

HISTORICAL CAUSATION AND ARGUMENTATION...The Second Great Awakening & Reforms

Skill 1: Historical Causation (cause and effect/impact)

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to ...

- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a **clear, comprehensive, and analytical thesis**, supported by **relevant historical evidence** — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and **evaluate the arguments of others** in light of available evidence.

Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

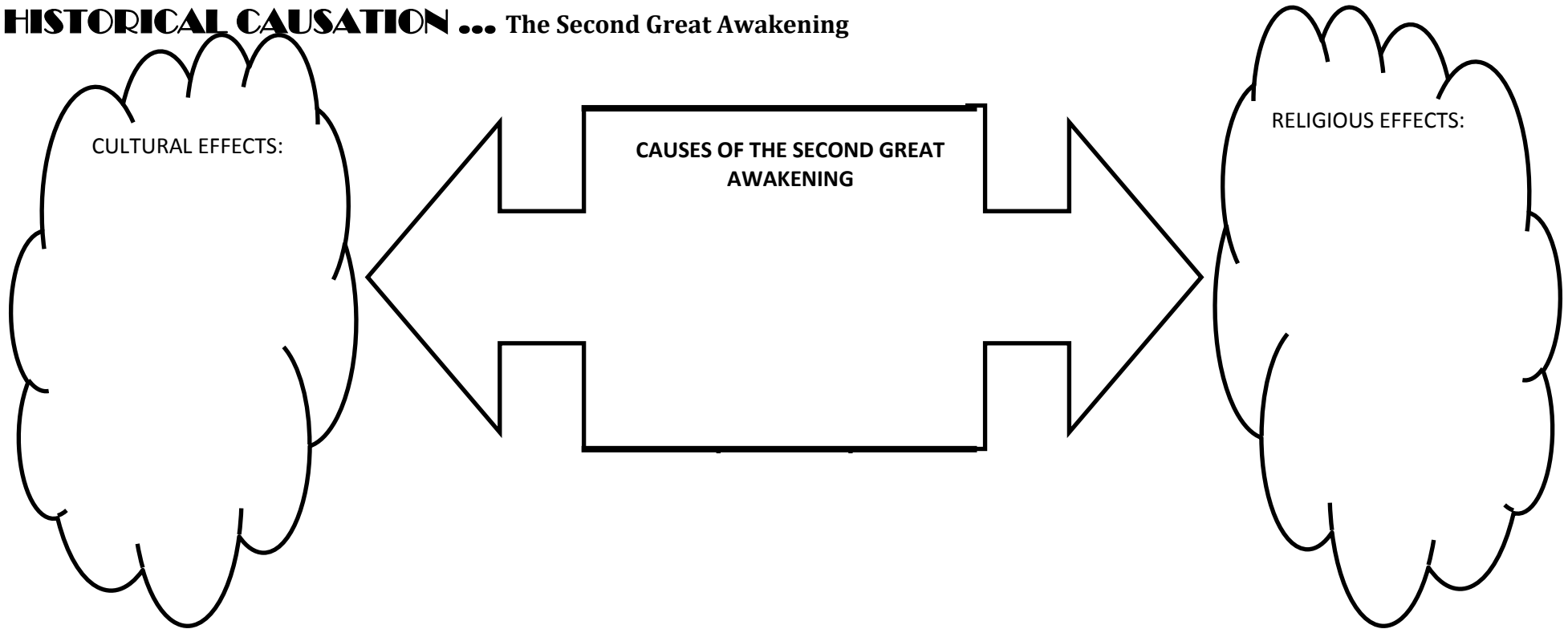
Prompt: Evaluate the causes and effects of the Second Great Awakening. To what extent were the effects revolutionary?

1. What is the *purpose* of your essay?

2. Explain *how* you will ATFP.

3. What does “revolutionary” mean? How will you address it?

HISTORICAL CAUSATION ... The Second Great Awakening



4. Using your thesis formula, write your thesis below. Don't forget to ATFP!

X = least important cause with an explanation why (include at least one specific piece of evidence in your explanation)

A, B, C = most important cause (A), cultural effects (B), religious effects (C)

Y = your assertion statement including the extent to which the effects were revolutionary

HISTORICAL CAUSATION #2... impact of REFORMS on EXPANDING DEMOCRATIC IDEALS

Prompt: Evaluate the extent to which Jackson Era [“Jacksonian Democracy”] reform movements expanded democratic ideals.

1. What is your purpose? What are your parameters?

2. Other than reform movements, what other forces expanded Democratic ideals during this time period?

3. How did reform movements impact democratic ideals? Review the reform movements below (potential evidence for your essay) and explain how each impacted (or not) democratic ideals. Add additional evidence to each reform movement.

Reform Movements	Impact on Democratic Ideals (how and to what extent)
Women's Movement Cult of Domesticity, Susan B. Anthony, Lucretia Mott, Margaret Fuller – The Dial, Declaration of Sentiments, Seneca Falls, Sojourner Truth – Aint I a Woman?	
Temperance Temperance Societies, Temperance legislation, T.S. Arthur - Ten Nights in a Bar Room and What I Saw There, Neal Dow, Maine Laws	
Abolition William Lloyd Garrison - The Liberator, American Anti-Slavery Society, Lyman Beecher, Lewis and Arthur Tappan, Theodore Dwight Weld, Wendell Phillips, David Walker – Appeal to the Colored Citizens of the World (1829), Sojourner Truth, Frederick Douglass, Sarah and Angelina Grimke, American Colonization Society, Harriet Beecher Stowe – Uncle Tom's Cabin	
Religion Deism, Unitarianism, Baptist, Methodist, Mormons, Second Great Awakening, Evangelicalism, Peter Cartwright, Francis Asbury, Burned Over District, Joseph Smith, Brigham Young, Camp Meetings, William Miller – Millerites – Adventists	

Reform Movements	Impact on Democratic Ideals (how and to what extent)
Utopianism Enlightened Rationalism, Romanticism, Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau, Robert Owen, Oneida, New Harmony, Shakers	
Immigration Nativism, Irish Immigration, Great Potato Famine, German Immigration, Anti-Catholicism, Know Nothing Party (American Party)	
Education Public School Movement, Horace Mann, Women's Education, Troy Seminary – Emma Willard, Mount Holyoke, Oberlin College, Curriculum Development	
Prisons and Mental Facilities Dorothea Dix – Mental Asylums, Eastern State Penitentiary (Pennsylvania System), Auburn System	

4. What impacted democratic ideals more, reforms or the other forces? How will this impact your essay and thesis?

5. Using your thesis formula, write your thesis in the space below. Make sure to ATFP!

X = your opposing view with an explanation why (include at least one specific piece of evidence in your explanation)

A, B, C = most important effects of reforms broken up into organizational categories

Y = your assertion statement including the extent to which the effects were revolutionary

6. Analyze each document. Annotate in the space provided. Your annotation should include any **inference** that could be used in your essay to help you **defend your thesis**. Identify the **theme/category** (your ABC paragraph themes) for each piece of evidence, and **contextualize** as well. (Think HIPP) The first one has been completed for you.

Source: Fourth Annual Report, Society for the Reformation of Juvenile Delinquents in the City of New York, 1829.

We might feel a pride in the reflection, that our young country . . . was the first to adopt the penitentiary system of prison discipline, and the first to attempt to prevent the commission of crimes, by seeking out the youthful and unprotected, who were in the way of temptation, and by religious and moral instruction, by imparting to them useful knowledge, and by giving them industrious and orderly habits, rescuing them from vice and rendering them valuable members of society.

To confine these youthful criminals . . . where no, or scarcely any, distinction can be made between the young and old, or between the more and less vicious, where little can be learned but the ways of the wicked, and from whence they must be sent to encounter new wants, new temptations, and to commit new crimes, is to pursue a course, as little reconcilable with justice as humanity; yet, till the House of Refuge was established there was no alternative.

Theme: Culture or political participation

Context of Reform: Prison Reform... evidence of impact of Second Great Awakening... Instead of punishing teens, teach them about religion (Christianity as solution to immoral behavior) and teach them skill (so they can work and be productive).

Supporting Y: Impact on democracy-Protect and teach youth, increase population of good citizenry.

Source: Charles G. Finney, 1834.

When the churches are . . . awakened and reformed, the reformation and salvation of sinners will follow, going through the same stages of conviction, repentance, and reformation. Their hearts will be broken down and changed. Very often the most abandoned profligates are among the subjects. Harlots, and drunkards, and infidels, and all sorts of abandoned characters, are awakened and converted.

Theme:

Context of Reform:

Supporting Y:

Source: Engraving by Patrick Reason, 1835.



Theme:

Context of Reform:

Supporting Y:

Source: Samuel F.B. Morse, *Imminent Dangers to the Free Institutions of the United States*, 1835.

In our national infancy we needed the strength of numbers. . . . Now emigration is changed; naturalization has become the door of entrance not alone to the ever welcome lovers of liberty, but also for the priest-ridden troops of the Holy Alliance. . . . Now emigrants are selected . . . not for their affinity to liberty, but for their mental servitude, and their docility in obeying the orders of their priests. . . .

It may be, Americans, that you still doubt the existence of a conspiracy. . . . Do you wish to test its existence and its power? . . . Test it by attempting a change in the Naturalization Law. Take the ground that such a change must be made, that no foreigner who comes into the country after the law is passed shall ever be allowed the right of suffrage.

Theme:

Context of Reform:

Supporting Y:

Source: William H. McGuffey, *Reader*, 1836.

The good boy, whose parents are poor, rises very early in the morning, and all day long does as much as he can to help his father and mother.

When he goes to school he walks quickly, and does not lose time on the road. "My parents," he says, "are very good to save some of their money in order that I may learn to read and write; but they can not give much, nor can they spare me long; therefore I must learn as fast as I can; if anybody has any time to lose, I am sure I have not." . . .

When he has finished his lessons, he does not stay to play, but runs home; he wants to see his father and mother and to help them. . . .

Sometimes he goes with his father to work; then he is very glad and though he is but a little fellow, he works very hard, almost like a man. . . .

When he comes home to dinner, he says, "How hungry I am! And how good this bread is, and this bacon! Indeed, I think every thing we have is very good. I am glad I can work; I hope that I shall soon be able to earn all my clothes, and my food too."

When he sees little boys and girls riding on pretty horses, or in coaches, or walking with ladies and gentlemen, and having on very fine clothes, he does not envy them, nor wish to be like them.

He says, "I have often been told, and I have read, that it is God who makes some poor, and others rich; that the rich have many troubles which we know nothing of; and that the poor, if they are but good, may be very happy, indeed, I think that when I am good, nobody can be happier than I am."

Theme:

Context of Reform:

Supporting Y:

Source: The Constitution of the Brook Farm Association, 1841.

In order to more effectually promote the great purposes of human culture; . . . to apply the principles of justice and love to our social organization in accordance with the laws of Divine Providence; to substitute a system of brotherly cooperation for one of selfish competition; to secure to our children . . . the benefits of the highest physical, intellectual and moral education . . . ; to institute an attractive, efficient, and productive system of industry; . . . to diminish the desire of excessive accumulation, by making the acquisition of individual property subservient to upright and disinterested uses; to guarantee to each other forever the means of physical support, and of spiritual progress;—we the undersigned do unite in a voluntary Association. . .

Theme:

Context of Reform:

Supporting Y:

Source: Orestes A. Brownson, An address before the Society of the Mystical Seven at Wesleyan College, August 7, 1844.

I propose . . . to bestow . . . my remarks, my attention on several species of the genus QUACK REFORMERS. . . . The effort to cut loose from the past, and to create an entirely new social and industrial order . . . is the species of quackery practiced by our professed social reformers These systems of reform disown the past, condemn what has been, and propose the creation of an entirely new social order. . . . It is to no man's credit that he disowns what has gone before him. . . . But what is this past which we in our folly condemn? It is that which has made us what we are. It is our mother. . . . Alas! He is a bad son who curses his own mother, and no good can come of him.

Theme:

Context of Reform:

Supporting Y:

Source: Elizabeth Cady Stanton, Seneca Falls Declaration, August 2, 1848.

. . . But we are assembled to protest against a form of government, existing without the consent of the governed—to declare our right to be free as man is free, to be represented in the government which we are taxed to support, to have such disgraceful laws as give man the power to chastise and imprison his wife. . . . And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live.

Theme:

Context of Reform:

Supporting Y:

NOTES:

- When incorporating document analysis into your evidence list and essay... you must have BOTH outside evidence (not found in the document) as well as your inferences from the documents.
- You must contextualize each document if you want to get a top score.