Fitzgerald

Development of the North – Industrialization (From Readings in Ch 11 Sec 1)

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| Industrial Revolution p. 382  overshot | * **machines take the place of hand tools** * power source changes from human and animal to   + first water wheels on rivers   + then steam engines * began   + in the late 1700s   + in Britain   + in textile (cloth )industry     - first in **spinning thread** instead of using a spinning wheel     - then in **weaving** instead of using a hand loom   North - Industry! |

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| Factory System pp. 382-3  ANd9GcRsktdpZxwCZjTh8VCn53uPHkhyqAo7EcIKunSgajfdT-NJ918p | * brings worker and machines together in one place * replaces spinning wheels and looms in homes of workers * now workers go to factory * changes -   + begin and end a set time   + machine sets the pace   + can't be with family while work   North - Industry! |

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| Capitalists p.383  ANd9GcSB9GZIcyPsT7mB38n2afGpRimiBPUm2Lmt2XoiAQAyvHB3Zkh9 | * people who invest money in a business to earn a profit   + also called investors * new factories required huge amounts of money to build   + capitalists provide money to build and are repaid with interest from the profit the factory makes when it starts producing goods it then sells * In Northeast * home to wealthy merchants * begin to invest in factories - not just shipping   North - Industry! |

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| Steam Engine p. 383  Alamy_BBY8N0 | * developed by Richard Arkwright * in 1790 * change - no longer need river for power * water boiled in a cylinder * steam trapped in cylinder creates pressure * released through a valve to drive a piston rod * rod turns wheel like legs pedal a bike * turning wheel connected to machines by gears, axles, and belts   North - Industry! |

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| Sam Slater p. 384  7e0328f03e6c12d249fedf05f0b3e6d6_1M | * an apprentice in Arkwright's factory in England * knows his knowledge of Arkwright's machines will be valuable * **memorizes plans** * heads for America * gets investor (capitalist) - **Moses Brown** * **builds first water-powered factory**    + for cotton thread   North - Industry! |

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| Francis Cabot Lowell pp. 384-5  Textile%20Mill%20Diagram | * had visited England * seen latest **weaving** machines * developed an improved version when returned to U.S. * organizes mill in new way * 1st floor - clean cotton (carding) * 2nd floor - spin cotton into thread * 3rd floor - weave thread into cloth   North - Industry! |

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| Lowell, Massachusetts, and the Lowell Girls p. 385  http://4.bp.blogspot.com/_4o9duHpeBQQ/S0PlHzOvmHI/AAAAAAAACjM/LZoFxBfkz5g/s1600/Bobbin+Girl+by+Winslow+Homer.jpg | * owners wanted better lives for their workers * built a town for the factory that had   + boarding houses   + a library   + a hospital * called Lowell, Massachusetts * workers - all girls from nearby farms   + slept and ate in boarding houses with strict supervision   + after work could attend lecture or go to library   + pianos in boarding houses   + produced their own magazine   North - Industry! |
| Eli Whitney p.386  slide3 | * innovator - comes up with a new way of doing things * innovation - interchangeable parts   North - Industry! |

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| Interchangeable Parts p.386  8d7113fea9a4a2666827ffae26da64fe_1M | * 1790s * system for manufacturing * **old way -**    + **skilled** workers building **whole product** * new way -   + **pieces** of product made   + each is **identical**   + **unskilled** workers then quickly assemble parts * effects -   + change worker - skilled to unskilled   + more efficient - produce more, faster   + prices drop   + low prices cause people to buy more products   North - Industry! |
| Child Labor p.387  Hine,%20Child%20in%20Carolina%20Cotton%20Mill,%201908 | * traditional -   + British had always employed children   + children worked on family farms - their labor was needed * employed in   + textile mills   + coal mines   + steel foundries * as young as 7 or 8 * no education * unsafe * by 1880 - one million child workers from 10 to 15   North - Industry! |
| Factory Conditions p.387  An_workers_show_hands | * poor light * little fresh air - dust can damage lungs * ADD - very noisy - lost hearing * machines could harm -   + parts didn't stop moving if clothing or hair got stuck     - can't shut off water or steam engine   + crush hands, skull, leg   + owners do not help the injured who can no longer work * hours very long - 12 to 14 hours   North - Industry! |

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Chapter 11 Section 2: Note Cards

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| **The Telegraph**  http://i.istockimg.com/file_thumbview_approve/12716964/2/stock-photo-12716964-telegraph-operator-antique-design-illustrations.jpg | * invented by - Samuel F.B. Morse * used to - send messages quickly over long distances, over a wire   + by electrical pulses   + Morse Code – uses shorter & longer bursts of electricity     - Each letter of alphabet represented by its own mix of short signals (“dots”) & long signals (“dashes”) * 1st message from Washington, D.C., to Baltimore * Soon becomes part of American life   + Thousands of miles of wires strung across nation   + Factories in East communicate with buyers in West |
| National Road p. 403  http://www.historytunes.com/images/synopsis/17.jpgDate \_\_\_\_\_\_\_ | * The first road built by the **national** government * Started in Wheeling, **Virginia** * Ended in Vandalia, **Illinois**   See on map in picture for Canals. |
| **Canals p. 403**  trans 1800 | * The **fastest** and **cheapest**   way to ship goods was by **water**   * Purpose of the canals was to connect the   **Ohio** River with cities in the **Erie**   * Physical labor provided by **Irish**   immigrants   * Difficult to engineer over hills – must build **locks** to raise and lower the canal boats * First Canal – The **Erie** Canal connected the Hudson River which flowed to **New York City** with **Lake Erie** * Took **8 years** to build but paid for itself in   **2 years**   * Many other canals followed, such as the O **Ohio and Erie** connecting **Lake Erie to the Ohio River** |
| **Steamboat**  http://www.learnnc.org/lp/media/uploads/2009/02/clermont_illustration_-_robert_fulton_-_project_gutenberg_etext_15161.jpg | * invented by - Robert Fulton   + uses steam engine to power a boat.   + 1st **practical steamboat** called "The Clermont" * Design -   + wooden side paddles to pull it through the water * Ideal **for rivers** not made for ocean travel |
| **Railroads**  http://media.web.britannica.com/eb-media/19/62119-004-6F7472D5.jpg | * tied together -   + raw materials   + manufacturers   + markets (buyers of goods) * so link   + Northeast   + Midwest & Great Lakes   + Encourage **unity** of nation * Better than Steamboats   + don't have to follow rivers   + could be built almost anywhere * America’s first RR – the Baltimore & Ohio   + By 1840, 3,000 miles of track built in U.S. |
| **Mechanical Reaper**  http://teachers.henrico.k12.va.us/tucker/strusky_m/webquests/VUS6_Expansion/mccormick%20reaper.jpg | * invented by - **Cyrus McCormick** * Reaper **cut down** stalks of wheat * much faster than humans **- increase productivity**    + Allowed farmers to **farm more land with fewer workers** * **will also need -**   + **mechanical thresher - also McCormick**     - separate grain from stalk   + **better plow - John Deere** * Made easier for farmers to settle prairies of the Midwest * Affects industry and cities   + Farm laborers, replaced by machines, go to cities to work   + Cities grow |
| **Immigration, 1840s**  http://voteview.com/images/Population_1820_1840_1860.jpg | * Millions   + from - Western Europe * Reasons immigrate   + **cheap land**   + Felt **skills** they had would benefit them in U.S.   + Could not **survive** at home * Influx of people 🡪 **competition** for jobs 🡪 **decrease in wages** |
| Irish Immigration  http://t3.gstatic.com/images?q=tbn:ANd9GcQ9J3xRIc6AYmnfQLQzEUtiK1V-EpP3jTUrm7o7K5k0k71144Fs | * Why Come **- The Great Hunger** – Irish   + Potato was basis of diet   + fungus destroyed the potato crop     - led to starvation (famine)       * more than **a million starve** to death       * about **a million more leave** Ireland * Irish immigrants had been farm laborers at home   + Do **lowest-paying jobs** in U.S.   + men - lay RR track and construction   + women – household workers |
| **http://ecx.images-amazon.com/images/I/51O6XciiZYL._BO2,204,203,200_PIsitb-sticker-arrow-click,TopRight,35,-76_AA300_SH20_OU01_.jpgGerman Immigration** | * Why Come -   + Many had taken part in revolutions against harsh rulers     - Revolutions fail 🡪 flee to U.S. * Most move west   + Ohio Valley & Great Lakes region * German immigrants- **all levels of society** |

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| **http://upload.wikimedia.org/wikipedia/en/thumb/8/80/Poperob.jpg/220px-Poperob.jpgNativism**  **Evil Pope controls U.S. through Irish votes!**  http://upload.wikimedia.org/wikipedia/en/thumb/8/80/Poperob.jpg/220px-Poperob.jpg | * worry about growing foreign population * Nativists – people who want to preserve the country for **white, American-born Protestants** * Oppose Irish immigration most –   + most Irish were **Roman Catholic**   + believe pope will control their votes * NY Nativists form secret group –   + respond with “I know nothing” when asked about it   + Become political party – **Know Nothing Party** |
| Urbanization p. 390-391  Image result for new york slums  1850 | * Urbanization is the growth of **cities** due to the movement of people from **rural** areas * Fewer agricultural workers needed due to new farm machinery, move to cities to work in **factories** * Cities grow too fast   Problems –   * No **sewers** * No fresh **water** * **Fires** were common, as most structures made of **wood** and very close together * No **fire** or **police** departments |

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Development of the North - African Americans

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| **African Americans in the North p. 395**  http://www.msp.umb.edu/primarymaterials/afam/exclude.jpg  Date \_\_\_\_\_\_\_\_ | * Slavery had ended in the North by the early 1800s. * But African Americans in the North faced discrimination   + Denied the right to vote   + Could not work in factories or skilled trades   + Had to the least desirable jobs even than Whites always preferred. * Segregation   + Could not attend schools or churches with white people.   + Formed own churches and schools. |

Ch 10 Sec4

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| Indian Removal p. 357  Image result for indian removal act | * The government saw Native Americans as standing in the way of Westward Expansion. * The natives lived on fertile land. * White farmers wanted that land. * The Indian Removal Act of 1830 forced all Natives to leave land east of the Mississippi River and settle   on land west of the river instead.  Development of N and S |

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| Trail of Tears pp.257-259  Cherokee.JPG | * Farmers in the South wanted to remove Natives because they held land now valuable for raising cotton. * The state of Georgia passed laws to remove Natives from their lands. * The Cherokee people had adopted white ways:   + farmed   + businesses   + a written alphabet   + a constitution   + a newspaper * The Cherokees challenged the laws in court, taking the case to the Supreme Court where they won because federal treaties overruled state law. * But Jackson had Congress pass the Indian Removal Act. * Soldiers forced Natives from their homes. * Marched through the winter for hundreds of miles without enough food or shelter * 4,000 of the 15,000 Cherokees died.   Development of N and S |

Understanding Policies and Practices used to Maintain the Institution of Slavery

Based on ideas presented in ***Unchained Memories***

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| **Practice to maintain Institution to Slavery**  Black child bought as slave for younger white child  slave7 | **Details on Practice**   * began when White child only 2 years old * Black child 5 years old |
| **Consequences of Practice**   * White child taught to be master to give orders and learns to see back child as property * Black child humiliated, made to feel less even than one younger than he * Friendships could develop? * Black child could benefit from education given to white child |

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| **Policy to maintain Institution to Slavery**  Illegal to educate black people  first-reader | **Details on Policy** | |
| **Consequences of Policy**   * Whites are able to make themselves believe they are smarter. * Those who worked in house could steal books - Taught self in great secrecy at night * BUT STILL ***most*** were unable to find a way to learn * Could not show any intelligence or desire to learn for fear of whipping or being sold away | |
| **Practice to maintain Institution to Slavery**  Mixed race slaves, often related to white family of the house, often made servants.  http://3.bp.blogspot.com/_gQ-s9Yj3P0w/S8dW4bqbZtI/AAAAAAAAAWQ/sKaeqeZL79I/s400/charlestaylor.jpg  http://www.iwasaslave.com/column/images/009-010-enslaved-children.jpg | | **Details on Practice** | |
| **Consequences of Practice**   * Whites can constantly watch them * Separated mixed race slaves from both black population (and thus black family members) as well as from white family for whom they were just a servants * Created classes in the black population – field hands v house servants, with the purpose of dividing the black community to weaken it | |
| **Policy to maintain Institution to Slavery**  Whipping standard punishment | | **Details on Policy**   * Cat of Nine Tails used * Staked out * Naked * In public - others forced to watch * Cross patterns made to take out hunks of flesh * Rub salt in the wounds | |
| **Consequences of Policy**   * Incredible pain and fear * Salt rubbed in wounds, created more pain, also prevented infection * Scars developed as reminder to slave, other slaves, and other white people * Unlike beating, didn’t prevent future work | |

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| **Policy to maintain Institution to Slavery**  No legal or religious marriages allowed | **Details on policy**   * Owners often dictated who would form a couple * Often couples separated, only able to visit * Always under threat of being sold away from each other * Relationships could be violated and broken by master, for instance through rape |
| **Consequences of Policy**   * African Americans developed own marriage ceremony – the jumping of the broom as a symbol of starting a home together * Families were weakened despite this |