

THE INDUSTRIAL REVOLUTION:
CHAPTER 11: SECTION 1

The Industrial Revolution

In the Industrial Revolution, _____ took the place of many hand tools. Much of the power once provided by _____ and _____ began to be replaced, first by _____ and then by _____.

For centuries, workers had _____ in their _____ on spinning Wheels. In the 1760s, the _____ speeded up the thread-making process.

This system of working was replaced by the _____, which brought workers and _____ together in one place.

In 1764, _____ invented the _____, a spinning machine powered by _____ rather than human energy. Textile mills began to be built on _____.

In 1790, _____ built the first steam-powered _____. Factories no longer had to be built on _____.

_____ built the first water-frame-style spinning machine in the United States.

In the 1790s, inventor _____ devised a system of _____ identical pieces that could be assembled quickly by _____.

During the _____, the British navy blockaded U.S. ports. This caused _____ to grow significantly.

Francis Cabot Lowell and his partners built a mill that was organized a new way. It combined _____ and _____ in one building. Later, the town of Lowell, Massachusetts, was built. Factories there employed _____ from nearby farms.

Typical Factory Working Conditions

Length of workday: _____

Factory conditions: _____

Safety conditions: _____

Treatment of disabled workers: _____

THE NORTH TRANSFORMED: CHAPTER 11: SECTION 2

Key Inventions			
Invention	Inventor(s)	When	What It Did
Sewing machine	Elias Howe and Isaac Singer	1846	Made sewing clothes faster and cheaper
_____	Cyrus McCormick		Harvested more wheat with fewer workers
_____	_____	1807	Made river travel faster and cheaper
_____	Peter Cooper	_____	_____
Telegraph	_____	1844	_____
Clipper ship	No single inventor	_____	_____

Changes in Population			
	What Happened?	Why Did It Happen?	Results
Cities	Cities began growing rapidly, especially in the Northeast.	Factories moved to cities, followed by people moving from rural areas for factory jobs.	Cities faced the spread of disease and the threat of fire.

Immigration	Millions of immigrants from _____,	The Irish came to escape _____.	Nativists: _____.
	particularly Ireland and Germany, came to the U.S. in the 1840s.	The Germans came to escape _____.	Know-Nothings: _____.
African Americans in the North	African Americans formed their own schools, churches, and publications.	_____	African Americans continued to face _____.
		_____	They were often denied the right to _____.
		_____	They were not allowed to work in factories or _____ in _____.

THE PLANTATION SOUTH: CHAPTER 11: SECTION 3

The Southern Economy	
Cotton gin	<p>What it was: a machine invented by _____ in 1793 that speeded the processing of cotton.</p> <p>Impact on Economy:</p> <ul style="list-style-type: none"> • made cotton growing more _____ • increased the use and value of _____ • led to huge growth in _____ • made cotton the greatest _____ in the United States.
Slave labor	<p>Argument for slave labor: _____</p> <p>_____</p>

	<p>Arguments against slave labor:</p> <ul style="list-style-type: none"> • _____ • _____
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African American Life in the South	
What	Effect on African American Life
<p>Restrictions placed on free African Americans' rights</p>	<p>Could hold only _____.</p> <p>They were not allowed to:</p> <p>_____ , _____ ,</p> <p>_____ , _____ .</p> <p>They were discouraged from _____.</p>
<p>Hardships faced on plantations</p>	<p>Enslaved African Americans</p> <ul style="list-style-type: none"> • received _____ • had to perform _____ • families were often _____
<p>Types of work enslaved African Americans performed</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>African American culture</p>	<p>Preserved African _____ , _____</p> <p>and _____.</p> <p>Composed _____.</p>
<p>Ways of resisting slavery</p>	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____

THE CHALLENGES OF GROWTH: CHAPTER 11: SECTION 4

Roads and Canals		
Term	What it was	Why it was important
turnpike	A type of privately built toll road	Provided a much-needed way to move people and goods over land
_____	A road made of sawed-off logs	_____
_____	_____	Allowed boats to reach more places
Project	What it was and when it	Why it was important
_____	Road running from Cumberland, Maryland, to Vandalia, Illinois; 1811	_____
Erie Canal	_____	<ul style="list-style-type: none"> • started a _____ • allowed goods to be shipped more _____ and cheaply between _____ and Midwest • helped make _____ the richest city in the nation.

Missouri Compromise

In 1820, Senator _____ persuaded Congress to approve the Missouri Compromise.

Its provisions:

1. _____ was admitted as a free state.
2. _____ was admitted as a slave state.
3. _____ north of Missouri's southern border was free of slavery.
4. Southern slave owners gained the right to pursue _____ into free regions.

North and South Take Different Paths

Primary Source

A Factory Report in 1846

When the factory town of Lowell, Massachusetts, was first created in the 1820s, it was considered a model of American industry. However, as the factory system developed, working conditions grew worse. The following is an excerpt from a report on working conditions in the mills of Massachusetts in 1846.

Directions: Read the excerpt, then answer the questions that follow.

We have lately visited the cities of Lowell and Manchester, and have had an opportunity of examining the factory system more closely than before . . . In Lowell live between seven and eight thousand young women, who are generally daughters of farmers of the different States of New England . . . The operatives work thirteen hours a day in the summer time, and from daylight to dark in the winter. . . .

Enter with us into the large rooms, when the looms are at work. The largest that we saw is in the Amoskeag Mills at Manchester. It is four hundred feet long, and about seventy broad; there are five hundred looms, and twenty-one thousand spindles in it. The din and clatter of these five hundred looms under full operation, struck us on first entering as something frightful and infernal, for it seemed such an atrocious violation of one of the faculties of the human soul, the sense of hearing. After a while we became somewhat inured to it, and by speaking quite close to the ear of the operative and quite loud, we could hold a conversation . . .

The girls attended upon an average three looms; . . . Attention to two is as much as should be [expected] of a [worker] . . . The atmosphere of such a room cannot of course be pure; on the contrary it is charged with cotton filaments and dust, which, we were told, are very injurious to the lungs. On entering the room, although the day was warm, we remarked that the windows were down; we asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work so well."

Glossary

din—uproar

infernal—inhuman, hellish

atrocious—brutal

faculties—elements

inured—made accustomed to something painful

attended upon—operated

naively—innocently

privation—the loss of some condition

North and South Take Different Paths

Primary Source (continued)

1. Who are the workers in Lowell? (1)

2. What are some of the unsafe or unhealthy conditions that the report discusses? (4)

3. How many looms did the workers supervise? How many would be considered reasonable by the writer? (2)

4. (a) How did the woman feel about the lack of fresh air? (1)

(b) Why are the windows down? (1)

5. Draw Inferences: Why might the owners of these mills have ignored poor working conditions? (1)
