

The class will be divided into groups for our meeting in the library (or computer lab). Your job **BEFORE we meet in the library/computer lab** is to review sections 1, 3 and 4 of chapter 8 on your own.* Once in your group, follow these instructions carefully:

- Decide who will be responsible for each topic area – divide the work!
- Each person is to research their section:
 - Look over the material in the textbook and the “focus” topics below
 - Use the online resources to help you. There are two main places that you could look:
 - Student Resource Center (go to BKHS Website → Click on Media Center → click on Student Resource Center)
 - American History Research Database (NEW!): www.history.salempress.com
 - **Take good notes on your topic**
- In the last 20 minutes of the class period, the group should meet together to discuss each topic. Ideally, each person should spend 3-4 minutes teaching the topic to the group.
- **On your own (or in the lab if you have time), you are to prepare a one-page fact sheet of your topic for your group members.**
 - Be creative – don’t just make a bulleted list repeating what is in the book.
 - If you find a nice graphic, use it! (Just be sure to provide source information)
 - YOU MUST provide copies of your “fact sheet” for each member of the group on Tuesday.

*Note: Section 2 of the chapter covers antebellum slavery and abolitionism. This will be covered in our seminar on Monday.

Second Great Awakening and Transcendentalism (Section 1, subsections 1 & 2)

FOCUS: (Don’t forget the important people and events in this topic)

- Compare/contrast the First Great Awakening with the Second.
- How did the Second Great Awakening revolutionize the American religious tradition?
- How did the African-American church support its followers?
- What is the significance of transcendentalism to American History? Or later historical events?
- How does this period lead to future events? Did this make religion in America uniquely American?
- How was the religious revival of the early 1800s caused by other historical events we have studied? (i.e. era of common man democracy, etc)

Utopianism, Education and Social Reforms (Section 1, subsections 3 & 4)

FOCUS: (Don't forget the important people and events in this topic)

- What were the goals of utopian communities? Why did they fail?
- How did reformers change the treatment of the mentally ill and prisoners?
- Temperance movement...
- What efforts were made to improve education in the 1830s?
- Why did Americans begin to demand better education and even tax-supported education in the 1830s? What political changes caused this to occur? (Relate to the "Era of the Common Man")

Women and Reform (Section 3)

FOCUS: (Don't forget the important people and events in this topic)

- What were the main problems faced by women in the mid-1800s?
- In what ways were women excluded from the abolitionist movement?
- What was the cult of domesticity?
- How did the women's reform movements actually affect the lives of women? White or slave?
- How did the Seneca Falls Convention differ from the World's Anti-Slavery convention held in 1840? What about voting for women?
- Why did the women's movement gain momentum during this period? Why did it lose momentum by the 1850s and not reappear as a major movement until much later in the nineteenth century?

The Changing Workplace (Section 4)

FOCUS: (Don't forget the important people and events in this topic)

- How did factory production change American manufacturing?
- How did immigration affect circumstances in the American workplace?
- How did the change from a subsistence economy to a market economy affect workers, farmers, and women?
- Compare the life of factory workers to that of slaves in the South. Is "wage slave" an appropriate description for factory workers?
- Don't forget *Commonwealth v. Hunt*
- To what degree was American industrialization made possible by foreign contributions, such as immigration and "stolen" mill plans?
- Can this new emphasis on industrialization be added to a list of causes of the Civil War?