

Erin Miller History 25 Mid-term Exam Study Guide

You may use handwritten notes. We agreed as a group to an oral exam, engaging in a verbal discussion of the material. Below please find some key terms you should be able to discuss. I want to remind you that I trust you to answer these questions in your own words. Don't simply copy words from the textbooks or from my notes. The first list derives from your textbook and the second from lecture. The essay topics are general topics we'll discuss. Imagine you're explaining the item or essay question to someone who is interested in it. We'll divide the exam into 4 different time sections, one each for the 4 chapters under review (chapter 4-7). I'll draw people's names from a jar for key term answers, and then we'll move onto the discussion questions.

Key Terms Taken Directly from *Through Women's Eyes*.

| | | |
|-------------------------------|--|---|
| Catherine Beecher | Temperance Movement | Indian Removal |
| Reputation of Women | Slavery as a Sin | Female Wage Labor |
| Cult of True Womanhood | Married Women's Rights | Temperance |
| Middle Class Ideology | African Americans in Union Army | Florence Kelley |
| Domesticity in the Market Age | Women on the Homefront | Jane Addams |
| Manufacturing | Seneca Falls Movement | Hull House |
| Industrialization | 13 th Amendment | Settlement Houses |
| Mill Girls of Lowell | 14 th Amendment | Populism |
| Planation Patriarchy | 15 th Amendment | Immigrant Daughters |
| Male Patriarchs | NWSA (National Women's Suffrage Association) | Anti-Asian Immigration Laws |
| Plantation Mistresses | Freedman's Bureau | 19 th Prostitution in the West |
| Slave Women | Black Women in the New South | National Grange |
| Non-elite White Women | White Women in the New South | Dawes Severalty Act |
| Gold bellum Reform | Slave Breeding | Susette La Flesche |
| Women's Sphere | Anti-Black Violence | Homestead Act |
| Moral Reform | | |
| Reservations | | |
| Boarding Schools | | |
| Ghost Dance | | |
| Lozen | | |

Lecture Key Terms:

| | | |
|-----------------------|--------------------------------------|------------------------------|
| Fancy Maids | Northern Manhood | Post-Bellum Black Womanhood |
| Alters of Sacrifice | Northwest Ordinance of 1787 | Uncle Tom's Cabin |
| Drew Faust | Missouri Compromise of 1820 | Black vs. White "Femininity" |
| "wages of gender" | Abolitionists | Family Wage |
| Mammy | Harriett Beecher Stowe | Helen Hunt Jackson |
| Jezebel | Black Codes | Reservations |
| Sambo | Freedman's Bureau | Boarding Schools Ghost Dance |
| "white virtue" | Ku Klux Klan | Granges |
| "Nat Turner" | No Constitutional Right to Be Ladies | Farmer's Alliance |
| 12 Years a Slave | Lincoln's 10 percent Plan | Plessy vs. Ferguson |
| Southern Manhood | Johnson's Reconstruction Plan | Populism |
| Slave Societies | Redemption | Rights of Citizenship |
| Societies with Slaves | Gradual Emancipation | Obligations of Citizenship |
| Free Labor Ideology | Dred Scott Case | Irish Immigration and Work |
| Free Soiler | Post-bellum Black Manhood | |
| Plantation Patriarchy | Yeoman Women | Plantation Mistresses |

Essay Questions to Consider

1. Discuss the experiences of the diverse groups who moved to the West and the strategies they employed to establish communities. Discuss the reliance upon unpaid women's labor that was common to all these communities.
2. How did differing ideas of manhood in the North and South relate to the different economic systems, and how does it help explain the coming of the Civil War?
3. How did the labor of women (black and white) function similarly and differently in the North and South?
4. Describe Linda Kerber's arguments in *No Constitutional Right to Be Ladies*, emphasizing her understanding of the rights and obligations of citizenship, as well as to how this applied to the South during Reconstruction.
5. Discuss the antebellum south, slave societies and societies with slaves.
6. Elaborate on the many reform efforts women created: the fight to stop prostitution, temperance work, fundraising for hospitals and clinics for the injured, and institutional support for the aged and orphans. Be sure to link reformers' efforts to the development of institutions. Show how these women justified their work in the public arena as consistent with domesticity and with women's special religious role. As a class, discuss whether or not these women used the ideology of true womanhood in order to expand woman's sphere
7. Focus on the split that emerged among women over the Fourteenth and Fifteenth amendments and explain how this led to the creation of two separate suffrage organizations—the National Woman Suffrage Association and the American Woman Suffrage Association—as well as what all this said about women's ideas regarding the most effective way to gain power. Finally, engage in a discussion of Cady Stanton's view of what it would take to liberate women and how she might be viewed today.
8. Elaborate on the work opportunities—including prostitution—that women found in the West. Compare these opportunities with those available to women in the East.