Improving Society

Objectives
• Discuss what led many Americans to try to improve society in the 1800s.
• Identify the social problems that reformers tried to solve.
• Summarize the improvements in public education in the 1800s.

Why It Matters
The Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society.

Section Focus Question: How did key people bring about reform in education and society?

The Reforming Spirit
In the 1830s, many Americans became interested in social reform, or organized attempts to improve conditions of life. The effort to create a better society had both political and religious roots.

Jacksonian Democracy
The expansion of democracy in the Age of Jackson encouraged reform. Most states dropped property requirements for voting. As a result, more white American men were able to vote than ever before. Political parties also developed a more open way of choosing candidates for President.

In the spirit of Jacksonian democracy, some people worked to make the political system even fairer. A number of reformers believed that all men should vote and be able to hold office. Others supported greater legal rights for women. Increasingly, reformers also spoke out strongly against slavery. They argued that no society that allowed one human being to own another could call itself democratic.

Differentiated Instruction

Less Proficient Readers
Gaining Comprehension Suggest to students that they use a ruler to help them keep their place as they read, line by line, down a page. Have students mark unfamiliar words or phrases (such as conditions of life on this page) with a sticky note, or jot down questions that occur as they are reading. Periodically provide assistance to the students to clarify these issues.
**The Second Great Awakening** Religious feelings and ideas also sparked the reforming *impulse*. Beginning in the early 1800s, a new generation of ministers challenged some traditional views. This movement became known as the Second Great Awakening.

Changing religious ideas sparked the Second Great Awakening. In colonial days, many American Protestants believed in *predestination*, the idea that God decided the fate of a person’s soul even before birth. But leaders of the Second Great Awakening preached that people’s own actions determined their salvation. This “doctrine of free will” blended easily with political ideas about democracy and independence.

The most important of this new generation of preachers was *Charles Finney*. Finney held the first of many religious revivals in 1826. A *revival* is a huge outdoor religious meeting. Before long, Finney and other preachers were conducting revivals across the nation. A single revival might go on for several days or even a week. Ministers of different faiths preached day and night, trying to *convert* sinners and urging people to reform their lives.

Finney believed that the emotion of a revival could touch even the most hopeless sinner. “All sorts of abandoned characters are awakened and converted,” he wrote. “The worst part of human society is softened and reclaimed, and made to appear as a lovely specimen of the beauty of holiness.”

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**Vocabulary Builder**

**impulse** (in-puhlz) *n.* sudden push or driving force

**convert** (kon-vert) *v.* to change from one political party, religion, or way of life to another

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**Teach**

**The Reforming Spirit**

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**Instruction**

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words *impulse* and *convert* using the strategy on p. T21.

- **Key Terms** Following the instructions on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.

- **Ask:** What was the Second Great Awakening, and who was Charles Finney? (a widespread religious movement based on the idea that people had free will and could improve themselves; it sparked change and reform. He was its most important leader.)

- **Ask** students how the Second Great Awakening fostered the spirit of reform in this period. (It inspired people to improve themselves and their society. It led to the creation of utopian communities.)

**Independent Practice**

Have students begin filling in the study guide for this section.

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**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure that individuals understand the roots of the reform movement in this period. Provide assistance as needed.

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**Answer**

Apply Information It shows that a person has free will to choose between drinking and going to Hell or temperance and going to Heaven.
Social Reformers at Work  

**Instruction**  
- Have students read Social Reformers at Work. Remind them to look for details that answer the Section Focus Question.  
- Ask: What was the temperance movement and what problems did it hope to solve? (an organized effort to end alcohol abuse and the problems it created, such as mistreatment of women and children by husbands and fathers who drank too much)  
- Discuss with students the goals and successes of Dorothea Dix. Ask: What did Dorothea Dix try to reform, and what did she achieve? (She worked to improve conditions for prisoners and the mentally ill and helped create many mental hospitals.)

**Independent Practice**  
Have students continue filling in the study guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 12, Section 1 (Adapted Version also available.)**

**Monitor Progress**  
As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the goals of the reform movements. Provide assistance as needed.

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**Social Reformers at Work**

Thus, the religious revivals of the Second Great Awakening encouraged reform. People came to believe that, if they had the power to improve themselves, they could improve society as well.

**Utopian Communities** The desire to create a more perfect society spurred some reformers to found utopian communities. (*Utopia* was a book about a fictional ideal society.) Utopian reformers hoped their communities would become models for others to follow.

Robert Owen founded a utopian community in Indiana in 1825. He called this colony New Harmony. New Harmony was based on common ownership of property. Residents were to raise their own food and manufacture their own goods. However, New Harmony turned out to be anything but harmonious. Members argued among themselves about goals and actions. The colony dissolved after about two years. Indeed, most utopian communities did not last very long.

**Checkpoint** What was the goal of the Second Great Awakening?

**Social Reformers at Work**

Utopian reformers tried to create perfect, separate communities. However, most reform-minded Americans chose to work within the existing society. The reforming impulse took many forms.

**The Temperance Movement** Many reformers supported the temperance movement, an organized effort to end alcohol abuse and the problems created by it. Alcohol was widely used in the United States. Whiskey was cheaper than milk or beer. Often, it was safer to drink than water, which was frequently contaminated. As a result, alcohol abuse reached epidemic proportions.

Many women were drawn to the temperance movement. They pointed out how many women and children suffered at the hands of husbands and fathers who drank too much. Such organizations as the American Temperance Society published pamphlets denouncing “strong drink.”

Most reformers favored temperance, or moderation in drinking. But others called for prohibition, a total ban on the sale and consumption of alcohol. During the 1850s, supporters of prohibition got nine states to pass laws banning the sale of alcohol. The movement was interrupted by the Civil War but reemerged later.

**Prison Reform** Other reformers sought to improve the nation’s prison system. Prisons had traditionally been harsh places, designed to make people want to stay out of them. Poorly heated buildings, inadequate food, and cramped conditions were typical. Many people in prison were not criminals at all but were people who owed money they could not pay back. Because debtors could seldom earn money while in jail, they often remained locked up for years.

**Answer**

**Checkpoint** to encourage people to reform their lives

**Differentiated Instruction**

**Advanced Readers**

**American Utopias** Have students research more information about one of the utopian communities of this era, such as New Harmony or the Oneida Community, and write a paragraph about that community. Be sure that students include information about who founded the community, what its goals and principles were, any special rules it had, how long it lasted, and why it dissolved. Ask students to share their findings with the class.
Social reformers began investigating conditions in jails. **Dorothea Dix**, a Massachusetts schoolteacher, was one of those who took up the cause of prison reform. Over the years, she worked to convince state legislatures to build new, more sanitary, and more humane prisons. In addition, debtors were no longer sent to jail.

**Reforms for the Mentally Ill** Dix was outraged to find that prisons were also used to house individuals with mental illnesses. After a careful investigation, she reported to the Massachusetts legislature on the horrifying conditions she had witnessed: “A woman in a cage . . . [One man] losing the use of his limbs from want of exercise . . . One man and one woman chained.”

Dix’s shocking report helped persuade the Massachusetts legislature to fund a new mental hospital. She then continued her efforts in other states. She urged city and state governments around the country to create separate institutions, called asylums, for those with mental illnesses. The new asylums provided treatment, rather than punishment.

**Education Reform**

Education was another area of concern to reformers. The first American schools were set up for religious purposes. The Puritans of Massachusetts believed that all people needed to be able to read and understand the Bible. In 1642, they passed a law requiring all large towns to hire teachers and build schools. In this way, Massachusetts set up the first public schools, or free schools supported by taxes.

**Need for Better Education** By the early 1800s, Massachusetts was still the only state to require public schools. In other states, children from wealthy families were educated privately, whereas poor children generally received no education outside the home. Under these circumstances, many Americans could not read or write.

**Improvements in Mental Health Care** Dorothea Dix was nearly 40 when she began teaching at a Boston-area jail. She found that many inmates were mentally ill, not criminals. Inspired to improve conditions for mentally ill people, she gave a report based on her survey of every prison in Massachusetts to the state legislature in 1843. It led to an expansion of the state mental hospital. In the next three years, Dix traveled 30,000 miles around the country inspecting prisons and reporting her findings. When she began, there were 13 hospitals for the mentally ill in the country. By 1880, there were 123, 32 of which Dix helped found.

**Reforming Prison Conditions** These images can be used to illustrate the importance of the work of Dorothea Dix and other prison reformers. Discuss with students what is happening in each picture. Ask: Why do you think these images were published? (to bring attention to the bad treatment of prisoners) Ask: Why do you think people were treated in this way at this time? (Possible answers: Most people did not care about people who had committed crimes, few people at that time thought that the public had a responsibility to the less fortunate or to people who were being kept by the government, and no one really knew how they were being treated.) Ask: Why do you think people such as Dix decided this kind of treatment had to stop? (Possible answer: At this time there was a spirit of reform based on ideas in the Declaration of Independence, as well as the Second Great Awakening, that made people feel it was important to treat others well and to improve society.)

**Education Reform**

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**Instruction**

- Have students read Education Reform. Remind them to look for causes and effects.
- Ask: Who was Horace Mann, and what did he accomplish? (an education reformer who helped Massachusetts improve its public schools)

**Answers**

**Frame Questions** Possible questions: Why did you start to try to reform this kind of treatment? How do you think prisoners should be treated?

- Checkpoint She worked tirelessly visiting prisons and mental institutions and reported to state legislatures about what she saw, asking them to make reforms.
Differentiated Instruction

- In order to understand Horace Mann’s achievements, have students complete the worksheet Horace Mann. Then have them discuss Mann’s legacy.

- Discuss with students the status of education for African Americans at this time. (Education was unavailable to many African Americans. Southern states prohibited teaching enslaved people to read. In the North, African American children were usually denied entry to the same schools white children attended, but African Americans were admitted to public schools in Massachusetts and attended some private colleges.)

Independent Practice

Have students complete the study guide for this section.

- Interactive Reading and Notetaking Study Guide, Chapter 12, Section 1 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate and make sure individuals understand the changes in American education.

- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they expected to learn.

Answer

- Reading Skill: The source is credible, as Mann was the foremost education reformer of the time. He wanted children to be good citizens, develop their talents, and be educated.
Other states soon followed Massachusetts’s example. By the 1850s, public schools had gained much acceptance in the Northeast. Southern and western states lagged behind, however. They would not create their own public school systems until many decades later.

**Education for African Americans** The improvements in public education did little for African Americans. Southern states prohibited teaching enslaved persons to read. In the North, free black children were seldom admitted to the same schools as white children.

Reformers who tried to improve educational opportunities for African Americans often met with resistance. Prudence Crandall, a Quaker teacher, opened a school for African American girls in Connecticut. Hostile neighbors attacked and destroyed the school.

Still, some opportunities did open up. In major northern cities, free African American educators opened their own schools. In 1855, Massachusetts became the first state to admit African American students to public schools. Some African Americans attended private colleges such as Harvard and Oberlin. In 1854, Pennsylvania chartered Ashmun Institute (later called Lincoln University), the nation’s first college for African American men.

**Checkpoint** How did public education improve in the mid-1800s?

**Looking Back and Ahead** Inspired by political or religious ideals, reformers tackled many social problems. But one issue towered above all others in the minds of reformers. In the next section, you will read about the growing efforts to end slavery.

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**Assess and Reteach**

**Assess Progress**

Have students complete Check Your Progress. Administer the Section Quiz.

**Interactive Teaching Resources, Unit 4, Section Quiz, p. 58**

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies, Chapter 12, Section 1**

**Reteach**

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide, Chapter 12, Section 1 (Adapted Version also available.)**

**Extend**

To extend the lesson, have students use the Internet to look up additional nineteenth-century reformers such as Mary Lyon, Samuel Gridley Howe, Bronson Alcott, and Lucy Stone and make a chart listing them, the cause(s) in which each was active, and their achievements. Have students share their work with the class. Provide students with the Web code below.

**Progress Monitoring Online**

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

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**Section 1 Check Your Progress**

1. **(a) Identify** What were the ideas of predestination and the doctrine of free will? **(b) Draw Conclusions** How might the doctrine of free will promote democracy?

2. **(a) Recall** Which reforms did Horace Mann convince the state of Massachusetts to make? **(b) Detect Points of View** According to Mann, why is it important for a democracy to have educated citizens?

3. **Reading Skill** 3. **Assess Evidence for a Conclusion** Assess the quotation that follows by Dorothea Dix. Is the evidence reliable? Does it support the conclusion that the mentally ill were poorly treated? **Quotation:** “[T]wo females . . . lie in wooden bunks filled with straw; always shut up . . . . The use of cages [is] all but universal.”

   **Key Terms**
   - Answer the following questions in complete sentences that show your understanding of the key terms.
   - What was the goal of social reform in the 1830s?
   - What is a religious revival?
   - Writing
   - 7. A topic sentence sets the focus for a single paragraph. A thesis statement expresses a broader idea to be developed in an entire essay. Write three topic sentences for paragraphs that would support and develop the following thesis statement: A powerful reforming spirit swept through this country in the 1830s.

4. **(b) Educated citizens participate in government and keep democracy alive.**

3. Dorothea Dix inspected places where the mentally ill were kept, so what she says is reliable. The details she gives do support the conclusion.

4. The temperance movement tried to stop alcohol abuse.

5. The goal of social reform in the 1830s was to improve society.

6. A revival is a large religious meeting.

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**Extend Online**

For: Help with this activity

Visit: PHSchool.com

Web Code: mye-0211

**Progress Monitoring Online**

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

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7. Possible topic sentences: Religious feelings and ideas sparked the reform spirit. The temperance movement wanted to improve society by ending alcohol abuse. Better education was another area of concern to the reformers.

**Answer**

**Checkpoint** Public school systems and teacher colleges were established; African Americans were admitted to some schools and colleges.
**Differentiated Instruction**

**L1 English Language Learners**

**Picturing a One-Room Schoolhouse**

Have students work in groups to list unique items that might be found in a one-room schoolhouse, such as a dunce cap or a McGuffey’s Eclectic Reader. Then have them make a poster showing a class in a one-room schoolhouse. Have them label the objects from their lists. Display the finished posters in the classroom.

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**L2 Special Needs**

**History Interactive**

Explore an Early American Classroom

Visit: PHSchool.com
Web Code: myp-4081

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**Going to School**

Following the lead of Massachusetts, other states in the North began to fund public schools. Not all children were able to attend school, and most of those who did only got as far as the eighth grade. What were these early American classrooms like?

**The Classroom**

Schools in the early 1800s were not like the large public buildings we know today. In rural areas especially, many children went to one-room schoolhouses, where children of all ages were taught together. Students wrote on chalk slates and were expected to recite their lessons when called upon by the teacher.

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**L1 Life at the Time**

**Go to School**

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**Build Background Knowledge**

Have students recall the education reforms of Horace Mann. Ask: Why were reformers such as Mann interested in expanding public education? (They believed it would make Americans better citizens.) Then, ask: What do you think early public schools were like? (Possible answer: Children of all grades went to school in the same classroom.)

**Instruction**

- **Read Life at the Time with students.** Ask students to describe a one-room schoolhouse. (Children of all ages were taught together. Most schools only went up to eighth grade. Students studied from McGuffey’s Eclectic Readers, wrote on chalk slates, and recited lessons when their teacher called on them.)

- **Ask: What was discipline like in early classrooms?** (Discipline was strict. Students were often punished or rewarded based on how well they learned their lessons.) Ask: How is this different from modern schools? (Possible answers: Students today do not have to wear dunce caps. Students who misbehave today might get detention or be sent to the principal’s office. Today, students’ work is graded.)

- **Encourage students to draw inferences about the moral lessons in McGuffey’s Eclectic Readers.** Remind students of Horace Mann’s reasons for promoting education. Ask: Why do you think textbooks in the 1800s taught moral lessons as well as the “three Rs”? Elicit that learning about character and values, as well as to read and write, was seen as an important part of becoming a good citizen.

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**L2 Schools in the early 1800s were not like the large public buildings we know today. In rural areas especially, many children went to one-room schoolhouses, where children of all ages were taught together. Students wrote on chalk slates and were expected to recite their lessons when called upon by the teacher.**
A Popular Textbook

In elementary schools, the most popular textbooks were McGuffey's Eclectic Readers (Primer through Sixth). First published in 1836, the Readers offered moral lessons along with the “three Rs”—reading, ‘riting, and ‘rithmetic. The lesson shown above was used to teach children how to read and how to treat pets.

Rewards and Punishments

Discipline was strict in early classrooms. Students who failed to learn their lessons might have to sit in a corner wearing a “dunce cap” (right). But there were also rewards. Students might get certificates for learning their lesson well, for good behavior, or just for coming to school on time (below).

A Modern One-Room Schoolhouse

Most one-room schoolhouses were replaced by larger schools by the mid-twentieth century, but Granville Village School in Vermont remains in use today. Since its founding in 1857, however, the school has undergone a number of changes. Today, it goes only through the fourth grade and has expanded to two classes: one for first- and second-graders and one for third- and fourth-graders. As in most modern schools, there are computers in the classroom, and specialists teach subjects such as art. Despite these modernizations, the Granville Village School is proud to continue its one-room heritage.

Independent Practice

Have students complete the History Interactive activity online.

Monitor Progress

Ask students to complete the Analyze Life at the Time activity. Circulate to make sure individuals understand nineteenth-century education.

Writing Rubric

**Score 1** Lesson is inappropriate or unrelated to the task.

**Score 2** Lesson is sparse or confusing.

**Score 3** Lesson is logical, shows understanding of task.

**Score 4** Lesson is logical, creative, and well thought out.

**Answer**

 Lessons will vary but should be written in simple language and should show a clear understanding of the increasing value placed on education in the mid-1800s.