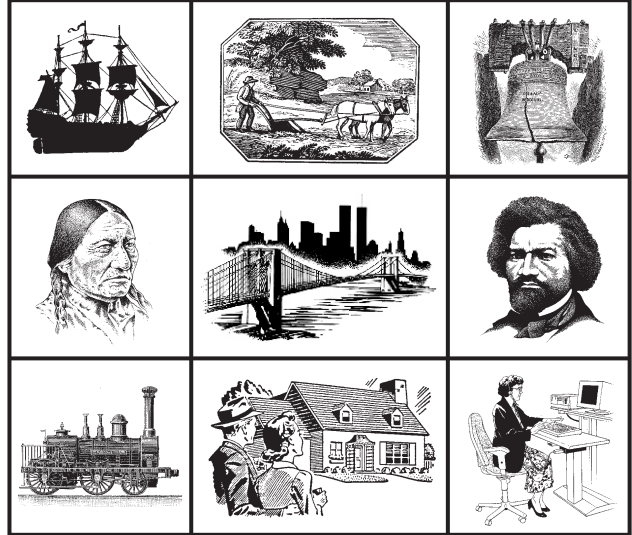

Fasttrack to America's Past

Age of Discovery to Present 7th Edition



An interactive learning guide for students of U.S. History

by David Burns

Section 4: The Growing Years 1800 - 1860

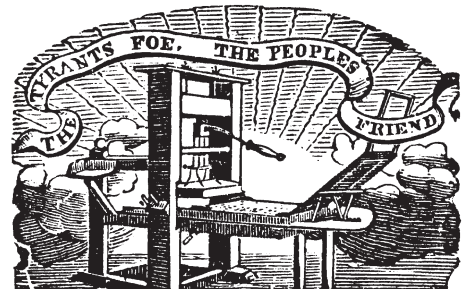


The Teacher Key and additional resources to use with these pages are at:

www.fasttrackteaching.com/ftap7

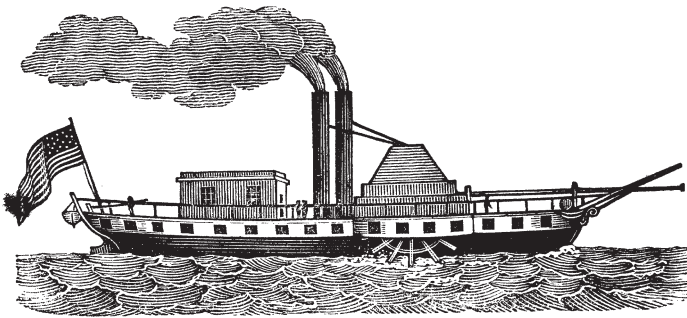
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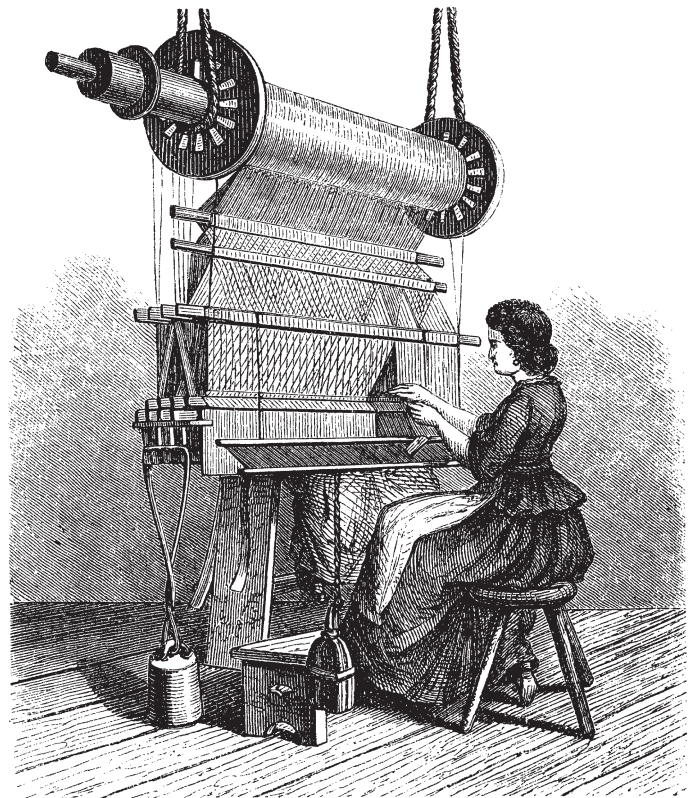
The Growing Years: 1800 - 1860



*“Oh, say, does that star-spangled
banner yet wave,
O’er the land of the free and the
home of the brave?”*

“Go West, young man!”

*“We hold these truths to be self-
evident: that all men and women
are created equal.”*



*“A house divided against itself cannot stand.
I believe this government cannot endure
permanently half slave and half free.*

Study Checklist

When you have completed this section, you should be able to:



Identify and explain the context of the **Famous Quotes** shown on the Section Title Page.



Identify and explain the importance of the **Famous Names and Terms** listed on the topic summary pages in this section.



Identify on a map and explain the importance of the **Famous Places** shown on the maps in this section.



Explain the general sequence of events in this period and tell from memory the **Famous Years**:

- Thomas Jefferson was elected president (**1800**).
- The Erie Canal was opened (**1825**).
- The California Gold Rush occurred (**1849**).
- Abraham Lincoln was elected president (**1860**).

Take a Practice Test!



A multiple-choice practice test for this section can be found on the Internet support site.

Textbook Page References:



Discuss or write briefly on such questions and topics as these:

1. *Explain what Manifest Destiny meant to Americans in the 1800s. What were the main reasons Americans moved westward in the years from 1800 to 1860?*
2. *How did improvements in transportation in the early 1800s contribute to the growth of America?*
3. *Explain why the factory system began growing rapidly in America in the decades after 1800. Describe the impact the Industrial Revolution had on American life and on workers.*
4. *Explain briefly the concerns and goals of social reformers working on each of these issues: women's rights; slavery; factory conditions; the mentally ill.*
5. *What opportunities did immigrants to America find between 1800 and 1860? What problems did they face?*
6. *Explain how the developments of this era tended to split the nation apart into two sections, North and South. Why did their differences finally reach the breaking point in 1860?*

Timeline 1800 - 1860

As you study the timeline, fill in the blanks using the word bank at the bottom of the page.

Jefferson elected - Thomas Jefferson was the _____ president of the United States.

Louisiana Purchase - The U.S. got it from _____ for \$15 million dollars.

Lewis and Clark expedition - They explored as far west as the _____ Ocean.

First steamboat - Called the Clermont, it was invented by Robert _____.

War of 1812 - It gave us our National _____, *The Star-Spangled Banner*.

Factories grow in Lowell, Mass. - It was one sign of the _____ Revolution.

Erie Canal opens - It opened an easy water route into the _____ Lakes area.

First railroad in U.S. - It was a short line built by the Baltimore and Ohio Railroad Company, and made history by using the first American built steam locomotive, named the _____.

Indian Removal Act - It encouraged the federal government to negotiate deals with Eastern Indians to move their tribes to areas _____ of the Mississippi.

***The Liberator* begins** - This newspaper fought to _____ slavery.

Texas declares independence - Within ten years, it _____ the U.S. as a state.

Telegraph demonstrated - It was invented by Samuel _____.

Mexican War begins - It forced Mexico to _____ the Mexican Cession to the U.S.

Women's Rights Convention - It was held in _____ Falls, New York.

California Gold Rush - Gold was discovered at _____ Mill.

***Uncle Tom's Cabin* published** - This book gave a horrifying picture of _____ life.

John Brown's raid - He intended to seize _____ and start a slave rebellion.

Lincoln elected - His election convinced _____ Carolina to leave the Union.

Word bank to fill in the blanks: *abolish, Anthem, France, Fulton, Great, guns, Industrial, joined, Morse, Pacific, sell, Seneca, slave, South, Sutter's, third, Tom Thumb, west*

TIMELINE: THE GROWING YEARS

1800	Jefferson elected Louisiana Purchase Lewis and Clark expedition First steamboat
1810	War of 1812
1820	Factories grow in Lowell, Mass. Erie Canal opens
1830	First railroad in U.S. Indian Removal Act <i>The Liberator</i> begins Texas declares independence
1840	Telegraph demonstrated Mexican War begins Women's Rights Convention California Gold Rush
1850	<i>Uncle Tom's Cabin</i> published
1860	John Brown's raid Lincoln elected

J. Adams
Thomas Jefferson
James Madison
James Monroe
J.Q. Adams
Andrew Jackson
Van Buren
Harrison / Tyler
Polk
Taylor / Fillmore
Pierce
Buchanan

THE GROWING YEARS: AN OVERVIEW

Thomas Jefferson, War of 1812, Manifest Destiny, Industrial Revolution, telegraph, cotton gin, Monroe Doctrine, Andrew Jackson, egalitarian, abolition movement



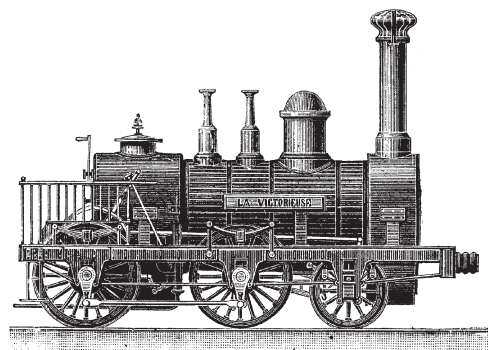
The decades after 1800 were years of incredible growth and change in America. When Thomas Jefferson was elected president that year, most people farmed their land by hand with simple tools. Most still lived east of the Appalachian mountain range in the original 13 states. Manufacturing was done in small shops or at home. Craftsmen produced shoes, wagons, guns, or shirts one by one. There were few big cities. All this would change by 1860.

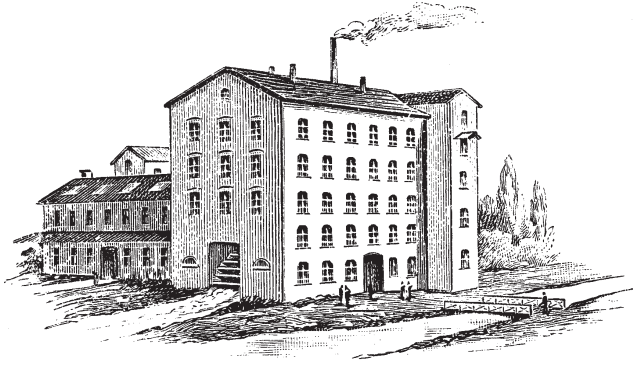
Daniel Boone had marked a path into what is now Tennessee and Kentucky even before 1800. Further north, settlement by Americans of the area near the Great Lakes was one factor that led to the War of 1812 with England. That conflict, however, was only a brief interruption to steady westward growth. There was the vast territory of the Louisiana Purchase, beyond the Mississippi River, added in 1803. Within a few decades, many people were saying that the nation's "Manifest Destiny" was to stretch out to the Pacific Ocean. A war with Mexico, and the California Gold Rush of 1849, cinched the matter. As the nation spread west, however, Indians steadily lost their traditional lands.

This era saw fantastic improvements in transportation. In 1800 most roads were poor. Not long after, canals like the famous Erie Canal in New York State opened easier routes to the West. They also cut the cost of shipping farm crops and manufactured goods dramatically. The steamboat quickly matched their success, because it could easily go upstream in rivers like the Mississippi and the Ohio, or navigate the Great Lakes. After about 1830 railroad tracks began to spread rapidly across the landscape.

Most of the changes of this era were linked to the Industrial Revolution, which is the change from hand production to production by machine. It was underway in America by 1820 and led to big changes in the lives of working people, and in society itself.

Cities and factory towns, mostly in the northern half of the country, grew very rapidly. Manufactured cloth and other products became less expensive. Experiments with electricity led to the invention of the telegraph, which sent messages almost instantly across wires. Improved printing methods made magazines, newspapers, and books much more widely available. Farms, too, felt the impact of the Industrial Revolution, as new steel plows and machines like Cyrus McCormick's reaper were developed.



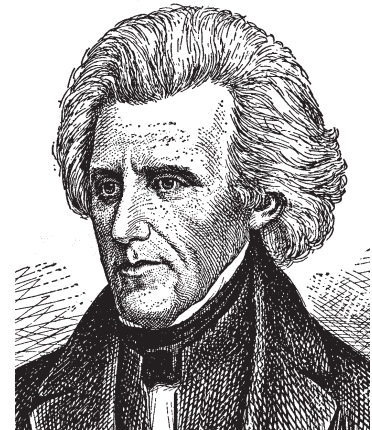


The Industrial Revolution brought some big problems alongside its many great benefits. Factories themselves were often dangerous and work hours were long. For many workers the only choice was: take it or leave it. In the South, there were fewer factories than in the North. But a machine called the cotton gin was invented by Eli Whitney in 1793. It simplified the task of removing seeds from raw cotton. Very

quickly, the cotton crop became large and important in the South, where it was grown, and in the North, where it was turned into cloth in factories. This greatly expanded the demand for slaves to work in the spreading cotton fields.

There were many hopeful signs for the young nation. An attitude of progress and inventiveness was widespread. One sign of America's growing confidence was the Monroe Doctrine. Issued by President James Monroe in 1823, it warned the European nations not to interfere with the nations in the Western Hemisphere.

The election of Andrew Jackson in 1828 marked a new surge of "the common man" in the nation's democratic system. He was the first president born west of the Appalachian Mountains, and had risen from poverty. His presidential campaign and success helped create the lively free-wheeling style of American politics that survives to this day. His years in office are often referred to as "The Age of Jackson."

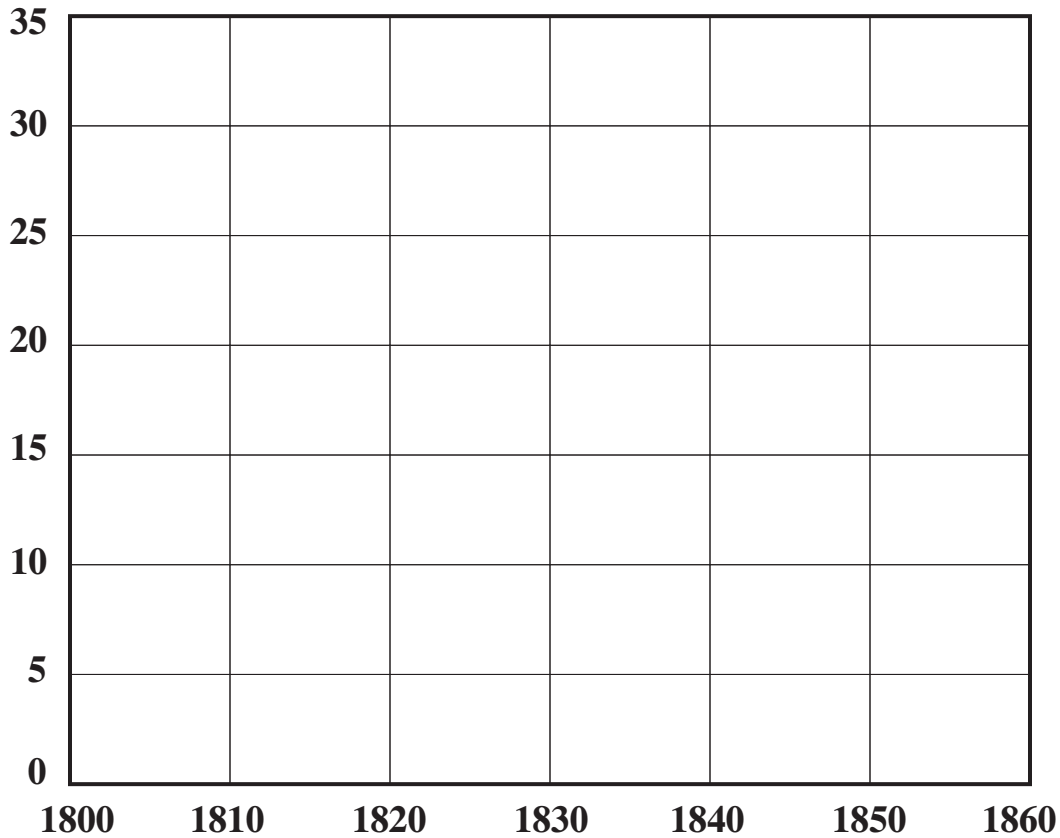


The problems created by rapid changes in American society soon drew the attention of countless reformers who tried to improve things. The women's rights movement began in these years. A push for better education led to the spread of free public elementary schools in many states. These were all signs of a growing egalitarian spirit in this era. Still, the millions of immigrants arriving in these decades usually faced a tough struggle to get a new start. Most, like the Irish, came because conditions were worse in many parts of Europe, and America offered the hope of something better.

By 1860 the map of America looked much as it does today. But a huge split had developed between the North, which favored the new industrial system, and the South, which did not. Then there was the issue of slavery, which many Northerners felt was totally out of place now. They often joined the growing abolition movement, which had the goal of abolishing slavery and also helped escaped slaves reach freedom. When Abraham Lincoln was elected in 1860, some Southern leaders decided they really didn't want to be part of the changed America that had grown up in the North. The great decades of growth ended in the Civil War, fought between the North and the South.

CHARTING POPULATION AND IMMIGRATION

In the years from 1800 to 1860, America's population grew dramatically. Complete the graphs on these pages to see just how significant this growth was. What conclusions can you reach from the pattern these two charts show?



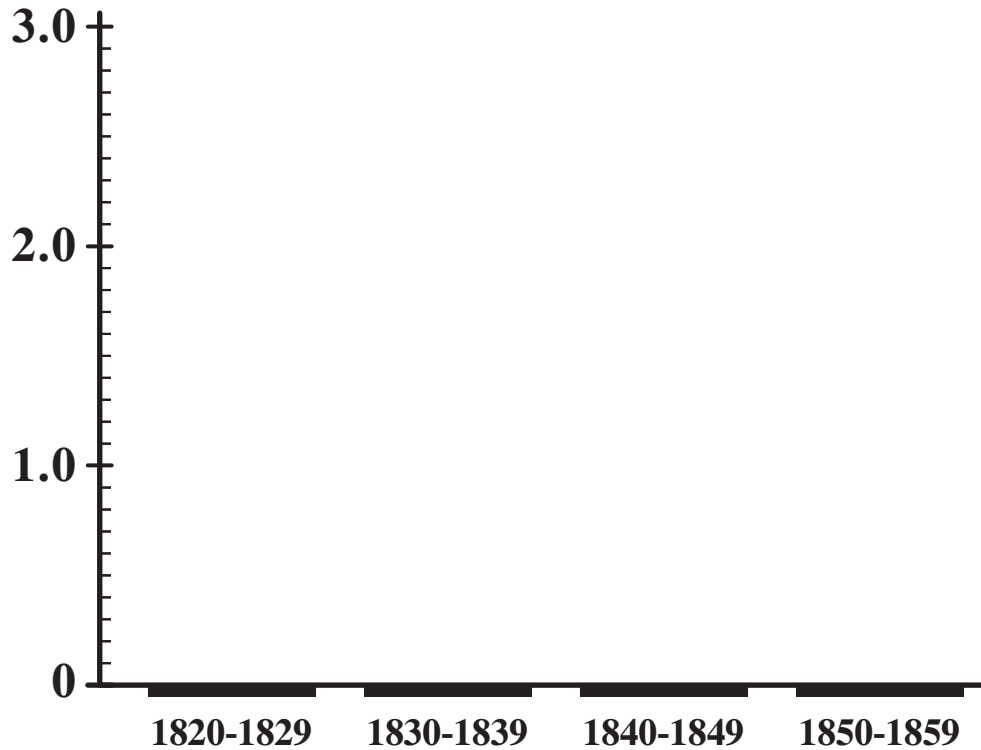
U.S. Population (Millions) 1800 to 1860

Use the table below to find the information to make the line graph above. Place dots on the graph for the data, then connect the dots with lines.

Year	Population (Millions)	Year	Population (Millions)	Year	Population (Millions)	Year	Population (Millions)
1800	5.3	1820	9.6	1840	17.1	1860	31.4
1810	7.2	1830	12.9	1850	23.2		

source: *Historical Statistics of the United States*

Immigration, mostly from northern and western Europe, provided a big part of America's population growth in this era. Notice that immigration figures for the first two decades of the century are not available from the records. This is a common problem historians face: facts and statistics are often incomplete. Start the bar graph with data for the decade 1820 - 1829.



Immigration by Decade (Millions) 1820 - 1859

Use the table below to find the information to make the bar graph above. Draw a vertical bar for each of the decades shown on the graph, with the length corresponding to the number of immigrants arriving in that decade. Notice that you must convert the numbers in the table to make the graph. 129,000 is equal to .129 million, so the first bar will be very short.

Decade	Immigrants	Decade	Immigrants
1800 - 1809	(not available)	1830 - 1839	538,000
1810 - 1819	(not available)	1840 - 1849	1,427,000
1820 - 1829	129,000	1850 - 1859	2,815,000

source: *Historical Statistics of the United States*

RED JACKET'S RESPONSE

Red Jacket was a Seneca Indian leader who met in 1805 with other chiefs of the Six Nations to hear an address by a white missionary. His remarks (condensed here) express the Indians' independence of mind as Americans spread westward.

Brother, this council fire was kindled by you. Listen to what we have to say. There was a time when our forefathers owned this great island. Their seats extended from the rising to the setting sun. The Great Spirit made it for the use of the Indians. He had created the buffalo, the deer, and other animals for food. He had caused the earth to produce corn for bread. All this He did for His red children because He loved them. If we had some disputes about our hunting-ground they were generally settled without the shedding of much blood.

But an evil day came upon us. Your forefathers crossed the great water and landed on this island. Their numbers were small. They asked for a small seat. We took pity on them, granted their request, and they sat down among us. We gave them corn and meat.

We took them to be friends. They called us brothers. At length their numbers had greatly increased. They wanted more land; they wanted our country. Our eyes were opened. Wars took place. Indians were hired to fight against Indians, and many of our people were destroyed. They also brought strong liquor among us. It was strong and powerful, and has slain thousands.

Brother, our seats were once large and yours small. You have now become a great people, and we have scarcely a place left to spread our blankets. You have got our country, but are not satisfied; you want to

force your religion upon us.

You say that you are sent to instruct us how to worship the Great Spirit. How do we know this to be true? We understand that your religion is written in a Book. If it was intended for us, as well as you, why did He not give to our forefathers the knowledge of that Book?



Brother, you say there is but one way to worship and serve the Great Spirit. If there is but one religion, why do you white people differ so much about it?

We also have a religion that was given to our forefathers and has been handed down to us, their children. We worship in that way. It teaches us to

be thankful for all the favors we receive, to love each other, and to be united. We never quarrel about religion.

Brother, the Great Spirit has made us all, but He made a great difference between His white and His red children. He has given us different complexions and different customs. To you He has given the arts. To these He has not opened our eyes. Since He has made so great a difference between us in other things, why may we not conclude that He has given us a different religion according to our understanding?

We hope the Great Spirit will protect you on your journey and return you safe to your friends.

Group Discussion: *What are Red Jacket's main complaints about the behavior of white settlers? What arguments does he make to convince the missionary that the Indian religion is just as valid as the religion of the missionary?*

AN IMMIGRANT'S LETTER

Not all immigrants fared as well as this letter, written in 1845, suggests. But use this letter (condensed here) to get a sense of why so many wanted to come to America in this era.

In the following lines I intend, to the best of my ability, to give you a clear idea of the prospects that an emigrant may reasonably hope for here, compared to those he might expect in Norway during a similar period and under normal conditions.

Let us assume that a young, able-bodied man from the country, who has saved up a small sum of thirty or forty dollars, leaves Norway with the intention of emigrating to America. He then presents himself in the Great West with a few dollars in his pocket. His intention and wish must consequently be to get work, the sooner the better, and this he will soon be able to do by consulting those of his countrymen who arrived before him.

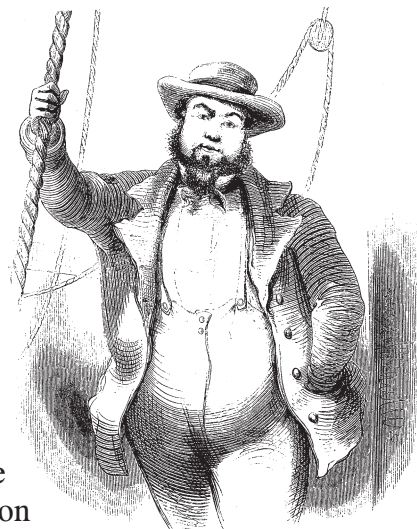
Depending on the time of year and other circumstances, his daily wage will be from 60 to 100 cents. Thus his average pay will be 80 cents, out of which he must subtract 30 for good board [food] and clothing, and in this way he has saved 50 cents a day.

If we figure that the number of working days is 250, at the end of the year he will have saved up \$120. If he gets permanent employment he will be paid by the current wages here, \$10 a month.

It is easily seen that after two years, this young man will have saved up \$200, and consequently for \$50 he can buy one sixteenth of a section, or forty acres of land.

For the rest of his money he will build houses, buy animals, farming tools and so on. Thus at the end of two years he has become an independent man and is in a position to marry without having to worry about himself or his family.

Now, if this young man had stayed in Norway, he would have been in about the same position as he was in the beginning.



For a laborer who has a wife and children the prospects are about the same. By washing, knitting, and other indoor work, the wife will always be able to make enough to support herself, and if she is good at this sort of work she can make much more. Every year new cities are founded, and these offer fine opportunities for beginning artisans [craftsmen].



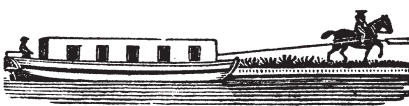
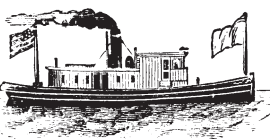
We are well pleased with public administration [government] here, for neither taxes nor other burdens are weighing heavily on us. For a piece of land of forty acres a yearly tax of something over \$1.00 is paid.

The conduct of officials is, as might be expected in a truly free country, obliging, gentle, and polite to everybody, not the aristocratic, haughty, repelling kind of address that I met with on several occasions in my old native country.

Group Discussion: *What are the main steps an immigrant should follow to find success in America in 1845, according to this letter? What impresses this immigrant most about America and its government?*

CHARTING THE TRANSPORTATION REVOLUTION

In the decades after 1800, the technology of transportation changed in ways that had a big impact on America's development. Complete the display chart below to make it easier to study the impact of what is sometimes called the Transportation Revolution. How would the changes shown here benefit farms and businesses?

	1800	Type of Transportation	1850
Land			
			
Water			
			

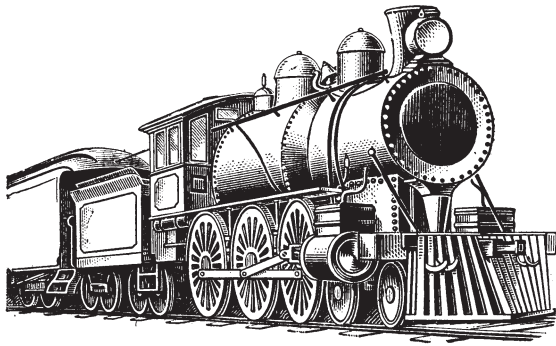
Cost to Transport One Ton (Cents per Mile)

Use the table below to find the information to finish the display chart above. Be sure to add the symbol for cents (¢) when you write the numbers in the chart.

Type of Transportation	Cost to Transport One Ton (Cents per Mile)	
	1800	1850
Wagon	30	15
Canal Boat	7	1
Steam Boat	(not invented)	½
Railroad	(not invented)	4

source: North, *Growth and Welfare in the American Past*

The building of canals in the U.S. peaked in the 1840s, then declined. Complete the bar graph below to show how the railroad industry grew in these years. What reasons can you think of to explain why the railroad industry became even more important than canals in promoting the growth of the U.S.?

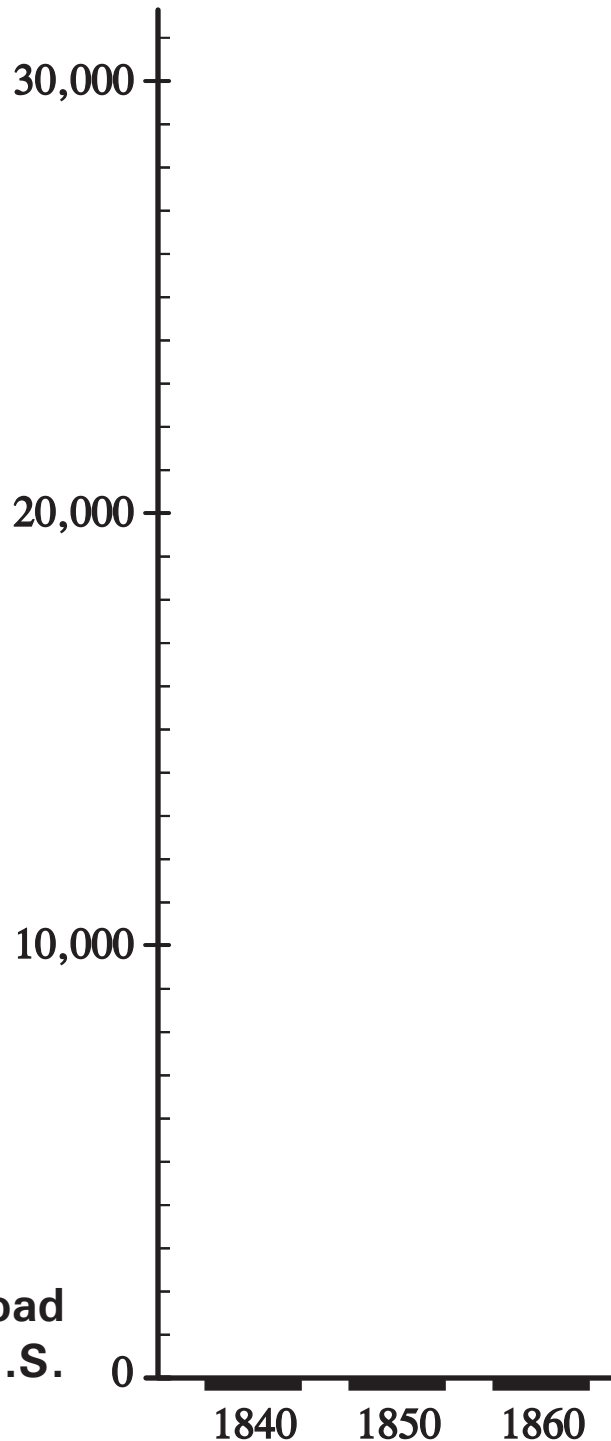


Use the table below to find the information to complete the bar graph on the right. Draw a vertical bar of the appropriate length for each year shown on the graph.

Year	Miles of Railroad Track in the U.S.
1820	0
1830	23
1840	2,818
1850	9,021
1860	30,626

source: *Historical Statistics of the United States*

Miles of Railroad Track in the U.S.



GROWING WEST

Daniel Boone, Northwest Ordinances, Louisiana Purchase, Lewis and Clark Expedition, National Road, Erie Canal, Trail of Tears, Oregon Trail, Texas & The Alamo, Mexican War/Mexican Cession, California Gold Rush

By the year 1800, thousands of Americans had already moved west over the Appalachian Mountains. Kentucky and Tennessee had already been admitted as states. Early paths into that area, including the Wilderness Road, were marked and opened by Daniel Boone.

Another region that was part of the United States before 1800 was the Old Northwest – the area that today is usually called the Midwest. Congress promoted settlement there by passing the Northwest Ordinances. Those laws set up a survey of the land, so it could be divided for sale in a regular grid pattern. Slavery was prohibited in the region. In the early 1800s the federal government paid for construction of a famous road into the area. It was called the National Road. After 1825 the Erie Canal carried even more people into the region.



In 1803 President Thomas Jefferson approved an incredible land deal with the French leader, Napoleon. It was called the Louisiana Purchase, and it doubled the land area of the United States for a price of just \$15 million. Lewis and Clark were the famous explorers of the territory. Their travel journals and maps told of vast lands stretching to the Rockies and the Oregon territory, and described the Indian tribes they met along their path.

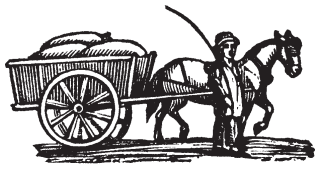


Trappers and frontier farmers led the new wave of settlers in the rich land of the Mississippi River Valley. Big improvements in transportation, such as turnpikes, canals, and steamboats, soon helped countless others headed to the west. By the 1840s towns and even cities were springing up, and paddle-wheel boats were a common sight going up and down the Mississippi River.

In the East, constant conflicts, often caused by settlers who wanted to take Indian land, led Congress to pass the Indian Removal Act in 1830. It encouraged tribes to exchange their land for new territory west of the Mississippi. Some agreed to the exchange. But others were later forced at gunpoint to give up their land and move. The Trail of Tears is the name the Cherokee gave the path they took from Georgia to the Indian Territory in the West.

In the 1830s some fur traders and explorers were going as far as the Rocky Mountains. Many were involved in the beaver fur trade with the Indians. Other traders were traveling

the Santa Fe Trail into Mexican territory. The travels of all these groups helped increase the interest of many Americans in the Far West.



Around this time Texas was attracting many settlers. Mexico, which owned the area, actually invited Americans in. They came, but disagreements over issues like slavery, religion, and style of government soon led each side to resent the other. Friction rose, and the American settlers declared themselves independent in 1836, as the Republic of Texas. A famous battle at a mission in San Antonio called the Alamo gave Texans their battle cry, “Remember the Alamo!” Texas joined the U.S. as a state in 1845.

By the 1840s some Americans were moving even further west by way of the Oregon Trail. The stories of rich farm land north of California drew thousands of settlers on the risky trip of 2,000 miles. The trail began in Missouri, and took about five months to travel with covered wagons. America and England both claimed the area, and it was eventually divided between the two.

A branch off the Oregon Trail took travelers to California, which was controlled by Mexico. In the mid-1840s only a few thousand Americans lived there. Many of the Mexican people in the region, however, felt little loyalty to the unstable government of Mexico. During one outbreak of political turmoil, a group of American settlers declared California independent as the Bear Flag Republic. They expected to join the U.S. quickly.

Meanwhile, outright war with Mexico had broken out as Texas joined the United States. The fighting began over which river should be the border between Texas and Mexico. Many Americans, however, had their eye on the vast territory west of Texas, and figured that turning the border dispute into a full-blown war would help get it. American soldiers marched and soon occupied Mexico City. The war ended in 1848, and the border with Mexico was put at the river known as the Rio Grande. Mexico was also forced to give up a vast area including California for a payment of \$15 million. Historians call that area the Mexican Cession.



The California Gold Rush of 1849 flooded the Far West with prospectors and soon, settlers and families. America had fulfilled what some called its “Manifest Destiny.” The expansion wasn’t painless. Indians lost land and ways of life. Settlers faced hardship and danger. Slavery was spread to some of the new states and territories. But the main pieces of the American map were in place, all destined to play big roles in the years ahead.

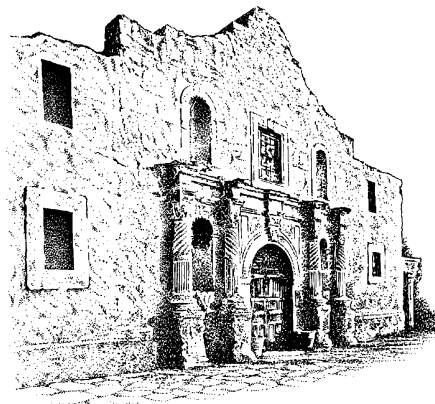
MAP - LAND AREAS AND EXPANSION TO 1860

Finish labeling and coloring the map to show the places and areas listed in bold. The dotted lines will help guide you. Also show the date each area became part of the U.S. Fill in the blanks using the word bank below.

NEIGHBORING COUNTRIES

Mexico

Canada



LAND AREAS AND EXPANSION

Area of the Original States, the area that grew from the 13 _____ that existed when the American Revolution began. (1776)

Old Southwest, part of the land gained by the treaty with England that ended the Revolution. Daniel _____ helped open paths into the region. (1783)

Old Northwest, also part of the land gained after the Revolution through the peace treaty with England. Settlement here was encouraged by the Northwest Ordinances, which made it easy for settlers to _____ land in the region. (1783)

Florida, which was _____ territory until the U.S. obtained it, partly by force and partly by negotiation. (1810-1819)

Louisiana Purchase, a vast area west of the Mississippi River bought for \$15 million dollars from _____. President Jefferson sent Meriwether Lewis and William Clark to explore the region. (1803)

Red River Basin, a small area just north of the Louisiana Purchase. It became part of the U.S. in an agreement with England on placement of the border between _____ and America. (1818)

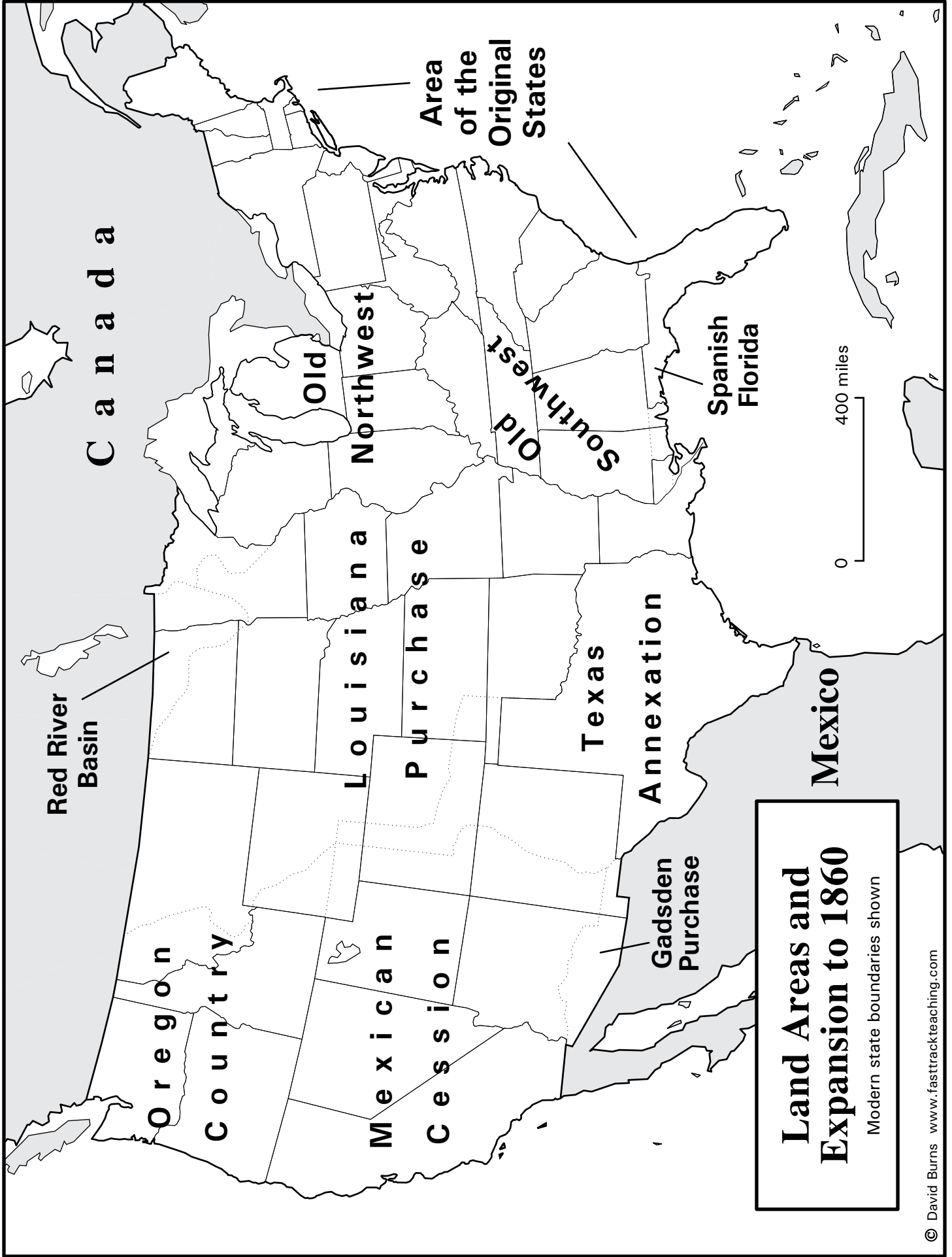
Texas Annexation, the large area of the Republic of Texas, which joined the U.S. less than ten years after winning its independence from _____. After it joined, the Mexican War began. (1845)

Oregon Country, an area reached by Lewis and _____ in 1805 during their exploration of the Louisiana Purchase. An agreement with England made this territory officially part of the U.S. (1846)

Mexican Cession, the land gained partly by force through the Mexican War, and partly with a _____ of \$15 million dollars to Mexico after the war. (1848)

Gadsden Purchase, a small patch of land bought from Mexico as a possible path for a _____. (1853)

Word bank to fill in the blanks: *Boone, buy, Canada, Clark, colonies, France, Mexico, payment, railroad, Spanish*



Red River Basin

Canada

Oregon Country

Old Northwest

Louisiana Purchase

Mexican Cession

Area of the Original States

Old Southwest

Texas Annexation

Gadsden Purchase

Spanish Florida

Mexico

0 400 miles

Land Areas and Expansion to 1860
Modern state boundaries shown

MAP - GROWTH TO THE MISSISSIPPI

Finish labeling and coloring the map to show the items listed in bold. Use different colors to show the roads. Fill in the blanks using the word bank below.

Great Valley Road - This old route was a path for frontier farmers headed into _____ and Kentucky. It connected the cities of Lynchburg, Knoxville, and Nashville.

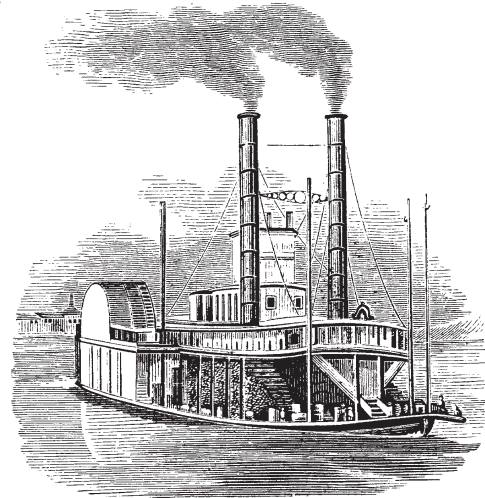
Wilderness Road - Daniel Boone explored and marked this route that passed through a natural break in the Appalachian Mountains called the _____. The road branched off the Great Valley Road and ran to Harrodsburg and other towns in Kentucky.



Natchez Trace - It connected the city of _____ with Natchez in Mississippi. The word “trace” means it was the remnant of an old Indian path.

Pennsylvania Road - It ran from Philadelphia to the fast-growing city of _____ on the Ohio River.

National Road - By connecting Cumberland to Wheeling, it provided an easy route west to the _____ River. The road was gradually extended to Columbus, Indianapolis, and Vandalia. (The first section of the National Road is sometimes called the Cumberland Road.)



Chicago Turnpike - The cities of _____ and Chicago were linked with this route. Like the National Road and other turnpikes, travelers paid a small fee at a toll house to use the road.

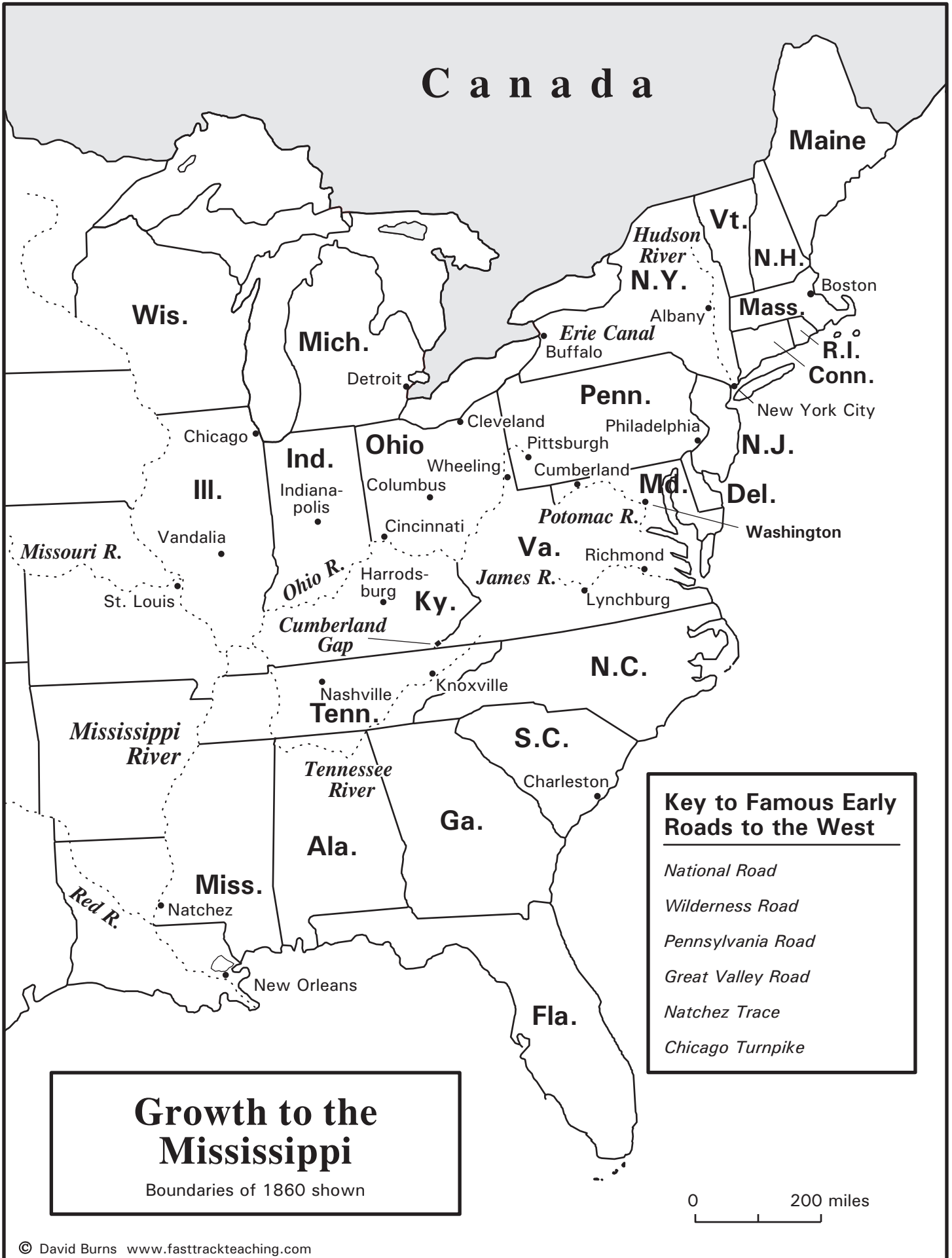
Erie Canal - This most famous canal connected Albany and Buffalo in New York State. By doing so, it opened an easy water route stretching from New York City and the _____ Ocean to the vast waterways of the Great Lakes.

THE FIVE GREAT LAKES:

L. Ontario L. Erie L. Huron L. Michigan L. Superior

Word bank to fill in the blanks: *Atlantic, Cumberland Gap, Detroit, Ohio, Nashville, Pittsburgh, Tennessee*

Canada



Key to Famous Early Roads to the West

National Road

Wilderness Road

Pennsylvania Road

Great Valley Road

Natchez Trace

Chicago Turnpike

Growth to the Mississippi
Boundaries of 1860 shown

0 200 miles

MAP - GROWTH TO THE FAR WEST

Finish labeling and coloring the map to show the items listed in bold. Use red lines for all the trails. Fill in the blanks using the word bank below.

Santa Fe Trail - In the early 1800s this trail connected the American city of Independence, Missouri, to the Mexican city of Santa Fe. Trade goods were often exchanged for Mexican _____ coins, mules, buffalo hides and other products.

Old Spanish Trail - It was a tough route that crossed through the _____ Mountains and took travelers from Santa Fe to Los Angeles when both cities were part of Mexico.

Oregon Trail - Around 1840, Americans began traveling this route to reach the rich farmland along the Willamette River in Oregon country. The five month journey usually started in Independence, Missouri. The first half of the route generally followed along the _____ River. Then the wagons crossed the Rockies and followed the Snake River through what later became Idaho. Finally, they would follow the Columbia River to Oregon City.



California Trail - This route branched off the **Oregon Trail** and took gold-seekers and others across the Sierra Nevada mountain range to Sacramento. As on all western trails, travelers had to get over the mountains by late summer or risk early _____ storms that could trap wagons and people.

Butterfield Overland Mail - This mail route connected the cities of St. Louis, El Paso, Tucson, Los Angeles, and _____.

The border with Mexico:

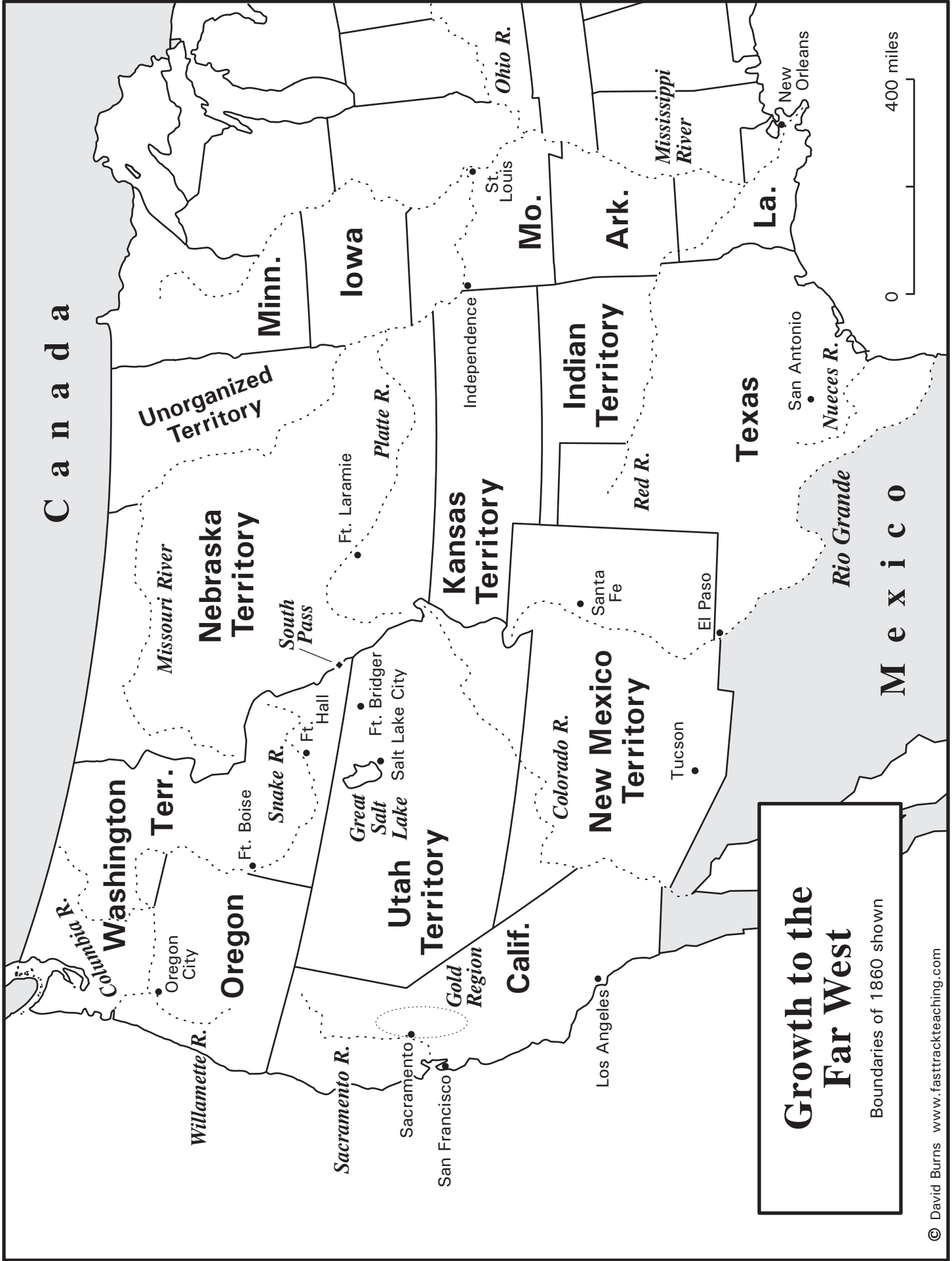
Rio Grande - This river forms part of the border between Mexico and the U.S. When Texas joined the U.S. in 1845, Mexico wanted the border at the _____ River, a bit further to the north. The dispute over the border helped spark the Mexican War.

THE GOLD REGION:

Color yellow the oval-shaped **Gold Region** near the city of Sacramento that was the center of mining activity in the California Gold Rush of 1849.



Word bank to fill in the blanks: *Nueces, Platte, Rocky, San Francisco, silver, snow*



Growth to the Far West
Boundaries of 1860 shown

GROWING CAPITALISM, INDUSTRY, AND CITIES

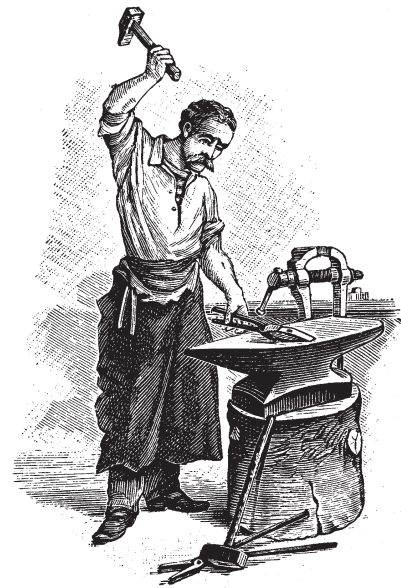
capitalism/capitalist, factory system, laissez-faire policy, Utopian societies,

socialism/socialist, labor unions

Only a few decades after the American Revolution there was another big upheaval underway in the new nation. It was the start of the Industrial Revolution, which spread to America from England around 1800. Combined with business attitudes and work habits that turned increasingly cash and profit oriented, it became a powerful engine of economic growth and social change.

In early America about 90 percent of the population were farmers. Many grew or made by hand almost everything they needed, or traded with neighbors in the small communities where they lived. Products like shoes, cloth, and guns were still made by skilled craftsmen and women who worked in a small shop or at home. Religious leaders often criticized chasing after money and profit as a sin.

At the same time, however, the business system that came to be called capitalism was growing. For example, farms in the South grew tobacco, wheat, and other products to sell to British merchants in hope of making a profit. In the North, merchants and ship owners developed a strong pattern of business and trade, all centered on the goal of steadily increasing their profits.



By 1800 there was a growing understanding that the wider community was actually helped, not hurt, when all businesses did their best to earn an honest profit. The spread of the idea that the profit motive in business is morally good, or at least not morally evil, was of enormous importance in America's history. It unleashed the power of individual initiative – and sometimes plain old greed – as never before.



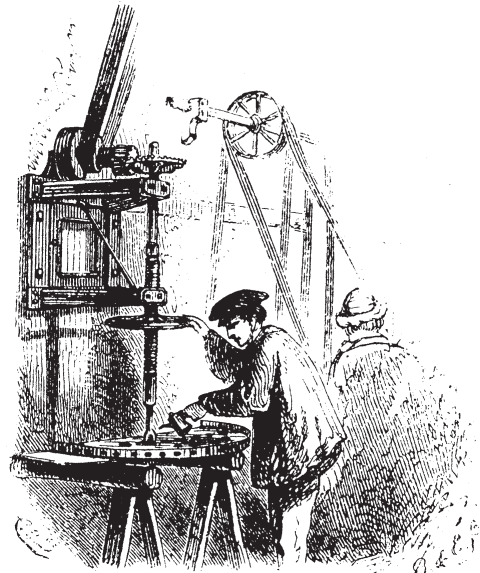
Starting around 1820 the factory system grew rapidly in the Northern states as merchants sought ways to make greater profits. Factories use the principle of “division of labor.” That means a complex job is divided into many small steps that can be done easily by unskilled workers. Factory managers also developed the use of interchangeable parts. That means each part of a product is made to the exact same pattern, so the parts can be easily and quickly assembled.

New machines powered by water wheels or steam engines made the factory system far more efficient than even the best individual craftsmen. The textile (cloth) industry in the New England states led the way in adopting machine production methods.

Factories produced things the growing population wanted, at lower prices than ever. The factory system created new jobs and opportunities for people who flocked to the growing cities and factory towns. The “get ahead” spirit of capitalism was embraced widely. It was clearly a liberating attitude when compared to older, traditional patterns of work and production. But many people complained that the new attitude encouraged a heartless competition for wealth.

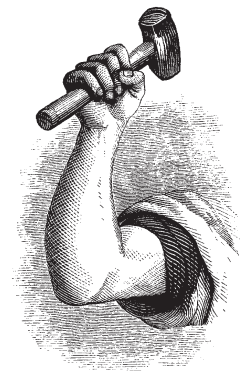
The cities of this period revealed a sharp contrast between business owners and the new factory labor class. Prosperous neighborhoods were easy to find. Workers, however, often lived in harsh conditions that grew even worse when factories had to lay off their employees for lack of business.

Even in good times many factories were unhealthy places to work. Many employed children. Twelve hour days were common, six days a week. (Keep in mind that farm work at that time was just as hard.) Some critics of the new pattern of factory labor started calling it “wage slavery.” Still, very few people at that time believed the government should interfere with business practices. The policy of leaving businesses to set their own rules is often called a *laissez-faire* policy.



Some people criticized the spreading capitalist spirit as a great corrupting force that should be rejected. A small number even bought land and formed their own separate communities, commonly called Utopian societies. With names like Harmonists and Perfectionists, these groups often combined traditional religious ideas about sharing and caring with the ideas of socialism. (Socialism is the term for a system in which all property is owned collectively, by everyone, and decisions about what to produce are based on the community’s needs.) Utopian societies rarely lasted long, however, in part because few Americans could accept the group mentality found in such communities.

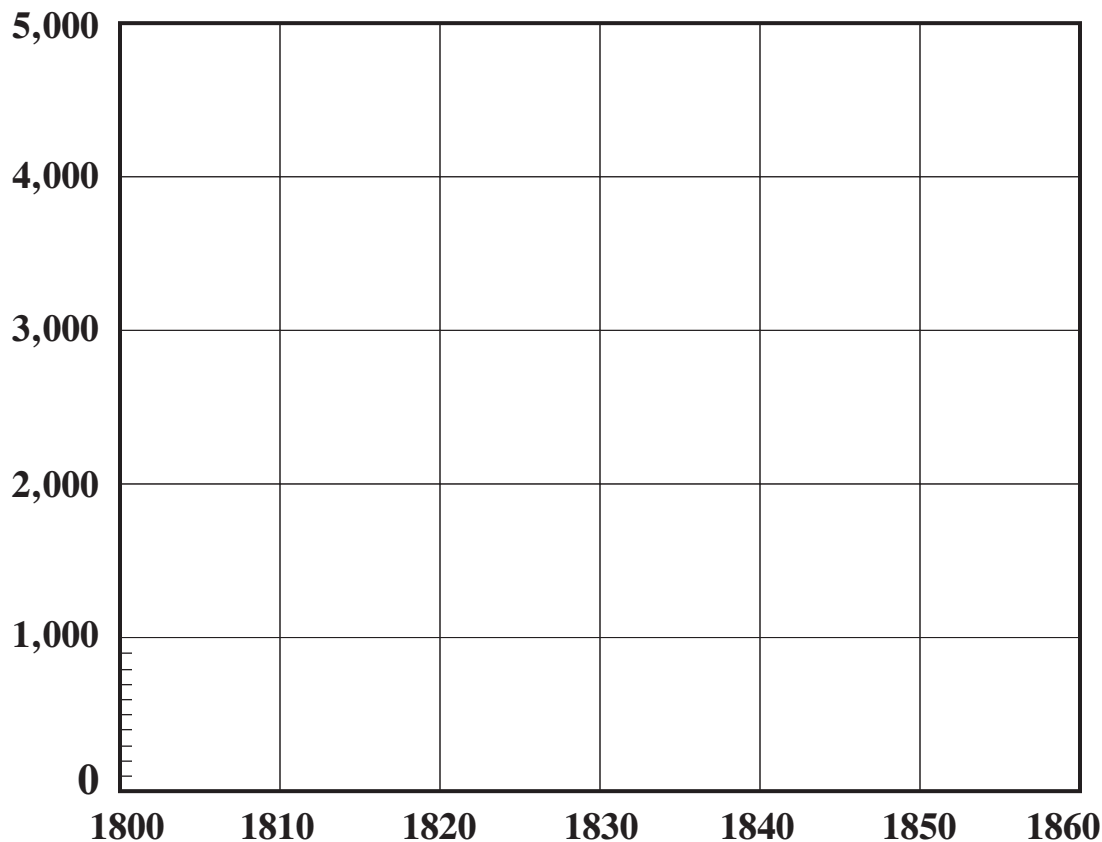
A different approach was taken by labor unions and workers’ associations that grew in this period. Their goal was to improve working conditions and wages within the existing system of business. They had only limited success in these years, however, partly because high immigration rates supplied plenty of willing workers. In addition, most business owners fiercely opposed labor unions.



By 1850 the big question centered on the growing split between the industrialized North and the agricultural South. Half the country had begun transforming into a modern capitalist society of factories, wage labor, and farms without slavery. How could the nation remain partly stuck in the past with a vast region still tied to a slave labor system held over from the ancient world? By 1860 Southern leaders had an answer: Break the nation in two. It was a solution Northern leaders would not accept.

CHARTING INVENTIONS AND COTTON

The role of technology grew slowly in early America, but then accelerated as the Industrial Revolution and the factory system spread. Finish this line graph to show figures from the U.S. Patent Office. (A patent gives an inventor an exclusive right to sell his or her invention.) What decades seem to be key periods of change in the history of technology in this period?



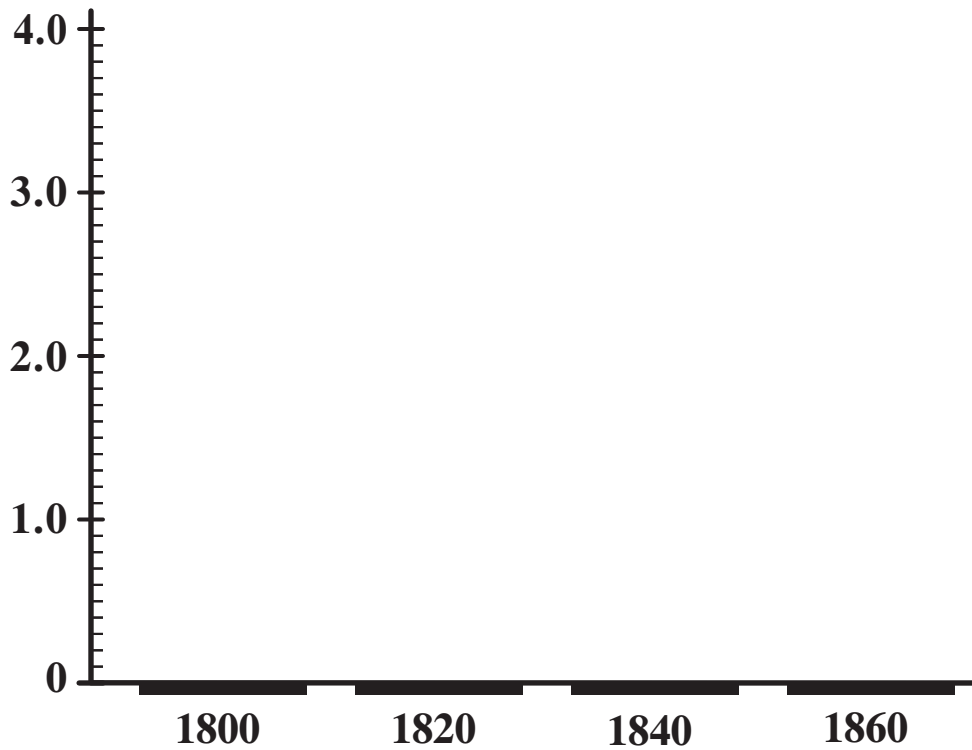
Inventions Patented in the U.S. 1800 - 1860

Use the table below to find the information to make the line graph above. Place dots on the graph for the data, then connect the dots with lines.

Year	Inventions Patented	Year	Inventions Patented	Year	Inventions Patented	Year	Inventions Patented
1800	41	1820	155	1840	458	1860	4,357
1810	223	1830	544	1850	883		

source: *Historical Statistics of the United States*

The invention of the cotton gin by Eli Whitney in 1793 helped expand the cotton crop dramatically after 1800. Finish this bar graph to see how cotton grew to become “King Cotton.” How did the cotton crop tend to pull the North and South together in these years, and in what ways did it tend to push them apart?



Cotton Production (Millions of Bales) 1800 - 1860

Use the table below to find the information to make the bar graph above. Draw a vertical bar for each year shown, with the length corresponding to the production of cotton in that year. (Remember that 73,000 is less than one-tenth of one million, so the first bar will be very short. The second bar will also be fairly short, since 335,000 is equal to .335 million.)

Year	Cotton Production (Bales of Cotton)	Year	Cotton Production (Bales of Cotton)
1800	73,000	1840	1,348,000
1820	335,000	1860	3,841,000

source: *Historical Statistics of the United States*

A GROWING CITY AND ITS PEOPLE

Gustaf Unonius immigrated from Sweden in 1841, and with his wife began a small farm in Wisconsin. Later, he became a minister, moved to Chicago, and witnessed much of the growth of the region. In this condensed account, he describes some of what he saw. It begins with his first short visit to the city in the 1840s.

I remained two weeks in Chicago, the Garden City, as it was called, but at that time anything but a garden. The surroundings resembled a trash can more than anything else. The entire area on which that “wonder of the western world” was to grow up might best be likened to a vast mud puddle. The principal site of the city is low and swampy, almost at the same level as Lake Michigan, and most of the buildings were at that time built close to the lakeshore or by the river flowing right through the city.

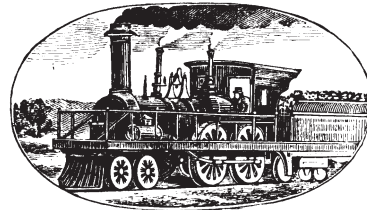
During the rainy season, and sometimes far into the summer, the streets were impassable for driving [wagons] as well as for walking. To be sure, they were provided with board sidewalks, but getting from one side of the street to the other entailed decided difficulties.

Twelve years have passed, and what a change in its appearance as well as in its population, which is now 120,000! The formerly low, swampy streets have been raised several feet and paved with planks or stone. The river has been dredged and widened, its shores have been supported with piles, evened off, raised well above the water level, and are now occupied by loading piers or used as foundations for gigantic warehouses or factories.

It is now a city in which private and public buildings have been erected that compare favorably both in size and style with the most

splendid structures in the capitals of Europe. In a single summer, in 1855, 2,700 new homes were built, many of which would be a source of pride to any city.

The web of railroads which Chicago has spun around itself during the last ten years is the thing that more than anything else has contributed to its wealth and progress. Thereby the city has communication with the



rich copper districts and other mining regions around Lake Superior, with Canada, with all the Atlantic states,

with the rich grain producing lands beyond the Mississippi, and with the cotton states around the Gulf of Mexico.

Next to traffic in grain the lumber business is the most important in Chicago. From the pine woods of Michigan and the northern sections of the lake of that name, masses of boards and other lumber are shipped annually to Chicago, whereupon they are transhipped by railroad to the interior of the country and to the southern states. Along the shores of the Chicago River there is nothing to be seen for a distance of six miles but lumberyard after lumberyard.

In addition, Chicago has great locomotive works, foundries, and all kinds of machine shops employing thousands of workmen. Among factories, McCormick's establishment for the manufacture of agricultural machinery deserves mention.

Add to this the fact that Chicago has more than fifty churches, twenty-five newspaper presses, about a dozen banks, and a countless number of stores and hotels. All of these things will give the reader an idea of how the city has grown from practically nothing during the last twenty years.

While living in Chicago in the 1850s, Unonius also witnessed the hardships faced by its people. As a minister, he often was called upon for help when epidemics of deadly diseases such as cholera and typhus swept through the city.

The cholera spread further and further, and raged with great violence among the poorer population. In great haste a temporary hospital was nailed together in an empty block. But that hospital was completely inadequate to the need. The Swedish immigrants who arrived in greater numbers than ever before were attacked by the disease and succumbed to it [died] in masses.

And how could it be otherwise? Packed together in immigrant ships during the long ocean journey, unaccustomed to idleness, often eating spoiled and unwholesome food, living in filth and dirt, they were predisposed to the disease even before arriving in Chicago. Lodged in miserable hovels [shacks], often hungry, it was natural that in most cases medical treatment proved unavailing [not effective].

The misery of those poor people cannot be described. More than half of those who remained in Chicago succumbed [died of the disease]. Among those who stood hale and hearty at my side in the cemetery, filling the grave of a relative or friend, I could always be certain that someone, before another day was gone, would be provided with a resting place of the same kind.

The greatest problem was taking care of the children whose parents had died, and many of whom had been attacked by the diseases. To be sure, there was in the city a place for orphaned children, but when children left behind at the death of their parents were taken to the orphanage they carried the infection with them. The directors decided that they could not be admitted until they

had been in the city several weeks and might be considered perfectly healthy.

I asked some members of the church to come to the rectory [church residence] which at that time was occupied by me alone. We moved all the furniture from the first floor to the attic. Some of the women were sent out into the city with a hastily written appeal in which I told of what had happened and asked assistance for those in need.



Before evening I had more than twenty fatherless and motherless children in the house. But I also received beds and bedclothes for them to sleep in, money to buy the food for them, suitable food and drink prepared for their immediate needs, medical aid for the sick, and fine, noble people to watch at their bedsides. For several weeks these children enjoyed shelter and care which I cannot imagine how they would have secured otherwise.

Where else but in America could a thing like that have been done? I dare not say nowhere, but I doubt that in any other country aid could have come so speedily, so willingly, and been so freely given as on that occasion. When such memories from my sojourn [travel] in that country arise before my mind's eye, I love and honor its people. In spite of their faults – and what people, what individual, is without faults? – they have proved that their hearts possess as great treasure as the ground on which they tread.

Group Discussion: *What were the main factors that contributed to the rapid growth of Chicago in this era? What impressed Unonius most about Americans when an epidemic of cholera hit Chicago?*

GROWING REFORM AND RELIGION

Second Great Awakening, Dorothea Dix, Horace Mann, Brook Farm, Shakers, Mormons, temperance, Seneca Falls Convention, abolition movement, Harriet Tubman, Know-Nothings

One remarkable fact about America today is that whenever a social problem comes to light, an organization of individual citizens springs up to try to solve it. This pattern, of individuals organizing to help other people in need, really blossomed in the early 1800s. One reason was that the number of people in need was growing as the population rose. Expanding cities, the factory system, and immigration were quickly changing American society in ways that created opportunities, but also problems.

Another factor in this reform movement was a widespread revival of religious belief and feeling called the Second Great Awakening. The reform activity that grew at the time was deeply rooted in Christian and Jewish religious traditions. These traditions put a high value on the individual, regardless of his or her circumstances, and also teach that there is an obligation to help those who are in need.



One group sorely in need of help in the early 1800s was the mentally ill. In the absence of any effective therapy or medication, the insane were often locked up alongside common criminals. Dorothea Dix took up their cause, and worked tirelessly to convince public officials to build state-supported hospitals for the mentally ill. Other reformers pushed for the building of special schools for the deaf and the blind, some of which survive to this day.

Schools were seen as a key to solving many of the country's problems. A democracy, people felt, needed educated citizens. Decent schools would also give children of the working class a better chance to move up the economic ladder of success. Horace Mann and other reformers pushed for improved public schools, better training for teachers, and free public education at the elementary level.

A few groups thought the best approach to reform was to buy some land and simply live in their own separate communities. These communities, like Brook Farm in Massachusetts, often owned all property in common and had a focus on social equality for all members. They are often referred to as "Utopian societies." (Utopian = perfect or ideal.) Most fell apart within a few years, although some, like the religious communities of the Shakers, lasted longer.

One religious group that set up a separate society and prospered was the Church of Jesus Christ of Latter Day Saints, commonly called the Mormons. This group was established near Rochester, New York, in 1830. But they were chased out of one place after another for their

beliefs, which included polygamy, or having more than one wife. They fled west to the area that became Utah, and founded Salt Lake City. Eventually the Mormons gave up polygamy, and Utah was accepted by Congress as a new state. They still maintain the strong community spirit that helped keep them together in the toughest years of the mid-1800s.



Most reformers didn't want to withdraw from American society, however, they just wanted to make things better. Alcohol and drunkenness were at the top of many reformers' lists of big problems to be solved. The temperance movement was the result. By 1860 the movement had convinced more than a dozen states to pass laws prohibiting or restricting the sale of liquor. Women were the driving force behind this effort, because a wife often suffered the most when her husband drank up a paycheck, or even became physically abusive.

Women were often involved in reform activities because social traditions and laws at the time kept them out of so many other fields. Women could not vote, and divorce, property, and inheritance laws treated the sexes unequally. At a famous convention held in 1848 in Seneca Falls, New York, one group of women declared their intention to fight for full equality in society. It was an uphill battle. Most men, and even many women, felt that separate roles helped create stronger families. In the changing society of the time, the woman's role as the homemaker was considered vitally important. It brought her great respect, but also tended to cut off other possibilities.

Certainly the greatest of all reform movements was the drive to end slavery. The abolition movement grew in the North rapidly after 1831, when William Lloyd Garrison began publishing a newspaper called *The Liberator*.

A more dangerous role was taken up by the people who formed a secret network of routes and safe houses called the Underground Railroad. This network helped thousands of slaves escape to the free states of the North or into Canada. Harriet Tubman, an escaped slave, became famous as a "conductor" who risked death going back again and again to the South to help others escape.



Neither religion nor the reform movements made everyone into perfect citizens. Crime, selfishness, and ignorance were only too widespread. Free blacks faced prejudice in the North as well as the South. Most churches, especially in the South, refused to directly confront the issue of slavery. Prejudice against immigrants, especially the Irish fleeing the potato famine, was common. This sort of hostility gave rise to a secret society, commonly called the Know-Nothings, which favored restricting the number of immigrants allowed into the U.S. Yet amid the many conflicts of these years, the reform movements showed that individual citizens could organize and work effectively to make America a better place.

A CALL FOR FACTORY REFORM

Conditions in early factories began to attract the attention of reformers by the 1830s. The factories that grew in Lowell, Massachusetts, drew particular attention because the textile mills there generally relied on young women to operate the machinery. This report (condensed here) describes the working conditions.

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 [workers] work thirteen hours a day in the summer time, and from daylight to dark in the winter. At half past four in the morning the factory bell rings, and at five the girls must be in the mills.

At seven the girls are allowed thirty minutes for breakfast, and at noon thirty more for dinner, except during the first quarter of the year, when the time is extended to forty-five minutes. But within this time they must hurry to their boarding-houses and return to the factory. A meal eaten under such circumstances must be quite unfavorable to digestion and health, as any medical man will inform us. At seven o'clock in the evening the factory bell sounds the close of the day's work.

Thus thirteen hours per day of close attention and monotonous labor are exacted from the young women in these manufactories. So fatigued are numbers of the girls that they go to bed soon after their evening meal.

Enter with us into the large rooms, when the looms are at work. The largest that we

saw is four hundred feet long, and about seventy broad. There are five hundred looms. The din [noise] and clatter struck us as something frightful and infernal.

The girls attend upon an average of three looms; many attend four, but this requires a very active person, and the most unremitting care. Attention to two is as much as should be demanded of an operative.

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. Although the day was warm, the windows were down. We asked the reason, and a young woman answered, that "when the wind blew, the threads did not work so well."



After we had been in the room for fifteen or twenty minutes, we found ourselves in quite a perspiration, caused by a certain moisture in the air, as well as by the heat.

The young women sleep upon an average six in a room; three beds to a room. There is no privacy; it is almost impossible to read or write alone, as the parlor is so full. So live and work the young women of our country in the boarding-houses and manufactories, which the rich and influential of our land have built for them.

Group Discussion: *What were conditions like for workers in early textile factories in Massachusetts? How do you think the factory owners might have responded to this report?*

DOROTHEA DIX PLEADS FOR THE MENTALLY ILL

Perhaps the most famous of the early 19th century reformers was Dorothea Dix. Born in Maine, she ran a school and published several children's books. Later, she began fighting to improve conditions for the mentally ill. This selection is condensed from her report to the Massachusetts state legislature in 1843.

Gentlemen – I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast.

I come as the advocate [defender] of helpless, forgotten, insane, and idiotic men and women; of beings sunk to a condition from which the most unconcerned would start [cringe] with real horror; of beings wretched in our prisons, and more wretched in our almshouses [houses for the poor].

I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth [State], in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience.

It is defective legislation which perpetuates [allows to continue] and multiplies these abuses. I offer the following extracts from my Note-book and Journal:

Springfield. In the jail, one lunatic woman, furiously mad, improperly situated, both in regard to the prisoners, the keepers, and herself.

In the almshouse [poorhouse] of the same town is a woman apparently only needing judicious care, and some well-chosen employment, to make it unnecessary to confine her in solitude, in a dreary, unfurnished room. Her appeals for employment and companionship are most touching, but the mistress replied she had no time to attend

her.

Lincoln. A woman in a cage. Medford. One idiotic subject chained, one in a close stall for seventeen years. Pepperell. One often doubly chained, hand and foot, another violent; several peaceable now.

Brookfield, one man caged, comfortable. Granville. One often closely confined; now losing the use of his limbs from want of exercise. Lenox. Two in jail, against whose unfit condition the jailer there protests.



Besides the above, I have seen many who, part of the year, are chained or caged. I encountered during the last three months many poor creatures wandering recklessly and unprotected through the country.

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex. Become the benefactors of your race, the just guardians of the solemn rights you hold in trust.

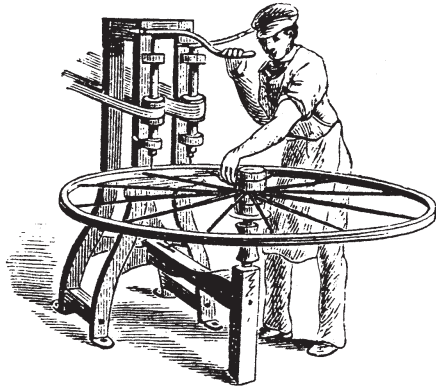
Gentlemen, I commit to you this sacred cause. Your action upon this subject will affect the present and future condition of hundreds and thousands. In this legislation, as in all things, may you exercise that “wisdom which is the breath and power of God.”

Group Discussion: *What were conditions like for the mentally ill and insane people seen by Dorothea Dix? What did she do to get convincing evidence? Who does she think has the main obligation to do something about the situation?*

GROWING APART: NORTH AND SOUTH

tariff, secede/secession, Missouri Compromise, *The Liberator*, Underground Railroad, Fugitive Slave Act, Frederick Douglass, *Uncle Tom's Cabin*, *Dred Scott* decision, Bleeding Kansas, John Brown's raid, Abraham Lincoln

As America expanded rapidly after 1800 it also developed a split personality. The Industrial Revolution was changing America, but these changes were mainly concentrated in the North. The South remained a region of farms, with few factories. While most Northern states eliminated slavery, the South kept the system of bound labor. Decade by decade the split widened.



where most of the country's early factories were located. Many Southerners were angered, however, since high tariffs raised the cost of imported products.

Conflict between the two sections began long before the Civil War. One good place to start is with the tariffs passed by Congress in the 1810s and 1820s. (A tariff is a tax on imported goods.) Higher tariffs, Congress decided, would protect the growth and profits of American manufacturers. The North got most of the benefit of this policy, since that's

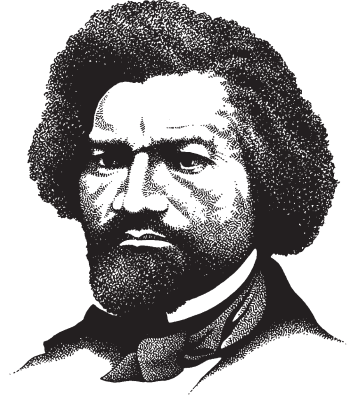
The dispute between the two regions got so nasty that in 1832 South Carolina threatened to pull out of the United States, or secede, over the tariff issue. Fortunately, President Andrew Jackson helped work out a compromise. But already some leaders in the South were seeing their political and economic interests as different from the North's. They were already starting to talk about a right to leave the Union.

Soon another sore point between the regions was growing. The slavery issue had been sleeping since the Missouri Compromise of 1820. That agreement in Congress said new territories in the West would come in as states two at a time, one without slavery and one with slavery allowed. That kept a safe political balance in Congress on the issue for a short time.

In 1831, however, a young journalist named William Lloyd Garrison began publishing a newspaper in Boston called *The Liberator*, dedicated to ending all slavery. Thousands of people began joining the abolition movement, and the issue of slavery slept no more. It became even more strongly a North vs. South issue, even though three-quarters of Southerners did not own slaves.



The Underground Railroad, the network of people who helped escaped slaves find their way north, directly involved the Northern abolitionists. Southerners were angered that the abolitionists often refused to obey the Fugitive Slave Act, a federal law that required the return of runaway slaves.



Frederick Douglass, himself an escaped slave, started an abolitionist newspaper in New York State called *The North Star*. He also brought the reality of slavery alive to Northerners with speeches at public rallies. In 1852 a novel about slavery by Harriet Beecher Stowe, *Uncle Tom's Cabin*, became an instant best-seller and further inflamed the passions of millions of people on both sides of the slavery issue.



Soon enough, passion turned to gunfire. In 1854 a law called the Kansas-Nebraska Act ended the Missouri Compromise. The new law said the Western territories could simply take a vote on whether to allow slavery. The error of this approach soon became obvious in Kansas. Before the election date both sides armed themselves with guns and went at it in fighting that was a preview of the Civil War. The conflict became known as “Bleeding Kansas.”

Events continued to drive wedges between the regions. In 1857 the *Dred Scott* decision of the U.S. Supreme Court declared that slavery legally could exist in any of the new territories. Many people in the North were outraged by this ruling, especially because a majority of the justices (judges) on the court were from the South.

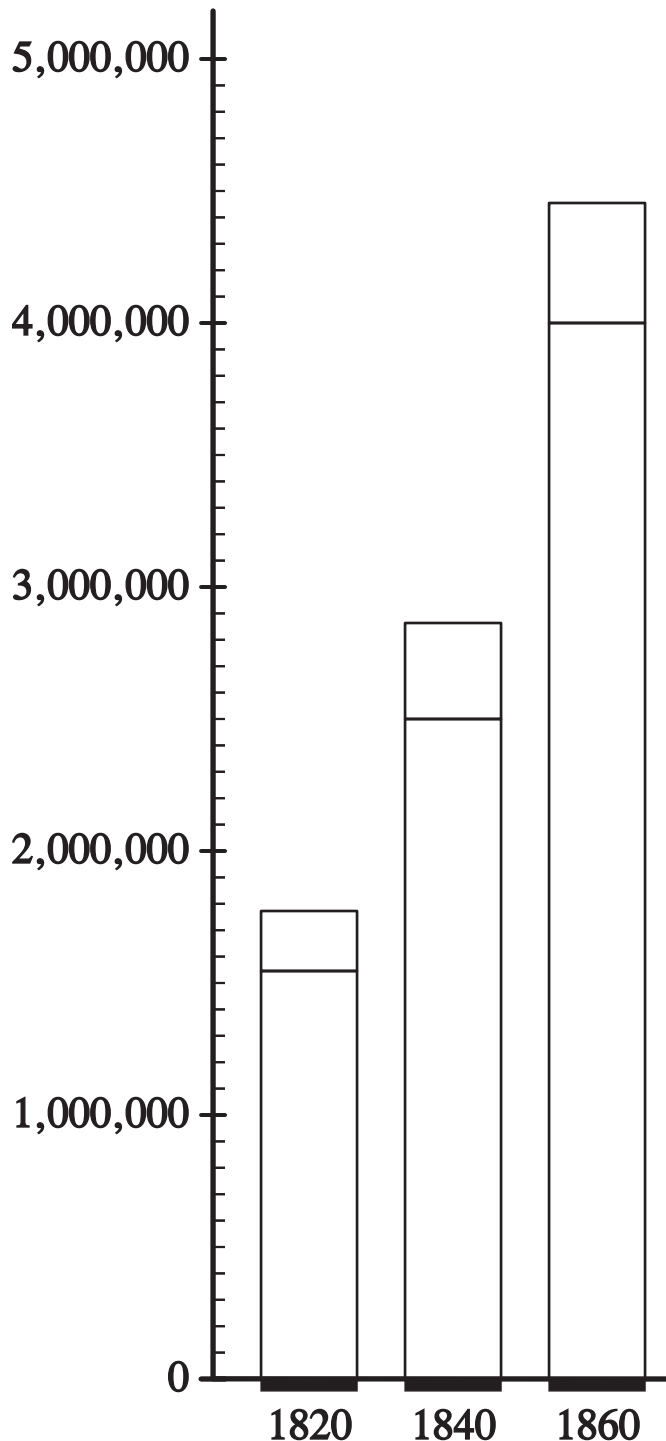
Two years later a white abolitionist named John Brown led his supporters on a raid on the federal government's gun factory at Harpers Ferry, Virginia. He hoped to start a slave rebellion, but none occurred. He was captured, put on trial, convicted, and hanged. Even so, Southerners were angered because he became a martyr in the eyes of many people in the North who opposed slavery. Slave owners in the South saw the incident as dangerous treason. They had not forgotten the bloody revolt by slaves many years earlier in Virginia called the Nat Turner Rebellion.



This was the tense mood as Abraham Lincoln ran in the presidential election of 1860. Lincoln said he opposed allowing slavery in any new territories, but he did not call for an outright abolition of slavery. Still, many Southern leaders were convinced that Lincoln would ruin them sooner or later. The four-way presidential race in 1860 gave Lincoln and the Republican Party victory. Six weeks after the election, South Carolina seceded from the Union. Half a dozen other Southern states quickly followed. Within a matter of months the Confederacy grew to include 11 states, and the Civil War began.

CHARTING STATISTICS OF SLAVERY

The decades before the Civil War saw the spread of slavery into new territories and states as the nation grew. At the same time, the number of free blacks also grew, both in the North and South. Complete the bar graph below to show some of the key statistics about the growing population of African-Americans.



Use the table below as you finish labeling the bar graph on the left. Label each segment of the bars with the correct percentage figure. (Be sure to add the “%” sign.)

Then pick two colors for the key, and lightly shade the segments of the bars with the appropriate colors.

Year	Black Population of U.S.	
	Percent Slave	Percent Free
1820	87	13
1840	87	13
1860	89	11

source: *Historical Statistics of the United States*

Black Population in the U.S. 1820-1860

Slave [] Free []

Complete the chart below to show the pattern of slave ownership by whites in the South just before the Civil War. There are 100 small circles in the graph, so each circle represents one percent of the white population of the South. (A very small number of free blacks living in the South also owned slaves, a fact that often surprises people today.)

Use the table below to complete the chart on the right. First choose three colors for the color key. Start at the top of the graph, and color the number of circles needed to represent the percent of Southern whites who owned 10 or more slaves.

Next, color the correct number of circles to represent those owning 1 to 9 slaves. Color the rest of the circles to represent whites who owned no slaves at all.

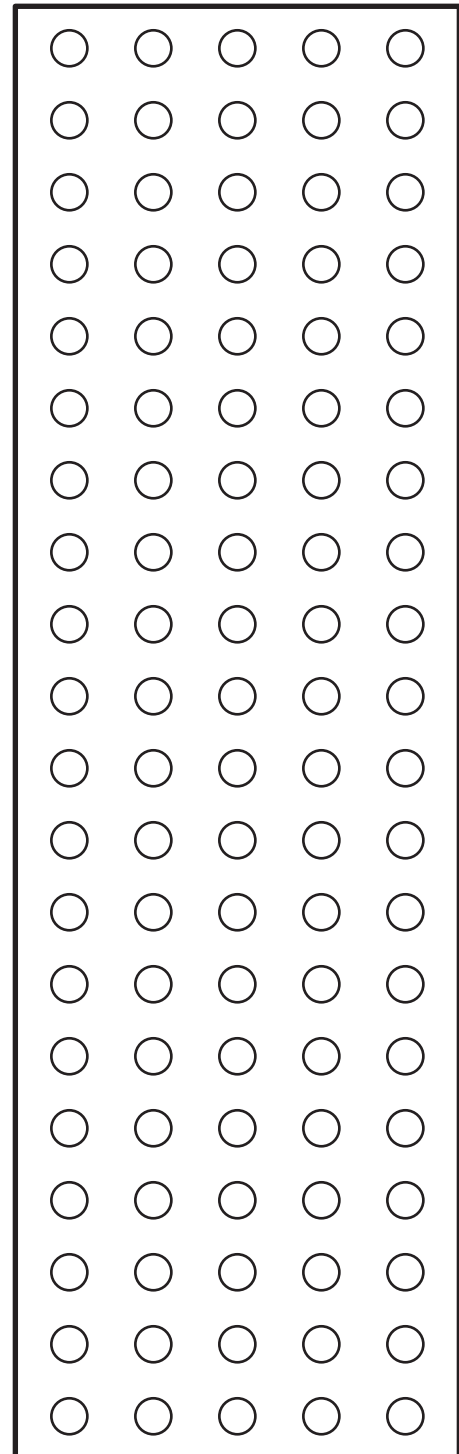
Number of Slaves Owned (1860)	Percent of Southern Whites in Category
10 or more	7
1 - 9	17
None	76

source: *Historical Statistics of the United States*

Slave Ownership by Southern Whites in 1860

(1 circle = 1% of white population)

Own 10 or more slaves []
Own 1 - 9 slaves []
Own no slaves []



FREDERICK DOUGLASS SPEAKS FOR THE SLAVES

Frederick Douglass delivered the famous speech condensed here in 1852, when the people of Rochester, New York, invited him to speak at a Fourth of July celebration.

Fellow citizens: Pardon me, and allow me to ask, why am I called upon to speak here today? What have I or those I represent to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions. Then would my task be light, and my burden easy and delightful.

But such is not the state of the case. I am not included within the pale of this glorious anniversary!

The rich inheritance of justice, liberty, prosperity, and independence bequeathed by your fathers is shared by you, not by me. This Fourth of July is yours, not mine. You may rejoice, I must mourn.

Fellow citizens, above your national, tumultuous joy, I hear the wail of millions!

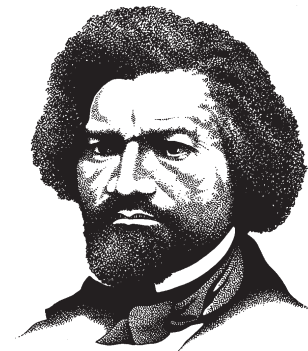
My subject, then, fellow citizens, is “American Slavery.” I shall see this day and its popular characteristics from the slave’s point of view. Standing here, identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this Fourth of July.

Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity, which is outraged, in the name of liberty, which is fettered, in the name of the Constitution and the Bible, which are disregarded and trampled upon, dare to call in question and to denounce

everything that serves to perpetuate slavery – the great sin and shame of America!

Oh! had I the ability, and could I reach the nation’s ear, I would today pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake.

The feeling of the nation must be quickened; the conscience of the nation must be roused; the hypocrisy of the nation must be exposed; and its crimes against God and man must be denounced.



What to the American slave is your Fourth of July? I answer, a

day that reveals to him more than all other days of the year, the gross injustice and cruelty to which he is the constant victim.

To him your celebration is a sham; your boasted liberty an unholy license; your national greatness, swelling vanity.

Your sounds of rejoicing are empty and heartless, your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him mere bombast, fraud, deception, impiety, and hypocrisy – a thin veil to cover up crimes which would disgrace a nation of savages.

Group Discussion: *What message about the Fourth of July does Douglass have for the people of Rochester? What does he mean when he says “the hypocrisy of the nation must be exposed”?*

ABRAHAM LINCOLN AGAINST SLAVERY

In the 1850s Abraham Lincoln, then a lawyer in Illinois, began speaking out on the issue of slavery. He did not call for its immediate abolition, but did stand against allowing slavery to spread any further. These are condensed selections.

Before proceeding, let me say that I think I have no prejudice against the Southern people. They are just what we would be in their situation. If slavery did not now exist among them, they would not introduce it. If it did now exist among us, we should not instantly give it up.

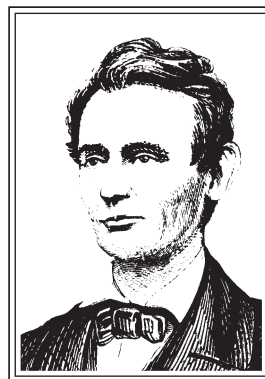
Doubtless there are individuals on both sides who would not hold slaves under any circumstances, and others who would gladly introduce slavery anew if it were out of existence. We know that some Southern men do free their slaves, go North and become tip-top Abolitionists, while some Northern ones go South and become most cruel slave masters.

When Southern people tell us they are no more responsible for the origin of slavery than we are, I acknowledge the fact. When it is said that the institution exists and that it is very difficult to get rid of it in any satisfactory way, I can understand and appreciate the saying.

I surely will not blame them for not doing what I should not know how to do myself. If all earthly power were given to me, I should not know what to do as to the existing institution. (1854)

A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved – I do not expect the house to fall – but I do expect it will cease to be divided. It will become all one thing, or all the other.

Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new – North as well as South. (1858)



In a famous series of debates in 1858 with Senator Stephen Douglas, Lincoln summed up his view of the slavery issue:

That is the issue that will continue in this country when these poor tongues of Judge Douglas and myself shall be silent. It is the eternal struggle between these two principles – right and wrong – throughout the world.

They are the two principles that have stood face to face from the beginning of time, and will ever continue to struggle. The one is the common right of humanity, and the other the divine right of kings.

It is the same principle in whatever shape it develops itself. It is the same spirit that says, “You toil and work and earn bread, and I’ll eat it.” No matter in what shape it comes, whether from the mouth of a king who seeks to bestride the people of his own nation and live by the fruit of their labor, or from one race of men as an apology for enslaving another race, it is the same tyrannical principle. (1858)

Group Discussion: *Why does Lincoln feel he cannot blame the Southern states for not immediately ending slavery? What was his fear about the future of the nation? What was his position on the morality of slavery?*