

Chapter Overview

At the same time that national spirit and pride were growing throughout the country, a strong rivalry was also developing between different regions. Both the North and the South wanted to further their own economic and political interests.

During the 1800s, advances in technology and transportation shaped the North's economy. Industry in the North grew, and many Northerners worked in factories, including women and children. Because of industry, northern cities also grew quickly.

Cotton was the foundation of the economy in the South. The South's population was made up of wealthy slaveholding planters, small farmers, poor whites, and enslaved African Americans.

CHAPTER BENCHMARKS



SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.

SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

WHAT I NEED TO KNOW

TERMS

- clipper ship
- telegraph
- Morse code
- trade union
- strike
- prejudice
- discrimination
- famine
- nativist
- productivity
- domestic slave trade
- yeoman
- overseer
- spiritual
- slave codes
- Underground Railroad
- literacy

PEOPLE, PLACES, EVENTS

- Great Irish Famine
- Know-Nothing Party
- Nat Turner
- Harriet Tubman

North and South

CHAPTER BENCHMARKS, *continued*

SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.



North and South

Make the Foldable below and label the top tab *People and Economy of the North* and the bottom tab *People and Economy of the South*. Write *Mason-Dixon Line* along the area where the two tabs meet. On the back of the Foldable draw an outline of the United States. Locate and label the approximate positions of the following on the map: *New England, East Coast, Midwest, Upper South, and Deep South*. Then under the tabs found on the front of the Foldable, summarize in short phrases the economic development in each of these areas. Consider what the conditions were like for workers and how prejudices and discrimination affected the lives of certain cultural and ethnic groups.

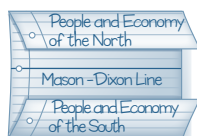
Step 1

Fold a sheet of paper in half to find the midpoint.



Step 2

Fold the outer edges of the paper to meet at the midpoint.



LESSON 1 SUMMARY

The Industrial North

SS.8.A.4.6, SS.8.A.4.7, SS.8.A.4.10, SS.8.E.1.1, SS.8.E.2.1

Technology and Industry

In the early 1800s, new developments in industry and technology brought about great change in the United States. These developments changed the way people worked, traveled, and communicated. The northern states were especially affected by these new developments.

Three Phases of Industrialization

Before the new developments in industry, most products were made one at a time. One person would be in charge of spinning thread, weaving cloth, and then cutting and sewing a piece of clothing. In the 1800s that process began to change. In the North, those changes took place in three phases.

Phase 1: Employers divided jobs into smaller steps. Each worker specialized in one step and only performed that step. For example, one person would weave cloth and nothing else. Another worker would only spin thread. By specializing tasks, the two workers could do more work than if they had made the product by themselves.

Phase 2: Owners built factories so that specialized workers all worked at the same location. This kept the product moving quickly from one worker to the next.

Phase 3: Machines were used to do much of the work that was once done by people. Machines, such as power looms, could do the work faster than people.

Industrialization led to mass production, or the making of goods in large numbers. By the early 1800s, Northern states were mass-producing cloth. When Elias Howe invented the sewing machine in 1846, the process of turning mass-produced cloth into articles of clothing became even faster. By 1860 the factories in the Northeast were making at least two-thirds of the nation's manufactured goods.

1. DETERMINING CENTRAL IDEAS Match each description below to the correct phase of industrialization.

Phase 1: _____

Phase 2: _____

Phase 3: _____

- a. use of machines
- b. specialization
- c. all work under one roof

LESSON 1 SUMMARY, *continued*

2. CITING TEXT

EVIDENCE Underline the transportation improvements that aided in the growth of industry in the United States.

ANALYZING MAPS

3. Based on the map, how did the railroad systems in the North and the South differ?

Changing Transportation

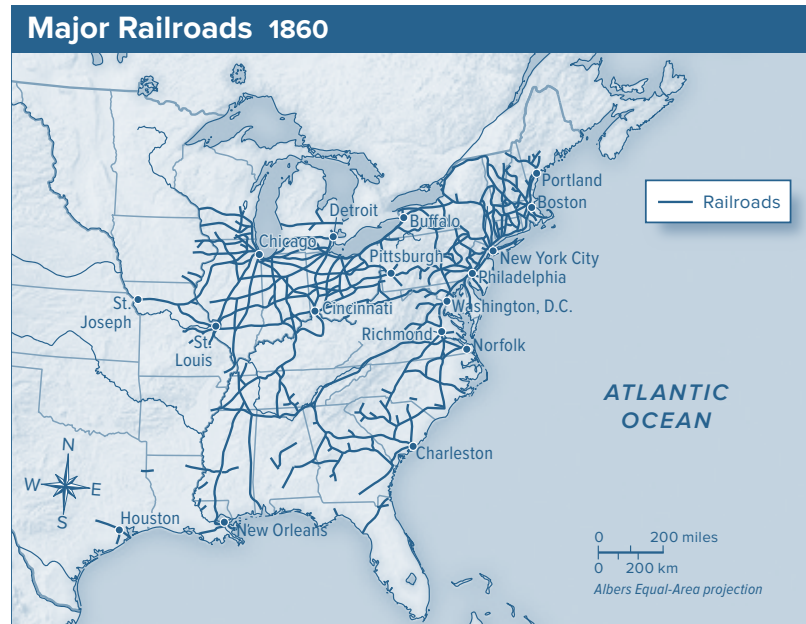
Improvements in transportation also helped industry grow in the United States. Between 1800 and 1850, workers built thousands of miles of roads and canals. The canals connected lakes and rivers to make new shipping routes for products.

New types of boats also made the shipment of goods and people faster and cheaper. The steamboat, invented by Robert Fulton in 1807, made it easier to navigate upstream. In the 1840s, the invention of the **clipper ship** cut ocean travel time almost in half. The new ships had tall sails and sleek hulls and could sail as fast as most steamships.

The Railroads Arrive

The earliest railroads in the United States were horse-powered and connected mines to nearby rivers. In 1829 the first steam-powered passenger trains began running in Britain. The following year, American Peter Cooper designed and built the first American steam-powered engine, called the *Tom Thumb*. After improvements to this first design, steam locomotives began pulling trains in the U.S.

By 1840 there were almost 3,000 miles of track in the nation. By 1860 there were almost 31,000 miles of track. Most of the tracks were in the North and Midwest and connected many of the North’s largest cities.



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LESSON 1 SUMMARY, *continued*

Moving Goods and People

New forms of transportation greatly affected people in the western part of the nation. Before canals and railroads, farmers had to ship their crops down the Mississippi River to New Orleans. Here the crops would be shipped to eastern states or to other countries. With the new canals and railroads, farm products could be moved in a more direct route from the Midwest to the East. This made moving goods faster and cheaper and also lowered prices for consumers.

Railroads also brought more people to the Midwest. It was fast and affordable to travel by train, so many people moved into Ohio, Indiana, and Illinois. As a result, the number of new towns and industries also grew in this area.

Progress With Problems

New technology can also bring about new problems. As more people used trains and the new forms of water transport, the likelihood of accidents increased.

In 1857 the steamship *SS Central America* was carrying people and goods from New York to Central America. It steamed into a hurricane and sank. Hundreds of people died off the coast of the Carolinas.

In 1856 two trains collided in what is called the Great Train Wreck. About 60 people were killed and more than 100 injured when the two trains hit head-on in Pennsylvania. People were stunned by the tragedy and many newspapers demanded that railroad companies make improvements to ensure passenger safety.

Communications Breakthroughs

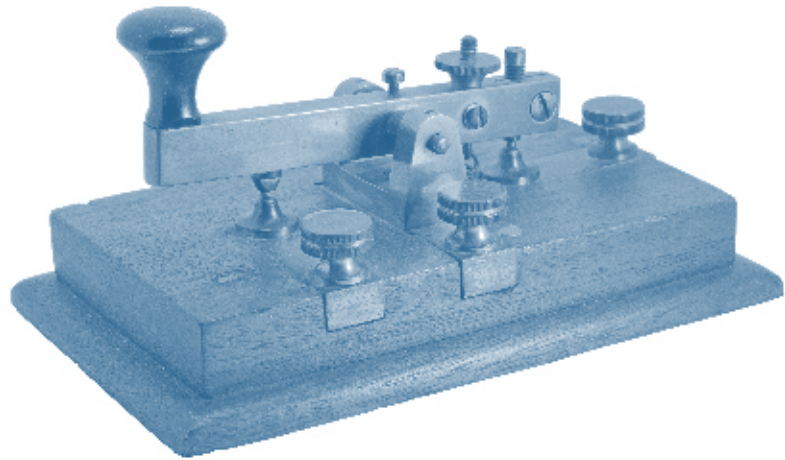
As industry grew and transportation improved, there was a need for better communication. Samuel Morse, an American inventor, developed a way to instantly send messages along electrical wires. His new invention was called the **telegraph**. Telegraph operators sent messages using **Morse code**, a system of short and long signals—dots and dashes—used in place of letters in the alphabet. By 1852 workers had installed about 23,000 miles of telegraph lines in the United States.

4. EXPLAINING How did railroads help increase the population of the Midwest?

5. MAKING INFERENCES How do you think the telegraph might have aided early businesses?

LESSON 1 SUMMARY, *continued***6. CITING TEXT EVIDENCE**

Underline the three inventions that made farming possible on the Great Plains.



The telegraph used electric signals to transmit messages for long distances over electrical wires. The invention revolutionized communications.

Farming Innovations

The Great Plains was a vast treeless area west of Missouri, Iowa, and Minnesota. Few farmers were willing to move there because the land was too difficult to farm. The soil was hard and matted, and farmers were not sure it was fertile enough to support crops.

Three new inventions opened up this area to farming. The first was the steel-tipped plow. It was invented by John Deere in 1837. The new plow helped farmers break up the hard prairie sod. The second was the thresher. It separated wheat grains from the stalk. The third invention was the mechanical reaper. It helped speed up the harvest of wheat.

Cyrus McCormick patented the mechanical reaper in 1834. Before his invention, farmers had used hand tools to cut wheat. Now that farmers could harvest more wheat, they could also plant more. Wheat farming became the most important economic activity on the Midwestern prairies. Farmers shipped their wheat east by train and canal barge. Farmers in the Northeast and Middle Atlantic states also grew more fruits and vegetables.

Even with farming improvements and the growth of agriculture, the number of factories in the North continued to grow. Population in northern cities increased as more and more people moved to urban areas to find jobs.

LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

1. Create a cause-and-effect chart to show the effects of inventions in the 1800s on the economic growth of the United States.

Invention	Effect

2. **EVALUATING** Which invention in your chart do you think had the biggest impact on the American economy in the 1800s? Select one invention and write a paragraph to explain your selection.

People of the North

SS.8.A.4.3, SS.8.A.4.5, SS.8.A.4.8, SS.8.G.4.1, SS.8.G.4.3

1. IDENTIFYING

EVIDENCE Describe the conditions for workers employed in early factories.

2. DRAWING

CONCLUSIONS Why did some workers form unions?

The Factories of the North

In the 1800s, the factory system brought together all the production tasks necessary to create an item under one roof. In addition to clothing and textiles, U.S. factories were now producing shoes, watches, guns, sewing machines, and farming machinery.

Conditions for Factory Workers

At this time, there were no laws to protect workers. Factory owners were more interested in making money than making sure their employees were safe and comfortable.

Employees worked long hours and often under harsh conditions. In 1840, the average workday was 11.4 hours. Tired workers were often subject to accidents. Many machines had belts and other moving parts that were not covered. Workers, especially children, were injured when they got caught in the machinery. In the summer, factories were very hot. In the winter, they were too cold.

Unlike today, children were allowed to work in factories. They often worked 6 days a week and 12 or more hours a day. Many worked in mills and coal mines. Reformers called for laws to protect working children, but it would take many years for them to go into effect.

Workers' Attempts to Organize

Workers tried many different ways to make their voices heard. In the 1830s, they started to work together in unions. Workers who shared the same skill formed **trade unions**. Members of unions hoped that by working together, they would have more influence than if they worked alone.

Some workers in New York City formed the General Trades Union and began to hold strikes. A **strike** is when workers refuse to do their job unless their employer makes changes.

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LESSON 2 SUMMARY, *continued*

At the time, strikes were illegal. Workers could lose their jobs or even be punished for striking.

In 1842 Massachusetts passed a law that said workers were allowed to strike. However, it would be many years before workers were given any other legal protection.

African Americans in the North

Although slavery was no longer common in the northern states by the 1830s, many African Americans were still treated poorly. They were subject to prejudice and discrimination.

Prejudice is an unfair opinion of a group of people that is not based on fact. **Discrimination** is the unfair treatment of a group because of their race, religion, ethnic background, or place of birth.

In some states, white men did not have to own property to vote. However, few African Americans were allowed to vote. In fact, Rhode Island and Pennsylvania made it illegal for African Americans to vote.

African Americans also were not allowed in public schools or other public facilities. They had to go to poor-quality schools. If they were ill, they had to go to African American hospitals.

Most African Americans lived in poverty during this time. However, some were able to overcome these obstacles. Samuel Cornish and John B. Russwurm founded *Freedom's Journal* in 1827. It was the first African American newspaper. In 1845 Macon B. Allen was the first African American given a license to practice law in the United States.

Women Workers

Women workers were also discriminated against. They did not receive the same pay as men, and men kept them from joining unions. Most men thought that women should not be allowed in the workplace at all.

In the 1830s and 1840s, some women wanted to change how they were treated as workers. Sarah G. Bagley, a weaver from Massachusetts, formed the Lowell Female Labor Reform Organization. The group requested a 10-hour workday, but the legislature ignored them because they were women. These efforts would later inspire other women to ask for change.

3. USING DEFINITIONS ACCURATELY

How do the meanings of the terms *prejudice* and *discrimination* differ?

4. CITING TEXT EVIDENCE

What did one group of women do to change how they were treated in the workplace?

LESSON 2 SUMMARY, *continued*

5. GIVING EXAMPLES

List three reasons that immigrants came to the United States.

1. _____
2. _____
3. _____

The Growth of Cities

Because of industrialization, Northern cities were growing rapidly in the early 1800s. Most factories were located in or near cities. Many people moved to cities looking for jobs.

Urban Populations Grow

Improved transportation also led to the growth of cities. Midwestern villages that were on rivers became centers of trade. Cities, like St. Louis on the Mississippi River, had a steady stream of steamboats. Other river cities, such as Pittsburgh, Cincinnati, and Louisville, also served as links between Midwest farmers and cities in the Northeast.

Increased Immigration

Cities attracted many people from rural areas looking for jobs. They also became home to the many immigrants coming to the United States between 1840 and 1860. American manufacturers welcomed the tide of immigrants. Many were willing to work for long hours and for low pay.

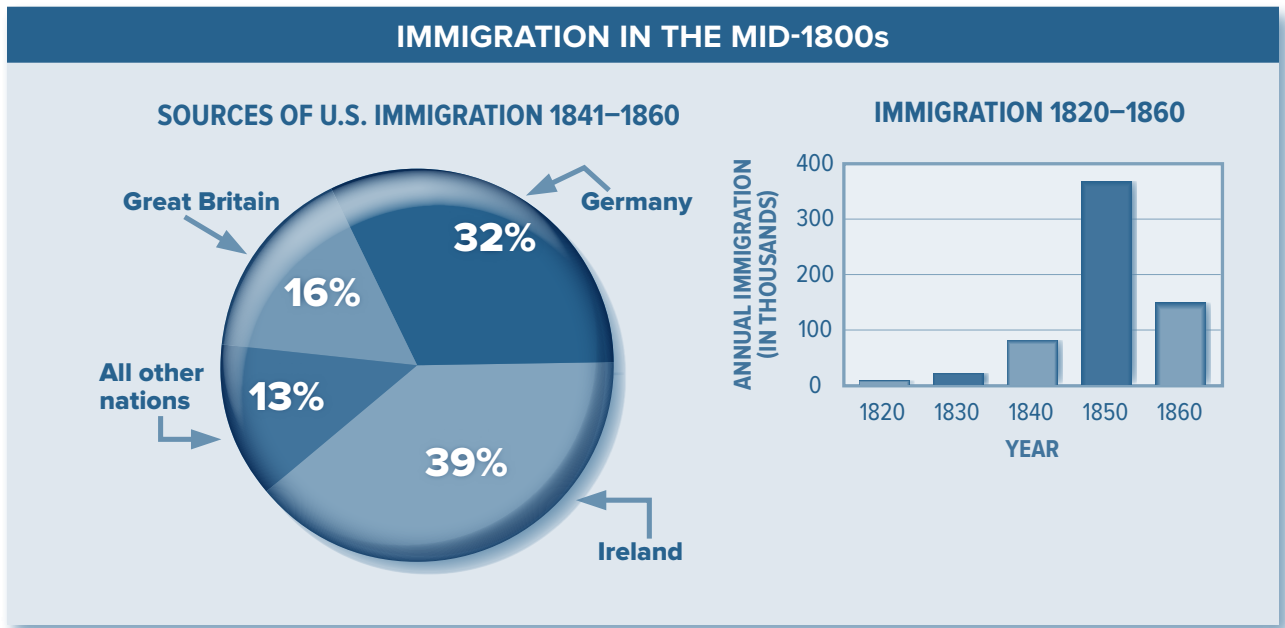
The largest number of immigrants came from Ireland. When a plant disease destroyed the potato crop in the 1840s, people had little or no food. This **famine**, or extreme shortage of food, left more than a million people dead. It was known as the Great Irish Famine. Between 1846 and 1860, another 1.5 million Irish would come to the United States.

The second-largest group of European immigrants came from Germany between 1820 and 1860. Many were looking for jobs, but others were trying to escape political problems.

This steady stream of immigrants to the United States brought new languages, customs, religions, and traditions to our country.

Not all Americans welcomed immigrants. In the 1830s and 1840s, many people believed that immigrants were a threat to the future of “native” citizens. This group, called **nativists**, said that immigrants were taking American jobs from people who were born here. They were angry that immigrants often worked for lower wages and often accused them of spreading crime and disease.

LESSON 2 SUMMARY, *continued*



The Know-Nothing Party

Many nativists formed secret anti-immigrant groups, and in 1849 they created a new political party. Because members of nativist groups often answered questions about their organization with the statement “I know nothing,” their party came to be known as the Know-Nothing Party.

The group changed their name to the American Party in 1854. Members called for stricter citizenship laws. They also wanted to ban foreign-born citizens from holding office.

ANALYZING VISUALS

6. In which years did immigration exceed 100,000?


LESSON 2 SUMMARY, *continued*



REVIEW LESSON 2

1. Industrialization and growth brought about many changes in the United States, especially in the North. Many of these changes were positive, but some were not. Describe the challenges faced by each of the groups listed in the chart below.

GROUP	CHALLENGE OR PROBLEM
Factory workers	
Women and child workers	
African Americans	
Immigrants	

2.  **IDENTIFYING POINTS OF VIEW** Imagine you are a member of one of the groups in your chart. Write a letter to the editor of a newspaper that might have existed during the mid-1800s. Describe the problems facing your group, and offer suggestions for improving conditions. Your letter should be written from the point of view of a family or an individual.

LESSON 3 SUMMARY

Southern Cotton Kingdom

SS.8.A.4.6, SS.8.A.4.8, SS.8.A.4.10

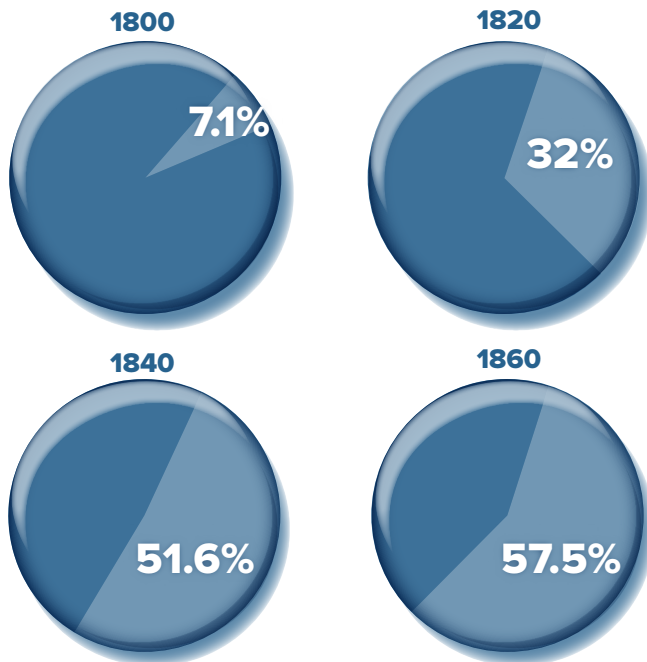
Rise of the Cotton Kingdom

In 1790 the South was sparsely settled. Most people were farmers and lived along the Atlantic coast in Maryland, Virginia, and North Carolina. This area is called the Upper South.

By 1850 the economy of the South was booming. People had spread inland to the Deep South. This area included Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas. Much of the economy in this area depended on slavery.

1. USING VISUALS Based on the graphs, by how much did the export of cotton increase between 1800 and 1860?

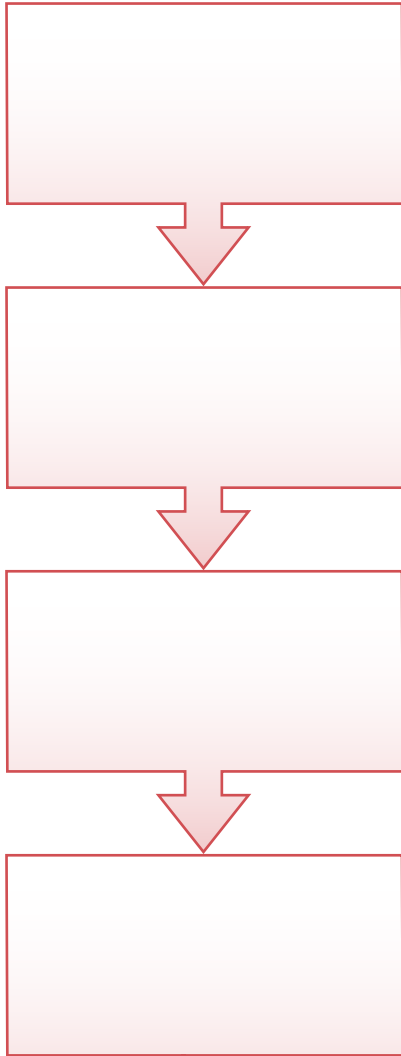
COTTON PRODUCTION AS A PERCENTAGE OF U.S. EXPORTS



Source: Historical Statistics of the United States

LESSON 3 SUMMARY, *continued*

2. DETERMINING CAUSE AND EFFECT Fill in the diagram below to show how the invention of the cotton gin led to an increase in slavery.



Cotton Is King

In colonial times, southern farmers grew mostly rice, indigo, and tobacco. After the American Revolution, there was less demand for these crops. Mills in Europe wanted large supplies of cotton.

Cotton production was not easy. After cotton was picked, workers had to patiently remove sticky seeds from its fibers. When Eli Whitney invented the cotton gin in 1793, it revolutionized the industry. His machine made it much easier to remove seeds from cotton fibers. This meant an increase in **productivity**, or the amount a worker produces in a given time. Workers could now clean 50 times more cotton per day.

With this increase in productivity, farmers wanted to grow more cotton. Because Southern planters used enslaved workers to plant and pick their cotton, the use of slavery increased in much of the South.

By 1860, both the Upper South and Deep South still depended on agriculture. However, each area grew different crops. The Upper South produced tobacco, hemp, wheat, and vegetables. The Deep South grew the most cotton and also produced rice and sugarcane.

Growing cotton and sugarcane required many workers, so buying and selling enslaved Africans became a big business. States in the Upper South became a center for the slave trade.



Enslaved African Americans use a cotton gin to strip seeds from cotton fibers.

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LESSON 3 SUMMARY, *continued*

Because this trade was carried out within the United States, it became known as the **domestic slave trade**.

Southern Industry

Unlike the North, the South had little industry. Growing cotton and other crops was very profitable, so most farmers had little interest in building factories. Factories also cost a lot of money to build. Planters would have to sell enslaved people or land to raise money for industry. In addition, there was not much demand for factory-made products in the South. Many of the people who lived in the South were enslaved. They had no money to buy goods. For these reasons, many Southerners did not want to invest in industry.

Factories in the South

Not everyone in the South was against developing industry. Some leaders were tired of depending on the North for factory goods. They thought that having more industry in the Upper South would boost the region’s economy.

William Gregg of South Carolina opened a textile factory. In Georgia, Augustin Clayton opened a cotton mill. Joseph Reid Anderson of Virginia started one of the nation’s leading iron works factories, which also included a sawmill. However, these types of industries were not typical in the South.

Southern Transportation

The South’s transportation system was not as developed as the system in the North. Farmers and the few factories that produced goods used natural waterways to move their goods. There were few canals and most roads were not in good condition.

The South had fewer railroads than the North. By 1860, only about one-third of the nation’s rail lines lay within the South. The rail lines were short, and many were not linked together. As a result, Southern cities grew more slowly than those in the North. This lack of railroads would work against the South in the years to come.

3. EXPLAINING Provide three reasons why industry did not develop in the South as quickly as in the North.

1) _____

2) _____

3) _____

4. MAKING PREDICTIONS

The transportation systems in the South were not as developed as those in the North. How do you think this might affect the growth of the South in the future?

LESSON 3 SUMMARY, *continued*



REVIEW LESSON 3

1. Create a chart like the one below to describe the economy of the South.

Agriculture	
Industry	
Transportation	

2. **COMPARING AND CONTRASTING** The economies of the North and South were very different. Use the information from your chart to create a second chart. Your chart should compare the agriculture, industry, and transportation of the North with that of the South.

LESSON 4 SUMMARY

People of the South

SS.8.A.4.8, SS.8.A.4.11, SS.8.E.2.3

Southern Agriculture

Although the economy of the South centered around agriculture and slavery, not every Southerner held large numbers of enslaved people. In general, most Southerners fell into one of four categories: yeoman, tenant farmer, rural poor, or plantation owner.

Small Farmers and the Rural Poor

Yeomen were farmers who owned small farms of about 50 to 200 acres. Most white people in the South fell into this category. Yeomen grew crops that they used themselves or traded with local merchants. Most owned few or no enslaved African Americans.

Tenant farmers were white Southerners who rented land from property owners. Both tenant farmers and yeomen lived in small cottages or log cabins.

The rural poor lived in crude cabins, often in wooded areas. Most did not own land. They cleared trees to plant corn or to keep a cow or hog. They also hunted and fished. They were often looked down on by other Southerners. The poor people of the rural South were stubbornly independent. They refused to do the work that enslaved people did.

Plantation Owners

The large southern farms, called plantations, were made of several thousand acres of land. The white people who owned them measured their wealth by the size of the plantation and the number of enslaved people they held. In 1860, about 4 percent of slaveholders held 20 or more enslaved African Americans. Most had fewer than 10 enslaved laborers.

A few free African Americans also held enslaved people. Many of these slaveholders were free African Americans who purchased their own family members to free them.

To make a profit, plantation owners had to bring in more money than they spent. They had fixed costs—costs that stayed the same year after year. These costs included housing costs and feeding enslaved laborers. The price for selling their cotton, however, was not fixed. It changed from season to season. If prices went down, plantation owners could lose money.

1. CONTRASTING How did the lives of plantation owners differ from yeomen farmers in the South?

LESSON 4 SUMMARY, continued

ANALYZING VISUALS

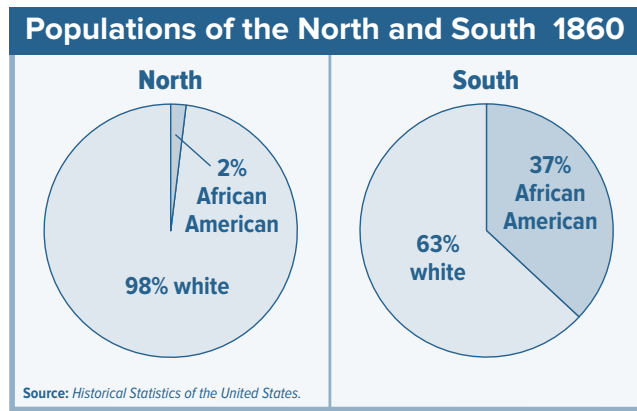
2. In which part of the country did African Americans make up more than one-third of the population?

3. CITING TEXT

EVIDENCE On this page and the next, underline examples of how enslaved people coped with the conditions under which they were forced to live.

Almost all plantation owners were white men. They often spent much of their time traveling to make deals with cotton traders. Their wives were left behind to take care of the plantation, watch over the buildings, and keep financial records. They also managed the enslaved people who worked on household duties.

The enslaved laborers on plantations had many jobs. Some did household chores, such as cooking and laundry. Others were blacksmiths, carpenters, shoemakers, or weavers. Some tended livestock. Most, however, were field workers. They were forced to work from dusk to dawn planting, tending, and harvesting crops. An **overseer**, or plantation manger, supervised them.



The Lives of Enslaved People

Enslaved people on plantations had very hard lives. They worked long hours doing hard work. They earned no money, and had little hope of freedom. Slaveholders could sell them or their family members at any time. To survive in these conditions, enslaved African Americans had to develop their own culture, or way of life. Their lives were a blend of the culture they brought from Africa and American culture.

African American Family Life

Enslaved people had no rights. Even though it was illegal, enslaved people married and raised families. Most lived in fear and uncertainty. Slaveholders could punish them and could break their families apart by selling members to other slaveholders.

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LESSON 4 SUMMARY, *continued*

To protect their family members when this happened, many enslaved people set up networks of relatives and friends to act as family. If an owner sold a father or mother, then an aunt, uncle, or friend could step in to raise the children left behind. These large, close-knit, extended families became an important part of African American culture.

African American Culture

Even though Congress banned the import of enslaved people from other countries in 1808, slavery remained legal in the United States. By 1860, almost all the enslaved people in the South had been born there.

Most enslaved African Americans tried to preserve their African customs. They told traditional folk stories to their children and performed African music and dance. Some of their music had roots in African rhythms but were uniquely American. The work song, or field holler, was used to set the pace for their work in the fields.

African American Religion

Many enslaved African Americans also looked to Africa for their religious beliefs and practices. Some became Christians. They often expressed their beliefs in religious folk songs called **spirituals**. Spirituals expressed joy but also sadness about the conditions of enslaved people. Often they were used as a way to communicate secretly.

Slave Codes

To control enslaved people in the Southern states, whites created a set of laws called **slave codes**. Slaveholders feared a slave rebellion. They put these laws in place to try to prevent uprisings. The codes made it illegal for enslaved people to gather in large groups and required them to have written passes to leave a slaveholder’s property.

Teaching enslaved people to read and write was also considered a crime. Slaveholders feared that an educated enslaved person would be more likely to start a revolt.

4. ISSUES Why did white people in the Southern states develop slave codes?

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LESSON 4 SUMMARY, *continued*

5. GIVING EXAMPLES Cite two examples of how enslaved African Americans resisted or rebelled against slavery.

Fighting Back

Some enslaved African Americans did rebel against their owners. Nat Turner was a slave who taught himself to read and write. In 1831 he led a rebellion in Virginia. Turner and his followers killed at least 55 whites. Turner was captured and hanged, but his rebellion terrified white slaveholders. As a result, white mobs killed more than 100 African Americans. Many had nothing to do with the rebellion. Whites also made the slave codes stricter.

Enslaved African Americans knew they had little chance of overcoming the white slaveholders or gaining their freedom. They found other ways to resist and rebel against slavery. Some worked slowly or pretended to be sick. Others broke tools or set fire to plantation buildings.

Escaping Slavery

Some enslaved people rebelled by running away from their owners. Many wanted to find family members who had been taken away. Some were trying to escape punishment.



After her own escape, Harriet Tubman made 19 trips back to the South to help other enslaved people escape.

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LESSON 4 SUMMARY, *continued*

Sometimes, enslaved people ran away to find freedom in the North. Two who made it were Harriet Tubman and Frederick Douglass. Both would become important African American leaders.

Escaping was extremely difficult. Most who were able to succeed came from the Upper South. Sometimes enslaved people used the **Underground Railroad** to help them with their escape. This was a network of “safe houses” owned by free African Americans and whites who were against slavery.

Getting to the North was almost impossible. Most runaways were captured and returned to their owners. They faced severe punishment.

Southern Cities

Even though the South was mainly agricultural, it had several large cities by the mid-1800s. Two of the largest were Baltimore and New Orleans. The 10 largest cities were located on rivers or the coast. Other cities grew up near the South’s few railroad lines.

Not all the African Americans in the South were enslaved at this time. Some free African Americans created communities in Southern cities. They worked and created their own facilities, but they had very limited rights. Many states made laws that prevented them from moving from state to state. They were not allowed to participate equally in the economy or in politics.

The South had no statewide public school systems in the early 1800s. Some cities set up public schools, but most wealthy people sent their children to private schools. By the mid-1800s, some states, such as North Carolina and Kentucky, set up public schools.

However, the South was behind the rest of the country in terms of literacy. **Literacy** is the ability to read and write. Because people in the South were geographically spread out, many families did not want to send their children long distances to school. Others believed that education should be handled privately and not in public institutions.

6. EXPLAINING How were free African Americans treated in the South?

7. DETERMINING CENTRAL IDEAS

What are two reasons that illiteracy was a problem in the South?


LESSON 4 SUMMARY, *continued*



REVIEW LESSON 4

1. Create a chart like the one below to compare the lifestyles of the various types of Southerners, such as status in society, economic status, and so on.

plantation owners	
yeomen	
tenant farmers	
rural poor	
enslaved African Americans	
free African Americans	

2.  **IDENTIFYING POINTS OF VIEW** The economy of the South was very different from that of the North. As a result, people in the North and South had different viewpoints about business, slavery, and politics. Look at the list of people from the North and South below. Choose one pair or create your own pair. Then write a conversation that you think could have happened between the two people. Your conversation should include opinions and comments about life in the North and South during this time.
 - Plantation owner and Northern business owner
 - Enslaved African American and Northern free African American
 - Enslaved African American and Irish immigrant

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Benchmark Activities

DIRECTIONS: Write your answers on a separate piece of paper.

LAFS.68.WHST.3.9; SS.8.E.2.1; SS.8.E.2.3

1. COMPARING AND CONTRASTING

Use your **FOLDABLES** to write an essay.

Compare and contrast the economies of the North and South during this period in a short essay. How was agriculture similar and different in the two regions? Industry? How were the workforces in the two areas alike and different?

LAFS.68.RH.1.1; LAFS.68.RH.1.2; LAFS.68.RH.2.6; LAFS.68.RH.3.8; LAFS.68.WHST.2.6; LAFS.8.SL.1.1; SS.8.A.4.3; SS.8.A.4.11; SS.8.E.2.3

2. ANALYZING PRIMARY SOURCES

As part of a project during the Great Depression, people were asked to interview African Americans who had once been enslaved. The interviews were conducted in the 1930s and were part of the Federal Writers' Project. This was one of the first times that information had been gathered from an enslaved person's point of view. Use the Internet to find one of these interviews. Then complete the following activities.

On your own:

- Make copies of the interview or a portion of the interview.
- Read the complete interview and make a list of topics discussed in the interview, such as work, shelter, punishment, and so forth.
- Underline the section in the interview that you found most interesting.

With your class:

- Create a class list of the topics covered in each of the interviews.
- Discuss the differences and similarities between these topics in each of the interviews.

On your own:

Answer the following questions on a separate sheet of paper.

- What did you learn about slavery from these interviews that you did not already know?
- Since the interviews were conducted many years after slavery ended, what effect could this have had on the details cited in the interviews?
- Which parts of your interview were likely fact and which parts were likely opinion?
- Describe the portion of the interview that you found most interesting and discuss why you chose that particular entry.

BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.3.7; LAFS.68.WHST.3.8; SS.8.G.4.1; SS.8.G.4.2

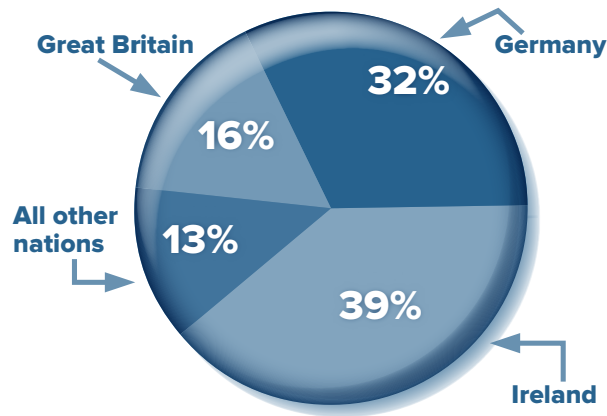
3. INTERPRETING AND CREATING GRAPHS

The circle graph below shows immigration to the United States between 1841 and 1860. Create a circle graph that shows immigration percentages today in the United States. Your graph should be divided into six sections:

- Europe
- Asia
- Africa
- Oceania
- North and South America
- not specified

Each section of the graph should show the percentage of immigrants from a particular area. Do research on the Internet to find your information. Your information should come from the last census taken in the United States. Numbers do not have to be exact but should be accurate to within five percentage points.

SOURCES OF U.S. IMMIGRATION 1841–1860



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Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

SOUTHERN TRANSPORTATION

Transportation in the South lagged behind transportation in the North.

- Most people relied on natural waterways to transport goods.
- The South had only about one-third of nation's rail lines.
- Rail lines were short and not linked together.

SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.

INVENTIONS AND IMPROVEMENTS

Industry	cotton gin: quickly and easily removed seeds from cotton plants, greatly increasing productivity
	sewing machine: allowed clothing to be made in mass quantities
Transportation	steamboat: made river travel faster
	clipper ship: made ocean travel faster
	locomotive: made railroad travel faster; made it cheaper to ship goods and people; resulted in larger railroad network linking many regions
Communication	telegraph: made communication faster
Agriculture	steel-tipped plow: made it easier to break through dense soil
	thresher: quickly separated wheat grain from stalks
	mechanical reaper: sped up harvesting of wheat

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.

THREE PHASES OF INDUSTRIALIZATION

The North's industrialization took place in three phases:

Phase 1: Employers divided jobs into smaller steps. Each worker specialized in one step and only performed that step.

Phase 2: Owners built factories so that specialized workers all worked at the same location.

Phase 3: Machines were used to do much of the work that was once done by people.

SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

EARLY FACTORY CONDITIONS

- Employees had to work long hours
- Many on-the-job accidents
- Harsh conditions in summer and winter
- Young children were allowed to work in factories
- No laws existed to protect workers

To respond to these conditions, many workers began forming trade unions to have more influence over their employers.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SLAVERY IN THE SOUTH

Conditions

Lived in hardship and misery

Worked hard

Earned no money

Had little hope of freedom

Family Life

Not allowed to marry, but many did

Slaveholders were allowed to break up families

Families set up network of people to care for children if parent was sold and children were left behind

Culture

Tried to preserve African customs—folk stories, music, and dance

Created music forms that were combinations of African and American music

Practiced traditional religions as well as Christianity

SLAVE CODES

Slave codes were laws created by white Southerners to control enslaved people and prevent rebellions.

- Prohibited people from gathering in large groups
- Required passes to leave a slaveholder's property
- Made teaching enslaved people to read and write a crime

RESISTANCE TO SLAVERY

- Nat Turner led a rebellion in Virginia that killed 55 whites. Out of fear for more rebellions, whites passed more severe slave codes.
- A small number of people were able to run away. Two who succeeded were Harriet Tubman and Frederick Douglass.
- The Underground Railroad was a network of "safe houses" that harbored some runaway slaves.
- Some enslaved workers rebelled by working slowly, pretending to be sick, setting fire to plantation buildings, or breaking tools.

BENCHMARK NOTE CARDS, *continued*

SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SOUTHERN INDUSTRY

Unlike the North, industry was slow to develop in the South for several reasons:

1. Cotton farming was very profitable
2. Building new industry was expensive
3. Market for factory-made goods in South was small, because enslaved people made up a large part of the population and had no money

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

SOUTHERN AGRICULTURE

Most white Southerners fit into one of four categories:

yeomen farmer	Most people were in this category; owned small farms and grew crops for themselves and to sell locally; owned few if any slaves
tenant farmer	Rented land from property owners
rural poor	Most did not own land; raised a small crop or owned a cow or hog; hunted and fished; independent and stubborn
plantation owner	Wealthy landowners; held many slaves; made large profits from cotton; used enslaved people as workers

SOUTHERN COTTON KINGDOM

Southern economy was almost entirely based on farming.

Upper South

- Atlantic coastal area in Maryland, Virginia, and North Carolina
- Grew tobacco, hemp, wheat, vegetables, and some cotton

Deep South

- Included Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas
- Grew cotton, rice, and sugarcane; relied heavily on enslaved workers

BENCHMARK NOTE CARDS, *continued*

SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

IMMIGRATION

Between 1840 and 1860, immigration to the United States increased sharply.

Who were the immigrants?

- Largest group of immigrants came from Ireland to escape famine
- Second-largest group was from Germany

What impact did immigrants have?

- Brought languages, customs, religions, and traditions from their home countries
- Influenced American culture

Why were Nativists threatened by immigration?

- Thought it threatened the future of “native-born” citizens
- Blamed immigrants for crime and disease
- Said they took jobs from other people and accepted lower pay
- Created Know-Nothing Party to call for stricter citizenship laws; later became the American Party

SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

GROWTH OF CITIES

Northern cities grew quickly in the 1800s because:

- Factories drew workers from rural areas
- Cities located on rivers and other transportation routes became centers of trade
- Immigration increased

VISUAL SUMMARY

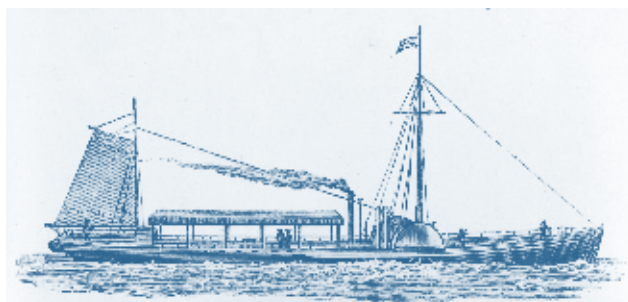
DIRECTIONS: Complete the following graphic organizers.

NORTH	SOUTH
Economy	
Growth of industrialization	
Specialization and machinery allow for mass production	

Transportation	
	Natural waterways serve as chief means of transportation
	Canals and roads limited
Extensive rail network develops	



Way of Life	
Many people move to cities to find jobs	
African Americans suffer discrimination and have few rights	
Immigrants move to cities looking for jobs and better lives	



(f) Library of Congress Prints and Photographs Division [LC-USZ62-37836],
(g) Library of Congress, Prints & Photographs Division [LC-USZ62-110382]

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USING PRIMARY SOURCES

DIRECTIONS: Read this excerpt from a document created by the American Party. The document was presented at a national convention in 1856. Then answer the questions that follow.

Adopted at Philadelphia, Thursday, February 21, 1856

- 1. An humble acknowledgement to the Supreme Being, for his protecting care vouchsafed to our fathers in their successful Revolutionary struggle, and hitherto manifested to us, their descendants, in the preservation of the liberties, the independence and the union of these States.*
- 2. The perpetuation of the Federal Union and Constitution, as the palladium of our civil and religious liberties, and the only sure bulwarks of American Independence.*
- 3. Americans must rule America, and to this end native-born citizens should be selected for all State, Federal, and municipal offices of government employment, in preference to all others. Nevertheless,*
- 4. Persons born of American parents residing temporarily abroad, should be entitled to all the rights of native-born citizens.*
- 5. No person should be selected for political station (whether of native or foreign birth), who recognizes any allegiance or obligation of any description to any foreign prince, potentate or power, or who refuses to recognize the Federal and State Constitution (each within its sphere) as paramount to all other laws, as rules of political action.*

- 1.** Why was the American or Know-Nothing Party created?
- 2.** What stand does the party take in section 3 of this document?
- 3.** What does section 5 say that people must do to be able to participate in politics?
- 4.** Using a dictionary, rewrite and summarize section 2.



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.



This illustration shows one of the first cotton gins.

1

SS.8.A.4.10, SS.8.A.4.11, SS.8.E.2.3 (Moderate)

Which of the following descriptions of this illustration is most accurate?

- A** Whites and enslaved African Americans are presented as equals.
- B** Both whites and enslaved African Americans are shown doing hard work.
- C** Men, women, and children of both races are shown in the illustration.
- D** African Americans of all ages and genders are depicted as laborers.



2

SS.8.E.2.3, SS.8.A.4.10, SS.8.A.4.11, SS.8.E.2.3 (High)

How does this illustration imply that white men had power over the enslaved laborers?

- A White men did not bother to oversee the work.
 - B The enslaved workers are talking to them.
 - C The white men appear to be shown wearing expensive clothing and in a supervisory role.
 - D The enslaved women and child are receiving orders from the two white men.
-

3

SS.8.A.4.10 (Moderate)

What was one reason that industry in the South was not as developed as in the North?

- A People did not have access to the new inventions developed in the North.
 - B The South had more cities than the North.
 - C The market for factory-made goods in the South was smaller.
 - D The South had fewer natural resources.
-

4

SS.8.A.4.3, SS.8.A.4.7 (Moderate)

Why did some people want to form labor unions?

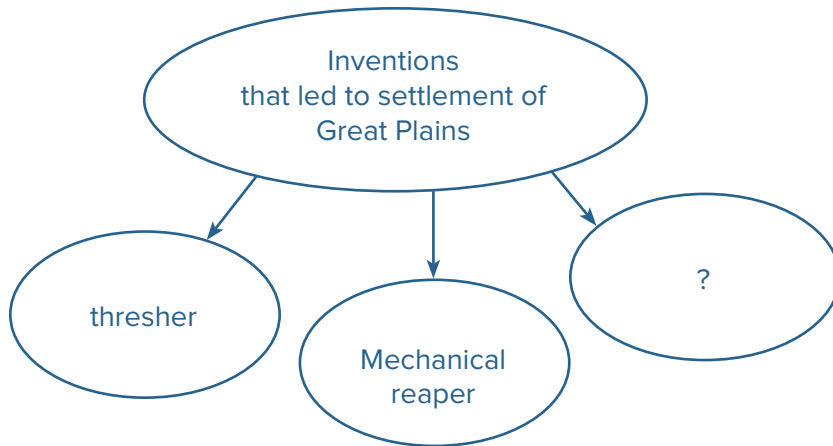
- A to improve working conditions
- B to open the workplace to more immigrants
- C to create more jobs
- D to increase productivity



5

SS.8.A.4.10, SS.8.E.2.1, SS.8.G.4.2 (Moderate)

Which invention completes the diagram?



- A the cotton gin
- B the steel plow
- C the steamboat
- D the power loom

6

SS.8.A.4.11 (Moderate)

What was the main purpose of the slave codes?

- A to prevent enslaved workers from rebelling
- B to establish rules for buying enslaved African Americans
- C to prevent people from importing enslaved people from other countries
- D to provide a list of punishments for enslaved people who tried to escape



7

SS.8.G.4.2 (High)

Why was the Know-Nothing Party created?

- A to represent the interests of immigrants
 - B to improve working conditions
 - C to fight for stricter citizenship laws
 - D to fight for child labor laws
-

8

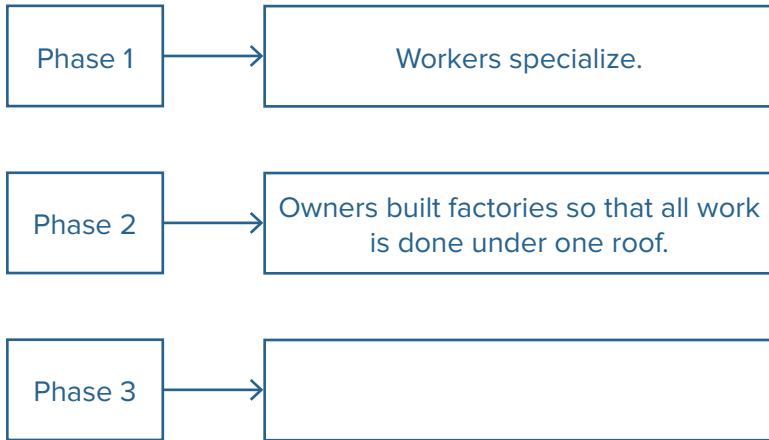
SS.8.A.4.8 (High)

What was one reason that the South lagged behind the North in literacy?

- A No colleges for teachers existed in the South.
- B The South had few factories.
- C The South was sparsely populated.
- D Teachers from the North would not move to the South.



Use the diagram below to answer the next two questions.



9

SS.8.A.4.11 (Moderate)

Which of the following steps completes the diagram?

- A Goods are shipped to markets.
- B Business owners sell their products.
- C Materials to build factories are imported.
- D Machines do much of the work once done by people.

10

SS.8.A.4.11 (High)

Which phase or phases also includes the division of the work into steps?

- A Phases 1 and 2
- B Phase 1
- C Phase 2
- D Phases 1 and 3