

## Section 1

### Step-by-Step Instruction

#### Review and Preview

Students have read about the political reforms made under President Jackson. Now they will focus on the efforts by reformers to solve social problems.

#### Section Focus Question

##### How did key people bring about reform in education and society?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: They were inspired by religious ideas and Jacksonian democracy to push for reforms in lifestyle, human rights, and education.*)

#### Prepare to Read

##### Build Background Knowledge

Tell students that in this section they will learn about a spirit of reform that grew in the early nineteenth century. Have students use the Think-Write-Pair-Share strategy (TE, p. T25) to list things that people want to reform or improve today. Ask students to think about how these reforms address today's issues, and tell them that nineteenth-century reforms addressed issues of that time.

##### Set a Purpose

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 46

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.

## SECTION 1



#### Their Hearts Will Be Changed

“When the churches are thus 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.”

—Charles Finney, a religious revival preacher, 1834

◀ Charles Finney

## Improving Society

#### Objectives

- Discuss what led many Americans to try to improve society in the 1800s.
- Identify the social problems that reformers tried to solve.
- Summarize the improvements in public education in the 1800s.

#### Reading Skill

**Assess Evidence for a Conclusion** In reading history, you will encounter many descriptive details that help you draw conclusions about historical events. Evaluate the details carefully with questions such as these: Are they accurate and from reliable sources? Do the sources have firsthand knowledge of the situations? What conclusions do the details point to?

#### Key Terms and People

social reform  
predestination  
Charles Finney  
revival  
temperance  
movement

prohibition  
Dorothea Dix  
public school  
Horace Mann

**Why It Matters** The Age of Jackson was a time of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society.

**Section Focus Question: How did key people bring about reform in education and society?**

#### The Reforming Spirit

In the 1830s, many Americans became interested in **social reform**, or organized attempts to improve conditions of life. The effort to create a better society had both political and religious roots.

**Jacksonian Democracy** The expansion of democracy in the Age of Jackson encouraged reform. Most states dropped property requirements for voting. As a result, more white American men were able to vote than ever before. Political parties also developed a more open way of choosing candidates for President.

In the spirit of Jacksonian democracy, some people worked to make the political system even fairer. A number of reformers believed that all men should vote and be able to hold office. Others supported greater legal rights for women. Increasingly, reformers also spoke out strongly against slavery. They argued that no society that allowed one human being to own another could call itself democratic.

#### Differentiated Instruction

##### L1 Less Proficient Readers

**Gaining Comprehension** Suggest to students that they use a ruler to help them keep their place as they read, line by line, down a page. Have students mark unfamiliar words or phrases (such as *conditions*

##### L1 Special Needs

*of life* on this page) with a sticky note, or jot down questions that occur as they are reading. Periodically provide assistance to the students to clarify these issues.

**The Second Great Awakening** Religious feelings and ideas also sparked the reforming **impulse**. Beginning in the early 1800s, a new generation of ministers challenged some traditional views. This movement became known as the Second Great Awakening.

Changing religious ideas sparked the Second Great Awakening. In colonial days, many American Protestants believed in **predestination**, the idea that God decided the fate of a person's soul even before birth. But leaders of the Second Great Awakening preached that people's own actions determined their salvation. This "doctrine of free will" blended easily with political ideas about democracy and independence.

The most important of this new generation of preachers was **Charles Finney**. Finney held the first of many religious revivals in 1826. A **revival** is a huge outdoor religious meeting. Before long, Finney and other preachers were conducting revivals across the nation. A single revival might go on for several days or even a week. Ministers of different faiths preached day and night, trying to **convert** sinners and urging people to reform their lives.

Finney believed that the emotion of a revival could touch even the most hopeless sinner. "All sorts of abandoned characters are awakened and converted," he wrote. "The worst part of human society is softened and reclaimed, and made to appear as a lovely specimen of the beauty of holiness."

**Vocabulary Builder**

**impulse** (IHM puhls) *n.* sudden push or driving force

**Vocabulary Builder**

**convert** (KAHN VERT) *v.* to change from one political party, religion, or way of life to another

**Teach**

**The Reforming Spirit**

p. 414

**Instruction**

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **impulse** and **convert** using the strategy on p. T21.
 

**Key Terms** Following the instructions on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.
- Read The Reforming Spirit with students using the Structured Silent Reading strategy (TE, p. T22).
- Ask: **What was the Second Great Awakening, and who was Charles Finney?** (a widespread religious movement based on the idea that people had free will and could improve themselves; it sparked change and reform. He was its most important leader.)
- Ask students how the Second Great Awakening fostered the spirit of reform in this period. (It inspired people to improve themselves and their society. It led to the creation of utopian communities.)

**Independent Practice**

Have students begin filling in the study guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 12, Section 1 (Adapted Version also available.)

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure that individuals understand the roots of the reform movement in this period. Provide assistance as needed.

**Answer**

**Apply Information** It shows that a person has free will to choose between drinking and going to Hell or temperance and going to Heaven.



**The Way to Salvation**

This symbolic painting, *The Way of Good and Evil*, shows two paths a person can take. One path leads to Hell and the other leads to Heaven. **Critical Thinking:** **Apply Information** How does this painting reflect the doctrine of free will that was part of the Second Great Awakening?

**Vocabulary Builder**

Use the information below to teach students this section's high-use words.

**High-Use Word Definition and Sample Sentence**

**impulse**, p. 415 *n.* sudden push or driving force  
Reformers had an **impulse** to try to improve society.

**convert**, p. 415 *v.* to change from one political party, religion, or way of life to another  
The preacher's goal was to **convert** his listeners from a life of sin to a life of good works.

## Social Reformers at Work

p. 416

### Instruction

L2

- Have students read Social Reformers at Work. Remind them to look for details that answer the Section Focus Question.
- Ask: **What was the temperance movement and what problems did it hope to solve?** (*an organized effort to end alcohol abuse and the problems it created, such as mistreatment of women and children by husbands and fathers who drank too much*)
- Discuss with students the goals and successes of Dorothea Dix. Ask: **What did Dorothea Dix try to reform, and what did she achieve?** (*She worked to improve conditions for prisoners and the mentally ill and helped create many mental hospitals.*)

### Independent Practice

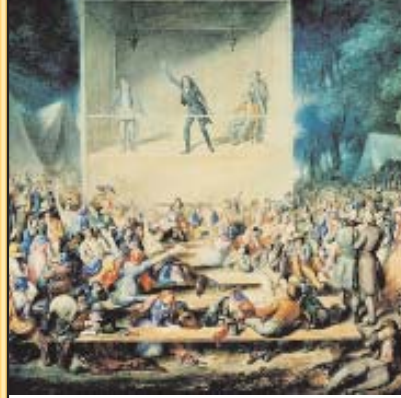
Have students continue filling in the study guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 12, Section 1 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the goals of the reform movements. Provide assistance as needed.



Preaching at a revival meeting

Thus, the religious revivals of the Second Great Awakening encouraged reform. People came to believe that, if they had the power to improve themselves, they could improve society as well.

**Utopian Communities** The desire to create a more perfect society spurred some reformers to found utopian communities. (*Utopia* was a book about a fictional ideal society.) Utopian reformers hoped their communities would become models for others to follow.

Robert Owen founded a utopian community in Indiana in 1825. He called this colony New Harmony. New Harmony was based on common ownership of property. Residents were to raise their own food and manufacture their own goods. However, New Harmony turned out to be anything but harmonious. Members argued among themselves about goals and actions. The colony dissolved after about two years. Indeed, most utopian communities did not last very long.

**Checkpoint** What was the goal of the Second Great Awakening?

### Social Reformers at Work

Utopian reformers tried to create perfect, separate communities. However, most reform-minded Americans chose to work within the existing society. The reforming impulse took many forms.

**The Temperance Movement** Many reformers supported the **temperance movement**, an organized effort to end alcohol abuse and the problems created by it. Alcohol was widely used in the United States. Whiskey was cheaper than milk or beer. Often, it was safer to drink than water, which was frequently contaminated. As a result, alcohol abuse reached epidemic proportions.

Many women were drawn to the temperance movement. They pointed out how many women and children suffered at the hands of husbands and fathers who drank too much. Such organizations as the American Temperance Society published pamphlets denouncing “strong drink.”

Most reformers favored temperance, or moderation in drinking. But others called for **prohibition**, a total ban on the sale and consumption of alcohol. During the 1850s, supporters of prohibition got nine states to pass laws banning the sale of alcohol. The movement was interrupted by the Civil War but reemerged later.

**Prison Reform** Other reformers sought to improve the nation’s prison system. Prisons had traditionally been harsh places, designed to make people want to stay out of them. Poorly heated buildings, inadequate food, and cramped conditions were typical. Many people in prison were not criminals at all but were people who owed money they could not pay back. Because debtors could seldom earn money while in jail, they often remained locked up for years.

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### Differentiated Instruction

#### L3 Advanced Readers

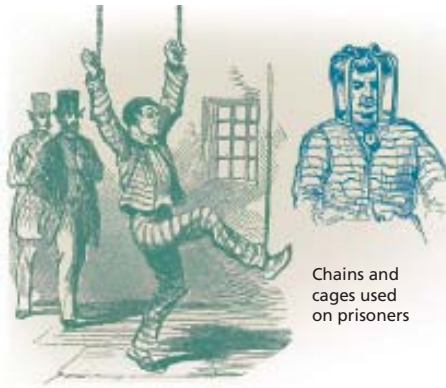
**American Utopias** Have students research more information about one of the utopian communities of this era, such as New Harmony or the Oneida Community, and write a paragraph about that community. Be sure that students include

information about who founded the community, what its goals and principles were, any special rules it had, how long it lasted, and why it dissolved. Ask students to share their findings with the class.

### Answer

**Checkpoint** to encourage people to reform their lives





Chains and cages used on prisoners

### Reforming Prison Conditions

The two drawings shown at left are from an 1858 magazine article about prison conditions. Such sights led Dorothea Dix (right) and other reformers to call for more humane treatment of prisoners.

**Critical Thinking: Frame Questions** Based on these drawings, write two questions that you would ask Dorothea Dix to answer.



Dorothea Dix

Social reformers began investigating conditions in jails. **Dorothea Dix**, a Massachusetts schoolteacher, was one of those who took up the cause of prison reform. Over the years, she worked to convince state legislatures to build new, more sanitary, and more humane prisons. In addition, debtors were no longer sent to jail.

**Reforms for the Mentally Ill** Dix was outraged to find that prisoners were also used to house individuals with mental illnesses. After a careful investigation, she reported to the Massachusetts legislature on the horrifying conditions she had witnessed: “A woman in a cage . . . [One man] losing the use of his limbs from want of exercise . . . One man and one woman chained.”

Dix’s shocking report helped persuade the Massachusetts legislature to fund a new mental hospital. She then continued her efforts in other states. She urged city and state governments around the country to create separate institutions, called asylums, for those with mental illnesses. The new asylums provided treatment, rather than punishment.

**Checkpoint** How did Dorothea Dix contribute to social reform?

## Education Reform

Education was another area of concern to reformers. The first American schools were set up for religious purposes. The Puritans of Massachusetts believed that all people needed to be able to read and understand the Bible. In 1642, they passed a law requiring all large towns to hire teachers and build schools. In this way, Massachusetts set up the first **public schools, or free schools supported by taxes.**

**Need for Better Education** By the early 1800s, Massachusetts was still the only state to require public schools. In other states, children from wealthy families were educated privately, whereas poor children generally received no education outside the home. Under these circumstances, many Americans could not read or write.

## History Background

### Improvements in Mental Health Care

Dorothea Dix was nearly 40 when she began teaching at a Boston-area jail. She found that many inmates were mentally ill, not criminals. Inspired to improve conditions for mentally ill people, she gave a report based on her survey of every prison in Massachusetts to the state legis-

lature in 1843. It led to an expansion of the state mental hospital. In the next three years, Dix traveled 30,000 miles around the country inspecting prisons and reporting her findings. When she began, there were 13 hospitals for the mentally ill in the country. By 1880, there were 123, 32 of which Dix helped found.

## Seeing the Main Idea

**Reforming Prison Conditions** These images can be used to illustrate the importance of the work of Dorothea Dix and other prison reformers. Discuss with students what is happening in each picture. Ask: **Why do you think these images were published?** (to bring attention to the bad treatment of prisoners) Ask: **Why do you think people were treated in this way at this time?** (Possible answers: Most people did not care about people who had committed crimes, few people at that time thought that the public had a responsibility to the less fortunate or to people who were being kept by the government, and no one really knew how they were being treated.) Ask: **Why do you think people such as Dix decided this kind of treatment had to stop?** (Possible answer: At this time there was a spirit of reform based on ideas in the Declaration of Independence, as well as the Second Great Awakening, that made people feel it was important to treat others well and to improve society.)

## Education Reform

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### Instruction

- Have students read Education Reform. Remind them to look for causes and effects.
- Ask: **Who was Horace Mann, and what did he accomplish?** (an education reformer who helped Massachusetts improve its public schools)

## Answers

**Frame Questions** Possible questions: Why did you start to try to reform this kind of treatment? How do you think prisoners should be treated?

**Checkpoint** She worked tirelessly visiting prisons and mental institutions and reported to state legislatures about what she saw, asking them to make reforms.

## Instruction (continued)

- In order to understand Horace Mann's achievements, have students complete the worksheet Horace Mann. Then have them discuss Mann's legacy.

**All in One Teaching Resources, Unit 4,** Horace Mann, p. 50

- Discuss with students the status of education for African Americans at this time. (*Education was unavailable to many African Americans. Southern states prohibited teaching enslaved people to read. In the North, African American children were usually denied entry to the same schools white children attended, but African Americans were admitted to public schools in Massachusetts and attended some private colleges.*)

## Independent Practice

Have students complete the study guide for this section.

**Interactive Reading and Notetaking Study Guide,** Chapter 12, Section 1 (Adapted Version also available.)

## Monitor Progress

- As students complete the Notetaking Study Guide, circulate and make sure individuals understand the changes in American education.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they expected to learn.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 46

- To further assess student understanding, use the Progress Monitoring Transparencies.

**Progress Monitoring Transparencies,** Chapter 12, Section 1

## Answer

**Reading Skill** The source is credible, as Mann was the foremost education reformer of the time. He wanted children to be good citizens, develop their talents, and be educated.

## Links Across Time

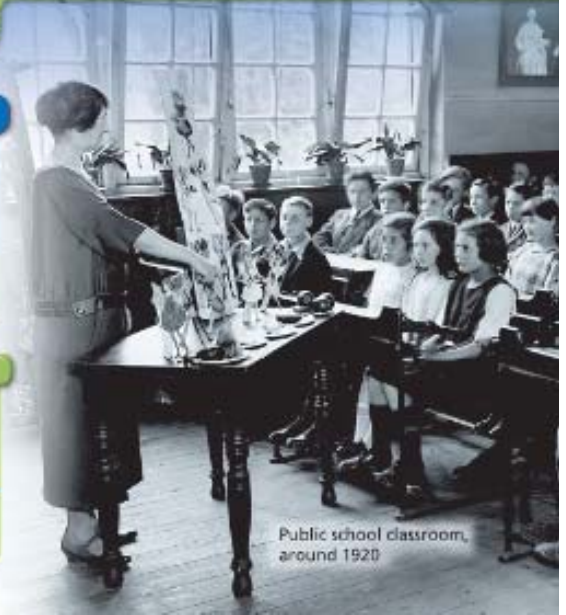
### Public Education

**1852** Massachusetts became the first state to pass a law that required all children to attend school up to a certain age. This was known as compulsory education.  
**1918** By this date, compulsory education laws had been passed in every state in the Union. As a result, for the first time, every state required children to attend school at least up to the tenth grade.

### Link to Today

**Education Today** Today, billions of dollars in federal, state, and local taxes go to support public education. But not everybody agrees on the best way to spend that money and to educate American children.

**For:** Education in the news  
**Visit:** PHSchool.com  
**Web Code:** myc-4081



Public school classroom, around 1920

The reforms of the Jacksonian Era increased the number of eligible voters. Reformers grew concerned that the education system was not keeping up with the political system. They argued that education was necessary to ensure that voters were intelligently informed. With immigration on the rise, reformers also pointed out that better schools would help immigrants assimilate, or become part of, American culture.

**Mann and Public Education** Horace Mann of Massachusetts took the lead in education reform. To Mann, public financing of education was essential for democracy to work. He said:

“If we do not prepare children to become good citizens; if we do not develop their capacities, if we do not enrich their minds with knowledge . . . then our republic must go down to destruction as others have gone before it.”

—Horace Mann, quoted in *A Century of Childhood* (Heininger)

After becoming head of the state board of education in 1837, Mann convinced Massachusetts to improve its public school system. It created colleges to train teachers, raised the salaries of teachers, and lengthened the school year. (To learn more about public education in the 1800s, see the Life at the Time feature.)

### Assess Evidence for a Conclusion

Read the quotation by Horace Mann. Assess the credibility of this source in supporting the following conclusion: Mann believed that strong character, moral behavior, and wide knowledge were equally important qualities. List three examples from the quotation that support this conclusion.

## Differentiated Instruction

**L1** English Language Learners   **L1** Less Proficient Readers   **L1** Special Needs

**Vocabulary Development** Have students make a list of the key terms and high-use words. Then have them create flashcards with the word on one side and its definition on the other. Pair students and have them quiz each other on the definitions of

the words using the flashcards. For English Language Learners, have students add pictures to go with the flashcards. Check their understanding as they continue to read the section.

Other states soon followed Massachusetts's example. By the 1850s, public schools had gained much acceptance in the Northeast. Southern and western states lagged behind, however. They would not create their own public school systems until many decades later.

**Education for African Americans** The improvements in public education did little for African Americans. Southern states prohibited teaching enslaved persons to read. In the North, free black children were seldom admitted to the same schools as white children.

Reformers who tried to improve educational opportunities for African Americans often met with resistance. Prudence Crandall, a Quaker teacher, opened a school for African American girls in Connecticut. Hostile neighbors attacked and destroyed the school.

Still, some opportunities did open up. In major northern cities, free African American educators opened their own schools. In 1855, Massachusetts became the first state to admit African American students to public schools. Some African Americans attended private colleges such as Harvard and Oberlin. In 1854, Pennsylvania chartered Ashmun Institute (later called Lincoln University), the nation's first college for African American men.

**Checkpoint** How did public education improve in the mid-1800s?

**Looking Back and Ahead** Inspired by political or religious ideals, reformers tackled many social problems. But one issue towered above all others in the minds of reformers. In the next section, you will read about the growing efforts to end slavery.

Section 1
Check Your Progress

**Comprehension and Critical Thinking**

- (a) Identify** What were the ideas of predestination and the doctrine of free will?  
**(b) Draw Conclusions** How might the doctrine of free will promote democracy?
- (a) Recall** Which reforms did Horace Mann convince the state of Massachusetts to make?  
**(b) Detect Points of View** According to Mann, why is it important for a democracy to have educated citizens?

**Reading Skill**

- Assess Evidence for a Conclusion** Assess the quotation that follows by Dorothea Dix. Is the evidence reliable? Does it support the conclusion that the mentally ill were poorly treated?  
**Quotation:** "[T]wo females . . . lie in wooden bunks filled with straw; always shut up. . . . The use of cages [is] all but universal."

**Key Terms**  
Answer the following questions in complete sentences that show your understanding of the key terms.

- What did the **temperance movement** seek?

**Progress Monitoring** **online**  
**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-4081

- What was the goal of **social reform** in the 1830s?
- What is a religious **revival**?

**Writing**

- A topic sentence sets the focus for a single paragraph. A thesis statement expresses a broader idea to be developed in an entire essay. Write three topic sentences for paragraphs that would support and develop the following thesis statement: A powerful reforming spirit swept through this country in the 1830s.

## Assess and Reteach

### Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

**Teaching Resources, Unit 4,**  
Section Quiz, p. 58

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,**  
Chapter 12, Section 1

### Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 12,  
Section 1 (Adapted Version also available.)

### Extend L3

To extend the lesson, have students use the Internet to look up additional nineteenth-century reformers such as Mary Lyon, Samuel Gridley Howe, Bronson Alcott, and Lucy Stone and make a chart listing them, the cause(s) in which each was active, and their achievements. Have students share their work with the class. Provide students with the Web code below.

**Extend Online**  
**For:** Help with this activity  
**Visit:** PHSchool.com  
**Web Code:** mye-0211

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

## Section 1 Check Your Progress

- (a)** predestination: belief that God decides the fate of a person's soul even before birth; doctrine of free will: people's actions determined their salvation  
**(b)** Possible answer: If people believe that salvation comes from their own acts, they might pay more attention to their duties to others.
- (a)** create teacher colleges, increase teacher salaries, lengthen the school year  
**(b)** Educated citizens participate in government and keep democracy alive.
- Dorothea Dix inspected places where the mentally ill were kept, so what she says is reliable. The details she gives do support the conclusion.
- The temperance movement tried to stop alcohol abuse.
- The goal of social reform in the 1830s was to improve society.
- A revival is a large religious meeting.
- Possible topic sentences: Religious feelings and ideas sparked the reform spirit. The temperance movement wanted to improve society by ending alcohol abuse. Better education was another area of concern to the reformers.

### Answer

**Checkpoint** Public school systems and teacher colleges were established; African Americans were admitted to some schools and colleges.

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## LIFE AT THE TIME

### Going to School

p. 420

#### Build Background Knowledge

L2

Have students recall the education reforms of Horace Mann. Ask: **Why were reformers such as Mann interested in expanding public education?** (*They believed it would make Americans better citizens.*) Then, ask: **What do you think early public schools were like?** (*Possible answer: Children of all grades went to school in the same classroom.*)

#### Instruction

L2

- Read Life at the Time with students. Ask students to describe a one-room schoolhouse. (*Children of all ages were taught together. Most schools only went up to eighth grade. Students studied from McGuffey's Eclectic Readers, wrote on chalk slates, and recited lessons when their teacher called on them.*)
- Ask: **What was discipline like in early classrooms?** (*Discipline was strict. Students were often punished or rewarded based on how well they learned their lessons.*) Ask: **How is this different from modern schools?** (*Possible answers: Students today do not have to wear dunce caps. Students who misbehave today might get detention or be sent to the principal's office. Today, students' work is graded.*)
- Encourage students to draw inferences about the moral lessons in *McGuffey's Eclectic Readers*. Remind students of Horace Mann's reasons for promoting education. Ask: **Why do you think textbooks in the 1800s taught moral lessons as well as the "three Rs"?** Elicit that learning about character and values, as well as to read and write, was seen as an important part of becoming a good citizen.

## LIFE AT THE TIME

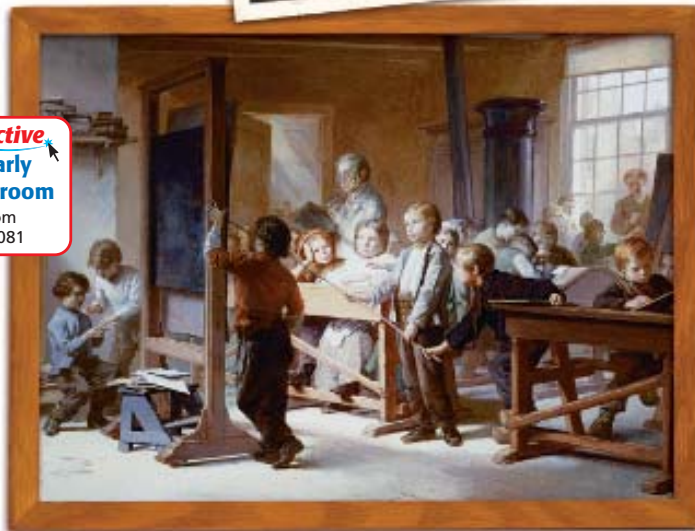
### Going to School

Following the lead of Massachusetts, other states in the North began to fund public schools. Not all children were able to attend school, and most of those who did only got as far as the eighth grade. What were these early American classrooms like?



#### The Classroom

Schools in the early 1800s were not like the large public buildings we know today. In rural areas especially, many children went to one-room schoolhouses, where children of all ages were taught together. Students wrote on chalk slates and were expected to recite their lessons when called upon by the teacher.



**History Interactive**  
Explore an Early American Classroom

Visit: [PHSchool.com](http://PHSchool.com)  
Web Code: myp-4081

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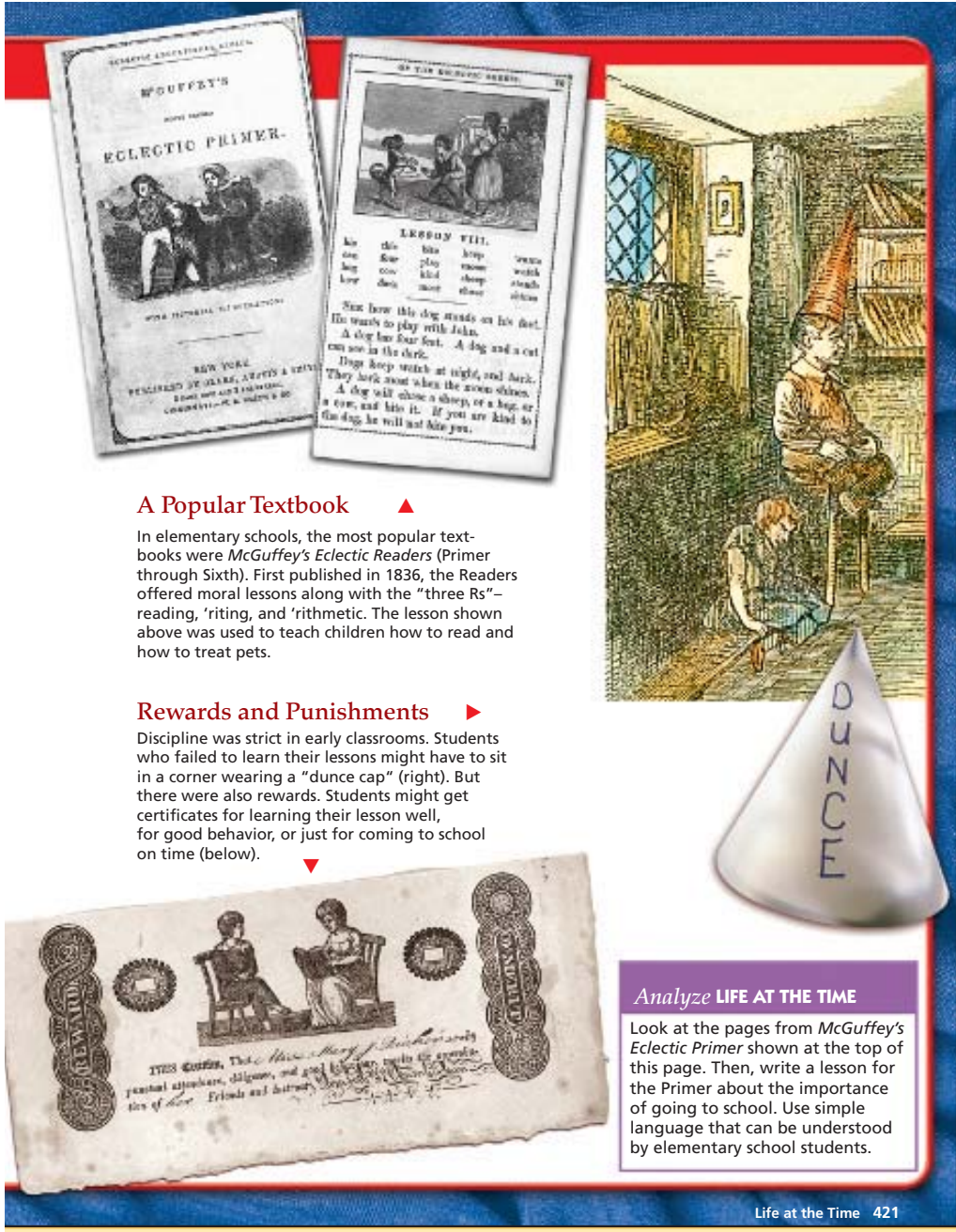
### Differentiated Instruction

**L1** English Language Learners **L1** Special Needs

#### Picturing a One-Room Schoolhouse

Have students work in groups to list unique items that might be found in a one-room schoolhouse, such as a dunce cap or a *McGuffey's Eclectic Reader*. Then have

them make a poster showing a class in a one-room schoolhouse. Have them label the objects from their lists. Display the finished posters in the classroom.



### A Popular Textbook ▲

In elementary schools, the most popular textbooks were *McGuffey's Eclectic Readers* (Primer through Sixth). First published in 1836, the Readers offered moral lessons along with the “three Rs”—reading, ‘riting, and ‘rithmetic. The lesson shown above was used to teach children how to read and how to treat pets.

### Rewards and Punishments ►

Discipline was strict in early classrooms. Students who failed to learn their lessons might have to sit in a corner wearing a “dunce cap” (right). But there were also rewards. Students might get certificates for learning their lesson well, for good behavior, or just for coming to school on time (below).

### Analyze LIFE AT THE TIME

Look at the pages from *McGuffey's Eclectic Primer* shown at the top of this page. Then, write a lesson for the Primer about the importance of going to school. Use simple language that can be understood by elementary school students.

### Independent Practice

Have students complete the History Interactive activity online.

#### Extend Online

**For:** Help in starting the History Interactive  
**Visit:** PHSchool.com  
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### Monitor Progress

Ask students to complete the Analyze Life at the Time activity. Circulate to make sure individuals understand nineteenth-century education.

### Writing Rubric

- Score 1** Lesson is inappropriate or unrelated to the task.
- Score 2** Lesson is sparse or confusing.
- Score 3** Lesson is logical, shows understanding of task.
- Score 4** Lesson is logical, creative, and well thought out.

### History Background

**A Modern One-Room Schoolhouse** Most one-room schoolhouses were replaced by larger schools by the mid-twentieth century, but Granville Village School in Vermont remains in use today. Since its founding in 1857, however, the school has undergone a number of changes. Today, it goes only through the fourth grade and has expand-

ed to two classes: one for first- and second-graders and one for third- and fourth-graders. As in most modern schools, there are computers in the classroom, and specialists teach subjects such as art. Despite these modernizations, the Granville Village School is proud to continue its one-room heritage.

### Answer

**Analyze LIFE AT THE TIME** Lessons will vary but should be written in simple language and should show a clear understanding of the increasing value placed on education in the mid-1800s.