





## Teacher Answer Key

	Problem	Reform
	<ul style="list-style-type: none"> <li>■ By 1800, Just 1 out of 15 people in America was a member of a church</li> <li>■ Poverty, crime, &amp; immorality were problems</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Second Great Awakening:</b> <ul style="list-style-type: none"> <li>– Evangelists like Charles Finney led religious revivals</li> <li>– Emotional “camp meetings”</li> <li>– Preachers talked about forgiveness of sin</li> <li>– By 1850, 1 in 6 Americans was a member of a church</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>■ Alcohol abuse was a problem               <ul style="list-style-type: none"> <li>– Whiskey was cheap</li> <li>– Americans drank a lot</li> <li>– Alcohol was linked to crime, debt, domestic abuse, &amp; unproductive workers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Temperance Reform</b> <ul style="list-style-type: none"> <li>– To get people to stop drinking</li> <li>– Women played an important role</li> <li>– Reformers convinced people to make a “pledge” to not drink</li> <li>– From 1820 to 1830, drinking fell sharply</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>■ From 1810 to 1830, slavery became more common due to cotton &amp; was seen as immoral by many in the North               <ul style="list-style-type: none"> <li>– All Northern states abolished slavery</li> <li>– Slavery led to physical &amp; sexual abuse &amp; the splitting of slave families</li> <li>– Slave rebellions &amp; running away were common</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Abolitionism               <ul style="list-style-type: none"> <li>– Reformers wanted to emancipate all slaves</li> <li>– William Lloyd Garrison created <i>The Liberator</i> &amp; called for the immediate end to slavery</li> <li>– Frederick Douglass was a runaway slave &amp; a popular critic of slavery</li> </ul> </li> </ul>
<p>“Men and women are CREATED EQUAL”</p>	<ul style="list-style-type: none"> <li>■ By 1800, women’s rights were limited               <ul style="list-style-type: none"> <li>– <b>Cult of Domesticity:</b> Women were expected to oversee the family &amp; home</li> <li>– Married women had no property rights &amp; could not vote</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Women’s Rights:               <ul style="list-style-type: none"> <li>– In 1848, Elizabeth Cady Stanton organized the <b>Seneca Falls Convention</b></li> <li>– <i>The Declaration of Sentiments</i> said “All men &amp; women are created equal”</li> <li>– They demanded the right to vote</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>■ By 1800, the U.S. lacked an education system:               <ul style="list-style-type: none"> <li>– Few states had <b>compulsory</b> attendance laws; Few children attended school past 10 years old</li> <li>– Most schools did not divided students by grade or age</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Education Reform:               <ul style="list-style-type: none"> <li>– Reformers, like Horace Mann, demanded public schools &amp; teacher-training programs</li> <li>– By 1850, all states public schools</li> </ul> </li> </ul>

## **Social Reforms in the Early Antebellum Era**

Directions: Students will visit 10 learning stations about social reform in the 1830s. There are two groups of stations: 5 stations examine the social problems of the era and 5 stations explore ways in which these problems were addressed by reformers. In each station, examine the image or document quotation and guess what the problem or reform is. After you have made your guess, flip the placard, read the background information, and take notes in the chart below.

<u>Problem?</u>	<u>Reform?</u>



<u>Problem?</u>	<u>Reform?</u>

<u>Problem?</u>
<u>Reform?</u>

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