



CHAPTER
14

A New Spirit of Change 1820-1860

Section 1 **The Hopes of Immigrants**

Section 2 **American Literature and Art**

Section 3 **Reforming American Society**

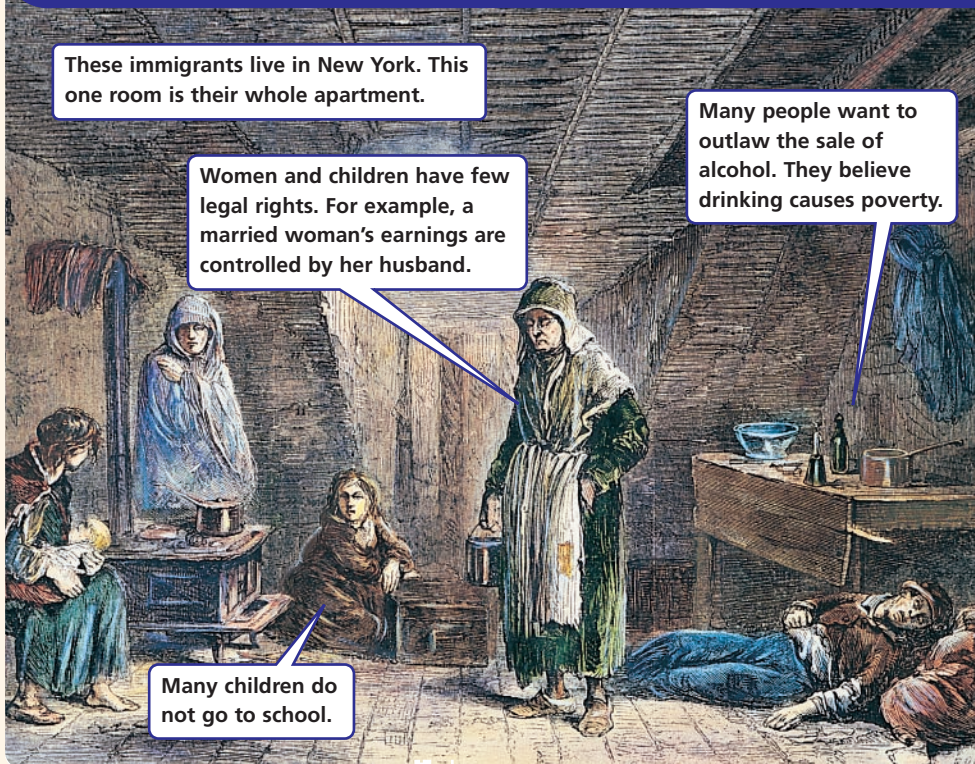
Section 4 **Abolition and Women's Rights**



Mathew Brady took this picture of New York City in 1860. It is one of the earliest photographs of a poor city neighborhood.



Interact *with* History



These immigrants live in New York. This one room is their whole apartment.

Women and children have few legal rights. For example, a married woman's earnings are controlled by her husband.

Many people want to outlaw the sale of alcohol. They believe drinking causes poverty.

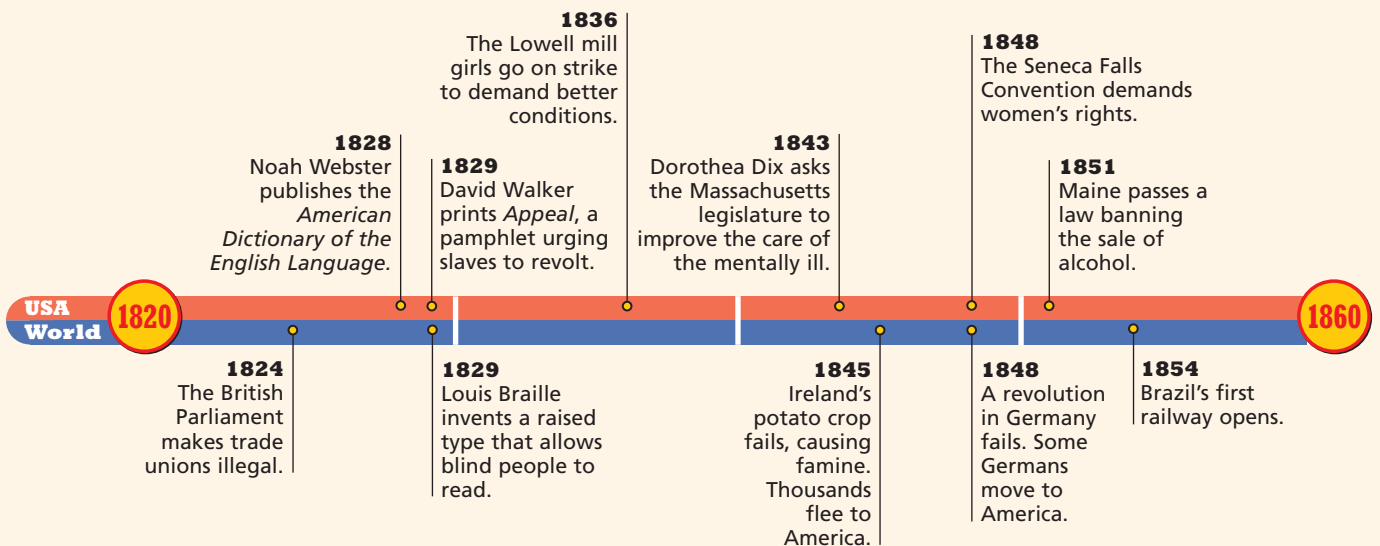
Many children do not go to school.

You are a writer who moves to New York in the mid-1800s. A newspaper hires you to write about reform. One day, you hear a speaker call for the end of slavery. Another day you talk to a factory worker whose pay has been cut. In the city, you see great poverty and suffering.

What Do You Think?

- How might you persuade Americans to change life in the city?
- What are the problems that you see in these two pictures?
- Should reform come about through new laws or through individual actions?

What reforms do you think will most benefit American society?





Chapter 14 SETTING THE STAGE

BEFORE YOU READ

Previewing the Theme

Impact of the Individual In the mid-1800s, millions of Europeans moved to the United States and changed its culture. Writers and artists also shaped American culture. In addition, many individuals worked to reform society in such areas as education and the antislavery movement. Chapter 14 describes how individuals changed America.



This engraving shows a woman teaching a young slave to read, even though it was illegal to do so. The boy grew up, escaped, and became a great reformer—Frederick Douglass.


What Do You Know?

What do you think were the worst problems in the United States in the mid-1800s? How do you think people tried to solve them?

THINK ABOUT

- stories or films that are set in this period
- problems that exist now
- the actions people take to solve today's problems


What Do You Want to Know?

 What would you like to learn about the way individuals changed the United States in the mid-1800s? Record your questions in your notebook before you read the chapter.

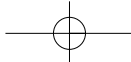
READ AND TAKE NOTES

Reading Strategy: Comparing To understand the many influences on U.S. culture, learn to compare. Comparing means examining the similarities between people, actions, or ideas. The chart below will help you compare the influences that various

people had upon America in the middle of the 19th century. Use the chart to take notes about how people changed America. Also take notes about people who tried to have an influence but failed.

 See Skillbuilder Handbook, page R9.

How People Influenced America in the Mid-1800s	
Immigrants	
Writers	
Reformers	
Abolitionists	
Women	



HISTORY WORKSHOP

Pack Your Trunk

For immigrants, packing up to go to a new land required making hard decisions. Wealthy people could ship belongings ahead. Most immigrants, though, carried their belongings in burlap bags, knotted sheets, large baskets, or small trunks. Even children carried small bundles. Only the very basic items or very precious ones could be taken to the United States. Baggage contained practical items such as tools and household items. But some had personal items such as portraits of loved ones. A few people even carried bags of dirt from their home country!

ACTIVITY Pack a trunk with items needed for a new life in the United States. Explain why you chose the items that you have packed. Finally, write a letter to a friend or relative back in Europe about your journey to the United States.

TOOLBOX

Each group will need:

a shoebox	markers or colored pencils
assorted magazines (optional)	3 x 5 note cards
craft sticks	masking tape
drawing paper or posterboard	styrofoam (optional)

STEP BY STEP

1 Form groups. Each group should consist of about four or five students. Assign group members the following tasks:

- Do research on what people brought with them when immigrating to the United States.
- Choose ten items that you will need for your new life.
- Present your items in class and give reasons for selecting them.

2 Research what immigrants brought with them. In the library or on the Internet (see Researching Your Project on the next page), research what immigrants brought with them to the United States. Make a list of everything you think you'll need for a new life in the United States. Some basic items included

- books
- favorite or special clothing
- toys
- important documents

Real immigrants brought these items to the United States: a mortar and pestle (used to grind spices or medicines), a shoe brush, a coffee grinder, and a paisley shawl.





HELP DESK

For related information, see pages 407–412 in Chapter 14.

Researching Your Project

- *They Sought a New World* by William Kurdek and Margaret S. Englehart
- *American Immigration* by Edward G. Hartmann

For more about immigration . . .



RESEARCH LINKS
CLASSZONE.COM

Did You Know?

Most immigrants traveled in **steerage** or third class. It was the lowest area of the ship, where a steering mechanism was located. A family “berth,” or space allotted, in steerage was about six feet square.

Before World War I, fares in steerage to the United States from Europe were never more than \$35 and by 1900 were as low as \$10.

Shipping companies often fed herring (a kind of fish) to the immigrants. Herring was cheap and nourishing. It was also thought to help prevent seasickness.

3 Create your items. From your list, choose ten items that you think will be most important to starting a new life. Then draw pictures of the selected items or cut pictures of them out of a magazine. Attach a craft stick to the back of the picture with masking tape.



4 Write reasons. Think of why you selected each of the ten items. Write the reasons for each item on a separate 3 x 5 note card. Attach each note card to the back of the corresponding picture.

5 Decorate the shoebox to look like a trunk. Using the masking tape, affix your pictures to the rim of the shoebox, or use styrofoam in the bottom of the box to insert the pictures.



6 Examine other groups' trunks. Walk around the room and examine the contents of the other groups' trunks. Compare your trunk with that of your classmates. Share your reasons for selecting certain items.

WRITE AND SPEAK

Write a descriptive letter. Use the point of view of an immigrant. Write a letter to someone in your homeland describing your journey to the United States. Your letter might also describe what you miss most (personal belongings or people, for example) since the move. Read the letters to others in your class.

REFLECT & ASSESS

- What priorities did you use in selecting items for your trunk?
- Which items would have to be left behind if you only had a small bag for your belongings?
- Why do you think other groups selected items different from yours?



1 The Hopes of Immigrants

TERMS & NAMES
 emigrant
 immigrant
 steerage
 push-pull factor
 famine
 prejudice
 nativist

MAIN IDEA

In the mid-1800s, millions of Europeans came to the United States hoping to build a better life.

WHY IT MATTERS NOW

These Germans, Irish, and Scandinavians had a strong influence on American culture.

ONE AMERICAN'S STORY

In June 1831, Gjert Hovland (YEHRT HAHV•LIHND) and his family left Norway for America. After a few years, Hovland wrote to a friend in Norway. He boasted that in the United States a poor man's vote counted as much as a rich man's vote. Americans could travel and work freely. The United States had so much opportunity that Hovland wondered why anyone would choose to stay hungry in Norway.

A VOICE FROM THE PAST

It would greatly please me to learn that all of you who are in need and have little chance of supporting yourselves and your families have decided to leave Norway and come to America; for, even if many more come, there will still be room here for all. Those who are willing to work will not lack employment or business here.

Gjert Hovland, letter to Torjuls Maeland, April 22, 1835

Millions of people like Hovland decided to become **emigrants**, or people who leave a country. Arriving in the United States, they became **immigrants**, or people who settle in a new country. This section explains how immigrants enriched the United States with their work and their cultures.

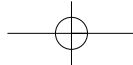


Advertisements for land attracted immigrants, who came to the United States with only what could fit in trunks like the one shown above.

Why People Migrated

Most immigrants endured hardships to come to America. Although some, like Hovland, brought their families, many immigrant men came alone and suffered loneliness. Nearly all immigrants made the ocean voyage in **steerage**, the cheapest deck on a ship. In steerage, hundreds of people lived jammed together for ten days to a month. Conditions were filthy. Many passengers became ill or died on the journey.

Despite the hard passage, immigrants flocked to the United States during the mid-1800s. They came from Britain, Ireland, Germany, Scandinavia (Sweden, Denmark, and Norway), and China. Most came from Europe. What made them come to America? Historians talk about



Push-Pull Factors of Immigration



1. Freedom
2. Economic opportunity
3. Abundant land



1. Population growth
2. Agricultural changes
3. Crop failures
4. Industrial Revolution
5. Religious and political turmoil



push-pull factors. These forces push people out of their native lands and pull them toward a new place. **Push factors** included the following:

1. **Population growth.** Better food and sanitation caused Europe's population to boom after 1750, and the land became overcrowded.
2. **Agricultural changes.** As Europe's population grew, so did cities. Landowners wanted to make money selling food to those cities. New methods made it more efficient to farm large areas of land than to rent small plots to tenants. So landlords forced tenants off the land.
3. **Crop failures.** Poor harvests made it difficult for small farmers to pay their debts. Some of these farmers chose to start over in America. Crop failures also led to hunger, causing people to emigrate.
4. **Industrial Revolution.** Goods produced in factories became cheaper than goods produced by artisans. Suddenly out of work, some artisans took factory jobs. Others emigrated.
5. **Religious and political turmoil.** To escape religious persecution, Quakers fled Norway and Jews left Germany. Also, many Germans came to America after a revolution in Germany failed in 1848.

Vocabulary
tenant: renter

Vocabulary
artisan: skilled worker

Immigrants chose the United States because of three main **pull factors**:

1. **Freedom.** As Gjert Hovland wrote, "Everyone has the freedom to practice the teaching and religion he prefers."
2. **Economic opportunity.** Immigrants sought a land where they could support their families and have a better future. Immigration often rose during times of U.S. prosperity and fell during hard times.
3. **Abundant land.** The acquisition of the Louisiana Purchase and the Mexican Cession gave the United States millions more acres of land. To land-starved Europeans, America was a land of opportunity.

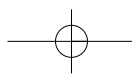
ReadingHistory

A. Solving Problems Many of the push factors were problems. Which pull factors were solutions to which problems?

Scandinavians Seek Land

Public land in America was sold for \$1.25 an acre, which lured thousands of Scandinavians. At first, their governments tried to keep them at home. A Swedish law of 1768 restricted the right to emigrate. But growing poverty in Scandinavia caused officials to cancel this law in 1840.

Scandinavian clergymen also tried to halt the emigration. At first, they warned their church members against leaving the homeland. Eventually, though, the preachers realized their words had little effect. Some of them even went to America themselves.



Reading History

B. Making Inferences Why do you think Scandinavians moved to places that felt familiar?

In the United States, Scandinavians chose regions that felt familiar. Many settled in the Midwest, especially Minnesota and Wisconsin. These states had lakes, forests, and cold winters like their homelands. A high proportion of Scandinavian immigrants became farmers.

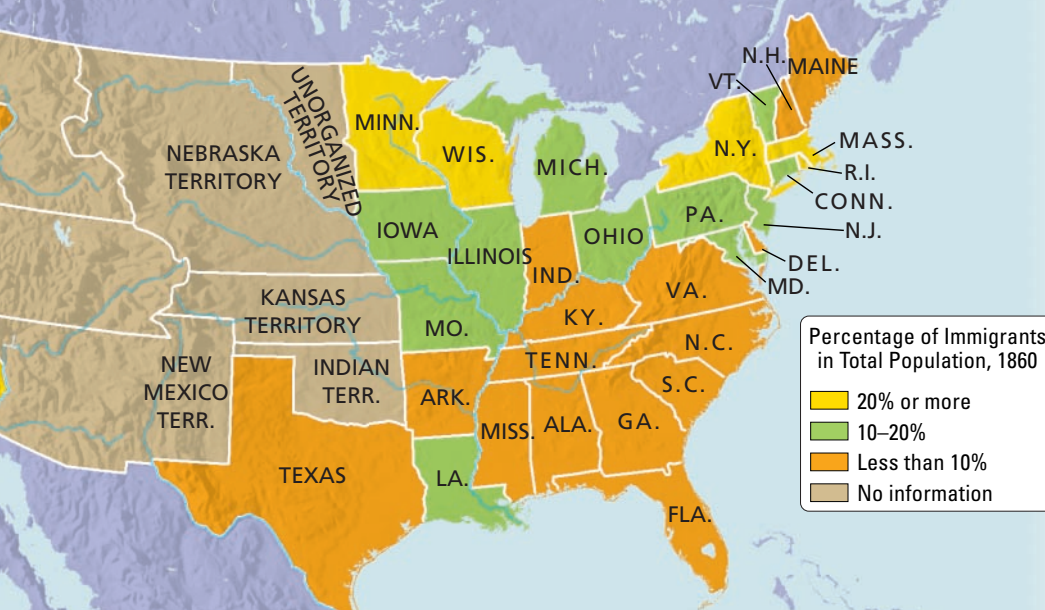
Germans Pursue Economic Opportunity

Like the Scandinavians, many Germans moved to the Midwest. Germans especially liked Wisconsin because the climate allowed them to grow their traditional crop of oats. Some moved to Milwaukee, Wisconsin, because the Catholic bishop there was German. (In the 1800s, German Christian immigrants included both Catholics and Protestants.)

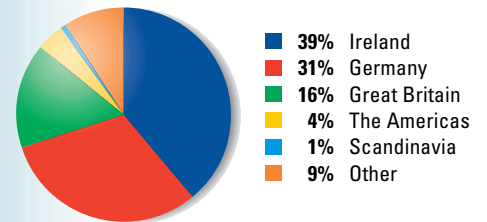
Germans also settled in Texas. In New Braunfels, a group of German nobles bought land and sold it in parcels to German immigrants. The town had to survive poor harvests and conflicts with Native Americans, but it eventually prospered. Germans also founded Fredericksburg, Texas, which still retains its German culture today.

Immigrants from Germany settled in cities as well as on farms or the frontier. German artisans opened businesses as bakers, butchers, carpenters, printers, shoemakers, and tailors. Many German immigrants achieved great success. For instance, in 1853 John Jacob Bausch and Henry Lomb started a firm to make eyeglasses and other lenses. Their company became the world's largest lens maker.

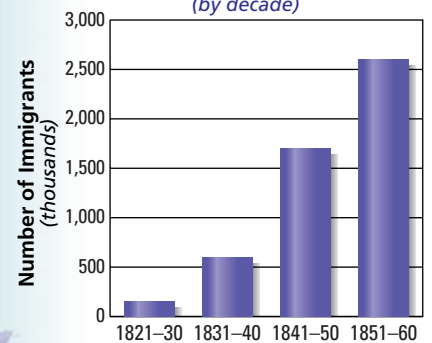
Immigration and Settlement, 1820–1860



Sources of Immigration, 1820–1860



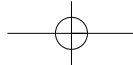
Immigration to the United States (by decade)



Source: Historical Statistics of the United States

GEOGRAPHY SKILLBUILDER Interpreting Maps

- 1. Place** Which states had the highest percentage of immigrants in 1860?
- 2. Region** Compare the settlement of immigrants in the North and the South. What do you know about the South that might account for this difference?



daily life

IMMIGRANT CULTURE

To maintain their culture, immigrants continued many of their traditional activities in the United States. For example, German culture is rich in music. German immigrants put together marching bands, symphony orchestras, and choruses.

In Ireland, many of the Irish had poured their energy into defying the British. This gave them experience with political organization. As a result, Irish immigrants became active in U.S. politics, especially in the cities.

Some German immigrants were Jews. Many of them worked as traveling salespeople. They brought pins, needles, pots—and news—to frontier homes and mining camps. In time, some opened their own general stores. Other Jews settled in cities, where many found success. For example, Alexander Rothschild worked as a grocer upon arriving in Hartford, Connecticut, in the 1840s. By 1851, he ran a popular hotel.

The Germans were the largest immigrant group of the 1800s and strongly influenced American culture. Many things we think of as originating in America came from Germany—the Christmas tree, gymnasiums, kindergartens, and the hamburger and frankfurter.

The Irish Flee Hunger

Most Irish immigrants were Catholic. Protestant Britain had ruled Ireland for centuries—and controlled the Catholic majority by denying them rights. Irish Catholics could not vote, hold office, own land, or go to school. Because of the poverty produced by Britain's rule, some Irish came to America in the early 1800s.

Then, in 1845, a disease attacked Ireland's main food crop, the potato, causing a severe food shortage called a **famine**. The Irish Potato Famine killed 1 million people and forced many to emigrate. By 1854, between 1.5 and 2 million Irish had fled their homeland.

In America, Irish farmers became city-dwellers. Arriving with little or no savings, many of these immigrants had to settle in the port cities where their ships had docked. By 1850, the Irish made up one-fourth of the population of Boston, New York, Philadelphia, and Baltimore.

The uneducated Irish immigrants arrived with few skills and had to take low-paying, back-breaking jobs. Irish women took in washing or worked as servants. The men built canals and railroads across America. So many Irishmen died doing this dangerous work that people said there was “an Irishman buried under every [railroad] tie.” In 1841, British novelist Charles Dickens observed the huts in which railroad workers lived.

A VOICE FROM THE PAST

The best were poor protection from the weather; the worst let in the wind and rain through the wide breaches in the roofs of sodden grass and in the walls of mud; some had neither door nor window; some had nearly fallen down.

Charles Dickens, quoted in *To Seek America*

The Irish competed with free blacks for the jobs that nobody else wanted. Both groups had few other choices in America in the 1800s.

U.S. Cities Face Overcrowding

Immigrants like the Irish and Germans flocked to American cities. So did native-born Americans, who hoped for the chance to make a better

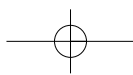
Background

The hamburger and frankfurter are named after the German cities Hamburg and Frankfurt am Main.

ReadingHistory

C. Drawing

Conclusions How did the effects of British rule make it hard for Irish immigrants to America to find good jobs?



living. Between 1800 and 1830, New York's population jumped from 60,489 to 202,589. St. Louis doubled its population every nine years. Cincinnati grew even faster, doubling every seven years.

Rapid urban growth brought problems. Not enough housing existed for all the newcomers. Greedy landlords profited from the housing shortage by squeezing large apartment buildings onto small lots. Using every inch of space for rooms, these cramped living quarters lacked sunlight and fresh air. Their outdoor toilets overflowed, spreading disease. In such depressing urban neighborhoods, crime flourished.

American cities were unprepared to tackle these problems. In fact, before 1845, New York City had no public police force. Until the 1860s, it had only a volunteer fire department. And in 1857, the rapidly growing city had only 138 miles of sewers for 500 miles of streets.

Most immigrant groups set up aid societies to help newcomers from their country. Many city politicians also offered to assist immigrants in exchange for votes. The politicians set up organizations to help new arrivals find housing and work.

ReadingHistory

D. Identifying Problems What problems were politicians trying to solve by offering to help new immigrants?

Some Americans Oppose Immigration

Some native-born Americans feared that immigrants were too foreign to learn American ways. Others feared that immigrants might come to outnumber natives. As a result, immigrants faced anger and prejudice. **Prejudice** is a negative opinion that is not based on facts. For example,

CITIZENSHIP TODAY

Becoming a Citizen

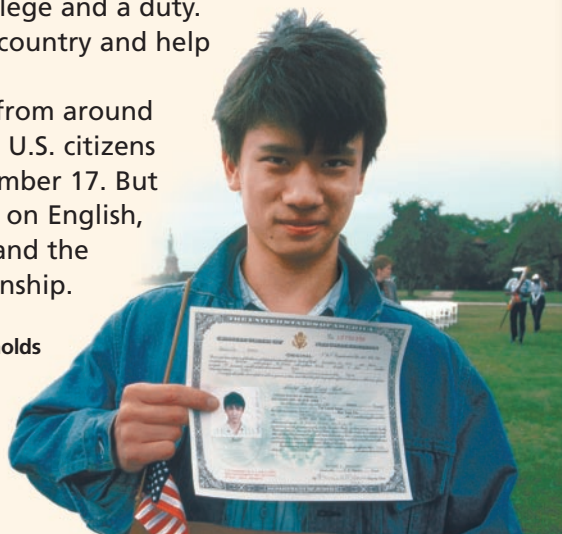
Most immigrants who came to America in the 1800s shared one thing: an appreciation for the nation's values and laws. As a result, many chose to become U.S. citizens.

This trend continues today. In recent decades, more than half a million Vietnamese have immigrated to the United States. Many became citizens of their new country. One of them was Lam Ton, who is a successful restaurant owner in Chicago. Ton viewed U.S. citizenship as both a privilege and a duty.

"We have to stick to this country and help it do better," he said.

Each year, immigrants from around the world are sworn in as U.S. citizens on Citizenship Day, September 17. But first they must pass a test on English, the U.S. political system, and the rights and duties of citizenship.

This young immigrant proudly holds up his certificate of citizenship.



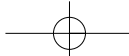
How Does Someone Become a Citizen?

1. In a small group, discuss what questions you would ask those seeking to become U.S. citizens.
2. Create a citizenship test using your questions.
3. Have another group take the test and record their scores.
4. Use the McDougal Littell Internet site to link to the actual U.S. citizenship test. Compare it to your test.

 See Citizenship Handbook, page 265.

For more about becoming a U.S. citizen . . .

 **RESEARCH LINKS**
CLASSZONE.COM



In 1844, a riot took place between Catholics and non-Catholics in Philadelphia. Several people were killed.



some Protestants in the 1800s believed that Catholics threatened democracy. Those Protestants feared that the Pope, the head of the Roman Catholic Church, was plotting to overthrow democracy in America.

Native-born Americans who wanted to eliminate foreign influence called themselves **nativists**. Some nativists refused to hire immigrants and put up signs like “No Irish need apply.” In cities like New York and Boston, nativists formed a secret society. Members promised not to vote for any Catholics or immigrants running for political office. If asked about their secret group, they said, “I know nothing about it.”

In the 1850s, nativists started a political party. Because of the members’ answers to questions about their party, it was called the Know-Nothing Party. It wanted to ban Catholics and the foreign-born from holding office. It also called for a cut in immigration and a 21-year wait to become an American citizen. The Know-Nothings did elect six governors. But they disappeared quickly as a national party. Their northern and southern branches couldn’t agree on the issue of slavery.

In spite of such barriers as prejudice, the immigrants of the 1800s had a strong impact on American culture. Writers and artists of the 1800s also shaped American culture. Section 2 discusses their influence.

Background

Protestants feared the Pope because in many European countries, the Catholic Church worked closely with the ruling monarchs.

Section **1** Assessment

1. Terms & Names

Explain the significance of:

- emigrant
- immigrant
- steerage
- push-pull factor
- famine
- prejudice
- nativist

2. Taking Notes

Use a cluster diagram like the one below to record details about immigration, such as which groups came, where they settled, and how they influenced America.



3. Main Ideas

- a. What were the push-pull factors that led to immigration?
- b. How did the arrival of so many immigrants affect U.S. cities?
- c. What was the Know-Nothing Party, and what was its point of view about immigration?

4. Critical Thinking

Analyzing Causes How did the rapid increase in immigration cause conflict?

THINK ABOUT

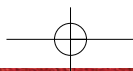
- why Irish immigrants and free blacks competed for jobs
- the growth of cities and the problems it created
- the prejudices of nativists
- religious differences

ACTIVITY OPTIONS

TECHNOLOGY

ART

Plan a **multimedia presentation** or design a **Web page** that shows immigrants the advantages of settling in the United States.



2 American Literature and Art

TERMS & NAMES
romanticism
Hudson River
school
transcendentalism
civil disobedience

MAIN IDEA

Inspired by nature and democratic ideals, writers and artists produced some of America's greatest works.

WHY IT MATTERS NOW

Nineteenth-century writers such as Hawthorne and Thoreau laid the foundation for American literature.

ONE AMERICAN'S STORY

As a young man, Washington Irving published articles that made fun of society in the early 1800s. Although he studied to be a lawyer, he eventually made writing his full-time career.

Irving wrote some of the first stories to describe America. For example, "Rip Van Winkle" tells of a man in New York State. Rip wakes up after a 20-year nap to find everything changed. He goes to the inn, which once had a picture of King George on its sign.

A VOICE FROM THE PAST

The red coat was changed for one of blue and buff, a sword was held in the hand instead of a sceptre [staff of authority], the head was decorated with a cocked hat, and underneath was painted in large characters, GENERAL WASHINGTON.

Washington Irving, "Rip Van Winkle"

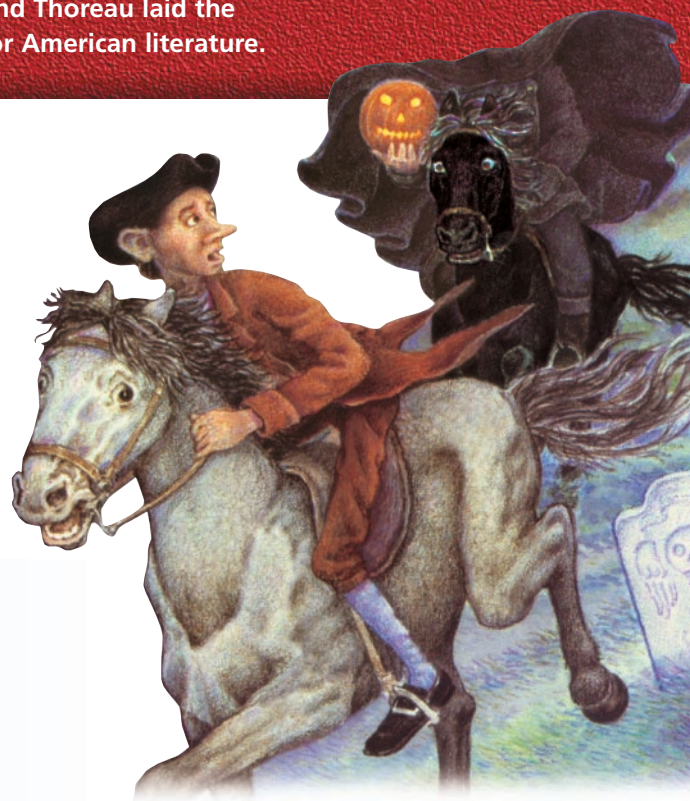
While Rip slept, the Americans had fought and won their revolution!

Irving's work helped to win European respect for American writing for the first time. This section discusses other individuals of the 1800s who created uniquely American literature and art.

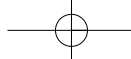
Writing About America

Irving and other writers were influenced by a style of European art called **romanticism**. It stressed the individual, imagination, creativity, and emotion. It drew inspiration from nature. American writers turned their interest in nature into a celebration of the American wilderness.

Many books featured the wilderness. James Fenimore Cooper wrote five novels about the dramatic adventures of wilderness scout Natty Bumppo. One that remains popular is *The Last of the Mohicans*. Francis Parkman wrote a travel book, *The Oregon Trail*, about the frontier trail.



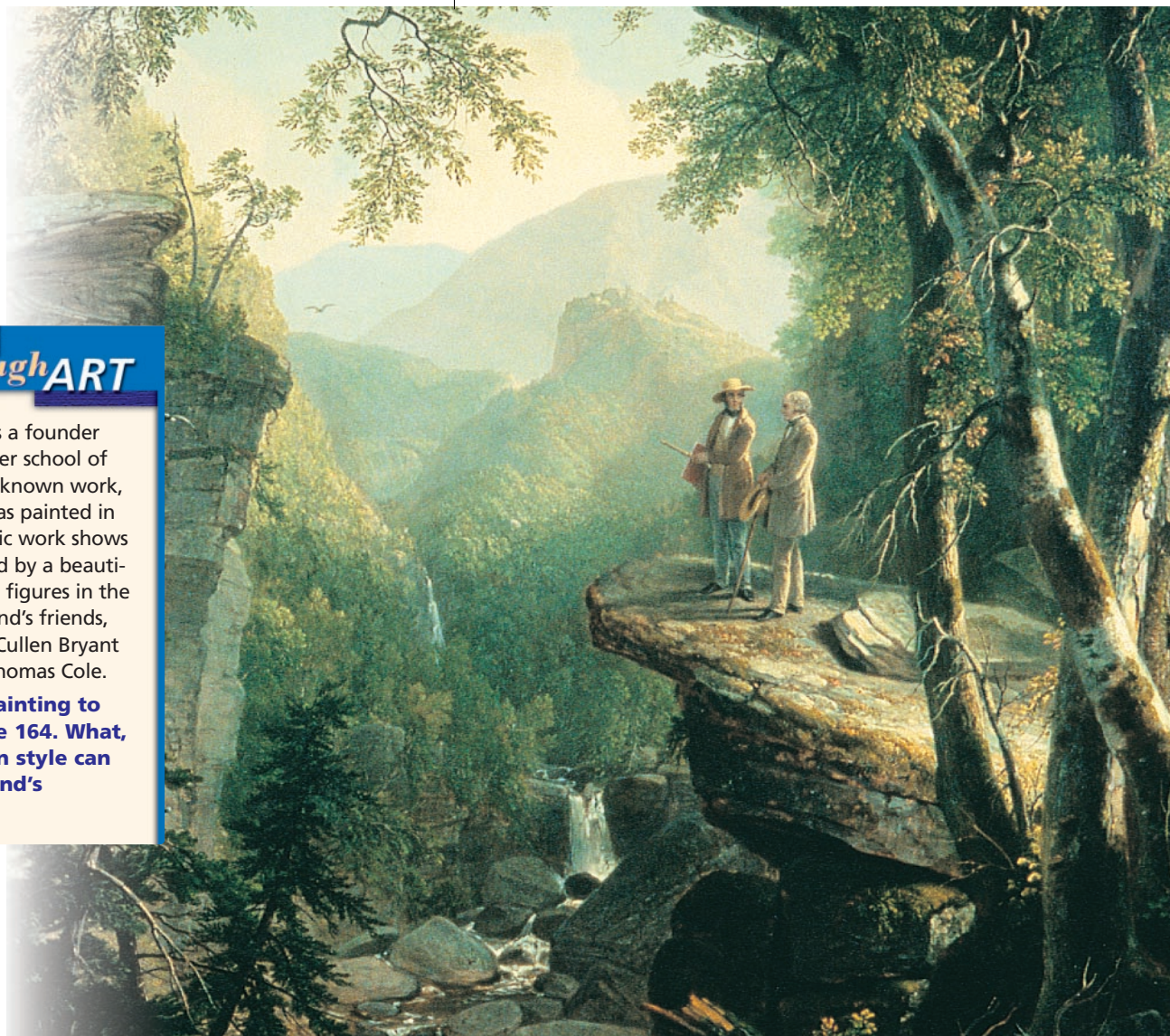
In another Irving tale, "The Legend of Sleepy Hollow," a spooky creature—perhaps a ghost from the Revolution—chases a teacher.



HISTORY through ART

Asher Durand was a founder of the Hudson River school of painting. His best-known work, *Kindred Spirits*, was painted in 1849. This romantic work shows two artists inspired by a beautiful landscape. The figures in the painting are Durand's friends, the poet William Cullen Bryant and the painter Thomas Cole.

Compare this painting to the one on page 164. What, if any, change in style can you see in Durand's painting?

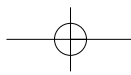


In addition, writers began to use a more American style. A teacher and lawyer named Noah Webster gave guidelines to that style in his *American Dictionary of the English Language*. Webster first published his dictionary in 1828. He later revised it in 1840. The dictionary gave American, not British, spellings and included American slang.

Other writers besides Irving celebrated America's past. Henry Wadsworth Longfellow wrote many poems that retold stories from history. For example, "Paul Revere's Ride" depicted the Revolutionary hero's ride to warn of a British attack. Generations of students memorized lines from the poem, such as, "One if by land, and two if by sea; / And I on the opposite shore will be."

Creating American Art

European styles continued to influence American artists, but some took these styles in new directions. One group of painters influenced by romanticism worked near the Hudson River in New York State. **Hudson River school** artists painted lush natural landscapes. Several members of this school went west for a change of scenery. For example, Albert Bierstadt took several trips to America's mountainous West. He produced huge paintings that convey the majesty of the American landscape. (See page 294.)



Background

The National Audubon Society, whose goal is the protection of wildlife today, is named for John James Audubon.

Other artists also went west. John James Audubon came to the United States from France at age 18. Traveling across the continent, Audubon sketched the birds and animals of his adopted country.

Enslaved African Americans also contributed to American art. They made beautiful baskets, quilts, and pottery. Most of these slaves remained anonymous, but one did not. David Drake worked in a South Carolina pottery factory and signed the pottery he created. He was the only factory worker to do so.

Following One's Conscience

By the 1840s, Americans took new pride in their emerging culture. Ralph Waldo Emerson, a New England writer, encouraged this pride. He urged Americans to cast off European influence and develop their own beliefs. His advice was to learn about life from self-examination and from nature as well as books.

Emerson's student, Henry David Thoreau, followed that advice. In 1845, Thoreau moved to a simple cabin he had built by Walden Pond near the town of Concord, Massachusetts. Thoreau furnished it with only a bed, a table, a desk, and three chairs. He wrote about his life in the woods in *Walden*. Thoreau said that people should live by their own individual standards.

“No law can be sacred to me but that of my nature.”

Ralph Waldo Emerson

Reading History

A. Making

Inferences What do you think it means to “hear a different drummer”?

A VOICE FROM THE PAST

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

Henry David Thoreau, *Walden*

Emerson and Thoreau belonged to a group of thinkers with a new philosophy called **transcendentalism**. It taught that the spiritual world is more important than the physical world. It also taught that people can find the truth within themselves—through feeling and intuition.

Because Thoreau believed in the importance of individual conscience, he urged people not to obey laws they considered unjust. Instead of protesting with violence, they should peacefully refuse to obey those laws. This form of protest is called **civil disobedience**. For example, Thoreau did not want to support the U.S. government, which allowed slavery and fought the War with Mexico. Instead of paying taxes that helped to finance the war, Thoreau went to jail.

Another New England transcendentalist, Margaret Fuller, also called for change. In her magazine, *The Dial*, and in her book, *Woman in the Nineteenth Century*, Fuller argued for women's rights.

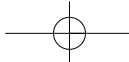
Connections TO LITERATURE

“CIVIL DISOBEDIENCE”

In his essay “Civil Disobedience,” Thoreau wrote that “Under a government which imprisons any unjustly the true place for a just man is also a prison.”

Thoreau did land in prison when he refused to pay his taxes. According to legend, Emerson visited Thoreau in jail and asked, “Why are you here?” Thoreau replied, “Why are you not here?”

In the 20th century, Mohandas K. Gandhi of India and Martin Luther King, Jr., of the United States both used civil disobedience to fight injustice.



STRANGE but True

GIFTS ON POE'S GRAVE

Every year a mysterious figure dressed in black celebrates Edgar Allan Poe's birthday. He leaves three roses on the author's Baltimore grave at 3:00 A.M.

The puzzling tradition began in 1949, exactly 100 years after Poe's death. In 1993, a new black-coated visitor took over the tradition. The person who began the ritual was ill—and later died in 1999.

Although many witnesses watch the ritual each year, none ask the visitor his name. Poe's fans have always liked mysteries.

Exploring the Human Heart

Like Thoreau, other writers broke with tradition. In 1855, poet Walt Whitman published *Leaves of Grass*, a book that changed American poetry. His bold, unrhymed poems praised ordinary people. Emily Dickinson lived in her family's home almost her entire life. She wrote poems on small pieces of paper that she sewed into booklets. Her subjects include God, nature, love, and death. Most of her 1,775 poems were published only after her death. Both Whitman and Dickinson shaped modern poetry by experimenting with language.

Fiction writers of the 1800s also shaped American literature. Edgar Allan Poe wrote terrifying tales that influence today's horror story writers. He also wrote the first detective story, "The Murders in the Rue Morgue."

Nathaniel Hawthorne depicted love, guilt, and revenge during Puritan times in *The Scarlet Letter*. The novel shows that harsh judgment without mercy can lead to tragedy. Hawthorne may have learned that lesson from his family history. One of his ancestors condemned people at the Salem witchcraft trials.

Herman Melville won fame by writing thrilling novels about his experiences as a sailor. In 1851, Melville published his masterpiece, *Moby Dick*. This novel tells about a man's destructive desire to kill a white whale. Although the novel was not popular when it was published, it is widely read now. Several movie versions exist.

These fiction writers portrayed the harmful effects of cruel actions. Other people thought that individuals could alter society for good. Section 3 describes those reformers.

Reading History

B. Recognizing Effects How did Poe influence the fiction that people read today?



Section 2 Assessment

1. Terms & Names

Explain the significance of:

- romanticism
- Hudson River school
- transcendentalism
- civil disobedience

2. Taking Notes

Use a chart like the one below to list important individual writers and artists. For each one, name or describe one of his or her works.

Writer or artist	His or her work

Which one would you like to learn more about? Why?

3. Main Ideas

- What was romanticism and how did Americans adapt it?
- What is civil disobedience and what did Thoreau do that is an example of it?
- How did the writers of the mid-1800s shape modern literature?

4. Critical Thinking

Evaluating Why do you think the literature and art of the mid-1800s are still valued?

THINK ABOUT

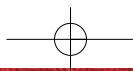
- the way they feature U.S. history and culture
- their universal themes—themes that relate to all people in all time periods
- the way they reflect changes happening at that time

ACTIVITY OPTIONS

ART

TECHNOLOGY

Choose an American painting, sketch it, and make it into a **jigsaw puzzle**; or make an **audio recording** of a museum guide's description of it.



3 Reforming American Society

TERMS & NAMES

revival
Second Great Awakening
temperance movement
labor union
strike
Horace Mann
Dorothea Dix

MAIN IDEA

In the mid-1800s, several reform movements worked to improve American education and society.

WHY IT MATTERS NOW

Several laws and institutions, such as public schools, date back to this period.

ONE AMERICAN'S STORY

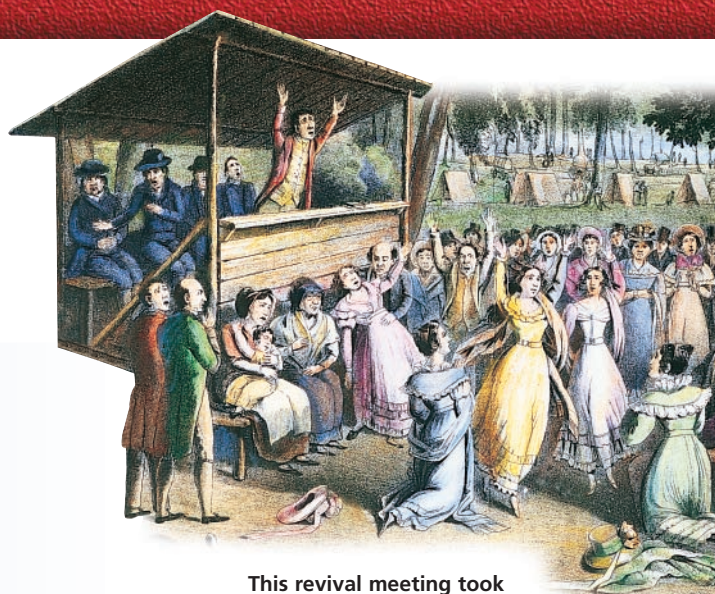
Anne Newport Royall was a travel writer. In her 1830 book *Letters from Alabama*, Royall recorded America's growing interest in religion. She also described hearing a preacher at a Tennessee **revival**, or meeting to reawaken religious faith.

A VOICE FROM THE PAST

His text was, "He that hath ears to hear, let him hear." The people must have been deaf indeed that could not have heard him. . . . He began low but soon bawled to deafening. He spit in his hands, rubbed them against each other, and then would smite them together, till he made the woods ring.

Anne Newport Royall, *Letters from Alabama*

Some preachers, like the one Royall saw, were circuit riders. A circuit rider rode from town to town, often holding his meetings in a tent. The preacher gave a sermon urging individuals to give up their sins. This section explains how, in the mid-1800s, many individuals called on Americans to reform, or to improve themselves and their society.

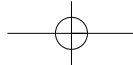


This revival meeting took place during the Second Great Awakening—a rebirth of religious faith named after the Great Awakening of the 1700s.

A Spirit of Revival

The renewal of religious faith in the 1790s and early 1800s is called the **Second Great Awakening**. Revivalist preachers said that anyone could choose salvation. This appealed to equality-loving Americans. Revivals spread quickly across the frontier. Settlers eagerly awaited the visits of preachers like Peter Cartwright. At the age of 16, Cartwright had given up a life of gambling and joined a Methodist Church. He became a minister and spent more than 60 years preaching on the frontier.

The revival also traveled to Eastern cities. There, former lawyer Charles Grandison Finney held large revival meetings. He preached that "all sin consists in selfishness" and that religious faith led people to help others. Such teaching helped awaken a spirit of reform. Americans began to believe that they could act to make things better.



Temperance pledges often displayed inspiring pictures and mottoes.

Temperance Societies

Led by churches, some Americans began the **temperance movement**, which is a campaign to stop the drinking of alcohol. Heavy drinking was common in the early 1800s. Some workers spent most of their wages on alcohol—leaving their families without enough money to live on. As a result, many women joined the temperance movement. “There is no reform in which women can act better or more appropriately than temperance,” said Mary C. Vaughan.

Some temperance workers handed out pamphlets urging people to stop drinking. Others produced plays, such as one entitled *The Drunkard*, to dramatize the evils of alcohol. In addition, temperance speakers

traveled widely, asking people to sign a pledge to give up alcohol. By 1838, a million people had signed.

Temperance also won the support of business owners. Industry needed workers who could keep schedules and run machines. Alcohol made it hard for workers to do either. New England businessman Neal Dow led the fight to make it illegal to sell alcohol. In 1851, Maine banned the sale of liquor. By 1855, 13 other states passed similar laws. But many people opposed these laws, and most were repealed. Still, the movement to ban alcohol remained strong, even into the 20th century.

Fighting for Workers' Rights

As business owners tried to improve workers' habits, workers called for improvements in working conditions. Factory work was noisy, boring, and unsafe. In the 1830s, American workers began to organize.

The young women mill workers in Lowell, Massachusetts, started a labor union. A **labor union** is a group of workers who band together to seek better working conditions. In 1836, the mill owners raised the rent of the company-owned boarding houses where the women lived. About 1,500 women went on **strike**, stopping work to demand better conditions. Eleven-year-old Harriet Hanson helped lead the strikers.

A VOICE FROM THE PAST

I . . . started on ahead, saying, . . . “I don’t care what you do, I am going to turn out, whether anyone else does or not,” and I marched out, and was followed by the others. As I looked back at the long line that followed me, I was more proud than I have ever been since.

Harriet Hanson, quoted in *A People’s History of the United States*

Other workers called for shorter hours and higher wages. In 1835 and 1836, 140 strikes took place in the eastern United States. Then the Panic

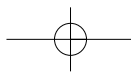
ReadingHistory

A. Evaluating

How did the temperance movement encourage people to take responsibility for their families?

Vocabulary

repeal: to cancel



Background

President Van Buren's order reduced the workweek from 70 to 60 hours.

of 1837 brought hard times. Jobs were scarce, and workers were afraid to cause trouble. The young labor movement fell apart. Even so, workers achieved a few goals. For example, in 1840 President Martin Van Buren ordered a ten-hour workday for government workers.

Improving Education

In the 1830s, Americans also began to demand better schools. In 1837, Massachusetts set up the first state board of education in the United States. Its head was **Horace Mann**. Mann called public education “the great equalizer.” He also argued that “education creates or develops new treasures—treasures never before possessed or dreamed of by any one.” By 1850, many Northern states had opened public elementary schools.

Boston opened the first public high school in 1821. A few other Northern cities followed suit. In addition, churches and other groups founded hundreds of private colleges in the following decades. Many were located in states carved from the Northwest Territory. These included Antioch and Oberlin Colleges in Ohio, the University of Notre Dame in Indiana, and Northwestern University in Illinois.

Women could not attend most colleges. One exception was Oberlin. It was the first college to accept women as well as men. In 1849, English immigrant Elizabeth Blackwell became the first woman to earn a medical degree in the United States. Despite such individual efforts, it was rare for a woman to attend college until the late 1800s.

African Americans also faced obstacles to getting an education. This was especially true in the South. There, teaching an enslaved person to read had been illegal since the Nat Turner Rebellion in 1831. Enslaved African Americans who tried to learn were brutally punished. Even in the North, most public schools barred African-American children.

Few colleges accepted African Americans. Those that did often took only one or two blacks at a time. The first African American to receive a college degree was Alexander Twilight in 1823. John Russwurm received one in 1826 and later began the first African-American newspaper.

Caring for the Needy

As some people promoted education, others tried to improve society's care for its weakest members. In 1841, **Dorothea Dix**, a reformer from Boston, was teaching Sunday school at a women's jail. She discovered some women who were locked in cold, filthy cells

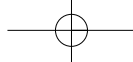
Mary Jane Patterson was the first African-American woman to earn a college degree. She graduated from Oberlin in 1862 and went on to work as a teacher.



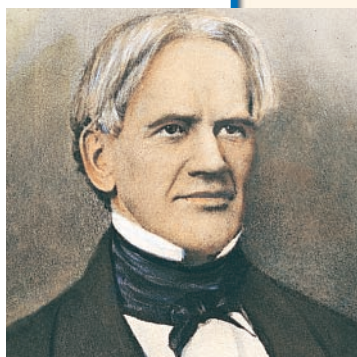
Reading History

B. Making Inferences

Why do you think women and African Americans had a hard time getting an education?



AMERICA'S HISTORY MAKERS



HORACE MANN
1796–1859

Horace Mann once said in a speech to students, “Be ashamed to die until you have won some victory for humanity.” Mann had no reason to be ashamed. As a child, he knew poverty and hardship. He educated himself and later fought for public education for other people.

Toward the end of his life, Mann became president of Antioch College. It committed itself to education for both men and women and equal rights for African Americans.



DOROTHEA DIX
1802–1887

At the age of 12, Dorothea Dix left an unhappy home to go live with her grandparents in Boston. Just two years later, she began teaching little children.

In 1841, Dix saw the harsh treatment of mentally ill women. Society frowned upon women traveling alone, but Dix defied custom. She went by train to several places where the mentally ill were housed.

Dix wrote a report about her research. (See page 422.) That report changed the care of the mentally ill.

How might their backgrounds have motivated Dorothea Dix and Horace Mann to become leaders in reform movements?

simply because they were mentally ill. Visiting other jails, Dix learned that the mentally ill often received no treatment. Instead, they were chained and beaten. Dix pleaded with the Massachusetts Legislature to improve the care of the mentally ill. Later, she traveled all over the United States on behalf of the mentally ill. Her efforts led to the building of 32 new hospitals.

Some reformers worked to improve life for people with other disabilities. Thomas H. Gallaudet started the first American school for deaf children in 1817. Samuel G. Howe founded the Perkins School for the Blind in Boston in the 1830s.

Reformers also tried to improve prisons. In the early 1800s, debtors, lifelong criminals, and child offenders were put in the same cells. Reformers demanded that children go to special jails. They also called for the rehabilitation of adult prisoners. Rehabilitation means preparing people to live useful lives after their release from prison.

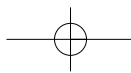
Spreading Ideas Through Print

During this period of reform, Americans began to receive more information about how they should lead their lives. In the 1830s, cheaper newsprint and the invention of the steam-driven press lowered the price of a newspaper to a penny. Average Americans could afford to buy the “penny papers.” Penny papers were also popular because, in addition to serious news, they published gripping stories of fires and crimes.

Hundreds of new magazines also appeared. One was the *Ladies' Magazine*. Its editor was Sarah Hale, a widow who used writing to support her family. The magazine advocated education for women. It also

Reading History

C. Recognizing Effects How did reformers change the treatment of the mentally ill, the disabled, and prisoners?



suggested that men and women were responsible for different, but equally important, areas of life. The magazine taught that a woman's area was the home and the world of "human ties." A man's area was politics and the business of earning a living for his family. Later, Hale edited *Godey's Lady's Book*, which published poems and stories as well as articles.

Creating Ideal Communities

While magazines sought to tell people how to live and reform movements tried to change society, some individuals decided to start over. They aimed to build an ideal society, called a utopia.

Two attempts at utopias were New Harmony, Indiana, and Brook Farm, Massachusetts. In both, residents received food and other necessities of life in exchange for work. However, both utopias experienced conflicts and financial difficulties. They ended after only a few years.

Religious belief led to some utopias. For example, the Shakers followed the beliefs of Ann Lee. She preached that people should lead holy lives in communities that demonstrate God's love to the world. When a person became a Shaker, he or she vowed not to marry or have children. Shakers shared their goods with each other, believed that men and women are equal, and refused to fight for any reason. Shakers set up communities in New York, New England, and on the frontier.

People called them *Shakers* because they shook with emotion during church services. Otherwise, Shaker life was calm. Shakers farmed and built simple furniture in styles that remain popular today. The childless Shakers depended on converts and adopting children to keep their communities going. In the 1840s, the Shakers had 6,000 members—their highest number. In 1999, only seven Shakers remained.

In the 1840s and 1850s, reform found a new direction. Many individuals began to try to win rights for two oppressed groups—women and enslaved persons. Section 4 discusses these efforts.

ReadingHistory

D. Forming and Supporting Opinions Why do you think it was hard for utopias to succeed? Give reasons.

Section 3 Assessment

1. Terms & Names

Explain the significance of:

- revival
- Second Great Awakening
- temperance movement
- labor union
- strike
- Horace Mann
- Dorothea Dix

2. Taking Notes

Create a chart like the one below. Use it to list problems identified by reformers and their solutions to them.

Problem	Reformer's Solution

3. Main Ideas

- How did the Second Great Awakening influence the reform movement?
- How did labor unions try to force business owners to improve working conditions?
- What were women's contributions to the reform movement?

4. Critical Thinking

Recognizing Effects What was the long-term impact of the reform movement that took place in the mid-1800s?

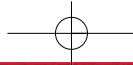
THINK ABOUT

- the changes reformers made in education, temperance, prisons, and the care of the disabled
- which of those changes are still in effect today

ACTIVITY OPTIONS


SPEECH CIVICS

Think of a modern problem that is similar to an issue discussed in this section. Give a **speech** or write a **letter** to a government official suggesting a reform.



INTERACTIVE PRIMARY SOURCE

Report to the Massachusetts Legislature

Setting the Stage After traveling to several places where the mentally ill were kept, Dorothea Dix wrote a report describing the conditions she had discovered. In 1843, she presented her report to lawmakers to alert them to the horrible treatment of the mentally ill. This report has been called the “first piece of social research ever conducted in America.” An excerpt from Dorothea Dix’s report follows. **See Primary Source Explorer** 

A CLOSER LOOK

ADVOCATE OF THE HELPLESS

In earlier times, the term *idiotic* did not mean stupid. It was used to describe someone who was mentally retarded.

1. For what groups of people is Dix pleading for help?

A CLOSER LOOK

JUDICIOUS CARE

Dix describes a woman who needs only some care and a useful task to do.

2. What did the woman’s keeper say when Dix pointed that out?

Report to the Massachusetts Legislature

Gentlemen: . . . I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the **advocate**¹ of helpless, forgotten, insane, and idiotic men and women; of beings sunk to a condition from which the most unconcerned would start with real horror; of beings wretched in our prisons, and more wretched in our **almshouses**.²

I must confine myself to a few examples, but am ready to furnish other and more complete details, if required.

I proceed, gentlemen, briefly to call your attention to the *present* state of insane persons confined within this **Commonwealth**,³ in *cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed* into obedience.

I offer the following extracts from my notebook and journal.

Springfield: In the jail, one lunatic woman, furiously mad, a state **pauper**,⁴ improperly situated, both in regard to the prisoners, the keepers, and herself. It is a case of extreme self-forgetfulness and oblivion to all the decencies of life, to describe which would be to repeat only the grossest scenes. She is much worse since leaving Worcester. In the almshouse of the same town is a woman apparently only needing **judicious**⁵ care and some well-chosen employment to make it unnecessary to confine her in solitude in a dreary unfurnished room. Her appeals for employment and companionship are most touching, but the mistress replied “she had no time to attend to her.”

Lincoln: A woman in a cage. *Medford:* One idiotic subject chained, and one in a close stall for seventeen years. *Pepperell:* One often doubly chained, hand and foot; another violent; several peaceable now. *Brookfield:* One man caged, comfortable. *Granville:* One often closely confined, now losing the use of his

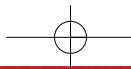
1. **advocate:** a person who pleads another person’s cause.

2. **almshouses:** homes for poor people.

3. **Commonwealth:** one of four U.S. states whose constitution uses this term to describe their form of self-government; in this case, Massachusetts.

4. **pauper:** a person who lives on the state’s charity.

5. **judicious:** wise and careful.



limbs from want of exercise. *Charlemont*: One man caged. *Savoy*: One man caged. *Lenox*: Two in the jail, against whose unfit condition there the jailer protests.

Dedham: The insane **disadvantageously**⁶ placed in the jail. In the almshouse, two females in stalls, situated in the main building, lie in wooden bunks filled with straw; always shut up. One of these subjects is supposed curable. The overseers of the poor have declined giving her a trial at the hospital, as I was informed, on account of expense.

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages is all but universal. Hardly a town but can refer to some not distant period of using them; chains are less common; **negligences**⁷ frequent; willful abuse less frequent than sufferings proceeding from ignorance, or want of consideration. I encountered during the last three months many poor creatures wandering reckless and unprotected through the country. . . . But I cannot **particularize**.⁸ In traversing the state, I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation.

I give a few illustrations; but description fades before reality. . . .

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex. . . . Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, **succor**⁹ the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the benediction, "Well done, good and faithful servants, become rulers over many things!"

6. **disadvantageously**: harmfully.

7. **negligences**: careless actions.

8. **particularize**: to name in detail.

9. **succor**: to give help during a time of need.

A CLOSER LOOK

I HAVE SEEN MANY

Notice that Dix cites evidence from many different towns.

3. Why do you think she includes so many specific details in her report?

A CLOSER LOOK

MEN OF MASSACHUSETTS

When Dix says "Men of Massachusetts," she is still speaking to the members of the state legislature.

4. What does Dix want the Massachusetts Legislature to do?

Interactive Primary Source Assessment

1. Main Ideas

- On what evidence did Dorothea Dix base her report about "suffering humanity"?
- How were the mentally ill treated in Massachusetts?
- Who did Dorothea Dix ask to help to improve the care of the mentally ill?

2. Critical Thinking

Evaluating Dix succeeded in convincing the legislature to provide funds for new hospitals. What do you think made her report so persuasive?

THINK ABOUT

- the details included in the report
- how Dix got the information to write her report
- the techniques you would use to persuade someone



4 Abolition and Women's Rights

MAIN IDEA

The spread of democracy led to calls for freedom for slaves and more rights for women.

WHY IT MATTERS NOW

The abolitionists and women reformers of this time inspired 20th-century reformers.

TERMS & NAMES

abolition
 Frederick Douglass
 Sojourner Truth
 Underground Railroad
 Harriet Tubman
 Elizabeth Cady Stanton
 Seneca Falls Convention
 suffrage

ONE AMERICAN'S STORY

African-American poet Frances Ellen Watkins Harper was free but grew up in the slave state of Maryland. Harper often wrote about the suffering of enslaved persons. For example, the poem excerpt below describes a woman whose child has been taken from her and sold.

A VOICE FROM THE PAST

They tear him from her circling arms,
 Her last and fond embrace.
 Oh! never more may her sad eyes
 Gaze on his mournful face.

No marvel, then, these bitter shrieks
 Disturb the listening air:
 She is a mother, and her heart
 Is breaking in despair.

Frances Ellen Watkins Harper, "The Slave Mother"



Frances Ellen Watkins Harper impressed audiences with her speaking ability as she called for reform.

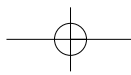
In the 1850s, Harper lectured against slavery throughout the North. Later in her life, she called for other reforms, such as the right to vote for women. As this section explains, many individuals in the mid-1800s demanded equal rights for African Americans and women.

Abolitionists Call for Ending Slavery

Abolition, the movement to end slavery, began in the late 1700s. By 1804, most Northern states had outlawed slavery. In 1807, Congress banned the importation of African slaves into the United States. Abolitionists then began to demand a law ending slavery in the South.

David Walker, a free African American in Boston, printed a pamphlet in 1829 urging slaves to revolt. Copies of this pamphlet, *Appeal . . . to the Colored Citizens of the World*, made their way into the South. This angered slaveholders. When Walker heard that his life was in danger, he refused to run away. Shortly afterward, he died mysteriously.

A few Northern whites also fought slavery. In 1831, William Lloyd Garrison began to publish an abolitionist newspaper, *The Liberator*, in



Boston. Of his antislavery stand, he wrote, “I will not retreat a single inch—AND I WILL BE HEARD.” Many people hated his views. In 1834, a furious mob in Boston grabbed Garrison and dragged him toward a park to hang him. The mayor stepped in and saved his life.

ReadingHistory

A. Drawing

Conclusions How would the Grimké sisters’ background help them as abolitionist speakers?

Two famous abolitionists were Southerners who had grown up on a plantation. Sisters Sarah and Angelina Grimké believed that slavery was morally wrong. They moved north and joined an antislavery society. At the time, women were not supposed to lecture in public. But the Grimkés lectured against slavery anyway. Theodore Weld, Angelina’s husband, was also an abolitionist. He led a campaign to send antislavery petitions to Congress. Proslavery congressmen passed gag rules to prevent the reading of those petitions in Congress.

John Quincy Adams ignored the gag rules and read the petitions. He also introduced an amendment to abolish slavery. Proslavery congressmen tried to stop him. Such efforts, however, only weakened the proslavery cause by showing them to be opponents of free speech. Adams also defended a group of Africans who had rebelled on the slave ship *Amistad*. He successfully argued their case before the U.S. Supreme Court in 1841, and in 1842, the Africans returned home.

Eyewitnesses to Slavery

Two moving abolitionist speakers, **Frederick Douglass** and **Sojourner Truth**, spoke from their own experience of slavery. Douglass’s courage and talent at public speaking won him a career as a lecturer for the Massachusetts Anti-Slavery Society. Poet James Russell Lowell said of him, “The very look and bearing of Douglass are an irresistible logic against the oppression of his race.”

People who opposed abolition spread rumors that the brilliant speaker could never have been a slave. To prove them wrong, in 1845 Douglass published an autobiography that vividly narrated his slave experiences. Afterwards, he feared recapture by his owner, so he left America for a two-year speaking tour of Great Britain and Ireland. When Douglass returned, he bought his freedom. He began to publish an antislavery newspaper.

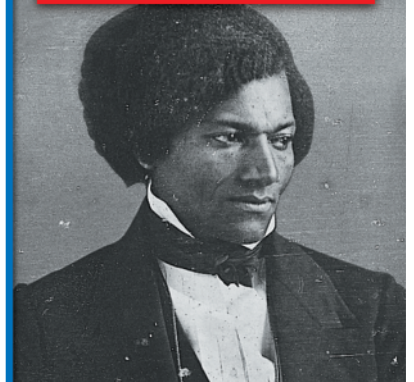
Sojourner Truth also began life enslaved. Originally named Isabella, Sojourner Truth was born in New York State. In 1827, she fled her owners and went to live with Quakers, who set her free. They also helped her win a court battle to recover her young son. He had been sold illegally into slavery in the South. A devout Christian, Truth changed her name in 1843 to reflect her life’s work: to sojourn (or stay temporarily in a place) and “declare the truth to the people.” Speaking for abolition, she drew huge crowds throughout the North.

ReadingHistory

B. Comparing

How were Frederick Douglass and Sojourner Truth similar as abolitionists?

AMERICA'S HISTORY MAKERS



FREDERICK DOUGLASS

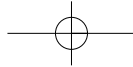
1817–1895

Douglass, born Frederick Bailey, was the son of a black mother and a white father. When he was eight, his owner sent him to be a servant for the Auld family. Mrs. Auld defied state law and taught young Frederick to read.

At the age of 16, Douglass returned to the plantation as a field hand. He endured so many whippings he later wrote, “I was seldom free from a sore back.”

In 1838, he escaped to the North by hopping a train with a borrowed pass. To avoid recapture, he changed his last name.

How did Mrs. Auld unknowingly help Douglass become an abolitionist leader? Explain.



The Underground Railroad

Some abolitionists wanted to do more than campaign for laws ending slavery. Some brave people helped slaves escape to freedom along the Underground Railroad. Neither underground nor a railroad, the **Underground Railroad** was actually an aboveground series of escape routes from the South to the North. On these routes, runaway slaves traveled on foot. They also took wagons, boats, and trains.

Some enslaved persons found more unusual routes to freedom. For example, Henry Brown persuaded a white carpenter named Samuel A. Smith to pack him in a wooden box and ship him to Philadelphia. The box was only two and one half feet deep, two feet wide, and three feet long. It bore the label "This side up with care." Despite the label, Brown spent several miserable hours traveling head down. At the end of about 24 hours, Henry "Box" Brown climbed out of his box a free man in Philadelphia. Brown eventually made his way to Boston and worked on the Underground Railroad.

On the Underground Railroad, the runaways usually traveled by night and hid by day in places called stations. Stables, attics, and cellars all served as stations. At his home in Rochester, New York, Frederick Douglass hid up to 11 runaways at a time.

Harriet Tubman

The people who led the runaways to freedom were called conductors. One of the most famous conductors was **Harriet Tubman**. Born into slavery in Maryland, the 13-year-old Tubman once tried to save another slave from punishment. The angry overseer fractured Tubman's skull with a two-pound weight. She suffered fainting spells for the rest of her life but did not let that stop her from working for freedom. In 1849, Tubman learned that her owner was about to sell her. Instead, she escaped. She later described her feelings as she crossed into the free state of Pennsylvania: "I looked at my hands to see if I was the same person now that I was free. There was such a glory over everything."

After her escape, Harriet Tubman made 19 dangerous journeys to free enslaved persons. The tiny woman carried a pistol to frighten off slave hunters and medicine to quiet crying babies. Her enemies offered \$40,000 for her capture, but no one caught her. "I never run my train off the track and I never lost a passenger," she proudly declared. Among the people she saved were her parents.

ReadingHistory

C. Reading a Map

The map on page 431 shows the routes of the Underground Railroad. Notice that most of these routes led to Canada.

Now and then

THE UNDERGROUND RAILROAD

In 1996, historian Anthony Cohen took six weeks to travel from Maryland to Canada. Cohen followed the paths runaway slaves had taken 150 years earlier. He is shown below arriving in Canada.

Cohen walked, sometimes as much as 37 miles in a day. He also hitched rides on trains and canal boats.

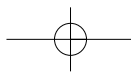
About those long-ago slaves fleeing toward the hope of freedom, Cohen said, "They had no choice. . . . Nobody would do this if they didn't have to."



ReadingHistory

D. Forming and Supporting Opinions

Why do you think escaped slaves such as Brown, Douglass, and Tubman risked their lives to help free others?



Reformers' Hall of Fame

William Lloyd Garrison

Even after being threatened with hanging, Garrison continued to publish his antislavery newspaper, *The Liberator*.



Sojourner Truth and Harriet Tubman

Truth spoke out for both abolition and women's rights. Tubman risked her life leading people to freedom on the Underground Railroad.



Lucretia Mott and Susan B. Anthony

An abolitionist, Mott also helped lead the movement for women's rights. Anthony fought for women's suffrage into the 20th century.



Women Reformers Face Barriers

Vocabulary
delegation: a group that represents a larger group

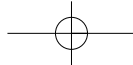
Other women besides the Grimké sisters and Sojourner Truth were abolitionists. Two of these were Lucretia Mott and **Elizabeth Cady Stanton**. Mott and Stanton were part of an American delegation that attended the World Anti-Slavery Convention in London in 1840. These women had much to say about their work. Yet when they tried to enter the convention, they were not allowed to do so. Men angrily claimed that it was not a woman's place to speak in public. Instead, the women had to sit silent behind a heavy curtain.

To show his support, William Lloyd Garrison joined them. He said, "After battling so many long years for the liberties of African slaves, I can take no part in a convention that strikes down the most sacred rights of all women."

Stanton applauded Garrison for giving up his chance to speak on abolition, the cause for which he had fought so long. "It was a great act of self-sacrifice that should never be forgotten by women."

However, most people agreed with the men who said that women should stay out of public life. Women in the 1800s enjoyed few legal or political rights. They could not vote, sit on juries, or hold public office. Many laws treated women—especially married women—as children. Single women enjoyed some freedoms, such as being able to manage their own property. But in most states, a husband controlled any property his wife inherited and any wages she might earn.

As the convention ended, Stanton and Mott decided it was time to demand equality for women. They made up their minds to hold a convention for women's rights when they returned home.



AMERICA'S HISTORY MAKERS



ELIZABETH CADY STANTON
1815–1902

Elizabeth Cady Stanton's first memory was the birth of a sister when she was four. So many people said, "What a pity it is she's a girl!" that Stanton felt sorry for the new baby. She later wrote, "I did not understand at that time that girls were considered an inferior order of beings."

When Stanton was 11, her only brother died. Her father said, "Oh, my daughter, I wish you were a boy!" That sealed Stanton's determination to prove that girls were just as important as boys.

How did Stanton's childhood experiences motivate her to help other people besides herself?

The Seneca Falls Convention

Stanton and Mott held the **Seneca Falls Convention** for women's rights in Seneca Falls, New York, on July 19 and 20, 1848. The convention attracted between 100 and 300 women and men, including Frederick Douglass.

Before the meeting opened, a small group of planners debated how to present their complaints. One woman read aloud the Declaration of Independence. This inspired the planners to write a document modeled on it. The women called their document the Declaration of Sentiments and Resolutions. Just as the Declaration of Independence said that "All men are created equal," the Declaration of Sentiments stated that "All men and women are created equal." It went on to list several complaints or resolutions. Then it concluded with a demand for rights.

A VOICE FROM THE PAST

Now, in view of this entire disenfranchisement [denying the right to vote] of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

Seneca Falls Declaration of Sentiments and Resolutions, 1848

Every resolution won unanimous approval from the group except **suffrage**, or the right to vote. Some argued that the public would laugh at women if they asked for the vote. But Elizabeth Cady Stanton and Frederick Douglass fought for the resolution. They argued that the right to vote would give women political power that would help them win other rights. The resolution for suffrage won by a slim margin.

The women's rights movement was ridiculed. In 1852, the *New York Herald* poked fun at women who wanted "to vote, and to hustle with the rowdies at the polls" and to be men's equals. The editorial questioned what would happen if a pregnant woman gave birth "on the floor of Congress, in a storm at sea, or in the raging tempest of battle."

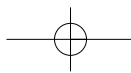
Continued Calls for Women's Rights

In the mid-1800s, three women lent powerful voices to the growing women's movement. Sojourner Truth, Maria Mitchell, and Susan B. Anthony each offered a special talent.

In 1851, Sojourner Truth rose to speak at a convention for women's rights in Ohio. Some participants hissed their disapproval. Because Truth supported the controversial cause of abolition, they feared her

Reading History

E. Using Primary Sources Why did the women at the Seneca Falls Convention believe they deserved rights and privileges?



appearance would make their own cause less popular. But Truth won applause with her speech that urged men to grant women their rights.

A VOICE FROM THE PAST

I have heard much about the sexes being equal. I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man. . . . If you have woman's rights give it to her and you will feel better. You will have your own rights, and they won't be so much trouble.

Sojourner Truth, quoted by Marius Robinson, convention secretary

This drawing shows a husband and wife fighting over who will “wear the pants in the family”—that is, who will rule the household.

The scientist Maria Mitchell fought for women’s equality by helping to found the Association for the Advancement of Women. Mitchell was an astronomer who discovered a comet in 1847. She became the first woman elected to the American Academy of Arts and Sciences.

Susan B. Anthony was a skilled organizer who worked in the temperance and antislavery movements. She built the women’s movement into a national organization. Anthony argued that a woman must “have a purse [money] of her own.” To this end, she supported laws that would give married women rights to their own property and wages. Mississippi passed the first such law in 1839. New York passed a property law in 1848 and a wages law in 1860. By 1865, 29 states had similar laws. (Anthony also fought for suffrage. See Chapter 22.)

But women’s suffrage stayed out of reach until the 1900s, and the U.S. government did not fully abolish slavery until 1865. As you will read in the next chapter, the issue of slavery began to tear the nation apart in the mid-1800s.



Section 4 Assessment

1. Terms & Names

Explain the significance of:

- abolition
- Frederick Douglass
- Sojourner Truth
- Underground Railroad
- Harriet Tubman
- Elizabeth Cady Stanton
- Seneca Falls Convention
- suffrage

2. Taking Notes

On a time line like the one below, record significant individuals and events in the historical development of the abolition movement.



Why does the time line end in 1865?

3. Main Ideas

- a. Why were freedom of speech and freedom of the press important to the abolitionist movement?
- b. What were Frederick Douglass’s contributions to the abolitionist movement?
- c. What were Elizabeth Cady Stanton’s contributions to the women’s rights movement?

4. Critical Thinking

Drawing Conclusions
Why do you think that many of the people who fought for abolition also fought for women’s rights?

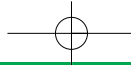
THINK ABOUT

- why they opposed slavery
- the social and economic position of women
- what the two causes had in common

ACTIVITY OPTIONS

**TECHNOLOGY
DRAMA**

With a partner, act out a meeting between a reformer from Section 3 and one from Section 4. **Videotape** their conversation or **perform** it for the class.



GEOGRAPHY *in* HISTORY

PLACE AND MOVEMENT

The Underground Railroad

The Underground Railroad was a network of people and places that hid escaping slaves and helped them reach safety in the North or in Canada. One reason slaves often went to Canada is that a U.S. federal law required people to return runaway slaves to their owners. Defying this law, both whites and blacks helped slaves to escape.

The map on page 431 shows the main escape routes. As the map shows, most of the slaves who escaped came from states bordering free states, such as Kentucky and Virginia. Distances from there to the North were relatively short, increasing the chances of reaching freedom. However, the number of slaves who escaped from the Deep South, such as Georgia and South Carolina, was very small, because of the long distances that had to be traveled. While no one knows the exact number, historians estimate that 40,000 to 100,000 people may have used the Underground Railroad on their journey from slavery to freedom.



Among the many people who helped slaves to freedom was former slave Harriet Tubman (far left). She became a well-known guide on the Underground Railroad. She is pictured with her husband (third from left), along with other formerly enslaved people.



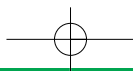
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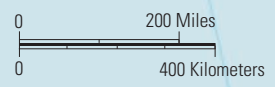
Identity Tag Enslaved persons were forced to wear tags that identified to whom they belonged.



Freedom Marker The "P" on the rock shown here told slaves that they were in Pennsylvania, a free state.



Free States
 Slave states
 Routes of the Underground Railroad



On-Line Field Trip

The National Underground Railroad Freedom Center is being built in Cincinnati, Ohio. Its collections will include artifacts and primary sources like this poster, which shows that substantial rewards were offered for the recapture of slaves.

For more about the Underground Railroad . . .



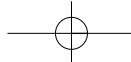
CONNECT TO GEOGRAPHY

- Place** What geographic feature made it more likely that a slave in Missouri would escape to Michigan than to New York?
- Movement** In what way did the Underground Railroad differ from other migrations?

G See Geography Handbook, pages 4–5.

CONNECT TO HISTORY

- Drawing Conclusions** How did the Underground Railroad reflect the American people's division over slavery?



Chapter 14 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. immigrant
2. push-pull factors
3. civil disobedience
4. revival
5. Second Great Awakening
6. labor union
7. abolition
8. Underground Railroad
9. Seneca Falls Convention
10. suffrage

REVIEW QUESTIONS

The Hopes of Immigrants (pages 407–412)

1. What factors influenced so many immigrants to come to America in the 1800s?
2. What did Germans contribute to U.S. identity?
3. How did the potato famine affect Irish emigration?

American Literature and Art (pages 413–416)

4. How did American artists display the love of nature in their paintings?
5. What did the transcendentalists believe?

Reforming American Society (pages 417–426)

6. Why did many business owners support the temperance movement?
7. Why was it hard for African Americans to receive an education?

Abolition and Women’s Rights (pages 424–431)

8. Who published antislavery writings?
9. How did the Underground Railroad work?
10. What was the Seneca Falls Declaration of Sentiments and Resolutions?

CRITICAL THINKING

1. USING YOUR NOTES

How People Influenced America in the mid-1800s	
Immigrants	
Writers	
Reformers	
Abolitionists	
Women	

Using your chart, answer the questions below.

- a. Who influenced America to make reforms?
- b. Compare the goals of abolitionists and women. How are they alike?

2. ANALYZING LEADERSHIP

Who is someone from this chapter who exercised leadership by standing up for an unpopular position?

3. THEME: IMPACT OF THE INDIVIDUAL

Judging from what you read in this chapter, what methods can individuals use to influence their society?

4. APPLYING CITIZENSHIP SKILLS

Who in this chapter displayed good citizenship by taking responsibility for their own behavior or by providing for their families? Give examples.

5. FORMING AND SUPPORTING OPINIONS

If someone asked you what was the most important reform of this period, what would you say? Why?

Interact *with* History

Think about the laws you proposed before you read the chapter. Has your opinion changed since you read the chapter?

VISUAL SUMMARY

A New Spirit of Change

The Hopes of Immigrants

Immigrants came to America from many European countries. They strongly influenced American life and culture.



American Literature and Art

American writers and artists of the 1800s produced some of America’s greatest works, which are still studied.

IMPACT OF THE INDIVIDUAL

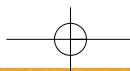


Reforming American Society

Inspired by a religious revival, a reform movement swept the country. It aided schools, the workplace, and the disabled.

Abolition and Women’s Rights

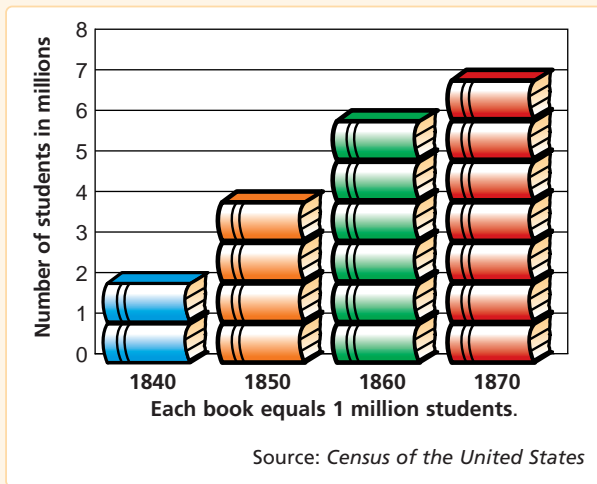
Whites and blacks united to fight slavery. Women abolitionists expanded their fight to include women’s rights as well.



HISTORY SKILLS

1. INTERPRETING GRAPHS

School Enrollment, 1840–1870



Basic Graph Elements

- On the graph, what does each book stand for?

Interpreting the Graph

- How did school enrollment change during the period from 1840 to 1870?
- What is the difference in school enrollment between 1840 and 1870?

2. INTERPRETING PRIMARY SOURCES

Philip Younger escaped from slavery and eventually went to Canada. He dictated this narrative to Benjamin Drew, who included it in his *A North-Side View of Slavery*.

I served in slavery fifty-five years, and am now nearly seventy-two years old. . . . I got off by skill. I have children and grandchildren in slavery. I had rather starve to death here, being a free man, than to have plenty in slavery. I cannot be a slave any more—nobody could hold me as a slave now, except in irons. Old as I am, I would rather face the Russian fire, or die at the point of the sword, than go into slavery.

Philip Younger, quoted in *A North-Side View of Slavery*

- What do you think Younger means by saying, "I got off by skill"?
- How important is his freedom to him?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Literature

Reading a Poem Aloud Choose a poem by Henry Wadsworth Longfellow that includes references to American history. Research the actual event to which the poem refers. Write an introduction that explains whether the poem portrays history accurately. Practice reading the poem until you are comfortable. Then present the poem to the class.

2. COOPERATIVE LEARNING ACTIVITY

Making an Annotated Map Working in a small group, create an annotated map of the Underground Railroad. Make an enlargement of the map of the Underground Railroad on page 431. Then annotate it, using some of the following suggestions.

- Do research to find the stories of slaves who escaped along the Underground Railroad.
- Put brief, typed summaries of a few stories on the map, with arrows connecting them to the right route.
- Draw illustrations of escape narratives and put them on the map.
- Research to discover appropriate songs and create a recording that can play as people view the map.

3. PRIMARY SOURCE EXPLORER

Preparing a Report Dorothea Dix did not just stand before the legislature and talk about her own opinions. She gathered evidence and then wrote a persuasive report. Using the CD-ROM, library, and Internet, find out more about her report. Plan your own report that you could present to the student government.

- Choose a problem in your school that you think needs addressing.
- Find evidence of the problem. This may involve interviewing other students or observing events.
- Decide what you want the student government or school board to do about the problem.
- Write your report. Make sure to refer to the evidence that you gathered.

4. HISTORY PORTFOLIO

Review the questions that you wrote for What Do You Want to Know? on page 406. Write a short report in which you explain the answers to your questions. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your report. If any questions were not answered, do research to answer them. Add your report to your portfolio.

Additional Test Practice,
pp. S1–S33



TEST PRACTICE
CLASSZONE.COM