

Name : \_\_\_\_\_ Hr.: \_\_\_\_\_

### **Ch. 14 Study Guide- New Movements in America**

**Directions:** Using multiple resources, fill in the missing information below. After completion, use the guide to study for your exam.

#### ***Ch. 14, Section 1 (Immigrants and Urban Challenges)***

- 1.) In the mid-1800's, millions of immigrants crossed the Atlantic Ocean to begin new lives in the United States. Of the 4 million that settled in the U.S. between 1840 and 1860, more than three million arrived from \_\_\_\_\_ and Germany.
- 2.) In the mid-1840's, potato \_\_\_\_\_, a disease that causes rot in potatoes, resulted in a scarcity of food for many in Ireland. Many would immigrate to the United States.
- 3.) Many Germans also came to the United States during this time. Most Germans were working class, and they came for \_\_\_\_\_ opportunity and freedom from government control.
- 4.) While many immigrants went to the Midwest to buy farmland, other immigrants filled the need for cheap labor in towns and cities. Industrial jobs in the \_\_\_\_\_ attracted many and the rate at which a city grew was closely linked to the number of \_\_\_\_\_ jobs available.
- 5.) Anti-immigration movements were driven by nativists, a group of Americans who opposed immigration. In 1849, nativists formed a political party called the \_\_\_\_\_ - \_\_\_\_\_ Party. The \_\_\_\_\_ - \_\_\_\_\_ party supported immigration restrictions because they believed they would be protecting the jobs and culture of native-born Americans.
- 6.) Although there were benefits to city life, many challenges existed. For instance, many city dwellers, particularly \_\_\_\_\_, were forced to live in tenements-poorly designed apartment buildings that housed large numbers of people. In addition, there was a lack of clean water, public \_\_\_\_\_ regulations, and healthful ways of getting rid of garbage. Cities became centers of \_\_\_\_\_ activity as well, and most cities had no permanent force to fight crime.

#### ***Ch. 14, Section 3 (Reforming Society)***

- 7.) During the 1790's and early 1800's, some Americans took part in a Christian renewal movement called the Second \_\_\_\_\_ Awakening. This led to an increase in church membership across the country and led to involvement in movements to fix the problems created by urban growth.
- 8.) One challenge facing America in the early 1800's was poor public education. The availability of education varied, and those with money had better educational opportunities than others. The poor were often forced to send their children to schoolhouses where students of all ages worked in the same \_\_\_\_\_. Rich families often sent children to \_\_\_\_\_ schools and hired tutors.
- 9.) People in the \_\_\_\_\_-school movement wanted all children taught in a common place, regardless of background. Horace Mann, a leader of this movement, became Massachusetts's first secretary of education and convinced the state to make drastic changes to education, such as lengthening the school \_\_\_\_\_.
- 10.) Education reform also created greater opportunities for women. For instance, Catherine \_\_\_\_\_ started an all-female academy and wrote many essays stressing the importance of women's education.
- 11.) Education reform also existed in African American communities. Community leaders were often influenced by the Second \_\_\_\_\_ Awakening and its spirit of reform, and worked to create schools for black Americans.

**Ch. 14, Section 4 (The Movement to End Slavery)**

12.) Some Americans had opposed slavery since before the country was founded. In the 1830's, some Americans took organized action supporting \_\_\_\_\_, or a complete end to slavery. One such abolitionist, William \_\_\_\_\_ Garrison, published an abolitionist newspaper, the Liberator. He also helped found the American \_\_\_\_\_ Society, a group that wanted immediate emancipation and racial equality for African Americans.

13.) A former slave, Sojourner \_\_\_\_\_, also contributed to the abolitionist cause. Sojourner \_\_\_\_\_ traveled throughout the U.S. preaching about the injustices of slavery and fighting for women's rights.

14.) By the 1830's, a loosely organized group had begun helping slaves escape from the South. Free African Americans, former slaves, and a few white abolitionists worked as part of the Underground Railroad and helped to arrange transportation and hiding places for escaped slaves. The most famous and daring "conductor" on the Underground Railroad was Harriet \_\_\_\_\_, a former slave who led many fugitive slaves to freedom.

**Ch. 14, Section 5 (Women's Rights)**

15.) Fighting for the rights of African Americans led many female abolitionists to fight for women's rights. Like the abolitionist movement, the struggle for women's rights faced opposition. In fact, even some women believed that they did not need new rights and that they were not unequal to men, only \_\_\_\_\_.

16.) Lucretia Mott and Elizabeth Cady Stanton wanted to advance women's rights. They helped organize the \_\_\_\_\_ Convention, the first public meeting about women's rights held in the United States. This meeting marked the start of the organized women's rights movement.

17.) After the convention, the struggle continued. Women's rights activists battled many difficulties and faced much opposition. One such woman, \_\_\_\_\_ B. Anthony, brought strong organizational skills to the women's rights movement and fought for equality in various areas. For instance, she led a campaign to change laws concerning women's control of their money and \_\_\_\_\_.

**Essay Questions:**

18.) What problems did many American cities face in the mid-1800s? Must reference housing, crime, and public health conditions.

19.) What were two (2) reform movements of the 1800s? Must list goals and accomplishments of each movement.