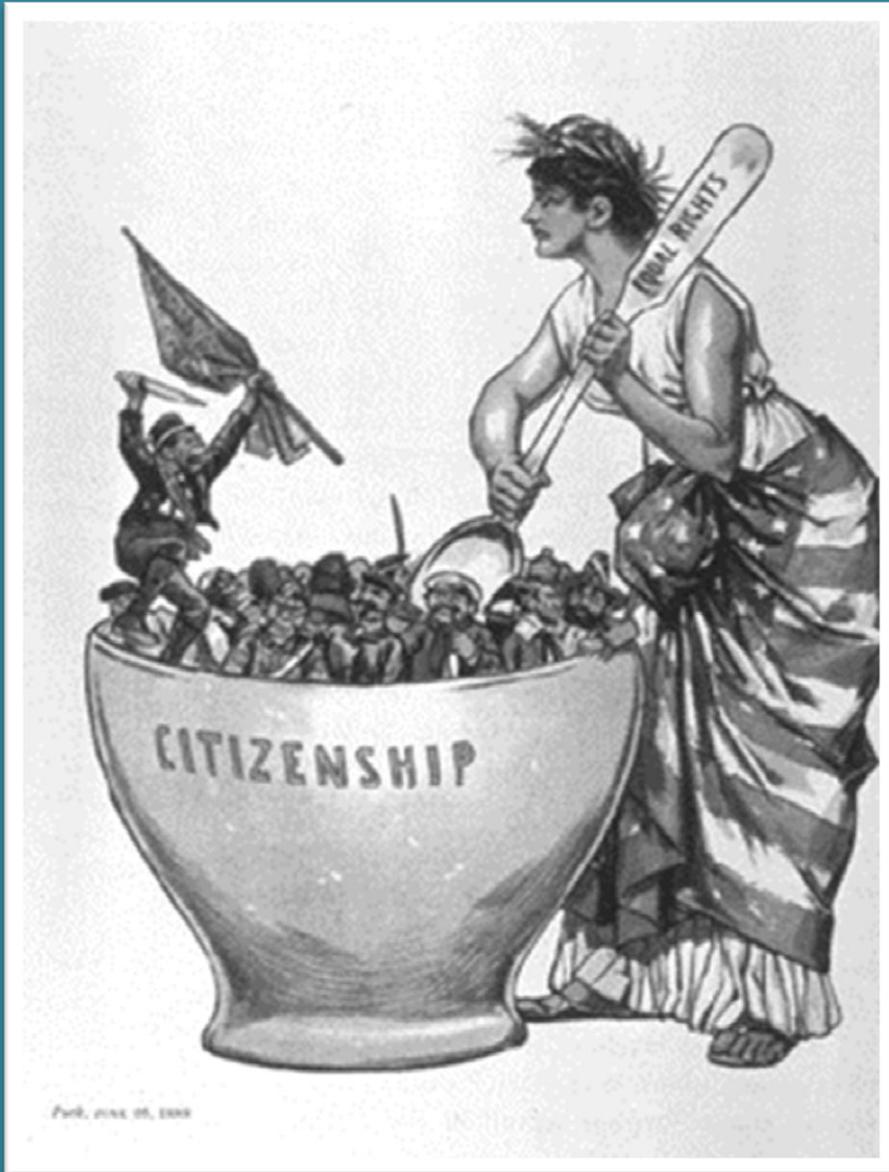


BELL RINGER 10/16



1. WHAT DO YOU LITERALLY SEE IN THE CARTOON?
2. WHAT IS THE MESSAGE OF THIS POLITICAL CARTOON?

ANTEBELLUM REFORMS

During the early antebellum era from 1800 to 1840, a number of social reformers fought to bring an end to a wide variety of social evils



WHAT WERE THE SOCIAL PROBLEMS AND REFORM MOVEMENTS OF THE ANTEBELLUM ERA?

1. Working with your group, examine the primary documents and guess what the social problem is.
2. When you have made your guess, turn the card over and take brief notes in the “Why was reform needed” section of your chart.
3. Examine the placards to learn more about the reformers who sought change. Take notes about their life in the “Social Reformer” column of your chart.
4. While examining the same placards, take notes about their solutions for social change in the appropriate column of your chart.

Social Reformers in the Early Antebellum Era

During the early antebellum era from 1800 to 1840, a number of social reformers fought to bring an end to a wide variety of social ills.

AREA OF REFORM	WHY WAS REFORM NEEDED? (WHAT problems are Americans facing? Examine the documents and describe the problem in this column)	SOCIAL REFORMER (WHAT is the person fighting for change? Describe them & their life in this column)	WHAT SOLUTIONS WERE OFFERED DURING THE ANTEBELLUM ERA? (HOW did each reformer address social concerns? Describe their efforts for change)
		Elizabeth Cady Stanton	
		Susan B. Anthony	
		Southern Truth	

PROBLEM #1: SUFFRAGE

1. WOMEN WERE UNABLE TO VOTE
2. SINGLE WOMEN COULD OWN HER OWN PROPERTY
3. MARRIED WOMEN HAD NO CONTROL OVER HER PROPERTY OR HER CHILDREN
4. WOMEN COULD NOT INITIATE DIVORCE
5. WOMEN COULD NOT SIGN A CONTRACT OR SUE IN COURT WITHOUT HER HUSBAND'S PERMISSION

WOMEN'S OPPORTUNITIES WERE LIMITED BY THE CULT OF DOMESTICITY



WOMEN WERE EXPECTED TO OVERSEE THE FAMILY AND HOME WHILE THEIR HUSBANDS WORKED TO PROVIDE MONEY

MARRIED WOMEN HAD NO PROPERTY RIGHTS AND COULD NOT FILE FOR DIVORCE

WOMEN COULD NOT VOTE, RUN FOR POLITICAL OFFICE, OR SUE IN COURT

PROBLEM #2: ABOLITION

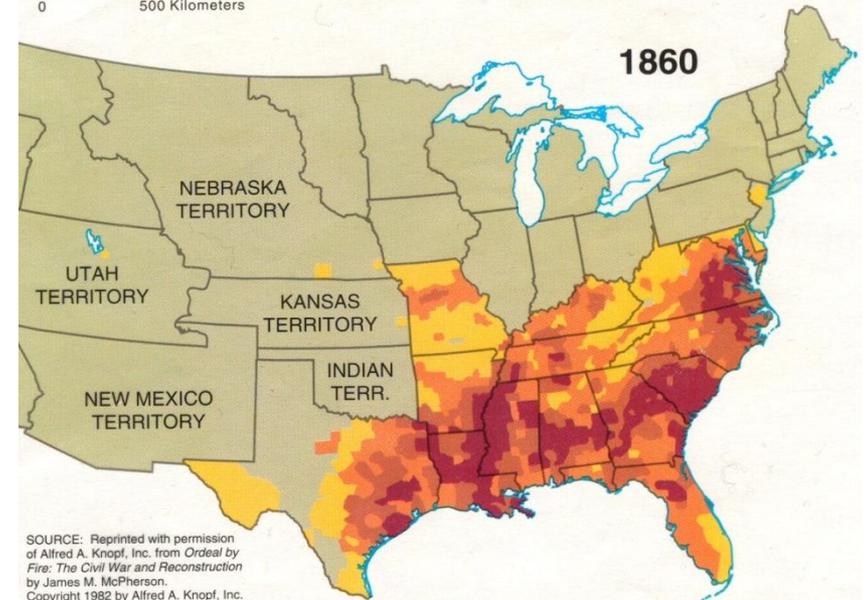
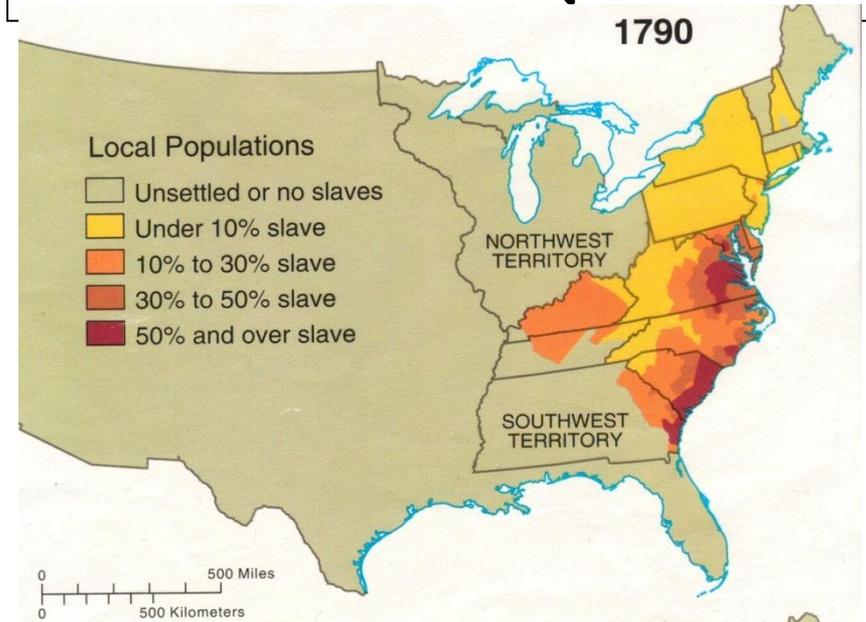
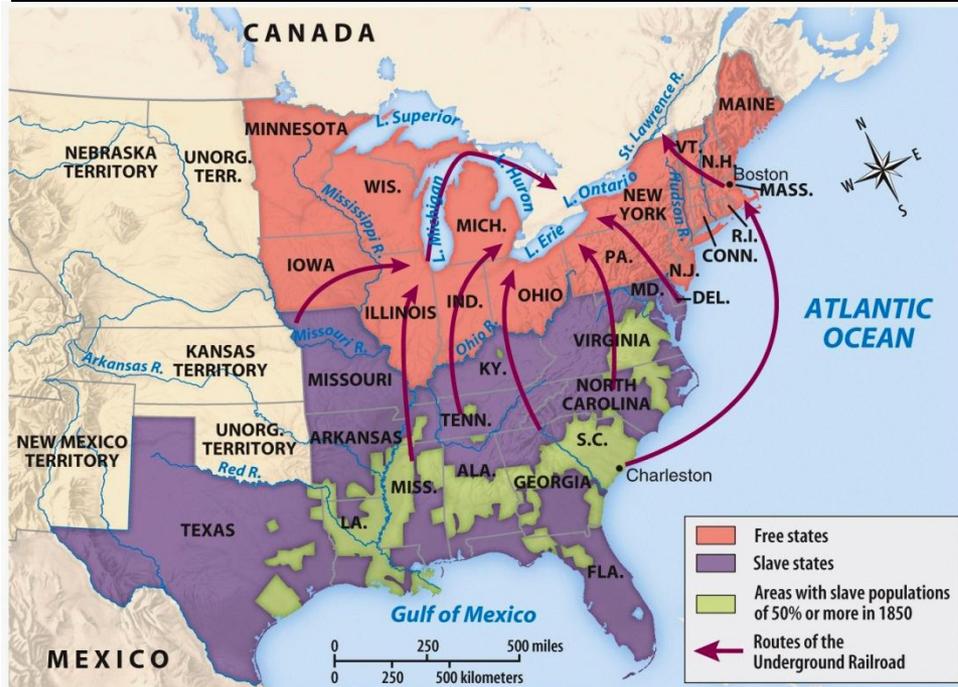


“KING COTTON” LED TO A HUGE GROWTH OF SLAVERY

BY THE 1830S, ALL NORTHERN STATES ABOLISHED SLAVERY

SLAVE REBELLIONS AND ESCAPE THROUGH THE UNDERGROUND RAILROAD BECAME MORE COMMON

BUT, NORTHERNERS BEGAN TO SEE SLAVERY AS IMMORAL



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PROBLEM #3: EDUCATION

“THE ELEMENTARY SCHOOLS THROUGHOUT THE STATE ARE IRRESPONSIBLE INSTITUTIONS, ESTABLISHED BY INDIVIDUALS, FROM MERE MOTIVES OF PRIVATE [PROFIT], WHO ARE SOMETIMES [LACKING] CHARACTER...AND ABILITIES. IGNORANCE, INATTENTION, AND EVEN IMMORALITY, PREVAIL TO A [SAD] EXTENT AMONG THEIR TEACHERS.”

— *WORKING MAN'S ADVOCATE*, 1830

BY 1800, THE U.S. DID NOT HAVE A TRUE EDUCATION SYSTEM FOR CHILDREN

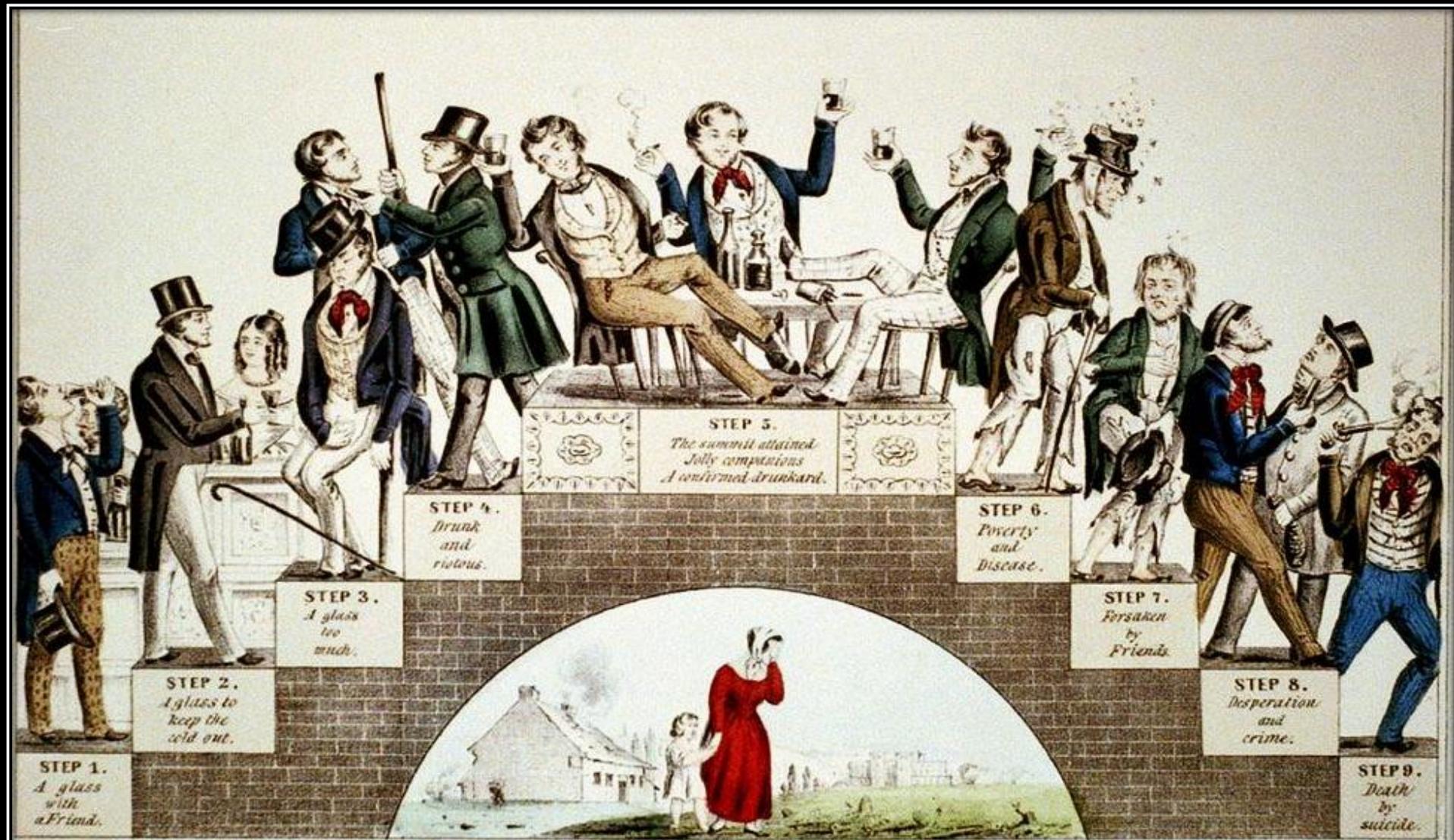
MASSACHUSETTS AND VERMONT WERE THE ONLY STATES WITH COMPULSORY ATTENDANCE LAWS

IN MOST STATES, CLASSES WERE NOT DIVIDED BY AGE

FEW CHILDREN ATTENDED SCHOOL PAST THE AGE OF 10 YEARS OLD



PROBLEM #4: TEMPERANCE



THE DRUNKARDS PROGRESS.

FROM THE FIRST GLASS TO THE GRAVE.

BY 1800, ALCOHOL ABUSE WAS SEEN AS A SERIOUS PROBLEM

WHISKEY WAS CHEAP TO MAKE AND BUY

BY 1820, THE TYPICAL ADULT DRANK MORE THAN 7 GALLONS OF ALCOHOL PER YEAR (TODAY, ITS 2.6 GALLONS)

ALCOHOL WAS LINKED TO CRIME, DEBT, ABUSE, WORK PROBLEMS



