

## North and South

### Lesson 1 The Industrial North

#### ESSENTIAL QUESTION

*How does technology change the way people live?*

#### GUIDING QUESTIONS

1. *How did technology and industry change during the 1800s?*
2. *What changes made agriculture more profitable in the 1830s?*

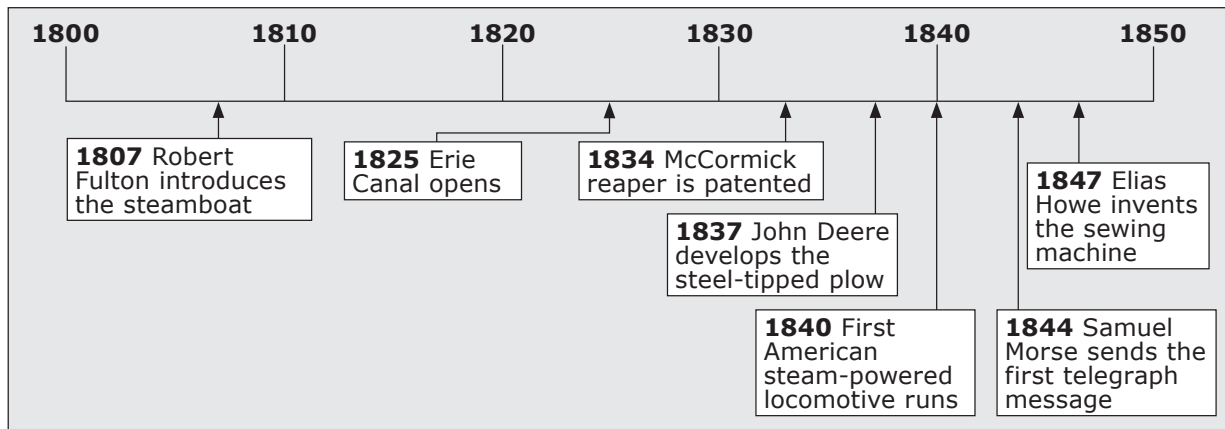
#### Terms to Know

**clipper ship** ship with sleek hulls and tall sails that "clipped" time from long journeys

**Morse code** a system of dots and dashes that represent the alphabet

**telegraph** a device that used electric signals to send messages

### When did it happen?



### What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	What was one change as a result of the Erie Canal?	
	In which part of the country was there more industry?	
	What was the telegraph?	

## North and South

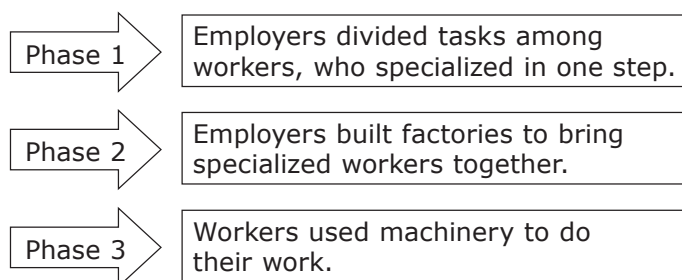
### Lesson 1 The Industrial North, *Continued*

## Technology and Industry

The early 1800s saw many **innovations** in industry, or the production of goods. Innovations are improved ways of doing things. There were new machines and new ways to use them. The ways in which Americans worked, traveled, and communicated with each other changed as well. Much of this took place in the North.

At the start of the 1800s, most products were made one at a time. A worker would make a product from start to finish. Innovations in industry changed that way of working.

### Industrialization in the 1800s



Mass production of cotton cloth began in New England in the early 1800s. Mass production means using machinery to make goods in large numbers. Elias Howe invented the sewing machine in 1846. These changes **transformed**, or changed, the clothing industry. Workers could now make more clothing faster. Other changes transformed other industries. By 1860, the Northeast's factories made at least two-thirds of the country's manufactured goods.

Transportation improved. Between 1800 and 1850, crews built thousands of miles of roads and canals. The canals connected lakes and rivers to make new shipping routes. In 1807, Robert Fulton introduced the steamboat. Steamboats carried goods and people cheaply and quickly.

By 1860 about 3,000 steamboats traveled major rivers and canals, as well as the Great Lakes. Cincinnati, Buffalo, and Chicago grew because they were on major shipping routes.

Sailing was still an important way to travel. A new, faster ship was developed in the 1840s. Called **clipper ships**, they could sail as fast as most steamships at that time.

The railroad was developed. The first steam-powered railroad engine began running in Britain in 1829.



### Explaining

1. List three changes in the way goods were made during the early 1800s.

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### Determining Cause and Effect

2. What caused the growth of cities between 1840 and 1860?

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## North and South

### Lesson 1 The Industrial North, *Continued*



#### Determining Cause and Effect

3. What were some effects of the railroad on the country?

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#### Reading Check

4. What effect did canals and railways have on transportation from the East to the Midwest?

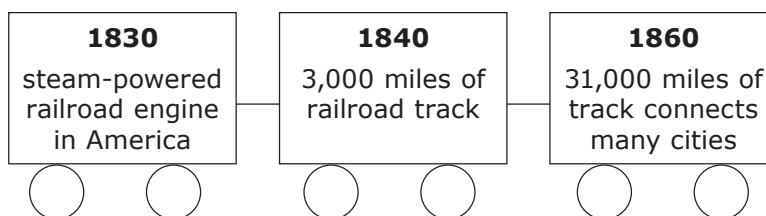
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Peter Cooper built the first American steam-powered railroad engine in 1830. By 1860, there were about 31,000 miles (19,220 km) of track. These tracks were mostly in the North and Midwest. Rail lines connected many cities. They united the Midwest and the East.

#### Growth of Railroads in 1800s



The Erie Canal opened in 1825. With the railroads and the canal, farm products could be moved directly from the Midwest to the East. Farmers and manufacturers could move goods faster and more cheaply. As a result, people could buy them at lower prices than in the past.

The railroads also played an important role in the settlement of the Midwest and the growth of business there. People moved to Ohio, Indiana, and Illinois. New cities and industries developed in the area.

The growth of industry and the speed of travel created a need for faster ways to send messages great distances. Samuel Morse invented the **telegraph**—a machine that uses electric signals to send messages. In 1844 Morse sent his first message.

Telegraph companies formed. Their operators used **Morse code** to send messages. Telegraph lines were put up across the country. By 1852, there were about 23,000 miles (37,015 km) of telegraph lines in the United States.

### Farming Innovations

In the early 1800s, few farmers were willing to settle in the West. They were worried that they would not be able to plow on the Great Plains or the prairie. They worried that the soil would not be good enough to grow crops.

## North and South

### Lesson 1 The Industrial North, *Continued*

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Three inventions of the 1830s helped farmers overcome these difficulties in farming the land. Because of this, more people moved to the Midwest.

One of these inventions was the steel-tipped plow developed by John Deere in 1837. This plow easily cut through the hard prairie ground. Also important were the reaper and the thresher, invented by Cyrus McCormick. The reaper sped up the harvesting, or gathering, of wheat. The thresher quickly separated the grain from the stalk, or stem, of the wheat.

McCormick's reaper greatly increased the amount of grain a farmer could harvest. Because farmers could harvest more, they could plant more. Growing wheat brought more money than before. Raising wheat became the main economic activity on the Midwestern prairie.

Because of the new machines and the railroads, farmers could plant more crops. Midwestern farmers grew wheat and shipped it east by train and canal barge. Northeast and Middle Atlantic farmers grew more fruits and vegetables.

Despite improvements in farming, the North turned away from farming and toward industry. The number of people working in factories continued to rise.

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#### Check for Understanding

List two inventions that transformed the way goods and people were moved in the 1800s.

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What are two reasons that farmers were able to make more money growing wheat?

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#### FOLDABLES®



#### Describing

- Place a three-tab Foldable along the dotted line. Title the anchor tab *Three Inventions*. Label tabs: *Steel-tipped Plow, Mechanical Reaper, Thresher*. On the tabs, describe how the inventions helped farmers.



#### Reading Check

- What sped up the harvest of wheat?

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#### FOLDABLES®

- Place a one-tab Foldable along the dotted line. Create a memory map. Write *Technology Changed Lives in the 1800s* in the middle. Draw four arrows around the titles. Write words or phrases about the changes industrialization brought. Use this Foldable to help you complete the Check for Understanding.

## North and South

### Lesson 2 People of the North

#### ESSENTIAL QUESTION

*Why do people adapt to their environment?*

#### GUIDING QUESTIONS

1. *Why did many Americans push for reform in the workplace during this era?*
2. *What challenges did European immigrants face in Northern cities?*

#### Terms to Know

**trade union** group of workers with the same trade, or skill

**strike** a refusal to work in order to force an employer to make changes

**prejudice** an unfair opinion not based on facts

**discrimination** unfair treatment

**emigrant** person who leaves his or her homeland to move elsewhere

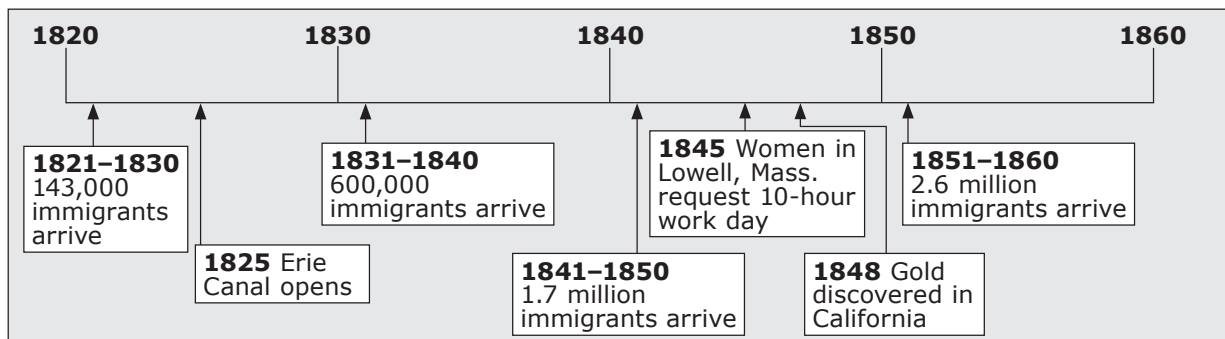
**famine** an extreme shortage of food

**nativist** person opposed to immigration

### Where in the world?



### When did it happen?



## North and South

### Lesson 2 People of the North, *Continued*

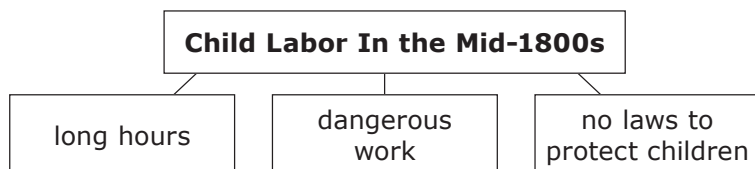
#### The Factories of the North

By the mid-1800s, more and more things were made by machine. Clothing, shoes, watches, guns, and farming machines were made by machine. Conditions for factory workers were bad. By 1840, the average workday was 11.4 hours. Workers became very tired and more likely to have work accidents. Many factory machines had rapidly moving parts. Workers, especially children, were often hurt by the machines.

Factories had no cooling or heating systems. In the summer, they were very hot. In the winter, workers were often cold.

There were no laws to control working conditions or protect workers. Factory owners often cared more about making money than about employees' comfort and safety.

Children worked in factories. They worked six days a week and 12 hours or more a day. The work was dangerous and hard. Young workers operated machines. They worked underground in coal mines. Reformers called for laws that would make factories have shorter hours and better conditions. It was many years before such laws were passed.



Workers tried to improve their working conditions. They thought that they would have more power to change working conditions if they joined together. By the 1830s, they began forming unions. Skilled workers started **trade unions**. All the workers in these groups had the same trade, or skill.

In New York City, skilled workers wanted higher pay. They wanted to limit their workday to 10 hours. These workers began to hold strikes in the mid-1830s. A **strike** is a refusal to work. The goal is to force employers to make changes. Groups of skilled workers formed the General Trades Union of New York.

Going on strike was against the law in the early 1800s. Workers who went on strike could lose their jobs and be punished for breaking the law. In 1842, a Massachusetts court ruled that workers did have the right to strike. Workers would not get other legal rights for many years.



#### Determining Cause and Effect

1. What were three changes that workers hoped to make by forming trade unions?

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#### Reading Check

2. What kinds of conditions did workers face in factories?

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#### Mark the Text

3. Underline the meaning of *strike*.

## North and South

### Lesson 2 People of the North, *Continued*



#### Mark the Text

4. Underline the meanings of *prejudice* and *discrimination*.



#### Explaining

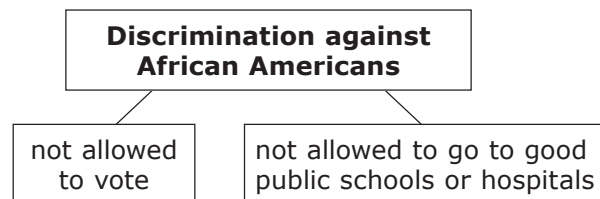
5. What change was the Female Labor Reform Organization trying to make?
- \_\_\_\_\_
- \_\_\_\_\_

6. How successful were they?
- \_\_\_\_\_
- \_\_\_\_\_

In the North, slavery was mostly ended by the 1830s. However, racial **prejudice**—an unfair opinion of a group—and **discrimination**—unfair treatment of a group—continued. For example, white men in New York could vote even if they did not own property. Few African Americans had the right to vote, however. Rhode Island and Pennsylvania even passed laws to keep them from voting.

Most **communities** in the North did not allow African Americans to go to public schools. African Americans often had to go to lower-quality schools. They had to go to hospitals that were just for them.

A few African Americans did well in business. In 1845, Macon B. Allen became the first African American **licensed**, or given the official right, to practice law in the United States. Most African Americans were poor in the mid-1800s.



Women also faced discrimination. They were paid less than men. Men stopped women from joining unions. Men wanted to keep women out of the workplace.

In the 1830s and 1840s, some female workers tried to organize for better working conditions. Sarah G. Bagley was a weaver from Massachusetts. She started the Lowell Female Labor Reform Organization. In 1845, her group asked the state legislature for a 10-hour workday. Because most of the workers were women, the legislature ignored the request.

## The Growth of Cities

Industrialization caused big changes in cities. Factories were usually in cities. Because factories attracted workers, Northern cities became much bigger in the early 1800s. Industrialization caused small Western cities to grow.

Between 1820 and 1840, some Midwestern towns grew into major cities. These towns were located along rivers. St. Louis was one. It is located on the Mississippi River, just south of the Illinois and Missouri rivers. By the mid-1800s, many steamboats stopped at St. Louis. Pittsburgh, Cincinnati, and Louisville also were located on waterways.

## North and South

### Lesson 2 People of the North, *Continued*

These cities became centers of trade. They linked farmers in the Midwest with cities in the Northeast.

Between 1840 and 1860, immigration to the United States increased greatly. Immigration means to enter a new country in order to live there. The greatest number of immigrants came from Ireland. About 1.5 million people came. They left because there was **famine**, or an extreme shortage of food. Over a million people had died in Ireland.

The second-largest group of immigrants came from Germany. Some wanted work and opportunity. Others left to escape political problems.

European immigrants brought their languages, customs, religions, and traditions to the United States.

In the 1830s and 1840s, some Americans were against immigration. These Americans were called **nativists**. They believed that immigrants would make life hard for "native," or American-born, citizens. They said immigrants would take jobs from "real" Americans. They said immigrants brought crime and disease.

In 1849, nativists formed a new political party. Their members often answered questions about their group by saying, "I know nothing." That is why they were known as the Know-Nothing Party. The Know-Nothings wanted laws that would make it harder to become a citizen. In 1854 the Know-Nothings became known as the American Party.

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#### Check for Understanding

**Give three reasons that many Americans wanted reform in the workplace.**

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**How did Americans feel about immigrants?**

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#### Mark the Text

7. Circle what nativists believed.



#### Reading Check

8. Which two nations did most immigrants come from in the mid-1800s?

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9. Place a Venn-diagram Foldable along the dotted line to cover Check for Understanding. Label the anchor tab *Dealing with Difficulties*. Label the left tab *Workers*, the middle tab *Both*, and the right tab *Immigrants*. Write what you remember about difficulties faced by each group and determine what they had in common. Use the Foldable to answer Check for Understanding.

## North and South

### Lesson 3 Southern Cotton Kingdom

#### ESSENTIAL QUESTION

**Why do people make economic choices?**

#### GUIDING QUESTIONS

1. *How were the economies of the South and North different?*
2. *Why did industry develop slowly in the South?*

#### Terms to Know

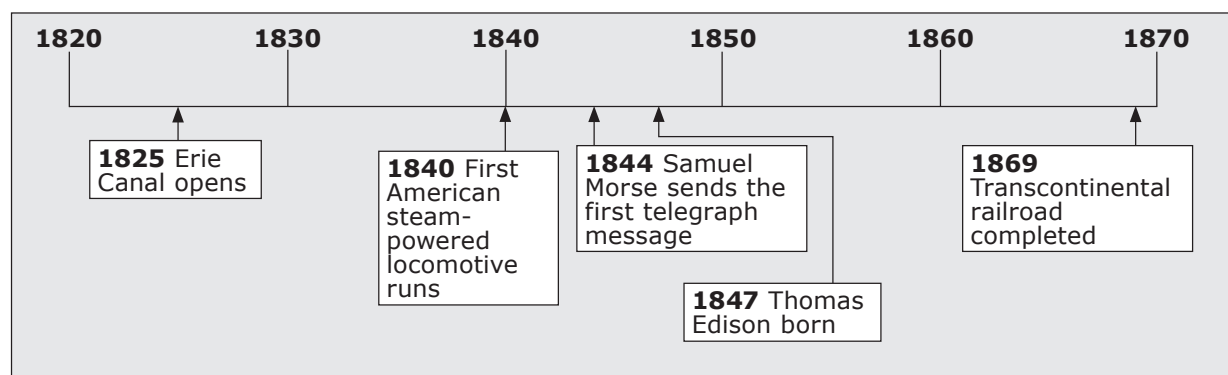
**productivity** a measure of how much a worker can produce with a given amount of time and effort

**domestic slave trade** the trade of enslaved people within the United States

### Where in the world?



### When did it happen?



## North and South

### Lesson 3 Southern Cotton Kingdom, *Continued*

#### Rise of the Cotton Kingdom

In the early years of the United States, the South's economy was based mostly on farming. Most Southerners lived in an area called the Upper South. The Upper South was the Atlantic coast of Maryland, Virginia, and North Carolina. Fewer people settled in Georgia and South Carolina.

By 1850, the South had changed. People had moved away from the coast. They now lived in the Deep South. The Deep South included Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas.

The economy of the South was very strong. That economy depended, however, on enslaved workers. Slavery was growing in the South, even though it had almost ended in the North.

In colonial times, Southern planters grew mostly rice and tobacco. After the American Revolution, there was less demand for these crops. There was more demand for cotton. Factories in Europe wanted Southern cotton.

It took a lot of time and work to grow and process cotton. After the cotton was picked, workers had to carefully remove the plant's sticky seeds.

Eli Whitney solved this problem. In 1793, he invented a machine called the cotton gin. Whitney's machine quickly removed seeds from cotton fibers. Using the cotton gin, **productivity** went up. Productivity is the amount of anything that a worker can make, or produce, in a given time. Workers could **process** 50 times more cotton using the cotton gin than they used to process by hand.

#### Fact Sheet: The Cotton Gin

- Invented by Eli Whitney in 1793
- Quickly removed seeds from cotton fibers
- Made it easier to raise a cotton crop
- Workers could process 50 times more cotton each day

The cotton gin had other important consequences, or effects. Being able to use the cotton gin made farmers want to grow more cotton and grow it in more places. Because Southern planters used enslaved workers to plant and pick their cotton, the need for slave labor increased. Slavery spread across a larger area of the South.



#### Explaining

1. On what two things did the economy of the South depend in the early years of the United States?

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#### Mark the Text

2. Underline the definition of the word *productivity*.



#### Making Connections

3. Why did the need for slave labor increase in the South?

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**North and South****Lesson 3** Southern Cotton Kingdom, *Continued***Explaining**

4. What was the domestic slave trade?

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**Reading Check**

5. List three effects that the cotton gin had on the South's economy.

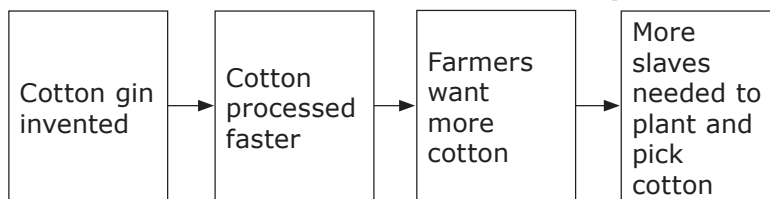
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**Effects of Cotton Gin on Slavery**

By 1860, the Deep South and Upper South grew different crops. The Upper South produced:

- tobacco
- hemp
- wheat
- vegetables

The Deep South produced:

- rice
- sugarcane
- cotton

Many enslaved workers were needed to produce the cotton and sugar crops. As a result, the sale of enslaved Africans was a big business. The Upper South became the place where most of the sales took place. This kind of slave trade took place within the United States, so it was known as the **domestic slave trade**. *Domestic* means "local."

**Southern Industry**

Industry did not grow as quickly in the South as it did in the North. One reason was cotton. Cotton brought great profits. Another reason was the cost of building new industries. To raise the money to build factories, planters would have had to sell enslaved people or land. White Southerners made plenty of money growing cotton, rice, sugar, and tobacco. They also made money selling slaves. They did not feel the need to earn money from industry.

There was not much market, or demand, for factory-made products in the South. Many people in the South were enslaved people. They had no money to buy goods. No market for goods stopped industries from growing.

For these reasons, it is not surprising that some white Southerners just did not want industry.

**North and South****Lesson 3** Southern Cotton Kingdom, *Continued***Reasons for Slow Growth of Industry in the South**

Growing cotton was very profitable

Building new industry is very expensive

Limited market for factory goods

Some Southern leaders did want industry in the region. They thought the South depended too much on the North for factory goods. These leaders also thought that factories would improve the economy of the Upper South. A few men opened factories.

Transportation systems in the South were different from those in the North. In the South, farmers and the few factory owners moved their goods on natural waterways. Most towns were located on coasts or along rivers. There were few canals, and roads were poor.

The South had fewer railroads than the North. Southern rail lines were not long, and they were not linked together. Poor railroad systems are another reason Southern cities grew more slowly. By 1860, only about one-third of the nation's rail lines lay within the South. This rail shortage would hurt the South in the years to come.

**Problems with Transportation in the South**

few canals

poor roads

few rail lines

**Check for Understanding**

List two ways that the South's economy was different from the North's economy.

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Why did industry develop so slowly in the South?

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**Contrasting**

6. How were Southern railroads different from Northern railroads?

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**Reading Check**

7. How did slavery affect the growth of the South's economy?

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8. Place a Venn-diagram Foldable along the dotted line to cover Check for Understanding. Label the left tab *Northern Economy*, the middle tab *Both*, and the right tab *Southern Economy*. Write what you remember about each region and determine what they had in common. Use the Foldable to help answer Check for Understanding.

## North and South

### Lesson 4 People of the South

#### ESSENTIAL QUESTION

*How do people adapt to their environment?*

#### GUIDING QUESTIONS

1. *How were Southern farms different from Southern plantations?*
2. *How did enslaved African Americans try to cope with their lack of freedom?*
3. *What changes did urbanization introduce in the South by the mid-1800s?*

#### Terms to Know

**yeomen** farmers who owned small farms

**overseer** plantation manager

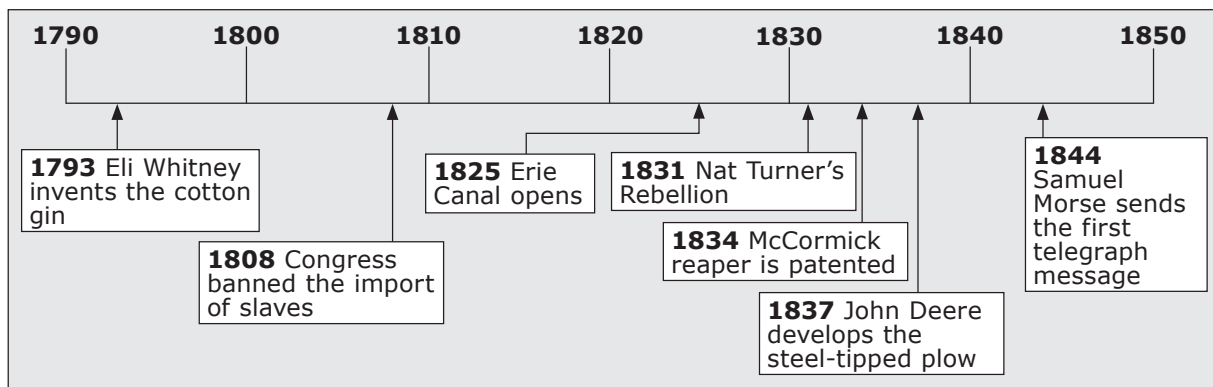
**spiritual** African American religious song

**slave codes** laws in Southern states that controlled enslaved people

**Underground Railroad** a system to aid the escape of enslaved people

**literacy** the ability to read and write

### When did it happen?



### What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	What were Southern farms like in the 1800s?	
	What kind of family life did enslaved African Americans have?	

## North and South

### Lesson 4 People of the South, *Continued*

#### Southern Agriculture

Slavery was at the center of the Southern economy. That does not mean that every white person owned large numbers of enslaved people. There were four main groups of white society. There were yeomen, tenant farmers, the rural poor, and plantation owners.

Most white people in the South were **yeomen** farmers. Yeomen farmers owned small farms. These farms were in the Upper South and in hilly parts of the Deep South. Yeomen farmers owned only a few slaves. Some owned no slaves. They grew crops for themselves and to trade for things they needed.

Tenant farmers did not own their land. They rented the land that they farmed. Yeomen farmers and tenant farmers were most of the white farmers in the south.

A few free African Americans kept enslaved workers. Some bought members of their own families. They did this in order to free them.

Plantations were large farms. They could be several thousand acres in size. Plantation owners wanted to earn as much money as they could. Large plantations cost a lot of money to run. There were fixed costs. Fixed costs are the costs of running a business. For example, the cost of housing and feeding workers is a fixed cost. Fixed costs stayed the same from year to year. The price of cotton changed from year to year. Owners sold cotton to earn money. Therefore, their earnings and profits were different from year to year.

The owners were usually men. Owners traveled often on business. Their wives ran the households. They managed the enslaved workers. They kept the financial records.

Enslaved people did many different jobs on the plantation. They cleaned the house, cooked, did laundry and sewing, and served meals. They were blacksmiths, carpenters, shoemakers, or weavers. They took care of the or animals. Most enslaved African Americans worked in the fields. They worked from sunrise to sunset. An **overseer**, or plantation manager, was their boss in the fields.

#### The Lives of Enslaved People

Life was hard for most enslaved African Americans. They worked hard, earned no money, and had little hope of ever being free. They feared that an owner could sell them or members of their family. Even with all this, enslaved



#### Listing

1. List the four groups of white society in the South in the 1800s.

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#### Determining Cause and Effect

2. Why did many plantation wives manage the plantation alone?

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#### Reading Check

3. Which group made up the largest number of whites in the South?

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## North and South

### Lesson 4 People of the South, *Continued*



#### Specifying

4. What kind of work did most enslaved African Americans do?

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#### Explaining

5. Why did enslaved people need extended families?

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#### Reading Check

6. How did African American spirituals develop?

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African Americans kept up their family lives as best they could. They developed a culture, or way of life. It blended African and American elements.

Enslaved people married and raised families. Still, there were no laws that could stop a slave owner from selling a family member. This broke the family apart.

If an owner sold an enslaved father or mother, then a relative or a close friend took care of the children left behind. Large, close-knit families became an important part of African American culture.

In 1808, Congress stopped new slaves from being brought into the United States. Slavery was still legal, however. By 1860, almost all the enslaved people in the South had been born there.

Enslaved people kept old African customs. They told traditional African folk stories to their children. They performed African music and dance.

Enslaved people created their own kind of music. They used their African music styles for the music. The beat of the music set the pace for their work in the fields.

Many enslaved African Americans followed traditional African religious practices. Others accepted Christianity. Enslaved people expressed their beliefs through **spirituals**. These are African American religious folk songs.

The **slave codes** were laws in the Southern states. Slave codes controlled enslaved people. One purpose of the slave codes was to prevent slaves from rebelling. Slave codes prevented enslaved people from meeting in large groups. They needed a written pass to leave the slaveowner's property. It was a crime to teach enslaved people to read or write.

White people had reasons to fear slave rebellion. Enslaved African Americans did sometimes openly rebel.

Nat Turner was a popular religious leader among enslaved people. Turner had taught himself to read and write. In 1831, he led a group of followers on a brief, violent rebellion in Virginia.

#### Effects of Nat Turner's Rebellion

Turner's group kills at least 55 whites.

White mobs kill more than 100 African Americans.

Whites pass even stricter slave codes.

Enslaved people also resisted by running away. They ran away to find family members on other plantations. They ran away to escape punishment. Sometimes, enslaved

## North and South

### Lesson 4 People of the South, *Continued*

African Americans ran North to freedom. Harriet Tubman and Frederick Douglass were two such people. They became important African American leaders.

A runaway might receive aid from the **Underground Railroad**. This was a network of "safe houses" owned by people who were against slavery. The Underground Railroad helped enslaved people escape slavery.

### Southern Cities

By the mid-1800s, the South had several large cities. Two cities were Baltimore and New Orleans. The ten largest Southern cities were seaports or river ports. Chattanooga, Montgomery, and Atlanta were cities that formed near railroads.

Free African Americans formed communities. They worked. They set up churches and other institutions. They were not equal to whites in economic and political ways, though. They could not move freely from state to state.

In the early 1800s, there were no statewide public school systems in the South. There was less **literacy**, or the ability to read and write, in the South than in other parts of the country. People who had enough money sent their children to private schools. By the mid-1800s, North Carolina and Kentucky set up and ran public schools.

#### Reasons for Low Literacy in the South

People were spread out over a wide area.

People could not send their children so far away.

Many in the South did not believe in public education.

#### Check for Understanding

List two differences between Southern farms and plantations.

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List two things enslaved African Americans did to help themselves cope with a lack of freedom.

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#### Reading Check

7. What led to the growth of Southern cities?

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8. Place a one-tab Foldable along the dotted line to cover Check for Understanding. Create a memory map. Write: *How did enslaved people cope with their lack of freedom?* in the middle of the tab, and draw four arrows around the title. Use both sides of the tab to write words or phrases you remember about ways enslaved people adjusted their lives to survive. Use the Foldable to help answer Check for Understanding.