

# REFORM MOVEMENT MAGAZINE PROJECT

In the mid-1800's, many reform movements began in America as people sought to fix the many injustices they saw in society. The changes and reforms made would help improve the lives of countless Americans. Some of the major movements include:

- The Abolition Movement
- Prison & Asylum Reforms
- Women's Rights
- The Temperance Movement
- Education Reforms
- Factory & Workplace Reforms

Please choose one of the reform movements, above to complete your project. Next, review the included information, primary sources, and sections in your textbook (Chapter 12-14). Use the included questions to help guide you on what your movement was all about.

Then, you should create a magazine cover on your movement either using online tools(internet) or physically using actual paper and prepare a presentation advocating for your reform movement.

The presentation should include:

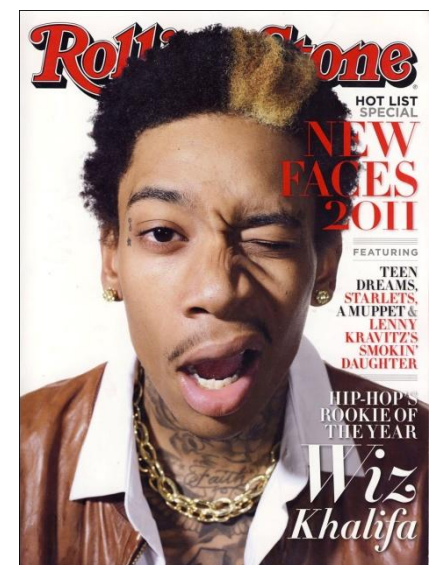
- Social Problem you are trying to fix
- Movement Leaders or Groups
- How they worked to solve the problems

The Magazine Cover should include:

- Relevant name for your magazine
- Visuals about the people involved, problem and the solutions
- Names of prominent reformers
- Titles of 3 articles contained within the magazine base on your movement.

The grades will be based on:

- Factual accuracy
- Persuasiveness of Arguments
- Creativity



# PRISON AND ASYLUM REFORM

Your social problems are the mentally ill and prisons. This became a growing problem in the 19<sup>th</sup> century and reformers like Dorothea Dix tried to settle the problem. You will read the following passages as well as the material from your textbook regarding this topic. Here is a brief description of the movement.

## Prison Reform

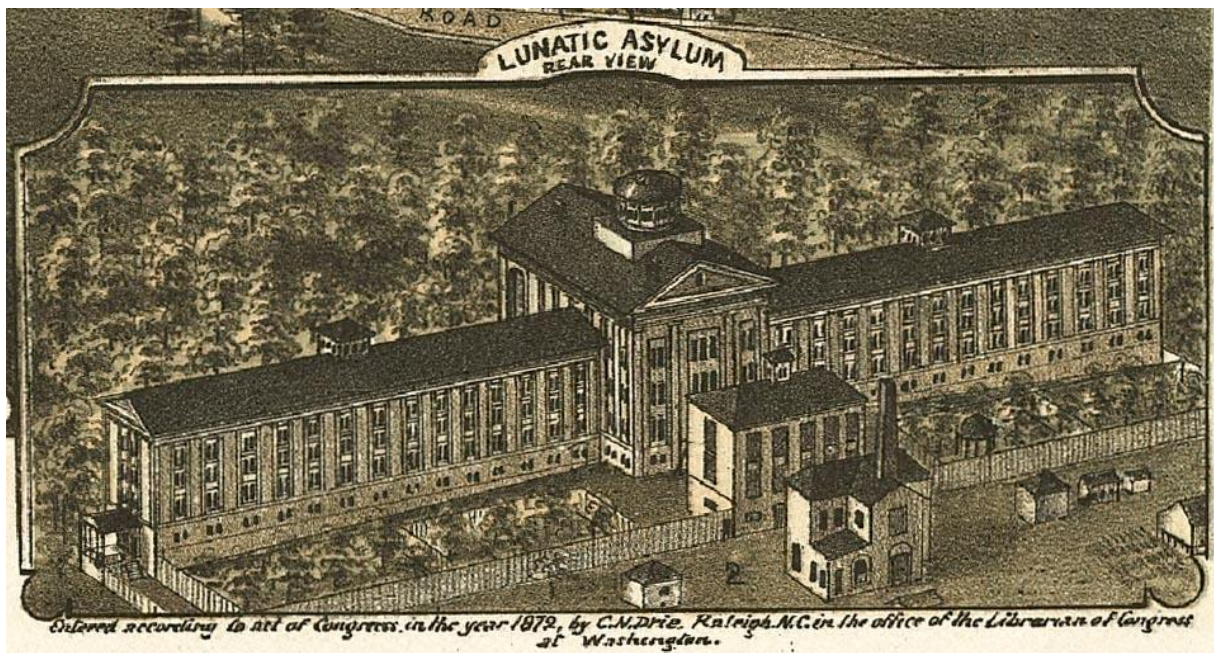
Reformers during this era also launched campaigns against the prison system, where conditions were horrible. Debtors' prisons were still common and housed the majority of American "criminals"—mostly the poor, who sometimes owed creditors only a few dollars. Over time, reformers were able to change the system. Debtors' prisons gradually began to disappear, and activists succeeded in convincing many that the government should use prisons to help reform criminals, not just lock them away.

## Reform for the Mentally Ill

Often working hand-in-hand with prison reform was the movement to help the mentally ill. The common belief during this era was that the mentally ill were willfully crazy or that they were no better than animals. As a result, thousands were treated as criminals and thrown into prisons. The leader of the reform cause was Dorothea Dix, who compiled a comprehensive report on the state of the mentally ill in Massachusetts. The report claimed that hundreds of insane women were chained like beasts in stalls and cages. Dix's findings convinced state legislators to establish one of the first asylums devoted entirely to caring for the mentally ill. By the outbreak of the Civil War, nearly thirty states had built similar institutions.

Now read the Primary Source "Dorothea Dix's Report to the Massachusetts Legislature" and use these questions to guide your understanding of the prison & asylum reform movements.

- 1) According to Dix's report, how were the mentally ill forced to live?
- 2) Why do you think Dix took her findings to the Massachusetts's legislature?
- 3) What possible solutions do you see to the problems Dix lists?
- 4) Why do you think there was such similarity between the prison reform movement and the movement to help improve conditions for the mentally ill?



## Dorothea Dix's Report to the Massachusetts Legislature

Gentlemen: . . . I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane, and idiotic men and women; of beings sunk to a condition from which the most unconcerned would start with real horror; of beings wretched in our prisons, and more wretched in our almshouses.

I must confine myself to a few examples, but am ready to furnish other and more complete details, if required. I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth, in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience.

I offer the following extracts from my notebook and journal. Springfield: In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoners, the keepers, and herself. It is a case of extreme self-forgetfulness and oblivion to all the decencies of life, to describe which would be to repeat only the grossest scenes. She is much worse since leaving Worcester. In the almshouse of the same town is a woman apparently only needing judicious care and some well-chosen employment to make it unnecessary to confine her in solitude in a dreary unfurnished room. Her appeals for employment and companionship are most touching, but the mistress replied "she had no time to attend to her."

Lincoln: A woman in a cage. Medford: One idiotic subject chained, and one in a close stall for seventeen years. Pepperell: One often doubly chained, hand and foot; another violent; several peaceable now. Brookfield: One man caged, comfortable. Granville: One often closely confined, now losing the use of his limbs from want of exercise. Charlemont: One man caged. Savoy: One man caged. Lenox: Two in the jail, against whose unfit condition there the jailer protests.

Dedham: The insane disadvantageously placed in the jail. In the almshouse, two females in stalls, situated in the main building, lie in wooden bunks filled with straw; always shut up. One of these subjects is supposed curable. The overseers of the poor have declined giving her a trial at the hospital, as I was informed, on account of expense.

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages is all but universal. Hardly a town but can refer to some not distant period of using them; chains are less common; negligences frequent; willful abuse less frequent than sufferings proceeding from ignorance, or want of consideration. I encountered during the last three months many poor creatures wandering reckless and unprotected through the country. . . . But I cannot particularize.

In traversing the state, I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation.

I give a few illustrations; but description fades before reality. Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex. . . . Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, succor the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the benediction, "Well done, good and faithful servants, become rulers over many things!"

# THE ABOLITION MOVEMENT

Your social problem is slavery and the cause of abolition. This became a growing concern the 19<sup>th</sup> century and reformers like Henry Lloyd Garrison and Frederick Douglass tried to fix the problem. You will read the following passages as well as the material in Chapter 14 (p. 454-460) regarding this topic. Here is a brief description of the movement:

## Abolitionism

The abolitionist movement sought to eradicate slavery in the United States. Prominent leaders in the movement included Theodore Weld, Sojourner Truth, Frederick Douglass, Elijah P. Lovejoy, and William Lloyd Garrison, among others. Garrison, a radical abolitionist who called for immediate emancipation, became infamous when he started an antislavery newspaper, *The Liberator*, in 1831. His articles were so vitriolic that warrants for his arrest were issued in the South. Garrison and Weld also founded the American Anti-slavery Society in 1833.

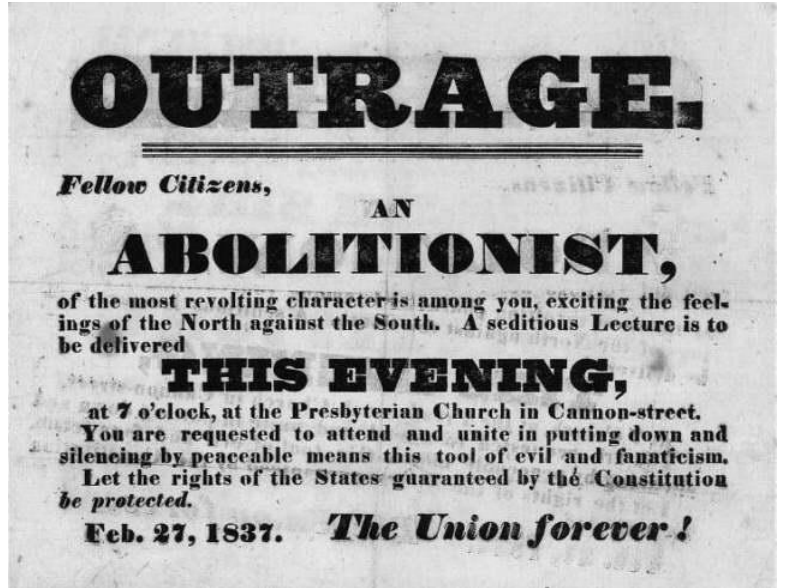
## Abolitionist Propaganda and Politics

Because William Lloyd Garrison published the first edition of *The Liberator* the same year as Turner's uprising, many southerners jumped to the conclusion that Garrison had incited the rebellions with his antislavery rhetoric. Furthermore, former slave Frederick Douglass became a celebrity in the North when he published his experiences in *A Narrative of the Life of Frederick Douglass* in 1845.

As the abolitionist movement grew, it became more of an organized political force. The movement grew to be so noisome that the House of Representatives actually passed a gag resolution in 1836 to squelch all further discussion of slavery. Several years later, in 1840, the abolitionists organized into a party, the Liberty Party.

Now read the Frederick Douglass document and think about the following questions as you create your magazine and presentation.

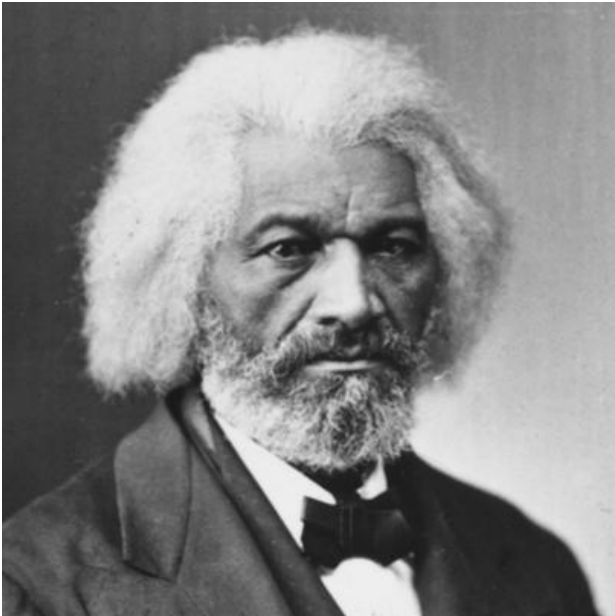
1. Why do you think Frederick Douglass was a convincing spokesperson for the cause of abolition?
2. What do you think he meant in his quote, "I prayed for twenty years but received no answer until I prayed with my legs,"?
3. What strategies does Douglass use to convince people of the need for change?
4. Frederick Douglass wrote, "Without a struggle, there can be no progress." Do you think this is true? Explain your answer.



# FREDERICK DOUGLASS

Frederick Douglass was born as Frederick Baily in 1818 in Maryland. He was born a slave. His mother worked long hours and he rarely saw her. She died shortly after he turned seven years old.

One of his owners read aloud to him. Although he was a slave, he learned that reading and writing were a way for him to be free. He taught himself to read and write. Young Frederick grew up with many masters, some kind and some cruel. He dreamed constantly of freedom. In his early twenties, he ran away from Maryland to New York, where he finally lived as a free man. Because he was afraid of being caught and sent back to Maryland, he changed his name to Frederick Douglass.



Frederick Douglass became an **abolitionist**, a person who fights against slavery. He was an inspirational public speaker – funny and dramatic. He traveled around the United States and even to England, telling stories of his own experience as a slave and the goals of the abolitionists. Thousands of people came to hear him when he spoke.

As he traveled, Douglass became interested in other causes as well, especially women’s rights, prison reform, and **temperance** (not drinking alcohol). Some of his interests were controversial, but his passion and skill as a speaker and writer persuaded many people.

He once wrote, “I prayed for twenty years but received no answer until I prayed with my legs.”

Douglass was thrilled to see the Thirteenth Amendment, which ended slavery, pass into law in 1865. Unfortunately, the end of slavery did not mean the end of the battle for equal rights for blacks. Douglass continued to write. He wrote three autobiographies and countless articles. He also continued to travel and lecture about the need for equal treatment for black people. When he died at the age of 77, Frederick Douglass had lived a lifetime of tireless fighting. The legacy of his battle for fairness for all people lives on in his words and his memory.

# WOMEN'S RIGHTS

Your social problem is the rights of women (or lack thereof). This became a growing concern the 19<sup>th</sup> century and reformers like Elizabeth Cady Stanton and Lucretia Mott were vocal in American society about a need for equal rights for women. Read the following passages as well as the material in your textbook to help understand the issues facing women in the 19<sup>th</sup> century.

## Women's Suffrage

In addition to educational opportunities, many women began to demand political rights, especially the right to vote, or women's suffrage. Under leaders Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony, the movement gained substantial momentum during the antebellum era. Stanton and Mott astounded Americans and Europeans alike when they organized the Seneca Falls Convention in Seneca Falls, New York, in 1848. There, women leaders heard Stanton's *Declaration of Sentiments*, in the spirit of the Declaration of Independence, declaring that women were equal to men in every way. Of the many sentiments declared, the most shocking was the call for full suffrage for all women.

Here is the Declaration of Sentiments which was passed at the Seneca Falls Convention:

## THE DECLARATION OF SENTIMENTS

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyrranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men-- both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

After reading the Declaration of Sentiments, look for information in your textbook and think about the following questions:

1. What are the main arguments in this document?
2. Why do you think women used the Declaration of Independence as their main inspiration?
3. What tactics do you think women groups could use to get their message across?
4. What do you think the goals of this movement will be?

# EDUCATION REFORM

Your social problem is the need for education. This became a growing concern the 19<sup>th</sup> century and reformers like Horace Mann tried to fix the problem. You will read the following passages as well as the material in your textbook regarding this topic. Here is a brief description of the movement:

## Education Reform

Reformers also sought to expand public education during the antebellum era, because many at the time considered public schooling to be only for the poor. Wealthier Americans could pay for their children to attend private schools and academies but disdained the idea of paying higher taxes to educate the poor. Over the course of the antebellum period, however, more and more cities and states began to realize that education was essential to maintain a democracy.

Horace Mann was one of the greatest champions of public schools. As secretary of the Massachusetts Board of Education, Mann fought for higher teacher qualifications, better pay, newer school buildings, and better curriculum. Catherine Beecher, sister of novelist Harriet Beecher Stowe, also crusaded for education but believed that teachers should be women.

Horace Mann was an important advocate for free public schools. Here are three passages from a report he wrote in 1848. As you read, think about this question: *How did Mann believe that education could improve the nation's social and political life?*

If one class possesses all the wealth and the education, while the residue [rest] of society is ignorant and poor, it matters not by what name the relation between them may be called: the latter, in fact and in truth, will be the servile dependents [servants] and subjects of the former. But, if education be equally diffused [spread], it will draw property after it by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of men should be permanently poor....

“Education... is a great equalizer of the conditions of men—the balance wheel of the social machinery. [It] gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility toward the rich: it prevents being poor.... The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate [erase] factitious [artificial] distinctions in society.

[The] establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and foolhardy experiment ever tried by man. Such a Republic may grow in numbers and in wealth.... Its armies may be invincible, and its fleets may strike terror into nations on the opposite sides of the globe, at the same hour.... But if such a Republic be devoid of [without] intelligence, such a Republic, with all its noble capacities for beneficence [ability to do good], will rush with the speed of a whirlwind to an ignominious [shameful] end; and all good men of after-times would be fain [eager] to weep over its downfall, did not their scorn and contempt at its folly and its wickedness, repress all sorrow for its fate.”

*Think about the following questions:*

1. What were Horace Mann's major goals?
2. Why do you think he felt education was important?
3. List four reasons using Mann's own words that explain why he thought education was important.
4. Why do you think it was difficult for Mann to convince some people for the needs for publicly funded education?



# FACTORY AND WORKPLACE REFORM

Your social problem is the need for factory reform due to harsh conditions for workers. This became a growing concern the 19<sup>th</sup> century and reformers the Lowell Female Labor Association tried to fix the problem. Use your textbook and the provided information to help regarding this topic. Here is a brief description of the movement:

The Lowell Female Labor Reform Association was founded in 1844 by the mill girls of Lowell, Massachusetts and headed by Sarah Bagley. The association was one of the first American labor organizations organized by and for women.

In the 1800's the textile mills of Lowell employed many unmarried young women from the surrounding countryside. Families cautiously allowed their daughters to work a few years before marriage, but the working conditions were difficult and few girls stayed long. The average mill girl stayed at her job for just three years.

Sarah Bagley became the first President of the Lowell Female Labor Reform Association. Bagley even testified about the working conditions in the mills before the Massachusetts legislature. In the end, however, the LFLRA was unable to bargain with the mill owners; so they joined with the New England Workingmen's Association. Despite this lack of effect, the Lowell Female Labor Reform Association was the first organization of working women in the United States to try to bargain collectively for better working conditions and higher pay.

Now read the primary source document on “Female Workers of Lowell” and think about the following questions:

1. What were the conditions like for early factory workers?
2. Why do you think women especially were mistreated in the workplace?
3. What methods could women use to change the conditions of the factories?

## FEMALE WORKERS OF LOWELL

*The Harbinger, November 14, 1836*

We have lately visited the cities of Lowell [MA] and Manchester [NH] and have had an opportunity of examining the factory system more closely than before. We had distrusted the accounts which we had heard from persons engaged in the labor reform now beginning to agitate New England. We could scarcely credit the statements made in relation to the exhausting nature of the labor in the mills, and to the manner in which the young women -- the operatives -- lived in their boardinghouses, six sleeping in a room, poorly ventilated.

We went through many of the mills, talked particularly to a large number of the operatives, and ate at their boardinghouses, on purpose to ascertain by personal inspection the facts of the case. We assure our readers that very little information is possessed, and no correct judgments formed, by the public at large, of our factory system, which is the first germ of the industrial or commercial feudalism that is to spread over our land. . . .

In Lowell live between seven and eight thousand young women, who are generally daughters of farmers of the different states of New England. Some of them are members of families that were rich in the generation before. . . .

The operatives work thirteen hours a day in the summer time, and from daylight to dark in the winter. At half past four in the morning the factory bell rings, and at five the girls must be in the

mills. A clerk, placed as a watch, observes those who are a few minutes behind the time, and effectual means are taken to stimulate to punctuality. This is the morning commencement of the industrial discipline (should we not rather say industrial tyranny?) which is established in these associations of this moral and Christian community.

At seven the girls are allowed thirty minutes for breakfast, and at noon thirty minutes more for dinner, except during the first quarter of the year, when the time is extended to forty-five minutes. But within this time they must hurry to their boardinghouses and return to the factory, and that through the hot sun or the rain or the cold. A meal eaten under such circumstances must be quite unfavorable to digestion and health, as any medical man will inform us. After seven o'clock in the evening the factory bell sounds the close of the day's work.

Thus thirteen hours per day of close attention and monotonous labor are extracted from the young women in these manufactories. . . . So fatigued -- we should say, exhausted and worn out, but we wish to speak of the system in the simplest language -- are numbers of girls that they go to bed soon after their evening meal, and endeavor by a comparatively long sleep to resuscitate their weakened frames for the toil of the coming day.

When capital has got 13 hours of labor daily out of a being, it can get nothing more. It would be a poor speculation in an industrial point of view to own the operative; for the trouble and expense of providing for times of sickness and old age would more than counterbalance the difference between the price of wages and the expenses of board and clothing. The far greater number of fortunes accumulated by the North in comparison with the South shows that hiring labor is more profitable for capital than slave labor.

Now let us examine the nature of the labor itself, and the conditions under which it is performed. Enter with us into the large rooms, when the looms are at work. The largest that we saw is in the Amoskeag Mills at Manchester. . . . The din and clatter of these five hundred looms, under full operation, struck us on first entering as something frightful and infernal, for it seemed such an atrocious violation of one of the faculties of the human soul, the sense of hearing. After a while we became somewhat used to it, and by speaking quite close to the ear of an operative and quite loud, we could hold a conversation and make the inquiries we wished.

The girls attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work well." After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat. . . .

The young women sleep upon an average six in a room, three beds to a room. There is no privacy, no retirement, here. It is almost impossible to read or write alone, as the parlor is full and so many sleep in the same chamber. A young woman remarked to us that if she had a letter to write, she did it on the head of a bandbox, sitting on a trunk, as there was no space for a table.

So live and toil the young women of our country in the boardinghouses and manufactories which the rich and influential of our land have built for them.

# THE TEMPERANCE MOVEMENT

The temperance movement of the 19th and early 20th centuries was an organized effort to encourage moderation in the consumption of intoxicating liquors or press for complete abstinence. The movement's ranks were mostly filled by women who, with their children, had endured the effects of unbridled drinking by many of their menfolk. In fact, alcohol was blamed for many of society's demerits, among them severe health problems, destitution and crime. At first, they used moral suasion to address the problem.

Temperance efforts existed in antiquity, but the movement really came into its own as a reaction to the pervasive use of distilled beverages in modern times. The earliest organizations in Europe came into being in Ireland in the 1820s, then swept to Scotland and Britain. Norway and Sweden saw movements rise in the 1830s. In the United States, a pledge of abstinence from drinking had been taken by various preachers at the beginning of the 1800s. Thanks largely to the lead from the pulpit, some 6,000 local temperance groups in many states were up and running by the 1830s.

The movement existed in a matrix of unrest and intellectual ferment in which such other social ills as slavery, neglect and ill-treatment of marginalized people, were addressed by liberals and conservatives alike. Sometimes called the First Reform Era, running through the 1830s and '40s, it was a period of inclusive humanitarian reform.

The Woman's Christian Temperance Union and the Anti-Saloon League quickly gained followers in the late 1800's. As these groups gathered political power, their strategy changed from moral suasion to agitation for government control of liquor, using social, educational and political tactics. In fact, they succeeded in getting many liquor laws passed nationwide, partly thanks to backing from churches as well as industrialists who faced poor worker productivity and absenteeism.

Some of the most notable figures associated with the U.S. temperance movement were Susan B. Anthony, Frances E. Willard and Carry A. Nation. The effects of their efforts and thousands of other advocates included:

- Government regulation
- Instruction on alcoholism in schools
- Energized study of alcoholism.

The temperance movement crested when the 18th Amendment to the Constitution (Prohibition, 1919-33) was passed and ratified. The frank failure of Prohibition (repealed by the 21st Amendment) sealed the movement's fate as it lost steam.

The most well-known temperance effort since the movement's heyday has been Alcoholics Anonymous. This widespread and venerable organization advocates total abstinence, but treats alcoholism as a disease and does not seek governmental control of the liquor industry.

Now read the primary source "Youth's Temperance Lecture" by Charles Jewett and think about the following questions:

1. What is temperance?
2. What type of people led the temperance movement? Why?
3. What effect did the temperance crusaders have on the issue?
4. The primary source *Youth's Temperance Lecture* by Charles Jewett is from a children's book. What do you think was its purpose?

# Temperance Primary Source

From *Youth's Temperance Lecture* by Charles Jewett (1841)

This, little reader, is not fancy sketch, but a representation of what actually took place in the town of Foster, Rhode Island. A poor drunkard went home to his family one day from the grog-shop in a great rage, and began to beat his wife, who fled from the house, leaving her little boy behind her. She did not once think of his hurting the child, who he loved very dearly when he was sober. But being maddened by the poison he had drunk, and not knowing what he was doing, he caught up the poor boy and dashed his head against the jambs of the fireplace. The alarm was raised, and the neighbors ran in, but too late to save the child. It was so badly bruised that it lived but a short time. When the poor wretch was brought before the court to answer for the crime, one of the neighbors brought in, folded in a piece of paper, a lock of the boys hair, with skin attached to it. The man had picked it off the jamb to which it had been fastened by the blood of the poor little victim. Before the child was buried, the father was permitted by his keeper to see it, and a gentleman who was present at the time, told me he never saw a person in such agony as was that wretched man. He had become sober; his senses had returned, and he realized what he had done, and he bowed down his face upon the cold and discolored head of his little boy and mourned and wept as though his heart would break.

How do you think the hard-hearted rum-seller, who poured out the poison to the poor man, would have felt, if he had witnessed the scene?

The largest number by far of those wretched men and women who are now shut up in the jails and prisons in different parts of the country, would never have committed the crime of which they have been guilty, had they never allowed themselves to use strong drinks. And remember, little reader, that if you swallow these poisonous drinks, you cannot tell what you may be left to do, or what you may be made to suffer in consequence.

That wretched man, O! curse not him;  
The fire was in his soul  
Madness was burning in his brain  
His rage know no control.

But pity him; a woe was his  
Untold by human tongue;  
O! when he saw his murdered boy,  
How was his sad heart wrung!  
But if you cannot pity him,  
Whose soul was withered up,  
How will ye look upon the wretch  
That poured to him the cup?

Name \_\_\_\_\_

# REFORM MOVEMENTS OF THE 1800'S RUBRIC

	Excellent	Average	Needs Improvement
Magazine Name	5	3	1
Visuals	5	3	1
Names and Groups of Reformers	5	3	1
Titles of Articles	5	3	1
Reform Solutions	5	3	1
Creativity	5	3	1
Total	/30		
Comments			