**Station 1: The 2nd Great Awakening**

Introduction: In 1801 a series of large, outdoor, religious meetings were held in Kentucky. Mass revivals later spread through the other western states. In the 1820s and 1830s preachers such as **Charles Finney** promoted revivalism in western New York and other parts of the Northeastern United States. The movement became known as the Second Great Awakening. Religious passion intensified. Church membership soared. The Second Great Awakening also helped spark an era of social reform. Americans moved by spiritual fervor became a force for cultural change in the mid-1800s. They had rediscovered their relationship with God and now these revivalists wanted to share God’s love by working to improve their communities, states, and nation. Reform movements such as the temperance movement (movement to reduce alcohol consumption), the women’s rights movement, and the abolitionist movement all stemmed from this powerful religious revival.

Document A

1. Based on this excerpt, what do you think a “camp meeting” was during the Second Great Awakening?
2. What was the message of the preacher’s sermon?
3. Why do you think some people at this camp meeting howled, groaned, and flailed on the ground?

Document B

1. Who is Charles Finney?
2. What criticisms does Charles Finney make regarding the church?
3. How does Finney suggest that revivals can have a larger social impact on America?

**Station 2: The Temperance Movement**

Introduction: The temperance movement of the 19th and 20th centuries was an organized effort to encourage moderation in the consumption of alcohol, and in some instances, called for complete abstinence from alcohol. The movement was mostly made up of women, who with their children, had endured the effects of excess drinking by many of their husbands/fathers. In fact, alcohol was blamed for many of society’s problems, among them severe health problems, poverty, and crime.

Document A

1. What are the demons doing to the man in this image?
2. Based on this cartoon, what do you think the demons symbolize?
3. What message is this cartoon trying to send about the effects of alcohol consumption?

Document B

1. Based on this cartoon, who in society is guilty of alcohol abuse?
2. According to this image, what can excessive consumption of alcohol lead to?

Document C

1. According to “The Drunkards Process”, what consequences will alcohol bring for the men who abuse it?
2. Based on this cartoon, who else is a victim of drunkenness, besides the man actually drinking?
3. Sum up the message of this cartoon in one or two sentences below.

**Station 3: Women’s Rights Movement**

Introduction: In the 19th century (1800’s), the lack of political, economic, and social rights and opportunities for women became a growing concern for Americans. Many women began to demand educational opportunities and political rights, especially the right to vote. In 1848, Susan B. Anthony and Lucretia Mott organized the Seneca Falls Convention in Seneca Falls, New York. The Seneca Falls Convention was the first women’s rights convention held in the United States. There, women leaders heard Stanton’s *Declaration of Sentiments*, a document inspired by the Declaration of Independence, declaring women were equal to men in every way and demanding

Document A:

1. What grievances (complaints) did the women express in the *Declaration of Sentiments*?
2. What did the authors of the *Declaration of Sentiments* want?
3. Based on this document, make an educated guess on the status of women in the U.S. during the 1800s.

**Station 4: Education Reform**

Introduction: Until the 1840s, there was little public education in the United States. Only the wealthiest Americans educated their children and even then, school tended to be reserved for white males. Reformers believed that in order for democracy to be effective an educated population would be needed. Horace Mann of Massachusetts, a leader of the education reform movement, advocated for free public education financed by local/state funds and administered by a local school board and superintendent. This model is essentially the one used in America today.

Document A

1. What minority groups were given educational opportunities for the first time in the 1800’s?
2. What type of training program was introduced in Lexington, Boston in 1839?
3. What did the 1852 school attendance law mandate?

**Station 5: The Abolitionist Movement**

Introduction: The issue of slavery had been present in American society since the nation’s birth and continued to divide the country in the 19th century. The problem of slavery gave rise to the abolitionist movement in the 19th century, which sought to abolish (end/outlaw) slavery in the United States. Reformers like William Lloyd Garrison (the leading white abolitionist of the 19th century), Frederick Douglass (former slave and the most famous abolitionist of the era), and the Grimke sisters called for the immediate emancipation of slaves and started antislavery newspapers such as *The Liberator* (William Lloyd Garrison) and the *North Star* (Frederick Douglass). Although abolitionism was a relatively small movement in the northern states, it would have a growing influence on the future of slavery in the United States.

Document A

1. Describe William Lloyd Garrison’s attitude in this excerpt. What is his attitude towards slavery?
2. What famous document and what specific line from this famous document does William Lloyd Garrison use to support his belief that slaves should be freed?

Document B

1. According to Frederick Douglass, what does the 4th of July (Independence Day) represent to slaves?
2. What is Douglass accusing white Americans of when they celebrate liberty and equality during the 4th of July?
3. What is Douglass referencing when he says, “There is not a nation on earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.”?

**Station 6: Nat Turner’s Slave Rebellion**

Introduction: From the earliest days of slavery, resistance was a constant occurrence. It took many forms, from individual acts of sabotage, poor work, faking illness, committing crimes like arson and poisoning, to escaping the system altogether by running away to the North. But the most dramatic instances were outright slave rebellions. In 1832, a slave named Nat Turner led a violent slave rebellion in Southhampton County, Virginia that resulted in the highest number of fatalities of any slave uprising in the Southern United States.

Document A (https://www.history.com/topics/black-history/nat-turner)

1. What did Nat Turner believe God was calling him to do?
2. What did Nat Turner and his fellow slave rebels do beginning on Aug. 21, 1831?
3. Who put down the slave rebellion?
4. How many rebels were captured and how many whites were killed?
5. How long after the rebellion was Turner captured?
6. What was Nat Turners fate?
7. How did slave owners respond to this rebellion?

**Station 7: Prison and Asylum Reform**

Introduction: When Dorothea Dix discovered that people suffering from mental illnesses were housed along with hardened criminals, she decided to act to change things. Dix spent two years visiting every prison, almshouse, and hospital in Massachusetts. Dix went on a campaign across the nation, encouraging other communities to build humane hospitals for people with mental illness. Dix also worked to reform American prisons. Until that time, most people viewed prisons as a place to punish criminals. Prison reformers, however, thought that prisons should make criminals feel penitence, or sorrow for their crimes.

1. Where has Dix traveled in order to present this petition?
2. Explain the underlined section in your own words.
3. What is the purpose of Dix’s petition?
4. What has happened to the mentally ill man at the beginning of the passage?
5. What are two things we know about the living conditions of the two women in the almshouse?
6. What does Dix imply should be done with these individuals?

**Station 8: Transcendentalism and Utopias**

Introduction: While most reformers of the 1830s and 1840s were trying to fix something that they saw wrong with American society, a few reformers chose to withdraw from American society completely. These people believed that America was too competitive, that everything was based on how much money you had or could get. Dozens of groups of Americans sought to improve their lives in a unique way. They chose to distance themselves from society by setting up communities based on unusual ways of sharing property, labor, and family.

1. How did American life/society change after the market and industrial revolutions?
2. Explain the major beliefs of the Shakers and how they structured their utopian community.
3. Explain the major beliefs of the Oneida Community and how they structured their utopian society.
4. Who was Joseph Smith and what religious sect did he found in 1830?
5. Explain the some of the core tenets of Mormonism.
6. Explain the Mormon migration from 1830- 1847.
7. Explain the major beliefs of the Brooks Farm community and how they structured their community.