

Industrial Revolution and Reform Movements

Content Module

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Note: Arrows have been placed throughout the module to indicate areas where students should interact with the module.



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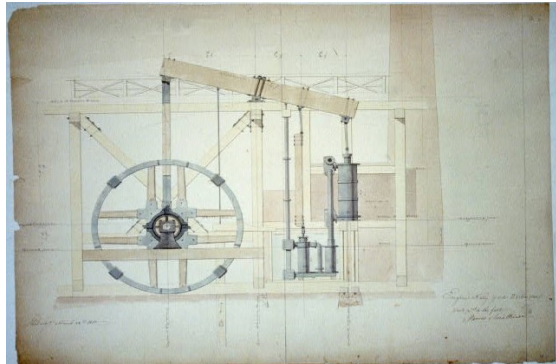
The Industrial Revolution

This module covers the Industrial Revolution. Improvements in science and technology helped lead to economic growth in the United States and an increase in immigration. This module also covers the social reform movements during the early to mid-1800s that led to improvements in American society.

➔ **Think about the phrase “Industrial Revolution” and break it down by answering the questions below.**

1. **What comes to mind when you think about Industrial or Industry?**
2. **What comes to mind when you think about Revolution?**

➔ **Now, look at the pictures below and answer the questions that follow.**




➔ **What do you notice?**

➔ **What do the following pictures have in common?**

➔ **What do you think they are used for?**

Industrial Revolution and Reform Vocabulary

 **As you study the key terms and definitions from the Industrial Revolution and Reform Unit, be thinking how you will remember these terms.**

- 1. Create a memory clue (a picture OR a paraphrase of the definition in your own words)**
- 2. Identify an antonym (something different/non-example OR a synonym (same/an example) of the term).**

Term	Definition	Memory Clue (How I will remember)	Antonym (different than) OR Synonym (Similar to)
Abolition	To get rid of the practice or institution (Slavery)		
Civil Disobedience	Idea that people have a right to disobey laws they consider to be unjust and be willing to suffer the punishment to change the law		
Factory System	Method of manufacturing products using machinery and labor		
Famine	Starvation or lack of food		
Free Enterprise	Free market economy where goods and prices are determined by the market and not by the government: free trade		

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Term	Definition	Memory Clue (How I will remember)	Antonym (different than) OR Synonym (Similar to)
Immigration	The process where a person enters another country in order to live there		
Industrialization	Gradual process by which machines replaced hand tools, and steam and other new sources of power replaced human and animal power		
Interchangeable Parts	Identical, machine-made parts for a tool or instrument		
Laissez-faire	Hands-off or little interference by the government usually associated with the economy		
Migration	Movement from one part of a region to another		

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Term	Definition	Memory Clue (How I will remember)	Antonym (different than) OR Synonym (Similar to)
Nativism	Favoring native people of a country or those who were living their first and not favoring immigrants		
Profit Margin	Money that is made after expenses are paid in a business		
Rural	Country or small town		
Suffrage	The right to vote		

Industrial Revolution and Reform Vocabulary

 **As you study the key terms and definitions from the Industrial Revolution and Reform Unit, be thinking how you will remember these terms.**

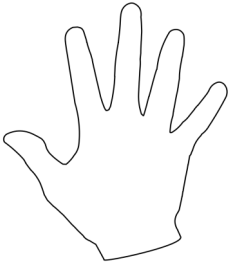
1. **Create a memory clue (a picture OR a paraphrase of the definition in your own words)**
2. **Identify an antonym (something different/non-example OR a synonym (same/an example) of the term).**

Term	Definition	Memory Clue (How I will remember)	Antonym (different than) OR Synonym (Similar to)
Temperance	Campaign against drinking alcohol		
Tenements	Groups of apartment buildings where multiple families lived in urban areas		
Textile Mills	A factory where textiles or cloth is made for clothing		
Urbanization	People moving from farms to cities to live and work: city life		

Before the Industrial Revolution

The words “**industrial or industry**” mean manufacturing and technology. The term **revolution** means change or a movement for change. The Industrial Revolution of the 19th century was a change in how goods or products were produced in the country.

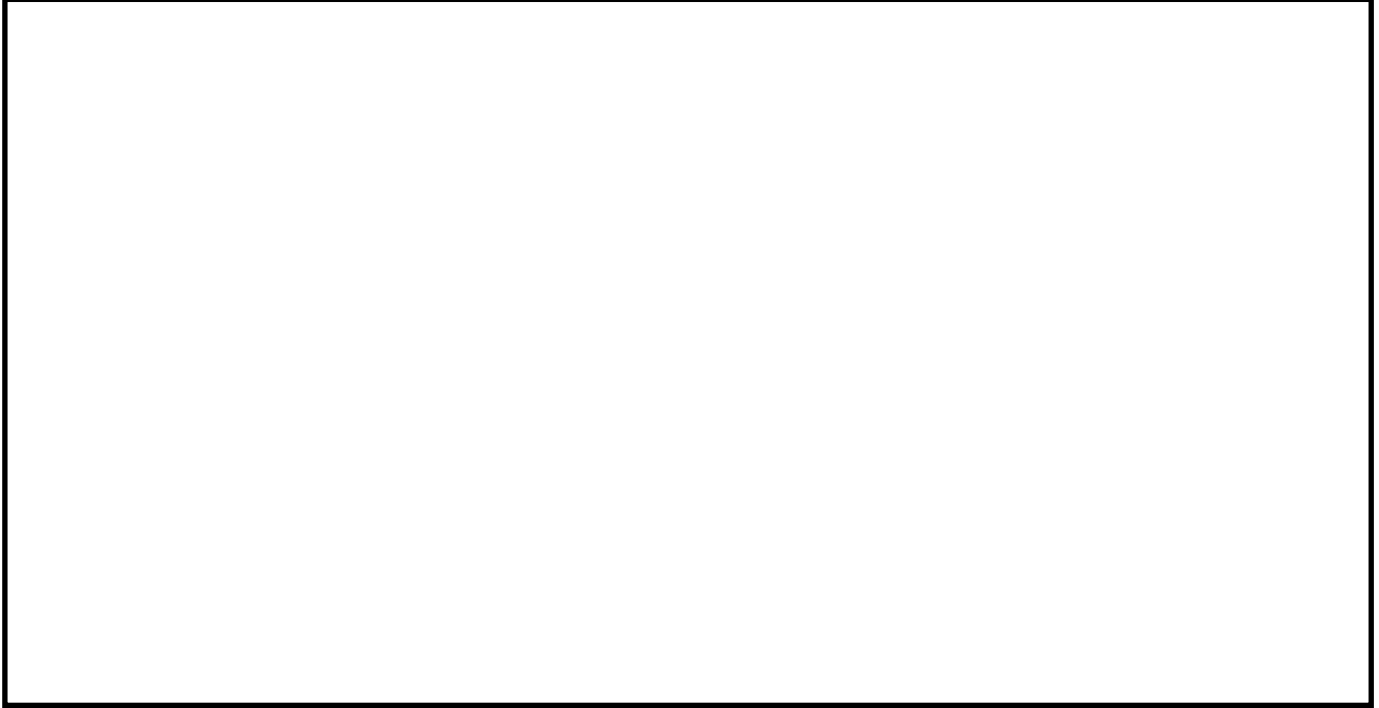
➔ **Use the following pictures , as clues, to help you consider how goods and products were produced or made before the Industrial Revolution. Think about the following questions: Where were products made, how were they made, who made them, and how long did it take to make them?**



➔ **How were goods and products produced or made before the Industrial Revolution? Describe in a paragraph below.**

After the Industrial Revolution

➔ **Now think about what you wrote in the box on the page 7 and consider, how did the use of machines and factories change how goods and products were produced or made *AFTER* the Industrial Revolution? Draw pictures or images to help you describe your thinking.**



➔ **Consider the following statements as a person buying goods and products after the Industrial Revolution. Using the box near each statement, pretend you are a customer and identify each as either a positive [+] or a negative [-].**

Mass production made products less expensive

Products produced by machines are not as high quality as those produced by hand

Mass production allowed products to be made quicker

Products were not as durable and would break easier

Industrial Revolution

➔ Read the paragraphs below and highlight or underline the definition of the phrase “Industrial Revolution” and any major inventors and their inventions.

The Industrial Revolution of the 19th century was a change in how goods were produced in the country. The United States went from producing goods by hand in people’s homes to mass-producing goods by machines in factories. Many new inventions and inventors contributed to the Industrial Revolution. Samuel Slater, who stole British textile machine blueprints and brought them to the United States to start his own textile factory, is credited with bringing the Industrial Revolution to the United States.

Inventor, Eli Whitney invented the technique of interchangeable parts which made mass-production of goods possible. Individual parts allowed the use of assembly lines that sped up production. Now with interchangeable parts, products could be repaired by just replacing the broken part instead of throwing away the entire product. Eli Whitney’s invention of the cotton gin saved a dying industry. The cotton gin was a machine that separated the seeds from the cotton and made the process quicker. This led to an increase in production of cotton. As more land was dedicated to growing cotton, there was a need for more labor to pick the cotton. This led to an increase in slave labor.

Samuel Morse invented the telegraph that increased communication. Innovations in transportation such as the transcontinental railroad and Robert Fulton’s steamboat made the transportation of goods easier and cheaper and led to increased economic development. These inventions and many more contributed to America’s economic growth.

➔ Answer the following questions using what you have read from the paragraphs above.

➔ What were some inventions that contributed to the Industrial Revolution of the 19th century?

➔ How did the Industrial Revolution of the 19th century impact/effect the U.S. economy? Did it increase or decrease the economy and why do you think this?

Inventions

Many inventions impacted society. These new inventions made it easier, faster and cheaper to produce goods and products. This led to greater improvement to daily life in the United States.

➔ **Read through the following descriptions of each invention. Study the visual or picture provided and in the box on the right, explain how life might have changed because of that invention.**

In 1764, James Hargreaves developed a machine he named the spinning jenny. With a spinning jenny, a worker could spin several threads at once, not just one thread as on a spinning wheel. This and other inventions helped speed up the process of weaving.



Spinning Jenny

In 1793, Eli Whitney, an American gave a boost to the textile industry. Whitney invented the cotton gin, a machine that sped up the process of cleaning cotton fibers. The cotton gin transformed the economy of the South and helped to increase the need for slaves.



Cotton gin

In 1846 Elias Howe invented a machine that created a lockstitch (allowing a needle to push through cloth and loop into place on the other side). In 1850's Isaac Singer improved on Howe's invention by building the first commercially successful machine with a needle that went up and down. Howe sued Singer for stealing his patent (registered idea). Singer had to pay Howe for his invention. Howe ended up making close to 2 million dollars. The impact of the sewing machine was that it made ready-made clothing and shoe-making industries grow rapidly.



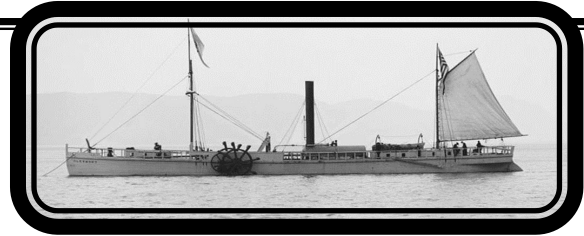
Sewing Machine

Inventions

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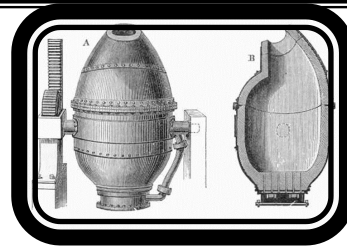
➔ **Read through the following descriptions of each invention. Study the visual or picture provided and in the corresponding box, explain how life might have changed because of that invention.**

In 1807, Robert Fulton launched the first successful steamboat called the *Clermont*, on the Hudson River. It used a steam engine to propel the boat up and down stream. These great flat-bottomed steamboats turned the rivers of the West into busy routes for traders and travelers. Materials and goods could be transported cheaper, thus boosting the economy.



Steamboat

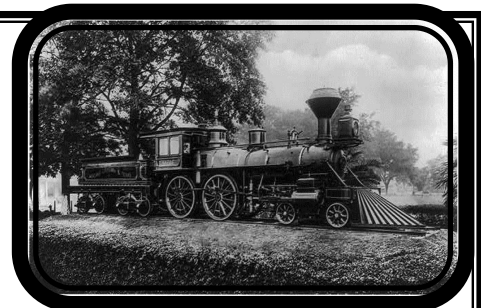
Sir Henry Bessemer of England designed the method for making steel by blasting compressed air through molten iron to burn out excess carbon and impurities. It is a method that helped to mass produce steel. The Bessemer Process was later improved by William Kelly of the United States in the early 19th century, a businessman and scientist. This process made cheap steel available to improve and increase the building of railroads, bridges, skyscrapers and large ships. This process helped to increase urbanization, trading and westward expansion.



Bessemer Process

Railways were originally introduced in England. It was not until 1764, that a railway was first built in the United States by Capt. John Montresor, a British engineer. The railroad building era exploded in the 1830s allowing for easier movement of goods across the country. With faster and cheaper means to transport products, production increased, especially cotton production. Now all sections of the country could move their products to another section of the country helping to create the Market Revolution.

Railroads



Inventions

Many inventions impacted society. These new inventions made it easier, faster and cheaper to produce goods and products. This led to greater improvement to daily life in the United States.

➔ **Read through the following descriptions of each invention. Study the visual or picture provided and in the box on the right, explain how life might have changed because of that invention.**

In the early 19th century, Eli Whitney helped to revolutionize manufacturing by the use of interchangeable parts or pre-manufactured parts. The idea allowed for a part of a product to be exchanged or repaired without replacing the whole product. In Whitney's case it was the manufacturing of firearms (parts of the gun was made to be interchangeable). This process allowed for a rapid increase in production through the use of the assembly line. The assembly line became the foundation of modern manufacturing. Unskilled workers could produce products quickly and at a lower cost. This led to urbanization, higher employment and immigration

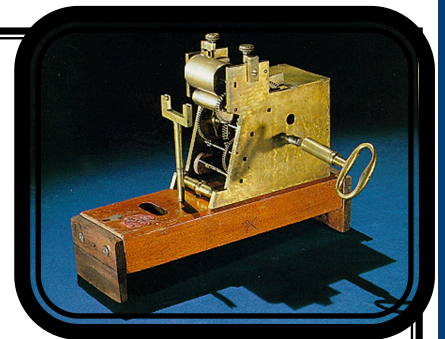


Interchangeable Parts



In the 1830s and 1840s, Samuel F.B. Morse patented (registered) his "talking wire" or telegraph. The telegraph was a device that sent electrical signals along a wire. The signals were based on a code of dots, dashes, and spaces. Each group of dots and dashes stood for a letter. Dot-dash, for example stood for "A." Later, this code was called Morse code. This invention was an instant success. Telegraph companies sprang up everywhere and strung thousands of miles of wire. Businesses especially gained from being able to send messages over long distances in minutes. Using the telegraph, factory owners, merchants, and farmers could find out instantly about supply, demands, and prices of goods in different areas.

Telegraph

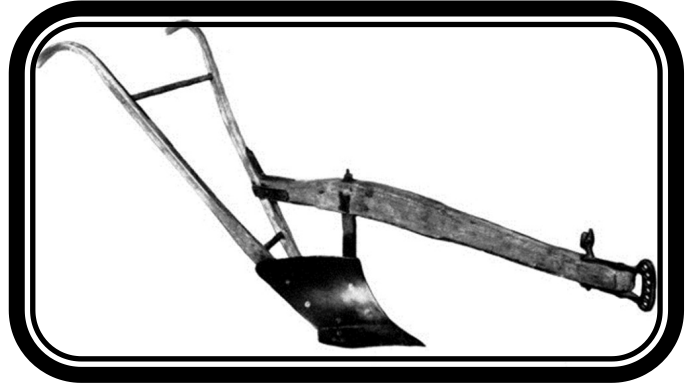


Inventions

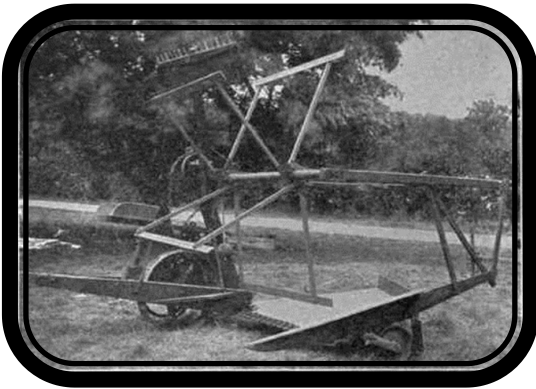
Many inventions impacted society. These new inventions made it easier, faster and cheaper to produce goods and products. This led to greater improvement to daily life in the United States.

➔ **Read through the following descriptions of each invention. Study the visual or picture provided and in the box on the right, explain how life might have changed because of that invention.**

Designed by a blacksmith named John Deere in 1837, the **Steel Plow** had a metal blade that could cut through prairie sod. It made farming the Great Plains more efficient and less costly. The steel plow allowed farmers the ability to till the sod more easily than before. The new plow helped to increase food production, which led to population growth.



Steel Plow



The **mechanical reaper** was invented by Cyrus McCormick in 1831. This new machine automatically cut, separate from the seed, and bundle the grain. It allowed farmers to harvest more wheat and increase production, which led to population growth.

Mechanical Reaper



Inventions

➔ **Consider what you have learned about the inventions you just studied. Using this information, answer the following questions.**

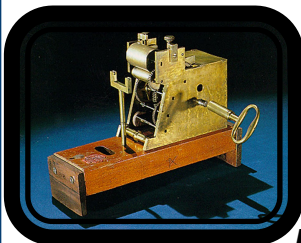
Which inventions helped improve transportation?



Which invention helped improve communication systems?



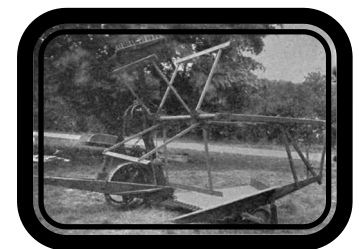
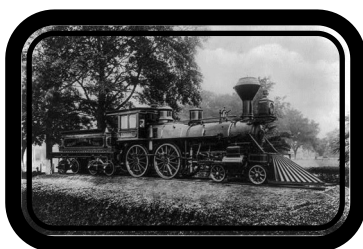
What impact did the transportation and communication systems have on the growth, development, and urbanization of the United States?



How did the inventions change the way goods were manufactured (made) and marketed (sold) in the United States?



Overall, in your opinion, how did the inventions impact daily life in the United States?



Urban Life

➡ You are going to visualize what urban life looked like during the Industrial Revolution. As you read about urban life, you will be given instructions to draw examples to support your reading. Use the next page to draw your vision of urban life.

If the word urban means city then urbanization means city growth. During the Industrial Revolution, with the creation of factories and new inventions more people moved to the city, including immigrants from other countries looking for work. This growth in urbanization caused overcrowding and often led to an increase in poverty and poor living conditions. Cities began to pop up in the Northeast. Cities were filled with factories. These factories were located near water sources like a river, in order to power the machines to make products or goods such as textiles (cloth).

➡ Draw a tall factory with lots of steam coming from smoke stacks.

➡ Draw a river near the factory with a water wheel to help give power to the machines in the factory.

Workers were needed to run the factories. Many immigrants came from other countries to find work. They needed little to no skills in order to work the assembly lines and machines. But, they did need places to live. Workers lived in tall apartment buildings called tenements. They were often crowded, dirty, and run down. Often multiple families lived in one apartment with no indoor plumbing.

➡ Draw a tenement building for the workers.

Because of the factories and tenements, the city was crowded, dark, and dirty. There were little to no trees or parks. Adults and children worked, played, and shopped in the crowded streets. Pollution from the factory smoke stacks resulted in poor health conditions. Adults and children suffered injuries from the large machines in the factories. Diseases spread throughout the city due to the lack of indoor plumbing and sanitation. The impact of such conditions caused many people to die.

➡ Draw streets with local vendors selling food.

➡ Draw children playing on the streets and people walking around.

➡ Draw a cemetery with tombstones to represent the loss of life.

Urban Life

Rural Life

➡ You are going to visualize what rural life looked like during the Industrial Revolution. As you read about rural life, you will be given instructions to draw examples to support your reading. Use the next page to draw your vision of rural life.

Rural means country or small town. During the Industrial Revolution, cities began to grow in the Northeast, but in the South and the Western states, agriculture or farming increased, thanks to new inventions such as the steel plow and the mechanical reaper. These inventions made it easier to farm and helped to grow more crops. Farmers were also able to get their crops to market easier with the help of the Transportation Revolution and the inventions of the steamboat and railroad. As farms and plantations grew, the demand for workers increased. This led to a greater need for slave labor.

Living on a farm in the country was very different then living in the city. Land was used mostly for growing crops and few people lived close to each other. Often a person could travel several miles before encountering another family or home.

➡ Draw a farm with lots of land and a small farm house.

➡ Draw some plants or crops on the land.

Farms and plantations were self sufficient meaning they made or grew everything they needed to live. Horses and mules were needed to plow the ground, cows were needed for milk and chickens and pigs were also used for food.

➡ Draw some of these animals on the farm.

Farms and plantations required a lot of workers. Slaves were used for agricultural work and for house labor. Whether there were a few or a lot of slaves, they lived and worked on the farm from sun up to sun down.

➡ Draw slaves working with the plants or crops.

Rural Life

Free Enterprise: Characteristics and Benefits

➡ Read the following paragraphs to help you answer the question below.

Almost since the beginning of our country, the United States has enjoyed an economy with a free enterprise mixed market system. This means free trade with limited government control. The US Free Enterprise is a mixed market system which means that it is a market system driven by free supply and demand trade in the private market and limited government involvement. Private companies own what products are being produced and have the freedom to choose when and where they want to sell to make a profit (extra money earned after production and expenses).

In the mixed market system the government has the responsibility of oversight (watching/observing) and regulations (rules) to ensure good growth in our economy, such as stable prices and full employment. But, the government also tries to follow the system of “**laissez-faire**” hands off economy with little to no government interference such as taxes and rules on companies. In contrast, the government’s role is to protect private property rights and businesses.

The Industrial Revolution helped to produce products that could be traded around the world. With the help of a free enterprise mixed market system of limited government control and intervention, more people enjoyed and profited from free trade.

➡ What type of economic system does the United States have?

➡ What does it allow companies to do?

➡ What is the role of the government in this system?

➡ Look at the characteristics of free enterprise below and answer the question: What do you believe would be the benefit (or positive) of each characteristic. The first one has been done as an example.

Characteristic	Definition	Benefit
Minimal Government Regulations	Limits the federal government involvement in business such as no/less taxes.	Limits the federal government involvement in business such as no/less taxes.
Competition	Multiple businesses with the same product competing to sell to consumers.	
Private Property or Ownership	Land that is owned by a certain person or group and not by the government	
Profit Motive	Extra money that is made after all business expenses are paid	

Immigration: The American Dream

America is often referred to as the “Land of Opportunity.” Many people come to America for many reasons.

➔ Look at the chart below and identify each group's main reasons for coming to America. Use the following reasons (some groups can have more than one reason). The first one is done as an example.

P- Political Rights (rights and freedoms)

E- Economic Opportunity (make \$)


S- Social Freedoms (create a new life)

Group	Important Information	Why did they come to America?
Puritans	Were a religious group that was being persecuted (ill-treated) in England for their beliefs. They wanted to come to America to establish a new Church and worship freely.	Social Freedoms
Chinese	Were attracted to America by the Gold Rush and the thought of finding gold and getting rich. They did not find much gold and were often discriminated against because of their race. Some stayed in the country to start businesses selling products to the gold miners and others stayed to work on the transcontinental railroad. Chinese men were very good at working with the explosives that were needed to help build the railroad through the mountains. They made money to send home to their families in China.	
Germans	Came to avoid political oppression (abuse) and the desire for free land granted by the federal Homestead Act of 1862. Some took jobs in the mills and factories, but most moved into the Midwest and became farmers.	
Irish	They came to escape the potato famine (shortage) in Ireland. They settled mostly on the East Coast, and worked to build the Erie Canal. Some worked in the mills and factories in order to make money. They were discriminated against because of their Catholic religion.	

Reform Movements

This part of the module covers the social reform movements during the early to mid-1800s that led to improvements in American society. The word reform means to make better or to improve. As the new nation grew in the early 19th century, many reform movements developed in an attempt to improve the nation.

This web of reform movements originated from a revival of religion, the emergence of the Industrial Revolution, the desire to live up to the ideals of our founding, and the increasing sectional fights between the sections of the country. These varied reform movements helped define the era and gave women, African Americans, and other minorities a voice in a democracy where they didn't have suffrage [right to vote]. Some reformers saw change in their lifetime. Others like Susan B. Anthony would spend a lifetime fighting and never see the change they envisioned. All of these movements helped push America towards a more equal and just society.

 **Follow the directions below:**

1. **Look at the word: *Reform***
2. **Say the word aloud**
3. **Think about what sounds come to mind.**
4. **Think about what images come to mind.**

 **In the box, brainstorm what comes to mind when you think of the word: *Reform***

Important People During the Reform Eras

To help identify major people during the Reform Unit, we are going to consider their struggles and celebrations.

➔ As you read through the paragraphs of each person, use the following symbols to mark up the paragraphs.

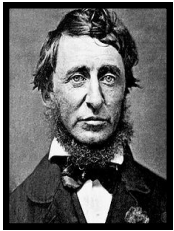


Use a frowny face to mark the part of the paragraph that describes the person's struggles.



Use a smiley face and mark the part of the paragraph that describes the person's celebration.

In your own words write a sentence that describes the person's struggles and another sentence that describes the person's celebrations.



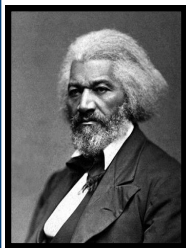
Henry David Thoreau (1817-1862) was born in 1817 in Concord, Massachusetts. Heavily influenced by Ralph Waldo Emerson, he was a transcendentalist author who wrote many books and poems. His most famous book is called *Walden*. In this book he set forth his ideas about how an individual should live to be attuned to his own nature as well as to nature itself. He is known for his civil disobedience when he was jailed for not paying taxes to support the Mexican War. Thoreau's most famous essay was Civil Disobedience published in 1849, in which he called for passive resistance to unjust laws. Thoreau died of tuberculosis on May 6, 1862, at the age of 44. He is buried on Authors' Ridge in Sleepy Hollow Cemetery in Concord, Massachusetts.



Struggles -



Celebrations -



Frederick Douglass (1818-1895) was a leader of the abolitionist movement in the decades prior to the Civil War. He was born a slave in Maryland and eventually escaped to the North. He founded an antislavery newspaper called the *North Star*, which he published for 13 years. He participated in the first Women's Rights convention at Seneca Falls in 1848 and wrote three autobiographies. Douglass also served as an advisor to President Abraham Lincoln during the Civil War and helped recruit African Americans into the Union army. After the war, he held several public offices and campaigned for full civil rights for African Americans and women's suffrage.



Struggles -



Celebrations -

➔ **As you read through the paragraphs of each person, use the following symbols to mark up the paragraphs.**

☹ **Use a frowny face to mark the part of the paragraph that describes the person's struggles.**

😊 **Use a smiley face and mark the part of the paragraph that describes the person's celebration.**

In your own words write a sentence that describes the person's struggles and another sentence that describes the person's celebrations.



Elizabeth Cady Stanton (1815-1902) was a leader in the Women's Rights Movement. Stanton was born in New York, and unlike most women of her era, she was formally educated. She planned and organized the first women's rights movement in the United States because women did not have the right to vote and were treated like second class citizens with very few rights. Stanton organized the Seneca Falls Convention for Women's Rights in Seneca Falls, New York and wrote the Declaration of Sentiments and Resolutions which was modeled after the Declaration of Independence. Stanton died in 1902 and did not live to see women's suffrage (the right to vote) in the United States. She is regarded as one of the true major forces in the drive towards equal rights for women in the United States.

☹ Struggles -

😊 Celebrations -



Susan B. Anthony (1820-1906) was born on February 15, 1820, in Massachusetts. Anthony's family was very active in the reform movements of the day. They worked in the abolitionist movement and the temperance (fight against alcohol) movement. Anthony dedicated her life to the women's suffrage movement. Along with Elizabeth Cady Stanton, she founded the National American Women's Suffrage Association and the American Equal Rights Association. In 1868 Anthony and Stanton established The Revolution to lobby for women's rights. Anthony toured the country making speeches on suffrage. She was arrested, convicted, and fined for voting in New York. Anthony tried to turn her trial and conviction into political gains for the women's suffrage movement. The 19th Amendment is often called the "Susan B. Anthony Amendment" in honor of her dedication to women's suffrage.

☹ Struggles -

😊 Celebrations -

Scavenger Hunt 19th Century Reform Movements

➔ First, read through all the questions and answer the questions that you know. Then, read the reform summaries that follow to fill in the correct answers.


1. List two goals/accomplishments from the education reform movement?
2. What did the 2nd Great Awakening inspire people to do?
3. Who is the famous conductor of the Underground Railroad?
4. What did the reformers approve of at the Seneca Falls Convention that is modeled after the Declaration of Independence?
5. Which reformer traveled and spoke all over the country against slavery and for women's suffrage?
6. Who was the first reformer responsible for creating and heading the first state board of education?
7. What abolitionist was born a slave, later escaped and spoke out against slavery?
8. What is the movement to stop the drinking of alcohol?
9. Dorothea Dix played a major role in founding mental hospitals and improving what other system?
10. Elizabeth Cady Stanton helped organize what famous convention?
11. Individuals during the reform area wanted to create a utopia. What is a utopia?

Scavenger Hunt 19th Century Reform Movements

➔ *First, read through all the questions and answer the questions that you know. Then, read the reform summaries that follow to fill in the correct answers.*

12. How did reformers believe education would help children?
13. What reforms did sisters Sarah and Angelina Grimke write about?
14. Who did Harriet Tubman help save?
15. What were the workers' rights movement goals?
16. Frederick Douglass was an advisor to what President during the Civil War?
17. Who published the "Liberator," favoring the immediate end of slavery?
18. What is the name of the book written by Harriet Beecher Stowe that exposed the evils of slavery?
19. What is the movement to end slavery?
20. During the reform era what was set up for people with disabilities?
21. What was the purpose of the Seneca Falls Convention?
22. Who led the movement to stop the drinking of alcohol?
23. Susan B. Anthony was a reformer and wanted rights for what groups?

19th Century Reform Movement Summaries

 ***Now that you have answered the scavenger hunt questions, use the following summaries, on this page and the next page, to help fill in any missing answers. As you read the summaries, explain the impact of the reform movement on American society in the space provided.***

2nd Great Awakening

During the 2nd Great Awakening there was a push in social reforms to improve society. People changed beliefs from predestination to free will. Leaders taught that individuals could choose to save their souls by their own actions. Preachers taught others that religious faith leads people to help others and that people could act to make things better. Many preachers told people that one way to be saved was to do God's work. This gave people a reason to work for the improvements of society. Religious revivals were outdoor meetings that stirred religious feelings and could last for many days and attract thousands of people. The Second Great Awakening inspired new efforts to improve society in the United States.

Hospital and Prison Reform

A Boston schoolteacher, **Dorothea Dix**, was a social reformer who focused on the mentally ill and criminals. She visited jails and was outraged to discover that some of the prisoners were not criminals, but mentally ill. Dix wanted to also improve conditions in prisons. The changes made to the prison system included banning cruel punishments, state governments stopped placing debtors in prison, and some states built prison cells with only one to two inmates to a cell. She traveled all over the United States on behalf of the mentally ill and her efforts led to the building of 32 new hospitals, and special justice systems for children were set up. Some reformers worked to improve the lives of people with other disabilities and started the first American school for the deaf and blind.

Education Reform

During the 1800's, Americans began to demand better schools. Prior to the reforms in public education, most children didn't attend school and those who did usually had poorly trained teachers and overcrowded classrooms. Reformers believed that education would help children become good citizens and escape poverty. **Horace Mann** pushed for education reform and hounded legislators to provide more money for education so education could be available to more children. He was the head of the first Board of Education in the United States. Public education improved by having more free public schools, increased pay for teachers and the establishment of colleges and special training schools for teachers.

Temperance Movement

Alcohol abuse was widespread in the early 1800's, with many individuals drinking heavily. The temperance movement was a campaign to stop the drinking of alcohol and alcohol abuse. Its goal was to have people drink less and some speakers asked people to sign a pledge to give up alcohol. The movement was led by women and business owners. Women took the leading role because they felt that it could lead to wife beating, child abuse, poverty and the breakup of families. The temperance movement was also supported by business owners who believed that alcohol made it hard for industry workers to keep schedules and run machines. Maine banned the sale of liquor and many states passed similar laws, though most were eventually repealed.

Workers' Rights

Workers wanted improvements in working conditions since factory work was sometimes unsafe and dangerous. Labor unions began to organize, and came together to push for better working conditions and for shorter hours and higher wages. School age children worked long hours for low wages in factories and mines and many reformers demanded the end of child labor. A group of young women in Lowell, Massachusetts started a labor union and went on strike to demand better conditions.

Abolitionist Movement

Abolitionists were individuals who wanted to end slavery in the United States. They used public speaking and published abolitionist newspapers as methods to achieve their goals. **Frederick Douglass** was a leader of the abolitionist movement. He was born a slave and eventually escaped to the North. Douglass lectured across the United States and published an antislavery newspaper, the North Star. He escaped from slavery and became an advisor to Lincoln during the Civil War. **William Lloyd Garrison** was an outspoken white abolitionist who believed that slavery was evil and needed to be ended immediately. He founded The Liberator, which was the most influential antislavery newspaper of the time. **Sarah and Angelina Grimke** were sisters who despised slavery, believing it was morally wrong and worked for abolition. Their lectures drew huge crowds and they also lectured about women's rights. **Harriet Tubman** was the most famous conductor of the Underground Railroad which helped lead more than 300 slaves to freedom. The Underground Railroad was not a real railroad, but a network of black and white abolitionists who secretly helped slaves escape to freedom in the North or Canada. It offered established routes to freedom and help along the way for runaway slaves. **Harriet Beecher Stowe** was also active in the anti-slavery movement and wrote "Uncle Tom's Cabin." The novel became a national bestseller by exposing the evils of slavery and it caused people to support the abolition movement.

Women's Rights

During the 1800's women could not vote or hold office. Women wanted suffrage, the right to vote. They also had to turn over their property to their husbands when they married and had no legal protection from beatings or abuse by their husbands. **Elizabeth Cady Stanton** was an abolitionist who became an influential advocate of women's rights. Along with **Lucretia Mott**, Stanton organized and held the Seneca Falls Convention for Women's Rights in Seneca Falls, New York in 1848 to draw attention to the problems women faced. About 200 women and 40 men attended the convention and the delegates approved a Declaration of Sentiments, modeled after the Declaration of Independence. It proclaimed "We hold these truths to be self-evident: that all men and women are created equal. **Susan B. Anthony** worked in the abolitionist movement and temperance movements and toured the country making speeches on suffrage. Along with Elizabeth Cady Stanton, she founded the National American Women's Suffrage Association and the American Equal Rights Association. **Sojourner Truth** was a former slave who was one of the most effective speakers for women's rights and drew huge crowds throughout the North.

Utopia

During the 1800's there were individuals who aimed at building an ideal society, called a utopia. Communities were created to live together in harmony and to cooperate with one another. They shared the labor duties and tasks and supported their communities by farming and making their own clothes. Many of the communities only lasted a few years, but they were a powerful example of the belief that people of good will and spirit could establish an ideal and model society.

➔ ***Once you have completed the scavenger hunt rank the reform movements from greatest to least impact on American society (#1 being the most important). Answer the questions that follow.***

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

➔ **Which reform movement had the greatest impact on American society? Give reasons for your choice.**

➔ **What reforms does our society need today? Explain.**

Political, Economic, Social

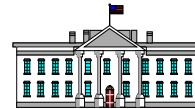


When examining history, you will sometimes be asked to identify or categorize events as political, economic, or social. Below are some hints of what you might look for.

POLITICAL - Things that relate to the government



- Types of governments
- Rules for government (constitutions)
- Voting
- Wars
- Nations declaring independence
- Court decisions
- Relationships with other nations



Economic - Things that are about money and resources



- Gold and Silver
- Paper money (Currency)
- Taxes and Tariffs
- Property
- Imports and Exports (Trade)
- Debt
- Technology
- Transportation



Social - Things that are about people



- Groups of people living in an area or affected in some way
- Education systems
- Religion
- Language
- Culture (includes clothing, food)



NOTE: Sometimes events can be in multiple categories. One example is trade with other nations. It's political (relationships with other nations) but it's also economic (trade). If choosing only one category, think about which one **BEST** describes the event. Be sure to be able to explain why you think it's the best fit!

Contributions of Women to Our Society

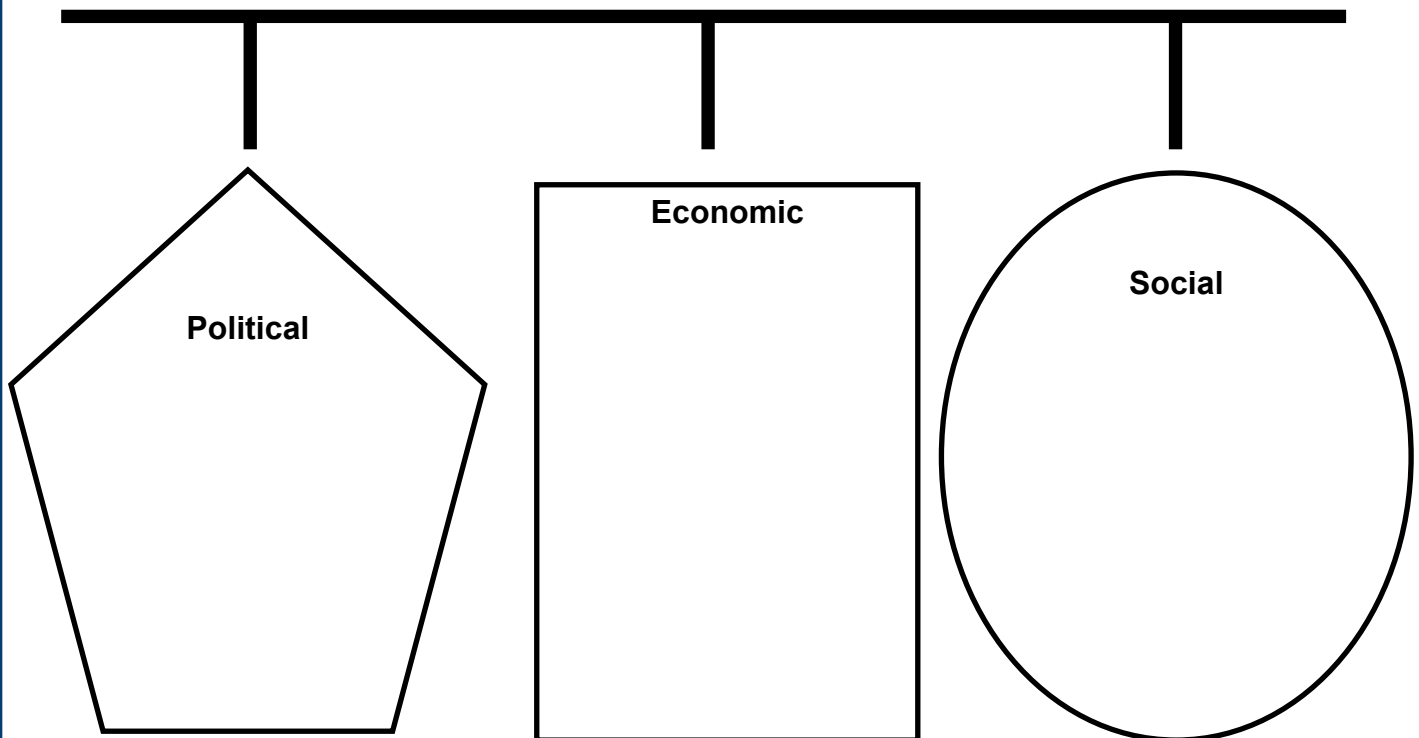
In the 19th century wealthy and middle class women were leaders in the reform movements. Not only were they mothers and wives, but they were extremely concerned about what they called the “ills of our society” and worked for change.

➔ **Locate each of the following women from what you have learned in this module.**

Susan B. Anthony,
Dorothea Dix,
Elizabeth Cady Stanton,
Sojourner Truth,
Harriet Tubman,
Sarah and Angelina Grimke

➔ **Use the bio cards and the scavenger hunt summary paragraphs to help you answer the following question. Place your answer in the shapes below.**

What political, economic and social contributions did the following women make to American society?



Taking a Deeper Look into the Abolitionists Movement


Abolitionists were individuals who wanted to end slavery in the United States. Between the 1820s and 1860s, there were many groups and individuals who helped develop and grow the movement. They used different methods to attract others to their cause such as sermons, speeches, newspapers, and even breaking the law.

➔ Read through the chart below and answer the question: How did they help develop and grow the Abolitionists Movement?

Group	Believes and Actions	How did they help develop and grow the Abolitionists Movement?
Quakers	They were a religious group living mostly in the colony Pennsylvania from 1750-1770. The Quakers or “Society of Friend,” which they were known as, were one of the first religious groups to speak out against slavery. Quakers were passive people and did not believe in violence or war. They tried to persuade others by using sermons to preach against the evils of the African slave trade calling for it to end. In 1775 a group of Quakers established the first Anti-Slavery Society in the U.S. The group would meet and discuss how to eliminate slavery from the Quaker community.	
Sojourner Truth	She was a former slave named Isabella. She changed her name and in the 1850s she travelled the country giving speeches and telling the truth about the evils of slavery. She also spoke about women’s rights. Her most famous speech is titled “Ain’t I a Woman”. Her main goal was to convince others that slaves needed their freedom and that women needed their rights.	
Frederick Douglass and William Lloyd Garrison	Between the years of 1840-1860, Frederick Douglass and William Lloyd Garrison published anti-slavery newspapers. They used the press/ media to influence whole communities of people who read the newspapers. Both men were also members of the Anti-Slavery Society and went to conventions giving speeches against slavery.	

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 **Read through the chart below and answer the question: How did they help develop and grow the Abolitionists Movement?**

Group	Believes and Actions	How did they help develop and grow the Abolitionists Movement?
Harriet Tubman	In 1849, she escaped slavery by running away to the North, yet she returned to the South many times to rescue both family members and non-relatives from the plantation system. She led hundreds of slaves to freedom in the North as the most famous "conductor" on the Underground Railroad. She was called the Black Moses and her most famous quote was "Live free or die". Tubman broke the law to give the hope of freedom to others. Inspired by her bravery, many more abolitionists joined the cause by helping to provide food, supplies, and safe houses to runaway slaves on the Underground Railroad.	
Henry David Thoreau	Thoreau was an author and Transcendentalists (people who believed in transcending or making themselves better through a movement toward nature). In 1846, he refused to pay his taxes believing that his taxes would support the government's expansion of slavery into new territories in the West after the Mexican. His actions of breaking the law peaceably to bring attention to the injustice of spreading slavery is called Civil Disobedience. Thoreau wrote a book called <i>Civil Disobedience</i> in order to spread his beliefs in anti-slavery.	

Art and Literature

➔ Read the following paragraphs. Highlight or underline key information to help you understand what contributed to the cultural identity of the U.S. Answer the question below.

What does it mean to be American? After the American Revolution, many people living in the United States struggled to let go of their past, including the cultural influence of Europe. They kept the language of Great Britain and the fashions of France. Many continued to look toward Europe for art, music, and literature.

But, by the 19th Century, America shifted to a culture all its own as it looked within the country for cultural influences. American artists, authors, and musicians contributed significantly to the cultural identity of the United States. Hudson River School artists, including Thomas Cole and Asher Durand, painted vast American landscapes that coincided with westward expansion. Authors Ralph Waldo Emerson and Henry David Thoreau wrote about their love of nature and Americans' rugged individualism. John James Audubon's collection of art illustrates over 450 North American bird species.

Many artists and authors have also documented important events in American history. For example, Ralph Waldo Emerson's *Concord Hymn* famously recounts the battles of Lexington and Concord, Henry Wadsworth Longfellow wrote of the bravery of patriots in *Paul Revere's Ride*, and Walt Whitman's poem, *O' Captain, My Captain*, captured the nation's somber mood after the assassination of Abraham Lincoln. American themed music also became a part of the American identity such as in Julia Ward Howe's *Battle Hymn of the Republic*, which became the battle cry of Union troops during the Civil War.

➔ How did artists, authors, and musicians contribute to the cultural identity of the U.S.?

➔ Which person do you believe made the greatest contribution to the American identity and why?