

North and South

1820–1860

ESSENTIAL QUESTIONS • How does technology change the way people live?
• How do people adapt to their environment? • Why do people make economic choices?



These women worked in one of the many booming industries of the North—a mill in Lowell, Massachusetts.

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There's More Online about the North and South in the first half of the 1800s.

CHAPTER 15

Lesson 1

The Industrial North

Lesson 2

People of the North

Lesson 3

Southern Cotton Kingdom

Lesson 4

People of the South

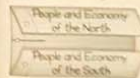
The Story Matters . . .

These women are like many other workers at the mills of Lowell, Massachusetts. They have come to earn wages and to live in the comfortable company town mill-owners have built. At Lowell, the women can earn good wages and enjoy the cultural offerings designed to help them grow into fine, upstanding members of society.

The women hear that other factories do less for their workers. Also, more and more immigrants are arriving each day. The immigrants are hungry—and willing to work longer hours for lower wages. Things are changing at Lowell.

FOLDABLES

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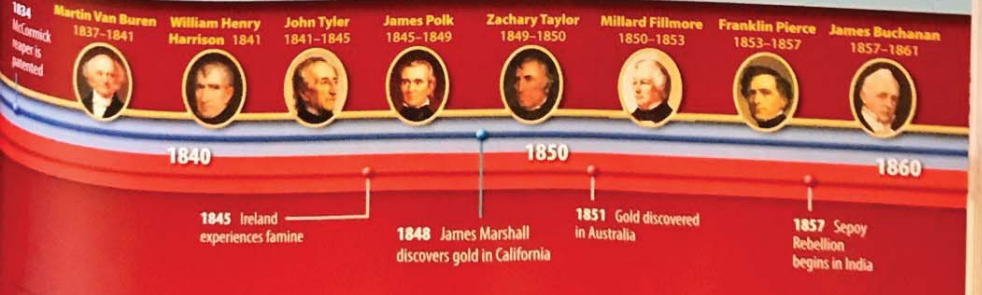


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MAP Explore the interactive version of this map on NETWORKS.

TIME LINE Explore the interactive version of this time line on NETWORKS.



In the third phase, workers used machines to complete tasks. For example, machines called looms wove cloth using the power of flowing water. The machines worked much faster than any human could. The worker's job changed from weaving to tending the machine.

Mass production of cloth began in New England in the mid-1800s. Then, Elias Howe invented the sewing machine in 1846. Workers could now make clothing in mass quantities by using machine-made fabrics and sewing machines.

Similar changes were transforming other industries and affecting the North's economy. By 1860, the Northeast's factories made at least two-thirds of the country's manufactured goods.

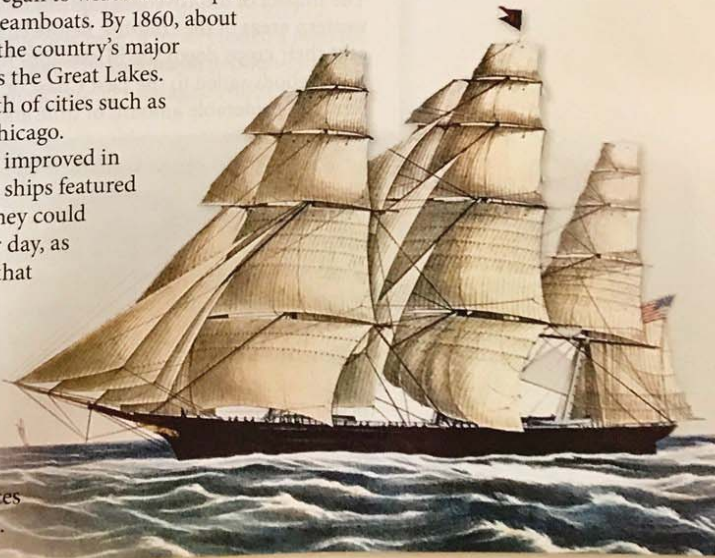
Changing Transportation

Improvements in transportation contributed to the success of the new American industries. Between 1800 and 1850, crews built thousands of miles of roads and canals. By connecting lakes and rivers, canals opened new shipping routes. In 1807 inventor Robert Fulton launched his first steamboat, the *Clermont*, on the Hudson River. Steamboats made fast upstream travel possible. They carried goods and passengers more cheaply and quickly along inland waterways than flatboats or sail-powered vessels did.

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

Sailing technology also improved in the 1840s. The new clipper ships featured tall sails and sleek hulls. They could sail 300 miles (483 km) per day, as fast as most steamships at that time. **Clipper ships** got their name because they "clipped" time from long journeys. They swiftly and cheaply moved goods from the eastern United States to Asia and returned with cargoes of silk, and spices and tea that were still fresh.

In 1851 the *Flying Cloud*, a famed clipper ship, sailed from New York City to San Francisco in 89 days.



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

Academic Vocabulary

innovation a new development or invention

and western United States. Two competing railroad companies began laying track from Sacramento, California, and Omaha, Nebraska. They met at Promontory Point, Utah, on May 10, 1869, where the final spike linking the two tracks was driven. With the transcontinental railroad's completion, the American West was opened for settlement.

Progress With Problems

As more people moved more quickly along railways and waterways, the possibility of disaster also increased. The SS *Central America* was a 270-foot side-wheel steamer that carried passengers and cargo between New York and the Central American country of Panama. In September 1857, the ship was carrying a full load of passengers when it steamed into a hurricane. It sank off the coast of the Carolinas, and hundreds of people drowned.

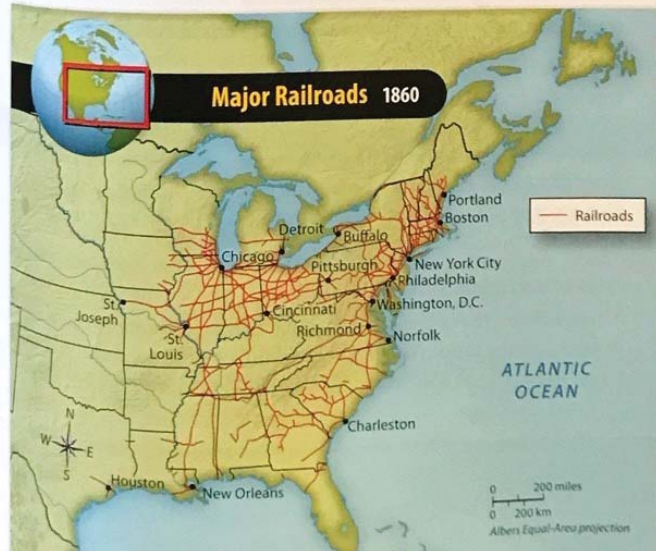
In Pennsylvania, some 60 people were killed and more than 100 injured when two trains slammed head on into each other in July 1856. The Great Train Wreck of 1856 horrified the nation. Newspapers demanded that railroad companies improve their methods and equipment and make the safety of passengers their first concern.

Communications Breakthroughs

The growth of industry and the new pace of travel created a need for faster methods of communication. The **telegraph** (teh•luh•graf)—a device that used electric signals to send messages—filled that need.

SKILLS PRACTICE

Discuss new words with a partner. If the word reminds you of any past experience, tell your partner about the experience.



GEOGRAPHY CONNECTION

Railroads were important not only for transporting people across the country, but they also allowed goods to be shipped greater distances than ever before.

1 REGIONS Which regions were least served by railroads in 1860?

2 CRITICAL THINKING
Making Connections Looking at the map, you can see that most of the railroad mileage runs between eastern and western points. Why do you think that is?

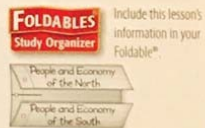
One of these inventions was the steel-tipped plow developed by John Deere in 1837. This allowed farmers to cut through the hard-packed prairie sod. Knowing that they would be able to farm the land on the prairies helped people make the decision to move west. Equally important to the transformation of farming were the mechanical reaper, which sped up the harvesting of wheat, and the thresher, which quickly separated the grain from the stalk. Each of these innovations reduced the labor required for farming.

McCormick's Reaper

Cyrus McCormick was the genius behind the invention of the mechanical reaper. Before this invention, farmers had harvested grain with handheld cutting tools. McCormick's reaper greatly increased the amount of crop a farmer could harvest. Because farmers could harvest more wheat, they could plant more of it. Growing wheat became profitable. Raising wheat became and would remain the main economic activity on the Midwestern prairies.

New machines and the ease of access to railroads allowed farmers to plant more acres with cash crops. Midwestern farmers grew wheat and shipped it east by train and canal barge. Northeast and Middle Atlantic farmers increased their production of fruits and vegetables.

In spite of improvements in agriculture, the North was steadily becoming more industrial and urban. Agriculture in the region was still growing, but industry was growing faster.



READING PROGRESS CHECK

Identifying What innovation sped up the harvesting of wheat?

LESSON 1 REVIEW



Review Vocabulary

1. Use these two words in a sentence that shows their importance to American life in the early 1800s. **27B**
 - a. telegraph
 - b. Morse code

Answer the Guiding Questions

2. **Analyzing** How did canals and railways affect manufacturing and trade in the United States by 1860? **27C**
3. **Analyzing** How did the invention of the telegraph impact communication in the United States? **27B**
4. **Explaining** How did technology make farming more profitable? **27C**
5. **Describing** Describe the characteristics and benefits of the free enterprise system in the North in the 1800s. **14B**
6. **EXPOSITORY WRITING** Which one of the following individuals do you think created the invention with the greatest impact on the nation's economic growth and development? Explain why. **28A**
 - Samuel Morse
 - John Deere
 - Cyrus McCormick

Employees often worked under harsh conditions. In the summer, factories were hot and stifling. The machines gave off heat, and there was no such thing as air-conditioning at that time. Likewise, in the winter workers were often cold because most factories had no heating.

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

Child labor was also a serious problem. Children in factories often worked six days a week and 12 hours or more a day. The work was dangerous and hard. Young workers tended machines in mills and worked underground in coal mines. Reformers called for laws to regulate child labor, shorten work hours, and improve conditions. Many years passed before child labor regulations became law.

Workers' Attempts to Organize

Workers tried various ways to gain better conditions in the workplace. By the 1830s, they began organizing into unions. Skilled workers formed **trade unions**. These were groups of workers with the same trade, or skill. The idea was that by working together, union members would have more power than they would as individuals.

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

Going on strike was illegal in the early 1800s. In addition to the threat of losing their jobs, workers who went on strike faced punishment for breaking the law. In 1842 a Massachusetts court ruled that workers did have the right to strike. Workers would not receive other legal rights for many more years.

African Americans in the North

In the North, slavery had largely disappeared by the 1830s. Still, racial **prejudice** (PREH•juh•dihs)—an unfair opinion of a group—and **discrimination** (dihs•krih•muh•NAY•shuhn)—unfair treatment of a group—remained. Some discrimination was political. For example, white men in New York no longer had to own property in order to vote. Few African Americans enjoyed this right. Rhode Island and Pennsylvania passed laws to keep African Americans from voting.

Connections to TODAY

Child Labor Laws

In the United States today, federal laws place strict limits on the work children can do. The Fair Labor Standards Act limits the hours that a child under the age of 16 can work. It also prohibits children from certain dangerous jobs, such as working in logging or operating a crane. States also have child labor laws, which are sometimes even more strict than federal law.

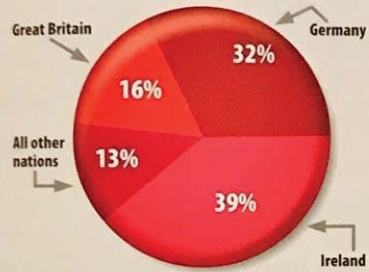
Manufacturers often hired children because they could pay children lower wages than adult workers.



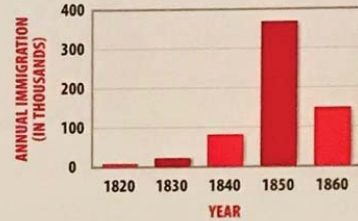
trade union group of workers with the same trade, or skill
strike a work stoppage by employees as a protest against an employer
prejudice an unfair opinion not based on facts
discrimination unfair treatment

IMMIGRATION IN THE MID-1800s

SOURCES OF U.S. IMMIGRATION 1841–1860



IMMIGRATION 1820–1860



Pittsburgh, Cincinnati, and Louisville also profited from their locations on waterways. These cities became centers of trade that linked Midwest farmers with cities of the Northeast.

Increased Immigration

Between the years 1840 and 1860, immigration to the United States grew sharply. The greatest number of immigrants came from Ireland. A plant disease, the potato blight, destroyed most of the Irish food supply in the 1840s. The people of Ireland faced **famine**, an extreme shortage of food. About 1.5 million of them left Ireland for the United States between 1846 and 1860. Many settled in Boston, New York City, and other Eastern cities.

The second largest group of immigrants in the United States between 1820 and 1860 came from Germany. Some sought work and opportunity. Others fled to escape political problems at home.

European immigrants brought languages, customs, religions, and traditions to their new country. Some of their ways of living changed American culture. Sometimes, however, their customs and religion also aroused conflict.

Immigrants Face Prejudice

In the 1830s and 1840s, some people began to resist immigration. They were known as **nativists** (NAY•tih•vihsts). Nativists believed that immigration threatened the future of “native”—American-born—citizens. They often blamed immigrants for problems in American society. Some accused immigrants of bringing crime and disease to U.S. cities.

Many nativists were members of the working class. They accused immigrants of taking jobs from workers who were “real” Americans. They were also angry that immigrants often would work for lower wages.

GRAPH SKILL

Immigrants came to the United States from different countries in the mid-1800s.

1 INTERPRETING GRAPHS

What share of immigrants came from Great Britain and Ireland combined between 1841 and 1860?

2 CRITICAL THINKING

Drawing Conclusions What can you conclude about Germany and Ireland during this time, based on this information?

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There's More Online!

- BIOGRAPHY
Elias Howe
- GAME Fill in the Blank
- GRAPH Cotton Production
- GRAPHIC ORGANIZER
The Southern Economy
- MAP Cotton Production, 1820–1860
- SELF-CHECK QUIZ
- VIDEO



Lesson 3

Southern Cotton Kingdom

ESSENTIAL QUESTION *Why do people make economic choices?*

IT MATTERS BECAUSE

The demand for cotton deepened the white South's commitment to slavery and a slave-based economy.

Rise of the Cotton Kingdom

GUIDING QUESTION *How were the economies of the South and North different?*

In the early years of the United States, the South had an economy based almost entirely on farming, despite the fact that settlers had developed only a small part of the region. Most Southerners lived in the Upper South, an area along the Atlantic coast in Maryland, Virginia, and North Carolina. A few people had also settled in Georgia and South Carolina.

By 1850, the South had changed. Its population had spread inland to the Deep South. This region includes Georgia and South Carolina, as well as Alabama, Mississippi, Louisiana, and Texas. The economy of the South was thriving. That economy depended, however, on slavery. In fact, slavery grew stronger than ever in the South, while it all but disappeared in the North.

Cotton Is King

Southern planters grew mainly rice, indigo, and tobacco in colonial times. After the American Revolution, demand for these crops decreased. European mills now wanted Southern cotton.

Raising a cotton crop took a large amount of time and labor. After the harvest, workers had to carefully separate the plant's sticky seeds from the cotton fibers.

TEKS Texas Essential Knowledge and Skills

- 7B Compare the effects of political, economic, and social factors on slaves and free blacks.
- 7C Analyze the impact of slavery on different sections of the United States.
- 72A Identify economic differences among different regions of the United States.
- 72B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.
- 72D Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- 27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.

Reading HELPDESK

Taking Notes: Identifying Cause and Effect

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



Content Vocabulary

- productivity
- domestic slave trade

Southern Industry

GUIDING QUESTION Why did industry develop slowly in the South?

Industry developed more slowly in the South than in the North. Why was this so? One reason was the boom in cotton. Agriculture, especially cotton farming, produced great profits. Building new industry is costly. Planters would have had to sell enslaved people or land to raise the money to build factories. They chose instead to invest in profitable agriculture—including enslaved Africans.

In addition, the market for manufactured goods in the South was smaller than that in the North. Enslaved people, who made up a large share of the population, had no money to buy goods. This limited local market discouraged industries from developing.

For these reasons, some white 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*

INCREASES IN PRODUCTIVITY

New inventions helped increase worker productivity in the 1800s. Increased productivity meant farmers could grow more cotton to sell. By the mid-1800s, cotton made up more than one-half of U.S. exports.



Elias Howe's sewing machine drove up worker productivity by enabling workers to make large amounts of clothing in a day.

ECONOMICS SKILL

Cotton's role in the economy of the South—and the nation—increased in the 1800s.

1 INTERPRETING GRAPHS

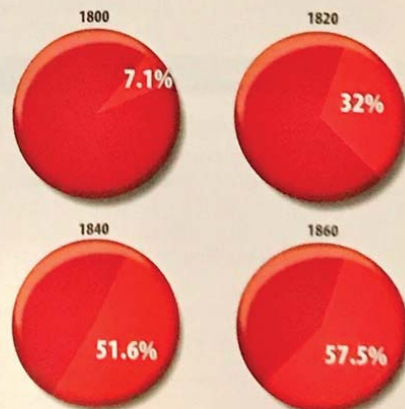
How did cotton's share of the U.S. export market change between 1800 and 1860?

2 CRITICAL THINKING

Identifying Cause and Effect

How do you think increases in productivity affected the demand for enslaved labor? Explain.

COTTON PRODUCTION AS A PERCENTAGE OF U.S. EXPORTS



Source: Historical Statistics of the United States

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There's More Online!

- BIOGRAPHY**
Harriet Tubman
- GRAPHIC ORGANIZER**
Working on a Plantation
- PRIMARY SOURCES**
 - American Slavery As It Is
 - Harriet Jacobs
- SELF-CHECK QUIZ**
- SLIDE SHOW** Songs of Freedom
- VIDEO**



Lesson 4

People of the South

ESSENTIAL QUESTION How do people adapt to their environment?

IT MATTERS BECAUSE

Enslaved Africans faced many hardships but were able to establish family lives, religious beliefs, and a distinct culture.

Southern Agriculture

GUIDING QUESTION How were Southern farms different from Southern plantations?

Slavery was at the heart of the Southern economy, but that did not mean that every white person owned large numbers of enslaved people. White society in the South was complex and had many levels. Most white Southerners fit into one of four categories: yeomen, tenant farmer, rural poor, or plantation owner.

Small Farmers and the Rural Poor

Most white people in the South were **yeomen** (YOH•muhn), farmers who generally owned small farms of 50 to 200 acres (20–81 ha). These yeomen lived mostly in the Upper South and in the hilly areas of the Deep South. They did not practice plantation-style agriculture. They grew crops to use themselves and to trade with local merchants. Yeomen generally owned few or no enslaved African Americans.

Another group of Southern whites worked as tenant farmers. They rented land from property owners.

These classes of white Southerners made up the majority of the white population of the South. They lived in simple homes—cottages or log cabins. The poorest of these groups lived in crude cabins.



Texas Essential Knowledge and Skills

- 7B Compare the effects of political, economic, and social factors on slaves and free blacks.
- 12D Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- 23B Explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs.
- 23C Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.
- 23D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.
- 23E Identify the political, social, and economic contributions of women to American society.
- 26A Describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States.
- 27B Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.

Reading HELPDISK

Taking Notes: Describing

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



Content Vocabulary

- yeoman
- overseer
- spiritual
- slave codes
- Underground Railroad
- literacy

Connections to TODAY

American Music

From 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.



Wynton Marsalis is a modern-day jazz musician whose music has its roots in work songs and spirituals.

In the face of this threat, enslaved people set up a network of relatives and friends. If an owner sold a father or mother, an aunt, an uncle, or a close friend stepped in to raise the children left behind. These networks were a source of strength in the lives of enslaved people. Large, close-knit extended families became an important part of African American culture.

African American Culture

In 1808 Congress banned the importation of enslaved persons. Slavery remained **legal**, but traders could no longer purchase enslaved people from other countries. Some illegal slave trading continued, but by 1860, almost all the enslaved people in the South had been born there.

Though most enslaved people were born in the United States, they tried to preserve African customs. They passed traditional African folk stories on to their children. They performed African music and dance.

Enslaved people also drew on African rhythms to create musical forms that were uniquely American. 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 in the fields.

African American Religion

Many enslaved African Americans followed traditional African religious beliefs and practices. Others, however, accepted the Christian religion that was dominant in the United States. Christianity became for enslaved people a religion of hope and resistance. Enslaved people prayed for their freedom. They expressed their beliefs in **spirituals**, African American religious folk songs. The spiritual below, for example, refers to the biblical story of Daniel, whom God saved from being eaten by lions:

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”

Reading HELPDESK

spiritual an African American religious folk song

Academic Vocabulary
legal permitted by law

BIOGRAPHY



Harriet Tubman
(c. 1820–1913)

Harriet Tubman was born into slavery in Maryland. She escaped in 1849 and fled to Philadelphia. The following year Tubman returned to free her family. This began a career during which she made 19 trips to the slaveholding South and helped about 300 slaves escape to freedom. During the Civil War, Tubman helped the Union Army. In June 1863, she led a squad of African American soldiers on a South Carolina mission that led to the freeing of 800 enslaved African Americans. After the war, Tubman became an active women's suffragist and created the Home for the Aged in Auburn, New York. She died there in 1913.

► CRITICAL THINKING

Drawing Conclusions Why do you think Tubman was willing to risk her own freedom to help free other enslaved African Americans?

Two months after the uprising began, authorities captured and hanged Turner. Still, his rebellion terrified white Southerners. White mobs killed dozens of African Americans, many of whom had nothing to do with the rebellion. Whites also passed more severe slave codes, making life under slavery even harsher.

Armed revolts such as Turner's were rare because enslaved African Americans realized they had little chance of winning. For the most part, enslaved people resisted slavery by working slowly or by pretending to be ill. Sometimes they might set fire to a plantation building or break tools. Such acts helped enslaved African Americans cope with their lack of freedom. Even if they were not free, they could strike back at the slaveholders.

Escaping Slavery

Enslaved people also resisted by running away from their owners. Often their goal was to find relatives on other plantations. Sometimes they left to escape punishment.

Less often, enslaved African Americans tried to run away to freedom in the North. Getting to the North was very difficult. Among those who succeeded were Harriet Tubman and Frederick Douglass, two African American leaders.

Most who succeeded escaped from the Upper South. A runaway might receive aid from the **Underground Railroad**, a network of "safe houses" owned by people opposed to slavery.

Moses Grandy, who did escape, spoke about the hardships 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*

The big danger, of course, was capture. Most runaways were caught and returned to their owners. The owners punished them severely, usually by whipping.

READING PROGRESS CHECK

Explaining Why did the African American spirituals develop?

Reading HELPDESK

Underground Railroad a system of cooperation to aid and house enslaved people who had escaped
literacy the ability to read and write

SKILLS PRACTICE

Report to your classmates about a social studies topic. Use as many academic and social studies vocabulary words as you can in your speech.

Plantation owners—who were almost always men—traveled often in order to ensure fair dealings with traders. Their wives often led difficult and lonely lives. They took charge of their households and supervised the work done in the other buildings. They watched over the enslaved domestic workers and sometimes tended to them when they became ill. Women also often kept the plantation's financial records.

Keeping a plantation running involved many tasks. Some enslaved people cleaned the house, cooked, did laundry and sewing, and served meals. Others were trained as blacksmiths, carpenters, shoemakers, or weavers. Still others tended livestock. Most enslaved African Americans, however, were field hands. They worked from sunrise to sunset to plant, tend, and harvest crops. An **overseer** (OH•vuhr•see•uhr), or plantation manager, supervised them.

READING PROGRESS CHECK

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

The Lives of Enslaved People

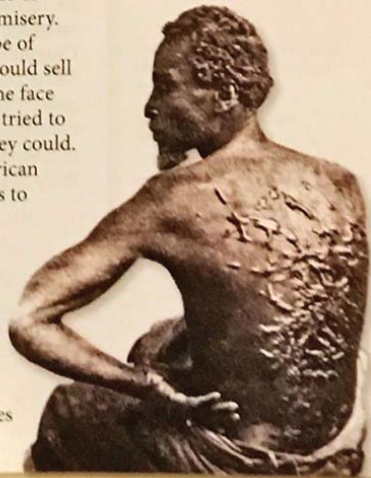
GUIDING QUESTION *How did enslaved African Americans try to cope with their lack of freedom?*

The social and economic realities of slavery made the life of most enslaved African Americans one of hardship and misery. They worked hard, earned no money, and had little hope of freedom. They lived with the threat that a slaveholder could sell them or members of their family without warning. In the face of these brutal conditions, enslaved African Americans tried to build stability. They kept up their family lives as best they could. They developed a culture all their own that blended African and American elements. They came up with clever ways to resist slavery.

African American Family Life

The law did not recognize slave marriages. Still, enslaved people did marry and raise families, which provided comfort and support. Uncertainty and danger, however, were always present. There were no laws or customs that would stop a slaveholder from breaking a family apart. If a slaveholder chose to—or if the slaveholder died—families could be and often were separated.

The punishments used against enslaved people included whipping, which could leave terrible scars.



overseer a plantation manager