

North and South

Lesson 1 The Industrial North

ESSENTIAL QUESTION

How does technology change the way people live?

GUIDING QUESTIONS

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

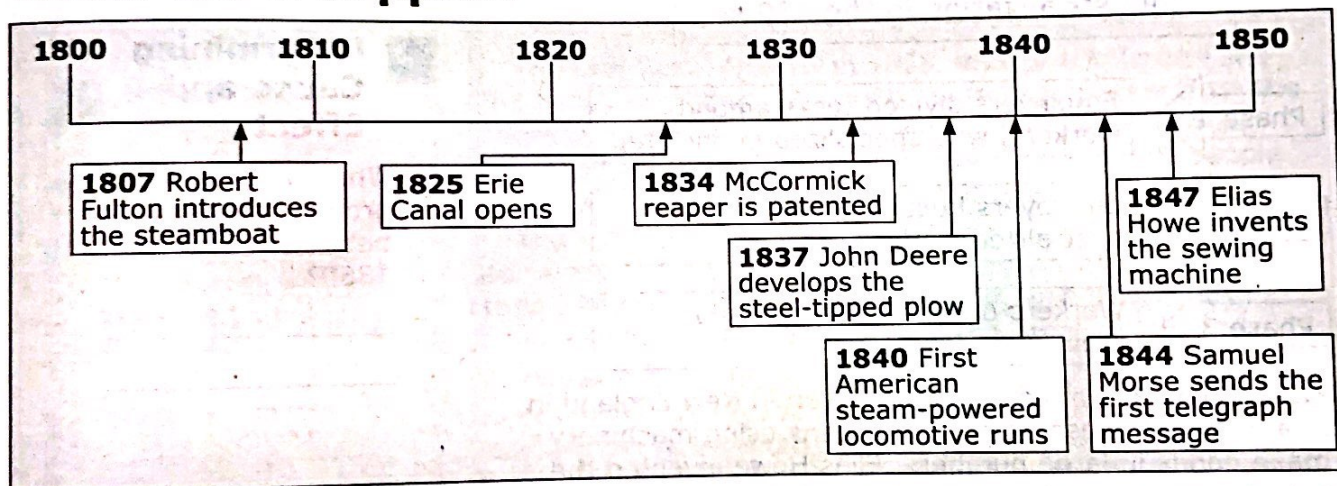
Terms to Know

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

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

telegraph a device that used electric signals to send messages

When did it happen?



What do you know?

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

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

North and South

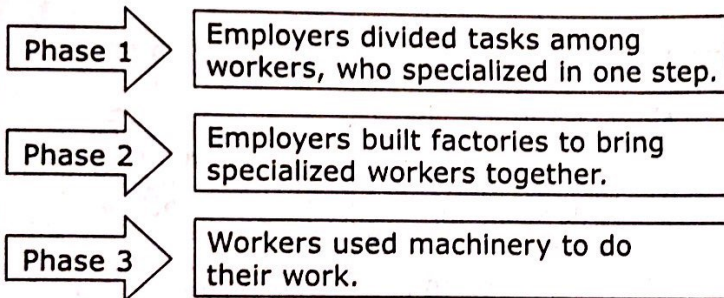
Lesson 1 The Industrial North, *Continued*

Technology and Industry

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

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

Industrialization in the 1800s



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

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

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

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

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

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Explaining

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

Determining Cause and Effect

- What caused the growth of cities between 1840 and 1860?

North and South

Lesson 1 The Industrial North, *Continued*

Determining Cause and Effect

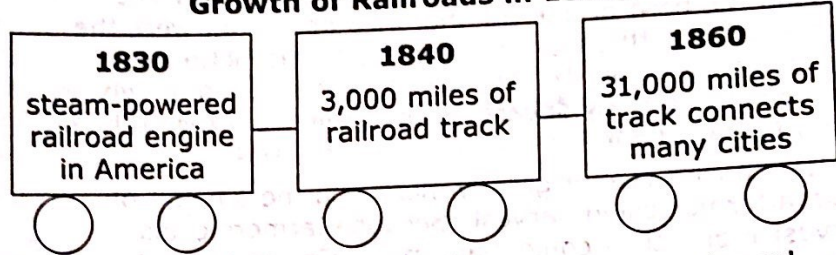
3. What were some effects of the railroad on the country?

Reading Check

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

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

Growth of Railroads in 1800s



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

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

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

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

Farming Innovations

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

North and South**Lesson 1 The Industrial North, *Continued***

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

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

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

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

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

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Check for Understanding

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

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

FOLDABLES®**Describing**

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

**Reading Check**

6. What sped up the harvest of wheat?

FOLDABLES®

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

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Lesson 2 People of the North

ESSENTIAL QUESTION

Why do people adapt to their environment?

GUIDING QUESTIONS

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

Terms to Know

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

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

prejudice an unfair opinion not based on facts

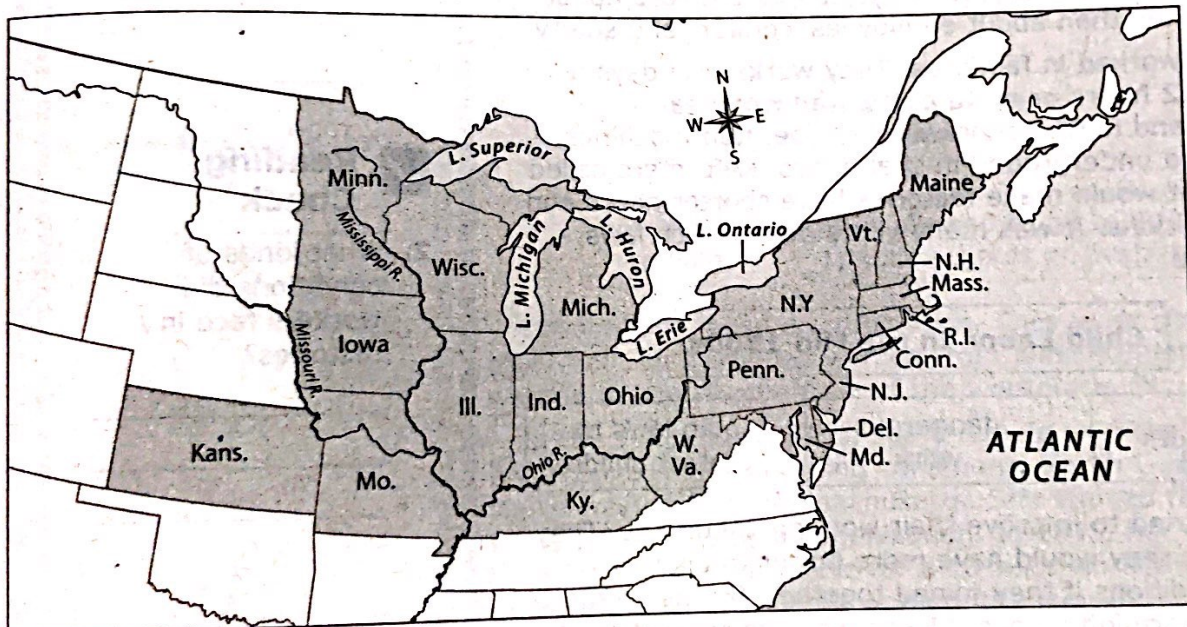
discrimination unfair treatment

emigrant person who leaves his or her homeland to move elsewhere

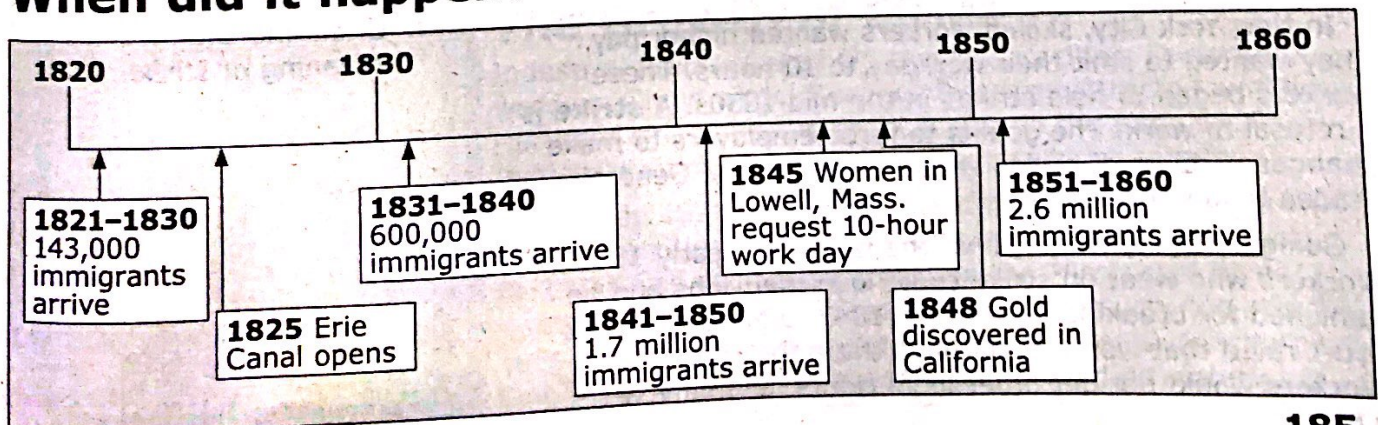
famine an extreme shortage of food

nativist person opposed to immigration

Where in the world?



When did it happen?



North and South

Lesson 3 Southern Cotton Kingdom, *Continued*

Rise of the Cotton Kingdom

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

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

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

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

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

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

Fact Sheet: The Cotton Gin

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

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

Explaining

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

Mark the Text

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

Making Connections

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

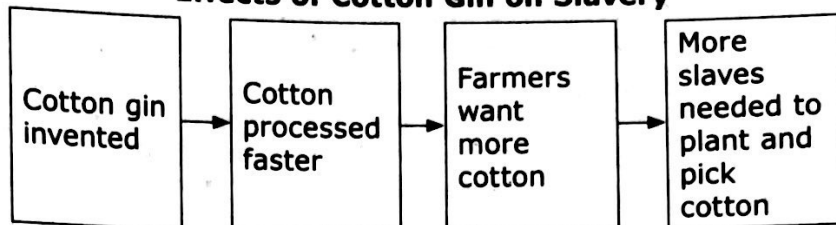
North and South

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

4. What was the domestic slave trade?

Reading Check

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

Effects of Cotton Gin on Slavery

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

- tobacco
- hemp
- wheat
- vegetables

The Deep South produced:

- rice
- sugarcane
- cotton

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

Southern Industry

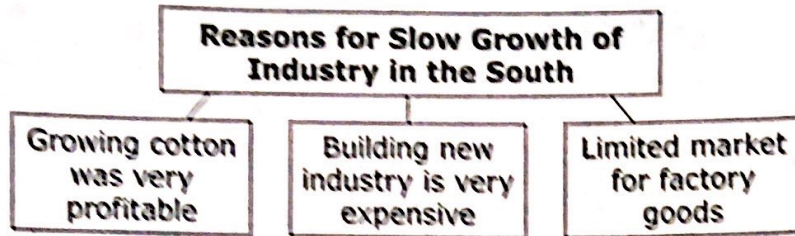
Industry did not grow as quickly in the South as it did in the North. One reason was cotton. Cotton brought great profits. Another reason was the cost of building new industries. To raise the money to build factories, planters would have had to sell enslaved people or land. White Southerners made plenty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

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

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

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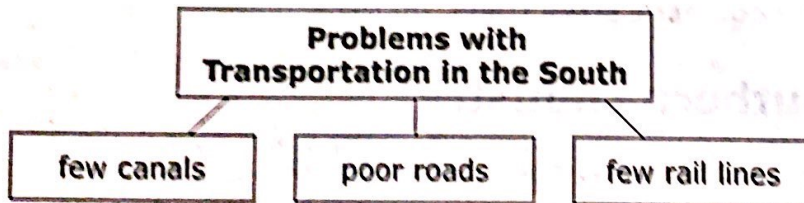
Lesson 3 Southern Cotton Kingdom, Continued



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

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

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



Check for Understanding

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

Why did industry develop so slowly in the South?

Contrasting

6. How were Southern railroads different from Northern railroads?

Reading Check

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

FOLDABLES

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

North and South



Lesson 4 People of the South

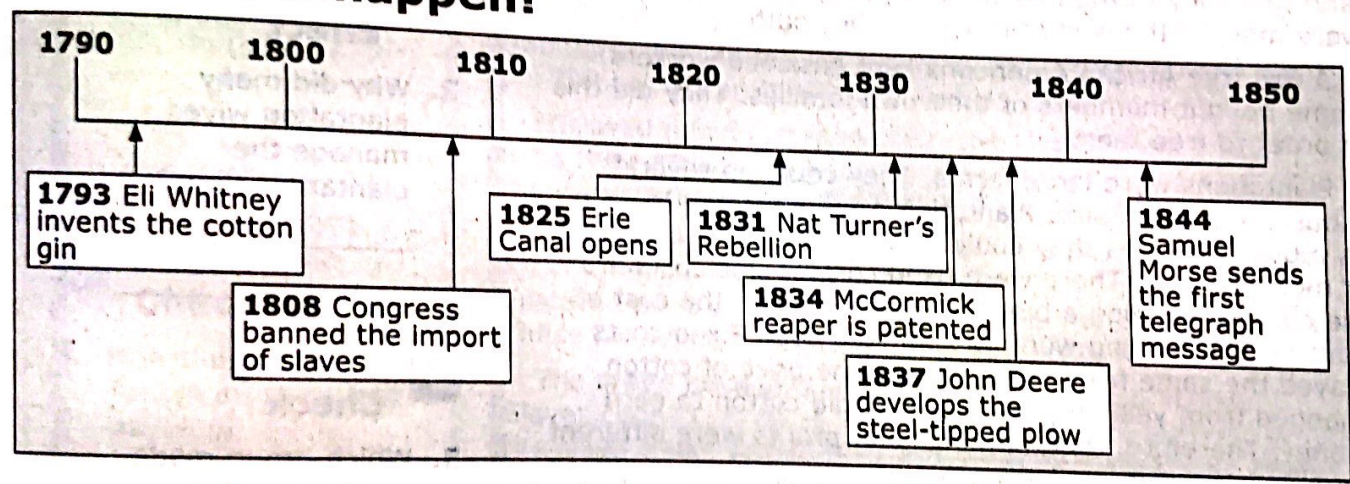
ESSENTIAL QUESTION
How do people adapt to their environment?

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

Terms to Know

- yeomen** farmers who owned small farms
- overseer** plantation manager
- spiritual** African American religious song
- slave codes** laws in Southern states that controlled enslaved people
- Underground Railroad** a system to aid the escape of enslaved people
- literacy** the ability to read and write

When did it happen?



What do you know?

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

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

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North and South

Lesson 4 People of the South, *Continued*

Southern Agriculture

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

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

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

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

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

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

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

The Lives of Enslaved People

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

Listing

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

Determining Cause and Effect

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

Reading Check

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

Reaction to the Abolitionists

Only a small number of Northerners were abolitionists. Many Northerners believed that freed African Americans could never fully be a part of American society.

Some Northerners were afraid that the abolitionists would start a war between the North and South. Other Northerners feared that freed African Americans would take their jobs.

Opposition toward abolitionists was cruel at times. An angry white mob destroyed Elijah Lovejoy's antislavery newspaper offices three times. The fourth time, the mob set fire to the building and killed Lovejoy.

Many Southerners said abolition threatened their way of life. Southerners defended slavery. They thought it was a necessary part of the Southern economy. Southerners said they treated enslaved people well. They said they gave enslaved people food and medical care. Some of their beliefs were based on racism. Many whites believed African Americans could not take care of themselves and were better off under the care of white people.

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Check for Understanding

List three ways that abolitionists tried to end slavery in America.

What groups opposed the abolitionists?

Listing

- List two reasons Northerners opposed abolition.

Reading Check

- How did Southerners defend the idea of slavery?

FOLDABLES

- Place a two-tab Foldable along the dotted line to cover Check for Understanding. Label the tabs: *What motivated the abolitionists?* and *What motivated those who were against the abolitionists?* Recall why each group felt strongly about slavery. Write the reasons for their beliefs. Use the Foldable to help answer Check for Understanding.

Lesson 1 The Search for Compromise, *Continued***Political Conflict Over Slavery**

The question of slavery divided Americans. Many Northerners wanted to ban it. Most Southerners wanted Northerners to stay out of the South's business. Each time there was a debate over slavery, the nation's leaders came up with a compromise. For example, Congress passed the Missouri Compromise in 1820. This kept a balance of power in the Senate between slave states and free states. It also stopped the debate over slavery for a little while.

In the 1840s there was another disagreement over slavery in new territories. Texas became a state in 1845. This angered Mexico. The United States and Mexico fought over the boundary between Texas and Mexico. A war with Mexico followed. After the Mexican War, the United States took New Mexico and California.

Representative David Wilmot of Pennsylvania wanted slavery banned in any lands gotten from Mexico. His plan was called the Wilmot Proviso. Southerners did not like this plan. They wanted California and New Mexico open to slavery. Senator John C. Calhoun stated that Congress could not ban or control slavery in any territory.

In 1848 both presidential candidates ignored the slavery issue. This made voters angry. Many antislavery Whigs and Democrats formed the Free-Soil Party. The new party's slogan was "Free Soil, Free Speech, Free Labor, and Free Men." Former president Martin Van Buren was the party's candidate. He lost the election and Zachary Taylor won. Still, the party gained some seats in Congress.

The debate over slavery came up again in 1849 because:

- California wanted to become a state as a free state;
- antislavery groups wanted to ban slavery in Washington, D.C.;
- Southerners wanted a stronger **fugitive**, or runaway slave, law. All states would have to return runaway slaves.

If California entered the United States as a free state, slave states would be outvoted in the Senate. Southerners talked about **seceding** from, or leaving, the Union.

Senator Henry Clay tried to find a compromise. He suggested that:

- California be a free state.
- slavery would be allowed in new territories.

? Drawing Conclusions

1. What conclusion can you draw about who won the Mexican War?

✎ Mark the Text

2. Underline the name of the plan that would ban slavery from any lands taken from Mexico.

✓ Reading Check

3. Who formed the Free-Soil Party and why?

Toward Civil War

Lesson 1 The Search for Compromise, *Continued***? Critical Thinking**

4. How do you think Clay's proposal for Washington, D.C., pleased both the North and the South?
- _____
- _____

- the slave trade would be illegal in Washington, D.C., but slavery itself would be allowed.
- there would be a stronger fugitive slave law.

Congress discussed the ideas and argued about them. Senator Stephen A. Douglas of Illinois solved the problem. He divided Clay's plan into parts. Congress voted on each part separately. In this way, Congress passed five laws. Together, they are called the Compromise of 1850.

Compromise of 1850	Major Ideas
Senator Henry Clay had the ideas.	1. Stronger Fugitive Slave Law
Senator Stephen A. Douglas made the plan.	2. California to be a free state
Five separate laws were passed.	3. Other new territories could have slavery
	4. Okay to have slaves in Washington, D.C.
	5. However, no slave trade in Washington, D.C.

The Kansas-Nebraska Act

In 1854 Senator Douglas suggested making the lands west of Missouri into two territories. They would be called Kansas and Nebraska. They were north of the line that limited slavery, so the two states would be free states. Douglas knew the South would object. He suggested that Congress repeal the Missouri Compromise. Instead, settlers in those areas would vote on whether to allow slavery. Douglas called this "popular sovereignty." That means the people are allowed to decide.

Many Northerners did not like Douglas' plan. It would allow slavery in places that had been free for years. Southerners liked the plan. They thought Kansas would be settled mostly by slaveholders from Missouri. Since slavery was legal in Missouri, those settlers would vote to make slavery legal in Kansas, too.

Pro-slavery and antislavery groups rushed to Kansas. Thousands of pro-slavery supporters crossed the border from Missouri just for the purpose of voting in Kansas. They traveled in armed groups. They were known as **border ruffians** (BOHR•duhr RUH•fee•uhns).

Abc Vocabulary

5. Who were the border ruffians?
- _____
- _____

Toward Civil War

Lesson 1 The Search for Compromise, Continued

The Kansas-Nebraska Act passed in 1854. The pro-slavery group had won. Kansas passed laws in favor of slavery. People opposed to slavery refused to accept the laws. Instead, they held their own election. They adopted a constitution that banned slavery. By 1856, Kansas had two separate governments.

Both antislavery and pro-slavery groups had weapons. Soon fighting broke out. Pro-slavery supporters attacked a town where many antislavery supporters lived. Then John Brown, an abolitionist, led an attack on a pro-slavery group. Brown's group killed five slavery supporters. Newspapers called the conflict "Bleeding Kansas" and the "Civil War in Kansas." A **civil war** is a war between people of the same country.

Check for Understanding

Why did Senator Douglas suggest that Congress repeal the Missouri Compromise?

What two groups were involved in a "civil war" in Kansas?

Reading Check

6. What events led to "Bleeding Kansas"?

FOLDABLES

7. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Slavery* on the anchor tab. Label the tabs *pro-slavery* and *antislavery*. Write two things you remember about each group. Use the Foldable to help answer Check for Understanding.