

Students, if you are reading this, then it is time for snow day packets 11-16. The reading that you need will be inside the assignment attachments. Complete the reading, answer the questions within the reading, and complete the questions at the bottom of the worksheet. All of the necessary documents can not only be found in a Live Grades message, but also on the Elkins High School website under "Snow Packets."

April 2nd Snow day 11- Complete lesson 1 Attachment- Manifest Destiny

April 3rd Snow day 12- Complete Lesson 2 Attachment- Expansion in Texas

April 6th Snow day 13- Complete Lesson 3 Attachment- The War with Mexico

April 7th Snow day 14- Complete Lesson 1 Attachment- Religion Sparks Reform

April 8th Snow day 15- Complete Lesson 2 Attachment- Slavery and Abolition

April 9th Snow Day 16- Complete Lesson 3 Attachment- Women and Reform

Opening the Frontier**Lesson 1**

Manifest Destiny

Key Terms and People

manifest destiny Belief that the United States would expand across the continent

Treaty of Fort Laramie Treaty that gave Native Americans control of the central plains

Santa Fe Trail Trail from Missouri to Santa Fe, New Mexico

Oregon Trail Trail from Missouri to Oregon

Mormons Religious group that settled near present-day Salt Lake City

Joseph Smith Founder and leader of the Mormons

Brigham Young Leader of the Mormons who moved the group west to Utah

"Fifty-Four Forty or Fight!" Slogan used in the 1844 presidential election as a call for U.S. annexation of the Oregon Territory

Oregon Treaty Treaty between the United States and Britain that extended the mainland boundary with Canada along the 49th parallel and establishing the current United States boundary

Before You Read

In the last lesson you learned about changes in technology that brought economic diversity to the United States. In this lesson you will learn why Americans moved to the West.

As You Read

Use a chart to describe settlers to the West and issues facing the United States.

THE FRONTIER DRAWS SETTLERS**Why did settlers continue moving westward?**

Many Americans believed that God wanted the United States to expand across the continent. They felt that Americans were meant to control the West. This belief was called **manifest destiny**.

As a result of this belief, many people began moving west. Some moved because of the amount of land available. Farmers

hoped for prosperity. Merchants were looking for business opportunities and new markets. Some wanted to take advantage of the forests and minerals in the West. Some people wanted to take advantage of new trade markets with Asia, too. Harbors on the Pacific Coast made this possible.

1. What was manifest destiny?

Lesson 1, *continued*

Fill in the chart with information that describes settlement in the West and issues that affected Native Americans, settlers, and the U.S. government.

Western Settlement	New Mexico	Oregon	Utah
1. Who went?			
2. Why did they go?			
3. How did they get there?			
4. What did they find when they got there?			
ISSUES AFFECTING NATIVE AMERICANS, SETTLERS, AND U.S. GOVERNMENT			
	Causes	Effects	
5. The Black Hawk War			
6. The Fort Laramie Treaty			

Lesson 1, *continued***SETTLERS AND NATIVE AMERICANS****How did westward expansion affect Native Americans?**

The westward movement caused conflicts between Native Americans and white settlers. In the early 1830s, Chief Black Hawk and members of the Sauk and Fox groups rebelled against settlers in Illinois and in the Wisconsin territories. The Black Hawk War ended when the Illinois militia killed 200 Sauk and Fox people. These groups then were forced to move west of the Mississippi River.

In 1851 the United States government signed the **Treaty of Fort Laramie** with many Native American groups. The treaty gave Native Americans control of much of the Great Plains. In return, the Native Americans agreed not to attack settlers, and to allow the government to build forts and roads. The United States promised that settlers would stay out of the Native American lands. However, settlers hunted buffalo and elk, decreasing the supply. Also, the U.S. government did not honor the Treaty of Fort Laramie.

2. What was the agreement made in the Fort Laramie Treaty?

TRAILS WEST**What routes did the settlers take?**

Settlers used several major routes as they moved west. The **Santa Fe Trail** was one of the busiest trade routes running between Independence, Missouri, and Santa Fe, New Mexico. Traders traveled this route to Santa Fe, where they sold cloth, guns, and knives. In return, they bought silver, gold, and furs.

The **Oregon Trail** stretched from Independence to Portland, Oregon. In 1836 Marcus and Narcissa Whitman set up mission schools to convert Native Americans in Fort Boise. They wrote about the area's fertile soil and much rainfall. This led farmers and other American settlers to travel west on the Oregon Trail. By 1844 about 5,000 Americans had settled in Oregon.

One group that migrated west along the Oregon Trail was the **Mormons**. The Mormons were a religious group, started by **Joseph Smith**, who had been persecuted for their beliefs. **Brigham Young** was the Mormon leader who followed Smith. Young decided that the Mormons would be safer if they lived apart from society.

In 1847 thousands of Mormons settled near the edge of the Great Salt Lake in Utah. They built a community around present-day Salt Lake City.

Both the United States and Britain claimed the Oregon Territory. In 1844 James K. Polk, the Democratic presidential candidate, called for the entire Oregon Territory to be part of the United States. His campaign slogan was "**Fifty-Four Forty or Fight!**" This referred to the northern limit of the territory, which was the latitude 54°40'.

Britain was interested in the Oregon Territory mainly for its furs. Eventually, the fur trade began to decline. As a result, the British lost interest in the Oregon Territory. The two countries signed the **Oregon Treaty** in 1846. This established the current border between the United States and Canada.

3. What two trails did Americans take to move west?

Opening the Frontier**Lesson 2**

Expansion in Texas

Key Terms and People

land grant Gift of public land to an individual or organization

Stephen F. Austin Leader of American colony in Texas

Antonio López de Santa Anna Mexican president who fought Texans in the Texas Revolution

Texas Revolution Texas's war for independence from Mexico

Alamo Site of a key battle in the Texas Revolution

Sam Houston First president of the Republic of Texas

Republic of Texas Independent nation that was created after Texans defeated Mexico in the Texas Revolution

annex To make part of, incorporate

Before You Read

In the last lesson you read about American expansion to the West. In this lesson you will learn about the conflict between the United States and Mexico over Texas.

As You Read

Use a timeline to take notes on the events that involved Mexican authorities and American settlers in Texas.

**AMERICANS SETTLE
IN THE SOUTHWEST****What were Mexico's land grants?**

After Mexico won its independence from Spain in 1821, the Spanish mission system declined. Native Americans, who had always been in close contact with Mexicans, found themselves being forced to work as unpaid laborers. Upset by this, some Native Americans attacked Mexican settlements in Texas and stole cattle from American and Mexican settlers.

In the years after independence, Mexico sought to improve its economy. As a result, Mexico loosened its trade

restrictions between its northern provinces and the United States.

In addition, Mexico wanted to protect its territory from Native American attacks. For this reason, and to help its economy, Mexico encouraged American farmers to settle in Texas. In the early 1820s Mexico offered huge **land grants** to American settlers. Under these land grants, Americans bought land in Mexico for a low price. In exchange, they promised to obey Mexican laws and practice Roman Catholicism. Many Americans rushed at the chance.

American settlers in Texas were called Anglos. They soon outnumbered the

Lesson 2, *continued*

Tejanos, or Spanish-speaking Texans.

The Americans in Texas eventually established a colony in Texas. **Stephen F. Austin** was the colony's leader. The number of Anglos in Texas steadily grew and their colony thrived. As a result, many people in the United States considered making Texas part of their country.

President John Quincy Adams had offered to buy Texas for \$1 million. President Andrew Jackson later offered \$5 million. Mexico refused to sell Texas. Soon the Mexicans also began to have second thoughts about inviting in so many Americans.

1. Why did Mexico encourage American settlement in Texas?

TEXAS FIGHTS FOR INDEPENDENCE

What happened at the Alamo?

Tensions soon erupted between Texas's Anglo population and Mexico. First, the Anglo settlers spoke English instead of Spanish. Second, they tended to be Protestant rather than Catholic. Third, many settlers were southerners who had brought their slaves with them. Mexico had outlawed slavery in 1824.

In 1830 Mexico banned more American settlers from coming to Texas. In 1834 Stephen Austin convinced Mexican leaders to drop the ban. Many Americans entered Texas again.

As the Anglo population grew, Austin went to Mexico City to visit the Mexican president, **Antonio López de Santa Anna**. Austin asked Santa Anna for greater self-government for Texas. Santa Anna jailed Austin.

Austin eventually was freed. He

returned to Texas and called for Texans to arm themselves. Soon afterward, Santa Anna led an army to San Antonio to force the Texans to obey Mexican law. War broke out between the two sides in 1835. The war became known as the **Texas Revolution**.

One of the most famous battles of war occurred at the **Alamo**, a mission in San Antonio. In February 1836, a small group of American forces tried to defend the Alamo from Mexican troops. Santa Anna and his troops attacked the rebels in the Alamo. The Mexicans finally captured the mission after killing all 187 of the Americans.

After the defeat at the Alamo, Texans defeated Santa Anna at the Battle of San Jacinto. This was under their commander, **Sam Houston**. They shouted "Remember the Alamo!" This became a rallying cry for Texas rebels. The Texans were victorious against Santa Anna and received their independence. Houston was elected president of the new **Republic of Texas** in 1836.

In 1838 Sam Houston invited the United States to **annex**, or incorporate, Texas as part of the country. Texans wanted this, but sections of the U.S. differed on whether this was a good idea. Southerners welcomed another slave state to the Union. Northerners, however, did not want another slave state because it would tip the balance in the Senate in favor of slave states. Texas became the 28th state in 1845.

2. Why were some Northerners opposed to Texas joining the United States?

Lesson 2, continued

Answer questions about events related to Texas and Mexico.

1821	Mexico offers land grants to anyone bringing settlers to Texas.	→	1. Why did Mexico want Americans to settle in Texas?	2. Why did Americans want to settle in Texas?
			3. What brought American settlers into conflict with the Mexican government?	
1835	The Texas Revolution is led by Texans eager to gain independence from Mexico.	→	4. What happened at the Alamo?	
1836	The Republic of Texas is founded.			
1838	Sam Houston invites the United States to annex the new republic.	→	5. Why was the United States at first reluctant to annex Texas?	
1845	Texas becomes the 28th state of the Union.			

Opening the Frontier**Lesson 3**

The War with Mexico

Key Terms and People

James K. Polk 11th president of the United States

Zachary Taylor American general in war with Mexico; 12th president

Stephen Kearny American general in war with Mexico

Republic of California Nation declared by American settlers after defeating Mexicans

Winfield Scott American general in war with Mexico

Treaty of Guadalupe Hidalgo Treaty ending the war with Mexico

Gadsden Purchase Purchase of land from Mexico in 1853 that established the present U.S.-Mexico boundary

forty-niners People who came to California in 1849 in search of gold

gold rush Movement of people to a place in which gold has been discovered

Before You Read

In the last lesson you learned about the conflict between the United States and Mexico over Texas. In this lesson you will learn how this conflict led to war and how the U.S. expanded across the continent.

As You Read

Use a chart to take notes on the causes and effects of the war with Mexico.

POLK URGES WAR**Why did President Polk want war?**

When the United States annexed Texas, tensions increased with Mexico. U.S. president **James K. Polk** thought a war with Mexico would bring the United States more Mexican lands; namely, California and New Mexico. So he supported Texas's claims that its southern border extended to the Rio Grande. Mexico claimed that the southern border stopped 100 miles northeast of the Rio Grande at the Nueces River.

In 1845 Polk tried to purchase California and New Mexico and get approval of the Rio Grande as the Texas border from Mexico. Mexico's officials refused to discuss it. Polk then had General **Zachary Taylor** blockade the Rio Grande, which Mexicans saw as a violation of territorial rights.

Americans were divided about going to war with Mexico. Southerners viewed the war as a way to extend slavery. Northerners were mainly opposed to the war. They did not want to see slavery extended.

Lesson 3, *continued*

1. How did President Polk try to provoke a war with Mexico?

THE WAR BEGINS**What sparked the war?**

Americans sent an exploration party into Mexico's California territory in 1845. Mexicans were angered by this invasion. As a result, Mexico sent troops across the Rio Grande into Texas. Fighting broke out. The Mexicans killed nine U.S. soldiers. Polk asked Congress to declare war, and it did.

The U.S. Army was led by Colonel **Stephen Kearny**. He marched his troops into Santa Fe, New Mexico. U.S. forces took the area without firing a shot.

Kearny's troops then moved into California where more than 500 U.S. settlers lived. Some of them had already declared their independence and set up the **Republic of California**. Kearny and American troops there easily took control.

American troops also pushed into Mexico. One military victory followed another. Mexican soldiers defended their home soil. However, their army had poor leaders, while the U.S. army had capable leaders. They included captains Robert E. Lee and Ulysses S. Grant and generals Zachary Taylor and **Winfield Scott**. Eventually, Scott's troops captured Veracruz and Mexico City, the capital.

2. What event started the war with Mexico?

AMERICA GAINS THE SPOILS OF WAR; THE CALIFORNIA GOLD RUSH**What lands did the United States get from Mexico?**

In 1848 Mexico and the United States signed the **Treaty of Guadalupe Hidalgo**, ending the war. Under the treaty, Mexico agreed to the Rio Grande border for Texas and ceded New Mexico and California. The U.S. paid for land that included present-day California, Nevada, New Mexico, Utah, most of Arizona, and parts of Colorado and Wyoming.

Five years later, in 1853, the United States bought more land from Mexico. This deal was known as the **Gadsden Purchase**, which set the current borders of the lower 48 states.

In 1848 the Democrats nominated Lewis Cass for president. They remained silent on the issue of extending slavery to the nation's vast new holdings. A group of antislavery Democrats nominated Martin Van Buren. Van Buren captured 10 percent of the popular vote but no electoral votes. The winner was the Whig nominee, war hero Zachary Taylor.

Also in 1848 a worker discovered gold at Sutter's Mill in California. Thousands of people streamed into California in search of gold. These settlers were known as **forty-niners**. This mass migration became known as the **gold rush**. California's population exploded, which caused a demand for many kinds of jobs such as innkeepers, carpenters, police officers, and other workers. Places such as San Francisco became boomtowns.

By 1849 California's population exceeded 100,000 and was made up of a diverse population including Chinese, Mexicans, and freed blacks. California

Lesson 3, continued

applied for statehood as a state that outlawed slavery. California's application for statehood provoked much debate in Congress. It became just one more sore point between northerners and southerners, each intent on winning the argument over slavery.

3. Which lands did the United States get as a result of the Treaty of Guadalupe Hidalgo?

Answer the questions about the causes and effects of the war with Mexico.

Causes	Effects
1. Why was Mexico angry about Texas?	2. What happened when Polk tried to purchase California and New Mexico and get the approval of the Rio Grande as the Texas border?
3. Why did General Zachary Taylor blockade the Rio Grande River?	4. What happened after the blockade of the Rio Grande River?
5. Why did the U.S. go into California in 1845?	6. What was the result of the U.S. going into California?
7. Why were U.S. soldiers able to win so many battles against the Mexican soldiers?	8. How did the war with Mexico end?
9. Why was California able to become a state?	10. How did California's statehood affect the U.S.?

Reform Movements**Lesson 1**

Religion Sparks Reform

Key Terms and People

Second Great Awakening Protestant spiritual movement that spread through America

revival A religious gathering that relied on emotional sermons to encourage religious feelings

Charles Grandison Finney An important preacher in the revivalist movement

Ralph Waldo Emerson Leading transcendental philosopher and well-known writer

transcendentalism Philosophy that emphasized the truth to be found in nature and intuition

Henry David Thoreau Author of *Walden* who practiced ideas of transcendentalism

civil disobedience The form of protest that calls on people to disobey unjust laws

utopian communities Experimental communities designed to be perfect societies

Dorothea Dix Reformer who worked for improved treatment of the mentally ill

Before You Read

In the last lesson you read about the war with Mexico and how the United States expanded across the continent. In this lesson you will learn about religious and reform movements during that time.

As You Read

Use a chart to take notes about religious and reform movements of the early 1800s.

THE SECOND GREAT AWAKENING**What was the Second Great Awakening?**

The **Second Great Awakening** was a religious movement that swept across the United States after 1800. This movement stressed individualism and responsibility. It relied on emotional sermons in meetings called **revivals**. A revival might last several days. Its participants were known as revivalists. During the day, revival participants studied the Bible. In the evening, they

heard emotional preaching that could make them cry or tremble with fear. Preachers, such as **Charles Grandison Finney**, gave exciting sermons to bring out emotional responses from their audiences. They preached that each person had the responsibility to find salvation. They also stressed that people could change themselves—and society. Charles Finney and other preachers urged people in the United States to attend church.

The revivalist movement—with its

Lesson 1, *continued*

message of salvation—attracted numerous African Americans. The movement's message gave enslaved African Americans hope for freedom. Richard Allen started the African Methodist Episcopal Church and encouraged members to strengthen their faith and fight slavery. The church became a political, cultural, and social center for African Americans.

1. What was the appeal of revivalism?

TRANSCENDENTALISM AND REFORMS

What was transcendentalism?

Many people sought an alternative to traditional religion. One philosophical and literary movement was based on the ideas of **Ralph Waldo Emerson**, a New England writer and philosopher. Emerson led a group practicing **transcendentalism**.

According to transcendentalism, people could find truth by looking at nature and within themselves rather than in any organized system of beliefs. It emphasized personal emotions and imagination and living a simple life.

Transcendentalists believed in the dignity of the individual. They fought for social changes such as ending slavery and improving conditions in prisons. They also contributed to a literary movement that stressed freedom and self-reliance. Emerson's friend and fellow writer **Henry David Thoreau** practiced self-reliance. He left his regular life and built a cabin on the shore of Walden Pond, near Concord, Massachusetts. He lived alone there for two years.

Thoreau believed in **civil disobedience**.

This meant he believed that people should protest and not obey laws they considered unjust.

The Unitarian movement was another spiritual movement that grew during this time. Unitarianism appealed to reason, not to emotion. Unitarians believed that people became better over time as opposed to the revivalist belief in immediate change. The movement attracted wealthy and educated people. Unitarian ministers, like revivalists, stressed the power of the individual.

2. What did transcendentalism emphasize?

AMERICANS FORM IDEAL COMMUNITIES; SCHOOL AND PRISON REFORM

What did Americans attempt to reform?

Some reformers wanted to create ideal living environments, or **utopian communities**. In these experimental communities, people tried to create a "perfect" place by living in harmony and self-sufficiency out in the country. Several utopian communities were established, but none of them succeeded.

Many Americans worked to reform society during the early 1800s. Because some people believed that conditions in prisons were too harsh, they sought change. **Dorothea Dix** worked for reform in the treatment of mentally ill people. She was successful in getting some states to pass laws aimed at improving conditions. She also persuaded some Southern states to set up public hospitals for the mentally ill.

In the 1830s Americans began to

Lesson 1, *continued*

demand tax-supported public schools.
By the 1850s every state had a law that
created an elementary school system.

3. In what areas did Americans push
for reforms?

Answer the questions below.

New religious and philosophical movements emerged during the Second Great Awakening. What ideas and practices did each of the following promote?
1. Revivalism
2. Unitarian movement
3. African Methodist Episcopal church
4. Transcendentalism
By the mid-1800s, Americans from numerous religious and philosophical movements joined together to fight the social ills that were troubling the nation.
5. What were the purposes of utopian communities?
6. What were the accomplishments of the movement to reform prisons and the treatment of the mentally ill?
7. What did the movement to reform education accomplish?

Reform Movements**Lesson 2**

Slavery and Abolition

Key Terms and People

abolition Movement to outlaw slavery

William Lloyd Garrison Abolitionist leader

emancipation The freeing of slaves

David Walker A free African American who urged blacks to take their freedom by force

Frederick Douglass Escaped slave who became a noted abolitionist leader

Nat Turner Leader of a violent slave rebellion

antebellum Pre-Civil War

gag rule A rule limiting debate on an issue

Before You Read

In the last lesson you read about different religious and reform movements in the United States in the 1800s. In this lesson you will learn about the movement to end slavery.

As You Read

Use a chart to take notes on antislavery and proslavery activities during the years from 1820 to 1850.

ABOLITIONISTS SPEAK OUT**What did abolitionists want?**

Free African Americans had urged the end of slavery for years. Gradually more and more whites began to support **abolition**, the movement to end slavery. Some were encouraged by Charles G. Finney and other preachers who called slavery a sin.

One of the more significant abolitionists was **William Lloyd Garrison**, a newspaper publisher. In his newspaper, *The Liberator*, Garrison called for immediate **emancipation**, or freeing of the slaves. He changed the abolitionists' goal from a gradual end of slavery to an immediate end. He did not

believe that slaveholders should receive any payment.

David Walker was a free black living in Boston. He urged African Americans to fight for their freedom. Another important abolitionist was **Frederick Douglass**, a former slave. Born a slave in 1817, Douglass had been taught to read and write by the wife of one of his owners. He learned early on that knowledge could help him gain his freedom. In 1838, Douglass held a skilled job as a ship caulker in Baltimore. He excelled at his job and earned high wages. However, Douglass's slave owner took his pay each week. As a result, Douglass escaped and went to New York.

Lesson 2, *continued*

In New York, Douglass became an eager reader of *The Liberator*, and an admirer of William Lloyd Garrison. Soon, Douglass became a leader in the abolitionist cause. He wrote and spoke powerfully in favor of achieving emancipation through nonviolence. He founded an antislavery newspaper called *The North Star*.

1. How did Walker's and Douglass's views differ?

FREE AFRICAN AMERICANS**What was life like for free African Americans?**

Some African Americans lived as free people. They gained their freedom from former owners, by buying it, or as a reward for military service in American wars. Free black communities could be found in every part of the country.

Life for free blacks in the South was better than that of enslaved African Americans, but it was not easy. Free African Americans could not vote and were not allowed many other rights such as attending school. They were restricted from some jobs and were punished if they did not have a job. Yet some free African Americans in the South became rich. Some even bought slaves of their own.

African Americans in the North had more rights than those in the South. A large number of them were free and could vote in elections. They could also move more freely from one place to another. Black children in Northern cities were often allowed to attend school. Their freedom and education allowed some Northern African Americans to become social and political leaders.

Even so, Northern African Americans still faced discrimination. They could not use public transportation or see concerts with white people. Only low paying jobs were available to them. Over time, some Northern states began to limit the rights of African Americans even more. African Americans joined together to find ways to put up with and possibly change their situation. Many formed a sense of community by taking part in church activities.

Some free blacks moved west to try to escape discrimination. They did gain some freedoms but still faced some unfair treatment.

2. How did the lives of African Americans in the North and the South differ?

LIFE UNDER SLAVERY**What was life like under slavery?**

As the debate over slavery grew, the number of slaves in the United States also increased. The nation's slave population almost doubled between 1810 and 1830—from 1.2 million to about 2 million.

The institution of slavery had changed substantially since the 18th century. In those days, most slaves were male. Most had recently arrived from the Caribbean or Africa and spoke one of several non-English languages. Most of these slaves worked on small farms.

By 1830, however, the majority of slaves had been born in America and spoke enough English to communicate with other slaves. The rise of the plantation system brought further changes to slaves' lives.

Lesson 2, *continued*

Most slaves worked on large plantations. They worked from dawn to dusk in the fields. Often they were treated harshly. Some slaves worked in the plantation owner's house as butlers, cooks, and maids.

Social contact with others helped Southern slaves survive their harsh conditions. They joined together to pray, tell stories, and sing spirituals. They also gained strength from their marriages and their children.

Many African American slaves also supplied the labor needed in Southern cities. They worked in textile mills, mines, and lumber yards. Some slaves were skilled workers, such as blacksmiths or carpenters. They were usually treated better than rural slaves and had more freedom of movement.

Many African American slaves dreamed of freedom. Some took drastic action to make this happen. In 1831 a Virginia slave named **Nat Turner** led a violent slave rebellion. He and his followers attacked five plantations. They killed several people. Turner and his followers eventually were captured and executed.

3. Where did most slaves work?

SLAVE OWNERS DEFEND SLAVERY

How did Southerners react to the Turner rebellion?

The Turner rebellion frightened white Southerners. Some argued that the only way to prevent rebellions was to abolish slavery. Virginia lawmakers introduced a bill that would end slavery in the state. After a heated debate, the bill was defeated by a close vote. That loss ended

the debate on slavery in the **antebellum**, or pre-Civil War, South.

Others in the South argued that placing tighter restrictions on slaves would keep them from revolting. Across the South, state legislatures passed laws known as slave codes that restricted blacks' rights even further. Under these new laws, slaves could not preach, testify in court, own property, or learn to read.

Despite the controversy surrounding slavery, many Southerners defended it. They argued that slavery actually benefited blacks by introducing them to Christianity. Southern white Christian churches gradually shifted their positions on slavery during this period. While some ministers had attacked slavery in the early 1800s, by the 1830s, most agreed that slavery and Christianity could coexist.

Southerners also invented the myth of the happy slave—a beloved member of the plantation family. They argued that, unlike Northerners who could fire their African American workers, Southerners cared for their slaves for a lifetime.

Despite these claims from Southerners, the abolitionist movement continued. Northern legislators tried to introduce bills in Congress to abolish slavery. Southern representatives responded by getting Congress to adopt a **gag rule** in 1836. Under this rule, legislators could limit or ban debate on any issue—including slavery. The rule was repealed in 1845. Until then, Southerners were able to limit the debate over slavery in Congress.

4. In what ways did Southerners further restrict slaves' rights?

Lesson 2, *continued*

Fill out the chart below.

Describe the plan of action for the abolition of slavery favored by each of the following abolitionists.		
1. William Lloyd Garrison	2. David Walker	3. Frederick Douglass
Describe the lives of people in each of the following groups of African Americans.		
4. Rural slaves	5. Urban slaves	6. Free blacks
Describe the effects of slave rebellions on the South and the rest of the country.		
7. What new restrictions were placed on African Americans?	8. What new arguments were made to support slavery?	9. What was done in Congress to prevent debate on slavery?

Reform Movements**Lesson 3**

Women and Reform

Key Terms and People

cult of domesticity Social customs that restricted women to caring for the house

Sarah and Angelina Grimké Leaders in the abolitionist movement

temperance movement Movement to ban the drinking of alcohol

Elizabeth Cady Stanton Leader in the abolitionist and women's rights movements

Lucretia Mott Leader in the abolitionist and women's rights movements

Seneca Falls Convention Convention held in 1848 to argue for women's rights

Sojourner Truth Former slave who became an abolitionist and women's rights activist

Before You Read

In the last lesson you read about slavery and the abolitionist movement. In this lesson you will learn about women's roles in the country's various reform movements.

As You Read

Use a chart to take notes on how women approached the question of inequality.

WOMEN'S ROLES IN THE MID-1800S; WOMEN MOBILIZE FOR REFORM

What reform movements did women participate in?

American women in the early 1800s had few rights. Social customs required women to restrict themselves to caring for the house. This idea came to be known as the **cult of domesticity**. Women were not believed to be capable of dealing with such matters as business and politics. About one in ten single women worked outside the home. They earned only half of what men earned for doing the same job. Women could not vote or serve on juries. In many states, wives had to give their property to their

husbands. Any money that married women earned had to be given to their husbands.

Despite such limits, many women actively participated in the important reform movements of the 19th century. **Sarah and Angelina Grimké** worked for the abolition of slavery. Women involved in this movement gave speeches, wrote about their cause, raised money, and distributed literature about the movement. They also collected signatures on petitions requesting an end to slavery.

Mary Vaughan and other women joined the **temperance movement**. This was an effort to ban the drinking of alcohol. Those who worked for

Lesson 3, *continued*

temperance formed organizations such as the American Temperance Society. They also gave lectures and wrote about the evils of alcohol. For example, they published pamphlets that explained their cause. They also held rallies to gain support for the banning of alcohol.

Many women also worked to improve education—mainly for girls. Until the 1820s American girls had little chance for education. The Grimké sisters were among those who wrote about this issue. Other female reformers opened schools of higher learning for girls. Emma Willard opened a school for girls in New York. Mary Lyon started Mount Holyoke in Massachusetts. It later became a college. Prudence Crandall tried to open a school for African American girls.

Some women worked to improve women's health. In the 1850s Catherine Beecher, a respected educator, undertook a national survey of women's health. She found three sick women for every healthy one. One reason was that they wore clothing so restrictive that breathing sometimes was difficult. Amelia Bloomer, a newspaper publisher, came up with a solution. She devised looser-fitting clothes known as "bloomers."

Elizabeth Blackwell became the first woman to graduate from medical college. She then opened a hospital for women.

1. Why was women's involvement in the reform movements at odds with the cult of domesticity?

THE WOMEN'S RIGHTS MOVEMENT EMERGES

What was the Seneca Falls Convention?

Women's work on behalf of others eventually prompted them to improve their own lives. Some women began to campaign for greater women's rights. Two such women were **Elizabeth Cady Stanton** and **Lucretia Mott**. Both had been abolitionists. In 1848 they organized a women's rights convention in Seneca Falls, New York. It became known as the **Seneca Falls Convention**. More than 300 women and men attended. Stanton and Mott presented a statement of grievances, called the "Declaration of Sentiments," which they had written. This statement called for laws that guaranteed equal rights for women. One of the more controversial rights women called for was suffrage, or the right to vote.

The women's rights movement involved mostly whites. For the most part, African American women found it difficult to draw attention to their plight. One exception was **Sojourner Truth**. A former slave, Truth became famous for speaking out for both abolition and women's rights.

2. What was one right women demanded at the Seneca Falls Convention?

Lesson 3, *continued*

Fill out the chart to summarize information about the status of women and their role in reform movements.

Women of the 19th century faced many limitations imposed by society.		
1. In what ways were women's options limited in the early 19th century?		
Despite such limitations, women participated in all the important reform movements of the 19th century. Describe the leaders of each movement and their achievements.		
Movement	Key Women Leaders	Efforts Made on Behalf of the Movement
2. Abolitionism		
3. Temperance		
4. Women's education		
5. Health reform for women		
6. Women's rights		