

## RS#10: Reform Movements - Worksheet

**Directions:** Read the primary sources at each station and cite specific evidence for each reform movement.

### Station 1: Temperance

**Context:** A number of people worked to prevent alcohol abuse. Many people believed that Americans were drinking liquor at an alarming rate in the early and mid 1800s. At the time, water was not treated or cleaned. Thus, many Americans preferred to drink alcoholic beverages instead. During the 1830s the average alcohol consumption per person was seven gallons a year, (compared to 2.4 gallons today.) Many reformers related drinking to ruined family life and believed that it led to spousal and child abuse. Factory owners believed that drinking cut down on workers output and on the job accidents.

Temperance organizations formed with the goal of stopping the consumption of liquor and limiting the amount of beer and wine an individual drank. As the movement grew in strength, the goals became to ban all alcoholic drinks. Soon many cities and even states started to pass laws outlawing alcohol within their borders. Maine became the first state to ban alcohol in 1851.

Primary Sources:

Source A - "The Wife's Lament. A New Temperance Song," by Archibald Scott

Source B – *The Drunkards Progress: From the First Glass to the Grave*, Currier and Ives, 1846

Reform Movement	Problem Addressed	Goals and Tactics	How might these sources have persuaded people to reform or to join the reform movement?
Temperance			

## Station 2: Education

**Context:** In the 1800s public education was very poor, especially in rural areas. Schools provided only a minimal education and much of it took place in one-room schoolhouses. Teacher training was sparse and lacked “quality controls.” As immigration increased, reformers hoped to improve education, so that children of immigrants could become good workers and citizens, sharing common cultural values. With the right to vote extending to all free white males, politicians began fearing the affects of an illiterate and poorly educated electorate.

New England had the most schoolhouses in the United States, which were reformed by Horace Mann. He increased state spending to build new schools, hire trained teachers, extend the school year, and he divided the students into grades. Free public school spread throughout the New England Region, which raised literacy rates. The South and the West had very few schools because of low population density. Wealthy families would send children to private schools or hire tutors. In all cases girls could attend school, but they were kept home more often than their brothers. It would be years before major educational reforms would take hold in these regions.

Primary Sources:

Source A - *Twelfth Annual Report to the Secretary of the Massachusetts Board of Education*, Horace Mann, 1846

Source B - “Employment of Female Teachers,” *The Eighth Annual Report*, Horace Mann, 1844

Reform Movement	Problem Addressed	Goals and Tactics	How might these sources have persuaded people to reform or to join the reform movement?
Education			

### Station 3: Woman’s Rights

**Context:** American women in the 1800s were in a position of legal and social inferiority to men. Married women had fewer rights and protections than single women. Upon marriage, all of a woman’s property was given to her husband, including any earnings from work outside the home or inheritance. In their role as the steward of the home, women were responsible for their family’s morality, education, and health. While girls could attend public schools at this time, many did not finish their education beyond a few years. Women’s activism was mostly limited home matters. However, religious movements urging women to improve their communities inspired many to join the early abolitionist and temperance movements. Many female activists were upset that they did not have certain rights while they were fighting for the rights of others, including the right to vote.

Many did not think that women had the mental and physical strength to survive without the protection of men. Activists such as Angelina and Sarah Grimké, Elizabeth Cady Stanton, and Lucretia Mott argued that men and women were created equal and should be treated as such under the law. These advocates allied with the abolitionist William Lloyd Garrison, who also believed in women’s rights, allowing women to advocate for both women’s rights and abolition.

Elizabeth Cady Stanton planned to form a society to advance the rights of women. She held a convention at Seneca Falls, New York in 1848. Both women and men attended this meeting. Organizers wrote a *Declaration of Sentiments*, purposefully formatting it to mirror the *Declaration of Independence*. The declaration listed legal, economic, and social grievances regarding gender inequality and vowed to fight to improve women’s status.

**Primary Sources:**

Source A - *Excerpt from Declaration of Rights and Sentiments, Elizabeth Cady Stanton*

Source B - *Excerpt from Disappointment is the Lot of Women, A Speech by Lucy Stone, 1855*

Reform Movement	Problem Addressed	Goals and Tactics	How might these sources have persuaded people to reform or to join the reform movement?
<p><b>Woman’s Rights</b></p>			

## Station 4: Workers' Rights

**Context:** As more factories were built in the North, the demand for labor increased. A new concept, wage labor drew large numbers of people to the cities to work long shifts in the new factories. These unskilled workers labored six or seven days a week, for up to 16 hours each day.

Many of the early workers were male children thirteen years of age or sometimes younger. In some cases, as in Lowell Massachusetts, some mills employed only girls and young women. Here they were provided with room, board, and religious preaching/discipline in order to teach them good morals.

Workers could not easily argue for higher wages since there was a ready supply of immigrants who were willing to work for lower pay. Some workers risked their jobs and organized strikes to improve working conditions in the 1820s and 30s. In the 1830s unions started to develop to promote workers rights, but many employers believed these unions were illegal. In 1842 Massachusetts Supreme Court ruled to legally recognize unions as long as they did not advocate violence or illegal activities.

In the mid 1800s the average wage earner only made \$16 per week (\$307 a week in today's terms.)

**1800's - Cost of living in the 1800's** - One bag of flour \$1.80 - Small measure of potatoes daily at .17 per day = \$1.19 per week - One quarter pound of tea .38 - One quart of milk .56 - One pound of cheap coffee .35 - Three and one half pounds Sugar \$1.05 - One half ration of meats per week \$3.50 - Four pounds of butter \$1.60 - Two pounds of lard .38 - Dried apples for treats .25 - Vegetables .50 - Soap, starch, pepper, salt, vinegar, etc. \$1.00 - 2 bushels of coal \$1.36 - Kerosene .30 - Sundries .28 - Rent \$4.00 week = **Total \$18.50**. The average wage earner only made **\$16.00 a week**. Some trades only made two, three, four, or six dollars a week. The family above spent **\$2.50** more a week than the father made, and had nothing left for entertainment or clothing, which is why so many children worked to help support their families.

### Primary Sources:

Source A - Poem, "The Factory Bell," published in the *Factory Girl's Garland*, 1844

Source B - Children's Strike from *The Intelligencer* Newspaper, Paterson, New Jersey  
Wednesday August 11, 1835

Source C - Children's Strike from the *Paterson Courier*, Paterson, New Jersey, August 7, 1835

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<b>Reform Movement</b>	<b>Problem Addressed</b>	<b>Goals and Tactics</b>	<b>How might these sources have persuaded people to reform or to join the reform movement?</b>
<b>Worker's Rights</b>			