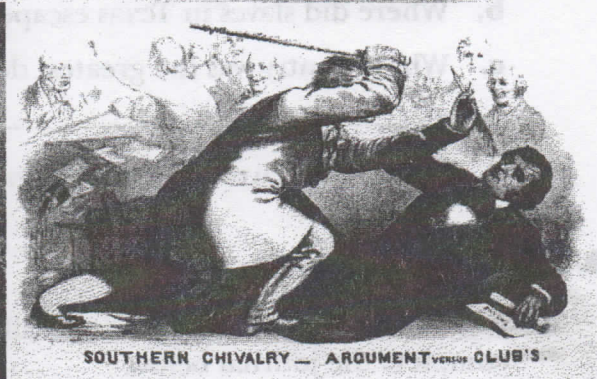


Social Reform & Pre-Civil War

Were Social Reformers responsible citizens or irresponsible agitators?



Name _____

Due Date _____

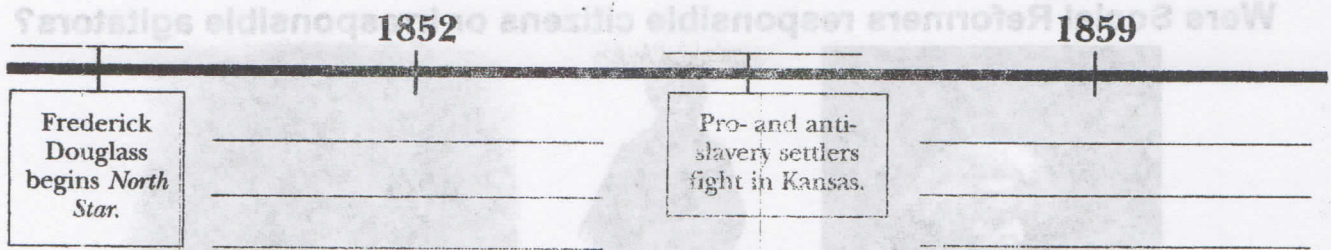
Period _____

- I can explain how the Second Great Awakening impacted Social Reform.
- I can explain the impact reformers had on the problems of American Society.
- I can name some of the major Abolitionists and what they did to fight slavery.

p. 59

History Through Maps

4. Look at the map "Abolition Movement." Use the information to complete the following timeline.



📍 Places, Regions, and Landscapes

5. Look at the map "Underground Railroad." Use the information to answer the following questions.

- a. Which directions did most Underground Railroad routes go? _____
- b. Where did slaves in Texas escape to? _____
- c. What country was the greatest destination for the Underground Railroad?

- d. Where did slaves in Georgia escape to? _____

📍 Links Far and Near

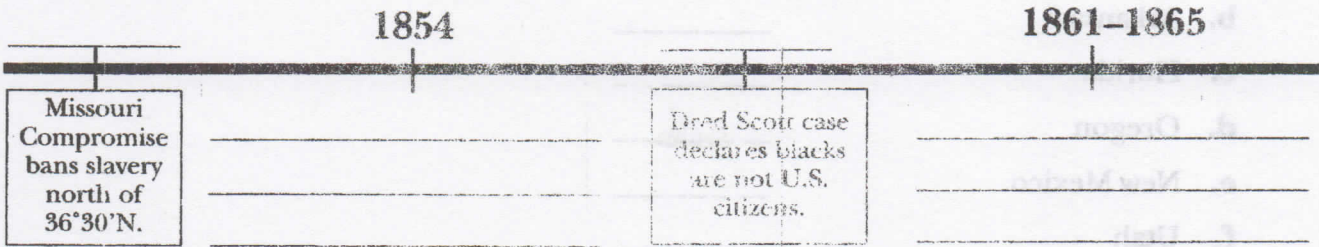
6. Look at the map "Underground Railroad" and the photo. Use the information to complete the journal below.

I escaped from a plantation in Alabama with just the raggedy clothes on my back. I was a _____ slave. I headed northwest toward _____, Illinois. A conductor on the _____ Railroad rowed me across the _____ River. Even though Illinois was a _____ state, it wasn't safe for me there. I traveled north to _____, a city along the shores of an enormous lake. There I boarded a large ship and hid below deck. We sailed for days across Lake _____ and Lake _____ until we were safely in _____ North America. There I was free at last!

Slavery Divides the Nation

Gathering the Facts

1. Turn to pages 60–61 of the Atlas. Use the timeline at the top of the page to help you complete the following timeline.



History Through Maps

2. Read the overview. Also look at the maps “Missouri Compromise” and “Compromise of 1850.” Write **T** if the statement is true and **F** if the statement is false.
 - a. The Missouri Compromise let territories decide the issue of slavery. _____
 - b. The Missouri Compromise allowed one free state and one slave state into the Union. _____
 - c. The Compromise of 1850 dealt with the territories from the Mexican War. _____
 - d. Popular sovereignty let each territory decide the issue of slavery. _____
 - e. California was admitted to the Union as a slave state. _____
 - f. The Fugitive Slave Act was part of the Compromise of 1850. _____

Time and Change

3. Look again at the maps “Missouri Compromise” and “Compromise of 1850.” Write the number of slave states and free states for each of the following years.

Year	Slave States	Free States
a. 1821	_____	_____
b. 1837	_____	_____
c. 1846	_____	_____
d. 1848	_____	_____
e. 1850	_____	_____

📍 Location

4. Look at the maps "Missouri Compromise," "Compromise of 1850," and "Kansas-Nebraska Act." Write **S** if the territory was allowed to have slaves, **F** if slavery was banned, or **T** if the decision was made by the territory.

- a. Michigan _____
- b. Arkansas _____
- c. Florida _____
- d. Oregon _____
- e. New Mexico _____
- f. Utah _____
- g. Kansas _____
- h. Minnesota _____

★ People and Cultures

5. Look at the graph "Southern Population." Use the information to complete the following sentences.

- a. African Americans, free and slave, made up _____ percent of the Southern population.
- b. Less than _____ the whites in the South owned a slave.
- c. Only _____ of those people owned more than 100 slaves.
- d. About _____ percent of the people in the South owned no slaves at all.

📍 Thinking About History

6. Look at the maps "Kansas-Nebraska Act" and "Dred Scott Decision" Write **1854** if slavery could exist in a territory (including by popular sovereignty) or **1857** if the territory was opened to slavery by the Dred Scott Decision.

Territory	Year Open to Slavery
a. Oregon	_____
b. New Mexico	_____
c. Kansas	_____
d. Minnesota	_____

CH13 Reading Log: "North/South 1820-1860" HOMEWORK

Section 1: "The North's Economy" pages 386-390

1. Organizing Information

Complete the chart below by listing examples of advances in transportation, communication, and agriculture.

Transportation	Communication	Agriculture

Determining Cause and Effect:

Section 2: "The North's People" pages 391-396

2. What causes led to the formation of labor unions? (Hint: look in the section "Working Conditions")

Section 3: "Southern Cotton Kingdom" pages 397-400

3. What effect did the cotton gin have on the South's economy? (read sections on pages 398-399)

4. **Compare:** How did the Upper South differ from the Deep South? read pages 397-399 to fill in boxes)

Agriculture Upper South	Agriculture Deep South

Section 4: "The South's People"

5. In the section "Small Farmers and the Rural Poor", what group made up the largest number of whites in the South? Describe their way of life. (page 402) Then read "Plantations" and describe life on the Plantations. Compare the two (Small Farms and Plantations) How are they similar and how are they different?

6. What was life like for a slave? What were Slave codes? (pages 403-406)

CH14 Reading Log: "The Age of Reform" HOMEWORK

Section 1 & 2: "Social Reform"

1. Why did many Northerners oppose the abolition of slavery? (Pg. 418- 424)

Section 3: "The Women's Movement" pages 425-428

2. In "Women and Reform" what different areas did Lucretia Mott fight for?

3. Summarize "The Seneca Falls Convention" on page 426.

4. Summarize "The Movement Grows" on page 427.

Reading Log Chapter 15: "Road to Civil War 1820-1861"

Section 1: "Slavery and the West" pages 436-439

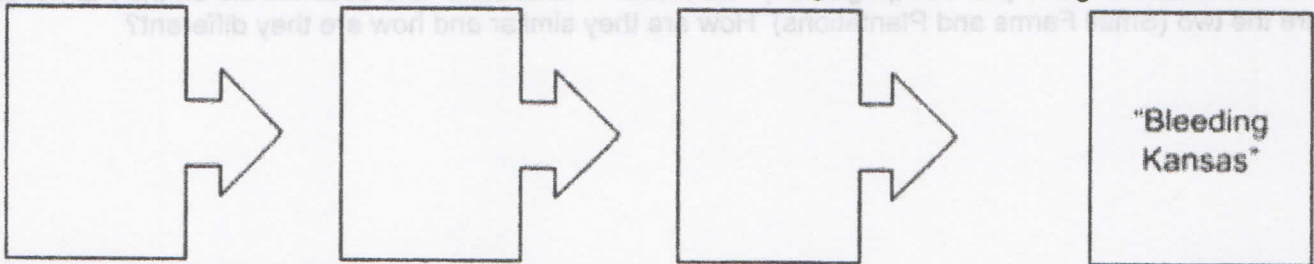
1. **Organizing Information:** Describe how these compromises answered the question of admitting new states.

The Missouri Compromise	The Compromise of 1850

Section 2: "A Nation Dividing" pages 441-444

2. What was the Fugitive Slave Act and how did it lead to the Underground Railroad?

3. **Cause and Effect:** What events led to Kansas becoming known as "Bleeding Kansas"?



Section 3: "Challenges to Slavery" pages 445-448

4. What was the Dred Scott Decision?

5. Summarize "The Raid on Harpers Ferry" on page 448.

Antebellum Period:

Use your textbook to help you with these events and people. What were these events, how did they lead to the Civil War?

- 2nd Great Awakening (pg. 413)
- Seneca Falls Convention (pg. 426)
- Compromise of 1850: (pg. 439)
- Fugitive Slave Act 1850 (pg 441)
- Harriet Tubman (pg. 406)
- Kansas-Nebraska Act (pg. 442)
- Bleeding Kansas (pg. 443-444)
- Preston Brooks (pg. 444)
- Dred Scott Decision (pg. 446-447)
- Lincoln-Douglas debates (pg. 448)
- Raid on Harper's Ferry (pg. 448)
- John Brown (pg. 444-445 & 448)
- Abraham Lincoln (pg. 447 & 450)
- Secession (pg. 450-451)
- Fort Sumter (pg. 453)

The Underground Railroad

1. What was the Underground Railroad? _____

2. You just participated in the Underground Railroad Simulation. Explain all of the parts of the simulation and how they work together to re create the concept of the Underground Railroad.

Slaves: _____

Slave owners: _____

Conductors: _____

Safe Havens: _____

Quaker friends (spies): _____

Slave Traders (Sloan and Hatterly): _____

Judge and clerk: _____

Bounty Hunters: _____

Canada: _____

3. What part did you play in the simulation? _____

4. On a scale of 1-10 how hard did you try to play your part in the simulation? _____

(1= I didn't try to 10= I tried my very very very best) 1 2 3 4 5 6 7 8 9 10

5. What would people you worked with in the simulation say about your participation? _____

6. What was most difficult about the simulation? _____

7. What did you like most about the simulation? _____

8. What did you learn about the Underground Railroad from this simulation? _____

Social Reform Project

The 1800's was a time of social reformation—a time when individuals wanted to improve our society and make life better for all Americans. They fought against the evils of alcohol and slavery and wanted to improve education and make it possible for women to have the right to vote. Here are some of the people mentioned in Chapter 14 that tried to improve our society:

Who were these People, what did they do?

Lyman Beecher—temperance movement	Horace Mann —reforming education
Thomas Gallaudet --education for people with disabilities	Dr. Samuel Gridley Howe—education for people with disabilities
Dorothea Dix – prison reform	Margaret Fuller--transcendentalist
Ralph Waldo Emerson -- transcendentalist	Henry David Thoreau – transcendentalist
Charles Brace—rights of children	Harriet Beecher Stowe –writer against slavery
John James Audubon –appreciation for animal life	William Lloyd Garrison –abolitionist
Frederick Douglass –abolitionist	Angelina Grimke and Sarah Grimke – abolitionists
David Walker –abolitionist	Sojourner Truth –abolitionist and women's rights
Elijah Lovejoy –abolitionist	Lucretia Mott –women's rights
Elizabeth Cady Stanton –women's rights	Susan B. Anthony -- women's rights
Esther Beecher –education for women	Emma Hart Willard –education for women

What do I need to do?

Your assignment is to either create a children's storybook OR PowerPoint slides that reflect a social reform here from the list above OR you can tell a story of social reform that you think needs to happen today. Think of current policy or laws and how you want to reform or change a specific policy or law, and write your own story of social reform.

*Social Reform: change in certain aspects of society (i.e. changing society so that slavery is illegal)

How will it be graded?

This is an individual assignment.

(10 pts.) 1st page—Title page with a picture, your name, and class period

Each succeeding page should have 3-5 sentences of explanation.

(10 pts.) 2nd page—Historical context page or slide. What's going on in our country at this time in America's history?

Introduce the problem that is facing America.

(70 pts.) Pages 3-9—What's the story of how this hero improved society?

(10 pts.) Page 10—Annotated bibliography page. Where did you get your information? Annotations are 2-3 sentences explain what your source is and how it was useful to your research. You need at least three source in MLA format. Use Easybib.com.

(100 pts.) Total

- To receive full points for each page you must have correct grammar, spelling, and punctuation and show excellent effort
- Each storybook page or PowerPoint slide must have a picture. The photos for your book or PowerPoint can come from the internet or can be hand drawn and scanned. If you choose to illustrate your project use dark ink or marker and dark vibrant color. This should be your best work.
- All information must be historically accurate.
- If you create a PowerPoint in Google docs, you must share it with Mrs. Lefler. My email address is llefler@alpinedistrict.org Be sure to let me know which class period you are in.

Project due on: _____