

REVIEW
CHAPTER
3
Section 5

GUIDED READING *Reforming American Society*

A. As you read about reform movements, answer the questions below.

What ideas and practices did each of the following promote?
1. African-American church
2. <i>The Liberator</i>
3. Seneca Falls convention
4. Transcendentalism

5. What people and events shaped the abolition movement the most?
6. How did the African-American church interpret the message of Christianity?
7. How effective were efforts to reform education for women?

B. On the back of this paper, briefly describe the relationship of each of the following to the reform movements of the 1880s.

William Lloyd Garrison

Ralph Waldo Emerson

Elizabeth Cady Stanton

Nat Turner

Sojourner Truth

Frederick Douglass



Section 5

SKILLBUILDER PRACTICE *Identifying Problems*

Women faced many problems in the early 1800s, not the least of which was getting the public to accept the need for change. Read the passage, then complete the chart below. First, list three problems faced by the women; then say whether the problem was stated directly or implied by people's actions; finally, list clues that helped you identify each problem. (See Skillbuilder Handbook, p. R5.)

The campaign for women's rights had less impact on the public than other reform issues did. The causes of temperance and school reform were much more popular, and abolitionism stirred up more people. Although they called for voting rights as early as 1848, women did not obtain the right to vote until 1920, 72 years later.

One reason for the slow progress toward women's rights was that small gains in a few places satisfied many women. For example, by the time of the Civil War, several states had given married women the right to own property. Women who otherwise might have worked for equal rights felt that progress had already been made and no more action was needed.

Another reason was the close association of women's rights to the abolition of slavery. In the

first part of the 1800s, abolition was an unpopular movement in American society. Much of the general public scorned reform in both areas. Ironically, however, slavery was abolished 55 years before women were granted the right to vote.

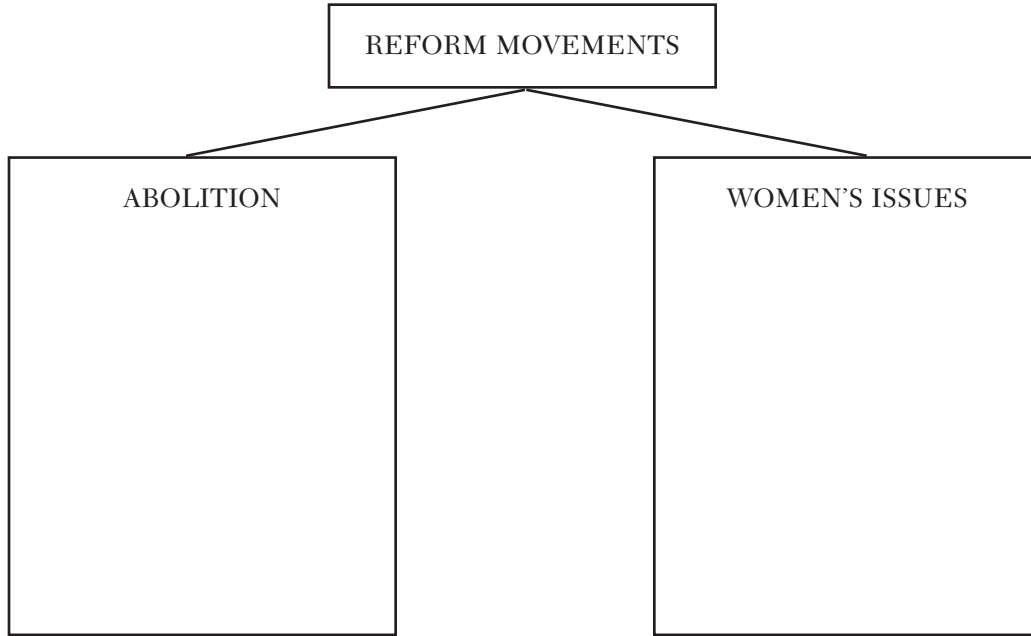
The campaign for full equality for women also suffered as energy and attention were directed at temperance and educational reforms. Drunkenness contributed to a breakdown in family life and changes were needed in the ways children were educated in the country. Many women who might otherwise have worked on behalf of women's rights found that they could easily work for temperance and educational reforms and still be seen as taking care of their families, rather than as going against the popular ideal of women's place being in the home.

Problem	Directly stated or implied?	Clue words and phrases
1.		
2.		
3.		

REVIEW
CHAPTER
3
Section 5

RETEACHING ACTIVITY *Reforming American Society*

Summarizing Summarize the significant efforts of the abolition and women's movement in the chart below and then answer the question that follows.

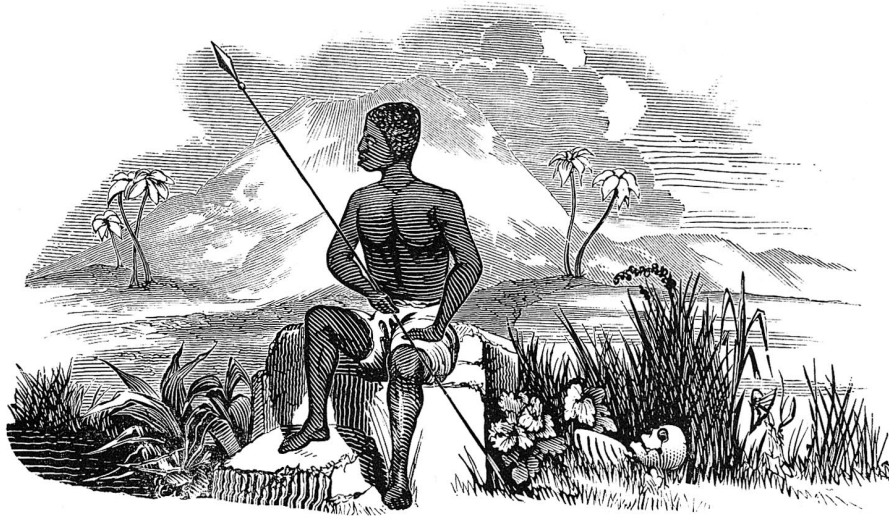


Which movement do you think would face the most difficulties ahead? Why?

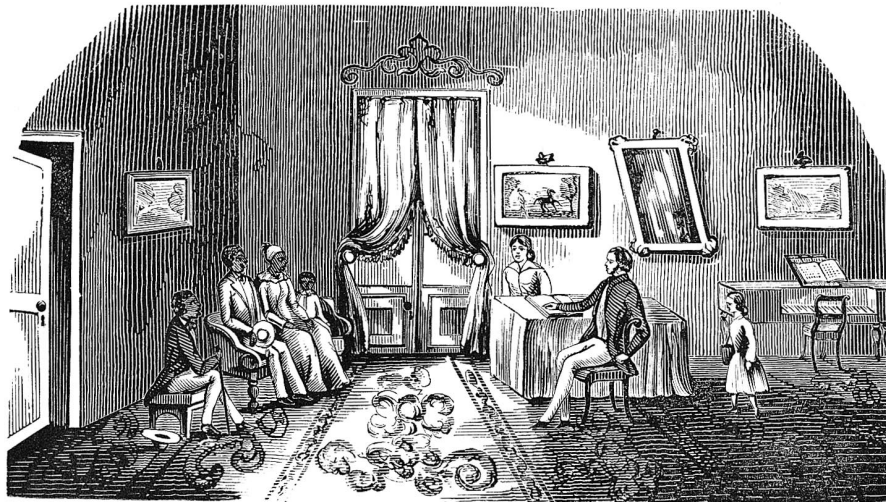
REVIEW
CHAPTER
3
Section 5

PRIMARY SOURCE Propaganda Images

Proslavery advocates used the Bible to defend slavery and promoted the idea that enslaved Africans had an improved standard of living. To find out how proslavery advocates illustrated the benefits of slavery, study the following before-and-after pictures from a proslavery pamphlet entitled Bible Defense of Slavery.



THE NEGRO IN HIS OWN COUNTRY.



THE NEGRO IN AMERICA.

Courtesy of the Chicago Historical Society

Discussion Questions

1. According to the “before” picture, what were the drawbacks of living in Africa?
2. What were the benefits of slavery according to the “after” picture?
3. What before-and-after images do you think a 19th-century abolitionist could have used to counteract the arguments of proslavery advocates and to illustrate the horrors of slavery?



Section 5

PRIMARY SOURCE *from* **The Seneca Falls**
“Declaration of Sentiments”

At the first women’s rights convention, Elizabeth Cady Stanton and Lucretia Mott issued this statement modeled on the Declaration of Independence. What grievances did the women express in this portion of their Declaration?

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. . . .

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken away from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separa-

tion, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . .

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect and to make her willing to lead a dependent and abject life.

Now, in view of this entire disenfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. . . .

from Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Joslyn Gage, eds., History of Woman Suffrage, vol. 1 (1881).

Activity Options

1. Working with a partner, analyze the declaration and list the rights women have gained since 1848.
2. Write a paragraph in which you compare the purpose and language of the “Declaration of Sentiments” and the Declaration of Independence.