

Document-Based Questions

Directions: Analyze the documents and answer the short-answer questions that follow.

Document 1

This excerpt from *The Prairie and Overland Traveler* offers advice for organizing groups of immigrants to head west.

After a particular route has been selected to make the journey across the plains . . . their first business should be to organize themselves into a company and elect a commander. The company should be of sufficient [size] to herd and guard animals, and for protection against [Native Americans].

From 50 to 70 men, properly armed and equipped, will be enough for these purposes.

Source: R. B. Marcy, *The Prairie and Overland Traveler*

7. State the reasons why immigrants were advised to travel west in a relatively large group.

Document 2

This excerpt describes a Texas settlement in 1828.

The Americans from the North, at least the great part of those I have seen, eat only salted meat, bread made by themselves out of corn meal, coffee, and homemade cheese. To these the greater part . . . add strong liquor, for they are in general, in my opinion, lazy people of vicious character. Some of them cultivate their small farms by planting corn; but this task they usually entrust to their . . . slaves, whom they treat with considerable harshness.

Source: José María Sánchez, "A Trip to Texas in 1828"

8. Who planted the corn on farms run by Americans?
9. Based on the excerpt, how would you characterize the attitudes of the Tejanos toward American settlers?

Document 3

Mary Ballou ran a boardinghouse in a mining town; this is an excerpt from a letter to her son.

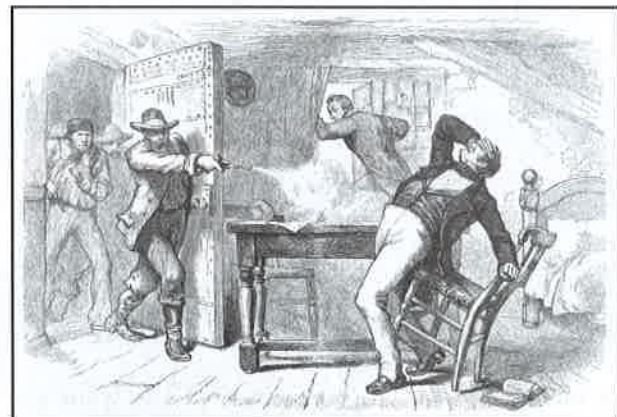
I would not advise any Lady to come out here and suffer the toil and fatigue that I have suffered for the sake of a little gold. . . . [An] associate . . . said if she had as good a home as I had got she would not stay twenty five minutes in California. . . . I have been to church to hear a methodist sermon. . . . I was the only Lady that was present and about forty gentleman.

Source: Mary B. Ballou, "I Hear the Hogs in My Kitchen": A Woman's View of the Gold Rush

10. What challenges did women face in mining towns during the Gold Rush?

Document 4

This print depicts the murder of Joseph Smith.



Source: Library of Congress

11. What was Smith doing before he was killed?
12. **Expository Writing** Using the information from the four documents and your knowledge of social studies, write an essay in which you:
- explain how Manifest Destiny was justified;
 - explain why Americans settled in new territories; and
 - explain how American expansion affected Native Americans and other nations.

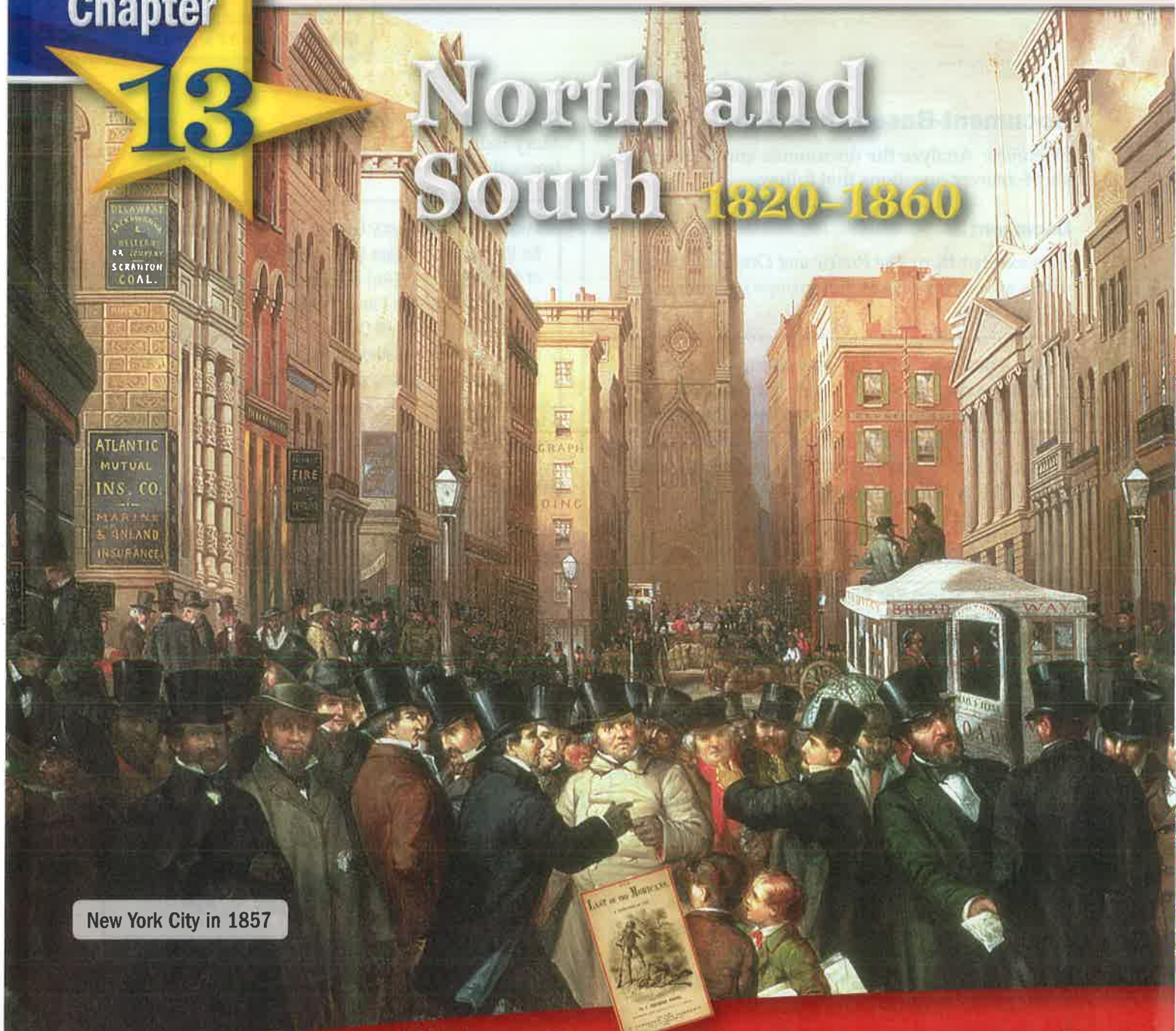
Need Extra Help?

If you missed questions...	1	2	3	4	5	6	7	8	9	10	11	12
Go to page...	359	367	374	382	375	358-382	362	367-368	367-368	379-380	381-382	358-382

Chapter

13

North and South 1820-1860



New York City in 1857



JAMES MONROE
1817-1825

PRESIDENTS

U.S. Events

World Events

1824

U.S. and Russia settle Northwest coast land claims



JOHN Q. ADAMS
1825-1829

1826

The Last of the Mohicans published



ANDREW JACKSON
1829-1837

1834

McCormick reaper is patented



MARTIN VAN BUREN
1837-1841

1820

1820

Antarctica discovered

1825

World's first public rail-road opens in England

1830

1832

Greece recognized as independent state



Section 1: The North's Economy

Essential Question What innovations in industry, travel, and communications changed the lives of Americans in the 1800s?

Section 2: The North's People

Essential Question How did immigration have an impact on cities, industry, and culture in the North?

Section 3: Southern Cotton Kingdom

Essential Question How did the South's industry and economy differ from the industry and economy of the North?

Section 4: The South's People

Essential Question How did unique elements of culture develop among enslaved African Americans in the South?

FOLDABLES Study Organizer

Organizing Information

Make this Foldable to help

summarize what you learn about similarities and differences between the North and the South.

Step 1 Mark the center of a sheet of notebook paper.



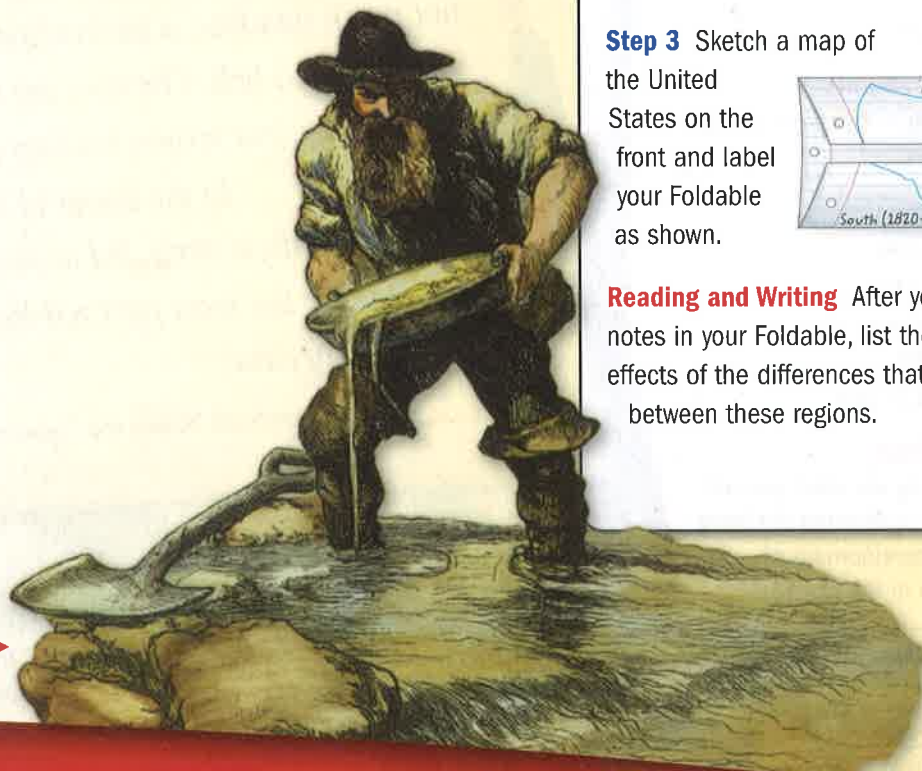
Step 2 Fold the sheet of notebook paper into thirds.



Step 3 Sketch a map of the United States on the front and label your Foldable as shown.



Reading and Writing After you finish taking notes in your Foldable, list the causes and effects of the differences that led to conflict between these regions.



California gold miner ▶



WILLIAM
HENRY
HARRISON
1841



JOHN TYLER
1841-1845

★ 1845
James Marshall
discovers gold
in California



JAMES POLK
1845-1849



ZACHARY
TAYLOR
1849-1850



MILLARD
FILLMORE
1850-1853



FRANKLIN
PIERCE
1853-1857



JAMES
BUCHANAN
1857-1861

1840

1850

1860

★ 1845
Great Irish
Famine
begins

★ 1848
Johannes Rebmann
is first European to
see Kilimanjaro

Kilimanjaro in Tanzania ▶



★ 1857
Sepoy
Rebellion
begins in
India

★ 1859
Darwin's *On the
Origin of Species*
is published

Section

1

The North's Economy



Section
Audio



Spotlight
Video

Essential Question

What innovations in industry, travel, and communications changed the lives of Americans in the 1800s?

Reading Guide

Content Vocabulary

clipper ship (p. 390)

telegraph (p. 391)

Morse code (p. 392)

Academic Vocabulary

innovation (p. 389) transform (p. 391)

Key People

Elias Howe (p. 389)

Robert Fulton (p. 390)

Peter Cooper (p. 390)

Samuel Morse (p. 391)

John Deere (p. 393)

Cyrus McCormick (p. 393)

Reading Strategy

Taking Notes As you read, use the diagram below to describe the three phases of the development of industrialization in the North.

Development of Industrialization

Phase 1

Phase 2

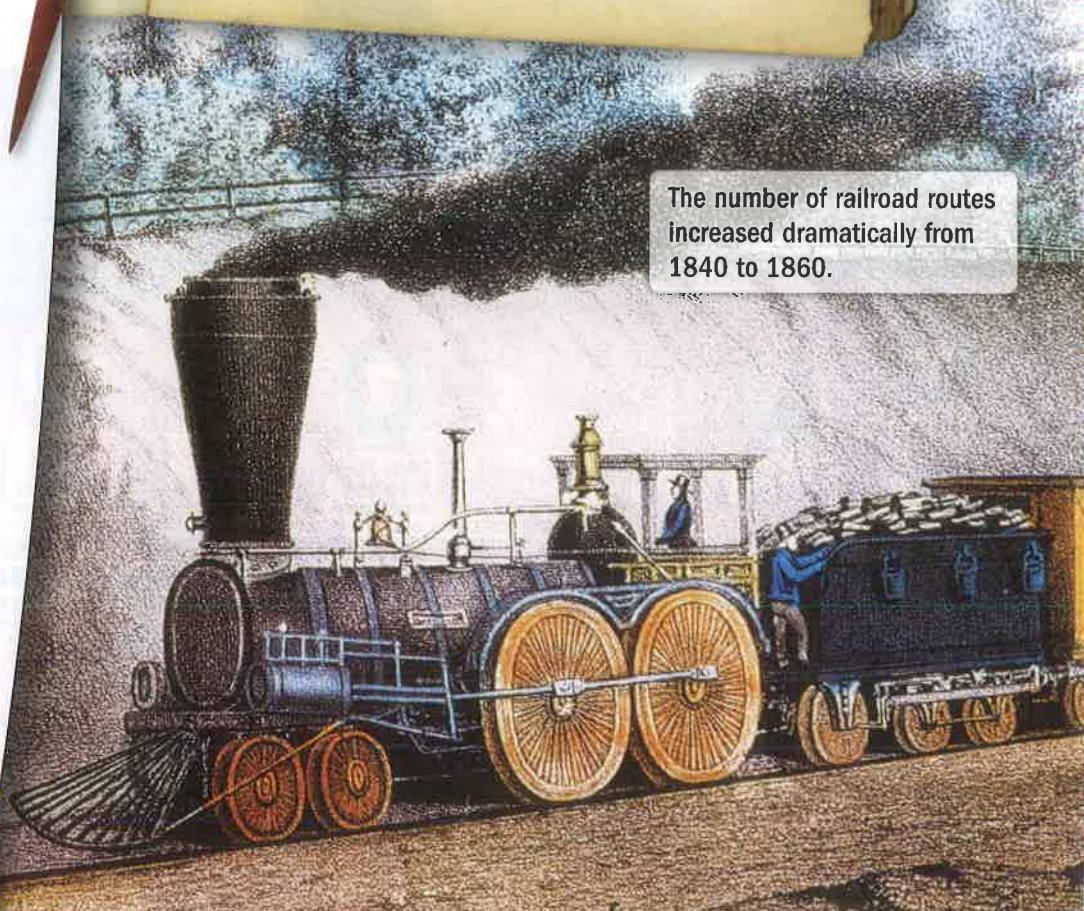
Phase 3

American Diary

Railroad travel in the mid-1840s was uncomfortable. English novelist Charles Dickens described what it was like to travel on a train. "There is a great deal of jolting, a great deal of noise, a great deal of wall, not much window, a locomotive engine, a shriek, and a bell. The cars are like shabby omnibusses, but larger; holding thirty, forty, fifty people. . . . In the center of the carriage there is usually a stove, fed with charcoal . . . which is for the most part red-hot. It is insufferably close."

—from *American Notes for General Circulation*

The number of railroad routes increased dramatically from 1840 to 1860.



Technology and Industry

Main Idea Industry, travel, and communications greatly expanded during the 1800s.

History and You How often do you use e-mail or text messaging during any one day? Read to learn about the invention of the telegraph, which greatly improved communications in the 1800s.

Early trains differed from and offered few of the comforts of modern-day trains. They were noisy and often dirty. As Charles Dickens noted, they also provided a jolty ride. Locomotives were part of the wave of industrialization during the 1800s. **Innovations**—new ideas or methods—in industry and technology began changing the way Americans worked, traveled, and communicated.

Industrialization

The industrialization of the North developed in three phases. In the first phase, manufacturers made products by dividing the tasks involved among the workers. For example, one worker would spin thread all day, and another would weave cloth. This was faster than having one

person spin and then weave. During the second phase, manufacturers built factories to bring specialized workers together. Products could be made more quickly than before.

In the third phase, factory workers used machinery to perform some of their work. Many of the new machines ran on water-power or steam power. For example, power-driven looms took over the task of weaving. The worker's job changed from weaving to tending the machine. This change produced more fabric in less time.

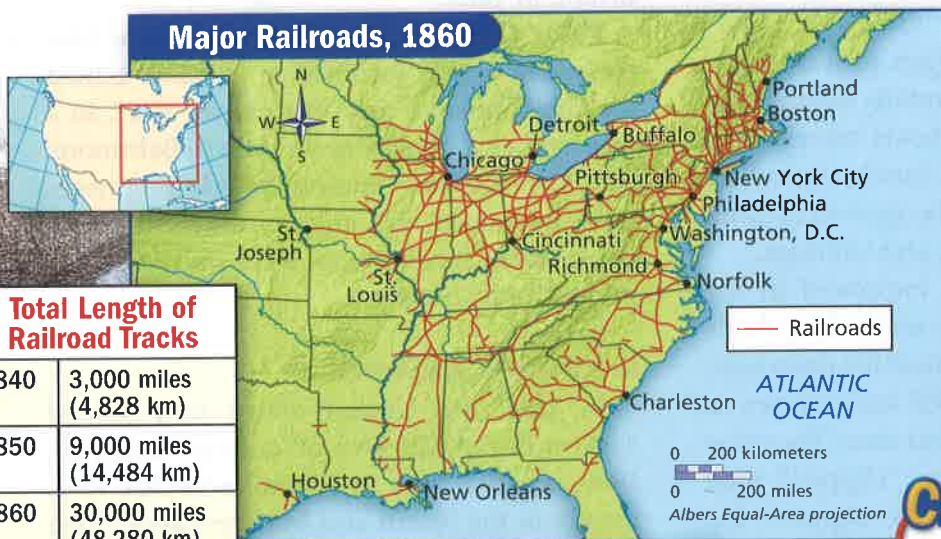
Mass production of cotton textiles began in New England in the early 1800s. **Elias Howe** invented the sewing machine in 1846. Using this machine and machine-made fabrics, workers produced clothing on a large scale. Other types of industries developed during the same period. By 1860, the Northeast's factories produced at least two-thirds of the country's manufactured goods.

Improved Transportation

Transportation improvements contributed to the success of America's new industries. Between 1800 and 1850, construction crews built thousands of miles of roads and canals.

Primary Source Railroad Expansion, 1860

Major Railroads, 1860



Making Tracks Trains were important not only for transporting people across the country, but they also allowed goods to be shipped greater distances than ever before. Beginning in the early 1800s, industrialization and technology began to change the way Americans worked, traveled, and communicated.

Critical Thinking

Making Inferences What region might have an advantage for transporting goods and people more easily?

Primary Source Steamboats and Clipper Ships

Powered by Steam In 1807 Robert Fulton launched his first steamboat, the *Clermont*, on the Hudson River. The first upriver voyage on the Mississippi, from New Orleans to Pittsburgh, was made in 1815. Within a few years, a large fleet of steamboats traveled on the Mississippi and its tributaries. Steamboats revolutionized transportation and played a large part in the settling of the Midwest.

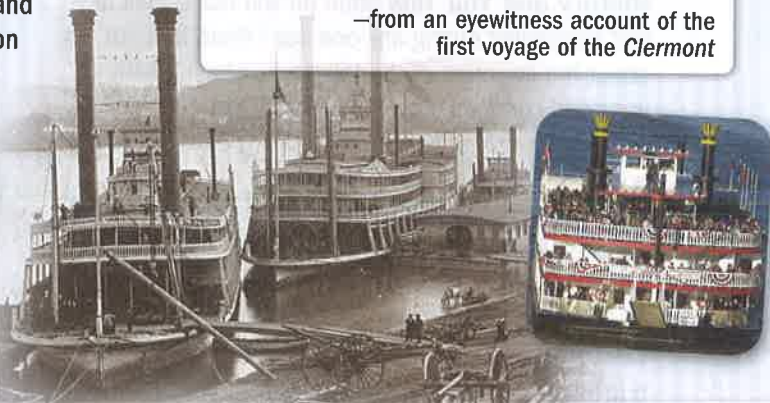
"From every point on the river whence the boat, announced by the smoke of its chimney, could be seen, we saw the inhabitants collect; they waved their handkerchiefs and hurraed for Fulton."

—from an eyewitness account of the first voyage of the *Clermont*

Robert Fulton's *Clermont* ▼



▲ Ticket for the first steam ferry from Manhattan to Brooklyn in 1814



▲ Steamboats congregated in great numbers at Cincinnati, a major river port, in the 1800s. Today, Cincinnati celebrates that heritage with a yearly festival (above far right).

Canals opened new shipping routes by connecting many lakes and rivers. Upstream travel against the current was extremely difficult though. That changed in 1807, when inventor **Robert Fulton** demonstrated a reliable steamboat. Steamboats could carry goods and passengers more cheaply and quickly along inland waterways than flatboats or sail-powered vessels.

In the 1840s, builders began to widen and deepen canals to accommodate steamboats. By 1860 about 3,000 steamboats traveled the country's major rivers and canals, as well as the Great Lakes, spurring the growth of cities such as Cincinnati, Buffalo, and Chicago.

Sailing ships also were improved in the 1840s. The **clipper ships**—with sleek hulls and tall sails—were the pride of the open seas. They could sail 300 miles (483 km) per day, as fast as most steamships at that time. The ships got their name because they "clipped" time from long journeys. Before the clippers, the voyage from New York to Great Britain took about 21 to 28 days. A clipper ship could usually make that trip in half the time.

Locomotives

The development of railroads in the United States began with short stretches of tracks to connect mines with nearby rivers. Horses, rather than locomotives, pulled the early trains. The first steam-powered passenger locomotive, the *Rocket*, began operating in Britain in 1829.

Peter Cooper designed and built the first American steam locomotive in 1830. Called the *Tom Thumb*, it got off to a bad start. In a race against a horse-drawn train in Baltimore, the *Tom Thumb*'s engine failed. Engineers soon improved the engine, and within 10 years steam locomotives were pulling trains in the United States.

A Railway Network

In 1840 the United States had almost 3,000 miles (4,828 km) of railroad track. By 1860, it had almost 31,000 miles (49,890 km), mostly in the North and Midwest areas. One railway linked the cities of New York City and Buffalo. Another connected the Pennsylvania cities of Philadelphia and Pittsburgh.

Wind in the Sails Clipper ships were designed to carry small, but highly profitable, cargoes over long distances at high speeds. In 1851 one of those ships, the *Flying Cloud*, made the passage from New York to San Francisco in 89 days—a record never beaten by another sailing ship. The age of the clipper ship ended in the late 1800s due to decreased shipping costs on steamships. After that, only ships that could carry large cargoes could make a profit.

"Steamers were improving, but they could not stand up with the clippers in honest competition. . . . The editor of Harper's Magazine . . . predicted 'if our steam-men do not look to their oars [there will be] a return to the old and wholesome service of wind and sail.'"

—from *Clipper Ship Men*

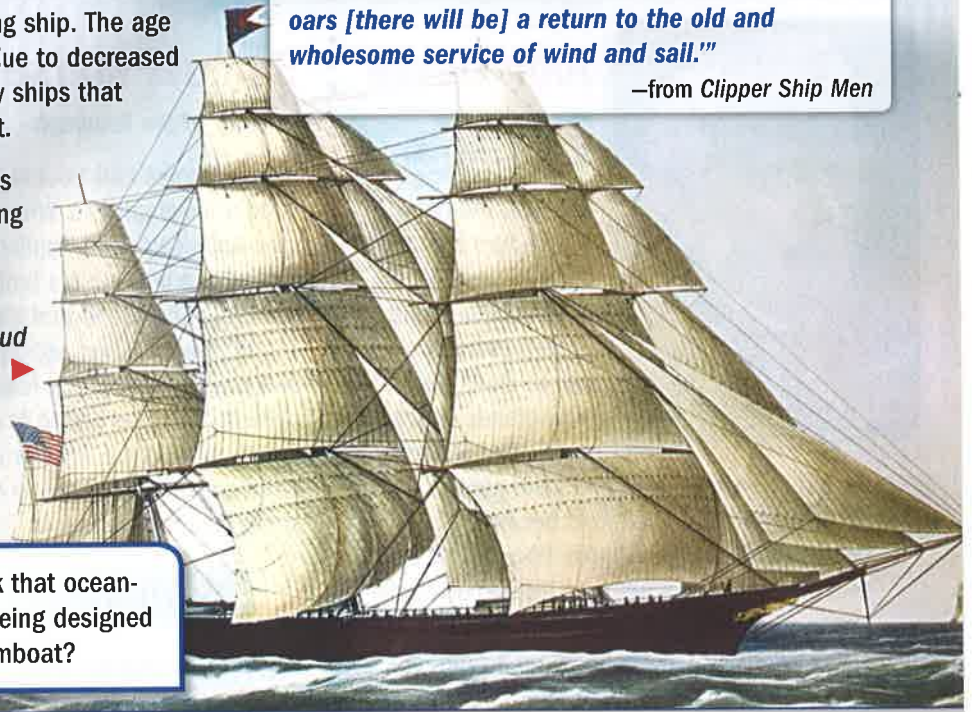


◀ A poster announces a clipper ship sailing from New York to San Francisco.

The *Flying Cloud* under full sail ▶

Critical Thinking

Speculating Why do you think that ocean-going sailing ships were still being designed after the invention of the steamboat?



Yet another linked Baltimore and Wheeling, Virginia (now West Virginia). Railway builders connected these eastern lines to lines being built farther west in Ohio, Indiana, and Illinois. By 1860, a network of railroad track united the Midwest and the East.

Moving Goods and People

Along with canals, the railways **transformed**, or changed, trade in the nation's interior. The changes began with the opening of the Erie Canal in 1825 and the first railroads of the 1830s. Before this time, agricultural goods were carried down the Mississippi River to New Orleans. From there they were shipped to the East Coast or to other countries.

The development of the east-west canal and the rail network allowed grain, livestock, and dairy products to move directly from the Midwest to the East. Goods could now be moved faster and more cheaply. As a result, manufacturers in the East could offer them at lower prices.

The railroads also played an important role in the settlement and industrialization of the

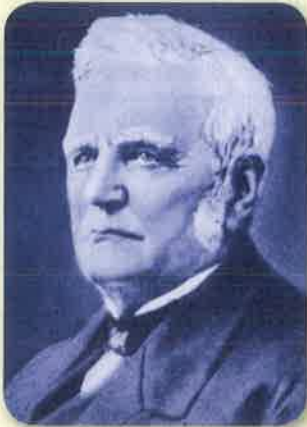
Midwest. Fast, affordable train travel brought people into Ohio, Indiana, and Illinois. The populations of these states grew. As more people moved into the area, new towns and industries developed.

Faster Communication

The growth of industry and the new pace of travel created a need for faster methods of communication over the vast distances. The **telegraph**—an apparatus that used electric signals to transmit messages—filled that need.

Samuel Morse, an American inventor, was seeking support for a system of telegraph lines. On May 24, 1844, Morse got the chance to demonstrate that he could send messages instantly along wires. As a crowd in the U.S. capital watched, Morse tapped in the words "What hath God wrought!" A few moments later, the telegraph operator in Baltimore sent the same message back in reply. The telegraph worked! Soon telegraph messages were flashing back and forth between Washington, D.C., and Baltimore.

People IN HISTORY



John Deere

Inventor of the Steel-Tipped Plow

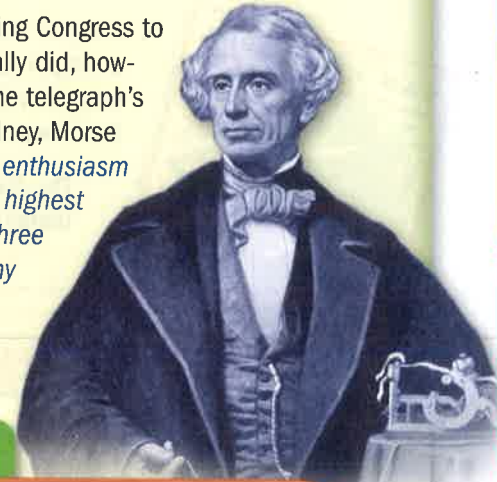
Because the heavy Midwestern soil stuck to cast-iron plows, farmers had to stop every few feet to clean the plow blades. Blacksmith John Deere

set out to create a polished steel plow that would clean itself. The plows became a successful new business. Within 10 years he was selling 1,000 plows per year. Deere constantly improved his design. He was quoted as saying, *"I will never put my name on a product that does not have in it the best that is in me."*

Samuel Morse

Inventor of the Telegraph

Samuel Morse had trouble convincing Congress to build a telegraph line. When he finally did, however, Americans were thrilled with the telegraph's speed. In a letter to his brother, Sidney, Morse described the scene that day: *"The enthusiasm of the crowd . . . was excited to the highest pitch. . . . They gave the Telegraph three cheers, and I was called to make my appearance at the window where three cheers were given to me by some hundreds present."*




CRITICAL Thinking

1. **Analyzing** What did Samuel Morse and John Deere have in common?
2. **Identifying** What showed the popularity of the telegraph? Of the steel-tipped plow?

Morse transmitted his message in **Morse code**. This code, which Morse developed and which bears his name, is a series of dots and dashes representing the letters of the alphabet. A skilled Morse code operator could rapidly tap out words in the dot-and-dash alphabet.

Americans adopted the telegraph eagerly. A British visitor marveled at the speed with which Americans formed telegraph companies and erected telegraph lines. Americans, he wrote, were driven to "annihilate [wipe out] distance" in their vast country. To speed the transmission of news using the telegraph, the Associated Press was formed in 1848. By 1852, there were about 23,000 miles (37,015 km) of telegraph lines in the United States.

 **Reading Check** **Explaining** How did canals and railways transform trade in the interior of the United States?

Agriculture

Main Idea Revolutionary inventions in the 1830s changed farming methods, and agriculture became more profitable.

History and You Have you or your family ever bought produce from a farmers market? Read to learn how agriculture boomed during the 1800s.

The railroads gave farmers access to new markets far from their homes in which to sell their products. At the same time, advances in agricultural technology allowed farmers to greatly increase the size of the harvests they produced.

In the early 1800s, few farmers had ventured into the treeless Great Plains west of Missouri, Iowa, and Minnesota. Even areas of mixed forest and prairie west of Ohio and Kentucky seemed too difficult for farming.

Settlers worried that their wooden plows could not break the prairie's matted sod. Further, they worried that the soil would not be fertile enough to support fields of crops.

Revolution in Agriculture

Three revolutionary inventions of the 1830s changed farming methods and encouraged settlers to cultivate larger areas of the Midwest. One invention was the steel-tipped plow that **John Deere** invented in 1837. Far sturdier than the wooden plow, Deere's plow easily cut through the hard-packed prairie sod. Equally important were the mechanical reaper, which sped up the harvesting of wheat, and the thresher, which quickly separated the grain from the stalk.

McCormick's Reaper

Born on a Virginia farm, **Cyrus McCormick** became interested in machines that would ease the burden of farmwork. McCormick designed and constructed the mechanical reaper. He made a fortune manufacturing and selling it.

For hundreds of years, farmers harvested grain with handheld sickles, or cutting tools. McCormick's reaper could harvest grain much faster than a person using a sickle.

History ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 13 Web Activity about agriculture in the mid-1800s.

Because farmers could harvest wheat so quickly, they began planting more of it. Growing wheat became profitable. McCormick's reaper ensured that raising wheat would remain the main economic activity on the Midwestern prairies.

New machines and the accessibility to railroads allowed farmers to devote more acres to cash crops—crops raised strictly for sale. Midwestern farmers began growing wheat as a cash crop and shipping it east by train and canal barge. Farmers in the Northeast and Middle Atlantic states increased their production of fruits and vegetables.

Despite improvements in agriculture, the North turned away from farming and toward industry. It was difficult to make a living farming the rocky soil of New England. Industry, however, flourished in the area. The number of people working in factories continued to rise.



Reading Check

Identifying What innovation sped up the harvesting of wheat?

Section 1 Review

History ONLINE

Study Central™ To review this section, go to glencoe.com.

Vocabulary

- Write a paragraph in which you explain why each of these terms appears in a chapter about American life in the first half of the nineteenth century:
[innovation](#), [clipper ship](#), [transform](#), [telegraph](#), [Morse code](#).

Main Ideas

- Summarizing** How were messages sent via telegraph? Why was this invention important?

- Identifying** List innovations in farming methods in the 1830s.

Critical Thinking

- Making Connections** Use a diagram like the one below to show factors that encouraged the settlement of the Midwest.



- Expository Writing** Write a paragraph discussing why industrial growth and the new pace of travel created a desire for faster communication.

Answer the Essential Question

- What innovations in industry, travel, and communications changed the lives of Americans in the 1800s?

Section

2

The North's People



Section
Audio



Spotlight
Video

Essential Question

How did immigration have an impact on cities, industry, and culture in the North?

Reading Guide

Content Vocabulary

trade union

(p. 396)

discrimination

(p. 396)

strike (p. 396)

famine (p. 398)

prejudice (p. 396)

nativist (p. 399)

Academic Vocabulary

community (p. 396)

license (p. 397)

Key People and Events

Henry Boyd (p. 396)

Samuel Cornish (p. 396)

John B. Russwurm (p. 396)

Macon B. Allen (p. 397)

Sarah G. Bagley (p. 397)

Know-Nothing Party (p. 399)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to list two reasons for the growth of cities.

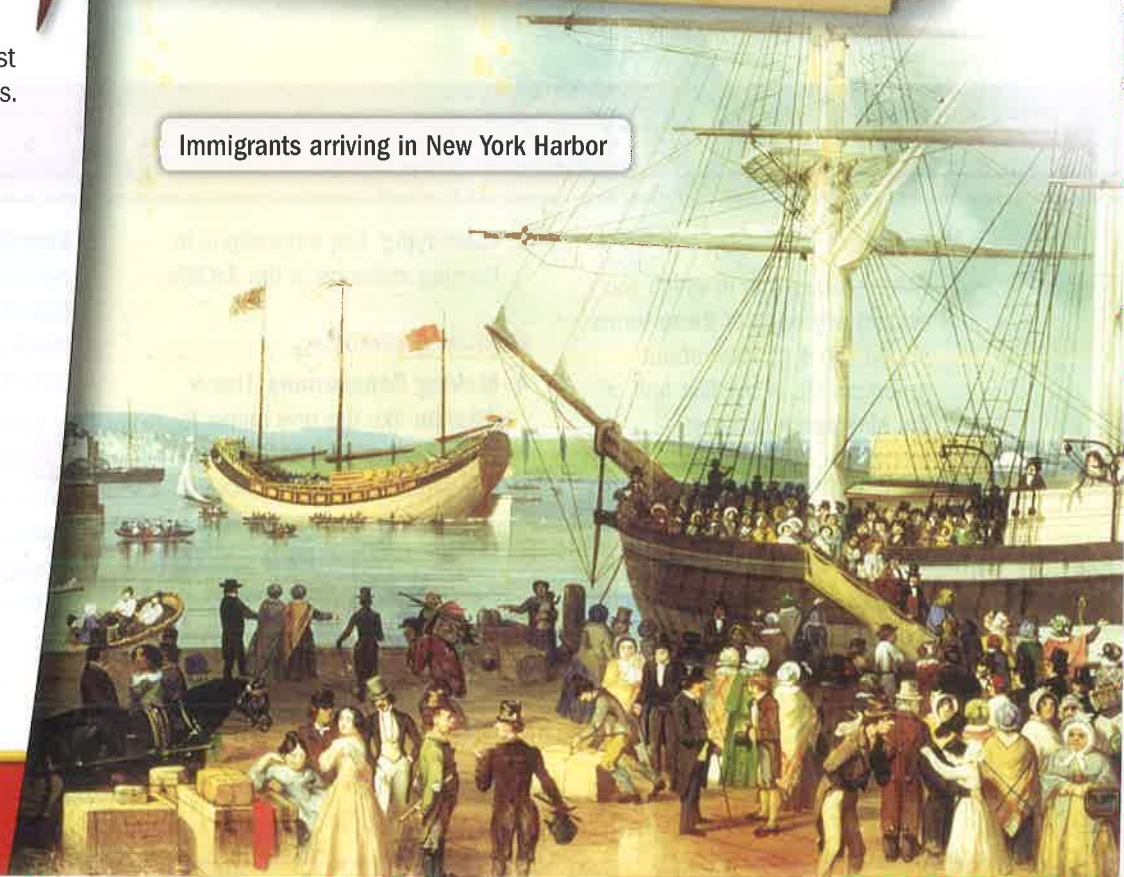


American Diary

"Over there [Germany], alas, common sense and free speech lie in shackles. . . . I invite you to come over here, should you want to obtain a clear notion of genuine public life, freedom of people and sense of being a nation. . . . I have never regretted that I came here, and never! never! again shall I bow my head under the yoke of despotism and folly."

—August Blümner, a German immigrant quoted in News from the Land of Freedom

Immigrants arriving in New York Harbor



Northern Factories

Main Idea Many workers in the mid-1800s saw the need for reforms in working conditions.

History and You Do you babysit or mow lawns to earn money? Is the pay fair? Read to learn why workers in the mid-1800s wanted to earn more pay and improve their working conditions.

For many immigrants like August Blümner, America meant freedom and liberty. Immigrants often settled in cities and found work in the many mills and factories there. Working conditions were harsh, however, and reforms were needed.

Between 1820 and 1860, America's manufacturing increasingly shifted to mills and factories. As numerous machines took over more production tasks, these tasks were brought under one roof—creating the factory system. In addition to textiles and clothing, factories produced items such as shoes, watches, guns, sewing machines, and agricultural machinery.

Working Conditions

As the factory system developed, working conditions worsened. Employees worked long hours, averaging 11.4 hours per day by 1840. Factory work involved many dangerous conditions, and longer workdays caused on-the-job accidents.

For example, long leather belts connected the machines to the factory's water-powered driveshaft. These belts had no protective shields. Workers, especially children, often suffered injuries from the rapidly spinning belts. Many workers lost their fingers or broke their bones.

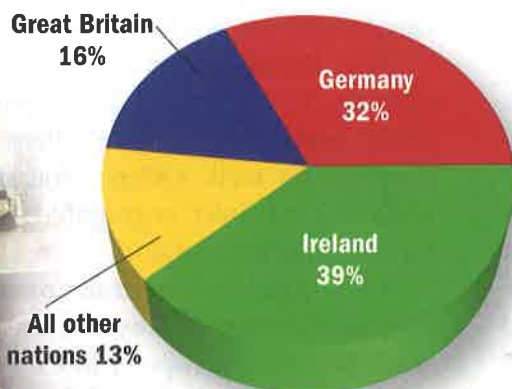
Employees often labored under unpleasant conditions. Factories were miserably hot and stifling in the summer. The machines gave off heat, and air-conditioning had not yet been invented. Most factories had no heating in the winter, and workers were cold.

Factory owners were often more concerned about profits than about employees' comfort and safety. No laws existed to regulate working conditions or to protect workers.

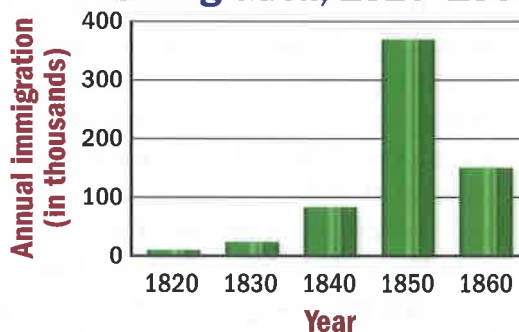
By the Numbers Immigration in the Mid-1800s

Sources of Immigration Newcomers came to America from many different countries in the mid-1800s, but the overwhelming majority came from Ireland and Germany.

Sources of U.S. Immigration,
1841–1860



Immigration, 1820–1860



Critical Thinking

Predicting Why might people leave their homeland for another country?

Primary Source The Lowell Textile Mills

Lowell Girls In Lowell, Massachusetts, the textile mills were staffed mainly by young female workers known as “Lowell girls.” They toiled long hours in a hot, dangerous working environment for low wages. While they sought better working conditions, the girls had opportunities to attend social gatherings and educational programs.

“Pleasures there are, even in factory life; and we have many. . . . Where can you find a more pleasant place for contemplation?”

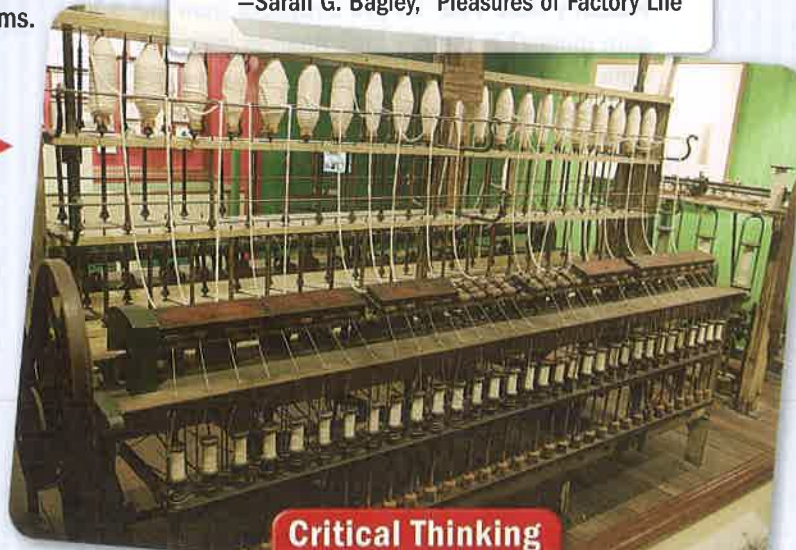
—Sarah G. Bagley, “Pleasures of Factory Life”



Power loom of the type used at the Lowell factories



◀ Cover of the *Lowell Offering*, a magazine published by the women at the Lowell mills



Critical Thinking

Analyzing Refer to the quotation and the pictures, and describe what it was like to work in the Lowell mills.

Workers' Attempts to Organize

By the 1830s, workers began organizing to improve working conditions. Fearing the growth of the factory system, skilled workers formed **trade unions**—organizations of workers with the same trade, or skill. Steadily worsening working conditions also led unskilled workers to organize.

In the mid-1830s, skilled workers in New York City staged a series of **strikes**. They refused to work in order to put pressure on employers. Workers wanted to receive higher wages and to limit their workday to 10 hours. Groups of skilled workers formed the General Trades Union of New York.

In the early 1800s, going on strike was illegal. Striking workers could be punished for breaking the law, or they could be fired from their jobs. In 1842 a Massachusetts court ruled that workers did have the right to strike. It would be many years, however, before workers received other legal rights.

African American Workers

Slavery largely disappeared from the North by the 1830s. However, racial **prejudice**—an unfair opinion not based on facts—and **discrimination**—unfair treatment of a group—remained. For example, New York no longer required white men to own property in order to vote. However, few African Americans were allowed to vote. Rhode Island and Pennsylvania passed laws to keep free African Americans from voting.

Most **communities** would not allow free African Americans to attend public schools. Many communities barred them from public facilities as well. Often African Americans were forced into segregated, or separate, schools and hospitals.

A few African Americans rose in the business world. **Henry Boyd** owned a furniture manufacturing company in Cincinnati, Ohio. In 1827 **Samuel Cornish** and **John B. Russwurm** founded *Freedom's Journal*, the

first African American newspaper, in New York City. In 1845 **Macon B. Allen** became the first African American **licensed**, or given official authority, to practice law in the United States. Most African Americans, however, were extremely poor.

Women Workers

Employers also discriminated against women, paying them less than male workers. Men excluded women from unions and wanted them kept out of the workplace.

Some female workers tried to organize in the 1830s and 1840s. **Sarah G. Bagley**, a weaver from Massachusetts, founded the Lowell Female Labor Reform Organization. Her group petitioned for a 10-hour workday in 1845. Because most of the petitioners were women, the legislature did not consider the petition. Women like Sarah Bagley, however, paved the way for later movements to correct the injustices against female workers.

Reading Check Describing How did conditions for workers change as the factory system developed?

The Rise of Cities

Main Idea European immigrants often faced hardships and discrimination when they settled in Northern cities.

History and You Do you have Irish or German ancestors or know someone who does? Read to learn why many Irish and Germans came to the United States.

The growth of factories and immigration—the movement of people into a country—went hand in hand with the growth of Northern cities. Both natural-born citizens and immigrants flocked to the cities, where most of the factories were located. American manufacturers welcomed immigrants, many of whom were willing to work for low pay.

Increase in Urban Population

Between 1820 and 1840, some Midwestern towns that had been small villages located along rivers developed into major cities.

Primary Source Nativism

Anti-immigrant Sentiment Nativists feared the impact new immigrants would have on American culture. Many of the new immigrants were Catholic, while nativists were mainly Protestant. Nativists from the American Party (also called the Know-Nothing Party) tried to block immigration and limit the political rights of immigrants.

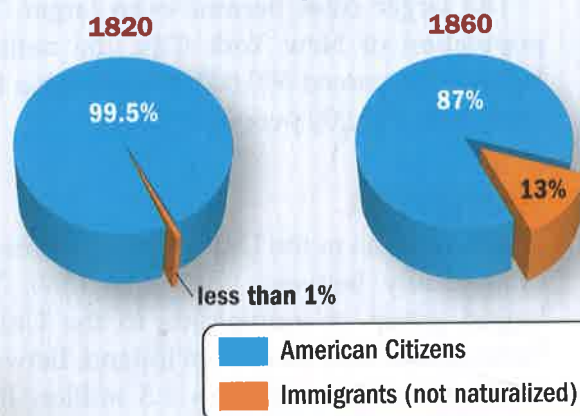
◀ American Party emblem, 1854

"Americans must rule America; and to this end native-born citizens should be selected for all State, Federal and municipal offices of government employment, in preference to all others."

—the American Party platform, from the American National Convention, 1856

By the Numbers

Immigrants as a Percentage of the Population

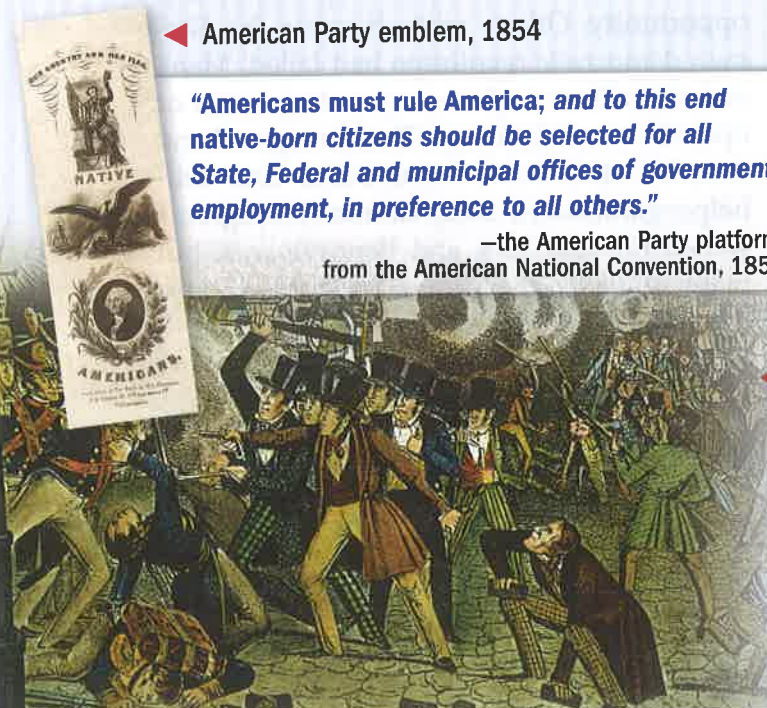


Source: Historical Census Browser, University of Virginia

◀ Protestants and Catholics battle in the streets of Philadelphia in 1844 over the issue of religious instruction in the schools.

Critical Thinking

Making Connections How was the issue of religious instruction in schools related to nativism?



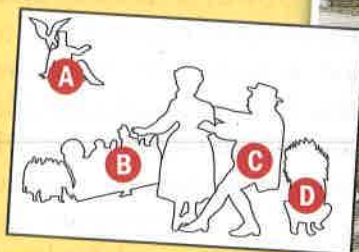
Primary Sources

INTERPRETING POLITICAL CARTOONS

Many Irish immigrants journeyed to the United States in the mid-1800s. Castle Garden, the building in the upper left, was the processing facility for immigrants at that time.

- 1. Interpreting** According to this cartoon, how do the British feel about the migration? How do you know?
- 2. Analyzing** What reason does the cartoon suggest for why the immigrants are leaving? How do you know?

- A. Uncle Sam (United States)
- B. Irish immigrants
- C. John Bull (Britain)
- D. British lion



St. Louis, Pittsburgh, Cincinnati, and Louisville profited from their waterfront locations. They became growing centers of trade that linked the farmers of the Midwest with the cities of the Northeast. After 1830, the Great Lakes became a center for shipping, and new urban centers such as Buffalo, Detroit, Milwaukee, and Chicago arose.

The larger cities became even larger. The population of New York City, the nation's largest city, passed 800,000. Philadelphia had more than 500,000 people in 1860.

Immigration

Immigration to the United States increased dramatically between 1840 and 1860. The largest group of immigrants to the United States at that time were from Ireland. Between 1846 and 1860, more than 1.5 million Irish immigrants arrived in the country. They came to the United States because of a potato blight that destroyed most of the Irish potato crops in the 1840s. A **famine**, an extreme shortage of food, struck Ireland. More than a million people died.

Mostly farmers, the Irish immigrants were too poor to buy land. For this reason many settled in the Northeast and took low-paying factory jobs in the cities. Many of the Irish men also worked on the railroads. Accounting for nearly half of the immigrants, Irish women became servants and factory workers in the Northern cities.

The second-largest group of immigrants in the United States between 1820 and 1860 came from Germany. Some sought work and opportunity. Others came because the German democratic revolution had failed. Many arrived with enough money to buy farms or open their own business. They prospered and founded their own communities and self-help organizations. Some German immigrants settled in New York and Pennsylvania, but many moved to the Midwest and the western territories.

The Impact of Immigration

The European immigrants who came to the United States between the years of 1820 and 1860 changed the character of the country.

These people brought their languages, customs, religions, and traditions with them. Some of their ways of life filtered into American culture.

Before the early 1800s, the country had relatively few Catholics. Most of them lived around Baltimore, New Orleans, and St. Augustine. Most Irish immigrants and about one-half of the German immigrants were Roman Catholics. Many Catholic immigrants settled in cities of the Northeast. The Church provided spiritual guidance and served as a center of community life for the newcomers.

The German immigrants brought their language as well as their religion. When they settled, they founded their own publications and established musical societies.

Immigrants Face Prejudice

In the 1830s and 1840s, anti-immigrant feelings rose. Some Americans feared that immigrants were changing the character of the United States too much.

People opposed to immigration were known as **nativists**. They believed that immigration threatened the future of "native"—American-born—citizens. Some nativists accused immigrants of taking jobs from "real"

Americans and were angry that immigrants would work for lower wages. Others accused immigrants of bringing crime and disease to American cities. Immigrants who lived in city slums were likely targets of this prejudice.

The Know-Nothing Party

Nativists formed secret anti-Catholic societies. In the 1850s, they formed a new political party: the American Party. Because members of nativist groups often answered questions about their organization with the statement "I know nothing," their party came to be known as the **Know-Nothing Party**.

The Know-Nothings called for stricter citizenship laws. They wanted to extend the immigrants' waiting period for citizenship from 5 to 21 years and to ban foreign-born citizens from holding office.

In the mid-1850s, the Know-Nothing movement split into a Northern branch and a Southern branch over the question of slavery. At this time the slavery issue was also dividing the Northern and Southern states of the nation.

 **Reading Check** **Identifying** Which two nations did most immigrants come from in the mid-1800s?

Section 2 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Use each of these terms in a sentence that will help explain its meaning: *trade union, strike, prejudice, discrimination, community, license, famine, nativist*.

Main Ideas

2. **Listing** List some of the early attempts at work reforms in the North.
3. **Discussing** Why did some Americans object to immigration?

Critical Thinking

4. **Classifying** Create a diagram like the one below to identify the two major groups of immigrants to the United States in the first half of the 1800s and show where they settled.



5. **Creative Writing** Imagine that you are an African American child living in the North in the mid-1800s. Write a poem in which you describe how you feel about your treatment.

6. **Answer the Essential Question**
How did immigration have an impact on cities, industry, and culture in the North?

Section

3

Southern Cotton Kingdom



Section
Audio



Spotlight
Video

Essential Question

How did the South's industry and economy differ from the industry and economy of the North?

Reading Guide

Content Vocabulary

cotton gin (p. 401) capital (p. 403)

Academic Vocabulary

consequence (p. 402) process (p. 402)

Key People and Events

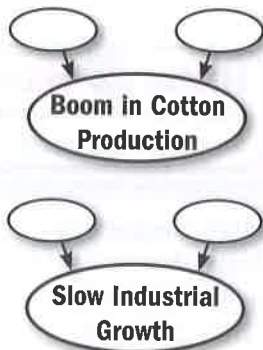
Eli Whitney (p. 401)

William Gregg (p. 403)

Joseph Reid Anderson (p. 403)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to show reasons cotton production grew but industrial growth was slower in the South.



American Diary

"I have just returned from Philadelphia. My business there was to lodge a Model of my machine and receive a Patent for it. I accomplished everything agreeable to my wishes. I had the satisfaction to hear it declared by a number of the first men in America that my machine is the most perfect & the most valuable invention that has ever appeared in this Country. I have received my Patent."

—Eli Whitney, letter to his father, March 30, 1794

Cotton gin being used on Southern plantation



Rise of the Cotton Kingdom

Main Idea The economy in the South, unlike that in the North, remained largely agricultural.

History and You What fabric is your favorite T-shirt or pair of sweats made of? Read to learn how cotton was a major economic asset to the Deep South.

Eli Whitney transformed cotton production with his new invention, the cotton gin. To the cotton planters of the South, Whitney's cotton gin was indeed the "most perfect and the most valuable invention."

Changes in the South

In 1790 the South seemed to be an underdeveloped agricultural region. Most Southerners lived along the Atlantic coast in Maryland, Virginia, and North Carolina. This area was known as the Upper South.

By 1850 the South had changed. Its population had spread inland to the Deep South—which included Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas.

The economy of the South was thriving. That economy depended, however, on slavery. Having all but disappeared from the North, slavery was growing stronger than ever in the South.

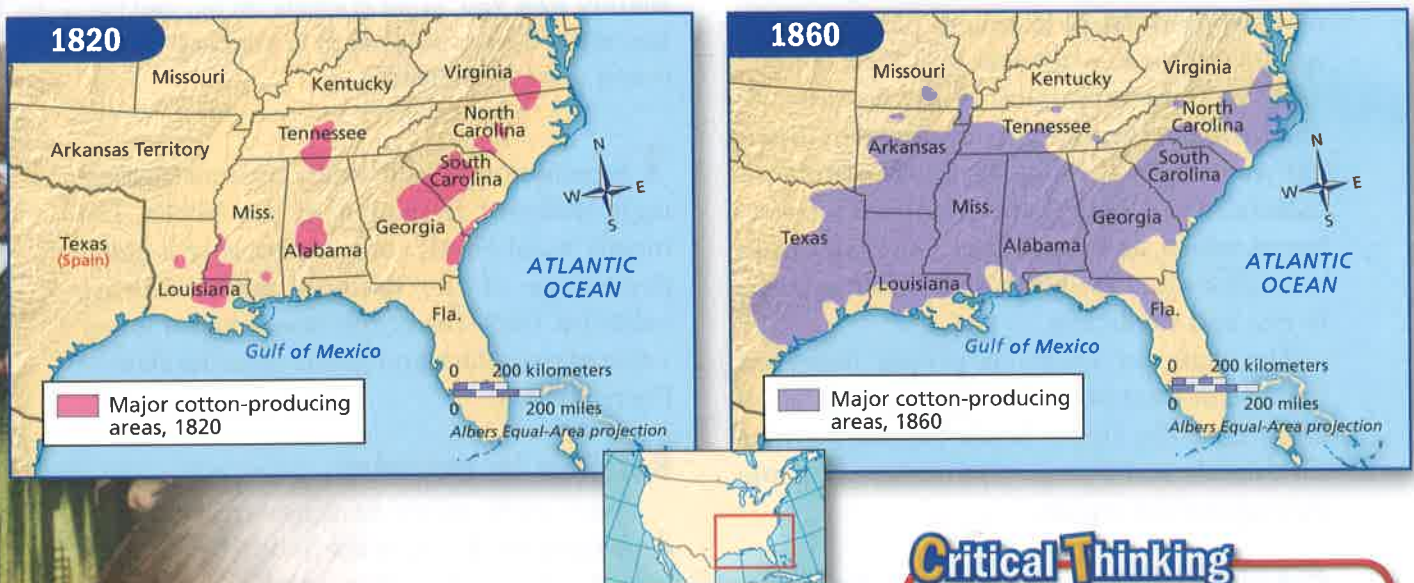
Cotton Rules the Deep South

In colonial times, rice, indigo, and tobacco made up the South's main crops. After the American Revolution, demand for these crops decreased. European mills now wanted Southern cotton. However, cotton took time and labor to produce. After harvest, workers had to carefully separate the plant's sticky seeds from the cotton fibers.

Cotton production was revolutionized when **Eli Whitney** invented the cotton gin in 1793. The **cotton gin** was a machine that could remove seeds from cotton fibers, dramatically increasing the amount of cotton that could be processed. A worker could clean 50 times more cotton each day with the machine than by hand. Furthermore, the gin was small enough for one person to carry from place to place.

By the Numbers Cotton Production, 1820–1860

The South's Agricultural Economy Agriculture was very profitable in the South. By 1860, cotton production made up 57.5 percent of U.S. exports.



Critical Thinking

Predicting How might an agricultural economy increase the need for workers?

Economics & History

Productivity is the amount of goods and services a worker can produce in a given period of time, such as an hour or a day.



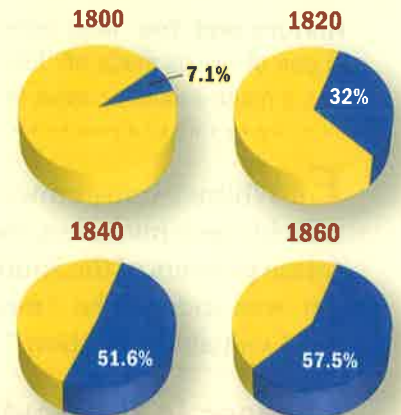
▲ Elias Howe's sewing machine enabled workers to make large amounts of clothing in a day.

Productivity in services increased too. The steamboat could move cotton goods to market faster. ►

Advances in technology increased productivity in the 1800s. Before the invention of the cotton gin, a worker could produce 1 pound of cotton a day by hand. With the cotton gin, a worker could produce 50 pounds of cotton a day. This increase in productivity meant (a) farmers could grow more cotton to sell; and (b) the use of slave labor increased. By the mid-1800s, cotton made up more than one-half of U.S. exports.



Cotton Production as a Percentage of U.S. Exports



Source: Historical Statistics of the United States

Critical Thinking

- 1. Making Inferences** In addition to technology, what other factors might increase productivity?
- 2. Determining Cause and Effect** How do you think increases in productivity affected the price consumers paid for a cotton shirt? Why?

Whitney's invention had important **consequences**, or results. Because the cotton gin **processed**, or prepared, cotton fibers so quickly, farmers wanted to grow more cotton to increase their profits. Thus, they needed more laborers. Many Southern planters relied on slave labor to plant and pick their cotton.

By 1860 the economies of the Deep South and the Upper South had developed in different ways. Both parts of the South were agricultural. The Upper South produced tobacco, hemp, wheat, and vegetables. The Deep South was committed to cotton and, in some areas, to rice and sugarcane.

The value of enslaved people increased because of their key role in producing cotton and sugar. The Upper South became a center for the sale and transport of enslaved people throughout the region.

✓ **Reading Check** **Describing** What effect did the cotton gin have on the South's economy?

Industry in the South

Main Idea Industry developed slowly in the South for a variety of reasons.

History and You To get to school, do you take the bus, ride in a car, or walk? Read to learn how the people of the South traveled.

The economy of the South became increasingly different from that of the North. The mostly rural South contributed only a small percentage of the nation's manufacturing value by 1860. The entire South had a lower value of manufactured goods than the state of Pennsylvania.

Barriers to Industry

There were many reasons why industry developed so slowly in the South. One reason was the boom in cotton sales. Agriculture, especially cotton, was extremely profitable.

Another stumbling block in the South was the lack of **capital**—money to invest in businesses. Planters would have had to sell enslaved people or land to raise the money to build factories. In addition, the market for manufactured goods in the South was small. The large population of enslaved people had no money to buy merchandise. This limited local market discouraged industries from developing. Yet another reason is that some Southerners simply did not want industry. One Texas politician, Louis Wigfall, summed up that Southern point of view:

PRIMARY SOURCE

"We want no manufactures: we desire no trading, no mechanical or manufacturing classes. As long as we have our rice, our sugar, our tobacco and our cotton, we can command wealth to purchase all we want."

—quoted in *Louis T. Wigfall, Southern Fire-eater*

Southern Factories

Some Southern leaders wanted to develop industry in the region. They argued that the South depended too much on the North for manufactured goods. These leaders also argued that factories would help the less prosperous economy of the Upper South.

Two Southerners shared this view. **William Gregg**, a South Carolina merchant, opened his own textile factory. In Virginia, **Joseph Reid Anderson** took over the Tredegar Iron Works and made it one of the nation's leading iron producers. During the Civil War, Tredegar provided artillery and other iron products for the Southern forces. These industries, however, were the exception rather than the rule in the South.

Southern Transportation

Natural waterways were used to transport goods in the South. Most towns were located on coasts or along rivers. Few canals existed, and roads were poor.

The South had fewer railroads than the North. Southern rail lines were short, local, and not interlinked. Thus Southern cities grew more slowly than Northern cities where railways were major routes of commerce and settlement. By 1860 only about one-third of the nation's rail lines lay within the South. This rail shortage would seriously hinder the South during the Civil War.

Reading Check **Explaining** What is capital? Why is it important for economic growth?

Section 3 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Use **cotton gin**, **consequence**, **process**, and **capital** in complete sentences to define the terms.

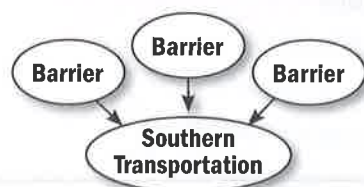
Main Ideas

2. **Discussing** Discuss the similarities and differences between the economies of the Upper South and the Deep South around 1860.

3. **Explaining** Why did some Southerners feel that industrial growth would benefit the region?

Critical Thinking

4. **Identifying** Re-create the diagram below to show the barriers to Southern transportation.

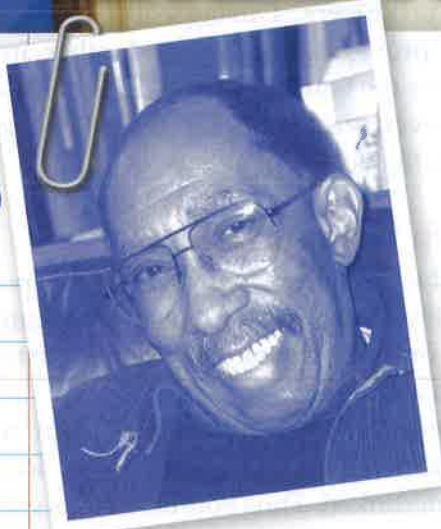


5. **Persuasive Writing** Look again at the words of the Texas politician who said, "We want no manufactures." Add a second paragraph to his quotation that explains, in words you imagine could be his, why he opposes industry for the South.

Answer the Essential Question

6. How did the South's industry and economy differ from the industry and economy of the North?

America's LITERATURE



Meet the Author

Julius Lester (1939–) took inspiration for *Day of Tears* from several sources, one being a photograph of an enslaved girl, about nine years old, holding a white baby. This girl served as Emma, the main character of the novel, and Lester kept her photograph on his desk while he wrote the book.

Building Background

In *Day of Tears*, Julius Lester uses dialogue to tell the story of the largest auction of enslaved people in U.S. history, which took place in Savannah, Georgia, in 1859. More than 400 enslaved people were put up for sale. The readers hear the words and thoughts of more than 20 characters, including the enslaved and their slaveholders, as they describe the horrors of the auction. This was known as the “weeping time.” As you read this excerpt from *Day of Tears*, consider how Lester’s use of dialogue affects the overall theme of humanity.

Vocabulary

strident high-pitched

verge edge

coach carriage

Slave Market
by Eyre Crowe ▶



DAY OF TEARS

Julius Lester

Characters

Emma 12-year-old enslaved girl

Will Emma’s father

Mattie Emma’s mother

Pierce Butler slaveholder

Sarah Master Butler’s daughter

Frances Master Butler’s daughter

emma

The lady in the long blue dress and slave-seller were looking in this direction. Ain’t nothing over here for them to see. Now the slave-seller say something to Master [Butler] and then Master and the lady start talking. Master shakes his head. She talks some more. Master don’t shake his head this time.

She talk some more. This time Master nods slowly. The woman holds out her hand and Master shakes it. The woman turn around and look over here again. Miss Frances is looking over this way, too. Master look like he found something very interesting on the floor to stare at. Master say something to Frances and she starts in this direction.

I see Papa. He's staring at Master and looks angry about something.

FRANCES: (Calls out loudly as she comes near.) Sarah! Papa wants you!

SARAH: (Starts toward her sister, still holding Emma's hand.) Come on, Emma. It's time to go home.

FRANCES: (Close enough to Sarah and Emma that she doesn't have to raise her voice.) Emma can't come.

SARAH: Why not?

FRANCES: Because. . .

EMMA: (Beginning to understand what she just witnessed.) Frances? Did Master Butler sell me to that lady? Is that what they was shaking hands about?

FRANCES: (Refuses to look at Emma.) Come on, Sarah! Now! (Her voice is **strident** and she is on the **verge** of tears.) Please, Sarah! Papa wants you to come with me!

SARAH: Emma? Papa wouldn't sell you. I know he wouldn't do that.

EMMA: (Puts her arms around Sarah and holds her tightly, blinking her eyes rapidly to hold back her own tears.) You go on with your sister. Your papa wants you. You go on now.

SARAH: But, what about you? I want you to come.

EMMA: You go on. Everything will be all right. (Takes her arms from

around Sarah, looks at Frances and opens her arms. Frances runs to Emma's embrace, tears trickling down her face. The two hug tightly. After a moment, Emma releases her.) You go on now. You don't want to keep your papa waiting.

* * *

mattie

I knew something terrible had happened the minute I heard that girl [Sarah] screaming. From way down the road I could hear her, and the closer they got, the louder her screaming was. I ran outside and the **coach** had hardly stopped before she was out the door and running to me.

"Papa sold Emma! Papa sold Emma!" she sobbed. . . .

I knew something terrible had happened the minute I heard that girl screaming.

[Will] got down from the coach and come over to where I was outside the door to the kitchen and he hugged me real hard and kept saying over and over, "I'm sorry, Mattie. I'm sorry," like it was his fault. Sarah was there in between us like she wanted as much of the hugging as she could get, and Will picked her up. She put one arm around my neck and one around Will's and the three of us had ourselves a good cry.

Analyzing Literature

1. **Respond** What surprised you most about Master Butler's sale of Emma?
2. **Recall and Interpret** What actions show Master Butler is unhappy about selling Emma?
3. **Evaluate**
 - (a) How does the dialogue structure affect point of view in the story?
 - (b) In your opinion, which character seems most sympathetic toward the slaves—Sarah, Frances, or Master Butler? Why?

Section

4

The South's People



Section
Audio



Spotlight
Video

Essential Question

How did unique elements of culture develop among enslaved African Americans in the South?

Reading Guide

Content Vocabulary

yeoman (p. 407)	spiritual (p. 409)
tenant farmer (p. 407)	slave codes (p. 410)
overseer (p. 408)	literacy (p. 412)

Academic Vocabulary

legal (p. 409)	brief (p. 410)
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Key People and Events

Nat Turner (p. 410)
Harriet Tubman (p. 411)
Frederick Douglass (p. 411)
Underground Railroad (p. 411)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to describe the work that was done on Southern plantations.



American Diary

"We lodged in log huts, and on the bare ground. . . . In a single room were huddled, like cattle, ten or a dozen persons, men, women, and children. . . . Our beds were collections of straw and old rags, thrown down in the corners and boxed in with boards; a single blanket the only covering. . . . The wind whistled and the rain and snow blew in through the cracks, and the damp earth soaked in the moisture till the floor was miry [muddy] as a pigsty [enclosed area where pigs live]."

—from Father Henson's Story of His Own Life



Former slave quarters on a plantation in South Carolina

Farms and Plantations

Main Idea The South had far more small farms than large plantations.

History and You Would you like to own your own business one day? Read to learn about what it took to keep a plantation operating.

The Southern economy was based on agriculture. Enslaved workers like Josiah Henson were used to farm the land. The South before 1860 is usually portrayed as a land of stately plantations that wealthy white slaveholders owned. In reality most white Southerners were either small farmers without enslaved people or planters with a handful of enslaved workers. Most white Southerners fit into four categories: yeomen, tenant farmers, the rural poor, or plantation owners.

Small Farmers and the Rural Poor

Yeomen—farmers who did not have enslaved workers—made up the largest group of whites in the South. Most yeomen owned land, ranging from 50 to 200 acres (20 to 81 ha). They grew crops for their own use and to

sell, trading produce with local merchants. Yeomen lived mostly in the Upper South and in the hilly areas of the Deep South.

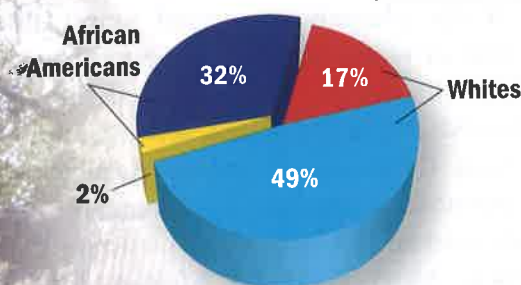
Not all Southern whites owned land. Some rented land or worked as **tenant farmers** on landlords' estates. The majority of Southern whites lived in simple homes—cottages or log cabins. Others—the rural poor—lived in crude cabins in wooded areas. Looked down on by other whites, the rural poor were stubbornly independent. They were proud of being self-sufficient and avoided jobs that were normally done by enslaved people.





Plantations

A large plantation might cover several thousand acres. Plantation owners usually lived in comfortable but not luxurious farmhouses. They measured their wealth partly by the number of enslaved people they controlled. Only about 4 percent of plantation owners held 20 or more enslaved workers in 1860. Most slaveholders held fewer than 10 enslaved workers. A few free African Americans also held enslaved workers. Some free African Americans purchased members of their own families to free them.

By the Numbers Southern Population, 1860

A Slaveholding Society In 1860 about 400,000 households in the South held enslaved workers. Nearly 4 million African Americans remained in slavery.

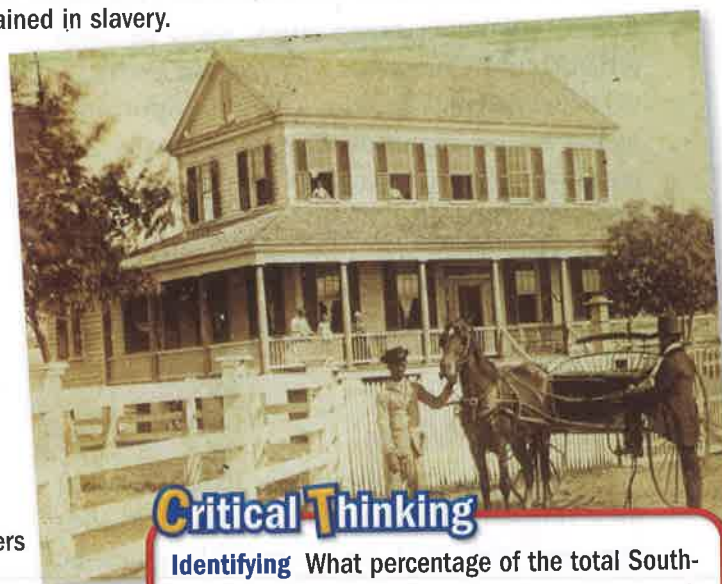


African Americans		Whites	
	Enslaved		Slaveholders
	Free		Not slaveholders

*Total population = 12 million

Source: Geospatial and Statistical Data Center

The Legree Plantation, Capers Island, South Carolina ►



Critical Thinking

Identifying What percentage of the total Southern population did African Americans make up?

THEN Enslaved people drew on the rhythms of their African homeland to create uniquely American musical forms. One form was the *work song* or *field holler*. A worker led a rhythmic call-and-response song, which sometimes included shouts and moans. The beat set the tempo for their work.

Conversion of enslaved African Americans to Christianity gave rise to *spirituals*, or religious folk songs. Often spirituals combined a longing for freedom with religious themes, as in "Swing Low, Sweet Chariot."

"Swing Low, Sweet Chariot"

Swing low, sweet chariot
Coming for to carry me home.
I looked over Jordan and what did I see
Coming for to carry me home
A band of angels coming after me
Coming for to carry me home

"While on their way [to work], they [the slaves] would make the dense old woods . . . [echo] with their wild songs, revealing at once the highest joy and the deepest sadness."

—Frederick Douglass, *Narrative of the Life of Frederick Douglass*

The main economic goal for large plantation owners was to earn profits. Such plantations had fixed costs. These are regular operating expenses that remain much the same year after year—housing and feeding workers, for example.

Cotton prices, however, varied from season to season, depending on the market. To receive the best prices, planters sold their cotton to agents in large cities, such as New Orleans and Charleston. The cotton exchanges, or trade centers, were of vital importance to the cotton economy. The agents extended credit—a form of loan—to the planters and held the cotton for several months until the price rose. Then the agents sold the cotton. Only at that time were the planters paid for their cotton. This system kept the planters in debt.

Plantation Wives

Wives of plantation owners took charge of their households. They supervised the buildings and the fruit and vegetable gardens.

They watched over the enslaved domestic workers and sometimes tended to them when they became ill. In addition, they might keep the plantation's financial records. Their life was often difficult and lonely. Planters were often absent to deal with cotton agents. Their wives spent long periods alone.

Work on the Plantation

Large plantations needed many different kinds of workers. Some enslaved people did domestic work. They cleaned the house, cooked, did laundry and sewing, and served meals. Others were trained as blacksmiths, carpenters, shoemakers, or weavers. Still others worked in the pastures, tending the livestock. Most enslaved African Americans, however, were field hands. They worked from sunrise to sunset to plant, tend, and harvest crops. An **overseer**, or plantation manager, supervised them.



Reading Check

Identifying What group made up the largest number of whites in the South?

Now Out of the rhythmic patterns and themes of work songs and spirituals arose a new musical form—the blues. The blues influenced later styles, including jazz, rock and roll, and rap.

"[Jazz] is the highest [interpretation] of individual emotion in the history of Western music."
—Wynton Marsalis

◀ Jazz musician Wynton Marsalis

Critical Thinking

- 1. Interpreting** What is the religious theme in "Swing Low, Sweet Chariot"? How might this song also be about slavery?
- 2. Making Inferences** Why do you think enslaved African Americans sang?

Life Under Slavery

Main Idea Despite their hardships, enslaved African Americans found methods to help them cope with their lack of freedom.

History and You Can you imagine moving to a foreign land that has different customs? Read to learn how enslaved African Americans coped with their situation.

Enslaved African Americans suffered hardships and misery. They worked hard, earned no money, and had little hope of freedom. One of their worst fears was being sold to another planter and separated from their loved ones. In the face of these brutal conditions, they had to cope with their situation. Enslaved African Americans maintained their family life as best they could and developed a culture all their own, blending African and American elements. They resisted slavery through a variety of clever methods and looked ahead to the day when they would be set free.

Family Life

Enslaved people had few comforts beyond the bare necessities. Uncertainty and danger were constant threats in their lives. American laws in the early 1800s did not protect enslaved families. A slaveholder's death could lead to the breakup of an enslaved family. A husband or wife could be sold and moved away. Although not recognized by law, marriages between enslaved people occurred. Their marriage vows included the phrase "until death or separation do us part." Couples recognized and lived with the possibility that one of them could be sold.

Enslaved people needed some measure of stability in their lives. They established a network of relatives and friends who made up their extended family. If a father or mother were sold, an aunt, an uncle, or a close friend could raise the children left behind. Large, close-knit, extended families became a vital feature of African American culture.

African American Culture

In 1808 Congress outlawed the slave trade. Slavery remained **legal**, or permitted by law, but no new enslaved people could enter the United States. By 1860, almost all the enslaved people in the South had been born there.

These native-born African Americans held on to their African customs. They continued to perform African music and dance. They passed traditional African folk stories on to their children. Some wrapped colored cloth around their heads in the African style. Although many enslaved African Americans accepted Christianity, they often followed the religious beliefs and practices of their African ancestors as well.

African American Christianity

For many enslaved African Americans, Christianity became a religion of hope and resistance. They prayed intensely for the day when they would be free from bondage.

The passionate beliefs of the enslaved Southerners found expression in the **spiritual**, an African American religious folk song.

The spiritual below, for example, refers to the biblical story of Daniel, who was saved from the lions' den:

PRIMARY SOURCE

"Didn't my Lord deliver Daniel
Deliver Daniel, deliver Daniel
Didn't my Lord deliver Daniel
An' why not-a every man."

—from "Didn't My Lord Deliver Daniel"

Spirituals enabled enslaved people to communicate secretly among themselves. Many spirituals combined elements related to the enslaved people's Christian faith with laments about earthly suffering.

Slave Codes

Between 1830 and 1860, life under slavery became even more difficult. The **slave codes**—the laws in the Southern states that controlled enslaved people—became more severe. Slave codes had existed since the 1700s. One purpose of the codes was to prevent the event that white Southerners dreaded most—the

slave rebellion. For this reason slave codes prohibited enslaved people from assembling in large groups. The codes also required enslaved people to have written passes before leaving the slaveholder's property.

Slave codes made it a crime to teach enslaved people to read or write. White Southerners feared that an educated enslaved person might start a revolt. An enslaved person who could not read and write, whites believed, was less likely to rebel.

Resistance to Slavery

Some enslaved African Americans did rebel openly against their owners. One was **Nat Turner**. He was a popular religious leader among enslaved people. Turner had taught himself to read and write. In 1831 he led a group of followers on a **brief**, or short, violent rampage in Southampton County, Virginia. Before being captured, Turner and his followers killed at least 55 whites. Nat Turner was hanged, but his rebellion frightened white Southerners. Turner's rebellion led to more severe slave codes.

Primary Source Slave Codes

Laws Govern Enslaved Persons Slave codes had governed the relationship between slaveholders and enslaved persons since colonial times. After the 1831 slave rebellion led by Nat Turner, harsher slave codes were enacted. Enslaved people could not own property, enter into contracts, or legally marry. Slave codes also spelled out the many restrictions that applied to free African Americans.

The punishments used against enslaved people included the use of the whip. Some slaveholders resorted to branding. ▶

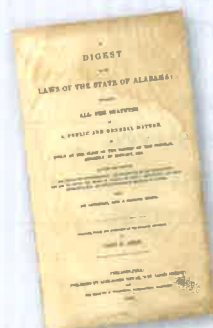
"The scenes that I have witnessed are enough to harrow [plow] up the soul; but could the slave be permitted to tell the story of his sufferings, which no white man, not linked with slavery, is allowed to know, the land would vomit out the horrible system, slaveholders and all, if they would not unclinch their grasp upon their defenceless victims."

—Nehemiah Caulkins,
in *American Slavery As It Is*

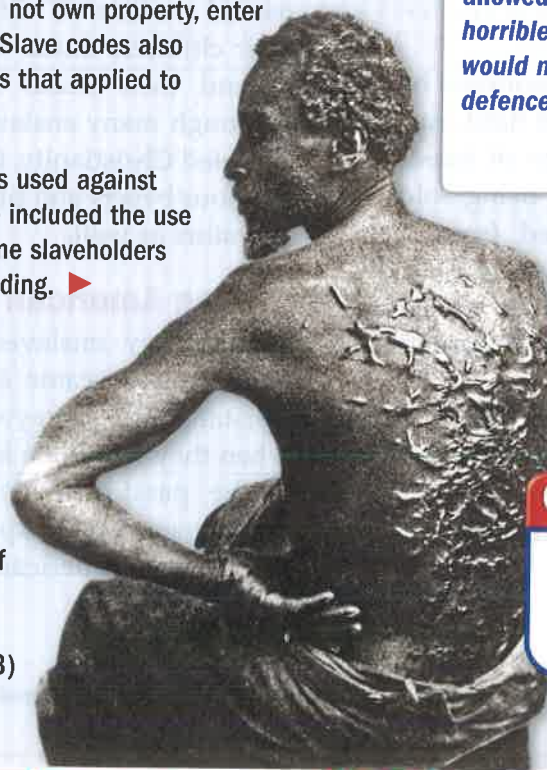
Copper slave tags identified enslaved workers when they were hired out. ▶

Critical Thinking

Speculating What effect do you think harsher slave codes would have on enslaved people?



◀ Title page of the slavery code of Alabama (1833)



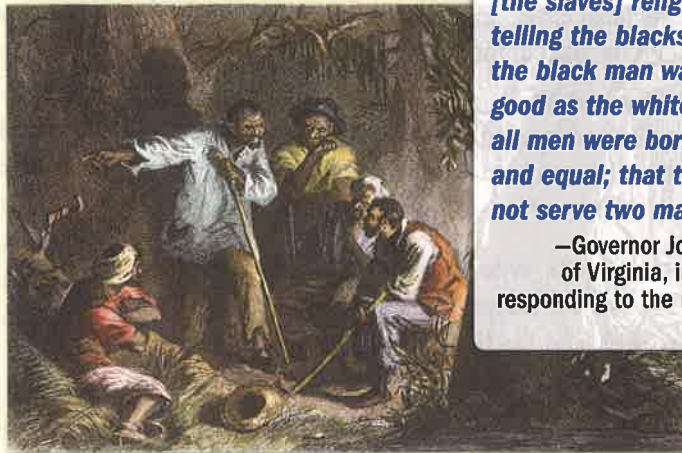
The Nat Turner Rebellion

Violent Uprising In 1831 Nat Turner saw an eclipse of the sun and took it to be a sign from God commanding him to kill his enemies. He and six of his men killed his slaveholder's family and then went from farm to farm, killing all the whites they encountered. Turner and his followers were caught and executed, but slaveholders lived in fear of another violent uprising.

While in jail, Turner was interviewed by Thomas Gray, who recorded his confession. ►



Nat Turner and his followers meet in the woods to plan their uprising. ▼



"The course has been by no means a direct one. [Northern traders] began first by making [the slaves] religious . . . telling the blacks . . . the black man was as good as the white; that all men were born free and equal; that they can not serve two masters."

—Governor John Floyd of Virginia, in a letter responding to the rebellion, 1831

"And about this time I had a vision, and I saw white spirits and black spirits engaged in battle, and the sun was darkened; the thunder rolled in the heavens, and blood flowed in streams; and I heard a voice saying, ' . . . let it come, rough or smooth, you must surely bear it.'"

—The Confessions of Nat Turner

Critical Thinking

1. **Interpreting** To what "two masters" was Governor John Floyd referring?
2. **Determining Cause and Effect** According to Floyd and Nat Turner, what were the causes of the rebellion?

Armed revolts were rare, however. African Americans in the South knew that they would only lose. For the most part, enslaved people resisted slavery by working slowly or by pretending to be ill. Occasionally resistance was more active. Some enslaved workers would set fire to a plantation building or break tools. Resistance helped enslaved African Americans tolerate their lack of freedom. Even if they were not free, they could strike back at the slaveholders. Resistance also helped set boundaries that slaveholders would respect.

Escaping Slavery

Some enslaved African Americans tried to run away to the North. A few succeeded. **Harriet Tubman** and **Frederick Douglass** were two African American leaders who were born into slavery. They both gained their freedom when they fled to the North.

Getting to the North was difficult for most enslaved people. Most who succeeded escaped from the states of the Upper South.

The **Underground Railroad** offered aid to enslaved people who had escaped. It was a network of "safe houses" owned by free blacks and whites who opposed slavery.

Some enslaved people sought to find relatives on plantations or to escape punishment. Rarely did they plan to flee to the North. Moses Grandy, who did escape, spoke about the problems runaways faced:

PRIMARY SOURCE

"They hide themselves during the day in the woods and swamps; at night they travel. . . . In these dangerous journeys they are guided by the north-star, for they only know that the land of freedom is in the north."

—from *Narrative of the Life of Moses Grandy*

Most runaways were caught and returned to their owners. Discipline was severe. The most common punishment was whipping.



Reading Check

Explaining How did the African American spiritual develop?

City Life and Education

Main Idea By the mid-1800s, the South had several large cities, and education had begun to expand throughout the region.

History and You How far do you travel to get to your school? Read to learn why some Southern families may not have been able to send their children to school.

The South was primarily agricultural. It had several large cities by the mid-1800s, however, including Baltimore and New Orleans. The ten largest cities in the South were either seaports or river ports.

Life in Southern Cities

Cities located at the crossroads of the railroads also began to grow. Among them were Chattanooga, Montgomery, and Atlanta. Whites, enslaved workers, and many free African Americans lived in cities.

In the cities, free African Americans had the opportunity to form their own communities. They practiced trades and founded churches and institutions. Free African Amer-

icans' lives were not secure. Their rights were limited. Most states would not allow them to move from state to state. Free African Americans were denied an equal share in economic and political life.

Education

During this era, no statewide public school systems existed. People who could afford to do so sent their children to private schools. Some of the larger cities established public schools. By the mid-1800s, however, education was growing. North Carolina and Kentucky set up and ran public schools.

The South was behind other sections of the country in **literacy**, the number of people able to read and write. One reason for this situation was the South's geography. The South had few people per square mile. Many families could not send their children great distances to attend school. In addition, many Southerners believed that education was a private matter, not a state function.

Reading Check **Identifying** Why did Southern cities such as Atlanta and Montgomery grow?

Section 4 Review

History ONLINE
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Vocabulary

- Using complete sentences, define the following terms: yeoman, tenant farmer, overseer, legal, spiritual, slave code, brief, literacy.

Main Ideas

- Describing** Other than plantation owners, what kinds of farmers existed in the South?
- Discussing** How did the family structure of enslaved African Americans help them survive life under slavery?

- Explaining** Why did education in the South lag behind other areas of the United States?

Critical Thinking

- Organizing** Use a diagram like the one below to keep track of key people, events, and practices in resistance to slavery.



- Persuasive Writing** Write a dialogue between an enslaved husband and wife. One wants to try to escape to the North, and the other argues against doing so.

Answer the Essential Question

- Essential Question** How did unique elements of culture develop among enslaved African Americans in the South?


Visual Summary

Comparing North and South

The North and the South developed differently during the first half of the 1800s. The North built an industrial economy, while the South pursued an agricultural economy based on slavery. Those economies influenced the labor force and the development of transportation in the regions.

Plantation workers using a cotton gin ►



	North	South
Economy	<ul style="list-style-type: none"> Industrial New technology fuels growth of industry Industry develops rapidly <p>Power loom ►</p>	<ul style="list-style-type: none"> Agricultural Revolutionary cotton gin makes cotton crop highly profitable Industry develops slowly
People	 <ul style="list-style-type: none"> Immigrants, including many from Ireland, work factory jobs Slavery has mostly disappeared by 1830s, but racial prejudice and discrimination remain <p>◄ Mill workers</p>	<ul style="list-style-type: none"> The South had more small farms than large plantations Most small farmers work land themselves Slavery on large cotton plantations grows due to increased demand for labor By 1860 about 4 million African Americans lived under slavery
Transportation	<ul style="list-style-type: none"> Roads, canals, and railroads are built for transportation and shipping 	<ul style="list-style-type: none"> Natural waterways for shipping; fewer railroads are built than in the North



◄ Steamboats in Cincinnati



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STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

Make sure the number of answer spaces on the answer sheet matches the number of questions on the test you are taking.

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

- What happened in the first phase of industrialization in the North?
 - Factory workers used machinery to perform some of their work.
 - Manufacturers made products by dividing the tasks involved among the workers.
 - Waterpower and steam power were used to produce more products in less time.
 - Manufacturers built factories to bring specialized workers together.
- The American Party was sometimes called the Know-Nothing Party because
 - its opponents believed party members knew nothing about the important issues.
 - party members did not support education.
 - party members responded to questions about the group by saying, "I know nothing."
 - party members were mainly Catholics who knew nothing about Protestantism.
- What was the main reason that the Southern economy remained largely agricultural?
 - Southerners lacked the capital to start industries.
 - Cotton sales were very profitable.
 - Southerners refused to work in factories.
 - Costs to ship goods to markets were too high.
- The largest group of whites in the South were
 - yeomen.
 - tenant farmers.
 - the rural poor.
 - plantation owners.

Short-Answer Question

Directions: Base your answer to question 5 on the following table and on your knowledge of social studies.

Occupational Distribution of American Workers

	1820	1860
Agriculture	79%	53%
Mining	0.4%	1.6%
Construction	—	4.7%
Manufacturing	3%	14%
Trade	—	8%
Transport	1.6%	6.4%
Service	4.1%	6.4%

- Explain how the technological innovations of the early 1800s affected the change in the percentage of Americans working in agriculture and manufacturing.

Review the Essential Questions

- Essay** How did industrialization and immigration affect different parts of the United States in the first half of the 1800s?

To help you write your essay, review your answers to the Essential Questions in the section reviews and the chapter Foldables Study Organizer. Your essay should include:

- innovations in technology, communications, and transportation in the 1800s;
- the development of factories and cities in various parts of the United States;
- influences of immigration and patterns of settlement;
- reasons for and effects of the growing importance of cotton in the Southern economy; and
- the spread of slavery in the South.

Document-Based Questions

Directions: Analyze the documents and answer the short-answer questions that follow.

Document 1

A Southern newspaper publisher wrote the following in 1856.

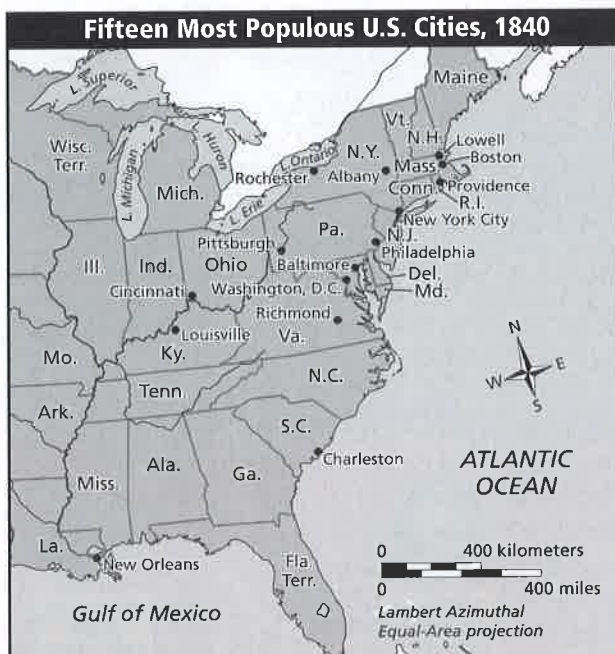
Every Roman Catholic in the known world is under the absolute control of the Catholic Priesthood. . . . And it is . . . this power of the Priesthood to control the Catholic community, and cause a vast multitude of ignorant foreigners to vote as a unit . . .

Source: William G. Brownlow, *Americanism Contrasted*

7. Based on the document, what did the writer believe about Catholic immigrants to the U.S.?

Document 2

This map shows the 15 most populous American cities in 1840.



8. Use the map and your knowledge of geography and economics to explain the distribution of major U.S. cities in the mid-1800s.

Document 3

The following is an excerpt from a work contract from around 1830.

We . . . agree to work for such wages per week, and prices by the job, as the Company may see fit to pay. . . . We also agree not to be engaged in any [labor union], whereby the work may be [delayed], or the company's interest in any work [harmed].

Source: Cocheco Manufacturing Company

9. Based on the excerpt, what can you conclude about the relationship between employees and employers in factories in the early 1800s?

Document 4

In this passage, Jacob Stroyer describes the aftermath of a beating he received as an enslaved boy.

I went to mother with my complaint and she came out to the man who had whipped me. . . . Then he took a whip and started for her. . . . I ran back and forth between mother and him until he stopped beating her. [Afterward], he took me back to the stable yard and gave me a severe flogging.

Source: Jacob Stroyer, *My Life in the South*

10. According to the document, how did Jacob's mother react to his beating? What was the final outcome?

11. **Expository Writing** Using the information from the four documents and your knowledge of social studies, write an essay in which you:

- take the role of an immigrant to America in 1840 and decide whether to settle in the North or the South; and
- describe the conditions in both sections of the country that led to your decision.

Need Extra Help?

If You Missed Questions. . .	1	2	3	4	5	6	7	8	9	10	11
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Chapter

14

The Age of Reform 1820-1860



During the 1800s, most American students attended one-room schools.



JAMES MONROE
1817-1825

PRESIDENTS

U.S. Events

World Events

1820



1821
Sequoya develops Cherokee alphabet



JOHN Q. ADAMS
1825-1829



1827
New York bans slavery



ANDREW JACKSON
1829-1837

1830



1830
Book of Mormon published



MARTIN VAN BUREN
1837-1841



1821
Mexico becomes independent nation



1837
Victoria becomes queen of England