



Chapter 15

Review and Activities

★ Sum It Up ★

Section 1 The Spirit of Reform

- ▶ Political and religious ideals encouraged a spirit of reform.
- ▶ Reformers worked for many goals, including temperance, improved education, and better treatment for the mentally ill.

Section 2 The Fight Against Slavery

- ▶ Abolitionists fought to end slavery in many ways, including publishing newspapers, lecturing, and helping runaway slaves escape on the underground railroad.
- ▶ Slavery was defended by northerners who depended on cotton for their livelihood and by Southerners who felt their economy depended on slavery.

Section 3 Struggle for Women's Rights

- ▶ Many women joined the struggle for women's rights after fighting for abolition of slavery.
- ▶ The Seneca Falls Convention in 1848 marked the beginning of an organized women's rights movement.

Section 4 American Literature and Art

- ▶ In the 1820s, American writers began to explore American themes in their stories and poems.
- ▶ American artists gradually broke away from European models and developed their own styles.



For additional review of the major ideas of Chapter 15, see *Guide to the Essentials of American History* or *Interactive Student Tutorial CD-ROM*, which contains interactive review activities, graphic organizers, and practice tests.

□ Reviewing the Chapter

Define These Terms

Match each term with the correct definition.

Column 1

1. revival
2. temperance movement
3. abolitionist
4. underground railroad
5. penal system

Column 2

- a. system of prisons
- b. network of people who helped runaway slaves reach freedom
- c. campaign against drinking
- d. person who wanted to end slavery
- e. huge outdoor religious meeting

Explore the Main Ideas

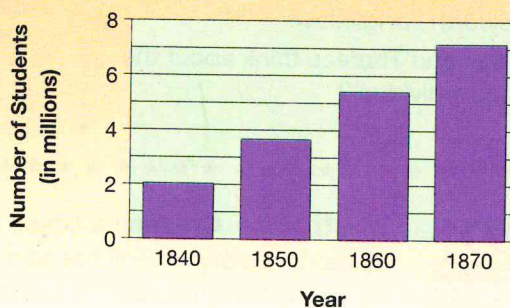
1. What were two goals of the Second Great Awakening?
2. What goals did Dorothea Dix pursue?
3. Why was Harriet Tubman called the "Black Moses"?
4. Why did supporters of the women's rights movement seek better education for women?
5. Name two writers in the 1800s who wrote about American experiences.

□ Graph Activity

Look at the graph below and answer the following questions:

1. About how many students were enrolled in American schools in 1840? In 1860? 2. How much did school enrollment increase between 1850 and 1870? **Critical Thinking** Based on what you have read, why did school enrollment increase steadily in the mid-1800s?

School Enrollment, 1840–1870



Source: *American Education, The National Experience, 1783–1876*, by Lawrence A. Cremin

Critical Thinking and Writing

- 1. Linking Past and Present** (a) How did reformers in the 1800s try to gain public support? (b) What methods do people use to win public support today?
- 2. Analyzing Ideas** In his *Appeal to the Colored Citizens of the World*, David Walker wrote that “all men are created equal; that they are endowed by their Creator with certain inalienable rights.” (a) From which document did Walker borrow this idea? (b) What point do you think he was making by including these words?
- 3. Ranking** In the mid-1800s, women like Sojourner Truth, the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton organized to fight for abolition and women’s rights. Make a list of the demands of these women. Then rank the demands from most important to least important. Give reasons for this ranking.
- 4. Exploring Unit Themes Expansion** How do you think westward expansion increased concerns about slavery?

Using Primary Sources

Frederick Douglass denounced the slave trade in the South:

“ Fellow citizens, this murderous traffic is, today, in active operation in this boasted republic. I see the bleeding footsteps; I hear the doleful wail of [chained] humanity on the way to the slave markets where the victims are to be sold like horse, sheep, and swine. . . . My soul sickens at the sight.”

Source: Frederick Douglass, speech to New York abolitionist society, 1852.

Recognizing Points of View (a) What words did Douglass use to stir up anger against the slave trade? (b) What did he mean when he called the United States a “boasted republic”? (c) How did Douglass’s background make him an effective speaker on the subject of slavery?

ACTIVITY BANK

Interdisciplinary Activity

Exploring the Arts Do research on one of the American painters discussed in this chapter. Then, prepare a guidebook for a museum exhibit of that painter’s work. Include a brief biographical note and descriptions of two or three paintings.

Career Skills Activity

Musicians Write and perform a marching song to be used at one of the following events: a temperance rally; an abolitionist meeting; the Seneca Falls Convention. You may work alone or with a group.

Citizenship Activity

Creating a Campaign Today, as in the past, communities are concerned with making sure all students get a good education. Plan a campaign designed to encourage students to stay in school. Your campaign may include posters, speeches, or other public events.

Internet Activity

Use the Internet to find information on any five of the following women: Antoinette Blackwell, Emily Blackwell, Amelia Bloomer, Myra Bradwell, Margaret Fuller, Matilda Joslyn Gage, Maria Mitchell, Lucy Stone. Write a one-sentence summary of the contribution each woman made to the women’s rights movement.

