

US History I

(HON SOC STDY 6, SOC STDY 6)

Learning in Place, Phase III

April 27- May 15



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Name: _____

School: _____

Teacher: _____

US History I (US History to 1865) Learning in Place, Phase III

April 27 – May 1

✓	Task	Text	Write
	Describe the social and economic impact of the invention of the cotton gin on the US.	Document 1 - "Cotton Production in America" Pictograph and two excerpts from The Eli Whitney Museum	1. Analyze the pictograph and read the two excerpts provided in Document 1. Then respond to questions A-D using information learned from the resources in the document.
	Read passages to learn about different inventions from the 1800's and how they impacted the country.	Document 2 – Inventions Chart Document 3 – Reading pages 334-338 from textbook	2. Read the passages provided. As you read , fill in the chart with information learned from the reading.
	Describe the impact improvements in transportation had on America during the 1800's	Document 4 – "Transportation Methods of the mid-1800's"	3. Analyze the information in the chart "Transportation Methods of the mid-1800's". Then respond to questions E-F.

May 4-8

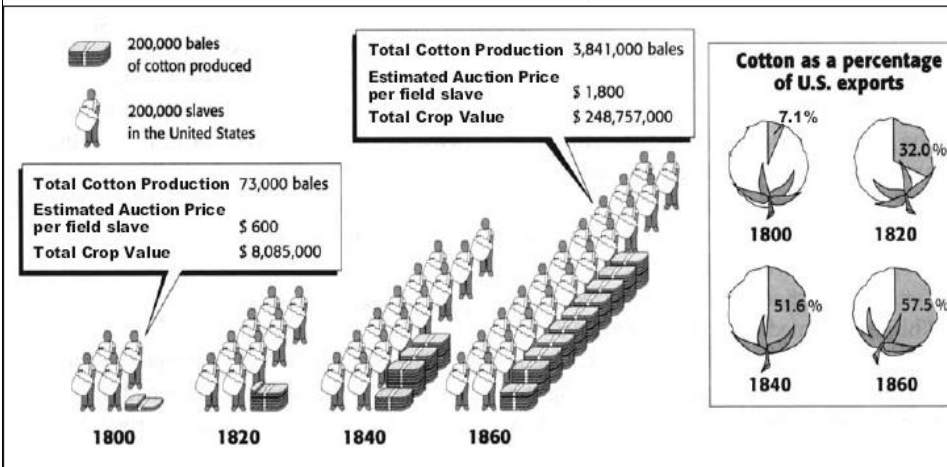
✓	Task	Text	Write
	Describe the abolition movement.	Document 5 – "The Abolition Movement"	1. Read Document 1: The Abolition Movement. Using the reading excerpt, complete the graphic organizer or create your own graphic organizer to include the information provided.
	What did Frederick Douglass believe about slave masters?	Document 6 – "Excerpt from Frederick Douglass' autobiography"	2. Read the excerpt from Frederick Douglass' autobiography. Answer the 3 questions after the autobiography and justify your answers using the reading.
	Compare and contrast the Declaration of Sentiments and the Declaration of Independence.	Document 7 - "Excerpt from Seneca Falls Declaration of Sentiments" Document 8 – "Compare and Contrast"	3. Read Document 3. After reading the document, list 4 ways women were being treated unfairly. 4. Read Document 4 on the differences between the Seneca Falls Declaration of Sentiments and the Declaration of Independence. Then create a graphic organizer, like a Venn Diagram, to compare the two documents.

May 11-15

✓	Task	Text	Write
	What were some of the underlying issues that led to the American Civil War?	Document 9 – “American Civil War”	<ol style="list-style-type: none">1. As you are reading, fill in the chart that follows the reading to best represent both the Northern and Southern regions during the Civil War. The vocabulary word bank is provided for additional help.2. After you read: Complete the “Who Would Say Such a Thing?” Activity. Answer whether each phrase or quotation would have likely been said by either a Northerner or Southerner. Use the “Who Would Say Such A Thing?” Activity to help answer the short answer questions in the left column.
	What were the cultural and economic differences between the North and the South?	Task 10 – “Documents A & B”	<ol style="list-style-type: none">3. Using Documents A and B, answer the question: How were the North and the South different regions in the years leading up to the Civil War? Write your answer in paragraph form and use additional paper if necessary. Make sure you cite evidence from BOTH documents in your paragraph.

Document 1

Cotton Production in America, 1800–1860



Source: Joyce Appleby et al., *The American Journey*, Glencoe/McGraw-Hill, 1998 (adapted)

A. Based on this document, how did the cotton gin impact the production of cotton?

B. Based on this document, how did the cotton gin impact slavery?

... Because of the cotton gin, slaves now labored on ever-larger plantations where work was more regimented [organized] and relentless [unending]. As large plantations spread into the Southwest, the price of slaves and land inhibited [slowed] the growth of cities and industries. In the 1850s seven-eighths of all immigrants settled in the North, where they found 72% of the nation's manufacturing capacity. The growth of the "peculiar institution" [slavery] was affecting many aspects of Southern life.

Source: The Eli Whitney Museum

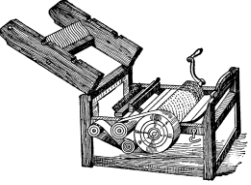
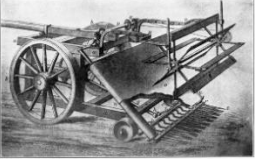
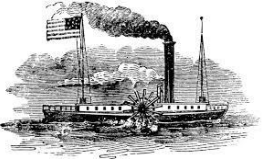
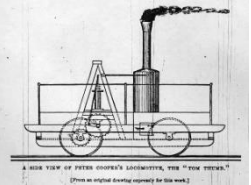
C. Based on this document, state **one** effect the invention of the cotton gin had on the growth of cities and industries in the South.

... However, like many inventors, Whitney (who died in 1825) could not have foreseen the ways in which his invention would change society for the worse. The most significant of these was the growth of slavery. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. In 1790 there were six slave states; in 1860 there were 15. From 1790 until Congress banned the importation of slaves from Africa in 1808, Southerners imported 80,000 Africans. By 1860 approximately one in three Southerners was a slave. . . .

Source: The Eli Whitney Museum

D. Based in this document, state one effect the invention of the cotton gin had on slavery.

Document 2 – “Inventions Chart”

	Inventor/Entrepreneur	Description	Impact
Cotton Gin 			
Reaper 			
Steamboat 			
Steam Locomotive  <small>A SIDE VIEW OF PETER COOPER'S LOCOMOTIVE, THE "JON STEWART." (From an original drawing copyright by the author.)</small>			

“Document 3-Reading Pages 334-338”

Mass Production

In 1800, Eli Whitney had another good idea. He thought of a way to manufacture large amounts of goods at one time. His idea came to be known as **mass production**.

Before mass production, one craftworker made each product from start to finish. Muskets, for example, were made by hand, one at a time. To produce more muskets, Whitney built machines that made many interchangeable, or identical, copies of each part. Such parts could be used to make or repair many muskets in a short time.

Interchangeable parts made mass production possible. As a result, cheaper machine-made goods began to replace many expensive handmade goods.

Mass production also made it possible to use untrained workers in factories. No longer were craftworkers needed to make most products. Anyone could put together machine-made parts.

Growth of the Textile Industry

The cotton gin also had unintended, or unexpected, consequences. Because more cotton could be grown, more enslaved workers were needed on plantations. The number of enslaved workers in the South increased sharply. In turn, disagreements over the issue of slavery grew.

Other factors also increased the demand for cotton. Getting cotton from plantations in the South to factories in the North and the western parts of the country was easier, too. On steamboats, cotton could be moved quickly on important river routes, such as the Mississippi and Ohio Rivers.

At the same time, inventors in Britain developed new machines to spin thread and weave textiles. Because of these machines, cloth became much cheaper to make and buy. Samuel Slater, a British mill worker who knew how the machines worked, moved to the United States. In 1793, he started the first American textile mill, in Rhode Island. It marked the beginning of large-scale **manufacturing**, or the making of goods, in the United States.

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The Growth of Factories

Soon, everything from guns to clocks was being mass-produced in factories. Like the textile mills, most factories were in the North.

As more factories were built, more workers were needed to run them. Many workers, both young and old, soon were working long hours in the factories. Their work was often boring, dangerous, and not well paid. Immigrants and many farmers moved to cities in the North to find factory jobs. The populations of manufacturing cities such as New York, Boston, Philadelphia, and Baltimore grew quickly.

Steam Power

During the Industrial Revolution, many factories began to use steam-powered machines. Before that, most factories were built next to rivers. The rushing water in rivers was used to turn waterwheels connected to machines inside the factories. That system changed when steam engines that could power machines were built. The steam engines were more reliable than waterpower, and factories no longer had to be next to rivers.

New Farm Machinery

New farm machinery also made work faster and easier. As a result, farmers were soon planting more land and getting bigger harvests.

Reapers and Threshers

Using hand tools, farmers could harvest no more than 2 to 3 acres of wheat each day. Cyrus McCormick and Jo Anderson, an enslaved African American, changed that. In 1831, they invented a mechanical reaper to cut down the plants. With this invention, farmers could cut as much wheat in one day as they had been able to cut in two weeks with hand tools.

Once the wheat plants had been cut down, farmers had to thresh, or separate, the grain from the stems. In 1834, two brothers, Hiram and John Pitts, built a machine to do that. Threshing machines saved farmers many days of hard work.

“Document 3-Reading Pages 334-338” – Continued.

Steel Plows

Iron plows were not very good at turning over the thick grass on the prairies of the Midwest. The soil stuck to the rough iron. In 1837, John Deere invented a steel plow, which cut through the prairie soil better than iron plows. The soil did not stick to the steel plow’s smooth surface. Deere’s steel plows made plowing the prairie soil much easier.




Changes for Farmers

New farm machinery meant that fewer farm-workers were needed. Many of those workers moved to cities to take jobs in factories.

Another problem for farmers was that the price of farm goods had dropped sharply. Larger harvests had created a huge surplus of crops. To make the same amount of money, farmers had to produce even more crops. In turn, these larger harvests drove farm prices down even more. Today most farming is done with large machines similar to the ones invented during the Industrial Revolution.

Document 4

Transportation Methods of the mid-1800s

Method of Transportation	Average Speed	Shipping Costs
Roads 	2 miles per hour by wagon 6–8 miles per hour by stagecoach	15 cents per ton per mile
Canals 	2–5 miles per hour	1.1 cents per ton per mile
Railroads 	10–20 miles per hour (including stops)	3.4 cents per ton per mile

Source: George Rogers Taylor, *The Transportation Revolution, 1815 to 1860*, Rinehart and Company, 1951 (adapted)

- E. Based on this chart, what was **one** advantage of using canals compared with other methods of transportation in the mid-1800s?

- F. Based on this chart, what was **one** advantage of using railroads compared with other methods of transportation in the mid-1800s?

Document 5: The Abolition Movement

Many people wanted to abolish, or end, slavery in the United States. Such people were called abolitionists. Most abolitionists demanded the immediate freeing of all enslaved people. They believed that slavery was morally wrong. They thought it was cruel and inhumane and against the ideals of democracy.

William Lloyd Garrison, a white Northerner, published a newspaper called the *Liberator*. In it, Garrison called for a complete end to slavery.

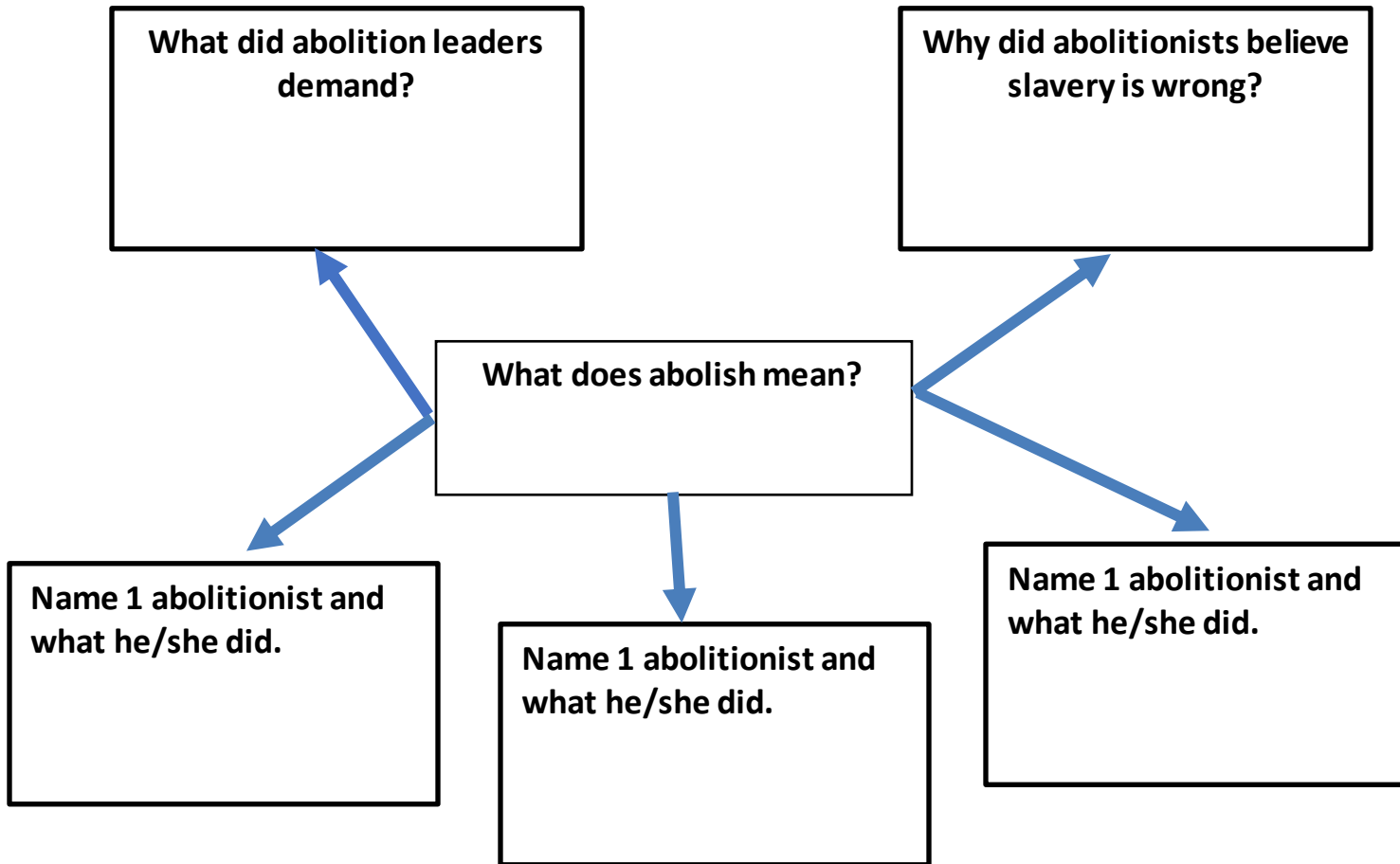
Frederick Douglass escaped from slavery and became well-known for speaking out against slavery and working for the rights of African Americans and women. He told audiences, “I appear this evening as a theft and a robber. I stole this head, these limbs, this body from my master and ran off with them.” Douglass also began an abolitionist newspaper called the *North Star*.

The Underground Railroad

Another abolitionist, Harriet Tubman, led hundreds of enslaved African Americans to their freedom along the Underground Railroad. The Underground Railroad was not a railroad, and it was not underground. It was a system of secret escape routes that led to free lands. Most routes led to free states in the North or to Canada.

Harriet Tubman, who had escaped from slavery herself, was one of the best-known conductors, or helpers, on the Underground Railroad. Working mostly at night, conductors led runaways enslaved people from one hiding place to the next along those routes. The hiding places—which included barns, attics, storage rooms. And churches—were called stations. There, runaways could rest and eat, preparing for the journey to the next station.

Escaping slavery was dangerous, both for the people escaping and for anyone who helped them. If enslaved people were captured, they were beaten and sometimes killed. Still, many escaped.



Document 6: Excerpt from Frederick Douglass' Autobiography

The real feelings and opinions of the slaves were not much known of respected by their masters...and in this respect Col. Lloyd was no exception to the rule. His slaves were so numerous he did not know them when he saw them. Nor, indeed, did his slaves know him. It is reported of him, that riding along the road one day he met a colored man, and addressed him...

"Well, boy, who do you belong to?"

"To Col. Lloyd," replied the slave.

"Well, does the Colonel treat you well?"

"No sir," was the ready reply.

"What, does he work you hard?"

"Yes, sir."

"Well, don't he give you enough to eat?"

“Yes, sir, he gives me enough to eat, such as it is.”

The Colonel rode on; the slave also went on about his business, not dreaming that he had been conversing with his master. He thought and said nothing of the matter, until two or three weeks afterwards, he was informed by his overseer that for having found fault with his master, he was now to be sold to a Georgia trader...This was the penalty of telling the simple truth... Slaveholders are known to have sent spies among their slaves to ascertain if possible their views and feelings in regard to their condition; hence the maxim established among them, that “a still tongue makes a wise head.” I was frequently asked if I had a kind master, and I do not remember ever to have given a negative reply.

The Autobiography of Frederick Douglass

1. According to Douglass, what did masters know about the feelings and opinions of their slaves?

- A. They knew exactly how slaves felt.
- B. They knew how slaves felt but didn't care about their opinions.
- C. They knew little about how slaves felt because slaves were afraid to be truthful.
- D. They didn't want to know anything about slaves' feelings and opinions.

2. The word maxim in the passage means a—

- A. firm rule.
- B. wise saying.
- C. common practice.
- D. foolish superstition.

3. This passage is an example of —

- A. a primary source written by an eyewitness to an event.
- B. a secondary source written by an eyewitness to an event.
- C. a piece of fiction written about an event that never happened.
- D. an opinion piece written to express the author's views.

Document 7: Excerpts from Seneca Falls Declaration of Sentiments

Seneca Falls Convention

In 1848, Elizabeth Cady Stanton and Lucretia Motts organized a women's rights convention at Seneca Falls, New York. The delegates at the convention approved the Declaration of Sentiments. It began by saying, “We hold these truths to be self evident; that all men and women are created equal.” The Declaration of Sentiments was based on the Declaration of Independence and listed grievances from women.

Excerpt from *Seneca Falls Declaration of Sentiments*, 1848

...The history of mankind is a history of repeated injuries and usurpations [dispossessions] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice...

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns...

After depriving her of all rights as married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it...

Document 8: “Compare and Contrast”

Declaration of Sentiments	Declaration of Independence
<p><i>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 inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their powers from the consent of the governed. Whenever any form of government becomes destructive of these rights, it is the right of those who suffer from it to refuse allegiance 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.</i></p>	<p><i>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute 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.</i></p>

Document 9: “The American Civil War”



The American Civil War

There are many causes that led to the American Civil War. While slavery is generally cited as the main cause for the war, other political and cultural differences between the North and the South certainly contributed. Below we will discuss some of these differences and how they created a divide between the North and the South that eventually caused the Civil War.

Cultural Issues

In the mid-1800s, the economies of many northern states had moved away from farming to industry. A lot of people in the North worked and lived in large cities like New York, Philadelphia, and Boston. The southern states, however, had maintained a large farming economy and this economy was based on slave labor. While the North no longer needed slaves, the South relied heavily upon slaves for their way of life.

Constitutional issue

The idea of states' rights was not new to the Civil War. Since the Constitution was first written there had been arguments about how much power the states should have versus how much power the federal government should have. The southern states felt that the federal government was taking away their rights and powers. As the United States continued to expand westward, each new state added to the country shifted the power between the North and the South. Southern states began to fear they would lose so much power that they would lose all their rights. Each new state became a battleground between the two sides for power.

Slavery

At the heart of much of the South's issues was slavery. The South relied on slavery for labor to work the fields. Many people in the North believed that slavery was wrong and evil. These people were called abolitionists. They wanted slavery made illegal throughout the United States. Abolitionists such as John Brown, Frederick Douglass, Harriet Tubman, and Harriet Beecher Stowe began to convince more and more people of the evil of slavery. This made the South fearful that their way of life would come to an end.

The first fighting over the slavery issue took place in Kansas. In 1854, the government passed the Kansas-Nebraska Act allowing the residents of Kansas to vote on whether they would be a slave state or a free state. The region was flooded with supporters from both sides. They fought over the issue for years. Several people were killed in small skirmishes giving the confrontation the name Bleeding Kansas. Eventually Kansas entered the Union as a free state in 1861.

Economic Differences

In the South, farming was the most important business. Huge plantations had many enslaved workers. Small farms grew food and crops. The North also had farms, but many people

moved to cities. They worked in factories, making textiles, shoes, tools, and other things. By 1860, fewer than half of northerners were farmers. Congress passed tariffs on imported goods. These tariffs helped factories in the North. There were few factories in the South. Prices for manufactured goods were high. People blamed high prices on the tariffs and on the North. Vice President John C. Calhoun said the tariffs were unfair. He argued for states' rights. He said the Constitution did not let the federal government set tariffs. People in the North and South continued to argue about tariffs and slavery. This increased sectionalism throughout the country.

Vocabulary Words

Imported good- a good brought into American from another country

Agricultural- references farming

Manufacture-to make a product for sale

States' rights-states should be stronger than the central Government

Slavery-owning a human being as property

Tariffs-.are taxes

Constitutional-approved by the Constitution/governmental

Issues →	Slavery	Cultural	Economic/ Tariffs	Constitutional
North				
South				

Who Would Say Such a Thing?

Directions: Read each quote and decide if it was more likely spoken by a Northerner or a Southerner during the Civil War. Mark an N (Northerner) or an S (Southerner) on the line next to each.

- ___ 1. "Slavery is needed in order to continue our cotton crops."
- ___ 2. "Slavery is inhumane."
- ___ 3. "My hometown is an urban area and everyone has a job."
- ___ 4. "I live on a plantation and go to church in a small village."
- ___ 5. "My father said our region is agricultural."
- ___ 6. "Tariffs are a great way to protect our factories from competition from other countries."
- ___ 7. "I am glad my family lives in a manufacturing region."
- ___ 8. "Tariffs are not a good idea—they will cause the price of everything to go up!"
- ___ 9. "England might stop buying cotton if we add tariffs!"
- ___ 10. "I think the states should have the power to make their own political decisions."
- ___ 11. "The central government should be very strong and make decisions for us all."

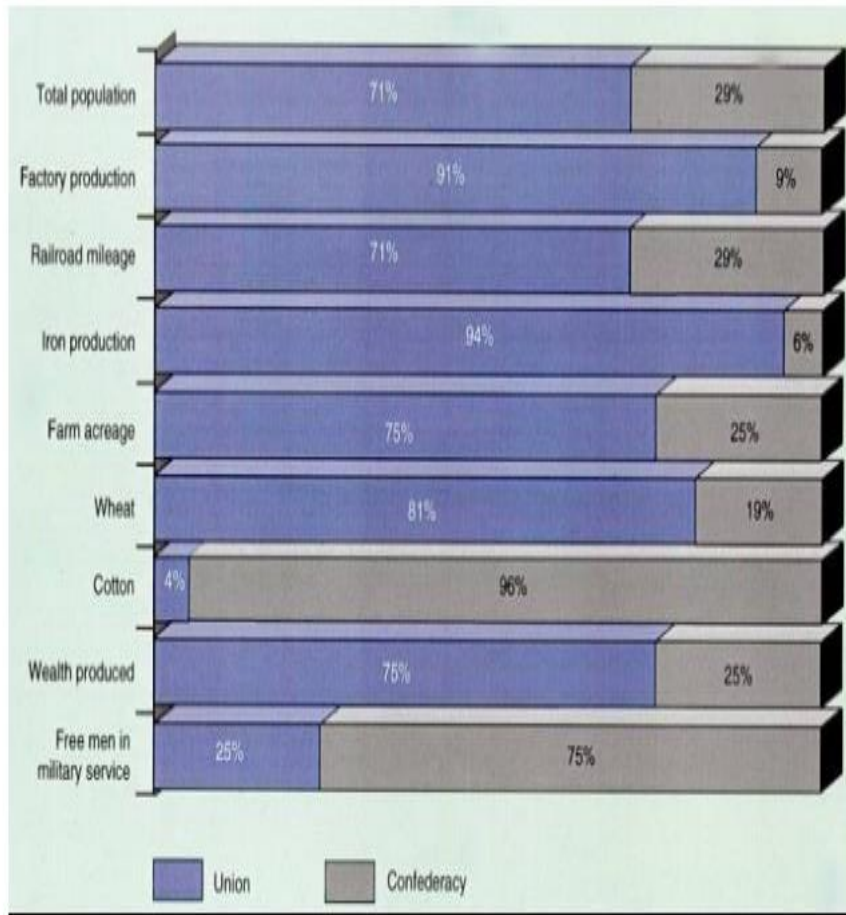
Short Answer:

1. Who was more justified in their opinion about tariffs, the North and the South?

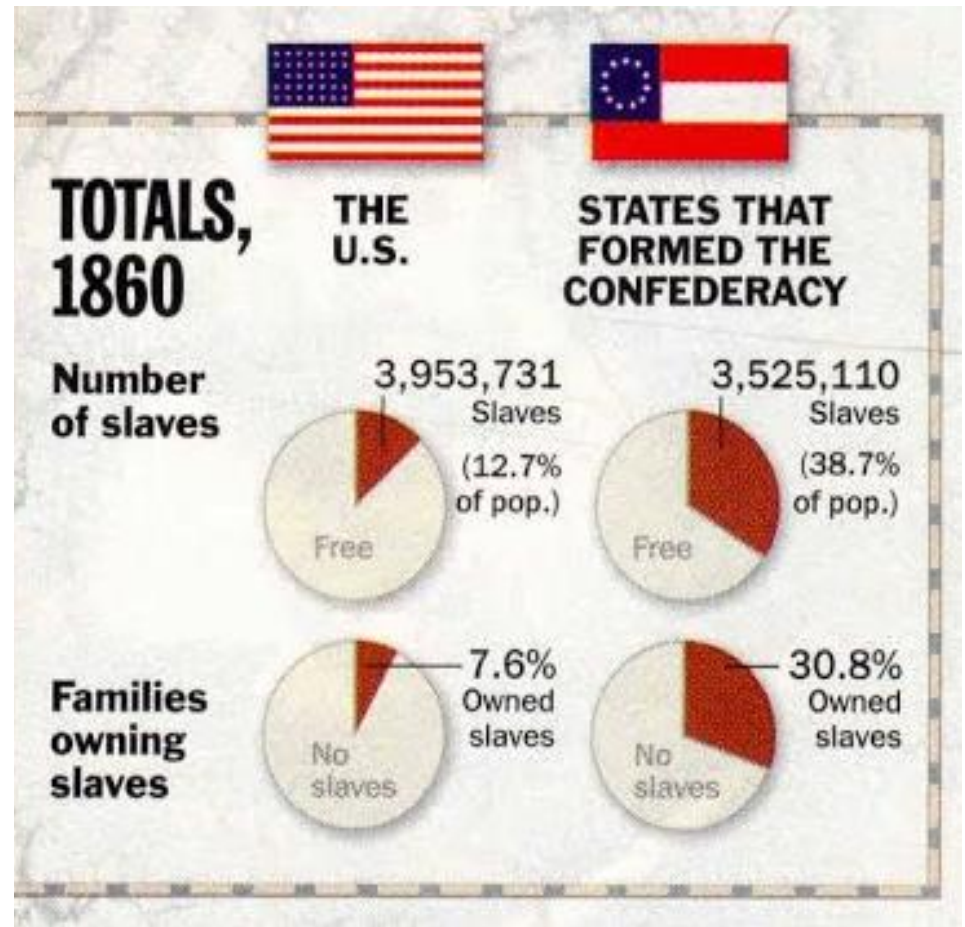
2. How do regional interests influence the unity of a country?

Task 10 – “Documents A & B”

Document A



Document B



Differences between the North and the South before the Civil War