APUSH Mrs. Scherer

Unit 4: Second Great Awakening

**The Reformers of the Early 18th Century**

**Tuesday 11/13 and Wednesday 11/4: Computer Room (Bring in a poster board)**

**Thursday 11/15: Complete posters in the classroom**

**Reform Movement Poster Directions: Textbook pages 309-334**

As you have already learned, the 1820s and 1830s saw a great rise in popular politics, as free white males achieved universal suffrage. Women, blacks, and Native Americans, however, remained excluded from the political process and were neglected by politicians. In protest, these marginalized groups and their sympathizers organized reform movements to heighten public awareness and to influence social and political policy. Many reformers believed that they were doing God’s work, and the Second Great Awakening did much to encourage them in their missions.

Some of the most popular reform movements of the period were:

1. **Abolition** – working to end slavery (William Lloyd Garrison, Wendell Phillips, Elijah Lovejoy, Harriet Tubman, Harriet Beecher Stowe, Frederick Douglas, Sarah and Angelina Grimke)
2. **Women’s Rights** – working for women to have equal rights, especially the right to vote (suffrage) (Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony)
3. **Temperance** – working to stop the use of alcohol (Lyman Beecher, Father Theobald Mathew, Neal Dow)
4. **Education** – working to increase educational opportunities (Horace Mann, Thomas Gallaudet)
5. **Care of the Needy** – working to improve the conditions in prisons, in mental hospitals, and of the poor (Dorothea Dix, Francis Lieber, Samuel Gridley Howe)
6. **Labor-** Improve working conditions for citizens: Lowell Mill Workers, Mechanics’ Union of Trade, International Typographical Union (Francis Cabot Lowell, Samuel Slater, Robert Owen)
7. **Utopian Societies** – attempt to create a perfect society: Oneida, Brook Farm and New Harmony (Robert Owen, George Ripley, John Humphrey Noyes)
8. **Transcendentalism** – a spiritual and intellectual movement critical of the materialistic direction the U.S. was taking (Ralph Waldo Emerson, Henry David Thoreau)

**DIRECTIONS FOR POSTERS:**

You will be assigned one of the above reform movements to research and create an advertisement that would have been posted in town on a lamppost or at the post office to encourage people to support your movement. **Remember,** **this is an advertisement and you are trying to encourage others to support your movement.** Your poster will be graded using the following rubric:

Your poster should include the following:

1. **Who was involved?** Include the leaders, groups, ortypes of people. *(They could be the contact people* *on your poster.)*
2. **Why did the reformers think a change was necessary?**  List the conditions or problems as they were and why the reformers wanted change.
3. **What did the reformers do to try to bring about change?** List past actions and methods or future plans. *(Must be things that really* *happened or could have happened.)*
4. **What was the outcome or effect of their work?** Listresults of the reformers’ work. *(This is where you can* *celebrate your reformers’ success, so that people will see you’re making a difference and join your cause. Remember that most reform movements of this period did not*

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|  *accomplish all of their goals. Many changes happened over time and some much later.)*1. **Pictures, Illustrations, Photos:** Must depict some aspect of the reform in order to move people to believe that reform is necessary. No comment is needed.
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**Grading Rubric:**

Addressed all aspects of the task (A-E): 40 points

Demonstrates in depth research and content: 40 points

Creativity and Presentation: 25 points

**Museum Walk: 50 points**

The class will hold a museum walk where everyone will view each other’s posters and fill in the corresponding chart for their notes.

**The Reformers of the Early 18th Century Lesson**

**Reform Movement Websites**

Reformers and Reform Movements in the Early 1800s (summaries or overview of all movements):

Reform Movements Across the U.S. <http://www.learnnc.org/lp/editions/nchist-newnation/5029>

Reformers and Activists – America’s Stories <http://www.americaslibrary.gov/aa/activists.php>

Significant Women in America <http://www.u-s-history.com/pages/h1551.html>

Social Reform <http://www.sparknotes.com/testprep/books/sat2/history/chapter9section2.rhtml>

Abolition:

African-American Mosaic on Abolition – Library of Congress <http://www.loc.gov/exhibits/african/afam005.html>

African-American Odyssey – Library of Congress; numerous posters and graphics <http://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html>

Brief History of Abolition Movement – includes people, events <http://americanabolitionist.liberalarts.iupui.edu/brief.htm>

Radical Reform and Antislavery <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=629>

The Frederick Douglass Papers <http://memory.loc.gov/ammem/doughtml/doughome.html>

Underground Railroad and Faces of Freedom - <http://www.nationalgeographic.com/railroad/hfame.html>

William Lloyd Garrison and the Liberator <http://www.ushistory.org/us/28a.asp>

Care of Needy:

Assisting the Disabled (1820-1860) <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=628>

Dorothea Dix Biography <http://www.dhhs.state.nc.us/mhddsas/DIX/dorothea.html>

Dorothea Dix Hospital in South Carolina for the mentally ill <http://www.learnnc.org/lp/editions/nchist-newnation/4780>

Dorothea Dix: Unitarian Reform – primary sources, biography overview <http://www.teachushistory.org/second-great-awakening-age-reform/approaches/dorothea-dix-unitarian-reform>

Prison and Asylum Reform <http://www.ushistory.org/us/26d.asp>

Prison Reform in Pennsylvania <http://www.prisonsociety.org/about/history.shtml>

Social Reform and the Problem of Crime in a Free Society (1820-1860) <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=626>

**The Reformers of the Early 18th Century Lesson**

Education:

History of Education in America <http://www.chesapeake.edu/library/EDU_101/eduhist_19thC.asp>

Horace Mann Biography <http://www.pbs.org/kcet/publicschool/innovators/mann.html>

Only a Teacher – PBS presentation of “Schoolhouse Pioneers”, including Horace Mann <http://www.pbs.org/onlyateacher/pioneers.html>

School: The Story of American Public Education <http://www.pbs.org/kcet/publicschool/innovators/mann.html>

The Struggle for Public Schools (1820-1860) <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=627>

Temperance:

Moral Reform (1820-1860) – includes temperance <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=624>

Temperance Movement Archives – numerous other links and information <http://www.lostmuseum.cuny.edu/archives/temperance.htm>

Temperance Movement from National Heritage Museum [http://nationalheritagemuseum.typepad.com/library\_and\_archives/temperance\_moveme](http://nationalheritagemuseum.typepad.com/library_and_archives/temperance_movement/) [nt/](http://nationalheritagemuseum.typepad.com/library_and_archives/temperance_movement/)

Temperance Reform Lesson Plans – include numerous primary sources, including images, broadsides, and political cartoons <http://www.teachushistory.org/Temperance/>

Women’s Rights:

First Women’s Rights Convention: Seneca Falls - <http://www.nps.gov/wori/historyculture/the-first-womens-rights-convention.htm>

History of Women’s Suffrage <http://www.history.com/content/womenhist/the-history-of-women-s-suffrage>

What Was Life Like for Women in the 1800s? <http://www.amit.org.il/learning/english/ew/life.htm>

Women Leader and Activists <http://eportg.cgc.maricopa.edu/published/h/is/history201-activists/document/1/index-3.3.shtml>

Women’s Rights (1820-1860) <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=630>

Women’s Rights Leaders <http://www.nps.gov/wori/historyculture/womens-rights-leaders-1800-1900.htm>

**Labor Movements**

<https://aflcio.org/about/history/labor-history-events/lowell-mill-women-form-union>

<https://csivc.csi.cuny.edu/history/files/lavender/lowstr.html>

<https://www.atlasobscura.com/articles/lowell-mill-girls-sarah-bagley-strike>

<https://www.gilderlehrman.org/content/lowell-mill-girls-and-factory-system-1840>

<https://www.nps.gov/lowe/learn/photosmultimedia/working_conditions.htm>

<https://en.wikipedia.org/wiki/Mechanics%27_Union_of_Trade_Associations>

<https://journals.psu.edu/pmhb/article/view/30960/30715>

**Transcendentalism**

<http://reformmovements1800s.weebly.com/transcendentalists.html>

<http://pressbooks-dev.oer.hawaii.edu/ushistory/chapter/an-awakening-of-religion-and-individualism/>

<https://plato.stanford.edu/entries/transcendentalism/>

<http://www.ushistory.org/us/26f.asp>