

*“We behold systematic efforts
...to excite the South against
the North and the North
against the South....”*

*—President Andrew Jackson,
Farewell Address, 1837*



Although scenes like this one spurred American nationalism, sectional differences grew during the first half of the nineteenth century.

CHAPTER 11

What You Will Learn

Section 1

THE INDUSTRIAL REVOLUTION

New inventions brought new ways of making basic products.

Section 2

THE NORTH TRANSFORMED

Differences between the North and the South increased with the growth of industry.

Section 3

THE PLANTATION SOUTH

The invention of the cotton gin increased the South's dependence on the labor of enslaved people.

Section 4

THE CHALLENGES OF GROWTH

As settlement spread westward, debates over slavery increased tensions between North and South.

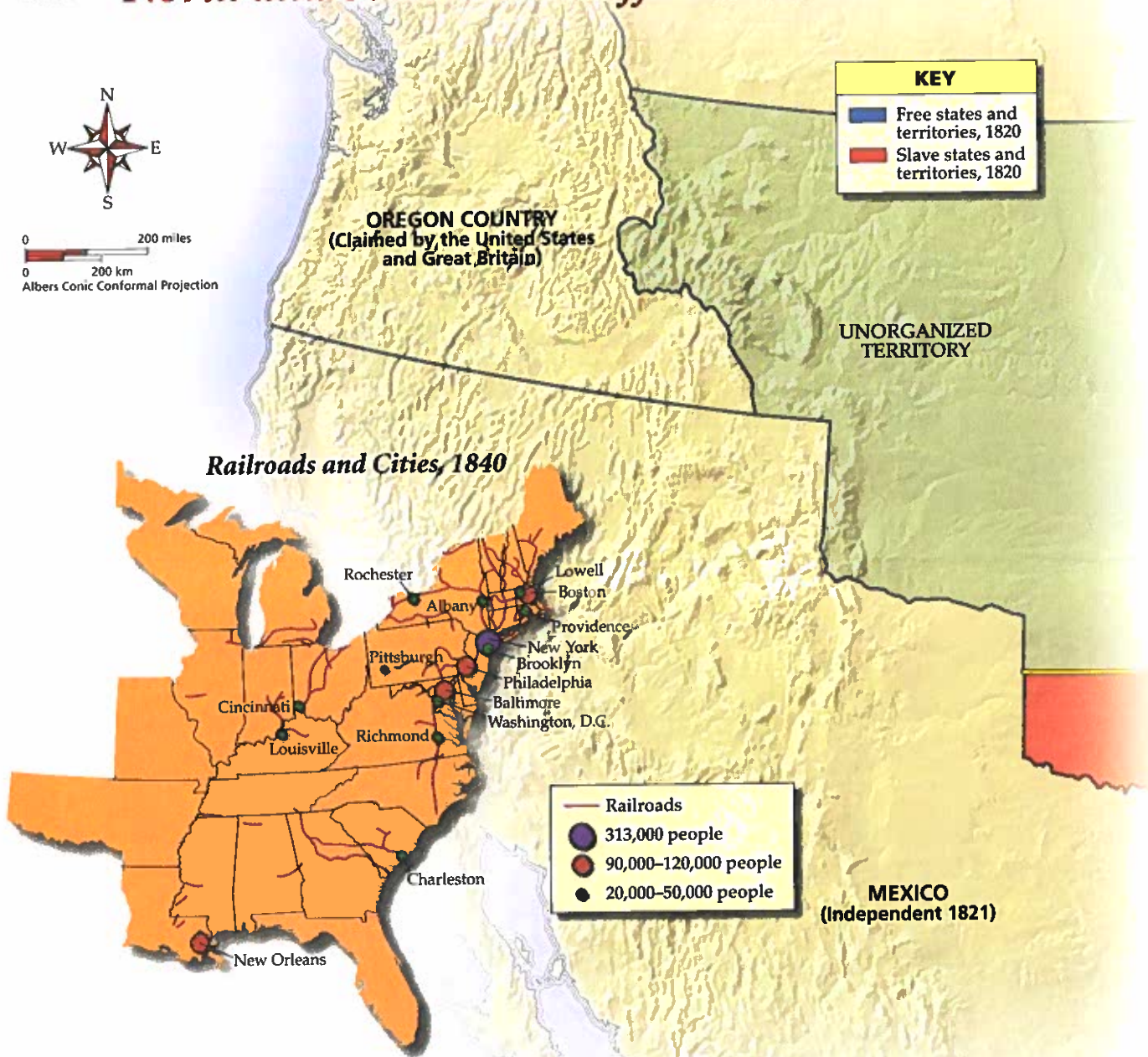
Reading Skill

Identify and Explain Central Issues In this chapter, you will learn to identify central issues and describe them in the context of the times and places in which they occurred.



Why did Americans take different

North and South Take Different Paths



U.S. Events

1794 Eli Whitney patents cotton gin.

Importation of enslaved people is banned.

1808

1812

War of 1812 helps boost American industries.

1790

1805

1820



World Events

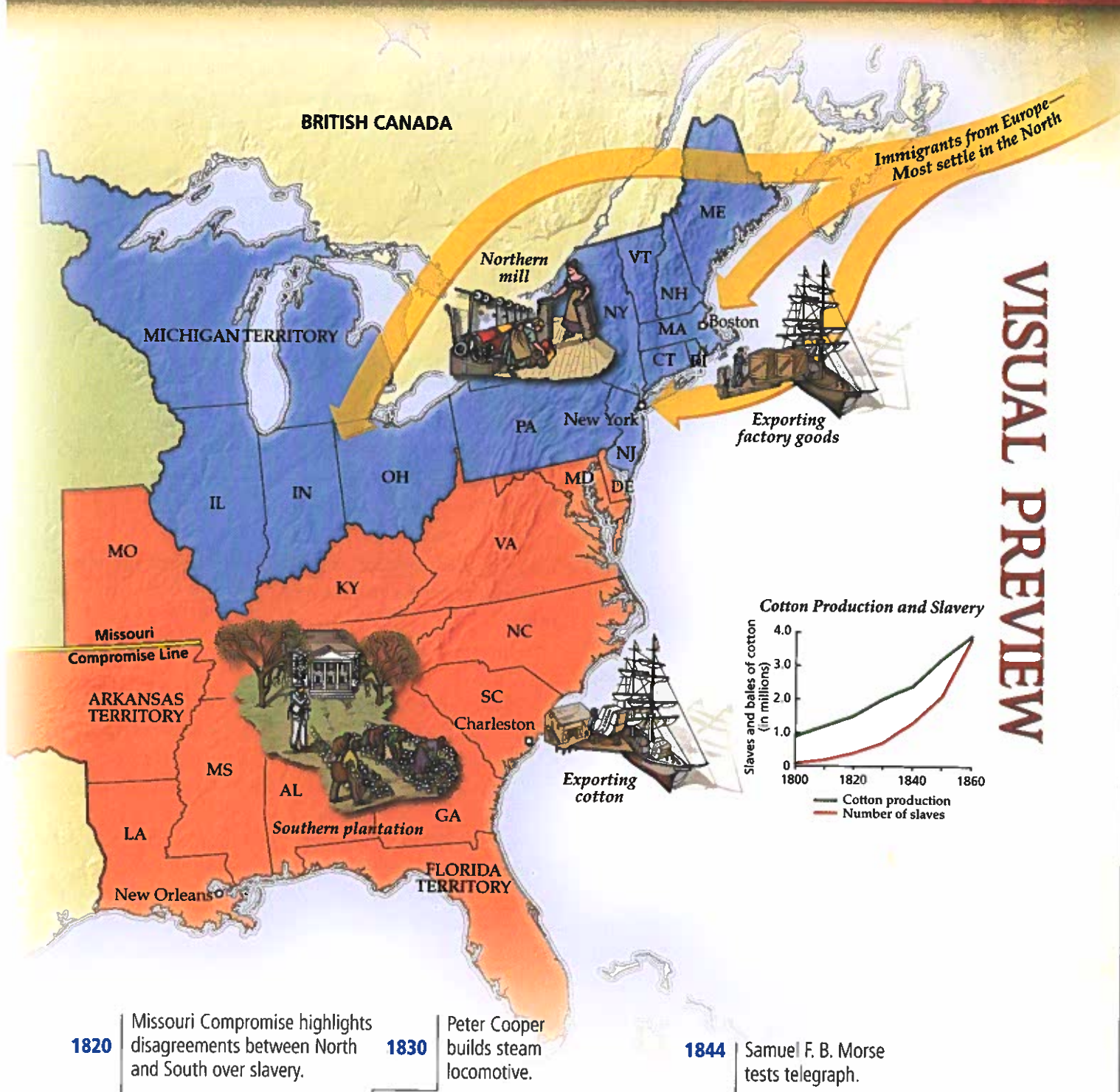
1790

Richard Arkwright builds first steam-powered textile factory in England.

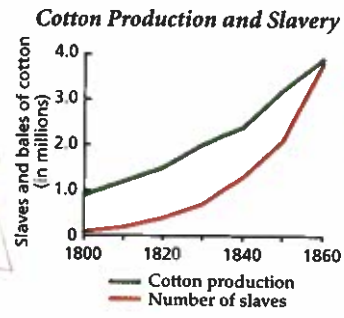
Spain cedes Florida to United States.

1819

Paths in the early 1800s?



VISUAL PREVIEW



1820

Missouri Compromise highlights disagreements between North and South over slavery.

1830

Peter Cooper builds steam locomotive.

1844

Samuel F. B. Morse tests telegraph.

1820

1835

1850

Famine strikes Ireland.

1845

1848

Revolutions break out in Europe.



▲ New England mill town, early 1800s

You Will Be Astounded

“There are more than 5,000 females employed in Lowell; and when you come to see the amount of labor performed by them, in superintending the different machinery, you will be astonished. . . . Everything moves on like clockwork. . . .”

—Congressman Davy Crockett of Tennessee, after visiting mills in Lowell, Massachusetts, 1834

The Industrial Revolution

Objectives

- Explain the changes that the Industrial Revolution brought to American life.
- Discuss the importance of Samuel Slater's cotton mill.
- Describe the growth of industry in the United States after 1812.
- Identify important developments in factories and the problems that factory life produced.

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.

Key Terms and People

Industrial Revolution
factory system
capitalist

Francis Cabot Lowell
mass production
interchangeable parts

Why It Matters In early America, 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. The Industrial Revolution changed all this.

Section Focus Question: How did the new technology of the Industrial Revolution change the way Americans lived?

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 Britain, in the textile, or cloth-making, industry. For centuries, workers had spun thread in their homes on spinning wheels. The thread was then woven into cloth on hand looms. Making thread 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. Other inventions speeded up the weaving process. To house the large machines, manufacturers built textile mills on the banks of rivers.

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.

British 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, British 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 (ihh VEHST) *v.* to supply money for a project in order to make a profit

A Steam Engine

1 Cylinder
Steam from boiling water rises into the cylinder.

3 Flywheel
The other end of the beam goes down, moving gears to turn the flywheel.

2 Piston rod Pressure from the rising steam pushes the piston rod up and raises one end of the beam.

History Interactive

Study a Steam Engine in Action

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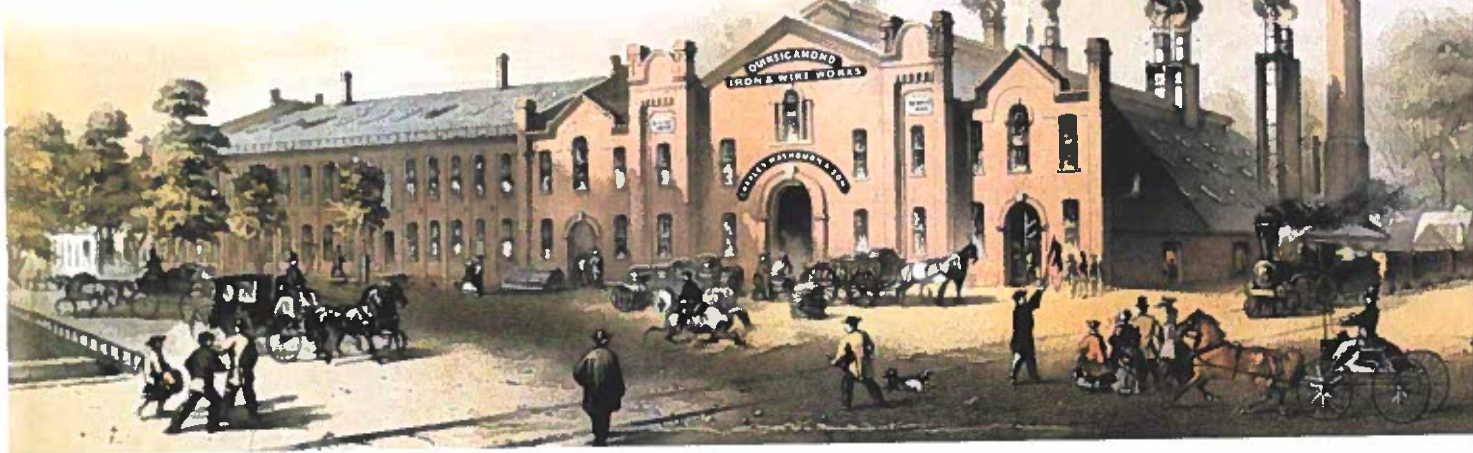
Steam Engine

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?

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?



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?

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.

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



Identify Central Issues From the Past

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

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

Links Across Time

Technology and Work

1820s The Industrial Revolution opened the way for new developments in technology, which changed the way people worked.

1981–2000s Since the invention of the personal computer, changes in technology have affected not only *how* people work but also *where* they work. With speedy laptops and hand-held devices, workers are able to work successfully at home or at the office.

Link to Today

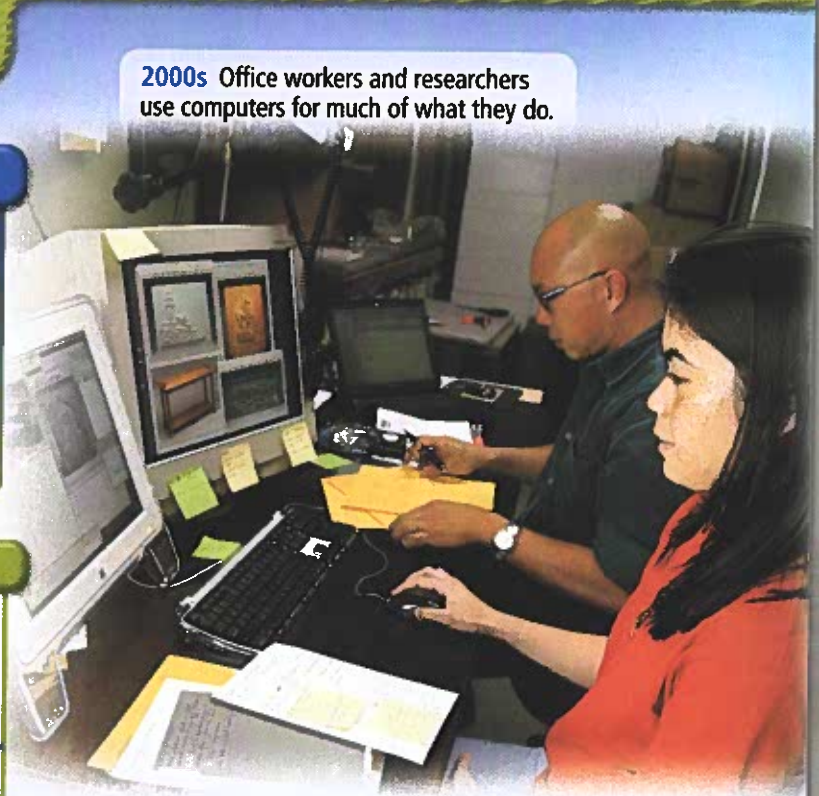
Technology's Impact Technology continues to advance. How are technological innovations changing people's lives today?

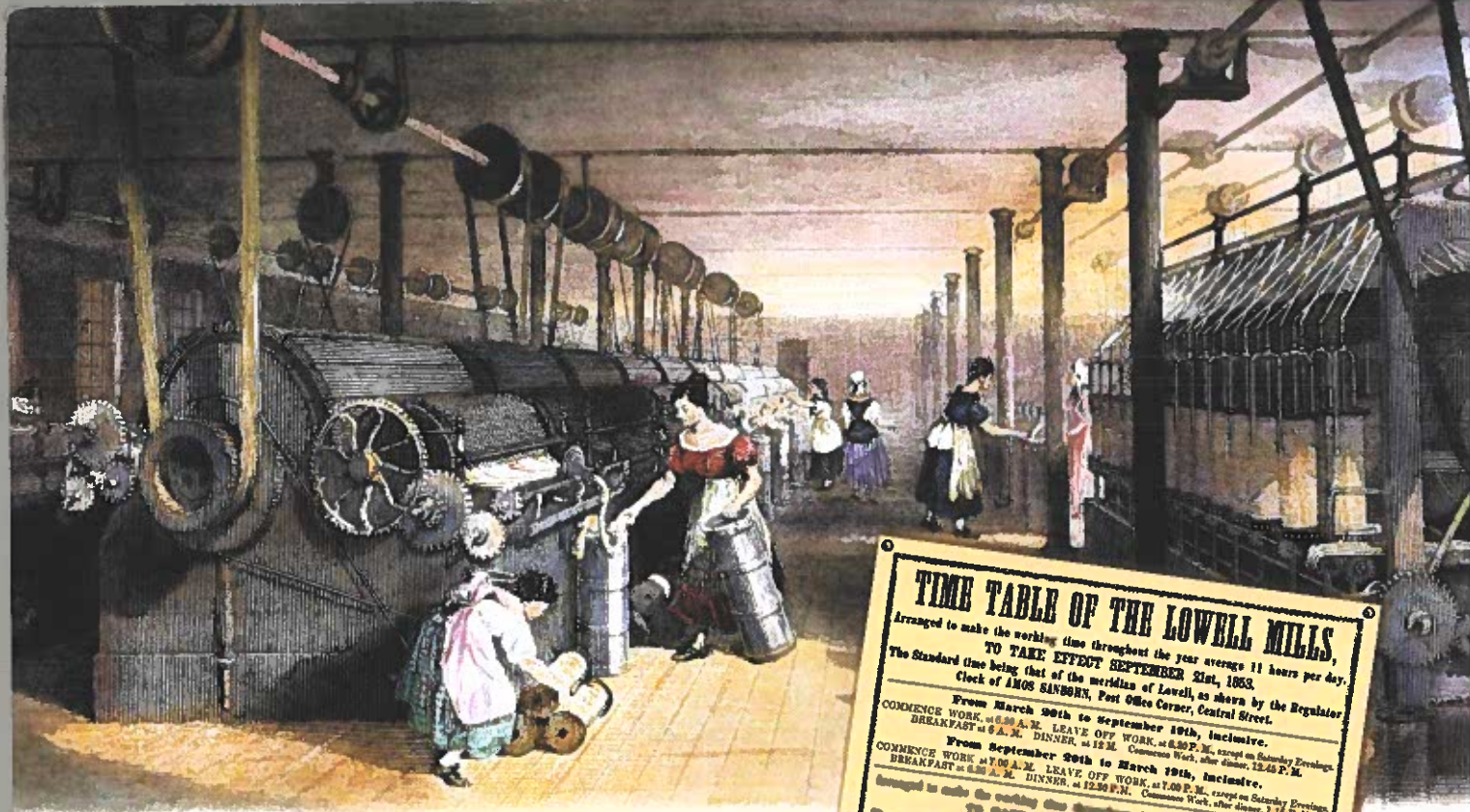
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2000s Office workers and researchers use computers for much of what they do.

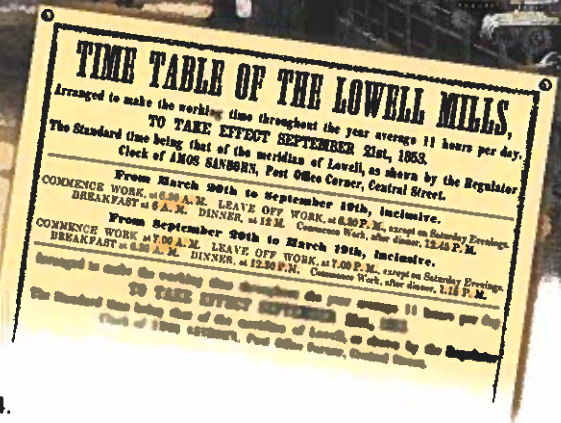




Factory Workers

This picture shows 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?



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.

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 lit. 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

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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 the system of 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?

Key Terms

- 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



Mill Workers

by Lucy Larcom

Prepare to Read

Introduction

Lucy Larcom was born in Massachusetts in 1824. After her father died when she was 11, Lucy went to work in the Lowell textile mills. Years later, she wrote about her experiences. The following selection is an excerpt from her memoirs.

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 ihn) *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

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."

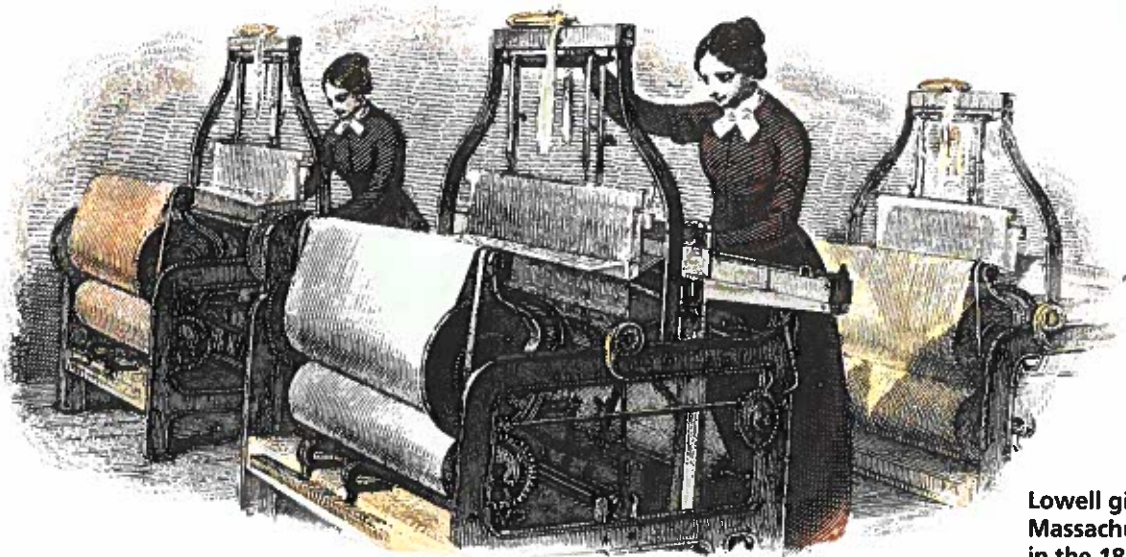
And for a while it was only a new amusement. . . . We were not occupied more than half the time. The intervals were spent frolicking around the spinning-frames, teasing and talking to the older girls, or entertaining ourselves with games and stories in the corner, or exploring, with the overseer's permission,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

★ Background

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



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.

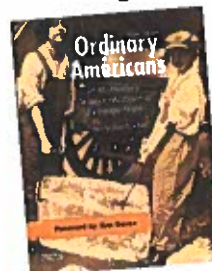
★ Background

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

🔍 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.



▲ New York harbor, 1840

Plenty of Work to Be Had

“Now I will tell you something about . . . New York. Provisions are very cheap; plenty of work to be had; clothes are dear, but men paid well for their work; house rent is very dear in New York, it is a very healthy place. . . .”

—English immigrant boy’s letter to his mother, 1850

The North Transformed

Objectives

- Explain why American cities grew in the 1800s.
- List the new inventions and advances in agriculture and manufacturing.
- Describe the improvements in transportation during the early 1800s.
- Discuss the wave of immigration to the United States in the 1840s and 1850s.
- Describe the problems African Americans faced in the North.

🎯 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.

Key Terms and People

urbanization	famine
telegraph	nativist
Samuel F.B. Morse	discrimination

Why It Matters From colonial times, the North and 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.

🔗 Section Focus Question: How did urbanization, technology, and social change affect the North?

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, the city had more than doubled in population. Farther west, the Kentucky city of Louisville was also growing. German and Irish immigrants increased the city’s population to more than 43,000 by 1850, making Louisville larger than Washington, D.C.

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.

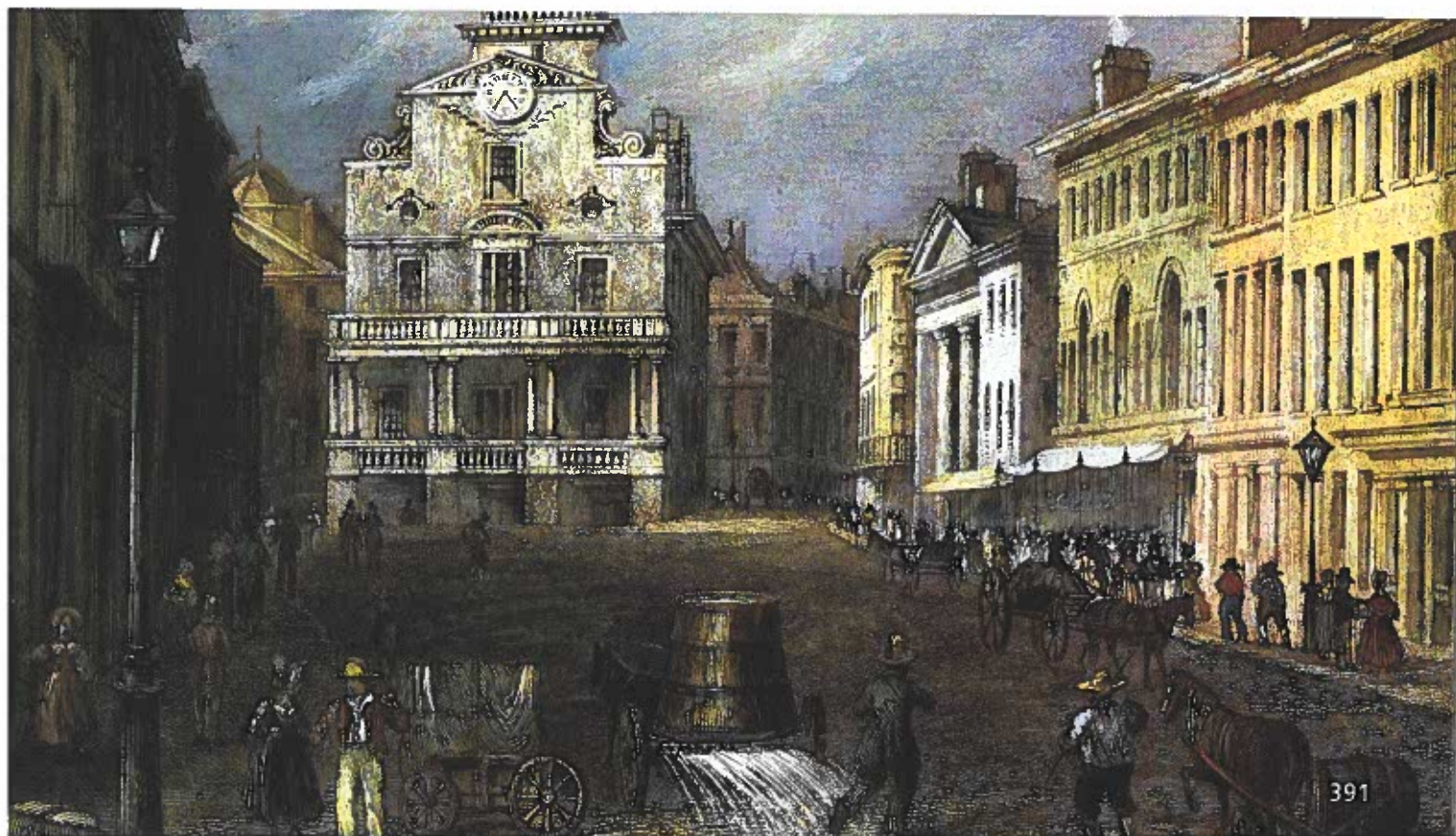
The Telegraph Samuel F.B. Morse's invention worked by sending electrical signals over a wire. A code devised by Morse used shorter and longer bursts of electricity. In his system, known as the Morse code, each letter of the alphabet is represented by its own mix of short signals ("dots") and long signals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

Explain Central Issues From the Past

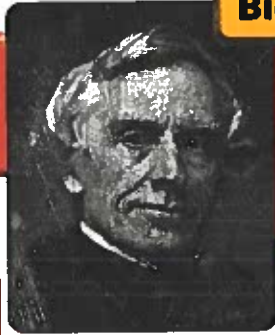
Explain the link between industrialization and urban problems.

Growing Cities

American cities became bustling centers of enterprise during the 1800s. This is a view along State Street in Boston. **Critical Thinking: Explain Problems** What problems did the rapid growth of cities pose for city dwellers?



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

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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?

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.

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.

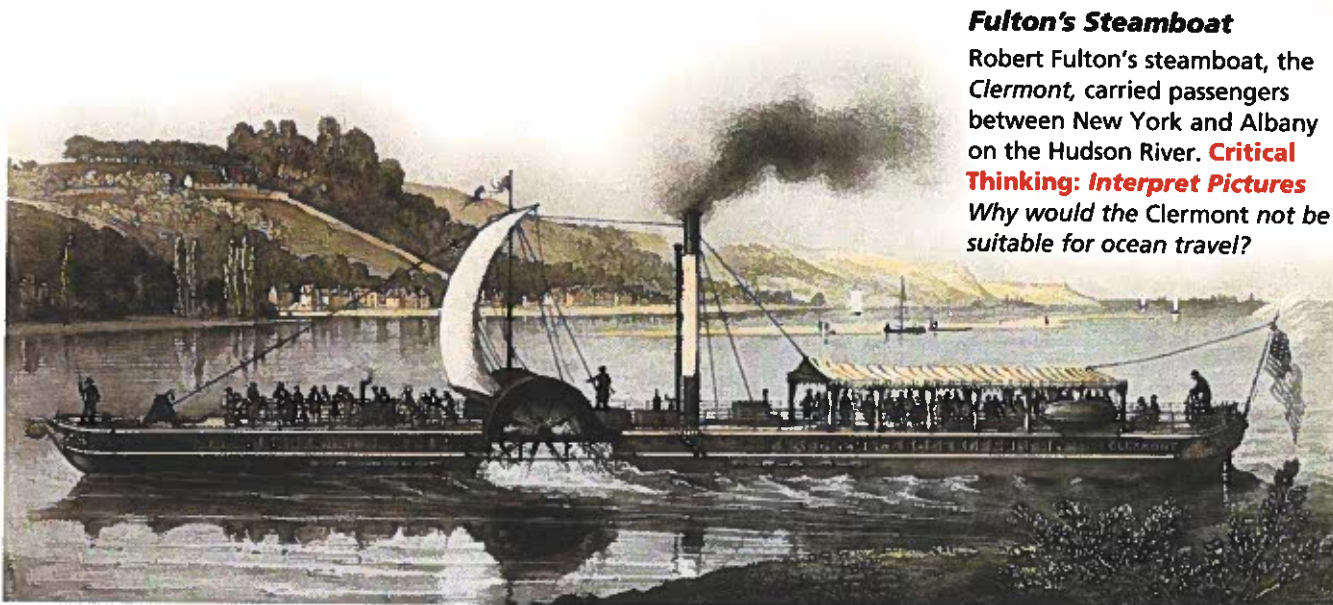
✓ **Checkpoint** Why were railroads a better means of transportation than steamboats?

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

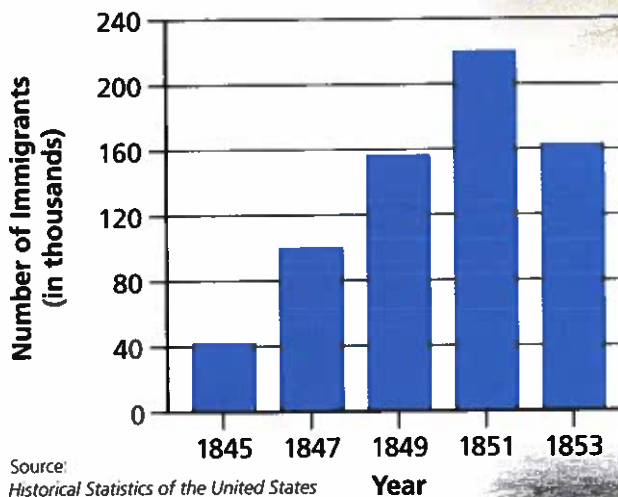
reign (rayn) *n.* period of dominance or rule



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?

Irish Immigration, 1845–1853



Fleeing the Famine

A famine in 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 Great Hunger 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?

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 to certain groups of people.

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.

Vocabulary Builder

inferior (ihn FIR ee uhr) *adj.* less worthy; less valuable; of lower rank

 **Checkpoint** What obstacles did African Americans 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.

Section 2 | Check Your Progress

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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.

Key Terms

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 3



▲ The plantation owner's house was very different from the slaves' quarters.

The Slaves' Quarters

“As to beds to sleep on, they were known to none of the field hands; nothing but a coarse blanket . . . was given them, and this only to the men and women. The children stuck themselves in holes and corners, about the quarters; often in the corner of the huge chimneys, with their feet in the ashes to keep them warm.”

—Frederick Douglass, *My Bondage and My Freedom*, describing his early life as a slave

The Plantation South

Objectives

- Explain the significance of cotton and the cotton gin to the South.
- Describe what life was like for free and enslaved African Americans in the South.

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.

Key Terms and People

cotton gin
slave code

spiritual
Nat Turner

Why It Matters The Industrial Revolution brought change to both the North and South. In the North, industry, immigration, and cities all grew. But in the South, the economy became more dependent on cotton and slave labor.

Section Focus Question: How did cotton affect the social and economic life of the 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 In 1793, 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.

Before the introduction of the cotton gin, the seeds had to be picked out of the cotton fibers by hand. This was a slow process. Working by hand, a laborer could clean only a pound of cotton a day.

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.

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.

Vocabulary Builder

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

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.

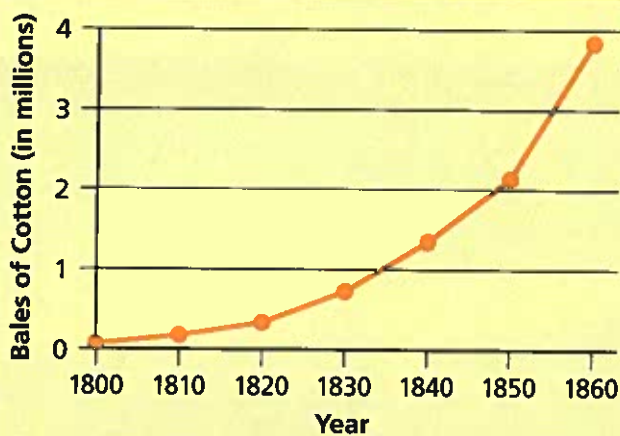


Explain Problems From the Past

Explain the disagreements between supporters and critics of slavery.

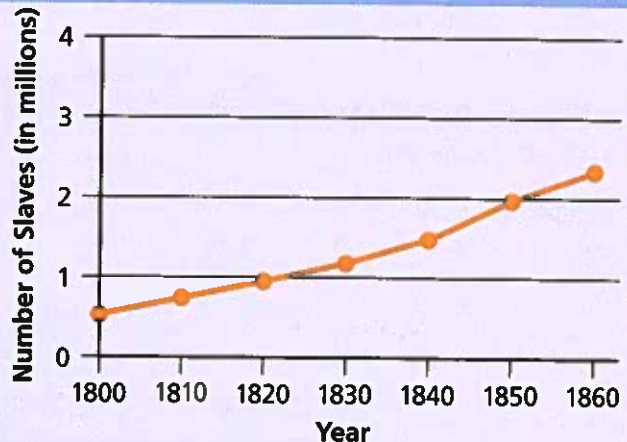
Cotton Production and Slavery

Cotton Production



Source: *Historical Statistics of the United States*

Growth of Slavery



Source: *Historical Statistics of the United States*

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) **Read Graphs** 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.

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 anoyd 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

To learn more about southern plantations, view the video.

INFOGRAPHIC

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?

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

▼ A Family on the Patio

A wealthy southern family relaxes on their patio as they survey their estate.



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.

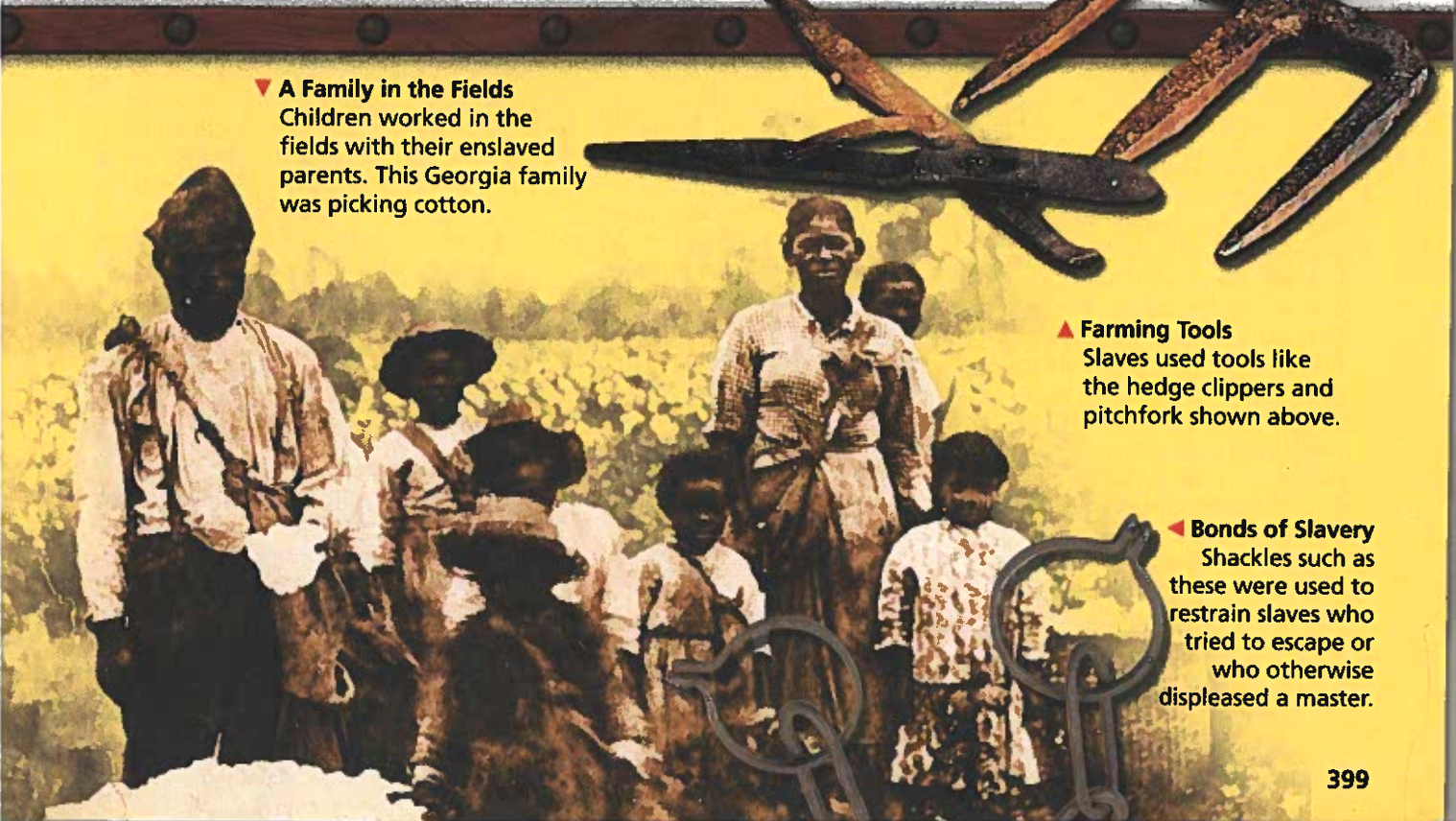
Families of enslaved African Americans were often broken apart when slave owners sold one or more of their family members. Many children had only the slightest memory of their parents.



▼ **A Family in the Fields**
Children worked in the fields with their enslaved parents. This Georgia family was picking cotton.

▲ **Farming Tools**
Slaves used tools like the hedge clippers and pitchfork shown above.

◀ **Bonds of Slavery**
Shackles such as these were used to restrain slaves who tried to escape or who otherwise displeased a master.





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

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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

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

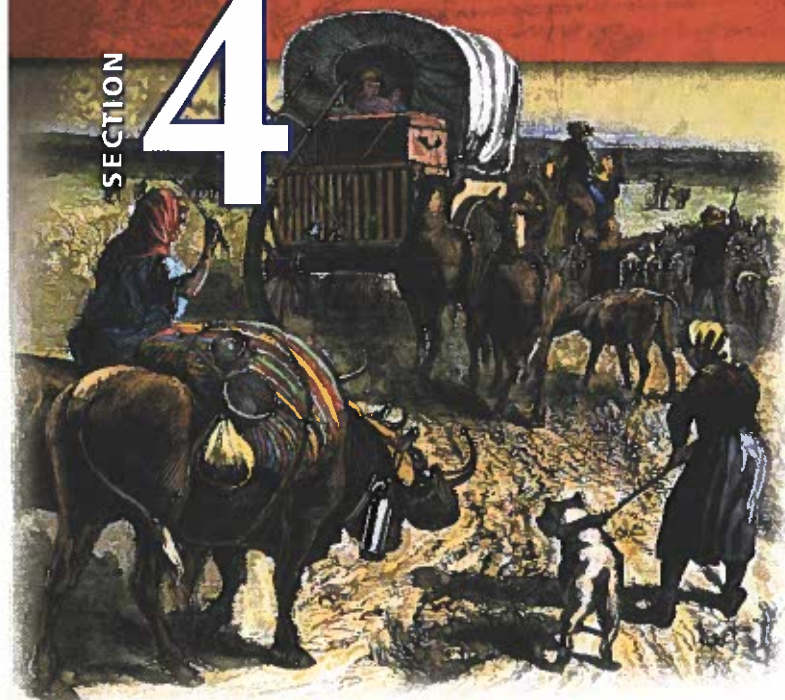
Key Terms

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.



▲ Settlers heading West.

The Wagons Were So Numerous

“The wagons were so numerous that the leaders of one team had their noses in the trough at the end of the next wagon ahead. . . . Besides the coaches and wagons, there were gentlemen travelling singly in the saddle, with all their luggage stuffed into their saddlebags. There were enormous droves of sheep and herds of cattle, which raised the dust like a cloud along their path.”

—A traveler’s recollection of traffic on the National Road, early 1800s

The Challenges of Growth

Objectives

- Identify the problems Americans moving westward faced.
- Describe the impact of the building of the Erie Canal.
- Discuss the debate over slavery and the Missouri Compromise.

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.

Key Terms and People

Daniel Boone
turnpike
corduroy road

canal
Henry Clay

Why It Matters Americans kept moving westward. As northerners and southerners migrated and settled in new lands, they brought their differing ways of life with them.

Section Focus Question: How did Americans move west, and how did this intensify the debate over slavery?

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. It crossed the Appalachian Mountains through the Cumberland Gap into Kentucky. The Wilderness Road became the main route across the Appalachians. 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).

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

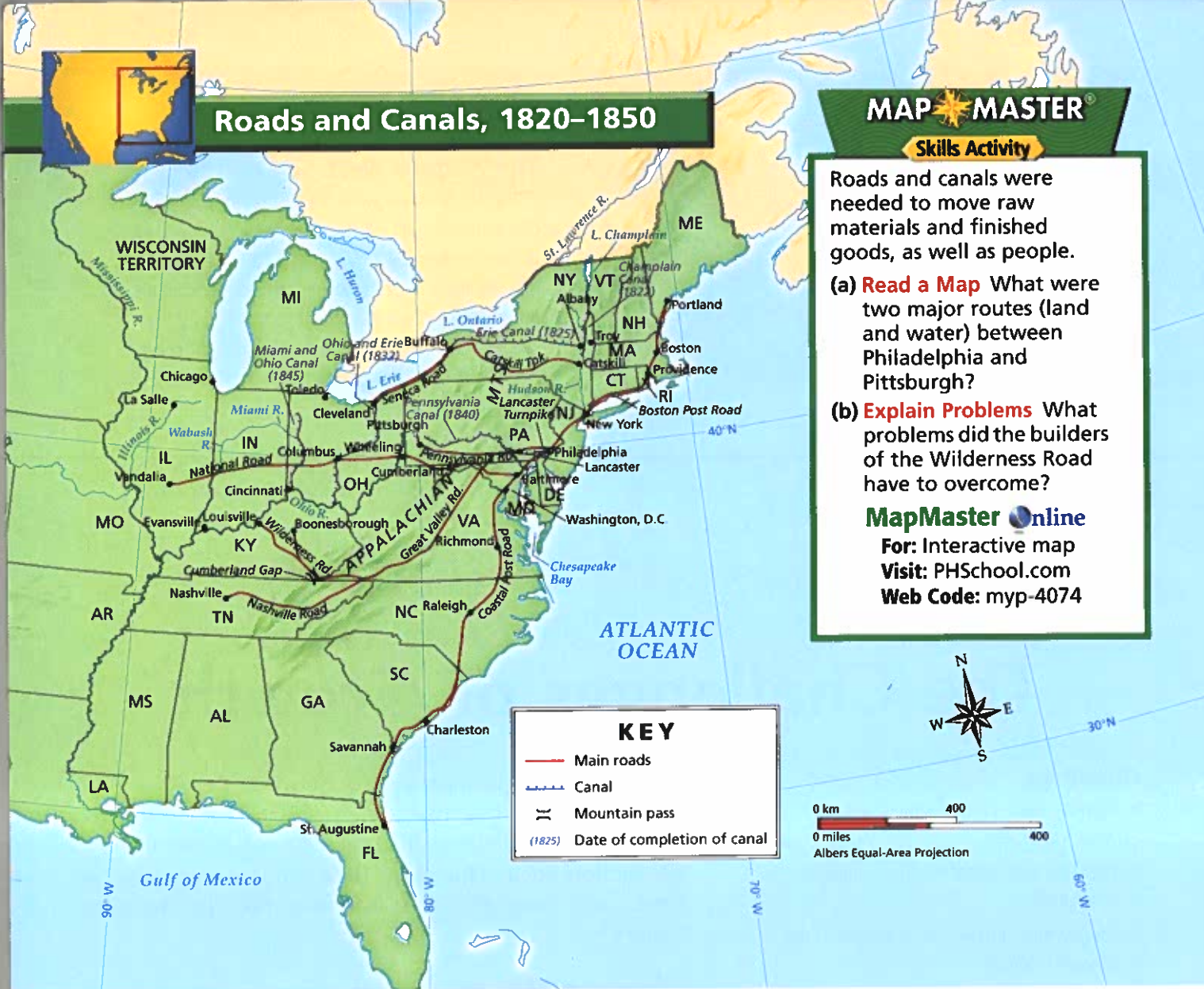
(b) **Explain Problems** What problems did the builders of the Wilderness Road have to overcome?

MapMaster online

For: Interactive map

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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?



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 previous chapters.

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.

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, in western Virginia, 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

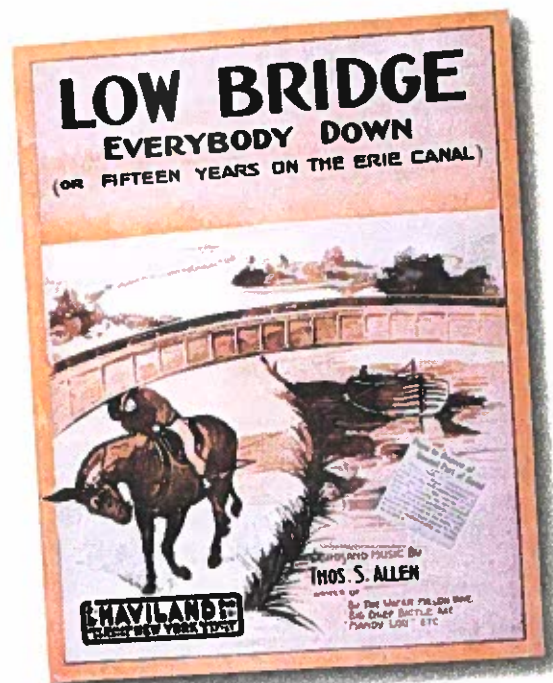
Within two years of its opening in 1825, the canal had paid for itself. Produce from the Midwest came across Lake Erie, passed through the Erie Canal, and was carried down the Hudson River to New York City. Because of its location at the end of the river, New York soon became the richest city in the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

Vocabulary Builder

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

Crazy Over Canals

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



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?

The Extension of Slavery

Westward expansion strengthened the nation. It also caused problems. The most serious problem was the extension of slavery.

Slave and Free States In 1819, the nation consisted of 11 “slave states,” which permitted slavery, and 11 “free states,” which prohibited slavery. However, Missouri had been seeking admission as a slave state since 1817.

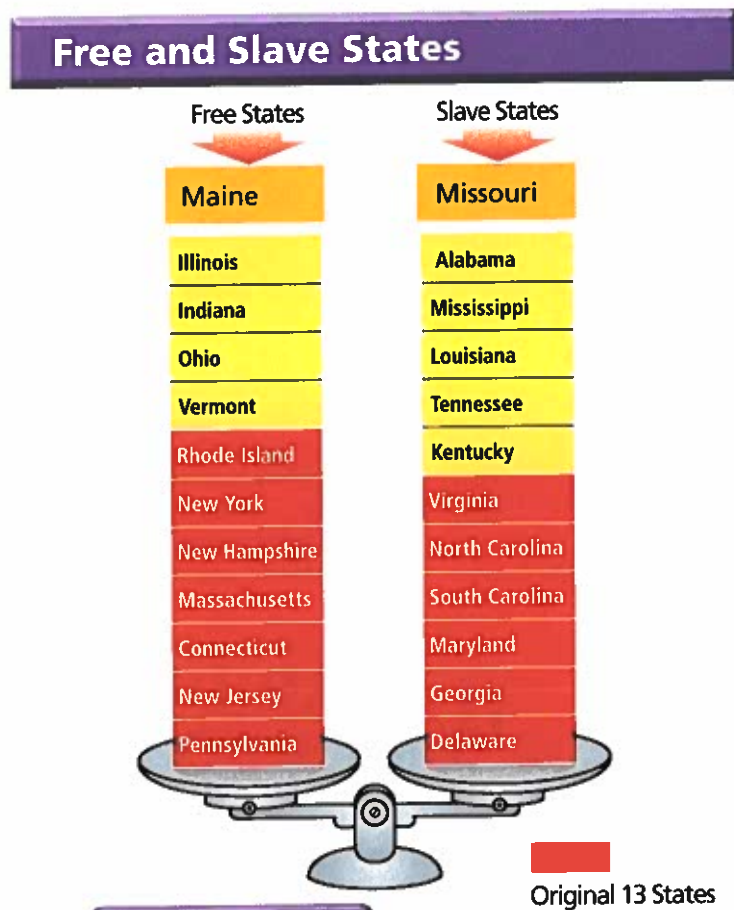
Northerners had reacted strongly. Adding another slave state would upset the balance in the Senate, where each state had two votes. Adding two more senators from a slave state would make the South more powerful than the North.

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.



Reading Charts

Skills Activity

The addition of Missouri to the Union threatened to upset the balance between free states and slave states.

- Read a Chart** Which of the following was a free state: Kentucky, Tennessee, or Ohio?
- Explain Problems** Why did northern states wish to have Missouri and Maine enter the Union at the same time?

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 was alarmed by the fierce debate over the Missouri Compromise. 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

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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.

Key Terms

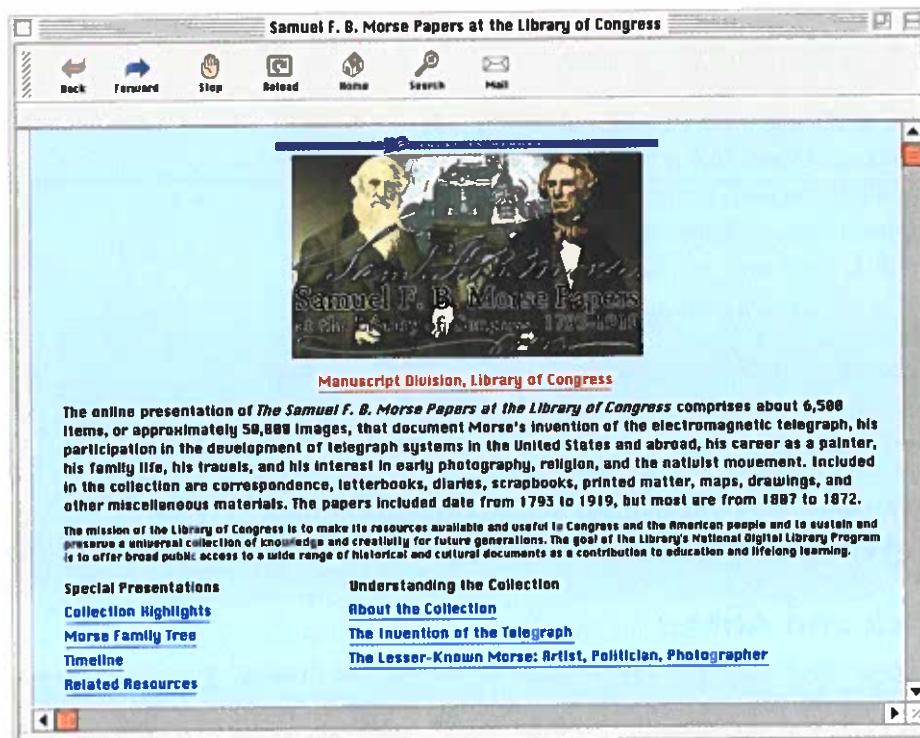
- Draw a table with three rows and three columns. In the first column, list the key terms from this section: **turnpike**, **corduroy road**, **canal**. In the next column, write the definition of each term. In the

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.

When you are doing research on the Internet, it is important to evaluate the Web sites to determine if the information is valid and objective. The page below is from a Web site about Samuel F.B. Morse.



Source: The Library of Congress

Learn the Skill

Use these steps to learn how to evaluate Internet sources.

- 1 **Determine the Web site's purpose.** Does the Web site provide information? Is it trying to sell something or to promote a particular point of view?
- 2 **Examine the information.** Does the site include visuals? Does it include first-person accounts and other primary source materials?
- 3 **Compare the information to what you already know.** Does the information agree with what you have read in a textbook or in another reliable print source? What other information is provided?
- 4 **Evaluate the source.** Is the source an established organization? Can you tell who provided the information?

Practice the Skill

Use the information above to answer the following questions.

- 1 **Determine the Web site's purpose.** What is the purpose of this Web site?
- 2 **Examine the information.** (a) What kinds of information can you find on this page? (b) What other features does it include?
- 3 **Compare the information to what you already know.** What additional information does this Web site give that supplements the information in this chapter?
- 4 **Evaluate the source.** (a) Who is the provider for this site? (b) If you were writing a paper about Samuel F.B. Morse, do you think you could use the information on this Web site? Why or why not?

Apply the Skill

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



Why did Americans take different paths in the early 1800s?

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

- Cities grew rapidly during the 1800s, and crowding, disease, and fast-spreading fires were common problems.
- 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, many enslaved African Americans resisted slavery.

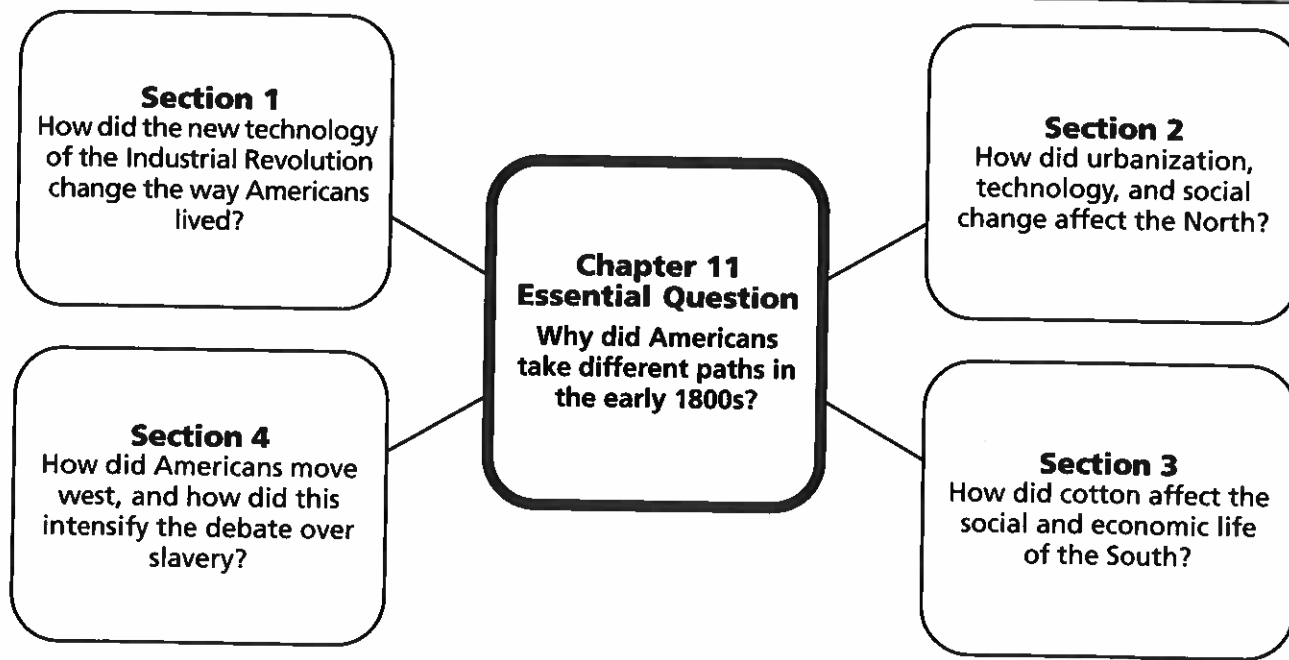
Section 4

The Challenges of Growth

- By the early 1800s, a flood of settlers westward helped many territories qualify for statehood.
- Better roads and canals further increased the rate of western settlement.
- Tension arose over slavery in the territories, but the Missouri Compromise settled the issue temporarily.

Exploring the Essential Question

Use the online study guide to explore the essential question.



Key Terms

Fill in the blanks with the correct key terms.

- The _____ was the change in the way people made goods beginning in the late 1700s.
- People who wanted to keep immigrants out of the country were called _____.
- African Americans sang _____ to keep hope during their difficult lives.
- Travelers had to pay tolls on _____ in order to pass.

Comprehension and Critical Thinking

- (a) **Describe** Who were the Lowell girls?

(b) **Apply Information** How do you think the Lowell system affected production?
- (a) **Identify** What contribution did Eli Whitney make to manufacturing?

(b) **Identify Economic Benefits** How did this contribution benefit consumers?
- (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?
- (a) **Summarize** How did the cotton gin benefit southern planters? How did it benefit northern textile manufacturers?

(b) **Analyze Cause and Effect** How did the cotton gin change life for enslaved people?
- (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?
- (a) **Describe** What were some of the difficulties Americans faced as they traveled west?

(b) **Analyze Cause and Effect** How did improved transportation affect western settlement? How did it affect industry?

(c) **Draw Conclusions** How were immigrants important to the transportation revolution?

- (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 the Senate?

History Reading Skill

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

Writing

- 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.
- 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.

Skills for Life

Evaluate Internet Sources

Visit this Web site: www.eriecanalmuseum.org. Then, use the information to answer the following questions.

- What seems to be the purpose of this Web site?
- (a) What kinds of information can you find on this page? (b) What other features and links does it include?
- What additional information does this Web site give to supplement the information in your textbook?
- (a) Who is the provider for this site? (b) If you were writing a paper about the Erie Canal, do you think you could use the information on this Web site? Why or why not?

Test Yourself

- Which of the following inventions did the most to advance the connection between goods, raw materials, and markets?
 - interchangeable parts
 - steamboats
 - telegraphs
 - railroads
- In the mid-1800s, many immigrants came to the United States from Ireland to escape
 - revolutions.
 - famine.
 - political unrest.
 - religious persecution.

Refer to the quotation below to answer Question 3.

“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. . . .”

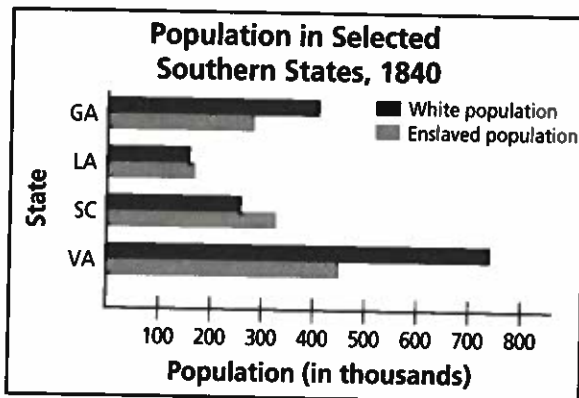
- To which issue does this quotation refer?
 - transportation
 - slavery
 - immigration
 - mass production

Document-Based Questions

Task: Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Write an essay describing what life was like for enslaved African Americans in the South. Use information from the graph to explain why slaveholders felt restrictive measures were necessary.

Document 1: This graph gives information about the population of some slave-holding states in 1840. Use the graph to make a generalization about the South's slave population.



Source: U.S. Census of Population and Housing

Document 2: The excerpt below is from a 1930s interview with Fountain Hughes, born a slave in 1848 near Charlottesville, Virginia. How does Fountain Hughes describe what it meant to be a slave?

“Well, I belonged to B., when I was a slave. My mother belonged to B. But we was all slave children. . . . Now I couldn’ go from here across the street . . . [with]out I have a note, or something from my master. . . . Whoever he sent me to, they’d give me another pass an’ I’d bring that back so as to show how long I’d been gone. . . . An’ when I come back, why I carry it to my master an’ give that to him, that’d be all right. But I couldn’ jus’ walk away like the people does now. . . . We belonged to people. They’d sell us like they sell horses an’ cows an’ hogs an’ all like that. Have a auction bench, an’ they’d put you on, up on the bench an’ bid on you jus’ same as you bidding on cattle.”

An Age of Reform



1820-1860