

Name: _____

Hr: _____

8th Grade U.S. History

Chapter 14 Homework Packet New Movements in America



Requirements:

- All margin questions must be answered in complete thoughts and sentences.
- Chapter Summary must be completed to the best of your ability.
- Students must make at least three marginal annotations or "mental moves" per page. Marginal annotations should be purposeful and can take the form of any of the following:

Predicting:

I predict that...
In the next part I think...

Visualizing:

I picture...
I can see...

Questioning:

A question I have is...
Could this mean...

Making Connections:

This is like...
This reminds me of...

Identifying a Problem:

I got confused when...
I'm not sure of...

Fixing Problems:

I'll reread this part...
I'll read on and check back...

Summarizing:

The big idea is...
I think the point is...

New Movements in America

Section 1



MAIN IDEAS

1. Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
2. Industrialization led to the growth of cities.
3. American cities experienced urban problems due to rapid growth.

Key Terms and People

nativists people who opposed immigration

Know-Nothing Party political organization founded by nativists in 1849

middle class a social and economic level between the wealthy and the poor

tenements dirty, unsafe housing structures in which the cities' poor were forced to live

Academic Vocabulary

implicit understood though not clearly put into words

Section Summary

MILLIONS OF IMMIGRANTS ARRIVE

Between 1840 and 1860, more than four million immigrants came to the United States. Many came from Ireland, fleeing starvation that came with a terrible potato famine there. The famine also meant that many Irish immigrants arrived poor. These immigrants often got jobs working long hours for little pay.

Unlike the Irish, immigrants from Germany often arrived with some money. Many came to America after a revolution in their homeland. Others came for the opportunities America offered. Many bought farmland in America's Midwest. Others settled and worked in cities.

To many native-born Americans, the new immigrants posed an **implicit** threat. Americans worried that immigrants would take away their jobs. Immigrants would do the same work but for less

Compare and contrast Irish and German immigration between 1840 and 1860.

Why did nativists worry about the increasing numbers of immigrants?

Section 1, continued

money. The Americans also mistrusted immigrants who were Catholic. In Europe, Protestants and Catholics had a history of conflicts.

Americans who opposed immigration for these reasons were known as **nativists**. Together, the nativists formed a political group called the **Know-Nothing Party**, which tried to limit immigration.

RAPID GROWTH OF CITIES

In the mid-1800s, the Industrial Revolution encouraged rapid growth in America's cities. The jobs the Industrial Revolution created also helped build a **middle class**—a social and economic level between the wealthy and the poor. These new urban dwellers enjoyed the culture in America's cities. Libraries, clubs, and theaters grew as the cities grew.

URBAN PROBLEMS

The people who moved to the city to work could afford only tenement rents. **Tenements** were poorly designed housing structures that were dirty, overcrowded, and unsafe. Cities had not yet learned how to deal with the filth and garbage generated by so many people, and killer epidemics resulted. Crime and fires also plagued the fast-growing cities of the United States.

Why do you think culture changed after the Industrial Revolution?

Why were living conditions so poor in urban areas?

CHALLENGE ACTIVITY

Critical Thinking: Summarize List some of the health and safety issues that plagued America's cities during the first half of the 1800s.

New Movements in America

Section 3



MAIN IDEAS

1. The Second Great Awakening sparked interest in religion.
2. Social reformers began to speak out about temperance and prison reform.
3. Improvements in education reform affected many parts of the population.
4. Northern African American communities became involved in reform efforts.

Key Terms and People

Second Great Awakening late 1700s-early 1800s movement of Christian renewal

Charles Grandison Finney minister who challenged some traditional beliefs

temperance movement movement to encourage people not to drink alcohol

Lyman Beecher minister who spoke against both Charles Grandison Finney and alcohol consumption

Dorothea Dix prison reformer

common-school movement movement to have all children, regardless of background, taught in a common place

Horace Mann education reformer

Catharine Beecher founder of all-female academy in Hartford, Connecticut

Thomas Gallaudet education reformer for the hearing impaired

Section Summary

SECOND GREAT AWAKENING

During the 1790s, a period of Christian renewal began. It was known as the **Second Great Awakening**. By the 1830s, it had swept through New England, the Appalachians, and the South.

Charles Grandison Finney was one of the leaders of the Second Great Awakening. Some, like Boston's Lyman Beecher, did not agree with Finney's message. However, the Constitution's First Amendment guaranteed Finney's right to speak and be heard. Through the efforts of Finney and other ministers, many Americans joined churches across the country.

What can you infer from the fact that this period was called the Second Great Awakening?

SOCIAL REFORMERS SPEAK OUT

In the spirit of the Second Great Awakening, people tried to reform many of society's ills. For example,

Section 3, continued

in the **temperance movement**, people aimed at limiting alcohol consumption. **Lyman Beecher** and other ministers spoke about the evils of alcohol.

Another reformer, **Dorothea Dix**, reported on the terrible conditions she found when she visited some Massachusetts prisons. Imprisoned along with adult criminals were the mentally ill and children. Because of efforts by Dix and others, governments built hospitals for the mentally ill and reform schools for young lawbreakers. They also began to try to reform—not just punish—prisoners.

How did prisons change as a result of reformers like Dorothea Dix?

IMPROVEMENTS IN EDUCATION

Education in the early 1800s improved with the **common-school movement**. This movement, led by **Horace Mann**, worked to have all students, regardless of background, taught in the same place. Women’s education also improved at this time. Several women’s schools, including **Catharine Beecher’s** all-female academy in Connecticut, opened. Teaching people with disabilities improved, too. For example, **Thomas Gallaudet** bettered the education of the hearing impaired.

What was the common-school movement?

AFRICAN AMERICAN COMMUNITIES

In this period, life improved for the nation’s free black population. The Free Africans Religious Society, founded by Richard Allen, pressed for equality and education. Leaders such as Alexander Crummel helped build African American schools in New York, Philadelphia, and other cities. In 1835 Oberlin College became the first college to admit African Americans. Soon after, in the 1840s, several African American colleges were founded.

Circle the names of all the reformers who worked to better America during this time.

CHALLENGE ACTIVITY

Critical Thinking: Compare and Contrast What did Horace Mann, Catharine Beecher, Thomas Gallaudet, and Richard Allen all have in common?

New Movements in America

Section 4



MAIN IDEAS

1. Americans from a variety of backgrounds actively opposed slavery.
2. Abolitionists organized the Underground Railroad to help enslaved Africans escape.
3. Despite efforts of abolitionists, many Americans remained opposed to ending slavery.

Key Terms and People

abolition complete end to slavery

William Lloyd Garrison abolitionist who ran the *Liberator* newspaper and also helped found the American Anti-Slavery Society

American Anti-Slavery Society organization that wanted immediate emancipation and racial equality

Angelina and Sarah Grimké southern sisters who spoke in favor of abolition

Frederick Douglass ex-slave who became a pro-abolition speaker

Sojourner Truth ex-slave who spoke for abolition and women's rights

Underground Railroad loosely organized group that helped slaves escape from the South

Harriet Tubman ex-slave who freed more than 300 others using the Underground Railroad

Section Summary

AMERICANS OPPOSE SLAVERY

By the 1830s, many Americans formed a movement to end slavery. They supported **abolition**. These abolitionists worked for emancipation, or freedom from slavery, for all who lived in the United States.

Some abolitionists thought that ex-slaves should get the same rights enjoyed by other Americans. Others, however, hoped to send the freed blacks back to Africa to start new colonies there. In fact, the American Colonization Society successfully founded the African colony of Liberia.

Many abolitionists spread the message of abolition using the power of the pen. **William Lloyd**

What is the difference between abolition and emancipation?

Section 4, continued

Garrison, for example, ran the *Liberator* newspaper. He also helped found the **American Anti-Slavery Society**. This group believed in emancipation and racial equality. **Angelina and Sarah Grimké** were two sisters from a southern slave-holding family. They wrote pamphlets and a book to try to convince other white people to join the fight against slavery.

When **Frederick Douglass** was a slave, he secretly learned to read and write. After he escaped slavery, he used those skills to support the abolition movement by publishing a newspaper and writing books about his life. Douglass also was a powerful speaker who vividly described slavery’s horrors. Many other ex-slaves also were active abolitionists. One example was **Sojourner Truth**, who became famous for her anti-slavery speeches.

THE UNDERGROUND RAILROAD

The **Underground Railroad** was the name given a loosely knit group of white and black abolitionists who held escaped slaves get North to freedom. One of the most famous “conductors” on this Railroad was an ex-slave named **Harriet Tubman**. She made 19 trips to the north, freeing more than 300 slaves.

OPPOSITION TO ENDING SLAVERY

Many white southerners felt slavery was vital to their economy. They also felt that outsiders should not tell them what to do. Some justified enslaving people by claiming that African Americans needed the structure of slavery to survive.

CHALLENGE ACTIVITY

Critical Thinking: Make Inferences Why do you think Frederick Douglass called his newspaper the *North Star*?

Why do you think Frederick Douglass had to learn to read and write in secret?

How were the intended audiences different for the Grimké sisters and Sojourner Truth?

What do you think would happen to someone who was caught helping slaves escape?

New Movements in America

Section 5



MAIN IDEAS

1. Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
2. Calls for women's rights met opposition from men and women.
3. The Seneca Falls Convention launched the first organized women's rights movement in the United States.

Key Terms and People

Elizabeth Cady Stanton supporter of women's rights who helped organize the Seneca Falls Convention

Lucretia Mott women's rights supporter who helped organize the Seneca Falls Convention

Seneca Falls Convention the first organized public meeting about women's rights held in the United States

Declaration of Sentiments the document officially requesting equal rights for women

Lucy Stone spokesperson for the Anti-Slavery Society and the women's rights movement

Susan B. Anthony women's rights supporter who argued for equal pay for equal work, the right of women to enter traditionally male professions, and property rights

Section Summary

WOMEN'S STRUGGLE FOR EQUAL RIGHTS

In the mid-1800s, some female abolitionists also began to focus on the women's rights in America, despite their many critics. For example, the Grimké sisters were criticized for speaking in public. Their critics felt they should stay at home. Sarah Grimké responded by writing a pamphlet in support of women's rights. She also argued for equal educational opportunities, as well as for laws that treated women in an equal manner.

Abolitionist Sojourner Truth also became a women's-rights supporter. The ex-slave never learned to read or write, but she became a great and influential speaker.

Why did critics of the Grimké sisters think women should not speak in public?

Section 5, *continued*

OPPOSING THE CALL FOR WOMEN’S RIGHTS

The women’s movement had many critics—both men and women. Some felt a woman should stay home. Others felt women were not as physically or mentally strong as men. Therefore, they needed the protection of first their fathers, then their husbands. This was why upon marriage, husbands took control of their wives’ property.

What did the abolition and women’s rights movements have in common?

SENECA FALLS CONVENTION

With the support of leaders like **Elizabeth Cady Stanton** and **Lucretia Mott**, the **Seneca Falls Convention** opened July 19, 1848, in Seneca Falls, New York. It was the first time American women organized to promote women’s rights. It resulted in the **Declaration of Sentiments**. This document officially requested equality for women. It brought 18 charges against men, much as the Declaration of Independence had brought 18 charges against King George III.

What were some of the rights for which women were fighting?

After the convention, more women rose to lead the fight for rights. **Lucy Stone**, for example, was another abolitionist who spoke out for women’s rights. So did **Susan B. Anthony**. Anthony argued that women should be paid the same as men for the same job, and that women could do the jobs reserved for men. Anthony also fought for property rights for women. Many states changed their property laws because of her efforts. But some rights, such as the right to vote, were not won until much later.

Why do you think most of the leaders in the women’s rights movement were women?

CHALLENGE ACTIVITY

Critical Thinking: Evaluate Identify the women you think had the greatest impact on women’s rights. Write a sentence or two explaining your choice.

New Movements in America

CHAPTER SUMMARY

	THEN . . .	Nativists start to worry about their job security.
The philosophy of transcendentalism becomes popular.	THEN . . .	Many American writers are influenced by these new beliefs.
The Second Great Awakening begins.	THEN . . .	
Many Americans believe slavery should end.	THEN . . .	The Underground Railroad helps slaves escape from the South.
	THEN . . .	

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, complete the table above and answer the questions below.

1. Explain What made nativists worry about their job security?

2. Identify Sequence What reforms followed the Second Great Awakening?

3. Draw a Conclusion What helped start the women's rights movement?
