

Chapter 12 Study Guide

Total Number of Pages: 34

Guided Reading Pages: 17

Dates Covered by Chapter: 1820-1840.

Events, Innovations, and Individuals

Remember to include the Why Does It Matter (WDIM)

Temperance movement (pg. 461)—Social reform movement beginning in the 1820s that centered around the elimination of alcohol from American society.

WDIM—

Common school (pg. 464)—Early school model established by Horace Mann to combat illiteracy and social ills through education.

WDIM—

Public education (pg. 464)—The broader reform movement that grew from Mann’s common school. Seen as a way to “equalize the conditions of men” and combat the excesses of the Market Revolution through broader education of young people.

WDIM—

American Colonization Society (pg. 465)—Organization founded in 1816 that wanted to end slavery but also re-colonize Black Americans in Africa once they were freed.

WDIM—

American Anti-Slavery Society (pg. 468)—Founded in 1833 as the actual core of an organized abolition movement, boasting members such as William Lloyd Garrison, Theodore Weld, and Frederick Douglass.

WDIM—

“moral suasion” (pg. 469)—Strategy for ending slavery that relied on convincing slave owners (and the larger society) of the sinfulness of slavery rather than forcing the end of the institution through political power.

WDIM—

Uncle Tom’s Cabin (pg. 471)—Influential novel published in 1851 by Harriet Beecher Stowe that generated a larger public outcry over slavery because it was so widely read.

WDIM—

Dorothea Dix (pg. 476)—Massachusetts school teacher who led the first effort for mental health reform in America in the 1830s.

WDIM—

Declaration of Sentiments (pg. 479)—Document crafted Elizabeth Cady Stanton for the Seneca Falls Convention that spelled out the rights of women and pushed for, among other things, the right to vote for women.

WDIM—

Chronology and Context

What is happening in the larger world outside of what will become the United States during this time and how did those things affect American History? (Identify 3)

- o –
- o –
- o –

Guided Reading

Introduction- 454

(PCE) The Reform Impulse- 454

(SOC) Religion and Reform- 461

} Consider these together

- o What generalizations can be made about the role of religion in the reform movements in the period 1820-1840?

(SOC) Critics of Reform- 462

- o What elements of social reform might be used to justify bias, prejudice, or discrimination?

(PCE) The Crusade against Slavery- 465

(WOR) Colonization- 465

(ARC) Blacks and Colonization- 466

} Consider these together

- o What differing/conflicting opinions have been expressed about abolition movements and their agenda(s) in the period 1820-1840?

(SOC) The Emergence of Garrison- 467

(PCE) Spreading the Abolitionist Message- 467

} Consider these together

- o What role does the Second Great Awakening play in the spreading of the abolition movement?

(WXT) Slavery and Moral Suasion- 469

(NAT) Abolitionists and the Idea of Freedom- 469

} Consider these together

- How does the abolition movement re-conceptualize the idea of freedom in American society?

- ☐ (ARC) Black Abolitionists- 471
- ☐ (SOC) Abolitionism and Race- 472

} Consider these together

- What opposing viewpoints have been expressed about the role of white abolitionists in the reform efforts of this era?

- ☐ (ARC) The Rise of the Public Woman- 476
- ☐ (PCE) Women and Free Speech- 479
- ☐ (PCE) Women's Rights- 479

} Consider these together

- Discuss the similarities and differences between the Declaration of Sentiments and the Declaration of Independence.

- ☐ (WXT) Women and Work- 482
- ☐ (SOC) The Slavery of Sex- 484
- ☐ (SOC) "Social Freedom"- 484

} Consider these together

- In what ways is the fight for women's' equality in the period from 1820-1840 bigger than just the right to vote?

Reasoning

Provide examples from the chapter for each and explain how your example is best understood with that line of reasoning:

- Change Over Time—
 - What is the situation as described at the beginning of the chapter?
 - How have things changed by the end of the chapter and why?
- Causation—
 - What is ONE event, innovation, or individual that alters the situation and how?
 - What is a SECOND event, innovation, or individual that alters the situation and how?

- o What is a THIRD event, innovation, or individual that alters the situation and how?
- Compare and Contrast—
 - o How do the events, innovation, or individuals in the chapter affect groups of people the same and how are the effects different?
 - o Who wins and who loses because of the events in this chapter? What is won or lost?

Connections

Identify and explain (2) events, innovations, or individuals from the chapter and explain how they still affect us today:

1. –

2. –

Argumentation

Answer each of the following questions related to the content of the chapter and defend your reasoning with evidence:

1. –Do the outcomes of the social reform movements of this era suggest that those movements were successes or failures?

2. –Are the reformers of the era 1820-1840 idealists or merely naïve to think that they could change American society without force or the wielding of power?

Unanswered Questions

Identify and explain (2) things from the chapter you would still like to know after completing it:

1. –

2. –