

Antebellum Revivalism & Reform

Mr. Cegielski

1. The Second Great Awakening

"Spiritual Reform From Within"
[Religious Revivalism]

Social Reforms & Redefining the
Ideal of Equality

Temperance

Asylum &
Penal Reform

Abolitionism

Women's
Rights

Education

The Rise of Popular Religion

In France, I had almost always seen the spirit of religion and the spirit of freedom pursuing courses diametrically opposed to each other; but in America, I found that they were intimately united, and that they reigned in common over the same country... Religion was the foremost of the political institutions of the United States.

-- Alexis de Tocqueville, 1832

R1-1

"The Pursuit of Perfection" In Antebellum America

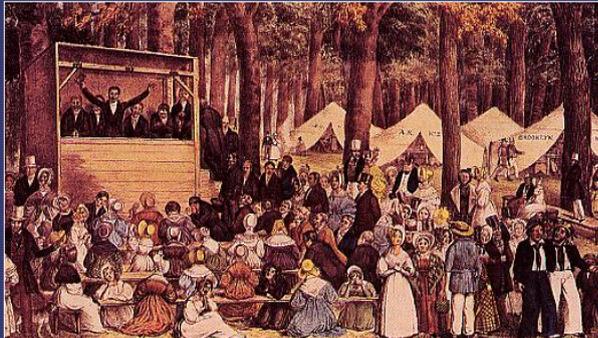
"The Benevolent Empire": 1825 - 1846



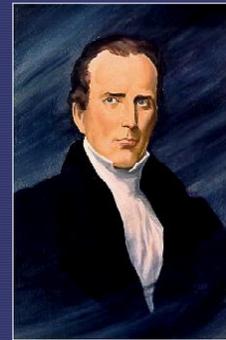
The "Burned-Over" District in Upstate New York



Second Great Awakening Revival Meeting



Charles G. Finney
(1792 - 1895)



"soul-shaking"
conversion

The ranges of tents, the fires, reflecting light...; the candles and lamps illuminating the encampment; hundreds moving to and fro...; the preaching, praying, singing, and shouting, ... like the sound of many waters, was enough to swallow up all the powers of contemplation.

R1-2

The Mormons

(The Church of Jesus Christ of Latter-Day Saints)

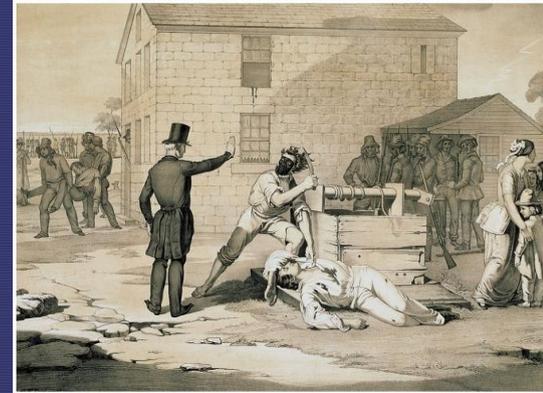


Joseph Smith
(1805-1844)

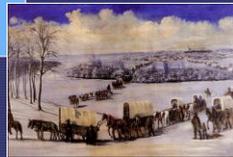
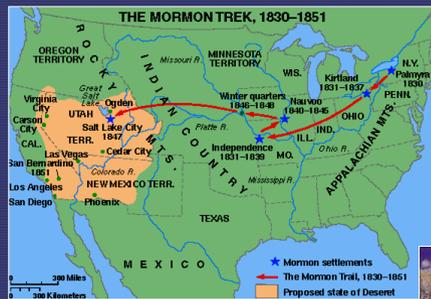
- 1823 → Golden Tablets
- 1830 → *Book of Mormon*
- 1844 → Murdered in Carthage, IL



Violence Against Mormons



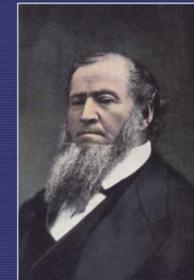
The Mormon "Trek"



The Mormons

(The Church of Jesus Christ of Latter-Day Saints)

- Deseret community.
- Salt Lake City, Utah



Brigham Young
(1801-1877)

Mother Ann Lee (1736-1784)

The Shakers

- *If you will take up your crosses against the works of generations, and follow Christ in the regeneration, God will cleanse you from all unrighteousness.*
- *Remember the cries of those who are in need and trouble, that when you are in trouble, God may hear your cries.*
- *If you improve in one talent, God will give you more.*

R1-4

Shaker Meeting

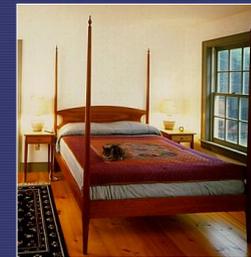


Shaker Hymn

*'Tis the gift to be simple, 'Tis the gift to be free,
'Tis the gift to come down where you ought to be,
And when we find ourselves in the place just right,
'Twill be in the valley of love and delight.*

*When true simplicity is gained
To bow and to bend we shan't be ashamed,
To turn, turn will be our delight,
'Till by turning, turning we come round right.*

Shaker Simplicity & Utility



Complete this!

Brigham Young Leads the Mormons West



Brigham Young

The decision was made. The Mormons would leave Illinois in Spring 1846, their destination – Salt Lake City Utah. 15,000 people, 2,250km – not an easy task. This was made tougher when increased persecution meant that an advance group had to leave immediately.

The advance group were to reach the banks of the Missouri river, establish a camp and plant crops to feed the people through the winter. By the time the first group reached the **Winter Camp** many were suffering from disease and some had died. It was the same for those who followed.

Source 1

The fever prevailed to such extent that hardly any escaped from it. They left their cows un-milked. They wanted for voices to raise the psalms on Sundays... Here at one time the digging got behind, burials were slow, and you might see women sit in the open tents keeping the flies off their dead children some time after decomposition had set in. But the worst part of the journey was yet to come. From an account of the Winter Camp by a US army officer

Preparations

At the Winter Camp, the entire winter was spent building wagons, buying oxen and collecting food and equipment for the journey to Salt Lake valley.

Organisation

Brigham Young was a brilliant organiser. He grouped families into groups of 100. These were further divided into 50s and then 10s. Each group of 10 was to be led by a captain. People were taught how to drive the wagons in columns and to form circles. Brigham's instructions were very strict.

Source 2

At 5am the bugle is to be sounded as a signal for everyone to rise and attend prayers before he leaves his wagon. Then cooking, eating, feeding teams etc until seven o' clock, at which the camp is to move at the sound of the bugle. No man to be permitted to leave his wagon without permission from his officer. At 8.30pm the bugle to be sounded again at which time all to have prayers in the wagons and to retire to rest by 9pm. From Brigham Young's orders for the journey across the Plains



The wagon train crossed the Plains following the Oregon trail. Once through the Rocky Mountains, Young looked over the valley that was to be their final destination.

Source 3

My feelings were such as I could not describe. Everything looked gloomy and I felt heart sick. Weak and weary as I am, I would rather go a thousand miles farther than remain in such a desolate and forsaken spot as this. Brigham Young's sister-in-law's first reaction to Salt Lake valley.

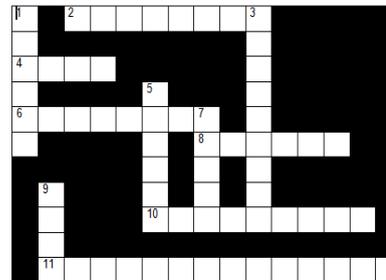
Standard

1. Why did Brigham Young make the decision to move the Mormons to the west?
2. Which route did the Mormons follow and which states did it pass through?
3. Which of the sources are primary sources?
4. Explain what information we can learn from each of the sources?

Higher

1. What does source 2 tell us about Brigham Young's character?
2. What further evidence is there on the sheet to back this up?
3. Explain why it was necessary to establish the Winter camp.
4. What hardships did the Mormons face on their journey west?
5. What does source 3 tell us about Salt Lake Valley?

The Mormons Crossword



Across

2. First chosen site for the Mormon holy city
4. What happened to Smith while in Jail
6. Having more than one wife
- 8 Trail followed by Mormons to Rocky Mountains
- 10 Young was a good one of these
- 11 Final destination for the Mormons

Down

1. Christian name of the founder of the Mormons
3. Mormon secret police
5. Mormon holy city in Illinois
7. Brigham _____ leader of the Mormons from 1844
8. The Mormons made their own _____

2. Transcendentalism

(European Romanticism)

- Liberation from **understanding** and the cultivation of **reasoning.**"
- "Transcend" the limits of intellect and allow the emotions, the SOUL, to create an original relationship with the Universe.

Transcendentalist Thinking

- Man must acknowledge a body of moral truths that were intuitive and must TRANSCEND more sensational proof:
 1. The infinite benevolence of God.
 2. The infinite benevolence of nature.
 3. The divinity of man.
- They instinctively rejected all secular authority and the authority of organized churches and the Scriptures, of law, or of conventions

Transcendentalism

(European Romanticism)

- Therefore, if man was divine, it would be wicked that he should be held in slavery, or his soul corrupted by superstition, or his mind clouded by ignorance!!
- Thus, the role of the reformer was to restore man to that divinity which God had endowed them.

Transcendentalist Intellectuals/Writers

Concord, MA



Ralph Waldo Emerson



Henry David Thoreau

Nature
(1832)

Self-Reliance
(1841)

Walden
(1854)

Resistance to Civil Disobedience
(1849)

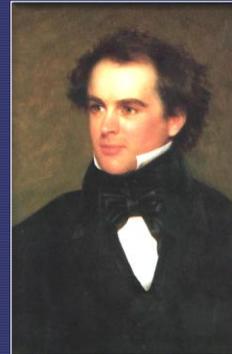
"The American Scholar" (1837)

R3-1/3/4/5

The Transcendentalist Agenda

- Give freedom to the slave.
- Give well-being to the poor and the miserable.
- Give learning to the ignorant.
- Give health to the sick.
- Give peace and justice to society.

A Transcendentalist Critic: Nathaniel Hawthorne (1804-1864)

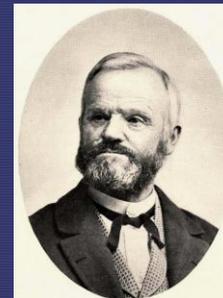


- Their pursuit of the ideal led to a distorted view of human nature and possibilities:
 - * *The Blithedale Romance*
- One should accept the world as an imperfect place:
 - * *Scarlet Letter*
 - * *House of the Seven Gables*

3. Utopian Communities



The Oneida Community New York, 1848



John Humphrey Noyes
(1811-1886)

- **Millenarianism** --> the 2nd coming of Christ had already occurred.
- Humans were no longer obliged to follow the moral rules of the past.
 - all residents married to each other.
 - carefully regulated "free love."

Secular Utopian Communities

Individual Freedom

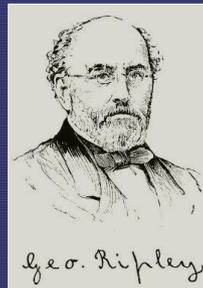
- spontaneity
- self-fulfillment



Demands of Community Life

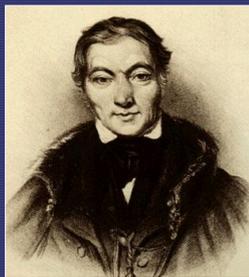
- discipline
- organizational hierarchy

George Ripley (1802-1880)



Brook Farm
West Roxbury, MA

Robert Owen (1771-1858)



Utopian Socialist

"Village of Cooperation"

Original Plans for New Harmony, TN



New Harmony in 1832

New Harmony, IN



David Lenz House, with Bake Oven
(photo by Ruth Rechmann)



Labyrinth
(Historic New Harmony photo)



New Harmony Inn
(photo by Ruth Rechmann)

4. Penitentiary Reform



Dorothea Dix
(1802-1887)

1821 → first
penitentiary founded
in Auburn, NY

R1-57

Dorothea Dix Asylum - 1849



Ordered according to act of Congress in the year 1819, by CALISTO KALIFORNIA, M.C. in the office of the Librarian of Congress at Washington.

ASSIGNMENT:

- Complete “Changes in the Antebellum Period” graphic organizer.

5. Temperance Movement

1826 - American Temperance Society
"Demon Rum!"



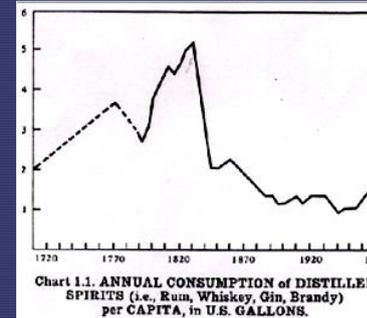
Frances Willard



The Beecher Family

R1-6

Annual Consumption of Alcohol



"The Drunkard's Progress"



From the first glass to the grave, 1846

6. Social Reform → Prostitution The "Fallen Woman"

Sarah Ingraham
(1802-1887)

- 1835 → *Advocate of Moral Reform*
- **Female Moral Reform Society** focused on the "Johns" & pimps, not the girls.

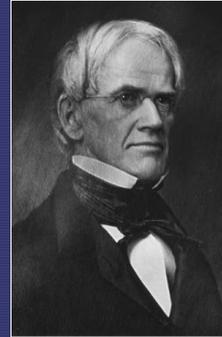
R2-1

7. Educational Reform

Religious Training → Secular Education

- MA → always on the forefront of public educational reform
 - ★ 1st state to establish tax support for local public schools.
- By 1860 every state offered free public education to whites.
 - ★ US had one of the highest literacy rates.

Horace Mann (1796-1859)

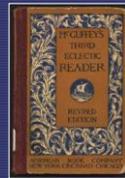
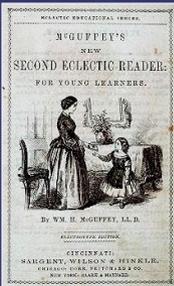


R3-6

"Father of
American Education"

- children were clay in the hands of teachers and school officials
- children should be "molded" into a state of perfection
- discouraged corporal punishment
- established state teacher-training programs

The McGuffey Eclectic Readers



- Used religious parables to teach "American values."
- Teach middle class morality and respect for order.
- Teach "3 Rs" + "Protestant ethic" (frugality, hard work, sobriety)

R3-8

Women Educators



Emma Willard
(1787-1870)

- Troy, NY Female Seminary
- curriculum: math, physics, history, geography.
- train female teachers



Mary Lyons
(1797-1849)

- 1837 → she established Mt. Holyoke [So. Hadley, MA] as the first college for women.

7. "Separate Spheres" Concept

"Cult of Domesticity"

- A woman's "sphere" was in the home (it was a refuge from the cruel world outside).
- Her role was to "civilize" her husband and family.
- An 1830s MA minister:
The power of woman is her dependence. A woman who gives up that dependence on man to become a reformer yields the power God has given her for her protection, and her character becomes unnatural!

Early 19c Women

1. Unable to vote.
2. Legal status of a minor.
3. Single → could own her own property.
4. Married → no control over her property or her children.
5. Could not initiate divorce.
6. Couldn't make wills, sign a contract, or bring suit in court without her husband's permission.

What It Would Be Like If Ladies Had Their Own Way!



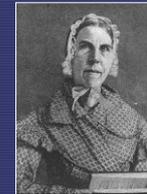
R2-8

Cult of Domesticity = Slavery

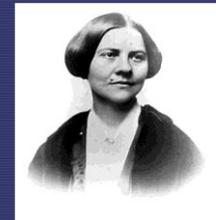
The 2nd Great Awakening inspired women to improve society.



Angelina Grimké



Sarah Grimké



Lucy Stone

- Southern Abolitionists
- American Women's Suffrage Assoc.
- edited *Woman's Journal*

R2-9

8. Women's Rights

1840 → split in the abolitionist movement over women's role in it.

London → **World Anti-Slavery Convention**



Lucretia Mott



Elizabeth Cady Stanton

1848 → **Seneca Falls Declaration of Sentiments**

Seneca Falls Declaration



Copyright of General History

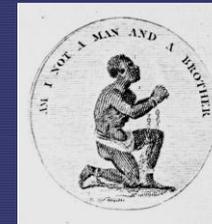


Socratic Seminar: "The Cult of Domesticity and True Womanhood"

- **Required readings:** 1) "The Pursuit of Perfection—Women & Antebellum Reform" and 2) "The Cult of Domesticity and True Womanhood."
- **How this will work:** Using evidence from the first reading, critically analyze the second reading in response to this **Seminar Question:**
 - In what ways did the female abolitionist and reform movement of the early 1800's represent a reaction against the cult of domesticity?

9. Abolitionist Movement

- 1816 → **American Colonization Society** created (gradual, voluntary emancipation).



British Colonization Society symbol

Abolitionist Movement

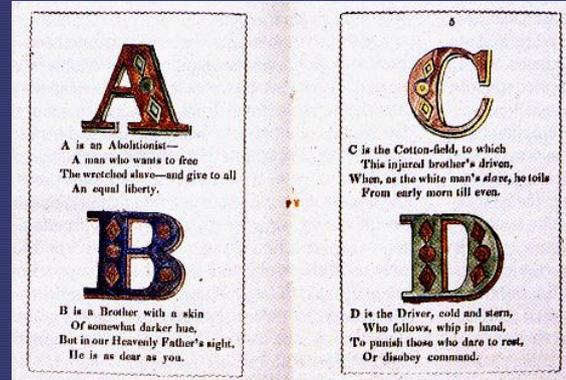
- Create a free slave state in Liberia, West Africa.
- No real anti-slavery sentiment in the North in the 1820s & 1830s.

Gradualists



Immediatists

Anti-Slavery Alphabet



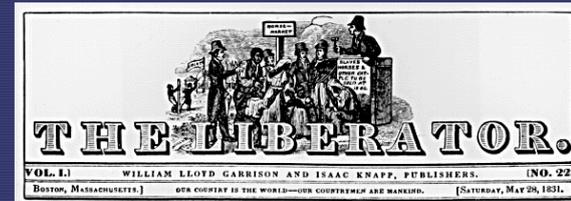
William Lloyd Garrison (1801-1879)



- Slavery & Masonry undermined republican values.
- Immediate emancipation with NO compensation.
- Slavery was a moral, not an economic issue.

R2-4

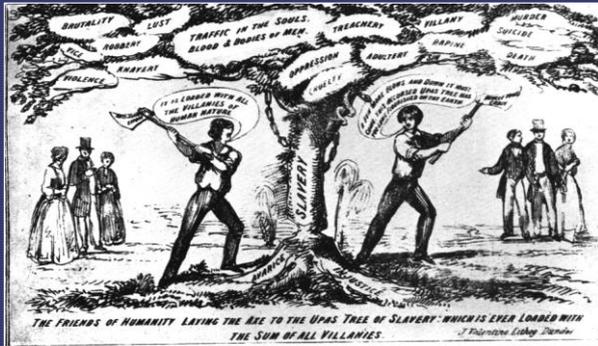
The Liberator



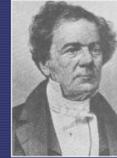
Premiere issue → January 1, 1831

R2-5

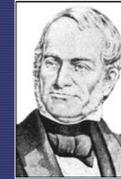
The Tree of Slavery—Loaded with the Sum of All Villanies!



Other White Abolitionists

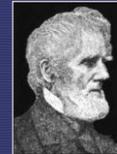


Lewis Tappan



James Birney

- Liberty Party.
- Ran for President in 1840 & 1844.



Arthur Tappan

Video: American History: Abolishing Slavery in America (55:16)

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(Title 17, United States code, Section 510.506.)



Pay attention!!! Video questions follow!

QUESTIONS FOR "American History: Abolishing Slavery in America" (55:16)

1. Slavery in the South

- Q: What differences existed between the U.S. North and South in the 1800s?
- Q: What aspect of slave life did you find the most difficult?

2. The Underground Railroad

- Q: Would you have risked your life to help people escape slavery?
- Q: Why was the Underground Railroad called a railroad?

3. The Immorality of Slavery

- Q: What books or movies have influenced your life or personal beliefs?
- Q: How did Uncle Tom's Cabin affect Northerners and Southerners?

4. The Transatlantic Slave Trade

- Q: Who benefited from the transatlantic slave trade?
- Q: Describe the transatlantic slave trade.

5. Mutiny!

- Q: How would you describe a mutiny?
- Q: In what ways did the *Amistad* differ from most slave ships?

6. Traveling the Middle Passage

- Q: What was the Middle Passage?
- Q: What did the names and conditions of the slave ships say about the slave merchants' views of slavery?

7. Trading People for Goods

- Q: How did slave traders view the material value of human life?
- Q: What did merchants trade the Africans in exchange for slaves?

8. Triangle of Profit

- Q: Describe businesses and industries that depend on one another.
- Q: Describe the triangular trade associated with the practice of slavery.

9. Captaining a Slave Ship

- Q: Have you ever been in a position of great responsibility?
- Q: Why would somebody want to captain a slave ship?

10. Commandeering the *Amistad*

- Q: Have you ever taken control of something from someone else?
- Q: How do you think the Africans felt when they realized they had traveled to the United States?

11. The *Amistad* in Court

- Q: What would have happened to Don Pedro Montez if the *Amistad* had returned to Africa?

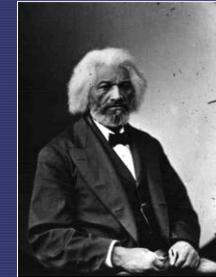
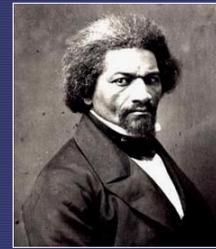
Black Abolitionists

David Walker
(1785-1830)

1829 → *Appeal to the Coloured
Citizens of the World*

Fight for freedom rather than
wait to be set free by whites.

Frederick Douglass (1817-1895)



1845 → *The Narrative of the Life
Of Frederick Douglass*

1847 → "The North Star"

R2-12

Sojourner Truth (1787-1883) or Isabella Baumfree

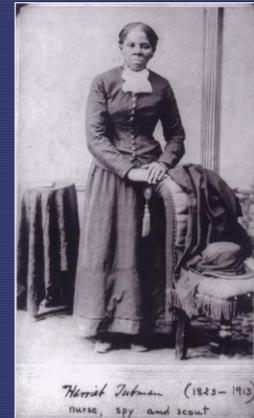


1850 → *The Narrative of Sojourner Truth*

R2-10

Harriet Tubman (1820-1913)

- Helped over 300 slaves to freedom.
- \$40,000 bounty on her head.
- Served as a Union spy during the Civil War.



"Moses"

Leading Escaping Slaves Along the Underground Railroad



The Underground Railroad



The Underground Railroad

- **"Conductor"** ==== leader of the escape
- **"Passengers"** ==== escaping slaves
- **"Tracks"** ==== routes
- **"Trains"** ==== farm wagons transporting the escaping slaves
- **"Depots"** ==== safe houses to rest/sleep

Antebellum Religion and Reform Roundtable

We will be having a discussion in which you will play the role of a prominent religious or reform leader from the Antebellum period. You will need to stay in character to ask and answer questions as your person might have done.

Grading Rubric

(Please staple this rubric to your assignment when you turn it in)

	Possible Points	Your Points
I. Autobiographical Introduction	15	
II. Your answers to questions 1 - 3 about the challenges facing the country and your recommendations	30	
III. Appropriate questions for other characters	15	
IV. Analysis of the primary Document	20	
Active, perceptive, and accurate participation in the roundtable reflecting your person's character	20	
TOTAL	100	

You are responsible for doing the following tasks. All work that you hand in must be typed and ready to turn on the assigned due date.

I. Research your person and learn as much as possible about that person's life and thoughts. Prep a short "autobiographical" introduction for your person explaining why this person is notable and what contributions he or she has made to American history. Try to find several sources on your person so that you get a fuller picture.

II. Research your assigned person from the list below and type out answers to the following questions as your person would have. Your answers must be typed. We will be having a discussion where you will play the role of your person and answer these questions. You will be responsible for telling the class about yourself and expressing your person's opinions about the issues that are discussed.

QUESTIONS:

1. What do you consider the biggest challenge(s) facing Americans today? Why do you believe the way that you do?
2. What do you think individuals can do to improve the character and lives of ordinary Americans?
3. What have you done in your life to try to achieve this goal? Have you been successful? What obstacles and criticisms have you faced as you fought to make the country a better place?

III. Write down one question specifically tailored for each of the two people highlighted on the list below. You will need to read about those people in order to write a question appropriate for that person. Keep the character of your own assigned person in mind and write questions that would be appropriate for your role.

IV. Locate and read some primary source documents. It should either be by your person or about your person or the issue your person was closely associated with.

1. Write a short summary of the main points of the document.
2. Write up your analysis on what we can learn about your person and his or her cause from reading this document.

For the purposes of our discussion, the year is 1848 and anyone who is deceased has miraculously been resurrected.

Reformists and Religious Leaders

Please make a name plate for your person. Feel free to search out pictures on the Internet so we can see what "you" looked like.

Abolitionists

- William Lloyd Garrison (Derrick)
- David Walker (David)
- Frederick Douglass (Dan)
- Lydia Maria Child (Taylor)
- Lewis Tappan (Christine)

Transcendentalists

- Henry David Thoreau (Wade)
- Margaret Fuller (Naomi)
- George Ripley (Josh)

Women's Rights

- Sarah Grimké (Geri)
- Elizabeth Cady Stanton (Maddy)
- Catherine Beecher (Cantrell)

Other Reformers

- Dorothea Dix (Shayda)
- Horace Mann (Tim)
- Neal S. Dow (Graham)

Religious Leaders and Communalists

- Charles G. Finney (Danny)
- Brigham Young (Casey)
- Mother Ann Lee Stanley (Kirby)
- John Humphrey Noyes (Eloise)