

Section 2

Step-by-Step Instruction

Review and Preview

Geography affected how colonies developed economically. Students will now analyze the impact of the Industrial Revolution on the North.

Section Focus Question

How did urbanization, technology, and social change affect the North?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: With the arrival of new waves of immigrants and the growth of industry, northern cities grew, as did the differences between the North and South.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will learn about life in the North in the early 1800s. Ask students to preview the headings in Section 2. Then ask: **What qualities characterized the North in the early 1800s?** (*Possible answers: urban growth and problems, growing industry, new transportation, new immigrants*) Use the Numbered Heads strategy (TE, p. T24) to encourage discussion.

Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 17

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.



▲ New York harbor, 1840

Plenty of Work to Be Had

“Now I will tell you something about . . . New York. Provisions are very cheap; plenty of work to be had; clothes are dear, but men paid well for their work; house rent is very dear in New York, it is a very healthy place. . . .”

—English immigrant boy's letter to his mother, 1850

The North Transformed

Objectives

- Explain why American cities grew in the 1800s.
- List the new inventions and advances in agriculture and manufacturing.
- Describe the improvements in transportation during the early 1800s.
- Discuss the wave of immigration to the United States in the 1840s and 1850s.
- Describe the problems African Americans faced in the North.

Reading Skill

Explain Central Issues From the Past As you read about the events of the past, you'll discover that people struggled with issues, much as they do today. Explain those issues to yourself—try to identify what people's concerns were, how they felt about issues, what the issues were about. This will make issues more real and understandable for you.

Key Terms and People

urbanization famine
telegraph nativist
Samuel F.B. Morse discrimination

Why It Matters From colonial times, the North and South developed as distinct regions. At first these differences were small. But during the Industrial Revolution, the differences between the North and South widened dramatically.

Section Focus Question: How did urbanization, technology, and social change affect the North?

Northern Cities

American cities had long been the centers of commerce and culture. By today's standards, these early cities were small. New York, the largest, had a population of slightly more than 33,000 in 1790. Compared to the major cities of Europe, or even the ancient Aztec capital of Tenochtitlán, New York was hardly more than a town.

Growth of Cities In the 1800s, however, U.S. cities grew larger. The Industrial Revolution spurred **urbanization, or the growth of cities due to movement of people from rural areas to cities**. As capitalists built more factories, agricultural workers were attracted to the new types of work available in the cities.

As cities along the eastern coast became crowded, newly arrived immigrants headed west. Pittsburgh, Pennsylvania, had about 23,000 people in 1840. Ten years later, the city had more than doubled in population. Farther west, the Kentucky city of Louisville was also growing. German and Irish immigrants increased the city's population to more than 43,000 by 1850, making Louisville larger than Washington, D.C.

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Differentiated Instruction

L3 Advanced Readers

City Growth Ask students to research the growth of northern cities in the early 1800s. Have students make concept webs showing both the hazards and the attractions that these cities offered. Then have

students write a paragraph comparing the hazards and attractions of cities today with those of the 1800s. Ask students to share their ideas with the class.

Urban Problems Growing cities faced many problems. Filthy streets, the absence of good sewage systems, and a lack of clean drinking water encouraged the spread of disease.

“One finds in the streets [of New York] dead cats and dogs, which make the air very bad; dust and ashes are thrown out into the streets, which are swept perhaps once every [two weeks].”

—Baron Axel Klinckowstrom of Sweden

Citywide fires were another common problem. Most structures were made of wood. Volunteer firefighters were often poorly trained and equipped. Insurance companies paid firefighters for saving an insured building. Racing to fire scenes to earn the insurance money, rival fire companies sometimes ended up fighting one another instead of the fire.

Checkpoint What problems did cities face in the early 1800s?

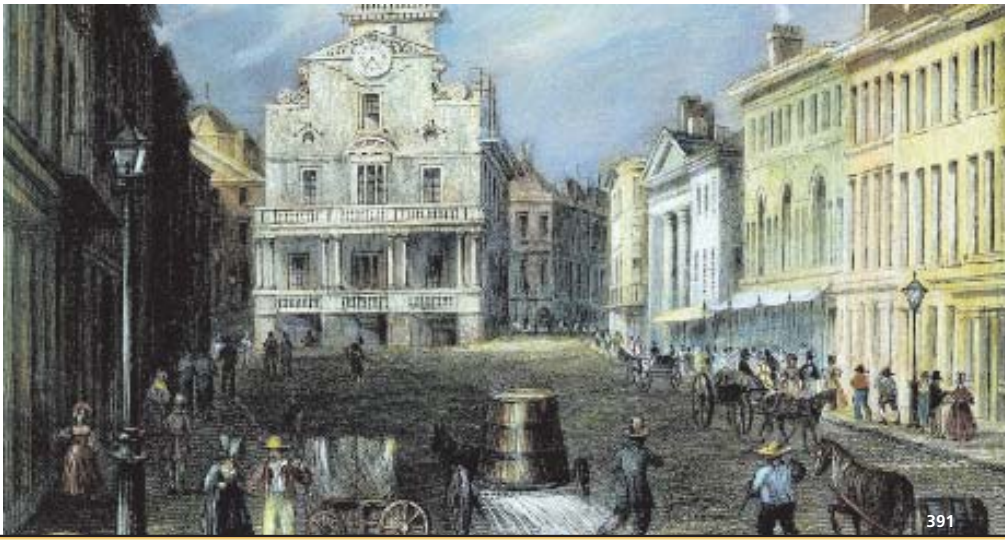
The Growth of Northern Industry

New inventions revolutionized communications. The most important was the **telegraph**, a device that used electrical signals to send messages quickly over long distances.

The Telegraph Samuel F.B. Morse’s invention worked by sending electrical signals over a wire. A code devised by Morse used shorter and longer bursts of electricity. In his system, known as the Morse code, each letter of the alphabet is represented by its own mix of short signals (“dots”) and long signals (“dashes”).

Explain Central Issues From the Past
Explain the link between industrialization and urban problems.

Growing Cities
American cities became bustling centers of enterprise during the 1800s. This is a view along State Street in Boston. **Critical Thinking: Explain Problems** What problems did the rapid growth of cities pose for city dwellers?



Vocabulary Builder

Use the information below to teach students this section’s high-use words.

High-Use Word	Definition and Sample Sentence
reign, p. 393	<i>n.</i> period of dominance or rule The American Revolution took place during the reign of King George III.
inferior, p. 395	<i>adj.</i> less worth; less valuable; of lower rank Old factories are inferior to newer, more modern ones.

Teach

Northern Cities

The Growth of Northern Industry

pp. 390–391

Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **reign** and **inferior**, using the strategy on TE p. T21.
- **Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.
- Read Northern Cities and The Growth of Northern Industry with students, using the Structured Silent Reading strategy (TE, p. T22).
- Display the Telegraph transparency, and discuss the impact of faster communication. Ask: **How did businesses communicate with customers and suppliers before the invention of the telegraph?** (Possible answer: by mail for long distances and by messenger for short distances)

Color Transparencies, Telegraph

Independent Practice

Have students begin filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, make sure they understand how the Industrial Revolution helped urbanize the North.

Answers

Reading Skill Possible answer: Industrialization required large numbers of workers in cities. This created urban problems, such as crowding, disease, and fire danger.

Checkpoint They were unclean and had poor drinking water, which spread disease; the air was poor; fires were common, and firefighters were often ill-equipped.

Explain Problems People lived crowded together, leading to poor sanitation and fire hazards.

A Transportation Revolution

p. 392


Instruction

L2

- Have students read A Transportation Revolution. Remind students to look for the sequence of events.
- Ask students to name forms of transportation that helped American industry grow in the 1800s. (*steamboats, clipper ships, railroads*)
- Ask: **How do you think these new forms of transportation affected industry in the North?** (*Possible answer: They made it easier and faster both to obtain raw materials and to get goods to markets.*)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate and make sure individuals understand how improvements in transportation helped industry grow. Provide assistance as needed.



Biography Quest

Samuel F.B. Morse
1791–1872

Samuel Morse began his career as a painter. By 1835, however, he was working on the invention that would make him famous. For years, he struggled to find funding. In 1843, he convinced Congress to back his efforts.

The following year, he arranged to link the nation's capital and the city of Baltimore with telegraph lines. The historic first message was sent from the Capitol building in Washington, D.C.

Biography Quest

What chance event led Morse to attempt to develop the telegraph?

For: The answer to the question about Morse

Visit: PHSchool.com

Web Code: myd-4072

In 1844, Morse tested his system. He wired a message from Washington, D.C., to his assistant in Baltimore: "What hath God wrought?" A few minutes later, a response came back from Baltimore.

The telegraph soon became part of American life. Thousands of miles of wires were strung across the nation. Factories in the East could communicate with their markets in the West in a matter of hours rather than weeks.

Advances in Agriculture The mechanical reaper, invented by Cyrus McCormick, made it easier for farmers to settle the prairies of the Midwest. The reaper cut stalks of wheat many times faster than a human worker could. This enabled farmers to cultivate more land and harvest their crops with fewer workers.

Improvements in threshers also speeded up the harvesting of grain. Threshers separate the grains of wheat from their stalks. The wheat grains are then ground into flour. Eventually, the mechanical reaper and the thresher were put together into one machine called a combine.

These advances in agriculture also affected industry. Farm laborers who had been replaced by machines went to cities to work in shops and factories. Cities like Cincinnati grew as both agricultural and industrial centers.

Advances in Manufacturing Other inventions revolutionized the way goods were made. In 1846, Elias Howe patented a machine that could sew seams in fabric. A few years later, Isaac Singer improved on Howe's design. The sewing machine made it much more efficient to produce clothing in quantity. As clothes became less expensive, people of modest means began to dress almost as well as wealthier Americans.

By 1860, factories in New England and the Middle Atlantic states were producing most of the nation's manufactured goods. That year, Americans had over \$1 billion invested in businesses. Of that total, more than 90 percent was invested in businesses in the North.

 **Checkpoint** What new inventions helped northern industry to grow?

A Transportation Revolution

Improvements in transportation spurred the growth of American industry. As transportation became faster and easier, factories could make use of raw materials from farther away. Improved transportation also allowed factory owners to ship their goods to distant markets.

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Differentiated Instruction

L1 Less Proficient Readers


L1 Special Needs


Comprehension Reinforcement Have students read the text of The Growth of Northern Industry as they listen to the Student Edition on Audio CD. Pause the CD after each subsection, and ask students if they have any questions. If needed, pro-

vide students with a copy of the CD to work independently at home or in the School Resource Center.

 **SE on Audio CD**, Chapter 11, Section 2

Answers

 He overheard a conversation about a new discovery: the electromagnet.

 **Checkpoint** the telegraph, mechanical reaper, improvements in threshers, the combine, and sewing machine

Steamboats and Clipper Ships In 1807, Robert Fulton, an American inventor, used a steam engine to power a boat. Fulton's *Clermont* was the first practical steamboat. It was 133 feet long and had wooden side paddles that pulled it through the water.

Although side-paddle steamboats were ideal for traveling on rivers, they were not suited to ocean travel. In 1850, a new type of American-built ship appeared, the clipper ship. Long and slender, with tall masts, the clipper ships were magnificent, swift vessels. The Yankee clippers, as they were called, were the world's fastest ships. Their reign was brief, however. By the 1850s, Great Britain was producing oceangoing steamships. These ironclad steamships were faster and could carry more cargo.

Vocabulary Builder
reign (rayn) *n.* period of dominance or rule

Railroads Of all forms of transportation, railroads did the most to tie together raw materials, manufacturers, and markets. Steamboats had to follow the paths of rivers, which sometimes froze in winter. Railroads, however, could be built almost anywhere.

America's first railroad, the Baltimore and Ohio, was begun in 1828. As with most European railroads, its cars were drawn along the track by horses. Then, in 1830, Peter Cooper built the first American-made steam locomotive. By 1840, about 3,000 miles of railway track had been built in the United States.

Checkpoint Why were railroads a better means of transportation than steamboats?

A New Wave of Immigrants

The American population grew rapidly in the 1840s. Millions of immigrants entered the United States, mostly from western Europe. Some came because they had heard of opportunities to buy cheap land. Others believed their skills would serve them well in the United States. Still others had little choice, because they could not survive at home.



Fulton's Steamboat
Robert Fulton's steamboat, the *Clermont*, carried passengers between New York and Albany on the Hudson River. **Critical Thinking: Interpret Pictures** Why would the *Clermont* not be suitable for ocean travel?

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A New Wave of Immigrants

p. 393

Instruction

L2

- Have students read A New Wave of Immigrants. Remind them to look for causes and effects.
- Discuss the waves of immigrants to the United States in the 1840s. Ask: **From where did most immigrants come?** (*western Europe*) Ask: **Why did large numbers of immigrants come from Ireland and Germany?** (*They were escaping the potato famine in Ireland; many Germans had taken part in failed revolutions against harsh rulers and needed to escape punishment.*)
- Ask: **How might newcomers from different cultural backgrounds affect a region?** (*Possible answers: People would bring new languages, skills, ideas, foods, and customs to existing communities.*)
- Discuss the response of the nativists to the new immigrants. (*Nativists wanted the United States to be preserved for white, American-born Protestants.*)

Independent Practice

Have students continue filling in the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 11, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate to make sure individuals understand how immigration affected the United States in the mid-1800s. Provide assistance as needed.

History Background

McCormick's Competition Cyrus McCormick, whose invention of the reaper made cultivation of the prairie possible, faced competition in manufacturing his machinery. One competitor of McCormick was represented by a young lawyer named

Abraham Lincoln. In a patent dispute against McCormick, Lincoln's client won, and Lincoln earned \$1,000. This money later helped him underwrite his famous debates with Stephen Douglas.

Answers

Checkpoint Unlike steamboats, railroads could be built almost anywhere and travel in any season.

Interpret Pictures It was too narrow and low and had paddle wheels. Ocean waves and currents would be too strong and make the boat uncontrollable.

African Americans in the North

p. 395


Instruction

L2

- Have students read African Americans in the North. Remind students to look for details to answer the reading Checkpoint question.
- Ask: **Did the abolition of slavery in the North erase all problems for free African Americans? Why or why not?** (Possible answer: No, they still faced discrimination.)
- Ask: **How did African Americans respond to discrimination?** (They started their own churches and publications.)


Independent Practice

Have students complete the study guide for this section.

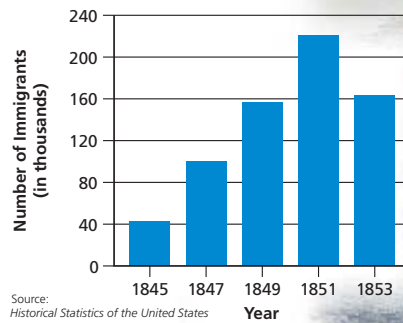
 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 2 (Adapted Version also available.)

Monitor Progress

- As students fill in the study guide, circulate to make sure individuals understand that African Americans faced discrimination in the North. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate if what they learned was what they had expected to learn.

 **Teaching Resources, Unit 4**, Reading Readiness Guide, p. 17

Irish Immigration, 1845–1853



Source:
Historical Statistics of the United States



Fleeing the Famine

A famine in the 1840s drove many Irish to the United States. They contributed to a sharp rise in immigration. **Critical Thinking: Draw Inferences** Why do you suppose the peak did not come immediately after the famine started in 1845?

The Great Hunger

Ireland had long been under British rule. While the best farmland was owned by British landlords, the potato was the staple, or basic, food for most of the population. Then, in 1845, a fungus destroyed the potato crop, leading to **famine, or widespread starvation**. The years that followed are often called the Great Hunger. More than a million people starved to death. About a million more left Ireland.


Most of the Irish immigrants who came to the United States during this period had been farm laborers at home. The men found work doing the lowliest jobs in construction or laying railroad track in the East and Midwest. Young Irish women were often employed as household workers.

German Newcomers Germans came to America during this period as well. Many had taken part in revolutions against harsh rulers. When the revolutions failed, the Germans fled to the United States.

Unlike the Irish, German immigrants came from many different levels of society. After arriving in the United States, most Germans moved west. Many settled in the Ohio Valley and the Great Lakes region.


Reaction Against Immigrants Some Americans worried about the growing foreign population. These were **nativists, or people who wanted to preserve the country for white, American-born Protestants**. Nativists especially opposed Irish immigration because most of the Irish were Roman Catholics.

One group of nativists in New York formed a secret group. When asked about their secret order, members replied, "I know nothing." In time, the Know-Nothings became a political party. In 1856, the Know-Nothing candidate for President won 21 percent of the vote. Soon after, the party split over the issue of slavery and dissolved.

 **Checkpoint** Why did Irish and German immigration to the United States increase in the 1840s?

Answers

Draw Inferences Possible answers: Many Irish thought next year would be better; they were overwhelmed and did not want to leave their homes and family and friends.

 **Checkpoint** The Irish were fleeing from a famine, and the Germans were fleeing from failed revolutions.

Differentiated Instruction

L1 English Language Learners

Word Definitions Have students make a list of the Key Terms and High-Use Words for this chapter. Then have them create flashcards with the word on one side and

its definition on the other. Pair students with a partner, and have them quiz each other on the definitions of the words using the flashcards.

African Americans in the North

Even more than immigrants, African Americans in the North faced discrimination. **Discrimination is the denial of equal rights or equal treatment to certain groups of people.**

Slavery had largely ended in the North by the early 1800s. Free African Americans there were joined by new arrivals from the South. Freedom, however, did not grant equal treatment. African Americans were often denied the right to vote. They were not allowed to work in factories or in skilled trades. Even when they sought the least desirable jobs, they were at a disadvantage. Many employers preferred to hire white immigrants rather than African Americans.

Prejudice against African Americans led to the racial segregation of schools and public facilities. Turned away by white congregations, African Americans formed their own churches. For example, people who had been freed from slavery started the African Methodist Episcopal Church in Philadelphia in 1816.

White newspapers often portrayed African Americans as **inferior**. African Americans responded by starting their own publications. The first newspaper owned and run by African Americans was *Freedom's Journal*, which was established in 1827 in New York. Its editor, John B. Russwurm, had been one of the first African Americans to graduate from an American college.

Checkpoint What obstacles did African Americans face in the North?

Looking Back and Ahead Northern cities grew with the arrival of immigrants from abroad and African Americans from rural areas. Meanwhile, as you will read in the next section, the South depended more and more on cotton and slavery.

Vocabulary Builder

inferior (ihñ FIR ee uhr) **adj.** less worthy; less valuable; of lower rank

Progress Monitoring

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-4072

Section 2 Check Your Progress

Comprehension and Critical Thinking

- (a) Recall** What factors led to the growth of cities?
(b) Evaluate Information How did the rapid growth of cities affect urban living conditions?
- (a) Recall** How did the telegraph improve communication?
(b) Identify Economic Benefits How might improved communication help the growing economy?



Reading Skill

- 3. Explain Central Issues From the Past** Reread the text following the heading "Advances in Agriculture." Explain how changes in agriculture affected workers in the nineteenth century.

Key Terms

- Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- 4. Urbanization** is the movement of people from urban areas to farms.

5. More than a million people died in a **famine** during "the Great Hunger" that started in Ireland in 1845.
6. Even though many African Americans living in the North were legally free, they still suffered from **discrimination**.

Writing

7. Based on what you have read in this section, list as many causes as you can for the growth of industry in the North. Put stars next to the causes that you think are most important.

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Section 2 Check Your Progress

- (a)** new inventions that aided the growth of industry; more immigration
(b) It caused overcrowding, uncleanness, and the risk of fire in cities.
- (a)** It let people communicate across long distances quickly.
(b) Since factories in the East could communicate with their markets in the West quickly, this could help the economy to

grow because orders could be taken and filled more quickly.

3. Possible answer: Many new machines were invented to speed up agricultural work. They replaced many farm workers, who went to cities to work in factories and shops.
4. No, it is the movement of people from rural areas to cities.
5. Yes
6. Yes

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 4,
Section Quiz, p. 28

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies,
Chapter 11, Section 2

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.



Interactive Reading and Notetaking Study Guide, Chapter 11,
Section 2 (Adapted Version also available.)

Extend

Have students do an Internet search on African American abolitionists in the North. Possible leaders they might research are James Forten, Robert Purvis, Charles Remond, Sarah Parker Remond, Frederick Douglass, and Sojourner Truth.

Extend

For: Help starting the Extend activity
Visit: PHSchool.com
Web Code: mye-0259

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

7. List should demonstrate an understanding of the growth of industry in the North. Possible causes: urbanization, advances in technology and transportation, influx of immigrants and African Americans into the cities.

Answer

Checkpoint They faced discrimination in terms of the right to vote, getting jobs, and segregation in schools and other public places.

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