

Chapter **14** Section 1 (pages 423–428)**The Hopes of Immigrants****BEFORE YOU READ**

In the last section, you read how the gold rush affected California.

In this section, you will learn about the millions of Europeans who came to the United States in the mid-1800s.

**AS YOU READ**

Use this diagram to take notes on why some immigrant groups came to the United States.

Immigrant Group	Why They Came
Scandinavians	
Germans	
Irish	

**TERMS & NAMES**

**emigrant** A person who leaves a country

**immigrant** A person who settles in a new country

**steerage** The cheapest deck on a ship

**push-pull factor** A force that pushes people out of their native lands and pulls them toward a new place

**famine** A severe food shortage

**prejudice** A negative opinion that is not based on facts

**nativist** Native-born Americans who wanted to eliminate foreign influence

**Why People Migrated** (pages 423–424)

*Why did many people migrate to the United States?*

In the mid-1800s, millions of Europeans became **emigrants**, or people who leave a country. They came to the United States. There, they were **immigrants**, or people who settle in a new country. Most immigrants made the ocean voyage in **steerage**. It is the cheapest deck on a ship. Steerage was crowded and dirty. Many passengers died or grew sick.

Even so, many people made the hard voyage. They came because of **push-pull factors**. These forces push people out of their native lands and pull them to new lands. There were five push factors. 1) The population boomed in Europe. 2) Changes in farming forced people off the land. 3) Crop failures caused hunger. 4) The Industrial Revolution made factory goods cheap. This put *artisans* out of work. 5) Some countries had religious and political conflicts.

Three pull factors drew people to the United States. 1) There was freedom of religion. 2) Americans had economic opportunity. 3) There was a lot of land.

**1. What were push-pull factors?**


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**Scandinavians Seek Land; Germans Pursue Economic Opportunity**

(pages 424–426)

*Where did various immigrants settle in the United States?*

Public land sold cheaply in the United States. There was much poverty in *Scandinavia*. People left there for the United States. Many settled in the Midwest. It had forests, lakes, and cold winters like their homelands. Most Scandinavians became farmers.

Some Germans also moved to the Midwest. Many settled in Wisconsin, where the climate allowed them to grow oats. Germans also moved to Texas. Many Germans became farmers. But some settled in cities. There they opened their own businesses. Many Germans became very successful in the United States.

The Germans were the largest immigrant group to come to the United States in the 1800s. They had a strong influence on American culture.

**2. Where did German immigrants settle in the United States?**


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## The Irish Flee Hunger (page 426)

### What was the Potato Famine?

Most Irish immigrants were Catholic. For centuries the Protestant British had ruled Ireland. The British controlled the Irish by denying them their rights. British rule caused many Irish to be poor.

In 1845, a disease attacked Ireland's main crop, the potato. This caused a **famine**, or severe food shortage. About one million people died as a result of the Potato Famine. And about two million people left Ireland.

In the United States, the Irish settled in cities. They had little education and few skills. So they had to take low-paying, backbreaking jobs. They competed with free blacks to get the jobs no one else wanted.

### 3. What effect did the Potato Famine have?

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## U.S. Cities Face Overcrowding (pages 426–427)

### What problems did American cities face?

Many immigrants came to live in U.S. cities. So did native-born Americans. They all hoped for a chance to make more money. The population of cities such as New York, St. Louis, and Cincinnati grew rapidly.

Urban growth caused problems. There were not enough places for everyone to live. People lived in cramped, unhealthy conditions. Crime spread. Most cities could not handle the problems. So immigrants

set up groups to help new arrivals from their home countries. Politicians gave help in return for votes.

### 4. What problems did immigrants face in the cities?

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## Some Americans Oppose Immigration (pages 427–428)

### Who were nativists?

Some people born in the United States thought that foreigners could not learn American ways. And they feared that immigrants might come to outnumber natives. So they treated immigrants with **prejudice**. This is a negative opinion not based on facts.

Some U.S.-born citizens wanted to end foreign influence. They were called **nativists**. Some refused to hire immigrants. Some formed secret societies. In the 1850s, nativists began a political party. If asked about their secret society, they said, "I know nothing about it." So their party was called the Know-Nothing Party. It wanted to cut immigration and to stop Catholics and foreigners from being elected to office. The party elected six governors. But it broke up over slavery.

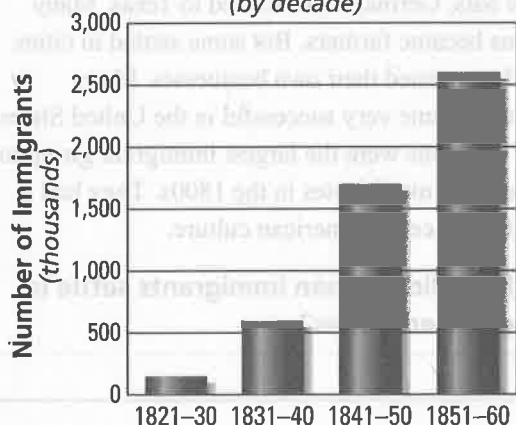
### 5. Why were some U.S.-born citizens prejudiced against immigrants?

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**Immigration to the United States (by decade)**



Source: *Historical Statistics of the United States*

## Skillbuilder

Use the graph at left to answer the questions.

### 1. About how many immigrants came to the United States between 1820 and 1830?

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### 2. In which decade did the greatest number of immigrants come to the United States?

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# American Literature and Art

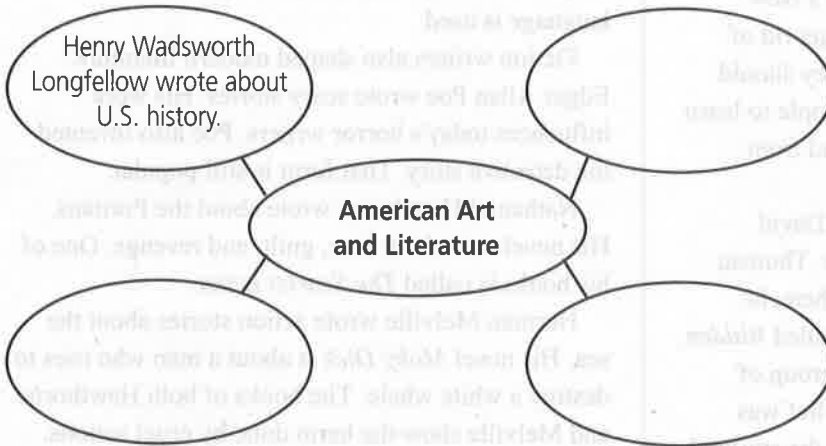
## BEFORE YOU READ

In the last section, you read about the immigrants who came to the United States in the mid-1800s.

In this section, you will learn about the start of truly American art and literature.

## AS YOU READ

Use this diagram to take notes about important people who shaped American art and literature.



## TERMS & NAMES

**romanticism** A style of art that stressed the individual, imagination, creativity, and emotion

**Hudson River school** American painters who painted peaceful landscapes

**transcendentalism** A philosophy that taught that the spiritual world is more important than the physical one

**civil disobedience** A form of peaceful protest in which people refuse to obey laws they consider unjust

## Writing About America (pages 429–430)

**What** was romanticism?

In the 1800s, writers began to use a new style of art. That style came from Europe. It was called **romanticism**. These writers portrayed individuals. They also wrote about imagination, creativity, and feelings. They saw nature as inspiring. Some Americans wrote about nature in the wilderness. For example, James Fenimore Cooper wrote several books about a wilderness scout.

Writers began to use a more American style. Noah Webster gave rules for that style in his new dictionary. It listed the type of English spoken in the United States. It gave American, not British, spellings. It also listed American *slang*.

Other writers retold stories from U.S. history. Henry Wadsworth Longfellow wrote poems about the past. One of his poems was about Paul Revere. For many years, students learned that poem by heart.

## 1. How did romanticism influence writers?

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## Creating American Art (pages 430–431)

**Who** were the Hudson River school artists?

American painters also used nature in their work. One group of painters was called the **Hudson River school**. Those artists worked in the Hudson River valley in New York. They painted peaceful landscapes. Their paintings showed mountains, forests, and rivers.

Some artists took trips in the West. They painted the grand scenery they saw there. John James Audubon traveled across the continent. He sketched birds and animals.

Enslaved African Americans also made art. They created beautiful baskets, quilts, and pottery. Most of them did not sign their work.

**2. What did American painters focus on?**

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**Following One's Conscience** (page 431)

*What did Emerson and Thoreau believe?*

By the 1840s, Americans took pride in the growth of their *culture*. Ralph Waldo Emerson was a New England writer. He urged Americans to get rid of European influence. Emerson thought they should develop their own beliefs. He advised people to learn about life from examining themselves and from nature and books.

One of Emerson's students was Henry David Thoreau. He followed his teacher's advice. Thoreau moved to a cabin he built in the woods. There, he wrote about his simple life. The book is called *Walden*.

Emerson and Thoreau belonged to a group of thinkers with a new *philosophy*. Their belief was called **transcendentalism**. It taught that the spiritual world is more important than the physical one. It also told people to find the truth within themselves.

Thoreau believed a person's conscience was important. So he urged people not to obey laws they thought were unjust. Instead, they should peacefully refuse to obey these laws. This form of protest is called **civil disobedience**. Thoreau went to jail for practicing his belief.

**3. What was civil disobedience?**

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**Exploring the Human Heart** (page 432)

*What did writers of the 1800s write about?*

Many writers changed older styles of writing. Walt Whitman wrote poems that did not rhyme. His work praised ordinary people. Emily Dickinson wrote poems about God, nature, love, and death. Both poets shaped modern poetry. They changed the way language is used.

Fiction writers also shaped modern literature. Edgar Allan Poe wrote scary stories. His work influences today's horror writers. Poe also invented the detective story. That form is still popular.

Nathaniel Hawthorne wrote about the Puritans. His novels are about love, guilt, and revenge. One of his books is called *The Scarlet Letter*.

Herman Melville wrote action stories about the sea. His novel *Moby Dick* is about a man who tries to destroy a white whale. The books of both Hawthorne and Melville show the harm done by cruel actions.

**4. How did American writers of the 1800s shape modern literature?**

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Chapter **14** Section 3 (pages 433–437)

# Reforming American Society

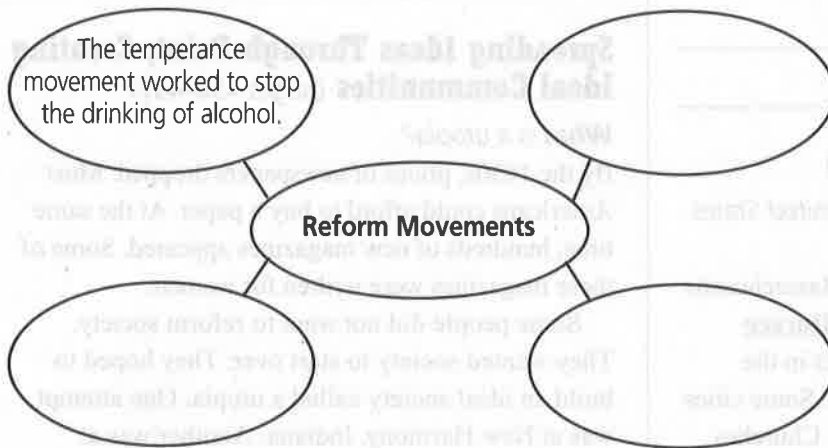
## BEFORE YOU READ

In the last section, you read about the start of American art and literature.

In this section, you will learn about reform movements in the United States in the 1800s.

## AS YOU READ

Use this diagram to take notes on the kinds of changes that reform movements in the United States in the mid-1800s worked for.



## TERMS & NAMES

**revival** A meeting to reawaken religious faith

**Second Great Awakening**

A renewal of religious faith in the 1790s and early 1800s

**temperance movement**

A campaign to stop the drinking of alcohol

**labor union** A group of workers who band together to seek better working conditions

**strike** A stopping of work to demand better conditions

**Horace Mann** A reformer who worked for education improvements

**Dorothea Dix** A reformer who worked to improve conditions for the mentally ill

### A Spirit of Revival (page 433)

**What were revivals?**

In the 1800s, many Americans had a growing interest in religion. Many attended **revivals**. These are meetings to renew religious faith. There was a wide renewal of faith in the 1790s and early 1800s. It is called the **Second Great Awakening**. At revivals, preachers urged people to give up their sinful ways. Many revivals spread across the frontier. Revivals also took place in cities in the East. There, preachers taught that religious faith led people to help others.

**1. What was the Second Great Awakening?**

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### Temperance Societies; Fighting for Workers' Rights (pages 434–435)

**What did workers demand in the early 1800s?**

Some Americans began the **temperance movement**. This was a campaign to stop the drinking of alcohol. Heavy drinking was common in the early 1800s. Some workers spent most of their wages on alcohol. Because of that, their families did not have enough money. Many women joined the temperance movement. They urged people to sign a pledge to give up alcohol. By 1838, about a million people signed.

Business owners also supported the temperance movement. They needed workers who could run machines and keep schedules. Drinking made it hard to do that. Some states banned the sale of alcohol. But most of these laws were *repealed* over time.

In the 1830s, workers called for better working conditions. Young women mill workers in Lowell, Massachusetts, started a **labor union**. This is a group of workers who band together to seek better working conditions. In 1836, the mill owners raised the rent of the company-owned boarding houses. About 1,500 women went on **strike**, stopping work to demand better conditions. Other workers called for shorter hours and higher wages. Hard times made the labor movement fall apart. But in 1840, President Van Buren ordered a ten-hour workday for public workers. This met some of the goals of the labor movement.

**2. How did workers seek to get better working conditions?**

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**Improving Education** (page 435)

*How was education improved in the United States in the mid-1800s?*

Americans also wanted better schools. Massachusetts set up the first state board of education. **Horace Mann** was its head. By 1850, many states in the North started public schools for children. Some cities in the North opened public high schools. Churches and other groups opened hundreds of new private colleges. Women could not attend most colleges. Oberlin College in Ohio was the first college to admit women as students.

African Americans faced barriers to getting an education. In the South, it was against the law to teach a slave. Even in the North, most public schools did not let African-American children go to school.

**3. How did Horace Mann help reform education in the United States?**

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**Caring for the Needy** (pages 435–436)

*Who was Dorothea Dix?*

Some people tried to improve the way society took care of its weakest members. **Dorothea Dix** was a reformer from Boston. She learned that the mentally ill often received no treatment. Instead, they were

beaten and chained. She traveled all over the United States pleading for better care for the mentally ill. As a result, 32 new hospitals were built.

Other reformers tried to make life better for people with other disabilities. New schools opened for the deaf and blind. Some reformers worked to improve prisons. They did not want children to go to the same jails as adults. They also called for adult prisoners to be *rehabilitated*.

**4. What kind of reforms did Dorothea Dix work for?**

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**Spreading Ideas Through Print; Creating Ideal Communities** (pages 436–437)

*What is a utopia?*

By the 1830s, prices of newspapers dropped. Most Americans could afford to buy a paper. At the same time, hundreds of new magazines appeared. Some of these magazines were written for women.

Some people did not want to reform society. They wanted society to start over. They hoped to build an ideal society called a utopia. One attempt was at New Harmony, Indiana. Another was at Brook Farm, Massachusetts. In both places, residents received food and the other things they needed in exchange for work. But both places experienced conflicts and financial problems. They ended after a few years.

Some people formed utopias because of religious beliefs. One group was the Shakers. They believed that people should lead holy lives in communities. Shakers promised not to marry or have children. They shared their goods. They believed that men and women are equal. And they refused to fight for any reason. People called them *Shakers* because they shook with emotion during church services. Shakers built simple furniture in styles that are still used today. The Shakers had about 6,000 members in the 1840s. By 1999, there were only seven Shakers.

**5. Why did some people build utopias?**

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## Abolition and Women's Rights

### BEFORE YOU READ

In the last section, you read about reform movements in the United States in the 1800s.

In this section, you will learn about the calls for freedom for slaves and equal rights for women.

### AS YOU READ

Use this diagram to take notes about the people who worked for abolition and women's rights.

Reformer	Contributions to Abolition/Women's Movements
William Lloyd Garrison	Published abolitionist newspaper Supported women's rights

### TERMS & NAMES

**abolition** The movement to end slavery

**Frederick Douglass** An escaped slave who became a noted abolitionist leader

**Sojourner Truth** Former slave who became an abolitionist and supporter of women's rights

**Underground Railroad** An above-the-ground series of escape routes for runaway slaves from the South to the North

**Harriet Tubman** The most famous conductor on the Underground Railroad

**Elizabeth Cady Stanton** Leader in the abolitionist and women's rights movements

**Seneca Falls Convention** Convention held in 1848 to argue for women's rights

**suffrage** The right to vote

### Abolitionists Call for Ending Slavery

(pages 440–441)

**What** was abolition?

**Abolition** was the movement to end slavery. It began in the late 1700s. By 1804, most states in the North had outlawed slavery. In 1807, Congress made it illegal to bring new African slaves into the United States. *Abolitionists* began to demand a law to end slavery in the South. David Walker was a free African American in Boston. He printed a pamphlet that urged slaves to revolt.

William Lloyd Garrison published a newspaper called *The Liberator*. It called for the end of slavery. Many people hated his views. Sarah and Angelina Grimké were sisters who grew up in the South. Because they thought slavery was wrong, they moved north. They became Quakers and joined an antislavery society. They spoke out for abolition.

### 1. How did William Lloyd Garrison work to end slavery?

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### Eyewitnesses to Slavery (page 441)

**Who** were Frederick Douglass and Sojourner Truth?

**Frederick Douglass** and **Sojourner Truth** were both former slaves. They became abolitionists. They spoke against slavery by telling about their lives. Douglass wrote an autobiography that described how it felt to be a slave. Douglass was a powerful speaker in favor of freeing the slaves. He also published an antislavery newspaper.

Sojourner Truth had fled her owners. She went to live with Quakers, who set her free. She spoke for abolition in the North and drew huge crowds.

## 2. How did Frederick Douglass and Sojourner Truth fight for abolition?

### The Underground Railroad; Harriet Tubman (page 442)

#### What was the Underground Railroad?

Some people helped slaves escape to freedom along the **Underground Railroad**. This was an above-the-ground series of escape routes from the South to the North. Runaway slaves traveled these routes on foot, on wagons, and by boats and trains.

Runaways on the Underground Railroad usually traveled by night. They hid by day in places called stations. The people who led the runaways to freedom were called conductors. One of the most famous conductors was **Harriet Tubman**. Tubman was an escaped slave herself. She made 19 dangerous journeys to free enslaved persons. Among the people she saved were her parents.

## 3. How did runaway slaves escape to freedom on the Underground Railroad?

### Women Reformers Face Barriers; The Seneca Falls Convention (pages 443–444)

#### What was the Seneca Falls Convention?

Lucretia Mott and **Elizabeth Cady Stanton** were also abolitionists. They were part of an American group that attended an antislavery convention in London in 1840. But when they tried to enter the convention, some men stopped them. The men said women should not speak in public. So the women had to sit behind a curtain.

To show his support, William Lloyd Garrison joined them. Most other people agreed that women should stay out of public life. Women in the 1800s had few legal or political rights. Many laws treated them

as children. At the end of the convention, Stanton and Mott decided to demand equal rights for women.

In July 1848, they held the **Seneca Falls Convention** in Seneca Falls, New York. It called for women's rights. The women wrote a document like the Declaration of Independence. The document listed several *resolutions*. It ended with a demand for rights. The group at the convention easily voted in favor of most of the resolutions. But they disagreed about the one for **suffrage**, or the right to vote. Stanton argued that the right to vote would give women political power. This would help them win other rights. The resolution won by a small margin. Many people made fun of the women's rights movement.

## 4. What did the women at the Seneca Falls Convention demand?

### Continued Calls for Women's Rights (pages 444–445)

#### Who supported women's rights in the mid-1850s?

In the mid-1850s, three women added their support for the women's movement. In 1851, Sojourner Truth gave a speech for women's rights at a convention in Ohio. She urged men to give women their rights. Maria Mitchell was an astronomer. She helped to found the Association for the Advancement of Women.

Susan B. Anthony had worked for both temperance and abolition. She built the women's movement into a national organization. She worked to give married women the right to their own property and wages. By 1865, 29 states had such laws. Anthony also fought for women's right to vote. It was not a reality until the 1900s.

## 5. How did Susan B. Anthony work for women's rights?



**Glossary/After You Read****abolitionist** Someone working to end slavery**artisans** Skilled workers who make products by hand**culture** A people's customs, beliefs, laws, and ways of living**philosophy** A set of opinions about life and the world**rehabilitate** To prepare people to live useful lives after their release from prison**repeal** To cancel**resolution** Pledge to do something or to keep from doing it**Scandinavia** Region that includes the countries of Denmark, Norway, and Sweden**slang** Special words and meanings that are used in place of standard language**urban** Related to a city**Terms & Names****A.** Write the letter of the name or term next to the statement that describes it best.

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|---------------------------|-------------------|
| a. Dorothea Dix           | d. nativist       |
| b. Sojourner Truth        | e. Harriet Tubman |
| c. Elizabeth Cady Stanton | f. Horace Mann    |

\_\_\_\_\_ 1. I was a person who wanted to eliminate foreign influence.

\_\_\_\_\_ 2. I was the head of the first state board of education.

\_\_\_\_\_ 3. I devoted my life to try to reform the treatment of the mentally ill.

\_\_\_\_\_ 4. I was a former slave who became an abolitionist and worked for women's rights.

\_\_\_\_\_ 5. I was a famous conductor on the Underground Railroad.

**B.** Write the letter of the name or term that matches the description.

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|--------------|----------------|----------------------|
| a. famine    | e. revivals    | i. transcendentalism |
| b. emigrant  | f. abolition   | j. immigrant         |
| c. suffrage  | g. labor union | k. strike            |
| d. prejudice | h. romanticism |                      |

\_\_\_\_\_ 1. A person who leaves a country

\_\_\_\_\_ 2. A person who settles in a new country

\_\_\_\_\_ 3. A severe food shortage

\_\_\_\_\_ 4. A negative opinion that is not based on facts

\_\_\_\_\_ 5. A style of art that stressed the individual, imagination, creativity, and emotion

\_\_\_\_\_ 6. A philosophy that taught that the spiritual world is more important than the physical one

\_\_\_\_\_ 7. Meetings to reawaken religious faith

- \_\_\_\_\_ 8. A stopping of work to demand better conditions
- \_\_\_\_\_ 9. The movement to end slavery
- \_\_\_\_\_ 10. The right to vote

**Main Ideas**

1. Why did many Irish come to the United States in the mid-1800s?

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2. Who were the Hudson River school artists?

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3. What was the Second Great Awakening?

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4. Why did some workers in the 1800s start labor unions?

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5. What was the purpose of the Seneca Falls Convention?

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**Think Critically**

Answer the following questions on a separate sheet of paper.

- 1. Some people in the 1800s set up ideal societies called utopias. Describe what you think would be a utopia.
- 2. Many different reform movements were started in the early 1800s. Which reform movement do you think was most important? Give reasons for your choice.