

# Chapter Assessment

## Terms and People

1. Who were **Joseph Smith** and the **Mormons**? Why did many Americans distrust them?
2. What was the **temperance movement**? What measures brought the most success to the temperance movement?
3. Who were **William Lloyd Garrison** and **Frederick Douglass**? How did they help the abolitionist cause?
4. Define **matrilineal**. Was the United States mainly a matrilineal society in the early 1800s? Explain.
5. What is **suffrage**? Why did some women consider winning suffrage a critical step?

## Focus Questions

The focus question for this chapter is **How did the Second Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American society?** Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

### Section 1

6. How did the Second Great Awakening affect life in the United States?

### Section 2

7. What were the main features of the public school, penitentiary, and temperance reform movements?

### Section 3

8. How did reformers try to help enslaved people?

### Section 4

9. What steps did American women take to advance their rights in the mid-1800s?

## Writing About History

**Writing a Persuasive Essay** In a persuasive essay, the writer identifies an issue and presents arguments that will persuade readers to support a particular viewpoint. Choose one of the reform movements described in this chapter. Write a three-paragraph essay in which you define the issue and give reasons in support of your viewpoint.

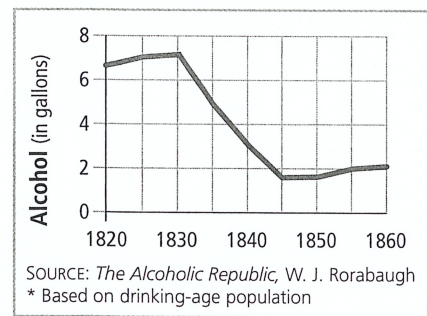
### Prewriting

- Read the text in this chapter relating to the topic you have chosen.
- Use Internet or library sources to find additional descriptions and primary sources relating to your topic.
- Decide what viewpoint you wish to support.
- Make a list of arguments that might be used to support that viewpoint. Identify the two strongest arguments.

## Critical Thinking

10. **Recognize Cause and Effect** Why did the Second Great Awakening begin? What were some of the ways that it changed American society?
11. **Analyze Information** What did the Transcendentalists and people who founded utopias have in common?
12. **Draw Conclusions** How might Horace Mann's experiences as a senator have made him an ideal leader for the school reform movement?
13. **Analyze Graphs** According to the graph below, how did the amount of alcohol consumed by Americans change from 1820 to 1860?

### Annual Consumption of Alcohol per Person: 1820–1860



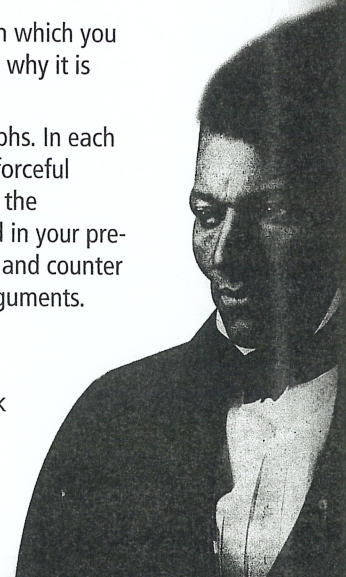
14. **Make Generalizations** What groups of people did reformers work hardest to help? Why?
15. **Problem Solving** How successful were slave revolts in helping enslaved African Americans resist slavery?
16. **Compare Points of View** What similar ideas did abolitionists and women's rights reformers hold?

### Drafting

- Make an outline identifying what aspects of your topic you want to describe.
- Write an opening paragraph in which you describe the issue and explain why it is important.
- Write two persuasive paragraphs. In each paragraph, use reasoned but forceful language that explains one of the arguments you have identified in your prewriting. If possible, anticipate and counter possible objections to your arguments.

### Revising

- Use the guidelines on page SH16 of the Writing Handbook to revise your writing.





# Document-Based Assessment

## Nat Turner's Revolt Shakes the South

In August 1831, Nat Turner led one of the most deadly slave revolts in American history. He and about 50 followers killed nearly 60 white people in Southampton County, Virginia, in a bloody three-day rampage. Although Turner and many of his followers were quickly caught, tried, and executed, his revolt had far-reaching repercussions. Use your knowledge of this time period and Documents A, B, C, and D to answer questions 1–4.

### Document A

"A fanatic preacher by the name of Nat Turner (Gen. Nat Turner) who had been taught to read and write, and permitted to go about preaching in the country, was at the bottom of this infernal brigandage. . . . We cannot say how long they were organizing themselves—but they turned out on last Monday early (the 22d) upon their nefarious expedition. . . . They were mounted to the number of 40 or 50; and with knives and axes—knocking on the head, or cutting the throats of their victims."

—*An account of the revolt from the newspaper The Richmond Enquirer, August 30, 1831*

### Document B

"I have received this day another number of *The Liberator*, a newspaper printed in Boston, with the express intention of inciting the slaves and free negroes in this and the other States to rebellion and to murder the men, women, and children of those states. Yet we are gravely told that there is no law to punish such an offence. . . . If this is not checked it must lead to a separation of these states."

—*Diary entry of Virginia Governor John Floyd, September 27, 1831*

### Document C

"Not far from this time Nat Turner's insurrection broke out; and the news threw our town [in North Carolina] into great commotion. . . . Those who never witnessed such scenes can hardly believe what I know was inflicted at this time on innocent men, women, and children, against whom there was not the slightest ground for suspicion. Colored people and slaves who lived in remote parts of the town suffered in an especial manner. . . . Every where men, women, and children were whipped till the blood stood in puddles at their feet. Some received five hundred lashes. . . . The dwellings of the colored people, unless they happened to be protected by some influential white person, who was nigh at hand, were robbed of clothing and every thing else the marauders thought worth carrying away."

—*Harriet Jacobs, from her slave narrative Incidents in the Life of a Slave Girl, Written by Herself*

### Document D

Some Measures Passed in Reaction to Nat Turner's Revolt	
States	Measures
Virginia	<ul style="list-style-type: none"> <li>Passed twenty new statutes regulating the lives of free and enslaved African Americans</li> </ul>
Alabama, Maryland, Tennessee	<ul style="list-style-type: none"> <li>Forbade free blacks from moving to the state and settling there</li> <li>Further restricted the ways African Americans could meet</li> </ul>
Mississippi	<ul style="list-style-type: none"> <li>Required all free blacks to leave the state within ninety days</li> </ul>
Alabama, South Carolina	<ul style="list-style-type: none"> <li>Punished anyone who attempted to teach enslaved African Americans to read or write</li> </ul>
Georgia	<ul style="list-style-type: none"> <li>Offered a reward for the arrest of the publisher or anyone caught circulating <i>The Liberator</i> or other "seditious" written material</li> </ul>

- How might Nat Turner's role as a preacher have been to his advantage in planning the revolt?
  - It allowed him to meet with other slaves to plan the revolt.
  - It allowed him to travel about the countryside freely.
  - It may have given him more influence over other slaves.
  - All of the above
- What attitude towards William Lloyd Garrison's abolitionist newspaper *The Liberator* do both Documents B and D show?
  - It is a harmless scandal sheet.
  - It gives a good proslavery defense.
  - It contains dangerous, seditious propaganda.
  - It was of no consequence in the South.
- How did Nat Turner's revolt affect Harriet Jacobs' town in North Carolina, according to Document C?
  - Laws were passed restricting the movement of African Americans.
  - Whites beat and stole from African Americans, regardless of their guilt or innocence.
  - The commotion allowed Jacobs and other slaves to escape.
  - It had no effect.
- Writing Task** How did Nat Turner's revolt affect the lives of slaves and the ongoing debate about slavery in the United States? Summarize the effects of the revolt. Use your knowledge of the time period and the documents above to support your main points.