







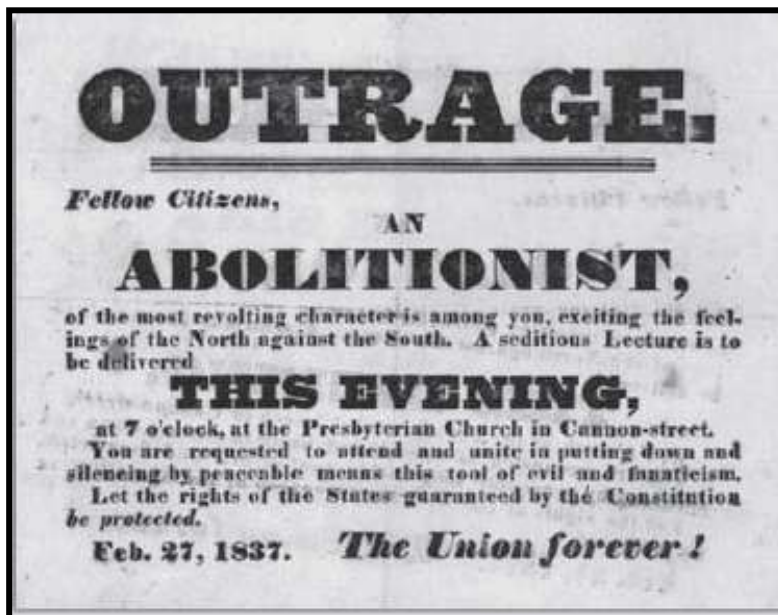
## New Movements in America

1815-1850

***Ships filled with goods sailed back and forth across the Atlantic Ocean between Europe and the United States. Many of these ships also brought people. The United States experienced a dramatic increase in immigration during this time period, particularly from Europe. Irish immigrants, forced from their homes by the potato famine, moved to the United States and built thriving communities.***

 <p><b>1817</b> Thomas Gallaudet founds a school for people who have hearing impairments.</p>	 <p><b>1831</b> William Lloyd Garrison begins publishing the abolitionist newspaper the <i>Liberator</i>.</p>	 <p><b>1848</b> A major meeting for women's rights—the Seneca Falls Convention—is held in New York.</p>	<p><b>1850</b> Nathaniel Hawthorne publishes <i>The Scarlet Letter</i>.</p>
 <p><b>1820</b></p> <p><b>1824</b> British laws making trade unions illegal are repealed.</p>	 <p><b>1829</b> French educator Louis Braille creates a writing system of raised dots for people who are blind.</p>	<p><b>1840</b></p> <p><b>1845</b> A potato famine in Ireland increases Irish immigration to the United States.</p> 	<p><b>1848</b> Revolutionaries attempt to unify German-speaking peoples in central Europe.</p>

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<p><b>Focus on Themes</b> The mid-1800s was a time of change in America. <b>Society and culture</b> changed for several reasons: thousands of immigrants arrived in America; women began to work hard for equal rights; and the North and South</p>	<p>debated more and more over the slavery issue. Religious beliefs helped shape people's views toward abolition—the move to end slavery—and women's suffrage—the move to give women the right to vote. This chapter discusses these issues.</p>
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# Immigrants and Urban Challenges

Chapter 14 Section 1 Page 438

## Fleeing the Irish Potato Famine:

1. What caused the Potato famine?
2. What impact did it have on the Irish?
3. What types of jobs did most Irish immigrants have?

## A Failed German Revolution:

4. Why did educated German flee to the United States?
5. Why did others come?
6. What types of jobs did they have?

## Anti-Immigration Movements:

7. What types of jobs attracted immigrants?
8. What two things did Americans fear losing?
9. What is a nativist?
10. What was the “know nothing” party?

## Rapid Growth of Cities:

11. What led to new city jobs?
12. What was the middle class?

## Urban Problems:

13. What were tenements?
14. Describe in your own words the problems that occurred with city life:

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### Main Ideas

1. Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
2. Industrialization led to the growth of cities.
3. American cities experienced urban problems due to rapid growth.



### The Big Idea

The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.

### Key Terms

nativists, *p. 440*  
Know-Nothing Party, *p. 440*  
middle class, *p. 440*  
tenements, *p. 442*

# American Arts

Chapter 14 section 2 page 443

## Transcendentalists:

1. What is Transcendentalism?
2. What did transcendentalists believe?
3. Why were the following people important?
  - a. Ralf Waldo Emerson
  - b. Henry David Thoreau
  - c. Margaret Fuller

## Brook Farm:

4. What was Brook Farm?
5. What is a utopian community?
6. What did they pursue?

## American Romanticism:

7. What was Romanticism?
8. Why are the following people important?
  - a. Nathaniel Hawthorne
  - b. Herman Melville
  - c. Edgar Allan Poe
  - d. Henry Wadsworth Longfellow
  - e. Walt Whitman
  - f. Emily Dickinson

### Main Ideas

1. Transcendentalists and utopian communities withdrew from American society.
2. American Romantic painters and writers made important contributions to art and literature.



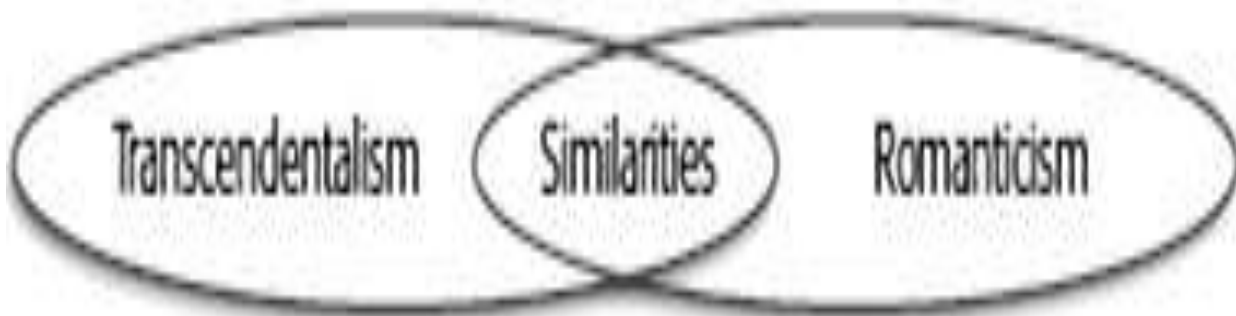
### The Big Idea

New movements in art and literature influenced many Americans in the early 1800s.

### Key Terms and People

transcendentalism, p. 443  
Ralph Waldo Emerson, p. 443  
Margaret Fuller, p. 443  
Henry David Thoreau, p. 443  
utopian communities, p. 444  
Nathaniel Hawthorne, p. 444  
Edgar Allan Poe, p. 445  
Emily Dickinson, p. 445  
Henry Wadsworth Longfellow, p. 445  
Walt Whitman, p. 445

Complete the chart below:



# Reforming Society

Chapter 14 Section 3 Page 448

Event summary	People involved	What it accomplished
Second Great awakening		
Temperance movement		
Prison reform		
Common School Movement		
Women's Education		
Free African Religious Society		

## Main Ideas

1. The Second Great Awakening sparked interest in religion.
2. Social reformers began to speak out about temperance and prison reform.
3. Improvements in education reform affected many segments of the population.
4. Northern African American communities became involved in reform efforts.



## The Big Idea

Reform movements in the early 1800s affected religion, education, and society.

## Key Terms and People

Second Great Awakening, *p. 448*

Charles Grandison Finney, *p. 448*

Lyman Beecher, *p. 448*

temperance movement, *p. 449*

Dorothea Dix, *p. 450*

common-school movement, *p. 450*

Horace Mann, *p. 450*

Catharine Beecher, *p. 451*

Thomas Gallaudet, *p. 451*

# The Movement to End Slavery

Chapter 14 Section 4 Page 454

## Differences among Abolitionists:

1. What is abolition?
2. What role did the Quakers play?
3. What were the two differing opinion on what should happen to freed slaves?

## Spreading the Abolitionist Message:

4. What did William Lloyd Garrison do?
5. What was the American Anti-Slavery Society?
6. What did Angelina and Sarah Grimké do?

## African American Abolitionists:

7. Who was Fredrick Douglas?
8. Who was Sojourner Truth?

## The Underground Railroad:

9. What was the underground rail road?
10. Describe in your own words how it worked:

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## Opposition to Ending Slavery:

11. What were people being told would happen if slaves were freed?
12. How did congress respond to the issue?
13. How did white southerners feel about slavery?
14. Complete the chart below:

Reasons for Opposing the End of Slavery



Effects of Opposition to the Movement

### Main Ideas

1. Americans from a variety of backgrounds actively opposed slavery.
2. Abolitionists organized the Underground Railroad to help enslaved Africans escape.
3. Despite efforts of abolitionists, many Americans remained opposed to ending slavery.



### The Big Idea

In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.

### Key Terms and People

abolition, p. 454

William Lloyd Garrison, p. 455

American Anti-Slavery Society, p. 455

Angelina and Sarah Grimké, p. 455

Frederick Douglass, p. 456

Sojourner Truth, p. 456

Underground Railroad, p. 456

Harriet Tubman, p. 458

# Women's Rights

Chapter 14 Section 5 Page 461

## Early Writings for Women's Rights:

1. What two publications helped inspire a push for women's rights?

## The Movement Grows:

2. What two things did women do to help them gain political power?

## Opposition to Women's Rights:

3. What three reasons did people have for not wanting women to have equal rights?

## Seneca Falls Convention:

4. What was the Seneca Falls Convention?
5. Who organized it?

## Declaration of Sentiments:

6. What were the Declaration of Sentiments?
7. What were they modeled after?
8. How many people signed it?

## Women's Rights Leaders:

9. What did the following women do?
  - a. Lucy Stone
  - b. Susan B. Anthony

10. Complete the chart below:

Goals	Opponents' Arguments

### Main Ideas

1. Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
2. Calls for women's rights met opposition from men and women.
3. The Seneca Falls Convention launched the first organized women's rights movement in the United States.

### The Big Idea

Reformers sought to improve women's rights in American society.

### Key Terms and People

Elizabeth Cady Stanton, *p. 464*  
Lucretia Mott, *p. 464*  
Seneca Falls Convention, *p. 464*  
Declaration of Sentiments, *p. 464*  
Lucy Stone, *p. 465*  
Susan B. Anthony, *p. 465*