

DOCUMENT A

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OBSERVE

- What do you notice first?
- What else do you notice?
- What do you notice that you didn't expect?

REFLECT

- What do you think is happening?
- What generalizations or conclusions can you draw?

QUESTION

- What do you notice that you can't explain?
- What do you wonder about... who? what? when? where? why? how?



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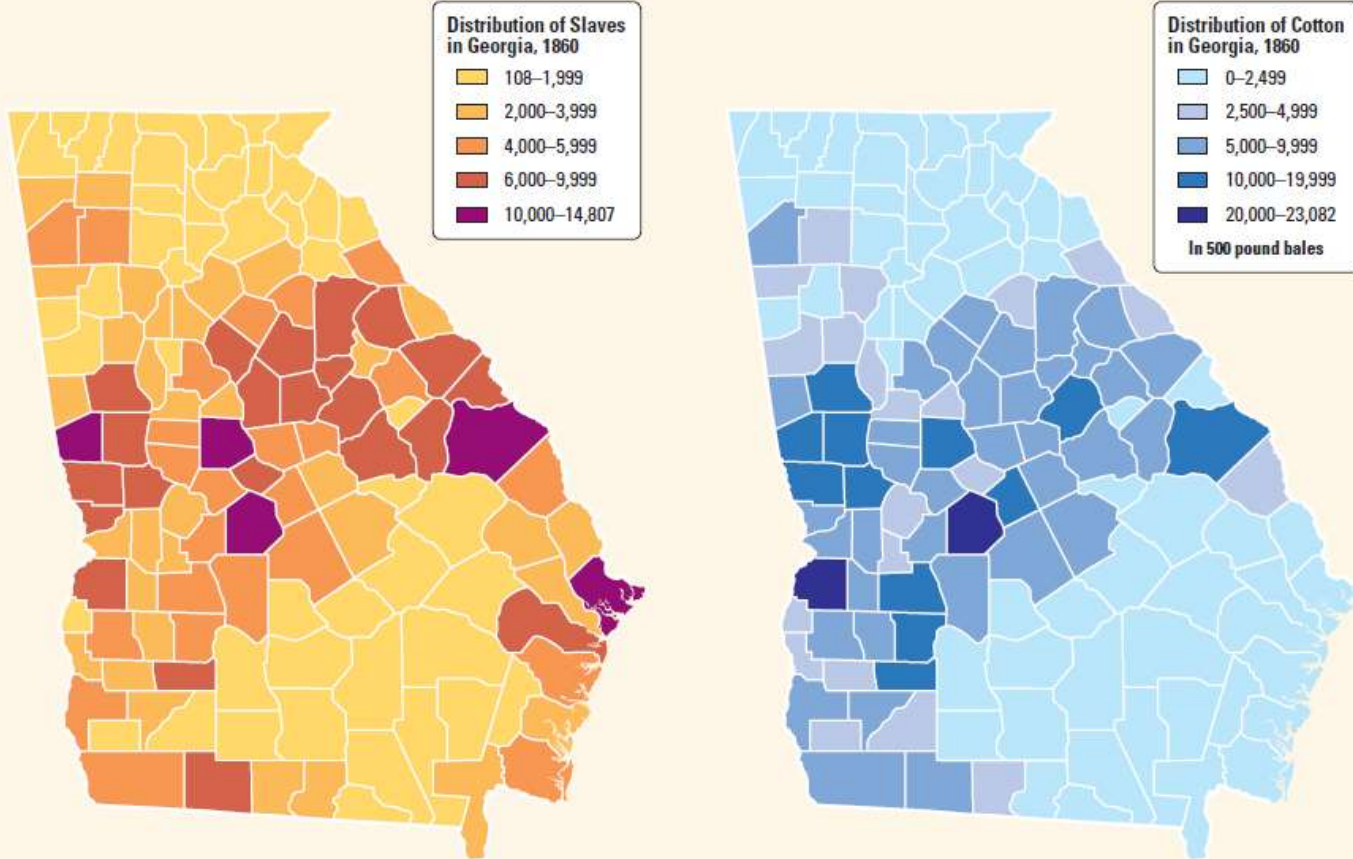
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Distribution of Slaves and Cotton, 1860



GEOGRAPHY SKILLBUILDER Interpreting Maps

- 1. Region** What area of Georgia grew the most cotton?
- 2. Region** What do the two maps indicate about cotton production and slavery?

DOCUMENT B

OBSERVE

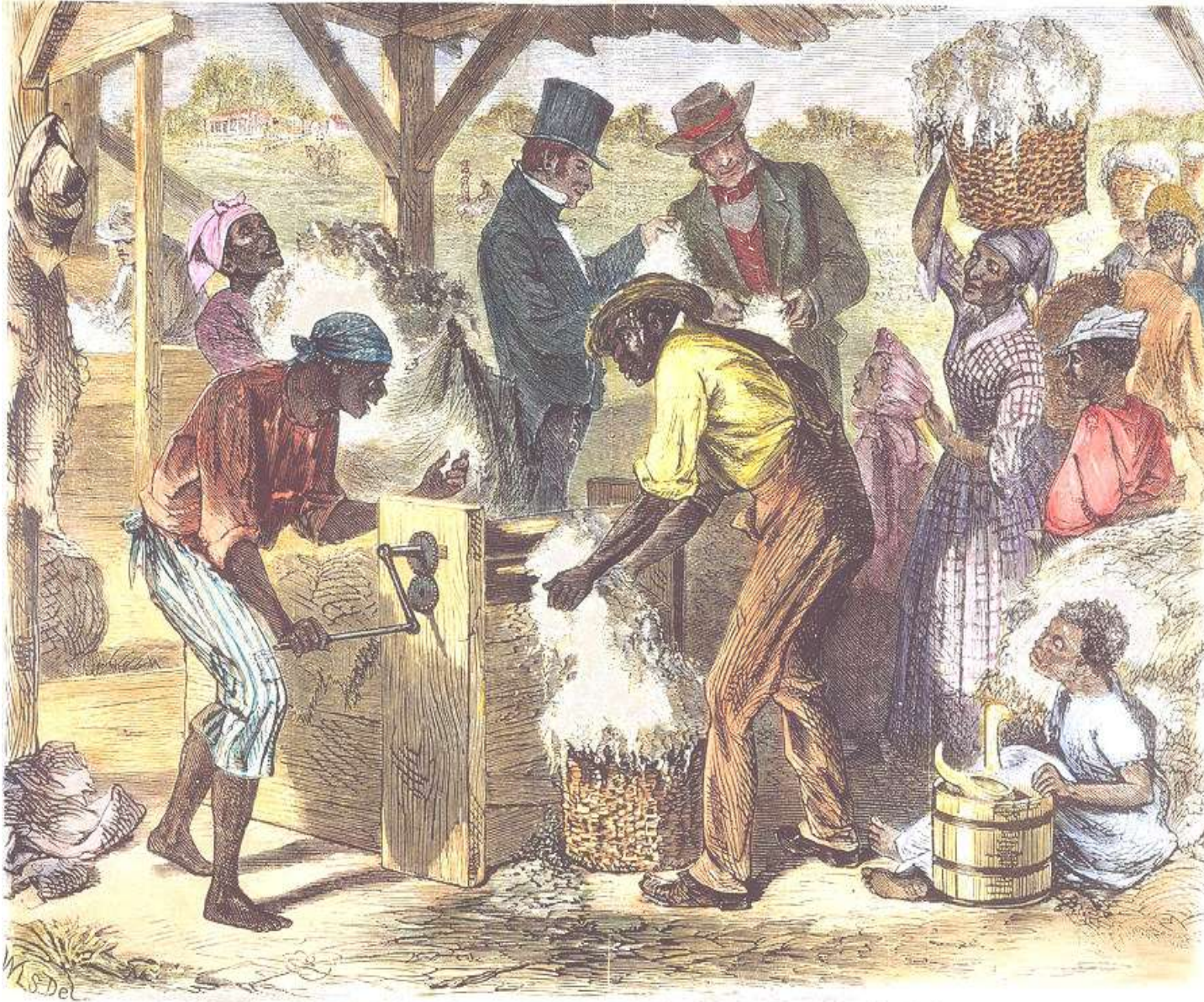
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THE FIRST COTTON-GIN —DRAWN BY WILLIAM L. SILVERTHORN.—[SEE PAGE 811.]

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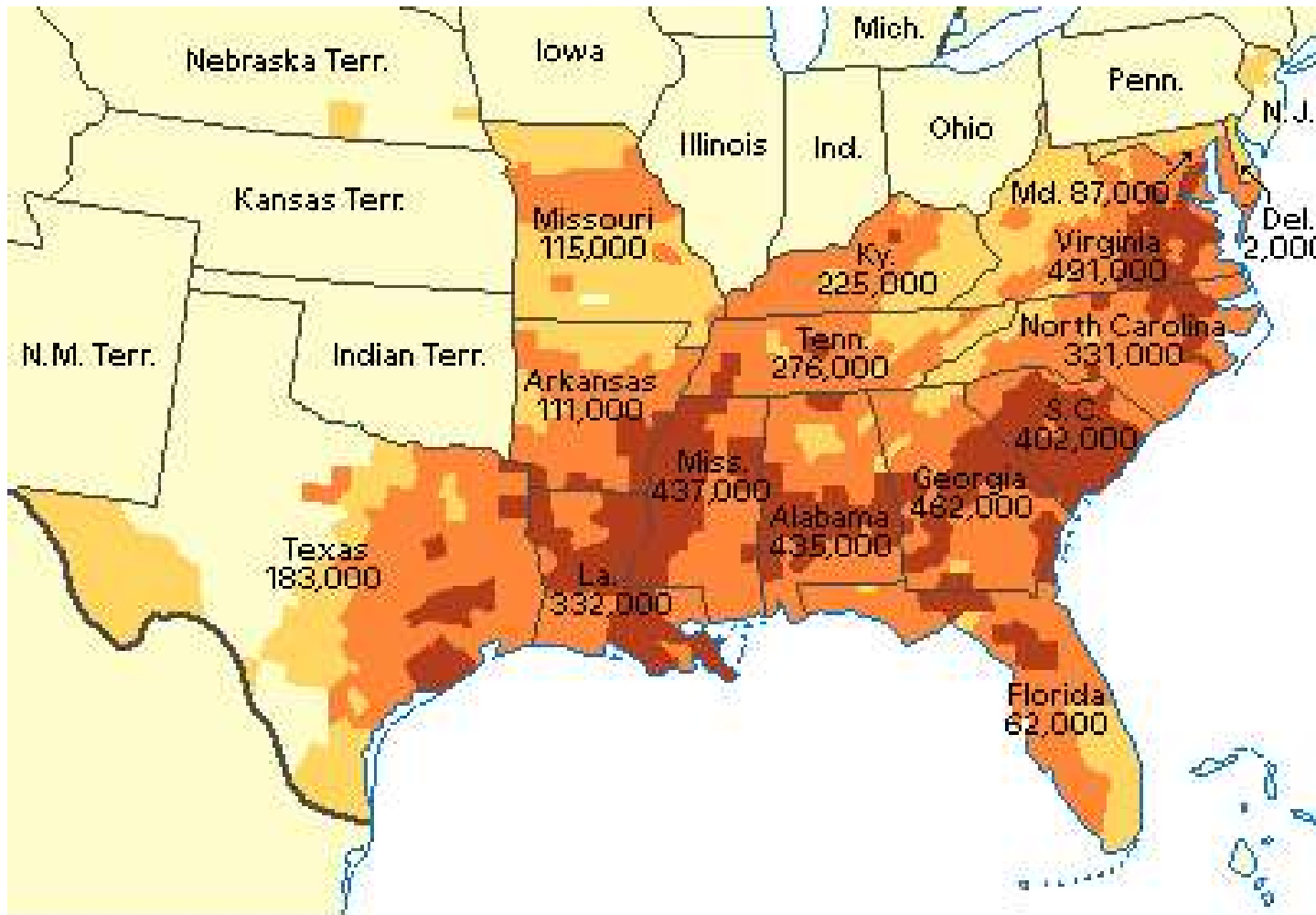
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Percent of slaves in total population by county





Cotton is King, Plantation Scene, Georgia, U. S. A.
Copyright 1890 by Strohmeyer & Wyman.

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DOCUMENT E

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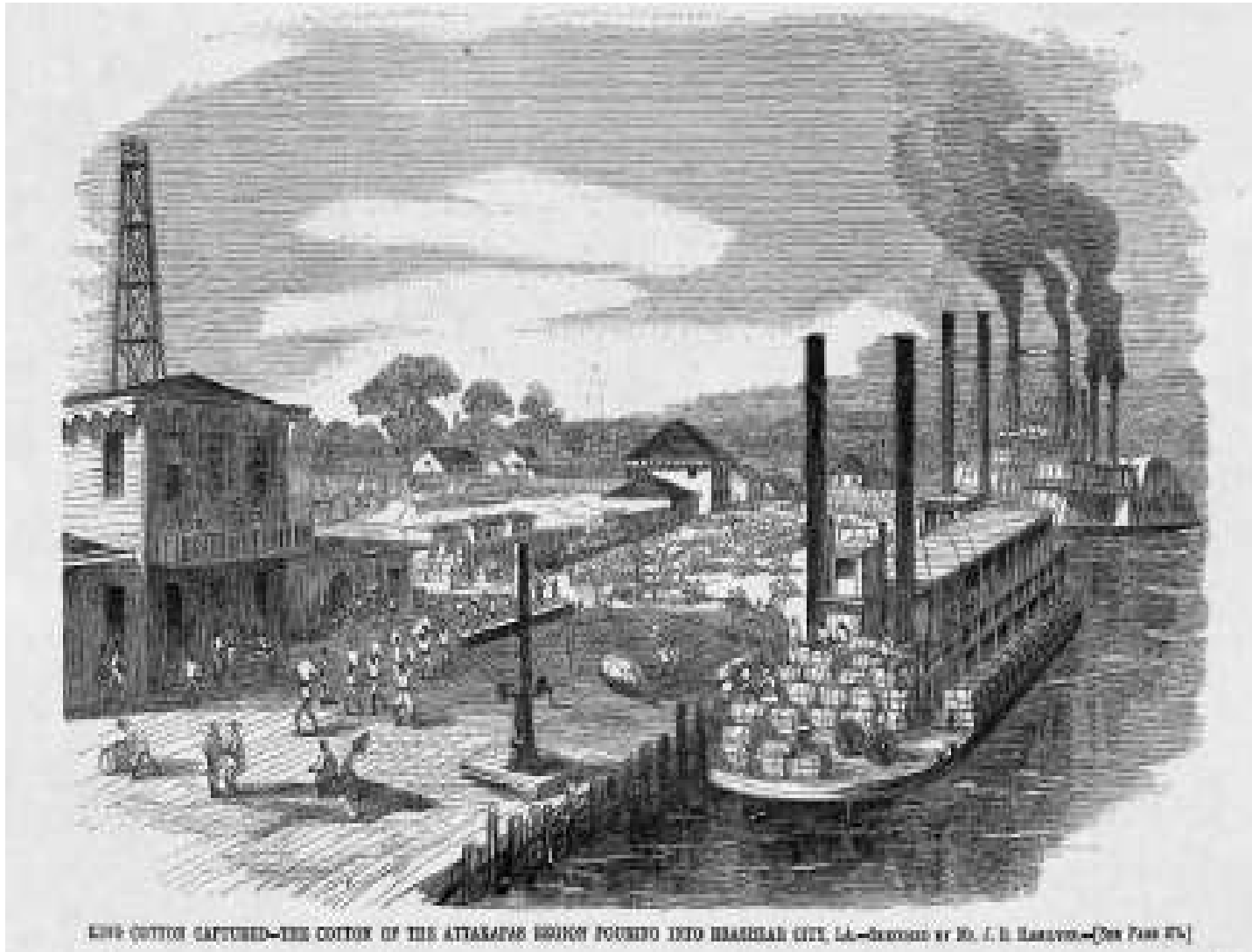
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DOCUMENT F

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American Production of Raw Cotton, 1790-1860 (bales)

Sources: Adapted from Table 40 in Lewis Cecil Gray, History of Agriculture in the Southern United States to 1860, vol. 2 (Gloucester, A

Year	Production	Year	Production	Year	Production
1790	3,135	1815	208,986	1840	1,346,232
1795	16,719	1820	334,378	1845	1,804,223
1800	73,145	1825	532,915	1850	2,133,851
1805	146,290	1830	731,452	1855	3,217,417
1810	177,638	1835	1,060,711	1860	3,837,402

DOCUMENT G

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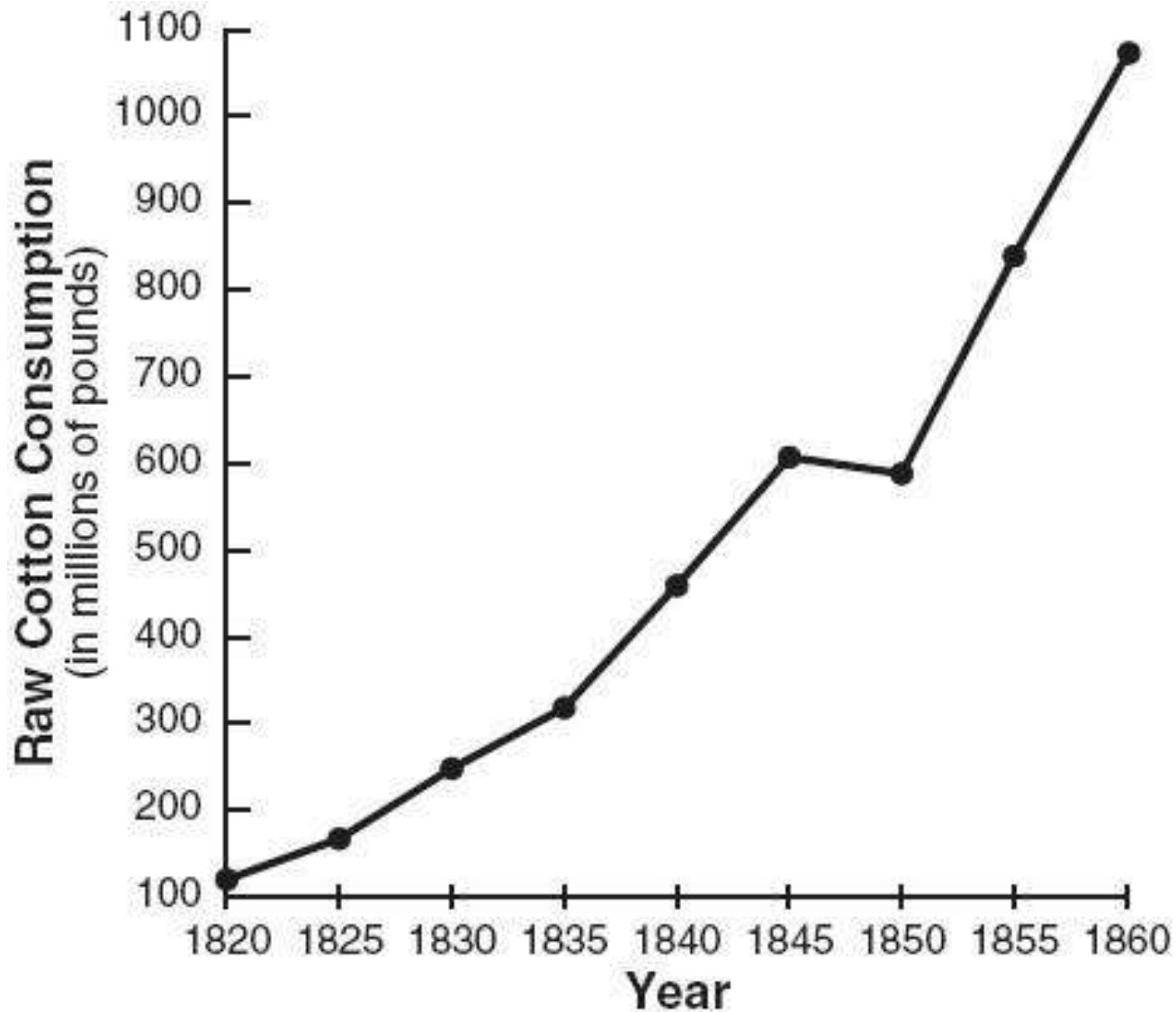
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DOCUMENT H

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DOCUMENT I

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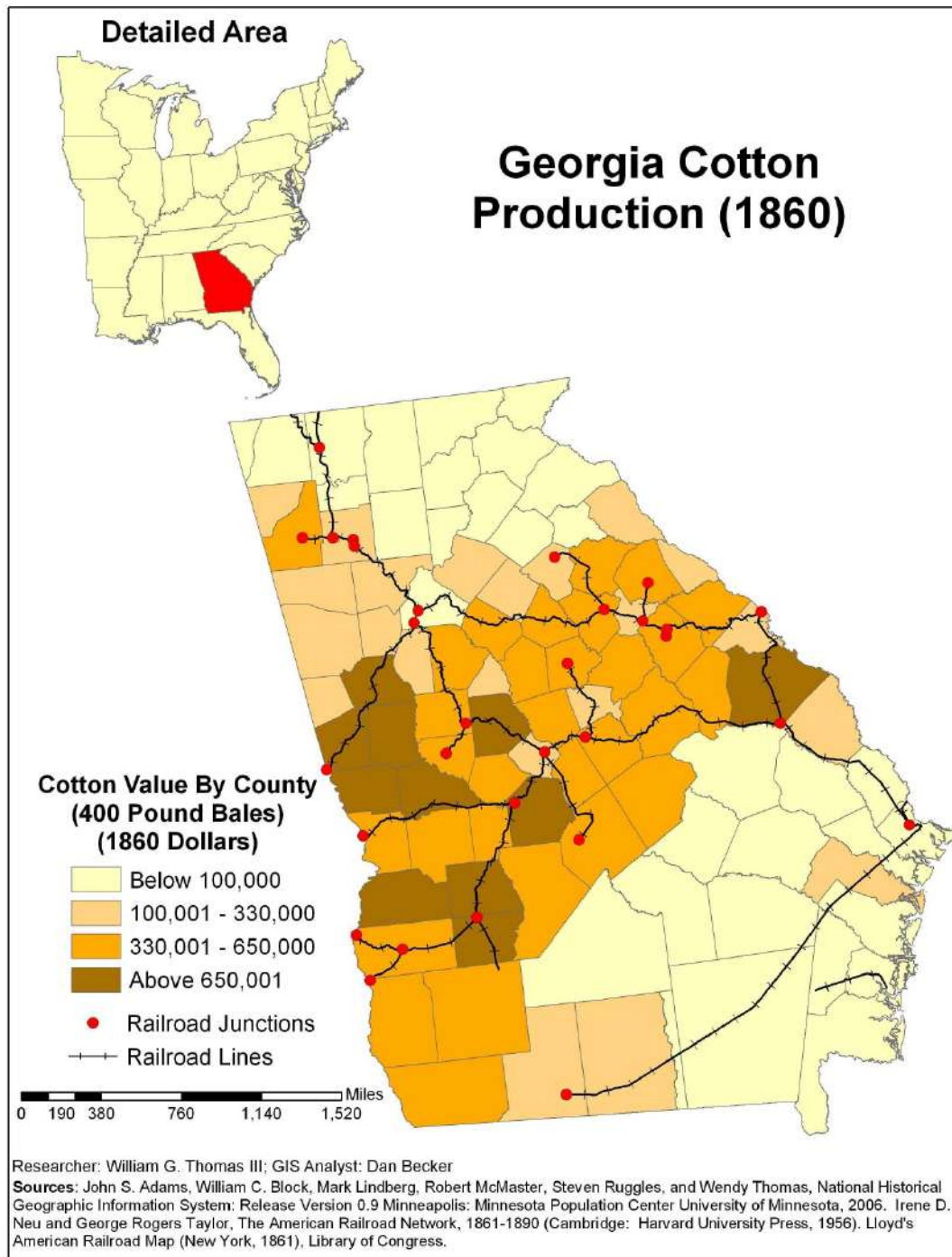
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TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students compare two related primary source items.

Intermediate

Have students expand or alter textbook explanations of history based on primary sources they study.

Advanced

Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

TIERED LESSON	TECHNOLOGICAL INNOVATION	THE COTTON GIN
DOK 1	What is a technological innovation?	Read “The Cotton Gin” What is a cotton gin? How does it operate?
DOK 2	What is the difference between intended and unintended consequences?	Read “The Need for Invention” What positive impact did the cotton gin have on Georgia’s growth?
DOK 3	Can you cite examples of how technological innovations change over time?	Read “The Effects of the Cotton Gin” What were the unintended consequences of the cotton gin, and what other inventions in history have had a negative impact on society?

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Eli Whitney built a machine that could effectively and efficiently remove the seeds from cotton plants. The invention, called the cotton gin (“gin” was derived from “engine”), worked something like a strainer: Cotton was run through a wooden drum embedded with a series of hooks that caught the fibers and dragged them through a mesh. The mesh was too fine to let the seeds through but the hooks pulled the cotton fibers through with ease. Smaller gins could be cranked by hand; larger ones could be powered by a horse and, later, by a steam engine. Whitney's hand-cranked machine could remove the seeds from 50 pounds of cotton in a single day, whereas, one worker could only clean 1 pound of cotton in a day.

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As Eli Whitney left New England and headed South in 1792, he had no idea that within the next seven months he would invent a machine that would profoundly alter the course of American history. A recent graduate of Yale, Whitney had given some thought to becoming a lawyer. But, like many college graduates of today, he had debts to repay first and needed a job. Reluctantly, he left his native Massachusetts to assume the position of private tutor on a plantation in Georgia.

There Whitney quickly learned that Southern planters were in desperate need of a way to make the growing of cotton profitable. Long-staple cotton, which was easy to separate from its seeds, could be grown only along the coast. The one variety that grew inland had sticky green seeds that were time-consuming to pick out of the fluffy white cotton bolls. Whitney was encouraged to find a solution to this problem by his employer, Catherine Greene, whose support, both moral and financial were critical to this effort. At stake was the success of cotton planting throughout the South, especially important at a time when tobacco was declining in profit due to over-supply and soil exhaustion.

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After the invention of the cotton gin, the yield of raw cotton doubled each decade after 1800. Demand was fueled by other inventions of the Industrial Revolution, such as the machines to spin and weave it and the steamboat to transport it. By midcentury America was growing three-quarters of the world's supply of cotton, most of it shipped to England or New England where it was manufactured into cloth. During this time tobacco fell in value, rice exports at best stayed steady, and sugar began to thrive, but only in Louisiana. At midcentury the South provided three-fifths of America's exports -- most of it in cotton.

However, like many inventors, Whitney (who died in 1825) could not have foreseen the ways in which his invention would change society for the worse. The most significant of these was the growth of slavery. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. In 1790 there were six slave states; in 1860 there were 15. From 1790 until Congress banned the importation of slaves from Africa in 1808, Southerners imported 80,000 Africans. By 1860 approximately one in three Southerners was a slave.

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Document D

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Document F

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Document G

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Document H

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