CHAPTER 12

People and Communities in the North and West, 1830–1860

LEARNING OBJECTIVES

After you have studied Chapter 12 in your textbook and worked through this study guide chapter, you should be able to:

1. Discuss the characteristics of rural life in American society from 1830 to 1860.
2. Examine the interest in and the emergence of utopian communities in American society during the early nineteenth century, and discuss the ideas associated with these communities.
3. Explain the emergence of California as the population center on the West Coast in the late 1840s and early 1850s, discuss the experiences of “the forty-niners,” and explain the integration of California into the national market economy.
4. Discuss the expansion of urban areas in early nineteenth-century American society, the problems associated with that expansion, and the attempts to solve those problems.
5. Discuss the spread of public education in American society in the early nineteenth century, and explain the impact of Horace Mann’s educational philosophy on the public school curriculum.
6. Explain the changes in leisure time and in recreational activities in the urban environment of early nineteenth-century American society.
7. Explain the emergence and characteristics of each of the following, and discuss their impact on early nineteenth-century American society.
   a. Popular journalism
   b. Popular literature
   c. Theater
   d. Sports
   e. Exclusive clubs and associations
8. Indicate the nature, extent, and causes of urban conflict in American society during the first half of the nineteenth century.
9. Contrast the lives of the urban poor with the lives of the urban elite.
10. Examine the impact of economic change and urbanization during the first half of the nineteenth century on the family, gender roles, and women.
11. Discuss the similarities and differences between Irish and German immigrants’ reasons for immigration, explain the differences in the way in which these two immigrant groups were received by Anglo-Americans, and examine the characteristics of the early nineteenth-century immigrants and their lives.
12. Examine the lives of free blacks within nineteenth-century American society, and discuss the ways in which they attempted to deal with their status.

THEMATIC GUIDE

The economic growth and development of American society in the early nineteenth century unleashed forces that changed the lives of Americans. In the process, American society became both more diverse and more divided. How the American people responded to change and increased diversity and how change affected the sense of community, the family, and individuals is the focus of Chapter 12.

The opportunities offered by the market-oriented economy led to increased mobility within American society and increased immigration into American society. Although this pushed the frontier farther west, caused the expansion of urban areas, and allowed some people to advance socially and economically, it also left many individuals with a sense of insecurity and aloneness in a changing society. At the same time, the pluralism that had been a distinctive characteristic of American society since colonial times became more pronounced. Though a great source of strength, the diversity suggested by this pluralism was also a source of tension and division. Such tension and division are natural components of a society that is a mix of ethnic, religious, and socioeconomic groups with divergent belief systems and value systems.

Some people attempted to create a sense of community in an increasingly impersonal society by experimenting with utopian communities. Whether the sexual abstention of the Shakers or the transcendentalism of Brook Farm, the philosophies of these communities were usually a mix of old and new values and emphasized cooperation over competition. The search for belonging also led in new spiritual and religious directions; the Mormon movement is an example.

The discovery of gold in California in 1849 led to the emergence of that territory as the new population center on the West Coast, to the California agricultural boom, and, by the mid-1850s, to the linking of California to the national market economy. The rapid growth of the early nineteenth century increased distinctions between country life and city life. Urban growth brought changes in commerce and trade, transformed cities into teeming metropolises, and brought more complexity to city institutions. Along with these changes came the urban problems of overcrowding, lack of adequate housing and sanitation, and pollution. In an effort to deal with such problems, cities began to offer the services associated with modern urban governments—garbage collection, water service, and sewer service.

Cities also began to provide education to their citizens through public schools. Because of the reform work of Horace Mann, who advocated equality of educational opportunity, the school curriculum became more secular in orientation and, therefore, more appropriate to would-be workers in a market-oriented economy. The public school curriculum no longer included direct religious indoctrination, but it did include indoctrination in moral values deemed important by the Protestant political leaders who controlled urban government and urban schools. Such indoctrination, undertaken with the intent of creating a society of like-minded citizens, was one response to the divergent belief systems brought by newcomers to the urban environment.

Life in an urban environment led to new uses of leisure time. Because the expansion of public education created a more literate public, many urban dwellers filled their leisure time by reading the newspapers, magazines, short stories, and book-length novels that abounded in the 1830s and after. Furthermore, leisure time and recreational activities became more organized within the urban environment. People became spectators of entertainment and sporting events rather than participants in such events. Again, in response to the mix of peoples within the urban environment, exclusive clubs and associations emerged, allowing like-minded people a way to find and associate with each other. In many cases, involvement in sporting and entertainment events depended on membership in such clubs.
The expansive America, built on the ideal of equality, offered opportunity. But in contrast to the ideal and to the notions of some, equality of opportunity was not available to all. In early nineteenth-century America, class, ethnic, and religious divisions remained. Such divisions led to increased urban tensions and riots, which often had an ethnic or religious base. The starkness of class divisions can be seen in the contrasts between the lives of the working classes and the urban poor on the one hand and the lives of the urban elite on the other.

The family and the gender roles within it are usually affected by economic changes within society. With the shift toward job specialization in a market economy, the work of men and women diverged. In the urban environment, men left home to go to work. When women were gainfully employed, they usually sold their domestic skills rather than working in the new shops and factories. As work assumed more gender identification, the concept of the “domestic ideal” emerged. It was held that women, by their nature, were more moral, virtuous, and nurturing than men. Therefore, it was believed, they should play a special role in the building of a moral, self-sacrificing, virtuous republic. Except for teaching, paid work was believed to conflict with this domestic ideal.

Economic changes and urbanization led to more family planning and a reduction in family size. With fewer children, women had more time for organized activities outside the home. Ironically, as the sphere of women shrunk, they began to exercise more control over “their” domestic sphere and over their lives and bodies. They also began to engage in new activities as new roles were offered; and, as a result of their involvement in religious and community activities, they acquired organizing skills and shaped new roles for themselves. Furthermore, some women, like Louisa May Alcott, made the conscious decision to remain single in order to protect their independence.

The last two sections of the chapter focus on two additional groups that faced discrimination in American society: immigrants and free people of color. The Irish and Germans were numerically the two major immigrant groups in the early nineteenth century. After considering the reasons for immigration, we look at the lives of immigrants and the prejudice they often faced in American society. A second group, free blacks, was allowed, unlike Native Americans, to remain within American society but was not allowed equality of economic, political, or social opportunity within that society. African Americans, like Native Americans, struggled in various ways to maintain their dignity, self-respect, and cultural identity in the face of the daily assaults of white racism.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 12. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.
Definitions

enclave

opulent

utopian

itinerant

egalitarian

foment

arid

intuition

imbue

secular

proliferate

implicitly

potpourri

bulwark

promenade

nativist

meticulous

milieu

respite

parody

Difficult-to-Spell Names and Terms from Reading and Lecture
IDENTIFICATION AND SIGNIFICANCE

After studying Chapter 12 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions *who, what, where*, and *when*.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: *What were the political, social, economic, and/or cultural consequences of this item?*

1. farm communities
   a. Identification
   b. Significance

2. barn-raisings
   a. Identification
   b. Significance

3. country bees and town bees
   a. Identification
   b. Significance

4. the Shakers
   a. Identification
   b. Significance
5. the Mormons
   a. Identification
   b. Significance

6. Brook Farm
   a. Identification
   b. Significance

7. transcendentalism
   a. Identification
   b. Significance

8. the American Renaissance
   a. Identification
   b. Significance

9. Ralph Waldo Emerson
   a. Identification
   b. Significance
10. the California Gold Rush  
   a. Identification  
   b. Significance  

11. the “forty-niners”  
   a. Identification  
   b. Significance  

12. the California agricultural boom  
   a. Identification  
   b. Significance  

13. New York City  
   a. Identification  
   b. Significance  

14. early nineteenth-century urban problems  
   a. Identification  
   b. Significance
15. public schools
   a. Identification
   b. Significance

16. Horace Mann
   a. Identification
   b. Significance

17. McGuffey’s Eclectic Readers
   a. Identification
   b. Significance

18. popular literature in early nineteenth-century America
   a. Identification
   b. Significance

19. the theater in early nineteenth-century America
   a. Identification
   b. Significance
20. spectator sports in early nineteenth-century America
   a. Identification
   
   b. Significance

21. associations and clubs in early nineteenth-century America
   a. Identification
   
   b. Significance

22. the Bowery boys and Bowery gals
   a. Identification
   
   b. Significance

23. urban riots
   a. Identification
   
   b. Significance

24. Alexis de Tocqueville
   a. Identification
   
   b. Significance
25. the new aristocracy of wealth and power
   a. Identification

   b. Significance

26. the urban poor
   a. Identification

   b. Significance

27. New York City’s Five Points
   a. Identification

   b. Significance

28. the urban middle class
   a. Identification

   b. Significance

29. Catharine and Mary Beecher
   a. Identification

   b. Significance
30. the declining birth rate in early nineteenth-century America
   a. Identification

   b. Significance

31. family planning
   a. Identification

   b. Significance

32. abortion in early nineteenth-century America
   a. Identification

   b. Significance

33. Louisa May Alcott
   a. Identification

   b. Significance

34. Castle Garden
   a. Identification

   b. Significance
35. Irish immigrants
   a. Identification
   b. Significance

36. Dr. Robert Knox
   a. Identification
   b. Significance

37. anti-Catholic sentiment in early nineteenth-century America
   a. Identification
   b. Significance

38. German immigrants
   a. Identification
   b. Significance

39. Hispanics in early nineteenth-century America
   a. Identification
   b. Significance
40. the Negro Convention Movement
   a. Identification
   b. Significance

41. African American dance
   a. Identification
   b. Significance

42. black nationalism
   a. Identification
   b. Significance
## ORGANIZING, REVIEWING, AND USING INFORMATION

**Chart A**

<table>
<thead>
<tr>
<th>Features Associated with Mid-Nineteenth-Century Urbanization and the Market Economy</th>
<th>Explanation or Examples</th>
<th>Influences or Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problems and Governmental Responsibility</strong></td>
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<tr>
<td>Health and sanitation</td>
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<td>Utilities</td>
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<td>Education</td>
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<td>Safety and policing</td>
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<td><strong>Importance of Consumption</strong></td>
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<tr>
<td>City dwellers as producers and consumers</td>
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<tr>
<td>Development of leisure as a salable product</td>
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<td><strong>Importance of Immigration and Its Promotion</strong></td>
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<td>Largest immigrant groups</td>
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<td>Features Associated with Mid-Nineteenth-Century Urbanization and the Market Economy</td>
<td>Explanation or Examples</td>
<td>Influences or Results</td>
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<td>Immigrants by treaty</td>
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<td>Role of the Gold Rush</td>
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<td>Promotions</td>
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<td><strong>The Urban Family</strong></td>
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<td>Size</td>
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<td>Birth control</td>
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<td>Women’s relative independence</td>
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<td>Households, living arrangements</td>
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<tr>
<td><strong>Developing Social Classes</strong></td>
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<td>Urban elite</td>
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<td>Features Associated with Mid-Nineteenth-Century Urbanization and the Market Economy</td>
<td>Explanation or Examples</td>
<td>Influences or Results</td>
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<td>Urban middle class</td>
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<td>Urban poor</td>
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</table>
## Chart B

**North and West: Reactions to the Stresses of Urbanization, the Market Economy, and Growing Diversity, 1830–1860**

### Communitarian Experiments

<table>
<thead>
<tr>
<th>Key Figures (founders, leaders, others)</th>
<th>Goal and Thrust (spiritual, intellectual, political, etc.)</th>
<th>Distinguishing Features</th>
<th>Longevity, Lasting Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakers</td>
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<tr>
<td>Mormons</td>
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<td>Brook Farm</td>
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</tbody>
</table>

### Growth of Stereotyping, Racism, and Discrimination

<table>
<thead>
<tr>
<th>Concept of race</th>
<th>Developing Belief</th>
<th>Economic Impact</th>
<th>Legal Impact</th>
<th>Social Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Racial”</td>
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<tr>
<td>Celtic Irish</td>
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<td>African American</td>
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</table>
**North and West: Reactions to the Stresses of Urbanization, the Market Economy, and Growing Diversity, 1830–1860**

<table>
<thead>
<tr>
<th>Texas Hispanics</th>
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**GROWTH OF STEREOTYPING, RACISM, AND DISCRIMINATION**

<table>
<thead>
<tr>
<th>Groups Targeted for Discrimination</th>
<th>Beliefs Concerning Target Group</th>
<th>Forms of Economic Discrimination</th>
<th>Forms of Legal Discrimination</th>
<th>Forms of Social Discrimination</th>
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<tbody>
<tr>
<td>Religious</td>
<td></td>
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<td>Catholics</td>
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<td>Mormons</td>
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</table>
### Chart C

**Special Problems of African Americans and How They Confronted Them, 1830–1860**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Effects</th>
<th>Status in 1860</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fugitive Slave Act of 1850</td>
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<td></td>
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<td>Exclusions from Rights, Duties, Privileges</td>
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<tr>
<td>Citizenship rights</td>
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<td>Civic duties</td>
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<td>Access to education</td>
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<td>Migration rights</td>
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<td>Economic restrictions</td>
<td></td>
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<tr>
<td>Job discrimination</td>
<td></td>
<td></td>
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<tr>
<td>Exclusion from land-grant opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways African Americans Confronted Their Group’s Problems</td>
<td>Means</td>
<td>Effects</td>
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<tr>
<td>Countering of Economic Insecurity</td>
<td>Voluntary Organizations</td>
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<td>Beneficiary Organizations</td>
<td></td>
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<td>Political Activism</td>
<td>Political Organizations</td>
<td></td>
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<td></td>
<td>Publications</td>
<td></td>
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<tr>
<td>Public Emphasis on Liberty and Cultural Features</td>
<td>Music</td>
<td></td>
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<tr>
<td></td>
<td>Holidays, celebrations</td>
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<td>Dress</td>
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</table>
IDEAS AND DETAILS

Objective 1
1. Which of the following is true of families living in farm villages in the 1830s and 1840s?
   a. They usually traveled to the nearest city for entertainment.
   b. They usually had more children than in the eighteenth century.
   c. They often gathered on each other’s farms for social and work activities.
   d. They often lived in the city during the winter months.

Objective 2
2. Most of those who organized utopian communities did so with the objective of
   a. completely withdrawing from civilized society.
   b. returning to a state of nature.
   c. establishing a cooperative, as opposed to a competitive, environment.
   d. creating a new political order based on the Bible.

Objective 2
3. Which of the following is true of the Shakers?
   a. They abolished individual families.
   b. They practiced polygamy.
   c. They rejected the divinity of Jesus.
   d. They believed that Jesus had already returned to earth.

Objective 4
4. In the growing urban areas of the early nineteenth century, the cost associated with construction of
   sewers was
   a. often covered by businessmen’s associations.
   b. usually borne by individual property owners.
   c. totally covered by city tax dollars.
   d. paid for by state governments.

Objective 5
5. Horace Mann believed that
   a. moral education had no place in the public school.
   b. the public school should stand as a bastion against the secularism of the industrial age.
   c. public education should concentrate on the abolition of ignorance, not on religious
      indoctrination.
   d. education was a private, family concern and not the concern of the state.
Objective 7
6. In order to counteract the feeling of alienation in the urban environment, middle- and upper-class urbanites often
   a. joined clubs and voluntary associations.
   b. participated in neighborhood sports activities.
   c. joined utopian communities.
   d. ran for political office.

Objective 8
7. A common thread running through the urban riots of the 1830s and 1840s was
   a. a sense of having been unjustly treated by the authorities.
   b. white racism.
   c. anger directed against perceived political and economic rivals.
   d. greed.

Objective 9
8. Most of those who held great wealth in the 1840s and 1850s
   a. acquired their fortunes through hard work and perseverance.
   b. were very discreet about their wealth.
   c. were idle men of leisure.
   d. had inherited much of their wealth.

Objective 10
9. Most working-class women in the early nineteenth century
   a. found employment in the new factories.
   b. had to acquire specialized work skills or face unemployment.
   c. sold their domestic skills for wages.
   d. found work in urban retail shops.

Objective 10
10. According to the “domestic ideal” of the nineteenth century,
    a. women were not suited for the competitive world of the market economy.
    b. men and women were to share family responsibilities equally.
    c. men were to concentrate on the husband-father role rather than on the wage-earner role.
    d. women were to aid their husbands by finding work outside the home.

Objective 10
11. Which of the following was a reason for the decline in family size in the early nineteenth century?
    a. The average age at which women married rose, which shortened the period of potential childbearing.
    b. Men in urban areas left home to go to work.
    c. There was much better sex education at home and at school.
    d. Infant mortality rates rose.
Objective 11
12. Irish immigrants coming to America in the early nineteenth century
   a. came mainly from the Irish middle class.
   b. came mainly from the urban areas in Ireland.
   c. found work easily in the urban areas of the North.
   d. were subjected to anti-Catholic sentiment.

Objective 11
13. Which of the following is true of Irish and German immigrants to the United States in the 1840s and 1850s?
   a. Both of their native countries experienced revolutionary upheaval in the 1840s.
   b. They both settled almost exclusively in urban areas.
   c. They both tended to immigrate as families and groups.
   d. The immigration of both was prompted by potato blight.

Objective 12
14. Regarding their position in American society in the 1830s and 1840s, free blacks
   a. depended upon the federal government to protect their rights.
   b. realized that the state governments could best protect their rights.
   c. attempted to improve their status by organizing self-help societies.
   d. realized they had to work primarily through white institutions to improve their status.

Objective 12
15. Which of the following is true of the United States’s first naturalization law, passed in 1790?
   a. It barred immigration from Asia.
   b. It restricted citizenship to free whites only.
   c. British immigrants did not have to meet a residency requirement in the United States before applying for citizenship.
   d. Non-white immigrants were required to live in the country for fourteen years before they could become citizens, while the residency requirement for white immigrants was five years.

ESSAY QUESTIONS

Objective 2
1. Discuss the philosophy and goals of the Shaker and Mormon movements. What are the similarities and differences between the Shaker and Mormon movements? How were the Shaker and Mormon movements similar to the Brook Farm movement? How were they different from the Brook Farm movement?

Objective 4
2. Discuss the expansion of urban areas during the early nineteenth century. What problems were associated with this expansion? How were these problems handled?

Objective 5
3. Discuss the contributions of Horace Mann to educational reform.
Objective 10
4. Describe the “domestic ideal” accepted by most Americans in the early nineteenth century, and explain its impact on women in American society.

Objective 11
5. Indicate the characteristics of the Irish and German immigrants of the 1840s and 1850s, and discuss the opportunities and hardships they encountered.

Objective 12
6. Explain the social, economic, and political characteristics of the lives of free blacks in northern society around the mid-nineteenth century.
ANSWERS

Multiple-Choice Questions

1. c. Correct. Although farm men had opportunities to go to the village and women gathered for sewing bees, farm families often gathered on each other’s farms to engage in a community work project, play games, dance, and enjoy a communal meal. See page 299.
   a. No. Farm men and women seldom had the opportunity to travel to the city. See page 299.
   b. No. Although rural families were larger as a general rule than urban families, birth rates declined for both groups in the period between 1830 and 1860. See page 299.
   d. No. Since there were many farm tasks that had to be accomplished year round, farm families could not simply leave the farm and live in the city during the winter. Furthermore, this would entail having two residences, which most farm families could not afford. See page 299.

2. c. Correct. Whether one is dealing with the Shaker community, Brook Farm, or the Mormon community of saints, the characteristic common to these utopian experiments was the aim of establishing a cooperative rather than a competitive environment. See pages 300–302.
   a. No. Most of the utopian communities were founded by people who wanted to live their lives in a way different from that offered by mainstream society, but these communities were not organized for the purpose of completely withdrawing from civilized society. See pages 300–302.
   b. No. Returning to a “state of nature” would mean abolishing all elements of organized society—its institutions and its government. A desire to return to a state of nature was not an objective shared by the founders of utopian communities. See pages 300–302.
   d. No. A biblical orientation was not a characteristic of all of the utopian communities. See pages 300–302.

3. a. Correct. Each Shaker colony was considered one large family, with individual families having been abolished. See page 301.
   b. No. Shakers did not practice polygamy. See page 301.
   c. No. Shakers accepted the belief that Jesus was the Son of God and, therefore, divine. See page 301.
   d. No. Shakers were preparing for the Second Coming and did not believe that Jesus had already returned to earth. See page 301.

4. b. Correct. Urban areas in the early nineteenth century did not have the taxing power to provide adequate services, such as sewers, to all citizens. Therefore, the city charged the cost of sewers to adjoining property owners. See page 306.
   a. No. Businessmen in the city did not assume the financial responsibility, through businessmen’s associations, of constructing sewers. See page 306.
   c. No. Since urban areas in the early nineteenth century did not have the taxing power that cities have today, they did not have sufficient revenue to pay for the construction of citywide sewer lines. See page 306.
   d. No. State governments did not assume the financial responsibility of providing services, such as sewers, to urban residents. See page 306.
5. c. Correct. Mann believed that children in a republic should be prepared for citizenship. To achieve that goal, he believed that free state education should concentrate on the abolition of ignorance, not on religious indoctrination. See page 306.

a. No. Although Mann did not believe that direct religious indoctrination had a place in the school curriculum, moral education was retained. See page 306.

b. No. Mann believed that the focus of education was too narrow and that it contained too much religious indoctrination. Therefore, Mann advocated a secular curriculum that he felt would be more suited to the needs of an industrial society. See page 306.

d. No. Mann strongly believed in the importance of the family, but he did not believe the family could adequately carry the burden of educating the nation’s children. Therefore, he advocated state-supported public schools. See page 306.

6. a. Correct. Urban dwellers were often strangers to each other and found it difficult to find people with common interests. Therefore, middle- and upper-class urbanites often found like-minded people by joining clubs and associations. See page 308.

b. No. Urban life was not conducive to the kind of neighborhood sports activities that were found in the neighborly gatherings associated with rural life. See page 308.

c. No. Although some people in the early nineteenth century sought to deal with the problems of urban life by joining utopian communities, it would be a mistake to say that middle- and upper-class urbanites often joined such communities. See page 308.

d. No. Running for political office was not seen by most middle- and upper-class urbanites as a solution to their feeling of alienation in the city. See page 308.

7. c. Correct. In all of the riots fearful people uncertain of their own future were striking out against scapegoats whom they perceived to be political and/or economic rivals. See pages 309–310.

a. No. Those associated with the urban riots of the 1830s and 1840s did not engage in such riots out of the belief that they had been unjustly treated by “the authorities.” In fact, if you think that “the authorities” means the police, most American cities did not have a professional police force in the 1830s and 1840s. See pages 309–310.

b. No. Although white racism was associated with some of the riots, it was not present in all and was, therefore, not a “common thread.” See pages 309–310.

d. No. Greed is not a “common thread” running through the urban riots of the 1830s and 1840s. See pages 309–310.

8. d. Correct. Many Americans continued to believe the popular myth that wealth was derived from hard work, but for every person who acquired great wealth in that way, there were ten who built their wealth on money they inherited or married. See page 311.

a. No. Although many Americans believed the popular myth that wealth was derived from hard work, most of those who held great fortunes in the 1840s and 1850s did not acquire their wealth in that manner. See page 311.

b. No. Parties like that attended by Philip Hone indicate that many of the upper-class elite displayed their wealth in an ostentatious manner. See page 311.

c. No. Rather than being part of an idle class, the upper-class elite “worked at increasing their fortunes and power.” See page 311.
9. **c. Correct. Most working-class women of the early nineteenth century worked as domestic servants, seamstresses, cooks, laundresses, and the like. Therefore, they sold their domestic skills for wages. See page 313.**
   
   a. No. Although it is true that some women, such as the New England farm daughters, found employment in the new factories, this was not true for most working-class women. See page 313.
   
   b. No. Although it is true that most men had to acquire specialized work skills to compete successfully in the job market, this was not true for most working-class women in the early nineteenth century. See page 313.
   
   d. No. Some women did find employment as clerks and cash runners in urban department stores, but this was not true for most working-class women in the early nineteenth century. See page 313.

10. **a. Correct. Competitiveness, conflict, and pursuit of self-interest were characteristics of the market economy. Since these were also believed to be male characteristics, the world of work was associated with men. On the other hand, the family was characterized by selflessness and cooperation, which were believed to be female characteristics. Therefore, more emphasis was put on the role of women as “housekeepers” and childrearers. This led to the idea that women were responsible for the educational, moral, and cultural functions of the family. See page 313.**

   b. No. The idea of the domestic ideal supported the segregation of work tasks between men and women. See page 313.

   c. No. The idea of the domestic ideal relegated men to the world of the market economy as opposed to the world of the home. See page 313.

   d. No. The world of work outside the home was associated with men. See page 313.

11. **a. Correct. During the first half of the nineteenth century, American women began to marry at a later age than previously. As a result, the period of potential childbirth was shortened for many women. In addition, more people began to view small families as desirable, and marriage manuals warned of the harmful effects of too many births on a woman’s health. The evidence indicates that many married couples took the warnings of these manuals seriously and began to practice birth control to limit family size. See pages 313–314.**

   b. No. The world of work and of home did become more separate for men in the early nineteenth century. However, the fact that men left home to go to work did not preclude sex between husband and wife and was not the reason for the decline in family size in the early nineteenth century. See pages 313–314.

   c. No. There is no evidence that sex education was better in early-nineteenth-century homes, and sex education was not offered in the schools. This was not a factor in the decline of family size during this period. See pages 313–314.

   d. No. We are told that the birthrate declined in the early nineteenth century. This means that the number of children born declined. Therefore, we cannot conclude that an increase in infant mortality caused a decrease in family size. See pages 313–314.
12. d. Correct. Through an examination of the experience of Irish immigrants, one can see the ethnic and religious divisions that were part of American society in the early nineteenth century. See page 318.

a. No. Ireland in the early nineteenth century was one of the most impoverished European countries, and the potato blight of 1845–1846 caused widespread starvation. Most Irish immigrants left their homeland to escape desperate conditions and were not of the Irish middle class. See page 318.

b. No. Most came from rural areas where conditions were desperate because of the 1845–1846 potato blight. See page 318.

c. No. Although many young Irish women were able to find employment in American factories and households, the evidence indicates that finding such work was not always easy. See page 318.

13. d. Correct. A potato blight prompted both Irish and German immigration to the United States in the 1840s and 1850s. See pages 316–317 and page 318.

a. No. Many of the German states did suffer from the Revolutions of 1848; but Ireland, which was ruled by Great Britain, did not experience a revolution in the 1840s and 1850s. See pages 316–317 and page 318.

b. No. Although Irish immigrants settled primarily in urban areas, German immigrants settled everywhere. See pages 316–317 and page 318.

c. No. While Germans tended to immigrate as family groups, Irish immigrants in the 1840s and 1850s tended to be single young females. See pages 316–317 and page 318.

14. c. Correct. Since the position of free blacks under federal law was uncertain, and since they were generally discriminated against politically, socially, and economically in both free and slave states, free blacks worked to help themselves by organizing strong, independent self-help societies. See page 320.

a. No. The federal government did not actively protect the rights of minority groups in the 1830s and 1840s. Not only is this apparent from the black experience, but from the experience of American Indians, Irish immigrants, and German immigrants. See page 320.

b. No. Evidence cited in the text does not lead to the conclusion that blacks turned to state governments for protection of their rights. See page 320.

d. No. White institutions usually reflected the prevailing white-racist attitudes of most white Americans of the 1830s and 1840s. Therefore, as free blacks sought to improve their status in American society, they saw little reason to work through white institutions. See page 320.

15. b. Correct. In its beginnings, the American republic was defined as being for whites only, and the nation’s first naturalization law limited citizenship to “free white persons.” See page 321.

a. No. The first naturalization law, passed by Congress in 1790, did not bar immigration from Asia. See page 321.

c. No. British immigrants had to meet the same residency requirement that other immigrants had to meet before they could apply for United States citizenship. See page 321.

d. No. The first naturalization law did not require a fourteen-year residency requirement for non-white immigrants and a five-year residency requirement for white immigrants. See page 321.