



# Section 1

## Standards-Based Instruction



SECTION

1

# The Industrial Revolution



## Standards at a Glance

The early 1800s saw the new nation growing larger and developing a sense of pride. Students will now focus on the impact of the new technology of the Industrial Revolution.

### Section Focus Question

#### How did the new technology of the Industrial Revolution change the way Americans lived?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Many people went from working on farms to working in factories in the North, while industrial needs and new inventions encouraged planters to raise more cotton in the South, increasing the need for slaves.*)

### Prepare to Read

#### Build Background Knowledge

L2

In this section students will read about the Industrial Revolution and how it affected life in the United States. Ask students to think about how life would be without machines. Use the Idea Wave strategy (TE, p. T38) to encourage responses. Then discuss how technology can change the way people live.

#### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 16

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



#### Standards Preview

**H-SS 8.6.1** Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

#### Prepare to Read

##### Reading Skill

**Identify Central Issues From the Past** To effectively study history, you can identify important—or central—issues and then seek to make generalizations from them. To make a generalization, identify main points or ideas in a text. Then, devise a general principle or broad statement that applies to all of them and to other situations.

**H-SS Analysis Skill HI 1**

##### Vocabulary Builder

##### High-Use Words

**invest**, p. 257

**efficient**, p. 260

##### Key Terms and People

**Industrial Revolution**, p. 256

**factory system**, p. 257

**capitalist**, p. 257

**Francis Cabot Lowell**, p. 258

**mass production**, p. 260

**interchangeable parts**, p. 260

**Background Knowledge** In the early 1700s, most people worked as farmers. Men worked in the fields to produce food for their families. Women helped in the fields and made simple goods, like candles and soap, at home. In this section, you will see how new inventions began to change the way people lived and worked.

### A Revolution in Technology

In the 1700s, a great change began that we now call the **Industrial Revolution**. Gradually, machines took the place of many hand tools. Much of the power once provided by people and horses began to be replaced, first by flowing water and then by steam engines.

The Industrial Revolution began in England, in the textile, or cloth-making, industry. For centuries, workers had spun thread in their homes on spinning wheels. Cloth was woven on hand looms. Making cloth was time-consuming. It took one person, spinning one strand at a time, almost two weeks to produce a pound of cotton thread.

**Machines and Factories** In the 1760s, the spinning jenny speeded up the thread-making process. The jenny allowed a person to spin many strands at once. However, thread still had to be made by hand. Then, in 1764, Richard Arkwright invented the water frame, a spinning machine powered by running water rather than human energy. To house the large machines, manufacturers built textile mills on the banks of rivers.

#### Main Idea

The Industrial Revolution introduced great changes in the way Americans lived.

256 Chapter 7 North and South Take Different Paths

### Universal Access

#### L3 Gifted and Talented

**Spinning Mill** Ask students to suppose that they work in a spinning mill, such as the one shown in the transparency Spinning Mill (see page 257). Have students write several diary entries describing the mill, the machines in it, and their particu-

lar job. Encourage students to include details and references to the positive and negative aspects of work in a mill. Ask students to share highlights of their diary entries with the class.

The new mills created a new way of working, known as the factory system. The **factory system brings workers and machinery together in one place**. Instead of spinning at home, textile workers had to go to the factories and begin and end work at specific hours. Workers now had to keep up with the machines instead of working at their own pace.

English mill owners soon recognized the potential of the new water frames and the factory system. However, the system required huge amounts of money to be **invested** in buildings and machines. Thus, the mill owners turned to **capitalists, people who invest capital, or money, in a business to earn a profit**. Factories proved to be a good investment for the capitalists and mill owners. By 1784, English workers were producing 24 times as much thread as they had in 1765.

**Steam Power** Building factories on riverbanks had some disadvantages. In a dry season, the machines had no power. Also, most factories were far from cities, and labor was hard to find in rural areas.

In 1790, Arkwright built the first steam-powered textile plant. The steam engine was a reliable source of power. Factories no longer had to be built on riverbanks. They could be built in cities, where young women and children provided cheap labor.

Britain tried to guard the secrets of its industrial success. It forbade anyone to take information about textile machinery out of Britain. Skilled workers were forbidden to leave the country.

**Checkpoint** How did the Industrial Revolution change the way work was performed?

#### Vocabulary Builder

**invest** (ihN VEHST) v. to supply money for a project in order to make a profit

## Teach

### A Revolution in Technology

### The American Industrial Revolution

**H-SS 8.6.1**

#### Instruction

L2

#### Vocabulary Builder

**High-Use Words** Before teaching this section, preteach the High-Use Words **invest** and **efficient**, using the strategy on TE page 255.

**Key Terms** Following the instructions on page 7, have students create a See-Remember-It chart for the Key Terms in this chapter.

- Read A Revolution in Technology and The American Industrial Revolution with students, using the Oral Cloze strategy (TE, p. T36).
- Discuss the beginnings of the Industrial Revolution and its effect on the way work was done. Ask: **How did the factory system work?** (*It brought together workers and machinery in one place.*)
- To help students understand early factories, show the transparency Spinning Mill and discuss the questions.
- Show the History Interactive transparency James Watt's Steam Engine. Have students discuss the questions.

**Color Transparencies**, Spinning Mill; James Watt's Steam Engine

#### Independent Practice

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

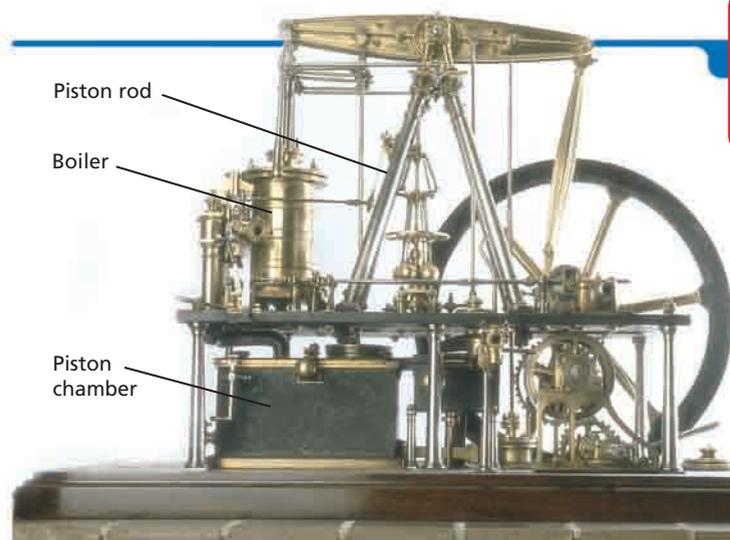
#### Monitor Progress

As students fill in the study guide, circulate to make sure they understand the importance of the Industrial Revolution.

#### Answers

**Checkpoint** Possible answers: Machines took the place of hand tools; people worked in factories during specific hours instead of at home at their own pace.

**Identify Economic Benefits** A manufacturer who used a steam engine would not be limited to building a factory on a riverbank, but could choose a location closer to cheap labor.



#### History Interactive

##### Discover a Steam Engine

Visit: PHSchool.com  
Web Code: myp-4071

#### James Watt's Steam Engine

Steam engines use the energy created by boiling water to push rods and wheels. **Critical Thinking: Identify Economic Benefits** *What advantage would the steam engine have given to a manufacturer over competitors who depended on water power to operate their machinery?*

Section 1 The Industrial Revolution 257

### History Background

**Richard Arkwright** Born in 1732 in Preston, England, Arkwright spent his early years as a barber's apprentice. During this time, he invented a new way to dye hair. Arkwright sold his dyeing method to wigmakers and used the money he earned to invent a spinning machine, which he patented in 1769.

Although his patent was eventually canceled, because Arkwright had based his invention on another machine, his version contained additional details that made it more functional. In 1786, he was knighted for his achievement.

# American Industry Grows

H-SS 8.6.1

## Instruction

L2

- Have students read American Industry Grows. Remind students to look for cause and effect.
- Ask: **What sparked the growth of industry in the United States?** (*During the War of 1812, the British blockade forced Americans to supply their own goods.*)
- Ask: **Why did Lowell’s mill town have boardinghouses, a library, and a hospital for its workers?** (*Lowell wanted better lives for his workers.*)
- Ask: **Why do you think Charles Dickens was amazed when he saw Lowell?** (*He was probably surprised that conditions in Lowell were so good compared to those in England.*)

## Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 1 (Adapted Version also available.)

## Monitor Progress

As students fill in the study guide, circulate and make sure students understand how the growth of American industry affected workers. Provide assistance as needed.

## Answers

**Distinguish Relevant Information** Possible answer: Smoke from the factories might fill the air; there might be more traffic on roads; there would be a place for people to work.

**Checkpoint** It was against British law to take technology out of England, so he had to memorize the plans for machines.

## Signs of Progress

The Industrial Revolution put people to work in large factories like the one shown here. **Critical Thinking: Distinguish Relevant Information** From the evidence in this picture, how might the presence of a factory affect the surrounding communities?



## Main Idea

Britain tried but failed to prevent the spread of the new industrial methods.

## The American Industrial Revolution

In 1789, a young apprentice in one of Arkwright’s factories decided to immigrate to the United States. Samuel Slater knew that his knowledge of Arkwright’s machines could be worth a fortune. He studied hard and memorized the plans of Arkwright’s machines. Then, he boarded a ship for New York.

In the United States, Slater joined forces with a wealthy merchant, Moses Brown. Brown had rented a textile mill in Pawtucket, Rhode Island. Relying entirely on his memory, Slater constructed a spinning machine based on Arkwright’s. Slater’s factory began producing cotton thread at a rate never before seen in the United States.

**Checkpoint** Why did Samuel Slater have to build his machines from memory?

## Main Idea

The factory system changed the way Americans worked and encouraged the growth of U.S. industry.

## American Industry Grows

The success of Slater’s mill marked the beginning of American industrialization. Industrialization began in the Northeast. The region was home to a class of merchants who had capital to build factories and to buy raw materials.

Still, U.S. industry did not grow significantly until the War of 1812. As the British navy blockaded U.S. ports, Americans had to depend on their own industries to supply goods.

**The Lowell Mills** Francis Cabot Lowell found a way. Before the war, he had visited England and seen the latest weaving machines. When he returned to the United States, Lowell and an associate built an improved version of the English machines.

## Universal Access

### L3 Advanced Readers

**Factory Conditions** Assign students the worksheet A Factory Report in 1846. Have them answer the questions and define the underlined words in the text. Then have students read the document aloud to the class, explaining the underlined words as

they read. Discuss with the class why working conditions deteriorated.

**All in One Teaching Resources, Unit 4, A** Factory Report in 1846, p. 20

With several other capitalists, Lowell opened a mill in Waltham, Massachusetts. The mill was organized in a new way. Instead of obtaining thread from separate spinning mills, Lowell's factory brought together spinning and weaving in one building.

After Lowell died in 1817, his partners expanded the business. Wanting better lives for their workers, the partners built a new town, with boardinghouses, a library, and a hospital. They named their mill town Lowell after their late partner.

**Lowell Girls** The new factories were staffed with young women from nearby farms. "Lowell girls" lived in boardinghouses under strict supervision. After work, they might attend lectures or visit libraries. As a result, many women gained an education they probably would not have received on their family farms. The British novelist Charles Dickens was amazed when he saw Lowell:

“Firstly, there is a . . . piano in a great many of the boardinghouses. Secondly, nearly all these young ladies subscribe to circulating libraries. Thirdly, they have [created] a periodical called 'The Lowell Offering.' . . .”

—Charles Dickens, *American Notes*, 1842

**Checkpoint** How was the Lowell factory system different from the European factory system?



### Identify Central Issues From the Past

What generalization can you make about the link between war, trade, and inventiveness?

## The Revolution Takes Hold

H-SS 8.6.1

### Instruction

L2

- Have students read *The Revolution Takes Hold*. Remind them to look for details to support the Main Idea.
- Discuss mass production. Ask: **What were some advantages of interchangeable parts?** (*They allowed parts to be replaced easily, they could be assembled quickly by unskilled workers, they made manufacturing more efficient, and they made goods cheaper.*)
- Discuss the disadvantages of mass production. Ask: **What do you think craftspeople thought of mass production?** (*Possible answer: They were not happy about it, because unskilled workers could make the same products more quickly.*)
- Discuss working conditions in factories in the 1800s. Ask: **What problems did workers in factories face?** (*Conditions were not safe, and injured workers lost their income. Days were long, pay was low, and there was little light or fresh air in factories. Child workers could not play or get an education.*)
- Ask: **Why do you think people were willing to work in such poor conditions?** (*Possible answer: People needed jobs to earn wages. Many uneducated and unskilled factory workers couldn't get work elsewhere.*)

## Links Across Time

### Information Revolution

**1820s to 2000s** The Industrial Revolution opened the way for dazzling new developments in technology. The "Lowell girls" educated themselves partly by attending lectures. Today's "computer revolution" has changed the way people work and communicate. Speedy laptops and handheld devices allow people all over the world to exchange messages and access information in a flash.

**2000s** Office workers and researchers use computers for much of what they do.



### Link to Today Online

**Technology's Impact** How are computers changing our lives at work and at home? Go online to find out more about the impact of technology on our lives.

**For:** Technology in the news  
**Visit:** PHSchool.com  
**Web Code:** myc-4071

259

## History Background

**Women's Wages** In the early 1800s, women factory workers who were married were expected to turn their wages over to their husbands, who could spend the

money as they wished. This injustice was one of many that women fought against through the women's rights movement later in the century.

## Answers

**Reading Skill** Possible answer: War may sometimes result in the halting of trade, causing people to come up with new ways to fill the need to supply goods.

**Checkpoint** In Europe, whole families, including children, worked in factories and lived in disease-ridden slums. The Lowell workers were mostly young women who lived in supervised boardinghouses and had cultural opportunities such as attending lectures and using the town library.

## Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 1  
(Adapted Version also available.)

## Monitor Progress

- As students fill in the study guide, circulate to make sure individuals understand the problems with factory life. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 4**, Reading Readiness Guide, p. 16

## Assess and Reteach

### Assess Progress

L2

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

 **Teaching Resources, Unit 4**, Section Quiz, p. 27

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

**Progress Monitoring Transparencies**, Chapter 7, Section 1



### Factory Workers

Young girls at work in a textile factory about 1834. **Critical Thinking: Draw Conclusions** What were some disadvantages for children who worked in early American factories?

### Main Idea

American inventors developed new ways for factories to produce large amounts of goods quickly.

### Vocabulary Builder

**efficient** (ee FISH ehnt) *adj.* acting effectively, without wasted cost or effort

## The Revolution Takes Hold

The Lowell system was an example of a unique American outlook. Without a long tradition of doing things a certain way, Americans experimented with new methods. One of the most important developments was **mass production, or the rapid manufacture of large numbers of identical objects**.

Before the 1800s, skilled craftworkers manufactured clocks, guns, and other mechanical products. Each part of the gun or clock was handcrafted. When a part broke, a craftworker had to create a unique piece to fit the product. In the 1790s, American inventor Eli Whitney devised a system of **interchangeable parts, identical pieces that could be assembled quickly by unskilled workers**.

Interchangeable parts soon came to be used in the manufacture of other products. Manufacturing became more **efficient**. The price of many goods dropped. As people bought more goods, U.S. industry expanded to satisfy their needs.

**Factory Life** As you have read, the Lowell mills treated factory workers in a new and kinder way. However, this was not the general rule. Samuel Slater employed children in his textile mill, as had been done for decades in British factories. As time went on, working conditions for children and adults became harsher.

## Universal Access

**L1** English Language Learners

**L1** Less Proficient Readers

**L1** Special Needs

**Unfamiliar Words** Suggest to students that they use a ruler to help them keep their place as they read, line to line, down a page. Have students mark unfamiliar

words or phrases (such as *handcrafted* on this page) with a sticky note. Review with them from time to time what they have marked.

## Answers

**Draw Conclusions** Possible answers: They could be injured, didn't get to play outdoors, worked long hours for little pay, had no time for school, and had big responsibilities.

**Child Labor** Children routinely worked on family farms in the 1800s. Their labor was often needed to help feed their families. Working on a home farm was different from working in a factory, however. American textile mills, coal mines, and steel foundries employed children as young as 7 or 8. These children had no opportunities for education. They often worked in unsafe conditions. By 1880, more than a million children between the ages of 10 and 15 worked for pay.

**Factory Conditions** Working conditions were appalling. Factories were poorly lighted. There was little fresh air. Machines were designed to perform a task, not to protect the worker. As a result, many workers were injured on the job. A worker who lost a hand or a foot received no help. He or she needed to depend on family for support. Business owners provided no payments for disabled workers, as they do by law today.

To keep machines running as long as possible, workdays lasted 12 or 14 hours. By 1844, workers were demanding shorter days. “Eight hours for work, eight hours for sleep, and eight hours for God and the brethren” was an early slogan. Conditions gradually improved, but the 8-hour workday was far in the future.

 **Checkpoint** How did Eli Whitney’s system of interchangeable parts speed up the manufacturing process?

 **Looking Back and Ahead** Although the new factories were hard on workers, industrialization led to vastly increased production and lower prices. In the next section, you will read how the growth of northern industry helped to widen the gap between the North and the South.

## Section 1 | Check Your Progress

 **Standards Review** H-SS: 8.6.1, HI 1

### Progress Monitoring Online

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-4071

#### Comprehension and Critical Thinking

- (a) **Describe** How did the War of 1812 affect U.S. industry?

(b) **Draw Conclusions** Why did advances in industry occur mainly in the North?
- (a) **Recall** What are interchangeable parts?

(b) **Draw Conclusions** How did interchangeable parts affect employment in the United States?

#### Reading Skill

- Identify Central Issues From the Past** Based on this section, what generalization can you make about the impact of inventiveness during the early Industrial Revolution?

#### Vocabulary Builder

- Write two definitions for each key term: **factory system**, **capitalist**, **interchangeable parts**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

#### Writing

- Rewrite the following lists of causes and effects, so that causes are correctly paired up with their effects.

**Causes:** Francis Lowell; Arkwright’s textile plant; Samuel Slater’s emigration; Eli Whitney

**Effects:** efficiency in mass production; libraries for factory workers; factories built in cities; increased American production of cotton thread

Section 1 The Industrial Revolution 261

### Section 1 Check Your Progress

- (a) Possible answer: It made shipping and importing goods difficult; Americans had to develop their own industries.

(b) The Northeast was home to merchants with capital to build factories and buy materials.
- (a) identical pieces that can be assembled by unskilled workers

(b) Factories could hire unskilled laborers at lower wages.

- Possible answer: Inventiveness changes the way people work and live.
- Possible formal definitions include: factory system—a system that brings workers and machinery together in one place; capitalist—person who invests capital, or money, in a business to earn a profit; interchangeable parts—identical pieces that can be assembled quickly by unskilled workers. Possible informal definitions include: factory system—people working together with

### Reteach

L1

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



**Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 1 (Adapted Version also available.)

### Extend

L3

To help students expand their understanding of new technology, have them complete the History Interactive online activity on James Watt’s Steam Engine.

#### Extend Online

**For:** History Interactive  
**Visit:** PHSchool.com  
**Web Code:** MYP-4071

#### Writing Rubric

- Score 1** Causes and effects were unrelated.
- Score 2** One or two causes and effects were correctly linked.
- Score 3** Three causes and effects were correctly linked.
- Score 4** All four causes and effects were correctly linked.

#### Answer

 **Checkpoint** Through mass production, American factories made identical pieces that could be assembled by unskilled workers; skilled workers were not needed.

machines; capitalist—person who invests money; interchangeable parts—pieces of a thing that are exactly the same

- Francis Lowell caused libraries for factory workers. Arkwright’s textile plant caused factories built in cities. Samuel Slater’s emigration caused increased American production of cotton thread. Eli Whitney’s system of interchangeable parts caused efficiency in mass production.

Chapter 7 Section 1 261



## Mill Workers

### Build Background Knowledge

L2

Reading a memoir helps students identify with individuals from the past. Review with students what they know about factory life in America. Ask: **How do you think a woman working in a mill would feel about her job?** Use the Idea Wave strategy to elicit responses (TE, p. T38).

### Reading Skill

Remind students that the time and place are important parts of the setting. As students read, ask them to look for details about the setting and how it affects Lucy's mood and tone.

### Vocabulary Builder Teach Key Terms

Pronounce each word in the Vocabulary Builder list, and have students repeat the word. Ask a student to read the definitions. Have students give a sentence for each term.

### Instruction

L2

- Using the Reciprocal Questioning reading strategy (TE, p. T37), read the first three paragraphs of the memoir. Ask students to identify two ways that Lucy interacts with the setting. (*Possible answers: She changes bobbins on the spinning-frames; she explores the carding-room, dressing-room, and weaving-room; she plays among the spinning-frames; she doesn't like the noise of the machines; she is amazed by the waterwheel.*)
- Have students read the remaining paragraphs. Ask: **How does Lucy's view of the mill setting compare in these paragraphs to the previous paragraphs?** (*Possible answer: Previously, she was enthusiastic about the mill. In the later paragraphs, Lucy still felt that the mill setting was agreeable, but she was less enthusiastic about it. She saw that she could become a drudge by staying there, felt confined, and sometimes yearned to leave.*)



# Mill Workers

by Lucy Larcom

## Prepare to Read



### Standards Preview

**H-SS 8.6.1** Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

**E-LA Reading 8.3.4** Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.



### Reading Skill

**Analyze Setting** In literature, a character's actions and attitudes often are affected by his or her surroundings. In the memoir below, we learn how the physical conditions in a textile mill affect Lucy Larcom's outlook on work. As you read, pay attention to her descriptions of the mill.

### Vocabulary Builder

As you read this literature selection, look for the following underlined words:

**bobbin** (BAHB ihh) *n.* spool for thread or yarn, used in spinning, weaving, or in a sewing machine

**board** (bord) *n.* meals provided regularly for pay

**drudge** (druhj) *n.* person who does hard, menial, or tedious work



### Background Knowledge

Women and girls who worked in northern mills were educated. Some mills published collections of workers' essays and poetry.

I went to my first day's work in the mill with a light heart. The novelty of it made it seem easy, and it really was not hard just to change the bobbins on the spinning-frames every three-quarters of an hour or so, with half a dozen other little girls who were doing the same thing. When I came back at night, the family began to pity me for my long, tiresome day's work, but I laughed and said, "Why, it is nothing but fun. It is just like play."

And for a while it was only a new amusement. . . . We were not occupied more than half the time. The intervals were spent frolicking around the spinning-frames, teasing and talking to the older girls, or entertaining ourselves with games and stories in the corner, or exploring, with the overseer's permission, the mysteries of the carding-room, the dressing-room, and the weaving-room.

I never cared much for machinery. The buzzing and hissing of pulleys and rollers and spindles and flyers around me often grew tiresome. I could not see into their complications, or feel interested in them. But in a room below us we were sometimes allowed to peer in through a sort of blind door at the great waterwheel that carried the works of the whole mill. It was so huge that we could only watch a few of its spokes at a time, and part of its dripping rim, moving with a slow, measured strength through the darkness that shut it in. It impressed me with something of the awe which comes to us in thinking of the great Power which keeps the mechanism of the universe in motion. . . .

When I took my next three months at the grammar school, everything there was changed, and I too was changed. . . . It was a great delight to me to study, and at the end of the three months the master told me that I was prepared for the high school.

262 Chapter 7 North and South Take Different Paths

## Universal Access

**L1** English Language Learners

**L1** Less Proficient Readers

**Understanding Sentences** Provide a page protector to place over the text. Have students read the literature selection. Ask students to mark each sentence with a ? if they don't understand the sentence, a \* if they understand the sentence, and a ! (for

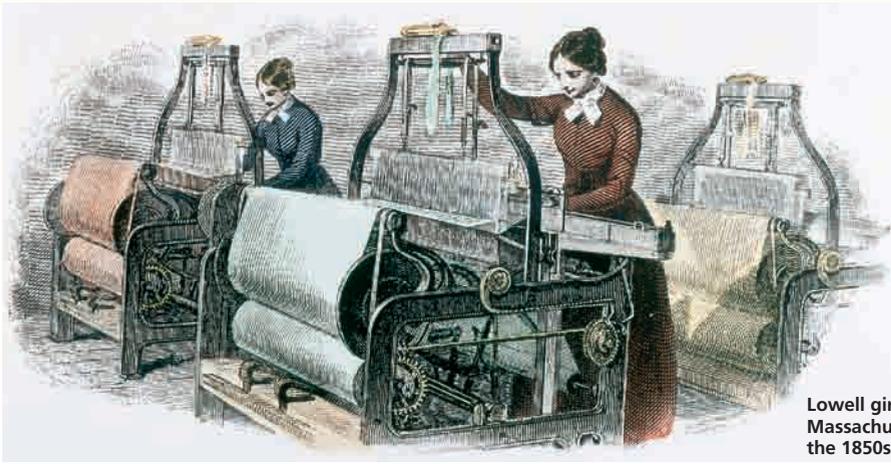
"wow") if they find the information new or interesting. Review any sentences students have with a question mark. Pair students to compare their "wow" sentences.

## Monitor Progress

Discuss with students how Lucy's life changed when she went to work at the mill. Ask: **If Lucy had not gone to work at the mill, what do you think her life would have been like?** (Answers will vary but should show an understanding that her life would have been hard.)

### Analyze LITERATURE

Students should describe the details of the daily life in a mill. When would they report for work? How long was the workday? Did they get breaks? They should also describe the physical layout of the factory and their impressions of the workplace. The more details they can provide in their account, the better.



Lowell girls weaving in a Massachusetts textile mill in the 1850s

But alas! I could not go. The little money I could earn—one dollar a week, besides the price of my board—was needed in the family, and I must return to the mill. . . .

At this time I had learned to do a spinner's work, and I obtained permission to tend some frames that stood directly in front of the windows, with only them and the wall behind me, extending half the length of the mill. . . .

The last window in the row behind me was filled with flourishing houseplants—fragrant-leaved geraniums, the overseer's pets. . . . T[he] perfume and freshness tempted me there often. . . . On the whole, it was far from being a disagreeable place to stay in. The girls were bright looking and neat, and everything was kept clean and shining. The effect of the whole was rather attractive to strangers. . . .

Still, we did not call ourselves ladies. We did not forget that we were working girls, wearing coarse aprons suitable to our work, and that there was some danger to our becoming drudges. I know that sometimes the confinement of the mill became very wearisome to me. In the sweet June weather I would lean far out of the window, and try not to hear the unceasing clash of the sound inside. Looking away to the hills, my whole stifled being would cry out, "Oh that I had wings!"

From *A New England Girlhood*, by Lucy Larcom.  
Peter Smith, 1973. First published in 1887 by Macmillan.

**Checkpoint** Why did Larcom return to the mill after finishing three months at grammar school?

### Analyze LITERATURE

Lucy Larcom's words describe a mill in New England during the 1800s. Consider the sights and sounds around her, and how working in the mill made her feel. Write a paragraph in which you describe what it is like to work in a mill.

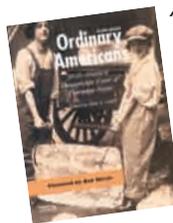
### ★ Background Knowledge

The wages paid for millwork offered new opportunities to many women and girls, but workers lived apart from their families and often felt isolated.

### 🌀 Analyze Setting

Lucy's attitude toward the mill changes somewhat over the course of this excerpt. How does setting contribute to this change?

If you liked this passage from *A New England Girlhood*, you might want to read more first-person accounts in *Ordinary Americans: U.S. History Through the Eyes of Everyday People*, edited by Linda R. Monk. Close Up Foundation. 2003.



Literature 263

## History Background

**Child Labor** In 1836, Massachusetts became the first state to pass a child labor law. The law prohibited children under age 15 from being employed unless they had attended school for at least three months in the last year. The first federal child labor

law was passed in 1916, but it was overturned by the Supreme Court. It was not until the Fair Labor Standards Act of 1938 that basic child labor reforms were instituted nationally.

**Writing Rubrics** Share this writing rubric with students.

**Score 1** Paragraph does not contain any details and is poorly organized.

**Score 2** Paragraph contains few details or impressions.

**Score 3** Paragraph presents many details.

**Score 4** Paragraph presents a vivid picture of a factory.

## Answers

**🌀 Reading Skill** She began to feel confined indoors and longed to be outside.

**✔ Checkpoint** Her family needed the money she earned at the mill.



Standards at a Glance

Geography affected how colonies developed economically. Students will now analyze the impact of the Industrial Revolution on the North.

Section Focus Question

How did urbanization, technology, and social change affect the North?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: With the arrival of new waves of immigration and the growth of industry, northern cities grew, as did the differences between the North and South.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will learn about life in the North in the early 1800s. Ask students to preview the headings in Section 2. Then ask: **What qualities characterized the North in the early 1800s?** (*Possible answers: urban growth and problems, growing industry, new transportation, new immigrants*) Use the Numbered Heads strategy (TE, p. T38) to encourage discussion.

Set a Purpose

L2

- 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. 17

- Use the Numbered Heads strategy (TE, p. T38) 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.



Standards Preview

**H-SS 8.6.2** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

**H-SS 8.6.3** List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

**H-SS 8.6.4** Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

**H-SS 8.7.4** Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

Main Idea

As cities in the United States grew, Americans faced a variety of urban problems.

Prepare to Read

Reading Skill

**Explain Central Issues From the Past** As you read about the events of the past, you'll discover that people struggled with issues, much as they do today. Explain those issues to yourself—try to identify what people's concerns were, how they felt about issues, what the issues were about. This will make issues more real and understandable for you.

H-SS Analysis Skill HI 1

Vocabulary Builder

High-Use Words

reign, p. 267

inferior, p. 269

Key Terms and People

urbanization, p. 264

telegraph, p. 265

Samuel F.B. Morse, p. 265

famine, p. 268

nativist, p. 268

discrimination, p. 269

★ **Background Knowledge** You have read that from colonial times, the North and the South developed as distinct regions. At first these differences were small. But during the Industrial Revolution, the differences between the North and South widened dramatically.

Northern Cities

American cities had long been the centers of commerce and culture. By today's standards, these early cities were small. New York, the largest, had a population of slightly more than 33,000 in 1790. Compared to the major cities of Europe, or even the ancient Aztec capital of Tenochtitlán, New York was hardly more than a town.

**Growth of Cities** In the 1800s, however, U.S. cities grew larger. The Industrial Revolution spurred urbanization, or the growth of cities due to movement of people from rural areas to cities. As capitalists built more factories, agricultural workers were attracted to the new types of work available in the cities.

As cities along the eastern coast became crowded, newly arrived immigrants headed west. Pittsburgh, Pennsylvania, had about 23,000 people in 1840. Ten years later, it had more than doubled in size. Farther west, the Kentucky city of Louisville was also growing. German and Irish immigrants raised the city's population to more than 43,000 by 1850, making Louisville larger than Washington, D.C.

Universal Access

L3 Advanced Readers

**City Growth** Ask students to research the growth of northern cities in the early 1800s. Have students make concept webs showing both the hazards and the attractions that these cities offered. Then have

students write a paragraph comparing the hazards and attractions of cities today with those of the 1800s. Ask students to share their ideas with the class.

**Urban Problems** Growing cities faced many problems. Filthy streets, the absence of good sewage systems, and a lack of clean drinking water encouraged the spread of disease.

“One finds in the streets [of New York] dead cats and dogs, which make the air very bad; dust and ashes are thrown out into the streets, which are swept perhaps once every [two weeks].”

—Baron Axel Klinckowstrom of Sweden

Citywide fires were another common problem. Most structures were made of wood. Volunteer firefighters were often poorly trained and equipped. Insurance companies paid firefighters for saving an insured building. Racing to fire scenes to earn the insurance money, rival fire companies sometimes ended up fighting one another instead of the fire.

✓ **Checkpoint** What problems did cities face in the early 1800s?

## The Growth of Northern Industry

New inventions revolutionized communications. The most important was the **telegraph**, a device that used electrical signals to send messages quickly over long distances.

**The Telegraph** Samuel F.B. Morse's invention worked by sending electrical signals over a wire. A code devised by Morse used shorter and longer bursts of electricity. In his system, known as the Morse code, each letter of the alphabet is represented by its own mix of short signals (“dots”) and long signals (“dashes”).



### Explain Central Issues From the Past

Explain the link between industrialization and urban problems.

### Main Idea

New inventions and other advances in agriculture and manufacturing boosted industrial growth.

### Growing Cities

American cities became bustling centers of enterprise during the 1800s. This is a view along Broadway in New York City.

**Critical Thinking: Explain Problems** What problems did the rapid growth of cities pose for city dwellers?

265

## History Background

**New York City Streets** New York was the largest city in the United States by 1800, with a population of 60,000. Yet many of its streets were narrow and windy. To accom-

modate the rapid growth caused by immigration, city planners decided in 1811 that all new Manhattan streets should be straight and form an orderly grid.

## Teach

### Northern Cities

## The Growth of Northern Industry

H-SS 8.6.3

### Instruction

L2

#### ■ Vocabulary Builder

**High-Use Words** Before teaching this section, preteach the High-Use Words **reign** and **inferior**, using the strategy on TE page 255.

**Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.

- Read Northern Cities and The Growth of Northern Industry with students, using the Structured Silent Reading strategy (TE, p. T37).
- Ask: **What problems developed as cities became crowded?** (*They grew dirty and lacked good sewage systems and clean drinking water, leading to disease. Fires often destroyed wooden structures.*)
- Display the Telegraph transparency, and discuss the impact of faster communication. Ask: **How did businesses communicate with customers and suppliers before the invention of the telegraph?** (*Possible answer: by mail for long distances and by messenger for short distances*)

Color Transparencies, Telegraph

### Independent Practice

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

## Monitor Progress

As students fill in the study guide, make sure they understand how the Industrial Revolution helped urbanize the North.

### Answers

**Reading Skill** Possible answer: Industrialization required large numbers of workers in cities. This created urban problems, such as crowding, disease, and fire danger.

✓ **Checkpoint** They were unclean and had poor drinking water, which spread disease; the air was poor; fires were common, and firefighters were often ill-equipped.

**Explain Problems** People lived crowded together, leading to poor sanitation and fire hazards.

## A Transportation Revolution

H-SS 8.6.2

### Instruction

L2

- Have students read A Transportation Revolution. Remind students to look for the sequence of events.
- Ask students to name forms of transportation that helped American industry grow in the 1800s. (*steamboats, clipper ships, railroads*)
- Ask: **How do you think these new forms of transportation affected industry in the North?** (*Possible answer: They made it easier and faster both to obtain raw materials and to get goods to markets.*)

### Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 2  
(Adapted Version also available.)

### Monitor Progress

As students fill in the study guide, circulate and make sure individuals understand how improvements in transportation helped industry grow. Provide assistance as needed.

## Answers

**Biography Quest** He overheard a conversation about a new discovery: the electromagnet.

**Checkpoint** the telegraph, mechanical reaper, improvements in threshers, the combine, and sewing machine

### Biography Quest



**Samuel F.B. Morse**  
1791–1872

Samuel Morse began his career as a painter. By 1835, however, he was working on the invention that would make him famous. For years, he struggled to find funding. In 1843, he convinced Congress to back his efforts.

The following year, he arranged to link the nation's capital and the city of Baltimore with telegraph lines. The historic first message was sent from the Capitol building in Washington, D.C.

### Biography Quest

**What chance event led Morse to attempt to develop the telegraph?**

**For:** The answer to the question about Morse

**Visit:** PHSchool.com

**Web Code:** myd-4072

In 1844, Morse tested his system. He wired a message from Washington, D.C., to his assistant in Baltimore: "What hath God wrought?" A few minutes later, a response came back from Baltimore.

The telegraph soon became part of American life. Thousands of miles of wires were strung across the nation. Factories in the East could communicate with their markets in the West in a matter of hours rather than weeks.

**Advances in Agriculture** The mechanical reaper, invented by Cyrus McCormick, made it easier for farmers to settle the prairies of the Midwest. The reaper cut stalks of wheat many times faster than a human worker could. This enabled farmers to cultivate more land and harvest their crops with fewer workers.

Improvements in threshers also speeded up the harvesting of grain. Threshers separate the grains of wheat from their stalks. The wheat grains are then ground into flour. Eventually, the mechanical reaper and the thresher were put together into one machine called a combine.

These advances in agriculture also affected industry. Farm laborers who had been replaced by machines went to cities to work in shops and factories. Cities like Cincinnati grew as both agricultural and industrial centers.

**Advances in Manufacturing** Other inventions revolutionized the way goods were made. In 1846, Elias Howe patented a machine that could sew seams in fabric. A few years later, Isaac Singer improved on Howe's design. The sewing machine made it much more efficient to produce clothing in quantity. As clothes became less expensive, people of modest means began to dress almost as well as wealthier Americans.

By 1860, factories in New England and the Middle Atlantic states were producing most of the nation's manufactured goods. That year, Americans had over \$1 billion invested in businesses. Of that total, more than 90 percent was invested in businesses in the North.

**Checkpoint** What new inventions helped northern industry to grow?

### Main Idea

Advances in transportation made it easier for businesses to obtain raw materials and get goods to market.

## A Transportation Revolution

Improvements in transportation spurred the growth of American industry. As transportation became faster and easier, factories could make use of raw materials from farther away. Improved transportation also allowed factory owners to ship their goods to distant markets.

## Universal Access

**L1** Less Proficient Readers

**L1** Special Needs

**Comprehension Reinforcement** Have students read the text of The Growth of Northern Industry as they listen to the Student Edition on Audio CD. Pause the CD after each subsection, and ask students if they have any questions. If needed, pro-

vide students with a copy of the CD to work independently at home or in the School Resource Center.

 **SE on Audio CD**, Chapter 7, Section 2

**Steamboats and Clipper Ships** In 1807, Robert Fulton, an American inventor, used a steam engine to power a boat. Fulton's *Clermont* was the first practical steamboat. It was 133 feet long and had wooden side paddles that pulled it through the water.

Although side-paddle steamboats were ideal for traveling on rivers, they were not suited to ocean travel. In 1850, a new type of American-built ship appeared, the clipper ship. Long and slender, with tall masts, the clipper ships were magnificent, swift vessels. The Yankee clippers, as they were called, were the world's fastest ships. Their reign was brief, however. By the 1850s, Great Britain was producing oceangoing steamships. These ironclad steamships were faster and could carry more cargo.

**Railroads** Of all forms of transportation, railroads did the most to tie together raw materials, manufacturers, and markets. Steamboats had to follow the paths of rivers, which sometimes froze in winter. Railroads, however, could be built almost anywhere.

America's first railroad, the Baltimore and Ohio, was begun in 1828. As with most European railroads, its cars were drawn along the track by horses. Then, in 1830, Peter Cooper built the first American-made steam locomotive. By 1840, about 3,000 miles of railway track had been built in the United States.

 **Checkpoint** Why were railroads a better means of transportation than steamboats?

## A New Wave of Immigrants

The American population grew rapidly in the 1840s. Millions of immigrants entered the United States, mostly from western Europe. Some came because they had heard of opportunities to buy cheap land. Others believed their skills would serve them well in the United States. Still others had little choice, because they could not survive at home.

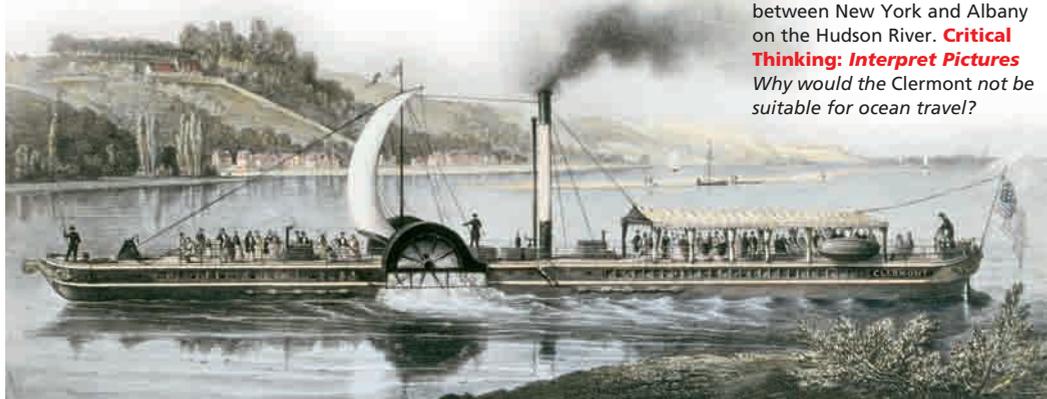
**Vocabulary Builder**  
**reign** (rayn) *n.* period of dominance or rule

### Main Idea

Hunger and political unrest in Europe increased immigration to the United States in the 1840s.

### Fulton's Steamboat

Robert Fulton's steamboat, the *Clermont*, carried passengers between New York and Albany on the Hudson River. **Critical Thinking: Interpret Pictures** Why would the *Clermont* not be suitable for ocean travel?



Section 2 The North Transformed 267

## History Background

**McCormick's Competition** Cyrus McCormick, whose invention of the reaper made cultivation of the prairie possible, faced competition in manufacturing his machinery. One competitor of McCormick was represented by a young lawyer named

Abraham Lincoln. In a patent dispute against McCormick, Lincoln's client won, and Lincoln earned \$1,000. This money later helped him underwrite his famous debates with Stephen Douglas.

## A New Wave of Immigrants

 H-SS 8.6.3

### Instruction

L2

- Have students read *A New Wave of Immigrants*. Remind them to look for causes and effects.
- Discuss the waves of immigration to the United States in the 1840s. Ask: **From where did most immigrants come?** (*western Europe*) Ask: **Why did large numbers of immigrants come from Ireland and Germany?** (*They were escaping the potato famine in Ireland; many Germans had taken part in failed revolutions against harsh rulers.*)
- Ask: **How might newcomers from different cultural backgrounds affect a region?** (*Possible answers: People would bring new languages, skills, ideas, foods, and customs to existing communities.*)
- Discuss the response of the nativists to the new immigrants. (*Nativists wanted the United States to be preserved for white, American-born Protestants.*)

### Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 2 (Adapted Version also available.)

### Monitor Progress

As students fill in the study guide, circulate to make sure individuals understand how immigration affected the United States in the mid-1800s. Provide assistance as needed.

### Answers

 **Checkpoint** Unlike steamboats, railroads could be built almost anywhere and travel in any season.

**Interpret Pictures** It was too narrow and low and had paddle wheels. Ocean waves and currents would be too strong and make the boat uncontrollable.

## African Americans in the North

H-SS 8.6.4, 8.7.4

### Instruction

L2

- Have students read African Americans in the North. Remind students to look for details to support the Main Idea.
- Ask: **Did the abolition of slavery in the North erase all problems for free African Americans? Why or why not?** (Possible answer: No, they still faced discrimination.)
- Ask: **How did African Americans respond to discrimination?** (They started their own churches and publications.)

### Independent Practice

Have students complete the study guide for this section.

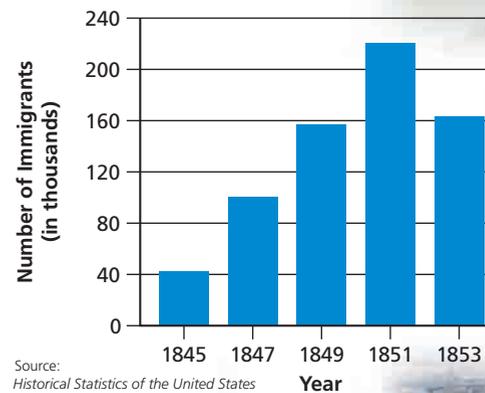
 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 2 (Adapted Version also available.)

### Monitor Progress

- As students fill in the study guide, circulate to make sure individuals understand that African Americans faced discrimination in the North. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate if what they learned was what they had expected to learn.

 **Teaching Resources, Unit 4**, Reading Readiness Guide, p. 17

## Irish Immigration, 1845–1853



Source: Historical Statistics of the United States



### The Irish Potato Famine

The potato famine of the 1840s drove many Irish to the United States. They contributed to a sharp rise in immigration.

#### Critical Thinking: Draw

**Inferences** Why do you suppose the peak did not come immediately after the famine started in 1845?

### The Irish Famine

Ireland had long been under British rule. While the best farmland was owned by British landlords, the potato was the staple, or basic, food for most of the population. Then, in 1845, a fungus destroyed the potato crop, leading to **famine, or widespread starvation**. The years that followed are often called the Great Hunger. More than a million people starved to death. About a million more left Ireland.

Most of the Irish immigrants who came to the United States during this period had been farm laborers at home. The men found work doing the lowliest jobs in construction or laying railroad track in the East and Midwest. Young Irish women were often employed as household workers.

### German Newcomers

Germans came to America during this period as well. Many had taken part in revolutions against harsh rulers. When the revolutions failed, the Germans fled to the United States.

Unlike the Irish, German immigrants came from many different levels of society. After arriving in the United States, most Germans moved west. Many settled in the Ohio Valley and the Great Lakes region.

### Reaction Against Immigrants

Some Americans worried about the growing foreign population. These were **nativists, or people who wanted to preserve the country for white, American-born Protestants**. Nativists especially opposed Irish immigration because most of the Irish were Roman Catholics.

One group of nativists in New York formed a secret group. When asked about their secret order, members replied, "I know nothing." In time, the Know-Nothings became a political party. In 1856, the Know-Nothing candidate for President won 21 percent of the vote. Soon after, the party split over the issue of slavery and dissolved.

 **Checkpoint** Why did Irish and German immigration to the United States increase in the 1840s?

### Primary Sources

See Fredrika Bremer, *A Day Among the Swedes at Pine Lake*, in the Reference Section at the back of this textbook.

## Answers

**Draw Inferences** Possible answers: Many Irish thought next year would be better; they were overwhelmed and did not want to leave their homes and family and friends.

 **Checkpoint** The Irish were fleeing from a famine, and the Germans were fleeing from failed revolutions.

## Universal Access

### L1 English Language Learners

**Word Definitions** Have students make a list of the Key Terms and High-Use Words for this chapter. Then have them create flashcards with the word on one side and

its definition on the other. Pair students with a partner, and have them quiz each other on the definitions of the words using the flashcards.

## African Americans in the North

Even more than immigrants, African Americans in the North faced discrimination. **Discrimination is the denial of equal rights or equal treatment based on race, religion, culture, or nationality.**

Slavery had largely ended in the North by the early 1800s. Free African Americans there were joined by new arrivals from the South. Freedom, however, did not grant equal treatment. African Americans were often denied the right to vote. They were not allowed to work in factories or in skilled trades. Even when they sought the least desirable jobs, they were at a disadvantage. Many employers preferred to hire white immigrants rather than African Americans.

Prejudice against African Americans led to the racial segregation of schools and public facilities. Turned away by white congregations, African Americans formed their own churches. For example, people who had been freed from slavery started the African Methodist Episcopal Church in Philadelphia in 1816.

White newspapers often portrayed African Americans as **inferior**. African Americans responded by starting their own publications. The first newspaper owned and run by African Americans was *Freedom's Journal*, which was established in 1827 in New York. Its editor, John B. Russwurm, had been one of the first African Americans to graduate from an American college.

 **Checkpoint** What obstacles did blacks face in the North?

 **Looking Back and Ahead** Northern cities grew with the arrival of immigrants from abroad and African Americans from rural areas. Meanwhile, as you will read in the next section, the South depended more and more on cotton and slavery.

### Main Idea

Although slavery ended in the North, free African Americans struggled to overcome discrimination and prejudice.

### Vocabulary Builder

**inferior** (ih n FIR ih ahr) *adj.* less worthy; less valuable; of lower rank

## Assess and Reteach

### Assess Progress

L2

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

 **Teaching Resources, Unit 4,** Section Quiz, p. 28

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

**Progress Monitoring Transparencies, Chapter 7, Section 2**

### Reteach

L1

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

 **Interactive Reading and Notetaking Study Guide, Chapter 7,** Section 2 (Adapted Version also available.)

### Extend

L3

Have students do an Internet search on African American abolitionists in the North. Possible leaders they might research are James Forten, Robert Purvis, Charles Remond, Sarah Parker Remond, Frederick Douglass, and Sojourner Truth.

### Extend Online

**For:** Help starting the Extend activity  
**Visit:** PHSchool.com  
**Web Code:** Mye-0259

### Writing Rubrics

- Score 1** The list contains no true causes.  
**Score 2** The list contains only one or two true causes.  
**Score 3** The list shows a generally good grasp of the causes.  
**Score 4** The list demonstrates a thorough understanding of the causes.

## Section 2 | Check Your Progress



Standards Review

H-SS: 8.6.2, 8.6.3, 8.6.4, 8.7.4, HI 1

### Progress Monitoring Online

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-4072

### Comprehension and Critical Thinking

- (a) Recall** What factors led to the growth of cities?  
**(b) Evaluate Information** How did the rapid growth of cities affect urban living conditions?
- (a) Recall** How did the telegraph improve communication?  
**(b) Identify Economic Benefits** How might improved communication help the growing economy?

### Reading Skill

- 3. Explain Central Issues From the Past** Reread the text following the heading "Advances in Agriculture." Explain how changes in agriculture affected workers in the nineteenth century.

### Vocabulary Builder

Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.  
**4. Urbanization** is the movement of people from urban areas to farms.

- 5.** More than a million people died in a **famine** during "the Great Hunger" that started in Ireland in 1845.
- 6.** Even though many African Americans living in the North were legally free, they still suffered from **discrimination**.

### Writing

- 7.** Based on what you have read in this section, list as many causes as you can for the growth of industry in the North. Put stars next to the causes that you think are most important.

Section 2 The North Transformed 269

## Section 2 Check Your Progress

- (a)** new inventions that aided the growth of industry; more immigration  
**(b)** It caused overcrowding, uncleanness, and the risk of fire in cities.
- (a)** It let people communicate across long distances quickly.  
**(b)** Since factories in the East could communicate with their markets in the West quickly, this could help the economy to grow because orders could be taken and filled more quickly.
- Possible answer: Many new machines were invented to speed up agricultural work. They replaced many farm workers, who went to cities to work in factories and shops.
- No, it is the movement of people from rural areas to cities.
- Yes
- Yes
- See rubric.

### Answer

 **Checkpoint** They faced discrimination in terms of the right to vote, getting jobs, and segregation in schools and other public places.



# Section 3

Standards-Based Instruction



SECTION

# 3

# The Plantation South



## Standards at a Glance

The Industrial Revolution led the North to develop factories and cities. Students will now learn how the South became more dependent on cotton and slavery.

### Section Focus Question

#### How did cotton affect the social and economic life of the South?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The invention of the cotton gin made growing cotton more profitable, resulting in a need for more workers and increasing the South's dependence on slavery.*)

### Prepare to Read

#### Build Background Knowledge

L2

In this section, students will read about the development of an agrarian economy in the South. Remind students that they read in Section 2 about new technology and industrial developments in the North. Ask: **How do you think these developments will affect the rest of the country?** (*Answers will vary but may refer to more effective transportation and communication, as well as the increased availability of goods.*) Use the Give One, Get One strategy (TE, p. T38) to encourage discussion.

#### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 18

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



#### Standards Preview

**H-SS 8.7.1** Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

**H-SS 8.7.2** Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

**H-SS 8.7.3** Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

**H-SS 8.9.6** Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

#### Main Idea

As cotton production expanded in the South to supply the northern textile industry, planters increased their use of slave labor.

#### Prepare to Read

##### Reading Skill

**Explain Problems From the Past** Why did problems occur in the past? Try to answer this question as you read. It will help you connect events and understand people's beliefs and actions. Put yourself in the shoes of the people about whom you read. What problems would you have with these same issues? Explain these problems to clarify them.

**H-SS Analysis Skill HI 1**

#### Vocabulary Builder

##### High-Use Words

**devote**, p. 271

**revolt**, p. 274

##### Key Terms and People

**cotton gin**, p. 270

**slave code**, p. 273

**spiritual**, p. 274

**Nat Turner**, p. 274

**Background Knowledge** As you have read, Eli Whitney's system of interchangeable parts revolutionized industry. Another of Whitney's inventions had an equally powerful impact on the rural South.

### The Cotton Kingdom

As the North became more urban and industrialized, the South remained largely rural. Two events changed life in the South. First, a boom in textiles caused by the Industrial Revolution created a huge demand for cotton. Second, a new invention allowed the South to satisfy that demand.

**The Cotton Gin** Eli Whitney devised a simple machine that speeded the processing of cotton. His **cotton gin used a spiked cylinder to remove seeds from cotton fibers.**

The cotton gin was revolutionary technology. A worker could process fifty times more cotton fiber with the gin than by hand. Cotton growing became far more profitable.

**Slave Labor** To grow more cotton, planters used more slave labor. In 1790, there were about 698,000 enslaved African Americans in the United States. By 1860, the census recorded nearly 4 million. During that time, the price of a slave increased ten or twenty times.

### Universal Access

#### L1 English Language Learners

**Word Meanings** English language learners may have difficulty understanding the term *cotton kingdom*. Looking up *kingdom* in the dictionary will tell students that it is "A government, country, state, or popula-

tion ruled by a king or queen." Explain that in the term *cotton kingdom*, the South is the kingdom and cotton is the king. Ask students to explain why cotton "ruled" the South.

Cotton became the greatest source of wealth for the United States. It enriched planters in the South, as well as bankers and shipowners in the North. Cotton production rose at an astonishing rate. Planters grew one and a half million pounds of cotton in 1790. In 1820 they grew ten times as much.

Southern states were not all alike. States like Alabama and Mississippi, which depended on cotton, had large populations of enslaved people. Other states, such as Kentucky, devoted less attention to cotton. Fewer enslaved people lived there.

In the southern “Cotton Kingdom,” society was dominated by owners of large plantations. This small but wealthy class lived in luxury and sent their children to the finest schools. But more than half of all southern farmers did not have slaves. They grew corn and raised hogs and chickens.

**Defending Slavery** Most southern whites accepted the system of slavery. Many feared that any weakening of controls over African Americans might encourage violent uprisings. By the 1830s, some people in the North were urging that slavery be banned. (You will read about the movement to end slavery in the next chapter.) In response, southern whites hardened their support for slavery.

Supporters of slavery said it was more humane than the free labor system of the North. Unlike northern factory workers, they argued, enslaved African Americans did not worry about unemployment.

### Vocabulary Builder

**devote** (dee VOHT) v. to commit; to apply (time and energy, for example)



### Explain Problems From the Past

Explain the disagreements between supporters and critics of slavery.

## Teach

### The Cotton Kingdom

H-SS 8.7.1, 8.7.2, 8.7.3

#### Instruction

L2

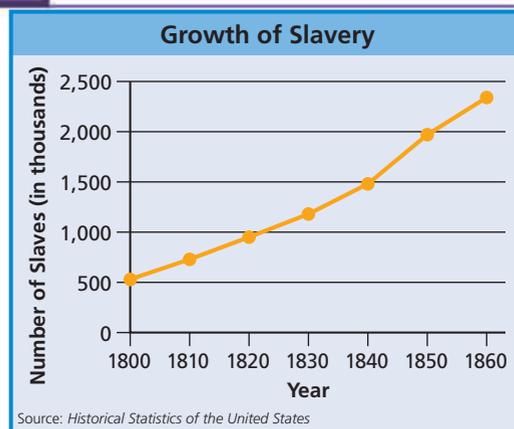
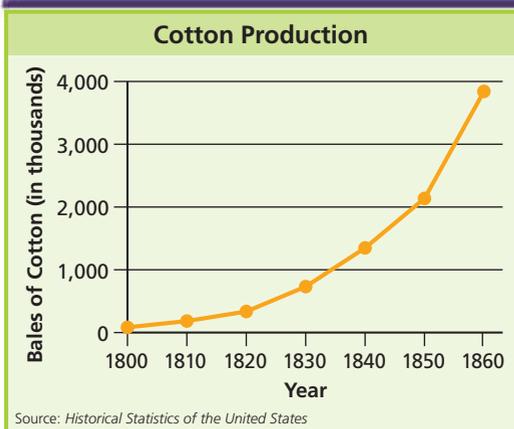
#### Vocabulary Builder

**High-Use Words** Before teaching this section, preteach the High-Use Words **devote** and **revolt**, using the strategy on TE page 255.

**Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.

- Read The Cotton Kingdom with students, using the Paragraph Shrinking strategy (TE, p. T37). Remind students to look for support of the main idea.
- Tell students that southerners grew tobacco, rice, sugar cane, and cotton. Ask: **Why was there an increased demand for cotton?** (*The Industrial Revolution led to a growth in textiles, which in turn demanded more cotton.*) **How did the cotton gin make growing cotton more profitable?** (*Workers could process fifty times more cotton with the gin than by hand.*)
- Discuss the impact of the cotton boom. (*increased wealth for planters, bankers, shipowners; plantation owners dominated southern society; spread of slavery*)
- Point out that the graphs show the parallel growth of cotton production and slave labor. Discuss the use of slave labor on cotton plantations. Ask: **Why did cotton production and the number of slaves in the United States both increase at the same time?** (*Having more slaves allowed southern plantation owners to produce more cotton.*)

### Cotton Production and Slavery



#### Reading Charts

#### Skills Activity

The rise in cotton production in the South was paralleled by a rise in the number of enslaved African Americans.

(a) **Comprehension** How much did cotton production increase between

1800 and 1850? In what 10-year period did slavery grow the fastest?

(b) **Make Predictions** If cotton production had decreased, would the number of slaves have declined? Explain your reasoning.

Section 3 The Plantation South 271

### History Background

**The Peculiar Institution and the Myths of the Antebellum South** The defense of the “peculiar institution,” as slavery in the South was called, was based on the image of slaves as happy, content, and well cared for by generous masters. This myth was promulgated, long after the end of slavery, by historian Ulrich B. Philips. His idealized and romanticized portrayal of slavery

helped create the mythology that permeated historiography and the national culture, as evidenced in the popular novel, *Gone With the Wind*.

Kenneth Stampp, in his book *The Peculiar Institution*, was the first of many revisionist historians to write more realistic and analytical accounts of slavery. This new view became popularized with Alex Haley’s *Roots*.

### Answers

**Reading Skill** Supporters of slavery claimed that it was humane and that slaves did not have to worry about unemployment. Critics of slavery pointed out that slaves did not have the basic right to leave their work if conditions became too harsh, that slaves were often mistreated, and that all people should be free.

**Reading Charts** (a) by almost four million bales; 1840–1850 (b) Possible answer: Yes, because fewer workers would be needed.

## Instruction (continued)

- Students may have the misconception that most white southerners lived on large plantations and owned many slaves. Ask: **Why did most southern white people support slavery even though many of them did not own slaves?** (Possible answers: Many feared slave uprisings and violence, felt superior to enslaved people, resented the interference of the North, or believed that enslaved workers were better off than northern factory workers.)

## Independent Practice

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

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 3 (Adapted Version also available.)

## Monitor Progress

As students fill in the study guide, circulate to make sure that individuals understand the importance of cotton in the southern economy. Provide assistance as needed.

## Explore More Video

### Discovery School Video

Have students view Plantation Life to help with their understanding of slavery in the United States. The video points out the harsh lives that enslaved people lived and the ways they tried to maintain their spirits. It also examines how enslaved African Americans tried to resist and rebel against slavery.

## Answers

 **Checkpoint** Less than half of white southerners owned slaves.

**Compare and Contrast** Possible answer: The pictures show that owners were free to enjoy the comforts of life. Slaves, on the other hand, were not free, and they spent their days doing backbreaking labor.

### Main Idea

Whether free or enslaved, African Americans in the South were subject to harsh rules and unequal treatment.

Critics of slavery, however, challenged this reasoning. They argued that northern workers were free to quit a job and take another if conditions became too harsh. Also, the critics said, people held in slavery often suffered physical or other abuse from white owners. There was no satisfactory substitute for freedom.

 **Checkpoint** How widespread was slave ownership?

## African Americans in the South

Not all of the 4 million African Americans in the South were enslaved. About 253,000 (or 6 percent) were free. Many had purchased their freedom. A few did well, especially in cities like New Orleans. But most did not share in the prosperity around them.

**Restrictions on Free African Americans** Laws denied basic rights even to African Americans who were free. By law, they were excluded from all but the most menial jobs. Their children were denied the right to attend public schools. African Americans could not vote, serve on juries, or testify against white defendants in court.

Free African Americans were discouraged from traveling. In a petition, some described the conditions they faced:

“[When] we have occasion to . . . Travel . . . [b]y Steem boat or Stage, we have been exceedingly annoyd And put to very considerable inconvenience and eaven compeled to Leave the boat and thereby entirely defeated from accomplishing our just and lawful business because we have not [had] a certificate from some White person.”

—petition to Delaware legislature, 1850s

## Explore More Video

**Discovery School Video** To learn more about plantation life, view the video.

**Plantation Life** Life on a southern plantation showed vast contrasts. The families of large plantation owners enjoyed many luxuries. Families bound to slavery experienced hard work and many cruelties. **Critical Thinking: Compare and Contrast** How do these pictures support the view that plantation owners and enslaved African Americans lived very different lives?

 **A Family on the Patio** A wealthy southern family relaxes on their patio as they survey their estate.

 **Keeping Cool** Refreshing breezes from fans like this kept wealthy women cool.

272

## Universal Access

**L3** Advanced Readers

**L3** Gifted and Talented

**Oral History** Tell students that one major source of information about the life of enslaved African Americans is a series of interviews conducted in the late 1800s. Tell students that at this time, people interviewed former slaves to record their recollections of life under slavery. In pairs, have

students research some of these accounts. Then have them role-play, with one person as the interviewer and the other as the subject interviewed. Have them write a script and present a brief interview for the class.

The freedom of African Americans in the South was never secure. Slave catchers prowled the streets looking for escapees. They often kidnapped free African Americans and sold them into slavery.

In spite of all the restrictions placed upon them, many free African Americans made valuable contributions to southern life. Norbert Rillieux revolutionized the sugar industry. His method of refining sugar made the process faster, safer, and less costly. Another African American inventor, Henry Blair, developed a seed-planting device that reduced the time a farmer spent sowing a crop.

**Life Under Slavery** For all the problems faced by free African Americans, those who were enslaved faced much greater trials. They had no rights at all. **Laws known as slave codes controlled every aspect of their lives.** As a Kentucky court ruled in 1828, “. . . a slave by our code is not treated as a person but as a . . . thing. . . .”

Many enslaved African Americans became skilled workers. Their skills kept the plantations operating efficiently. Others worked in the owners’ homes as housekeepers, butlers, or nannies and became trusted house servants.

The vast majority did heavy farm labor. Most slaveholders stopped short of working a laborer to death. Some came close, however. On the large plantations, white overseers administered punishment—often a whipping—for many offenses.

Enslaved African Americans had only one real protection against mistreatment: Owners looked on them as valuable property that they needed to keep healthy and productive.

Families of enslaved African Americans were often broken apart when slave owners sold one or more of their family members. Many children had only the slightest memory of their parents.

#### Primary Sources

See Solomon Northrup, *Twelve Years a Slave*, in the Reference Section at the back of this textbook.



#### ◀ A Family in the Fields

Children worked in the fields with their enslaved parents. This Georgia family was picking cotton.

#### ◀ Bonds of Slavery

Shackles such as these were used to restrain slaves who tried to escape or who otherwise displeased a master.

Section 3 The Plantation South 273

## History Background

**Nat Turner** Nat Turner, leader of the 1831 slave revolt in Virginia, saw himself acting as a divine agent to free his people. He believed that an eclipse of the sun was a sign that the time for his revolt had arrived. In response to his revolt, slave laws became more severe in the South. More than 50 whites were killed before

Turner and his followers were stopped. News of the revolt spread, encouraging more slave rebellions. In South Carolina, two slaves were executed for plotting a revolt. In response, most southern states enacted tougher laws regarding emancipation, freedom of movement, and all aspects of slave behavior.

## African Americans in the South

H-SS 8.7.2, 8.7.4, 8.9.6

### Instruction

L2

- Have students read African Americans in the South. Remind students to look for causes and effects.
- Ask: **What was one way for an enslaved person to gain freedom?** (*purchase it*)
- Ask students who have completed the History Reading Skill Worksheet to share what they learned about spirituals and the central issues those spirituals addressed.
- Discuss with students the life of free and enslaved African Americans in the South. Ask: **Why did slave codes make it illegal to teach enslaved workers?** (*Owners felt they had more control if slaves were illiterate.*)
- Ask: **Why do you think there were so many restrictions on free blacks in the South?** (*Possible answer: White Southerners did not want free African Americans to have equal rights because white people wanted to stay in power.*)
- Ask: **How did life for free blacks in the South compare with life for free blacks in the North?** (*Possible answer: Some free blacks in the North could vote, and some went to school. No free blacks in the South could vote or go to school. But free blacks in the North, like free blacks in the South, faced discrimination in employment.*)

### Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 3 (Adapted Version also available.)

### Monitor Progress

- As students fill in the study guide, circulate and make sure individuals understand the challenges that enslaved and free African Americans faced in the South. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 4**, Reading Readiness Guide, p. 18

## Assess and Reteach

### Assess Progress

L2

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

**All in One Teaching Resources**, Section Quiz, p. 29

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

**Progress Monitoring Transparencies**, Chapter 7, Section 3

### Reteach

L1

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

**Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 3 (Adapted Version also available.)

### Extend

L3

Fanny Kemble was an English actress and abolitionist married to an American who later inherited a plantation and hundreds of slaves. To better understand plantation life from the perspective of an “outsider,” have students research and summarize Fanny Kemble’s *Journal of a Residence on a Georgian Plantation*.

**Writing Rubrics** Share rubric with students.

**Score 1** Answers contain few or no relevant effects.

**Score 2** Answers contain relevant effects but show no connection between them.

**Score 3** Answers contain relevant effects and some connections between them.

**Score 4** Answers show a thorough understanding of effects and connections.

### Answer

**Checkpoint** Many found support in the Bible, African customs, and music. Some worked slowly or badly on purpose, some turned to violence, and some escaped.

### Section 3 Check Your Progress

- (a)** Possible answer: Northern mills needed cotton; southern plantations supplied this cotton; the cotton gin

**(b)** Northern textile factories need cotton; Whitney invents cotton gin; need for slaves increases; population of cotton-



Nat Turner captured

### Vocabulary Builder

**revolt** (ree VOHLT) *n.* uprising; rebellion

After 1808, it was illegal to import enslaved Africans to the United States. As a result, African Americans had little direct contact with Africa. Nevertheless, African customs, music, and dance survived in their daily lives from one generation to another.

Many African Americans found a message of hope in the Bible. African Americans composed **spirituals**, religious folk songs that blended Biblical themes with the realities of slavery.

**Resistance to Slavery** Many African Americans did what they could to resist the slaveholders. Some worked slowly or pretended not to understand what they were told to do. Others deliberately broke farm equipment. The most daring fled north to freedom.

Sometimes, resistance became rebellion. **Nat Turner** led the most famous slave revolt in 1831. Turner said he had a vision that told him to kill whites. He and others killed about 60 whites. In reprisal, many innocent African Americans were executed.

**Checkpoint** How did enslaved African Americans adapt to slavery and resist it?

**Looking Back and Ahead** The more cotton they grew, the more southern planters depended on the labor of enslaved African Americans. At the same time, African Americans in the South struggled to endure or resist slavery. In the next section, you will read how the settling of western areas caused new tensions between North and South.

## Section 3 | Check Your Progress



Standards Review

H-SS: 8.7.1, 8.7.2, 8.7.3, 8.9.6, HI 1

### Progress Monitoring Online

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-4073

### Comprehension and Critical Thinking

- (a) Summarize** How were northern textile mills and southern cotton plantations linked? What key invention deepened this connection?

**(b) Understand Sequence** Place the following events in the order in which they happened: population of cotton-producing states triples; Whitney invents the cotton gin; Nat Turner leads slave revolt; the need for slaves increases; northern textile factories have need for cotton; support for slavery hardens among southern whites.

- (a) Describe** What might a typical workday be like for an enslaved African American on a southern cotton plantation?

**(b) Draw Conclusions** Why do you think enslaved people rebelled, even though the risk was so great and the likelihood of success so small?

### Reading Skill

- Explain Problems From the Past** Connect the problems facing southern planters and southern African Americans.

### Vocabulary Builder

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

- How does the **cotton gin** work?
- How did **slave codes** control every aspect of the lives of enslaved African-Americans?
- What would be a common theme of an African American **spiritual**?

### Writing

- Based on what you have read in this section, list as many effects as you can that resulted from the invention of the cotton gin by Eli Whitney. List the effects in the order in which they happened. If one effect led to another effect, draw an arrow between those two developments.

274 Chapter 7 North and South Take Different Paths

producing states triples; support for slavery hardens among southern whites; Nat Turner’s slave revolt.

- (a)** Possible answer: up before dawn, work in fields until dark, work after dark

**(b)** Possible answer: They may have felt that freedom was worth any risk.
- Possible answer: Southern planters needed cotton to survive and large labor forces to grow it. Slaves provided that

labor force but suffered terrible conditions and inhumane treatment.

- The cotton gin uses a cylinder with spikes to remove seeds from cotton fibers.
- Slave codes were laws that controlled what enslaved people could and could not do.
- The Bible and the realities of slavery
- Answers will vary but should be in sequence.



## Standards Preview

**H-SS 8.6.2** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

**H-SS 8.9.5** Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

## Prepare to Read

## Reading Skill

**Place Events in a Matrix of Time and Place** Each event in history takes place in the context of a specific time and place. As you read this textbook or other history textbooks, try to remember additional events from the same time or place. Then, look for possible connections among the events discussed in the different parts of a chapter or unit.

**H-SS Analysis Skill HI 1**

## Vocabulary Builder

## High-Use Words

**pursue**, p. 276

**isolated**, p. 277

## Key Terms and People

**Daniel Boone**, p. 275

**turnpike**, p. 276

**corduroy road**, p. 277

**canal**, p. 277

**Henry Clay**, p. 278

★ **Background Knowledge** You have learned how settlers moved west from southern states to find new land for cotton. Farther north, a different stream of settlers headed west, seeking land for other crops.

## Moving West

During colonial times, Americans looked on the backcountry between the Atlantic Coast and the Appalachian Mountains as the western frontier. By the 1750s, the Scotch-Irish and the Germans of Pennsylvania had begun to settle the backcountry.

The most famous early pioneer was **Daniel Boone**. In 1775, Boone and a party of 30 men cleared a new route to the West—the Wilderness Road. Beginning in the Carolinas, it crossed the Appalachian Mountains into Kentucky. In time, pioneers created many other routes for westward travel. (See the map on the next page.)

**A Growing Population** By the early 1800s, the flow of immigrants to the West had become a flood. As western populations grew, many areas applied to become states. From 1792 to 1819, eight states joined the Union: Kentucky (1792), Tennessee (1796), Ohio (1803), Louisiana (1812), Indiana (1816), Mississippi (1817), Illinois (1818), and Alabama (1819).

## Main Idea

During the early 1800s, a flood of settlers pushed the frontier ever farther to the west.



## Place Events in a Matrix of Time and Place

Name two important events from the early nineteenth century that contributed to America's growth as a nation. Consider the topics covered in this chapter and in Chapter 5.

## History Background

**Daniel Boone** Born in 1734, near what is now Reading, Pennsylvania, Daniel Boone was one of eleven children. The family moved in 1750 to the North Carolina frontier, where the teenage Boone developed a love of the wilderness. In 1769, he acted as a guide for a fur trader journeying into

Kentucky along the Warrior's Path, a Native American trail. Boone later used this experience to help connect Native American and buffalo trails into Kentucky to create the Wilderness Road. Twenty-five years later, approximately 200,000 settlers had used the road.



## Standards at a Glance

The South depended heavily on slave labor. Students will now explore how the division over slavery became more evident as Americans settled in the western territories.

## Section Focus Question

## How did Americans move west, and how did this intensify the debate over slavery?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Settlers who arrived in western territories via roads, turnpikes, and canals debated over whether slavery should be allowed in those areas, increasing tensions between the North and the South.*)

## Prepare to Read

Build Background Knowledge L2

In this section, students will learn how the push westward led to new transportation routes and increased the conflict over slavery between the North and the South. Remind students that they learned about Lewis and Clark's exploration of the West in Chapter 5. Ask students what changes will be necessary for settlers to begin to move to these territories. Use the Think-Write-Pair-Share strategy (TE, p. T39) to encourage participation.

Set a Purpose L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

**Teaching Resources, Unit 4**, Reading Readiness Guide, p. 19

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.

## Answers

**Reading Skill** the Louisiana Purchase and the War of 1812

## Teach

# Moving West Roads and Turnpikes

H-SS 8.6.2, 8.8.2

## Instruction

### Vocabulary Builder

L2

**High-Use Words** Before teaching this section, preteach the High-Use Words **pursue** and **isolated**, using the strategy on TE page 255.

**Key Terms** Have students continue to fill in the See It-Remember It chart for the Key Terms in this chapter.

- Read Moving West and Roads and Turnpikes with students, using the Choral Reading strategy (TE, p. T36).
  - Ask: **Where was the western frontier in the early 1800s?** (*west of the Appalachian Mountains, for example in Kentucky*)
  - Discuss the development of the national road network. Ask: **What is the difference between a turnpike and other roads on which Americans traveled west?** (*Possible answer: A turnpike was a private toll road; people had to pay money to travel on it, unlike many other roads.*)
  - To help students understand the connections between the growth of the United States in territory and population, assign the worksheet Population and Territory.
- All in One Teaching Resources, Unit 4,** Population and Territory, p. 22

## Independent Practice

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

**Interactive Reading and Notetaking Study Guide,** Chapter 7, Section 4 (Adapted Version also available.)

## Monitor Progress

As students fill in the study guide, circulate and make sure individuals understand how roads and turnpikes helped the country expand westward. Provide assistance as needed.

## Answers

**MAP MASTER Skills Activity** (a) Pennsylvania Road, Pennsylvania Canal (b) Possible answer: obstacles such as mountains and forests

**Checkpoint** on backcountry paths and trails

## Roads and Canals: 1820–1850

## MAP MASTER

### Skills Activity

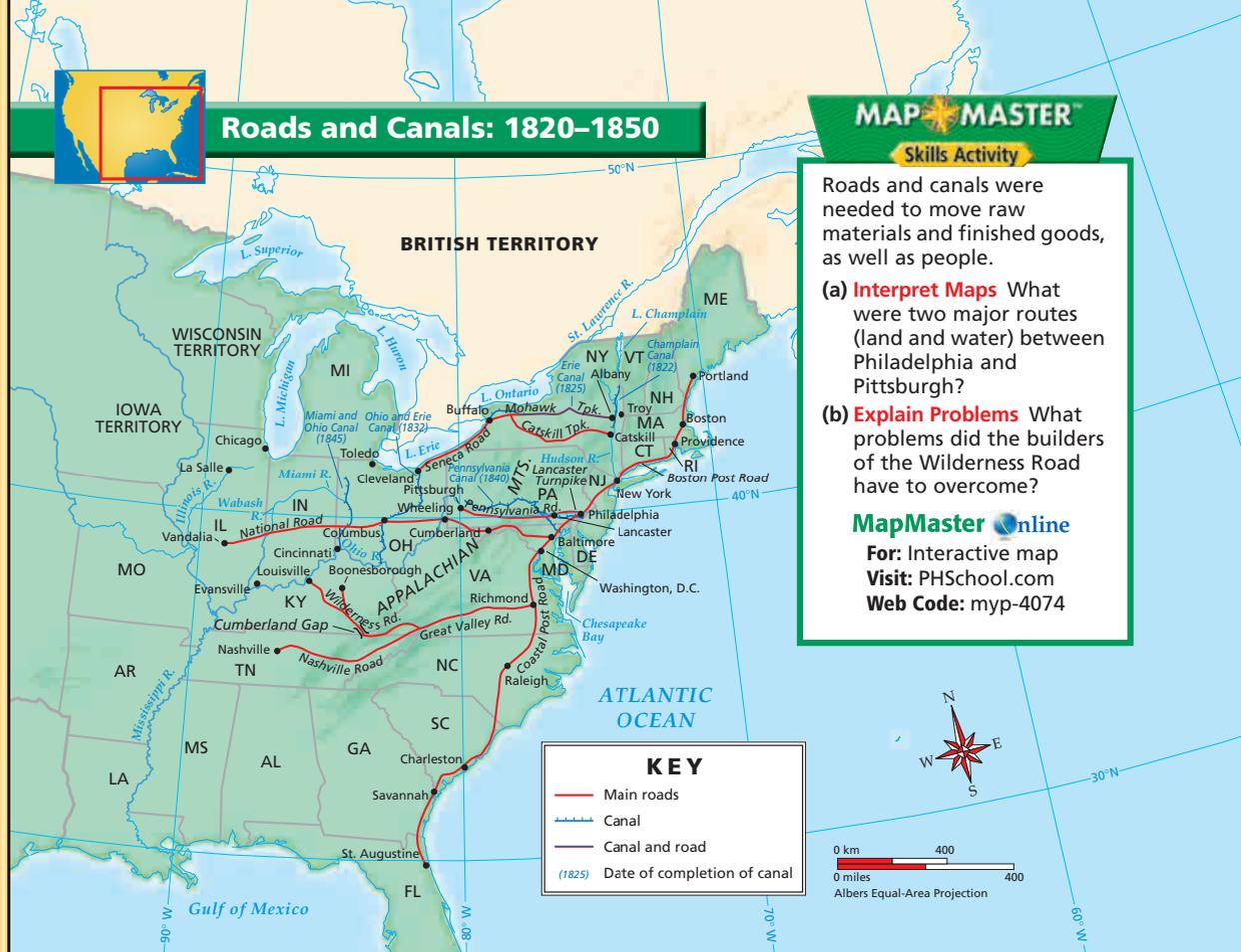
Roads and canals were needed to move raw materials and finished goods, as well as people.

(a) **Interpret Maps** What were two major routes (land and water) between Philadelphia and Pittsburgh?

(b) **Explain Problems** What problems did the builders of the Wilderness Road have to overcome?

### MapMaster Online

For: Interactive map  
Visit: PHSchool.com  
Web Code: myp-4074



### Vocabulary Builder

**pursue** (per syoo) v. to chase after; to try to capture

Traveling west was not easy. Many early roads began as paths for deer or bison. Indians used these well-worn paths to **pursue** game. Then, white settlers began to drive their wagons over these paths. Not surprisingly, the roads were terrible. They were unpaved, dotted with tree stumps, and easily washed out by rain.

**Checkpoint** How did American settlers heading west reach their new homes?

### Main Idea

Both private investors and the government helped to extend the network of American roads.

## Roads and Turnpikes

Clearly the nation needed better roads. Farmers and merchants had to have a way to move their goods to market quickly and cheaply. Some capitalists decided to provide that way.

Private companies began to build **turnpikes**, or **toll roads**. At certain points, a bar on a hinge swung out across the road. The bar resembled a spear, or pike. Travelers would have to stop and pay a toll in order to pass.

## Universal Access

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

**Along the Erie Canal** Pair students with more able readers to complete the worksheet Along the Erie Canal. If possible, obtain a recording of the song, and let students listen to it. Tell students that there are many versions of this song. Suggest that they write a verse of their own based

on information they have learned about the canal. Have students share their verses with the class.

**All in One Teaching Resources, Unit 4,** Along the Erie Canal, p. 23

In 1795, a private company in Pennsylvania built a turnpike between Lancaster and Philadelphia. The Lancaster Turnpike was the first long-distance stone road in the United States. The road provided cheap, reliable transportation to **isolated** agricultural areas.

In marshy areas, wagons traveled on **corduroy roads, roads made of sawed-off logs, laid side by side**. This meant a bumpy ride as wagons bounced over each log. Corduroy roads were a hazard to horses, because they could break their legs if they slipped through the logs.

The National Road was the first federally funded road. Begun in 1811 in Cumberland, Maryland, it stretched to Wheeling, West Virginia, on the Ohio River by 1818 and reached Vandalia, Illinois, in 1850. The road crossed hundreds of miles of varying terrain. Bridges carried it over many rivers and streams.

**✓ Checkpoint** What was the National Road?

## Canals

Slow road travel isolated western farmers from eastern markets. The fastest, cheapest way to ship goods was by water. However, the major rivers ran north and south. The solution was to build canals from east to west. **A canal is a channel that is dug across land and filled with water.** Canals allow boats to reach more places.

In 1816, New York Governor DeWitt Clinton proposed a canal from the Hudson River to Lake Erie. Critics scoffed at the idea. Still, work began on “Clinton’s Ditch” in 1817.

Building the canal was a challenge for canal engineers—and for workers, who were mostly Irish immigrants. The land in upstate New York is not level. Locks had to be built to raise or lower boats in the canal. Locks are chambers just big enough to hold a boat. When a boat enters a lock, gates close at both ends of the chamber. If the boat is to be raised, water flows into the lock. If the boat must be lowered, water drains out.

At Lockport, five double locks raised the canal 50 feet. One canal traveler wrote:

“As one passes along this deep cavern and sees . . . the rough perpendicular walls pierced in every part with drill-holes used for blasting the rock, he is astonished at the perseverance, labor, and expense which it cost.”

—from the *Diary of Jonathan Pearson*, 1833

Within two years of its opening in 1825, the canal had paid for itself. Produce from the Midwest came across Lake Erie, passed through the Erie Canal, and was carried down the Hudson River to New York City. New York soon became the richest city in the nation.

### Vocabulary Builder

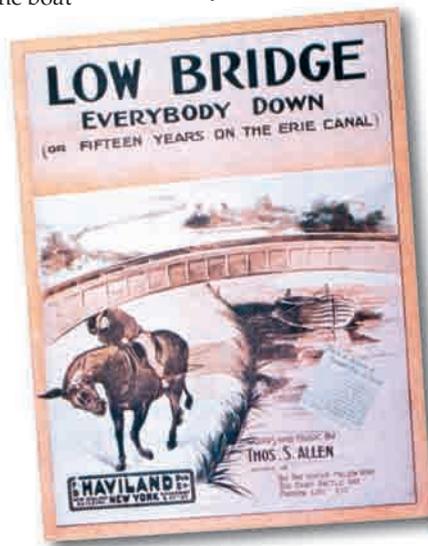
**isolated** (i sah lay tehd) *adj.* set apart

### Main Idea

The Erie Canal was one of many canals built to fill gaps in the nation’s system of transportation.

### Crazy Over Canals

American popular culture celebrated the new canals with songs, stories, and even jokes.



Section 4 Americans Move Westward 277

## Canals

**H-SS 8.6.2, 8.8.2**

### Instruction

L2

- Have students read Canals. Remind students to look for causes and effects.
- Ask: **What canal extended from the Hudson River to Lake Erie?** (*the Erie Canal*)
- Ask students to look at the map that shows roads and canals on page 276. Ask: **Why were most canals built east to west?** (*Most major rivers flow north and south, and canals allowed people and goods to move west.*)
- Ask: **How did the Erie Canal benefit New York City?** (*Produce from the Midwest could be sent by water all the way to New York, and manufactured goods could be sent to the Midwest, making New York City the richest city in the nation.*)
- Have students learn more about the Erie Canal by assigning the worksheet The Erie Canal. Ask them to complete the questions on the worksheet.

**All in One Teaching Resources, Unit 4, The Erie Canal, p. 24**

### Independent Practice

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

**Interactive Reading and Notetaking Study Guide, Chapter 7, Section 4**  
(Adapted Version also available.)

### Monitor Progress

As students fill in the study guide, circulate to make sure individuals understand the importance of canals. Provide assistance as needed.

## History Background

### The Early West and American Culture

Many of the “trappings” of American culture are epitomized by the early west. Log cabins, moccasins, fringed leather jackets and pants reflect Native American influence on our earliest pioneers. Folklore and folk songs about “The Erie Canal,” “Johnny Appleseed,” “Paul Bunyan,” “John Henry,” and “Davy

Crockett” all come from this period of westward expansion.

Americans sought to expand their frontiers by looking beyond their borders, seeking to conquer natural barriers, and express their individualism. American mores developed based on these earliest experiences. Today, we continue these traditions in our conquest of time and space.

### Answer

**✓ Checkpoint** The National Road was the first federally funded road. It went from Maryland through West Virginia, Indiana, and Ohio to Illinois.

# The Extension of Slavery

**H-SS 8.9.5**

## Instruction

**L2**

- Have students read *The Extension of Slavery*. Remind students to look for the sequence of events.
- Ask: **What was the most serious problem caused by westward expansion?** (*the extension of slavery*)
- To help students better understand the concept of *compromise*, which is important to the understanding of this section, use the Concept Lesson Compromise. Provide students with copies of the Concept Organizer.

**All in One Teaching Resources, Unit 4,** Concept Lesson, p. 26; Concept Organizer, p. 6

- Discuss Jefferson's quote. Explain to students that a knell can be a mournful funeral bell. Ask: **What did Jefferson fear when he referred to "the knell of the Union"?** (*Possible answer: that the nation will be split by slavery*)

## Independent Practice

Have students complete the study guide for this section.

**Interactive Reading and Notetaking Study Guide,** Chapter 7, Section 4 (Adapted Version also available.)

## Monitor Progress

- As students fill in the study guide, circulate to make sure individuals understand the problems caused by the expansion of slavery. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge, and complete the last column with a definition or example.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 19; Word Knowledge Rating Form, p. 15

## Answers

**Checkpoint** It enabled them to get their produce to eastern markets more easily.

**Reading Charts** (a) Ohio; (b) to maintain the balance of free and slave states in the Senate

The success of the Erie Canal sparked a surge of canal building. In 1829, a canal was built through Delaware. Canals were soon underway in Virginia, Pennsylvania, Ohio, Indiana, and Illinois.

**Checkpoint** How did the building of the Erie Canal help farmers in the interior of the country?

## Main Idea

As new states applied to enter the Union, a renewed debate over slavery added to tensions between the North and the South.

## The Extension of Slavery

Westward expansion strengthened the nation. However, it also caused problems. The most serious problem had to do with the extension of slavery.

**Slave and Free States** As you have read, in 1819 the nation consisted of 11 "slave states" and 11 "free states." Since 1817, Missouri had been seeking admission as a slave state.

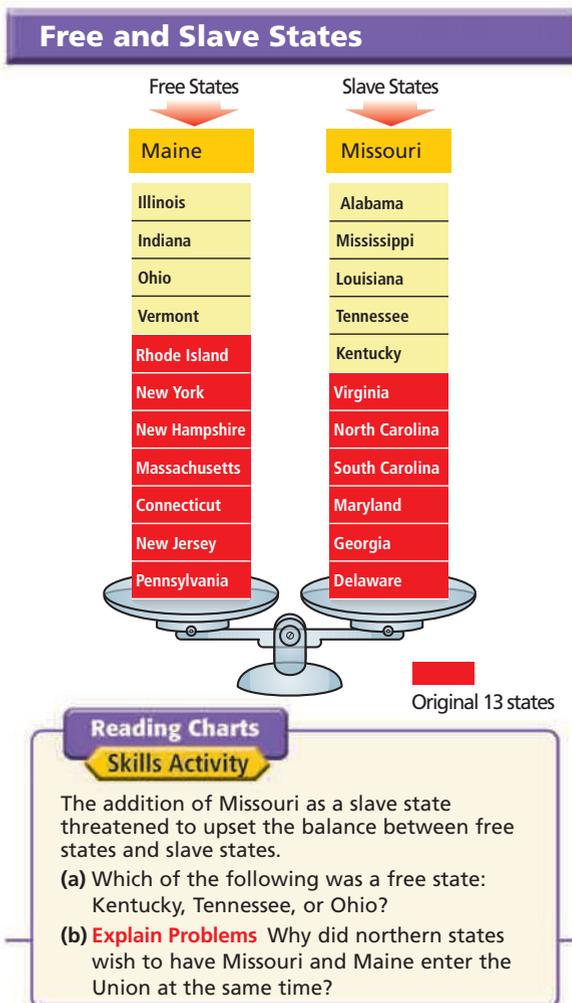
Northerners had reacted strongly. Adding another slave state would upset the balance in the Senate, where each state had two votes. Adding two more senators from a slave state would make the South more powerful than the North.

In 1819, Representative James Tallmadge of New York proposed that Missouri be admitted as a slave state. However, once it was admitted, no more slaves could be brought into the state.

The bill passed the House of Representatives, but it failed in the Senate. Southern senators feared that slavery itself—and thus the South's economic well-being—was being threatened.

**The Missouri Compromise** In the next session of Congress, Maine applied for admission to the Union. Unlike Missouri, Maine prohibited slavery. The admission of both a free state and a slave state would maintain the balance in the Senate.

In 1820, Senator **Henry Clay** persuaded Congress to adopt the Missouri Compromise. It permitted Maine to be admitted to the Union as a free state and Missouri to be admitted as a slave state. In addition, the compromise provided that the Louisiana Territory north of the southern border of Missouri would be free of slavery. The compromise had one other important feature. It gave southern slave owners a clear right to pursue escaped fugitives into "free" regions and return them to slavery.



278 Chapter 7 North and South Take Different Paths

## Universal Access

**L3 Gifted and Talented**

**Present Graphic Data** Have students research states by order of entry into the Union. Ask students to make a chart of the states that entered the Union between the

time of the Missouri Compromise and 1850, noting which were slave states and which were free states. Have students present their charts to the class.

**A Continuing Problem** The Missouri Compromise revealed how much sectional rivalries divided the states of the Union. The compromise seemed to balance the interests of the North and the South. However, white southerners were not happy that Congress had given itself the power to make laws regarding slavery. Many northerners, in turn, were angry that Congress had allowed slavery to expand into another state.

Thomas Jefferson, the former President, much older now, saw that the issues raised by the compromise could tear the nation apart. He wrote to a friend:

“This momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. . . . [W]e have the wolf by the ears, and we can neither hold him, nor safely let him go.”

—Thomas Jefferson, letter of April 22, 1820

As Jefferson observed, the bitterness of feelings about slavery posed a serious threat to national unity. In time, the issue of slavery would indeed split the nation in two.

**Checkpoint** Why was Jefferson alarmed at the bitterness of the debate over the extension of slavery?

**Looking Back and Ahead** In this chapter, you learned about increasing differences between North and South. In the next chapter, you will read about the movement to end slavery and other efforts to bring social change.

## Section 4 | Check Your Progress



Standards Review H-SS: 8.6.2, 8.9.5, HI 1

### Progress Monitoring Online

For: Self-test with instant help  
Visit: PHSchool.com  
Web Code: mya-4074

### Comprehension and Critical Thinking

- (a) **Recall** How did building better roads and canals transform the United States?  
(b) **Identify Economic Benefits** How did improved transportation lead to economic growth?
- (a) **List** What were the main points of the Missouri Compromise?  
(b) **Make Predictions** Why would the issues addressed by the Missouri Compromise continue to tear the nation apart?

### Reading Skill

- Place Events in a Matrix of Time and Place** What event in the early nineteenth century led to the creation of the Missouri Territory and later to the state of Missouri? Describe this event.

### Vocabulary Builder

- Draw a table with three rows and three columns. In the first column, list the key terms from this section: **turnpike**, **corduroy road**, **canal**. In the next column, write the definition of each term. In the

last column, make a small illustration that shows the meaning of the term.

### Writing

- Based on what you have read in this section, write a thesis statement about the most important change caused by the development of new routes to the West.

Section 4 Americans Move Westward 279

## Section 4 Check Your Progress

- (a) Traveling to the West became easier, as did moving goods to markets.  
(b) Farmers and factory owners could ship their produce and goods to far-away markets more easily and cheaply.
- (a) Missouri enters Union as slave state, Maine as free state, maintaining the balance in the Senate. The Louisiana Territory north of the southern border of Missouri would be free of slavery. Southern slave owners could pursue

fugitives into free regions.

(b) Each new state would raise the issue of maintaining the balance of power in Congress. It required northerners to support slavery by turning in fugitive slaves.

- Possible answer: The Louisiana Purchase transferred ownership of land from France to the United States. The Missouri Territory was part of this land.
- Students should construct an illustrated table with definitions as follows: turnpike—a toll road; corduroy road—road

## Assess and Reteach

### Assess Progress

L2

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

**All in One Teaching Resources, Unit 4,** Section Quiz, p. 30

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

**Progress Monitoring Transparencies,** Chapter 7, Section 4

### Reteach

L1

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

**Interactive Reading and Notetaking Study Guide,** Chapter 7, Section 4 (Adapted Version also available.)

### Extend

L3

Have students use the Internet to research Henry Clay of Kentucky. Ask students to find out why Clay was nicknamed the “Great Compromiser,” and explain the compromises in which he was involved to the class.

### Extend Online

For: Help starting the Extend activity  
Visit: PHSchool.com  
Web Code: Mye-0260

### Writing Rubrics

- Score 1** Thesis statement is unclear.  
**Score 2** Thesis statement is clear but cites an unrelated change.  
**Score 3** Thesis statement is clear but cites a change only marginally related to the new routes.  
**Score 4** Thesis statement is clear and accurate.

### Answer

**Checkpoint** Jefferson was alarmed. He saw that slavery could cause the nation to split apart.

made of sawed off logs, laid side by side; canal—channel dug across land and filled with water. Illustrations will vary.

- Thesis statements will vary but should address broad issues, such as the expansion of slavery.

Chapter 7 Section 4 279

**Objective**

Evaluating reinterpretations of history can help students extend their knowledge of the past and draw logical conclusions about historical events and patterns. Evaluating reinterpretations of history can also help students form their own interpretations of the past.

**Evaluate Reinterpretations of History**

**Instruction**

**12**

1. Write the steps to evaluate reinterpretations of history on the board, and ask the class to read the steps aloud.
2. Have students look at the excerpt. Discuss with them how the excerpt calls attention to new ideas about events in the past. Ask students why they think it is important to reinterpret history.
3. Practice the skill by following the steps on p. 280 as a class. Model each step to evaluate reinterpretations of history. **(1. (a) evidence that escaped slaves lived in the Great Dismal Swamp (b) They believe a settlement could not exist in a place where the government and slave owners hunted for escaped slaves. 2. (a) a piece of ceramic pottery from the late 1500s (b) It suggests that Maroon communities traded with or learned to make pottery from local Native Americans. 3. Possible answer: The old interpretation may still be accurate. Not enough evidence has been uncovered yet to write a new interpretation of events, although more evidence might be discovered in the future.)**

**Monitor Progress**

Ask students to do the Apply the Skill activity. Then assign the Analysis Skill Worksheet. As students complete the worksheet, circulate to make sure individuals are applying the skill steps effectively. Provide assistance as needed.

**All in One Teaching Resources, Unit 4,**  
Analysis Skill Worksheet, p. 25



**Analysis Skill HI 5** Students recognize that interpretations of history are subject to change as new information is uncovered.

Historians draw conclusions based on available primary sources and other data. From time to time, new evidence may cause historians to reinterpret, or give a new explanation of, the event. Read the excerpt below to see how new information may cause reinterpretations.

The excerpt below describes how a historian is working to gather information that may change how a community of runaway slaves is viewed.

[In the Great Dismal Swamp] Black men and women—escaped slaves—once scratched out lives, maybe even raised families, in what was once a 2,000-square-mile swamp. . . . The slaves established what historians call “Maroon Communities,” . . .

[Historian and archaeologist] Dan Sayers . . . has no doubts that escaped slaves lived in the swamp. . . . He wonders if researchers have shied away from searching for the Dismal’s Maroons because they believe such a settlement couldn’t exist in an era where the government and slave owners hunted down slaves who escaped. . . .

Sayers and few volunteers surveyed likely settlement spots that took advantage of higher, drier ground. . . . Then, every 16 or so feet, he dug a careful hole no more than a foot wide and about 25 inches deep. . . . One of the very first pieces [he found], is the size of a quarter. . . . Its color and texture points to ceramic from the late 1500s, . . . Could it be that Maroons had hooked up with disenfranchised Native Americans and traded, or learned pottery-making skills? He hopes the context of this tiny piece will build and widen as he excavates more of the site.

—Kimberly Lenz, SunHerald.com, February 18, 2004

**Learn the Skill**

Use these steps to learn how to recognize reinterpretations of history.

- 1 **Identify the new data.** Look for dates to identify when the information was discovered and how it may change a previous interpretation.
- 2 **Analyze new information about the topic.** New information may be found in a variety of research sources including charts, textbooks, newspapers, magazines, or the Internet. Pay attention to the dates of this new information.
- 3 **Using the new information, revise the interpretation if necessary.** New information often results in a new interpretation of history.

**Practice the Skill**

Answer the following questions about the excerpt on this page.

- 1 **Identify the new data.** (a) What does Dan Sayers hope to find? (b) Why does Sayers believe that many American historians disagree with his views?
- 2 **Analyze new information about the topic.** (a) What has Sayers uncovered in the Great Dismal Swamp? (b) How does it support his theories?
- 3 **Using the new information, revise the interpretation, if necessary.** Is the old interpretation still accurate? Has enough evidence been uncovered to write a new interpretation of events?

**Apply the Skill**

See the Review and Assessment at the end of this chapter.

## Chapter Summary



H-SS: 8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.7.1, 8.7.2, 8.7.3, 8.7.4, 8.9.5, 8.9.6

## Section 1

## The Industrial Revolution

- By the end of the 1700s, advances in technology allowed goods to be produced cheaply and quickly by machines.
- In the United States, the Industrial Revolution centered in the Northeast, which had an ample supply of labor and raw materials.
- Factory conditions became increasingly dangerous and laborers fought for better working conditions.

## Section 2

## The North Transformed

- The rapid growth of cities during the 1800s caused crowding, disease, and fast-spreading fires.
- Northern industries grew due to advances in technology.

## Section 3

## The Plantation South

- Eli Whitney's cotton gin made possible a huge increase in cotton production.
- As cotton production grew, the number and value of enslaved African Americans increased dramatically.
- In the face of cruel conditions, enslaved African Americans developed the will to resist slavery.

## Section 4

## Americans Move Westward

- In the late 1700s and early 1800s, the flood of immigrants westward helped qualify many new territories for statehood.
- The building of better roads and canals improved transportation, which further increased the rate of western settlement.

## Key Concepts

These notes will help you prepare for questions about key concepts.

## Key Inventions and Innovations

## Affected the North

- Spinning jenny
- Steam engine
- Factory system
- Interchangeable parts and mass production
- Telegraph
- Sewing machine

## Affected the South

- Mechanical reaper
- Thresher
- Combine
- Cotton gin

## Transportation Revolution

## Improvements in Travel

- Roads are improved.
- Canals link waterways.
- Clipper ships speed traffic over oceans.
- Steamships ply rivers.
- Use of railroads is increased.

## Effects of Improvements

- Goods get to market faster and cheaper.
- People migrate to the West.

## Impact of Immigration

## Population Movement

- Irish immigrate to the United States due to potato famine.
- German immigration is sparked by revolutions against harsh rulers.
- Free African Americans in the South move north and west.

## Effects of Immigration

- Large numbers of people fill factory jobs.
- Nativists become politically active in reaction to European immigration.

Quick Study Guide 281

## Chapter 7

## Quick Study Guide

## Chapter Summary

Remind students of the Chapter Focus Question: **Why did Americans take different paths in the early 1800s?** Have students review the bulleted statements to help them answer this question.

To bolster students' retention, at this time they should complete the study guide in print or online. Remind students that they should also continue notetaking for the Unit and Chapter Focus Questions.



**Interactive Reading and Notetaking Study Guide**, Chapter 7 (Adapted Version also available.)



**Study Guide Online**, Chapter 7

## Chapter Challenge

To wrap up this chapter, students should apply the knowledge they have gained to answer this question. **How does geography affect history?** (*Answers will vary, but students should recognize that the rivers and viability of building canals in the North allowed for industrialization and for concentrated populations in cities, whereas the South's climate led to the development of a cotton-growing economy dependent on enslaved labor.*)

## Assessment at a Glance

## Formal Assessment

Chapters Tests A/B (L1/L2)

AYP Monitoring Assessment

Document-Based Assessment

## Performance Assessment

Group/Individual Activities, TE pp. 252g, 252h

Teacher's Edition, pp. 256, 264, 269, 272

Assessment Rubrics

## Assessment Through Technology

ExamView CD-ROM

MindPoint CD-ROM

Progress Monitoring Transparencies

Progress Monitoring Online

### Vocabulary Builder

#### High-Use Words

1. Possible answer: They supplied money for turnpikes to earn money back.
2. Possible answer: It was more *efficient* to produce goods in a factory rather than by hand.
3. Possible answer: More enslaved workers were needed to work on increasing numbers of cotton plantations.
4. Possible answer: Nativists saw immigrants as less worthy.
5. Possible answer: They had access to libraries.
6. Possible answer: New inventions brought about an agricultural revolution on American farms.
7. Possible answer: Poor roads made it difficult for farmers to get their produce to the cities in the East.
8. Possible answer: Slave owners chased after fugitives and tried to capture them.

#### Key Terms

9. Industrial Revolution
10. mass production
11. nativists
12. spirituals
13. turnpikes

#### Practice Reading Skills

##### Identify and Explain Central

**Issues** Possible answer: The Missouri Compromise arose because Northerners wanted to limit the spread of slavery, with which they largely disagreed and which was not important to their mostly industrial economy, and Southerners wanted to expand slavery because their rural agricultural economy depended on it. The admission of a free state and slave state maintained the balance in the Senate.

### Comprehension and Critical Thinking

- 14.(a) They were factory workers at mills owned by Lowell and his associate. (b) Possible answer: It was more efficient to bring weaving and spinning into one building. (c) Possible answers: better pay, better lighting, health benefits, shorter hours



H-SS: 8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.7.1, 8.7.2, 8.7.3, 8.7.4, 8.9.5, 8.9.6, Analysis Skill HI 1

### Vocabulary Builder

#### High-Use Words

Read each sentence below. If the underlined word is used correctly, explain why. If not, rewrite the rest of the sentence to make it logical.

1. Capitalists invested money to create turnpikes.
2. It was more efficient to produce goods by hand rather than in a factory.
3. The reign of cotton brought an increasing dependence on slavery.
4. Nativists saw immigrants as inferior to themselves.
5. The Lowell girls devoted some of their spare time to reading.
6. New inventions helped to bring a revolt on American farms.
7. Poor roads isolated western farmers from their eastern markets.
8. Slave owners sometimes pursued escaped slaves into the North.

#### Key Terms

Fill in the blanks with the correct key terms.

9. The \_\_\_\_ was the change in the way people made goods beginning in the late 1700s.
10. Factory owners used \_\_\_\_ to manufacture objects rapidly and efficiently.
11. People who wanted to keep immigrants out of the country were called \_\_\_\_.
12. African Americans sang \_\_\_\_ to keep hope during their difficult lives.
13. Travelers had to pay tolls on \_\_\_\_ in order to pass.



#### Practice Reading Skill

**Identify and Explain Central Issues** Write a paragraph that explains the issues central to the Missouri Compromise. Make sure to orient the issues in the context of the times and places in which they occurred.

### Comprehension and Critical Thinking

14. (a) **Describe** Who were the Lowell girls? (b) **Apply Information** How do you think the Lowell system affected production? (c) **Link Past and Present** Make a list of three ways in which working conditions in factories in America have changed since the early Industrial Revolution.
15. (a) **Identify** What contribution did Eli Whitney make to manufacturing? (b) **Identify Economic Benefits** How did this contribution benefit consumers?
16. (a) **Summarize** How did the physical limitations of steamboats differ from those of railroads? (b) **Draw Conclusions** Why were both means of transportation important to the growth of industry?
17. (a) **Summarize** How did the cotton gin benefit southern planters? Northern textile manufacturers? (b) **Analyze Cause and Effect** How did the cotton gin change life for enslaved people? (c) **Link Past and Present** What is a more recent invention that has changed the lives of people in America? Explain.
18. (a) **Contrast** What arguments did some southerners use to defend slavery? What were some points raised by northern critics of slavery to challenge those arguments? (b) **Apply Information** What were some tactics that enslaved African Americans employed in order to endure or resist slavery?
19. (a) **Describe** What were some of the difficulties Americans faced as they traveled west? (b) **Analyze Cause and Effect** How did improved modes of transportation affect western settlement? Industry? (c) **Draw Conclusions** How were immigrants important to the transportation revolution?
20. (a) **Recall** How was slavery an issue in the debate over Missouri's statehood? (b) **Detect Points of View** Why did northerners believe that it would be damaging to the North if the South became more powerful in Congress?

- 15.(a) He devised the system of interchangeable parts. (b) It made manufacturing more efficient and lowered the price of goods.
- 16.(a) Steamboats had to follow the paths of rivers, while railroads could be built in most places. (b) Both helped transport raw materials and products between manufacturers and markets.
- 17.(a) The cotton gin enabled southern planters to process cotton fiber more

quickly and to profit more from growing cotton. Northern manufacturers could in turn make more cotton cloth. (b) Because the cotton gin made growing cotton more profitable, planters grew more cotton and so needed more slave labor to work in the fields. (c) Possible answer: The computer has speeded up the way people work and opened new possibilities for communicating and sharing information across long distances using e-mail and the Internet.



**E-LA:** Writing Applications 8.2.0; **H-SS:** Analysis Skill HI 5, 8.6.1, 8.6.3, 8.9.5

### Writing

1. Write a paragraph explaining *either* the causes or the effects of one of the following developments:

- Industrialization of the North
- The cotton empire of the South

**Your paragraph should:**

- begin with a sentence that expresses your main idea;
- indicate whether you will focus on the subject's causes or its effects;
- expand on your main idea with facts, examples, and other information.

2. Write a Narrative:

Choose one of the inventions developed during the first half of the nineteenth century. Write a narrative that describes how people were affected by the invention.

### Apply the Skill

#### Evaluate Reinterpretations of History

Use the excerpt in the Analysis Skill on page 280 to answer the following questions.

1. **Identify the interpretation that may need to change.** Read the chart. (a) What is one changing historical interpretation of Maroon communities? (b) Summarize the old interpretation.
2. **Study new information about the topic.** What does the new evidence suggest?
3. **Using the new information, revise the interpretation, if necessary.** Write a new interpretation that fits the new information.

### Test Yourself

1. Which of the following inventions did the most to advance the connection between goods, raw materials, and markets?

- A interchangeable parts
- B steamboats
- C telegraphs
- D railroads

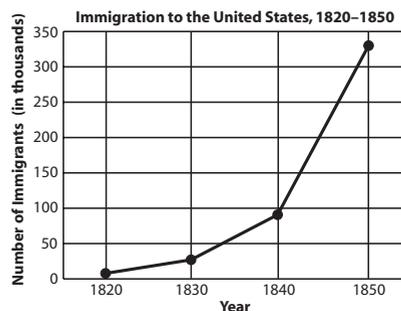
Refer to the quotation below to answer Question 2.

“This momentous question, like a fireball in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. . . .”

2. To which issue does this quotation refer?

- A transportation
- B slavery
- C immigration
- D mass production

Refer to the graph below to answer Question 3.



Source: *Historical Statistics of the United States*

3. Which of the following statements describes the trend shown by the graph?

- A Immigrant population rose dramatically from the early 1840s to the early 1850s.
- B Immigrant population remained steady from the early 1840s to the early 1850s.
- C Immigrant population dropped dramatically from the early 1840s to the early 1850s.
- D Immigrant population rose dramatically from the early 1850s to the early 1860s.

18.(a) Southerners argued that enslaved people were better off than factory workers because they didn't have to worry about unemployment, food, shelter, or medical care. Northerners said that workers were free to quit a job and take another and didn't suffer abuse from owners. (b) Enslaved African Americans resisted by working slowly, pretending not to understand, breaking farm equipment, trying to escape, and revolting.

19.(a) The roads were terrible—unpaved, easily washed out with rain, dotted with tree stumps. (b) Improved transportation made it easier for people to travel west and settle in the backcountry and for farmers and merchants to move their goods to market quickly and cheaply. (c) Possible answers: As immigrants arrived and headed west, they needed ways to travel and routes to travel over; Irish immigrants helped to build canals.

20.(a) Missouri allowed slavery, and it would upset the balance in Congress to add a slave state. (b) Possible answer: They feared that southerners might expand slavery.

### Writing

For a more complete four-point rubric, see the Writing Rubrics in the Teaching Resources.

 Teaching Resources, Unit 4, p. 107

### Apply the Skill

1. (a) Maroon communities lived in swamp land. (b) Maroon communities could not have survived because of success of slave catchers.
2. Maroon communities may have included escaped slaves and Native Americans.
3. Answers will vary.

### Test Yourself

1. D
2. B
3. A

**Writing Rubrics** Share these rubrics with the students before they write their paragraphs.

#### 1. Write a Paragraph

**Score 1** Does not address topic, misidentifies causes or effects, irrelevant information

**Score 2** Unclear paragraph, few details

**Score 3** Good statement of main idea, appropriate details

**Score 4** Carefully thought-out paragraph with strong evidence supporting the main idea

#### 2. Write a Narrative

**Score 1** Does not address topic, poorly organized

**Score 2** Attempts to address topic, some details incorrect

**Score 3** Good organization, appropriate details

**Score 4** Shows careful thought and original ideas, well-developed



## History Background



H-SS 8.4.4, 8.6.5, 8.6.6, 8.6.7, 8.9.1, 8.9.2, 8.9.3, Framework

### The Importance of Early Reform Movements

The study of mid-nineteenth-century reform and cultural movements provides an excellent opportunity to understand the roots of American society and culture. In the mid-1800s, religious revivals inspired many Americans to improve both themselves and their society. The expansion of democracy under President Andrew Jackson also helped spark efforts to improve American society.

Inspired by political or religious ideals, reformers tackled social problems, from alcohol abuse to prison reform, care of the mentally ill, and inadequate education. But one issue stood out: abolishing slavery. In the North, the movement to end slavery grew. Abolitionists, including former slaves, publicly denounced the hor-

rors of slavery. They also began to help slaves escape to freedom using the Underground Railroad. Not all northerners opposed slavery, however, and most southerners strongly favored it. In the South, slavery was spreading along with the cotton boom, and southerners began to use new techniques to defend their way of life.

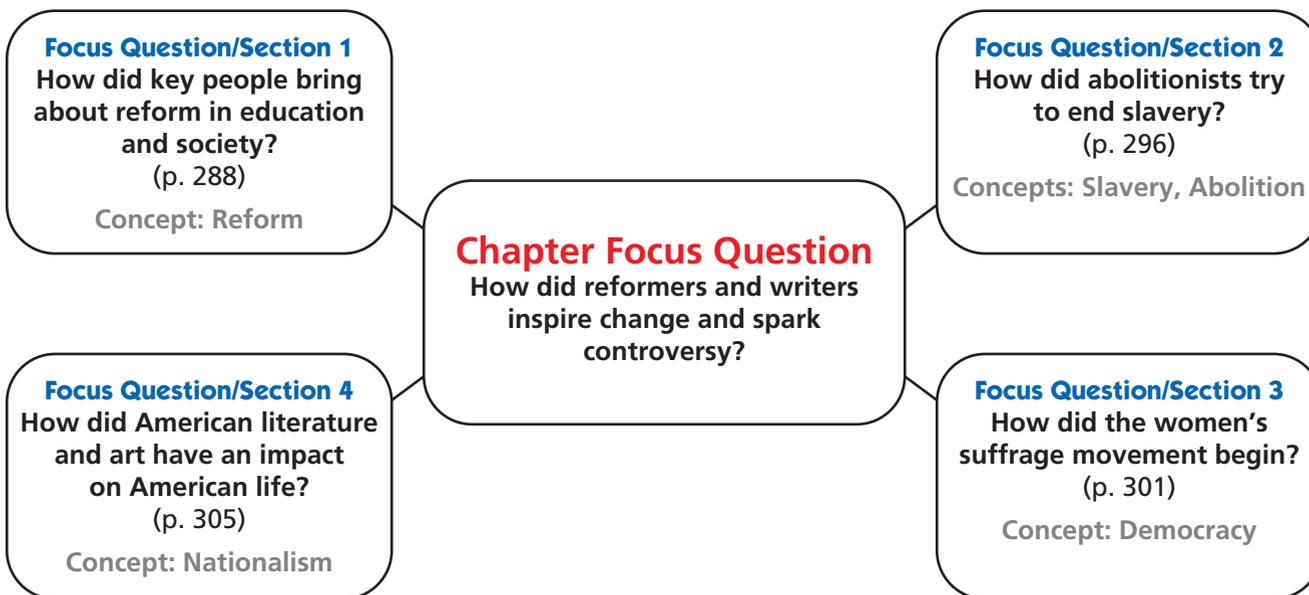
One unexpected result of the abolitionist movement was the movement for women's rights. When abolitionist women were excluded from participating in an antislavery convention, they began to realize the inequalities women faced. At a convention in Seneca Falls, New York, the goals of the American women's rights movement were formally articulated, and the

struggle for women's suffrage, education, and overall equality began.

Reformers' determination to improve individuals and society was shared by a new generation of American writers, painters, and composers. Transcendentalists emphasized individualism and the emotional ties between humans and nature. Shunning European themes, writers and painters celebrated American life and themes in their works. African American spirituals, as well as popular songs by composers such as Stephen Foster, formed a new American style of music. Even as a new American culture began to take form, however, increasing disagreements over the issue of slavery continued to divide the country.

## Focus Questions

Use this graphic organizer to see the relationship between key concepts and the Chapter Focus Question.



## Universal Access

### Simplified Outlining

**Organizing Ideas** When taking notes, utilizing the Power Notes strategy may help students differentiate between main ideas and details from their reading. Remind students that a Power Notes outline differs from a traditional outline in that it labels and organizes relationships among ideas in the reading. Level 1 should reflect the main idea or the level it follows. Write the sample Power Notes outline on the board for the first section of the chapter.

Level 1: Improving Society

Level 2: Reforming Spirit

Level 3: Jacksonian Democracy

Level 3: Second Great Awakening

Level 3: Utopian Communities

Level 2: Social Reformers at Work

**Developing an Outline** Explain to students what the levels mean and how to create a Power Notes outline. Have students develop their own Power Notes outline for the other sections in the chapter. Remind students that the outlines are good reference tools for answering section assessment questions or studying for quizzes and tests.

## Reviewing Standards

Have students develop an understanding of the enduring concepts of history by connecting these ideas.

### Concept: Reform

Remind students studying American reform movements about the Protestant Reformation, in which Martin Luther and other reformers broke with the Roman Catholic Church. Ask students the reason for the name “Reformation.” (*Luther and the others were trying to reform the Church, or make it better.*) Ask: **What were some of the things Luther wanted to change or improve about the Church?** (*Luther wanted the Church to put more emphasis on belief in God and less on obedience to the Church, and to eliminate indulgences, or pardons people could buy.*)

### Concepts: Slavery, Abolition

Students learning about abolitionism should recall the beginnings of slavery in the Americas. Ask: **How did early Spanish settlers in the Americas deal with labor shortages?** (*They made Native Americans work for them under the encomienda system.*) Ask: **Why did they switch to enslaved Africans to do their labor?** (*Many Native Americans died from unfamiliar diseases and brutal working conditions.*) Remind students that some Spanish settlers, like the priest Bartolomé de las Casas, tried to end the oppression of Native Americans.

### Concept: Democracy

Students learning about the struggle for women’s suffrage should recall other instances of limits on democracy. Ask: **Who was allowed to participate in the democratic government of ancient Athens?** (*Only men who were citizens of Athens, or about one in five people living in Athens, could participate in the government of the city.*) Ask: **Who was allowed to vote when the United States originally became independent?** (*Only white men who owned property were originally allowed to vote.*)

### Concept: Nationalism

Students learning about distinctively American cultural movements should consider how culture can unite a nation. Remind students that the philosophy of Confucius has played a major role in Chinese culture. Ask: **How did the teachings of Confucius contribute to China’s unity?** (*All educated people in China for two thousand years were expected to know Confucius’s teachings well because the government exam for the civil service was based on the teachings of Confucius. Chinese people therefore shared a set of knowledge and ideas.*)