

An Era of Reform

To what extent did the reform movements of the mid-1800s improve life for Americans?

PREVIEW

Read the lyrics to the song “Let Us All Speak Our Minds.” Then answer these questions *on a separate sheet of paper*:

1. How would you describe the mood created by the lyrics?
2. Why do you think women would sing a song like this?
3. To what extent do you think the complaints mentioned in this song are still valid today?

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

reform

transcendentalism

Seneca Falls Convention

Second Great Awakening

abolitionist

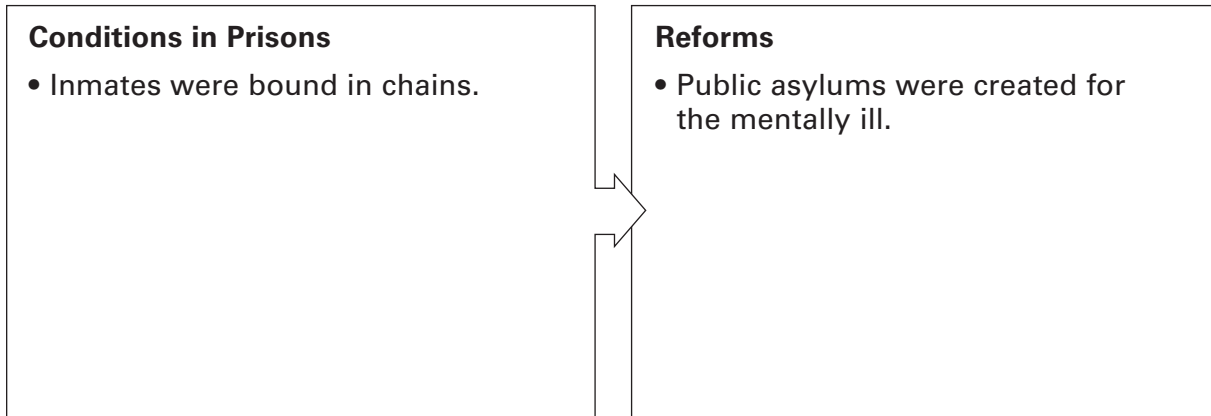
Declaration of Sentiments

Section 1

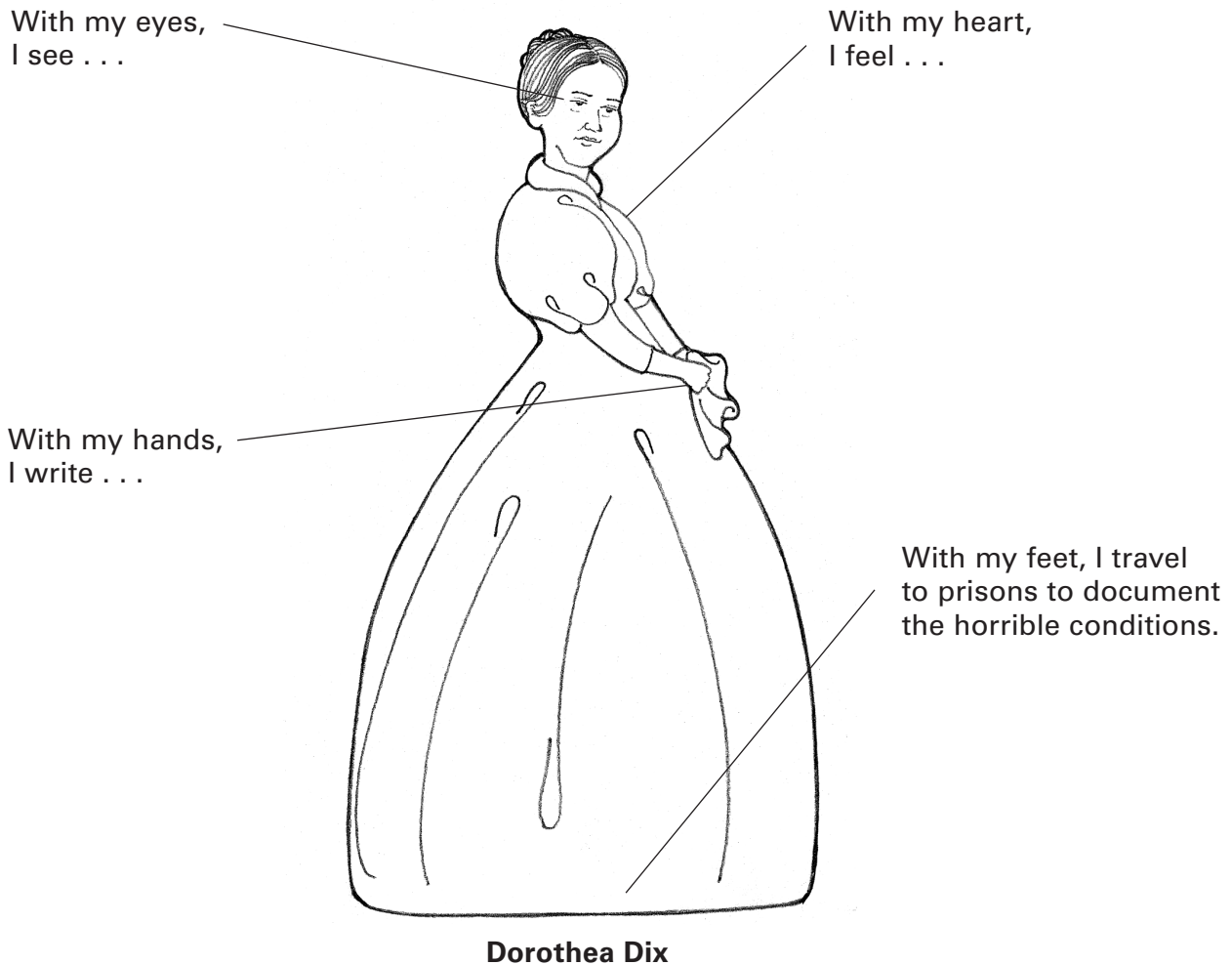
1. What was the optimistic message of the Second Great Awakening?
2. Explain how this quotation by Henry David Thoreau reflects the philosophy of transcendentalism: “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears.”
3. How did transcendentalism contribute to the spirit of reform?

Section 2

1. Complete the flowchart to show the conditions in prisons during the mid-1800s and the reforms that were passed.

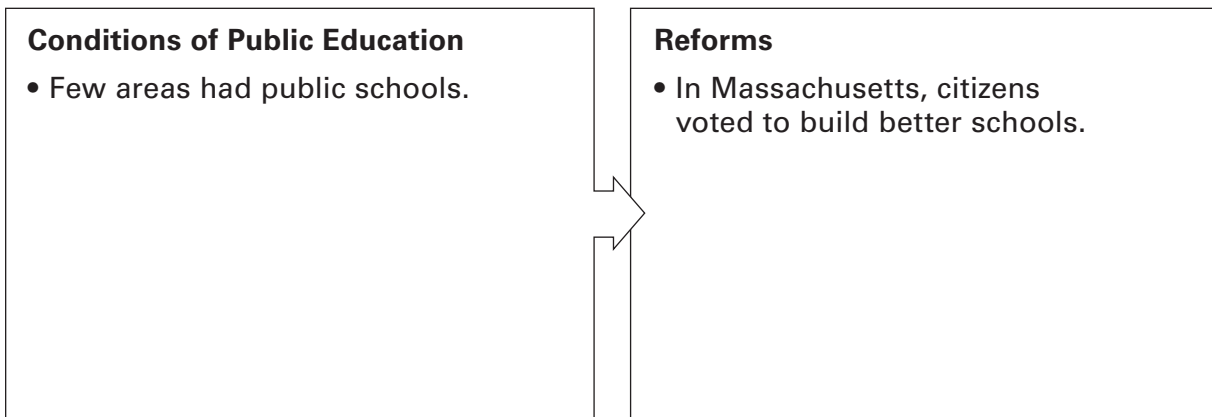


2. Complete the sensory figure of Dorothea Dix to show her possible thoughts, feelings, and experiences.

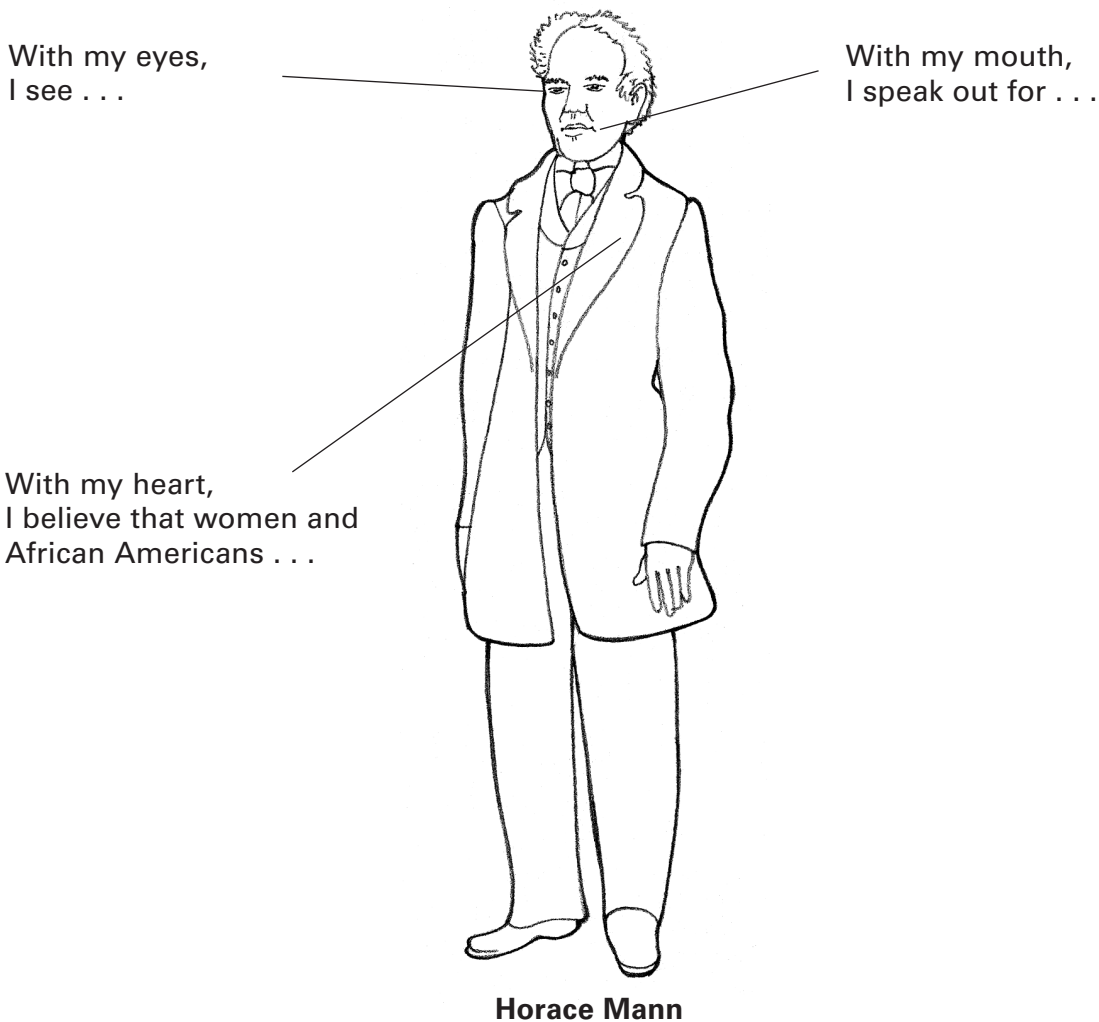


Section 3

1. Complete the flowchart to show the conditions of public education in the mid-1800s and the reforms that were passed.

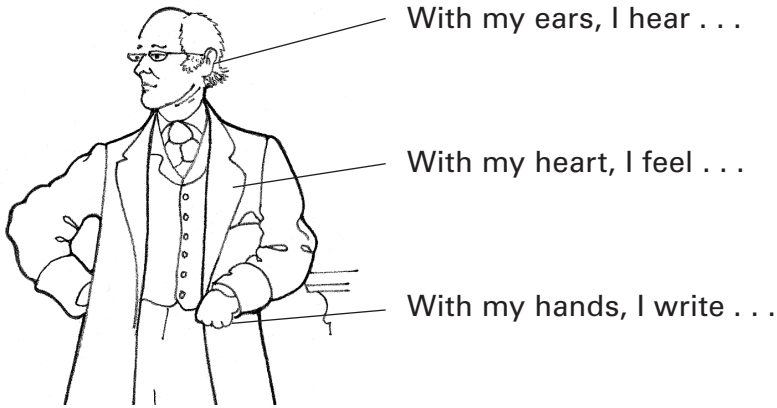


2. Complete the sensory figure of Horace Mann to show his possible thoughts, feelings, and experiences.



Section 4

Complete the sensory figures to show the possible thoughts, feelings, and experiences of each abolitionist.

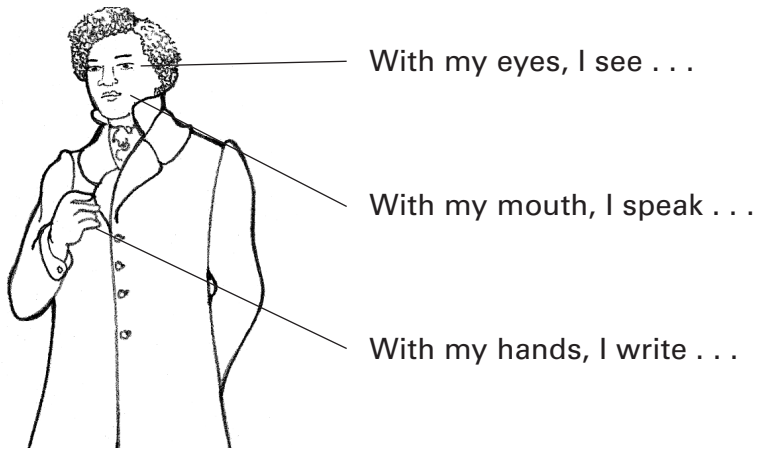


With my ears, I hear . . .

With my heart, I feel . . .

With my hands, I write . . .

William Lloyd Garrison

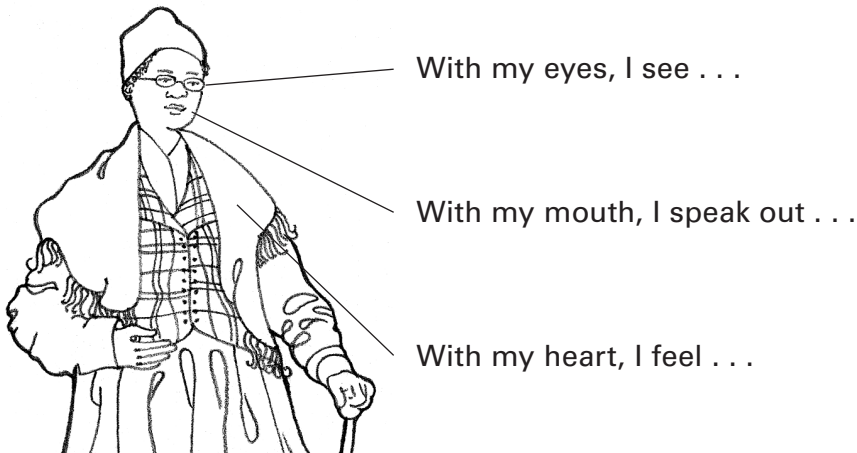


With my eyes, I see . . .

With my mouth, I speak . . .

With my hands, I write . . .

Frederick Douglass



With my eyes, I see . . .

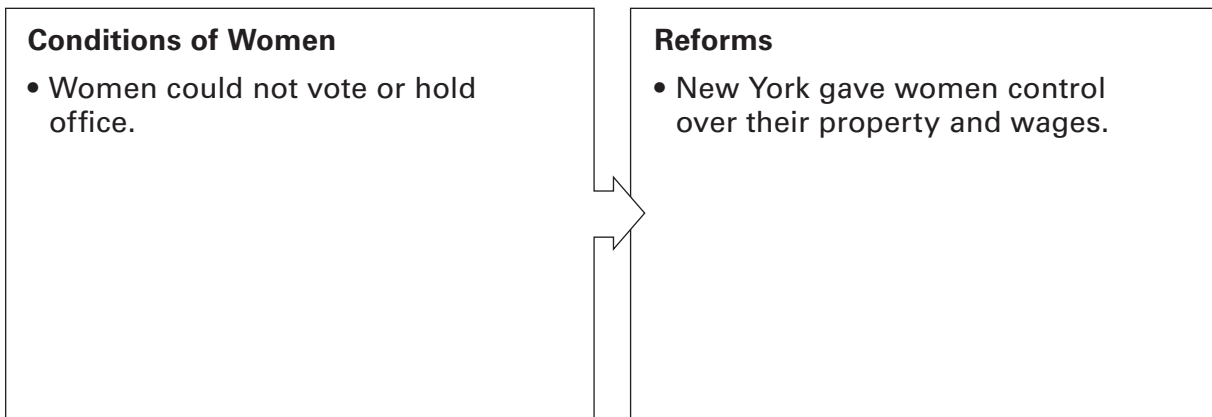
With my mouth, I speak out . . .

With my heart, I feel . . .

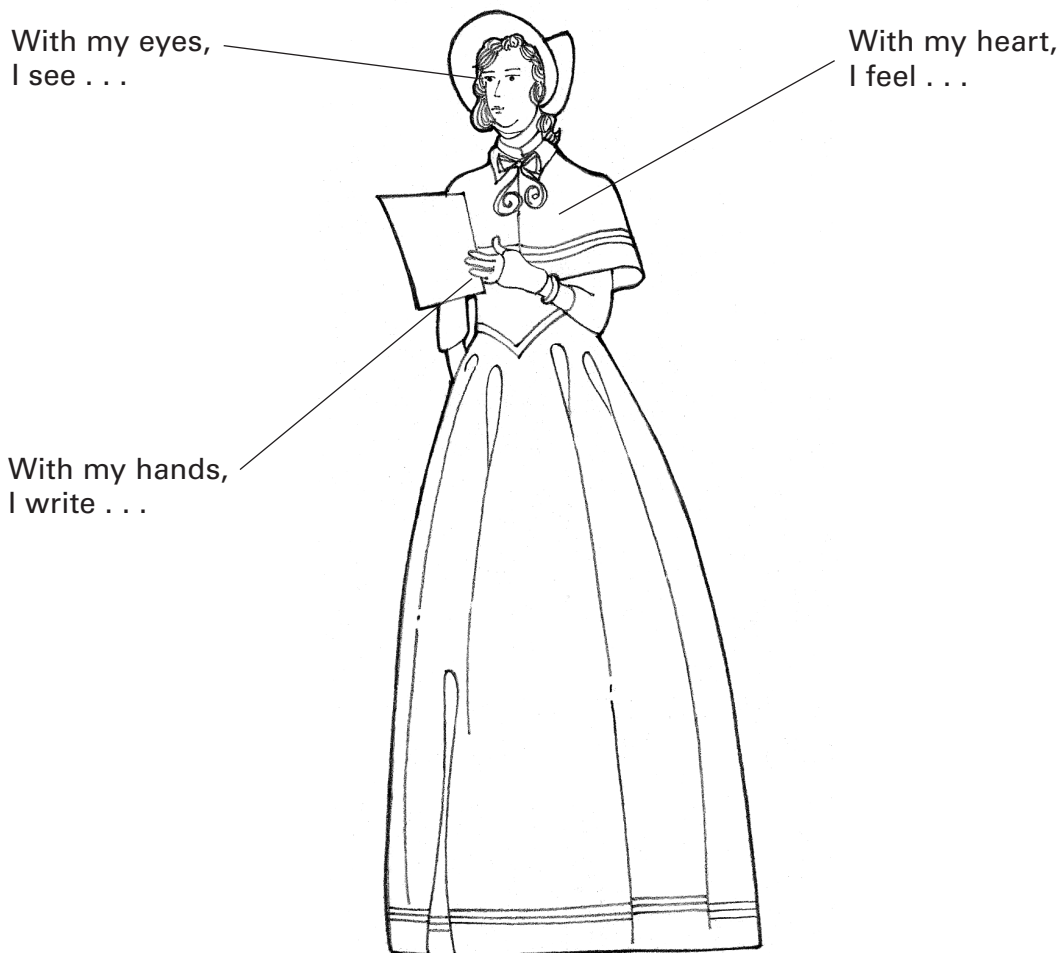
Sojourner Truth

Section 5

1. Complete the flowchart to show the conditions of women in the mid-1800s and the reforms that were passed.



2. Complete the sensory figure of Elizabeth Cady Stanton to show her possible thoughts, feelings, and experiences.



Elizabeth Cady Stanton

PROCESSING

Evaluate the extent to which the reform movements of the mid-1800s improved life for Americans. For each reform movement, assign a grade. Then list two things the movement did well and two suggestions for improvement.

Reform Movement	Grade	Two Things the Movement Did Well	Two Suggestions for Improvement
Prison reform movement			
Education reform movement			
Abolitionist movement			
Women's rights movement			

INVESTIGATING PRIMARY SOURCES

Identifying Evidence

Consider this question: *What were the priorities for education in the 19th century?*

Examine the four primary sources in the reading, and write down evidence from each source that helps answer this question.

Primary Source 1	Primary Source 2
Primary Source 3	Primary Source 4

Use the evidence you gathered to make a claim to the question.

Claim:

Constructing an Argument

Create an argument to answer the question: *What were the priorities for education in the 19th century?* Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.
- use words, phrases, and clauses to create cohesion.
- create cohesion among claims, counterclaims, reasons, and evidence.
- establish and maintain a formal style.
- produce a concluding statement or section that follows from and supports your argument.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.