

# The Young Republic

## Why It's Important

The United States continued to grow, both geographically and economically. Industry boomed in the North, and cotton became a major crop in the South. At the same time, settlers streamed to newly opened territories in the West. Certain groups of Americans, such as women and African Americans, pursued freedoms that would take many years to achieve.

- The United States grew greatly in size and wealth.
- More Americans gained the right to vote, and reform movements took root.

1790

1805

1820

U.S.  
EVENTS

1793

Whitney invents  
the cotton gin



◀ Cotton gin

Erie Canal barrel ▶



1825

Erie  
Canal is  
completed

CALIFORNIA  
EVENTS

1824

Jedediah  
Smith makes  
first U.S. trip  
by land to  
California



Jedediah Smith ▶

WORLD  
EVENTS

1804

Haiti wins  
independence  
from France

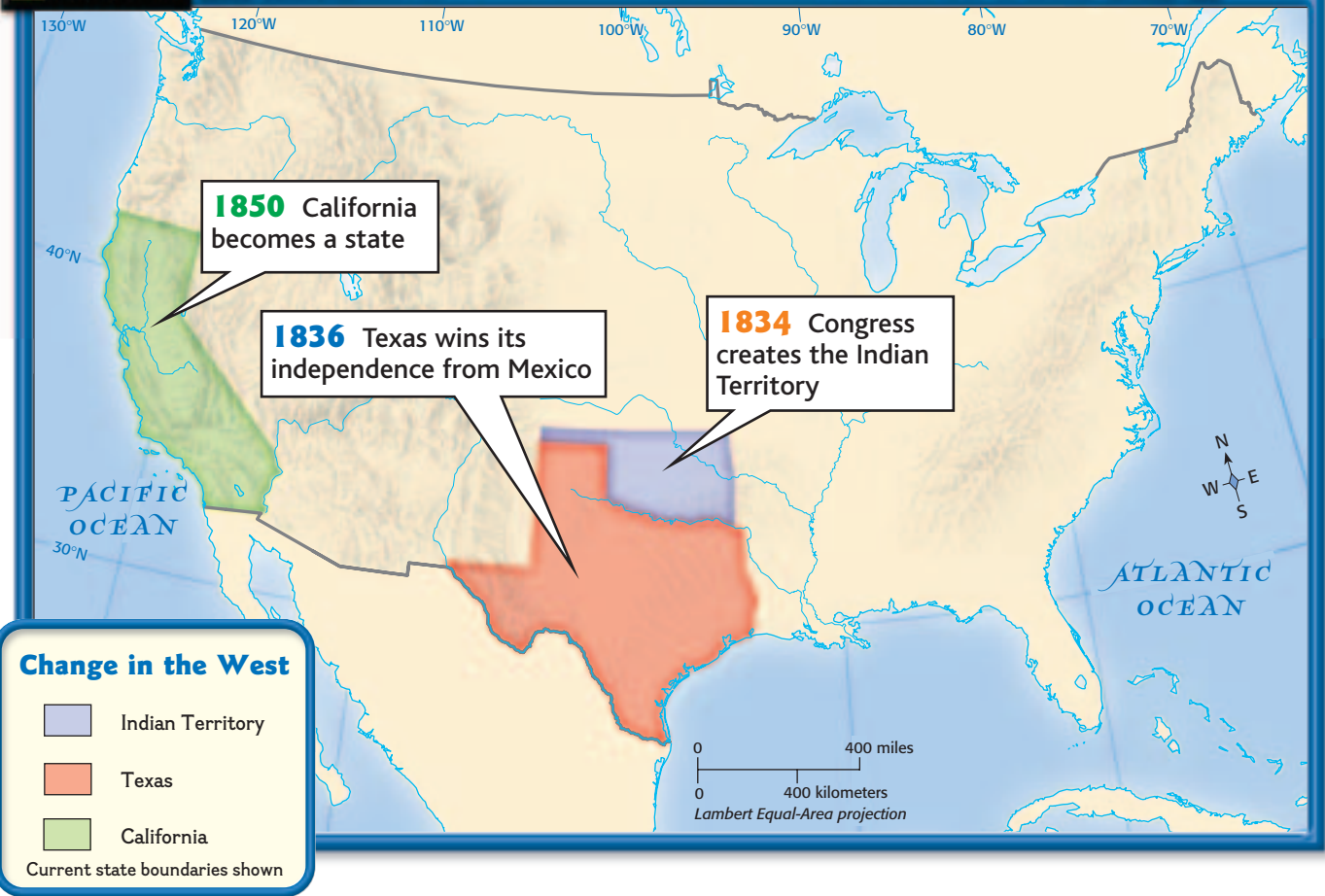



1814

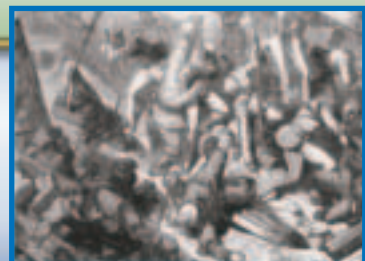
Congress of Vienna  
meets to restore Europe's  
balance of power

◀ Congress of Vienna

# Where in the United States?



<p><b>1832</b> Jackson challenges the Bank of the United States</p>	<p><b>1834</b> Mexico begins to break up missions <i>California Bear flag</i> ▶</p>	<p><b>1834</b> Congress creates the Indian Territory</p>	<p><b>1836</b> Texas wins its independence from Mexico</p>	<p><b>1846</b> Congress declares war on Mexico</p>	<p><b>1846</b> Americans declare California an independent nation</p>	<p><b>1848</b> Seneca Falls Convention backs woman suffrage</p>	<p><b>1848</b> Revolutions sweep through Europe</p>	<p><b>1850</b> California becomes a state</p>	<p><b>1850</b> Tai Ping Rebellion begins in China <i>Tai Ping Rebellion</i> ▶</p>	 <p>◀ <i>Lucretia Mott</i></p>
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(t)Chicago Historical Society, (c)California State Library, (b)Harper's Weekly/CORBIS



1

### ERIE CANAL



See *The Northeast: Building America*  
Chapter 8

4

2

### TRAIL OF TEARS



See *The Age of Jackson*  
Chapter 10

3

# People to Meet



**Eli Whitney**

1765–1825

American inventor  
Chapter 8, page 384



**Dorothea Dix**

1802–1887

Prison reformer  
Chapter 8, page 405



**Elizabeth Cady Stanton**

1815–1902

Women's rights  
activist  
Chapter 8, page 409



**Harriet Tubman**

c. 1820–1913

African American  
leader  
Chapter 9, page 436



1

3

**THE ALAMO**



See *Manifest Destiny*  
Chapter 11

2

4

**THE GOLD RUSH**



See *Manifest Destiny*  
Chapter 11



**Andrew Jackson**

1767–1845

Seventh president of the United States  
Chapter 10, page 447



**Sequoyia**

c. 1760–1845

Inventor of Cherokee alphabet  
Chapter 10, page 453



**Osceola**

c. 1804–1838

Seminole leader  
Chapter 10, page 456



**John C. Frémont**

1813–1890

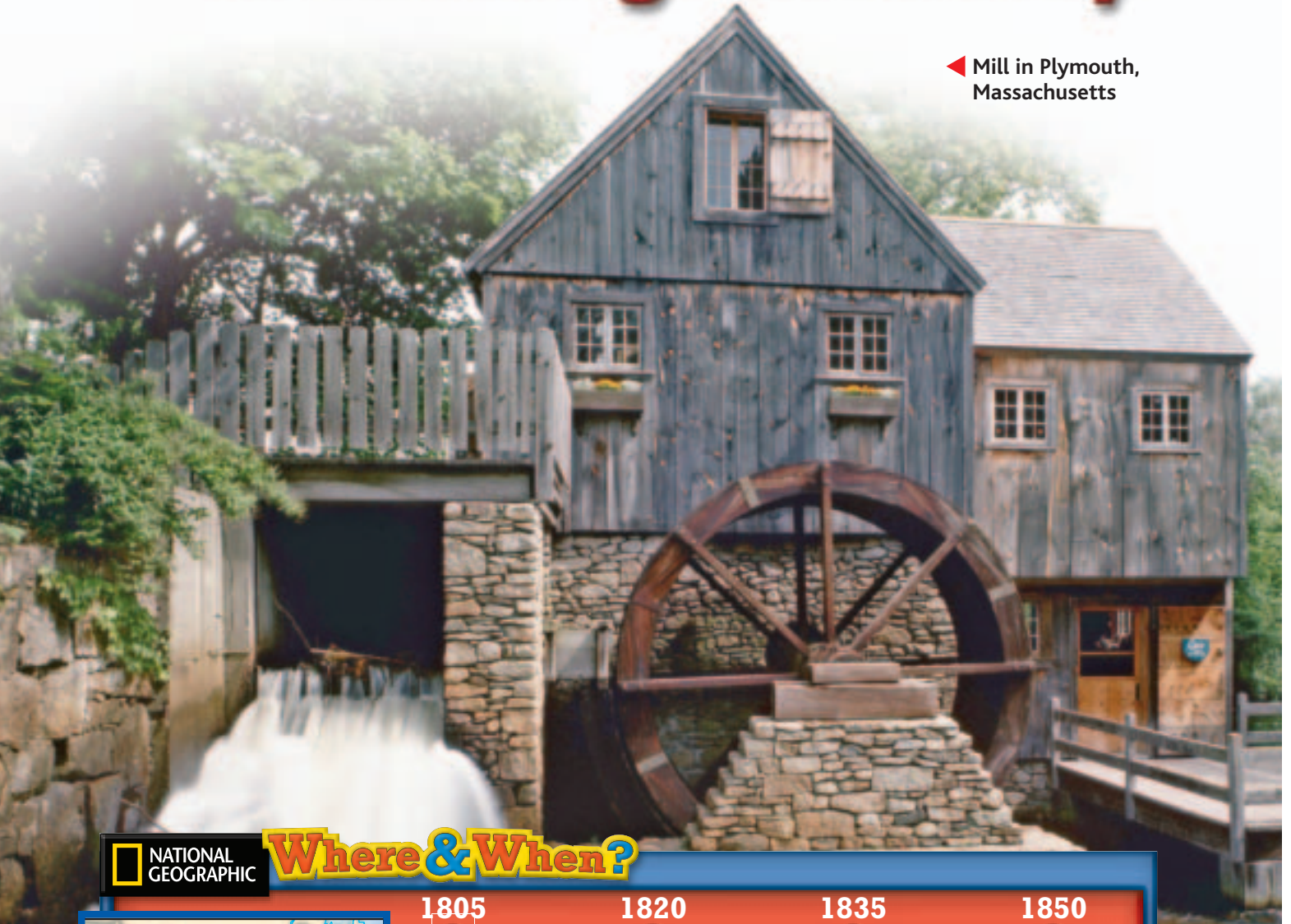
American explorer of California  
Chapter 11, page 494



# Chapter 8

# The Northeast: Building Industry

◀ Mill in Plymouth, Massachusetts



NATIONAL GEOGRAPHIC

## Where & When?



1805	1820	1835	1850
<b>1806</b> Congress approves funds for the National Road	<b>1825</b> Erie Canal is completed	<b>1833</b> Oberlin College admits women and African Americans	<b>1848</b> First women's rights convention held

# The Big Ideas

Section  
**1**

## Economic Growth

Geography shapes the physical, economic, and political challenges a region faces. New technology produced the Industrial Revolution.

Section  
**2**

## A System of Transportation

Geography shapes the physical, economic, and political challenges a region faces. Improvements in transportation led to Western settlement.

Section  
**3**

## The North's People

Differences in economic, political, and social beliefs and practices can lead to division within a nation and have lasting consequences. The North saw an increase in industrialism and the growth of cities.

Section  
**4**

## Reforms and Reformers

Reactions to social injustice can lead to reform movements. Many Americans worked for reform in education and other areas.

Section  
**5**

## The Women's Movement

Reactions to social injustice can lead to reform movements. Women lobbied for increased rights and an equal status with men in America.



View the Chapter 8 video in the Glencoe Video Program.

### FOLDABLES™ Study Organizer

**Organizing** Make this foldable to organize information from the chapter to help you learn more about the changes in the North.

**Step 1** Collect three sheets of paper and place them on top of one another about 1 inch apart.



Keep the edges straight.

**Step 2** Fold up the bottom edges of the paper to form 6 tabs.



This makes all tabs the same size.

**Step 3** When all the tabs are the same size, fold the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.

The Industrial Revolution
Growth of Cities
New Forms of Transportation
Immigration
Types of Reform
Literature

Staple together along the fold.

**Reading and Writing** As you read, use your foldable to write under each appropriate tab what you learned about the people, the economy, and the culture of the North.



# Chapter 8

# Get Ready to Read

## Problems and Solutions



### 1 Learn It!

To explain how and why a person, society, or government made a particular decision in history, authors sometimes use a problem/solution approach in their writing. You can recognize a problem/solution structure by asking three questions. What was the problem? What was the solution? What were the results of that solution? As you read the text below, notice how the author used a problem/solution approach to explain how reformers developed methods to teach people with disabilities.

Some reformers focused on teaching people with disabilities. Thomas Gallaudet (GA • luh • DEHT), who developed a method to educate people who were hearing impaired, opened the Hartford School for the Deaf in Connecticut in 1817.

At about the same time, Dr. Samuel Gridley Howe advanced the cause of those who were visually impaired. He developed books with large raised letters that people with sight impairments could “read” with their fingers. Howe headed the Perkins Institute, a school for the blind, in Boston.

—from page 405

### Reading Tip

As you read, make a chart listing problems and solutions that are described in the text.

## 2 Practice It!

As you read this chapter, complete a chart like the one below to show how Americans solved problems by inventing new machines.

Problem	Solution
Need more thread to make cloth	→ Spinning jenny
Cotton bolls difficult to clean	→
Machine parts are hard to find	→

### Read to Write.....

Understanding problems and creating solutions is part of everyday life. Can you think of a challenge you have had this week? How have you found solutions? Write a short paragraph describing one of your own problem/solution situations.



Cotton gin ▶



▲ Eli Whitney

## 3 Apply It!

As you read this chapter, watch for ways that everyday people met the challenges they faced.



# Economic Growth

## Guide to Reading

 **History  
Social Science  
Standards**

**US8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

### Looking Back, Looking Ahead

Beginning in the early 1800s, revolutions in industry brought great changes to the North.

### Focusing on the **Main Ideas**

- New technology led to changes in the way things are made. (page 383)
- The growth of factories and trade led to the growth of cities. (page 386)

### Meeting People

Eli Whitney

Samuel Slater

Francis Cabot Lowell

### Content Vocabulary

**Industrial Revolution** (ihn•DUHS•tree•uhl REH•vuh•LOO•shuhn)

**capitalism**

**capital** (KA•puh•tuhl)

**free enterprise** (EHN•tuhr•PRYZ)

**technology** (tehk•NAH•luh•jee)

**cotton gin**

**patent** (PA•tuht)

**factory system**

**interchangeable parts**

(IHN•tuhr•CHAYN•juh•buhl)

### Academic Vocabulary

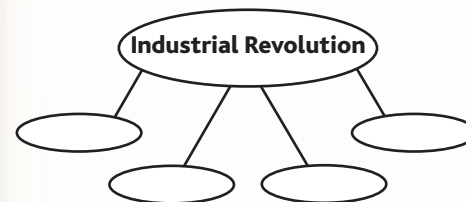
**percent**

**expand**

**concentrate** (KAHN•suhn•TRAYT)

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe in the ovals changes brought about by the Industrial Revolution.



NATIONAL GEOGRAPHIC

## Who & When?

1780

1800

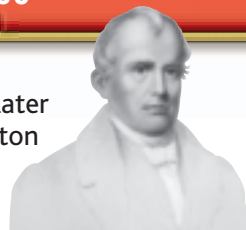
1820

Velocipede patent



**1790**  
Congress passes patent law

**1793**  
Samuel Slater starts cotton mill



**1814**  
Textile plant opens in Waltham, Massachusetts

Samuel Slater



**US8.6.1** Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

## The Growth of Industry

**Main Idea** New technology led to changes in the way things are made.

**Reading Connection** Do you know someone who works in a factory? What is his or her job like? Read to learn how new technology spurred the Industrial Revolution in New England and what working in mills or factories was like.

From colonial times, most of the people of New England had lived and worked on farms. Work on a new farm was difficult. Eager to plant crops, the farmers first cleared the land. The trees were felled for building materials, fences, and firewood. People believed that trees grew on the most fertile land. As a result, they often cut down all the trees in an area. This created problems. Often the soil eroded without the protection of trees and tree roots.

**A New Way of Working** During the colonial era, workers were in short supply. Americans learned to develop tools that made work easier and more efficient.

People working in their homes or in workshops made cloth and most other goods. Using hand tools, they produced furniture, farm equipment, household items, and clothing.

In the mid-1700s, however, the way goods were made began to change. These changes appeared first in Great Britain. British inventors created machinery to perform some of the work involved in cloth making, such as spinning. The machines ran on waterpower, so British cloth makers built mills along rivers and installed the machines in these mills. People left their homes and farms to work in the mills and earn wages. The changes this system brought about were so great that this historic development is known as the **Industrial Revolution** (ihn•DUHS•tree•uhl REH•vuh•LOO•shuhn).

**The Industrial Revolution** The Industrial Revolution began to take root in the United States around 1800, appearing first in New England—Massachusetts, Rhode Island,

Connecticut, Vermont, and New Hampshire. New England’s soil was poor, and farming was difficult. As a result, some people were willing to leave their farms to find work elsewhere. Also, New England had many rushing rivers and streams. These provided the waterpower necessary to run the machinery in the new factories.

**New England’s Geography** New England’s geographic location also proved to be an advantage. It was close to other resources, including coal and iron from nearby Pennsylvania. New England also had many ports. Through these ports passed the cotton shipped from Southern states to New England factories, as well as the finished cloth produced in the North and bound for markets throughout the nation.

**A Changing Economy** The economic system of the United States is called **capitalism**. Under capitalism, individuals put their **capital** (KA•puh•tuhl), or money, into a business in hopes of making a profit.

**Free enterprise** (EHN•tuhr•PRYZ) is another term used to describe the American economy. In a system of free enterprise, people are free to buy, sell, and produce whatever they want. They can also work wherever they wish. The major elements of free enterprise are competition, profit, private property, and economic freedom. Business owners have the freedom to produce the products that they think will be the most profitable. Buyers also compete to find the best products at the lowest prices.



▲ American blacksmith, early 1800s woodcut





**New Technology** Workers, waterpower, location, and capital were key factors in New England’s Industrial Revolution. Yet without the invention of new machines and **technology** (teh•NAH•luh•jee)—scientific discoveries that simplify work—the Industrial Revolution could not have taken place.

Inventions such as the spinning jenny and the water frame, which spun thread, and the power loom, which wove the thread into cloth, made it possible to perform many steps in making cloth by machine, saving time and money. Because these new machines ran on waterpower, most mills were built near rivers.

Another invention greatly increased the production of cotton. In 1793 **Eli Whitney** of Massachusetts invented the **cotton gin**, a simple machine that quickly and efficiently removed seeds from cotton fiber. The cotton gin enabled one worker, usually a slave, to clean cotton as fast as 50 people working by hand.

In 1790 Congress passed a patent law to protect the rights of those who developed “useful and important inventions.” A **patent** (PA•tuht) gives an inventor the sole legal right to the invention and its profits for a certain period of time. One of the first patents went to Jacob Perkins for a machine to make nails.

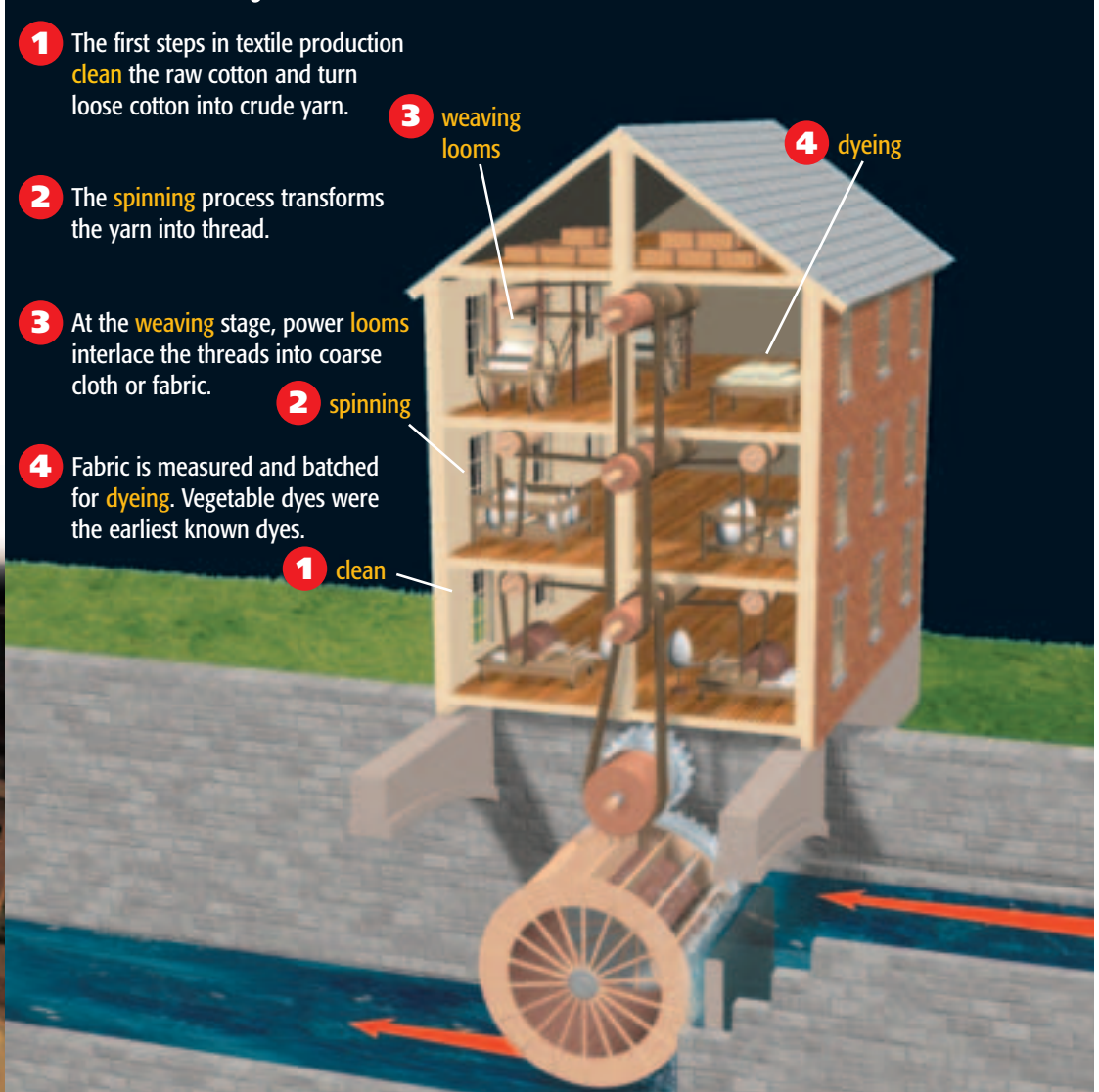
## TECHNOLOGY & History

### Textile Mill

The Lowell factory system was designed to bring work and workers together. A typical Lowell textile mill in 1830 housed 4,500 spindles, 120 power looms, and more than 200 employees under one roof.

**What type of energy powered the mills?**

Gears



**New England Factories** The British tried to keep their new industrial technology a secret. Great Britain even passed laws prohibiting their machinery as well as their skilled mechanics from leaving the country. However, a few enterprising workers managed to slip away to the United States.

In Britain **Samuel Slater** had worked in a factory that used machines invented by Richard Arkwright for spinning cotton thread. Slater memorized the design of Arkwright's machines and slipped out of Britain. Once in the United States, Slater operated a cotton mill in Pawtucket, Rhode Island, in 1793. There he duplicated all of Arkwright's machines. Using these machines, the mill produced cotton thread. Slater's mill marked an important step in the Industrial Revolution in America.

In 1814 **Francis Cabot Lowell** opened a textile plant in Waltham, Massachusetts. The plan he implemented went several steps beyond Slater's mill. For the first time, all the stages of cloth making were performed under one roof. Lowell's mill launched the **factory system**, a system that brought manufacturing steps together in one place to increase efficiency. The factory system was a significant development in the way goods were made and another important part of the Industrial Revolution. By 1840 many textile mills were operating in the Northeast. Industrialists soon applied factory techniques to the production of lumber, shoes, leather, and other products.

**Interchangeable Parts** The inventor Eli Whitney started the use of **interchangeable parts** (IHN • tuhr • CHAYN • juh • buhl). These were identical machine parts that could be put together quickly to make a complete product. Because all the parts were alike, they could be manufactured with less-skilled labor and they made machine repair easier. Interchangeable parts opened the way for producing many different kinds of goods on a mass scale and for reducing the price of the goods.

**Reading Check Analyze** Why were the first mills in Great Britain built near rivers?

## Primary Sources



### Lowell Girls

Many of the workers in the mills in Lowell, Massachusetts, were young girls. Lucy Larcom started working in the mills when she was 11 years old. She later recalled her life at the factory:

"At this time I had learned to do a spinner's work, and I obtained permission to tend some frames that stood directly in front of the river-windows, with only them and the wall behind me, extending half the length of the mill,—and one young woman beside me, at the farther end of the row. She was a sober, mature person, who scarcely thought it worth her while to speak often to a child like me; and I was, when with strangers, rather a reserved girl; so I kept myself occupied with the river, my work, and my thoughts. . . .

Still, we did not call ourselves ladies. We did not forget that we were working-girls, wearing coarse aprons suitable to our work, and that there was some danger of our becoming drudges."

—Lucy Larcom,  
*A New England Girlhood*



Document-Based Question

What "danger" does Lucy foresee?





**US8.6.1** Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

## A Changing Economy

**Main Ideas** The growth of factories and trade led to the growth of cities.

**Reading Connection** Do you think you would rather work on a farm or in a factory? Read to learn what caused agriculture to expand at the same time that factories and towns were growing.

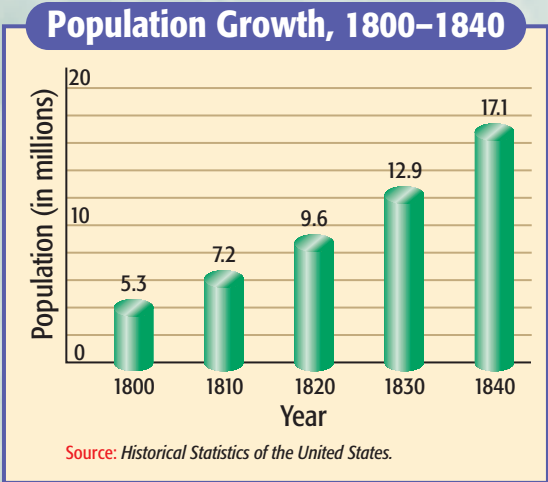
Although many New Englanders went to work in factories, most Americans still lived and worked on farms. In the 1820s, more than 65 percent of Americans were farmers.

In the Northeast, farms tended to be small, and the produce was usually marketed locally. In the South, cotton production increased

dramatically. The demand for cotton had grown steadily with the development of the textile industries of New England and Europe. Southern plantation owners used enslaved workers to plant, tend, and pick the cotton. The cotton gin—which made it possible to clean the cotton faster and less expensively than by hand—encouraged the planters to raise larger crops. Between 1790 and 1820, cotton production soared from 3,000 to more than 300,000 bales a year.

There were also changes in the West. Agriculture in that region **expanded**. Southern farmers seeking new land moved west to plant cotton. Western farmers north of the Ohio River **concentrated** on raising pork and cash crops such as corn and wheat.

### NATIONAL GEOGRAPHIC Population of the United States, 1820



#### Using Geography Skills

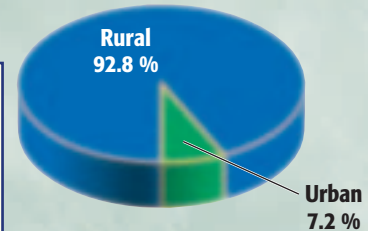
The tremendous growth in population helped to spur the growth of industry.

- Analyze** What states had passed 1 million in population in 1820?
- Comparing** Which state had a larger population—Missouri or Alabama?

#### Population by State in 1820

- Less than 100,000
- 100,000 – 500,000
- 500,000 – 1 million
- More than 1 million
- Territories with unknown population
- Cities with 25,000 or more

#### Urban and Rural Population, 1820



**Economic Independence** Most new industries were financed by small investors—merchants, shopkeepers, and farmers. These people invested some of their money in the hope of earning profits if the new businesses succeeded. Low taxes, few government regulations, and competition encouraged people to invest in new industries.

**Cities Come of Age** The growth of factories and trade spurred the growth of towns and cities. The new industrial towns grew quickest. Many developed along rivers and streams to take advantage of the waterpower. Older cities such as New York, Boston, and Baltimore also grew as centers of commerce and trade. To the west, towns like Pittsburgh, Cincinnati, and Louisville profited from their locations on major rivers. As nearby farmers shipped more and more of their products by water, these towns grew rapidly.

Cities and towns looked different from modern urban areas. Buildings were made of

wood or brick. Streets and sidewalks were unpaved, and barnyard animals often roamed freely. No sewers existed to carry waste and dirty water away, so the danger of diseases such as cholera and yellow fever was very real. In 1793, for example, a yellow fever epidemic in Philadelphia killed thousands of people.

Fire posed another threat to cities. Sparks from a fireplace or chimney could easily ignite a wooden building and spread to others. Few towns or cities had organized fire companies, so fires could be disastrous.

Cities and towns of the period also had advantages, however. Some people left farming because cities and towns offered a variety of jobs and steady wages. As cities grew, they added libraries, museums, and shops that were unavailable in the countryside. For many, the jobs and attractions of city life outweighed any of the dangers.

**Reading Check Analyze** Why did cities such as Pittsburgh and Louisville grow?

**History online**  
Study Central Need help understanding the growth of industry in cities? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 1 Review

### Reading Summary

#### Review the Main Ideas

- The Industrial Revolution first began in the United States in New England, thanks to new technology, local resources, and the capitalist economic system.
- As large businesses continued to grow in the East, so did towns and cities. Further west, agriculture expanded, along with towns such as Cincinnati and Louisville.

### What Did You Learn?

1. Describe the reasons New England was ideal for the development of factories.
2. How did farming in the Northeast differ from that in the South?
4. **The Big Ideas** Was new technology necessary for the Industrial Revolution? Explain. **CA HI.2.**
5. **Economic Factors** How did the cotton gin affect cotton production? **CA HI.6.**

### Critical Thinking

3. **Classifying Information** Re-create the diagram below and describe the major elements of the free enterprise system. **CA HR.3.**



6. **READING Problems and Solutions** Write a paragraph describing the relationship between the quality of farmland and the growth of new industry in New England using a problem/solution structure. **CA 8WA.2.4**



# A System of Transportation

## Guide to Reading



### History Social Science Standards

**US.6.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

### Looking Back, Looking Ahead

In the last section, you learned how the Industrial Revolution changed the American economy. In this section, you will learn how changes in transportation helped the nation expand.

### Focusing on the **Main Ideas**

- Transportation routes such as roads improved as settlers moved west, and steamboats greatly improved the transport of goods along rivers. *(page 389)*
- Business and government officials came up with a plan to build a canal to link the eastern and western parts of the country. *(page 392)*
- Americans continued to move westward, settling near rivers so they could ship their crops to market. *(page 393)*

### Locating Places

Hudson River  
Albany  
Lake Erie  
Erie Canal

### Meeting People

Robert Fulton

### Content Vocabulary

**census** (SEHN • suhs)  
**turnpike**  
**canal** (kuh • NAL)  
**lock**

### Academic Vocabulary

**undertake** (UHN • duhr • TAYK)  
**equip** (ih • KWHP)

### Reading Strategy

**Taking Notes** As you read the section, re-create the diagram below and describe why each was important to the nation's growth.

	Significance
National Road	
John Fitch	
Erie Canal	

NATIONAL GEOGRAPHIC

## Who & When?

1800



**1806**  
Congress approves funds for National Road

**1807**  
Fulton's *Clermont* steams to Albany, New York

*Robert Fulton*



1830

**1825**  
Erie Canal is completed

*Erie Canal barrel*





## Moving West

**Main Idea** Transportation routes such as roads improved as settlers moved west, and steamboats greatly improved the transport of goods along rivers.

**Reading Connection** Have you ever gone on a trip to another state? Read to learn how transportation was different in the 1800s and how the new network of roads connected the country.

### An American Story

In the 1820s Congressman Henry Clay of Kentucky prepared an ambitious program to improve transportation and strengthen the nation's economy called the American System. The American System included building canals and roads to link the South, Northeast, and West together. The American System, Clay believed, would bring the United States "to that height to which God and nature had destined it." Even before Clay's plans, Americans were working to improve transportation.

**Growth and Movement** The first **census** (SEHN•suhs)—the official count of a population—of the nation in 1790 revealed a population of nearly 4 million. Most Americans counted lived east of the Appalachian Mountains and within a few hundred miles of the Atlantic coast.

Within a few decades this changed. The number of settlers heading west increased greatly. In 1811 a Pennsylvania resident reported seeing 236 wagons filled with people and their possessions on the road to Pittsburgh. In 1820, just 30 years after the first census, the population of the United States had more than doubled to about 10 million people, with nearly 2 million living west of the Appalachians.

Traveling west was not easy in the late 1790s and early 1800s. The 363-mile trip from New York City to Buffalo could take as long as three weeks. A pioneer family heading west with a wagonload of household goods faced hardship and danger along the way.

**Roads and Turnpikes** The nation needed good inland roads for travel and for the shipment of goods. Private companies built many **turnpikes**, or toll roads. The fees travelers paid to use those roads helped pay for construction. Many of the roads had a base of crushed stone. In areas where the land was often muddy, companies built "corduroy roads," which consisted of logs laid side by side like the ridges of corduroy cloth.

When Ohio joined the Union in 1803, the new state asked the federal government to build a road to connect it with the East. In 1806 Congress approved funds for a National Road to the West and five years later agreed on the route. Because work on the road stopped during the War of 1812, the first section, from Maryland to western Virginia, did not open until 1818. In later years, the National Road reached Ohio and continued on to Vandalia, Illinois. Congress viewed the National Road as a military necessity, but it did not **undertake** other road-building projects.

**River Travel** River travel had definite advantages over wagon and horse travel. It was far more comfortable than travel over the bumpy roads, and pioneers could load all their goods on river barges—if they were heading downstream in the direction of the current.

River travel had two problems, however. The first related to the geography of the eastern United States. Most major rivers in the region flowed in a north-south direction, not east to west, where most people and goods were headed. Second, traveling upstream by barge against the current was an extremely difficult and slow way to travel.

**History Online**  
Student Web Activity Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com)  
and click on Chapter 8—Student Web Activities for  
an activity on the National Road.




**The Era of the Steamboat** Steam engines were already being used in the 1780s and 1790s to power boats in quiet waters. Inventor James Rumsey **equipped** a small boat on the Potomac River with a steam engine. John Fitch, another inventor, built a steamboat that navigated the Delaware River. Neither boat, however, had enough power to withstand the strong currents and winds found in large rivers or open bodies of water.

In 1802 Robert Livingston, a political and business leader, hired **Robert Fulton** to develop a steamboat with a powerful engine. Livingston wanted the steamboat to carry cargo and passengers up the **Hudson River** from New York City to **Albany**.

In 1807 Fulton had his steamboat, the *Clermont*, ready for a trial. Powered by a newly designed engine, the *Clermont* made the 150-mile trip from New York to Albany in the

unheard-of time of 32 hours. Using only sails, the trip would have taken four days. About 140 feet long and 14 feet wide, the *Clermont* offered great comforts to its passengers. They could sit or stroll about on deck, and at night they could relax in the sleeping compartments below deck. The engine was noisy, but its power provided a fairly smooth ride.

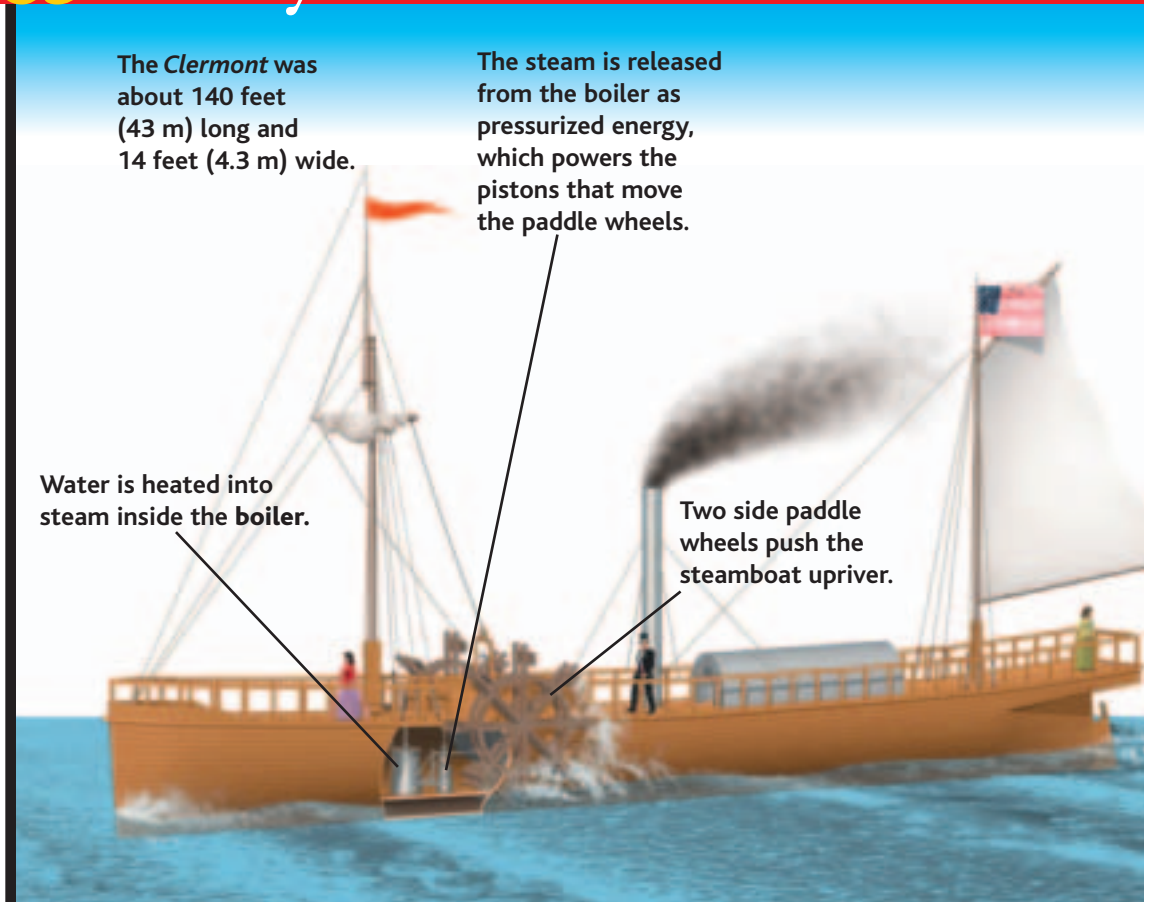
Steamboats ushered in a new age in river travel. They greatly improved the transport of goods and passengers along major inland rivers. Shipping goods became cheaper and faster. Steamboats also played an important role in the growth of river cities such as Cincinnati and St. Louis. By 1850 more than 700 steamboats traveled along the nation's waterways.

 **Reading Check** **Compare** What advantages did steamboat travel have over wagon and horse travel?

## TECHNOLOGY & History

### The *Clermont*

On August 17, 1807, the *Clermont* steamed up the Hudson River from New York City on its way to Albany, New York. The trip took only 32 hours—a commercial success. **What type of energy was used to power this ship?**



# Biography



**US8.6.2** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

## ROBERT FULTON

1765–1815

Robert Fulton grew up in Lancaster, Pennsylvania. At an early age he created his own lead pencils and rockets. While living in Europe in the late 1790s, Fulton designed and built a submarine called the *Nautilus* to be used in France's war against Britain. Submarine warfare became common later.

Fulton returned to the United States and developed a steamboat engine that was more powerful and provided a smoother ride than previous engines. On August 18, 1807, Fulton's *Clermont* made its first successful run. The *Clermont* made its first voyages on the Hudson River, chugging the 150 miles from New York City to Albany at about five miles per hour.

By demonstrating the usefulness of two-way river travel, Fulton launched the steamboat era. In the years between 1830 and 1850, the steamboat became the most important means of transportation on major rivers.

Steamboats cruised in and out of the Great Lakes, as well as up and down the Mississippi River and its tributaries. By 1850 more than 700 steamboats, also called riverboats, traveled along the nation's waterways.

Fulton designed many other devices such as submarines and steam warships. He also engineered canal systems. Thomas Jefferson and James Madison considered him a mechanical genius with many talents. When the United States went to war with Great Britain in the War of 1812, President Madison said, "I have been asked, on a number of occasions, how the United States could conceivably defeat England, with the resources of its vast empire. I invariably reply, 'The United States has Robert Fulton, and he is all the empire we need.'"



***"I have no time to listen to such nonsense."***

**—Napoleon Bonaparte  
about Fulton's plans for  
a steam-powered engine**

### *Then and Now*

What modern inventions have changed the way we travel?





**US8.6.2** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

## Canals

**Main Idea** Business and government officials came up with a plan to build a canal to link the eastern and western parts of the country.

**Reading Connection** Have you ever worked long and hard to build something? Did you feel a sense of accomplishment when you finished? Read to learn the accomplishment of thousands of laborers who worked on the construction of the 363-mile Erie Canal.

Although steamboats represented a great improvement in transportation, their routes depended on the existing river system. Steamboats could not effectively tie the eastern and western parts of the country together.

In New York, business and government officials led by De Witt Clinton came up with a plan to link New York City with the Great Lakes

region. They would build a **canal** (kuh•NAL)—an artificial waterway—across New York State, connecting Albany on the Hudson River with Buffalo on **Lake Erie**.

**Building the Erie Canal** Thousands of laborers, many of them Irish immigrants, worked on the construction of the 363-mile **Erie Canal**. Along the canal, they built a series of **locks**—separate compartments where water levels were raised or lowered. Locks provided a way to raise and lower boats at places where canal levels changed.

After more than two years of digging, the Erie Canal opened on October 26, 1825. Clinton boarded a barge in Buffalo and journeyed on the canal to New York City. As crowds cheered in New York, the officials poured water from Lake Erie into the Atlantic. The East and Midwest were joined.

## TECHNOLOGY & History

### How a Canal Works

A ship traveling downstream enters a lock and remains there while a gate is closed behind it, creating a watertight chamber. Water is slowly released through the downstream gate to lower the water level in the lock. The downstream gate is then opened, and the ship continues on its way at a lower elevation. To raise a ship, water is added to the lock through the upstream gate. **What happens as a boat travels through each lock of the canal?**



“Get up there mule, here comes a lock  
We’ll make Rome fore 6 ‘clock  
And back we’ll go to our home dock  
Right back home to Buffalo”

The “lock” in the song verse refers to the Erie Canal. Locks are chambers, with gates at each end, that raise and lower ships to compensate for elevation changes along a waterway.





**US8.6.2** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

In its early years, the canal did not allow steamboats because their powerful engines could damage the earthen embankments along the canal. Instead, teams of mules or horses hauled the boats and barges. In the 1840s, the canal banks were reinforced to accommodate steam tugboats pulling barges.

The success of the Erie Canal led to an explosion in canal building. By 1850 the United States had more than 3,600 miles of canals. Canals lowered the cost of shipping goods and brought prosperity to the towns along their routes. Canals also created opportunities for new businesses to supply food, shelter, and other necessities to workers—and later to travelers on the canals. Perhaps most important, they helped unite the growing country.

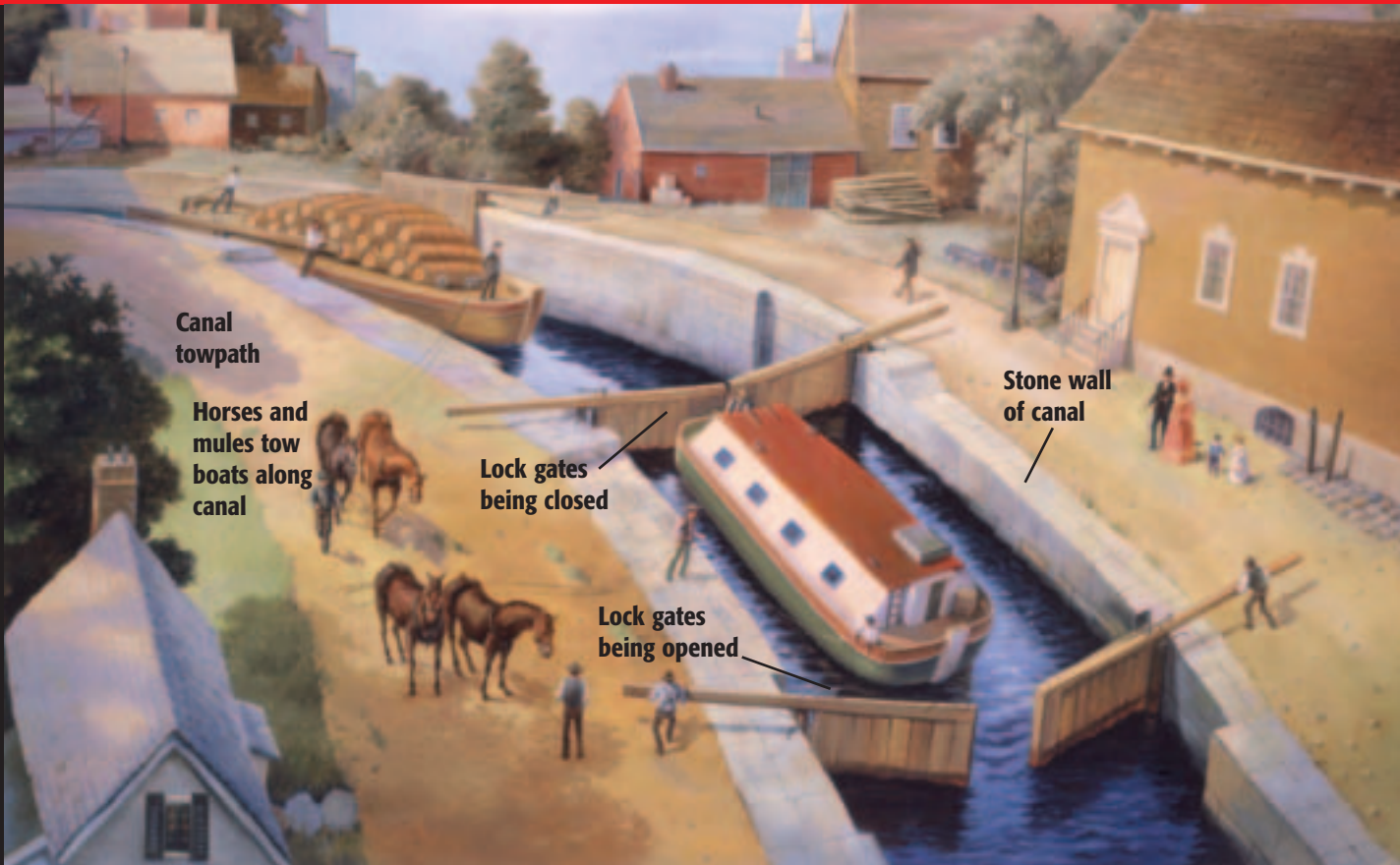
**Reading Check Identify** What two cities did the Erie Canal connect?

## Western Settlement

**Main Idea** Americans continued to move westward, settling near rivers so they could ship their crops to market.

**Reading Connection** What do you do when you get together with your friends? Do you watch a movie or play soccer? Read to learn what kinds of social events western families had in the early 1800s.

Americans moved westward in waves. The first wave began before the 1790s and led to the admission of four new states between 1791 and 1803—Vermont, Kentucky, Tennessee, and Ohio. A second wave of westward growth began between 1816 and 1821. Five new western states were created—Indiana, Illinois, Mississippi, Alabama, and Missouri.





The new states reflected the dramatic growth of the region west of the Appalachians. Ohio, for example, had only 45,000 settlers in 1800. By 1820 it had 581,000.

Pioneer families tended to settle in communities along the great rivers, such as the Ohio and the Mississippi, so that they could ship their crops to market. The expansion of canals, which crisscrossed the land in the 1820s and 1830s, allowed people to live farther away from the rivers.


Pioneer families often gathered together for social events. Men took part in sports such as wrestling. Women met for quilting and sewing parties. Both men and women participated in cornhuskings—gatherings where farm families shared the work of stripping the husks from ears of corn.


Their lives did not include the conveniences of Eastern town life, but the pioneers had not

moved to be pampered. They wanted to make a new life for themselves and their families.

**Transportation and Daily Life** Improved transportation meant that people could now buy goods produced in distant places. Rural Americans could hang curtains sewn from cloth manufactured in the mills of New England. Citizens of Illinois could enjoy the same foods, fashions, and household furnishings as residents of Vermont.

The new transportation changed America in other ways as well. In 1825 Congress established home delivery of letters by mail, and in 1847 the first national postage stamps were created. With the mail came newspapers, which brought national issues to the attention of remote rural communities.

 **Reading Check Identify** Which states were formed between 1791 and 1803?

**History**  **online**  
**Study Central** Need help understanding the effects of changes in transportation? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 2 Review

### Reading Summary

#### Review the **Main Ideas**

- Settlers used new roads and turnpikes to move west of the Appalachians, and steamboats opened a new era of river travel.
- The success of the Erie Canal led to the building of other canals to link the East and Midwest.
- Although life west of the Appalachian Mountains was often difficult, the population there grew tremendously in the early 1800s.

### What Did You Learn?

1. Describe the improvements in transportation during the westward expansion in the early 1800s.
2. What were the benefits of canals in the mid-1800s?
4. **The Big Ideas** How did better transportation affect westward expansion? **CA HI.2**
5. **Descriptive Writing** Write a newspaper headline along with a brief article describing one of the events discussed in this section, such as a trip on an early steamboat or the opening of the Erie Canal. **CA 8WA.2.1**

### Critical Thinking

3. **Comparing** What forms of communication and transportation linked East to West in the early 1800s? What links exist today? Re-create the diagram below and compare the links. **CA CS.1**
6. **Analysis Sequencing** Draw a time line identifying major developments in transportation during this period. **CA CS.2**

Links	
Early 1800s	Today

# The North's People

## Guide to Reading

### Looking Back, Looking Ahead

In Section 2, you learned how advances in transportation changed the geography of America. In Section 3, you will learn about the people and the economy of the North.

### Focusing on the **Main Ideas**

- As industrialism grew in the North, many saw the need for reforms in working conditions. (page 396)
- Immigrants entered northern cities from many parts of Europe. They often faced hardships and discrimination upon arriving in America. (page 398)

### Meeting People

Henry Boyd  
Samuel Cornish  
John B. Russwurm  
Sarah G. Bagley

### Content Vocabulary

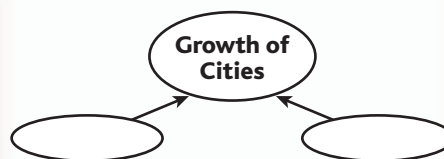
trade union  
strike  
prejudice (PREH•juh•duhs)  
discrimination  
(dis•KRIH•muh•NAY•shuhn)  
famine (FA•muhn)  
nativist (NAY•tih•VIHST)

### Academic Vocabulary

shift  
manual

### Reading Strategy

**Determining Cause and Effect** As you read the section, re-create the diagram below and list two reasons for the growth of cities.



### History Social Science Standards

**US8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.



## Who & When?

1820

1827

*Freedom's Journal*, first African American newspaper, is published

1840

1833

The General Trades Union of New York is formed

1840s

Potato famine in Ireland leads to great emigration

1860

1854

American Party (Know Nothings) becomes a political force





**US8.6.1** Discuss the influence of industrialization and technological developments in the region, including human modification of the landscape and how physical geography shaped human actions. **US8.6.4** Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

## Northern Factories

**Main Idea** As industrialism grew in the North, many saw the need for reforms in working conditions.

**Reading Connection** Do you baby-sit or mow lawns to earn money? Do you think the money you earn is fair for the job you perform? Read on to learn about how workers organized to receive better pay and improve working conditions.

### An American Story

“At first the hours seemed very long, but I was so interested in learning that I endured it very well; when I went out at night the sound of the mill was in my ears,” a Northern mill worker wrote in 1844.

The worker compared the noise of the cotton mill to the deafening roar of Niagara Falls.



#### **Picturing History**

Girls as young as this one often worked in the textile factories that were built in the northeastern United States. **Why was factory work dangerous?**

The roar of machinery was only one of the features of factory life that these workers had to adjust to. Industrialization created new challenges for the men, women, and children who worked in the nation’s factories.

### What Were Working Conditions Like?

Between 1820 and 1860, more and more of America’s manufacturing shifted to mills and factories. Machines took over many of the production tasks.

In the early 1800s, in the mills established in Lowell, Massachusetts, the entire production process was brought together under one roof, setting up the factory system. In addition to textiles and clothing, factories now produced such items as shoes, watches, guns, sewing machines, and agricultural machinery.

As the factory system developed, working conditions worsened. Factory owners wanted their employees to work longer hours to produce more goods. By 1840 factory employees worked an average of 11.4 hours per day. As the workday grew longer, on-the-job accidents became more common.

Factory work was often dangerous. For example, the long leather belts that connected the machines to the factory’s water-powered driveshaft had no protective shields. Workers often suffered injuries such as lost fingers and broken bones from the rapidly spinning belts. Young children working on machines with powerful moving parts were especially at risk.

Workers often labored under unpleasant conditions. In the summer, factories were miserably hot and stifling. The machines gave off heat, and air-conditioning had not yet been invented. In the winter, workers suffered because most factories had no heating.

Factory owners often showed more concern for profits than for the comfort and safety of their employees. Employers knew they could easily replace an unhappy worker with someone else who was eager for a job. No laws existed to regulate working conditions or to protect workers.

**Attempts to Organize** By the 1830s, workers began organizing to improve working conditions. Skilled workers formed **trade unions**—organizations of workers with the same trade, or skill. Steadily deteriorating working conditions led unskilled workers to organize as well.

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

In the early 1800s, going on strike was illegal. Striking workers could be punished by the law, or they could be fired from their jobs. In 1842 a Massachusetts court ruled that workers did have the right to strike. In other cities and states, workers won some protections. However, it would be many years before workers received federal protection of their right to strike.

**African American Workers** Slavery had largely disappeared from the North by 1820. However, racial **prejudice** (PREH•juh•duhs)—an unfair opinion that is not based on facts—and **discrimination** (dis•KRIH•muh•NAY•shuhn)—unfair treatment of a group—remained in Northern states. For example, both Rhode Island and Pennsylvania passed laws prohibiting free African Americans from voting.

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

Some African Americans found success in business. **Henry Boyd** owned a furniture manufacturing company in Cincinnati, Ohio. In 1827 **Samuel Cornish** and **John B. Russwurm** founded *Freedom's Journal*, the nation's first African American newspaper. In 1845 Macon B. Allen became the first African American licensed to practice law in the United States.

**Women Workers** Women took jobs in the developing mills and factories. However, employers discriminated against women,



### History Through Art

**Young Man in White Apron** by John Mackie Falconer The artist of this painting was known for his watercolors depicting New York City workers such as this African American clerk. **How did prejudice affect the lives of African Americans in the North?**

paying them less than male workers. When men began to form unions, they excluded women. Male workers wanted women kept out of the workplace so that more jobs would be available for men.

Some female workers attempted to organize in the 1830s and 1840s. In Massachusetts the Lowell Female Labor Reform Organization, founded by a weaver named **Sarah G. Bagley**, petitioned the state legislature for a 10-hour day in 1845. Because most of the petition's signers were women, the legislature did not discuss the petition.

Most of the early efforts by women to achieve equality and justice in the workplace failed. They led, however, to later movements to correct the injustices against female workers.

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





**US8.6.3** List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in number, size, and spatial arrangement of cities (e.g., Irish immigrants and the Great Irish Famine).

## The Rise of Cities

**Main Idea** Immigrants entered northern cities from many parts of Europe. They often faced hardships and discrimination upon arriving in America.

**Reading Connection** Did you know that the tradition of decorating a tree at Christmas comes from a German tradition? Many of our foods, words, and traditions originated in other countries. Read on to find out how immigrants influenced Northern cities.

The growth of factories helped Northern cities grow. People looking for work moved to the cities, where most of the factories were located. The population of New York City, the nation's largest city, reached 800,000, and Philadelphia's population was more than 500,000 in 1860.

Between 1820 and 1840, communities that had been small villages became major cities, including St. Louis, Pittsburgh, Cincinnati, and Louisville. All of them profited from their location on the Mississippi River or one of the river's branches. These cities became centers of the growing trade that connected the farmers of the Midwest with the cities of the Northeast. After 1830 the Great Lakes became a center for shipping, creating major new urban centers. These centers included Buffalo, Detroit, Milwaukee, and Chicago.

**Immigration** Immigration, which is the movement of people into a country, increased dramatically between 1840 and 1860. American manufacturers welcomed immigrants, many of whom were willing to work for low pay.

The largest group of immigrants to the United States at this time traveled across the Atlantic from Ireland. Between 1846 and 1860, more than 1.5 million Irish immigrants arrived in the United States, settling mostly in the Northeast. Today, more people of Irish descent live in the United States than in Ireland.

The Irish migration to the United States was brought on by the Great Irish Famine.

## Primary Sources

### Newcomers to America

For many immigrants to America, their new home meant freedom and liberty. German immigrant August Blümmer expressed this idea in a letter he wrote in 1838:

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

— quoted in *News from the Land of Freedom*



▲ Traveler's trunk

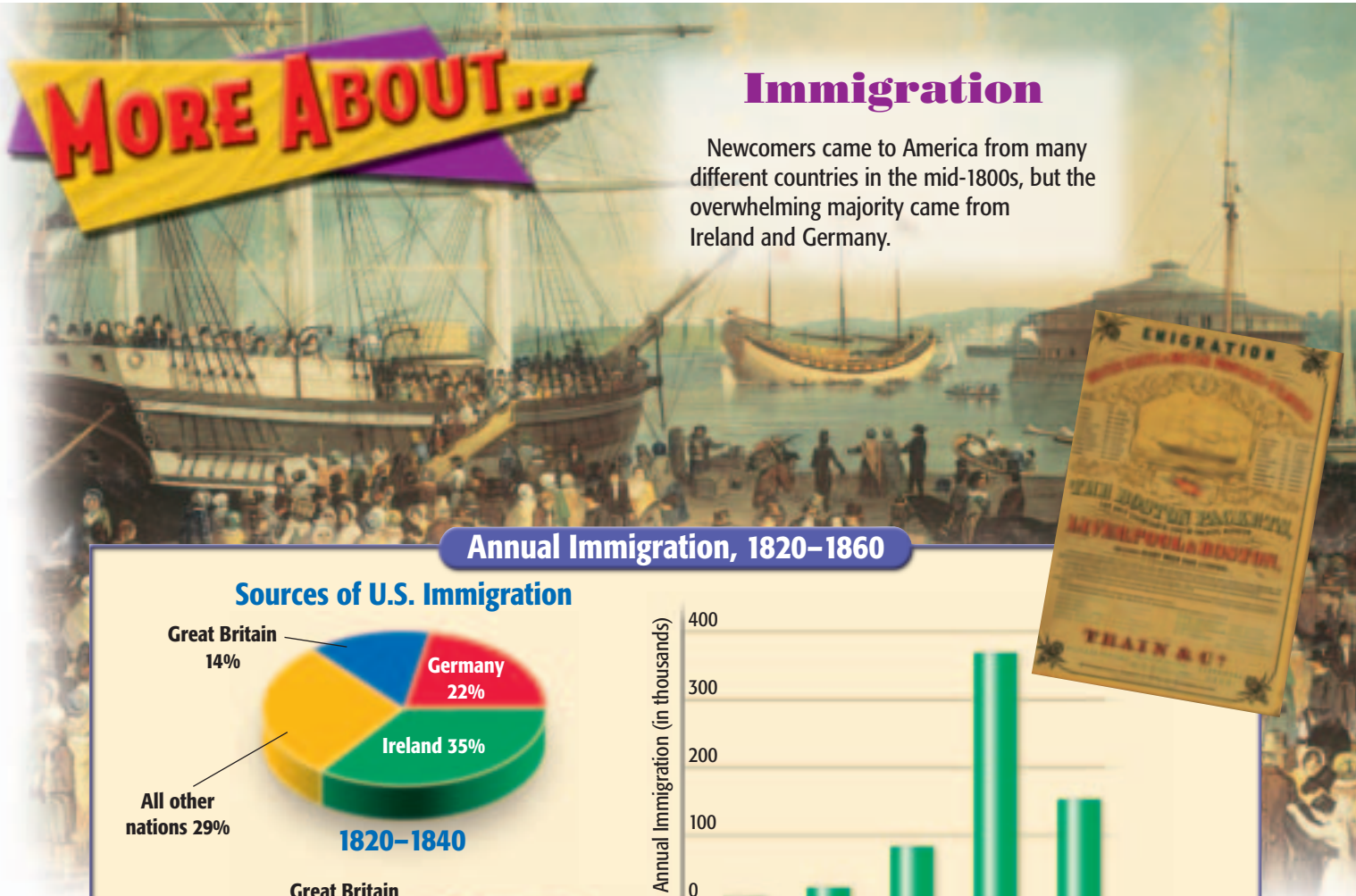
### DBQ Document-Based Question

Explain what the writer means by "a sense of being a nation."

A **famine** (FA•muhn) is an extreme shortage of food. Potatoes were the main staple of the Irish diet. When a devastating blight, or disease, destroyed Irish potato crops in the 1840s, starvation struck the country. More than 1 million people died from the lack of food and from diseases.

Although most of the immigrants had been farmers in Ireland, they were too poor to buy land in the United States. For this reason, many Irish immigrants took low-paying factory jobs in Northern cities. The men who came from Ireland worked in factories or performed **manual** labor, such as working on the railroads. The women became servants and factory workers.

The second-largest group of immigrants in the United States between 1820 and 1860 came from Germany. Some sought work and opportunity. Others had left their homes because of the failure of a democratic revolution in Germany in 1848. During this time, many German Jews came to the United States seeking religious freedom.

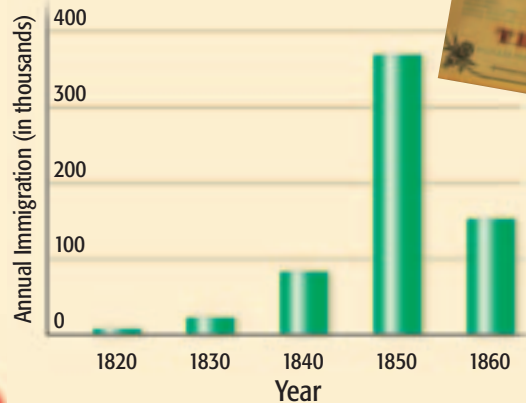
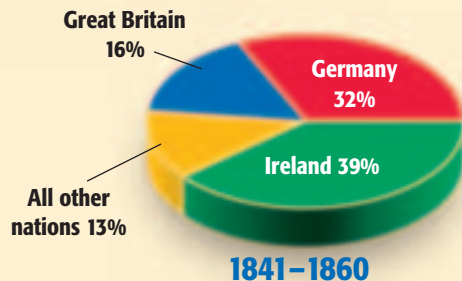
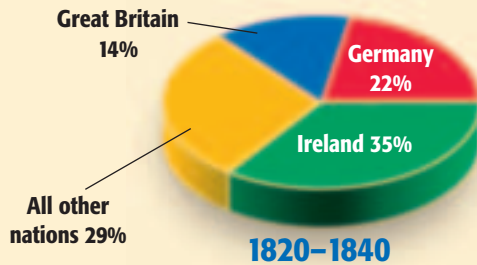


## Immigration

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

### Annual Immigration, 1820–1860

#### Sources of U.S. Immigration



### Understanding Graphs

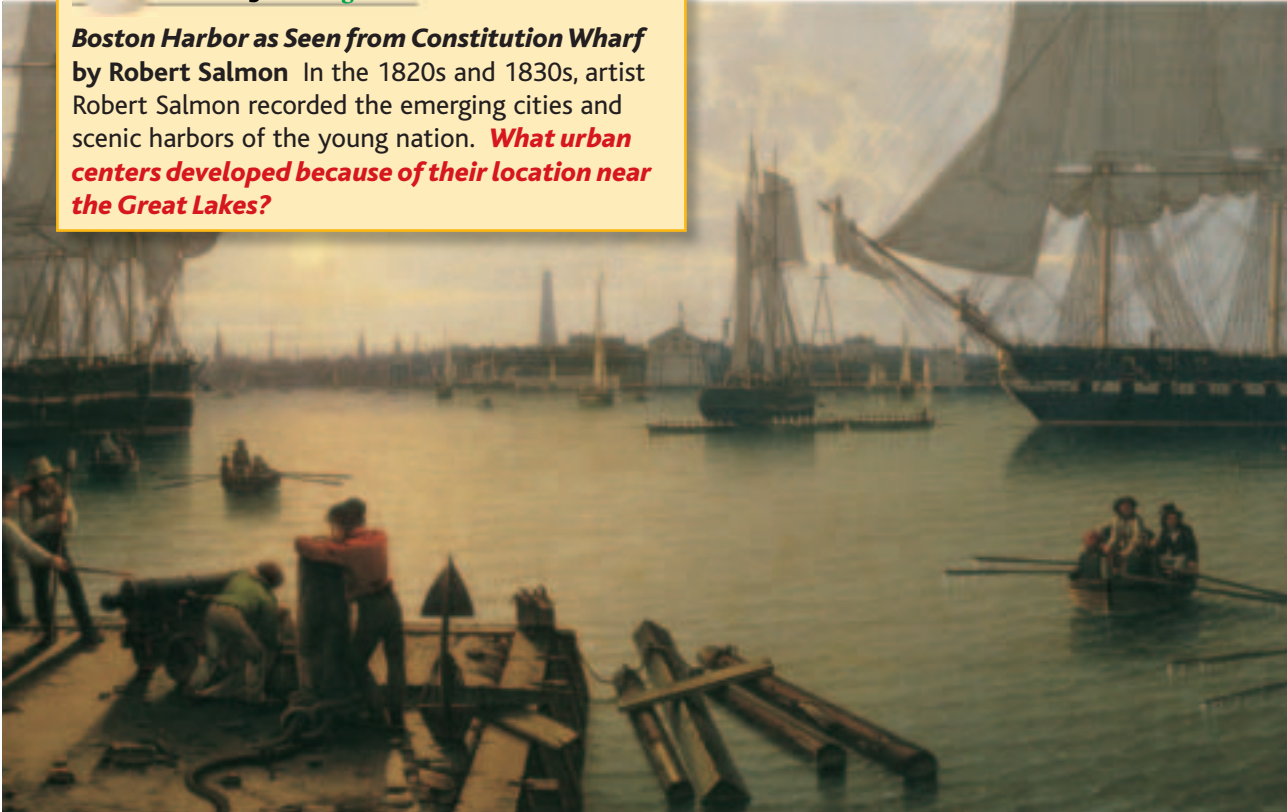
Immigration to the United States increased dramatically between 1820 and 1860.

- Identifying** Which country provided the most immigrants between 1840 and 1860?
- Analyze** From the graph, in which years did immigration surpass 100,000?



## History *Through Art*

***Boston Harbor as Seen from Constitution Wharf*** by Robert Salmon In the 1820s and 1830s, artist Robert Salmon recorded the emerging cities and scenic harbors of the young nation. ***What urban centers developed because of their location near the Great Lakes?***



Between 1848 and 1860, more than 1 million German immigrants settled in the United States. Many German immigrants arrived with enough money to buy farms or open their own businesses. They prospered in many parts of the country, founding their own communities. Some German immigrants settled in New York and Pennsylvania, but large numbers of German immigrants settled on farms and in cities in the Midwest—areas that were rapidly growing and had job opportunities. The Germans gave a distinctive flavor to such cities as Cincinnati, Milwaukee, and St. Louis.

**The Impact of Immigration** The immigrants who came to the United States between 1820 and 1860 changed the country. These people brought their languages, customs, religions, and ways of life with them, some of which became part of American culture.

Before the early 1800s, the majority of immigrants to America had been either Protestants from Great Britain or Africans brought forcibly to America as slaves. At the time, the country had relatively few Catholics, and most of them lived

around Baltimore, New Orleans, and St. Augustine. Most of the Irish immigrants and about half of the German immigrants were Roman Catholics. Many of the Catholic immigrants of this era settled in cities in the Northeast.

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

**Learning About Life in America** How did people in other parts of the world find out about life in the United States? One way was through advertising. European agents of railroad companies and steamship lines described America as a land where newcomers could make a better living for themselves and their families. Perhaps the most persuasive arguments for others to come to this country were letters written by recent immigrants to their family and friends. “If you wish to be happy and independent, then come here,” wrote a German farmer from his new home in Missouri.

**Immigrants Face Prejudice** During the colonial period, workers were badly needed in all the colonies and immigrants had been readily accepted in many communities. In the 1830s and 1840s, however, some native-born Americans began to resent the newcomers, especially the Irish immigrants. Some Americans resented them because they dressed and sounded “different” and because they were Catholics.

People who were opposed to immigration were known as **nativists** (NAY•tih•VIHSTS) because they believed that immigration threatened the future of “native”—American-born—citizens. Some nativists accused immigrants of taking jobs from “real” Americans and were angry that immigrants would work for lower wages. Others accused the newcomers of bringing crime and disease to American cities. Immigrants who lived in crowded slums were often targets of this kind of prejudice.

**The Know-Nothing Party** The nativists formed secret anti-Catholic societies, and in the

1850s they joined to form a new political party: the American Party. By 1854 the party had become a force in American politics. Because members of nativist groups often answered questions about their organization with the statement “I know nothing,” their party came to be known as the Know-Nothing Party. They did this to protect the secrecy of their organization.

The Know-Nothings called for stricter citizenship laws—extending the immigrants’ waiting period for citizenship from 5 to 14 years—and wanted to ban foreign-born citizens from holding office.

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

**Reading Check Identify** Which two nations provided the largest number of immigrants to the United States during this era?

## Section 3 Review

**History online**  
**Study Central** Need help understanding the people and economy of the North? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

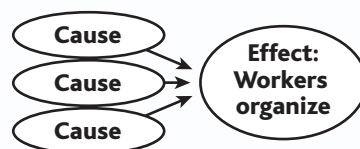
- Northern factories grew in the mid-1800s and many workers faced discrimination and unsafe working conditions.
- Immigrants flooded into the North seeking better opportunities than existed in their own countries.

### What Did You Learn?

- What was the nation’s largest city in 1860?
- How did German and Irish immigrants differ in where they settled?
- The Big Ideas** Study the graphs on page 399. Did immigration from Ireland increase or decrease after 1840? How did immigration from Germany change?

### Critical Thinking

- Determining Cause and Effect** Re-create the diagram below and list reasons workers formed labor unions. **CA HI.2.**
- Expository Writing** Write two paragraphs on being an American: one to defend the nativist point of view and the other to appreciate the value of diversity in immigration. Look through your local newspaper for examples of each point of view. **CA 8WA.2.1**





# Reforms and Reformers

## Guide to Reading



### History Social Science Standards

**US8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

### Looking Back, Looking Ahead

In the last section, you learned about what life was like in the Northern cities. In Section 4, you will learn about how reformers worked to make life better for many Americans.

### Focusing on the **Main Ideas**

- Religious and philosophical ideas inspired various reform movements. (page 403)
- Reformers wanted to make education accessible to all citizens. (page 405)
- A new wave of literature that was distinctly American swept the United States. (page 406)

### Meeting People

**Henry David Thoreau** (thuh • ROH)

**Ralph Waldo Emerson**

**Horace Mann**

**Thomas Gallaudet** (GA • luh • DEHT)

**Dr. Samuel Gridley Howe**

**Dorothea Dix**

**Margaret Fuller**

**Emily Dickinson**

### Content Vocabulary

**utopia** (yu • TOH • pee • uh)

**revival**

**temperance** (TEHM • puh • ruhns)

**normal school**

**transcendentalist**

(TRAN • sehn • DEHN • tuhl • ihst)

### Academic Vocabulary

**founded**

**focus**

**publish**

### Reading Strategy

**Taking Notes** Re-create the diagram below and identify these reformers' contributions as you read Section 4.

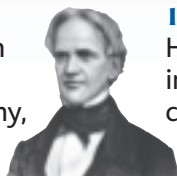
	Contributions
Horace Mann	
Thomas Gallaudet	
Dorothea Dix	

NATIONAL  
GEOGRAPHIC

## Who & When?

1820

**1825**  
Robert Owen  
establishes  
New Harmony,  
Indiana



Horace Mann

1835

**1837**  
Horace Mann  
initiates edu-  
cation reform

1850

**1843**  
Dorothea Dix  
reveals abuses  
of mentally ill



Dorothea Dix



**US8.6.5** Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

## The Reforming Spirit

**Main Idea** Religious and philosophical ideas inspired various reform movements.

**Reading Connection** Do your parents set limits on how much junk food you can consume? Read on to find out how reformers sought to place limits on the consumption of alcohol.

### An American Story

Because he had refused to pay a one-dollar tax to vote, **Henry David Thoreau** (thuh•ROH) sat on a hard, wooden bench in a jail cell. He did not want his money to support the Mexican War. As he looked through the cell bars, he heard a voice. “Why are you here?” asked his friend **Ralph Waldo Emerson**. Thoreau replied, “Why are you *not* here?” Thoreau would later write:

“Under a government which imprisons any unjustly, the true place for a just man is also a prison.”

—from “Civil Disobedience”

**Utopias** Thoreau represented a new spirit of reform in America. The men and women who led the reform movement wanted to extend the nation’s ideals of liberty and equality to all Americans. They believed the nation should live up to the noble goals stated in the Declaration of Independence and the Constitution.

The spirit of reform brought changes to American religion, politics, education, art, and literature. Some reformers sought to improve society by forming **utopias** (yu•TOH•pee•uhs), communities based on a vision of a perfect society. In 1825 Robert Owen established New Harmony, Indiana, a village dedicated to cooperation rather than competition among its members. **Founded** on high hopes and sometimes impractical ideas, few of the utopian communities lasted more than a few years.

**The Second Great Awakening** In the early 1800s, a wave of religious fervor—known as the Second Great Awakening—stirred the nation. The movement began with frontier camp meetings called **revivals**. People came from miles around to hear eloquent preachers such as Charles Finney. The experience often made men and women eager to reform both their own lives and the world. The Second Great Awakening increased church membership and inspired many to do missionary work and take part in reform movements.

### What Was the Temperance Movement?

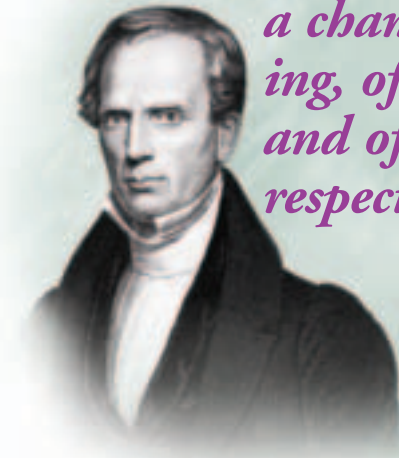
Religious leaders led a war against alcohol. Alcohol abuse was common in the early 1800s, especially in the West and among urban workers. Reformers blamed alcohol for poverty, the breakup of families, and crime. They called for **temperance** (TEHM•puh•ruhns), drinking little or no alcohol.

Temperance crusaders used lectures, pamphlets, and revival-style rallies to warn people of the dangers of liquor. The temperance movement gained a major victory in 1851, when Maine passed a law banning the manufacture and sale of alcoholic beverages. Other states passed similar laws, but most were repealed within several years.

**Reading Check Analyze** What were the effects of the Second Great Awakening?

*“Repentance is a change of willing, of feeling, and of life, in respect to God.”*

—Charles Finney







**US8.6.7** Identify the common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

## HENRY DAVID THOREAU

1817–1862

## MARTIN LUTHER KING, JR.

1929–1968

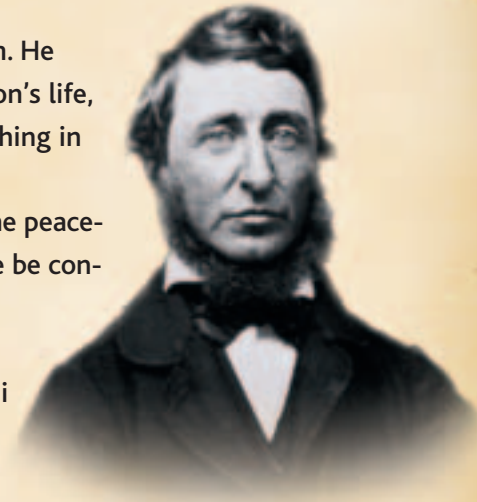
Henry David Thoreau believed strongly in personal freedom. He thought that if a government or society interfered with a person's life, that person had the right to protest. When Thoreau saw something in society that he thought was unjust, he spoke out.

In his 1849 essay "Civil Disobedience," Thoreau supported the peaceful protest of unfair laws. "Unjust laws exist," he wrote, "shall we be content to obey them, or shall we endeavor to amend them . . . ?"

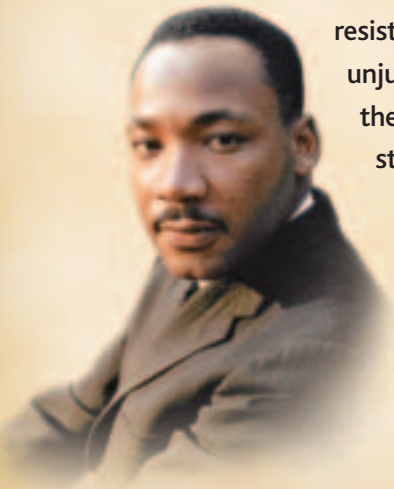
Many of Thoreau's ideas had a far-reaching impact. In India during the mid-twentieth century, the leader Mohandas Gandhi used Thoreau's ideas of civil disobedience through nonviolence to win eventual freedom for his nation. The nonviolent protests of Dr. Martin Luther King, Jr., in the civil rights movement of the 1950s and 1960s were also based, in part, on ideas expressed by Thoreau and Gandhi.

Dr. King grew up in Atlanta, Georgia. Both his father and his mother's father were Baptist ministers. When King became a minister, he used his position to fight racial inequality.

In the 1950s, Dr. Martin Luther King, Jr., became one of the main leaders of the civil rights movement. A Baptist minister and stirring speaker, King believed in nonviolent resistance—the peaceful protest of unfair laws. He told people to disobey unjust laws, but asked them to love their oppressors and never fight with them even if provoked. King organized marches, boycotts, and demonstrations that opened many people's eyes to the need for change. King is probably most famous for the march he led on Washington to support a civil rights bill. On August 28, 1963, Dr. King delivered a powerful speech outlining his dream of freedom and equality.



▲ Henry David Thoreau



▲ Martin Luther King, Jr.

### Then and Now

Give examples of how civil disobedience could be used today to help remedy society's ills.



**US8.6.5** Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

## Reforming Education

**Main Idea** Reformers wanted to make education accessible to all citizens.

**Reading Connection** Do you know of any students with visual or hearing impairments who attend your school? Most likely your school has resources to help these students learn. Read on to find out how reformers opened education to those it had previously been unable to reach.

In the early 1800s, only New England provided free elementary education. In other areas, parents had to pay fees or send their children to schools for the poor—a choice some parents refused out of pride. Some communities had no schools at all.

In the early 1800s, many reformers began to push for a system of public education—government-funded schools that were open to all citizens. The leader of educational reform was **Horace Mann**, a lawyer who became the head of the Massachusetts Board of Education in 1837. Mann lengthened the school year to six months, made improvements in the school curriculum, doubled teachers’ salaries, and developed better ways of training teachers.

Partly due to Mann’s effort, Massachusetts in 1839 founded the nation’s first state-supported **normal school**, a school for training high school graduates as teachers. Other states soon adopted Mann’s reforms.

**How Did Education Change?** By the 1850s, most states had accepted three basic principles of public education: that schools should be free and supported by taxes, that teachers should be trained, and that children should be required to attend school. These principles did not go into effect immediately though. Schools were poorly funded, and many teachers lacked training. In addition, some people opposed compulsory, or required, education.

Most females received a limited education. Parents often kept their daughters from school because of the belief that a woman’s role was to

become a wife and mother and that this role did not require an education. When girls did go to school, they often studied music or needlework rather than science, mathematics, and history, which were considered “men’s” subjects.

**Higher Education** Dozens of new colleges were created during the age of reform. Most admitted only men. Religious groups founded many colleges between 1820 and 1850, including Trinity and Wesleyan in Connecticut.

Slowly, higher education became available to groups that were previously denied the opportunity. Oberlin College of Ohio, founded in 1833, admitted both women and African Americans. In 1837 a teacher named Mary Lyon in Massachusetts opened Mount Holyoke, the nation’s first permanent women’s college. The first college for African Americans, Ashmun Institute, opened in Pennsylvania in 1854.

**People With Special Needs** Some reformers focused on teaching people with disabilities. **Thomas Gallaudet** (GA • luh • DEHT), who developed a method to educate people who were hearing impaired, opened the Hartford School for the Deaf in Connecticut in 1817.

At about the same time, **Dr. Samuel Gridley Howe** advanced the cause of those who were visually impaired. He developed books with large raised letters that people with sight impairments could “read” with their fingers. Howe headed the Perkins Institute, a school for the blind, in Boston.

When schoolteacher **Dorothea Dix** began visiting prisons in 1841, she found that the prisoners were often living in inhumane conditions—chained to the walls with little or no clothing, often in unheated cells. To her further horror, she learned that some of the inmates were guilty of no crime—they were mentally ill persons. Dix made it her life’s work to educate the public about the poor conditions for both the mentally ill and for prisoners.

**Reading Check Identify** How did Dr. Samuel Howe help the visually impaired?







**US 8.6.7** Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

## Cultural Trends

**Main Idea** A new wave of literature that was distinctly American swept the United States.

**Reading Connection** Have you read Henry David Thoreau, Ralph Waldo Emerson, or Emily Dickinson for any of your English classes? Read on to find out how these writers changed literature in America in the 1800s.

The changes in American society influenced art and literature. Earlier generations of American painters and writers looked to Europe for their inspiration and models. Beginning in the 1820s, American writers and artists developed their own style and explored uniquely American themes.

**Who Were the Transcendentalists?** The American spirit of reform influenced **transcendentalists** (TRAN • sehn • DEHN • tuhl • ihsts). Transcendentalists stressed the relationship between humans and nature, as well as the importance of the individual conscience. Writers such as **Margaret Fuller**, Ralph Waldo Emerson, and Henry David Thoreau were leading transcendentalists. Through her writings, Fuller supported rights for women. In his poems and essays, Emerson urged people to listen to the inner voice of conscience and to break the bonds of prejudice.

Thoreau put his beliefs into practice through civil disobedience—refusing to obey laws he thought were unjust. In 1846 Thoreau went to jail rather than pay a tax to support the Mexican War.



*The Country School* by Winslow Homer

## One-Room Schoolhouse

Until education became widespread, many children learned to read and write in one-room schoolhouses. Students of all ages learned mostly by rote—one group recited while the rest studied their lessons. Two popular schoolbooks of the 1800s were the *McGuffey Readers* and the *Columbian Orator*. Both of these schoolbooks provided moral lessons as well as lessons in reading and grammar. Excerpts in these readers came from well-known speeches and works of literature, as well as passages from the Bible and other religious texts.



Hornbook, left  
Lunch pail, center,  
Page from *McGuffey's Readers*, right

**American Writers Emerge** The transcendentalists were not the only important writers of this time. Many poets created impressive works about American subjects during this period. Henry Wadsworth Longfellow wrote narrative, or story, poems, such as the “Song of Hiawatha.” John Greenleaf Whittier in “Snow-Bound” described winter on a New England farm. Edgar Allan Poe, a poet and short-story writer, told tales involving the terrors that lurk in the world of imagination and dreams.

Perhaps the most important poet of the era was Walt Whitman, who **published** a volume of poetry in 1855 called *Leaves of Grass*. Whitman loved nature, the common people, and American democracy, and his famous work reflects these passions. The best-remembered woman poet of the era was **Emily Dickinson**, who wrote simple, personal, deeply emotional poetry.

In a poem called “Hope,” Dickinson compares hope with a bird:

“‘Hope’ is the thing with feathers—  
That perches in the soul—  
And sings the tune without the words—  
And never stops—at all—”  
—Emily Dickinson, “Hope”

Women writers of the period were generally not taken seriously, yet they were the authors of the most popular fiction. Harriet Beecher Stowe wrote the most successful best-seller of the mid-1800s, *Uncle Tom’s Cabin*. Stowe’s novel explores the injustice of slavery—an issue that took on new urgency during the age of reform.

**Reading Check Describe** What was one of the subjects that Margaret Fuller wrote about?

## Section 4 Review

**History online**  
Study Central Need help understanding American literature? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

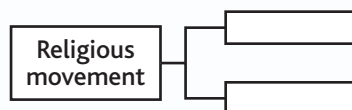
- Reformers attempted to make the United States a better place for its citizens.
- Reforms in secondary and higher education allowed more Americans to become educated.
- American literature gained a new voice through the writings of Thoreau, Emerson, Dickinson, and others.

### What Did You Learn?

1. What did Horace Mann accomplish?
2. How did Thoreau act on his beliefs? What impact might such acts have had on the government?
4. **The Big Ideas** Who was Horace Mann, and what was his contribution to public education? How were women and African Americans able to have access to education? Summarize your conclusions in a short essay. **CA HI.1**

### Critical Thinking

3. **Determining Cause and Effect** Re-create the diagram below and describe two ways the religious movement influenced reform. **CA HI.2**



5. **Biography** Using your textbook, the library, and the Internet, learn more about Thomas Gallaudet, Dorothea Dix, or Samuel Gridley Howe. Write a short biography of the person you chose. Include key events in his or her life and the person’s impact on the world. **CA 8WA2.1**

# The Women's Movement

## Guide to Reading



### History Social Science Standards

**US8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

### Looking Back, Looking Ahead

In Section 4, you learned about the reform movement that swept America in the 1800s. In Section 5, you will learn about how that movement influenced women to lobby for increased rights.

### Focusing on the **Main Ideas**

- Many women believed they should have the same opportunities as men, and they organized to gain these rights. (page 409)
- Women made progress in gaining equality in education, marriage laws, and the professional sector. (page 411)

### Meeting People

Lucretia Mott  
Elizabeth Cady Stanton  
Susan B. Anthony  
Mary Lyon  
Elizabeth Blackwell

### Content Vocabulary

**suffrage** (SUH • frihj)  
**coeducation**

### Academic Vocabulary

**ministry** (MIH • nuh • stree)  
**goal**

### Reading Strategy

**Taking Notes** As you read the section, use a chart like the one below to identify the contributions these individuals made to women's rights.

	Contributions
Lucretia Mott	
Elizabeth Cady Stanton	
Susan B. Anthony	



## Who & When?

1830



Mary Lyon

**1837**  
Mary Lyon establishes Mount Holyoke Female Seminary

1845

**1848**  
First women's rights convention held in Seneca Falls, New York

1860



Lucretia Mott

**1857**  
Elizabeth Blackwell founds New York Infirmary for Women and Children





## Women and Reform

**Main Idea** Many women believed they should have the same opportunities as men, and they organized to gain these rights.

**Reading Connection** Can you imagine a time when women were not allowed to vote and had limited access to education and jobs? Read on to see how women worked to change their status in America.

### An American Story


Women who fought to end slavery began to recognize their own bondage. On April 19, 1850, about 400 women met at a Quaker meeting-house in the small town of Salem, Ohio. They came together “to assert their rights as independent human beings.” One speaker stated: “[W]e should demand our recognition as equal members of the human family.”

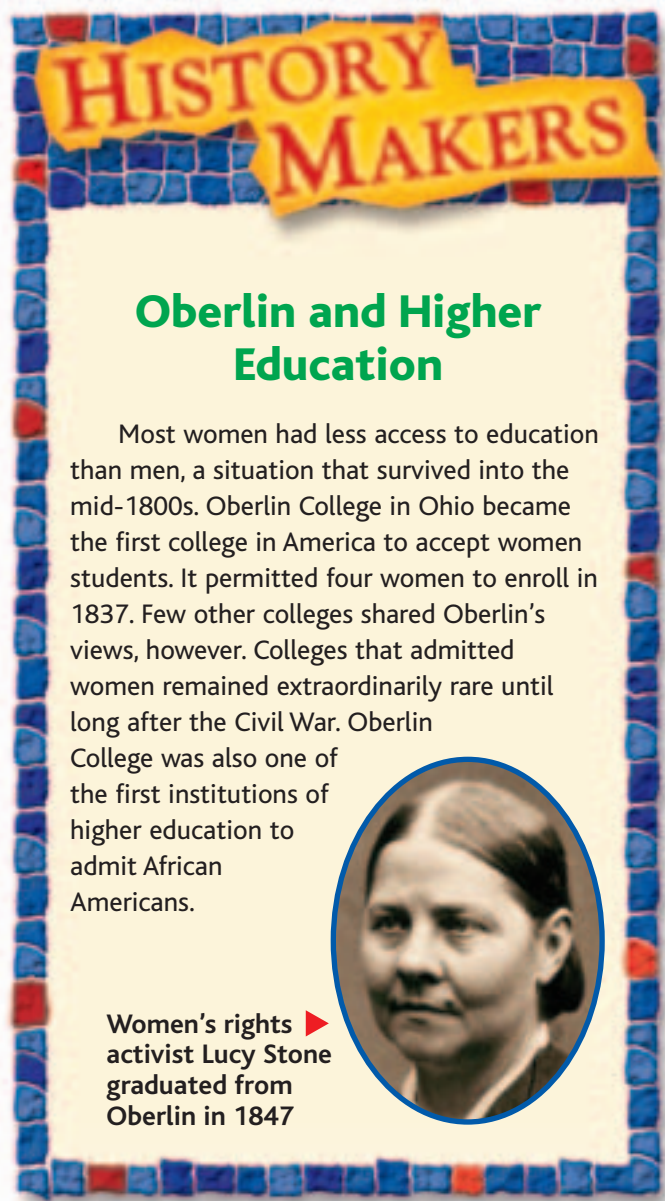
**The Seneca Falls Convention** Many women abolitionists also worked for women’s rights. Like many of the women reformers, **Lucretia Mott** was a Quaker. Quaker women enjoyed a certain amount of equality in their own communities. Mott gave lectures in Philadelphia calling for temperance, peace, workers’ rights, and abolition. Mott also helped fugitive slaves and organized the Philadelphia Female Anti-Slavery Society. At the world antislavery convention in London, Mott met **Elizabeth Cady Stanton**. There the two female abolitionists joined forces to work for women’s rights.

In July 1848, Elizabeth Cady Stanton, Lucretia Mott, and a few other women organized the first women’s rights convention in Seneca Falls, New York. About 200 women and 40 men attended.

The convention issued a Declaration of Sentiments and Resolutions modeled on the Declaration of Independence. The women’s document declared: “We hold these truths to be self-evident: that all men and women are created equal.”

The women’s declaration called for an end to all laws that discriminated against women. It demanded that women be allowed to enter the all-male world of trades, professions, and businesses. The most controversial issue at the Seneca Falls Convention concerned **suffrage** (SUH•frihj), or the right to vote.


Elizabeth Stanton insisted that the declaration include a demand for woman suffrage, but delegates thought the idea of women voting was too radical. After much debate, the demand for woman suffrage in the United States was included.  (See page 854 of the Appendix for excerpts of the *Seneca Falls Declaration*.)



## HISTORY MAKERS

### Oberlin and Higher Education

Most women had less access to education than men, a situation that survived into the mid-1800s. Oberlin College in Ohio became the first college in America to accept women students. It permitted four women to enroll in 1837. Few other colleges shared Oberlin’s views, however. Colleges that admitted women remained extraordinarily rare until long after the Civil War. Oberlin College was also one of the first institutions of higher education to admit African Americans.



**Women’s rights** ▶  
activist **Lucy Stone**  
graduated from  
Oberlin in 1847

**The Women's Rights Movement** The Seneca Falls Convention paved the way for the growth of the women's rights movement. During the 1800s, women held several national conventions. Many reformers—male and female—joined the movement.

**Susan B. Anthony**, the daughter of a Quaker abolitionist in rural New York, worked for women's rights and temperance. She called for equal pay for women, college training for girls, and **coeducation**—the teaching of boys and girls together.

Susan B. Anthony met Elizabeth Cady Stanton at a temperance meeting in 1851. They became lifelong friends and partners in the struggle for women's rights. For the rest of the century, Anthony and Stanton led the women's movement. They worked with other women to win the right to vote, which was granted by several states. It was not until 1920, however, that woman suffrage became a reality everywhere in the United States.

**Reading Check Explain** What is suffrage?

## Why It Matters

### The Seneca Falls Convention

Throughout the nation's history, women had fought side by side with the men to build a new nation and to ensure freedom. Even though the Declaration of Independence promised equality for all, the promise rang hollow for women.

Female reformers began a campaign for their own rights. In 1848 Lucretia Mott and Elizabeth Cady Stanton organized the Seneca Falls Convention. One of the resolutions demanded suffrage, or the right to vote, for women. This marked the beginning of a long, hard road to gain equal rights.

#### Gaining the Right to Vote, 1848–1920

The Seneca Falls Convention led to the growth of the woman suffrage movement.

**1848** →  
Seneca Falls Convention

**1850** →  
First national women's rights convention held in Worcester, Massachusetts

**1866** →  
Susan B. Anthony forms Equal Rights Association

**1869** →  
Women granted voting rights in Wyoming Territory

**1878** →  
Woman suffrage amendment first introduced in U.S. Congress

**1884** →  
Belva Lockwood runs for president

## Photo Gallery

### Raising the Status of Women

Lucretia Mott (below) and Susan B. Anthony were leaders in the effort to allow women a greater role in American society.



"We hold these truths to be self-evident: that all men and women are created equal."  
—Declaration of the Seneca Falls Convention, 1848





**US8.6.5** Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture. **US8.6.6** Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

## Progress by American Women

**Main Idea** Women made progress in gaining equality in education, marriage laws, and the professional sector.

**Reading Connection** Laws are often put in place to protect individuals and society—for example, laws against speeding or stealing. How would you feel about laws that barred women from the same privileges as men? Is that fair or discriminatory? Read on to find out how women worked for change.

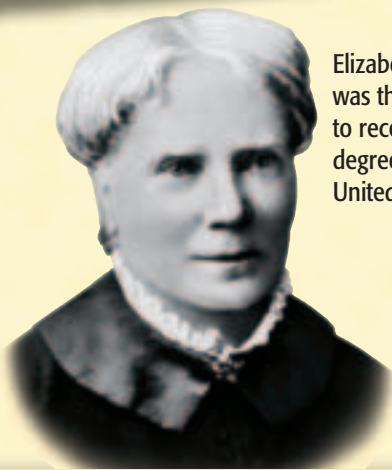
In the early 1800s, the Industrial Revolution began to change the economic roles of men and women. In the 1700s, most economic activity took place in or near the home because a great many Americans lived and worked in a rural farm setting. Although husbands and wives had separate chores, their main effort was maintaining the farm. By the mid-1800s, these circumstances had started to change, especially in the northeastern states.



Maria Mitchell gained world renown when she discovered a comet in 1847. She became a professor of astronomy and the first woman elected to the American Academy of Arts and Sciences.



Mary Ann Shadd Cary was the first African American woman in the nation to earn a law degree.



Elizabeth Blackwell was the first woman to receive a medical degree in the United States.



Helen Keller overcame the challenges of an illness that left her deaf, blind, and mute to help others with similar disabilities.



Susette La Flesche was a member of the Omaha tribe and campaigned for Native American rights.

**1893** →  
Colorado adopts woman suffrage

**1896** →  
Utah joins the Union, granting women full suffrage

**1910–1918** →  
States including Washington, Kansas, and Michigan adopt woman suffrage

**1919** →  
House and Senate pass the federal woman suffrage amendment

**1920** →  
Tennessee ratifies the Nineteenth Amendment, called the Susan B. Anthony Amendment. It becomes law on August 26, 1920.



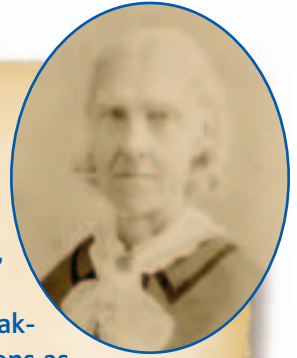
# Primary Sources

## On Equality for Women

Sarah and Angeline Grimké were daughters of a wealthy South Carolina judge and plantation owner. The sisters fought against the institution of slavery. They also spoke out for women's rights. In this passage, Sarah Grimké writes about the differences in pay for men and women.

"There is another way in which the general opinion, that women are inferior to men, is manifested [shown], that bears with tremendous effect on the laboring class, and indeed on almost all who are [obliged] to earn a subsistence [living], whether it be by mental or physical exertion. I allude [refer] to the [unequal] value set on the time and labor of men and of women. A man who is engaged in teaching, can always, I believe, command a higher price . . . than a woman—even when he teaches the same branches

Sarah Grimké ▶



[subjects], and is not in any respect superior to the woman. . . . In tailoring, a man [earns] twice or three times as much for making a waistcoat or pantaloons as a woman, although the work done by each may be equally good. In those employments [jobs] which are peculiar to women, their time is estimated at only half the value of that of men. A woman who goes out to wash, works as hard in proportion as a wood sawyer, or a coal heaver, but she is not generally able to make more than half as much by a day's work."

—*Letters on the Equality of the Sexes*

### DBQ Document-Based Question

What point is Sarah Grimké making about women and men workers in the same occupation?

The development of factories separated the home from the workplace. Men now often left home to go to work, while women tended the house and children.

As the nature of work changed, many Americans began to divide life into two areas of activities—the home and the workplace. Many believed the home to be the proper area for women, partly because of popular ideas about the family. Some also believed that women belonged in the home because the outside world was seen as dangerous and corrupt.

The Great Awakening greatly influenced the American family. For many parents, raising children was a serious responsibility because it prepared young people for a disciplined Christian life. Women often were viewed as kinder and more moral than men, and they were expected to be models of goodness for their children and husbands.

The idea grew that women should be homemakers and should take the main responsibility for raising the sons and daughters. Magazine articles and novels aimed at women supported the value of their role at home.

**Opportunities for Education** Pioneers in women's education began to call for more opportunity. Early pioneers such as Catherine Beecher and Emma Hart Willard believed that women should be educated for their traditional roles in life. They also thought that women could be capable teachers. Beecher, the daughter of a minister and reformer, wrote a book called *A Treatise on Domestic Economy*. It gave instructions on children, cooking, and health matters. The Milwaukee College for Women set up courses based on Beecher's ideas "to train women to be healthful, intelligent, and successful wives, mothers, and housekeepers."

After her marriage, Emma Willard educated herself in subjects considered suitable only for boys, such as science and mathematics. In 1821 Willard established the Troy Female Seminary in New York. The school taught mathematics, history, geography, and physics, as well as the usual homemaking subjects.

**Mary Lyon** established Mount Holyoke Female Seminary in Massachusetts in 1837. It was the first institution of higher education for women only. Lyon modeled its curriculum on that of nearby Amherst College.

**Marriage and Family Laws** During the 1800s, women made some gains in the area of marriage and property laws. New York, Pennsylvania, Indiana, Wisconsin, Mississippi, and the new state of California recognized the right of women to own property after their marriage.

Some states passed laws permitting women to share the guardianship of their children jointly with their husbands. Indiana was the first of several states that allowed women to seek divorce if their husbands were chronic abusers of alcohol.

**Breaking Barriers** In the 1800s, women had few career choices. They could become elementary school teachers—although school boards often paid lower salaries to women than to men. Breaking into fields such as medicine and the **ministry** was more difficult. Some determined women, however, succeeded in entering these all-male professions.

Hoping to study medicine, **Elizabeth Blackwell** was turned down by more than 20 schools. Finally accepted by Geneva College in New York, Blackwell graduated at the head of her class. She went on to win acceptance and fame as a doctor.

Despite the accomplishments of notable women, gains in education, and changes in state laws, women in the 1800s remained limited by social customs and expectations. The early feminists—like the abolitionists, temperance workers, and other activists of the age of reform—had just begun the long struggle to achieve their goals.

**Reading Check Identify** Who established the Troy Female Seminary?

## Section 5 Review

### Reading Summary

#### Review the Main Ideas

- The abolitionist movement helped women see the discrimination they encountered in their own lives, and they organized to end this discrimination.
- Women created their own schools and colleges, increased their legal standing in their families, and gained more professional choices.

### What Did You Learn?

1. How did the fight to end slavery help spark the women's movement?
2. Discuss three goals of the women's rights movement.

### Critical Thinking

3. **Organizing Information** Re-create the diagram below and list the areas where women gained rights.



4. **The Big Ideas** What qualities do you think women such as Susan B. Anthony, Elizabeth Cady Stanton, and Elizabeth Blackwell shared?

CA HR3

5. **Sequencing Information** Study the information on the feature on the Seneca Falls Convention on pages 410–411. When did Wyoming women gain the right to vote? What "first" did Elizabeth Blackwell accomplish? CA CS2

History online

Study Central Need help understanding the women's movement? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

# Analyzing Primary Sources



**US8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

## Life in the North

*In the early 1800s, the northeast United States underwent rapid change. The Industrial Revolution led to new jobs, and new forms of transportation, such as canals and railroads, developed. A Second Great Awakening led to a renewed interest in religion and reform.*

*Read the passages on pages 414 and 415 and answer the questions that follow.*

This scene shows Lockport on the Erie Canal near Buffalo, New York. ▶



(a)Library of Congress, (b)Old Dartmouth Historical Society/New Bedford Whaling Museum

## Reader's Dictionary

**exempted** (ihg • ZEHMPT • ihd): excused from something that others must do

**pervading** (puhr • VAYD • ihng): spreading throughout all parts

**melodious** (muh • LOH • dee • uhs): having a pleasant sound

**tumultuously** (tu • MUHL • chuh • wuhs • lee): violently and in confusion

**quivered**: shook, shivered, trembled

**occupation** (AH • kyuh • PAY • shuhn): job

**station**: position in society

**packet**: passenger boat that usually carries mail and cargo

**salons** (suh • LAHNZ): sitting rooms

**ventilators** (VEHN • tuhl • AY • tuhrz): air vents

## Religious Camp Meeting

**B**y the 1830s, the Second Great Awakening was in full swing. One revivalist, James Finley, described a revival meeting:

The noise was like the roar of Niagara [Falls]. . . . I counted seven ministers, all preaching at one time, some on stumps,

others on wagons . . . no sex nor color, class nor description, were **exempted** from the **pervading** influence of the spirit; even from the age of 8 months to 60 years . . . some of the people were singing, others praying, some crying for mercy . . . some struck with terror . . . others surrounding them with **melodious** song. A peculiar sensation came over me. My heart beat **tumultuously**, my knees trembled, my lips **quivered**, and I felt as though I must fall to the ground.

—James Finley



◀ Camp meetings could attract thousands of people for days of prayer, song, and expressions of faith.



## American Notes

British writer Charles Dickens traveled to America in 1842. After returning to England, he published *American Notes*, a book about what he had seen in America. In this excerpt, Dickens describes his visit to a factory in Lowell, Massachusetts.

The rooms in which they worked were as well ordered as themselves. In the windows of some there were green plants, which were trained to shade the glass; in all, there was as much fresh air, cleanliness, and comfort as the nature of the **occupation** would possibly admit of. . . .

They have got up among themselves a periodical called THE LOWELL OFFERING, “a repository of original articles, written exclusively by females actively employed in the mills,”—which is duly printed, published, and sold; and whereof I brought away from Lowell four hundred good solid pages, which I have read from beginning to end. . . .

It is their **station** to work. And they do work. They labour in these mills, upon an average, twelve hours a day, which is unquestionably work, and pretty tight work too.

—from *American Notes* by Charles Dickens

## Travel on the Erie Canal

This is an 1843 advertisement for traveling on the canal.

**ROCHESTER  
AND  
ALBANY.**

**Red Bird Line of Packets.**  
In connection with Rail Road from Niagara Falls to Lockport.

1843.  1843.

12 hours ahead of the Lake Ontario Route!

The Cars leave the Falls every day at 2 o'clock, P.M. for Lockport where passengers will take one of the following new  
**Packet Boats 100 Feet Long.**  
**THE EMPIRE!**  
**Capt. D. H. Bromley,**  
**THE ROCHESTER**  
**Capt. J. H. Warren,**  
and arrive in Rochester the next morning at 6 o'clock, and can take the 8 o'clock train of Cars or Packet Boats for Syracuse and Albany, and arrive in Albany the same night.

\*Passengers by this route will pass through a delightful country, and will have an opportunity of viewing Queenston Heights, Brock's Monument, the Tuscarora Indian Village, the combined Locks at Lockport, 3 hours at Rochester, and pass through the delightful country from Rochester to Utica by daylight.

N. B. \*\*\*These two new Packets are 100 feet long, and are built on an entire new plan, with

**Ladies' & Gentlemen's Salons,**  
(sitting rooms)  
and with Ventilators [air vents] in the decks, and for room and accommodations for sleeping they surpass any thing ever put on the Canal.

For Passage apply at Railroad and Packet Office, Niagara Falls.  
September, 1843 T. CLARK, J. J. STATIA } Agents

—from *Canal Days in America: The History and Romance of Old Towpaths and Waterways*

### DBQ Document-Based Questions

#### Religious Camp Meeting

1. Finley says that the camp meeting is like the roar of Niagara. What is he comparing?
2. Who does the preaching affect?

#### American Notes

3. According to Dickens, what are conditions in the factory like?
4. How long is the workday?

#### Travel on the Erie Canal

5. According to the poster, how long does it take to travel from Niagara Falls to Albany if people take a packet boat?

6. What new conveniences do these packet boats have?

#### Read to Write

7. Review the readings looking for three sentences that are complicated or confusing. Work through each sentence to clarify the meaning for yourself, and then restate that meaning on your paper. **CA 8RC2.0**

# Chapter 8

# Assessment

## Standard US8.6

### Review Content Vocabulary

1. Use the following words in a paragraph about the Industrial Revolution.

capital                      free enterprise  
technology                factory system

### Review the **Main Ideas**

#### Section 1 • Economic Growth

2. How did the landscape of New England affect how and where people lived in the late 1700s and early 1800s?
3. How did new technology contribute to the growth of the Industrial Revolution?

#### Section 2 • A System of Transportation

4. How did canals boost the economy of the Great Lakes region?
5. What was the purpose of canal locks?

#### Section 3 • The North's People

6. Give three reasons why cities grew in the early 1800s.
7. In what ways were women in the workforce discriminated against?
8. Why did immigration from Germany increase after 1848?

#### Section 4 • Reforms and Reformers

9. What were the founders of utopias hoping to achieve?
10. What problems in society did reformers in the temperance movement blame on alcohol?
11. What were the basic principles of public education?

#### Section 5 • The Women's Movement

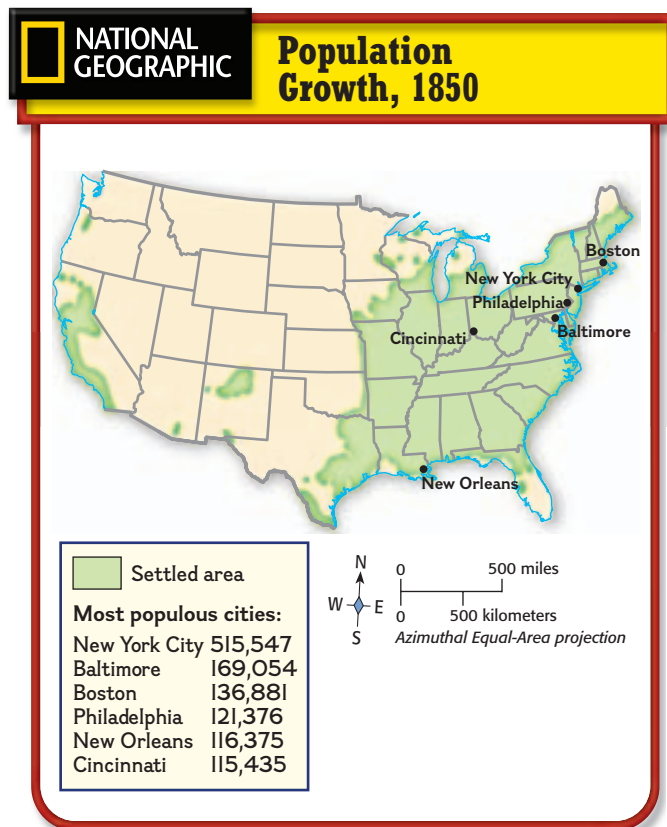
12. What role did Catherine Beecher play in education for women?
13. What was the significance of the Seneca Falls convention?

### Critical Thinking

14. **Compare** Discuss an advantage and a disadvantage of city life in the North. **CA HR3.**
15. **Explain** How did the Industrial Revolution make the United States more economically independent in the early 1800s? **CA HI6.**

### Geography Skills

Study the map below and answer the following questions. **CA CS3.**



16. **Location** Which city had the largest population in 1850?
17. **Region** Which area of the country was most heavily settled?

## Read to Write

18. **The Big Ideas** **Descriptive Writing**  
Review Section 2 of the chapter for information about what it was like to live in the Midwest in the early 1800s. Using the information you find, write a postcard to a friend describing your social life. **CA 8WA2.1**
19. **Using Your FOLDABLES™** Use the information you collected in your foldable to create a compare-contrast chart. In your chart, you will assess the roots, goals, and achievements of social reform, educational reform, and the women's rights movement. How are these movements similar? How do they differ? **CA HI2.**

## Using Academic Vocabulary

20. Use two of the following academic vocabulary words to complete the sentence.
- focus                      expand  
manual                      goal
- As the U.S. economy continued to \_\_\_\_, immigrants provided much of the \_\_\_\_ labor.

## Building Citizenship Skills

21. **Explore** Working with two other students, contact a local historical society to learn about your community's history. Prepare a list of questions to ask your historical society. Then interview people in your neighborhood to learn about their roots in the community. Find out when their families first settled there. Write a history of the community and give a copy of it to the historical society. **CA CSI.**

## Reviewing Skills

22. **Reading Skill** **Problems and Solutions**  
This chapter highlighted various problems, or challenges, that groups of people faced. Choose one group and describe their unique challenges and the ways in which people attempted to face those challenges. **CA HI2.**

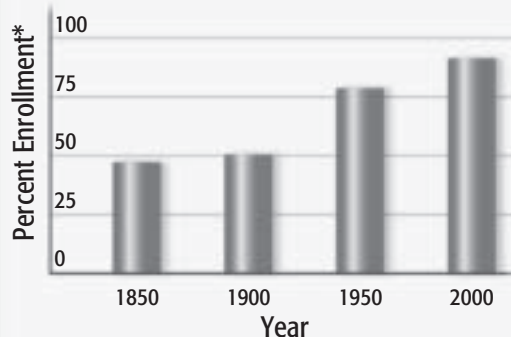
23. **Analysis Skill** **Describe** Identify and describe the economic impact of canals on the Northeast. **CA HI6.**



## Standards Practice

Use the graph below to answer the following questions.

**School Enrollment, 1850–2000**



\*In percent of persons of elementary and high school age

Source: *Historical Statistics of the United States; Statistical Abstract.*

- 24 According to the graph above, the greatest increase in the percentage of school enrollment occurred between
- A 1850 and 1880.  
B 1850 and 1900.  
C 1900 and 1950.  
D 1950 and 2000.
- 25 Labor unions were formed for all of the following reasons EXCEPT
- A to improve workers' wages.  
B to protect factory owners from being sued.  
C to make factories safer.  
D to prevent children from working long hours.