



# CHAPTER 8 ASSESSMENT



## TERMS & NAMES

For each term or name, write a sentence explaining its significance during the mid-19th century.

- |                           |                            |
|---------------------------|----------------------------|
| 1. Second Great Awakening | 6. Frederick Douglass      |
| 2. revival                | 7. Elizabeth Cady Stanton  |
| 3. Ralph Waldo Emerson    | 8. temperance movement     |
| 4. abolition              | 9. strike                  |
| 5. William Lloyd Garrison | 10. National Trades' Union |

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### Religion Sparks Reform (pages 240–245)

1. What new religious ideas set the stage for the reform movements of the mid-19th century?
2. How did Dorothea Dix contribute to reform?

### Slavery and Abolition (pages 248–253)

3. How did William Lloyd Garrison, Frederick Douglass, and David Walker each propose ending slavery?
4. What steps did white Southerners take to suppress slave revolts?

### Women and Reform (pages 254–258)

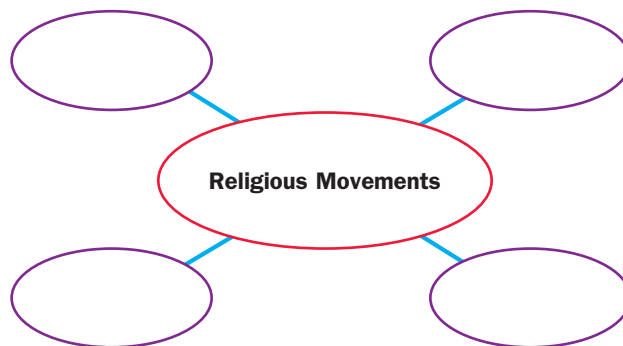
5. What was the cult of domesticity?
6. What was the purpose of the Seneca Falls Convention?

### The Changing Workplace (pages 259–265)

7. How did working conditions in the Lowell textile mills present new opportunities and new hazards?
8. Describe the two waves of U.S. immigration in the mid-1800s.

## CRITICAL THINKING

1. **USING YOUR NOTES** Use a diagram similar to the one shown below to list the various reform movements that grew out of early-19th-century religious movements.



2. **EVALUATING** What was the most important reform of this period? Support your answer with references to the text.
3. **INTERPRETING MAPS** Look at the map on page 261. From the pattern of industries shown on the map, what conclusions can you draw about the kinds of industries that were the first to develop in the West? Support your answer with references to the text.
4. **SYNTHESIZING** What means did the abolitionists use to try to convince the public that slavery should be abolished?

## VISUAL SUMMARY

## REFORMING AMERICAN SOCIETY

### RELIGION SPARKS REFORM

The Second Great Awakening brings religious revival, social reform, and a new awareness of what it means to be an American.



### WOMEN AND REFORM

Women reformers expand their reform efforts from movements such as abolition and temperance to include women's social and political rights.

## IMPACT OF SOCIAL REFORM

### SLAVERY AND ABOLITION

Slavery becomes an explosive issue as growing numbers of white and black Americans join reformers working for abolition.



### THE CHANGING WORKPLACE

A growing industrial work force faces problems arising from changes in manufacturing and the creation of the factory system.



## Standardized Test Practice

Use the quotation below and your knowledge of U.S. history to answer question 1.

“We affirm that while women are liable to punishment for acts, which the laws call criminal, or while they are taxed in their labor or property for the support of government, they have a self-evident and indisputable right to a direct voice in the enactment of those laws and the formation of that government. . . . Who are citizens? Why males? Why foreigners? because they pay a poll-tax—the intemperate, the vicious, the ignorant, anybody and everybody who has the wit to elude pauperism and guardianship, if they are only *males*. And yet women are to live under this city charter, obey, be taxed to support, and no pauper establishment or guardianship is thought necessary for them . . . How inconsistent is all this!”

—Harriet Kezia Hunt, letter to “Frederick U. Tracy . . . of the City of Boston, and the Citizens generally, and the Legislature in particular, November 15, 1854.”

- In this passage, Dr. Harriet Kezia Hunt, an early-19th-century feminist, is asking that —
  - women be entitled to vote.
  - women pay their share of taxes.
  - immigrants be subject to taxation.
  - only intelligent people be entitled to vote.
- The National Trades’ Union was supported by all of the following groups *except* —
  - factory workers and farmers.
  - immigrants.
  - business owners and bankers.
  - journeymen and apprentices.

Use the quotation below and your knowledge of U.S. history to answer question 3.

“What is a man born for but to be a Reformer, a Remaker of what man has made; a renouncer of lies; a restorer of truth and good . . . The power, which is at once spring and regulator in all efforts of reform, is the conviction that there is infinite worthiness in man which will appear at the call of worth, and that all particular reforms are the removing of some impediment. . . . I see at once how paltry is all this generation of unbelievers, and what a house of cards their institutions are, and I see what one brave man, what one great thought executed might effect.”

—Ralph Waldo Emerson, “Man the Reformer”

- How does Emerson characterize his belief in reform?
  - All people are capable of positive reform.
  - Some people are good; others are not.
  - Most people are too selfish for reform.
  - Most institutions are ungodly and will fall.
- The Seneca Falls Convention agenda modeled its resolutions on —
  - the cult of domesticity.
  - the Declaration of Independence.
  - the Fourteenth Amendment.
  - the temperance movement.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



**TEST PRACTICE CLASSZONE.COM**

## ALTERNATIVE ASSESSMENT

- INTERACT**  
WITH HISTORY

 Recall your discussion of the question on page 239:

### *What would you do to improve working conditions?*

Now that you know more about the changing workplace, address some specific actions to address workers’ grievances. Work with a small group to develop a plan of action.

- INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Chapter Assessment to find out more about utopian communities. If you were a utopian reformer, what kind of community would you form? Prepare an oral report that describes your plans for a utopian community.