fuller to be the Tribune’s literary critic. In 1846 Greeley sent Fuller to Europe to cover reform efforts there. While in Italy, Fuller married Giovanni Angelo Ossoli, a revolutionary fighting to unite Italy. Fuller sent home reports about the Italian revolution of 1848, becoming the first American woman foreign-war correspondent. Tragically, in 1850, on a trip to the United States, Fuller, Ossoli, and their young son were drowned when their ship sank as it approached New York.

How was Fuller unusual among the women of her time?
American Writers Emerge

The most influential transcendentalist was Ralph Waldo Emerson. In his 1836 essay “Nature,” Emerson wrote that those who wanted fulfillment should try to commune with nature. Emerson influenced other writers, including Margaret Fuller and Henry David Thoreau. Thoreau believed that individuals must fight the pressure to conform. “If a man does not keep pace with his companions, perhaps it is because he hears a different drum,” he wrote. “Let him step to the music which he hears, however measured or far away.”

Emerson and Thoreau were only two of many writers who set out to create uniquely American works. Washington Irving, famous for writing “The Legend of Sleepy Hollow” (1819), became the first internationally prominent American writer. James Fenimore Cooper romanticized Native Americans and frontier explorers in his Leatherstocking Tales, the most famous being The Last of the Mohicans (1826). Nathaniel Hawthorne, a New England customs official and resident of Brook Farm, wrote more than 100 short stories and novels. His novel The Scarlet Letter (1850), with its Puritan setting, explored the persecution and psychological suffering that may result from sin. Herman Melville, another New Englander, wrote the great Moby Dick (1851). Edgar Allan Poe, a poet and short story writer, achieved fame as a writer of terror and mystery. Perhaps the era’s most important poet was Walt Whitman, who published Leaves of Grass in 1855. Whitman loved nature, the common people, and American democracy, and his famous work reflects these passions. Another major poet of the era, Emily Dickinson, wrote unconventional, mystical, and deeply personal works.

The Penny Press

Another important development of the early 1800s was the rise of the mass distribution newspaper. Before the 1800s, most newspapers catered to well-educated readers. They were typically published once a week and cost around six cents—too much for the average worker.

As more Americans learned to read and gained the right to vote, publishers began producing inexpensive newspapers, known as penny papers, which provided the kind of content most people wanted. Reports of fires, crimes, marriages, gossip, politics, and other local news made the papers an instant success with a mass audience.

General interest magazines that catered to a more specialized readership also emerged around this time. In 1830 Louis A. Godey founded Godey’s Lady’s Book, the first American magazine for women. The poet James Russell Lowell launched Atlantic Monthly, another magazine for the well educated, in 1857, while Harper’s Weekly covered everything from book reviews to news reports.

Vocabulary
1. Explain the significance of: nativism, Know-Nothings, Second Great Awakening, Charles Grandison Finney, Joseph Smith, utopia, romanticism, transcendentalism.

Main Ideas
2. Explaining What pushed Irish and German people to immigrate to the United States in the mid-1800s?
3. Specifying What new religious group formed in the 1830s?
4. Identifying What was the penny press?

Critical Thinking
5. Big Ideas Which religious denominations increased their influence in the Second Great Awakening?
6. Organizing Use a graphic organizer, similar to the one below, to list American cultural movements in the mid-1800s.

7. Analyzing Visuals Study the map on page 231. What level of population decrease did most of Ireland experience?

Writing About History
8. Expository Writing Suppose you are an Irish or German immigrant to the United States in the mid-1800s. Write an article to be published in your home country that contrasts your new life in the United States with how your life was in your home country.

Answers
1. All definitions can be found in the section and the Glossary.
2. Irish people were escaping famine and poverty, while German people were escaping chaos, violence, and repression.
3. the Mormons
4. inexpensive newspapers that printed local news for a mass audience
5. Protestant denominations such as Methodists, Baptists, Presbyterians
6. nativism, revivalism, romanticism, transcendentalism, utopian communities
7. between 15% and 29%
8. Students’ articles will vary, but should focus on the differences between life in the United States and life in either Ireland or the German states.
The Second Great Awakening created an environment for social change. Spurred on by this revival of religion, as well as a heightened belief in the power of individuals to improve society and themselves, Americans engaged in reform movements.

The Reform Spirit

MAIN Idea Inspired by the Second Great Awakening, reformers tried to tackle many problems in society.

HISTORY AND YOU Identify a local, national, or world issue that you believe citizens and lawmakers need to address. Why is this issue important to you? Read on to learn about reformers during the mid-1800s.

In 1841 a clergyman asked schoolteacher Dorothea Dix to lead a Sunday school class at a local prison. What Dix saw there appalled her. Mentally ill persons lay neglected in dirty, unheated rooms. Putting aside her teaching career, she began a crusade to improve conditions for the mentally ill and to provide them with the facilities and treatment they needed.

In 1843 Dix composed a letter to the Massachusetts legislature, calling for a new approach to mental illness. She gave the history of a local woman as evidence that more humane treatment might help many of the mentally ill: “Some may say these things cannot be remedied . . . I know they can. . . . A young woman, a pauper . . . was for years a raging maniac. A cage, chains, and the whip were the agents for controlling her, united with harsh tones and profane language.” Dix explained that a local couple took the woman in and treated her with care and respect. “They are careful of her diet. They keep her very clean. She calls them ‘father’ and ‘mother.’ Go there now, and you will find her ‘clothed,’ and though not perfectly in her ‘right mind,’ so far restored as to be a safe and comfortable inmate.”

Largely through the efforts of Dorothea Dix, more than a dozen states enacted sweeping prison reforms that created special institutions, often referred to as asylums, for the mentally ill. As influential as she was, Dix was just one of many citizens who worked to reform various aspects of American society in the mid-1800s.

The reform movements of the mid-1800s stemmed in large part from the revival of religious fervor. Revivalists preached the power of religion, as well as a heightened belief in the power of individuals to improve themselves and the world. Lyman Beecher, a prominent minister, insisted that it was the nation’s citizenry, more than its government, that should take charge of building a better society. True reform, he said, could take place only through “the voluntary energies of the nation itself.”
Under the guidance of Beecher and other religious leaders, associations known as *benevolent societies* sprang up in cities and towns across the country. At first, they focused on spreading the word of God and attempting to convert nonbelievers. Soon, however, they sought to combat a number of social problems.

One striking feature of the reform effort was the overwhelming presence of women. Young women in particular had joined the revivalist movement in much larger numbers than men. One reason was that many unmarried women with uncertain futures discovered in religion a foundation on which to build their lives. As more women turned to the church, many also joined religious-based reform groups. These reform groups targeted aspects of American society they considered in dire need of change. Among these issues were excessive consumption of alcohol, prisons, and education.

**The Temperance Movement**

Many reformers argued that no behavior caused more crime, disorder, and poverty than the abuse of alcohol. Men who drank too much, they argued, spent their money on liquor rather than necessities for their families, and they sometimes abused their wives and children. While not everyone agreed, no one doubted that alcoholism was widespread in the early 1800s. In small towns throughout the West, citizens drank to ease the isolation and loneliness of rural life, while in the pubs and saloons in Eastern cities, drinking was the main leisure activity for many workers.

**Creating a Pamphlet**

**Step 3: Illustrating the Issue** Each group will research images, cartoons, and posters that were produced to support the reform movement chosen in Step 1.

**Directions** Have students use the library, Internet, and other resources for examples of images, cartoons and posters from the period that support the group’s topic. Students should combine these images or images of their own creation with the essay written in Step 2 to create a pamphlet supporting the group’s reform movement.

**Synthesizing Information** Students will work in their groups to organize the information and determine the best way to present the topic to an audience in order to gain their support. (Chapter Project continued on page 243)
Although advocates of temperance, or moderation in the consumption of alcohol, had been active since the late 1700s, the new reformers energized the campaign. Across the country, temperance groups began preaching the evils of alcohol and persuading heavy drinkers to give up liquor. In 1833 several of the groups united to form the American Temperance Union.

Temperance societies also pushed for laws prohibiting the sale of liquor. In 1851 Maine passed the first state prohibition law, an example followed by a dozen other states by 1855. Other states passed “local option” laws, which allowed towns and villages to prohibit liquor sales within their boundaries.

Prison Reform

The spirit of reform also prompted some people to try to improve the prison system. Inmates of all kinds, from violent offenders to debtors and the mentally ill, were often indiscriminately crowded together in jails and prisons, which were literally holes in the ground in some cases. One jail in Connecticut, for example, was an abandoned mineshaft. Beginning around 1816, many states began building new facilities to provide a better environment for inmates.

Underlying the prison reform movement was a belief in rehabilitating prisoners rather than merely locking them up. Officials imposed rigid discipline to rid criminals of the “laxness” they believed had led them astray. Solitary confinement and the imposition of silence on work crews were meant to give prisoners the chance to meditate and think about their wrongdoing. The name of these new prisons, penitentiaries, expressed the idea that they were places where prisoners would work to achieve penitence, or remorse.

Educational Reform

In the early 1800s, many reformers sought to establish a system of public education—government-funded schools open to all citizens. The increase in the number of voters in the 1820s and 1830s and the arrival of millions of new immigrants convinced many people of the need for public education. Most American leaders and social reformers believed that a democratic republic could only survive if the electorate was well educated.

Massachusetts legislator Horace Mann was a leader of the movement for public education. As president of the Massachusetts Senate, Mann pressed for more public education and helped create a state board of education in 1837. He then left the state senate to serve as secretary of the new board. During his 12 years in that post, he doubled teachers’ salaries, opened 50 new high schools, and established training schools for teachers. Massachusetts quickly became a model for other states. As he wrote in one report, Mann was convinced the nation needed public education to survive:

“¶The establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and foolhardy experiment ever tried by man. . . . It may be an easy thing to make a republic, but it is a very laborious thing to make republicans; and woe to the republic that rests upon no better foundations than ignorance, selfishness and passion!”

—from “Report of the Massachusetts Board of Education,” 1848
In 1852 Massachusetts passed the first mandatory school attendance law; New York passed a similar measure the next year. Reformers focused on creating elementary schools to teach all children the basics of reading, writing, and arithmetic, and to instill a work ethic. These schools were open to all and supported by local and state taxes and tuition.

By the 1850s, tax-supported elementary schools had gained widespread support in the northeastern states and had begun to spread to the rest of the country. Rural areas responded more slowly because children were needed to help with planting and harvesting for large portions of the year.

In the South, reformer Calvin Wiley played a similar role in North Carolina to that of Horace Mann in Massachusetts. In 1839 North Carolina began providing aid to local communities that established taxpayer-funded schools. Wiley traveled throughout the state, building support for public education. By 1860, about two-thirds of North Carolina’s white children attended school for part of the year. The South as a whole responded more slowly because children were needed to help with planting and harvesting for large portions of the year.

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In 1849 new opportunities for higher education enabled Elizabeth Blackwell to become the first woman to earn a medical degree. In 1857 she founded the New York Infirmary for Women and Children—a hospital staffed entirely by women.

Women’s Education

When officials talked about educating voters, they had men in mind, as women were still not allowed to vote in the early 1800s. Nonetheless, women reformers, such as Catharine Beecher, seized the opportunity to push for more educational opportunities for girls and women. Emma Willard, who founded a girls’ school in Vermont in 1814, was another educational pioneer. Her school covered the usual subjects for young women, such as cooking and etiquette, but it also taught academic subjects, such as history, math, and literature, which were rarely taught to women. In 1837 another educator, Mary Lyon, opened Mount Holyoke Female Seminary in Massachusetts, the first institution of higher education for women only.

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Identifying What three areas of social reform did reformers target?

Critical Thinking

Predicting Consequences

Have students compare the education reforms in the South to those in the North. Ask: What do you think might be the consequences of the South’s slower response to education reform? (The South’s economy will lag behind the North’s and the two regions will also grow further apart as northern citizens become more educated.)

Answers:

1. It is very neat, regular, and orderly. The goal was probably to keep prisoners in check but also to provide them a quiet, safe, and orderly place to reform themselves.

2. A woman and child are depicted as victims of intemperance. As victims, women would be likely to support the movement.

Reading Check

Answer: temperance, prison reform, education reform
**Differentiated Instruction**

**English Learners** Discuss with students how the Industrial Revolution affected the roles of men and women. **Ask:** How did the idea of “true womanhood” develop and what were its main traits? (It developed during the Industrial Revolution when men went off to work in factories and women began to stay home alone to care for the home and children. True womanhood meant that women should stay in the home, be the moral centers of their families, and work to build the characters of their children.) Ask students to make a concept web for “true womanhood” and record words and phrases about it as they read the information under the heading. **BL ELL**

**Answers:**
1. to achieve their right to vote
2. to promote every righteous cause by every righteous means

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**The Early Women’s Movement**

**MAIN Idea** Women were generally expected to be homemakers and models for their children, but some began demanding greater rights.

**HISTORY AND YOU** How did you think the lives of women changed from the colonial period to the mid-1800s? Read on to learn about the early women’s movement.

In the early 1800s, the Industrial Revolution began to change the economic roles of men and women. In the 1700s, most economic activity took place in or near the home because most Americans lived and worked in a rural farm setting. Although husbands and wives had distinct chores, maintaining the farm was the focus of their efforts. By the mid-1800s, these circumstances had started to change, especially in the northeastern states. The development of factories and other work centers separated the home from the workplace. Men now often left home to go to work, while women tended the house and children. In time, this development led to the emergence of the first women’s movement.

**“True Womanhood”**

As the nature of work changed, many Americans began to divide life into two spheres of activity—the home and the workplace. Many believed the home to be the proper sphere for women, partly because the outside world was seen as corrupt and dangerous, and partly because of popular ideas about the family.

The Christian revivalism of the 1820s and 1830s greatly influenced the American family. For many parents, raising children was treated as a solemn responsibility because it prepared young people for a disciplined Christian life.

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**Primary Source**

**The Seneca Falls Declaration**

**Declaration of Sentiments**

“...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...”

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

**Resolutions**

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.

Resolved, That woman is man’s equal—was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, that it is the duty of women of this country to secure to themselves their sacred right to the elective franchise. . . .

Resolved, therefore, That, being invested by the Creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause by every righteous means... .

—from The Seneca Falls Declaration

**Activity: Collaborative Learning**

**Text Comparison** Refer students to the full text of the Declaration of Sentiments on page 248. Explain that it was written by Elizabeth Cady Stanton based on the Declaration of Independence. Divide the class into groups and ask them to analyze the two texts. **Ask:** Why do you think that Stanton modeled the Declaration of Sentiments on the Declaration of Independence? **(Possible answer:** Stanton wanted to equate the struggle of women to achieve their natural rights from men with the colonists’ struggle to achieve their natural rights from Great Britain. It also underscored the irony of the fact that the United States was founded on principles of equality and liberty when half the population still had few civil rights.) **DL**
Women often were viewed as more moral and charitable than men, and they were expected to be models of piety and virtue to their children and husbands.

The idea that women should be homemakers and should take responsibility for developing their children’s characters evolved into a set of ideas known as “true womanhood.” Magazine articles and novels aimed at women reinforced the value of their role at home. In 1841 Catharine Beecher, a daughter of minister and reformer Lyman Beecher, wrote a book called A Treatise on Domestic Economy. The popular volume argued that women could find fulfillment at home and gave instruction on childcare, cooking, and health matters.

Women Seek Greater Rights

Many women did not believe the ideas of true womanhood were limiting. Instead, the new ideas implied that wives were now partners with their husbands and in some ways were morally superior to them. Women were held up as the conscience of the home and society.

The idea that women had an important role to play in building a virtuous home was soon extended to making society more virtuous. As women became involved in the great moral crusades of the era, some began to argue that they needed greater political rights to promote their ideas.

An advocate of this idea was Margaret Fuller. Fuller argued that every woman had her own relationship with God and needed “as a soul to live freely and unimpeded.” She declared, “We would have every arbitrary barrier thrown down and every path laid open to women as freely as to men.” Fuller believed that if men and women, whom she called the “two sides” of human nature, were treated equally, it would end injustice in society.

In 1848 Lucretia Mott and Elizabeth Cady Stanton, two women active in the antislavery movement, organized the Seneca Falls Convention. This gathering of women reformers marked the beginning of an organized women’s movement. The convention issued a “Declaration of Sentiments and Resolutions” that began with words expanding the Declaration of Independence: “We hold these truths to be self-evident: that all men and women are created equal. . . . ” Stanton shocked many of the women present by proposing that they focus on gaining the right to vote. Nevertheless, the Seneca Falls Convention is considered by many to be the unofficial beginning of the struggle for women’s voting rights.

Throughout the 1850s, women continued to organize conventions to gain greater rights for themselves. The conventions did meet with some success. By 1860, for example, reformers had convinced 15 states to pass laws permitting married women to retain their property if their husbands died. Above all, these conventions drew attention to their cause and paved the way for a stronger women’s movement to emerge after the Civil War.

Examining What events of the mid-1800s sparked the first women’s movement?
In the early and mid-1800s, some Americans, mainly in the North, embarked on a crusade to abolish slavery in the United States. As the country became more polarized about the issue, the work of abolitionists created controversy and sometimes led to violence.

### The New Abolitionists

**MAIN Idea** In the early years of the United States, some religious groups proposed ending slavery gradually, but by the 1830s, a new generation of abolitionists demanded an immediate end to slavery.

**HISTORY AND YOU** Have you ever tried to do something slowly to make it less difficult? Is it better to do something difficult quickly to get it over with? What is the best approach when the choice affects human lives? Read to learn about the different proposals for ending slavery.

In the 1830s a growing number of Americans had begun to demand an immediate end to slavery in the South. Of all the reform movements that began in the early 1800s, the movement to end slavery was the most divisive. By pitting North against South, it polarized the nation and helped bring about the Civil War.

### Early Opposition to Slavery

From the earliest days of the Republic, many Americans had opposed slavery. Many of the country’s founders knew that a nation based on the principles of liberty and equality would have difficulty remaining true to its ideals if it continued to enslave human beings. Quakers and Baptists in both the North and South had long argued that slavery was a sin. After the Revolution, Baptists in Virginia called for “every legal measure to [wipe out] this horrid evil from the land.”

**Gradualism** Early antislavery societies generally supported an approach known as gradualism, or the belief that slavery had to be ended gradually. First they would stop slave traders from bringing new slaves into the country. Then they would phase out slavery in the North and the Upper South before finally ending slavery in the Lower South. Slaveholders would also be compensated for their loss. Supporters of gradualism believed it would give the South’s economy time to adjust to the loss of enslaved labor.

**Colonization** The first antislavery societies also believed that ending slavery would not end racism in the United States. Many thought that the best solution was to send African Americans back to their ancestral homelands in Africa. In December 1816, anti-slavery reformers founded...
The American Colonization Society (ACS) to move African Americans to Africa. The society had the support of many prominent Americans, including James Madison, James Monroe, Henry Clay, Daniel Webster, and John Marshall.

By 1821 the ACS had acquired land in West Africa. The following year, free African Americans began boarding ships chartered by the society to take them to Africa. There they established a colony that eventually became the country of Liberia. It declared its independence as a republic in 1847 and adopted a constitution based on the U.S. Constitution. The capital, Monrovia, was named for President Monroe.

Colonization was never a realistic solution to racism. The cost of transportation to Africa was high, and the ACS had to depend on donations. Moving roughly 1.5 million African Americans from the United States to Africa was nearly impossible. Furthermore, most African Americans regarded the United States as their home and did not want to move to another continent. Only an estimated 12,000 African Americans moved to Africa between 1821 and 1860.

Abolitionism

Gradualism and colonization remained the main goals of antislavery groups until the 1830s, when a new idea, abolition, began to gain ground. Abolitionists argued that enslaved African Americans should be freed immediately, without gradual measures or compensation to former slaveholders.

Abolitionism began to gain support in the 1830s for several reasons. As with other reform movements of the era, it drew its strength from the Second Great Awakening, with its focus on sin and repentance. In the eyes of abolitionists, slavery was an enormous evil for which the country needed to repent.

Creating a Pamphlet

Step 4: Creating a Commercial Each group will write a commercial as a tool to further persuade others to support their reform movement.

Directions Have the groups write a script for their commercial. Groups can choose to perform their commercial in front of the class or prerecord the commercial, either audio or visual, and play it for the class.

Justifying Students will use facts to justify their argument in a persuasive audio or visual format. OL

(Chapter Project continued on the Visual Summary page)
The first well-known advocate of abolition was a free African American from North Carolina named David Walker, who published *Appeal to the Colored Citizens of the World*. In this pamphlet, Walker advocated violence and rebellion as the only way to end slavery. Although Walker’s ideas were influential, the rapid development of a large national abolitionist movement in the 1830s was largely due to the efforts of William Lloyd Garrison.

**William Lloyd Garrison** In 1829 Garrison became an assistant to Benjamin Lundy, the Quaker publisher of the Baltimore antislavery newspaper *Genius of Universal Emancipation*. Garrison admired Lundy but grew impatient with his gradualist approach. In 1831 Garrison moved to Boston where he founded the antislavery newspaper, the *Liberator*.

In the pages of the *Liberator*, Garrison published caustic attacks on slavery and called for an immediate end to it. He condemned colonization and attacked the Constitution because it did not ban slavery. To those who objected to his fiery language, he responded that the time for moderation was over:

> “I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth and as uncompromising as justice. On this subject, I do not wish to dwell, or speak, or write, with moderation. No! No! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually [remove] her babe from the fire into which it has fallen—but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not retreat a single inch—and I WILL BE HEARD.”

—from the *Liberator*, January 1, 1831

In Garrison’s opinion, the situation was clear: Slavery was immoral and slaveholders were evil. The only option was immediate and complete emancipation, or the freeing of all enslaved people. In 1833 Garrison founded the *American Anti-Slavery Society*. Membership grew quickly. By the mid-1830s, there were hundreds of society chapters, and by 1838, there were more than 1,350 chapters and over 250,000 members.

**Activity: Interdisciplinary Connection**

**Language Arts** Have students explore the significance of the slave narrative, as a source of history and as a literary genre, by selecting one to read and report on to the class. Explain that narratives were published as early as the mid-1700s. Many narratives were dictated to abolitionists who encouraged enslaved people to tell their stories to call attention to the evils of slavery. Over 2,000 first-person accounts of life in enslavement were collected as part of the Federal Writers’ Project of the Works Progress Administration during the 1930s. After students share their reports, discuss the genre as a class. **Ask:** How do you think people in the mid-1800s reacted to slave narratives? (Answers will vary, but may include the South seeing these narratives as personal attacks. In the North, the response may have been outrage and joining of antislavery cause.)

**Primary Source**

> “I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth and as uncompromising as justice. On this subject, I do not wish to dwell, or speak, or write, with moderation. No! No! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually [remove] her babe from the fire into which it has fallen—but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not retreat a single inch—and I WILL BE HEARD.”

—from the *Liberator*, January 1, 1831
Other Abolitionist Leaders  Garrison was not the only leader of the abolitionist movement. Theodore Weld, a disciple of the evangelist Charles Grandison Finney, was one of the most effective leaders, recruiting and training many abolitionists for the American Anti-Slavery Society. Arthur and Lewis Tappan, two devout and wealthy brothers from New York City, helped to finance the movement. The orator Wendell Phillips, the poet John Greenleaf Whittier, and many others became active in the cause as well.

Many women also gave their efforts to the abolitionist movement. Prudence Crandall worked as a teacher and an abolitionist in Connecticut, and Lucretia Mott—the women’s rights advocate—often spoke out in favor of abolitionism as well. Some Southern women also joined the crusade. Among the earliest were Sarah and Angelina Grimké, South Carolina sisters who moved north to work openly against slavery.

African American Abolitionists  Not surprisingly, free African Americans played a prominent role in the abolitionist movement. African Americans in the North, who numbered over 190,000 by 1850, endured much prejudice, but they cherished their freedom nonetheless. Even before Garrison launched his movement, African Americans had established at least 50 abolitionist societies in the North. When Garrison launched his newspaper, African Americans rushed to his support, not only buying the paper but also helping to sell it. Many began writing and speaking out against slavery and taking part in protests and demonstrations.

Frederick Douglass was one of the most prominent African Americans in the abolitionist movement. In 1838 Douglass had escaped from slavery in Maryland by posing as a free African American sailor. “I appear before the immense assembly this evening as a thief and a robber,” he told one Massachusetts group in 1842. “I stole this head, these limbs, this body from my master, and ran off with them.” Douglass published his own antislavery newspaper, the North Star, and wrote an autobiography, Narrative of the Life of Frederick Douglass, which quickly sold 4,500 copies after its publication in 1845.

In 1852 abolitionist and former slave Frederick Douglass gave a speech at the Fourth of July celebration in Rochester, New York:

**PRIMARY SOURCE**

“What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; . . . a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.”

—from The Frederick Douglass Papers

**DBQ Document-Based Questions**

1. **Making Inferences** Why do you think Douglass was invited to speak on the Fourth of July?
2. **Summarizing** How does Douglass characterize the Fourth of July celebrations from the viewpoint of an enslaved person?

**Answers:**

1. Possible answer: The Fourth of July is the anniversary of the signing of the Declaration of Independence, a founding document of the United States that argues for equality and liberty. Abolitionists believed that it was hypocritical of the nation to maintain legal slavery when it supposedly stood for liberty, equality, and justice.
2. as bombast, fraud, deception, impiety, and hypocrisy

**Leveled Activities**

**BL** Reading Skills Activity, URB, p. 85

**OL** Guided Reading Activity, URB, p. 115

**AL** Content Vocabulary Activity, URB, p. 91

**ELL** English Language Learner Activity, p. 89
Another important African American abolitionist was Sojourner Truth. She gained freedom in 1827 when New York freed all remaining enslaved people in the state. In the 1840s her antislavery speeches—eloquent, joyous, and deeply religious—drew huge crowds. Though lacking a formal education, Truth enthralled listeners with her folksy wit, engaging stories, contagious singing, and strong message:

**Primary Source**

“I have had five children and never could take one of them up and say, ‘My child’ or ‘My children,’ unless it was when no one could see me. . . . I was forty years a slave but I did not know how dear to me was my posterity.”

—from the Anti-Slavery Bugle, 1856

**Summarizing** How did William Lloyd Garrison work to end slavery?

Abolitionism was a powerful force, and it provoked a powerful public response. In the North, citizens looked upon the abolitionist movement with views ranging from support to indifference to opposition. In the South, many residents feared that their entire way of life was under attack. They rushed to defend the institution of slavery, which they saw as the key to the region’s economy.

**Analyzing VISUALS**

**Answers:**

1. the North; they are very critical of Southerners so it is unlikely that they were created in the South.
2. They are inflammatory images and the first one is extremely angry in its tone. Both depict Southerners as lawless and savage.

**Reading Check**

**Answer:** He founded the New England Anti-Slavery Society and American Anti-Slavery Society, and published the antislavery newspaper, the _Liberator_.

**Activity: Collaborative Learning**

**Dramatizing Escape** Organize the class into small groups for this activity. Have each group first do research to learn more about what it was like to live under slavery and the dangers African Americans faced if they attempted to escape. Then, have groups create an escape episode to dramatize. Stories can be about people fleeing via the Underground Railroad or attempting to escape independently. Some students should do the research, while others write dialogue, make props and costumes, or play roles in the dramatization.
Reaction in the North

While many Northerners disapproved of slavery, some opposed abolitionism even more. They viewed the movement as a threat to the existing social system. Some whites, including many prominent businesspeople, warned it would lead to war between the North and the South. Others feared it might create an influx of freed African Americans to the North, overwhelming the labor and housing markets. Many in the North also had no desire to see the South's economy crumble. If that happened, they might lose the money Southern planters owed to Northern banks, as well as the cotton that fed Northern textile mills.

Given such attitudes, it was not surprising that mobs in Northern cities also attacked abolitionists. A mob in Boston stoned and almost hanged Garrison, and Weld was frequently attacked following his public speeches. Arthur Tappan's home was sacked by a New York mob in 1834, and in 1837 abolitionist publisher Reverend Elijah P. Lovejoy was killed trying to protect his printing press. Yet Northerners also resented Southern slave-catchers, who kidnapped African American runaways in the North and hauled them back south. In response, several states in the North passed personal liberty laws restricting slave recapture.

Reaction in the South

To most Southerners, slavery was a “peculiar institution” vital to Southern life. While the North was building factories, the South remained agricultural, tied to cotton and the enslaved people who harvested it. Southerners responded to criticisms of slavery by defending the institution. South Carolina’s governor called it a “national benefit,” while Thomas Dew, a leading Southern academic, claimed that most slaves had no desire for freedom because of their close relationship with their slaveholders. “[T]hroughout the whole slaveholding country,” he declared, “the slaves of good [slaveholders] are his warmest, most constant, and most devoted friends.”

Eight months after Garrison first printed the Liberator in 1831, Nat Turner, an enslaved preacher, led a revolt that killed over 50 Virginians. Many Southerners thought papers like the Liberator sparked the rebellion. Garrison’s paper did not even circulate in the South, but furious Southerners demanded the suppression of abolitionist material as a condition for remaining in the Union. Southern postal workers refused to deliver abolitionist newspapers. In 1836, under Southern pressure, the House of Representatives passed a gag rule providing that all abolitionist petitions be shelved without debate.

For all the uproar it caused, the abolitionist movement remained small. Few people accepted the idea that slavery should be immediately eliminated. The crusade that William Lloyd Garrison started, however, and that thousands of men and women struggled to keep alive, became a powerful reminder that the institution of slavery fundamentally divided the nation.

Evaluating How did Northerners and Southerners view abolitionism differently?
**Chapter 6 • Visual Summary**

You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from glencoe.com.

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**Questioning**
Discuss with students the information provided in the Visual Summary. **Ask:** What information does it provide? (It provides a summary of the causes and effects of the chapter content focus, social, cultural, and political change and reform in the early 1800s.) Have students use the items in the Visual Summary to write questions and answers for a chapter quiz. Then have them exchange quizzes with a partner to check their knowledge of the chapter content. **OL**

**Visual/Spatial**
Have students use the information in the Visual Summary as a basis for designing a collage that represents many of the causes and effects of social change during the period covered in the chapter. Students should use varied materials, including images and type from old magazines and newspapers. Encourage students to be creative and to include words as well as images in their collages. Display completed collages in the classroom. **OL**

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**Causes of Social Change and Reform in the 1830s and 1840s**

**Political Change**
- States expand voting rights for white males by lowering or eliminating property qualifications.
- Andrew Jackson wins the presidency in the 1828 election.

**Social Change**
- Large numbers of Irish and German immigrants enter the United States.
- A religious revival—the Second Great Awakening—sweeps the country.
- New religious ideas and philosophies, such as romanticism, transcendentalism, and utopianism, gain support.
- Newspapers become cheap and are widely read, helping create a common popular culture.

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**Effects of Social Change and Reform in the 1830s and 1840s**

**Political Effects**
- Andrew Jackson wins the presidency and supports the spoils system.
- Political parties begin using the convention to nominate candidates instead of the caucus system.
- Government becomes more responsive to public opinion.
- Jackson blocks South Carolina’s attempts at nullification, pulls funds from the unpopular Bank of the United States, and supports the Indian Removal Act.
- Women begin demanding more political rights. Susan B. Anthony, Elizabeth Cady Stanton, and others organize the woman suffrage movement and issue the Declaration of Sentiments and Resolutions.

**Social Effects**
- Nativism gains support, leading to the creation of the anti-immigrant American Party—the “Know-Nothings.”
- New American literature is written, including works by Emerson, Thoreau, Irving, Hawthorne, Melville, Poe, Whitman, and Dickinson.
- Religious enthusiasm helps trigger a series of new reform movements, including efforts to reform prisons, mental institutions, and schools, and to reduce the consumption of alcohol.
- Efforts to end slavery gradually and through colonization give way to a rising abolition movement led by William Lloyd Garrison, Frederick Douglass, and others.

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**Hands-On Chapter Project**

**Step 5: Wrap Up**

**Creating a Pamphlet**

**Step 5: Writing an Informed Response** Have students respond to one of the pamphlets created by a group other than their own.

**Directions** Students should write an essay describing why they did or did not find the pamphlet persuasive. For example, did it influence them to support the reform or turn them against it?

**Comparing and Contrasting** As a group compare and contrast all of the pamphlets created by the class. Use this comparison to argue which of the reforms were most influential in United States history. **OL**
Reviewing Vocabulary
Directions: Choose the word or words that best complete the sentence.

1. As president, Andrew Jackson used which method of giving out government jobs?
   A the caucus system  
   B the spoils system  
   C the nullification system  
   D the American system

2. The philosophy of ________ encouraged people to let their souls reach out to embrace the beauty in the universe.
   A romanticism  
   B revivalism  
   C nativism  
   D transcendentalism

3. Under the guidance of religious leaders, associations known as ________ began to address social problems.
   A benevolent societies  
   B penitentiaries  
   C asylums  
   D seminaries

4. The ________ movement grew in popularity during the 1830s by rejecting efforts to gradually end slavery.
   A compensation  
   B demonstration  
   C abolition  
   D nullification

5. In his newspaper, the Liberator, William Lloyd Garrison called for the immediate ________ of enslaved people.
   A colonization  
   B abolition  
   C emancipation  
   D incarceration

6. In 1828 passage of which piece of legislation caused South Carolinians to threaten to secede from the Union?
   A the charter for the Second Bank of the United States  
   B the Tariff of Abominations  
   C the Force Bill  
   D the Indian Removal Act

7. Which Whig candidate won the presidential election in 1840?
   A William Henry Harrison  
   B John Tyler  
   C Andrew Jackson  
   D John C. Calhoun

8. In the early 1800s, the Know-Nothings developed in reaction to
   A Andrew Jackson’s push for expanded democracy.  
   B the Second Great Awakening.  
   C the transcendentalists.  
   D a huge influx of immigrants.

9. The teachings of the Second Great Awakening differed from earlier Protestant teachings in which way?
   A Its ministers preached that all people could attain salvation.  
   B Its ministers preached that God was a trinity.  
   C Its ministers preached that women could belong to the church.  
   D Its ministers preached the idea of nativism.

TEST-TAKING TIP
Unless you are sure you know the answer, always try to narrow down answer choices to at least two before making a final selection.

Answers and Analyses Reviewing Vocabulary

1. B The spoils system rewarded loyal party members in politics by appointing them to government positions. The name developed out of the saying “to the victor belong the spoils [of war].” Students may be tempted to choose A, which is also a vocabulary term in Section 1, but remind them that the caucus system was the method political parties used to choose candidates.

2. D Transcendentalism, practiced by artists and writers in New England, was a form of romanticism. Revivalism is not a movement. Nativism was a reaction against immigration.

3. A Tell students that benevolent means kind or compassionate. So, a compassionate society would care for others and try to improve society. Penitentiaries are prisons. Asylums housed the mentally ill. Seminaries are religious schools.

4. C The abolition movement gained supporters after gradualism and colonialism failed to provide a workable end to slavery in the United States. Abolitionists argued that the federal government should outlaw slavery immediately.

5. C To liberate is to free. To emancipate is to free. Students should connect the Liberator with freedom and abolition. William Lloyd Garrison was a prominent abolitionist. Students may be confused by B, abolition, which means to end, but in this case, it is not the best answer to the question, given the context of the chapter.

Reviewing Main Ideas

6. B To remember that the Tariff of Abominations caused South Carolina to threaten to secede, tell students that abominations are outrages or atrocities. It makes sense that something atrocious would have to happen to force a state to do something as drastic as threatening to secede from the U.S.

7. A William Henry Harrison defeated Martin Van Buren in the 1840 election. His vice president was John Tyler. The slogan “Tippecanoe and Tyler, Too” should help students remember this.

8. D Know-Nothings were members of the secret American Party, composed of nativists, those who discriminated against immigrants. Members when questioned said they “knew nothing” of the party.

9. A Ministers of the Second Great Awakening rejected the Calvinist idea that only a chosen few were predestined for salvation. All Christian groups preached the trinity and women had always been members of the churches, so B and C are incorrect. D is simply untrue.
10. C Dorothea Dix championed the cause of the mentally ill. She was appalled at the fact that mentally ill people were housed in awful conditions in prisons, and fought for the establishment of adequate mental health facilities.

11. B The Seneca Falls Convention was focused on women’s rights and is considered the beginning of the women’s rights movement. Stanton did propose that women should fight for the vote.

12. B Students must first connect the American Colonization Society with African Americans. The society was founded with the goal of moving free African Americans to Liberia, in West Africa. It acquired the land that became Liberia. However, the movement was not very successful.

13. D This question may be confusing to students, because three of the answer choices are partially correct; they include Frederick Douglass and Sojourner Truth. However, David Walker had not been enslaved. He was born free because his mother was free. The Grimké sisters were prominent white abolitionists. Benjamin Lundy was a Quaker who published an antislavery paper.

Critical Thinking

14. B Americans’ attitudes, as a whole, toward Native Americans changed little from colonial days. People wanted the land the Native Americans occupied. Therefore, the removal of Native Americans from the Southeast benefited Americans who wanted the land. A is not true; the East was not too crowded. American attitudes had not shifted so much that guilt was a prevailing feeling at the time. D is a contradiction of the correct answer.

15. D Reading the graph, the bar that represents the National Republican Party is by far the shortest on the graph.

16. C The Whigs, formed in opposition to Jackson, were not successful in defeating his successor, Martin van Buren, in 1836, but they did succeed in 1840 when William Henry Harrison won the election.
17. American education reformers believed that free public education was
   A important to create a skilled workforce.
   B the only way to prevent civil unrest.
   C necessary to maintain a democratic republic.
   D a risky experiment that could fail.

   Analyze the cartoon and answer the question that follows. Base your answer on the cartoon and on your knowledge of Chapter 6.

18. What does Jackson appear to be trampling underfoot?
   A Presidential veto orders
   B Declaration of Independence
   C Articles of Confederation
   D United States Constitution

19. What reasons does the author give for opposing free public education?

20. Do you think that the author’s arguments are valid? Explain your answer.

Extended Response
21. In the 1800s several important themes developed among America's writers and philosophers. Do you think that their writings influenced the reform movements in the United States during the early to mid-1800s? Write an essay in which you discuss the possible influences of romanticism and transcendentalism on reforms of the time. In your essay include an introduction, at least three paragraphs, and supporting details from the chapter.