Andrew Jackson

Manifest Destiny

Reform

Name__________________________

Class__________
Essential Questions

What qualities helped Andrew Jackson succeed?

Why did Andrew Jackson replace many officeholders?

Why did Andrew Jackson take on the Bank of the United States?

Why were Native Americans forced off their lands?

What was the Trail of Tears?
Vocabulary

Look each word up in your textbook. Many words can be found in the glossary. You may also have to look some up using the index. Write the definition or an explanation of each term below. Illustrate the term. Each illustration should include color.

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<tr>
<th>Term</th>
<th>Illustrate</th>
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<td>(p. 334)</td>
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<td>Tariff of Abominations</td>
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<td>Indian Removal Act</td>
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The purpose of this reading is to learn how Andrew Jackson was elected to the presidency. While you read try to figure out what “The Corrupt Bargain” was.

The Corrupt Bargain

The Election of 1824 was a very controversial election. Four candidates towered over the others: Andrew Jackson of Tennessee, the tall, war hero known as “Old Hickory”; Henry Clay of Kentucky, the gallant “Harry of the West”; William Crawford of Georgia; and the highly intelligent, experienced son of a founding father, John Quincy Adams of Massachusetts. Jackson was extremely popular with the people and won 153,544 popular votes easily outdistancing his second place opponent who was Adams with 108,740 votes. Unfortunately for Jackson he failed to receive a majority of the votes in the electoral college. According to the Constitution the election would then be decided by the House of Representatives.

Henry Clay and John Q. Adams who were from different parts of the country and barely knew each other had one thing in common. They both disliked Andrew Jackson and wanted to prevent him from becoming President. Clay met secretly with Adams and told him he would give him his support. It appears that they made some sort of deal or a bargain. Henry Clay, who was Speaker of the House encouraged people to vote for Adams as the next President. In return, Adams would appoint Clay as his Secretary of the State. In those days the Secretary of State was seen as a stepping stone to the Presidency with the last three presidents: Jefferson, Madison and Monroe all serving in that position.

On the House of Representative’s first vote, (thanks to Clay’s behind-the-scenes influence) John Q. Adams was elected President. This was the first time in history that the candidate with the most popular votes did not become President. When Clay was appointed by Adams as Secretary of State a few days later many of Jackson’s supporters, most of them common folk, raised a roar of protest against what became known as “The corrupt bargain.” As a result, John Q. Adams’ presidency began on a sour note. Many people felt that he was elected unjustly and Andrew Jackson was cheated out of the presidency.
Jackson immediately began campaigning for the Election of 1828. He argued that Adams had stolen the election from the American people. Jackson actively campaigned, holding rallies and giving speeches. Before the Election of 1828, most candidates for President refused to actively campaign. They relied on their supporters to express why they would make a strong leader. Jackson decided in 1828 to go to the people directly. He argued that he was one of them, born in a log cabin to a working-class family. He also emphasized his various military contributions to the United States. As a result of his campaign tactics, Jackson won the Election of 1828 relatively easily. Another reason he won was that all white male citizens were allowed to vote rather than just those that owned land.

This began what became known as the Jacksonian Era. The Jacksonian Era saw a great increase of respect and power for the common man, as voting rights were expanded to include all white male adult citizens. Jackson's inauguration reflected the spirit of Jacksonian Democracy. As Jackson traveled to Washington huge crowds gathered to cheer him along the way. Thousands of people came to Washington to see "their president" sworn in and then they followed him to the inaugural party at the White House. The mob of people, many of them drunken, stormed the White House and became disorderly. They broke dishes, destroyed the curtains and Andrew Jackson had to escape out of a rear door in order to avoid being crushed by the unruly mob of people who wanted to shake his hand. Jackson's critics said the scene showed that "King Mob" was now ruling the nation.

1. What was the corrupt bargain?

2. What was Jacksonian Democracy?

3. What qualities did Jackson have that made people believe that he was fighting for "The Common Man?"

4. How did Jackson's inauguration show the spirit of Jacksonian Democracy? (see next page)
Andrew Jackson's Inauguration in Washington, DC

Democracy
Jackson and the Bank War

Purpose of reading "Jackson and the Bank War" is to inform us why Jackson believed that the Bank only favored the rich. This reading helps to understand why so many people believed that while Jackson was a president he fought for the common man, not the wealthy and well educated.

Jackson bitterly hated the Bank of the United States (BUS). Jackson believed that the BUS was too powerful. The BUS controlled loans made by state banks and limited the amount of money state banks could loan. This practice hurt farmers and merchants who needed to borrow money. He also said that the Bank helped rich and powerful people at the expense of common people. As a Democratic-Republican Jackson considered himself a man of the people and like Thomas Jefferson he wanted to protect the interests of the common man.

Henry Clay of Kentucky and Daniel Webster of Massachusetts both strongly supported the national bank and believed the federal government should be very active in economic matters, even if the Constitution did not specifically grant it that power. Clay and Webster supported the renewal of the Bank's charter in 1832, although the original charter was not going to expire (end) until 1836. They thought that Jackson might veto the new charter and, in doing so, lose some of his support. They underestimated, however, both the public's dislike of the BUS and Jackson's political skill.

The Bank, said Jackson, was an "undemocratic, hydra monster" that was out of control. As the people's president, Jackson believed he had the responsibility to destroy it. He stated, "The bank is trying to kill me, but I will kill it!" After Congress passed a bill re-chartering the Bank, Jackson exercised his power as president and vetoed it.

After winning the election of 1832 Jackson decided to further weaken the BUS. He did this by withdrawing deposits from the bank and placing them into state banks that became known as Jackson's "pet banks". Most of the people in Jackson's cabinet disagreed with his decision to destroy the BUS. He had to remove his Secretary of the Treasury before he found one that would carry out these transactions.

In 1836, when it's charter expired, the Bank of the United States became just another Philadelphia bank. Five years later, it had to close its doors. Jackson had successfully killed the BUS. Many people felt that Andrew Jackson abused his power as president and acted more like a king. All previous presidents together had used the veto power only ten times yet Jackson had used the veto twelve times. Therefore they dubbed him "King Andrew the first." Henry Clay and Daniel Webster responded to Jackson's actions by forming a new political party known as the Whig Party. Whig had come to mean anyone who was opposed (against) a powerful chief executive.

1. Why did Jackson dislike the Bank of the United States?

2. How did Jackson react to the new Charter for the Bank of the United States?
3. What was the result of Jackson's actions?

4. What is Andrew Jackson standing on in this cartoon?

5. Why do you think the artist has him doing this?

6. How do you think the author of this cartoon feels about Andrew Jackson? Explain your answer.

Examples of Jackson fighting for the common man:
The Nullification Crisis

The purpose of reading this section is to understand why some people disliked the Tariff of 1828.

During Andrew Jackson's Presidency he faced a national crisis. In 1828 Congress passed a high tariff on imports coming into the country in hopes of helping the U.S. manufacturers. However, the people from the south were outraged by the tariff because they relied on cheap foreign imports in order to make a profit. They didn't think it was fair that Northern businessmen would profit while they were forced to pay higher prices. The Southerners quickly referred to this hated tax as the "Tariff of Abominations" or the "Black Tariff". Several states lowered their flags to half-mast in order to protest the tariff.

Jackson's Vice President, John C. Calhoun, was from South Carolina. He strongly opposed (against) the tariff and he secretly wrote a pamphlet saying that the tariff was unconstitutional. In his pamphlet Calhoun also suggested that states should be able to nullify (ignore) the tariff. He along with other leaders from South Carolina became known as "nullies". These "nullies" were determined to protect the rights of the states and refused to collect the tariff. Some Southerners called for Southern states to secede from the union.

Daniel Webster, who was a Senator from Massachusetts, stated that if we gave the states the power to nullify any federal law that they thought was unconstitutional, then the Nation would become too weak. Other states may begin nullifying Federal laws which would lead to the same problems that occurred under the Articles of Confederation when the states most of the powers. Hotheaded legislators from South Carolina responded to Webster by threatening to secede (break away) from the Union if the Federal government tried to force them to collect the tariffs.

President Jackson reacted violently to South Carolina's proposal to nullify the tariff. He threatened to use the army to enforce the law and he sent Federal warships into the harbor of Charleston, South Carolina. He even threatened to hang John C. Calhoun and the rest of the "nullies".

In 1832 Senator Henry Clay of Kentucky helped ease the tension between the North and the South by proposing a lower tariff to Congress. This new compromise tariff was passed and spared the North and the South from what almost became a violent conflict. South Carolinians were happy with the compromise tariff and held a huge celebration in Charleston. The rights of the states continued to be an important issue that divided the North and South and will ultimately be settled by a bloody Civil War which will begin in 1861.

Jackson's failing health precluded him from seeking a third term. After his term expired in 1837, his chosen successor, Martin Van Buren became President. Jackson retired to his home in Tennessee, the Hermitage. Shortly after Van Buren took office, Jackson recalled his only two missed opportunities as not being able to "shoot Henry Clay or hang John C. Calhoun.

1. Why was tariff of 1828 called the "Tariff of Abominations"?

2. Why is this reading titled "The Nullification Crisis"? Write 3-4 sentences.
The Trail of Tears

The purpose of this reading is to understand how the Indian Removal Act affected the Cherokee Nation.

The Native American tribes in the United States were coming under increasing pressure in the 1820s. The small northern tribes were forced to leave valuable lands, and were then located on lands considered worthless. Meaningless treaties were signed with chiefs, and then all tribal members were expelled.

The southern tribes were larger and more organized. Known as the Five Civilized Tribes, they included the Cherokees, Creeks, Chickasaws, Choctaws and Seminoles. The largest was the Cherokee nation, which had adopted many of the white man’s customs: religion, houses, clothing, and even slaveholding. About the only major difference between whites and the Cherokee was that Cherokee took baths more often.

Whites were jealous of the Cherokee, who lived on valuable cotton lands that they wanted for themselves. President Monroe resisted efforts to force Native Americans from their homes, and John Quincy Adams turned down a treaty signed by some Creek chiefs that was very unpopular with most of the tribal members.

Andrew Jackson became President in 1828. Gold was discovered in Georgia in 1829, and demands for land for cotton growers were increasing. These events led to the desire to move the Cherokee from the South. Jackson had been a soldier and had fought with Native Americans. He had little patience with their problems. It seemed to him that they would be better off away from whites, and some Native Americans agreed. Jackson recommended that the Cherokee be removed from their land to receive an equal amount of land west of the Mississippi River. Americans did not mind giving the Native Americans this land because the region was a vast desert.

During the fall and winter of 1838-39, General Winfield Scott conducted the roundup of Cherokees to be removed to the Indian Territory (now Oklahoma). Fifteen thousand Cherokees were forced to take the 1,200 mile route to the West. The Cherokees were treated cruelly by the soldiers who beat, robbed, and even raped them. Their livestock was stolen and their houses were burned. By far the worse enemy, however, was sickness. In the filthy trail camps, the heat of summer claimed many lives. Four thousand Cherokee died on what will become known as the Trail of Tears.

1. Why do you think this reading is entitled "The Trail of Tears"?
Look at the painting below. What does this painting show?
Andrew Jackson Historical Head Directions:

1) Draw a minimum of five images that symbolize or represent Andrew Jackson as President.

2) Neatly number each drawing on the historical head, then on the back of the paper you should write a sentence or two explaining what each of the numbered image/symbols represent.

3) The drawings should be neat, use color, and represent at least five different aspects of Andrew Jackson's presidency.
The Age of Jackson Skit Project

You will be working in groups of 4-5 in order to recreate events that occurred during the Age of Jackson.

Your group must complete the following steps:
1) Read about the assigned topic together.
2) Identify the main ideas and prepare brief notes for the class.
3) Be prepared to explain the political cartoon from your reading to the class.
4) Present your notes to the class in order to give them background information of the event.
5) Prepare and act out a skit showing the topic or event that you learned about.
6) Prepare visual aids and props for the notes and play.

Each of your group members will assume one of the following roles:
1) **Scriptwriters** (2) – create a skit which includes all team members; help creating props
2) **Notetaker** – writes notes on transparencies and works with presenter to identify the main idea. Must work with illustrator to determine appropriate visuals and props. Must oversee scriptwriters to make sure they focus on main ideas.
3) **Presenter** – presents the notes or background information to the class before the skit is performed. Helps notetaker identify main ideas and helps direct scriptwriters on the main ideas.
4) **Illustrator** – make visuals, create props for the play, collaborates with notetaker and script writers on appropriate visuals and notes.

It is important that all group members work as a team and help each other with each phase of the project.

**Criteria for Notes:**
Must focus on main ideas
Be brief! (No more than 30 words)
Do not just read off the notesheet

**Criteria for Skit:**
Between 3-5 minutes
Have a script that is accurate and focuses on the main idea
Have visuals and props to enhance your skit or notes presentation
Must be accurate and educational
Include all members of the group

You will be assigned one of the following topics:

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<td>Jackson’s Background</td>
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<td>Approach to Governing</td>
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<td>The Bank War</td>
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<td>The Nullification Crisis</td>
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<tr>
<td>Indian Policy</td>
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</tbody>
</table>
Grading:
Complete Detailed Notes – 5 points
Presentation of Notes – 5 points
Skit with Script – 10 points
Visuals and Props – 5 points
Teamwork – 5 points
Total grade = 30 points

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<thead>
<tr>
<th>TEAM SCORE</th>
<th>1</th>
<th>2</th>
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<td>Notes completed – all team members completed the notes as a group.</td>
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<td>Notes Presentation – accuracy, focuses on main ideas, student did not read off of the notes.</td>
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<td>Skit – accurate, informational, creative and well-prepresented</td>
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<td>Script – Focused on the main ideas. Realistic and accurate. Between two and five minutes.</td>
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<td>Visuals and Props – were there accurate visuals for the notes and props to help enhance the quality of the play</td>
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<td>Teamwork – did the group members help one another? Did each member do their part?</td>
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Team members will receive the same grade unless it is clear that some members did not contribute to the team effort.

Points will be removed from those who are not a good audience for their fellow classmates.
Essential Questions

What is Manifest Destiny?

What impact did Manifest Destiny have on Native Americans?
Vocabulary
Look each word up in your textbook. Many words can be found in the glossary. You may also have to look some up using the index. Write the definition or an explanation of each term below. Illustrate the term. Each illustration should include color.

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<td>annex</td>
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<td>forty-niner</td>
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<td>Brigham Young (p. 370)</td>
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<td>Gadsden Purchase (p. 366)</td>
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<td>Mexican Cession (p. 366)</td>
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<td>Treaty of Guadalupe Hidalgo (p. 366)</td>
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<td>Oregon Trail (p. 353)</td>
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**Manifest Destiny**

James Polk, who became US President in 1845 favored expansion. He had a goal: make Oregon, Texas and the Southwest (including California) part of the United States.

Here's how he succeeded.

<table>
<thead>
<tr>
<th>Oregon</th>
<th>Texas</th>
<th>Southwest</th>
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</thead>
<tbody>
<tr>
<td>1840s: Claimed and jointly occupied by Great Britain and the US</td>
<td>1820s: Owned by Spain, which invites Anglo settlers in.</td>
<td>1848: US wins the Mexican War</td>
</tr>
<tr>
<td>1845: President Polk demands the entire area from Great Britain.</td>
<td>1836: American settlers rebel and win independence.</td>
<td>1850: California becomes a US state (free)</td>
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<tr>
<td>1846 Compromise: US and Great Britain sign a treaty dividing the Oregon Territory at the 49th parallel (today's boundary).</td>
<td>1845: Texas joins the Union, becomes a US state (slave).</td>
<td>1850: New Mexico and Utah become US territories</td>
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<td>1846-1848: US fights war with Mexico, wins. Texas remains with US.</td>
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By 1853, the boundaries of the continental US were set. The expansion across the continent had succeeded.
John O'Sullivan, newspaperman (1845)

(Those who oppose the annexation of Texas by the United States have an) avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. ........Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward;...(it) is too evident to leave us in doubt of the manifest design of Providence in regard to the occupation of this continent.

...In the case of California...the Anglo-Saxon foot is already on its borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the plow and the rifle, and marking its trail with schools and colleges, courts and representatives halls, mills and meeting-houses. A population will soon be in actual occupation of California, over which it will be idle for Mexico and the dream of domination. They will necessarily become independent.

Directions: Read the quote above by John O'Sullivan. Then answer the questions to gain a better understanding of what “manifest destiny” means.

Define manifest:

Define destiny:

Using O’Sullivan’s statement, define the term manifest destiny:

What popularly held reasons does O’Sullivan state for expansion across the entire continent?
Manifest Destiny

Lithograph based on John Cast's "American Progress" ca. 1870

1. This picture is highly symbolic. Describe what is going on in the picture.

2. What do you think the artist is saying about America's migration west in the 1800s?

3. Define: Manifest Destiny
What words would pioneers use to describe their perspective on Western expansion?
1. Which of the following states was never a part of Mexico?
   A. Nevada
   B. Idaho
   C. Utah

2. English-speaking residents of the Mexican territory of Texas called themselves:
   A. Amexicans
   B. Texians
   C. Tex-Mexes

3. Based on the movie, which of the following conclusions can you make about General Santa Anna?
   A. He was more concerned with gaining power than human rights
   B. He was a great believer in democracy and individual rights
   C. He was a brilliant general and military tactician

4. Why did Mexico believe that Santa Anna's forced signing of the Treaties of Velasco made them invalid?
   A. As a military commander, Santa Anna was not empowered to sign treaties
   B. Santa Anna could not read English, so he couldn't understand the treaty
   C. In order for a peace agreement to be valid, both sides need to sign it voluntarily

5. What famous battle in the Texas Revolution drummed up American anger against Mexico?
   A. The Battle of Velasco
   B. The Battle of the Alamo
   C. The Battle of San Jacinto

6. What was Manifest Destiny?
   A. A campaign slogan used by President Andrew Jackson
   B. The name of the first railroad to cross the entire country
   C. A belief that America was meant to stretch from the Atlantic to the Pacific

7. What general and future U.S. President scored the first American victories in the Mexican-American War?
   A. Zachary Taylor
   B. James Polk
   C. Winfield Scott

8. Which future U.S. President opposed the Mexican-American War at the time of its declaration?
   A. James Polk
   B. Abraham Lincoln
   C. Andrew Jackson

9. What was the Gadsden Purchase?
   A. A chunk of land bought by America from Mexico a few years after the war
   B. An attempt by Polk to buy Texas and California from Mexico
   C. The ransom the Mexican government had to pay to free Santa Anna

10. Why would the Mexican-American War have caused so much lingering resentment among Mexicans?
    A. Any major military defeat is bound to upset the populace
    B. They were close to winning the war until the very end, when General Scott entered Mexico City
    C. It was an unprovoked war that resulted in the loss of more than half of their land
Map: Using textbook page 367 as well as the map in the front of the room and an atlas, label the following regions.

Oregon Country (orange)
Mexican Cession (pink)
Gadsden Purchase (purple)
Texas Annexation (yellow)
Louisian Purchase (green)
Red River Basin (blue)
Florida (red)

You MUST label the region. You MUST include the date each region was annexed to the USA. You MUST color the region with the appropriate color.
Mountain Men

Read pages 349 through 354 in your textbook. List details about the lifestyle and behavior of Mountain Men as you read. Mountain Men tried to "out-brag" and "out-lie" each other. Select a lighthearted, familiar tune for which original lyrics can be written. Write a song that Mountain Men might have sung during a rendezvous. In the spirit of fun, exaggeration is encouraged!
Brainstorm a list of why people moved west.
Essential Questions

Why did educational reformers think all citizens should attend school?

How did some Americans work to eliminate slavery?

Why did some Americans fear the end of slavery?

How were the antislavery and women's rights movements related?

What progress toward equality did women make in the 1800s?
Vocabulary

Look each word up in your textbook. Many words can be found in the glossary. You may also have to look some up using the index. Write the definition or an explanation of each term below. Illustrate the term. Each illustration should include color.

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An Era of Reform

18.1 Introduction

In 1851, a group of people gathered in a church to discuss the rights of women. A tall African American woman made her way through the crowd and sat down. Her name was Sojourner Truth. Back when she was a slave, she had learned to pay careful attention to white people. Now she listened as whites discussed whether women should have the same rights as men.

Sojourner heard one minister after another explain that women didn’t need more rights because they weren’t smart or strong enough to do much besides raise children. “Women, they argued, needed help from men. One man summed it up by saying, “Women are weak.”

With that, the former slave had heard enough. She rose slowly to her stately height of six feet and walked to the pulpit. The room grew quiet as everyone waited for her to speak.

“The man over there says women need to be helped into carriages and lifted over ditches and over puddles, and have the best places everywhere!” She began. “Nobody helped me into carriages or over puddles, or gives me the best place.”

Her voice rose to a thunderous pitch. “And ain’t I a woman? Look at my arm! I have plowed and planted and gathered into barns, and no man could head [outdo] me—and ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! I have borne thirteen children, and seen most of ‘em sold into slavery, and when I cried out with my mother’s grief, none but Jesus heard me—and ain’t I a woman?”

When she finished, people applauded. Some cried. One witness said, “She had taken us up in her strong arms and carried us safely.”

As a woman and a former slave, Sojourner Truth represented two of the great reform movements in America in the 1800s. Between about 1820 and 1850, American reformers devoted themselves to such causes as ending slavery, promoting women’s rights, and improving education. As you will read in this chapter, women like Sojourner Truth not only participated in these movements, but emerged as powerful leaders.
The purpose of this section is to discover the roots or causes of the reform movements in the USA.

18.2 Planting the Seeds of Reform

It was fitting that the meeting attended by Sojourner Truth took place in a church. Many of the impulses to reform American society began with new religious movements.

The Second Great Awakening. One such movement was the Second Great Awakening of the 1820s and 1830s. Day after day, people gathered in big white tents to hear a message of hope. "Repent and you shall be saved," preachers cried. Their listeners prayed, shouted, and sang hymns. Sometimes they cried for hours or fell down in frenzies.

Like the First Great Awakening during colonial days, this religious movement fired people's emotions and inspired them to become better Christians. But it also offered something new. In the past, most Christian ministers had said that people didn't control their own fates. God had already decided who would be saved and who would suffer eternal punishment. Therefore, there was little reason to perform good deeds like helping the poor.

In the early 1800s, however, preachers told their flocks that everyone could gain forgiveness for their sins. And one way to be saved was to do good works. Christians, they said, could build "heaven on Earth."
This optimistic message attracted enthusiastic followers throughout the West and North. The movement inspired many women to become preachers and missionaries. And it gave men and women alike a reason to work for the improvement of society.

**Optimistic Ideas** Other optimistic, nonreligious ideas also inspired Americans during this time. Writers urged people to follow their own hearts to improve their lives. One of the most famous was Henry David Thoreau. “If a man does not keep pace with his companions,” wrote Thoreau, “perhaps it is because he hears a different drummer. Let him step to the music he hears.”

To many people, the election of Andrew Jackson as president in 1828 was proof that individuals could change society for the better. Born in a backwoods settlement, Jackson had never attended college. Yet he had achieved fame as a soldier and Indian fighter, and eventually became president. His supporters rejoiced that ordinary people could participate in democracy and even rise to positions of leadership.
Chapter 15
An Era of Reform (1820-1860)

Section 1
The Spirit of Reform

Vocabulary

reform a change to improve something

temperance movement a campaign against alcohol

Summary

Between 1820 and 1860, a variety of reform movements sprang up in the United States. These reform movements had both political and religious roots.

The political roots of reform went back to the ideals expressed in the Declaration of Independence. These ideals included liberty and equality. Some reformers pointed out that slaves had no liberty. Others argued that women had few rights.

The religious roots of reform included the Second Great Awakening. This was a religious movement that swept the country in the early 1800s. As a result of this movement, many people decided to reform their personal lives. Some felt that they should also reform society.

Reformers had a number of goals. (See chart.) One of the most important areas in which reformers worked was education. Before the 1820s, few American children attended school. Public schools were rare and teachers were poorly trained and paid. Education reformers urged that more money be spent on education. By the 1850s, most northern states had set up public elementary schools. Education in the South was slower to improve. In most parts of the country, African Americans had little chance to go to school.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
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</thead>
<tbody>
<tr>
<td>Mistratment of the mentally ill</td>
<td>New mental hospitals built.</td>
</tr>
<tr>
<td>Poor prison conditions</td>
<td>Better prisons built; cruel punishments outlawed.</td>
</tr>
<tr>
<td>Alcohol abuse</td>
<td>Temperance movement; sale of alcohol banned by some states.</td>
</tr>
<tr>
<td>Limited educational opportunities</td>
<td>More public schools built; colleges opened for teacher training; schools opened for the deaf and blind.</td>
</tr>
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1. What were the roots of the reform movements of the mid-1800s?

2. Identify two problems and describe the responses of the reformers.
18.3 Reforming the Treatment of Prisoners and the Mentally Ill

One day in 1841, a Boston woman named Dorothea Dix agreed to teach Sunday school at a jail. Dix believed that she was simply doing her Christian duty. She didn’t plan on starting a reform movement. But what she witnessed that day changed her life forever.

Observing Horrors Dix was horrified by what she found. Many inmates were bound in chains and locked in cages. Children who had been accused of minor thefts were jailed with adult criminals. Were conditions this bad everywhere? she wondered.

To find out, Dix visited hundreds of jails and prisons throughout Massachusetts. She also visited debtors’ prisons, or jails for people who owed money. At about this time, more than 75,000 Americans were in debtors’ prisons. Most of them owed less than 20 dollars. While they were locked up, they could not earn money to repay their debts. As a result, they remained imprisoned for years.

The Plight of the Mentally Ill What shocked Dix most of all was the way mentally ill people were treated. Most people who were judged “insane” were locked away in dirty, crowded prison cells. If they misbehaved, they were whipped. Dix and other reformers believed that insanity should be treated as a disease, not a crime.
Massachusetts did have one hospital for the mentally ill, called an asylum. Sending the mentally ill there was much better than putting them in prison. They needed treatment and care, not punishment. But only the wealthy could afford to send a family member to the asylum. Even so, it was filled to overflowing. The state needed more mental hospitals.

Dix believed that such conditions existed mostly because people didn’t know about them. For two years, she quietly gathered firsthand information about the horrors she had seen. Then she prepared a detailed report for the Massachusetts state legislature. “I come as the advocate of helpless, forgotten, insane, and idiotic men and women,” she said. “I proceed, gentlemen, to briefly call your attention to the present state of insane persons, confined...in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience.”

Establishing Better Conditions
Shocked by Dix’s report, the lawmakers ordered thousands of copies to be printed and distributed. They also voted to create public asylums for the mentally ill.

Inspired by her success in Massachusetts, Dix visited prisons in other states as well. After she prepared reports demanding justice for the mentally ill, those states also created special mental hospitals.

Dix continued working on behalf of prisoners and the mentally ill for the rest of her life. By the time she died in 1887, state governments no longer put debtors in prison. Most had created special justice systems for children in trouble. And many had outlawed cruel punishments, such as branding people with hot irons.

Dix demonstrated that reformers, including women, could lead society to make significant changes. But to do so they needed courage, dedication, and a willingness to speak out in public against injustices.
18.4 Improving Education

A second reform movement that won support in the 1800s was the effort to make education available to more children. The man who led this movement was Horace Mann, “the father of American public schools.”

The Need for Public Schools  As a boy in Massachusetts in the early 1800s, Horace Mann attended school only ten weeks a year. The rest of the time, he had to work on the family farm.

Mann was lucky to have even this limited chance to attend school. In Massachusetts, Puritans had established town schools. Few other areas had public schools—schools paid for by taxes. Wealthy parents sent their children to private school or hired tutors at home. On the frontier, 60 children might attend a part-time, one-room school. Their teachers had limited education and received little pay. Most children simply did not go to school at all.

In the cities, some poor children stole, destroyed property, and set fires. Reformers believed that education would help these children escape poverty and become good citizens. Influenced by its big cities, New York set up public elementary schools in every town as early as the 1820s.

Meanwhile, in Massachusetts, Horace Mann became the state’s supervisor of education. In towns and villages, he spoke out on the need for public schools. “Our means of education,” he stated, “are the grand machinery by which the ‘raw material’ of human nature can be worked up into inventors and discoverers, into skilled artisans and scientific farmers.”

Citizens in Massachusetts responded to Mann’s message. They voted to pay taxes to build better schools, to pay teachers higher salaries, and to establish special training schools for teachers.

An Unfinished Reform  By 1850, many states in the North and West used Mann’s ideas. Soon most white children, especially boys, attended free public schools.

But America still did not offer education to everyone. Most high schools and colleges did not admit girls. States as far north as Illinois passed laws to keep African
Americans out of public schools. When towns did allow African Americans to attend school, most made them go to separate schools that received less money. In the South, few girls and no African Americans could attend public schools.

Education for girls and women did make some progress. In 1837, Ohio's Oberlin College became the first college to admit women as well as men. When states started the first public universities in the 1860s, most accepted female students.

African Americans, however, had few options. When Prudence Crandall admitted an African American girl to her girls' school in Connecticut, white parents took their children out of the school. Crandall responded by having all African American students. Enraged, white people threw stones at the school and had Crandall jailed. After two years, she was forced to close her school.

Horace Mann realized that much more needed to be done to increase educational opportunity for women and African Americans. He became the first president of a new college for men and women, Antioch College in Ohio. There, he urged his students to become involved in improving society. “Be ashamed to die,” he told them, “until you have won some victory for humanity.”

### 18.5 Fighting Slavery

In 1835, a poster appeared on walls throughout Washington, D.C. The poster showed two drawings. One drawing, labeled “The Land of the Free,” showed the founding fathers reading the Declaration of Independence. The other, labeled “The Home of the Oppressed,” showed slaves trudging past the Capitol building, the home of Congress. The poster posed a challenging question: How could America, the “land of the free,” still allow slavery? By the 1830s, growing numbers of people were asking this question. They were called abolitionists.

**The Struggle Begins** Some Americans had opposed slavery even in Revolutionary War times. Quakers stopped owning slaves in 1776. By 1792, every state as far south as Virginia had anti-slavery societies.

Once the slave trade ended in 1808, northern shipping communities had no more interest in slaves. Still, northern factory owners liked the cheap cotton that the South provided. Although slavery ended in the North by the early 1800s, many northerners still accepted southern slavery.

Unlike their neighbors, abolitionists wanted to end slavery. But they did not always agree about how to do it. Radicals tried to inspire slaves to rise up in revolt. Others wanted to find a peaceful way to end slavery.
immediately. Moderates wanted to give slaveholders time to develop farming methods that didn’t rely on slave labor.

From the early days, both blacks and whites worked in the abolition movement, sometimes together, sometimes separately. Black activists often maintained their independence. One African American journalist wrote, “As long as we let them think and act for us...they will outwardly treat us as men, while in their hearts they still hold us as slaves.”

In 1831, a deeply religious white man, William Lloyd Garrison, started a fiery abolitionist newspaper, the Liberator. Braving the disapproval of many northerners, Garrison demanded the immediate freeing of all slaves. “I will be as harsh as truth,” he wrote. “I will not retreat a single inch—and I will be heard.” Angry pro-slavery groups destroyed Garrison’s printing press and burned his house.

**Frederick Douglass Speaks Out** One day, Garrison heard an escaped slave, Frederick Douglass, speaking to a meeting of abolitionists. Over six feet tall, Douglass spoke with a voice like thunder. When he described the cruel treatment of slave children, people cried. When he made fun of ministers who told slaves to love slavery, people laughed. When he finished, Garrison jumped up and cried, “Shall such a man be held a slave in a Christian land?” The crowd called out, “No! No! No!”

Frederick Douglass quickly became a leader in the abolitionist movement. His autobiography (the story of his life) became an instant bestseller. A brilliant, independent thinker, Douglass eventually started his own newspaper, North Star. Its motto read, “Right is of no sex—Truth is of no color—God is the father of us all, and we are all Brethren.”

**Women Get Involved** Many women were inspired by the religious reform movement to become involved in the fight against slavery. Like other abolitionists, they sometimes faced violence. When a young woman named Angelina Grimke spoke against slavery, an anti-abolition mob threw stones. When she kept speaking, they burned the building.

Angelina and her sister Sarah had been raised in a South Carolina slave-holding family. After traveling North and becoming Quakers, they saw slavery in a new way. The two sisters began speaking out about the poverty and pain of slavery. At first they spoke only to other women, but soon they were speaking to large groups of men and women throughout the North.

The Grimkes led the way for other women to speak in public.

Some abolitionists, like Sojourner Truth, were former slaves. Truth had always been strongly spiritual and had preached throughout the North at religious meetings and on street corners. But when she met Douglass and Garrison, their enthusiasm inspired her to speak out about slavery. An outstanding speaker, Truth argued that God would end slavery peacefully.

Abolitionists were a minority, even in the North. But their efforts, and the violence directed against them, helped change northerners’ attitudes toward slavery. In addition, the anti-slavery fight helped pave the way for the next great reform movement, the struggle for women’s rights.
Section 2  The Fight Against Slavery

Vocabulary
abolitionist  person who wanted to end slavery
underground railroad  a network of abolitionists who secretly helped slaves escape to freedom

Summary
During the mid-1800s, a growing number of reformers spoke out against slavery. These reformers were white and black, men and women. They were known as abolitionists. (See diagram.)

Some abolitionists helped people escape from slavery on the underground railroad. Both white and black "conductors" guided runaway slaves to secret "stations" where they could hide. One of the most famous conductors was Harriet Tubman. After escaping slavery herself, Tubman went back to the South 19 times. She guided more than 300 slaves to freedom.

Many Americans reacted angrily to the abolitionists. Some northerners owned businesses that depended on southern cotton. They saw attacks on slavery as a threat to their way of making a living. Some northern workers feared that freed slaves would take their jobs away by working for less money. Sometimes, mobs attacked abolitionists and broke up anti-slavery meetings.

Slave owners defended the system of slavery. They argued that slaves were treated well and were better off than northern workers. Many southerners believed that northerners wanted to destroy their way of life.

FAMOUS ABOLITIONISTS

Harriet Tubman
• Escaped slave
• Conductor on the Underground Railroad

Angelina and Sara Grimké
• Daughters of a slave owner
• Gave speeches against slavery

Frederick Douglas
• Escaped slave
• Publisher of the North Star, an antislavery newspaper

William Lloyd Garrison
• Publisher of the Liberator, an antislavery newspaper

1. Why did some northern business owners oppose abolitionists?

2. What were two ways that abolitionists fought slavery?
Harriet Tubman, from "She Ran a Railroad"
1. How did Harriet Tubman escape slavery?

2. What was the Underground Railroad?

3. What did Tubman do to help 300 slaves?

4. According to the Fugitive Slave Act of 1850, what could happen to runaway slaves who went north?

5. Who would see Tubman as a hero? Who would see her as a Criminal?

Frederick Douglass, from "Freedom Fighter"
1. Frederick Douglass said that he would rather, "...be killed running than

2. How did Douglass escape slavery?

3. How was it that Douglass bought his freedom?

4. In what near-by city did Douglass live later in life?
5. Explain three ways that Douglass worked for abolition:
   1)
   
   2)
   
   3)

   **William Lloyd Garrison**, from *"I will be Heard!"*
   
   1. What was Garrison’s hope for slavery?

   2. What did he do to share his opinion?

   3. Slavery was outlawed in the North. Why did some northerners want slavery to continue in the South?

   4. What does Garrison mean when he says he will not excuse anyone?

   5. What group did Garrison start to fight slavery?

   6. When was slavery ended in America? What ended it?
In this painting, women are represented in traditional ways—shy, in the background, or serving men. During the Era of Reform, many women began to work to change and expand the way women were viewed.

18.6 Equal Rights for Women

Women abolitionists were in a strange position. They were trying to convince lawmakers to make slavery illegal, yet they themselves could not vote or hold office. They worked to raise money for the movement, yet their own money and property were controlled by their fathers and husbands. They spoke out against slave beatings, yet their husbands could discipline them whenever they wanted.

Even wealthy women like the Grimke sisters started to see that women and slaves had much in common. “What then can woman do for the slave,” asked Angelina, “when she herself is under the feet of man and shamed into silence?”

The Struggle Begins The organized movement for women’s rights was sparked by the friendship between Lucretia Mott and Elizabeth Cady Stanton. The two women met in 1840 at the World Anti-Slavery Convention in London. When they arrived, they were outraged to discover that women were not allowed to speak at the meeting. The men who ran the convention even made women sit in the balcony, behind a curtain!

The men’s decision may have backfired, because it was in the balcony that Mott and Stanton met. At first glance, the two women seemed quite different. Mott was 47 years old, the mother of four children, and an active reformer. Inspired by the Grimke sisters and her own Quaker faith, she had preached against slavery in both white and black churches. She had also helped Prudence Crandall try to recruit students for a school for black girls.
Stanton was 25 years old and newly married. She had never spoken in public. As a young girl, she had overheard women beg her father, a judge, to protect them from husbands who had beaten them. He had to tell them that there was no law against it. Later, she attended Troy Female Seminary, the nation’s first high school for girls. She knew from her studies in history that America did not treat women fairly. When she met Lucretia Mott in London, she readily agreed that something had to be done about the injustices suffered by women.

Unequal Treatment of Women  Even a fine education like Stanton’s did not assure women equal treatment. When Lucy Stone graduated from Oberlin College, the faculty invited her to write a speech. But a man would have to give the speech, since the school would not allow women to speak in public! Stone refused. After graduation, she spoke out for women’s rights. Because women could not vote, she refused to pay property taxes. “Woman suffer taxation,” she said, “and yet have no representation.”

Stone’s sister-in-law, Elizabeth Blackwell, wanted to be a doctor. She knew mathematics, science, and history. She had even been tutored by a helpful doctor. Yet she was rejected by 29 medical schools before one finally accepted her. She graduated at the top of her class, becoming the country’s first female doctor. Still, no hospitals or doctors would agree to work with her.

To overcome such barriers, women would have to work together. By the time Elizabeth Cady Stanton and Lucretia Mott left London, they had decided “to hold a convention…and form a society to advocate the rights of women.”

18.7 The Seneca Falls Convention and the Declaration of Sentiments

Eight years passed before Stanton and Mott met again. Over afternoon tea at the home of Mott’s sister, they decided to send a notice to the local newspaper announcing a women’s convention in Seneca Falls, New York. The organized movement for women’s rights was about to begin.

The Declaration of Sentiments  On July 19, 1848, almost 300 people, including 40 men, arrived for the Seneca Falls Convention. Many were abolitionists, Quakers, or other reformers. Some were local housewives, farmers, and factory workers.

The convention organizers modeled their proposal for women’s rights, the Declaration of Sentiments, on the Declaration of Independence. “We hold these truths to be self-evident,” the document began, “that all men and women are created equal.”

Just as the Declaration of Independence listed King George’s acts of tyranny over the colonists, the new declaration listed acts of tyranny by men over women. Man did not let woman vote. He did not give her property rights, even to her own wages. He did not allow her to practice professions like medicine and law.
Stanton’s presentation of the declaration at the convention was her first speech. A few other women also summoned the courage to speak. One of them, Charlotte Woodward, was a 19-year-old factory worker. “Every fiber of my being,” she said, “rebelled [against] all the hours that I sat and sewed gloves for a miserable pittance which, after it was earned, could never be mine.”

**Debate about the Right to Vote** The convention passed resolutions in favor of correcting these injustices. Then Stanton proposed that women demand the right to vote. For many, this step was too big. Even Mott cried, “Thou will make us ridiculous! We must go slowly.” At this point, Stanton received powerful support from another participant at the convention, Frederick Douglass. Everyone who believed that black men should have the right to vote.

Douglass argued, must also favor giving black women the right to vote. And that meant all women should have this precious right. Inspired by Douglass’s speech, the convention voted narrowly to approve this last resolution.

**The Legacy of Seneca Falls** The Seneca Falls Convention helped to create an organized campaign for women’s rights. Sojourner Truth, who would later mesmerize an audience by asking defiantly, “Ain’t I a woman?” became an active campaigner in the movement.

Elizabeth Cady Stanton didn’t like speaking at conventions, but she could write moving speeches. Fortunately, she made friends with Susan B. Anthony, a reformer with a flair for public speaking.

While Stanton stayed in Seneca Falls to raise her children, Anthony traveled from town to town, speaking for women’s rights. Of their lifelong teamwork, Stanton said, “I forged the thunderbolts, she fired them.”

Slowly, reformers for women’s rights made progress. New York gave women control over their property and wages. Massachusetts and Indiana passed more liberal divorce laws. Elizabeth Blackwell started her own hospital, including a medical school to train other female doctors.

Other reforms would take decades to become reality. Of all the women who signed the declaration at Seneca Falls, just one would live to vote for president legally — Charlotte Woodward.
Excerpt A:
"He has never permitted her to exercise her inalienable (undeniable) right to the elective franchise (vote). He has compelled her to submit to laws, in the formation of which she had no voice."

1. Rewrite the above excerpt from the Declaration of Sentiments, using simpler language that a classmate would understand.

Excerpt B:
"He has monopolized (dominated) nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration (pay)."

2. Rewrite the above excerpt from the Declaration of Sentiments, using simpler language a classmate would understand.

Excerpt C:
"He has denied her the facilities for obtaining a thorough education, all colleges being closed against her."

3. Rewrite the above excerpt from the Declaration of Sentiments, using simpler language a classmate would understand.

Excerpt D:
"He has created a false sense of public sentiment by giving to the world a different code of morals for men and women."

4. Rewrite the above excerpt from the Declaration of Sentiments, using simpler language a classmate would understand.
Section 3  Struggle for Women's Rights

SUMMARY

Women had few political or legal rights in the early 1800s. They could not vote or hold office. When a woman married, her husband became owner of all her property. If a woman worked, her wages belonged to her husband. A husband could hit his wife, as long as he did not seriously hurt her. In the mid-1800s, some women and men began to work for women’s rights.

In 1848, 200 women and 40 men met to discuss problems faced by women. This meeting was called the Seneca Falls Convention. The people at the meeting wrote a declaration that demanded equality for women. They also demanded the right to vote for women.

The situation of women slowly improved in some ways. (See chart.) Legal rights were given to women in some states. In New York, for example, married women were allowed to keep their own property and wages. Educational opportunities for women also increased. However, leaders of the women’s rights movement, including Susan B. Anthony and the former enslaved African American Sojourner Truth, knew that their work was just beginning. The struggle for equal rights for women would last many years.

EARLY WOMEN'S RIGHTS MOVEMENT

EFFECTS

- Women’s rights leaders demand equal rights for women, including education, careers, and right to vote.
- Leaders use tactics, such as giving speeches.
- By mid-1800s, more schools are open to women, women gain legal rights in some states, and some women enter "male" careers.

1. What rights did women lack in the early 1800s?

2. How was the women’s rights movement related to the abolitionist movement?
Public School Interview

Interview an adult who is over 55 years of age to find out what they remember about their public school days. Before you conduct the interview, write FIVE questions about the information you wish to learn.

1.

2.

3.

4.

5.
Underground Railroad

Imagine that you are a reporter interviewing a slave who escaped on the Underground Railroad. Write FIVE questions you would ask about the journey. Record how you think the escaped slave would have responded to your questions.
Abolitionist Biography

Research the life of an abolitionist. Write a one page biography that describes important events in his or her life and his or her contribution as an abolitionist.
Reformer Raps

Directions:

• Create a 30 second song/rap about a reformer or a specific reform movement
• No more than four people in each group
• Choreography is encouraged 😊
• You may take a known song/rap and change the words for the purpose of this assignment
• All historical information must be accurate
• Props or Costumes should be used
• Rap/Song must show creativity
• All group members must be involved in the rap/song
• Your script should be typed (or neatly hand written) and turned in to teacher with all group members names on the script