AP American History Mrs. Scherer

Unit 4: Jacksonian Era

**Museum Walk of Reformers of the Second Great Awakening 1820-1860**

The impulse of Americans since the days of the Puritans has been to serve as a model for improving the world in which they live. The reform movement of the period 1820-1860 had many roots. The Romantic Movement, beginning in the late 18th century stressed the basic goodness of mankind. Early Quakers had pointed out the inconsistency between the ideal of equality in the Declaration of Independence and the reality of slavery in the United States. Unitarians, who reject the Puritan concept of an angry God and visualized instead a God of love, believed one could show love for God by helping others. As a result, they developed social conscience and a concern for improving the quality of life for all.

Crusaders sought to purify the nation by removing the sins of slavery, intemperance, male domination, and cruelty to the insane. A few attempted to remove themselves from society to create Utopian communities based on collective ownership. Others saw public schools, lyceums and daily newspapers as necessities in order to achieve an educated and informed public capable of maintaining democratic government. The variety of crusades and crusaders made it appear that nearly everyone had joined the campaign to improve society and man. Southerners, however feared abolition and thus resisted ALL reforms in the ante-bellum period.

**Reformers of the Second Great Awakening 1820-1860**

Directions: Describe the movement’s goal, actions taken and how successful it was.

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|  |  | GOAL | METHODS | OUTCOME |
| 1. Lyman Beecher 2. Father Theobald Mathew 3. Neal Dow | **TEMPERANCE** |  |  |  |
| 1. Dorothea Dix 2. Francis Lieber 3. Samuel Gridley Howe | **CARE OF**  **MENTALLY ILL**  **PRISON**  **REFORM** |  |  |  |
| 1. William Lloyd Garrison 2. Wendell Phillips 3. Theodore Weld 4. Sarah and Angelina Grimke 5. Frederick Douglas 6. Harriet Tubman 7. Harriet Beecher Stowe 8. Elijah Lovejoy | **ABOLITION OF SLAVERY** |  |  |  |
| 1. Elizabeth Cady Stanton 2. Lucretia Mott 3. Lucy Stone | **WOMEN’S RIGHTS** |  |  |  |
| 1. Robert Owen 2. George Ripley 3. John Humphrey Noyes | **UTOPIAN**  **SOCIETIES** |  |  |  |
| 1. Horace Mann 2. Samuel F. B. Morse 3. Thomas Galludet | **PUBLIC EDUCATION**  **EDUCATION OF THE DEAF** |  |  |  |
| 1. Henry David Thoureau 2. Ralph Waldo Emerson | **TRANSCENDENTALISM** |  |  |  |
| 1. Lowell Mill Workers 2. Mechanics Union of Trade | **LABOR** |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_ Period: \_\_\_\_

**Museum Walk Exit Ticket: 50/50 points**

Answer the following questions:

1. List several evils that the reformers of the period 1820-1860 tried to eliminate.
2. What factors created a climate favorable to reform in the early 19th century?
3. What common vision of a better world did these individuals have?
4. Would you characterize these individuals as idealists or practical reformers? Explain your reasoning.
5. To what extent did these reformers achieve success in the period 1820-1860?
6. To what extent did these individuals build a foundation for the realization of reforms in a later period?