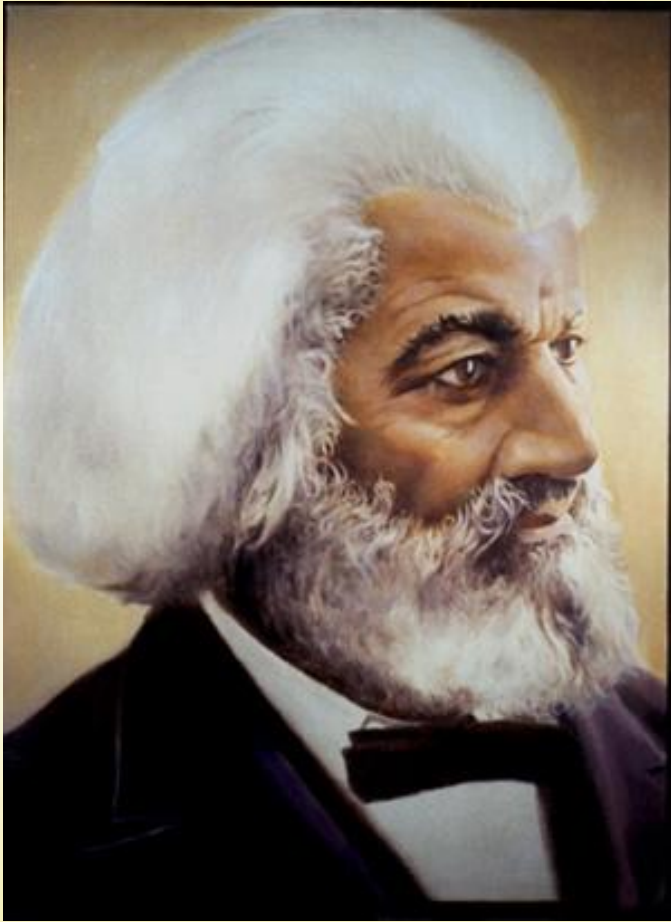


# North and South

(1820-1860)



**Frederick Douglass**

## 1. Industry in the North

By the 1840's cotton was the South's major crop. Cotton plantations and slavery spread throughout the East Coast to the Mississippi River and beyond. In the North, new inventions and machines triggered the growth of factories and cities.



AS YOU  
READ

A cast-iron stove  
from the 1800s

**Find Main Ideas** How did the  
cast-iron stove change Blunt's life?



cotton

## Farming Inventions

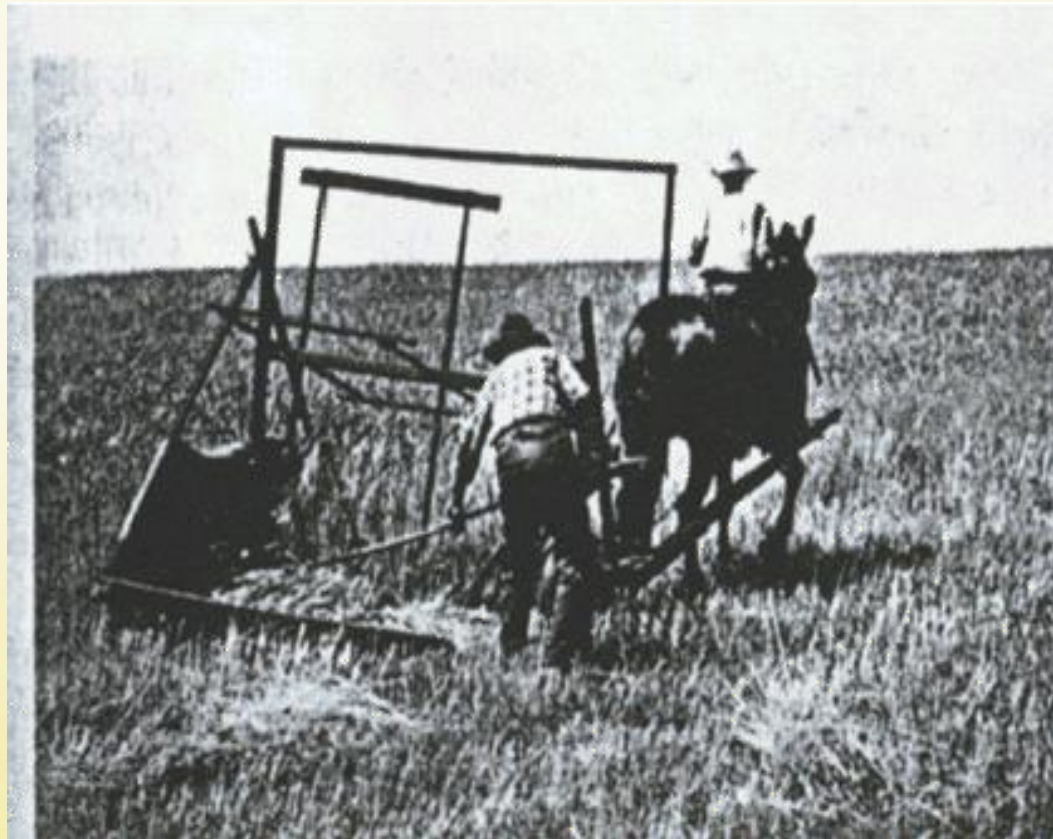
Several inventions made work easier of the farmers. John Deere and that their light weight plow *made of steel*. A horse pulling a steel plow could prepare a field for planting much faster.

Please  
speak for  
yourself!



Plowing is  
back  
breaking  
work!

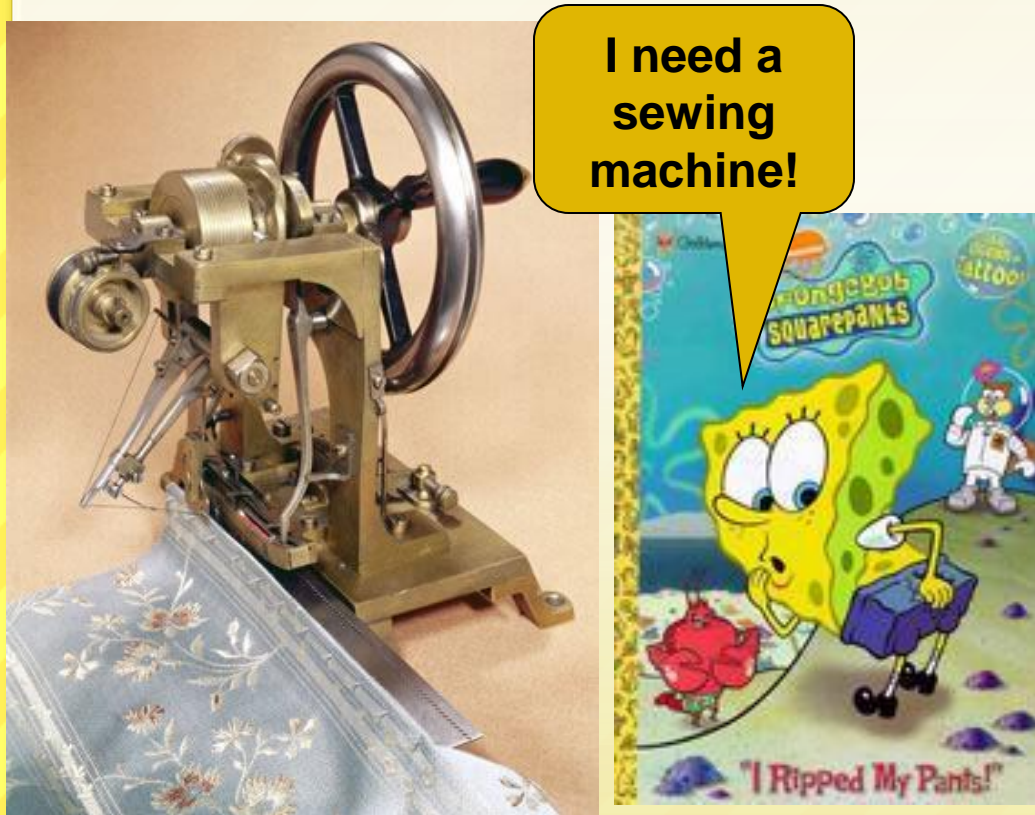
In 1847, Cyrus McCormick opened a factory in Chicago that manufactured *mechanical reapers*. A reaper was a horse-drawn machine that mowed wheat and other grains.





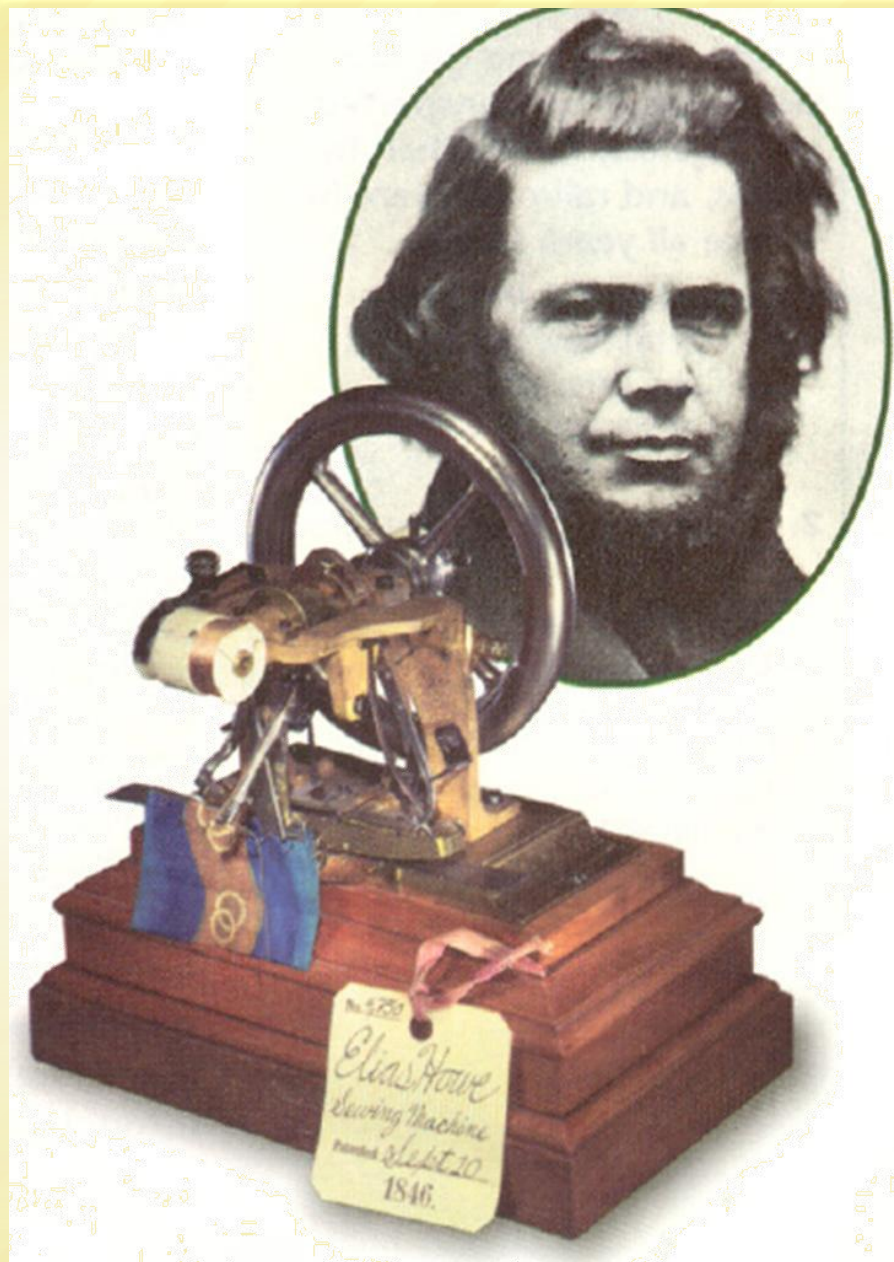
Many inventions were discovered in the 1800's. Here are the most important inventions that shaped the early 19th century:

1. The sewing machine invented by Elias Howe.
2. The telegraph invented by Samuel F. B. Morse.



telegraph

sewing machine



## Viewing History

### Elias Howe and the Sewing Machine



Once clothing manufacturers started using Elias Howe's invention, the time it took to make a shirt was reduced from 14 hours to little more than one hour. **Drawing Conclusions** Why would tailors be unhappy with Howe's invention?



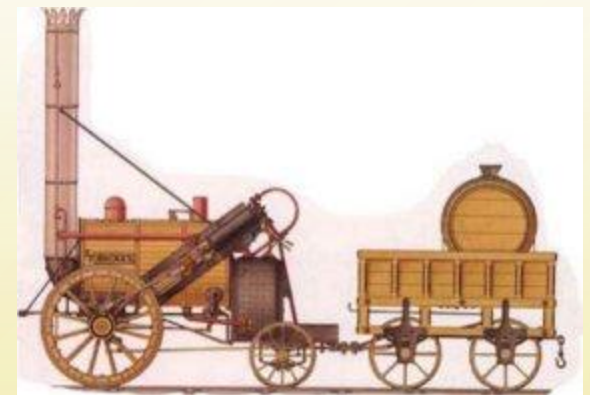


# The First Railroads

The first railroads were built in the 1800's. The Rocket was the first steam powered engine to pull railroad cars in 1829. People called the engines, "iron horses." In 1830, a crowd gathered in Baltimore to watch a horse-drawn rail car race the Tom Thumb, a steam powered engine. The Tom Thumb broke down and the horse drawn cars won the race. Soon engineers designed better steam-powered engines and rails. Companies began to build railroads with the help from state governments. As the railroads developed, trade between nations also improved. People traded lumber, tobacco, cotton, wheat, and furs with other countries.



Tom Thumb



Rocket

## United States Railroads, 1850



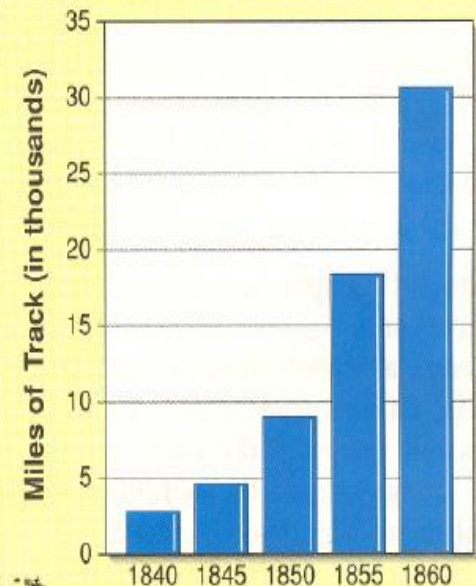
### GEOGRAPHY

#### Skills

There were about 23 miles of railroad tracks in 1830. From 1840 to 1860, railroad construction increased greatly. Goods could be transported more quickly by rail than by canals, and railroads were in service all year-round.

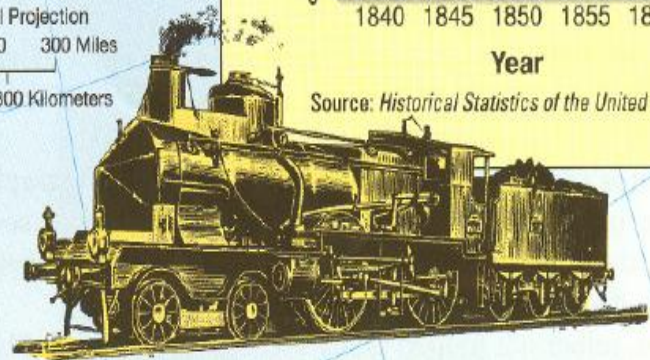
- Location** On the map, locate (a) New York, (b) Lake Erie, (c) Chicago, (d) Mississippi River, (e) Wisconsin.
- Movement** How many principal railroads ran through Atlanta?
- Critical Thinking**  
**Applying Information**  
What area of the country had the most railroad mileage? Explain.

### Growth of Railroads, 1840–1860



Year

Source: *Historical Statistics of the United States*



### GEOGRAPHY



## Yankee Clippers

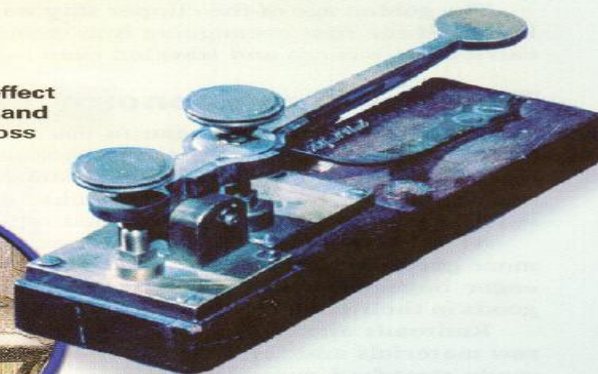
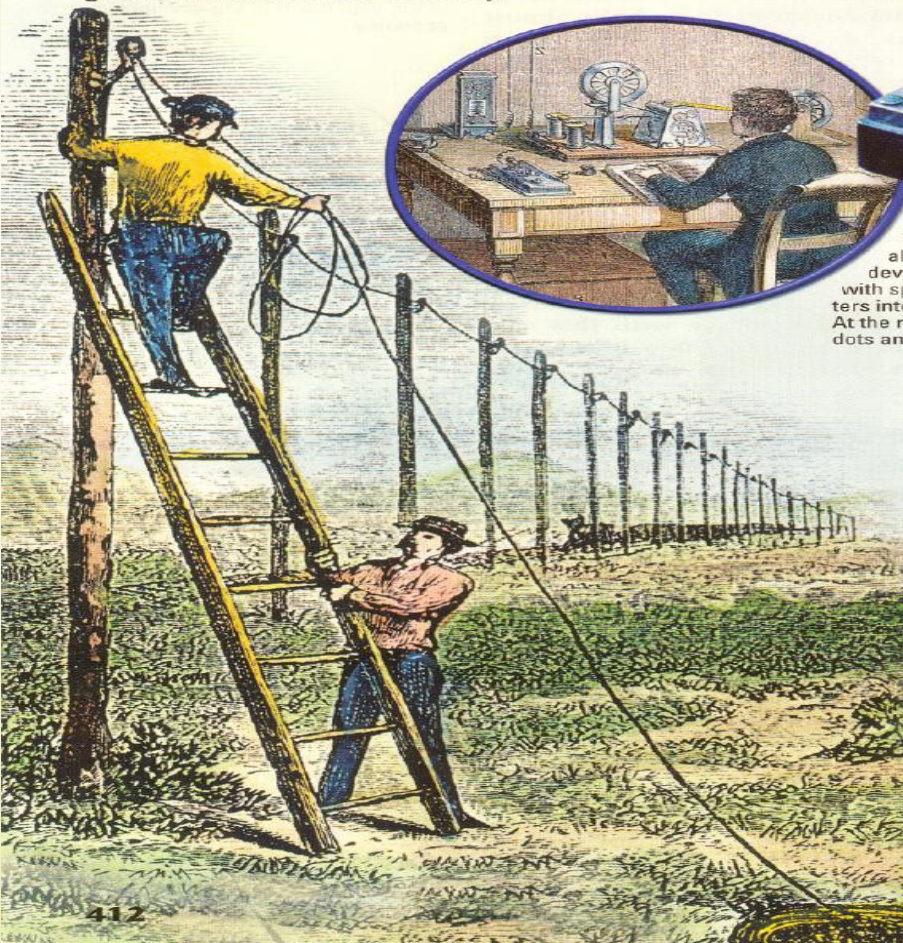
In 1845, an American named *John Griffiths*, launched the *Rainbow*, the first of the clipper ships. A clipper ship was a ship that had huge masts and sails that caught every gust of wind. In 1840, clipper ships broke every speed record. It was the fastest way to ship goods or travel.





# The Telegraph

Like the Internet today, the telegraph had a revolutionary effect on communication. Before the telegraph, messages were hand carried. With the telegraph, people could communicate across great distances almost instantly.



The telegraph used electricity that traveled along wires. Operators sent messages by using a device to transmit short and long bursts of electricity with spaces in between. These bursts translated letters into the dots and dashes of the Morse code. At the receiving end, a telegraph operator translated the dots and dashes of Morse code back into letters.

In 1861, transcontinental telegraph lines were erected along the route of the Pony Express. The Pony Express had operated between St. Joseph, Missouri, and Sacramento, California. Riding relays of fast horses, Pony Express riders could deliver a letter from point to point in ten days or less. Once the telegraph lines were completed, the Pony Express was no longer needed.

## Activity

Working with a partner, create your own Morse code. Then, use it to write a brief message from one to the other.



## 2. Life in the North

### Factory Conditions Worsen

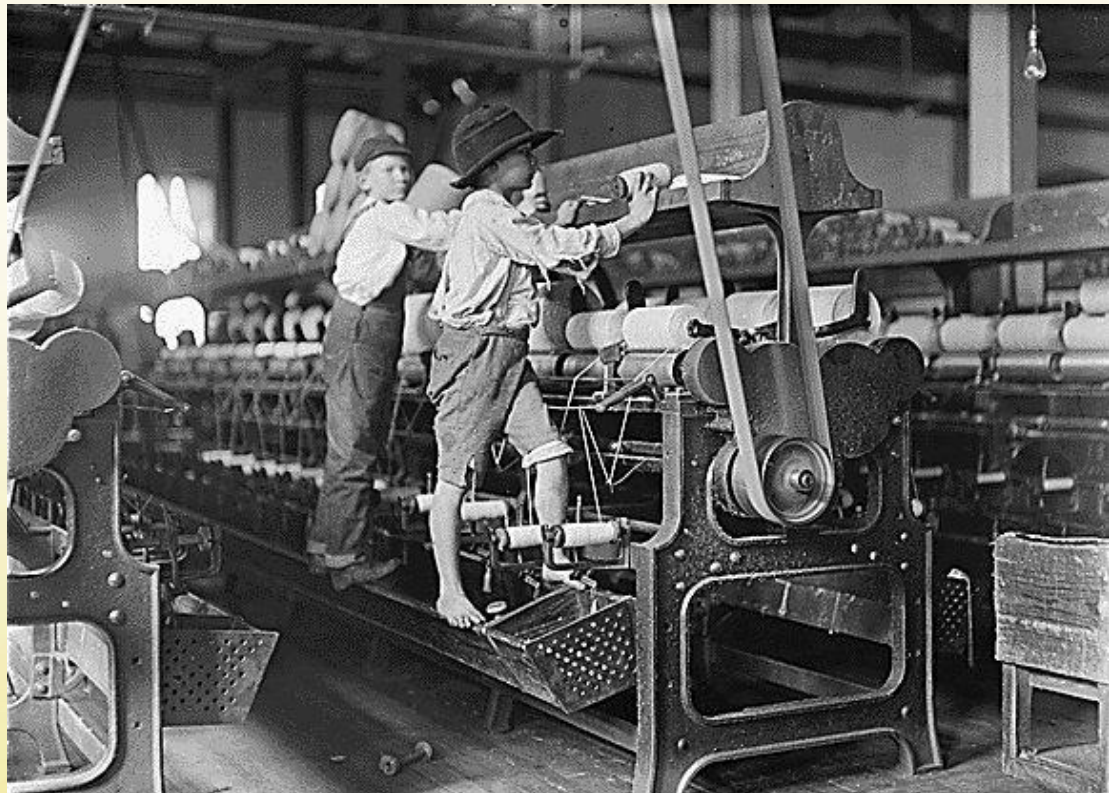
Factories in the 1840's-1850's became very different then the old mills. The factories became larger and steam powered. People worked longer hours for lower wages or pay.



AS YOU  
READ

**Factory workers**  
Find Main Idea How

had factories changed by the  
1840s?





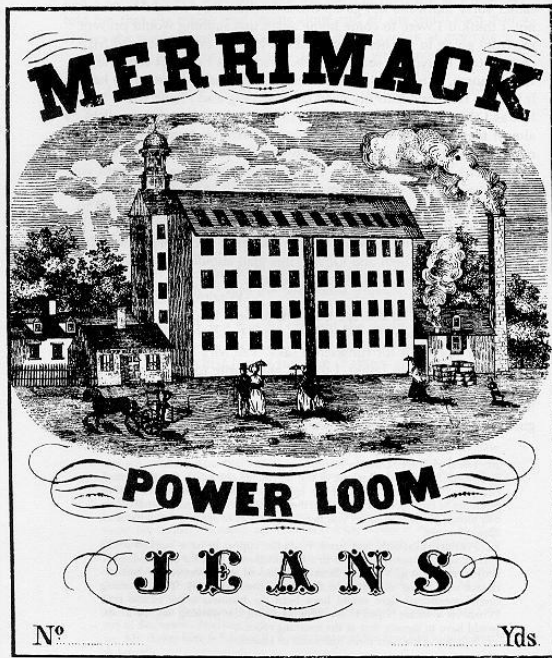
**The demand for more workers increased as factories sprang up. Many families signed a yearly contract to work for a factory. The hours were long; it often started at *4:00 A.M. and ended at 7:30 P.M.* with few and short breaks.**



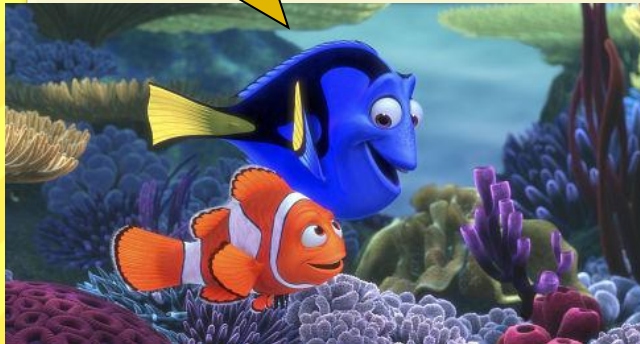
On the job, workers faced many hazards or dangers. Few factories had windows or heating. Factory machines had no safety equipment, so accidents were common. There were no laws to regulate factory conditions or protect workers.







You do not need a skill to work in a factory Nemo!



Factories Replace Workshops  
Factories replaced skilled workers, which were people that had learned a skilled trade. For example, in the past a shoemaker had apprentices that learned how to make shoes. Later the apprentices would open their own shop. With the growth of factories, there was no need for one person to make a shoe. A whole factory of workers would do the job in a much faster time.





Factories developed trade unions. A trade union was a group of people that united to produce their rights at work. Often times when the trade union pressed their demands on the factory owners, they held a strike. In a strike union workers refused to go to work until their problems were settled.



Copyright The Walter P. Reuther Library, Wayne State University

## Women Workers Organize

Many of the unskilled workers were women. Many women protested the cuts in wages (pay) and unfair work rules. Women always earned less money than men. Most union leaders did not want women to join their unions. Despite their problems, women organized the Lowell Female Labor Reform Association. The Association started a petition to the state legislature that demanded a 10 hour work day.



Women  
protested  
cuts in  
wages!



## Millions of Americans

By the late 1840's many new workers in the factories were immigrants. An immigrant is a person who enters a new country to settle there. Immigrants often left their home country in the hopes find a new life in the United States. Here are examples of two cultures and their reasons for immigrating to the United States.





The **Irish** people came to America because a disease that destroyed their potato crops and caused a famine or a severe food shortage.

The **German** people came to America in the 1850's - 1860's to escape a revolution that was going on in their country.

These and other new comers helped the American economy grow and prosper.



Irish immigrants



German Immigrants

## CHART Skills

Throughout the 1800s, immigrants from Great Britain, Ireland, and Germany came to the United States. From 1840 to 1850, the numbers increased as more immigrants wanted to escape the political and economic difficulties in Europe.

### 1. Comprehension

(a) About how many more Irish immigrants arrived in 1850 than did in 1860?

(b) In 1860, how many more German immigrants than Irish immigrants arrived?

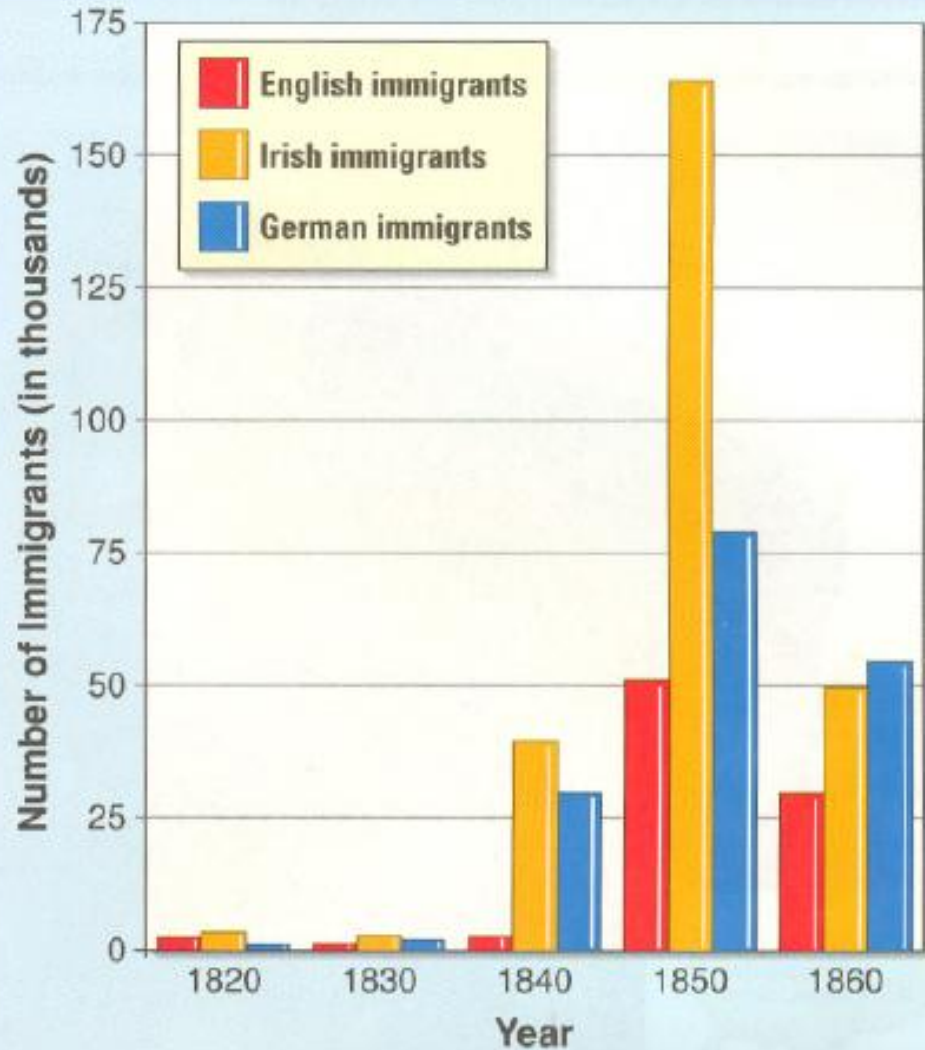
### 2. Critical Thinking Synthesizing

**Information** Why do you think fewer immigrants came from Great Britain than from Ireland and Germany during the 1800s?

Civics



## Sources of Immigration, 1820–1860



## African Americans in the North

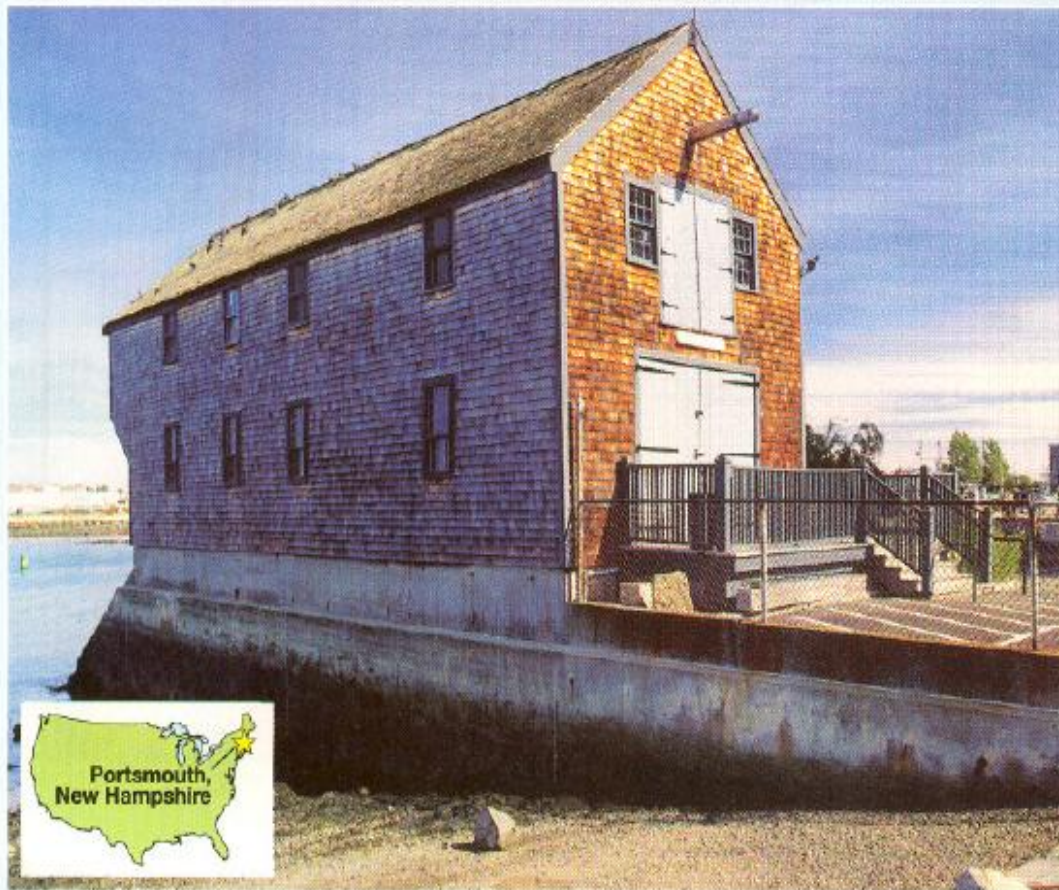
In our nations early years, slavery was legal in the North. As a result thousands of African Americans lived in the North. Although African Americans were free, they faced *discrimination*.

Discrimination is a policy or an attitude that denies equal right to groups of people. Skilled Africans had trouble in finding work and decent jobs. Few Africans had successful careers. *James Forten*, and African businessman, ran a successful sail making company. He became rich and used much of his money to help other African Americans gain their freedom.



Immigrants on an Atlantic Liner.





### Portsmouth Black Heritage Trail

*The first known African to arrive in Portsmouth, New Hampshire, landed in 1645 at a wharf (shown here) near what is now Prescott Park. For the next 350 years, African Americans, both enslaved and free, would be part of this seacoast town. Visitors can tour the communities where Portsmouth's African American population lived, worked, and served their town and state.*



**Take It to the NET**

**Virtual Field Trip** For an interactive look at the Black Heritage Trail, visit *The American Nation* section of [www.phschool.com](http://www.phschool.com).

### 3.Cotton Kingdom in the South

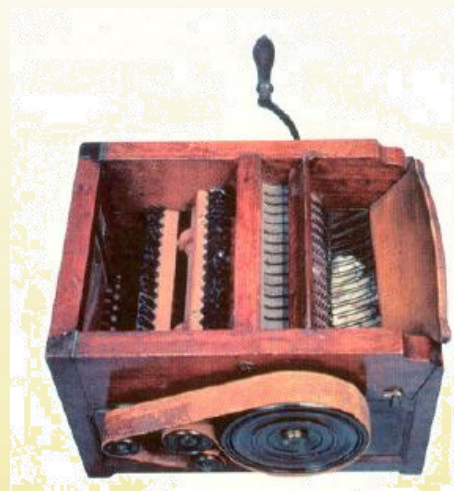
The North and the South had different ideas about the slavery issue. The North built bigger factories while the South built larger farms. This led to different styles in living up North and down South. Their differences of opinion on slavery led to sectionalism, an interest in only one section of the country.





## The Cotton Gin

In 1793 [Eli Whitney](#), a schoolteacher from Connecticut invented a machine to clean cotton. He called his invention the [Cotton Gin](#). Because of his machine, the planters could grow more cotton at a huge profit. Large businessmen from the South invested their money in farming rather than factories and machines. In the South there were not enough people to buy manufactured products. Most of the people were slaves and did not have money to buy things, so the South remained poorer than the North.



[Cotton Gin](#)

## Primary Source

### The Cotton Gin

*Thomas Jefferson was secretary of state and inspector of patents in 1793. He received a request for a patent from a schoolteacher named Eli Whitney. Interested in learning more about it, Jefferson asked Whitney the following questions:*

*"Has the machine been thoroughly tried in the ginning of cotton, or is it as yet but a machine in theory? What quantity of cotton has it cleaned on an average of several days, worked by hand, and by how many hands? . . . Favorable answers to these questions would induce me to engage one of them to be forwarded to Richmond for me."*

*—Thomas Jefferson, from  
"That With This Ginn," 1793*

### Analyzing Primary Sources


*Why do you think Jefferson was interested in the cotton gin?*



### GRAPH Skills

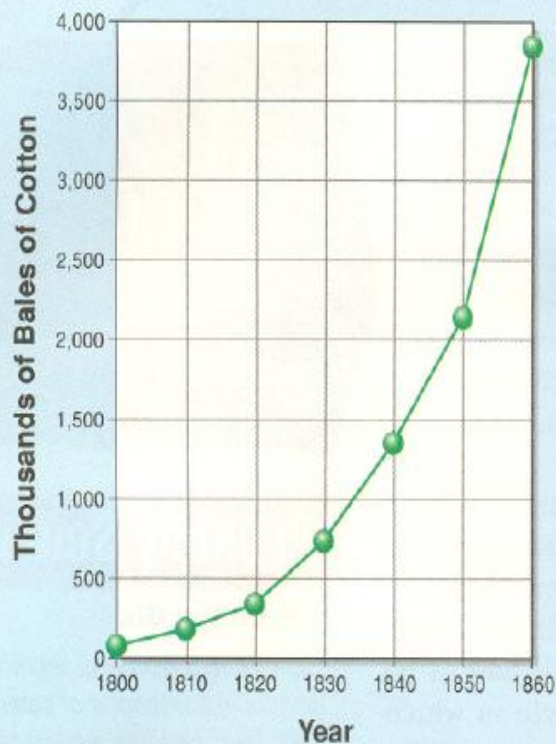
As cotton production increased in the South, so did the number of enslaved African Americans.

- 1. Comprehension**  
(a) How many more bales of cotton were produced in 1850 than in 1820? (b) In which decade did the number of slaves increase the most?
- 2. Critical Thinking  
Making Predictions**  
In what way do you think ending slavery would affect the southern economy?

Economics 

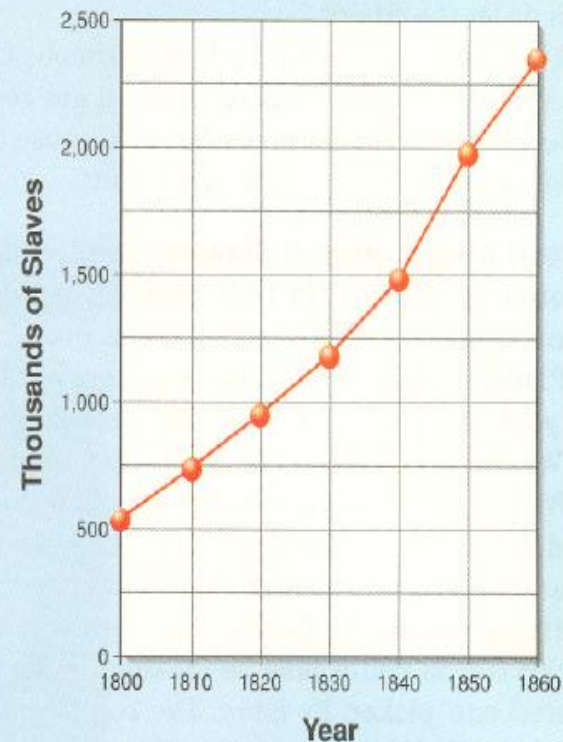
## Cotton Production and Slavery

### Cotton Production



Source: *Historical Statistics of the United States*

### Growth of Slavery



Source: *Historical Statistics of the United States*

## 4. Life In the South

### African Americans in the South



Enslaved African Americans made up 1/3 of the South's population in 1860. Most worked on the cotton plantations. They worked 12-14 hours a day. Some Africans were skilled workers such as carpenters, but their wages belonged to their owners. Older slaves worked as house servants. They cooked, cleaned and took care of the children. Wealthy people were known as the “**cottonocracy**.” The idea of an **extended family** came from African American life.



## An American Profile



**Norbert Rillieux**

1804–1894

In the early 1800s, sugar was refined by boiling sugar cane in huge vats. Moving the hot liquid between vats was dangerous.

Norbert Rillieux invented a machine that cooked the sugar in closed vats under low air pressure. Since pipes moved the liquid from one vat to another, there was no danger to workers. Rillieux's machine made better sugar, too. The method quickly spread across Louisiana and to Mexico and Cuba. Factories today use essentially the same technique. Rillieux also invented a machine that improved the processing of sugar from sugar beets.

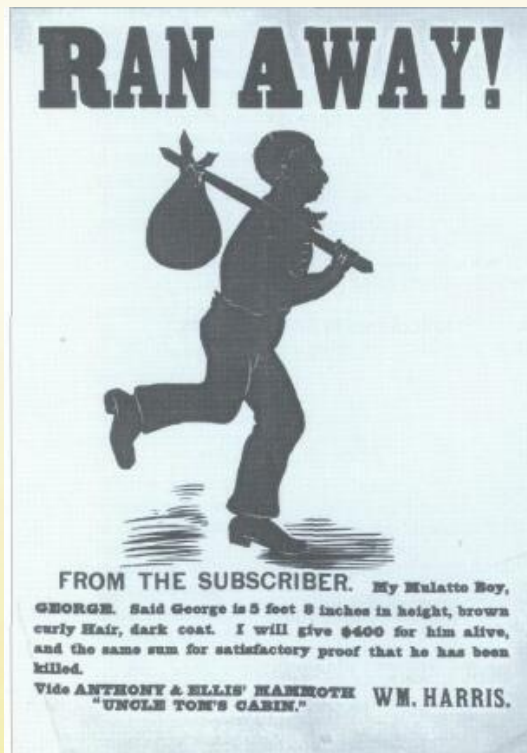
***Was Rillieux's method less or more costly to operate than the old technique? Why?***



**Click on the picture  
to learn more**

Southern states passed laws known as slave codes. Under the codes, enslaved African Americans were:

1. *Forbidden to gather in-groups more than three.*
2. *Not able to leave their owners land without a pass.*
3. *Not allowed to own guns.*
4. *Not allowed to learn to read or write.*





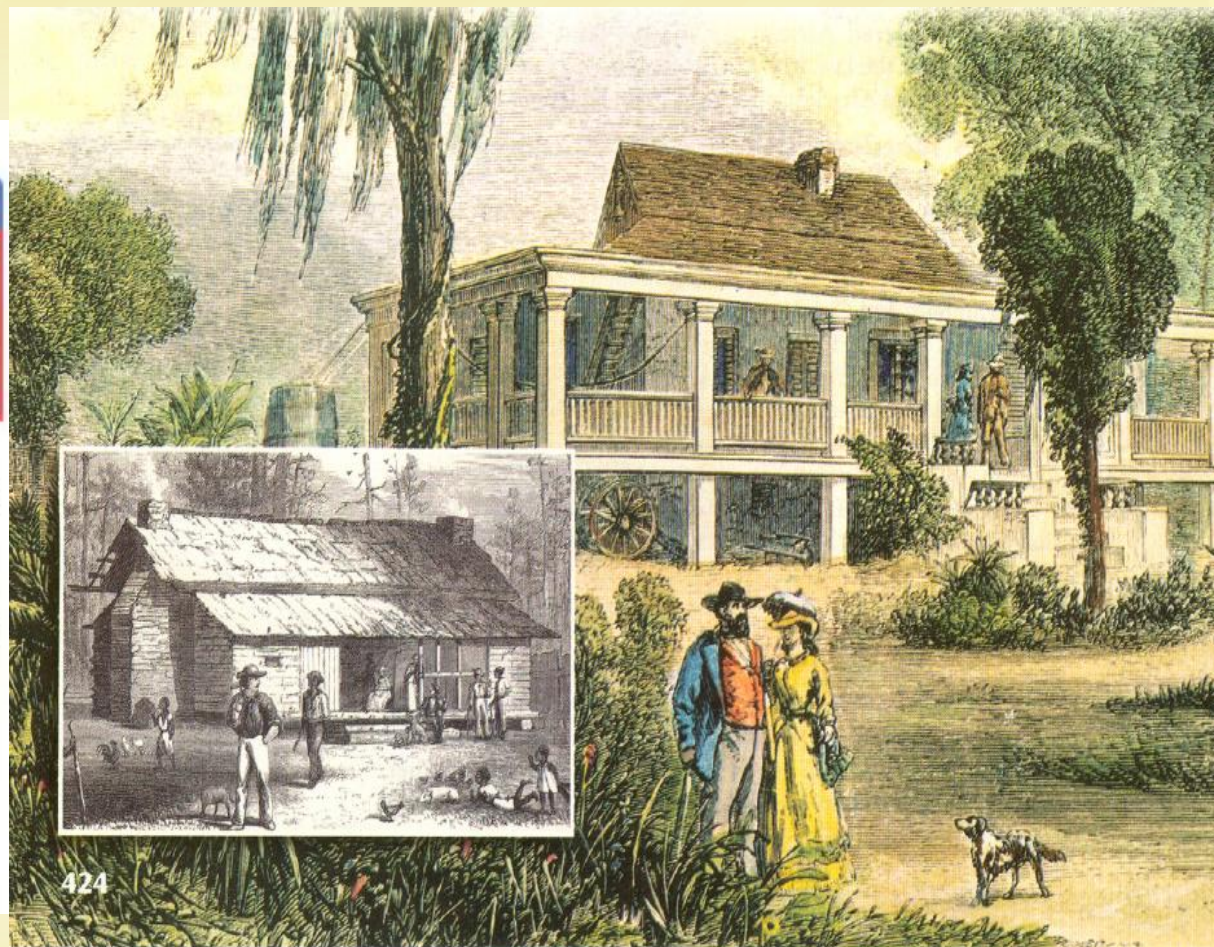
## Viewing History

### Two Ways of Life

Wealthy southern planters lived in large, beautiful homes with many slaves and acres of fertile land. More typical of the South during the 1800s was the small farmer who lived in a modest home and worked hard to make a living. Most white farmers did not have slaves. **Synthesizing Information** *Why do you think rich planters thought of themselves as aristocrats?*



424





## GRAPHIC ORGANIZER

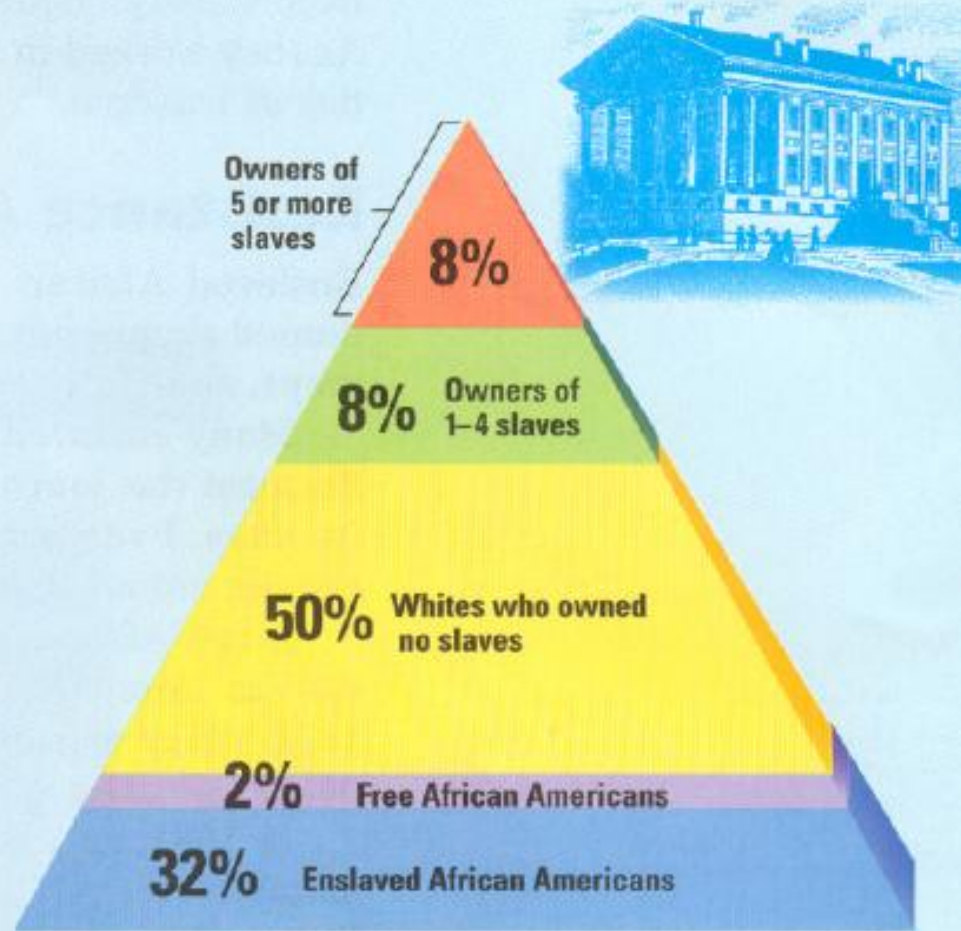
### Skills

This social pyramid represents the structure of southern society in 1860. At the top are wealthy and powerful planters. At the bottom are millions of enslaved African Americans.

1. **Comprehension** Which group in southern society was most numerous?
2. **Critical Thinking**  
**Analyzing Information**  
How did the social structure of the South reflect the importance of slavery?

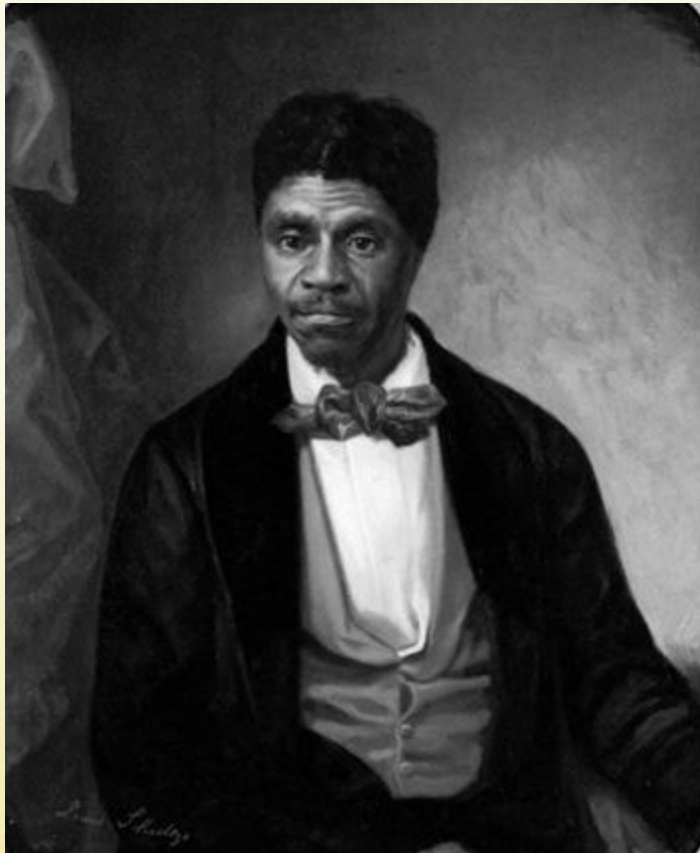
**Economics** 

## Southern Society in 1860





African Americans in the South were considered property with **no rights** under our Constitution. If an African American resisted slavery by fighting back or running away, they were hung, severely punished or sold to another plantation.



*Read and Hand to your Neighbor.*

THE  
**SLAVERY QUESTION.**  
DRED SCOTT DECISION.  
TO THE FREE VOTERS OF OHIO.

To the consideration of every man who believes in the duty of patriotism as higher than the obligations of party, and who will not cowardly turn away from evidence offered to show that the duty in question now forbids him to vote with the party styling itself Democratic, the following facts are presented, with the assurance that they cannot be denied:

Jefferson, so often claimed as the founder of Democracy, began to agitate for emancipation before the adoption of the Constitution of the United States. He regarded slavery as an evil of the first magnitude; and, though he did not use the very words of the Democratic resolution of 1848, he labored to "prevent the increase" of slavery, to "mitigate, and finally to eradicate the evil."

The adoption of the Constitution operated no restraint on his efforts, or those of his followers, to hasten the preparation of the heart of the master and the mind of the slave, for the sundering of the bonds of servitude.

It was not then dreamed that the Constitution was a guaranty for slavery any where. It was, by the studied selection of words, unfitted to describe a state of property in man, an instrument eloquent against the perpetuity, though just as to the present existence in certain places, of the evil in question. All the concessions it made to the necessities of the slaveholder were cautiously made, in mere recognition of the necessary right of recapture, of the expedient rule of representation, and of the impossibility to put an immediate period to the slave trade. The very terms of the provision for the redelivery of fugitives from service, show that the relation of master and slave was clearly distinguished from that of the owner and the thing owned. Why provide for the case of an escaping man and not for that of an escaping beast, if the property in the one and the other was identical, as the majority of our federal judges now pretend?

So, as already stated, the adoption of the Federal Constitution operated no restraint on the efforts of Jefferson or his followers for emancipation.

The agitation which attended the addition of Missouri to the Union, grew out of the Jefferson doctrines, although some engaged in it may have gone in a direction not such as he would have chosen. The question was not then of a territory, which, like that of Kansas in 1854, was without government, and still free from slavery sanctioned by the law. Slavery was in Missouri, and Missouri was already subject to organized government, when the great question, afterwards quieted by compromise, was raised in Congress.

Without deciding who held the right of the question as raised, we content ourselves with the simple statement, that a valid and constitutional compromise of the question was made in 1821. Voters, remember this statement as we proceed.

Down to 1832, the sentiment afterwards so strongly expressed by the Democracy of Ohio, (in the platform of 1848,) "that all constitutional means should be used to prevent the increase, to mitigate, and finally to eradicate the evil of slavery," was a part of National Democracy, just as it was a part of national sentiment. It was not sectional, but general; it was expressed as freely in Virginia as in Massachusetts.

Remember the Dred Scott Decision

## The Fight for Freedom

They were many slave rebellions in the South. In 1831, an African American preacher named *Nat Turner*, led a major revolt. Turner led his followers through Virginia from plantation to plantation, killing more than 57 white people. Nat Turner and his 19 followers were arrested, tried and hanged. In all, 57 whites and 100 slaves have been killed as a result of Turner's actions.



Nat  
Turner

### HORRID MASSACRE IN VIRGINIA



The Scenes which the above Plate is designed to represent, are—Fig. 1, a Mother introducing for the lives of her children,—2, Mr. Travis, cruelly murdered by his own Slaves,—3, Mr. Harrow, who bravely defended himself until his wife escaped.—4, A comp. of mounted Dragoons in pursuit of the Blacks.



Slavery  
should end  
now!



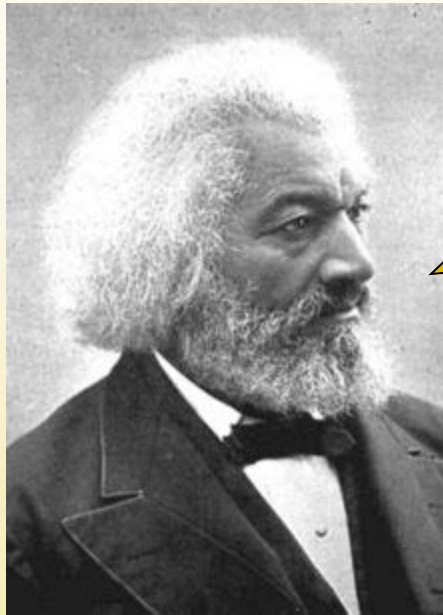
The election of *Andrew Jackson* in 1828 brought national attention to the issue of slavery. President Jackson said:

*"You see Americans with one hand hoisting up the cap of liberty, and with the other flogging their slaves."*

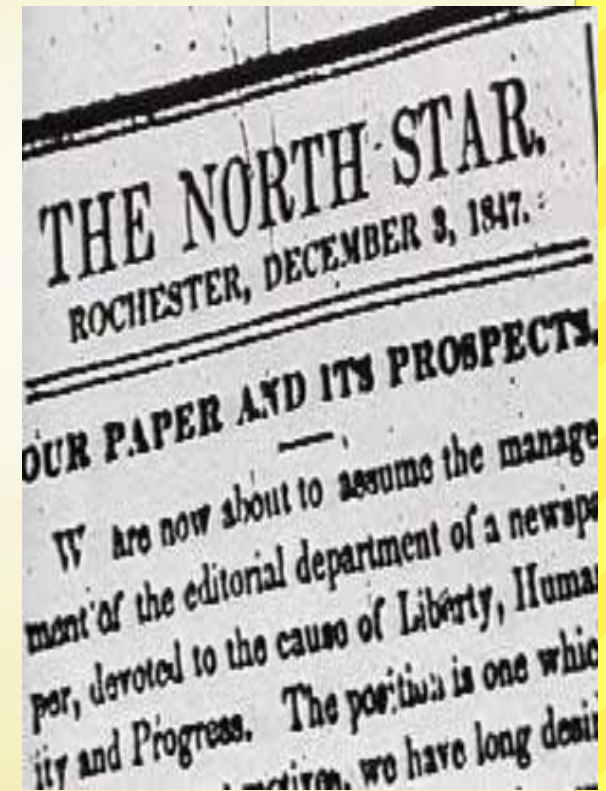
With Andrew Jackson there was an outcry of abolitionists or people who wanted to end slavery in the United States.

**Frederick Douglas** was the best known African American abolitionists. He was born into slavery in Maryland, he defied the slave codes and taught himself to read and write. He escaped up north and became one of the most powerful speakers against slavery. In 1847 he published an antislavery newspaper called the **North Star**.

**Frederick Douglas** wrote:



***"I will be as harsh as  
truth, as  
uncompromising as  
justice...I am in  
earnest...I will not  
excuse- I will not  
retreat a single inch-  
AND I WILL BE  
HEARD!"***





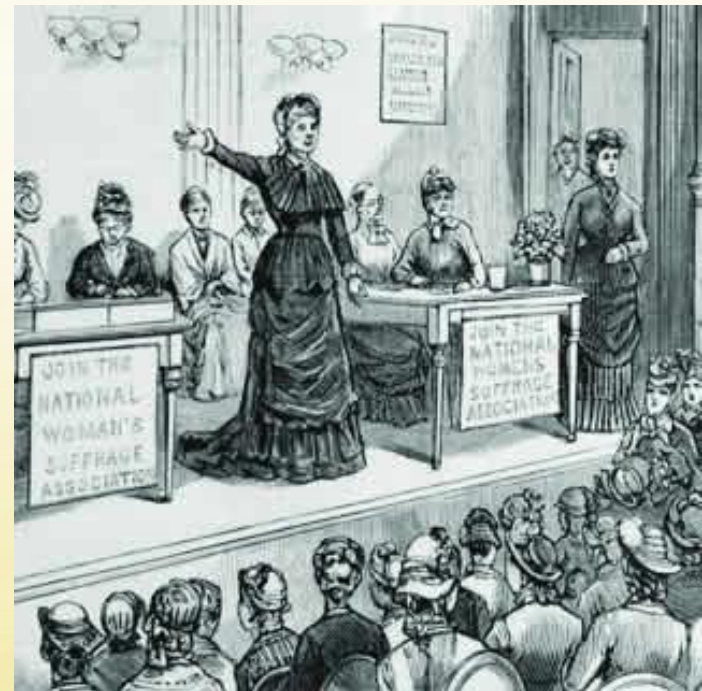
**Bold men and women formed the Underground Railroad to free the slaves. It was not a real railroad but a network of abolitionists that secretly helped runaway slaves reach freedom in the North and Canada. [Harriet Tubman](#) was a famous African American that escaped slavery and helped the Underground Railroad. With her help she underground railroad freed 300 slaves.**



**[Harriet Tubman](#)**

## Women are Created Equal

The antislavery movement helped the Women's Rights Movement. Women in the 1800's had few political or legal rights. They could not vote or hold office. When a woman married, her husband became owner of her property. When a woman worked her *wages or pay* belonged to her husband. A husband had the right to hit his wife as long as he did not seriously injure her.





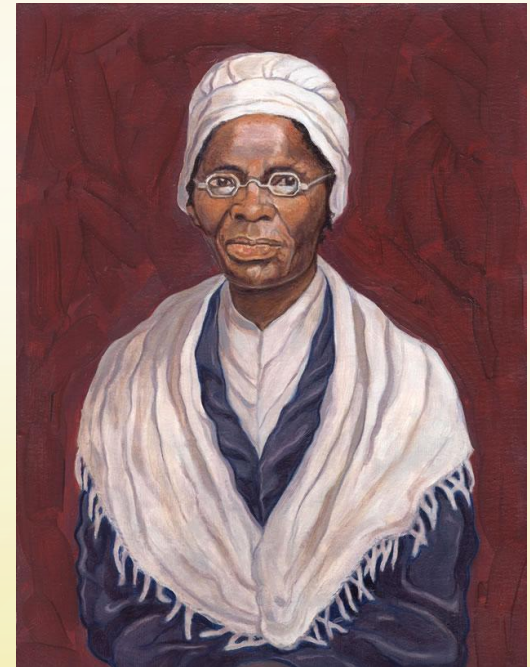
Many women rejected these ideas and were determined to change them. [Elizabeth Cady Stanton](#) and [Sojourner Truth](#) were two women that fought hard for the Women Rights Movement. In 1840, the *Seneca Falls Convention* met. The convention met with 200 women and 40 men to vote on resolutions to change women's rights. This convention marked the start of the organized women's rights movement.

All women  
need the right  
to vote.



[Elizabeth Cady Stanton](#)

(on left) Susan B. Anthony on the  
right



[Sojourner Truth](#)

## Public Education

Public  
school is  
fun!

Before the 1820, few American children attended school. Public schools were rare. Those schools that were in existence were usually old and run down. Teachers were poorly trained and ill paid. *New York* led the way in reforming public education. In the 1820's New York State ordered every town to build a grade school. In Massachusetts, Horace Mann led the fight for better schools. For 12 years, he hounded legislatures to provide more money for education. Under his leadership many new schools in Massachusetts were built. Horace Mann's crusade opened the doors for the building of many new schools of North. Schools down South were built more slowly. The average child down South only received an 8th grade education.





***African Americans*** have little chance to attend school in most areas. A few cities set up schools for African-American students. These schools received less money. Several colleges for African Americans opened in the North. The first was [Lincoln University](#), in Pennsylvania.



[Lincoln](#)  
[University](#)

## American Storytellers

In the 1800's many Americans began to write stories with American themes. Here are some famous American writers:

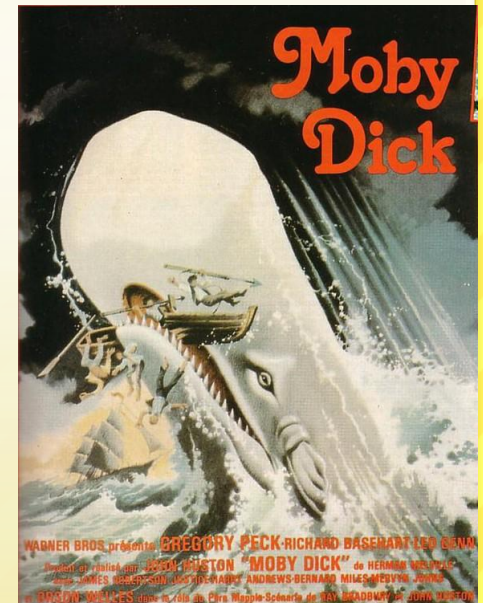
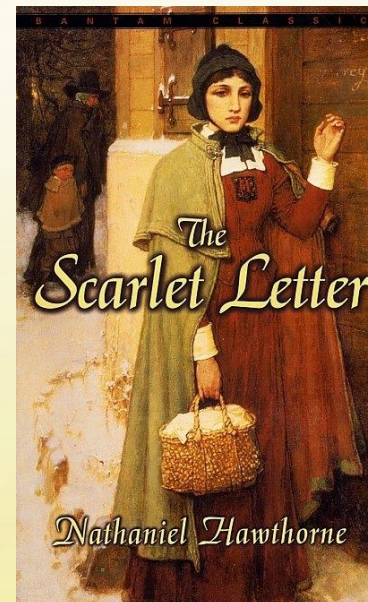
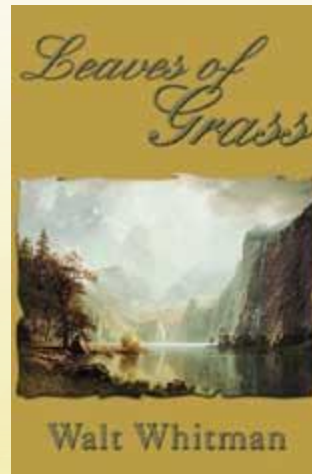
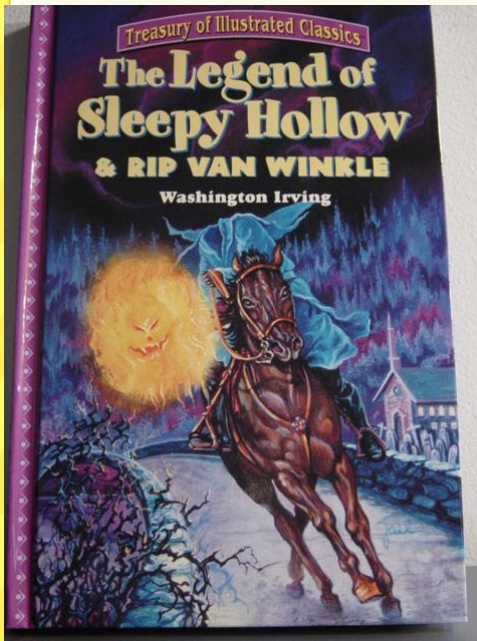
Washington Irving wrote Rip Van Winkle and The Legend of Sleepy Hollow

James Fenimore Cooper wrote The Last of the Mohicans.

Walt Whitman published only one book of poems called Leaves of Grass

Herman Melville wrote Moby Dick

James Hawthorne wrote The Scarlet Letter





**THE  
END**