



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:



7th Grade US History
Standard # - Do Now - Day #112

Aims: SWBAT explain how the Second Great Awakening led to an era of reform in the United States
SWBAT analyze the education and prison reform movements

DO NOW

Directions: Answer the following questions in complete and historically accurate sentences. You must attempt each question, there should be absolutely no blank spaces. Be sure to provide examples and evidence to support your answers.

- a. The phrase “by military conquest, treaty, and purchase” best describes the
 - a. Steps in the growth of American industry
 - b. Methods used to expand the United States
 - c. Major parts of President Woodrow Wilson’s Fourteen Points
 - d. Causes of the United States entry into the Korean War

Brainiac Challenge

Purchased: _____

Military Conquest: _____

Treaty: Treaty Line of 1846

- b. If you could reform anything in your community or in the greater society, what would you want to change? Examples could include: racism, educational inequality, poverty, or crime (you can choose something that is not included in this list.) Why is that cause or issue so important to you? Explain



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Directions: We will practice a new reading comprehension strategy. As a class we will read the text “The Spirit of Reform” and complete the R.E.A.P. strategy and answer the questions that follow.

It was fitting that the meeting attended by Sojourner Truth took place in church. New religious movements played a key role in inspiring thousands of Americans to try to **reform**¹ society.

The Spirit of Reform

The Second Great Awakening A revival of religious feeling swept across the nation from the 1800s to the 1840s. Church leaders called this period the **Second Great Awakening**². Day after day, people gathered in churches and big white tents to hear messages of hope. Preachers like Charles G. Finney, a leader of the movement, urged Christians to let themselves be filled with the Spirit of God. Their listeners prayed, shouted, and sang hymns. Sometimes they cried for hours or fell down in frenzies.



Preachers at religious meetings like this one proclaimed that people could earn their salvation by doing good works. This encouraged many people to work to improve society.

Like the Great Awakening during the 1730s and 1740s, this religious revival appealed to people’s emotions. But the Second Great Awakening offered something new. In the past, most Christian ministers had said that God had already decided who would be saved. Now many preachers said everyone could gain forgiveness for their sins. Many of them taught that doing good works could help them to be saved.

This optimistic message attracted enthusiastic followers throughout the West and North. It gave men and women alike to work for the improvement of society. Charles Finney’s preaching, for example, inspired many people to oppose slavery.

Optimistic Ideas Other optimistic ideas also inspired Americans during this time. In New England, Ralph Waldo Emerson, a former minister was the central figure in a movement called **transcendentalism**³. Emerson believed that every human being has unlimited potential. But to realize their godlike nature, people have to transcend, or go beyond, just purely logical thinking. They can find answers to life’s mysteries only by learning to trust their emotions and **intuition**⁴.

Transcendentalists added to the spirit of reform by urging people to question society’s rules and institutions. Do not **conform**⁵ to other’s expectations, they said. If you want to find God – and your own true self – look to nature and the “God within.”

Emerson’s friend Henry David Thoreau captured this new **individualism**⁶ in a famous essay. “If a man does not keep pace with his companions,” wrote Thoreau, “perhaps it is because he hears a different drummer.” Let him step o the music which he hears.”

¹ Reform: to make change in order to bring about improvement, end abuses, or correct injustices

² Second Great Awakening: a revival of religious feeling and belief from the 1800s to the 1840s

³ transcendentalism: a philosophy emphasizing that people transcend, or go beyond, logical thinking to reach true understanding, with the help of emotions and intuition

⁴ intuition: to know or understand based on feeling, not facts

⁵ conform: to obey established rules and patterns

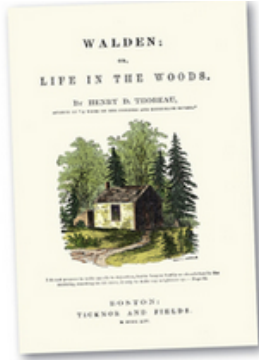
⁶ individualism: to act based on one’s own beliefs



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Thoreau practiced what he preached. In 1845, he went into the woods near Concord, Massachusetts, to live alone and as close to nature as possible. Thoreau spent more than two years in solitude, recording his

thoughts in a 6,000 page journal. In 1846, he was jailed over night for refusing to pay taxes because of his opposition to the government’s involvement in the Mexican-American War.

Model Communities While Thoreau tried to find the ideal life in solitude, other transcendentalists tried to create ideal communities. In 1841, George Ripley started a community called Brook Farm near Boston. Residents at Brook Farm tried to live in “brotherly cooperation” instead of competing with each other, as people in the larger society did. They shared labor of supporting themselves by farming, teaching and making clothes.

In 1854, Henry David Thoreau published *Walden; or Life in the Woods*, an account of living in a cabin he built near Concord, MA. There he meditated on the meaning of his life, society, nature and the human spirit.

Brook Farm was only one of hundreds of model communities started by reformers in the first half of the 1800s. Most of these experiments lasted only a few years. But they were a powerful expression of the belief that people of good will create an ideal society.

Directions: When answering the questions below, remember to write in complete sentences and use the key content terms where appropriate.

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 the beat of a different drummer. Let him step the music he hears.”

3. How does transcendentalism contribute to the spirit of reform?



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Comprehension Strategy

Comprehension strategies help you better understand and remember what you read.

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<p>R</p>	<p>E</p>
<p>A</p>	<p>P</p>



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Educational Reform

A second reform movement that won support in the 1800s was the effort to make education available to more children. The man who would become known as “the father of American public schools,” Horace Mann, led this movement.

The Need for Public Schools As a boy in Massachusetts in the early 1800s, Horace Mann attended school only ten weeks a year. The rest of the time, he had to work on his family’s farm.

Mann was lucky enough to have limited time in school. In Massachusetts, Puritans had established town schools, but few other areas had public schools, or schools paid for by taxes. Wealthy parents send their children to private schools or hired tutors. 60 children might attend a part-time, one-room school. Their teachers had little education and received little pay. Most children simply did not go to school at all.

In the cities, some poor children stole, destroyed property, and set fires. Reformers believed that education would help children escape poverty and become good citizens. Influenced by the need for education in its big cities, New York set up public elementary schools in every town as early as the 1820s.

Meanwhile in Massachusetts, Mann became the state’s supervisor of education. In towns and villages, he spoke out on the need for public schools. “Our means of education,” he stated, “are the grand machinery by which the ‘raw material’ of human nature can be worked up into inventors and discoverers, into skilled artisans and scientific farmers.”

Citizens in Massachusetts responded to Mann’s message. They voted to pay taxes to build better public schools, to provide teachers with higher salaries, and to establish special training schools for teachers.

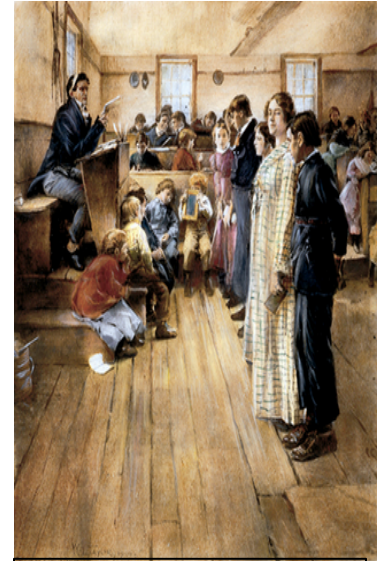
An Unfinished Reform By 1850, many states in the North and West used Mann’s ideas. Soon most white children, especially boys, attended free public schools.

But states still did not offer public education to everyone. Most high schools and colleges did not admit girls. States as far north as Illinois passed laws to keep African American out of public schools. When towns did allow blacks to attend school, most made them go to separate schools that received less money. In the South, few girls and no African Americans could attend public schools.

Education for girls and women did make some progress. In 1837, Oberlin College in Ohio became the first college to admit women as well as men. When states opened the first public universities in the 1860s, most accepted female students.

African Americans, however, had few options. When Prudence Crandall admitted a black student to her girls’ school in Connecticut in 1833, white parents took their children out of the school. Crandall responded by opening a school for African American girls. Angry white people threw stones at the school and had Crandall jailed. In 1834 she was forced to close her school.

Horace Mann realized that much more needed to be done to increase educational opportunities for women and African Americans. In 1853, he became the first president of a new college for men and women, Antioch College in Ohio. There, he urged his students to become involved in improving society. “Be ashamed to die,” he told them, “until you have won some victory for humanity.”



Prior to the reforms in public education led by Horace Mann, most children did not attend school. Those who did usually had to suffer overcrowded classrooms.



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R	E
A	P

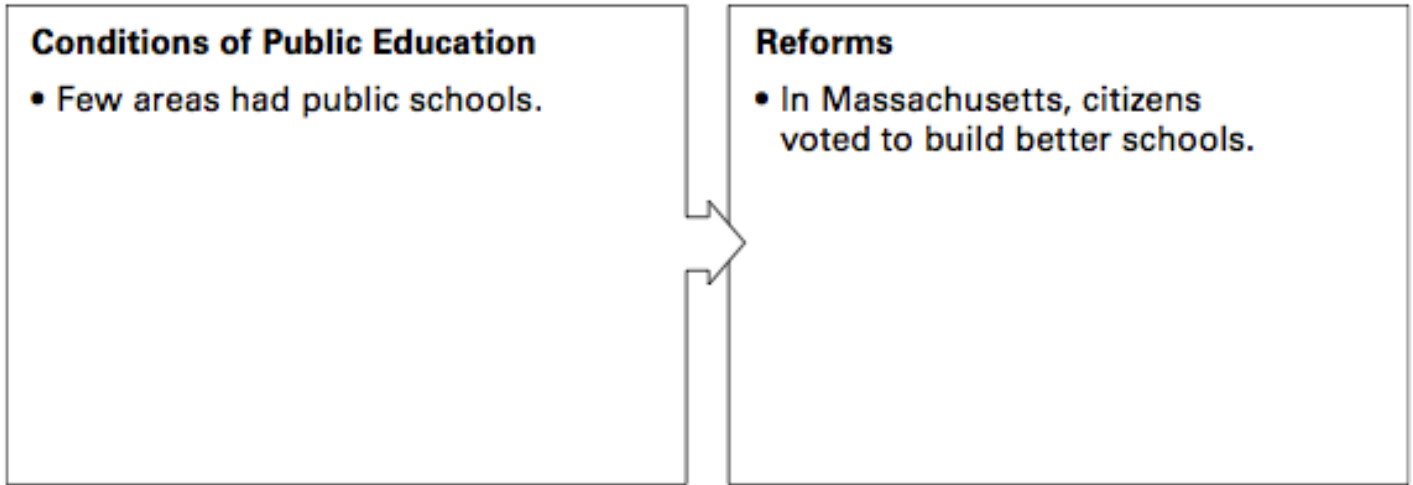


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1. Complete the flowchart to show the conditions in prisons during the mid-1800s and the reforms that were passed.

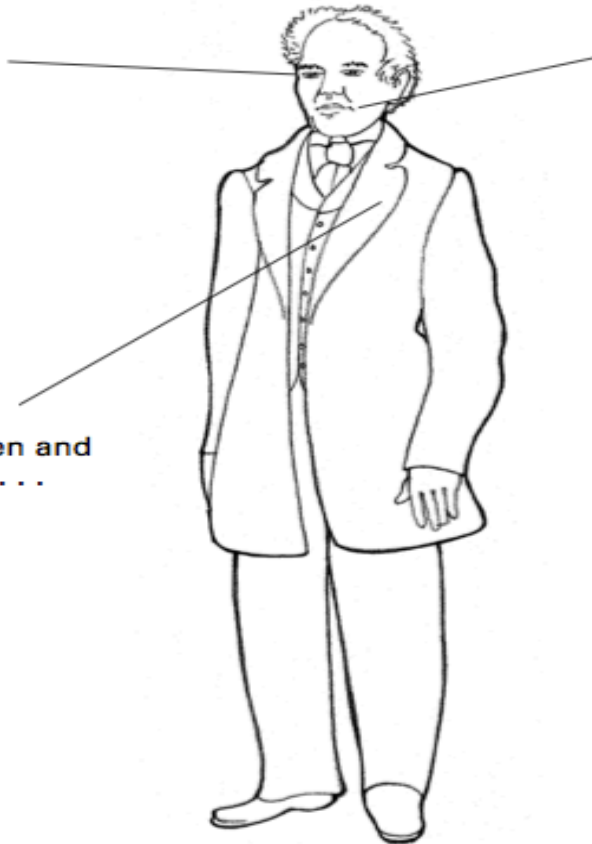


2. Complete the sensory figure of Horace Mann to show his possible thoughts, feelings, and experiences.

With my eyes,
I see . . .

With my mouth,
I speak out for . . .

With my heart,
I believe that women and
African Americans . . .



Horace Mann





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The Second Great Awakening HOMEWORK

_____/10 Mastered/Passing/Not Mastered

Prison Reform

One day in 1841, a Boston woman named Dorthea Dix agreed to teach Sunday school at a jail. What she witnessed that day changed her life forever.

Dix was horrified to see that many prisoners were bound in chains and locked in cages. Children accused of minor thefts were jailed with adult criminals. Were conditions this bad everywhere?

Dix **devoted**⁷ herself to finding out the answer to her question. She visited hundreds of jails and prisons throughout Massachusetts. She also visited debtors' prisons, or jails for people who owed money. Most of the thousands of Americans in debtors' prisons owed less than 20 dollars. While they were locked up, they could not earn money to repay their debts. As a result, they remained imprisoned for years.

Treatment of the Mentally Ill What shocked Dix most of all was the way mentally ill people were treated. Most were locked in dirty, crowded prison cells. If they have misbehaved, they were whipped.

Dix and other reformers believed that the mentally ill needed treatment and care, not punishment. Massachusetts had one private asylum, or hospital for the mentally ill. Only the wealthy could afford to send a family member there. Even so, the asylum was filled to overflowing.

Campaigning for Better Conditions For two years, Dix gathered information about the horrors she had seen. Then she prepared a detailed report for the Massachusetts state legislature. "I come as the advocate of the helpless, forgotten, insane...men and women," she said. "I proceed...to call your attention to the present state of insane persons, confined...in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience!" Shocked by Dix's report, the lawmakers voted to create public asylums for the mentally ill.

Dix visited prisons in other states as well. After she prepared reports demanding humane treatment for the mentally ill, those states also created special mental hospitals.

Dix continued campaigning for prison reform for the rest of her life. By the time she died in 1887, state governments no longer put debtors in prison. Most states had created special justice systems for children in trouble. Many had outlawed cruel punishments, such as branding people with hot irons. Dix had shown that reformers could lead society to make significant changes.



Dorthea Dix worked tirelessly to improve conditions for prisoners and the mentally ill.

⁷ devoted: to give time, money, or effort to help a person or cause
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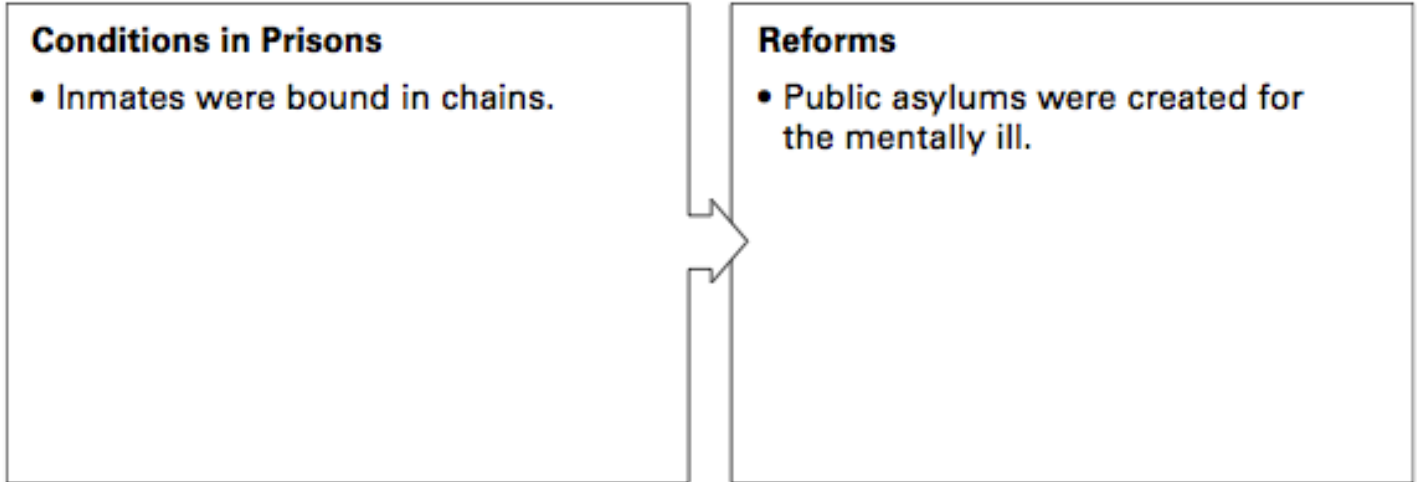
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1. Complete the flowchart to show the conditions of public education in the mid-1800s and the reforms that were passed.



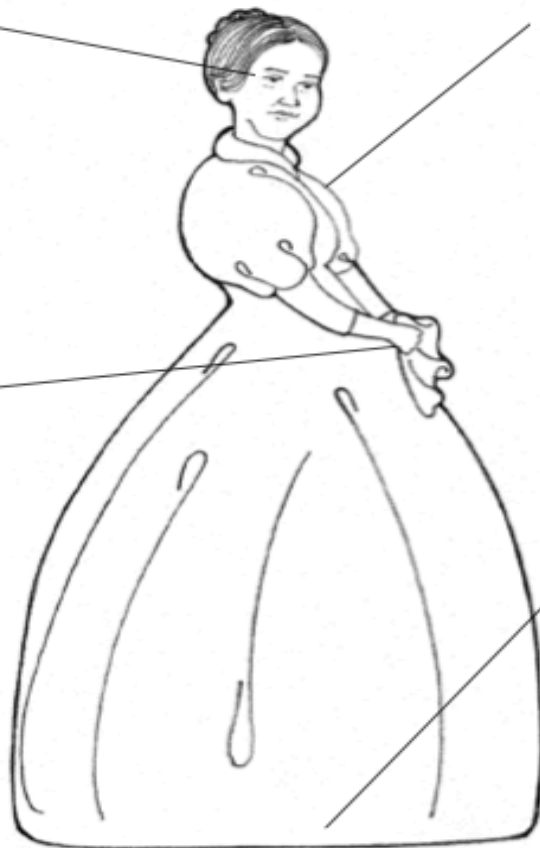
2. Complete the sensory figure of Dorothea Dix to show her possible thoughts, feelings, and experiences.

With my eyes,
I see . . .

With my heart,
I feel . . .

With my hands,
I write . . .

With my feet, I travel
to prisons to document
the horrible conditions.



Dorothea Dix





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**The Second Great Awakening
EXIT TICKET**

_____/5 Mastered/Passing/Not Mastered

1. Which of these describes a person who followed a philosophy that taught people to trust their emotions an intuition?

- a. Suffragette
- b. Abolitionist
- c. Expansionist
- d. Transcendentalist

2. Which group benefited from early efforts to establish public schools?

- a. Girls
- b. Boys
- c. American Indians
- d. African Americans

3. Which of these describe Henry David Thoreau’s approach to individualism?

- a. He questions society’s rules and institutions
- b. He believed that the rule of law led to a perfect society
- c. He wanted to increase government control of citizen’s lives
- d. He promoted communities in which people share everything

4. *Essential Question:* To what extent did the Second Great Awakening and Horace Mann’s reform movement improve life for Americans? Include at least one example.
