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Core: _____

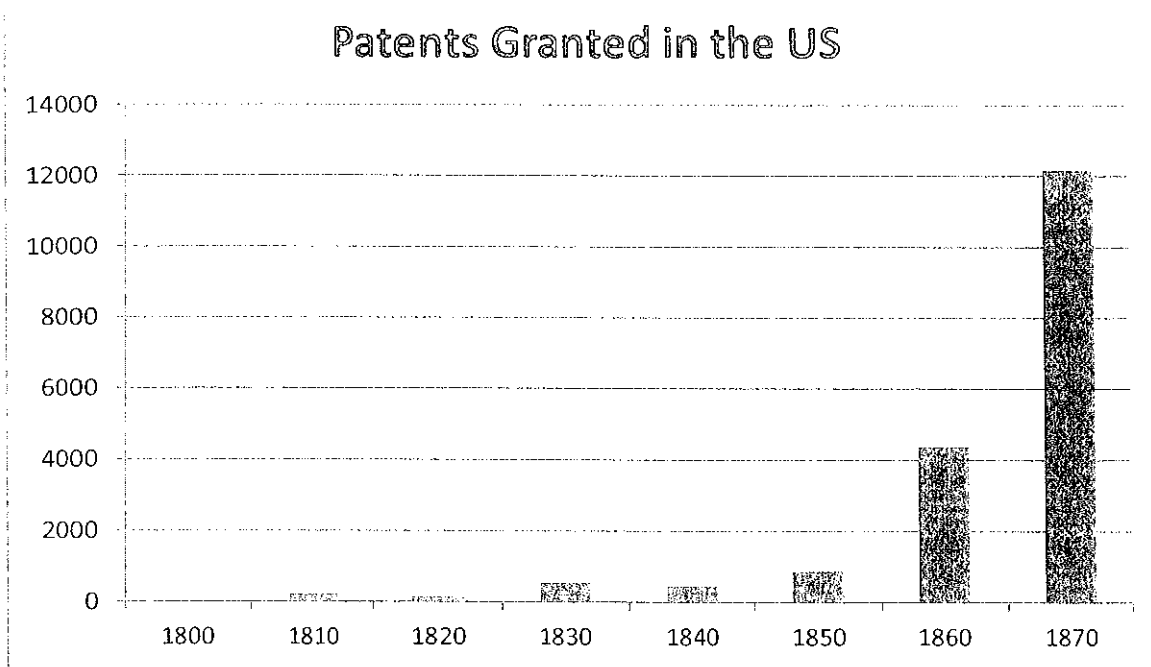
Social Studies Benchmark Review Packet

March 12th, 2015

You are to read the packet and answer/complete all questions and worksheets. Use the readings in this packet to help you answer the questions. Also remember to study for the benchmark, which will be Monday March 16th, 2015. Answers will be posted to this packet on Friday at cbhistoryteacher.weebly.com.

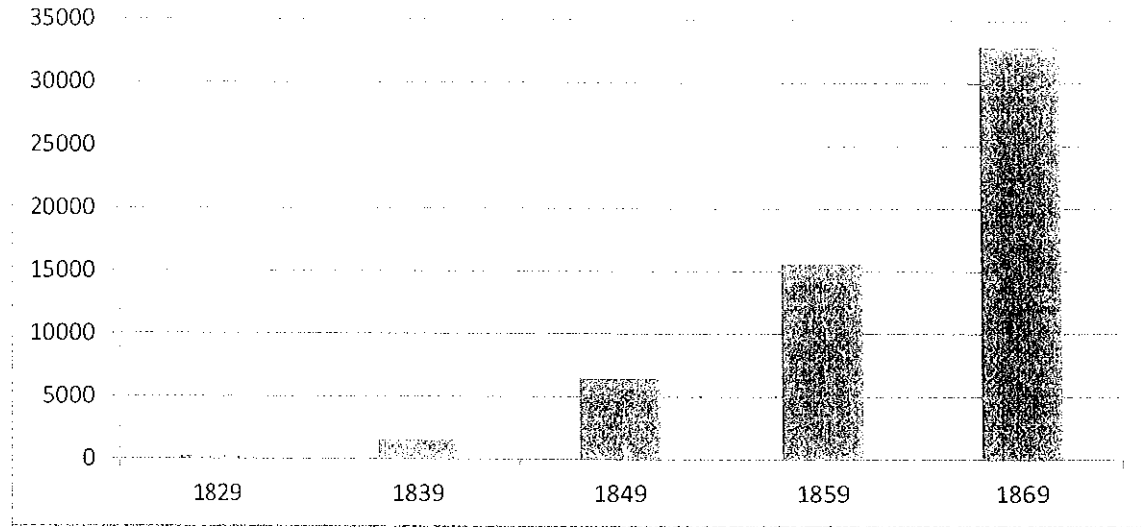
“At 4.20 p.m., Sunday, we rolled out of the station at Omaha, and it started westward on our long jaunt. A couple hours out, dinner was announced—an “event” to those of us who had yet to experience what it is to eat in one of Pullman’s hotels on wheels... Then to bed in luxurious couches, where we slept the sleep of the just and only awoke the next morning(Monday) at eight o’clock, to find ourselves at the crossing of the North Platte, three hundred miles from Omaha—fifteen hours and forty minutes out.

1. In this quote what is the author referring to when he says “Pullman’s hotels on wheels”
 - a. Steamboats
 - b. Stagecoaches
 - c. Railroads
 - d. Canals



2. How are the patents granted related to industrial growth?
-

Coal Production in the US (in thousands of tons)



3.

4. How is the amount of coal produced related to industrialization?

5. Rank the following milestones by importance to American History.

_____ . Elisha Otis introduced a safe passenger elevator

_____ . The first pipeline was built in Pennsylvania

_____ . Christopher Sholes invented the typewriter

_____ . Alexander Graham Bell invented the telephone

6. What were some policies enacted by the US government in 1933 to stabilize a volatile economy?

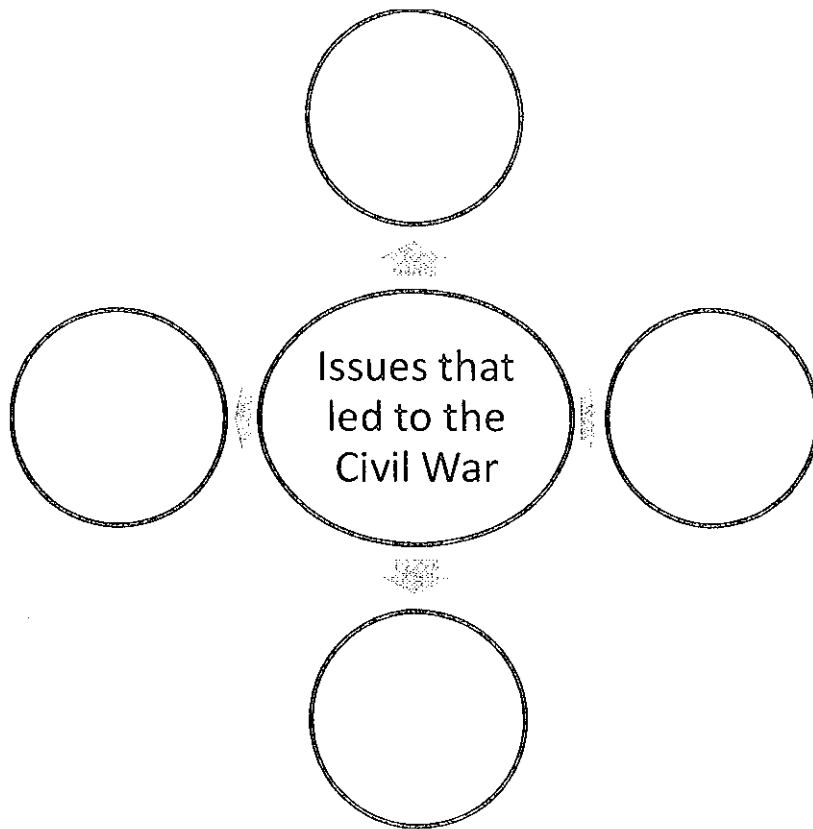
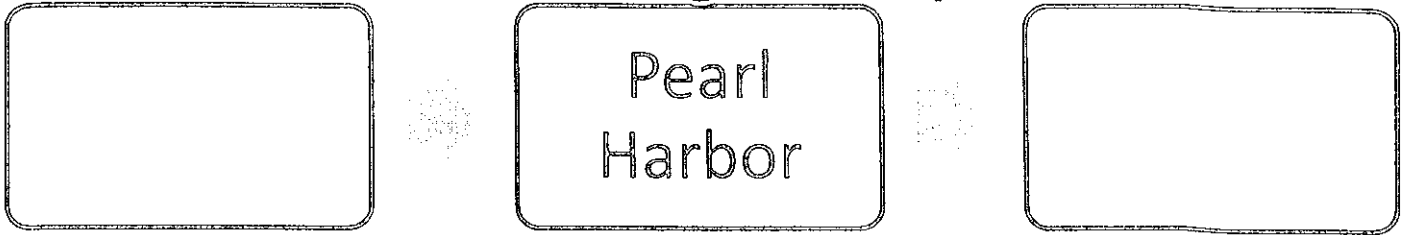
7. What inventions improved agricultural production from 1793-1873?

8. How did the cotton gin affect the slave population?

9. How did industrialization affect farm production?

10. Complete the two charts below.

US Foreign Policy



11. What movement or issue is the group in the following picture supporting/protesting?



Excerpts from *The Report, Ordinance, and Addresses of the Convention of the People of South Carolina, 1832*

On November 24, 1832, a state convention in South Carolina passed the Ordinance of Nullification, which declared the Tariff of 1828 and 1832 null and void within South Carolina.

. . . Nothing can be more monstrous than that the industry of one or more States in this confederacy, should be made profitable at the expense of others, and this must be the inevitable result of any scheme of legislation by the General Government, calculated to promote Manufactures by restrictions upon Commerce or Agriculture. . . But when they [the Manufacturers of Massachusetts and Pennsylvania]. . . encourage their industry at the expense of the industry of the people of the other States, to promote the *Manufactures of the North*, at the expense of the *Agriculture of the South*, by *restrictions upon Commerce*—in a word to secure a monopoly for their manufactures not only in *their own market*, but throughout the United States, then we say, that the claim is unjust, and cannot be granted consistently with the principles of the Constitution, or the great ends of a *Confederated Government*. . .

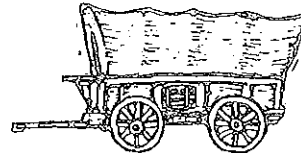
The Report, Ordinance, and Addresses of the Convention of the People of South Carolina, adopted, November 24th, 1832. Columbia: A. S. Johnston, 1832. Web.

Name _____

Date _____

Manifest Destiny

White settlers in North America had from the beginning a strong desire to push ever westward. U.S. senators talked about this urge when they debated whether or not to accept the Louisiana Purchase. In 1845, a New York newspaperman named John L. O'Sullivan gave the westward urge/push a name: **manifest destiny**. Read what these people said.



John O'Sullivan, newspaperman (1845)

[Those who oppose the annexation of Texas by the United States have an] avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our **manifest destiny** to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

...Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward; ... [it] is too evident to leave us in doubt of the manifest design of Providence in regard to the occupation of this continent.

...In the case of California ... the Anglo-Saxon foot is already on its borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the plough and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meeting-houses. A population will soon be in actual occupation of California, over which it will be idle for Mexico to dream of domination. They will necessarily become independent.



John Breckinridge, senator from Kentucky (1803)

Why not acquire territory on the west as well as on the east side of the Mississippi? Is the goddess of Liberty restrained by water courses? Is she governed by geographical limits? Is her dominion on this continent confined to the east side of the Mississippi? So far from believing in the doctrine that a republic ought to be confined within narrow limits, I believe, on the contrary, that the more extensive its dominion the more safe and more durable it will be.



Waddy Thompson, minister to Mexico (1846)

That our language and laws are destined to pervade this continent, I regard as more certain than any other event which is in the future. Our race has never yet put its foot upon a soil which it has not only kept but has advanced.... There seems to be a wonderful adaptation of the English people to the purpose of colonization. The English colony of convicts at New South Wales is a more prosperous community than any colony of any other country. That the Indian race of Mexico must recede before us is quite as certain as that that is the destiny of our own Indians.

(continued)



Name _____

Date _____

Manifest Destiny *(continued)*

Artists painted the spirit of manifest destiny too. This painting by Emanuel Leutze is titled *Westward the Course of Empire Takes Its Way*. Pictures like this helped fuel "Oregon fever" and other western settlement rushes.



Westward the Course of Empire Takes Its Way, by Emanuel Leutze, 1861

Directions: Answer these questions to gain a better understanding of what "manifest destiny" means.

1. Define the word *manifest*: _____

Define the word *destiny*: _____

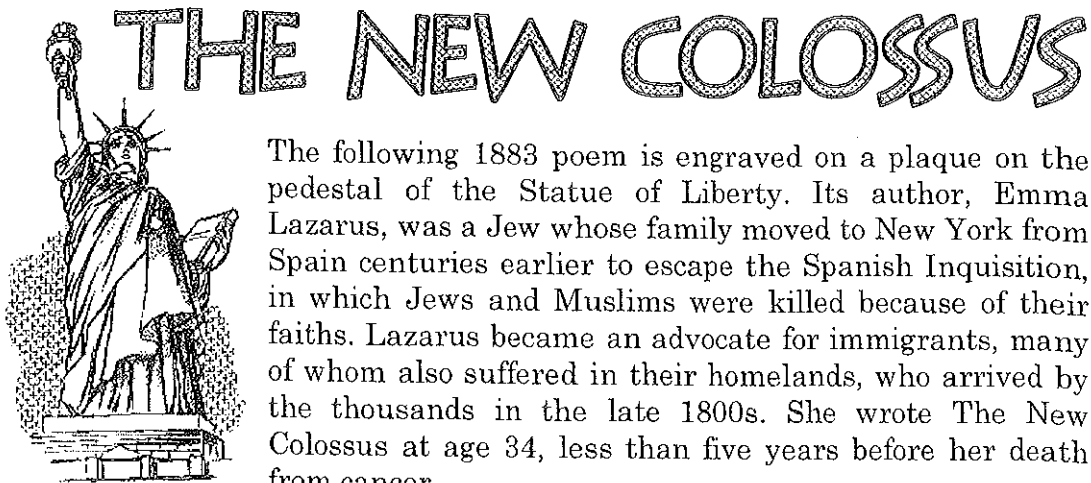
From this, and O'Sullivan's statement, define the term *manifest destiny*:

2. What images does Leutze use in his painting to express the idea of manifest destiny? How does he make westward expansion seem strongly appealing to viewers of his painting?

3. What popularly held reasons do O'Sullivan and the others state for expansion across the entire continent?

Extra Challenge: Create your own artistic expression of the concept of manifest destiny. (This could be as seen by Mexicans or Native Americans.)





The following 1883 poem is engraved on a plaque on the pedestal of the Statue of Liberty. Its author, Emma Lazarus, was a Jew whose family moved to New York from Spain centuries earlier to escape the Spanish Inquisition, in which Jews and Muslims were killed because of their faiths. Lazarus became an advocate for immigrants, many of whom also suffered in their homelands, who arrived by the thousands in the late 1800s. She wrote *The New Colossus* at age 34, less than five years before her death from cancer.

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land,
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning,
And her name Mother of Exiles.*

*From her beacon-hand
Glow world-wide welcome;
Her mild eyes command
The air-bridged harbor that twin cities frame.*

*"Keep, ancient lands, your storied pomp!" cries she with silent lips.
"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"*

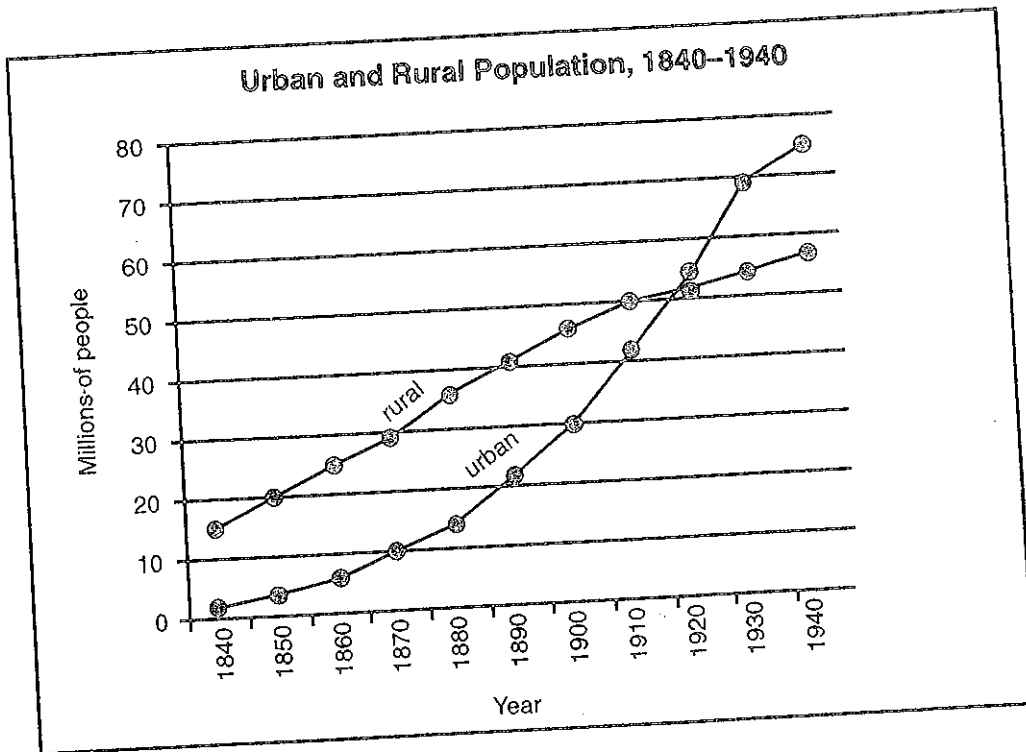
Based on her poem, how do you think Emma Lazarus felt about America? Support your opinion with wording from the poem.

Name _____

Date _____

The Urban-Rural Change

The graph below shows the growth of urban and rural populations in the United States. (Urban areas are heavily populated; *urban* refers to cities. Rural areas are lightly rather than densely populated; *rural* refers to the country, or countryside.) Use the graph to answer the questions on the next page.



(continued)



Focus on U.S. History:
The Era of Modernization Through the 1930s

Name _____

Date _____

The Urban-Rural Change *(continued)*

Directions: Answer the following questions about the Urban and Rural Population graph.

1. What shift in U.S. population had occurred by 1920? _____

Did this pattern continue throughout the 1920s and 1930s? _____

2. About how many people lived in rural areas of the United States in 1900? _____
in urban areas? _____

3. About how many people lived in rural areas of the United States in 1930? _____
in urban areas? _____

4. How would you describe the rate of growth in the urban population as compared with the rural population in the years after 1900?

Why were these changes taking place? _____

Extra Challenge: Calculate the percentages of the U.S. population that were urban and rural in the years 1900, 1910, 1920, 1930, and 1940. Show these percentages on a series of pie charts.



Interactive Glossary

Glossary Terms

Filter glossary terms...

abdomen

abiotic

absorb

acceleration

acid

action

adaptation

air

air pressure

algae

alkaline

allele

amoeba

amphibian

amplitude

analyze

anatomy

ancient

animal

Definition

mass production

Definition

Mass production refers to the production of a large quantity of something, often using machinery. The opposite of mass production is making things by hand. Mass production occurred with the invention of the assembly line. The first kind of assembly line was used in meat packing plants in the U.S. Midwest in the 1800s. Overhead trolleys moved the animal carcasses from worker to worker, and each worker performed one specialized task on the animal carcass, at a pace dictated by the moving trolley. The worker stayed at one spot on the factory floor. A further refinement of the assembly line was achieved by Henry Ford, who designed an assembly line that began operation in 1913. His assembly line was powered by electricity, and again each worker stood at a certain location on the assembly line and did not move from that spot. Each worker performed one action on the chassis of a car that moved along the assembly line from worker to worker. It became possible to produce a car more quickly than before—and at a cheaper price, meaning that the middle class in America could afford to buy cars.

Image


Video

Name _____

Date _____

North or South?

There were many social, economic, and cultural differences between North and South in the prewar years. Imagine you are each of the following people. Are you more likely to be a Northerner or a Southerner?

<p>You're the mistress of a large plantation with many buildings. N/S? _____</p>	<p>You attend public school in your hometown. N/S? _____</p>	<p>You work in the vast coal fields of your native state. N/S? _____</p>
<p>You are a bookbinder worried that your former master may come looking for you. N/S? _____</p>	<p>You're a child who gets his education at home with a tutor. N/S? _____</p>	<p>You go to work at the age of seven or eight. N/S? _____</p>
<p>You're a male head of household very concerned about questions of honor and maintaining your region's way of life. N/S? _____</p>	<p>You're an Irish immigrant who lives in a city slum. N/S? _____</p>	<p>You've used your toolmaking skills to build and operate a machine tool factory. N/S? _____</p>
<p>You're a teenage girl who works in a textile mill and lives in a boarding house. N/S? _____</p>	<p>You're a teenage girl who spends her days in ladylike activities like arranging flowers. N/S? _____</p>	<p>You made a lot of money on your last whaling voyage. N/S? _____</p>
<p>Your children have been sent away from you forever. You had no say in the matter. N/S? _____</p>	<p>Your husband supports the family as a canal worker, while you care for the home and children. N/S? _____</p>	<p>You grow Bright Yellow tobacco on your tidewater farm. N/S? _____</p>
<p>You live in poverty in the backcountry mountains, unable to read, growing poor crops in the poor soil. N/S? _____</p>	<p>You and your husband operate a family wheat farm on the plains. N/S? _____</p>	<p>You've worked hard for wages since you were a youngster. Now you're a manufacturer of farm machinery. N/S? _____</p>
<p>You work in cotton fields from dawn to dusk. N/S? _____</p>		

(continued)



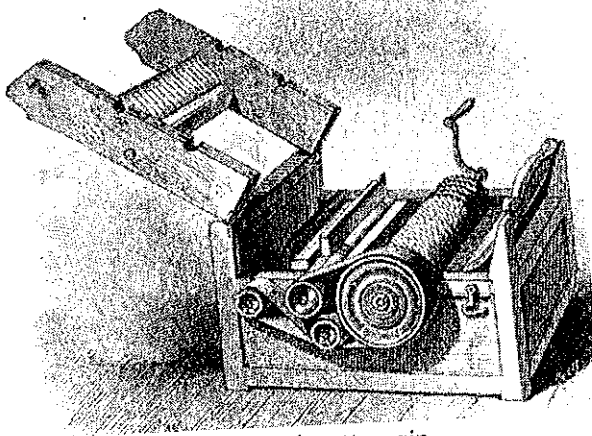
Name _____

Date _____

African Americans and the Growth of Slavery

The Revival of Slavery

It was a great breakthrough when Eli Whitney invented the cotton gin in 1793. Now cotton seeds could be separated from cotton fiber quickly and efficiently. Northern and British textile mills hungered for cotton. Now people could make a lot of money growing cotton in the South—white farm owners, that is.



Eli Whitney's cotton gin

The American Revolution had inspired people with ideas of freedom and equality. Some owners freed their slaves in response. Others let their slaves go because southern farms weren't earning much money anymore. The soil was worn out.

The cotton gin reversed this process. Now slaves were needed, and valuable. A big "internal trade" grew up: Slaves were sold from the upper South to the cotton lands of the lower South. Innumerable slave families were torn apart in the process. The South became firmly wedded to cotton farming and slavery.

The Conditions of Slavery

Enslaved African Americans on southern plantations made their own culture within the imposed culture of slavery. You can read about this in Book 2 of this series, *Focus on U.S.*

History: The Era of Colonization and Settlement. The slaves blended aspects of African religious beliefs with Christianity. They formed extended families. Especially, they used music to ease their life and even feel joyous on occasion.

Life under slavery varied depending on the master and the overseer. Some masters treated their slaves fairly well—except that the slaves were denied their liberty. For most slaves, though, life was unending work with little leisure. Often they didn't get enough food or clothing. They lived with the constant threat of whippings and other physical abuse.

Slave Resistance

It's no surprise, then, that slaves resisted in many ways. They acted clumsy. They acted ignorant. They acted lazy. They broke things; they acted as though they couldn't understand instructions; they worked slowly.

Also, they escaped, or tried to. Many of their songs carried coded messages about escape. The meanings, not understood by whites, sang of the Underground Railroad, the rivers to the North, the stars to follow along the way.

Some slaves felt driven to violence.

But whites quickly stopped all of these uprisings.

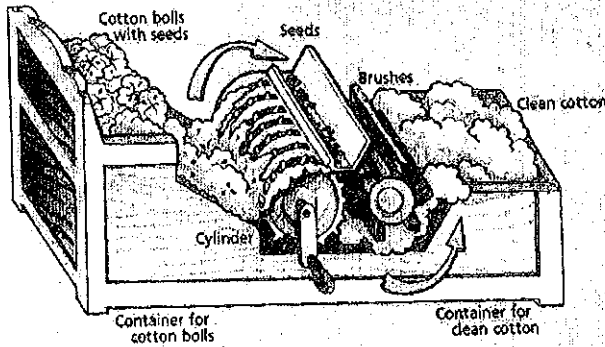
<p>Gabriel Prosser organized a rebellion plot in Virginia in 1800.</p>	<p>Denmark Vesey bought his freedom in South Carolina and then organized a revolt in 1822.</p>	<p>Nat Turner led an uprising that killed many white plantation dwellers in Virginia in 1831.</p>
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*Focus on U.S. History:
The Era of Expansion and Reform*

A Revolution in... PLANTATIONS



In 1792 Massachusetts-born Eli Whitney, having graduated from college, accepted a position as a private tutor on a cotton plantation in Georgia. Whitney, who had a keen interest in mechanics, noted the plantation was not as profitable as it might have been and decided to help.

In talking with local growers he learned that cotton, though easy to grow, was hard to produce. The greatest difficulty was removing the seeds from the raw cotton bolls, so Whitney set about to solve the problem. After some experimentation, he devised the plan for his invention which he hoped would both ease the burden of the workers who had to clean the cotton as well as make production more profitable.

The design of the cotton gin was simple but it revolutionized production. Raw cotton was fed through a cylinder and as it spun around, brushes pulled the fibers of cotton through, leaving the seeds to drop into a container below. This box made it possible to clean fifty times more cotton than could be done by hand. When the gin was adapted to run by a steam engine, its output was even greater.

Since the southern climate was well-suited to the crop which could grow in almost any type of soil, it wasn't long before cotton became "king" in the region. More and more acreage was devoted to cotton, filling land once considered barren and replacing other less profitable plantings. The southern economy became heavily dependent on "king cotton," and more and more workers were needed to grow the crop that was, with the help of Whitney's cotton gin, so easily converted into cash.

As described in the passage, the gin succeeded in making cotton production profitable, but it also had negative effects as well. Identify and explain two negative effects this invention might have caused.

1. _____

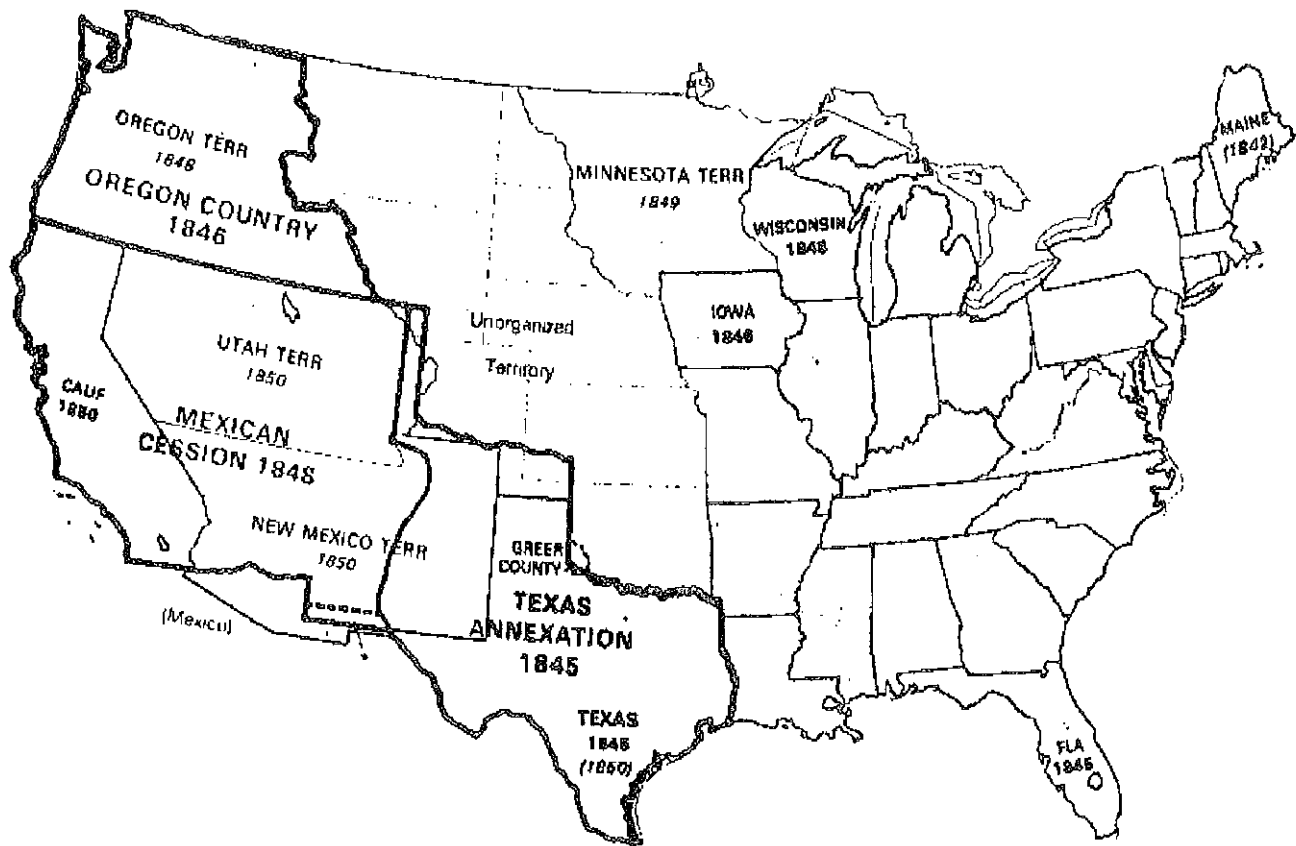
2. _____

The Compromise of 1850

After the U.S. acquired its western lands from Mexico and Britain, the issue of “free” and “slave” states erupted once more. In the years from 1820 to 1850 six new states had been admitted to the union: three “slave” and three “free.” Then, in 1849 California applied for statehood.

Though the situation was complex, the main problem was that Californians wanted their state to be “free,” even though half of it lay south of the 36°30' line established in 1820. Of course Southerners violently opposed the action, which set off yet another firestorm of debates in Congress. Already furious that large numbers of slaves were escaping into “free” states, southern legislators desperately wanted to protect the economies and what they saw as the sovereignty of their states. The problem of runaway slaves, as it turned out, offered an opportunity for compromise. After almost a year of heated debates considering many options, Congress worked out the Compromise of 1850.

The key to the compromise lay in the fact that California would be admitted to the U.S. as a “free” state and in exchange Congress would enact a “Fugitive Slave Law” forcing northern states to return runaway slaves to their owners in the south. In addition the slave trade was to be outlawed in Washington, DC, though slavery there was not abolished. Lastly the western territories would be given “popular sovereignty” on the slavery issue, the opportunity to decide their own status when they applied for statehood.





Upsetting the Balance

The Compromise of 1850, prompted by California's petition to enter the union as a free state, created an imbalance in the numbers of "free" and "slave" senators and representatives in Congress. The majority of "free" legislators caused alarm among Southerners, fearing the loss of their slaves and the failure of their economy, but Northerners also had cause for concern.

Included in the Compromise of 1850 to appease the slave states, the Fugitive Slave Law was extremely unpopular in the North. The law, which required people to return runaway slaves under penalty of law, created great resentment. Abolitionist sentiment grew, and the Underground Railroad became more active.

Increased tensions brought additional efforts at compromise, but the chances for resolving the conflict remained bleak. In 1853 the Kansas-Nebraska Act was passed in an attempt to ease southern fears of anti-slavery legislation. The law divided the large Nebraska Territory in two, assuming Kansas would become a slave state and Nebraska free, though the decision was left to the settlers. This compromise repealed the Missouri Compromise of 1820, which had outlawed slavery north of the 36°30' line. Even so, despite its intent, the Kansas-Nebraska Act set the stage for disaster.

According to information in the passage, Southerners were upset because

- A. anti-slave legislators gained a majority in Congress.
- B. slavery was no longer permitted in southern states.
- C. many slaves escaped on the Underground Railroad.
- D. fugitive slaves had to be returned to their owners.

The word "appease" in the second paragraph most nearly means

- A. placate.
- B. anger.
- C. divide.
- D. apply.

Which conclusion could be drawn based on the description of the Kansas-Nebraska Act?

- A. Women in Nebraska were able to vote.
- B. Abolitionists were pleased with the law.
- C. Kansas entered the union as a slave state.
- D. The territory was north of the 36°30' line.

Which words **BEST** apply to the situation described in the last paragraph?

- A. electoral college
- B. popular sovereignty
- C. women's suffrage
- D. patent pending

How do you think the Kansas-Nebraska Act might have lead to "disaster"? _____

Name _____

Date _____

Slavery West of the Mississippi—Yes or No? (continued)



Robert W. Reid, congressman from Georgia (1820)

Slaves, divided among many masters [throughout the territories], will enjoy greater privileges and comforts than those who, cooped within a narrow sphere and under few owners, will be doomed to drag a long, heavy, and clanking chain through the space of their existence. Danger from insurrection will diminish.... In proportion as few slaves are possessed by the same individual will he look with less reluctance to the prospect of their ultimate liberation. Emancipations will become common.



Daniel Webster, senator from Massachusetts (1848)

In the [Constitutional] Convention, and in the first Congress, it was conceded that slavery was a state institution, and that Congress had no power over it.... The Southern senators say we deprive them of the right to go into these newly acquired territories with their property. We certainly do not prevent them from going into these territories with what is in general law called property. But these states have by their local laws created a property in persons, and they cannot carry those local laws with them. Slavery is created and exists by a local law, which is limited to a certain section.



Thomas Corwin, senator from Ohio (1848)


The men of 1776 did not believe that one man was born "booted and spurred" to ride another. And, if, as they said, no man was born to *rule* another, did it not follow that no man could rightfully be born to *serve* another? . . . They declared slavery an evil, a wrong, a prejudice to free colonies, a social mischief, and a political evil; and, if these were denied, they replied, "These truths are self-evident."



John C. Calhoun, senator from South Carolina (1847)

Sir, the day that the balance between the two sections of the country—the slaveholding states and the non-slaveholding states—is destroyed, is a day that will not be far removed from political revolution, anarchy, civil war, and widespread disaster....

How, then, do we stand in reference to this territorial question—this public domain of ours? ... Sir, these territories are the property of the states united; held jointly for their common use. And is it consistent with justice, is it consistent with equality, that any portion of the partners, outnumbering another portion, shall oust them of this common property of theirs—shall pass any law which shall proscribe the citizens of other portions of the Union from emigrating with their property to the territories of the United States?

★ How would John C. Calhoun + Daniel Webster react to the Compromise of 1850? 

Calhoun: support not support

Webster: support not support

Name _____

Date _____

UNIT 5

STUDENT BACKGROUND SHEET



The Missouri Compromise. The first serious crisis on the slavery issue in this period came up when Missouri was ready to become a state. Missouri had many slave owners and slaves, so it would definitely be a slave state. Northerners objected; this would upset the balance in Congress between slave and free states. The men in Congress worked out a compromise in 1820: Missouri would enter the Union as a slave state; Maine would enter at the same time as a free state. Slavery was also barred from the rest of the Louisiana Purchase territory. (It wasn't practical to have it there anyway, so Southerners didn't object.)

The Nullification Crisis. Northern manufacturers favored high **tariffs**—duties paid on goods brought into the United States from overseas. This protected the goods the northerners made. Southerners favored low tariffs because they didn't have much industry and had to buy their manufactured goods. Tariffs raised the price of these goods.

Congress lowered tariffs in 1832, but not enough to suit southerners. John C. Calhoun of South Carolina urged his state to **nullify** the tariff law. South Carolina did this—it declared the tariff law void, saying it had no legal effect in their state. President Jackson said he'd send troops to South Carolina to enforce the law. The South Carolina radicals backed down. Men from the North and the West in Congress agreed to compromise, with a somewhat lower tariff.

What did all this have to do with slavery? The South Carolina radicals felt that as soon as they gave in on the tariff, northerners would press for the end of slavery. What if northerners pushed a law through Congress outlawing slavery? If the radicals couldn't nullify a law like that, maybe they would have to **secede**—withdraw—from the Union to keep slavery going. They began working to get other southern states to come over to their side.

The Wilmot Proviso. In 1846, during the Mexican War, Congressman David Wilmot proposed a law barring slavery from any territory the United States might acquire from Mexico. Senator Calhoun answered with resolutions saying that Congress couldn't bar slavery from any territory. Senator Lewis Cass offered up the idea of "**popular sovereignty**"—allowing the people in each territory to decide for or against slavery there themselves. The issue remained up in the air.


The Compromise of 1850

After winning the Mexican War, the United States gained another huge chunk of land: California and the New Mexico territory. Now the questions brought up by the Wilmot proviso had to be solved. Southerners wanted slavery in the territories; northerners did not.

Some southerners talked about seceding, taking their states out of the United States, over this issue.

Two great politicians and orators, old and at the end of their careers, saved the day. Henry Clay, a senator from Kentucky, proposed this compromise:

(continued)

Focus on U.S. History: 
The Era of Expansion and Reform

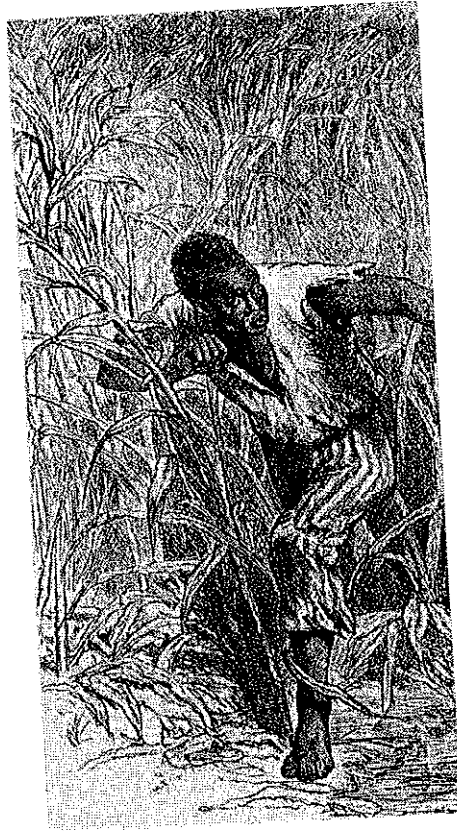
Name _____

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California: Enter Union now as a free state.	New Mexico and Utah Territories: Organize without mention of slavery; settlers to decide this later.	District of Columbia (Washington, D.C.): End slave trade—but not slavery—here.
Fugitive (runaway) slaves: Pass and enforce a strict law saying runaway slaves in the North must be captured and returned to their masters in the South.		

(The fifth part of the compromise was that the federal government would assume the Texas national debt. In return, disputed land along the Texas border would become part of the New Mexico Territory.)

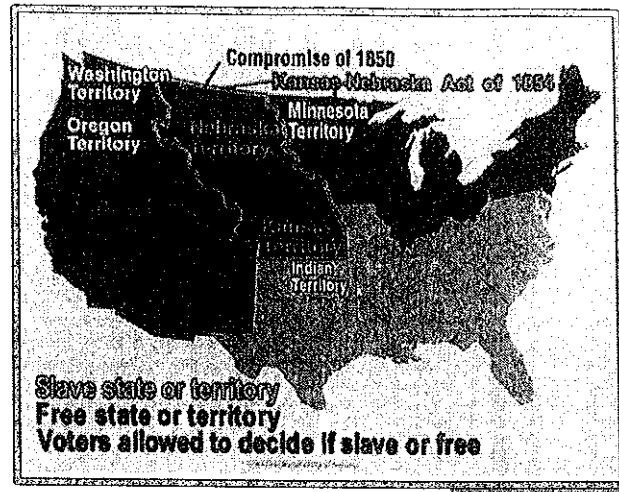
Daniel Webster, a senator from Massachusetts, agreed. Senator Calhoun of South Carolina, another great speaker, disagreed. (Calhoun, at this time, could not speak due to medical problems. Senator Mason of Virginia spoke for him.) The debate in the Senate was magnificent. In the end, South, West, and North accepted the Compromise. The Union was saved—for now.



Runaway slave

Map, Compromise of 1850 and Kansas-Nebraska Act

Image | 3994 Views

Social Studies
Techbook

Description

A map of the Compromise of 1850 and the Kansas-Nebraska Act. The California area is shown in blue. That means that under the Compromise, it was to be a free (non-slaveholding) state or territory. California was thus admitted to the Union as a free state. The Congress then approved a stronger federal fugitive slave law. It also guaranteed that people in the territories of New Mexico and Utah would be allowed to decide for themselves whether or not to allow slavery in their states.

More Information

Student

Grade(s): 6-8,9-12

Copyright: © 2005

Publisher: IRC

Course(s): United States History (Civil War - Present)

Citations

Citation (MLA)

Map, Compromise of 1850 and Kansas-Nebraska Act IRC, 2005 . Image. Discovery Education. Web. 10 March 2015. <<http://www.discoveryeducation.com/>>

Citation (APA)

IRC, (2005). *Map, Compromise of 1850 and Kansas-Nebraska Act*. [Image]. Available from <http://www.discoveryeducation.com/>

Citation (Chicago Manual of Style)

Map, Compromise of 1850 and Kansas-Nebraska Act From Discovery Education. Image. 2005 . <http://www.discoveryeducation.com/> (accessed 10 March 2015).

Stats

3,994 Views

Name _____

Date _____

An Age of Reform

Directions: Reform movements flourished in the United States in the first half of the 1800's. Match each name on the right with the reform issue that person is identified with. (Write the letter of the reform issue next to the person's name. Some reform issues are associated with several names. Some names are associated with more than one reform issue.)

- (a) education of blind people
- (b) women's rights
- (c) religious revivalism
- (d) women's clothing
- (e) education of deaf people
- (f) prohibition (banning) of alcohol
- (g) utopian communities
- (h) free public education
- (i) care of the mentally ill
- (j) abolition of slavery
- (k) college education for women

- Dorothea Dix _____
- Thomas Gallaudet _____
- Elizabeth Cady Stanton _____
- Charles Grandison Finney _____
- Neal Dow _____
- William Lloyd Garrison _____
- Lyman Beecher _____
- Sarah and Angela Grimké _____
- Horace Mann _____
- Dr. Samuel Gridley Howe _____
- Robert Owen _____
- Susan B. Anthony _____
- Amelia Bloomer _____
- Frederick Douglass _____
- Mary Lyon _____
- Lucretia Mott _____



Challenge Question: What connection do you see between the movements for abolition of slavery and for women's rights?

