

*In your group (prior to our "group activity day"), decide who will research and take notes on the topics below (you may assign one person per category if there are three in the group, or more than one person to a category if your group has four or five members). Between now and the designated class day, each person should research his/her topic area and prepare a set of notes for the members of the group. You **DO NOT** need to include every person or concept listed below, just a basic summary that will help your group members understand this very important material.*

*In class, your group will meet to discuss all three topic areas. Each member is to present his/her material briefly\* and discuss with the group in "seminar format." All of this material will be included in the scheduled quiz on Antebellum Reforms.*

*\* "briefly" means that you are not to read a set of terms or bulleted answers to questions - explain the material and why it is significant! **DISCUSS!***

*It is your responsibility to read all of chapter 15 of the Kennedy textbook this week.*

Education Reform, Professionalism, Religion and Revivalism

AP Themes: Religion and Reform

People, Terms, Events, Places:

Horace Mann; William Holmes McGuffey; Noah Webster; Catholic schools; deism; Unitarians; Second Great Awakening; Charles Grandison Finney; Baptists; Methodists; William Miller; Mormons; Joseph Smith; Brigham Young

Analysis/Historical Significance:

- What particular qualities did Evangelical religion give to the early American culture? Why did so many of its energies move toward the reform of society? Were there elements of American religion that resisted the reform impulse?
- How important is a free public education to a republic? If it is important, why then was early education so poor? If it is not important, why did it begin? Do you agree that public education was "an insurance premium that the wealthy paid for stability and democracy," as the authors assert? Is it important to a republic to have *compulsory* public education?
- Were there any hidden social messages in *McGuffey's Readers*?
- Is the story of Mormons an "American" story (individualism, fighting religious persecution, pioneering)? Or, is it "un-American"? (others' intolerance, communalism, polygamy)
- Did the Second Great Awakening fuel education reform?

Cultural/Social Reforms (Utopianism, Women's Movement, etc.)

AP Themes: Reform, Culture, Diversity

People, Terms, Events, Places:

Shakers; Brook Farm; New Harmony; Oneida; Robert Owen; Sarah & Angelina Grimké; Elizabeth Cady Stanton and Lucretia Mott; Seneca Falls; Catherine Beecher; Mary Lyon; Dortha Dix; Temperance Movement; other social crusades...

Analysis/Historical Significance:

- Were the "cult of domesticity" and the rise of the child-centered family signs of improvement or a restriction on women's status and condition? Was the "new family" a progressive reflection of American democratic ideals, or a restriction on them?
- Why did America produce so many reform and utopian movements? What did they contribute to American culture?

- What made women such prominent leaders in the religious and reform movements? How did the women's rights movement compare with the other movements of the period? What obstacles did women reformers face? Why did women often have more difficulty working on their own behalf than they did advocating other causes?
- How did the women's reform movements actually affect the lives of women? White or slave?
- How did reformers change the treatment of the mentally ill and imprisoned?
- How were these reforms successful? How did they fail?

Literature, Art, Architecture, History

AP Themes: Reform, Culture, American Identity

People, Terms, Events, Places:

Knickerbockers; Washington Irving; James Fenimore Cooper; William Cullen Bryant; Nathaniel Hawthorne; Herman Melville; Edgar Allan Poe; Henry Wadsworth Longfellow; John Greenleaf Whittier; James Russell Lowell; genre painting; Gilbert Stuart; Wilson Peale; John Trumbull; George Bancroft ☺; transcendentalism; Ralph Waldo Emerson; Henry David Thoreau; Walt Whitman; Hudson River School

Analysis/Historical Significance:

- Why did many writers get involved in reform movements and even utopian communities?
- How do American writers of this time (Thoreau, Alcott, Poe) compare to European writers (Dickens, etc.)?
- How does the literature and art of this time period reflect the political, social, and economic events that we have studied? (post-War of 1812 nationalism, age of the common man, industrial era, etc.)
- Did these writers fundamentally reflect the deepest values of American culture, or were they at odds with the main currents of American society and politics?
- What was the significance of the Hudson River School?

**Overall topics/questions for ALL groups:**

- **How do these reform movements relate to the "era of the common man"? Do these movements seek to expand democratic ideals?**
- Consider the economic and social aspects of this time period (as discussed in the last unit). For example, how does immigration and nativism relate to these movements?
- How do social reform movements eventually lead to a growing crusade to end slavery?

If you are looking for outside information for your topic, see the **links** section of our class website. I highly recommend Ms. Pojer's PowerPoint series as well.