Antebellum Reform period: The years between 1820 and 1860 in the United States can be described as a long era of reform, marked by strong desire to change individuals and society as a whole. The movements that arose during this period focused on specific issues including: temperance, abolitionism, changes in incarceration, rights of women and workers, and establishing social welfare agencies and public schools.

HTS: Causation - Compare cause and/or effects, both short-term and long-term effects

For this exercise you will accurately assume the character of an early nineteenth century reformer. You will then engage in 2-minute conversations with other reformers, trying to learn the most you can about them while also “selling” yourself. (time limits will vary!)

- To prepare, you must research your assigned individual and answer the following questions, create a written biographical sheet that includes a heading with picture, dates of life, when they were actively reforming. You will also include information that answers the six listed questions. This biography sheet should be roughly 2 pages double spaced (except works cited), Times New Roman, 12pt font.
- Be sure to cite your sources correctly using MLA format (*on the next page).
- You may also bring appropriate items that help identify your character—something from your individual’s past or present. (Creativity will be applauded.)

Questions to research/know about your character and include in your bio—do not go past 1856:
1. What criticism of American society did the individual have?
2. What methods did the person use to improve American life?
3. What success did the individual have in promoting reform?
4. What detail(s) of the person’s work made him/her an interesting historical figure?
5. To what extent was the reformer and his/her objective/tactics practical?
6. What lasting impact did the person’s reforms have on American society?

How this will work...

- During the speed dating, you will have each have 2 minutes to share your story and listen/make notes about the story of the person with whom you are then paired. You will write down critical information about the goals and successes of each reformer you meet. You will also try to sell your concerns/platform and establish your own success for each person you speak with.
- At the signal, both people seated at the desks will move. By the end of the period, you will have a basic understanding of all the reformers present.
- When you go home, you will reflect upon these reformers’ place in early 19th century history, and write a reflection (1 page reflection) incorporating answers to the following questions:
  1. List several evils that the reformers (as a whole) of the period 1820-1860 tried to eliminate.
  2. What factors created a climate favorable to reform in the early nineteenth century?
  3. What common vision of a better world did these individuals have?
  4. Would you characterize these individuals as idealists or practical reformers? Explain your reasoning.
  5. Which ONE reformer you feel had the most success and the greatest impact on antebellum society. Be prepared to defend your thoughts in your reflection.
* Works Cited
Cite your sources you need 3—Proper MLA format. NO Wikipedia!

**Helpful reminders about creating a works cited page:**
1. Entries in your works cited page should be in **alphabetical order, with hanging indent, and double spaced**.
2. As with all sources, if there is **no author listed, list by the title**.
3. For further questions or examples check out the OWL (on-line writing lab) website: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/).

**Web Page:**

Date of access. <URL>.

**The year is 1856. Anyone who is dead has miraculously been resurrected.**

1. Elizabeth Cady Stanton
2. Margaret Fuller
3. Catherine Beecher
4. Dr. Sylvester Graham
5. Charles Finney
6. Robert Owen
7. Henry David Thoreau
8. Dorothea Dix
9. Horace Mann
10. James G. Birney
11. William Lloyd Garrison
12. John Humphrey Noyes
13. Lyman Beecher
14. Joseph Smith

**How you will be graded…**
First—you must be prepared to participate AND participate. If you do not come with your biographical sheet completed, you will not be allowed to speed date. That said—you miss out on A LOT of information, and people miss out on what you would have contributed.

<table>
<thead>
<tr>
<th>Biography</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography Sheet—for reformer completely answers the six questions</td>
<td>90</td>
</tr>
<tr>
<td>Works cited, includes a minimum of 3 sources, correctly formatted</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 (daily grade)</strong></td>
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</table>

<table>
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<th>Reflection</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Completed dating worksheet</td>
<td>50 (stamped)</td>
</tr>
<tr>
<td>Reflection</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 (daily grade)</strong></td>
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</tbody>
</table>