

P. 28 -

- 1. b
- 2. c
- 3. d
- 4. b

- 5. b
- 6. a
- 7. b
- 8. b

/ 8  
😊

2. Now, read the final section ("Why did Reform Movements arise at this time in U.S. History?").

**Post-Reading**

3. Identify and describe 5 reasons for the rise of reform movements in the 1800s, and rank these reasons in order of importance (from 1-5).

Reason for rise of reform movements (description)	Rank this reason (1-5)
-The ideas from the American + French Rev. inspired people to make change	
-The Second Great Awakening encouraged people to do good works	
- Technological changes: printing helped ideas spread faster / Also transportation improvements	
- Growth of cities = growth of a middle class who has time/\$ to make changes	
- Women allowed to participate in church activities = advocate for change.	

★  
22B

**Exit Ticket / Homework:** In a full page, answer today's focus question: Why was there a rise of reform movements in the mid-1800s? What kinds of social problems did these movements try to address?

although they certainly did that, but to remake them into model citizens....

### Why did Reform Movements arise at this time in U.S. History?

Explaining why reform movements emerged in antebellum America is no simple task....

At the most basic level, reform movements require people who believe that human effort can – and should – change things.... In their optimism about change, antebellum reformers were heirs of eighteenth- and early nineteenth-century shifts in secular (not religious) and religious thought. On the secular side was a new faith in human reason and its power to remake the world, a faith manifested in the **American and French revolutions**. Antebellum reform also drew heavily on an early nineteenth-century wave of Protestant religious revivalism, often called the **Second Great Awakening**.... [that] encouraged some believers (not all) to engage in reform movements.

Economic, demographic, and technological changes likewise inspired and shaped antebellum reform. Although America remained predominately a rural and small-town nation into the twentieth century, its cities were growing after 1820.... Urban growth and an expanding economy produced a new middle class with a level of financial comfort and leisure time necessary to engage in reform. Among its members were educated women denied much of a public voice except in religious and reform activities. They were the backbone of many causes.... [I]mprovements in printing technology and in transportation – notably canals, steamboats, and eventually railroads – made it far less expensive for reformers and their messages to circulate over wider distances....

#### Vocabulary

temperance – (noun) moderation. Refers to the movement to limit heavy drinking common in 18<sup>th</sup> and 19<sup>th</sup> century America

abstinence – (noun) the act of stopping oneself from doing something such as drinking (to abstain from)

antebellum – (adj) before the war. Used in the US to refer to pre-civil war.

compensation – (noun) payment to make up for something

emancipation – (noun) freedom

heirs - (noun) those who inherit something from someone

secular- (adj) not religious

revivalism – (noun) belief in or promotion of intense and enthusiastic religion

## The First Age of Reform

by Ronald G. Walters

Excerpted and adapted from *Antebellum Reform*, The Gilder Lehrman Institute for American History, <http://www.gilderlehrman.org/history-by-era/first-age-reform/essays/first-age-reform>. All rights reserved.



*The Fruits of Temperance*, by Nathaniel Currier, 1848. (Library of Congress, Prints and Photographs Division)

“In the history of the world,” Ralph Waldo Emerson declared in 1841, “the doctrine of Reform had never such scope as at the present hour.” Not much a joiner of causes himself, Emerson had in mind a remarkable flowering of reform movements from roughly 1815 until the Civil War that were striking to observers at the time and to historians ever since for their energy, variety, and occasional strangeness....

### Important Reform Movements of the mid-1800s

Three of these movements remain especially well known. The first in time, as well as the largest nineteenth-century reform movement, was a diverse assault on alcoholic beverages arising shortly after 1800. It is commonly called the **temperance movement**, although by the 1830s, the goal usually was not moderation (temperance) in drinking, but rather total **abstinence** (complete denial) from alcohol. By the 1840s a portion of the movement advocated a legal ban on alcoholic beverages.

The second of this trio of best-known **antebellum** reforms was a new, more radical **anti-slavery movement** that emerged by the early 1830s.... [and argued that] slavery had to be ended immediately, not gradually, without **compensation** (payment) to masters and with freed slaves remaining in the United States....

The third of the best-remembered antebellum reforms was a **women’s rights movement**, its arrival signaled by a stirring “Declaration of Sentiments” issued in 1848 by a convention in Seneca Falls, New York. Modeled after the Declaration of Independence, the Declaration of Sentiments condemned men for the oppression of women and put forward a broad platform for women’s **emancipation** (freedom).... [T]he women’s rights movement owed much to the anti-slavery movement....

To focus only upon the antebellum reform movements that attract the most attention in textbooks, however, is to slight the explosion of reform movements.... [that] dealt with issues that remain troublesome today – poverty, juvenile delinquency, prostitution, and world peace, for example. Those reformers often addressed the issues in ways radically

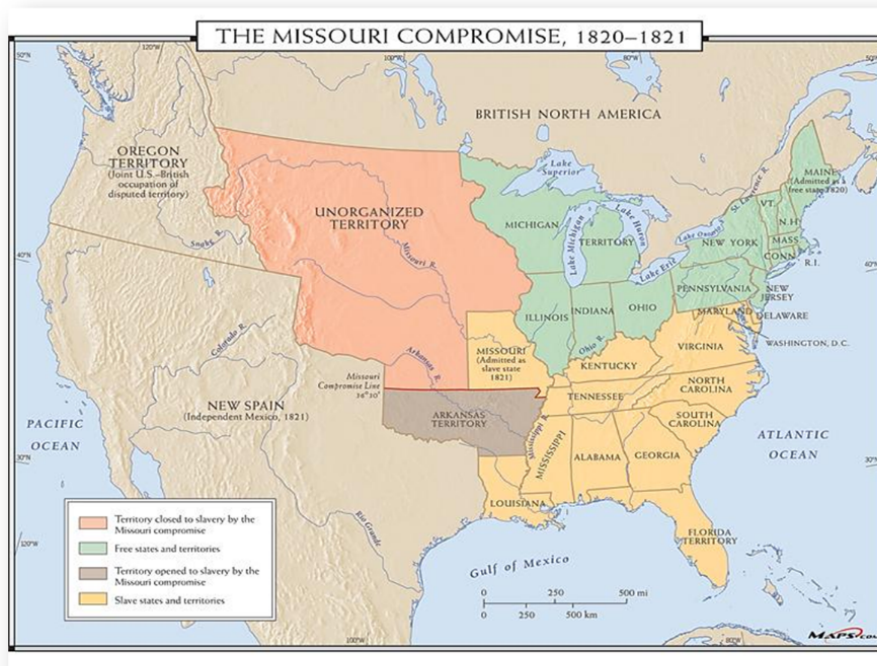
## Debating U.S. History

## Civil War &amp; Reconstruction Lesson 6

## Student Handout

**The Missouri Compromise, 1820-1821**

As more Americans moved west, new territories were ready to become states. The process became difficult because of the issue of slavery. Now every land acquisition was met with the question: slave or free? As long as there was an equal number of slave and free states both North and South felt comfortable. When Missouri—which allowed slavery—applied for admission though, the balance was threatened. Henry Clay, known as ‘the great compromiser,’ formed the **Missouri Compromise**. The agreement allowed Missouri to enter as a slave state and Maine as a free state. The compromise also established that in all territories north of the 36° 30’ north latitude, slavery would be illegal—except for Missouri.



Debating U.S. History

Civil War &amp; Reconstruction Lesson 6

Student Handout

### The Missouri Compromise 1820-1821

Question	Answer
What Changes did the Missouri Compromise bring to the U.S. map?	- Missouri = slave state - Maine = free state
How did the Missouri Compromise solve the problem of keeping the balance of power in the Senate between free and slave states?	Senators in the North and South were even.
What territory was added to the slave side?	- Missouri added as slave state
What territory was to be kept free of slavery?	- Maine and land North of Missouri compromise land added as free land
Why would the South be so interested in the land to the west of the borders of the U.S., in what was then part of Mexico?	- Valuable land to grow cotton
Could either side be considered the winner in this compromise? Why or why not?	- The North because they had more land

The Missouri Compromise of 1820 and the Nullification Crisis — [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=658](http://edsitement.neh.gov/view_lesson_plan.asp?id=658)

Read + highlight p.  
32 + 33, then complete  
chart on p. 31.  
Do it in pencil.

Debating U.S. History

Civil War &amp; Reconstruction Lesson 6

Student Handout

**The Path to Civil War: Major Events**

EVENT	DESCRIPTION	RESULTS
Missouri Compromise (1820)		
Compromise of 1850		
Kansas-Nebraska Act (1854)		



## Debating U.S. History    Civil War &amp; Reconstruction Lesson 6    Student Handout

**Pre-Civil War Compromises****The Compromise of 1850**

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Early on the evening of January 21, 1850, Senator Henry Clay of Kentucky trudged through the Washington, D.C. snow to visit Senator Daniel Webster of Massachusetts. Clay, 73 years old, was a sick man, wracked by a severe cough. But he braved the snowstorm because he feared for the Union's future.

For four years Congress had bitterly and futilely (pointlessly) debated the question of the expansion of slavery. Ever since David Wilmot had proposed that slavery be prohibited from any territory acquired from Mexico, opponents of slavery had argued that Congress possessed the power to regulate slavery in all of the territories. Ardent proslavery Southerners vigorously disagreed and defeated his 'Wilmot Proviso.'

It was up to Henry Clay, who had just returned to Congress after a seven-year absence, to work out a formula that balanced competing sectional concerns. The aging statesman was known as the "Great Compromiser" for his efforts on behalf of the Missouri Compromise among other resolutions. A compromise could only be effective, he stated, if it addressed all the issues dividing North and South.

Clay's proposal ignited (started) a fierce eight-month debate in Congress and led John C. Calhoun to threaten Southern secession. One pro-slavery Mississippi senator even drew a gun in Congress and pointed it at an anti-slavery senator from Missouri. Daniel Webster, the North's most spellbinding orator (dynamic speaker), threw his support behind Clay's compromise. But after two days of speeches, Clay still could not gain enough supporters to ratify the bill. In Congress, leadership in the fight for a compromise passed to Stephen Douglas, a Democratic senator from Illinois. An arrogant and dynamic leader, 5 foot 4 inches in height, with stubby legs, a massive head, bushy eyebrows, and a booming voice, Douglas was known as the "Little Giant." Douglas abandoned Clay's strategy of gathering all issues dividing the sections into a single bill. Instead, he introduced Clay's proposals one at a time. In this way, he was able to gather support from varying coalitions of Whigs and Democrats and Northerners and Southerners on each issue. In the end, only 4 senators and 28 representatives voted for every one of the measures. Nevertheless, they all passed.

As finally approved, the Compromise:

- admitted California as a free state;
- allowed the territorial legislatures of New Mexico and Utah to settle the question of slavery in those areas;
- set up a stringent (strict) federal law for the return of 'runaway slaves' [the **Fugitive Slave Act**];
- abolished the slave trade in the District of Columbia; and
- gave Texas \$10 million to abandon its claims to territory in New Mexico east of the Rio Grande.

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The compromise created the illusion that the territorial issue had been resolved once and for all. Sectional hostility had been defused; calm had returned. But, as one Southern editor correctly noted, it was "the calm of preparation, and not of peace."

### Vocabulary

Ardent – adj. Enthusiastic and dedicated

Sectional – adj. Regional

Secession – noun. The act of seceding or separating from a nation

Ratify – verb. To approve or authorize

Abolish – verb. To get rid of, eliminate

### The Failure of Compromise

by Bruce Levine

Excerpted from The Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/history-by-era/failure-compromise/essays/failure-compromise>

In both the North and the South, many who disliked all or part of the compromise packages agreed to abide by (follow) them for the sake of maintaining national peace. But the opposing sentiments that made both the 1820 and 1850 compromises so difficult to enact ultimately undermined each of them.

The new Fugitive Slave Law, however, was an immediate source of tension. It strengthened the Fugitive Slave clause in the US Constitution by allowing federal marshals to chase people accused of being runaways into free states and requiring regular citizens to help apprehend them. It deeply offended many Northerners, who refused to have any part in catching slaves. Some actively and violently obstructed (got in the way of) its enforcement. The Underground Railroad became more efficient and daring at helping African-Americans avoid capture than ever.

Southerners who liked the new "popular sovereignty" doctrine (where the people living in the territory could vote on the issue of slavery) used it to overturn the Missouri Compromise. In 1854, Democratic Senator Stephen A. Douglas of Illinois introduced a bill into Congress to organize the Nebraska territory, a vast (huge) region composed of lands obtained in the Louisiana Purchase but not yet formed into states. Over the years, southern leaders had come more and more to resent the 1820 exclusion of slavery from that part of the continent. As a result of their pressure, Douglas's **Kansas-Nebraska Act** declared the Missouri Compromise null and void (invalid, no longer applied). It divided Nebraska into two territories, a Nebraska to the north and a Kansas to the south. White settlers would decide the legal status of slavery in each via "popular sovereignty."

The repeal of the Missouri Compromise triggered a huge political backlash (reaction) in the free states that ultimately gave rise to a new political party, the Republican Party, which pledged to exclude slavery from all federal territories. In the Kansas territory, meanwhile, a guerrilla war known as "**Bleeding Kansas**" erupted between pro- and anti-slavery settlers, who received support from others in the North and South.

### Vocabulary

Apprehend – verb. To capture or arrest someone

Popular sovereignty – noun. The idea that the people should vote to determine an issue

Guerrilla War – noun. A war fought by armed civilians with non-traditional tactics

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**Vocabulary Matching (before and during reading)**

Match the word to its closest definition

- |                           |  |
|---------------------------|--|
| 1. ratify __              | a. very enthusiastic                                 |
| 2. popular sovereignty __ | b. officially approve and adopt a law                |
| 3. ardent__               | c. decision-making by popular vote                   |
| <hr/>                     |  |
| 4. sectional __           | d. someone who has escaped                           |
| 5. guerrilla war __       | e. regional, according to geographic area            |
| 6. fugitive __            | f. war fought by armed civilians, not regular armies |
| <hr/>                     |  |
| 7. apprehend __           | g. get rid of  |
| 8. abolish __             | h. capture, take into custody                        |
| <hr/>                     |  |

**Vocabulary Review (after reading)**

Choose the option that best explains the underlined terms.

9. The Missouri Compromise allowed slavery to be decided by popular sovereignty in newly admitted states acquired from Mexico. This meant that
  - a. those states would conduct a vote on the issue.
  - b. Congress would decide whether the states would allow slavery.
  - c. the President would decide whether they states would allow slavery.
  
10. After the Fugitive Slave Act was passed, all African Americans had to be on watch because even if they were legally free, they would be considered fugitives unless they could prove otherwise. In other words they would be considered a
  - a. slave
  - b. runaway slave
  - c. overseer
  
11. Many Americans opposed slavery on moral grounds. Their movement for change fought for the \_\_\_\_\_ of slavery as a system.
  - a. reduction
  - b. abolition
  - c. ratification
  
12. As depicted in the recent film, *Twelve Years a Slave*, free African Americans in the North were at risk of being apprehended by dishonest "slave catchers". To be apprehended is to be
  - a. sold to the highest bidder
  - b. tortured
  - c. arrested