

UNIT

4

1790–1860

The Nation Expands

Chapter 12 The North

Chapter 13 The South

Chapter 14 New Movements in America

Chapter 15 A Divided Nation





What You Will Learn...

The United States continued to grow in size and wealth, experiencing revolutions in technology and business as did other parts of the world. During the earliest phases of expansion, regions of the United States developed differently from each other. Citizens differed in their ideas of progress, government, and religion. For the success of the nation, they tried to compromise on their disagreements. In the next four chapters, you will learn about two regions in the United States, and how they were alike and different.

Explore the Art

This painting shows a bustling street scene in New York City around 1797. What does the scene indicate about business in the city during this period?

The North

Essential Question What changes occurred in the North during the early 1800s?



What You Will Learn...

In this chapter, you will read about the changes that occurred in the lives of Americans in the North as the result of rapid industrialization. You will also learn about some of the new inventions of the period.

SECTION 1: The Industrial Revolution in America . 384

The Big Idea The Industrial Revolution transformed the way goods were produced in the United States.

SECTION 2: Changes in Working Life 390

The Big Idea The introduction of factories changed working life for many Americans.

SECTION 3: The Transportation Revolution 396

The Big Idea New forms of transportation improved business, travel, and communication in the United States.

SECTION 4: More Technological Advances 402

The Big Idea Advances in technology led to new inventions that continued to change daily life and work.

FOCUS ON WRITING

Newspaper Advertisement The Industrial Revolution was a time when a great many new inventions were introduced. You work for an advertising agency, and your job is to design an advertisement for one of the inventions mentioned in this chapter. As you read, take notes on the inventions, their inventors, and how they changed life in the United States. Then choose one invention and design a newspaper advertisement to persuade readers to buy or use the invention.



1807

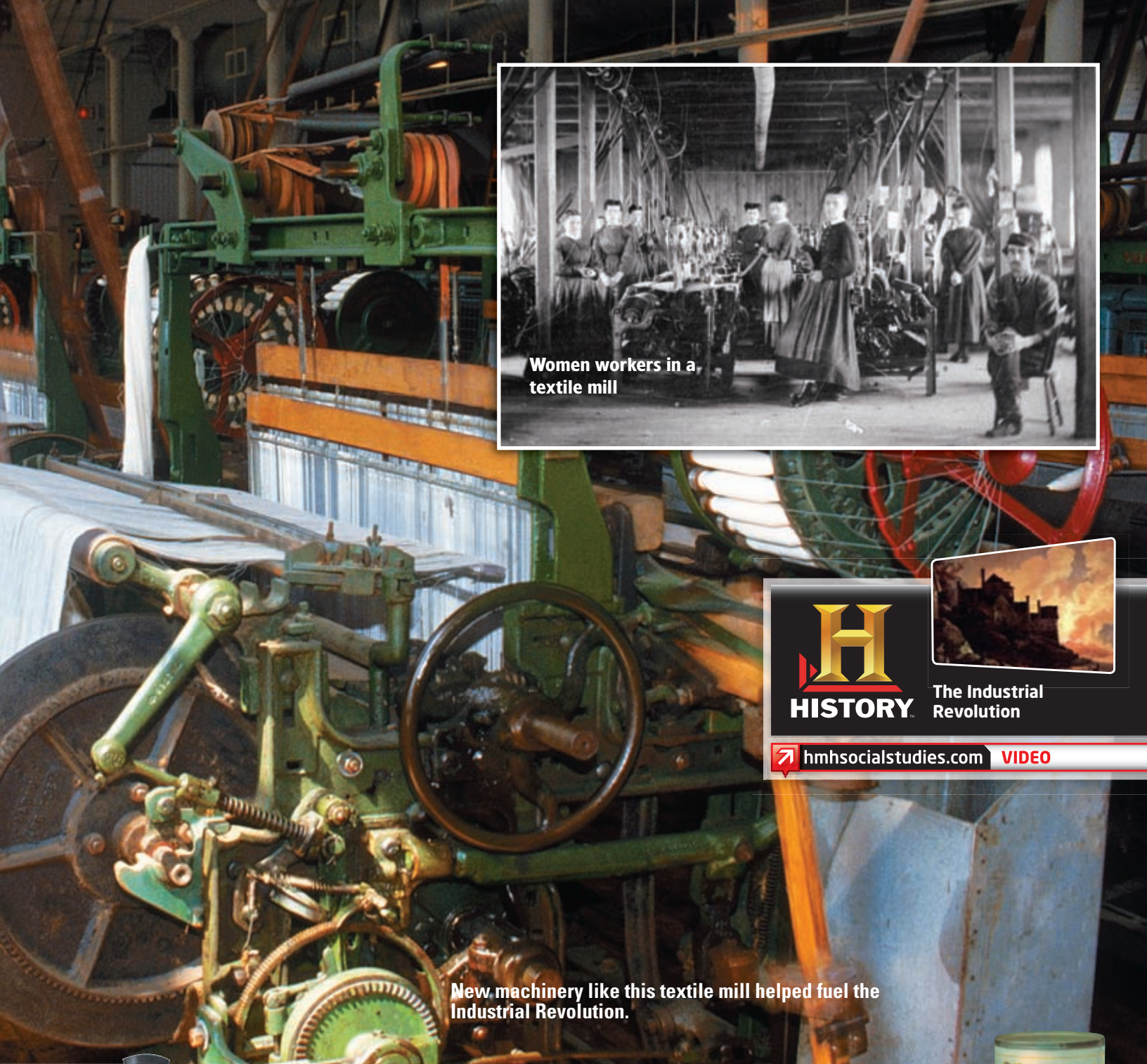
Robert Fulton's *Clermont* becomes the first commercially successful steamboat.



1790

The first steam-powered mill opens in Great Britain.

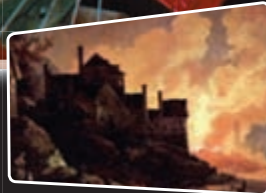




Women workers in a textile mill



HISTORY The Industrial Revolution



hmhsocialstudies.com VIDEO

New machinery like this textile mill helped fuel the Industrial Revolution.



1830
The *Tom Thumb* becomes the first locomotive in the United States to carry passengers.

1840
Federal government employees receive a 10-hour workday.

1845
Sarah Bagley is appointed secretary of the New England Working Men's Association.

1856
Gail Borden patents a method of condensing milk so that it can be safely stored in cans.



1830

1838
The *Sirius* becomes the first ship to cross the Atlantic Ocean entirely under steam power.

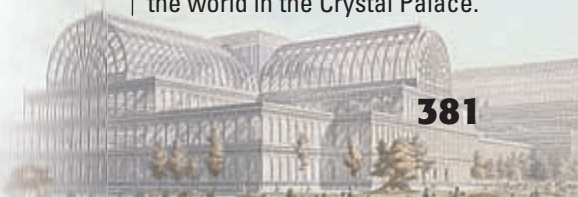
1840

1846
German astronomer Johann Galle observes that Neptune is a planet.



1850

1851
London's Great Exhibition displays inventions from around the world in the Crystal Palace.



Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes As you read this chapter, you will learn about how developments in **science and technology** brought about what is called the Industrial Revolution. As a result of the Industrial Revolution, you will see how American **economic**

patterns changed. Next, you will read about how family life changed as more and more people went to work in factories. Finally, you will see how new methods of transportation changed where people lived and how new inventions affected daily life and work.

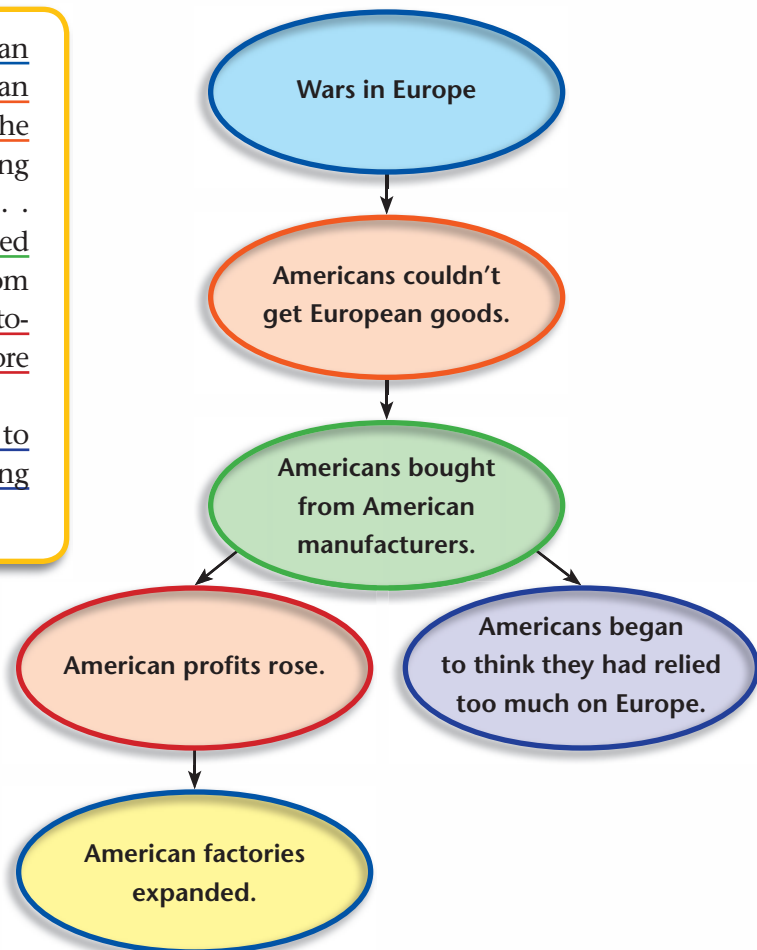
Causes and Effects in History

Focus on Reading Have you heard the saying, “We have to understand the past to avoid repeating it.”? That is one reason we look for causes and effects in history.

• **Cause and Effect Chains** You might say that all of history is one long chain of causes and effects. It may help you to understand the course of history better if you draw out such a chain as you read.

Since the 1790s, wars between European powers had interfered with U.S. trade. American customers were no longer able to get all the manufactured goods they were used to buying from British and European manufacturers . . . Americans began to buy the items they needed from American manufacturers instead of from foreign suppliers. As profits for American factories grew, manufacturers began to spend more money expanding their factories . . .

At the same time, many Americans began to realize that the United States had been relying too heavily on foreign goods. (p. 389)



You Try It!

The following passage is from the chapter you are about to read. As you read each paragraph, ask yourself what is the cause and what is the effect of what is being discussed.

Workers Organize

Factories continued to spread in the 1800s. Craftspeople, who made goods by hand, felt threatened. Factories quickly produced low-priced goods. To compete with factories, shop owners had to hire more workers and pay them less . . .

*From
Chapter 12,
p. 394*

The wages of factory workers also went down as people competed for jobs. A wave of immigration in the 1840s brought people from other, poorer countries. They were willing to work for low pay. More immigrants came to the Northeast, where the mills were located, than to the South. Competition for jobs also came from people unemployed during the financial Panic of 1837.

After you have read the passage, answer the following questions.

1. What cause is being discussed in the first paragraph? What were its effects?
2. Draw a cause and effect chain that shows the events described in the first paragraph.
3. What main effect is discussed in the second paragraph? How many causes are given for it?
4. Draw a cause and effect chain that shows the events described in the second paragraph.

As you read Chapter 12, look for words that signal causes or effects. Picture these causes and effects as the links in a cause and effect chain.

Chapter 12

Section 1

Industrial Revolution (p. 385)
textiles (p. 385)
Richard Arkwright (p. 385)
Samuel Slater (p. 386)
technology (p. 387)
Eli Whitney (p. 387)
interchangeable parts (p. 387)
mass production (p. 387)

Section 2

Rhode Island system (p. 391)
Francis Cabot Lowell (p. 392)
Lowell system (p. 392)
trade unions (p. 394)
strikes (p. 394)
Sarah G. Bagley (p. 395)

Section 3

Transportation Revolution (p. 396)
Robert Fulton (p. 397)
Clermont (p. 397)
Gibbons v. Ogden (p. 397)
Peter Cooper (p. 398)

Section 4

Samuel F. B. Morse (p. 402)
telegraph (p. 402)
Morse code (p. 403)
John Deere (p. 404)
Cyrus McCormick (p. 404)
Isaac Singer (p. 405)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

efficient (p. 385)
concrete (p. 395)

What You Will Learn...

Main Ideas

1. The invention of new machines in Great Britain led to the beginning of the Industrial Revolution.
2. The development of new machines and processes brought the Industrial Revolution to the United States.
3. Despite a slow start in manufacturing, the United States made rapid improvements during the War of 1812.

The Big Idea

The Industrial Revolution transformed the way goods were produced in the United States.

Key Terms and People

Industrial Revolution, *p. 385*
textiles, *p. 385*

Richard Arkwright, *p. 385*

Samuel Slater, *p. 386*

technology, *p. 387*

Eli Whitney, *p. 387*

interchangeable parts, *p. 387*

mass production, *p. 387*



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TAKING NOTES

Use the graphic organizer online to list the key contributors to the Industrial Revolution and their inventions.

The Industrial Revolution in America

If YOU were there...

You live in a small Pennsylvania town in the 1780s. Your father is a blacksmith, but you earn money for the family, too. You raise sheep and spin their wool into yarn. Your sisters knit the yarn into warm wool gloves and mittens. You sell your products to merchants in the city. But now you hear that someone has invented machines that can spin thread and make cloth.

Would you still be able to earn the same amount of money for your family? Why?

BUILDING BACKGROUND In the early 1700s making goods depended on the hard work of humans and animals. It had been that way for hundreds of years. Then new technology brought a change so radical that it is called a revolution. It began in Great Britain and soon spread to the United States.

The Industrial Revolution

At the beginning of the 1700s, the majority of people in Europe and the United States were farmers. They made most of what they needed by hand. For example, female family members usually made clothing. First, they used a spinning wheel to spin raw materials, such as cotton or wool, into thread. Then they used a hand loom to weave the thread into cloth.

Some families produced extra cloth to sell to merchants, who sold it for a profit. In towns, a few skilled workers made goods by hand in their own shops. These workers included blacksmiths, carpenters, and shoemakers. Their ways of life had stayed the same for generations.

A Need for Change

By the mid-1700s, however, changes in Great Britain led to a greater demand for manufactured goods. As agriculture and roads

Textile Mill and Water Frame

CONNECT TO SCIENCE AND TECHNOLOGY

A water frame adapts the power of flowing water into energy that moves wheels and gears through a system of belts. These wheels and gears then move parts of machines such as looms and spinning wheels.

1 Flowing water from a river turned the waterwheel. The giant wheel turned smaller gears connected to belts. 2 These belts moved parts of the machinery in the mill.

5 After the thread was spun, it moved to the loom to be woven into cloth. Workers called spoolers watched the looms and made sure that the spools of thread were kept straight.

4 Then the raw cotton was spun into thread on a spinning frame.

3 A machine for cleaning the raw cotton was the first step.

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ANIMATED HISTORY

An American Textile Mill

ANALYSIS SKILL

ANALYZING VISUALS

What provided the power for the machines in the mill?

improved, cities and populations grew. Overseas trade also expanded. Traditional manufacturing methods did not produce enough goods to meet everyone's needs.

People began creating ways to use machines to make things more **efficient**. These developments led to the **Industrial Revolution**, a period of rapid growth in using machines for manufacturing and production that began in the mid-1700s.

Textile Industry

The first important breakthrough of the Industrial Revolution took place in how **textiles, or cloth items**, were made. Before the Industrial Revolution, spinning thread took much more time than making cloth. Several workers were needed to spin enough thread to supply a single weaver.

In 1769 Englishman **Richard Arkwright** invented a large spinning machine called a water frame. The water frame could produce dozens of cotton threads at the same time. It lowered the cost of cotton cloth and increased the speed of textile production.

The water frame used flowing water as its source of power. Merchants began to build large textile mills, or factories, near rivers and streams. The mills were filled with spinning machines. Merchants began hiring people to work in the mills.

Additional improvements also speeded up the spinning process. Britain soon had the world's most productive textile manufacturing industry.

READING CHECK Drawing Conclusions How did machines speed up textile manufacturing?

ACADEMIC VOCABULARY

efficient
productive and not wasteful

New Machines and Processes

New machines encouraged the rise of new processes in business and manufacturing. As the machines used to make products became more efficient, the processes involved changed dramatically.

Slater and His Secrets

The new textile machines allowed Great Britain to produce cloth more quickly and inexpensively than other countries could. To protect British industry, the British Parliament had made it illegal for skilled mechanics or machine plans to leave the country. Disguised as a farmer, **Samuel Slater**, a skilled British mechanic, immigrated to the United States after carefully memorizing the designs of textile mill machines. Soon after arriving, he sent a letter to Moses Brown, who owned a textile business in New England. Slater claimed he could improve the way textiles were manufactured in the United States.

Brown had one of his workers test Slater's knowledge of machinery. Slater passed. Brown's son, Smith Brown, and son-in-law, William Almy, formed a partnership with Slater. In 1793 they opened their

first mill in Pawtucket, Rhode Island. The production of cotton thread by American machines had begun. Slater ran the mill and the machinery. He was confident that his new machines would work well.

“If I do not make as good yarn as they do in England, I will have nothing for my services, but will throw the whole of what I have attempted over the bridge.”

—Samuel Slater, quoted in *The Ingenious Yankees*, by Joseph and Francis Gies

Slater's machines worked, and the Pawtucket mill became a success. Slater's wife also invented a new cotton thread for sewing. In 1798 Slater formed his own company to build a mill. By the time he died in 1835, he owned all or part of 13 textile mills.

Other Americans began building textile mills. Most were located in the Northeast. In New England in particular, merchants had the money to invest in new mills. More importantly, this region had many rivers and streams that provided a reliable supply of power. Fewer mills were built in the South, partly because investors in the South concentrated on expanding agriculture. There, agriculture was seen as an easier way to make money.

Elements of Mass Production

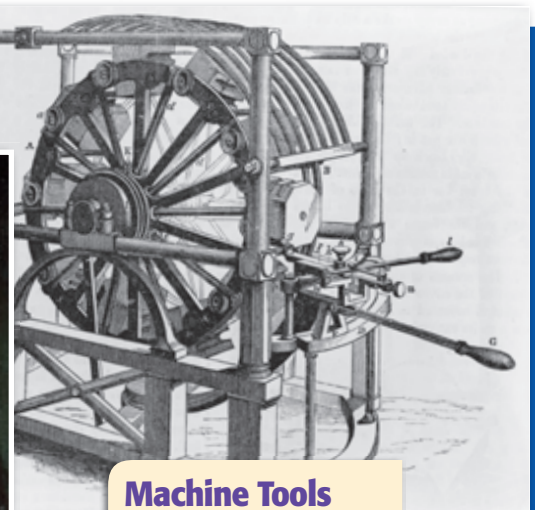
CONNECT TO ECONOMICS

Mass-production techniques allow manufacturers to efficiently create more goods for the marketplace. Mass production requires the use of interchangeable parts, machine tools, and the division of labor.

Why are interchangeable parts important?

Interchangeable Parts

Eli Whitney developed the idea of using interchangeable parts. Interchangeable, or identical, parts are needed so each part does not have to be custom-made by hand.



Machine Tools

Machine tools like this one make parts that are identical and therefore interchangeable.

A Manufacturing Breakthrough

Despite these great changes, most manufacturing was still done by hand. In the late 1790s the U.S. government worried about a possible war with France, so it wanted more muskets for the army. Skilled workers made the parts for each weapon by hand. No two parts were exactly alike, and carefully fitting all the pieces together took much time and skill.

As a result, American gun makers could not produce the muskets quickly enough to satisfy the government's demand. Factories needed better **technology**, the tools used to produce items or to do work.

In 1798 inventor **Eli Whitney** tried to address some of these problems. Whitney gave officials a proposal for mass-producing guns for the U.S. government using water-powered machinery. Whitney explained the benefits of his ideas.

“I am persuaded that machinery moved by water [and] adapted to this business would greatly reduce the labor and facilitate [ease] the manufacture of this article.”

—Eli Whitney, quoted in *Technology in America*, edited by Carroll W. Pursell

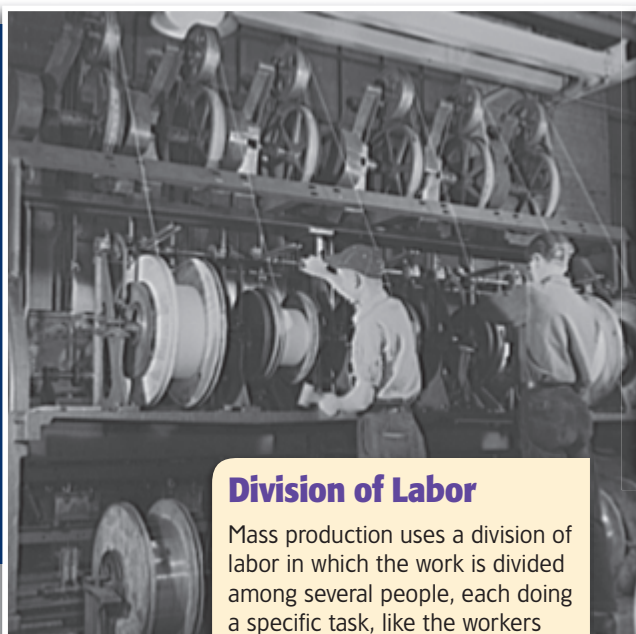
Whitney also came up with the idea of using **interchangeable parts**—parts of a machine that are identical. Using interchangeable parts made machines easier to assemble and broken parts easier to replace. Whitney promised to build 10,000 muskets in two years. The federal government gave him money to build his factory, and in 1801 Whitney was called to Washington, D.C., to give a demonstration.

Whitney stood before President John Adams and his secretary of war. He had an assortment of parts for 10 guns. He then randomly chose parts and quickly assembled them into muskets. To the audience's amazement, he repeated the process several times.

Whitney's Influence

Whitney had proven that American inventors could improve upon the new British technology. Machines that produced matching parts soon became standard in industry. Interchangeable parts sped up **mass production**, the efficient production of large numbers of identical goods.

READING CHECK Summarizing How did Eli Whitney influence American manufacturing?



Division of Labor

Mass production uses a division of labor in which the work is divided among several people, each doing a specific task, like the workers shown here.



Mass-Produced Goods

The end result is goods that have been mass-produced. These techniques were used to build items such as these firearms.

Modern Manufacturing

The word *manufacture* comes from Latin words that mean “to make by hand.” Yet in modern manufacturing, machines—not human hands—do most of the work.

A key feature of modern manufacturing is the assembly line. An assembly line is a long conveyer belt. As the product moves along the belt, or “down the line,” workers assemble it. Often, the workers use machines to help them. On a growing number of assembly lines, there are no workers at all: the product is assembled by computer-controlled robots.

Although a far cry from Eli Whitney’s factory, modern factories use the same elements of mass production that Whitney did more than 200 years ago.



ANALYSIS SKILL

ANALYZING INFORMATION

How do interchangeable parts help the modern assembly line work?

Manufacturing Grows Slowly

Despite the hard work of people such as Samuel Slater and Eli Whitney, manufacturing in the United States grew slowly. In 1810 Secretary of the Treasury Albert Gallatin suggested some reasons why there were so few factories in the United States.

“[The reasons include] . . . the superior attractions of agricultural pursuits [farming], . . . the abundance of land compared with the population, the high price of labor, and the want [lack] of sufficient capital [investment].”

—Albert Gallatin, quoted in *Who Built America?*
by Bruce Levine et al.

Gallatin and others believed that few people would choose to work in a factory if they could own their own farm instead. In Great Britain, on the other hand, land was more scarce and more expensive than in

the United States. As a result, fewer people were able to own farms. British factory workers generally were willing to work for lower wages than factory workers in the United States were.

Because British manufacturers had plenty of factory workers with technical skills, they could produce large amounts of goods less expensively than most American businesses could. As a result, they could charge lower prices for the goods. Lower British prices made it difficult for many American manufacturers to compete with British companies. This situation in turn discouraged American investors from spending the money needed to build new factories and machinery. As a result, only a few industries had found a place in the American economy. These included cotton goods, flour milling, weapons, and iron production.

These circumstances began to change around the time of the War of 1812. Since the 1790s, wars between European powers had interfered with U.S. trade. American customers were no longer able to get all the manufactured goods they were used to buying from British and European manufacturers. Then, during the War of 1812, British ships blockaded eastern seaports, preventing foreign ships from delivering goods. Americans began to buy the items they needed from American manufacturers instead of from foreign suppliers. As profits for American factories grew, manufacturers began to spend more money expanding their factories. State banks and private investors began to lend money to manufacturers for their businesses.

At the same time, many Americans began to realize that the United States had been relying too heavily on foreign goods. If the United States could not meet its own needs, it might be weak and open to attack. Former president Thomas Jefferson, who had once opposed manufacturing, changed his mind. He, too, realized that the United States was too dependent on imports.

“To be independent for the comforts of life we must fabricate [make] them ourselves. We must now place the manufacturer by the side of the agriculturalist [farmer].”

—Thomas Jefferson, from *The Writings of Thomas Jefferson*, edited by P. L. Ford

In February 1815, New Yorkers celebrated the end of the War of 1812 and the return of free trade. The streets were decorated and filled with merchants whose ships were loaded with goods. “With Peace and Commerce, America Prospers,” declared one display. Eager businesspeople prepared to lead the United States into a period of industrial growth. They urged northern politicians to pass higher tariffs on foreign goods to protect American companies.

READING CHECK Analyzing How did the War of 1812 aid the growth of American manufacturing?

THE IMPACT TODAY

American dependence on some foreign goods, such as oil, is still being debated today.

SUMMARY AND PREVIEW The Industrial Revolution started with the textile industry in England but soon spread to the United States. In the next section you will learn about how the spread of factories changed the working lives of many Americans.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What was the first industry to begin to use machines to manufacture goods?
b. Predict In what ways might life for workers change as a result of the **Industrial Revolution**?
2. **a. Recall** In what part of the United States were most mills located? Why?
b. Draw Conclusions How did the ideas of **Samuel Slater** and **Eli Whitney** affect manufacturing in the United States?
c. Evaluate Whose contributions do you think were more important—Slater’s textile machines or Whitney’s **interchangeable parts**? Why?
3. **a. Identify** What event encouraged the growth of American manufacturing? Why?
b. Contrast Why was manufacturing in Great Britain in the early years more successful than that in the United States?

Critical Thinking

4. **Drawing Conclusions** Review your notes on key inventions and improvements during the Industrial Revolution. Then copy the chart below and use it to show how each contribution affected manufacturing.

Invention/improvement	Effect on Manufacturing

FOCUS ON WRITING

5. **Noting Inventions** In your notebook, create a three-column chart. In the first column, list any inventions mentioned in this section. In the second column, identify the inventor. In the third column, describe the invention and its benefits.

Changes in Working Life

What You Will Learn...

Main Ideas

1. The spread of mills in the Northeast changed workers' lives.
2. The Lowell System revolutionized the textile industry in the Northeast.
3. Workers organized to reform working conditions.

The Big Idea

The introduction of factories changed working life for many Americans.

Key Terms and People

Rhode Island system, *p. 391*
 Francis Cabot Lowell, *p. 392*
 Lowell system, *p. 392*
 trade unions, *p. 394*
 strikes, *p. 394*
 Sarah G. Bagley, *p. 395*



Use the graphic organizer online to take notes on how mills changed workers' lives and how they organized to fight many of these changes.

If YOU were there...

You live on a dairy farm in Massachusetts in about 1820. On the farm, you get up at dawn to milk the cows, and your work goes on until night. But now you have a chance at a different life. A nearby textile mill is hiring young people. You would leave the farm and live with other workers. You could go to classes. Most important, you could earn money of your own.

Would you go to work in the textile mill? Why?

BUILDING BACKGROUND As factories and mills were established, the way people worked changed drastically. One dramatic change was the opportunity that factory work gave to young women. For young women in farm families, it was almost the only chance they had to earn their own money and a measure of independence.

Mills Change Workers' Lives

Workers no longer needed the specific skills of craftspeople to run the machines of the new mills. The lives of workers changed along with their jobs. Resistance to these changes sometimes sparked protests.

Many mill owners in the United States could not find enough people to work in factories because other jobs were available. At first, Samuel Slater and his two partners used apprentices—young men who worked for several years to learn the trade. However, they often were given only simple work. For example, their jobs might include feeding cotton into the machines and cleaning the mill equipment. They grew tired of this work and frequently left. Apprentice James Horton, for example, ran away from Slater's mill. "Mr. Slater . . . keep me always at one thing . . .," Horton complained. "I might have stayed there until this time and never knew nothing."

Eventually, Slater began to hire entire families who moved to Pawtucket to work in the mills. This practice allowed Slater to fill his labor needs at a low cost. Children as well as adults worked in the mills.

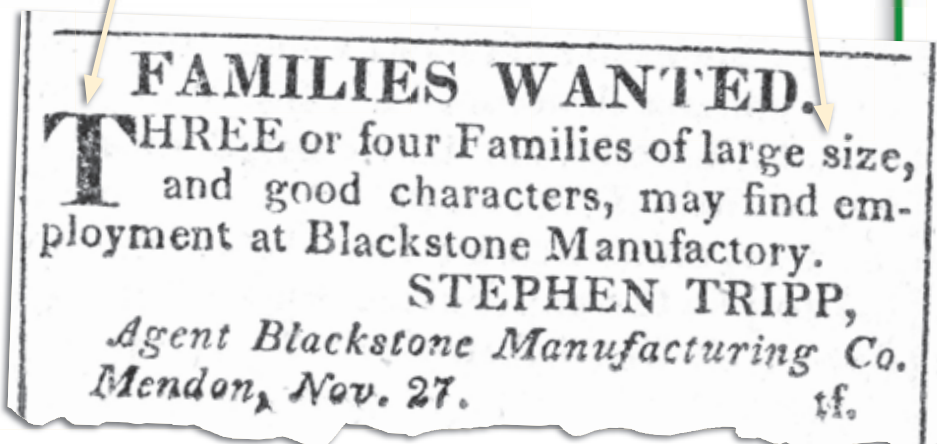
Primary Source

NEWSPAPER ADVERTISEMENT Family Wanted

This advertisement appeared in a Massachusetts newspaper in 1823. In it, a company requests that families come to work at a factory. The practice of hiring entire families was common at the time, especially in Britain. In America, it became known as the Rhode Island system.

The advertisement requests more than one family.

Why do you think Blackstone wants large families?



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Drawing Conclusions Do you think advertisements like this one had the effect the companies wanted?

On most farms children worked to help their families. Therefore, few people complained about the hiring of children to work in factories. H. Humphrey, an author of books on raising children, told parents that children needed to be useful. Humphrey wrote, "If he [a child] will not study, put him on to a farm, or send him into the shop, or in some other way provide regular employment for him." The machines made many tasks in the mill simple enough for children to do. Mill owners profited because they paid children low wages. Adults usually earned as much in a day as most children did in a week.

To attract families to his mill, Slater built housing for the workers. He also provided them with a company store where they could buy necessities. In addition, he started the practice of paying workers with credit at the company store. Instead of paying the full price for an item all at once, small payments could be made over a period of time. This practice allowed Slater to reinvest his money in his business.

Slater's strategy of hiring families and dividing factory work into simple tasks became known as the **Rhode Island system**. Mill

owners throughout the Northeast copied Slater's methods. Owners advertised with "Men with growing families wanted." They also sent recruiters to poor communities to find new workers. For many people, the chance to work in a factory was a welcome opportunity to earn money and to learn a new skill.

One of the earliest of the mill towns, Slatersville, was named after Samuel Slater. The town was built by Slater and his brother John. It included two houses for workers and their families, the owner's house, the company store, and the Slatersville Mill. The mill was the largest and most modern industrial building of its time.

The mills employed not only the textile workers who operated the machinery but also machine part makers and dam builders. Although the company store sold food and necessary items to workers, mill towns supported the same variety of businesses any other town needed to thrive. These included tailors and dressmakers, butchers, and other small workshops.

READING CHECK Summarizing What problem did Slater have in his mills, and how did he solve it?

The Lowell System

Not all mill owners followed this system. **Francis Cabot Lowell**, a businessman from New England, developed a very different approach. His ideas completely changed the textile industry in the Northeast.

The **Lowell system** was based on water-powered textile mills that employed young, unmarried women from local farms. The system included a loom that could both spin thread and weave cloth in the same mill. Lowell constructed boardinghouses for the women. Boardinghouse residents were given a room and meals along with their jobs.

With financial support from investors of the Boston Manufacturing Company, Lowell's first textile mill opened in Waltham, Massachusetts, in 1814. "From the first starting of the first power loom there was not . . . doubt about the success," wrote one investor. In 1822, the company built a larger mill in a Massachusetts town later named Lowell. Visitors to Lowell were amazed by the clean factories and neatly kept boardinghouses as well as the new machinery.

The young millworkers soon became known as Lowell girls. The mills paid them between \$2 and \$4 each week. The workers paid \$1.25 for room and board. These wages were much better than those women could earn per week in other available jobs, such as domestic work.

Many young women came to Lowell from across New England. They wanted the chance to earn money instead of working on the family farm. "I must of course have something of my own before many more years have passed over my head," wrote one young woman. The typical Lowell girl worked at the mills for about four years.

Unlike other factory workers, the Lowell girls were encouraged to use their free time to take classes and form women's clubs. They even wrote their own magazine, the *Lowell Offering*. Lucy Larcom, who started working at Lowell at age 11, later praised her fellow workers.



No record exists today of the name of this girl, who worked in a mill around 1850. Judging from the photograph, if she were in school today, she would probably be in the seventh or eighth grade. Although hard to see in this photograph, her hands and arms are scratched and swollen—telltale signs of the hard labor required of young girls who worked up to 14 hours per day.

TIME TABLE OF THE LOWELL MILLS

Morning Bells

First bell 4:30 AM

Second bell 5:30 AM

Third bell 6:20 AM

Dinner (Lunch) Bells

Ring out 12:00 PM

Ring in 12:35 PM

Evening Bells

Ring out 6:30 PM

Except on Saturday Evenings

—*The Table of the Lowell Mills, October 21, 1851*

History Close-up

Life of a Mill Girl

Girls had to keep their hair pulled back so it did not get caught in the machines, resulting in serious injury—or death.

Windows were rarely opened, to prevent air from blowing the threads. The result is a hot, stuffy room.

This girl is straightening threads as they enter the power loom, a job that cut her hands.

The air is dirty and causes breathing problems. One visitor remarked, “The atmosphere . . . is charged with cotton filaments and dust, which . . . are very injurious to the lungs.”

Girls must shout to be heard above the noise of the power looms. Visitors to the mill routinely referred to the sound of the machines as “deafening.”

ANALYSIS SKILL ANALYZING VISUALS

Judging from the photograph on page 392, what might be the condition of the girl's hands in this illustration? Why?

Primary Source

MAGAZINE ARTICLE

Sarah G. Bagley and Workers' Rights

Lowell girl Sarah G. Bagley wrote magazine articles and made speeches about working in the mills. She organized workers to help change conditions.

Bagley says that mill girls work to help their family members.

Bagley believes that most mill girls would leave their jobs if they could.

“Is anyone such a fool as to suppose that out of six thousand factory girls in Lowell, sixty would be there if they could help it? Whenever I raise the point that it is immoral to shut us up in a close room twelve hours a day in the most monotonous and tedious of employment I am told that we have come to the mills voluntarily and we can leave when we will. Voluntarily! . . . the whip which brings us to Lowell is necessity. We must have money; a father's debts are to be paid, an aged mother to be supported, a brother's ambition to be aided and so the factories are supplied. Is this to act from free will? . . . Is this freedom? To my mind it is slavery.”

—Sarah G. Bagley, quoted in *The Belles of New England: The Women of the Textile Mills and the Families Whose Wealth They Wove*, by William Moran

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How did Bagley view the idea that workers must endure poor conditions?

“I regard it as one of the privileges [advantages] of my youth that I . . . [grew] up among those active, interesting girls, whose lives . . . had principle [ideals] and purpose distinctly their own.”

—Lucy Larcom, from *A New England Girlhood*

Mill life was hard, however. The workday was between 12 and 14 hours long, and daily life was carefully controlled. Ringing bells ordered workers to breakfast or lunch. Employees had to work harder and faster to keep up with new equipment. Cotton dust also began to cause health problems, such as chronic cough, for workers.

THE IMPACT TODAY

In the 1950s, labor union membership reached its peak; about 40 percent of the workforce belonged to unions. Today only about 12 percent of the working population belongs to a labor union.

READING CHECK **Contrasting** How was the Lowell system different from the Rhode Island system?

Workers Organize

Factories continued to spread in the 1800s. Craftspeople, who made goods by hand, felt threatened. Factories quickly produced low-priced goods. To compete with factories, shop owners had to hire more workers and pay them less. Shoemaker William Frazier complained about the situation in the mid-1840s. “We have to sit on our seats from twelve to sixteen hours per day, to earn one dollar.”

The wages of factory workers also went down as people competed for jobs. A wave of immigration in the 1840s brought people from other, poorer countries. They were willing to work for low pay. More immigrants came to the Northeast, where the mills were located, than to the South. Competition for jobs also came from people unemployed during the financial Panic of 1837. For example, about 50,000 workers in New York City alone lost their jobs.

The Beginning of Trade Unions

Facing low wages and the fear of losing their jobs, skilled workers formed **trade unions**, groups that tried to improve pay and working conditions. Eventually, unskilled factory workers also formed trade unions. Most employers did not want to hire union workers. Employers believed that the higher cost of union employees prevented competition with other manufacturers.

Sometimes labor unions staged protests called **strikes**. Workers on strike refuse to work until employers meet their demands. Most early strikes were not successful, however. Courts and police usually supported companies, not striking union members.

Labor Reform Efforts

A strong voice in the union movement was that of millworker **Sarah G. Bagley**. She founded the Lowell Female Labor Reform Association in 1844 and publicized the struggles of factory laborers. The association's two main goals were to influence an investigation of working conditions by the Massachusetts state legislature and to obtain a 10-hour workday. Members of the association passed out pamphlets and circulated petitions.

President Martin Van Buren had granted a 10-hour workday in 1840 for many federal employees. Bagley wanted this rule to apply to employees of private businesses. These men and women often worked 12 to 14 hours per day, six days per week.

Many working men and women supported the 10-hour-workday campaign, despite the opposition of business owners. In 1845 Sarah Bagley was elected vice president of the New England Working Men's Association. She was the first woman to hold such a high-ranking position in the American labor movement.

Over time, the unions achieved some **concrete** legal victories. Connecticut, Maine, New Hampshire, Ohio, Pennsylvania, and a few other states passed 10-hour-workday laws.

For factory workers in other states, long hours remained common. One witness described how children were “summoned by the factory bell before daylight” and worked until eight o'clock at night “with nothing but [a] recess of forty-five minutes to get their dinner.” Union supporters continued to fight for work reforms such as an end to child labor in factories during the 1800s.

READING CHECK Finding Main Ideas

Why did workers form unions, and what were the main goals of union reformers?

SUMMARY AND PREVIEW With the growth of factories, workers faced new opportunities and challenges. In the next section you will learn about how the Transportation Revolution brought changes to commerce and the daily lives of Americans.

ACADEMIC VOCABULARY

concrete
specific, real

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What problems did many mill owners have in finding workers?

b. Analyze How did Samuel Slater's **Rhode Island system** change employment practices in mills?
- a. Describe** What was life like for mill workers in the **Lowell system**?

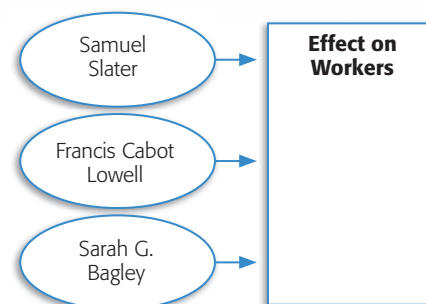
b. Make Inferences Why would young women have wanted to go to work in the Lowell mills?
- a. Recall** Why did workers form **trade unions**?

b. Predict What are some possible problems that might arise between factory owners and trade unions?

Critical Thinking

- 4. Drawing Conclusions** Review your notes on mills and workers' reactions to them. Then copy the graphic organizer to the right and use it to show

how Slater, Lowell, and Sarah G. Bagley affected workers' lives.



FOCUS ON WRITING

- 5. Examining Working Conditions** This section tells about mill life and conditions for workers. In the chart you started for the first section, list the two labor systems used by mills, the person who developed each, and the benefits of each system.

The Transportation Revolution

What You Will Learn...

Main Ideas

1. The Transportation Revolution affected trade and daily life.
2. The steamboat was one of the first developments of the Transportation Revolution.
3. Railroads were a vital part of the Transportation Revolution.
4. The Transportation Revolution brought many changes to American life and industry.

The Big Idea

New forms of transportation improved business, travel, and communication in the United States.

Key Terms and People

Transportation Revolution, p. 396

Robert Fulton, p. 397

Clermont, p. 397

Gibbons v. Ogden, p. 397

Peter Cooper, p. 398



Use the graphic organizer online to create a time line with the key events in the development of transportation.

If YOU were there...

You live in a small town in Iowa in the 1860s. You've never been more than 30 miles from home and have always traveled by wagon or on horseback. Now there are plans to build a railroad westward from Chicago, 200 miles to the east. The tracks will come through your town! Twice a week, trains will bring goods from the city and take people farther west.

How would the coming of the railroad change your life?

BUILDING BACKGROUND The Industrial Revolution changed how goods were made. It brought great changes in the ways that many Americans lived. But developments in technology led to major changes in other areas of life, too. New forms of transportation would bring remote parts of America closer together.

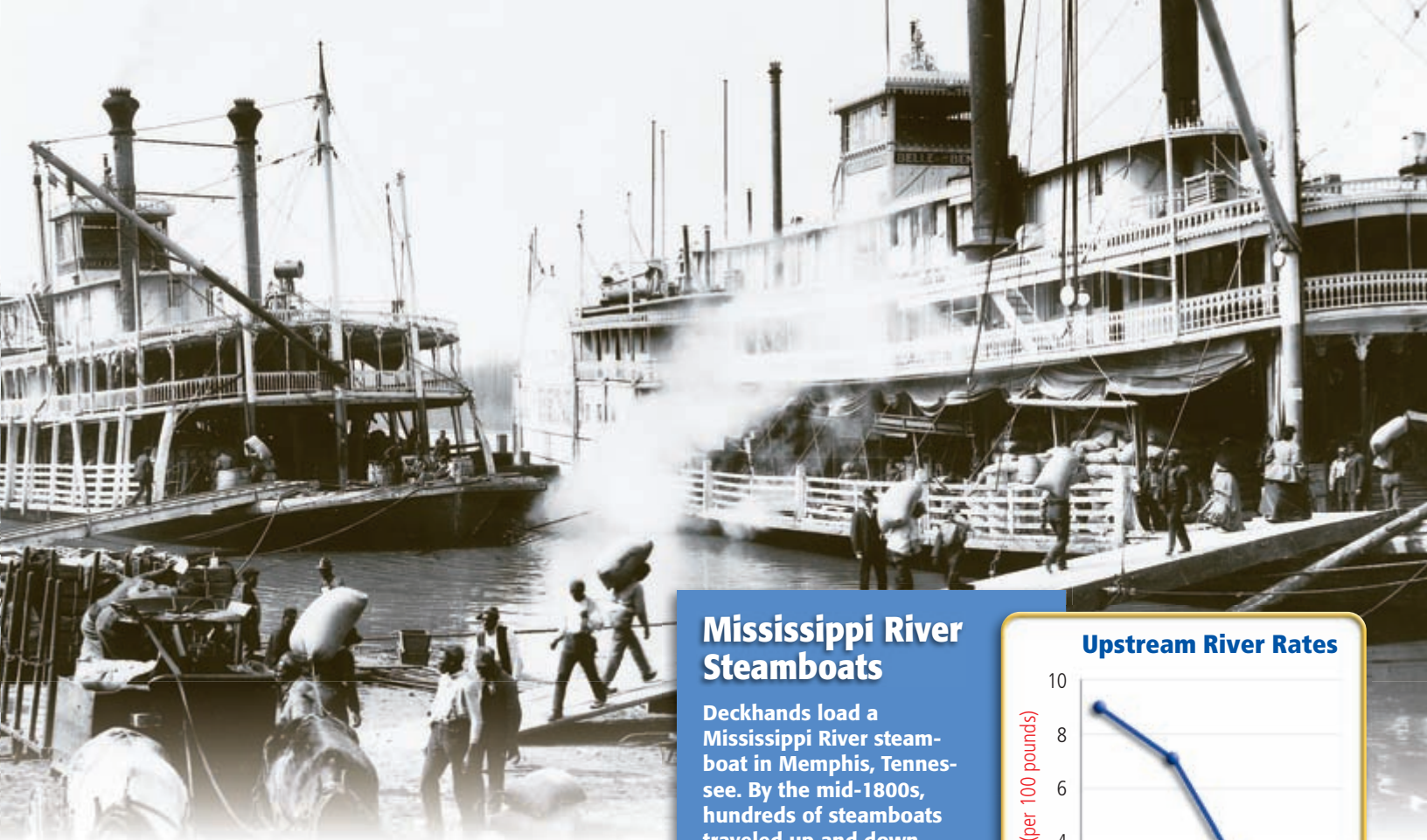
Trade and Daily Life

During the 1800s the United States was transformed by a **Transportation Revolution**—a period of rapid growth in the speed and convenience of travel because of new methods of transportation. The Transportation Revolution created a boom in business across the country, particularly by reducing shipping time and costs. As one foreign observer declared in 1835, “The Americans . . . have joined the Hudson to the Mississippi, and made the Atlantic Ocean communicate with the Gulf of Mexico.”

These improvements were made possible largely by the invention of two new forms of transportation: the steamboat and steam-powered trains. They enabled goods, people, and information to travel rapidly and efficiently across the United States.

READING CHECK Finding Main Ideas What benefits did the Transportation Revolution bring to trade and daily life?





Steamboats

American and European inventors had developed steam-powered boats in the late 1700s. However, they were not in wide use until the early 1800s.

Steamboat Era

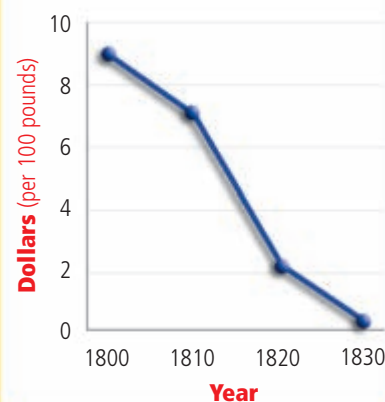
In 1803 American **Robert Fulton** tested his first steamboat design in France. Several years later, he tested the first full-sized commercial steamboat, called the **Clermont**, in the United States. On August 9, 1807, the *Clermont* traveled against the current up the Hudson River without trouble. Demand for steamboat ferry service soon arose.

The steamboat was well suited for river travel. It could move upriver and did not rely on wind power. Steamboats increased trade and profits because goods could be moved quickly and thus more cheaply. More than 500 steamboats were in use in the United States by 1840. By the 1850s, steamboats were also being used to carry people and goods across the Atlantic Ocean.

Mississippi River Steamboats

Deckhands load a Mississippi River steamboat in Memphis, Tennessee. By the mid-1800s, hundreds of steamboats traveled up and down American rivers. Steamboats enabled Americans to ship more goods farther, faster, and for less money than ever before.

Upstream River Rates



Gibbons v. Ogden

Increased steamboat shipping led to conflict over waterway rights. In 1819 Aaron Ogden sued Thomas Gibbons for operating steamboats in New York waters that Ogden said he owned. Gibbons did not have a license to operate in New York, but argued that his federal license gave him the right to use New York waterways.

In the case of **Gibbons v. Ogden**, which reached the Supreme Court in 1824, the Court reinforced the federal government's authority to regulate trade between the states by ending monopolistic control over waterways in several states. The ruling freed up waters to even greater trade and shipping.

READING CHECK Summarizing Explain the effects of the *Gibbons v. Ogden* ruling.

American Railroads

What the steamboat did for water travel, the train did for overland travel. Steam-powered trains had first been developed in Great Britain in the early 1800s. However, they did not become popular in the United States until the 1830s. In 1830 **Peter Cooper** built a small but powerful locomotive called the *Tom Thumb*. He raced the locomotive against a horse-drawn railcar. Eyewitness John Latrobe later described the race, in which *Tom Thumb* had a slow start and fell behind. Latrobe wrote, "The pace increased, the passengers shouted, the engine gained on the horse . . . then the engine passes the horse, and a great hurrah hailed the victory." Unfortunately for Cooper, victory was spoiled when *Tom Thumb* broke down and lost the race near the end.

Despite the defeat, the contest showed the power and speed of even a small locomotive. Railroad fever soon spread. By 1840 railroad companies had laid about 2,800 miles of track—more than existed in all of

Europe. French economist Michel Chevalier described Americans as having "a perfect passion for railroads."

As more railroads were built, engineers and mechanics overcame many tough challenges. Most British railroads, for example, ran on straight tracks across flat ground. In the United States, however, many railroads had to run up and down steep mountains, around tight curves, and over swift rivers. Railroad companies also built the tracks quickly and often with the least expensive materials available. As time went on, engineers and mechanics built heavier, faster, and more powerful steam locomotives.

By 1860 about 30,000 miles of railroad linked almost every major city in the eastern United States. As a result, the economy surged forward. For example, American locomotives hauled more freight than those in any other country. The railroad companies quickly became some of the most powerful businesses in the nation. As the railroad



VIDEO

Wild West Tech:
Train Tech

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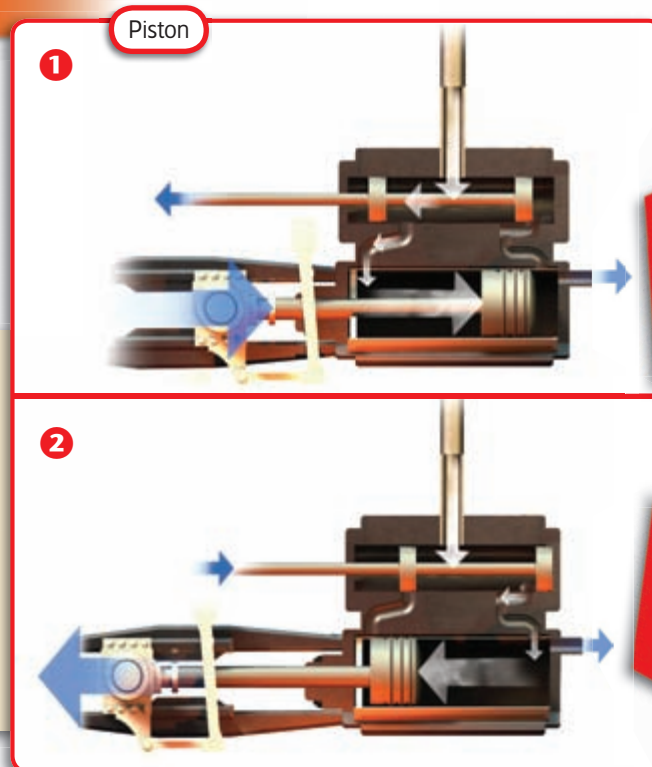
The Steam Train

CONNECT TO SCIENCE AND TECHNOLOGY

Boiling water produces steam, which pushes pistons back and forth in a steam engine. These pistons are connected to rods that rotate the wheels of the locomotive.

Why does the train have a firebox?

- 1 As steam follows the path of the white arrows into the cylinder, the pressure pushes the piston in the direction of the large blue arrow. Connecting rods turn the wheel half a turn.
- 2 When the small valve rod moves, the other valve is blocked, pushing steam into the other side of the cylinder. The pressure moves the piston in the direction of the large blue arrow and the wheel completes a turn.



system grew, manufacturers and farmers could send their goods to distant markets.

In addition to their tremendous economic impact, the railroads made a powerful impression on the senses of passengers and observers. Trains were the fastest form of transportation most people had ever experienced. While wagons often traveled less than 2 miles per hour, locomotives averaged about 20 miles per hour. Writer George Templeton Strong of New York City described the thrill of a steam train passing by in the night:

“Whizzing and rattling and panting, with its fiery furnace gleaming in front, its chimney vomiting fiery smoke above, and its long train of cars rushing along behind like the body and tail of a gigantic dragon— . . . and all darting forward at the rate of twenty miles an hour. Whew!”

—George Templeton Strong, quoted in *The Market Revolution* by Charles Sellers

Riding on the early trains was often an adventure, but it could also be quite dangerous. Engineers trying to stay on time sometimes traveled too fast. English citizen Charles Richard Weld was on a railroad car that flew off the tracks. To his amazement, the other passengers did not complain about the accident. Instead, they praised the engineer for trying to keep on schedule!

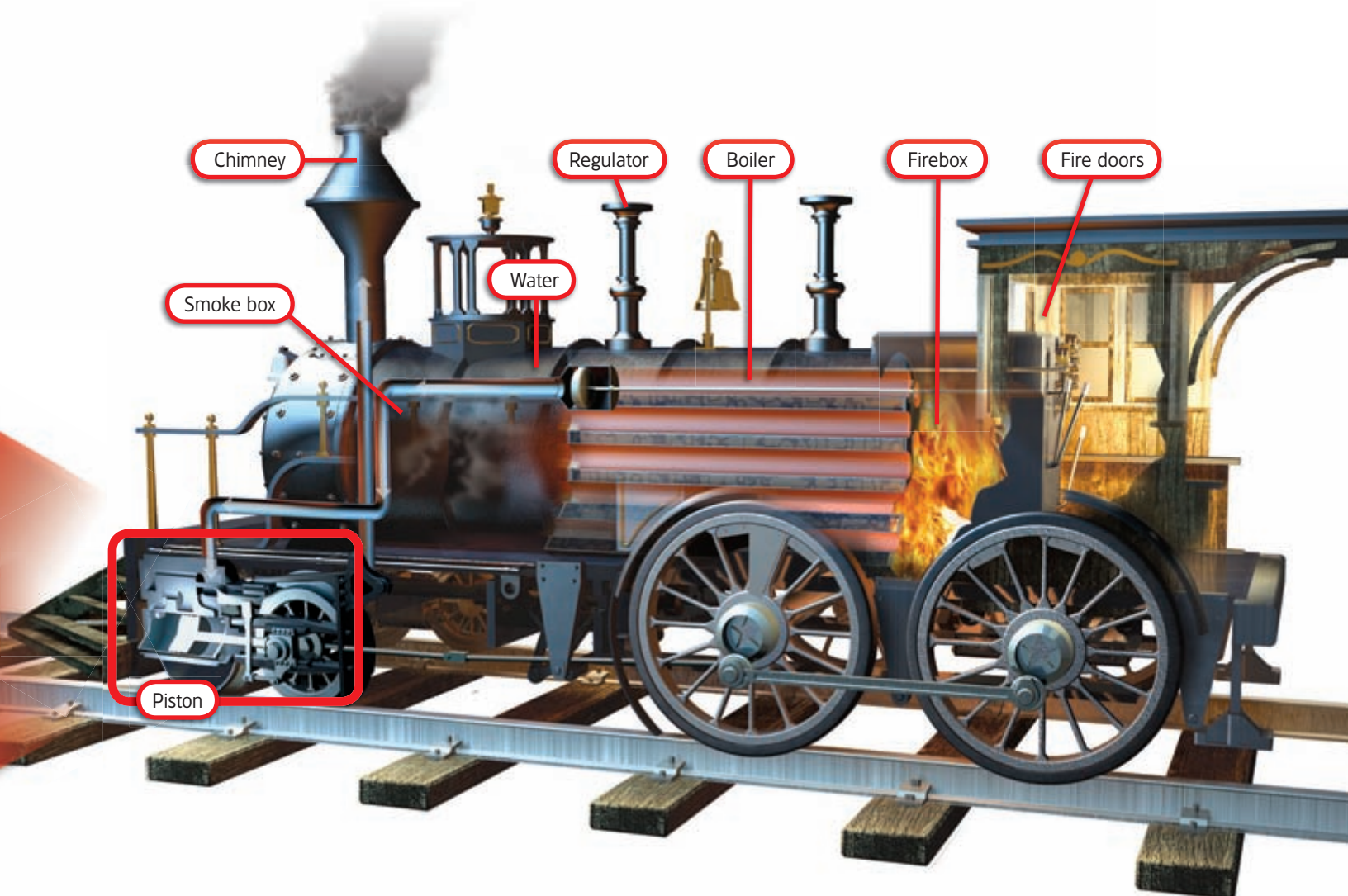
Passengers accepted such risks because the railroads reduced travel time dramatically. Railroads also helped tie communities together. In 1847 Senator Daniel Webster spoke for many people in the United States when he declared that the railroad “towers above all other inventions of this or the preceding age.”

READING CHECK Drawing Inferences

In what ways did railroads affect the economy of the United States?

THE IMPACT TODAY

In 1883 four standard time zones were introduced in the United States to help railroads offer uniform train schedules. Today travelers might cross one or more time zones in a single airplane flight.



sprang up in places where coal deposits could be mined. Miners made deep gashes in the earth removing the coal.

Later, in the 1870s, the demand for coal increased as the demand for steel grew. Steel is made through a smelting process—heating iron ore to very high temperatures. Coal was used to fire the furnaces. Steel, which is much stronger than iron, was increasingly used to build factories and the machines they produced. Steel was also used to make the rails that trains ride on.

The growing market for steel helped fuel the need for more railroads. Railroads transported steel to places where new factories were being built. Railroads also brought new steel farming tools and machines to farmers in the Midwest. Using the new equipment, farmers produced more crops. Railroads then transported their harvests to markets.

Effects of Railroads

The railroads also played a role in the growth of other businesses. The logging industry

expanded as people in the growing towns and cities needed wood for houses and furniture. As newspaper publishing increased, demand for paper grew. Lumber items became the primary product of New England. Settlers spreading out across the Midwest cut down trees and plowed up prairies to make farmland. Deforestation, or cutting down and removing trees, took place on a large scale.

Railroads also caused cities to grow. Some cities became transportation hubs. Chicago was one such city. Its location on Lake Michigan made it an ideal transportation hub, linking the Midwest to the East and South.

FOCUS ON READING

What causes and effects do you see in this section?

READING CHECK Analyzing Information

What role did railroads play in the growth of the coal industry?

SUMMARY AND PREVIEW The Transportation Revolution changed the way business was done. In the next section you will learn about more technological advances.

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What forms of transportation were improved or invented at this time?

b. Explain What effect did the **Transportation Revolution** have on the United States?
- a. Describe** What were the benefits of steamboat travel?

b. Analyze What effect did the ruling in the *Gibbons v. Ogden* case have on federal government?
- a. Describe** What event showed the power and speed of locomotives?

b. Draw Conclusions How did railroads affect trade and business in the United States?

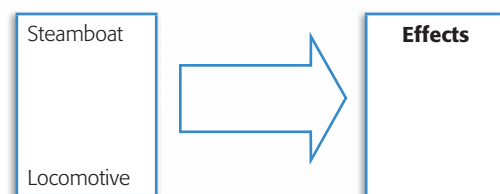
c. Elaborate Why do you think Americans were fascinated by railroads?
- a. Describe** What physical obstacles did railroad construction in the United States face?

b. Analyze What effects did the Transportation Revolution have on the U.S. economy?

c. Elaborate Do you think the Transportation Revolution played a role in deforestation? Explain.

Critical Thinking

- Identifying Effects** Review your time line on the steamboat and the locomotive. Then copy the chart below and use it to show how they affected business, travel, and communication in the United States.



FOCUS ON WRITING

- Describing Travel Inventions** Add the steamboat and locomotive to your list. Note the individuals involved in their development as well as how these new methods of travel changed life for people in the United States.

More Technological Advances

What You Will Learn...

Main Ideas

1. The telegraph made swift communication possible from coast to coast.
2. With the shift to steam power, businesses built new factories closer to cities and transportation centers.
3. Improved farm equipment and other labor-saving devices made life easier for many Americans.
4. New inventions changed lives in American homes.

The Big Idea

Advances in technology led to new inventions that continued to change daily life and work.

Key Terms and People

Samuel F. B. Morse, p. 402
 telegraph, p. 402
 Morse code, p. 403
 John Deere, p. 404
 Cyrus McCormick, p. 404
 Isaac Singer, p. 405



Use the graphic organizer online to take notes on the new advances in technology listed in this section.

If YOU were there...

You own a small shop in Chicago, Illinois, in the 1850s. You sell ladies' hats and gowns. When you need more hats, you send a letter to the manufacturer in New York. Sometimes it takes weeks for the letter to get there. One day, the owner of the shop next door tells you about a wonderful new machine. It can send orders from Chicago to New York in just minutes!

How would a machine like this change your business?

BUILDING BACKGROUND The Industrial and Transportation Revolutions had far-reaching effects on Americans' lives. They led to still more innovations in technology. Some of the new machines and devices speeded up processes for business owners. Others made life easier for people at home.

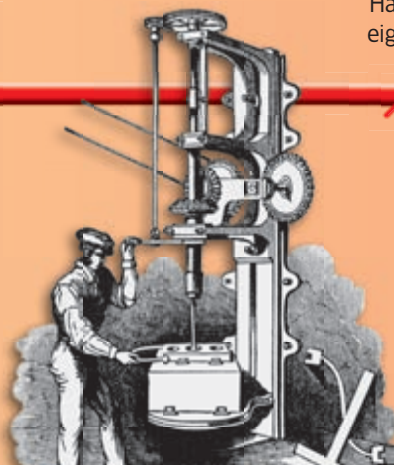
Telegraph Speeds Communication

In 1832 **Samuel F. B. Morse** perfected the **telegraph**—a device that could send information over wires across great distances. To develop the telegraph, Morse studied electricity and magnetism. In

Time Line

American Inventions

1798 Eli Whitney proposed the idea of mass producing guns. Machines like this one made it possible for workers to make interchangeable parts efficiently.



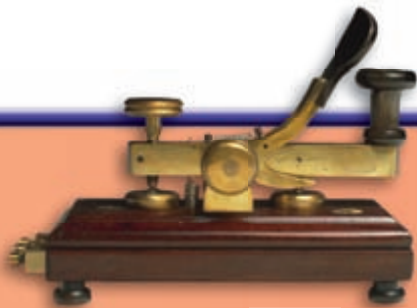
1831 Cyrus McCormick invents the mechanical reaper. Harvesting grain becomes eight times more efficient.

time, Morse put the work of other scientists together in a practical machine.

The telegraph sent pulses, or surges, of electric current through a wire. The telegraph operator tapped a bar, called a telegraph key, that controlled the length of each pulse. At the other end of the wire, these pulses were changed into clicking sounds. A short click was called a dot. A long click was called a dash. Morse's partner, Alfred Lewis Vail, developed a system known as **Morse code**—different combinations of dots and dashes that represent each letter of the alphabet. For example, *dot dot dot, dash dash dash, dot dot dot* is the distress signal called SOS. Skilled telegraph operators could send and receive many words per minute.

Several years passed before Morse was able to connect two locations with telegraph wires. Despite that achievement, people doubted his machine. Some people did not think that he was reading messages sent from miles away. They claimed that he was making lucky guesses.

Morse's break came during the 1844 Democratic National Convention in Baltimore, Maryland. A telegraph wired news of the presidential candidate's nomination to politicians in Washington. The waiting politicians responded, "Three cheers for the telegraph!" Telegraphs were soon sending and receiving information for businesses, the government, newspapers, and private citizens.



1832 Samuel F. B. Morse invents the telegraph. Long-distance communication becomes almost instantaneous.

BIOGRAPHY

Samuel F. B. Morse

(1791–1872)

Like steamboat creator Robert Fulton, Samuel F. B. Morse began his career as a painter rather than as an inventor. In 1832 Morse was a widower struggling to raise his three children alone. He became interested in the idea of sending messages electrically. Morse hoped he could invent a device that would earn him enough money to support his family. Eventually, earnings from the telegraph made Morse extremely wealthy.

Drawing Conclusions What motivated Morse to invent the telegraph?



The telegraph grew with the railroad. Telegraph companies strung their wires on poles along railroads across the country. They established telegraph offices in many train stations. Thousands of miles of telegraph line were added every year in the 1850s. The first transcontinental line was finished in 1861. By the time he died in 1872, Morse was famous across the United States.

READING CHECK Identifying Cause and Effect

What event led to the widespread use of the telegraph, and what effect did the telegraph have on cross-country communications?

1837 John Deere invents the steel plow. The tough prairie sod can be cut and the thick soil ploughed without having to constantly clean the plow.



Steam Power and New Factories

At the start of the Industrial Revolution, most factories ran on waterpower. In time, however, factory owners began using steam power. This shift brought major changes to the nation's industries. Water-powered factories had to be built near streams or waterfalls. In contrast, steam power allowed business owners to build factories almost anywhere. Yet the Northeast was still home to most of the nation's industry. By 1860 New England alone had as many factories as the entire South did.

Some companies decided to build their factories closer to cities and transportation centers. This provided easier access to workers, allowing businesses to lower wages. Being closer to cities also reduced shipping costs. Cities soon became the center of industrial growth. People from rural areas as well as foreign countries flocked to the cities for factory jobs.

Factory workers improved the designs of many kinds of machines. Mechanics invented tools that could cut and shape metal, stone, and wood with great precision. By the 1840s this new machinery was able to produce interchangeable parts. Within a short period of time, the growing machine-tool industry was even making customized equipment.

READING CHECK **Finding Main Ideas** What changes resulted from the shift to steam power?

Improved Farm Equipment

During the 1830s, technology began transforming the farm as well as the factory. In 1837 blacksmith **John Deere** saw that friends in Illinois had difficulty plowing thick soil with iron plows. He thought a steel blade might work better. His design for a steel plow was a success. By 1846 Deere was selling 1,000 plows per year.

In 1831 **Cyrus McCormick** developed a new harvesting machine, the mechanical reaper, which quickly and efficiently cut down wheat. He began mass producing his reapers in a Chicago factory. McCormick used new methods to encourage sales. His company advertised, gave demonstrations, and provided a repair and spare parts department. He also let customers buy on credit.

The combination of Deere's plow and McCormick's reaper allowed Midwestern farmers to plant and harvest huge crop fields. By 1860, U.S. farmers were producing more than 170 million bushels of wheat and more than 800 million bushels of corn per year.

READING CHECK **Summarizing** What marketing methods did McCormick use to help sell his farm equipment?



1851 Isaac Singer improves the sewing machine. The production and repair of clothing becomes much easier.

American Inventions (continued)

1849 Walter Hunt invents the safety pin.



UNITED STATES PATENT OFFICE.
WALTER HUNT, OF NEW YORK, N. Y., ASSIGNOR TO WM. RICHARDSON AND JEO. RICHARDSON.

DRESS-PIN.

Specification of Letters Patent No. 6,261, dated April 10, 1849.

To all whom it may concern:
Be it known that I, WALTER HUNT, of the city, county, and State of New York, have invented a new and useful Improvement in the Make or Form of Dress-Pins, of which the following is a faithful and accurate description.
to the bar C, (see Figs. 6, 7 and 8,) which combined with the advantages of the spring and catch, renders it equally ornamental, and at the same time more secure and durable than any other plan of a clasp pin, heretofore in use, there being no joint to break or pivot to wear or get loose as in other plans. Another great advantage unknown in other
the perfect convenience of 40

Changing Life at Home

Many inventions of the Industrial Revolution simply made life easier. When Alexis de Tocqueville of France visited the United States in the early 1830s, he identified what he called a very American quality.

“[Americans want] to be always making life more comfortable and convenient, to avoid trouble, and to satisfy the smallest wants [desires] without effort and almost without cost.”

—Alexis de Tocqueville, from *Democracy in America*

The sewing machine, first invented by Elias Howe, a factory apprentice in Lowell, Massachusetts, was one of these conveniences. **Isaac Singer** then made improvements to Howe’s design. Like McCormick, Singer allowed customers to buy his machines on credit and provided service. By 1860 Singer’s company was the world’s largest maker of sewing machines.

Other advances improved on everyday items. In the 1830s, iceboxes cooled by large blocks of ice became available. Iceboxes stored fresh food safely for longer periods. Iron cookstoves began replacing cooking fires and stone hearths.

Companies also began to mass produce earlier inventions. This allowed many families to buy household items, such as clocks, that they could not afford in the past. For example, a clock that cost \$50 in 1800 was selling for only \$1.50 by the 1850s. Additional useful items created during this period

include matches, introduced in the 1830s, and the safety pin, invented in 1849. All of these inventions helped make life at home more convenient for an increasing number of Americans.

READING CHECK Analyzing How did labor-saving inventions affect daily life?

THE IMPACT TODAY

New inventions, such as cell phones, laptop computers, and wireless internet continue to make life easier and more convenient for people today.

SUMMARY AND PREVIEW New machines and inventions changed the way Americans lived and did business in the early 1800s. In the next section you will learn how agricultural changes affected the South.

Section 4 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** How did the **telegraph** work?

b. Predict What impact might the telegraph have on the future of the United States?
- a. Describe** How did waterpowered factories differ from steam-powered factories?

b. Explain How did the shift to steam power lead to the growth of cities?
- a. Identify** What contributions did **Cyrus McCormick** and **John Deere** make to farming?

b. Analyze What effect did new inventions have on agriculture in the United States?
- a. Identify** What inventions improved life at home?

b. Evaluate Which invention do you think had the greatest effect on the daily lives of Americans? Why?

Critical Thinking

- Supporting a Point of View** Review your notes on technological advances and their effects. Then create a graphic organizer like the one below that shows the top three advances you think are most important and why.

Most Important	Why

FOCUS ON WRITING

- Describing Technological Advances** Add notes about the inventions mentioned in this section to your chart. Think about which invention you will use for your newspaper advertisement.

1859 Manufactured goods become more valuable than agricultural goods in the country’s economy for the first time. The United States is becoming a modern industrial nation.

ANALYSIS SKILL

READING TIME LINES

Which two inventions improved American agriculture?

Personal Conviction and Bias

Define the Skill

Everyone has *convictions*, or firmly held beliefs. However, when we let our beliefs automatically slant or shape our point of view on topics, we may be showing bias. *Bias* is a fixed idea or opinion about someone or something. Some bias is based on a set of ideas about a group to which the person or thing belongs. This type of bias is called a *stereotype*. If the group is defined by race, religion, age, gender, or similar characteristics, the bias is known as *prejudice*.

Bias, stereotypes, and prejudice are not always negative in nature. They include favorable opinions too. For example, the belief that a student is good at math because that person is male is a bias that shows both stereotyping and prejudice.

We should always be on guard for the presence of personal bias. Eliminating stereotyping and prejudice is particularly important. However, even “good” biases can slant how we view, judge, and communicate information. Honest and accurate communication requires that the information and ideas we express be as free of bias as possible.

Learn the Skill

Not all beliefs are biases, even if those beliefs are strongly held. Biases are beliefs that have little or no evidence to support them. The more unreasonable a person’s view is in light of facts and evidence, the more likely it is that the belief is a bias.

Another characteristic of bias is the person’s reluctance to question his or her belief if it is challenged by evidence. Sometimes people stubbornly cling to views that overwhelming evidence proves wrong. This is why bias is defined as a “fixed” idea

or opinion. One of the most damaging effects of bias, and a good reason for trying to avoid it, is that it can prevent us from learning new things.

The following precautions can help you to reduce the amount of bias you hold and express.

- 1 When discussing a topic, keep in mind beliefs and experiences in your own background that might affect how you feel about the topic.
- 2 Try to not mix statements of fact with statements of opinion. Clearly separate and indicate what you *know* to be true from what you *believe* to be true.
- 3 Avoid using emotional, positive, or negative words when communicating factual information.

Practice the Skill

In 1834 Tennessee congressman Davy Crockett visited the textile mills at Lowell, Massachusetts. Read his account of the “Lowell girls” who worked in the factory and complete the activity below.

“Here are thousands [of young women], useful to others, . . . with the prospect before them of future comfort and respectability . . . There are more than five thousand females employed in Lowell; and when you come to see the amount of labour performed by them, in superintending [operating] the different machinery, you will be astonished.”

Suppose that you were a “Lowell girl” who has just read this account of Crockett’s visit. Write a letter to the editor of the *Lowell Offering* reacting to the biases and stereotypes about women that Crockett shows in his account.



History's Impact

▶ video series

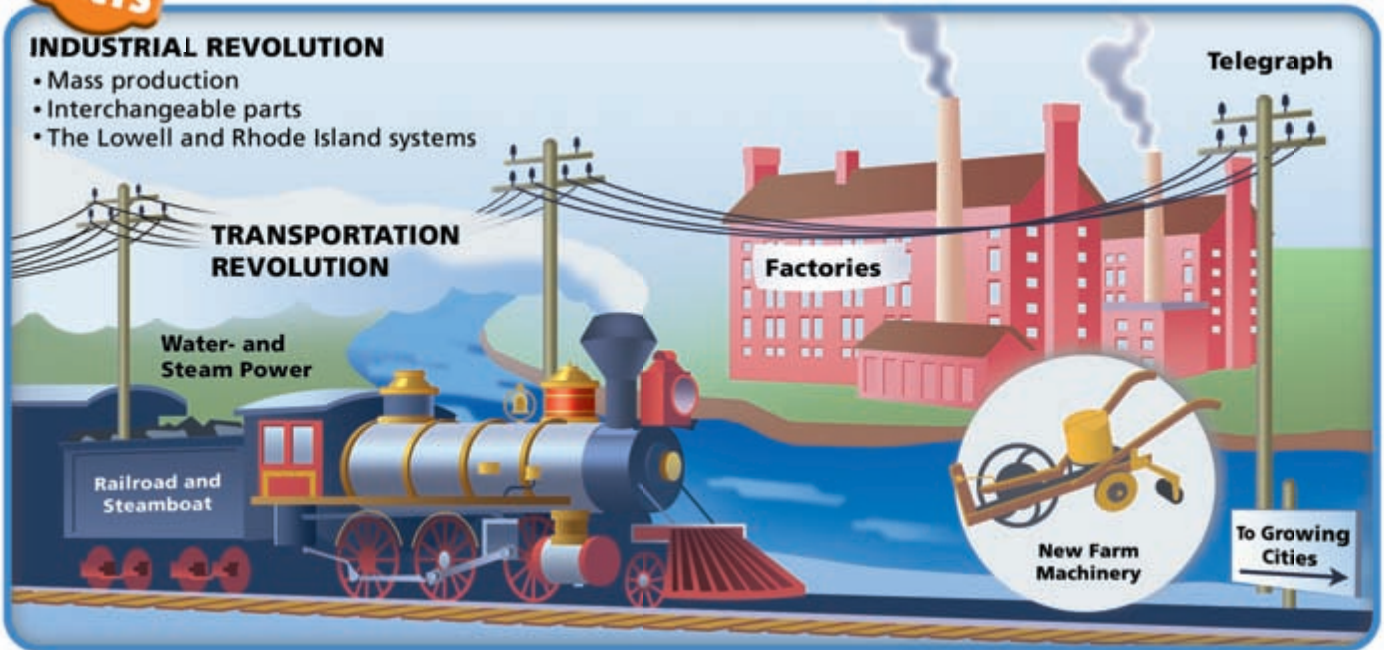
Review the video to answer the closing question:

How do you think ease of travel has affected U.S. population centers?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

Complete each sentence below by filling in the blank with the correct term or person from the chapter.

1. The system of _____ was developed to represent letters of the alphabet when sending telegraph messages.
2. The first American woman to hold a high-ranking position in the labor movement was _____.
3. The _____ was a period of rapid growth in the use of machines and manufacturing.
4. The first locomotive in the United States was built by _____.
5. Workers would sometimes go on _____ to force factory owners to meet their demands for better pay and working conditions.
6. The _____ industry, which produced cloth items, was the first to use machines for manufacturing.

Comprehension and Critical Thinking

SECTION 1 (Pages 384–389)

7. a. **Identify** What ideas did Eli Whitney want to apply to the manufacture of guns?
- b. **Analyze** How did the War of 1812 lead to a boom in manufacturing in the United States?
- c. **Elaborate** Why do you think the Industrial Revolution began in Great Britain rather than in the United States?

SECTION 2 (Pages 390–395)

8. a. **Describe** What was mill life like?
- b. **Draw Conclusions** How did the Rhode Island system and the Lowell system change the lives of American workers?
- c. **Evaluate** Were reformers such as Sarah G. Bagley effective in improving labor conditions? Why?

SECTION 3 (Pages 396–401)

9. **a. Describe** How were Americans affected by the introduction of steamboats?
- b. Make Inferences** How did railroad companies become some of the most powerful businesses in the country?
- c. Elaborate** What was the most important result of the Transportation Revolution? Why?

SECTION 4 (Pages 402–405)

10. **a. Recall** What important change took place in how factories were powered?
- b. Draw Conclusions** How did the telegraph affect communication in the United States?
- c. Evaluate** Do you think moving factories close to cities helped or hurt working life? Explain.

Reviewing Themes

11. **Science and Technology** What are the three most important inventions of the Industrial Revolution? Why?
12. **Economics** What was the overall effect of the Industrial Revolution on the U.S. economy?

Using the Internet

13. **Activity: Marketing Plan** The Industrial Revolution changed the way goods were produced. New inventions created easier, faster, or completely new ways of doing things. Using the online textbook, research inventions made between 1790 and 1860. Then create a plan for how to sell one of the inventions. In your plan, identify the problems the invention will fix, your target audience, and how the invention should be advertised and sold.

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Reading Skills



Causes and Effects in History Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Many young women came to Lowell from across New England. They wanted the chance to earn money instead of working on the family farm. (p. 392)

14. According to the passage above, what was a cause for moving to Lowell?
 - a. working long hours
 - b. earning money
 - c. meeting people
 - d. working on a farm

Social Studies Skills



Personal Conviction and Bias Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

“Is anyone such a fool as to suppose that out of six thousand factory girls in Lowell, sixty would be there if they could help it?”

—Sarah G. Bagley, quoted in *The Belles of New England*
by William Moran

15. Do you think that Bagley’s opposition to the Lowell system was unfairly biased? Why or why not?

FOCUS ON WRITING

16. **Writing Your Newspaper Advertisement** Look over your chart, and choose one invention for your advertisement. Then answer these questions to help you plan your advertisement: Who is your audience? Who will buy this invention? How will the invention benefit this audience? What words or phrases will best persuade this audience? Once you have answered these questions, design your advertisement. To draw readers’ attention to your ad, include an illustration, a catchy heading, and a few lines of text.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** The first machines of the Industrial Revolution were powered by
- A electricity.
 - B water.
 - C animals.
 - D coal.
- 2** The earliest important evidence of the Industrial Revolution in America was found in
- A the way cotton was processed for market.
 - B the production of tobacco products.
 - C the manufacture of cloth and thread.
 - D the construction of the first steam railroads.
- 3** Which of the following was a development of the Transportation Revolution of the mid-1800s?
- A automobiles
 - B wind-powered boats
 - C diesel freighters
 - D steam-powered trains
- 4** What change in technology allowed business owners to sell their goods in markets across the country?
- A the Lowell system
 - B the growth of railroads
 - C the invention of the telegraph
 - D the Arkwright system
- 5** Eli Whitney's idea of interchangeable parts resulted in
- A the dominance of American manufacturing.
 - B the beginning of the Industrial Revolution.
 - C a rapid expansion of railroads.
 - D the mass production of goods.
- 6** The inventions of John Deere and Cyrus McCormick
- A improved communication.
 - B introduced two new factory labor systems.
 - C helped increase agricultural production in the United States.
 - D led to manufacturing breakthroughs in the textile industry.
- 7** Read the following passage written by a textile worker and use it to answer the question below.

“The little money I could earn—one dollar a week, besides the price of my board—was needed in the family, and I must return [from home] to the mill . . . I began to reflect on life rather seriously for a girl of twelve or thirteen. What was I here for? What would I make of myself? . . . We did not forget that we were working girls . . . clearing away a few weeds from the overgrown track of independent labor for other women . . . [so that] no real odium [disrespect] could be attached to any honest toil that any self-respecting woman might undertake.”

—from *A New England Girlhood* by
Lucy Larcom (1824–1893)

Document-Based Question How did Larcom see the role of women changing in the workforce?

The South

Essential Question How did slavery and agriculture affect the economy and society of the South?



What You Will Learn...

In this chapter, you will learn how the South developed an agricultural economy and how that economy was dependent on the labor of enslaved people. You will also read about the role of slavery in Southern society.

SECTION 1: Growth of the Cotton Industry 414

The Big Idea The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor.

SECTION 2: Southern Society 420

The Big Idea Southern society centered around agriculture.

SECTION 3: The Slave System 424

The Big Idea The slave system in the South produced harsh living conditions and occasional rebellions.

FOCUS ON WRITING

Biographical Sketch In this chapter you will learn about life in the South during the first half of the nineteenth century. Read the chapter, and then write a two-paragraph biographical sketch about a day in the life of a person living on a large cotton farm in the South. You might choose to write about a wealthy male landowner, his wife, or an enslaved man or woman working on the farm. As you read, think about what life would have been like for the different people who lived and worked on the farm. Take notes about farm life in your notebook.



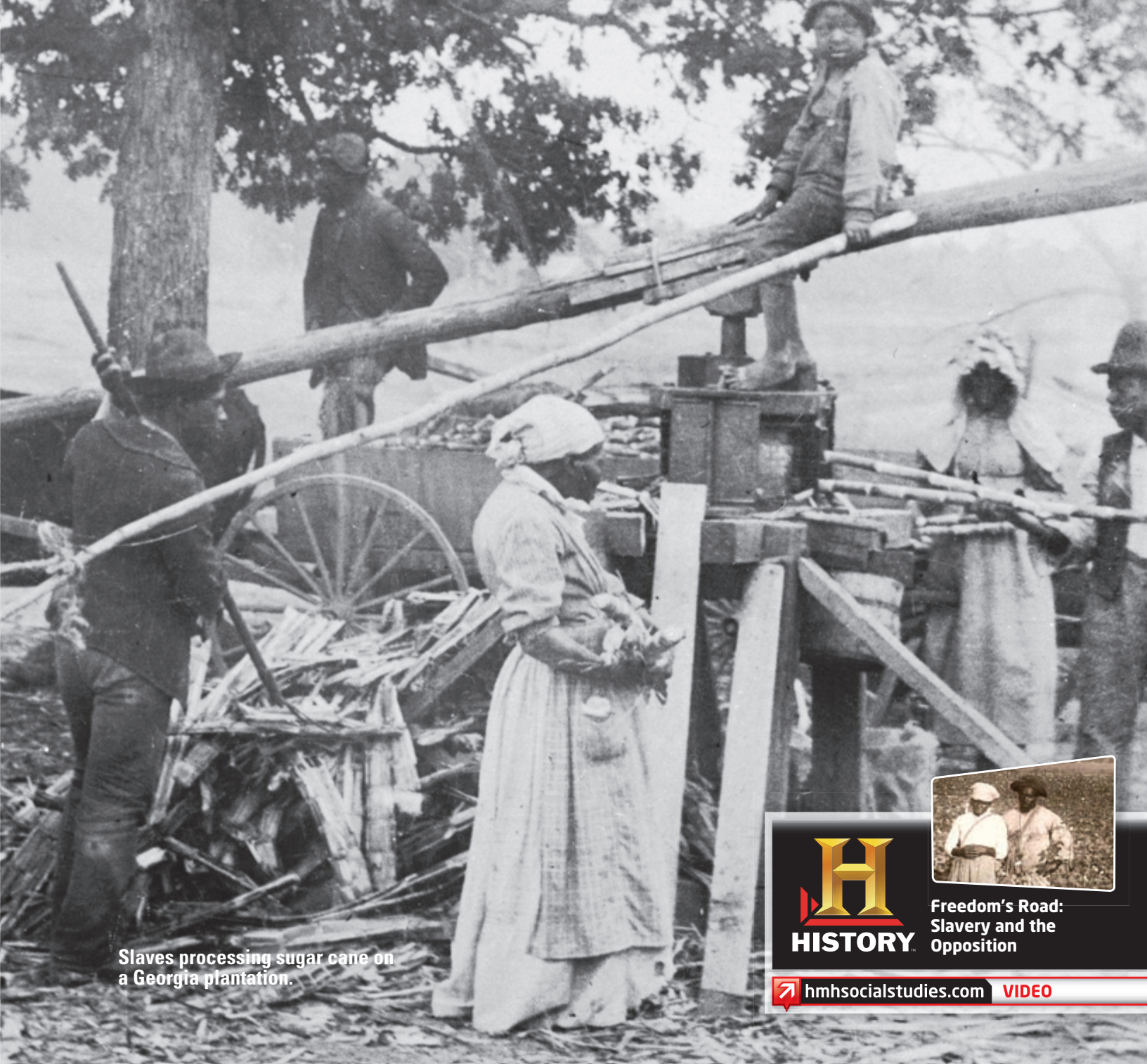
1793
Eli Whitney
invents the
cotton gin.



1800



1794 France ends
slavery in its colonies.



Slaves processing sugar cane on a Georgia plantation.



H
HISTORY

Freedom's Road:
Slavery and the
Opposition

hmsocialstudies.com VIDEO

1808 A congressional ban on importing slaves into the United States takes effect.

1831 Nat Turner's Rebellion leads to fears of further slave revolts in the South.

1848 Joseph R. Anderson becomes the owner of the Tredegar Iron Works, the South's only large iron factory.



1820

1840

1860

1807 Parliament bans the slave trade in the British Empire.

1835 Alexis de Tocqueville publishes *Democracy in America*.

1837 Victoria is crowned queen of Great Britain.



1858 A treaty at Tianjin, China, gives Hong Kong to the United Kingdom.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes This chapter takes you into the heart of the South from 1800 through the mid-1800s. As you read, you will discover that the South depended on cotton as its **economic** backbone, especially after the invention of the

cotton gin. You will also read about the slave system in the South during this time and about the harsh living conditions slaves endured. As you will see, the South was home to a variety of **societies and cultures**.

Online Research

Focus on Reading Researching history topics on the Web can give you access to valuable information. However, just because the information is on the Web doesn't mean it is automatically valuable.

Evaluating Web Sites Before you use information you find online, you need to evaluate the site it comes from. The checklist below can help you determine if the site is worth your time.

Evaluating Web Sites

Site: _____ URL: _____ Date of access: _____

Rate each item on this 1–3 scale. Then add up the total score.

	No	Some	Yes
I. Authority			
a. Authors are clearly identified by name.	1	2	3
b. Contact information is provided for authors.	1	2	3
c. Authors' qualifications are clearly stated.	1	2	3
d. Site has been updated recently.	1	2	3
II. Content			
a. Site's information is useful to your project.	1	2	3
b. Information is clear and well-organized.	1	2	3
c. Information appears to be at the right level.	1	2	3
d. Links to additional important information are provided.	1	2	3
e. Information can be verified in other sources.	1	2	3
f. Graphics are helpful, not just decorative.	1	2	3
III. Design and Technical Elements			
a. Pages are readable and easy to navigate.	1	2	3
b. Links to other sites work.	1	2	3

Total Score _____

36–28 = very good site

27–20 = average site

below 20 = poor site

You Try It!

The passage below is from the chapter you are about to read.

Cotton Becomes Profitable

Cotton had been grown in the New World for centuries, but it had not been a very profitable crop. Before cotton could be spun into thread for weaving into cloth, the seeds had to be removed from the cotton fibers.

*From
Chapter 13,
pp. 414–415*

Long-staple cotton, also called black-seed cotton, was fairly easy to process. Workers could pick the seeds from the cotton with relative ease. But long-staple cotton grew well in only a few places in the South. More common was short-staple cotton, which was also known as green-seed cotton. Removing the seeds from this cotton was difficult and time consuming. A worker could spend an entire day picking the seeds from a single pound of short-staple cotton.

After you read the passage, complete the following activity.

Suppose that after reading this passage you decide to do some research on cotton growing. You use a search engine that directs you to a site. At that site, you find the information described below. Using the evaluation criteria listed on the previous page, decide if this is a site you would recommend to others.

- The authors of the site are listed as “Bob and Mack, good friends who enjoy working together.”
- The site was last updated on “the last time we got together.”
- The title of the site is “Cotton Pickin’.” There are few headings.
- This ten-page site includes nine pages about the authors’ childhood on a cotton farm. No illustrations are included.
- Pages are very long, but they load quickly, as there are no graphics. There is one link to a site selling cotton clothing.

Chapter 13

Section 1

cotton gin (p. 415)
planters (p. 416)
cotton belt (p. 416)
factors (p. 417)
Tredegar Iron Works (p. 419)

Section 2

yeomen (p. 422)

Section 3

folktales (p. 427)
spirituals (p. 427)
Nat Turner’s Rebellion (p. 428)
Nat Turner (p. 428)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

primary (p. 418)
aspect (p. 426)

As you read Chapter 13, think about what topics would be interesting to research on the Web. If you do some research on the Web, remember to use the evaluation list to analyze the Web site.

Growth of the Cotton Industry

What You Will Learn...

Main Ideas

1. The invention of the cotton gin revived the economy of the South.
2. The cotton gin created a cotton boom in which farmers grew little else.
3. Some people encouraged southerners to focus on other crops and industries.

The Big Idea

The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor.

Key Terms and People

cotton gin, p. 415

planters, p. 416

cotton belt, p. 416

factors, p. 417

Tredegar Iron Works, p. 419



Use the graphic organizer online to take notes on the causes of the cotton boom in the South.

If YOU were there...

You are a field-worker on a cotton farm in the South in about 1800. Your job is to separate the seeds from the cotton fibers. It is dull, tiring work because the tiny seeds are tangled in the fibers. Sometimes it takes you a whole day just to clean one pound of cotton! Now you hear that someone has invented a machine that can clean cotton 50 times faster than by hand.

How might this machine change your life?

BUILDING BACKGROUND Sectional differences had always existed between different regions of the United States. The revolutionary changes in industry and transportation deepened the differences between North and South. The South remained mainly agricultural. New technology helped the region become the Cotton Kingdom.

Reviving the South's Economy

Before the American Revolution, three crops dominated southern agriculture—tobacco, rice, and indigo. These crops, produced mostly by enslaved African Americans, played a central role in the southern economy and culture.

After the American Revolution, however, prices for tobacco, rice, and indigo dropped. When crop prices fell, the demand for and the price of slaves also went down. In an effort to protect their incomes, many farmers tried, with little success, to grow other crops that needed less labor. Soon, however, cotton would transform the southern economy and greatly increase the demand for slave labor.

Cotton Becomes Profitable

Cotton had been grown in the New World for centuries, but it had not been a very profitable crop. Before cotton could be spun into thread for weaving into cloth, the seeds had to be removed from the cotton fibers.

Cotton Gin

CONNECT TO SCIENCE AND TECHNOLOGY

Eli Whitney's cotton gin enabled workers to easily remove seeds from cotton fibers. The result was a dramatic increase in cotton production in the South.

How did the cotton gin remove seeds from cotton fibers?

- 1 The operator turned the crank.
- 2 The crank turned a roller with teeth that stripped the seeds away from the cotton fiber.
- 3 Brushes on a second roller lifted the seedless cotton off the teeth of the first cylinder and dropped it out of the machine.
- 4 A belt connected the rollers so that they would both turn when the crank was turned.



Long-staple cotton, also called black-seed cotton, was fairly easy to process. Workers could pick the seeds from the cotton with relative ease. But long-staple cotton grew well in only a few places in the South. More common was short-staple cotton, which was also known as green-seed cotton. Removing the seeds from this cotton was difficult and time consuming. A worker could spend an entire day picking the seeds from a single pound of short-staple cotton.

By the early 1790s the demand for American cotton began increasing rapidly. For instance, in Great Britain, new textile factories needed raw cotton that could be used for making cloth, and American cotton producers could not keep up with the high demand for their cotton. These producers of cotton needed a machine that could remove the seeds from the cotton more rapidly.

Eli Whitney's Cotton Gin

Northerner Eli Whitney finally patented such a machine in 1793. The year before, Whitney had visited a Georgia plantation owned by Catherine Greene where workers were using a machine that removed seeds from long-staple cotton. This machine did not work well on short-staple cotton, and Greene asked Whitney if he could improve it. By the next spring, Whitney had perfected his design for the **cotton gin**, a machine that removes seeds from short-staple cotton. ("Gin" is short for engine.) The cotton gin used a hand-cranked cylinder with wire teeth to pull cotton fibers from the seeds.

Whitney hoped to keep the design of the gin a secret, but the machine was so useful that his patent was often ignored by other manufacturers. Whitney described how his invention would improve the cotton business.

THE IMPACT TODAY

The same patent law that protected Whitney's invention of the cotton gin protects the rights of inventors today.

“One man will clean ten times as much cotton as he can in any other way before known and also clean it much better than in the usual mode [method]. This machine may be turned by water or with a horse, with the greatest ease, and one man and a horse will do more than fifty men with the old machines.”

—Eli Whitney, quoted in *Eli Whitney and the Birth of American Technology* by Constance McLaughlin Green

Whitney’s gin revolutionized the cotton industry. **Planters**—large-scale farmers who held more than 20 slaves—built cotton gins that could process tons of cotton much faster than hand processing. A healthy crop almost guaranteed financial success because of high demand from the textile industry.

READING CHECK Drawing Conclusions

What effects did the cotton gin have on the southern economy?

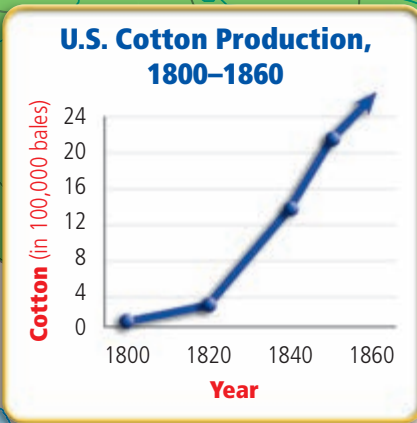
The Cotton Boom

Whitney’s invention of the cotton gin made cotton so profitable that southern farmers abandoned other crops in favor of growing cotton. The removal of Native Americans opened up more land, while the development of new types of cotton plants helped spread cotton production throughout the South as far west as Texas. This area of high cotton production became known as the **cotton belt**.

Production increased rapidly—from about 2 million pounds in 1791 to roughly a billion pounds by 1860. As early as 1840, the United States was producing more than half of the cotton grown in the entire world. The economic boom attracted new settlers, built up wealth among wealthy white southerners, and firmly put in place the institution of slavery in the South.

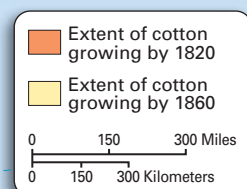
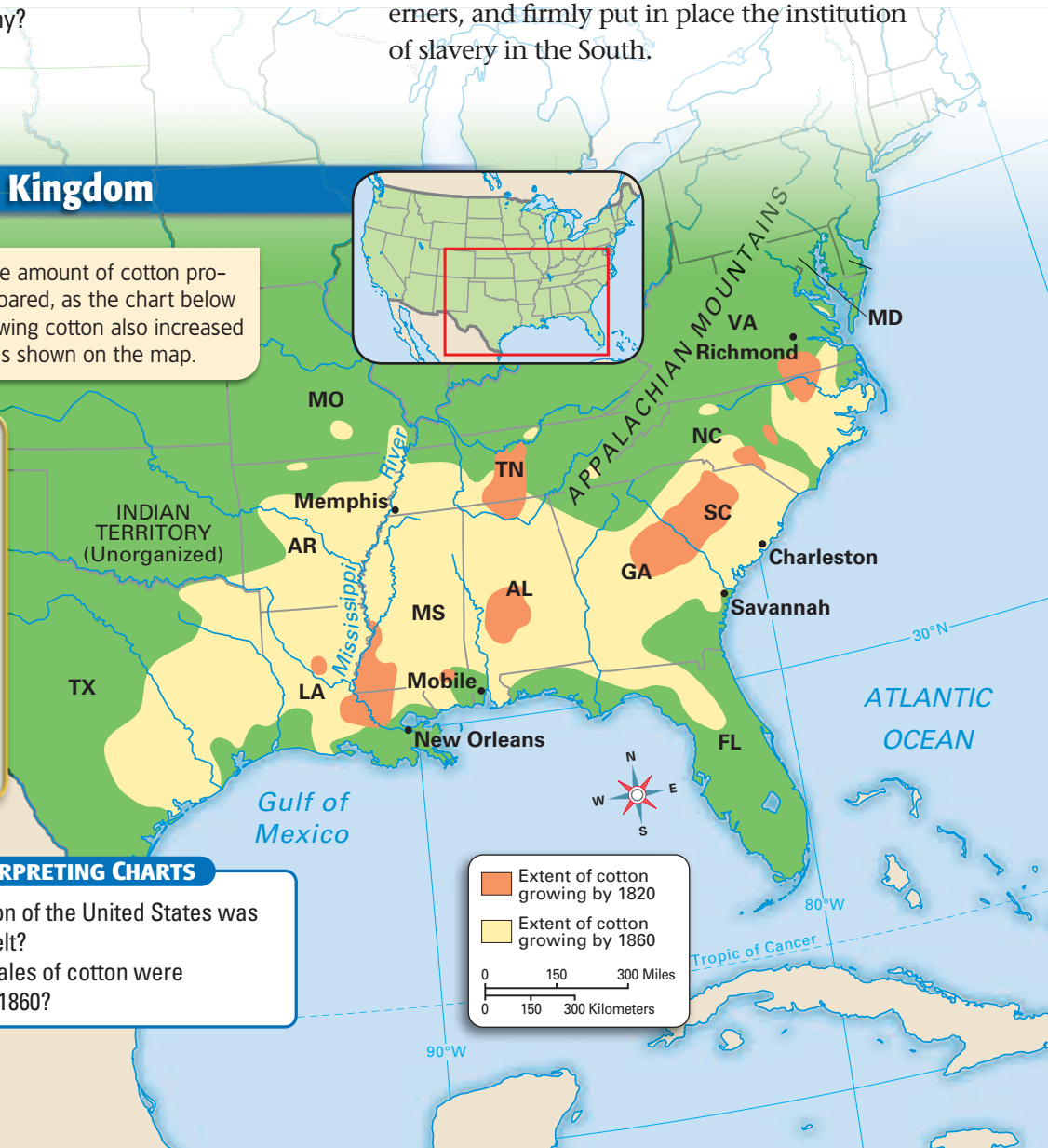
The Cotton Kingdom

After the invention of the cotton gin, the amount of cotton produced each year in the United States soared, as the chart below shows. The area of land devoted to growing cotton also increased dramatically between 1820 and 1860, as shown on the map.



ANALYSIS SKILL INTERPRETING CHARTS

1. In what region of the United States was the cotton belt?
2. How many bales of cotton were produced in 1860?



Cotton Belt

Cotton had many advantages as a cash crop. It cost little to market. Unlike food staples, harvested cotton could be stored for a long time. Because cotton was lighter than other staple crops, it also cost less to transport long distances.

Farmers eager to profit from growing cotton headed west to find land. Farmers also began to apply scientific methods to improve crop production. Cotton had one disadvantage as a crop—it rapidly used up the nutrients in the soil. After a few years, cotton could make the land useless for growing anything. Some agricultural scientists recommended crop rotation—changing the crop grown on a particular plot of land every few years. Different crops needed different nutrients, so crop rotation would keep the land fertile longer. Other agricultural scientists began to study soil chemistry, in an effort to keep the land rich and productive.

As the cotton belt grew, farmers continued trying to improve the crop. Agricultural scientists worked at crossbreeding short-staple cotton with other varieties. As a result, new, stronger types of cotton were soon growing throughout the cotton belt. This led to expansion of the cotton industry through the 1860s.

The cotton boom involved much more than growing and harvesting cotton. Harvested cotton had to be ginned, pressed into bales, and then shipped to market or to warehouses. Special agents helped do everything from marketing cotton to customers to insuring crops against loss or damage. Factories were built to produce items needed by cotton farmers, such as ropes to bale cotton.

Growing and harvesting cotton required many field hands. Rather than pay wages to free workers, planters began to use more slave labor. Congress had made bringing slaves into the United States illegal in 1808. However, the growing demand for slaves led to an increase in the slave trade within the United States.

Cotton Trade

In an 1858 speech before the U.S. Senate, South Carolina politician James Henry Hammond declared, “Cotton is King!” Without cotton, Hammond claimed, the global economy would fail. He believed that southern cotton was one of the most valuable resources in the world. Southern cotton was used to make cloth in England and the North. Many southerners shared Hammond’s viewpoints about cotton. Southerner David Christy declared, “King cotton is a profound [learned] statesman, and knows what measures will best sustain [protect] his throne.”

The cotton boom made the South a major player in world trade. Great Britain became the South’s most valued foreign trading partner. Southerners also sold tons of cotton to the growing textile industry in the northeastern United States. This increased trade led to the growth of major port cities in the South, including Charleston, South Carolina; Savannah, Georgia; and New Orleans, Louisiana.

In these cities, **crop brokers called factors** managed the cotton trade. Farmers sold their cotton to merchants, who then made deals with the factors. Merchants and factors also arranged loans for farmers who needed to buy supplies. They often advised farmers on how to invest profits. Once farmers got their cotton to the port cities, factors arranged for transportation aboard trading ships.

However, shipping cotton by land to port cities was very difficult in the South. The few major road projects at the time were limited to the Southeast. Most southern farmers had to ship their goods on the region’s rivers. On the Ohio and Mississippi rivers, flatboats and steamboats carried cotton and other products to port. Eventually, hundreds of steamboats traveled up and down the mighty Mississippi River each day.

READING CHECK Identifying Cause and Effect

What effect did the cotton boom have on the slave trade within the United States?

THE IMPACT TODAY

Almost half of the nation’s largest ports are located in the South. Combined, they ship more than a billion tons of cargo each year.

The South's Cotton Economy

Eli Whitney's cotton gin began the cotton boom. Soon, the Cotton Kingdom stretched across the South. For the cotton planters to succeed, they had to get their cotton to market.



Enslaved African Americans did most of the planting, harvesting, and processing of cotton.



Cotton was shipped on river steamboats to major ports such as Charleston.



From southern ports, sailing ships carried the cotton to distant textile mills.

Other Crops and Industries

Some leaders worried that the South was depending too much on cotton. They wanted southerners to try a variety of cash crops and investments.

ACADEMIC VOCABULARY

primary
main, most important

Food and Cash Crops

One such crop was corn, the **primary** southern food crop. By the late 1830s the top three corn-growing states in the nation were all in the South. The South's other successful food crops included rice, sweet potatoes, wheat, and sugarcane.

Production of tobacco, the South's first major cash crop, was very time consuming because tobacco leaves had to be cured, or dried, before they could be shipped to market. In 1839 a slave discovered a way to improve the drying process by using heat from burning charcoal. This new, faster curing process increased tobacco production.

Partly as a result of the cotton boom, hemp and flax also became major cash crops. Their fibers were used to make rope and sackcloth. Farmers used the rope and sackcloth to bundle cotton into bales.

Industry

Many of the first factories in the South were built to serve farmers' needs by processing crops such as sugarcane. In 1803 the nation's first steam-powered sawmill was built in Donaldsonville, Louisiana. This new technology enabled lumber companies to cut, sort, and clean wood quickly.

By the 1840s, entrepreneurs in Georgia began investing in cotton mills. In 1840, there were 14 cotton mills; by the mid-1850s, there were more than 50. A few mill owners followed the model established by Francis Cabot Lowell. However, most built small-scale factories on the falls of a river for waterpower. A few steam-powered mills were built in towns without enough waterpower.

Southerners such as Hinton Rowan Helper encouraged industrial growth in the South.

“We should . . . keep pace with the progress of the age. We must expand our energies, and acquire habits of enterprise and industry; we should rouse ourselves from the couch of lassitude [laziness] and inure [set] our minds to thought and our bodies to action.”

— Hinton Rowan Helper, *The Impending Crisis of the South: How to Meet It*



A large amount of cotton was sold to textile mills in the northeastern United States.



Textile mills in Great Britain were the largest foreign buyers of southern cotton.

ANALYSIS SKILL

DRAWING CONCLUSIONS

Why do you think cotton was so important to the South's economy?

Joseph R. Anderson followed Helper's advice. In 1848 Anderson became the owner of the **Tredegar Iron Works** in Richmond, Virginia—one of the most productive iron works in the nation. It was the only factory to produce bridge materials, cannons, steam engines, and other products.

Industry, however, remained a small part of the southern economy. Southern industry faced stiff competition from the North and from England, both of which could produce many goods more cheaply. And as long as agricultural profits remained high, southern investors preferred to invest in land.

READING CHECK Making Inferences Why were there fewer industries in the South?

SUMMARY AND PREVIEW You have read about how southern farmers worked to improve farming methods. In the next section you will read about the structure of southern society.

FOCUS ON READING

What kind of Web site would you look for to learn more about the Tredegar Iron Works?

Section 1 Assessment

Reviewing Ideas, Terms, and People

- a. Describe** How did the **cotton gin** make processing cotton easier?

b. Draw Conclusions Why had slavery been on the decline before the invention of the cotton gin? How did slavery change as a result of the cotton gin?

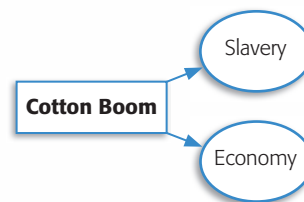
c. Predict How might the rise of cotton production and slavery affect Southern society?
- a. Identify** What areas of the United States made up the **cotton belt**?

b. Evaluate Do you think the South should have paid more attention to its industrial growth? Why?
- a. Describe** What other crops and industries were encouraged in the South?

b. Make Inferences Why were some southern leaders worried about the South's reliance on cotton?

Critical Thinking

- Identifying Cause and Effect** Review your notes on the causes of the cotton boom. Then add to your graphic organizer by identifying the effects of the cotton boom on the South.



FOCUS ON WRITING

- Noting Life on the Cotton Farm** In your notebook, note how Whitney's gin changed life on the farm. Also note other details about cotton farming you could include in your sketch.

Southern Society

What You Will Learn...

Main Ideas

1. Southern society and culture consisted of four main groups.
2. Free African Americans in the South faced a great deal of discrimination.

The Big Idea

Southern society centered around agriculture.

Key Term

yeomen, p. 422



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TAKING NOTES

Use the graphic organizer online to take notes on the different segments of southern society.

If YOU were there...

Your family owns a small farm in Georgia in the 1840s. Sometimes you work in the fields, but more often you tend the vegetable garden and peach orchard. Since you have no close neighbors, you look forward to Sundays. Going to church gives you a chance to socialize with other young people. Sometimes you wonder what it would be like to live in a city like Savannah.

How would life be different if you left the farm for the city?

BUILDING BACKGROUND Although the South had some industry, agriculture was the heart of the southern economy. Cotton was king. As a result, wealthy plantation families were the most prominent social class in southern society. Small farmers, however, made up the largest part of the population.

Southern Society and Culture

Popular fiction often made it seem that all white southerners had many slaves and lived on large plantations. Many fiction writers wrote about wealthy southern families who had frequent, grand parties. The ideal image of the Antebellum (before the war) South included hospitality and well-treated slaves on beautiful plantations that almost ran themselves.

This romantic view was far from the reality. During the first half of the 1800s, only about one-third of white southern families had slaves. Fewer families had plantations. Despite their small numbers, these planters had a powerful influence over the South. Many served as political leaders. They led a society made up of many different kinds of people, including yeomen farmers, poor whites, slaves, and free African Americans. Each of these segments of society contributed to the economic success of the South.

Planters

As the wealthiest members of southern society, planters also greatly influenced the economy. Some showed off their wealth by living in beautiful mansions. Many others chose to live more simply. A visitor described wealthy planter Alexander Stephens's estate as "an old wooden house" surrounded by weeds. Some planters saved all of their money to buy more land and slaves.

Male planters were primarily concerned with raising crops and supervising slave laborers. They left the running of the plantation household to their wives. The planter's wife oversaw the raising of the children and supervised the work of all slaves within the household. Slave women typically cooked, cleaned, and helped care for the planter's children. Wives also took on the important

social duties of the family. For example, many southern leaders discussed political issues at the dances and dinners hosted by their wives.

Planters often arranged their children's marriages based on business interests. Lucy Breckinridge, the daughter of a wealthy Virginia planter, was married by arrangement in 1865. Three years earlier, she had described in her journal how she dreaded the very thought of marriage. "A woman's life after she is married, unless there is an immense amount of love, is nothing but suffering and hard work." How Breckinridge's life in her own arranged marriage would have turned out cannot be known. She died of typhoid fever just months after her wedding.

History Close-up

A Southern Plantation

A typical plantation had fields as well as many buildings where different work was done. This picture shows some of the more important buildings that were a part of the plantation system.



Slave Cabins

Slaves lived crowded together in small cabins. Cabins are crude, wooden structures with dirt floors.

Fields

Barn

Warehouse

Smokehouse

Cotton-Ginning Shed

This sizable plantation had several large cotton gins. The vital machines were housed in a shed to protect them from the weather.

Overseer's House

Plantation House

The planter and his family lived in the plantation house. The planter's wife was in charge of running the household.

Stable

Fields

ANALYSIS SKILL

ANALYZING VISUALS

How can you tell that the owner of this plantation was wealthy?

Free African Americans in the South



Collection of The American Numismatic Society, New York

In 1860 about 1 out of 50 African Americans in the South was free. Many worked in skilled trades, like this barber in Richmond, Virginia. In Charleston, South Carolina, a system of badges was set up to distinguish between free African Americans and slaves.

How would the work of the free African American in this picture be different from that of slaves in the South?

Yeomen and Poor Whites

Most white southerners were **yeomen**, owners of small farms. Yeomen owned few slaves or none at all. The typical farm averaged 100 acres. Yeomen took great pride in their work. In 1849 a young Georgia man wrote, "I desire above all things to be a 'Farmer.' It is the most honest, upright, and sure way of securing all the comforts of life."

Yeoman families, including women and children, typically worked long days at a variety of tasks. Some yeomen held a few slaves but worked alongside them.

The poorest of white southerners lived on land that could not grow cash crops. They survived by hunting, fishing, raising small gardens, and doing odd jobs for money.

Religion and Society

Most white southerners shared similar religious beliefs. Because of the long distances between farms, families often saw their neighbors only at church events, such as revivals or socials. Rural women often played volunteer roles in their churches. Wealthy white southerners thought that their religion justified their position in society and the institution of

slavery. They argued that God created some people, like themselves, to rule others. This belief opposed many northern Christians' belief that God was against slavery.

Urban Life

Many of the largest and most important cities in the South were strung along the Atlantic coast and had begun as shipping centers. Although fewer in number, the southern cities were similar to northern cities. City governments built public water systems and provided well-maintained streets. Public education was available in a few places. Wealthy residents occasionally gave large sums of money to charities, such as orphanages and public libraries. Southern urban leaders wanted their cities to appear as modern as possible.

As on plantations, slaves did much of the work in southern cities. Slaves worked as domestic servants, in mills, in shipyards, and at skilled jobs. Many business leaders held slaves or hired them from nearby plantations.

READING CHECK Summarizing What different groups made up southern society?

Free African Americans and Discrimination

Although the vast majority of African Americans in the South were enslaved, more than 250,000 free African Americans lived in the region by 1860. Some were descendants of slaves who were freed after the American Revolution. Others were descendants of refugees from Toussaint L'Ouverture's Haitian Revolution in the late 1790s. Still others were former slaves who had run away, been freed by their slaveholder, or earned enough money to buy their freedom.

Free African Americans lived in both rural and urban areas. Most lived in the countryside and worked as paid laborers on plantations or farms. Free African Americans in cities often worked a variety of jobs, mostly as skilled artisans. Some, like barber William Johnson of Natchez, Mississippi, became quite successful in their businesses. Frequently, free African Americans, especially those in the cities, formed social and economic ties with one another. Churches often served as the center of their social lives.

Free African Americans faced constant discrimination from white southerners. Many

governments passed laws limiting the rights of free African Americans. Most free African Americans could not vote, travel freely, or hold certain jobs. In some places, free African Americans had to have a white person represent them in any business transaction. In others, laws restricted where they were allowed to live or conduct business.

Many white southerners argued that free African Americans did not have the ability to take care of themselves, and they used this belief to justify the institution of slavery. "The status of slavery is the only one for which the African is adapted," wrote one white Mississippian. To many white southerners, the very existence of free African Americans threatened the institution of slavery.

READING CHECK **Finding Main Ideas** What challenges did free African Americans face in the South?

SUMMARY AND PREVIEW Southern society was led by rich planters but included groups of small farmers, slaves, and free African Americans as well. These groups each had their own culture. In the next section you will read about life under slavery.

Section 2 Assessment

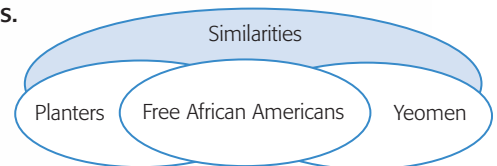
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Identify** What was the largest social group in the South? How did its members make a living?
 - Compare** In what ways were southern cities similar to northern cities?
 - Elaborate** Which southern social class do you think had the most difficult life? Why?
- Describe** What jobs were available to free African Americans in the South? Why were these jobs the only ones available?
 - Analyze** Why did many white southerners fear free African Americans?
 - Elaborate** Why do you think that discrimination against free African Americans was harsher in the South than in the North?

Critical Thinking

- Comparing and Contrasting** Review your notes on the different kinds of people who lived in the South. Then use a graphic organizer like the one below to identify the similarities and differences of the lives of planters, yeomen, and free African Americans.



FOCUS ON WRITING

- Describing the Life of Cotton Farmers** In your notebook, describe the different roles played by male planters and their wives. What challenges would female planters have faced? When would the planters have had a chance to socialize?

The Slave System

What You Will Learn...

Main Ideas

1. Slaves worked at a variety of jobs on plantations.
2. Life under slavery was difficult and dehumanizing.
3. Slave culture centered around family, community, and religion.
4. Slave uprisings led to stricter slave codes in many states.

The Big Idea

The slave system in the South produced harsh living conditions and occasional rebellions.

Key Terms and People

folktales, p. 427

spirituals, p. 427

Nat Turner's Rebellion, p. 428

Nat Turner, p. 428



Use the graphic organizer online to take notes on the slave system.

If YOU were there...

You are a reporter for a newspaper in Philadelphia in the 1850s. You are writing a series of articles about the slave system in the South. To get background for your stories, you are planning to interview some former slaves who now live in Philadelphia. Some have bought their freedom, while others have successfully escaped from slavery.

What questions will you ask in your interviews?

BUILDING BACKGROUND While most white southern families were not slaveholders, the southern economy depended on the work of slaves. This was true not only on large plantations but also on smaller farms and in the cities. Few chances existed for enslaved African Americans to escape their hard lives.

Slaves and Work

Most enslaved African Americans lived in rural areas where they worked on farms and plantations. Enslaved people on small farms usually did a variety of jobs. On large plantations, most slaves were assigned to specific jobs, and most worked in the fields. Most slaveholders demanded that slaves work as much as possible. Supervisors known as drivers, who were sometimes slaves themselves, made sure that slaves followed orders and carried out punishments.

Working in the Field

Most plantation owners used the gang-labor system. In this system, all field hands worked on the same task at the same time. They usually worked from sunup to sundown. Former slave Harry McMillan had worked on a plantation in South Carolina. He recalled that the field hands usually did not even get a break to eat lunch. "You had to get your victuals [food] standing at your hoe," he remembered.

Men, women, and even children older than about 10 usually did the same tasks. Sickness and poor weather rarely stopped the work. "The times I hated most was picking cotton when the frost was on the bolls [seed pods]," recalled former Louisiana slave Mary Reynolds. "My hands git sore and crack open and bleed."

Working in the Planter's Home

Some slaves worked as butlers, cooks, or nurses in the planter's home. These slaves often had better food, clothing, and shelter than field hands did, but they often worked longer hours. They had to serve the planter's family 24 hours a day.

Working at Skilled Jobs

On larger plantations, some enslaved African Americans worked at skilled jobs, such as blacksmithing or carpentry. Sometimes planters let these slaves sell their services to other people. Often planters collected a portion of what was earned but allowed slaves to keep the rest. In this way, some skilled slaves earned enough money to buy their freedom from their slaveholders. For example, William Ellison earned his freedom in South Carolina by working for wages as a cotton gin maker. For years, he worked late at night and on Sundays. He bought his freedom with the money he earned. Eventually, he was also able to buy the freedom of his wife and daughter.

READING CHECK Summarizing What were some types of work done by enslaved people on plantations?

Life Under Slavery

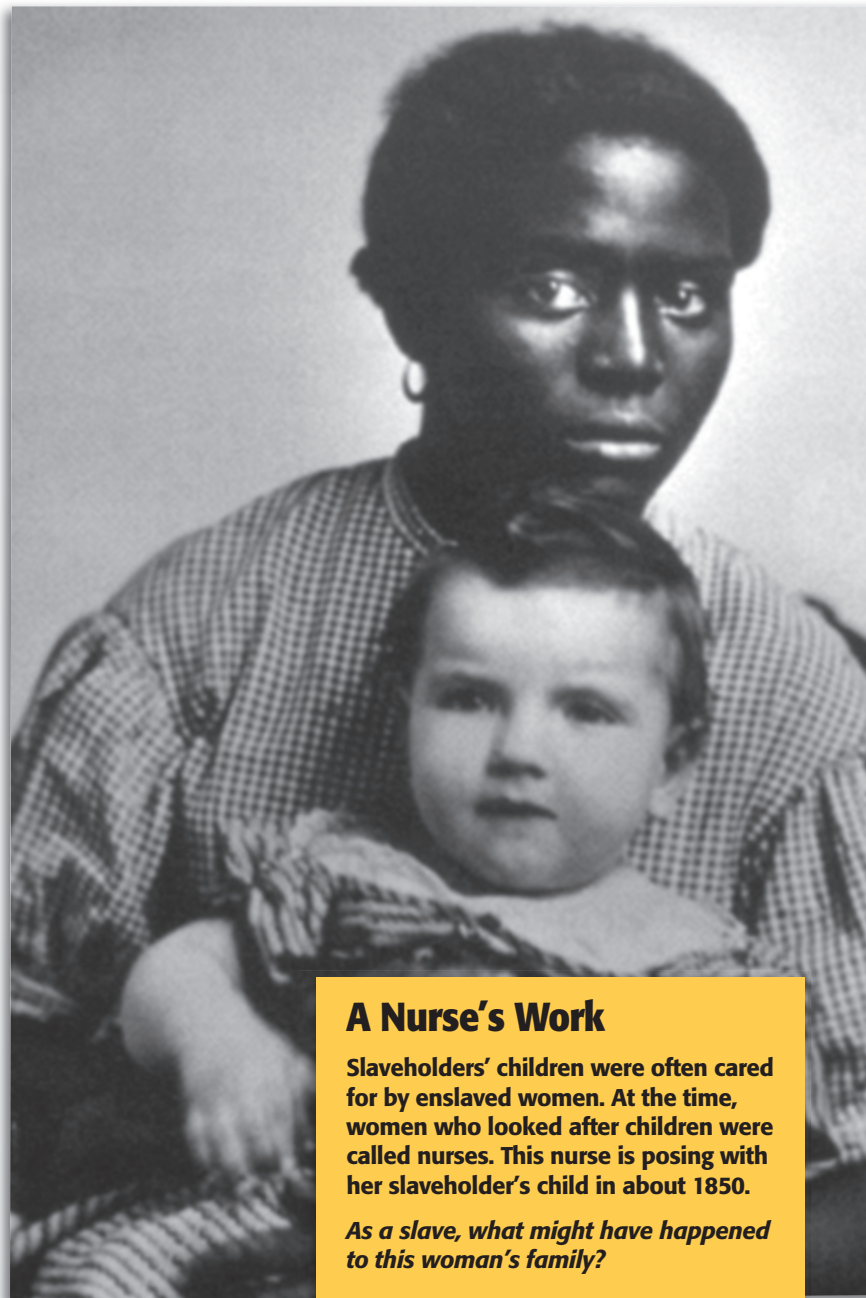
Generally, slaveholders viewed slaves as property, not as people. Slaveholders bought and sold slaves to make a profit. The most common method of sale was at an auction. The auction itself determined whether families would be kept together or separated. Sometimes a buyer wanted a slave to fill a specific job, such as heavy laborer, carpenter, or blacksmith. The buyer might be willing to pay for the slave who could do the work, but not for that slave's family. Families would then be separated with little hope of ever getting back together.

Slave traders sometimes even kidnapped free African Americans and then sold them into slavery. For example, Solomon Northup,

a free African American, was kidnapped in Washington, D.C. He spent 12 years as a slave until he finally proved his identity and gained his release.

Living Conditions

Enslaved people often endured poor living conditions. Planters housed them in dirt-floor cabins with few furnishings and often leaky roofs. The clothing given to them was usually simple and made of cheap, coarse fabric. Some slaves tried to brighten up their



A Nurse's Work

Slaveholders' children were often cared for by enslaved women. At the time, women who looked after children were called nurses. This nurse is posing with her slaveholder's child in about 1850.

As a slave, what might have happened to this woman's family?

clothing by sewing on designs from discarded scraps of material. In this way, they expressed their individuality and personalized the clothing assigned to them by the planters.

Likewise, many slaves did what they could to improve their small food rations. Some planters allowed slaves to keep their own gardens for vegetables, and chickens for eggs. Other slaves were able to add a little variety to their diet by fishing or picking wild berries.

Punishment and Slave Codes

Some planters offered more food or better living conditions to encourage slaves' obedience. However, most slaveholders used punishment instead. Some would punish one slave in front of others as a warning to them all. Harry McMillan recalled some of the punishments he had witnessed.

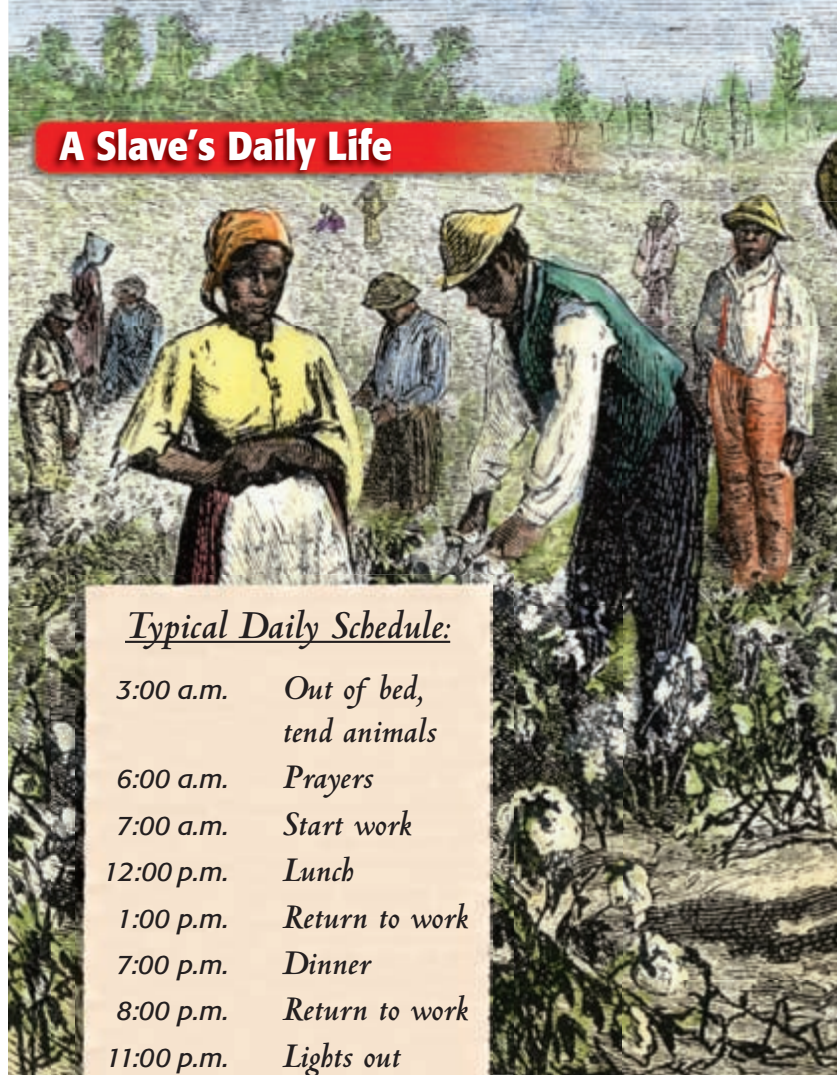
“The punishments were whipping, putting you in the stocks [wooden frames to lock people in] and making you wear irons and a chain at work. Then they had a collar to put round your neck with two horns, like cows' horns, so that you could not lie down . . . Sometimes they dug a hole like a well with a door on top. This they called a dungeon keeping you in it two or three weeks or a month, or sometimes till you died in there.”

—Harry McMillan, quoted in *Major Problems in the History of the American South, Volume I*, edited by Paul D. Escott and David R. Goldfield

To further control slaves' actions, many states passed strict laws called slave codes. Some laws prohibited slaves from traveling far from their homes. Literacy laws in most southern states prohibited the education of slaves. Alabama, Virginia, and Georgia had laws that allowed the fining and whipping of anyone caught teaching enslaved people to read and write.

READING CHECK **Summarizing** How did slaveholders control slaves?

A Slave's Daily Life



Typical Daily Schedule:

3:00 a.m.	Out of bed, tend animals
6:00 a.m.	Prayers
7:00 a.m.	Start work
12:00 p.m.	Lunch
1:00 p.m.	Return to work
7:00 p.m.	Dinner
8:00 p.m.	Return to work
11:00 p.m.	Lights out

Slave Culture

Many enslaved Africans found comfort in their community and culture. They made time for social activity, even after exhausting workdays, in order to relieve the hardship of their lives.

Family and Community

Family was the most important aspect of slave communities, and many slaves feared separation more than they feared punishment. Josiah Henson never forgot the day that he and his family were auctioned. His mother begged the slaveholder who bought her to buy Josiah, too. The slaveholder refused, and Henson's entire family was separated. "I must have been then between five or six years old," he recalled years later. "I seem to see and hear my poor weeping mother now."



The lives of slaves revolved around the work that was required of them. For many, this meant doing the backbreaking work of harvesting and loading tons of cotton. Most slaves found hope and a short escape from their daily misery in Sunday church services. Others sought to escape permanently and ran away, hoping to reach the freedom of the North. A failed escape attempt, however, could result in a cruel whipping—or worse.

What different aspects of slavery are shown in these pictures?

Enslaved parents kept their heritage alive by passing down family histories as well as African customs and traditions. They also told **folktales**, or stories with a moral, to teach lessons about how to survive under slavery. Folktales often included a clever animal character called a trickster. The trickster—which often represented slaves—defeated a stronger animal by outwitting it. Folktales reassured slaves that they could survive by outsmarting more powerful slaveholders.

Religion

Religion also played an important part in slave culture. By the early 1800s many slaves were Christians. They came to see themselves, like the slaves in the Old Testament, as God's chosen people, much like the Hebrew slaves in ancient Egypt who had faith that they would someday live in freedom.

Some slaves sang **spirituals**, emotional Christian songs that blended African and European music, to express their religious beliefs. For example, “The Heavenly Road” reflected slaves’ belief in their equality in the eyes of God.

“Come, my brother, if you never did pray,
I hope you pray tonight;
For I really believe I am a child of God
As I walk on the heavenly road.”

—Anonymous, quoted in *Afro-American Religious History*,
edited by Milton C. Sernett

Slaves blended some aspects of their traditional African religions with those of the Christianity that the slaveholders followed. They worshipped in secret, out of sight of slaveholders. Some historians have called slave religion the invisible institution.

THE IMPACT TODAY

The musical influence of these inspirational slave songs can be heard today in gospel music.

Nat Turner's Rebellion



Slave Nat Turner led a revolt against white slaveholders in 1831. This is a map of his route and a depiction of his capture.

Legend:

- Nat Turner's route
- House or plantation
- Hiding place

Scale:

0 3 6 Miles
0 3 6 Kilometers



August 21, 1831
Turner meets with other slaves and plans to revolt.

August 23, 1831
Most of the rebelling slaves are captured or killed at James Parker's plantation. Turner escapes.



ANALYSIS SKILL ANALYZING VISUALS

- 1. Location** Where did Nat Turner's Rebellion take place?
- 2. Movement** How many days did it take to capture Nat Turner?

Seeds of Rebellion

Maintaining their own religious beliefs and practices was only one way in which enslaved people resisted slaveholders' attempts to control them completely. In small ways, slaves rebelled against the system daily. Sometimes they worked slower to protest long hours in the fields. Other times they ran away for a few days to avoid an angry slaveholder. Some slaves tried to escape permanently, but most left only for short periods, often to go and visit relatives.

Gaining freedom by escaping to the North was hard. If discovered, slaves were captured and sent back to their slaveholders, where they faced certain punishment or death. However, thousands of enslaved people succeeded in escaping.

READING CHECK Summarizing How did slaves' religious beliefs affect their attitudes toward slavery?

Slave Uprisings

Although violent slave revolts were relatively rare, white southerners lived in fear of them. Two planned rebellions were stopped before they began. Gabriel Prosser planned a rebellion near Richmond, Virginia, in 1800. Denmark Vesey planned one in Charleston, South Carolina, in 1822. Local authorities executed most of those involved in planning these rebellions. Though Vesey was executed as the leader of the Charleston conspiracy, several accounts written after his death by anti-slavery writers claimed he was a hero.

The most violent slave revolt in the country occurred in 1831 and is known as **Nat Turner's Rebellion**. Nat Turner, a slave from Southampton County, Virginia, believed that God had told him to end slavery. On an August night in 1831, Turner led a group of slaves in a plan to kill all of the slaveholders and their families in the county. First, they

attacked the family that held Turner as a slave. Soon they had killed about 60 white people in the community.

More than 100 innocent slaves who were not part of Turner's group were killed in an attempt to stop the rebellion. Turner himself led authorities on a chase around the countryside for six weeks. He hid in caves and in the woods before he was caught and brought to trial. Before his trial, Turner made a confession. He expressed his belief that the revolt was justified and worth his death: "I am willing to suffer the fate that awaits me." Turner was executed on November 11, 1831. After the rebellion, many states strengthened their slave codes. The new codes placed stricter control on enslaved people. Despite resistance, slavery continued to spread.

READING CHECK Finding Main Ideas

What was Nat Turner's Rebellion, and what happened as a result?

SUMMARY AND PREVIEW Several groups of African Americans attempted to end slavery by rebellion. All of the attempts failed. In the next chapter you will read about efforts to reform American society.

Primary Source

LETTER

Nat Turner's Rebellion

In 1831 a white southerner who had escaped the rebellion wrote a letter describing the mood of the area where Nat Turner had killed slaveholders.

"The oldest inhabitants of our county have never experienced such a distressing [terrible] time, as we have had since Sunday night last. The [slaves], about fifteen miles from this place, have massacred from 50 to 75 women and children, and some 8 or 10 men. Every house, room and corner in this place is full of women and children, driven from home, who had to take to the woods, until they could get to this place. We are worn out with fatigue [tiredness]."

—*Richmond Enquirer*, quoted in
The Southampton Slave Revolt of 1831
by Henry I. Tragle

The author believes no one in the county has been through a worse event.

The author says that many people went into hiding when the rebellion began.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What emotions do you think the author of this letter was feeling?

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What different types of work were done by slaves on plantations?

b. Elaborate Do you think that skilled slaves had advantages over other slaves? Why or why not?
- a. Describe** What were living conditions like for most slaves?

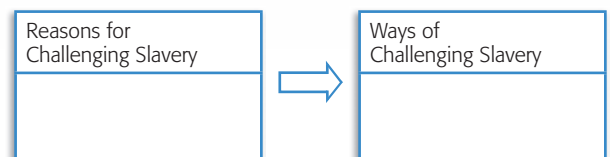
b. Summarize In what different ways did slaveholders encourage obedience from their slaves?
- a. Recall** What was the purpose of African American folktales?

b. Explain How did slaves try to maintain a sense of community?
- a. Describe** What was the outcome of Nat Turner's Rebellion?

b. Elaborate What do you think were some reasons why slaves rebelled?

Critical Thinking

- Evaluating** Review your notes on the slavery system. Then use a graphic organizer like the one shown below to identify the two most important reasons enslaved people challenged the system as well as how they did so.



FOCUS ON WRITING

- Describing the Life of Slaves** Add notes about the life of slaves to your notebook. What would it have been like to be a slave? How would it have felt to have been separated from your family?

Interpreting Graphs

Define the Skill

Graphs are drawings that classify and display data in a clear, visual format. There are three basic types of graphs. *Line graphs* and *bar graphs* plot changes in quantities over time. Bar graphs are also used to compare quantities within a category at a particular time. *Circle graphs*, also called *pie graphs*, have a similar use. The circle represents the whole of something, and the slices show what proportion of the whole is made by each part.

Being able to interpret graphs accurately lets you see and understand relationships more easily than in tables or in written explanations. This is especially true if the information is detailed or the relationships are complicated.

Learn the Skill

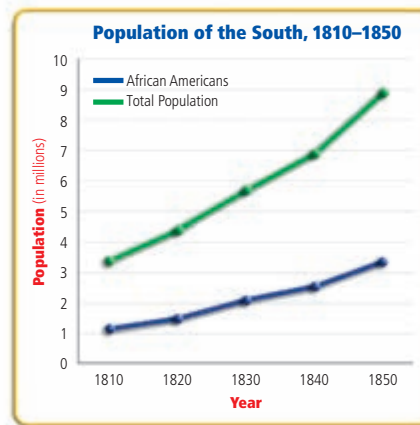
The following guidelines will help you interpret data that is presented as a graph.

- 1 Read the title to identify the subject and purpose of the graph. Note the kind of graph, remembering what each type is designed to indicate. Also note how the graph's subject relates to any printed material that accompanies it.
- 2 Study the graph's parts. Place close attention to the labels that define each axis. Note the units of measure. Identify the categories used. If there are different colors on bars or lines in the graph, determine what those differences mean.
- 3 Analyze the data in the graph. Note any increases or decreases in quantities. Look for trends, changes, and other relationships in the data.

- 4 Apply the information in the graph. Use the results of your analysis to draw conclusions. Ask yourself what generalizations can be made about the trends, changes, or relationships shown in the graph.

Practice the Skill

The graph below is a double-line graph. It shows both changes and relationships over time. This type of graph allows you to see how changes in one thing compare with changes in something else. Apply the guidelines to interpret the graph and answer the questions that follow.



1. What is shown on each axis of this graph? What are the units of measure on each axis?
2. What do each of the lines represent?
3. What was the total population of the South in 1810? in 1850? By how much did the African American population grow during that period?
4. Was the white population or the African American population growing faster? Explain how you know.



History's Impact

▶ video series

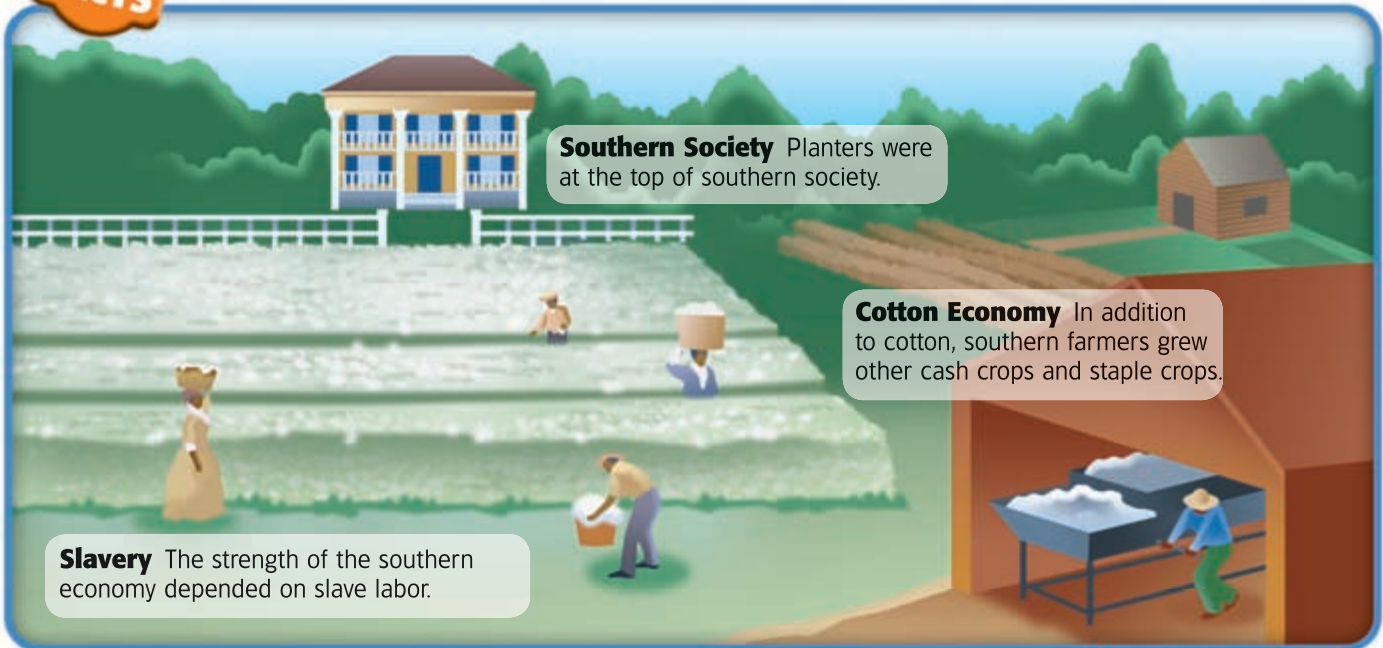
Review the video to answer the closing question:

What could Silicon Valley learn from the economic and industrial past (and present) of the South?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

Match the definition on the left with the correct term on the right.

- | | |
|--|----------------|
| 1. A region of cotton-producing areas that stretched from South Carolina to Texas | a. cotton belt |
| 2. Emotional songs that mixed African and European music and expressed religious beliefs | b. factors |
| 3. Owners of small farms who made up the largest social class in the South | c. planters |
| 4. Crop brokers who often managed the cotton trade in the South | d. spirituals |
| 5. Wealthy farmers and plantation owners | e. yeomen |

Comprehension and Critical Thinking

SECTION 1 (Pages 414–419)

6. a. **Describe** How did the cotton gin lead to a cotton boom in the South?
- b. **Analyze** What were the positive and negative results of the cotton boom?
- c. **Evaluate** Do you think that the South suffered as a result of its reliance on cotton? Why or why not?

SECTION 2 (Pages 420–423)

7. a. **Describe** What three groups made up white southern society?
- b. **Compare and Contrast** In what ways were the lives of free African Americans and white southerners similar and different?
- c. **Predict** What might have been the attitude of yeomen and poor white southerners toward slavery? Why?

SECTION 3 (Pages 424–429)

8. **a. Identify** What are some small ways in which slaves tried to challenge the slave system?
- b. Make Inferences** How did religion and family help slaves cope with their lives?
- c. Predict** What could be some possible results of stronger strengthening of slave codes in the South?

Reading Skills



Online Research Use the Reading Skills taught in this chapter to answer the question below.

9. Which of the following would be the best Web site to find information about life in the South before the Civil War?
 - a. a Civil War historian's homepage
 - b. a collection of autobiographies written by slaves
 - c. a site with information about how to grow cotton
 - d. a collection of biographies of inventors

Using the Internet



10. **Activity: Writing Diary Entries** Enslaved African Americans faced harsh working and living conditions. Many tried to escape the slave system. Using the online book, research the attempts by enslaved African Americans to reach the North and the people who assisted them. Imagine you were trying to help slaves travel to freedom. Write four entries into a diary. In each entry, describe your experiences. Include thumbnail maps to trace their trip.

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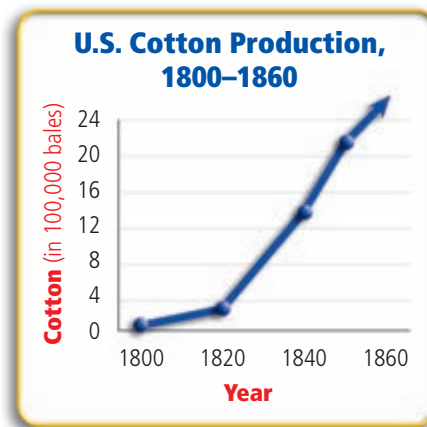
Reviewing Themes

11. **Society and Culture** How were the different social classes in the South affected by the cotton boom?
12. **Economics** How did the cotton boom affect the economy of the South?

Social Studies Skills



Interpreting Graphs Use the Social Studies Skills taught in this chapter to answer the questions about the graph below.



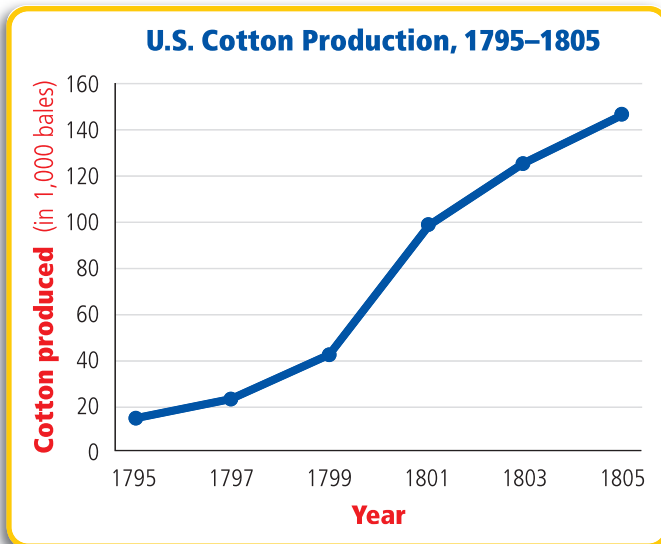
13. What span of time saw the largest increase in cotton production?
 - a. 1800 to 1820
 - b. 1820 to 1840
 - c. 1840 to 1860
 - d. after 1860
14. About what year did cotton production reach 1.2 million bales per year?
 - a. 1800
 - b. 1820
 - c. 1840
 - d. 1860

FOCUS ON WRITING

15. **Writing Your Biographical Sketch** Look over your notes about life on a cotton farm. Then choose an imaginary person to write about. Think about what life would have been like for this person. What might he or she have looked like? How might he or she have spoken? What might a typical day have been like? Once you have answered these questions, write two paragraphs about a day in the life of this person.

DIRECTIONS: Read each question and write the letter of the best response.

1



The *main* reason for the changes shown in the graph was

- A the invention and use of the cotton gin.
 - B a decline in the number of slaves.
 - C the end of the international slave trade.
 - D a switch from food crops to cash crops.
- 2 Which of the following helped enslaved African Americans to endure and survive slavery?
- A their work
 - B spirituals
 - C slave codes
 - D rebellions
- 3 Because some southerners feared farmers had become too reliant on cotton, they encouraged farmers to
- A stop using the cotton gin.
 - B try growing a variety of cash crops.
 - C demand higher tariffs.
 - D introduce cotton and slavery to the West.

- 4 Which statement accurately describes southern society in the mid-1800s?
- A Very few white southerners owned slaves.
 - B Few white southerners owned the land they farmed.
 - C Many African Americans in the South owned land.
 - D Most white southerners were small farmers.

- 5 Free African Americans in the South in the early and mid-1800s
- A had the same rights and freedoms as white southerners.
 - B had few rights and freedoms.
 - C usually had escaped from slavery.
 - D could travel freely in their home states.

- 6 Examine the following passage from a northern woman's journal of her stay in Georgia and then use it to answer the question below.

“On my return from the river I had a long and painful talk with Mr. Butler on the subject of the whipping of Teresa [a slave worn out from childbearing and field work, who asked the author to try to get her workload reduced]. Those discussions are terrible. They throw me into great distress [worry] for the slaves, whose position is completely hopeless; for myself, whose efforts on their behalf sometimes seem to me worse than useless; and for Mr. Butler, whose part in this horrible system fills me by turns with anger and pity.”

—Frances Anne Kemble, adapted from *Journal of a Residence on a Georgian Plantation in 1838–1839*

Document-Based Question What might be the differences between Kemble and Butler on the question of slavery?

New Movements in America

Essential Question What goals did American social reformers have during the early 1800s?



What You Will Learn...

In this chapter, you will read about changes in American society and the goals of social reformers.

You will also learn about the leaders of social reform movements.

SECTION 1: Immigrants and Urban Challenges . . . 438

The Big Idea The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.

SECTION 2: American Arts 443

The Big Idea New movements in art and literature influenced many Americans in the early 1800s.

SECTION 3: Reforming Society 448

The Big Idea Reform movements in the early 1800s affected religion, education, and society.

SECTION 4: The Movement to End Slavery 454

The Big Idea In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.

SECTION 5: Women's Rights 461

The Big Idea Reformers sought to improve women's rights in American society.

FOCUS ON WRITING

Persuasive Letter Your local newspaper is running a competition for students to answer the question, "What event or movement in history had the greatest impact on life in the United States?" This chapter tells about many important events and movements in the United States. As you read, take notes on each. Then decide which you believe has most affected life for people in the United States. Write a letter to the newspaper arguing your position.



1817

Thomas Gallaudet founds a school for people who have hearing impairments.

1820



1824

British laws making trade unions illegal are repealed.



Descendants of Irish immigrants march in a parade



Abolitionists and the Underground Railroad

hmsocialstudies.com VIDEO

Busy port cities brought goods and people across the Atlantic.



1830

1831 William Lloyd Garrison begins publishing the abolitionist newspaper the *Liberator*.



1840

1848 A major meeting for women's rights—the Seneca Falls Convention—is held in New York.

1850 Nathaniel Hawthorne publishes *The Scarlet Letter*.

1850



1829 French educator Louis Braille creates a writing system of raised dots for people who are blind.

1845 A potato famine in Ireland increases Irish immigration to the United States.

1848 Revolutionaries attempt to unify German-speaking peoples in central Europe.



Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes The mid-1800s was a time of change in America. **Society and culture** changed for several reasons: thousands of immigrants arrived in America; women began to work hard for equal rights; and the North and South

debated more and more over the slavery issue. Religious beliefs helped shape people's views toward abolition—the move to end slavery—and women's suffrage—the move to give women the right to vote. This chapter discusses these issues.

Information and Propaganda

Focus on Reading Where do you get information about historical events and people? One source is this textbook and others like it. You can expect the authors of your textbook to do their best to present the facts objectively and fairly. But some sources of historical information may have a totally different purpose in mind. For example, advertisements in political campaigns may contain information, but their main purpose is to persuade people to act or think in a certain way.

Recognizing Propaganda Techniques Propaganda is created to change people's opinions or get them to act in a certain way. Learn to recognize propaganda techniques, and you will be able to separate propaganda from the facts.

"People who don't support public education are greedy monsters who don't care about children!"

Name Calling Using loaded words, words that create strong positive or negative emotions, to make someone else's ideas seem inappropriate or wrong

"People all around the country are opening free public schools. It's obviously the right thing to do."

Bandwagon Encouraging people to do something because "everyone else is doing it"

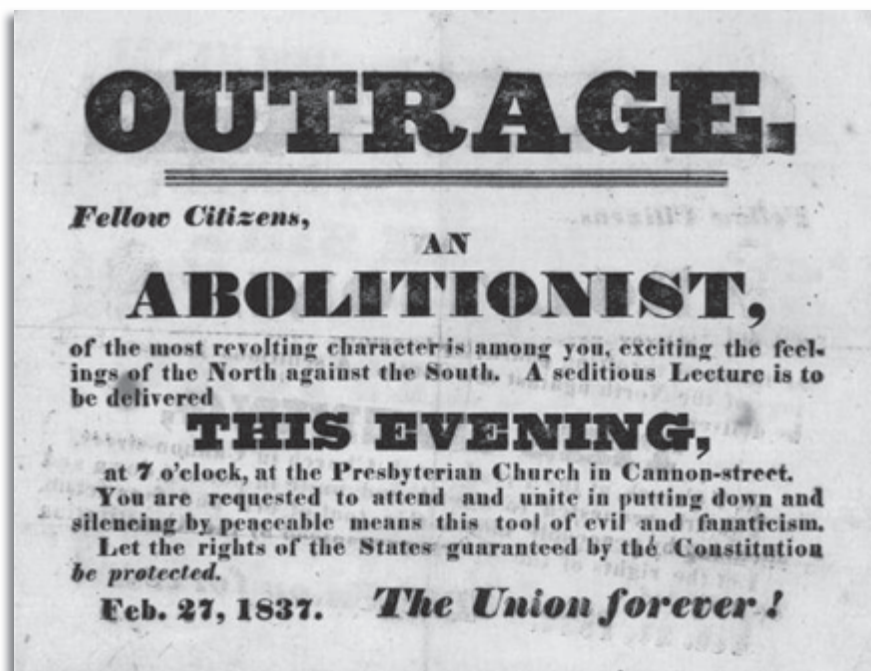
"If we provide free education for all children, everyone will be able to get jobs. Poverty and unemployment will disappear."

Oversimplification Making a complex situation seem simple, a complex problem seem easy to solve

You Try It!

The flyer below was published in 1837. Read it and then answer the questions that follow.

Flyer from 1837



After studying the flyer, answer the following questions.

1. What is the purpose of this flyer?
2. Who do you think distributed this flyer?
3. Do you think this flyer is an example of propaganda? Why or why not? If you think it is propaganda, what kind is it?
4. If you were the subject of this flyer, how would you feel? How might you respond to it?

As you read Chapter 14, look carefully at all the primary sources. Do any of them include examples of propaganda?

Chapter 14

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Know-Nothing Party (p. 440)
middle class (p. 440)
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Academic Vocabulary

implicit (p. 440)
abstract (p. 444)

Immigrants and Urban Challenges

What You Will Learn...

Main Ideas

1. Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
2. Industrialization led to the growth of cities.
3. American cities experienced urban problems due to rapid growth.

The Big Idea

The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.

Key Terms

nativists, p. 440

Know-Nothing Party, p. 440

middle class, p. 440

tenements, p. 442



Use the graphic organizer online to take notes on the causes of immigration and urban growth.

If YOU were there...

It is 1850, and you are a German immigrant standing on the deck of a steamboat, crossing Lake Erie. Other immigrants are on board, but they are strangers to you. Soon, you will arrive at your new home in Cleveland, Ohio. You've been told that other Germans have settled there. You hope to find friends and work as a baker. Right now, America seems very big and very strange.

What would you expect from your new life in America?

BUILDING BACKGROUND The revolutions in industry, transportation, and technology were not the only major changes in the United States in the mid-1800s. Millions of immigrants, mostly from Europe, swelled the population. Some settled in the rich farmland of the Midwest, while others moved to cities.

Millions of Immigrants Arrive

In the mid-1800s, large numbers of immigrants crossed the Atlantic Ocean to begin new lives in the United States. More than 4 million of them settled in the United States between 1840 and 1860, most from Europe. More than 3 million of these immigrants arrived from Ireland and Germany. Many of them were fleeing economic or political troubles in their native countries.

Fleeing the Irish Potato Famine

Most immigrants from the British Isles during that period were Irish. In the mid-1840s, potato blight, a disease that causes rot in potatoes, left many families in Ireland with little food. More than a million Irish people died of starvation and disease. Even more fled to the United States.

Most Irish immigrants were very poor. Many settled in cities in Massachusetts, New Jersey, New York, and Pennsylvania. They worked at unskilled jobs in the cities or on building canals and

Push-Pull Factors of Immigration

QUICK FACTS

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ANIMATED GEOGRAPHY AND HISTORY

Emigration to America 1831-1860

Pull Factors

- Jobs
- Greater freedom and equality
- Abundant land

Push Factors

- Starvation
- Poverty
- Lack of political freedom

Starvation and poverty pushed many Irish families such as this one from their homes, while economic opportunities pulled them toward the United States.



ANALYSIS SKILL

ANALYZING VISUALS

How was freedom a push factor and a pull factor?

railroads. Irish women often worked as domestic servants for wealthy families, laboring 16 or more hours per day. In 1849 a Boston health committee reported that low wages forced most Irish immigrants to live in poor housing.

Still, many immigrants enjoyed a new feeling of equality. Patrick Dunny wrote home to his family about this situation.

“People that cuts a great dash [style] at home . . . think it strange [in the United States] for the humble class of people to get as much respect as themselves.”

—Patrick Dunny, quoted in *Who Built America?* by Bruce Levine et al.

A Failed German Revolution

Many Germans also came to the United States during this time. In 1848 some Germans had staged a revolution against harsh rule. Some

educated Germans fled to the United States to escape persecution caused by their political activities. Most German immigrants, however, were working class, and they came for economic reasons. The United States seemed to offer both greater economic opportunity and more freedom from government control. While most Irish immigrants were Catholics, German immigrant groups included Catholics, Jews, and Protestants.

German immigrants were more likely than the Irish to become farmers and live in rural areas. They moved to midwestern states where more land was available. Unlike the Irish, a high percentage of German immigrants arrived in the United States with money. Despite their funds and skills, German immigrants often were forced to take low-paying jobs. Many German immigrants worked as tailors, seamstresses, bricklayers,

THE IMPACT TODAY

Many immigrants still come to the United States today. The United States has granted permanent resident status to an average of 1 million immigrants each year since 2000.

servants, clerks, cabinetmakers, bakers, and food merchants.

Anti-Immigration Movements

Industrialization and the waves of people from Europe greatly changed the American labor force. While many immigrants went to the Midwest to get farmland, other immigrants filled the need for cheap labor in towns and cities. Industrial jobs in the Northeast attracted many people.

Yet a great deal of native-born Americans feared losing their jobs to immigrants who might work for lower wages. Some felt **implicitly** threatened by the new immigrants' cultures and religions. For example, before Catholic immigrants arrived, most Americans were Protestants. Conflicts between Catholics and Protestants in Europe caused American Protestants to mistrust Catholic immigrants. **Those Americans and others who opposed immigration were called nativists.**

In the 1840s and 1850s some nativists became politically active. An 1844 election flyer gave Americans this warning.

“Look at the . . . thieves and vagabonds [tramps] roaming our streets . . . monopolizing [taking] the business which properly belongs to our own native and true-born citizens.”

—Election flyer, quoted in *Who Built America?*
by Bruce Levine et al.

In 1849 nativists founded a political organization, the Know-Nothing Party, that supported measures making it difficult for foreigners to become citizens or hold office. Its members wanted to keep Catholics and immigrants out of public office. They also wanted to require immigrants to live in the United States for 21 years before becoming citizens. Know-Nothing politicians had some success getting elected during the 1850s. Later, disagreements over the issue of slavery caused the party to fall apart.

READING CHECK Understanding Cause and Effect Why did the Know-Nothing Party try to limit the rights of immigrants?

Rapid Growth of Cities

The Industrial Revolution led to the creation of many new jobs in American cities. These city jobs drew immigrants from many nations as well as migrants from rural parts of the United States. The Transportation Revolution helped connect cities and made it easier for people to move to them. As a result of these two trends, American cities grew rapidly during the mid-1800s. Cities in the northeastern and Middle Atlantic states grew the most. By the mid-1800s, three-quarters of the country's manufacturing jobs were in these areas.

The rise of industry and the growth of cities changed American life. Those who owned their own businesses or worked in skilled jobs benefited most from those changes. The families of these merchants, manufacturers, professionals, and master craftspeople made up a growing social class. **This new middle class was a social and economic level between the wealthy and the poor.** Those in the new middle class built large, dignified homes that demonstrated their place in society.

In the growing cities, people found entertainment and an enriched cultural life. Many enjoyed visiting places such as libraries and clubs, or attending concerts or lectures. In the mid-1800s people also attended urban theaters. Favorite pastimes included bowling, boxing, and playing cards. The rules of baseball were formalized in 1845, and the game became increasingly popular.

Cities during this time were compact and crowded. Many people lived close enough to their jobs that they could walk to work. Wagons carried goods down streets paved with stones, making a noisy, busy scene. One observer noted that the professionals in New York City always had a “hurried walk.”

READING CHECK Summarizing How did the Industrial Revolution affect life in American cities?

ACADEMIC VOCABULARY

implicit
understood though not clearly put into words

FOCUS ON READING

Look carefully at the quotation to the right from an election flyer. Does it include any examples of propaganda?

History Close-up

New York City, Mid-1800s

In the mid-1800s, cities such as New York City lured thousands of people in search of jobs and a better life. Many city dwellers found life difficult in the crowded urban conditions.

Many city residents, particularly immigrants, lived in crowded, unsafe conditions.

Many immigrants and other poor city dwellers worked long hours in factories at dangerous jobs.

Women—and frequently children—labored all day in small rooms making clothing to be sold to the wealthy.

City streets were crowded with people buying, selling, and transporting goods.

The first floor of the building served many purposes—living quarters, kitchen, and work space. Here, garments were finished for sale.

ANALYSIS SKILL ANALYZING VISUALS

How is this scene similar to one you might see in a large American city today? How is it different?

Urban Problems

American cities in the mid-1800s faced many challenges due to rapid growth. Because public and private transportation was limited, city residents had to live near their workplaces. In addition, there was a lack of safe housing. Many city dwellers, particularly immigrants, could afford to live only in **tenements**—poorly designed apartment buildings that housed large numbers of people. These structures were often dirty, overcrowded, and unsafe.

Public services were also poor. The majority of cities did not have clean water, public health regulations, or healthful ways to get rid of garbage and human and animal waste. Under these conditions, diseases spread easily, and epidemics were common. In 1832 and 1849, for example, New York City suffered cholera epidemics that killed thousands.

City life held other dangers. As urban areas grew, they became centers of criminal activity. Most cities—including New York, Boston, and Philadelphia—had no permanent or organized force to fight crime.

Instead, they relied on volunteer night watches, which offered little protection.

Fire was another constant and serious danger in crowded cities. There was little organized fire protection. Most cities were served by volunteer fire companies. Firefighters used hand pumps and buckets to put out fires. In addition, there were not enough sanitation workers and road maintenance crews. These shortages and flaws caused health and safety problems for many city residents.

READING CHECK Analyzing Why did so many American cities have problems in the mid-1800s?

SUMMARY AND PREVIEW Immigrants expected a better life in America, but not all Americans welcomed newcomers. The rapid growth of cities caused many problems. In the next section you will read about how America developed its own style of art and literature.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Who were the **nativists**?

b. Compare and Contrast In what ways were Irish and German immigrants to the United States similar and different?

c. Predict How might the rise of anti-immigrant groups lead to problems in the United States?
- a. Describe** What led to the growth of cities?

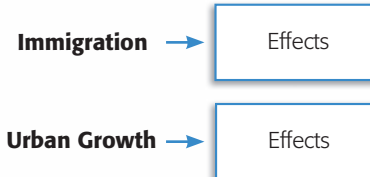
b. Analyze How did the rise of industrialization and the growth of cities change American society?
- a. Describe** What were **tenements**?

b. Summarize What problems affected American cities in the mid-1800s?

c. Evaluate What do you think was the biggest problem facing cities in the United States? Why?

Critical Thinking

- Identifying Cause and Effect** Review your notes on the causes of immigration and urban growth. Then add the effects of each to your graphic organizer.



FOCUS ON WRITING

- Identifying Important Events** In your notebook, create a two-column chart. In the first column, list events described in this section. In the second column, write a description of each event and a note about how it changed life in the United States.



American Arts

SECTION

2

If YOU were there...

You are a teacher living in Massachusetts in the 1840s. Some of your neighbors have started an experimental community. They want to live more simply than present-day society allows. They hope to have time to write and think, while still sharing the work. Some people will teach, others will raise food. You think this might be an interesting place to live.

What would you ask the leaders of the community?

BUILDING BACKGROUND Great changes were taking place in American culture. The early 1800s brought a revolution in American thought. Artists, writers, and philosophers pursued their ideals and developed truly American styles.

Transcendentalists

Some New England writers and philosophers found spiritual wisdom in **transcendentalism**, the belief that people could transcend, or rise above, material things in life. Transcendentalists also believed that people should depend on themselves and their own insights, rather than on outside authorities. Important transcendentalists included **Ralph Waldo Emerson**, **Margaret Fuller**, and **Henry David Thoreau**.

Walden Pond, where Thoreau lived for two years

What You Will Learn...

Main Ideas

1. Transcendentalists and utopian communities withdrew from American society.
2. American Romantic painters and writers made important contributions to art and literature.

The Big Idea

New movements in art and literature influenced many Americans in the early 1800s.

Key Terms and People

transcendentalism, p. 443
Ralph Waldo Emerson, p. 443
Margaret Fuller, p. 443
Henry David Thoreau, p. 443
utopian communities, p. 444
Nathaniel Hawthorne, p. 444
Edgar Allan Poe, p. 445
Emily Dickinson, p. 445
Henry Wadsworth Longfellow, p. 445
Walt Whitman, p. 445



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TAKING NOTES

Use the graphic organizer online to take notes on the new movements in art and literature.

Art of the Romantic Movement



Emerson was a popular writer and thinker who argued that Americans should disregard institutions and follow their own beliefs. “What I must do is all that concerns me, not what the people think,” he wrote in an essay called “Self-Reliance.” Fuller edited the famous transcendentalist publication *The Dial*. Thoreau advised even stronger self-reliance and simple living away from society in natural settings. He wrote his book *Walden* after living for two years at Walden Pond.

Some transcendentalists formed a community at Brook Farm, Massachusetts, in the 1840s. It was one of many experiments with **utopian communities**, groups of people who tried to form a perfect society. People in utopian communities pursued **abstract** spirituality and cooperative lifestyles. Communities sprang up in New Harmony, Oneida, and many other places. However, few communities lasted for long.

READING CHECK Drawing Inferences

Why did utopian communities last a short time?

American Romanticism

Ideas about the simple life and nature also inspired painters and writers in the early and mid-1800s. Some joined the Romantic movement that had begun in Europe. Romanticism involved a great interest in nature, an emphasis on individual expression, and a rejection of many established rules. These painters and writers felt that each person brings a unique view to the world. They believed in using emotion to guide their creative output. Some Romantic artists, like Thomas Cole, painted the American landscape. Their works showed the beauty and wonder of nature in the United States. Their images contrasted with the huge cities and corruption of nature that many Americans saw as typical of Europe.

Many female writers, like Ann Sophia Stephens, wrote historical fiction that was popular in the mid-1800s. New England writer **Nathaniel Hawthorne** wrote *The Scarlet Letter* during that period. One of the greatest classics of Romantic literature, it explored Puritan

ACADEMIC VOCABULARY

abstract
expressing a quality or idea without reference to an actual thing

CONNECT TO THE ARTS

Artists of the Romantic movement celebrated nature in their dramatic paintings. Their work was made popular by their leader, Thomas Cole. Other important painters of the era were Frederick Church and Asher Durand.

What words would you use to describe this painting?

- 1 The light in the painting has a delicate, glowing quality. Artists of the Romantic movement pioneered this technique.
- 2 The human presence in this scene is dwarfed by nature but is in harmony with it.

Asher Durand's *The First Harvest in the Wilderness*

life in the 1600s. Hawthorne's friend Herman Melville, a writer and former sailor, wrote novels about the sea, such as *Moby-Dick* and *Billy Budd*. Many people believe that *Moby-Dick* is one of the finest American novels ever written.

American Romantic authors also wrote a great deal of poetry. The poet **Edgar Allan Poe**, also a short story writer, became famous for a haunting poem called "The Raven." Other gifted American poets included **Emily Dickinson**, **Henry Wadsworth Longfellow**, and **Walt Whitman**. Most of Dickinson's short, thoughtful poems were not published until after her death. Longfellow, the best-known poet of the mid-1800s, wrote popular story-poems, like *The Song of Hiawatha*. Whitman praised American individualism and democracy in his simple, unrhymed poetry. In his poetry collection *Leaves of Grass*, he wrote, "The United States themselves are essentially the greatest poem."

READING CHECK Summarizing Who were some American Romantic authors, and why were they important?

SUMMARY AND PREVIEW American Romantic artists and authors were inspired by ideas about the simple life, nature, and spirituality. In the next section you will learn about ideas that changed American society.

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What were the main teachings of **transcendentalism**?
b. Summarize What was one **utopian community** established in the United States, and what was its goal?
c. Elaborate Do you agree with transcendentalists that Americans put too much emphasis on institutions and traditions? Explain your answer.
2. **a. Recall** Who were some important American authors and poets at this time?
b. Explain What ideas did artists in the Romantic movement express?
c. Evaluate Do you think the Romantic movement was important to American culture? Explain.

Critical Thinking

3. **Comparing and Contrasting** Review your notes on art and literature. Then copy the graphic organizer below and use it to show the similarities and differences between the two movements.

Transcendentalism

Similarities

Romanticism

FOCUS ON WRITING

4. **Describing Artistic Movements** Two artistic movements are described in this section, transcendentalism and romanticism. Write these two movements in the first column of your chart. Then in the second column, write a brief description of each and explain how writings from each either described or influenced life in the United States.

Literature of the Young Nation: Romanticism and Realism

GUIDED READING

WORD HELP

- belfry** bell tower
muster gathering
barrack building where soldiers meet
grenadiers a soldier that throws grenades

1 When the poem was written, there were still a few people alive who had lived during the Revolution.

2 Longfellow uses poetic language to make Revere's story more dramatic.

3 The sounds of the night are described to help the reader feel the excitement.

from "The Midnight Ride of Paul Revere"

by Henry Wadsworth Longfellow (1807–1882)

About the Reading "The Midnight Ride of Paul Revere" was published in a book called *Tales of a Wayside Inn*. The book is a collection of poems that tell well-known stories from history and mythology. By including the story of Paul Revere with other famous stories, Longfellow helped increase the importance of Paul Revere's ride.

AS YOU READ Notice how Longfellow describes Revere as a hero.

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year. 1

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every . . . village and farm,
For the country folk to be up and to arm." 2

.....
Meanwhile, his friend, through alley and street
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore. 3

from *Little Women*

by Louisa May Alcott (1832–1888)

About the Reading *Little Women* is a novel about four sisters living in a small New England town before the Civil War. Still popular with young people today, *Little Women* describes a family much like the one Louisa May Alcott grew up in. Alcott based the main character, Jo March, on herself. Like Alcott, Jo was different from most women of her time. She was outspoken, eager for adventure, and in conflict with the role her society expected her to play.

AS YOU READ Try to understand how Jo is different from Aunt March.

Jo happened to suit Aunt March, who was lame and needed an active person to wait upon her. The childless old lady had offered to adopt one of the girls when the troubles came, and was much offended because her offer was declined . . .

The old lady wouldn't speak to them for a time, but happening to meet Jo at a friend's, . . . she proposed to take her for a companion. **1** This did not suit Jo at all, but she accepted the place since nothing better appeared, and to everyone's surprise, got on remarkably well with her irascible relative . . .

I suspect that the real attraction was a large library of fine books, which was left to dust and spiders since Uncle March died . . . The dim, dusty room, with the busts staring down from the tall bookcases, the cozy chairs, the globes, and, best of all, the wilderness of books, in which she could wander where she liked, made the library a region of bliss to her . . . **2**

Jo's ambition was to do something very splendid. What it was she had no idea, as yet, but left it for time to tell her, and, meanwhile, found her greatest affliction in the fact that she couldn't read, run, and ride as much as she liked. **3** A quick temper, sharp tongue, and restless spirit were always getting her into scrapes, and her life was a series of ups and downs, which were both comic and pathetic. But the training she received at Aunt March's was just what she needed, and the thought that she was doing something to support herself made her happy in spite of the perpetual "Josy-phine!"

GUIDED READING

WORD HELP

lame disabled
irascible difficult
bliss happiness
ambition hope for the future
affliction problem
pathetic very sad
perpetual constant

1 Some women kept companions to help entertain them and perform small chores. Why might Jo not want to be a companion?

2 How does Jo differ from ideas about women in the 1880s?

3 What might Jo be able to do for work in the 1800s?

CONNECTING LITERATURE TO HISTORY

1. Drawing Conclusions Henry Wadsworth Longfellow was the most popular American poet of his time. How does his version of Paul Revere's ride increase the importance of the story?

2. Comparing and Contrasting The lives of women in the 1800s were very different from the lives of women today. How does this excerpt of *Little Women* show some similarities and differences between now and then?

Reforming Society

What You Will Learn...

Main Ideas

1. The Second Great Awakening sparked interest in religion.
2. Social reformers began to speak out about temperance and prison reform.
3. Improvements in education reform affected many segments of the population.
4. Northern African American communities became involved in reform efforts.

The Big Idea

Reform movements in the early 1800s affected religion, education, and society.

Key Terms and People

Second Great Awakening, p. 448
 Charles Grandison Finney, p. 448
 Lyman Beecher, p. 448
 temperance movement, p. 449
 Dorothea Dix, p. 450
 common-school movement, p. 450
 Horace Mann, p. 450
 Catharine Beecher, p. 451
 Thomas Gallaudet, p. 451



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TAKING NOTES

Use the graphic organizer online to list the important events of the reform movements.

If YOU were there...

You live in New York State in the 1850s. You are the oldest daughter in your family. Since childhood you have loved mathematics, which puzzles your family. Your sisters are happy learning to sew and cook and run a household. You want more. You know that there is a female seminary nearby, where you could study and learn much more. But your parents are undecided.

How might you persuade your parents to send you to the school?

BUILDING BACKGROUND Along with changes in American culture, changes were also taking place in American society. A religious revival swept the country. Reform-minded men and women tried to improve all aspects of society, from schools to taverns. Reforms in education opened up new opportunities for young women.

Second Great Awakening

During the 1790s and early 1800s, some Americans took part in a Christian renewal movement called the **Second Great Awakening**. It swept through towns across upstate New York and through the frontier regions of Kentucky, Ohio, Tennessee, and South Carolina. By the 1820s and 1830s, this new interest in religion had spread to New England and the South.

Charles Grandison Finney was one of the most important leaders of the Second Great Awakening. After experiencing a dramatic religious conversion in 1821, Finney left his career as a lawyer and began preaching. He challenged some traditional Protestant beliefs, telling congregations that each individual was responsible for his or her own salvation. He also believed that sin was avoidable. Finney held revivals, emotional prayer meetings that lasted for days. Many people converted to Christianity during these revivals. Finney told new converts to prove their faith by doing good deeds.

Finney's style of preaching and his ideas angered some traditional ministers, like Boston's **Lyman Beecher**. Beecher wanted to prevent Finney from holding revivals in his city. "You mean to

carry a streak of fire to Boston. If you attempt it, as the Lord liveth, I'll meet you . . . and fight every inch of the way." Despite the opposition of Beecher and other traditional ministers, Finney's appeal remained powerful. Also, the First Amendment guarantee of freedom of religion prevented the government from passing laws banning the new religious practices. Ministers were therefore free to spread their message of faith and salvation to whomever wished to listen.

Due to the efforts of Finney and his followers, church membership across the country grew a great deal during the Second Great Awakening. Many new church members were women and African Americans. The African Methodist Episcopal Church spread across the Middle Atlantic states. Although the movement had begun in the Northeast and on the frontier, the Second Great Awakening renewed some people's religious faith throughout America.

READING CHECK Drawing Conclusions

What impact did the Second Great Awakening have on religion in America?

Social Reformers Speak Out

Renewed religious faith often led to involvement in movements to fix the problems created by urban growth. One solution was political action. For example, in 1844 New York City created the first city police force.

Members of the growing middle class, especially women, often led the efforts. Many of the women did not work outside the home and hired servants to care for their households. This gave them time to work in reform groups.

Temperance Movement

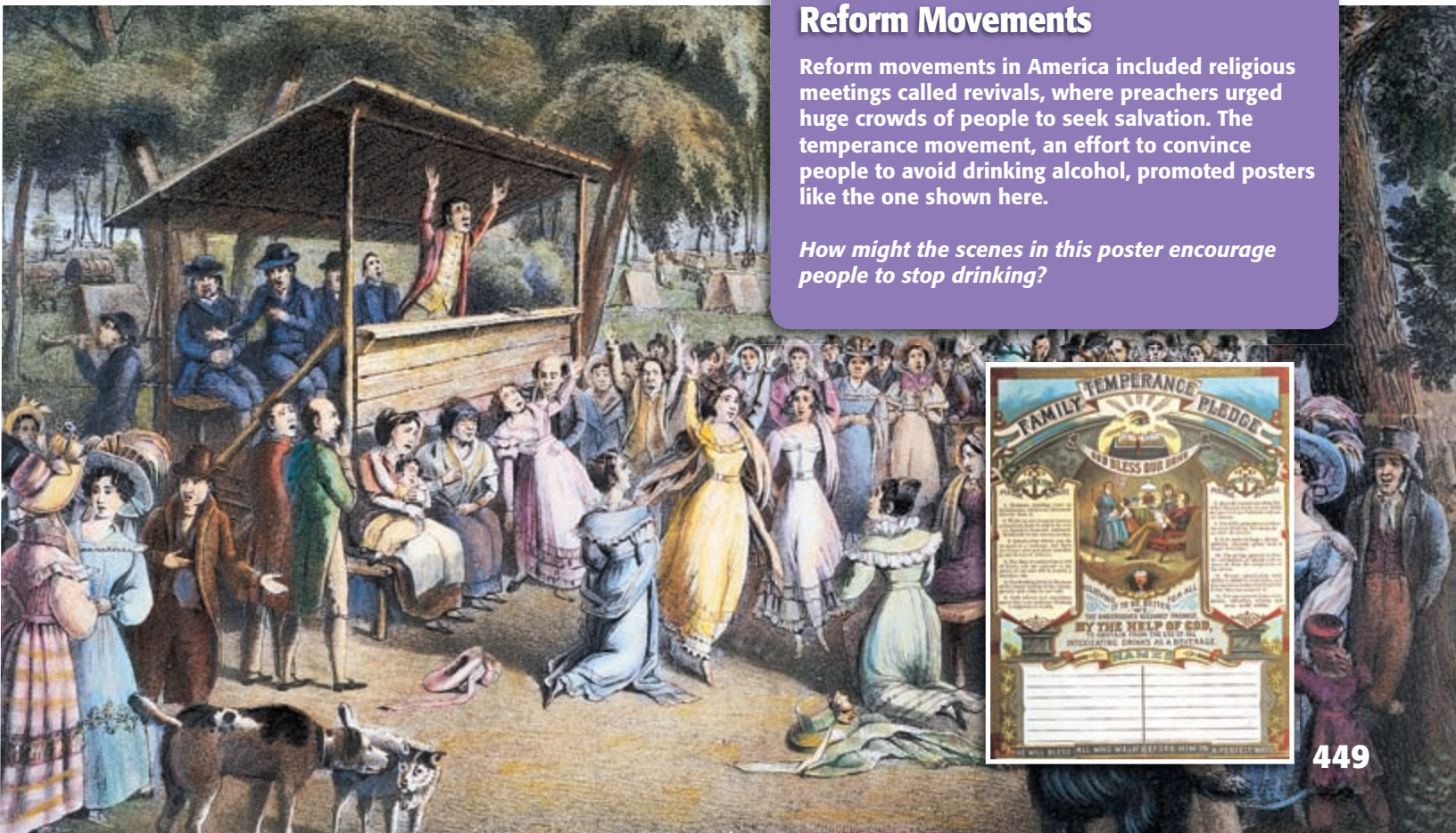
Many social reformers worked to prevent alcohol abuse. They believed that Americans drank too much. In the 1830s, on average, an American consumed seven gallons of alcohol per year. Countless Americans thought that alcohol abuse caused social problems, such as family violence, poverty, and criminal behavior.

Americans' worries about the effects of alcohol led to the growth of a **temperance movement**. This reform effort urged people to use self-discipline to stop drinking hard liquor.

Reform Movements

Reform movements in America included religious meetings called revivals, where preachers urged huge crowds of people to seek salvation. The temperance movement, an effort to convince people to avoid drinking alcohol, promoted posters like the one shown here.

How might the scenes in this poster encourage people to stop drinking?



Reformers asked people to limit themselves to beer and wine in small amounts. Groups like the American Temperance Society and the American Temperance Union helped to spread the message. Minister Lyman Beecher spoke widely about the evils of alcohol. He claimed that people who drank alcohol were “neglecting the education of their families—and corrupting their morals.”

Prison Reform

Another target of reform was the prison system. **Dorothea Dix** was a middle-class reformer who visited prisons throughout Massachusetts beginning in 1841. Dix reported that mentally ill people frequently were jailed with criminals. They were sometimes left in dark cells without clothes or heat and were chained to the walls and beaten. Dix spoke of what she saw to the state legislature.

In response, the Massachusetts government built facilities for the mentally ill. Dix’s work had a nationwide effect. Eventually, more than 100 state hospitals were built to give mentally ill people professional care.

Prisons also held runaway children and orphans. Some had survived only by begging or stealing, and they got the same punishment as adult criminals. Boston mayor Josiah Quincy asked that young offenders receive different punishments than adults. In the 1820s, several state and local governments founded reform schools for children who had been housed in prisons. There, children lived under strict rules and learned useful skills.

Some reformers also tried to end the overcrowding and cruel conditions in prisons. Their efforts led to the creation of houses of correction. These institutions did not use punishment alone to change behavior. They also offered prisoners education.

READING CHECK Summarizing How did reformers change the punishment of criminals?

Improvements in Education

Another challenge facing America in the early 1800s was poor public education. During this era, childhood was beginning to be viewed as a separate stage of life in which education was of the utmost importance in creating responsible citizens. However, many children worked in factories or on farms to help support their families. If children could read the Bible, write, and do simple math, that was often considered to be enough.

Education in the Early 1800s

The availability of education varied widely. New England had the most schools, while the South and West had the fewest. Few teachers were trained. Schoolhouses were small, and students of all ages and levels worked in one room.

McGuffey’s Readers were the most popular textbooks. William Holmes McGuffey, an educator and minister, put selections from British and American literature in them as well as instruction in moral and social values.

Social background and wealth affected the quality of education. Rich families sent children to private schools or hired tutors. However, poor children had only public schools. Girls could go to school, but parents usually thought that girls needed little education and kept them home. Therefore, few girls learned to read.

Common-School Movement

People in the common-school movement wanted all children taught in a common place, regardless of background. **Horace Mann** was a leader of this movement.

In 1837 Mann became Massachusetts’s first secretary of education. He convinced the state to double its school budget and raise teachers’ salaries. He lengthened the school year and began the first school for teacher training. Mann’s success set a standard for education reform throughout the country.

THE IMPACT TODAY

McGuffey’s Readers were among the first “graded” textbooks. Organizing classes by grades was a new idea that is standard practice today.

Women's Education

Education reform created greater opportunities for women. **Catharine Beecher** started an all-female academy in Hartford, Connecticut. The first college-level educational institution available to women was the Troy Female Seminary, opened by Emma Willard in 1821. Several other women's colleges opened during the 1830s, including Mount Holyoke College. The first medical college for women, who were barred from men's medical schools, opened in Boston in 1848.

Teaching People with Special Needs

Efforts to improve education also helped people with special needs. In 1831 Samuel Gridley Howe opened the Perkins School for the Blind in Massachusetts. Howe traveled widely, talking about teaching people with visual impairment. **Thomas Gallaudet** improved the education and lives of people with hearing impairments. He founded the first free American school for hearing-impaired people in 1817.

READING CHECK Summarizing What were Horace Mann's achievements?

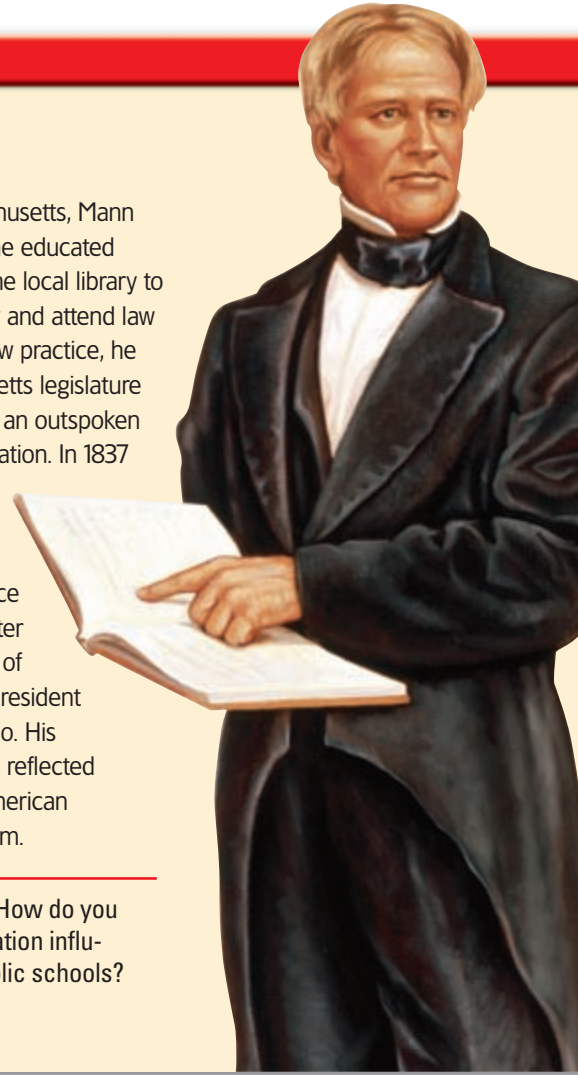
BIOGRAPHY

Horace Mann

1796–1859

Born in Franklin, Massachusetts, Mann had little schooling, but he educated himself well enough at the local library to get into Brown University and attend law school. Despite a busy law practice, he served in the Massachusetts legislature for 10 years. He was also an outspoken advocate for public education. In 1837 the state created the post of secretary of education for him. His achievements in that office made him famous. He later served in the U.S. House of Representatives and as president of Antioch College in Ohio. His influence on education is reflected by the fact that many American schools are named for him.

Analyzing Information How do you think Mann's own education influenced his desire for public schools?



Primary Source

SPEECH

Horace Mann to the Board of Education

In a speech to the newly created Massachusetts Board of Education, Horace Mann, the board's first secretary, described the purpose of the public school system.

“[T]here should be a free district school, sufficiently safe, and sufficiently good, for all of the children... where they may be well instructed in the rudiments [basics] of knowledge, formed to propriety of demeanor [good behavior], and imbued [filled] with the principles of duty... It is on this common platform, that a general acquaintanceship [friendship] should be formed between the children of the same neighborhood. It is here, that the affinities [qualities] of a common nature should unite them together.”

—Horace Mann, quoted in *The Republic and the School*, edited by Lawrence A. Cremin

Mann believed all students should receive free education.

Neighborhood children should attend school together to form a common bond.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Besides knowledge, what purpose did Mann believe the public schools had?



African American Communities

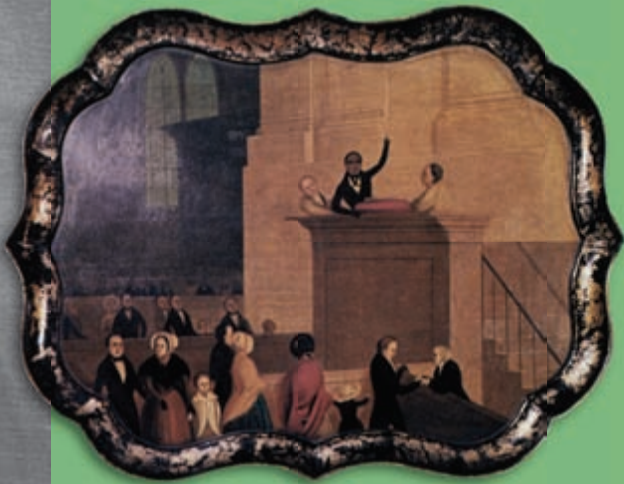
Free African Americans usually lived in segregated, or separate, communities in the North. Most of them lived in cities such as New York, Boston, and Philadelphia. Community leaders were often influenced by the Second Great Awakening and its spirit of reform.

Founded by former slave Richard Allen, the Free African Religious Society became a model for other groups that pressed for racial equality and the education of blacks. In 1816 Allen became the first bishop of the African Methodist Episcopal Church, or AME Church. This church broke away from white Methodist churches after African Americans were treated poorly in some white congregations.

Other influential African Americans of the time, such as Alexander Crummel, pushed for the creation of schools for black Americans. The New York African Free School in New York

City educated hundreds of children, many of whom became brilliant scholars and important African American leaders. Philadelphia also had a long history of educating African Americans. This was largely because Philadelphia was a center of Quaker influence, and the Quakers believed strongly in equality. The city ran seven schools for African American students by the year 1800. In 1820 Boston followed Philadelphia's lead and opened a separate elementary school for African American children. The city began allowing them to attend school with whites in 1855.

African Americans rarely attended college because few colleges would accept them. In 1835 Oberlin College became the first to do so. Harvard University soon admitted African Americans, too. Several African American colleges were founded beginning in the 1840s. In 1842 the Institute for Colored Youth opened in Philadelphia. Avery College, also in Pennsylvania, was founded in 1849.



This photograph (left) of the 1855 class at Oberlin College shows the slow integration of African Americans into previously white colleges. Some churches also became more integrated, and preachers like the one pictured above began calling for equality between races.

Why might preachers have been particularly influential in calls for greater integration?

While free African Americans had some opportunities to attend school in the North and Midwest, few had this chance in the South. Laws in the South barred most enslaved people from getting any education, even at the primary school level. While some slaves learned to read on their own, they almost always did so in secret. Slaveholders were fearful that education and knowledge in general might encourage a spirit of revolt among enslaved African Americans.

READING CHECK Drawing Conclusions

Why was it difficult for African Americans to get an education in the South in the early 1800s?

SUMMARY AND PREVIEW The efforts of reformers led to improvements in many aspects of American life in the early to mid-1800s. In the next section you will learn about reform-minded people who opposed the practice of slavery.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Identify** What was the **Second Great Awakening**, and who was one of its leaders?
 - Summarize** What effects did the Second Great Awakening have on religion in the United States?
- Identify** What role did **Dorothea Dix** play in social reforms of the early 1800s?
 - Summarize** What different reforms helped improve the U.S. prison system?
 - Elaborate** How might the Second Great Awakening have led to the growth of social reform movements?
- Identify** What was the **common-school movement**, and who was one of its leaders?
 - Analyze** Why did reformers set out to improve education in the United States?
 - Evaluate** Do you think **Horace Mann's** ideas for educational reform were good ones? Explain.
- Recall** In what cities were the first public schools for African Americans located?
 - Draw Conclusions** How did free African Americans benefit from educational reforms?

Critical Thinking

- Categorizing** Review the reform-movement events on the time line in your notes. Then use a chart like the one below to identify the leaders and accomplishments of each reform movement.

Movement	Leaders	Accomplishments
Prison and Mental Health Reform		
Temperance		
Education		

FOCUS ON WRITING

- Choosing Important Events** This section covers the reform of social issues such as religion, prisons, and education. Write the reforms described in your chart. Then write a note about each reform and about the important people involved in it. Think about how each one influenced life in the United States.

The Movement to End Slavery

What You Will Learn...

Main Ideas

1. Americans from a variety of backgrounds actively opposed slavery.
2. Abolitionists organized the Underground Railroad to help enslaved Africans escape.
3. Despite efforts of abolitionists, many Americans remained opposed to ending slavery.

The Big Idea

In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.

Key Terms and People

abolition, p. 454

William Lloyd Garrison, p. 455

American Anti-Slavery Society, p. 455

Angelina and Sarah Grimké, p. 455

Frederick Douglass, p. 456

Sojourner Truth, p. 456

Underground Railroad, p. 456

Harriet Tubman, p. 458



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TAKING NOTES

Use the graphic organizer online to take notes on the different abolitionist movements that existed, the leaders of each movement, and the methods each used.

If YOU were there...

You live in southern Ohio in the 1850s. A friend who lives across the river in Kentucky has asked you to join a network that helps escaping slaves. She reminds you that your house has a secret cellar where you could easily hide fugitives for a few days. You are opposed to slavery. But you know this might get you in trouble with your neighbors—and with the law.

Would you become an agent for the Underground Railroad? Why?

BUILDING BACKGROUND The early 1800s brought many movements for social reform in the United States. Perhaps the most important and far-reaching was the movement for the abolition of slavery. While reformers worked to end slavery, many also took risks to help slaves to escape.

Americans Oppose Slavery

Some Americans had opposed slavery since before the country was founded. Benjamin Franklin was the president of the first anti-slavery society in America, the Pennsylvania Society for Promoting the Abolition of Slavery. In the 1830s, Americans took more organized action supporting **abolition**, or a complete end to slavery.

Differences among Abolitionists

Abolitionists came from many different backgrounds and opposed slavery for various reasons. The Quakers were among the first groups to challenge slavery on religious grounds. Other religious leaders gave speeches and published pamphlets that moved many Americans to support abolition. In one of these, abolitionist Theodore Weld wrote that “everyman knows that slavery is a curse.” Other abolitionists referred to the Declaration of Independence. They reminded people that the American Revolution had been fought in the name of liberty.

Antislavery reformers did not always agree on the details, however. They differed over how much equality they thought African Americans should have. Some believed that African Americans should receive the same treatment as white Americans. In contrast, other abolitionists were against full political and social equality.

Some abolitionists wanted to send freed African Americans to Africa to start new colonies. They thought that this would prevent conflicts between the races in the United States. In 1817 a minister named Robert Finley started the American Colonization Society, an organization dedicated to establishing colonies of freed slaves in Africa. Five years later, the society founded the colony of Liberia on the west coast of Africa. About 12,000 African Americans eventually settled in Liberia. However, many abolitionists who once favored colonization later opposed it. Some African Americans also opposed it. David Walker was one such person. In his 1829 essay, *Appeal to the Colored Citizens of the World*, Walker explained his opposition to colonization.

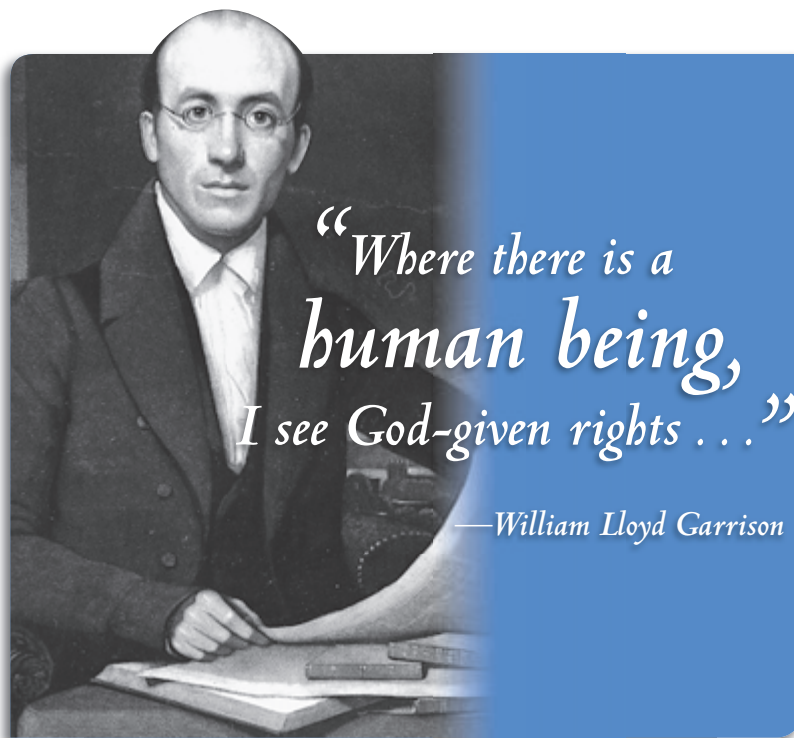
“The greatest riches in all America have arisen from our blood and tears: and they [whites] will drive us from our property and homes, which we have earned with our blood.”

—David Walker, quoted in *From Slavery to Freedom*
by John Hope Franklin and Alfred A. Moss Jr.

Spreading the Abolitionist Message

Abolitionists found many ways to further their cause. Some went on speaking tours or wrote pamphlets and newspaper articles. John Greenleaf Whittier wrote abolitionist poetry and literature. **William Lloyd Garrison** published an abolitionist newspaper, the *Liberator*, beginning in 1831. In 1833 he also helped found the **American Anti-Slavery Society**. **Its members wanted immediate emancipation and racial equality for African Americans.** Garrison later became its president.

Both the *Liberator* and the Anti-Slavery Society relied on support from free African Americans. Society members spread



antislavery literature and petitioned Congress to end federal support of slavery. In 1840 the American Anti-Slavery Society split. One group wanted immediate freedom for enslaved African Americans and a bigger role for women. The others wanted gradual emancipation and for women to play only minor roles in the movement.

Angelina and Sarah Grimké, two white southern women, were antislavery activists of the 1830s. They came from a South Carolina slaveholding family but disagreed with their parents' support of slavery. Angelina Grimké tried to recruit other white southern women in a pamphlet called *Appeal to the Christian Women of the South* in 1836.

“I know you do not make the laws, but . . . if you really suppose you can do nothing to overthrow slavery you are greatly mistaken . . . Try to persuade your husband, father, brothers, and sons that slavery is a crime against God and man.”

—Angelina Grimké, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

This essay was very popular in the North. In 1839 the Grimké sisters wrote *American Slavery As It Is*. The book was one of the most important antislavery works of its time.

African American Abolitionists

Many former slaves were active in the anti-slavery cause. **Frederick Douglass** escaped from slavery when he was 20 and went on to become one of the most important African American leaders of the 1800s. Douglass secretly learned to read and write as a boy, despite a law against it. His public-speaking skills impressed members of the Anti-Slavery Society. In 1841 they asked him to give regular lectures.

At a Fourth of July celebration in 1852, he captured the audience's attention with his powerful voice.

“The blessings in which you, this day, rejoice, are not enjoyed in common . . . This Fourth of July is yours, not mine. You may rejoice, I must mourn.”

—Frederick Douglass, quoted in *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr.

In addition to his many speaking tours in the United States and Europe, Douglass published a newspaper called the *North Star* and wrote several autobiographies. His autobiographies were intended to show the injustices of slavery.

Another former slave, **Sojourner Truth**, also contributed to the abolitionist cause. She claimed God had called her to travel through the United States and preach the truth about slavery and women's rights. With her deep voice and quick wit, Truth became legendary in the antislavery movement for her fiery and dramatic speeches.

Other African Americans wrote narratives about their experiences as slaves to expose the cruelties that many slaves faced. In 1861 Harriet Jacobs published *Incidents in the Life of a Slave Girl*, one of the few slave narratives by a woman. William Wells Brown wrote an anti-slavery play as well as a personal narrative in the form of a novel called *Clotel*.

READING CHECK **Finding Main Ideas** In what ways did African Americans participate in the abolition movement?

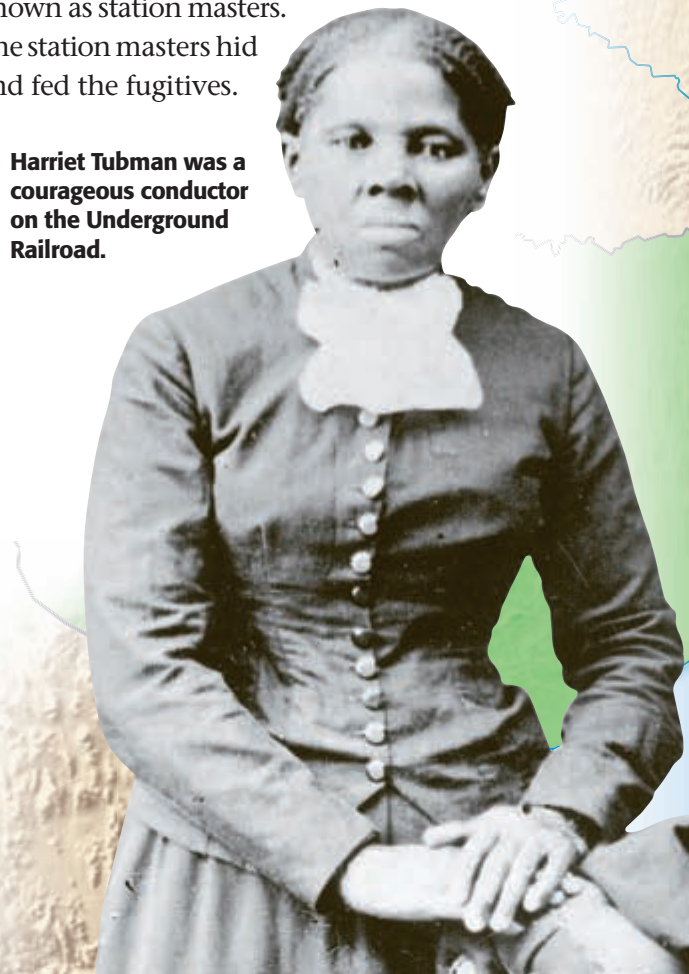
The Underground Railroad

By the 1830s, a loosely organized group had begun helping slaves escape from the South. Free African Americans, former slaves, and a few white abolitionists worked together. They created what became known as the **Underground Railroad**. The organization was not an actual railroad but was a network of people who arranged transportation and hiding places for fugitives, or escaped slaves.

Fugitives would travel along “freedom trails” that led them to northern states or sometimes into Canada. At no time did the Railroad have a central leadership. No one person, or group of people, was ever officially in charge. Despite the lack of any real structure, the Underground Railroad managed to achieve dramatic results.

Often wearing disguises, fugitives moved along the “railroad” at night, led by people known as conductors. Many times, the fugitives had no other guideposts but the stars. They stopped to rest during the day at “stations,” often barns, attics, or other places on property owned by abolitionists known as station masters. The station masters hid and fed the fugitives.

Harriet Tubman was a courageous conductor on the Underground Railroad.



The Underground Railroad

Enslaved African Americans followed many routes to escape from southern slavery. Once in the free states, however, fugitive slaves could not be certain of their freedom. U.S. law still considered them as property, and bounty hunters were paid to capture and return any fugitive slaves they found.



Fugitive slaves hid behind a secret door in this Indiana house on the Underground Railroad.



This painting, *A Ride for Liberty—The Fugitive Slaves* by Eastman Johnson, shows an African American family riding toward freedom.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- Place** Which northern cities were destinations for escaped slaves?
- Movement** Which rivers were routes for the Underground Railroad?

Primary Source

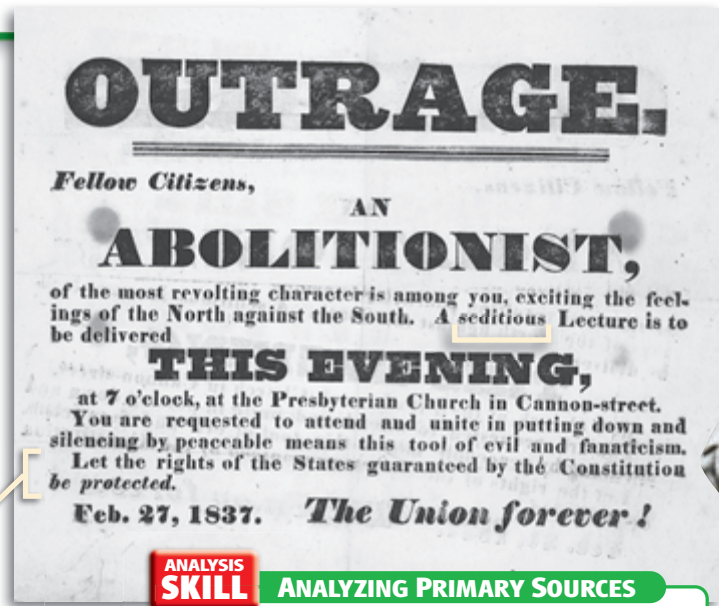
HANDBILL

Anti-Abolitionist Rally

Members of an anti-abolitionist group used this flyer to call people together in order to disrupt a meeting of abolitionists in 1837.

Seditious means “guilty of rebelling against lawful authority.”

The group believes abolition violates the Constitution.



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What emotional language does this handbill use to get its message across?

The most famous and daring conductor on the Underground Railroad was **Harriet Tubman**. When Tubman escaped slavery in 1849, she left behind her family. She swore that she would return and lead her whole family to freedom in the North. Tubman returned to the South 19 times, successfully leading her family and more than 300 other slaves to freedom. At one time the reward for Tubman's capture reportedly climbed to \$40,000, a huge amount of money at that time.

READING CHECK Drawing Inferences

Why were the operations of the Underground Railroad kept secret?

Opposition to Ending Slavery

Although the North was the center of the abolitionist movement, many white northerners agreed with the South and supported slavery. Others disliked slavery but opposed equality for African Americans.

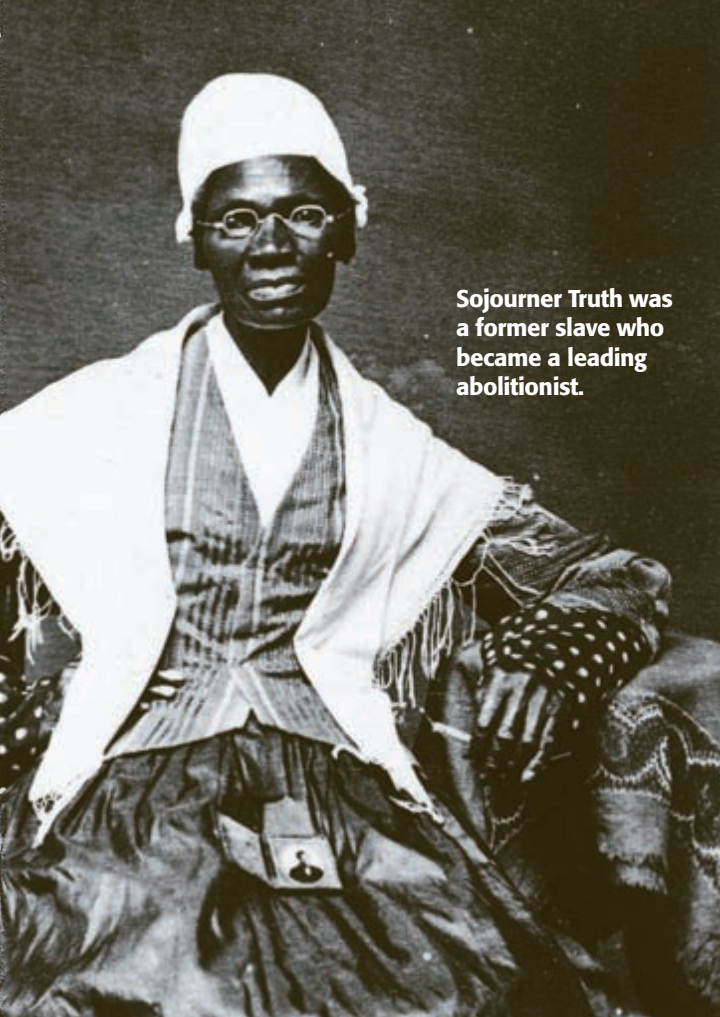
Newspaper editors and politicians warned that freed slaves would move north and take jobs from white workers. Some workers feared

losing jobs to newly freed African Americans, whom they believed would accept lower wages. Abolitionist leaders were threatened with violence as some northerners joined mobs. Such a mob killed abolitionist Elijah Lovejoy in 1837 in Alton, Illinois.

The federal government also obstructed abolitionists. Between 1836 and 1844, the U.S. House of Representatives used what was called a gag rule. Congress had received thousands of antislavery petitions. Yet the gag rule forbade members of Congress from discussing them. This rule violated the First Amendment right of citizens to petition the government. But southern members of Congress did not want to debate slavery. Many northern members of Congress preferred to avoid the issue.

Eventually, representative and former president John Quincy Adams was able to get the gag rule overturned. His resolution to enact a constitutional amendment halting the expansion of slavery never passed, however.

Many white southerners saw slavery as vital to the South's economy and culture. They also felt that outsiders should not



Sojourner Truth was a former slave who became a leading abolitionist.

interfere with their way of life. After Nat Turner's Rebellion in 1831, when Turner led some slaves to kill slaveholders, open talk about slavery disappeared in the South. It became dangerous to voice antislavery sentiments in southern states. Abolitionists like the Grimké sisters left rather than air unpopular views to hostile neighbors. Racism, fear, and economic dependence on slavery made emancipation all but impossible in the South.

READING CHECK Drawing Conclusions

Why did many northern workers oppose the abolition movement?

SUMMARY AND PREVIEW The issue of slavery grew more controversial in the United States during the first half of the nineteenth century. In the next section you will learn about women's rights.

Section 4 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What contributions did **William Lloyd Garrison** make to the **abolition** movement?

b. Draw Conclusions In what ways did contributions from African Americans aid the struggle for abolition?

c. Elaborate What do you think about the American Colonization Society's plan to return free African Americans to Liberia?
- a. Describe** How did the **Underground Railroad** work?

b. Explain Why did **Harriet Tubman** first become involved with the Underground Railroad?

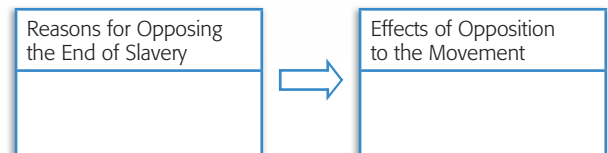
c. Evaluate Do you think the Underground Railroad was a success? Why or why not?
- a. Describe** What action did Congress take to block abolitionists?

b. Analyze Why did some Americans oppose equality for African Americans?

c. Predict How might the debate over slavery lead to conflict in the future?

Critical Thinking

- Identifying Cause and Effect** Review your notes on the abolitionist movement. Then use a graphic organizer like the one below to show the reasons for opposition to the movement and the effects of that opposition.



FOCUS ON WRITING

- Describing Abolition** Add notes about the abolitionist movement and its leaders to your chart. Be sure to note how abolitionists influenced life in the United States. What were they fighting for? Who opposed them, and why?

Frederick Douglass

As a freed slave, how would you help people still enslaved?

When did he live? 1817–1895

Where did he live? Frederick Douglass was born in rural Maryland. At age six he was sent to live in Baltimore, and at age 20 he escaped to New York City. For most of his life, Douglass lived in Rochester, New York, making his home into a stop along the Underground Railroad. He traveled often, giving powerful antislavery speeches to audiences throughout the North and in Europe.

What did he do? After hearing the abolitionist William Lloyd Garrison speak in 1841, Douglass began his own speaking tours about his experiences as a slave. In midlife he wrote an autobiography and started an abolitionist newspaper called the *North Star*. During the Civil War, Douglass persuaded black soldiers to fight for the North.

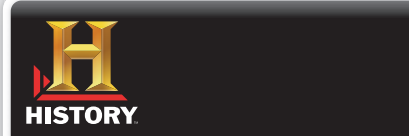
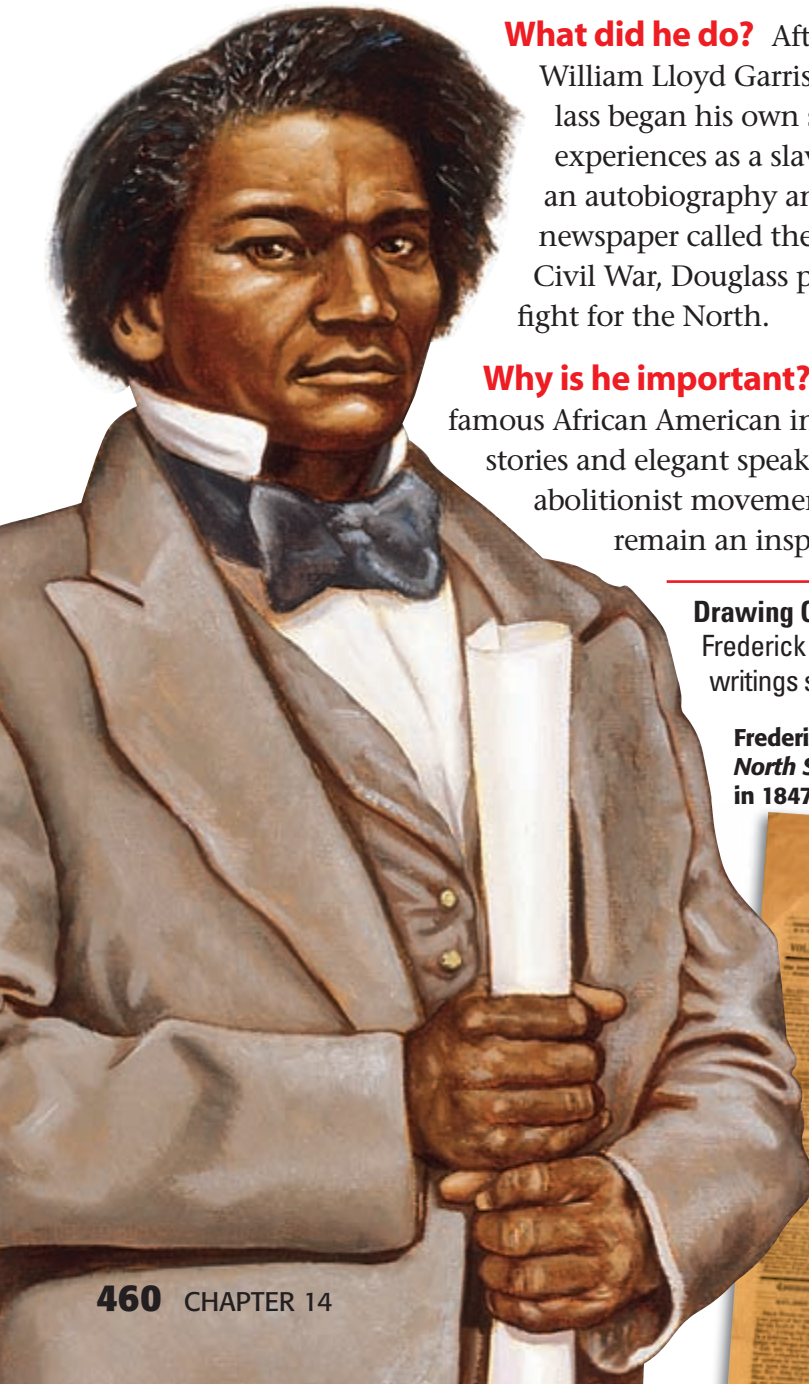
Why is he important? Douglass was the most famous African American in the 1800s. His personal stories and elegant speaking style helped the abolitionist movement to grow. His words remain an inspiration to this day.

Drawing Conclusions What made Frederick Douglass's speeches and writings so powerful?

Frederick Douglass began publishing the *North Star*, an abolitionist newspaper, in 1847.

KEY EVENTS

- **1817** Born a slave in Maryland
- **1837** Escapes slavery disguised as a sailor
- **1841** Begins his career as a speaker on abolition
- **1845** Writes *Narrative of the Life of Frederick Douglass*, his first autobiography
- **1847** Publishes first issue of the *North Star*
- **1863** Meets President Lincoln and becomes an adviser
- **1889** Named American consul general to Haiti
- **1895** Dies in Washington, D.C.



VIDEO
Frederick Douglass

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Women's Rights

If YOU were there...

You are a schoolteacher in New York State in 1848. Although you earn a small salary, you still live at home. Your father does not believe that unmarried women should live alone or look after their own money. One day in a shop, you see a poster about a public meeting to discuss women's rights. You know your father will be angry if you go to the meeting. But you are very curious.

Would you attend the meeting? Why?

BUILDING BACKGROUND Women were active in the movements to reform prisons and schools. They fought for temperance and worked for abolition. But with all their work for social change, women still lacked many rights and opportunities of their own. Throughout the 1800s, the women's rights movement gradually became stronger and more organized.

Women's Struggle for Equal Rights

Fighting for the rights of African Americans led many female abolitionists to fight for women's rights. In the mid-1800s, these women found that they had to defend their right to speak in public, particularly when a woman addressed both men and women. For example, members of the press, the clergy, and even some male abolitionists criticized the Grimké sisters. These critics thought that the sisters should not give public speeches. They did not want women to leave their traditional female roles. The Grimké sisters protested that women had a moral duty to lead the antislavery movement.

Early Writings for Women's Rights

In 1838 Sarah Grimké published a pamphlet arguing for equal rights for women. She titled it *Letters on the Equality of the Sexes and the Condition of Women*.

“I ask no favors for my sex . . . All I ask our brethren [brothers] is that they will take their feet from off our necks, and permit us to stand upright on that ground which God designed us to occupy.”

—Sarah Grimké, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

What You Will Learn...

Main Ideas

1. Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
2. Calls for women's rights met opposition from men and women.
3. The Seneca Falls Convention launched the first organized women's rights movement in the United States.

The Big Idea

Reformers sought to improve women's rights in American society.

Key Terms and People

Elizabeth Cady Stanton, p. 464

Lucretia Mott, p. 464

Seneca Falls Convention, p. 464

Declaration of Sentiments, p. 464

Lucy Stone, p. 465

Susan B. Anthony, p. 465



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TAKING NOTES

Use the graphic organizer online to show some of the significant events in the struggle for women's rights.

Sarah Grimké also argued for equal educational opportunities. She pointed out laws that negatively affected women. In addition, she demanded equal pay for equal work.

Sarah Grimké never married. She explained that the laws of the day gave a husband complete control of his wife's property. Therefore, she feared that by marrying, she would become more like a slave than a wife. Her sister, Angelina, did marry, but she refused to promise to obey her husband during their marriage ceremony. She married Theodore Weld, an abolitionist. Weld agreed to give up his legal right to control her property after they married. For the Grimkés, the abolitionist principles and women's rights principles were identical.

In 1845 the famous transcendentalist Margaret Fuller published *Woman in the Nineteenth Century*. This book used well-known sayings to explain the role of women in American society. Fuller used democratic and transcendentalist principles to stress the importance of individualism to all people, especially women. The book influenced many leaders of the women's rights movement.

Sojourner Truth

Sojourner Truth was another powerful supporter of both abolition and women's rights.

She had been born into slavery in about 1797. Her birth name was Isabella Baumfree. She took the name Sojourner Truth because she felt that her mission was to be a sojourner, or traveler, and spread the truth. Though she never learned to read or write, she impressed many well-educated people. One person who thought highly of her was the author Harriet Beecher Stowe. Stowe said that she had never spoken "with anyone who had more . . . personal presence than this woman." Truth stood six feet tall and was a confident speaker.

In 1851 Truth gave a speech that is often quoted to this day.

“That man over here says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages or over mud puddles, or gives me any best place . . . Look at me! I have ploughed and planted and . . . no man could head [outwork] me. And ain't I a woman?”

—Sojourner Truth, quoted in *A History of Women in America* by Carol Hymowitz and Michaele Weissman

Truth, the Grimké sisters, and other supporters of the women's movement were determined to be heard.

READING CHECK Drawing Inferences

Why would reformers link the issues of abolition and women's rights?

Time Line

Women's Rights

1776 Abigail Adams asks her husband, John Adams, to "remember the ladies" and their rights in the Declaration of Independence.



1848 The Seneca Falls Convention is held, and the Declaration of Sentiments is written.



Opposing the Call for Women's Rights

Publications about women's rights first appeared in the United States shortly after the American Revolution. However, women's concerns did not become a national issue with strong opposition for many more years.

The Movement Grows

The change took place when women took a more active and leading role in reform and abolition. Other social changes also led to the rise of the women's movement. Women took advantage of better educational opportunities in the early 1800s. Their efforts on behalf of reform groups helped them learn how to organize more effectively and to work together.

Another benefit of reform-group work was that some men began to fight for women's rights. Many activists, both men and women, found it unacceptable that women were not allowed to vote or sit on juries. They were also upset that married women in many states had little or no control over their own property.

Opposition to Women's Rights

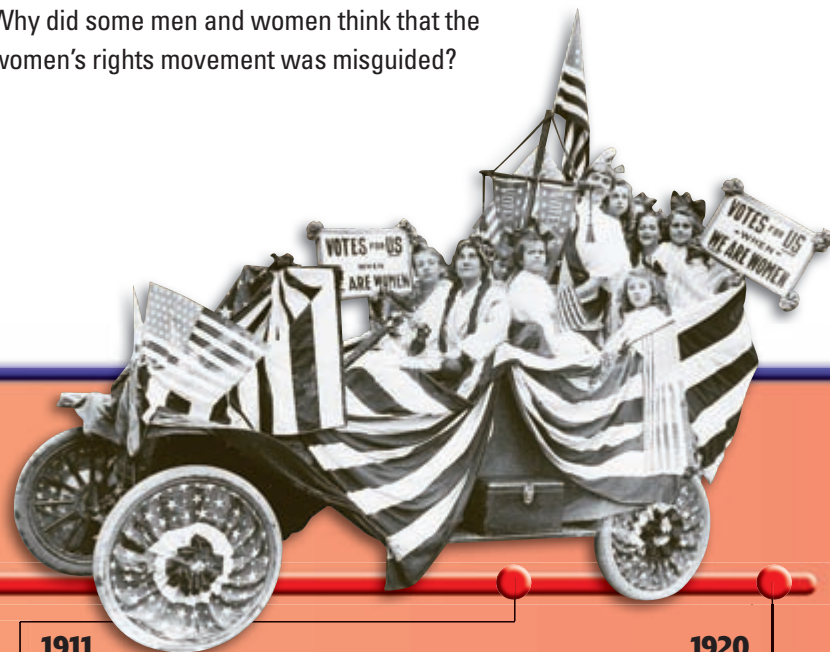
Like the abolitionist movement, the struggle for women's rights faced opposition. Many people did not agree with some of the goals of

the women's rights movement. Some women believed that they did not need new rights. They said that women were not unequal to men, only different. Some critics believed that women should not try to work in public for social changes. Women were welcome to work for social change, but only from within their homes. "Let her not look away from her own little family circle for the means of producing moral and social reforms," wrote T. S. Arthur. His advice appeared in a popular women's magazine called *The Lady at Home*.

Some people also thought that women lacked the physical or mental strength to survive without men's protection. They believed that a woman should go from the protection of her father's home to that of her husband's. They also thought that women could not cope with the outside world; therefore, a husband should control his wife's property. Despite opposition, women continued to pursue their goal of greater rights.

READING CHECK Drawing Conclusions

Why did some men and women think that the women's rights movement was misguided?



1872 Susan B. Anthony is arrested while trying to vote in New York.

1890 Wyoming's new state constitution includes women's suffrage.

"There never will be complete equality until women themselves help to make laws and elect lawmakers."

Susan B. Anthony

1911 The National Association Opposed to Woman Suffrage is formed.

1920 On August 26, the Nineteenth Amendment is declared ratified by Congress, giving women the right to vote.

ANALYSIS SKILL

READING TIME LINES

Women in Wyoming could vote how many years before women in the rest of the country could?

Primary Source

HISTORIC DOCUMENT

Declaration of Sentiments

At the 1848 Seneca Falls Convention, 100 people signed the Declaration of Sentiments, a document declaring the rights of women. The wording of the document purposely echoed the Declaration of Independence.

The authors use the same words that are in the Declaration of Independence, but include women.

Here the women demand that they become a part of government.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable¹ rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance² to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

1. **inalienable** not able to be taken away 2. **allegiance** loyalty

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why would women want to use the Declaration of Independence as a source for their own declaration?

Seneca Falls Convention

In 1840 **Elizabeth Cady Stanton** attended the World's Anti-Slavery Convention in London, England, while on her honeymoon. She discovered that, unlike her husband, she was not allowed to participate. All women in attendance had to sit behind a curtain in a separate gallery of the convention hall. William Lloyd Garrison, who had helped found the American Anti-Slavery Society, sat with them in protest.

The treatment of women abolitionists at the convention angered Stanton and her new friend, **Lucretia Mott**. Apparently, even many abolitionists did not think that women were equal to men. Stanton and Mott wanted to change this, so they planned to “form a society to advance the rights of women.” Eight years passed before Stanton and Mott finally announced the **Seneca Falls Convention**, the first public meeting about women's rights held in the United States. It opened on July 19, 1848, in Seneca Falls, New York.

Declaration of Sentiments

The convention organizers wrote a **Declaration of Sentiments**. This document detailed beliefs about social injustice toward women. They used the Declaration of Independence as the basis for the language for their Declaration of Sentiments. The authors included 18 charges against men—the same number that had been charged against King George III. The Declaration of Sentiments was signed by some 100 people.

About 240 people attended the Seneca Falls Convention, including men such as abolitionist Frederick Douglass. Many other reformers who also worked in the temperance and abolitionist movements were present. Several women who participated in the convention worked in nearby factories. One of them, 19-year-old Charlotte Woodward, signed the Declaration of Sentiments. She worked long hours in a factory, making gloves. Her wages were very low, and she could not even keep her earnings. She had to turn her wages over to her father.

Women's Rights Leaders

After the convention, the struggle continued. Women's rights activists battled many difficulties and much opposition. Still, they kept working to obtain greater equality for women. Among the many women working for women's rights, three became important leaders: Lucy Stone, Susan B. Anthony, and Elizabeth Cady Stanton. Each brought different strengths to the fight for women's rights.

Lucy Stone was a well-known spokesperson for the Anti-Slavery Society. In the early years of the women's rights movement, Stone became known as a gifted speaker. Elizabeth Cady Stanton called her "the first who really stirred the nation's heart on the subject of women's wrongs."

Susan B. Anthony brought strong organizational skills to the women's rights movement. She did much to turn the fight for

women's rights into a political movement.

Anthony argued that women and men should receive equal pay for equal work. She also believed that women should be allowed to enter traditionally male professions, such as religion and law. Anthony was especially concerned with laws that affected women's control of money and property.

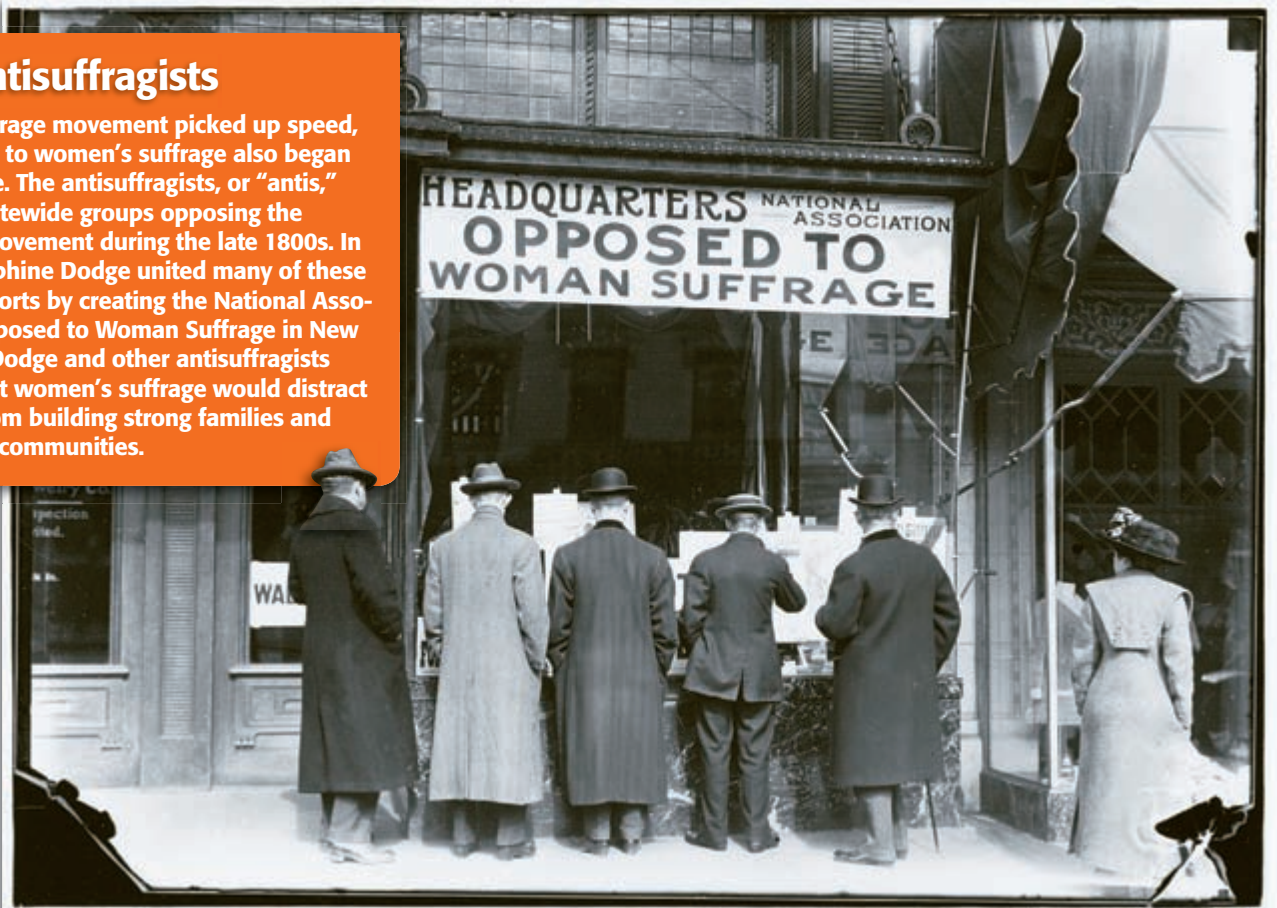
Anthony led a campaign to change laws regarding the property rights of women. She wrote in her diary that no woman could ever be free without "a purse of her own." After forming a network to cover the entire state of New York, she collected more than 6,000 signatures to petition for a new property-rights law. In 1860, due largely to the efforts of Anthony, New York finally gave married women ownership of their wages and property. Other states in the Northeast and Midwest soon created similar laws.

THE IMPACT TODAY

In the United States, as of the year 2009, women earned about 80 percent as much as men did.

The Antisuffragists

As the suffrage movement picked up speed, opponents to women's suffrage also began to organize. The antisuffragists, or "antis," formed statewide groups opposing the suffrage movement during the late 1800s. In 1911, Josephine Dodge united many of these groups' efforts by creating the National Association Opposed to Woman Suffrage in New York City. Dodge and other antisuffragists argued that women's suffrage would distract women from building strong families and improving communities.



Elizabeth Cady Stanton wrote many of the documents and speeches of the movement, which were often delivered by Anthony. Stanton was a founder and important leader of the National Woman Suffrage Association. This organization was considered one of the more radical groups because of its position that abolition was not a more important cause than women's rights.

Not every battle was won. Other major reforms, such as women's right to vote, were not achieved at this time. Still, more women than ever before became actively involved in women's rights issues. This increased activity was one of the movement's greatest accomplishments.

READING CHECK Identifying Points of View

What did Susan B. Anthony mean when she said that no woman could be free without "a purse of her own"?



Lucy Stone worked for equal rights for women and African Americans.

SUMMARY AND PREVIEW Women's rights became a major issue in the mid-1800s, as women began to demand a greater degree of equality. In the next chapter you will read about western expansion.

Section 5 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What role did Sojourner Truth play in both the abolition and women's rights movements?
b. Analyze How did the abolition movement influence women to demand equal rights?
2. **a. Identify** What limitations on women's rights did many activists find unacceptable?
b. Summarize Why did many Americans oppose equal rights for women?
c. Elaborate What arguments might you use to counter the arguments of men and women who opposed equal rights for women?
3. **a. Recall** Who were the three main leaders of the women's rights movement, and how did they each contribute to the movement?
b. Draw Conclusions Why might working-class women like Charlotte Woodward have supported the **Seneca Falls Convention** and the **Declaration of Sentiments**?
c. Evaluate Do you agree with **Susan B. Anthony** that women should receive equal pay for equal work? Explain your answer.

Critical Thinking

4. **Analyzing** Review your notes on events in the women's rights movement. Then copy the graphic organizer shown below and use it to show the goals of the movement, as well as the arguments against it.

Goals	Opponents' Arguments

FOCUS ON WRITING

5. **Describing Women's Suffrage** Add notes about the women's suffrage movement to your chart. Note important leaders and describe what they were fighting for. Ask yourself, "How did the women's suffrage movement change life in the United States?"

Elizabeth Cady Stanton

What steps would you take to bring about nationwide change?

When did she live? 1815–1902

Where did she live? Elizabeth Cady Stanton was born in Johnstown, New York. She married a prominent abolitionist and settled in Seneca Falls, New York, where she had seven children. Later in life she traveled widely, giving lectures and speeches across the country.

What did she do? Stanton and fellow activist Lucretia Mott organized the nation's first women's rights convention, at Seneca Falls in 1848. She and Susan B. Anthony founded the National Woman Suffrage Association in 1869. For nearly six decades, she spoke and wrote passionately about women's rights.

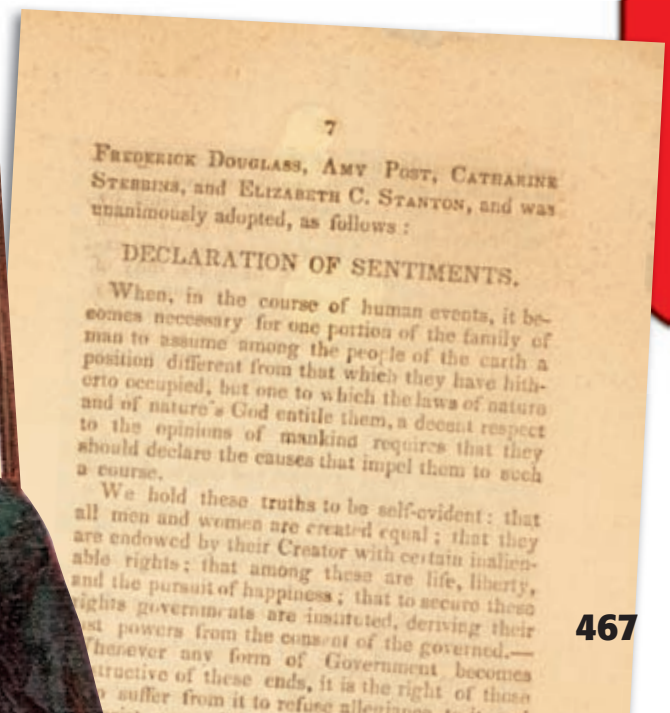
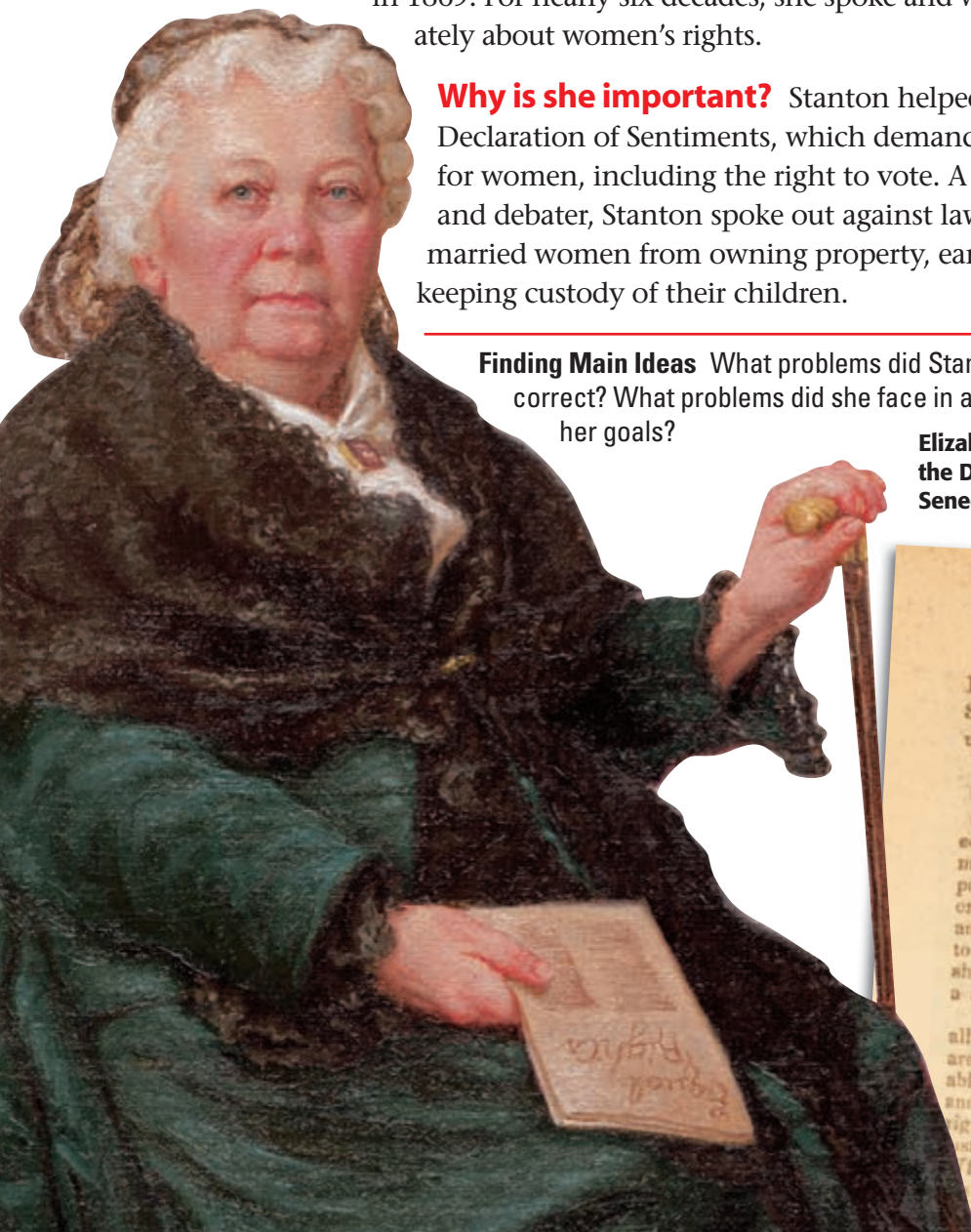
Why is she important? Stanton helped author the Declaration of Sentiments, which demanded equal rights for women, including the right to vote. A brilliant speaker and debater, Stanton spoke out against laws that kept married women from owning property, earning wages, and keeping custody of their children.

Finding Main Ideas What problems did Stanton try to correct? What problems did she face in accomplishing her goals?

Elizabeth Cady Stanton helped author the Declaration of Sentiments at the Seneca Falls Convention.

KEY EVENTS

- **1815** Born in Johnstown, New York
- **1840** Meets Lucretia Mott at the World's Anti-Slavery Convention, where they are barred from participating
- **1848** Helps organize the first national meeting of women's suffrage reformers at Seneca Falls, New York
- **1851** Meets Susan B. Anthony, with whom she will later lead the National Woman Suffrage Association
- **1895** Publishes the *Woman's Bible*
- **1902** Dies in New York City



Accepting Social Responsibility

Define the Skill

A *society* is an organized group of people who share a common set of activities, traditions, and goals. You are part of many societies—your school, community, and nation are just three. Every society's strength depends on the support and contributions of its members. *Social responsibility* is the obligation that every person has to the societies in which he or she is a member.

Learn the Skill

As a part of your school, community, and nation, you have obligations to the people around you. The most obvious is to do nothing to harm your society. You also have a duty to be part of it. At the very least, this means exercising the rights and responsibilities of membership. These include being informed about issues in your society.

Another level of social responsibility is support of change to benefit society. This level of involvement goes beyond being informed about issues to trying to do something about them. If you take this important step, here are some points to consider.

- 1 Few efforts to change society have everyone's support. Some people will want things to stay the same. They may treat you badly if you work for change. You must be prepared for this possibility if you decide to take action.
- 2 Sometimes efforts to improve things involve opposing laws or rules that need to be changed. No matter how just your cause is, if you break law or rules, you must be willing to accept the consequences of your behavior.

- 3 Remember that violence is *never* an acceptable method for change. People who use force in seeking change are not behaving in a socially responsible manner, even if their cause is good.

This chapter was filled with the stories of socially responsible people. Many of them devoted their lives to changing society for the better. Some did so at great personal risk. Boston abolitionist William Lloyd Garrison barely escaped with his life from a local mob that tried to lynch him because of his views.

Garrison and the other reformers you read about demonstrated the highest level of social responsibility. They saw an issue they believed to be a problem in society, and they worked tirelessly to change it and make society better.

Practice the Skill

Review the "If you were there" scene on page 454. Imagine yourself as that Ohioan. You believe slavery to be wrong. However, you also respect the law, and it is illegal to help an escaped slave. In addition, you know that most of your neighbors do not feel as you do about slavery. They might harm you or your property if you take this stand against it.

1. Would agreeing to your friend's request help benefit society? Explain why or why not.
2. Are you willing to risk the anger of your neighbors? Why or why not?
3. Is the idea of breaking the law or possibly going to jail a factor in your decision? Explain.
4. Would agreeing to your friend's request be a socially responsible thing to do? Explain why or why not.



History's Impact

▶ video series

Review the video to answer the closing question:

Why does it make sense that the women's suffrage movement originated from the abolitionist movement?

Visual Summary

QUICK FACTS Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

- Which of the following authors wrote about Puritan life in *The Scarlet Letter*?
 - Emily Dickinson
 - Herman Melville
 - Thomas Gallaudet
 - Nathaniel Hawthorne
- Which document expressed the complaints of supporters of women's rights?
 - Declaration of the Rights of Women
 - Declaration of Sentiments
 - Letters on Women's Rights
 - Seneca Falls Convention
- As leader of the common-school movement, who worked to improve free public education?
 - Walt Whitman
 - Horace Mann
 - Lyman Beecher
 - Sojourner Truth

Comprehension and Critical Thinking

SECTION 1 (Pages 438–442)

- Identify** What political party was founded by nativists, and what policies did it support?
- Analyze** What factors caused U.S. cities to grow so fast?
- Evaluate** Do you think that the benefits of city life outweighed its drawbacks? Explain.

SECTION 2 (Pages 443–445)

- Describe** Who were some important transcendentalists, and what ideas did they promote?
- Compare and Contrast** In what ways were transcendentalists and Romantics similar and different?
- Elaborate** Which movement appeals to you more—American transcendentalism or Romanticism? Why?

SECTION 3 (Pages 448–453)

- a. Identify** What important reform movements became popular in the early 1800s?
- b. Analyze** Why did education become an important topic for reformers in the 1800s?
- c. Evaluate** Which reform movement do you think had the greatest effect on the United States? Why?

SECTION 4 (Pages 454–459)

- a. Recall** What are the different reasons why people supported abolition?
- b. Make Inferences** How did northerners and southerners differ in their opposition to abolition?
- c. Evaluate** Which of the methods used by abolitionists to oppose slavery do you think was most successful? Why?

SECTION 5 (Pages 461–466)

- a. Recall** What led many women to question their place in American society?
- b. Make Inferences** Why did female factory workers like Charlotte Woodward support the women's rights movement?
- c. Evaluate** By 1860 do you think the women's movement had been successful? Explain your answer.

Using the Internet

- 9. Activity: Creating Visuals** The *Liberator* and *North Star* were two newspapers that encouraged the end of slavery. Through your online book, research the influence of abolitionist newspapers, such as those written by William Lloyd Garrison and Frederick Douglass. Then create a visual display that illustrates how each newspaper represented the abolitionist point of view.

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Reading Skills

Information and Propaganda Use the Reading Skills taught in this chapter to answer the question below.

10. Which of the following is *not* an example of propaganda?
 - a. a flyer protesting new tax laws
 - b. an ad about a political candidate
 - c. a radio announcement sponsored by an interest group
 - d. a list of camping rules from a park

Reviewing Themes

11. **Society and Culture** What social and cultural changes took place from 1800 to the mid-1800s?

Social Studies Skills

Accepting Social Responsibility Use the Social Studies Skills taught in this chapter to fill in the chart below.

12. Action	Is it socially responsible?	Why or why not?
Removing litter from a park		
Voting		
Reading a political magazine		
Running a red light		

FOCUS ON WRITING

13. **Writing Your Persuasive Letter** You've described a number of important events and political, religious, and artistic movements in your notebook. Now, it's time to choose the one you consider most important. Think about how it changed life for people in the United States. Then write a two-paragraph persuasive letter to the newspaper, arguing for the event or movement you chose. In the first paragraph, identify the event or movement you chose as well as a thesis explaining why it is important. In the second paragraph, include details about the event or movement that support your thesis. Close with one or two sentences that sum up your points.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** A potato blight in Europe brought a large number of immigrants to the United States who were
- A Jewish.
 - B German.
 - C Irish.
 - D Protestant.
- 2** The author of *The Raven* was
- A James Fenimore Cooper.
 - B Edgar Allan Poe.
 - C Walt Whitman.
 - D Emily Dickinson.
- 3** The most famous leader of the Underground Railroad was
- A Frederick Douglass.
 - B Harriet Tubman.
 - C William Lloyd Garrison.
 - D Harriet Beecher Stowe.
- 4** African American students in the North
- A had less opportunity for education than those in the South.
 - B did not benefit from educational reforms.
 - C had opportunities to attend black colleges formed in the 1840s.
 - D usually attended the same schools as white students.
- 5** The temperance movement, efforts at prison reform, and the abolition movement were all elements of
- A social reforms of the mid-1800s.
 - B the Second Great Awakening.
 - C transcendentalism.
 - D the women's rights movement.
- 6** Which of the following people would *most likely* have supported a law prohibiting foreigners from holding public office?
- A an antisuffragist
 - B a nativist
 - C an abolitionist
 - D a transcendentalist
- 7** Examine the following cartoon about women breaking kegs of liquor and then use it to answer the question below.



Document-Based Question What does the shield of the woman on horseback represent? How can you tell?

A Divided Nation

Essential Question How did the issue of slavery affect politics in the United States?



What You Will Learn...

In this chapter, you will learn about how the debate over slavery increasingly divided Americans during the mid-1800s. You will also read about the major events that preceded the Civil War.

SECTION 1: The Debate over Slavery 476

The Big Idea Antislavery literature and the annexation of new lands intensified the debate over slavery.

SECTION 2: Trouble in Kansas 483

The Big Idea The Kansas–Nebraska Act heightened tensions in the conflict over slavery.

SECTION 3: Political Divisions 488

The Big Idea The split over the issue of slavery intensified due to political division and judicial decisions.

SECTION 4: The Nation Divides 493

The Big Idea The United States broke apart due to the growing conflict over slavery.

FOCUS ON WRITING

Writing an Autobiographical Sketch When you read about history, it can be difficult to imagine how the events you read about affected ordinary people. In this chapter you will read about slavery in the United States. Then you will write an autobiography of a fictional character, telling how these events affected him or her. Your fictional character can live in any part of the United States. He or she might be an enslaved African, a southern plantation owner, a northern abolitionist, or a settler in one of the new territories. Your classmates are your audience.



1848

The Free-Soil Party is formed on August 9.



1848

Revolutionary movements sweep across Europe.




HISTORY John Brown's War

hmhsocialstudies.com VIDEO

Two women look at a display at the Charles H. Wright Museum of African American History.

1850 Congress passes the Fugitive Slave Act on September 18.

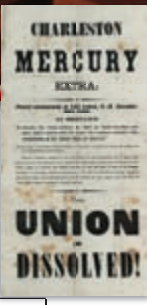
1852 *Uncle Tom's Cabin* is published by Harriet Beecher Stowe.



1856 In the Sack of Lawrence, pro-slavery forces attack the town of Lawrence, Kansas, on May 21.

1859 John Brown takes control of the federal arsenal at Harpers Ferry, Virginia.

1860 On December 20, South Carolina votes to secede from the United States.



1852 Louis-Napoléon declares himself Emperor Napoléon III of France.

1856 British and French forces defeat Russia in the Crimean War.

1857 Indian soldiers in the British army begin the Sepoy Mutiny against British control of India.



Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes This chapter describes the growing tension between the North and the South over the slavery issue. You will read what happened as more states were admitted to the Union and people argued if they should be slave states or not.

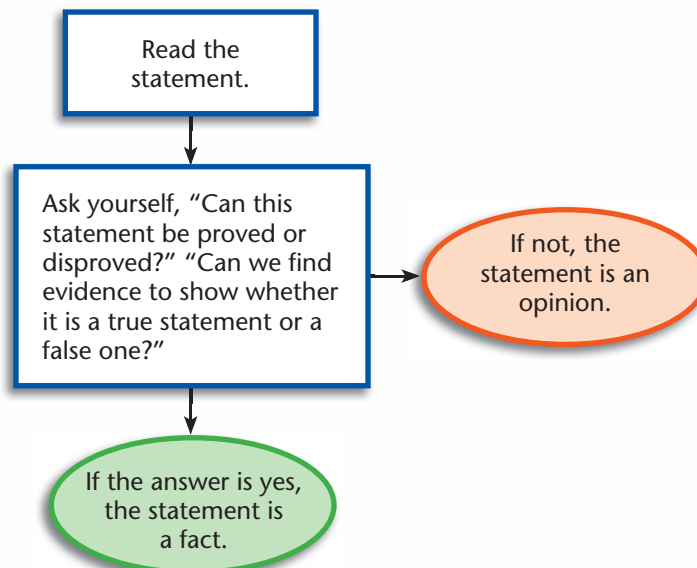
You will read about events that widened the division between the North and South so that the South finally chose to secede from the Union. Throughout the chapter you will see that **cultural** differences influenced **political** decisions.

Facts, Opinions, and the Past

Focus on Reading When you are trying to learn about history, separating facts from opinions helps you know what really happened.

Identifying Facts and Opinions Something is a **fact** if there is a way to prove it. For example, research can prove or disprove the following statement: "Abraham Lincoln belonged to the Republican Party." But research can't prove the following statement because it is just an **opinion**, or someone's belief: "Lincoln was the greatest president in American history."

Use the process below to decide whether a statement is fact or opinion.



You Try It!

The following passage tells about the debates that Abraham Lincoln had with Stephen Douglas. All the statements in this passage are facts. What makes them facts and not opinions?

The Lincoln-Douglas Debates

In 1858 Illinois Republicans nominated Abraham Lincoln for the U.S. Senate. His opponent was Democrat Stephen Douglas, who had represented Illinois in the Senate since 1847. Lincoln challenged Douglas in what became the historic Lincoln-Douglas debates.

From
Chapter 15,
p. 491

In each debate, Lincoln stressed that the central issue of the campaign was the spread of slavery in the West. He said that the Democrats were trying to spread slavery across the nation.

Lincoln talked about the *Dred Scott* decision. He said that African Americans were “entitled to all the natural rights” listed in the Declaration of Independence, specifically mentioning “the right to life, liberty, and the pursuit of happiness.”

Identify each of the following as a fact or an opinion and then explain your choice.

- Lincoln accused the Democrats of trying to spread slavery across the nation.
- The Lincoln-Douglas debates were the most important debates in the history of the nation.
- Stephen Douglas was a U.S. senator from Illinois.
- Abraham Lincoln ran against Douglas in the 1858 Senate election.
- Most Americans believed that the *Dred Scott* decision was a good one.
- Lincoln was the best debater people from Illinois had ever heard.

Chapter 15

Section 1

popular sovereignty (p. 476)
Wilmot Proviso (p. 476)
sectionalism (p. 477)
Free-Soil Party (p. 477)
secede (p. 478)
Compromise of 1850 (p. 479)
Fugitive Slave Act (p. 479)
Anthony Burns (p. 480)
Uncle Tom’s Cabin (p. 481)
Harriet Beecher Stowe (p. 481)

Section 2

Franklin Pierce (p. 483)
Stephen Douglas (p. 484)
Kansas-Nebraska Act (p. 485)
Pottawatomie Massacre (p. 487)
Charles Sumner (p. 487)
Preston Brooks (p. 487)

Section 3

Republican Party (p. 488)
James Buchanan (p. 488)
John C. Frémont (p. 489)
Dred Scott (p. 489)
Roger B. Taney (p. 490)
Abraham Lincoln (p. 490)
Lincoln-Douglas debates (p. 491)
Freeport Doctrine (p. 492)

Section 4

John Brown’s raid (p. 493)
John C. Breckinridge (p. 495)
Constitutional Union Party (p. 495)
John Bell (p. 495)
John J. Crittenden (p. 496)
Confederate States of America (p. 497)
Jefferson Davis (p. 497)

Academic Vocabulary

In this chapter, you will learn the following academic words:

implications (p. 485)
complex (p. 489)

As you read Chapter 15, look closely at quotes from historical figures. Are these quotes showing you facts or opinions?

The Debate over Slavery

What You Will Learn...

Main Ideas

1. The addition of new land in the West renewed disputes over the expansion of slavery.
2. The Compromise of 1850 tried to solve the disputes over slavery.
3. The Fugitive Slave Act caused more controversy.
4. Abolitionists used antislavery literature to promote opposition.

The Big Idea

Antislavery literature and the annexation of new lands intensified the debate over slavery.

Key Terms and People

popular sovereignty, p. 476
 Wilmot Proviso, p. 476
 sectionalism, p. 477
 Free-Soil Party, p. 477
 secede, p. 478
 Compromise of 1850, p. 479
 Fugitive Slave Act, p. 479
 Anthony Burns, p. 480
Uncle Tom's Cabin, p. 481
 Harriet Beecher Stowe, p. 481



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 TAKING NOTES

Use the graphic organizer online to take notes on the sequence of events in the debate over slavery and the effects of each.

If YOU were there...

You live in a crowded neighborhood in New York City in 1854. Your apartment building is home to a variety of people—long-time residents, Irish immigrants, free African Americans. One day federal marshals knock on your door. They claim that one of your neighbors is a fugitive slave. The marshals say you must help them find her. If you don't, you will be fined or even sent to jail.

What would you tell the federal marshals?

BUILDING BACKGROUND Some reform movements of the 1800s drew stubborn and often violent opposition. This was especially true of the abolitionist movement. Pro-slavery supporters fought for laws to protect slavery and extend the slave system. These laws were a threat to African Americans in the North.

New Land Renews Slavery Disputes

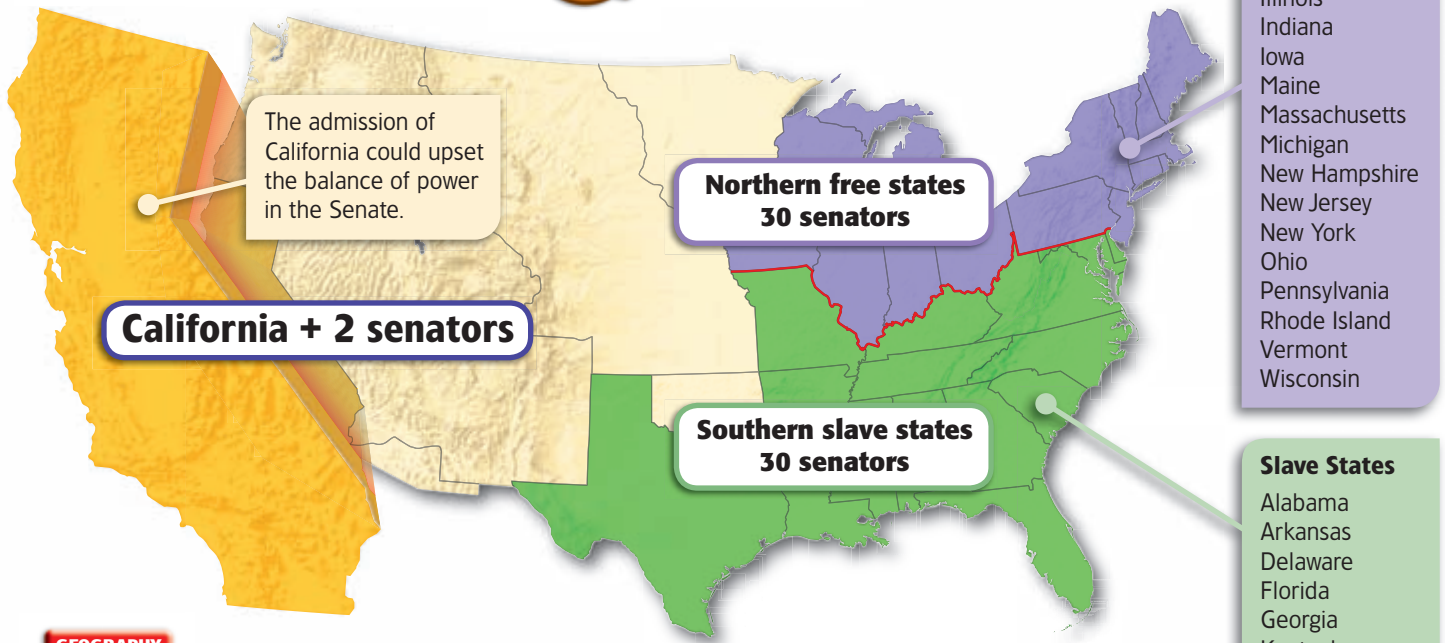
The United States added more than 500,000 square miles of land as a result of winning the Mexican-American War in 1848. The additional land caused bitter debate about slavery. The Missouri Compromise of 1820 had divided the Louisiana Purchase into either free or slave regions. It prohibited slavery north of latitude 36°30' but let Missouri become a slave state. In the 1840s President James K. Polk wanted to extend the 36°30' line to the West coast, dividing the Mexican Cession into two parts—one free and one enslaved. Some leaders, including Senator Lewis Cass of Michigan, encouraged **popular sovereignty**, the idea that political power belongs to the people, who should decide on banning or allowing slavery.

Regional Differences about Slavery

Some northerners wanted to outlaw slavery in all parts of the Mexican Cession. During the war, Representative David Wilmot offered the **Wilmot Proviso**, a document stating that "neither slavery nor involuntary servitude shall ever exist in any part of [the] territory."

Upsetting the Balance

QUICK
FACTS



GEOGRAPHY
SKILLS

INTERPRETING MAPS

Region How could the admission of California as a slave state or a free state upset the balance between North and South?

The northern-controlled House passed the document, but in the Senate, the South had more power. The Wilmot Proviso did not pass. Before this time, politicians had usually supported the ideas of their political parties. However, the Wilmot Proviso spurred a debate that showed growing **sectionalism**, or favoring the interests of one section or region over the interests of the entire country.

To attract voters, the Democrats and the Whigs did not take a clear position on slavery in the presidential campaign of 1848. In response, **antislavery northerners formed a new party, the Free-Soil Party, which supported the Wilmot Proviso.** They worried that slave labor would mean fewer jobs for white workers. Party members chose former president Martin Van Buren as their candidate. The new party won 10 percent of the popular vote, drawing away votes from Democrat Lewis Cass. Whig candidate Zachary Taylor won a narrow victory.

The California Question

The California gold rush caused such rapid population growth that California applied to join the Union as a state instead of as a territory. But would California enter the Union as a free state or a slave state?

Most Californians opposed slavery, which had been illegal when the state was part of Mexico. Also, many forty-niners had come from free states. But if California became a free state, the balance between free and slave states would change, favoring the free states.

In the South, an imbalance was unacceptable. "We are about permanently to destroy the balance of power between the sections," said Senator Jefferson Davis of Mississippi. He and many other southerners did not want California to enter the Union as a free state.

READING CHECK Drawing Inferences

Why did sectionalism in the United States increase in the late 1840s?

Free States

Connecticut
Illinois
Indiana
Iowa
Maine
Massachusetts
Michigan
New Hampshire
New Jersey
New York
Ohio
Pennsylvania
Rhode Island
Vermont
Wisconsin

Slave States

Alabama
Arkansas
Delaware
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
Missouri
North Carolina
South Carolina
Tennessee
Texas
Virginia

THE IMPACT TODAY

Small parties are today called "third parties." They often receive support from voters who disagree with the policies of the two major parties on a specific issue.

Compromise of 1850

Senator Henry Clay of Kentucky had helped to settle the Missouri crisis of 1819–20 and the nullification crisis of 1832–33 by proposing compromises. He now had another plan to help the nation maintain peace. His ideas were designed to give both sides things that they wanted:

1. California would enter the Union as a free state.
2. The rest of the Mexican Cession would be federal land. In this territory, popular sovereignty would decide on slavery.
3. Texas would give up land east of the upper Rio Grande. In return, the government would pay Texas's debts from when it was an independent republic.
4. The slave trade—but not slavery—would end in the nation's capital.
5. A more effective fugitive slave law would be passed.

Primary Source

SPEECH

The Seventh of March Speech

On March 7, 1850, Daniel Webster spoke on the floor of the Senate in favor of the Compromise of 1850.

I hear with distress and anguish the word "secession." Secession! Peaceable secession! Sir, your eyes and mine are never destined to see the miracle. The dismemberment [taking apart] of this vast country without convulsion! The breaking up of the fountains of the great deep without ruffing the surface! Who is so foolish, I beg every body's pardon, as to expect to see any such thing? . . . There can be no such thing as peaceable secession.

—quoted in *Daniel Webster: The Completest Man*, edited by Kenneth Shewmaker

Webster is upset by talk of secession.

Webster is saying that just as it is impossible to move water in the ocean without making waves, it is impossible for states to peacefully secede.

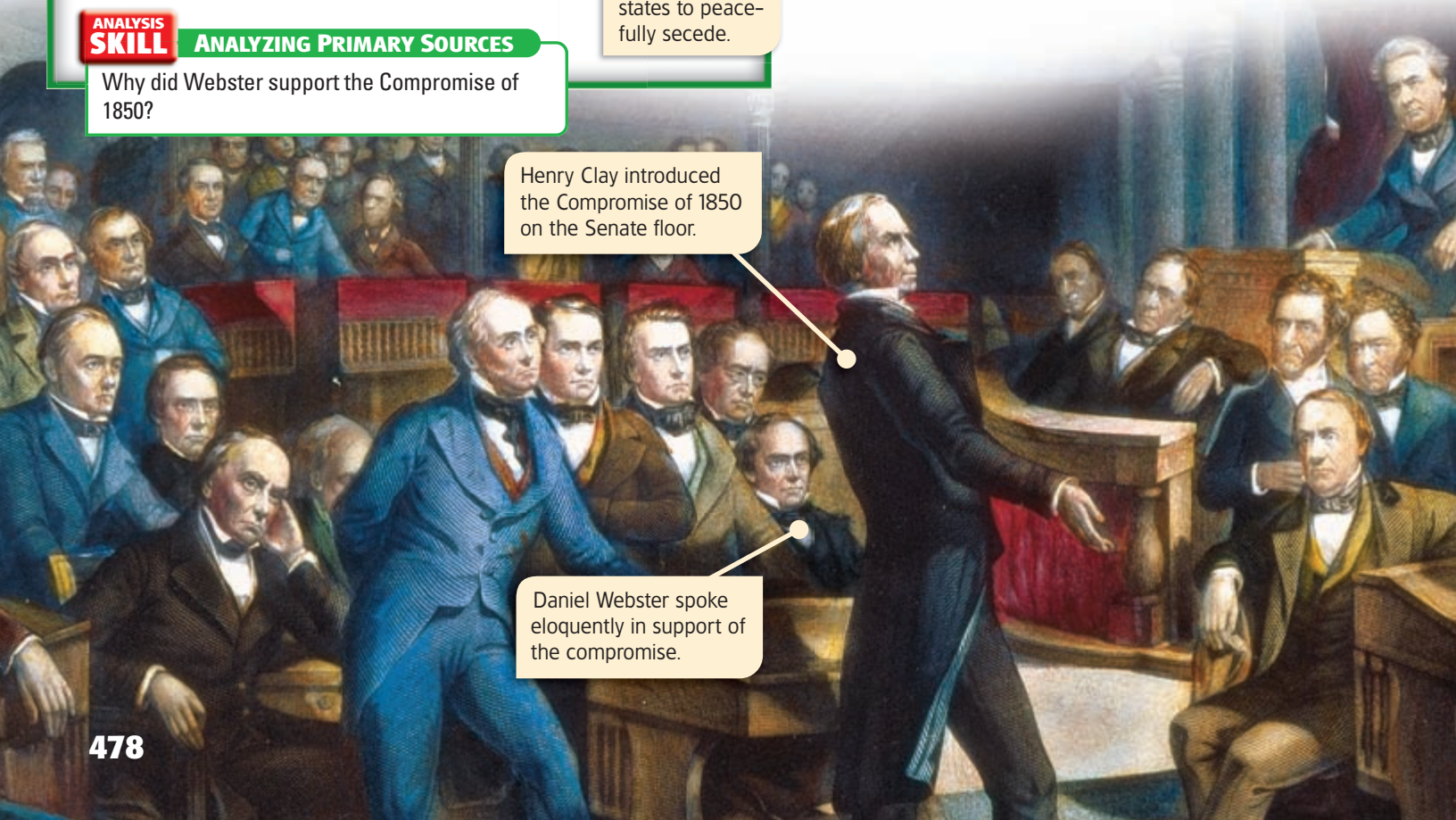
ANALYSIS SKILL ANALYZING PRIMARY SOURCES

Why did Webster support the Compromise of 1850?

Henry Clay introduced the Compromise of 1850 on the Senate floor.

Daniel Webster spoke eloquently in support of the compromise.

Clay's plan drew attack, especially regarding California. Senator William Seward of New York defended antislavery views and wanted California admitted "directly, without conditions, without qualifications, and without compromise." However, Senator John C. Calhoun of South Carolina argued that letting California enter as a free state would destroy the nation's balance. He warned people of issues that would later start the Civil War. Calhoun asked that the slave states be allowed to **secede**—formally withdraw—from the Union.



In contrast, Senator Daniel Webster of Massachusetts favored Clay's plan:

“I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an American . . . I speak today for the preservation of the Union. Hear me for my cause.”

—Daniel Webster, quoted in *Battle Cry of Freedom*
by James M. McPherson

Webster criticized northern abolitionists and southerners who talked of secession.

A compromise was enacted that year and seemed to settle most disputes between free and slave states. It achieved the majority of Clay's proposals. **With the Compromise of 1850, California was able to enter the Union as a free state. The rest of the Mexican Cession was divided into two territories—Utah and New Mexico—where the question of whether to allow slavery would be decided by popular sovereignty.**

Texas agreed to give up its land claims in New Mexico in exchange for financial aid from the federal government. The compromise outlawed the slave trade in the District of Columbia and established a new fugitive slave law.

READING CHECK Analyzing How was Texas affected by the Compromise of 1850?

Fugitive Slave Act

The newly passed **Fugitive Slave Act** made it a crime to help runaway slaves and allowed officials to arrest those slaves in free areas. Slaveholders were permitted to take suspected fugitives to U.S. commissioners, who decided their fate.

Details of the Fugitive Slave Act

Slaveholders could use testimony from white witnesses, but enslaved African Americans accused of being fugitives could not testify. Nor could people who hid or helped a runaway slave—they faced six months in jail and a \$1,000 fine. Commissioners who rejected a slaveholder's claim earned \$5 while those who returned suspected fugitives to slaveholders earned \$10. Clearly, the commissioners benefited from helping slaveholders.

Reactions to the Fugitive Slave Act

Enforcement of the Fugitive Slave Act began immediately. In September 1850—the same month the law was passed—federal marshals arrested African American James Hamlet. They returned him to a slaveholder in

Primary Source

SPEECH

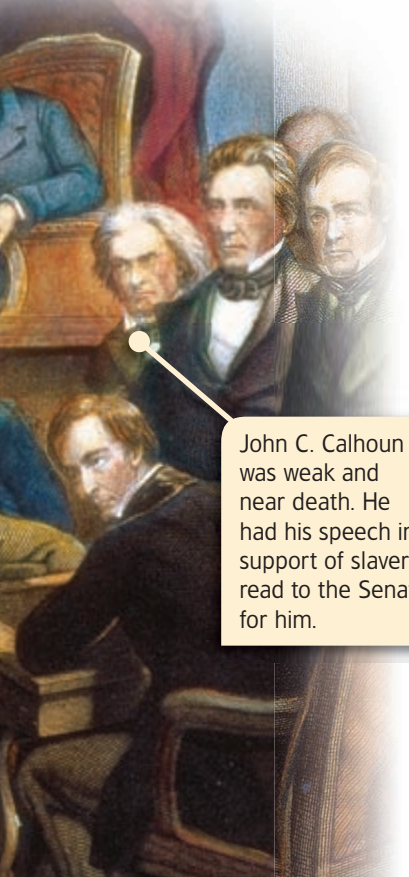
Southern View of the Compromise of 1850

John C. Calhoun from South Carolina wrote a speech saying that the proposed compromise did not go far enough to satisfy the South.

“I have, senators, believed from the first that the agitation of the subject of slavery would, if not prevented by some timely and effective measure, end in disunion . . . The South asks for justice, simple justice, and less she ought not to take. She has no compromise to offer but the Constitution, and no concession or surrender to make.”

Agitation means “unrest.”

Calhoun believes the South's position was supported by the Constitution.



John C. Calhoun was weak and near death. He had his speech in support of slavery read to the Senate for him.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why did Calhoun urge southern senators to vote against the compromise?

Primary Source

PHOTOGRAPH

A Fugitive Slave Convention

The Fugitive Slave Act enraged abolitionists. To protest the new law, they held many meetings to publicly denounce it. One such meeting was held in 1850 in the small town of Cazenovia in central New York, a center for abolitionist activity. About 2,000 people—including many former slaves—attended the convention. They listened to speeches, made plans, and raised their voices for freedom. This photo was a point of pride for the delegates, but it also was used by opponents of the movement as a symbol of the poor morals of abolitionists: Not only were whites allowed to mix with African Americans, women and men were allowed to mix as well. This angered many people.

The Edmonson sisters, Mary (left) and Emily, tried to escape from slavery but were captured. Abolitionists later purchased their freedom.



Gerrit Smith organized the convention.

Frederick Douglass spoke to the crowd.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why would the abolitionists want a photograph of their convention?

Maryland, although he had lived in New York City for three years.

Thousands of northern African Americans fled to Canada in fear. In the 10 years after Congress passed the Fugitive Slave Act, some 343 fugitive slave cases were reviewed. The accused fugitives were declared free in only 11 cases.

The Fugitive Slave Act upset northerners, who were uncomfortable with the commissioners' power. Northerners disliked the idea of a trial without a jury. They also disapproved of commissioners' higher fees for returning slaves. Most were horrified that some free African Americans had been captured and sent to the South.

Most northerners opposed to the Act peacefully resisted, but violence did erupt. In 1854 **Anthony Burns**, a fugitive slave from Virginia, was arrested in Boston. Abolitionists used force while trying to rescue him from jail, killing a deputy marshal. A federal ship was ordered to return Burns to Virginia after his trial. Many people in the North, particularly in Massachusetts, were outraged. The event persuaded many to join the abolitionist cause.

READING CHECK Drawing Conclusions

What concerns did northerners have about the Fugitive Slave Act?

Antislavery Literature

Abolitionists in the North used the stories of fugitive slaves like James Hamlet and Anthony Burns to gain sympathy for their cause. Slave narratives also educated people about their hardships.

Fiction also informed people about the evils of slavery. **Uncle Tom's Cabin**, the anti-slavery novel written by Harriet Beecher Stowe, spoke out powerfully against slavery. Stowe, the daughter of Connecticut minister Lyman Beecher, moved to Ohio when she was 21. There she met fugitive slaves and learned about the cruelties of slavery. The Fugitive Slave Act greatly angered Stowe. She decided to write a book that would educate northerners about the realities of slavery.

Uncle Tom's Cabin was published in 1852. The main character, a kindly enslaved African American named Tom, is taken from his wife and sold “down the river” in Louisiana. Tom becomes the slave of cruel Simon Legree. In a rage, Legree has Tom beaten to death.

The novel electrified the nation and sparked outrage in the South. Louisa McCord, a famous southern writer, questioned the “foul imagination which could invent such scenes.”

Within a decade, more than 2 million copies of *Uncle Tom's Cabin* had been sold in the United States. The book's popularity caused one northerner to remark that Stowe and her book had created “two millions of abolitionists.” Stowe later wrote *A Key to Uncle Tom's Cabin* to answer those who had criticized her book.

The impact of Stowe's book is suggested by her reported meeting with Abraham Lincoln in 1862, a year after the start of the Civil War. Lincoln supposedly said to Stowe that she was “the little lady who made this big war.” Her book is still widely read today as a source of information about the harsh realities of slavery.

READING CHECK Identifying Cause and Effect

Why did abolitionists use antislavery literature to promote their cause, and what effect did it have on the slavery debate?

SUMMARY AND PREVIEW The United States experienced increasing disagreement over the issue of slavery. The Compromise of 1850 and the Fugitive Slave Act tried to address these disagreements with legislation. In the next section you will read about another disputed law concerning slavery, the Kansas-Nebraska Act, and the violence it sparked.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** What ideas did the **Free-Soil Party** promote?

b. Predict What are some possible results of the growing sectional debate over slavery?
- a. Describe** What were the major points of the **Compromise of 1850**?

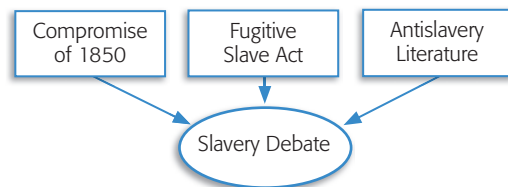
b. Contrast What differing opinions emerged toward Henry Clay's proposed compromise?
- a. Identify** What were the effects of the **Fugitive Slave Act**?

b. Draw Conclusions Why did some Americans believe the Fugitive Slave Act was unfair?
- a. Identify** What are three examples of antislavery literature?

b. Elaborate Do you think literature was an effective tool against slavery? Why or why not?

Critical Thinking

- Evaluating** Review your notes on the debate over slavery. Then evaluate how the Compromise of 1850, the Fugitive Slave Act, and antislavery literature affected the slavery debate. Use a graphic organizer like the one below.



FOCUS ON WRITING

- Taking Notes on the Debate over Slavery** Make some notes on the Wilmot Proviso, the Free-Soil Party, the Compromise of 1850, and the Fugitive Slave Act. Decide how your character feels about each of these. How do the Compromise of 1850 and the Fugitive Slave Act affect your character?

Antislavery Literature

from Uncle Tom's Cabin

GUIDED READING

WORD HELP

conceive imagine

desolate alone

forlorn unhappy

slacking slowing down

thither there

1 What detail tells you how long Eliza has walked up to this point?

2 Why do you think she chooses that escape route?

by Harriet Beecher Stowe (1811–1896)

About the Reading Published nine years before the outbreak of the Civil War, *Uncle Tom's Cabin* focused the nation's attention on the cruelties of slavery. In the following section, Stowe describes how a slave named Eliza is trying to escape to save her son from being sold.

AS YOU READ Look for details that appeal to your feelings.

It is impossible to conceive of a human creature more wholly desolate and forlorn than Eliza when she turned her footsteps from Uncle Tom's cabin . . .

The boundaries of the farm, the grove, the wood lot passed by her dizzily as she walked on; and still she went, leaving one familiar object after another, slacking not, pausing not, till reddening daylight found her many a long mile from all traces of any familiar objects upon the open highway. **1**

She had often been, with her mistress, to visit some connections in the little town of T—, not far from the Ohio River, and knew the road well. **2** To go thither, to escape across the Ohio River, were the first hurried outlines of her plan of escape; beyond that she could only hope in God . . .

CONNECTING LITERATURE TO HISTORY

- 1. Slaves had no legal rights. They were considered to be property, not human beings.** How do the actions and description in this passage contradict these ideas about slaves?
- 2. Frederick Douglass, Sojourner Truth, and other former slaves wrote narratives about their experiences. Yet these true stories did not have as much impact as Stowe's novel.** Why do you think this fictional story about slavery had more impact than true slave narratives?

Trouble in Kansas

SECTION

2

If YOU were there...

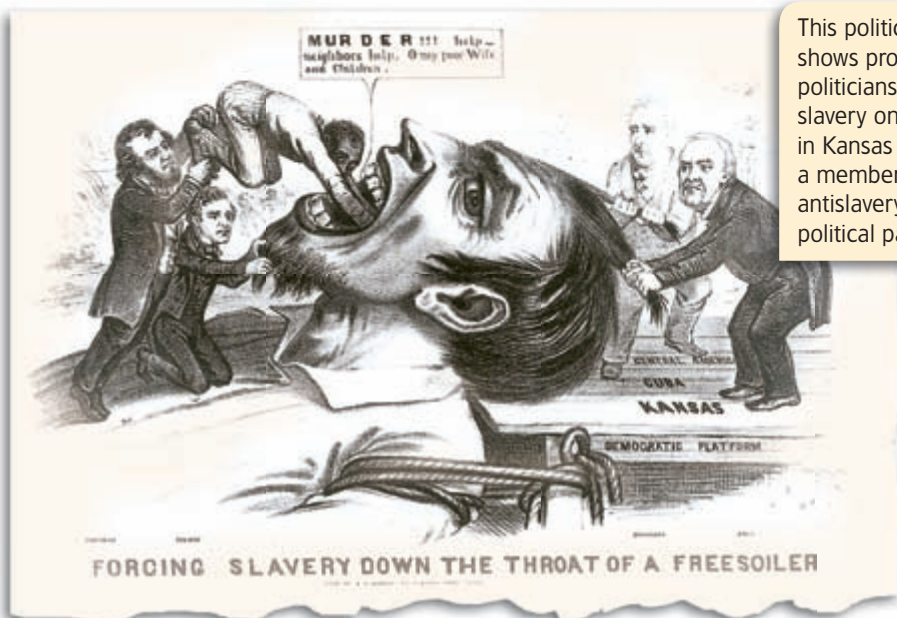
You live on a New England farm in 1855. You often think about moving West. But the last few harvests have been bad, and you can't afford it. Now the Emigrant Aid Society offers to help you get to Kansas. To bring in antislavery voters like you, they'll give you a wagon, livestock, and farm machines. Still, you know that Kansas might be dangerous.

Would you decide to risk settling in Kansas?

BUILDING BACKGROUND The argument over the extension of slavery grew stronger and more bitter. It dominated American politics in the mid-1800s. Laws that tried to find compromises ended by causing more violence. The bloodiest battleground of this period was in Kansas.

Election of 1852

Four leading candidates for the Democratic presidential nomination emerged in 1852. It became clear that none of them would win a majority of votes. Frustrated delegates at the Democratic National Convention turned to **Franklin Pierce**, a little-known politician from New Hampshire. Pierce promised to honor the Compromise



This political cartoon shows pro-slavery politicians forcing slavery on a settler in Kansas who is a member of the antislavery Free-Soil political party.

What You Will Learn...

Main Ideas

1. The debate over the expansion of slavery influenced the election of 1852.
2. The Kansas-Nebraska Act allowed voters to allow or prohibit slavery.
3. Pro-slavery and antislavery groups clashed violently in what became known as "Bleeding Kansas."

The Big Idea

The Kansas-Nebraska Act heightened tensions in the conflict over slavery.

Key Terms and People

Franklin Pierce, p. 483

Stephen Douglas, p. 484

Kansas-Nebraska Act, p. 485

Pottawatomie Massacre, p. 487

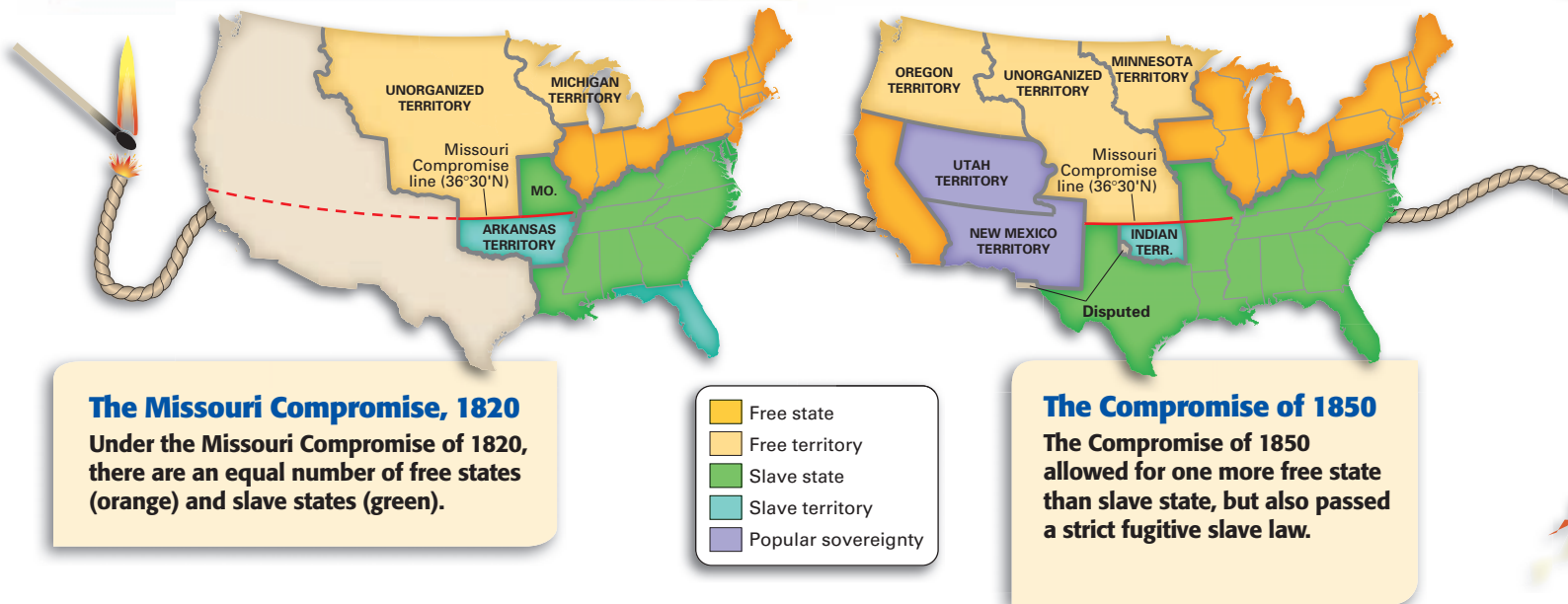
Charles Sumner, p. 487

Preston Brooks, p. 487

hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes on Stephen Douglas's plan for a railroad to the Pacific Ocean, southern congressmembers' views of his plan, and the resulting Kansas-Nebraska Act.

From Compromise to Conflict



of 1850 and the Fugitive Slave Act. Therefore, southerners trusted Pierce on the issue of slavery.

FOCUS ON READING

What facts and what opinions are mentioned in this paragraph?

The opposing Whigs also held their convention in 1852. In other presidential elections, they had nominated well-known former generals such as William Henry Harrison and Zachary Taylor. This had been a good strategy, as both men had won. The Whigs decided to choose another war hero. They passed over the current president, Millard Fillmore, because they believed that his strict enforcement of the Fugitive Slave Act would cost votes. Instead, they chose Winfield Scott, a Mexican War hero. Southerners did not trust Scott, however, because he had not fully supported the Compromise of 1850.

Pierce won the election of 1852 by a large margin. Many Whigs viewed the election as a painful defeat, not just for their candidate, but for their party.

READING CHECK Drawing Conclusions

What issues determined the outcome of the presidential election of 1852?

The Kansas-Nebraska Act

In his inaugural address, President Pierce expressed his hope that the slavery issue had been put to rest “and that no sectional . . . excitement may again threaten the durability [stability] of our institutions.” Less than a year later, however, a proposal to build a railroad to the West coast helped revive the slavery controversy and opened a new period of sectional conflict.

Douglas and the Railroad

Ever since entering Congress in the mid-1840s, **Stephen Douglas** had supported the idea of building a railroad to the Pacific Ocean. Douglas favored a line running from Chicago. The first step toward building such a railroad would be organizing what remained of the Louisiana Purchase into a federal territory. The Missouri Compromise required that this land be free territory and eventually free states.

Southerners in Congress did not support Douglas’s plan, recommending a southern route for the railroad. Their preferred line



The Kansas-Nebraska Act

As a result of the Kansas-Nebraska Act, the question of slavery is to be decided by popular sovereignty—by the people who vote in the elections there—in the newly organized territories of Kansas and Nebraska. The act sparked violent conflict between pro-slavery and antislavery groups.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Region** In what part of the United States were the slave states located?
- 2. Place** What free state was added with the Compromise of 1850?

ran from New Orleans, across Texas and New Mexico Territory, to southern California. Determined to have the railroad start in Chicago, Douglas asked a few key southern senators to support his plan. They agreed to do so if the new territory west of Missouri was opened to slavery.

Two New Territories

In January 1854, Douglas introduced what became the **Kansas-Nebraska Act**, a plan that would divide the remainder of the Louisiana Purchase into two territories—Kansas and Nebraska—and allow the people in each territory to decide on the question of slavery. The act would eliminate the Missouri Compromise’s restriction on slavery north of the 36° 30’ line.

Antislavery northerners were outraged by the **implications**. Some believed the proposal was part of a terrible plot to turn free territory into a “dreary region . . . inhabited by masters and slaves.” All across the North, citizens attended protest meetings and sent anti-Nebraska petitions to Congress.

Even so, with strong southern support—and with Douglas and President Pierce pressuring their fellow Democrats to vote for it—the measure passed both houses of Congress and was signed into law on May 30, 1854. Lost amid all the controversy over the territorial bill was Douglas’s proposed railroad to the Pacific Ocean. Congress would not approve the construction of such a railroad until 1862.

Kansas Divided

Antislavery and pro-slavery groups rushed their supporters to Kansas. One of the people who spoke out strongly against slavery in Kansas was Senator Seward.

“Gentlemen of the Slave States . . . I accept [your challenge] in . . . the cause of freedom. We will engage in competition for . . . Kansas, and God give the victory to the side which is stronger in numbers as it is in right.”

—William Henry Seward, quoted in *The Impending Crisis, 1848–1861* by David M. Potter

Elections for the Kansas territorial legislature were held in March 1855. Almost 5,000

ACADEMIC VOCABULARY

implications
things that are inferred or deduced

pro-slavery voters crossed the border from Missouri, voted in Kansas, and then returned home. As a result, the new legislature had a huge pro-slavery majority. The members of the legislature passed strict laws that made it a crime to question slaveholders' rights and said that those who helped fugitive slaves could be put to death. In protest, anti-slavery Kansans formed their own legislature 25 miles away in Topeka. President Pierce, however, only recognized the pro-slavery legislature.

READING CHECK Analyzing Why did northerners dislike the Kansas-Nebraska Act?

Bleeding Kansas

By early 1856 Kansas had two opposing governments, and the population was angry. Settlers had moved to Kansas to homestead in peace, but the controversy over slavery began to affect everyone.

"Bleeding Kansas"

Abolitionists and pro-slavery forces clashed in Kansas, killing many people. Shown here is a group of abolitionists who took the law into their own hands to free one of their group from prison.

Why might these men have fought against slavery?



John Doy was imprisoned for his abolitionist activities but was freed by other abolitionists.

In April 1856, a congressional committee arrived in Kansas to decide which government was legitimate. Although committee members declared the election of the pro-slavery legislature to be unfair, the federal government did not agree.

Attack on Lawrence

The new pro-slavery settlers owned guns, and antislavery settlers received weapons shipments from friends in the East. Then, violence broke out. In May 1856 a pro-slavery grand jury in Kansas charged leaders of the antislavery government with treason. About 800 men rode to the city of Lawrence to arrest the antislavery leaders, but they had fled. The posse took its anger out on Lawrence by setting fires, looting buildings, and destroying presses used to print antislavery newspapers. One man was killed in the pro-slavery attack that became known as the Sack of Lawrence.

John Brown's Response

Abolitionist John Brown was from New England, but he and some of his sons had moved to Kansas in 1855. The Sack of Lawrence made him determined to "fight fire with fire" and to "strike terror in the hearts of the pro-slavery people." On the night of May 24, 1856, along Pottawatomie Creek,

Brown and his men killed five pro-slavery men in Kansas in what became known as the **Pottawatomie Massacre**. Brown and his men dragged the pro-slavery men out of their cabins and killed them with swords. The abolitionist band managed to escape capture. Brown declared that his actions had been ordered by God.

Kansas collapsed into civil war, and about 200 people were killed. The events in “Bleeding Kansas” became national front-page stories. In September 1856, a new territorial governor arrived and began to restore order.

Brooks Attacks Sumner

Congress also reacted to the violence of the Sack of Lawrence. Senator **Charles Sumner** of Massachusetts criticized pro-slavery people in Kansas and personally insulted Andrew Pickens Butler, a pro-slavery senator from South Carolina. Representative **Preston Brooks**, a relative of Butler’s, responded strongly.

On May 22, 1856, Brooks used a walking cane to beat Sumner unconscious in the Senate chambers. Dozens of southerners sent Brooks new canes, but northerners were out-



raged and called the attacker “Bully Brooks.” Brooks only had to pay a \$300 fine to the federal court. It took Sumner three years before he was well enough to return to the Senate.

The cartoon above shows Preston Brooks beating Charles Sumner with his cane. Sumner’s only protection is a quill pen symbolically representing the law.

READING CHECK Summarizing What were some of the results of the intense division in Kansas?

SUMMARY AND PREVIEW The Kansas-Nebraska Act produced a national uproar. In the next section you will read about divisions in political parties.

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What issues influenced the outcome of the election of 1852?
b. Draw Conclusions Why did northern and southern Democrats support **Franklin Pierce**?
2. **a. Recall** What did the **Kansas-Nebraska Act** do?
b. Explain Why did antislavery and pro-slavery groups encourage people to move to Kansas?
c. Evaluate Would you have supported or opposed the Kansas-Nebraska Act? Why?
3. **a. Describe** What was the **Pottawatomie Massacre**?
b. Analyze How did **Charles Sumner**’s views on “Bleeding Kansas” create conflict?
c. Elaborate Do you think **Preston Brooks**’s punishment was reasonable? Why or why not?

Critical Thinking

4. **Sequencing** Review your notes on the Kansas-Nebraska Act. Then copy the graphic organizer

shown below and use it to show how the act and later events led to violence in Kansas.

1.
2.
3.
4.
5. Violence in Kansas

FOCUS ON WRITING

5. **Taking Notes on the Trouble in Kansas** Make some notes on the election of 1852, the Kansas-Nebraska Act, and the events in Kansas. Decide how your character feels about each of these. How do these events affect your character?

Political Divisions

What You Will Learn...

Main Ideas

1. Political parties in the United States underwent change due to the movement to expand slavery.
2. The *Dred Scott* decision created further division over the issue of slavery.
3. The Lincoln-Douglas debates brought much attention to the conflict over slavery.

The Big Idea

The split over the issue of slavery intensified due to political division and judicial decisions.

Key Terms and People

Republican Party, p. 488

James Buchanan, p. 488

John C. Frémont, p. 489

Dred Scott, p. 489

Roger B. Taney, p. 490

Abraham Lincoln, p. 490

Lincoln-Douglas debates, p. 491

Freeport Doctrine, p. 492



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TAKING NOTES

Use the graphic organizer online to take notes on the effects of political divisions and the *Dred Scott* case on the debate over slavery.

If YOU were there...

You are traveling through Michigan in July 1854. As you pass through the town of Jackson, you see a crowd of several hundred people gathered under the trees. You join them and find that it is a political rally. Antislavery supporters from different parties are meeting to form a new political party. Speakers promise to fight slavery “until the contest be terminated!”

How do you think this new party will affect American politics?

BUILDING BACKGROUND The slavery question continued to divide the country and lead to violence. The issue not only dominated American politics in the mid-1800s but also brought changes in the makeup of American political parties.

Political Parties Undergo Change

Democrat Stephen Douglas had predicted that the Kansas-Nebraska Act would “raise a . . . storm.” He was right. The Kansas-Nebraska Act brought the slavery issue back into the national spotlight. Some Whigs, Democrats, Free-Soilers, and abolitionists joined in 1854 to form the **Republican Party**, a political party united against the spread of slavery in the West.

Democrats were in trouble. Those who supported the Kansas-Nebraska Act were not re-elected. The Whig Party also fell apart when northern and southern Whigs refused to work together. A senator from Connecticut complained, “The Whig Party has been killed off . . . by that miserable Nebraska business.” Some Whigs and Democrats joined the American Party, also known as the Know-Nothing Party. At the party’s convention, delegates argued over slavery, then chose former president Millard Fillmore as their candidate for the election of 1856.

The Democrats knew they could not choose a strong supporter of the Kansas-Nebraska Act, such as President Pierce or Senator Douglas. They nominated **James Buchanan** of Pennsylvania. Buchanan had a great deal of political experience as Polk’s secretary of state. Most

importantly, he had been in Great Britain as ambassador during the Kansas-Nebraska Act dispute and had not been involved in the debate.

At their first nominating convention, the Republicans chose explorer **John C. Frémont** as their candidate. He had little political experience, but he stood against the spread of slavery. The public saw Republicans as a single-issue party. They had almost no supporters outside of the free states.

On election day, Buchanan won 14 of the 15 slave states and became the new president. Frémont won 11 of the 16 free states. Fillmore won only one state—Maryland. Buchanan had won the election.

READING CHECK **Summarizing** What were the major political parties in the election of 1856, and who was the candidate for each party?

Dred Scott Decision

Just two days after Buchanan became president, the Supreme Court issued a historic ruling about slavery. News of the decision threw the country back into crisis. The Court reviewed and decided the **complex** case involving an enslaved man named **Dred Scott**.

ACADEMIC VOCABULARY

complex
difficult, not simple

Dred Scott Sues for Freedom

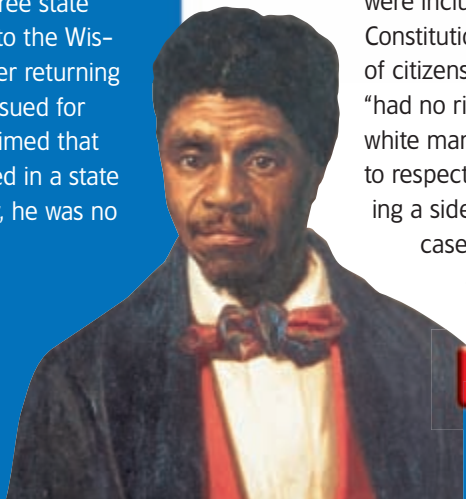
Dred Scott was the slave of Dr. John Emerson, an army surgeon who lived in St. Louis, Missouri. In the 1830s, Emerson had taken Scott on tours of duty in Illinois and the Wisconsin Territory. After they returned to Missouri, the doctor died, and Scott became the slave of Emerson's widow. In 1846 Scott sued for his freedom in the Missouri state courts, arguing that he had become free when he lived in free territory. Though a lower court ruled in



Dred Scott v. Sandford (1857)

Background of the

Case Born a slave in Virginia, Dred Scott moved with his slaveholder to the free state of Illinois and then to the Wisconsin Territory. After returning to the South, Scott sued for his freedom. He claimed that because he had lived in a state that banned slavery, he was no longer a slave.



The Court's Ruling

The Court ruled that African Americans, whether free or slave, were not considered citizens of the United States, and therefore had no right to sue in federal court. It also decided that the Missouri Compromise was unconstitutional.

The Court's Reasoning

Chief Justice Roger B. Taney wrote in the majority opinion that the Court did not believe that African Americans were included in the Constitution's definition of citizens and that they "had no rights which the white man was bound to respect." Addressing a side issue in the case, the opinion also stated

that Congress could not outlaw slavery in the territories. This struck down the Missouri Compromise, which had made slavery illegal in territories north of the 36° 30' dividing line.

Why It Matters

The *Dred Scott* case was seen as a setback to abolitionist ideas against slavery. It reduced the status of free African Americans and upheld the view of slaves as property without rights or protection under the Constitution. It also took from Congress the power to ban slavery in its territories, which would aid the spread of slavery in new states. Because of its pro-slavery decision, the reputation of the Court suffered greatly in parts of the North.

ANALYSIS SKILL

ANALYZING INFORMATION

1. Why do you think the Court ruled that African Americans had no access to federal courts?
2. How did this case affect abolitionist efforts?

A Growing Conflict

QUICK
FACTS

Causes of Conflict

- Failure of Missouri Compromise
- Failure of Compromise of 1850
- Kansas-Nebraska Act
- *Dred Scott* decision

Short-Term Effects

- Political battles
- Sectional differences
- “Bleeding Kansas”
- Lincoln-Douglas debates

Long-Term Effect

- Civil War

his favor, the Missouri Supreme Court overturned this ruling.

Scott’s case reached the U.S. Supreme Court 11 years later, in 1857. The justices—a majority of whom were from the South—had three key issues before them. First, the Court had to rule on whether Scott was a citizen. Only citizens could sue in federal court. Second, the Court had to decide if his time living on free soil made him free. Third, the Court had to determine the constitutionality of prohibiting slavery in parts of the Louisiana Purchase.

The Supreme Court’s Ruling

Chief Justice **Roger B. Taney** (TAW-nee), himself from a slaveholding family in Maryland, wrote the majority opinion in the *Dred Scott* decision in March 1857. First, he addressed the issue of Dred Scott’s citizenship. Taney

said the nation’s founders believed that African Americans “had no rights which a white man was bound to respect.” He therefore concluded that all African Americans, whether slave or free, were not citizens under the U.S. Constitution. Thus, Dred Scott did not have the right to file suit in federal court.

Taney also ruled on the other issues before the Court. As to whether Scott’s residence on free soil made him free, Taney flatly said it did not. Because Scott had returned to the slave state of Missouri, the chief justice said, “his *status*, as free or slave, depended on the laws of Missouri.”

Finally, Taney declared the Missouri Compromise restriction on slavery north of 36°30’ to be unconstitutional. He pointed out that the Fifth Amendment said no one could “be deprived of life, liberty, or property without due process of law.” Because slaves were considered property, Congress could not prohibit someone from taking slaves into a federal territory. Under this ruling, Congress had no right to ban slavery in any federal territory.

Most white southerners cheered this decision. It “covers every question regarding slavery and settles it in favor of the South,” reported a Georgia newspaper. Another newspaper, the New Orleans *Picayune*, assured its readers that the ruling put “the whole basis of the . . . Republican organization under the ban of law.”

The ruling stunned many northerners. The Republicans were particularly upset because their platform in 1856 had argued that Congress held the right to ban slavery in the federal territories. Now the nation’s highest court had ruled that Congress did not have this right.

Indeed, some northerners feared that the spread of slavery would not stop with the federal territories. Illinois lawyer **Abraham Lincoln** warned that a future Court ruling, or what he called “the next *Dred Scott* decision,” would prohibit states from banning slavery.

Primary Source

SPEECH

A House Divided

In 1858 Abraham Lincoln gave a passionate speech to Illinois Republicans about the dangers of the disagreement over slavery. Some considered it a call for war.

“In my opinion, it [disagreement over slavery] will not cease [stop], until a crisis shall have been reached and passed. “A house divided against itself cannot stand.” I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.”

Lincoln expresses confidence that the Union will survive.

This line is a paraphrase of a line in the Bible.

—Abraham Lincoln,

quoted in *Abraham Lincoln: Speeches and Writings 1832–1858*
edited by Don E. Fehrenbacher

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What do you think Lincoln meant by “crisis”?



“We shall lie down pleasantly dreaming that the people of Missouri are on the verge of [close to] making their state free; and we shall awake to the reality, instead, that the 90 Supreme Court has made Illinois a slave state.”

—Abraham Lincoln, quoted in *The Collected Works of Abraham Lincoln*, edited by Roy P. Basler

READING CHECK Summarizing What were the major rulings of the *Dred Scott* decision?

Lincoln-Douglas Debates

In 1858 Illinois Republicans nominated Abraham Lincoln for the U.S. Senate. His opponent was Democrat Stephen Douglas, who had represented Illinois in the Senate since 1847.

Lincoln challenged Douglas in what became the historic Lincoln-Douglas debates.

In each debate, Lincoln stressed that the central issue of the campaign was the spread of slavery in the West. He said that the Democrats were trying to spread slavery across the nation.

Lincoln talked about the *Dred Scott* decision. He said that African Americans were “entitled to all the natural rights” listed in the Declaration of Independence, specifically mentioning “the right to life, liberty, and the pursuit of happiness.” However, Lincoln believed that African Americans were not necessarily the social or political equals of whites. Hoping to cost Lincoln votes, Douglas charged that Lincoln “thinks that the Negro is his brother . . .”

Douglas also criticized Lincoln for saying that the nation could not remain “half slave and half free.” Douglas said that the statement revealed a Republican desire to make every state a free state. This, he warned, would only lead to “a dissolution [destruction] of the Union” and “warfare between the North and the South.”

At the second debate, in the northern Illinois town of Freeport, Illinois, Lincoln pressed Douglas on the apparent contradiction between the Democrats’ belief in popu-

H
HISTORY

VIDEO

House Divided Speech

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THE IMPACT TODAY

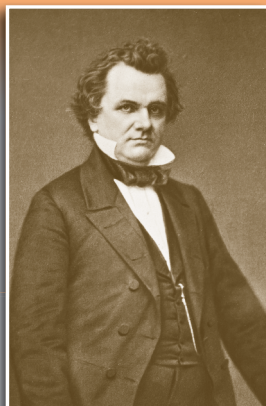
Today political debates are televised and can be seen around the world.

Lincoln-Douglas Debates

Lincoln ran for the U.S. Senate in Illinois against Douglas in 1858. The two men debated seven times at various locations around the state. Lincoln lost the election but gained national recognition.



Abraham Lincoln



Stephen Douglas

lar sovereignty and the *Dred Scott* decision. Lincoln asked Douglas to explain how, if Congress could not ban slavery from a federal territory, Congress could allow the citizens of that territory to ban it.

Douglas responded that it did not matter what the Supreme Court decided about slavery. He argued that “the people have the lawful means to introduce it or exclude it as

they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations.”

This notion that the police would enforce the voters’ decision if it contradicted the Supreme Court’s decision in the *Dred Scott* case became known as the **Freeport Doctrine**.

The Freeport Doctrine put the slavery question back in the hands of American citizens. It helped Douglas win the Senate seat. Lincoln, while not victorious, made a strong, important leader of the Republican Party.

READING CHECK **Drawing Inferences** Why did Abraham Lincoln make slavery’s expansion the central issue of the Lincoln-Douglas debates?

SUMMARY AND PREVIEW The *Dred Scott* decision and the Lincoln-Douglas debates dealt with the conflict over slavery in the western territories. In the next section you will read about how the conflict broke apart the Union.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What was the major issue of the newly formed **Republican Party**?

b. Draw Conclusions How did the Kansas-Nebraska Act affect political parties?

c. Elaborate Why do you think **James Buchanan** won the election of 1856?
- a. Identify** Who was **Roger B. Taney**, and why was he important?

b. Draw Conclusions How did the *Dred Scott* decision affect the Missouri Compromise and the expansion of slavery?

c. Predict What problems might result from the Supreme Court’s ruling in the *Dred Scott* case?
- a. Recall** What was the major issue of the **Lincoln-Douglas debates**?

b. Make Inferences Despite his loss in the election, how did Lincoln become the leader of the Republican Party?

Critical Thinking

- Identifying Points of View** Review your notes on political divisions and the *Dred Scott* decision. Then copy the graphic organizer below and use it to identify the views of Abraham Lincoln and Stephen Douglas on slavery.

Lincoln	vs.	Douglas
---------	-----	---------

FOCUS ON WRITING

- Taking Notes on the Political Divisions** Make some notes on the Republican Party, the *Dred Scott* decision, and the Lincoln-Douglas debates. Decide how your character feels about each of these. How do these events affect your character?

The Nation Divides

SECTION

4

If YOU were there...

You work for the weekly newspaper in Harpers Ferry, Virginia. You strongly oppose slavery, but you think the question ought to be resolved by laws, not bloodshed. Now your paper has sent you to interview the famous abolitionist John Brown in prison. His raids in “Bleeding Kansas” killed several people. Now he is in jail for attacking a federal arsenal and taking weapons.

What questions would you ask John Brown?

BUILDING BACKGROUND Unpopular compromises and court decisions deepened the divisions between pro-slavery and antislavery advocates. The Lincoln-Douglas debates attracted more attention to the issue. As the disagreements grew, violence increased, though many Americans hoped to avoid it. But it was too late to keep the nation unified.

Raid on Harpers Ferry

In 1858 John Brown tried to start an uprising. He wanted to attack the federal arsenal in Virginia and seize weapons there. He planned to arm local slaves. Brown expected to kill or take hostage white southerners who stood in his way. He urged abolitionists to give him money so that he could support a small army. But after nearly two years, Brown’s army had only about 20 men.

On the night of October 16, 1859, **John Brown’s raid began when he and his men took over the arsenal in Harpers Ferry, Virginia, in hopes of starting a slave rebellion.** He sent several of his men into the countryside to get slaves to join him. However, enslaved African Americans did not come to Harpers Ferry, fearing punishment if they took part. Instead, local white southerners attacked Brown. Eight of his men and three local men were killed. Brown and some followers retreated to a firehouse.

Federal troops arrived in Harpers Ferry the following night. The next morning, Colonel Robert E. Lee ordered a squad of marines to storm the firehouse. In a matter of seconds, the marines killed two more of Brown’s men and captured the rest—including Brown.

What You Will Learn...

Main Ideas

1. John Brown’s raid on Harpers Ferry intensified the disagreement between free states and slave states.
2. The outcome of the election of 1860 divided the United States.
3. The dispute over slavery led the South to secede.

The Big Idea

The United States broke apart due to the growing conflict over slavery.

Key Terms and People

John Brown’s raid, p. 493
John C. Breckinridge, p. 495
Constitutional Union Party, p. 495
John Bell, p. 495
John J. Crittenden, p. 496
Confederate States of America, p. 497
Jefferson Davis, p. 497



Use the graphic organizer online to take notes on the significance of each of the people listed and their relationship to the events of the section.

Primary Source

SPEECH

John Brown's Last Speech

At his trial, after being pronounced guilty, John Brown spoke in his own defense about his plan to free slaves.

“I intended certainly to have made a clean thing of that matter [freeing slaves] . . . I never did intend murder or treason, or the destruction of property, or to excite or incite the slaves to rebellion, or to make insurrection [revolt] . . . Had I interfered in the manner which I admit . . . in behalf of the rich, the powerful, the intelligent, the so-called great . . . it would have been all right, and every man in this Court would have deemed it an act worthy of reward rather than punishment . . . I believe that to have interfered as I have done . . . in behalf of His despised poor, is no wrong, but right.”

—John Brown,

quoted in *The Life, Trial and Execution of Captain John Brown*

By *His*, Brown means God's.

Brown says he never meant to start a rebellion.



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does Brown contrast his ideas with the Court's ideas?



VIDEO

John Brown's War

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Brown was quickly convicted of treason, murder, and conspiracy. Some of his men received death sentences. John A. Copeland, a fugitive slave, defended his actions. “If I am dying for freedom, I could not die for a better cause.” Convinced that he also would be sentenced to death, Brown delivered a memorable speech.

“Now, if it is deemed [thought] necessary that I should forfeit [give up] my life for the furtherance of the ends of justice, and mingle [mix] my blood . . . with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I say, let it be done.”

—John Brown, quoted in *John Brown, 1800–1859* by Oswald Garrison Villard

As expected, the judge ordered Brown to be hanged. The sentence was carried out one month later on December 2, 1859.

Many northerners mourned John Brown's death, but some abolitionists criticized his extreme actions. Abraham Lincoln said Brown “agreed with us in thinking slavery wrong.” However, Lincoln continued, “That cannot excuse violence, bloodshed, and treason.”

Most southern whites—both slaveholders and non-slaveholders—felt threatened by the actions of John Brown. They worried that a “John Brown the Second” might attack. One South Carolina newspaper voiced these fears: “We are convinced the safety of the South lies only outside the present Union.” Another newspaper stated that “the sooner we get out of the Union, the better.”

READING CHECK Drawing Conclusions

Why did John Brown's raid lead some southerners to talk about leaving the Union?

Election of 1860

In this climate of distrust, Americans prepared for another presidential election in 1860. The northern and southern Democrats could not agree on a candidate. Northern Democrats chose Senator Stephen Douglas. Southern Democrats backed the current vice president, **John C. Breckinridge** of Kentucky, who supported slavery in the territories.

Meanwhile, a new political party emerged. The **Constitutional Union Party** recognized “no political principles other than the Constitution of the country, the Union of the states, and the enforcement of the laws.” Members of this new party met in Baltimore, Maryland, and selected **John Bell** of Tennessee as their candidate. Bell was a slaveholder, but he had opposed the Kansas-Nebraska Act in 1854.

Senator William Seward of New York was the Republicans’ leading candidate at the start of their convention. But it turned out that Lincoln appealed to more party members. A moderate who was against the spread of

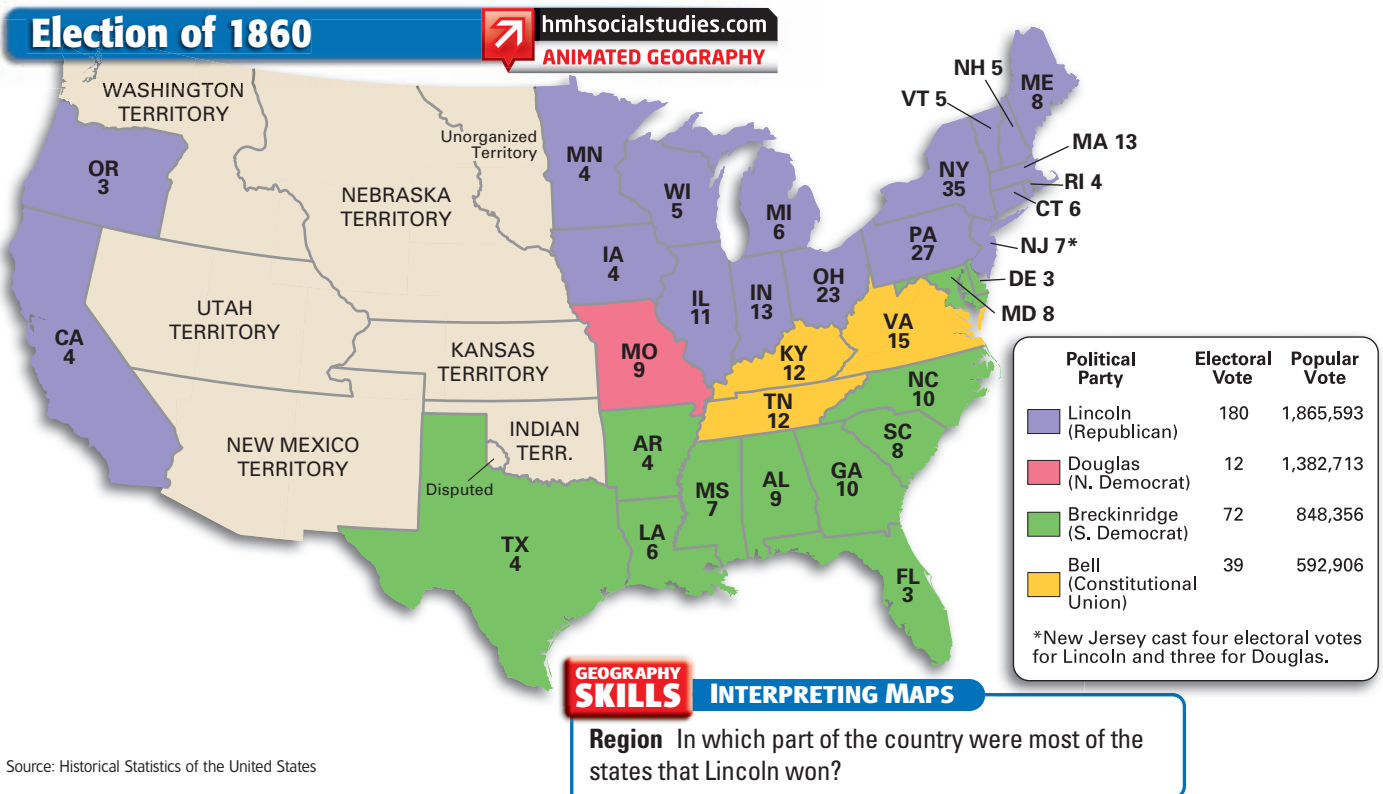
slavery, Lincoln promised not to abolish slavery where it already existed.

Douglas, Breckinridge, and Bell each knew he might not win the election. They hoped to win enough electoral votes to prevent Lincoln from winning in the electoral college. But with a unified Republican Party behind him, Lincoln won. Although he received the highest number of votes, he won only about 40 percent of the overall popular vote.

Lincoln won 180 of 183 electoral votes in free states. Douglas had the second-highest number of popular votes, but he won only one state. He earned just 12 electoral votes. Breckinridge and Bell split electoral votes in other slave states.

The election results angered southerners. Lincoln did not campaign in their region and did not carry any southern states, but he became the next president. The election signaled that the South was losing its national political power.

READING CHECK Analyzing Why was Lincoln viewed by many as a moderate candidate during his campaign for the presidency?



The South Secedes

Lincoln insisted that he would not change slavery in the South. However, he said that slavery could not expand and thus would eventually die out completely. That idea angered many southerners.

Southerners' Reactions

People in the South believed their economy and way of life would be destroyed without slave labor. They reacted immediately. Within a week of Lincoln's election, South Carolina's legislature called for a special convention. The delegates considered secession. Southern secessionists believed that they had a right to leave the Union. They pointed out that each of the original states had voluntarily joined the Union by holding a special convention that had ratified the Constitution. Surely, they reasoned, states could leave the Union by the same process.

Critics of secession thought this argument was ridiculous. President Buchanan

said the Union was not "a mere voluntary association of States, to be dissolved at pleasure by any one of the contracting parties." President-elect Abraham Lincoln agreed, saying, "No State, upon its own mere motion, can lawfully get out of the Union." Lincoln added, "They can only do so against [the] law, and by revolution."

While the South Carolina representatives were meeting in Charleston to discuss secession, Congress examined a plan to save the Union. Senator **John J. Crittenden** of Kentucky proposed a series of constitutional amendments that he believed would satisfy the South by protecting slavery. Crittenden hoped the country could avoid secession and a civil war.

Lincoln disagreed with Crittenden's plan. He believed there could be no compromise about the extension of slavery. Lincoln wrote, "The tug has to come and better now than later." A Senate committee voted on Crittenden's plan, and every Republican rejected it, as Lincoln had requested.



Jefferson Davis takes the oath of office for president of the Confederate States of America.

Rebel Government

This photograph is of the inauguration of Jefferson Davis as the president of the Confederate States of America. A former U.S. secretary of war, Davis was elected president of the confederacy in 1861.

How does this photo show the state of the southern government?

The Confederate States of America

South Carolina elected to dissolve “the union now subsisting [existing] between South Carolina and other States” on December 20, 1860. Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas also seceded to form the **Confederate States of America**, also called the **Confederacy**. Its new constitution guaranteed citizens the right to own slaves.

Delegates from seceded states elected **Jefferson Davis** of Mississippi as president of the Confederacy. Davis had hoped to be the commanding general of Mississippi’s troops. He responded to the news of his election with reluctance.

When the southern states seceded, the question of who owned federal property in the South arose. For instance, the forts in the harbor of Charleston, South Carolina, were federal property. However, Confederate president Davis and the Confederacy were ready to prevent the federal army from controlling the property.

Lincoln Takes Office

President Lincoln was inaugurated on March 4, 1861. In writing his inaugural address, Lincoln looked to many of the nation’s founding documents. Referring to the idea that governments receive “their just powers from the consent of the governed,” a line from the Declaration of Independence, Lincoln stated, “This country, with its institutions, belongs to the people who inhabit it. Whenever they grow weary of the existing Government, they can exercise their *constitutional* right of amending it or their *revolutionary* right to dismember [take apart] or overthrow it. I can not be ignorant of the fact that many worthy and patriotic citizens are desirous [wanting] of having the National Constitution amended . . .”

While he believed that U.S. citizens had the power to change their government through majority consent, he opposed the idea that southern states could leave the

Union because they were unhappy with the government’s position on slavery.

He announced in his inaugural address that he would keep all government property in the seceding states. However, he also tried to convince southerners that his government would not provoke a war. He hoped that, given time, southern states would return to the Union.

READING CHECK **Drawing Conclusions** Why did some southern states secede from the Union?

SUMMARY AND PREVIEW The secession of the southern states hinted at the violence to come. In the next chapter you will read about the Civil War.

Section 4 Assessment

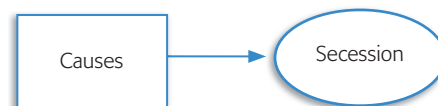
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** Why did John Brown want to seize the federal arsenal at Harpers Ferry?
b. Explain Why did some abolitionists disagree with Brown’s actions?
- a. Identify** List the candidates in the presidential election of 1860, and what party each supported.
b. Predict How might Abraham Lincoln’s victory in the election of 1860 lead to future problems?
- a. Identify** What states made up the **Confederate States of America**?
b. Explain Why did Lincoln disagree with **John J. Crittenden**’s plan to keep the Union together?
c. Elaborate Do you believe that the southern states had the right to secede? Why or why not?

Critical Thinking

- Summarizing** Review your notes on the significant people in the section. Then copy the graphic organizer below and use it to summarize the causes of secession.



FOCUS ON WRITING

- Taking Notes on Secession** Make some notes on the raid on Harpers Ferry, the election of 1860, and the secession of the South. Decide how your character feels about each of these. How do these events affect your character?

Assessing Primary and Secondary Sources

Define the Skill

All historical information comes from primary and secondary sources. *Primary sources* are documents written by someone who witnessed or took part in an event. They include diaries, letters, autobiographies, and newspaper reports. *Secondary sources* are accounts of events written after the events have occurred by someone who did not witness or take part in them. They retell, interpret, and summarize information from primary sources. History books and biographies are examples of secondary sources.

Historical sources often disagree. One writer's version of an event may be different from another writer's version. You must assess the reliability of a primary or secondary source in order to weigh its value to you as a source of accurate information.

Learn the Skill

Use these guidelines to analyze and evaluate primary and secondary sources.

- 1 Identify the nature of the material. Is it a first-hand, eyewitness account or is it based on information provided by others?
- 2 Evaluate the author. If the material is a secondary source, what qualifications does the author have to interpret the sources from which it came? If the material is a primary source, what was the author's connection to the event he or she is writing about?
- 3 Determine the audience. Was the source meant to be seen by the public? Was it meant for a friend, or for the writer alone? The intended audience can influence a source's content.

- 4 Determine the purpose. Even authors of primary sources can have reasons to distort the truth to suit their own purposes. Look for evidence of emotion, exaggeration, opinion, or bias that may have influenced the account.
- 5 Look for documentation. Look for other information or evidence that supports the source's account. Compare sources whenever possible.

Practice the Skill

The passage below concerns the attack on Lawrence, Kansas, that you read about in this chapter. The passage contains both a primary and a secondary source. The secondary account was written by John A. Garraty, a well-known historian. Review the information on page 486, analyze the passage, and answer the questions that follow.

“Sheriff Jones, at the head of an army of Missourians, marched into Lawrence. In broad daylight they threw the printing presses of two newspapers into a river. They burned down the Free State Hotel and other buildings. Antislavery Kansans seethed with rage. Here is how one eyewitness described the attack:

“Sheriff Jones, after looking at the flames rising from the hotel and saying that it was ‘the happiest day of his life,’ dismissed the troops and they began their lawless destruction.”

1. Did the author of the primary source likely support the attackers or the people of Lawrence? What clues in the passage suggest this?
2. For whom was the primary source likely written?
3. Which source is more reliable for information about this incident? Explain why.



History's Impact

▶ video series

Review the video to answer the closing question:

What do the Tenth Amendment and the Civil Rights Act indicate about the powers of the federal and state governments?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Differing views on slavery in the North and South gradually tore the nation apart.

Reviewing Vocabulary, Terms, and People

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. belief that voters should be given the right to decide if slavery would be permitted or banned
2. chief justice of the Supreme Court who wrote the majority opinion for the *Dred Scott* decision
3. Democratic candidate for president in 1852 who promised to enforce the Compromise of 1850 and the Fugitive Slave Act
4. a fugitive slave whose arrest led to violence between government officials and abolitionists
5. Republican candidate for the presidency in 1856 who opposed the spread of slavery in the West
6. slave who sued for freedom, claiming that by living in free territory, he had earned his freedom
7. Stephen Douglas's claim that states and territories should determine the issue of slavery through popular sovereignty

Comprehension and Critical Thinking

SECTION 1 (Pages 476–481)

8. a. **Describe** How did literature aid the antislavery movement?
- b. **Draw Conclusions** How did the issue of slavery promote sectionalism?
- c. **Evaluate** Do you think the Compromise of 1850 was a good solution? Explain your answer.

SECTION 2 (Pages 483–487)

9. a. **Identify** Who were the candidates in the presidential election of 1852, and what issues did each support?
- b. **Analyze** How did the Kansas-Nebraska Act lead to growing hostility between pro-slavery and antislavery supporters?
- c. **Elaborate** Why do you think “Bleeding Kansas” produced intense controversy between many Americans?

SECTION 3 (Pages 488–492)

- 10. a. Identify** Who was Dred Scott, and why was his case important?
- b. Analyze** How were political parties affected by the debate over slavery?
- c. Elaborate** Why do you think Republicans challenged Stephen Douglas’s run for the Senate?

SECTION 4 (Pages 493–497)

- 11. a. Recall** Why did the southern states secede, and what was the North’s response?
- b. Draw Conclusions** Why did the results of the election of 1860 anger southerners?
- c. Evaluate** Do you think John Brown was right to use violence to protest slavery? Explain.

Reviewing Themes

- 12. Politics** How did sectionalism affect American politics?
- 13. Society and Culture** What effect did Harriet Beecher Stowe’s book *Uncle Tom’s Cabin* have on the debate over slavery?

Using the Internet

- 14. Activity: Creating a Newspaper** Harriet Beecher Stowe’s novel and John Brown’s raids were two important events that created more debate over slavery and heightened tension between sides. Through the online textbook, learn more about antislavery actions. Then create a newspaper with which to display your research. Remember to write from the point of view of someone from the mid-1800s.

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Reading Skills

Facts, Opinions, and the Past Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

In 1858 John Brown tried to start an uprising. He wanted to attack the federal arsenal in Virginia and seize weapons there. He planned to arm local slaves. Brown expected to kill or take hostage white southerners who stood in his way. (p. 493)

- 15.** Based on the reading selection above, which of the following statements is an opinion?
- John Brown’s raid was in 1858.
 - John Brown hated all slaveholders.
 - John Brown’s raid took place in Virginia.
 - Local slaves helped John Brown.

Social Studies Skills

Assessing Primary and Secondary Sources Use the Social Studies Skills taught in this chapter to answer the question below.

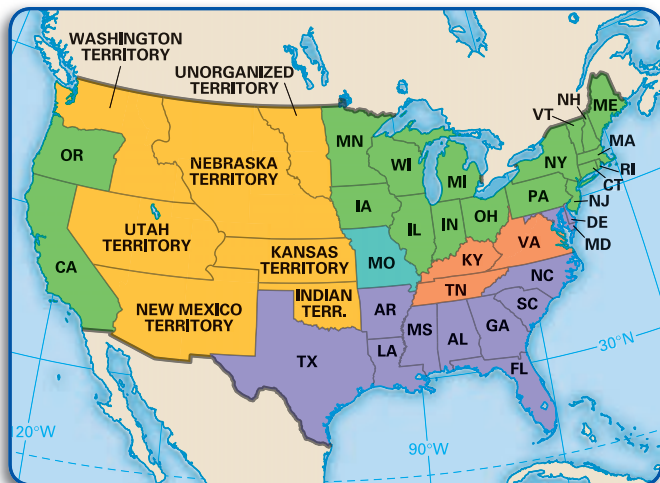
- 16.** Which of the following is *not* an example of a primary source used in this chapter?
- A People’s History of the United States* by Howard Zinn
 - The Seventh of March speech by Daniel Webster
 - Abraham Lincoln’s A House Divided speech
 - John Brown’s last speech

FOCUS ON WRITING

- 17. Writing Your Autobiography** Review your notes. Then write your autobiography, being sure to mention each of the events from your notes. Tell how your character heard about each event, what he or she was doing at the time, how he or she felt about the event, and how it affected him or her. What are your character’s hopes and fears for the future?

DIRECTIONS: Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



From the information in this map, you can conclude that it shows

- A the provisions of the Compromise of 1850.
 B the results of the election of 1860.
 C the formation of the Confederacy.
 D the results of the *Dred Scott* decision.
- 2** Which leader was responsible for settling the dispute over the expansion of slavery that arose after the Mexican War?
 A David Wilmot
 B Henry Clay
 C Abraham Lincoln
 D Jefferson Davis
- 3** California's admission as a free state after the Mexican War aroused controversy because
 A many Californians already held slaves.
 B it would upset the balance between free states and slave states.
 C Mexico still claimed that California was part of Mexico's territory.
 D most Californians wanted independence.

- 4** Widespread violence erupted in Kansas over slavery in the mid-1850s *mainly* due to
 A the practice of popular sovereignty.
 B the Pottawatomie Massacre.
 C the Missouri Compromise.
 D the threat of secession.
- 5** The election of 1852 led directly to which of the following?
 A the Compromise of 1850
 B the collapse of the Whig Party
 C the collapse of the Republican Party
 D the Missouri Compromise.
- 6** The Compromise of 1850 was *most* similar to what earlier compromise between free states and slave states?
 A the Great Compromise
 B the Rush-Bagot Agreement
 C the Northwest Ordinance
 D the Missouri Compromise
- 7** Examine the following passage written by a southerner before secession and then use it to answer the question below.

“As we sat around the long table today the talk turned to the [secession] convention, so soon to meet in Tallahassee [Florida]. Father said he considered this the most important year in the history of the South. He is for secession, and he does not think that war will necessarily [certainly] follow. Brother Junius is a strong Union man, and he thinks we will certainly have war. If the South secedes, the North will fight to keep us. If we do not secede, all property rights will be taken from us and we will be forced to fight to hold our own.”

—Susan Bradford, adapted from *Heroines of Dixie*, edited by Katharine Jones

Document-Based Question What might be the outcome of this convention? Why?

Assignment

Write a paper comparing and contrasting one of the following: (1) America before and after the Industrial Revolution, (2) the lives of free blacks in the North with the lives of free blacks in the South.

TIP Using Graphic Organizers

Venn diagrams help you focus on similarities and differences. Write details the subjects have in common in the overlapping area. Write details that make each subject different in the sections that do not overlap.



Comparing People and Events

One way to learn more about historical figures and events is to compare and contrast them. By studying how the figures or events are alike and different, you can begin to see each one more clearly.

1. Prewrite

Getting Started

“How are they alike?” “How are they different?” Jot down answers to these questions as you research the lives of free blacks or the Industrial Revolution. Group your answers into points of comparison. For example, points of comparison for the lives of free blacks might be work, education, etc. Points of comparison for the Industrial Revolution might be factories or farming.

Organizing Your Information

There are two ways to organize a compare-and-contrast paper.

- **Block Style** Say everything you have to say about one subject. Then say everything you have to say about the second subject. Discuss the points of comparison in the same order for each subject.
- **Point-by-Point Style** Discuss the points of comparison one at a time. Explain how the subjects are alike and different on one point of comparison, then another, and so on. Discuss the subjects in the same order for each point of comparison.

2. Write

You can use this framework with your notes to help you write your first draft.

A Writer's Framework

Introduction

- Identify the two subjects and give background information to help readers understand your comparisons.
- State your big idea, or main purpose, in comparing and contrasting them.

Body

- Use block or point-by-point organization.
- Use three points of comparison.
- Support your points with specific historical facts, details, and examples.

Conclusion

- Restate your big idea.
- Summarize the points you made.
- Expand on your big idea, perhaps by relating it to later historical events or other historical figures.

3. Evaluate and Revise

Evaluating

Use these questions to discover ways to improve your paper.

Evaluation Questions for a Comparison/Contrast Paper

- Do you introduce both subjects in the first paragraph?
- Do you provide relevant background information in a clear and concise manner?
- Do you state your big idea in the introduction?
- Do you include three points of comparison between the subjects?
- Do you use either the block style or point-by-point style to organize your points of comparison?
- Do you support your points of comparison with appropriate historical facts, details, and examples?
- Do you restate your big idea and summarize your points?

TIP Making Meaning Clear

One way to make relationships between ideas clear is to repeat key or similar words and phrases in your writing. For example, you can use similar wording when comparing two historical figures on the same point of comparison.

EXAMPLE

Samuel Slater filled his labor needs by hiring entire families to work in the mills. Francis Lowell filled his labor needs by hiring young, unmarried women to work in the mills.

Revising

As you reread your paper, look for sentences that start with *There was* or *There were*. Sentences beginning with *There was/There were* tend to be weak: The verbs *was* and *were* do not convey any action.

Weak

There was a decline in southern agriculture after the American Revolution.

Stronger

Southern agriculture declined after the American Revolution.

4. Proofread and Publish

Proofreading

In a research report, you may be referring to the titles of your sources of information. Check to see whether you have punctuated any titles according to these guidelines.

- Underlining (if you are writing) or italics (if you are using a computer) for books, movies, TV programs, Internet sites, and magazines or newspapers
- Quotation marks for magazine articles, newspaper articles, chapters in a book

Publishing

Share your paper with one or more classmates. After reading each other's papers, you can compare and contrast them.

5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your paper comparing and contrasting two people or events.