

Chapter 14: A New Spirit of Change
Lesson 1: The Hopes of Immigrants

1. Define "push" factors -
2. Define "pull" factors -
3. Use the words "push" or "pull" to identify which applies to the following scenarios. These are not in the book.
_____ a. a revolution creates political fear in Germany
_____ b. abolition of slavery laws in the northern states
_____ c. the abundance of cheap land in the United States in 1850s
_____ d. Irish potato famine and British hatred combine to cause death in Ireland
_____ e. job openings in the factories of New York City

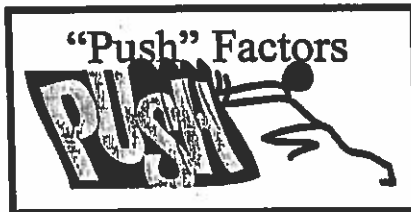
Write in only push factors for each of the circles.

All Europe

- 1.
- 2.

Use Pages 451 to 454 to fill in the circles with the push factors that forced emigrants to leave their countries.

Scandinavians



Ireland

- 1.
- 2.

GERMANS
FAILED FREEDOM
REVOLUTION

Great Britain

- 1.
- 2.

"Push" factors are PROBLEMS forcing a person out; while "Pull" factors are SOLUTIONS that tug at a person.

Use pg 451 – 454. Write in the “pull” factors that brought immigrants to America.

Chinese

Scandinavians

All of Europe

1.

2.

3.

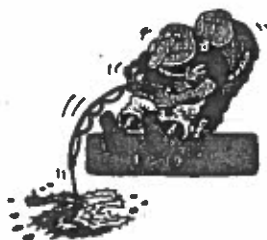
“PULL” FACTORS



Irish

1.

2.



Germans

1.

2.

Additional Questions from Pages 451 – 455

4. Define emigrant –

5. Define immigrant –

6. What is “steerage”? What can you infer from the sentence, “Most immigrants made the ocean voyage in steerage.”?

7. In general, what can be suggested about the Irish and German immigrants by the jobs that they were able to do?

8. What contributions did the Germans make to American culture (452)?

9. What was the Know Nothing Party? What was its purpose?

10. Describe all the problems that were faced by the immigrants

Chapter 14, Section 2: Reforming American Society (p. 457 – 461)

- Objectives:**
- 1) Identify reform movements that attempted to improve society in America
 - 2) Explain the efforts of the labor movement to improve working conditions
 - 3) Identify specific areas of daily life that some reformers focused on improving

One American's Story

1. What reform did Mary Lyon promote when she founded Mt. Holyoke Seminary in Massachusetts?

A SPIRIT OF REVIVAL (Think: How did religion and philosophy encourage people to improve society?)

Second Great Awakening – A religious revival of the early 19th century

2a. The renewal of religious faith in the 1790s and early 1800s is called the _____.

2b. Its basic teaching was that anyone could _____ salvation.

2c. Why did people find this religious revival more appealing than in the 18th century?

3. What did Peter Cartwright and Charles Grandison Finney have in common?

4. Sum up: How did the Second Great Awakening help the reform movements?

Temperance

5. What was the temperance movement?

6. Which state banned the sale of liquor in 1851? _____

Creating Ideal Societies

7. Give a two word definition for utopia. _____

8a. The _____ was a religious group that established a religious utopia. Its founder was Ann Lee.

8b. What were the beliefs of this group in regards to marriage, property, and equality?

SUMMARY: From what you have read so far, explain in a few sentences how religion and philosophy encouraged people to try to improve society.

WORKERS' RIGHTS (Think: How did the labor movement try to improve working conditions?)

9. In your own words, describe the labor conditions of a "typical" 1830s factory.

10. What is a labor union?

11. A "job action" in which work is halted is called a(n) _____.

12. True or False "Job actions" decrease in bad economic times such as in the Panic of 1837. Why or why not?

13. In 1840, President Van Buren ordered that a _____ hour workday for all government employees.

SOCIAL REFORMS (Think: What aspects (parts) of society did reformers try to change?)

Improving Education (also "History Makers")

14. In the 1830s, Horace _____ was the leader of the Massachusetts state board of education. What did he say was the "great equalizer"? _____. NIB: He is called the "father of _____".

15. Many _____ colleges were founded by churches and other groups interested in higher education.

Expanding Opportunities

16. What was significant about Oberlin College?

17. What obstacles did African-Americans face in obtaining an education, especially in the South?

18. What did Alexander Twilight and Mary Jane Patterson have in common?

19. With which reform did Dorothea Dix concern herself? _____ How did her efforts pay off?

20. How did reformers try to change prisons?

Chapter 14, Section 3: Abolition and Women's Rights (p. 465 - 471)

- Objectives:**
- 1) Describe the efforts of abolitionists in the 1800s to end slavery.
 - 2) Explain how the abolition movement led to the fight for women's rights, and identify key people and events in the women's rights movement.
 - 3) Summarize the social and cultural changes that transformed America in the mid-1800s

ABOLITIONISTS PROTEST SLAVERY

21. What religious group was among the first to take a stand against slavery? _____

22. The movement to end slavery is called _____

DEMANDING AN END TO SLAVERY

23. Describe the contributions of the following abolitionists. Be specific and start studying them.

a. David Walker –

b. William Lloyd Garrison –

c. John Quincy Adams (two items) –

Eyewitness to Slavery

24. Provide the main points of each of the following which makes them important to remember.

a. Frederick Douglass

b. Sojourner Truth

c. Harriet Tubman

25. What was the Underground Railroad?

NIB: In class, you will hear a song, "Follow The Drinking Gourd". What is the "drinking gourd"? _____

THE FIGHT FOR WOMEN'S RIGHTS

26. In a sentence or two, describe what happened in London which prompted the early U.S. women's rights movement? Be sure to name the two women involved.

27. Cite evidence that women had limited rights in the U.S. in the early 1800s.

28a. What was the name of the first large scale meeting of women held in the United States which focused on women's rights and in what year did it take place?

28b. True or False Only women attended this meeting.

29. Which right did Elizabeth Cady Stanton specifically cite which would help women the most? (p. 469) _____

30. Which document was the format for the Declarations of Sentiments and Resolutions? What change was made in the beginning?

31. Having the right to vote is called _____. Be sure to spell it correctly. (Good fill-in question)

32. Which feminist is famous for her stance of equal pay for men and women? _____

TWO AFRICAN-AMERICAN SPIRITUALS

Follow the Drinking Gourd

When the sun come back,
When the firs' quail call,
Then the time is come
Foller the drinkin' gourd

CHORUS

Foller the drinkin' gourd
Foller the drinkin' gourd
For the ole man say,
"Foller the drinkin' gourd"

The riva's bank am a very good road,
The dead trees show the way,
Lef' foot, peg foot goin' on,
Foller the drinkin' gourd

The riva ends a-tween two hills,
Foller the drinkin' gourd;
'Nuther riva on the other side,
Follers the drinkin' gourd

Wha the little riva
Meet the grea' big un,
The ole man waits --
Foller the drinkin' gourd

O Canaan

Together let us sweetly live;
I am bound for the land of Canaan,
Together let us sweetly die;
I am bound for the land of Canaan!

CHORUS:

O, Canaan, sweet Canaan,
I am bound for the land of Canaan,
O, Canaan, it is my happy home,
I am bound for the land of Canaan!

The way the holy prophets went,
I am bound for the land of Canaan,
The way that leads from banishment,
I am bound for the land of Canaan!

1. What do you think the coded words of the songs (bold face) mean?
2. What seems to be the purpose of the song, "Foller' the Drinkin' Gourd"?
3. What seems to be the purpose of the song, "O Canaan"?