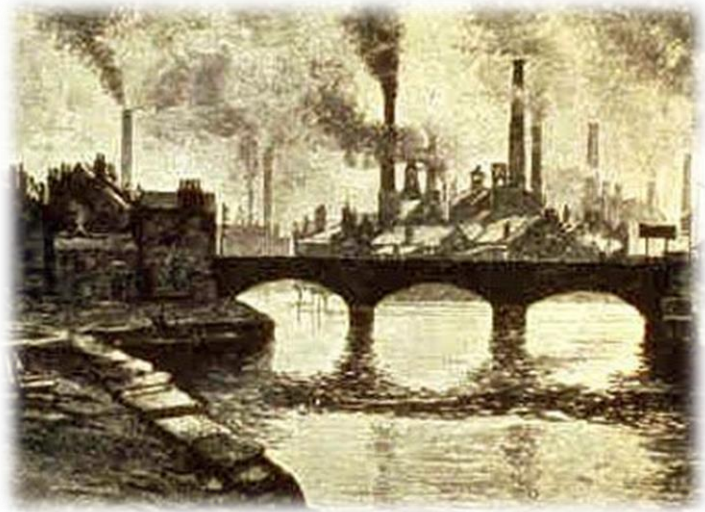


New Movements and Technologies

in United States History: Beginnings to 1877

pp. 381 to 409; 414 to 419; 435- 471



SWBATs:

- *Describe the growth of industry and technology*
- *Explain how new technologies changed the nation economically and socially*
- *Describe the new Social Movements spreading throughout the United States*
- *Describe impact of these movements politically and socially*

Key Terms and Vocabulary:

Industrial Revolution

mills

textiles

technology

unions

child labor

interchangeable parts

mass production

The Industrial Revolution in America: pages 384-389

1) Prior to 1750, the majority of people were farmers. Define **Industrial Revolution**:

period of rapid growth using machines for manufacturing and production in mid-1700 Europe – soon spread to US

2) What did **Richard Arkwright** invent and why was it important?

1769 - Water frame/Wheel – used to spin cotton or wool into threads used to make textiles – cloth/fabrics used for clothing/rugs

Mills spread from Britain to the US (Samuel Slater) and become the foundation of the textile industry.

3) Page 387:

“Necessity is the mother of invention.”

Threat of war encouraged inventors in this industry to produce their product quickly:

Gun Manufacturing

*Who was the inventor and what did he do?

Eli Whitney, developed the idea of interchangeable parts – made machines easier to assemble, fix, and build elsewhere

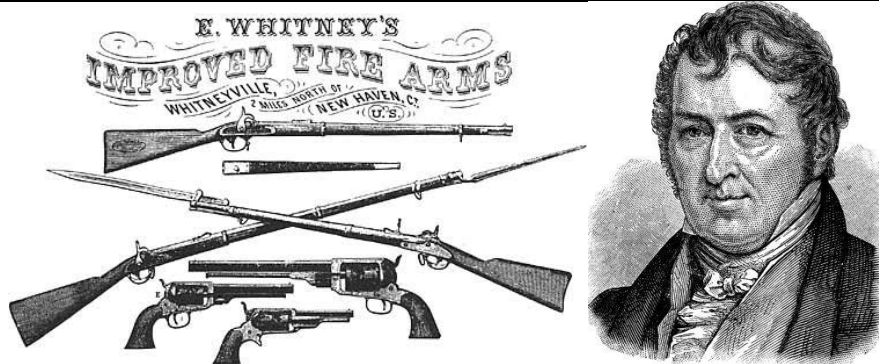
4) Define **technology**:

tools used to produce items or do work

*Define **Mass Production**:

the efficient production of large numbers of identical goods

Give some **examples of items mass produced today:



Changes in Working Life: pages 390-395

1) How did Mills begin to change people's lives?

Slater's Rhode Island System – people moved to the mill – families, with children put to work earning low wages
- mill owners built housing/schools to attract workers
- other skilled workers moved closer to mills (iron workers, machinists, food sellers, services – leads to development of mill towns

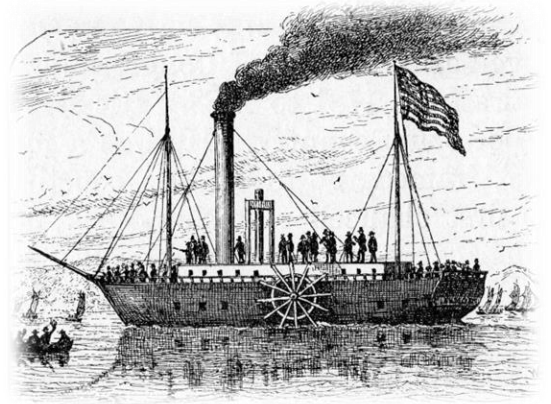
2) What was the **Lowell System**?

1814 - employed young unmarried women at the water-run mills – not just thread but now large looms making fabric

Lowell's Girls were paid, then had to pay back for room and board – still better than most women could earn at that time

Girls were encouraged to “better” themselves through classes and clubs, writing

<p>3) Look at the picture on page 393. What difficulties did Lowell's Girls have working in the mill?</p> <ul style="list-style-type: none"> - noise/deafening - dangerous machines – hair, clothes or hands could get caught in the fast moving works -ventilation – windows closed to keep wind from blowing threads, dusty, hot, breathing issues -12-14 hrs work day -life and routines were tightly controlled 	<p>4) Throughout the 1800's waves of immigrants from all over the world came to the United States. What do waves of immigration do to workers pay? Why?</p> <p>Immigrants are often willing to work for less money just to get started</p> <p>Competition for jobs allows factory owners to lower wages or fire higher paid workers for lower paid ones</p>
<p>5) Workers begin to form Trade Unions. Why?</p> <p>to improve wages and working conditions</p> <p>*Why do factory owners resist trade unions?</p> <p>makes it difficult to compete when you have to pay some of your profits toward higher wages/workers' safety instead of re-investing in business</p>	<p>6) Describe a workers' strike</p> <p>workers refuse to work unless owners meet their demands</p> <p>most early strikes were unsuccessful – police and courts did not protect striking workers</p>
<p>7) Who is Sarah Bagley?</p> <p>1844 – millworker - formed Lowell Female Reform Association and publicized the struggle of factory workers</p> <p>goals to have safety of workplace investigated by legislature (makes laws) and limit the work day (10hrs)</p>	<p>8) Was Sarah Bagley successful?</p> <p>1840 – Pres. Marten Van Buren signed into law 10 work day for public government employees. Sarah wanted this for private employees</p> <p>Many states eventually passed 10hr work day limits</p> <p>In many states long work day continued and child labor remained a standard practice</p>



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The Transportation Revolution: pages 396 to 401

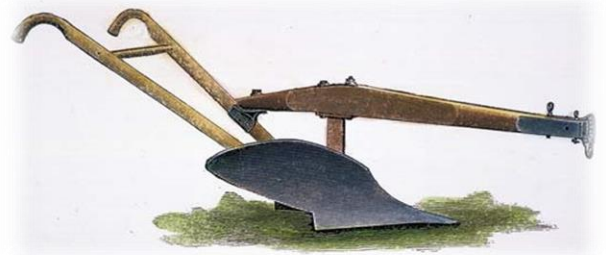
Key Terms:

Transportation Revolution Robert Fulton

Clermont steamboat Gibbons v. Ogden

Peter Cooper locomotive coal

<p>1) Describe the Transportation Revolution:</p> <p>Period of rapid growth in the speed and convenience of travel because of new methods of transportation – becomes easier to move good and people longer distances in a shorter time</p>	<p>2) The steamboat. Who invented it and why was it important?</p> <p>a steam powered boat, Robert Fulton in France. Later built the <i>Claremont</i> and sailed it up the Hudson – run on wood fired ovens (boilers) producing steam to push pistons</p> <p>Important because it could sail up river without the need for wind power – could be done quickly and cheaply which means an increase in profits!</p>
<p>3) An increase in shipping on rivers led to conflicts between states over the ownership and use of rivers. Describe the outcome of the court case, Gibbons v. Ogden:</p>	<p>4) What did Peter Cooper build?</p> <p>small locomotive “Tom Thumb”</p>



<p>Ogden claimed possession of a part of NY waterway. He sued Gibbons for operating on his waterway</p> <p>Supreme court reinforced the idea that the federal gov't has ultimate authority over the regulation of trade between states – a person cannot have monopolistic control over a public waterway</p>	<p>although unsuccessful publicized the value of the locomotive and a transportation marvel</p> <p>by 1840 2800 miles of track were laid, technology improved, steam engines became stronger and faster, could travel up hills and mountains, and over rivers on newly built bridges – lots of work for lots of people</p>
<p>5) Benefits of the transportation Revolution:</p> <ul style="list-style-type: none"> -faster, farther, cheaper. -connected distant places increased access to different products increased national economy although still focused in the North growth of towns and cities along routes 	<p>6) A new fuel, _____, began to replace wood as a means to power steam engines. Why?</p> <p>Burns hotter, cheaper to get, can use less of it to get same result, also used to heat homes</p> <p>Coal Industry/Mining develops – Penn!</p>

More Advances in Technology: pages 401- 405

1) Read about the various inventions in section 4. Create a timeline or list of key inventions and their inventors below:

1798 – Eli Whitney – interchangeable parts – revolutionizes factory efficiency – more goods, more materials, more profits

1831 – Cyrus McCormick - mechanical reaper – efficient grain harvesting 8X

1832 – Samuel Morse – telegraph – enables long distance communication, begins 1844, first transcontinental line finished by 1861

1837 John Deere invents sob busting plow to help farm great plains

1849 – Walter Hunt - safety pin – garment industry

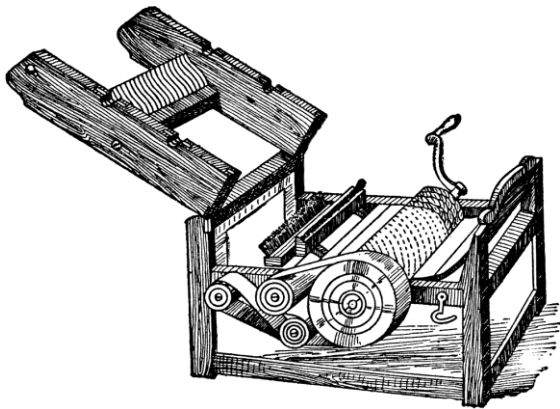
1851 – Isaac singer – sewing machine – foot powered

1859 – manufactured good become more valuable than farming – Industrial Age is in full swing

ice box 1830

Mass production – clocks, household items

Growth of the Cotton Industry: pp 414-419



1) After the American revolution, _____ became the major southern cash crop causing an increase in the demand for _____ labor. A large part of the time spent on growing and preparing cotton was due to the difficulty of removing _____ from the cotton fibers.

cotton, slave, seeds

2) Eli Whitney invented the hand cranked _____ to

3) Look at the Map “The Cotton Kingdom” on page 416. In what

help remove seeds from the cotton. Eventually planters invented larger machines to replace the hand workers, but with demand and profits increasing _____ slaves were needed to plant and pick the cotton.

Cotton Gin, more

region of the United states is the cotton belt? By 1880, how many states/territories were now involved in the growing of cotton? Upon which rivers do you think cotton was transported?

South, ~10, Mississippi to Ohio

4) The Irony of Whitney's Cotton Gin is that he invented to lessen the need for slave workers. What did it actually end up doing?

Increasing the amount of cotton processed – more was available for mills, became dominant industry in the south as demand for cotton textiles increased – needed more slaves to plant and pick cotton.

Chapter 14: New Movements in America

Key terms:

Nativists – Know Nothing Party

middle class

Second Great Awakening

temperance movement

prison reform movement

Dorothea Dix

common school movement

abolition

William Lloyd Garrison

Frederick Douglass

Sojourner Truth

Underground Railroad

Harriet Tubman

Seneca Falls Convention

Declaration of Sentiments

Lucretia Mott, Elizabeth Cady Stanton

Susan B. Anthony

Suffrage/Suffragettes

Immigrants and Urban Challenges:

pp. 438-442



1) In the 1800's millions of **immigrants** arrive from all over the world. Most came from Ireland and Germany. What were some of the **Push** factors that caused people to flee their home country?

Starvation/famine, poverty, lack of political freedom/persecution, war, safety, security

2) What were some of the **Pull** factors that drew immigrants to the United States?

Jobs, freedom, abundant land, opportunity, security

3) Immigration greatly changed the labor force. Immigrants provided _____ labor, competing with Americans for jobs. - cheap

*Also, Americans felt implicitly threatened by the _____ differences of immigrants.
--cultural, religious

4) Americans who opposed immigration were called _____. In 1849 they formed a political party called the _____.

Nativists, Know Nothing Party

5) What were some of the positions or policies of The Know Nothing Party?

-Make it difficult for foreigners to become citizens or hold office,
-keep Catholics out of public office
-Live in US for 21 years before they can become citizens

6) Growth of Cities (**urbanization**) – increases in industrialization, transportation, and immigration led to the growth and spread of large _____ areas or cities.
_____ came from the agricultural areas of the United

	<p>States to find work in these cities as well.</p> <p>Urban, migrants</p>
<p>7) Skilled laborers and small business owners did quite well in the growing economy of the mid 1800s creating what is known today as the _____, a social level between the wealthy and the working poor.</p> <p>-middle class</p>	<p>8) New York City, mid 1800s. Look at the picture of page 441. List similarities and differences between NYC of the past and what you might see today in our large urban areas:</p> <p>child labor, unsafe conditions, crowding etc</p> <p>issue of Fire depts.</p>

Reforming Society: pages 448 to 453



1) Describe the **Second Great Awakening**:
 a new Christian revival movement that swept the nation shortly after the Revolution – a renewed interest in examining religion and faith

Women and African Americans

2) Many social reformers used their renewed faith and religious connections to form social movement groups. Some of the issues they tackled were:

alcohol abuse, prison and education reform, and slavery

3) Describe the **Temperance Movement**:

people believed alcohol abuse caused social problems – crime, neglect

an effort to urge people to use self-discipline to stop drinking hard liquor eventually evolved to work on social policy and law

4) Who was **Dorothea Dix** and why was she important?

leader in prison reform movement - reported on horrible conditions in prison – especially the mentally ill, built facilities specialized for specific populations: men/children/ill

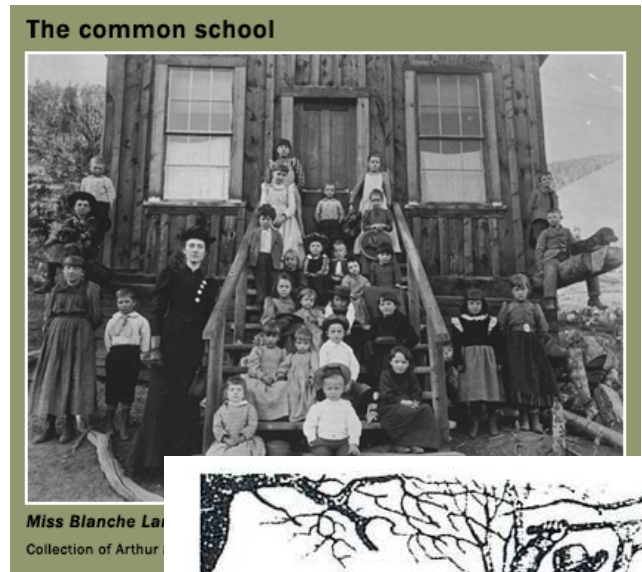
others worked to end overcrowding, punishments

5) Describe the state of education in the early 1800s:

- mostly available to wealthy only, or those of proper social background
- students of all ages and levels worked in one room
- girls received less than boys
- focus on religious and moral values

6) How did the common-school movement led by, Horace Mann, change the state of education throughout the country?

all children taught in a common place regardless of background
lengthened school year
increase school budget (\$) and teachers' salary



The

Movement to End Slavery and Women's Rights

pp. 454 to 467



1) The idea that slavery should end across the nation was called:

_____.

*People who believed in the end of slavery were called:

_____.

abolition, abolitionists

2) Abolitionists had different ideas and beliefs about slaves and slavery. Describe some here:

3) One prominent white abolitionist, _____, published a newspaper called *The Liberator*.

William Lloyd Garrison

4) There were African American Abolitionists, as well. _____ published newspapers and books about the evils of slavery. He famously said, "This Fourth of July is yours, not mine. You may rejoice, I must mourn." What did he mean?

Frederick Douglass

<p>5) Another African American Abolitionist, _____, travelled the United States speaking about the truth of slavery. She became famous for her fiery and dramatic speeches.</p> <p>Sojourner Truth</p>	<p>6) Free African Americans, former slaves, and white abolitionists worked together to form a network of safe houses for escaped slaves called the _____.</p> <p>Underground Railroad</p>
<p>7) _____ was a famous conductor on the railroad leading over 300 slaves to freedom.</p> <p>Harriet Tubman</p>	<p>8) Why did many slaves escape all the way to Canada rather than stay in Northern States?</p> <p>Promise Freedom, they could be returned from States in the United States</p>
<p>9) page 464: Many women abolitionists also spoke about granting more rights to women. There was great opposition to the call to women's rights. In 1848 Lucretia Mott and Elizabeth Cady Stanton helped form the first public meeting about women's rights called the: _____.</p> <p>Seneca Falls Convention</p>	<p>10) At the Convention, organizer wrote the _____, which detailed beliefs about the social injustices toward women. This document was similar to the _____.</p> <p>Declaration of Sentiments, Declaration of Independence</p>
<p>11) Political organizer, _____, used her skills to turn the fight for women's rights into a political movement. She worked to:</p>	<p>12) The National Women's Suffrage Association, led by Elizabeth Cady Stanton, worked to get women the _____.</p>

Susan B. Anthony; change laws over property rights, women could finally own property and keep their wages

They were not successful. **Women did not get the right to vote in the United States until the 19th Amendment was ratified in 1920.**

The Right to Vote