Section 1
The Hopes of Immigrants

Section 2
American Literature and Art

Section 3
Reforming American Society

Section 4
Abolition and Women’s Rights

The poverty and overcrowding of the urban slums is the focus of this sketch.

Children found simple ways of entertaining themselves.

1820–1860

1828
Noah Webster publishes the *American Dictionary of the English Language*.

1829
David Walker prints *Appeal*, a pamphlet urging slaves to revolt.

1836
The Lowell mill girls go on strike to demand better conditions.

1824
The British Parliament makes trade unions illegal.

1827
Ludwig van Beethoven dies.

1829
Louis Braille invents a raised type that allows blind people to read.

CHAPTER 14
A New Spirit of Change 1820–1860

USA

World 1820

420
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 reforms do you think will most benefit American society?

What Do You Think?

• How might you persuade Americans to change life in the city?
• Should reform come about through new laws or through individual actions?

Visit the Chapter 14 links for more information about the changing nation.
Reading Strategy: Comparing

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
• your responses to the Interact with History about reforms that will benefit American society (see page 421)

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.

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.


Taking Notes

<table>
<thead>
<tr>
<th>How People Influenced America in the Mid-1800s</th>
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<tbody>
<tr>
<td>Immigrants</td>
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<td>Writers</td>
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<td>Reformers</td>
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<td>Abolitionists</td>
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<td>Women</td>
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The Hopes of Immigrants

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.

Terms & Names
emigrant
immigrant
steerage
famine
prejudice
nativist
push-pull factor

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.

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

Advertisements for land attracted immigrants.

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. 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.


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.

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.

**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.
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.
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
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.

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,

### 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.

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_D. Identifying Problems_ What problems were politicians trying to solve by offering to help new immigrants?

**Possible Responses**

- the problem of immigrants finding housing and work
- the problem of getting themselves (the politicians) elected

**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.

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

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**Background**

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

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

ONE AMERICAN’S STORY

Washington 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 many changes. He goes to the inn, which once had a picture of King George on its sign.

In another Irving tale, “The Legend of Sleepy Hollow,” a spooky creature chases a teacher.

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 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 310.)

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.

**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.

Louisa May Alcott began her writing career as a transcendentalist poet in the 1850s, but achieved her greatest fame in 1868 with her book *Little Women*, which became popular with children as well as adults. Alcott was active in abolition and suffrage movements. 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.

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**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.
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.

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**ACTIVITY OPTIONS**

**ART**

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. (8.6.7)

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**Section 2 Assessment**

1. **Terms & Names**

   Explain the significance of:
   - romanticism
   - Hudson River school
   - transcendentalism
   - civil disobedience

2. **Using Graphics**

   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.

<table>
<thead>
<tr>
<th>Writer or artist</th>
<th>His or her work</th>
<th>Which one would you like to learn more about? Why? (8.6.7)</th>
</tr>
</thead>
</table>

3. **Main Ideas**

   a. What was romanticism and how did Americans adapt it? (8.6.7)
   b. What is civil disobedience and what did Thoreau do that is an example of it? (8.6.7)
   c. How did the writers of the mid-1800s shape modern literature? (8.6.7)

4. **Critical Thinking**

   **Evaluating** Why do you think the literature and art of the mid-1800s are still valued? (CST3)

   **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
Reforming American Society

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.

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

ONE AMERICAN’S STORY
Anne Newport Royall wrote about America’s growing interest in religion. She also described 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

Section 3 explains how, in the mid-1800s, many individuals called on Americans to reform, or to improve themselves and their society.

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.

CALIFORNIA STANDARDS
8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.
8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.
8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.
REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Taking Notes
Use your chart to take notes about the influence of reformers.
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 dramas, 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
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**

Schools had played an important role in colonial society, especially in New England, since the 1600s. (See Chapter 5.) But education was uneven. In the 1830s, Americans 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.

There were few educational opportunities for girls beyond elementary school. Emma Willard opened the Troy Female Seminary in Troy, New York in 1821. Her school was one of the first to teach women science, social studies, and mathematics. Mary Lyon founded Mount Holyoke College in South Hadley, Massachusetts, in 1837. Oberlin became 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 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
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.
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

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 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.

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, 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, 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 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

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?

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 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 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. 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 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!”

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
   a. On what evidence did Dorothea Dix base her report about “suffering humanity”? (REP4)
   b. How were the mentally ill treated in Massachusetts? (REP4)
   c. Who did Dorothea Dix ask to help to improve the care of the mentally ill? (REP4)

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? (REP4)
   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
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
Lucretia Mott
Elizabeth Cady Stanton
Seneca Falls Convention
suffrage

African-American poet Frances Ellen Watkins Harper often wrote about the suffering of enslaved persons, such as enslaved mothers.

ONE AMERICAN’S STORY

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”

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. In the years before his death in 1790, Benjamin Franklin became an outspoken abolitionist, although he previously owned slaves. 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 the pamphlet appeared in the South. This angered slaveholders. Shortly afterward, Walker died mysteriously. Another free black in Massachusetts, Charles Remond, became the Anti-Slavery Society’s first African-American speaker in 1838.
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.

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. 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.

---

**Reading History**

**A. Drawing Conclusions** How would the Grimké sisters’ background help them as abolitionist speakers?

**B. Comparing** How were Frederick Douglass and Sojourner Truth similar as abolitionists?
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.

Still, the lives of free African Americans in the North were not easy. While there was more social and political freedom than in the South, racism was still common, and led to job and housing discrimination. Many free blacks were unskilled, and had to compete for jobs with recent immigrants from Europe. Many states prohibited free African Americans from voting, while New York used property requirements to restrict access. By 1860, only five New England states allowed free African Americans to vote.

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. Free blacks such as Frederick Douglass and Philadelphia’s Robert Purvis hid runaways in their homes.

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 catchers.

<table>
<thead>
<tr>
<th>Free African Americans in the North and South</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NORTH</strong></td>
</tr>
<tr>
<td>Job opportunities</td>
</tr>
<tr>
<td>Economic status</td>
</tr>
<tr>
<td>Social rights</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Reading History

C. Reading a Map
The map on page 447 shows the routes of the Underground Railroad. Notice that most of these routes led to Canada.

D. Forming and Supporting Opinions
Why do you think escaped slaves such as Douglass and Tubman risked their lives to help free others?
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.

Women Reformers Face Barriers

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.
The Seneca Falls Convention

Inspired by their bad experience at the World Anti-Slavery Convention and by Margaret Fuller’s early feminist book *Woman in the Nineteenth Century*, 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 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

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.
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 447 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.

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.
On-Line Field Trip

The National Underground Railroad Freedom Center opened in 2004 in Cincinnati, Ohio. Its collections 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 . . .

STOP THE THIEF!
One Hundred Dollars Reward.

Stolen from the plantation of Mrs. R. S. Carter (now owned by Mr. H. S. Carter) at Fall City, Lawrence County, New York State.

Reward.

Signer of the Declaration of Independence, Decatur, 1777. (Adapted by permission of printers.)

Stop and report to the nearest Underground Railroad conductor, or write to RICHARD T. FARRAR.

A New Spirit of Change 447
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 423–428)
1. What factors influenced so many immigrants to come to America in the 1800s? (HI2)
2. What did Germans contribute to U.S. identity? (HI1)
3. How did the potato famine affect Irish emigration? (HI2)

American Literature and Art (pages 429–432)
4. How did American artists display the love of nature in their paintings? (HI1)
5. What did the transcendentalists believe? (HI1)

Reforming American Society (pages 433–439)
6. Why did many business owners support the temperance movement? (HI2)
7. Why was it hard for African Americans to receive an education? (HI2)

Abolition and Women’s Rights (pages 440–447)
8. Who published antislavery writings? (HI1)
9. How did the Underground Railroad work? (HI1)
10. What was the Seneca Falls Declaration of Sentiments and Resolutions? (HI1)

CRITICAL THINKING
1. USING YOUR NOTES: COMPARING

<table>
<thead>
<tr>
<th>How People Influenced America in the mid-1800s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants</td>
</tr>
<tr>
<td>Writers</td>
</tr>
<tr>
<td>Reformers</td>
</tr>
<tr>
<td>Abolitionians</td>
</tr>
<tr>
<td>Women</td>
</tr>
</tbody>
</table>

Using your chart, answer the questions below. (HI3)

(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? (HI1)

3. THEME: IMPACT OF THE INDIVIDUAL
Judging from what you read in this chapter, what methods can individuals use to influence their society? (HI1)

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. (HI1)

5. FORMING AND SUPPORTING OPINIONS
If someone asked you what was the most important reform of this period, what would you say? Why? (HI1)

Visual Summary
A New Spirit of Change (HI1)

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.

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.

Interact with History
Think about the laws you proposed before you read the chapter. Has your opinion changed since you read the chapter?
1. On the graph, what does each book stand for? (8.6.5)
   A. 100 students
   B. 1,000 students
   C. 100,000 students
   D. 1,000,000 students

2. What is the difference in school enrollment between 1840 and 1870? (8.6.5)
   A. 2 million students
   B. 4 million students
   C. 5 million students
   D. 7 million students

3. Which sentence best states Thoreau’s perspective? (8.6.7)
   A. People should be able to enjoy whatever type of music they want.
   B. People should do what they believe is right, regardless of what others think.
   C. People should always comply with the wishes of those around them.
   D. People should understand that there is only one right way to behave.

STANDARDS-BASED ASSESSMENT

Use the graph and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

**School Enrollment, 1840–1870**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840</td>
<td>1</td>
</tr>
<tr>
<td>1850</td>
<td>2</td>
</tr>
<tr>
<td>1860</td>
<td>3</td>
</tr>
<tr>
<td>1870</td>
<td>4</td>
</tr>
</tbody>
</table>

Each book equals 1 million students.

Source: Census of the United States

ALTERNATIVE ASSESSMENT

1. **WRITING ABOUT HISTORY**
   You are a reporter interviewing immigrants as they arrive in the United States after an ocean voyage. Decide what country your interviewee is from, and write questions and answers that would come from an interview. Ask questions about the voyage, as well as questions that reveal why they immigrated. (REP4)
   - Use books about U.S. immigrants to research your interview.

2. **COOPERATIVE LEARNING**
   Working with other students, make an annotated map of the Underground Railroad. Divide the work of researching to find accounts of slaves who escaped along the Underground Railroad. Type short summaries of their stories and identify their location on the map. (REP4)

INTEGRATED TECHNOLOGY

**DOING BIOGRAPHICAL INTERNET RESEARCH**

Biographical information can be obtained from many online sources. Use the Internet to find facts about one of the following people: Horace Mann, Elizabeth Blackwell, Alexander Twilight, or Maria Mitchell. (REP4)

- Use your subject’s name as a keyword in your research.
- Use a minimum of three different online sources and record the Web sites you used in your research.
- Once you have conducted your research, write a fact sheet about the person you chose.

For more about these individuals . . .
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
- assorted magazines (optional)
- craft sticks
- drawing paper or posterboard
- markers or colored pencils
- 3 x 5 note cards
- masking tape
- 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.
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.

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.

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.

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.

HELP DESK
For related information, see pages 423–428 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 . . .

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.

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?
Persuasive Writing:
In Defense of an Important Cause

PURPOSE: To argue for a cause you read about in Unit 4
AUDIENCE: Americans who lived between 1810 and 1860

Persuasive writing is writing whose purpose is to convince another person to adopt your opinion or viewpoint. Throughout this unit, you have read about people who used persuasion to advance their ideas. For example, the Cherokee argued before the Supreme Court that they should be allowed to hold onto their land in Georgia. Dorothea Dix tried to convince Massachusetts lawmakers to improve the care of the mentally ill.

Organization & Focus

Your assignment is to write a 500–700 word persuasive essay on a topic that stirred strong conflicting viewpoints in the years between 1810 and 1860. Imagine yourself living in those times. Which issue do you feel most strongly about? Which issue affects you personally?

CHOOSING A TOPIC  Review chapters 12, 13, and 14 and look for causes that divided the nation. Choose the cause that interests you the most and that affects you most deeply as the subject of your persuasive essay.

IDENTIFYING PURPOSE AND AUDIENCE  Your purpose is to persuade others to adopt your opinion. Americans living when the cause was being debated will be your audience. As you develop your argument, keep your audience in mind. What do they stand to gain from adopting your opinion?

FINDING SUPPORTING EVIDENCE  Look through the unit and other sources for details, examples, and reasons you can use to support your argument. As you search for evidence, be aware of the difference between facts and opinions. A fact is a statement that can be proved. An opinion is a belief of the writer or speaker. The following statements illustrate the difference between a fact and an opinion.

Fact: Dorothea Dix helped found 32 mental hospitals and a school for the blind.
Opinion: According to historian David Wahler, Dorothea Dix was one of the most effective reformers of the 19th century.
Here are some other kinds of evidence you can use to support your argument.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Facts that are stated in numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Specific instances that explain your point</td>
</tr>
<tr>
<td>Observations</td>
<td>Events or situations you yourself have seen</td>
</tr>
<tr>
<td>Anecdotes</td>
<td>Brief stories that illustrate your point</td>
</tr>
<tr>
<td>Quotations</td>
<td>Direct statements from authorities</td>
</tr>
</tbody>
</table>

**OUTLINING AND DRAFTING**  
Outline the three main parts of your persuasive essay. The **introduction** should grab the reader’s interest and define your **thesis**, or controlling main idea. The **body** of your essay should provide supporting evidence for your argument. It should also address your audience’s concerns and possible counterarguments. Counterarguments are any objections that others have raised. The **conclusion** should tie everything together and make a strong appeal.

**Research & Technology**

Find out more about your cause and the people who supported and opposed it using library and Internet sources. Enter the names of the supporters and opponents on a search engine. You could also enter the name or description of your cause.

**Evaluation & Revision**

Before evaluating and revising your essay, put yourself in the shoes of someone who disagrees with you and ask these questions:

- What do I believe about this issue, and why?
- Why have arguments failed to convince me before?
- What evidence and reasoning do I need before I will be persuaded to change my mind?

Revise your writing until you feel confident you have addressed all these questions.

**Publish & Present**

Make a neat final copy of your persuasive essay. Include a sketch or drawing that illustrates your issue or position. If possible, read your essay aloud to your classmates and display it on a bulletin board.
UNIT 5

1846 – 1877

A Nation Divided and Rebuilt
Gettysburg, Pennsylvania, was the site of the most decisive battle of the Civil War.

“Government of the people, by the people, for the people, shall not perish from the earth.”

—Abraham Lincoln, Gettysburg Address
Abraham Lincoln and Stephen A. Douglas debate the issue of slavery in the 1858 Senate campaign in Illinois.

Lincoln’s eloquent speaking style often made him a crowd favorite.

Abraham Lincoln and Stephen A. Douglas debating the issue of slavery in the 1858 Senate campaign in Illinois.

Section 1: Growing Tensions Between North and South

Section 2: The Crisis Deepens

Section 3: Slavery Dominates Politics

Section 4: Lincoln’s Election and Southern Secession

1846
War with Mexico begins.
Wilmot Proviso is introduced.

1848
Uncle Tom’s Cabin is published.
Franklin Pierce is elected president.

1848
Rebellions erupt across Europe.

1850
President Taylor dies. Millard Fillmore becomes president. Congress passes the Compromise of 1850.

1852
Taiping Rebellion begins in China.

1853
Crimean War begins.