

Remote Learning

Activities for ELA & Social Studies:

Reading

Choose one short story to read and annotate in a notebook. Spend about 2–3 days per story. When you finish reading the story, complete the following: 1) Answer the questions at the end of the story to the best of your ability. 2) Write a summary of the story in your own words. 3) Create an illustration or comic about the theme of the story. 4) Choose a project to complete from the attached list. You'll see the list at the end of the story selections. Spend about 20–30 minutes a day on reading.

Writing

Every day, select one writing prompt from the schedule. Your goal is to write for at least 20 full minutes a day. Some prompts might take you more time or more days to complete, and that is ok.

Social Studies

Read and annotate 1 section a day. After you read the chapter, go back and answer all MapMaster and critical thinking, and Apply the Skills questions.

Create a RAFT, Momentus, or any other project of your choice for the chapter once you finish the final section. Spend about 30 minutes a day on social studies until it is complete.

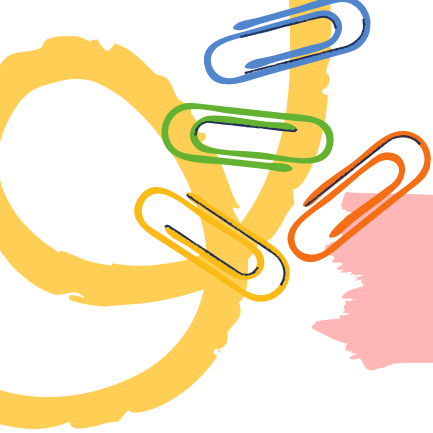
Extra Practice

You may choose to practice your root words, prefixes, suffixes, and academic vocabulary. Understanding these terms will help you with reading this year and throughout your academic career! This packet contains practice pages after the Social Studies chapter.

Stay safe! I hope to see you soon!

–Ms. Logothesis

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Writing Prompts

EXPECTATIONS & SCHEDULE

Writing helps us exercise our critical thinking skills. In a writing notebook, spend at least 20 full minutes a day responding to one of these writing prompts. Monitor your punctuation and grammar as you write your responses. Make sure your responses are structured with an introduction, body, and conclusion.

WEEK 1

Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Write a poem about responsibilities.	Write a news report about something that happened in the last week of your life.	Write about a deep and meaningful conversation you had with a relative recently.	What is your greatest belief, and why do you feel strongly about this?	What is a problem you want solved in the world, and how would you solve it?

WEEK 2

Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Identify an object in your home and write a myth about this object.	Continue with your myth from yesterday. How might you develop this extraordinary story around an ordinary object?	Write a review about a TV show or movie that you saw recently. What was it about? Why would you recommend it?	Write about something you wish you could do more often. What stops you from doing this? Is there anything you can do to change that?	If you could travel back in time and change any one thing about your past, would you? If so, what would you change and why? If not, why wouldn't you?

Name: _____ Class: _____

The Story of Prometheus and Pandora's Box

By James Baldwin
1895

James Baldwin (1841-1925) was an educator and prolific children's book author who re-wrote many classic legends and myths for young readers. In almost every culture, there are myths and folktales that explain how the world got to be the way it is today and that ask important questions about the human condition. Greek mythology in particular has been read widely in the West and retold in sophisticated high poetry. In this version, however, James Baldwin adopts a more accessible tone, turning revered Greek Mythology into old Greek stories. As you read, take notes on how Baldwin reveals the themes of these myths.

I. How Fire Was Given to Men

[1] In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top.¹ They were the sons of one of those Titans² who had fought against Jupiter³ and been sent in chains to the strong prison-house⁴ of the Lower World.⁵

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen to-morrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.



"Torch" by J.E. Theriot is licensed under CC BY 2.0.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

1. The "Mighty Ones" is a reference to the gods and goddesses of Greek mythology who lived atop Mount Olympus, led by Zeus (or, in Roman mythology, Jupiter), god of sky and thunder and king of the gods.
2. In classical Greek mythology, the Titans were members of the second order of divine beings, born from the first god and goddess Gaia and Uranus. The Titans were giants of incredible strength who ruled during the legendary Golden Age.
3. Jupiter (also called Jove) is the god of sky and thunder and king of the gods in Ancient Roman religion and mythology.
4. This is a reference to Tartarus, a deep abyss in ancient Greek mythology that is used as a dungeon of torment and suffering for the wicked. Zeus/Jupiter sent most of the Titans there after he and the other gods of Olympus defeated the Titans in a power struggle.
5. In mythology, the Lower World – also known as the Underworld – is an otherworld where souls go after death.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness,⁶ drinking nectar and eating ambrosia,⁷ he was intent upon plans for making the world wiser and better than it had ever been before.

- [5] He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn was king.⁸ Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another—the most miserable of all living creatures.

“If they only had fire,” said Prometheus to himself, “they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.”

Then he went boldly to Jupiter and begged him to give fire to men, that so they might have a little comfort through the long, dreary months of winter.

“Not a spark will I give,” said Jupiter. “No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, that so we Mighty Ones may thrive and be happy.”

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

- [10] As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel,⁹ growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith¹⁰ which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling of the sun in the far east.

“Mankind shall have fire in spite of the tyrant¹¹ who sits on the mountain top,” he said.

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened¹² back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude¹³ home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

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6. **Idleness (noun):** a state of inactivity; not doing anything productive
 7. Nectar and ambrosia are the food and drink of the “Mighty Folk” in Greek mythology.
 8. “Saturn” is the Roman name for the Greek god Cronus (also spelled Kronos), the leader and youngest of the first generation of Titans. He overthrew his father and ruled during the mythological Golden Age, until he was overthrown by his own son Zeus/Jupiter and imprisoned in Tartarus.
 9. a kind of plant
 10. the white strings inside a plant or fruit like an orange
 11. **Tyrant (noun):** an unjust or oppressive ruler
 12. **Hasten (verb):** to hurry

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

- [15] After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,¹⁴ and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore,¹⁵ and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

“A new Golden Age shall come, brighter and better by far than the old!”

II. How Diseases and Cares Came Among Men

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

“Who has done all this?” he asked.

And some one answered, “Prometheus!”

- [20] “What! That young Titan!” he cried. “Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk.¹⁶ But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it.”

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way.

In the first place, he ordered his blacksmith Vulcan, whose forge¹⁷ was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden; and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

“Come now!” said Jupiter, “let us all give some goodly gift to this woman;” and he began by giving her life.

13. In this context, “rude” means roughly made or done; lacking subtlety or sophistication

14. These are skills used in farming.

15. a type of rock used to create iron

16. family; relatives

17. a blacksmith's workshop

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

- [25] Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling¹⁸ for the good of mankind. He met Epimetheus first, and said to him:

“Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife.”

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,¹⁹ which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

“They must be jewels,” she said to herself; and then she thought of how they would add to her beauty if only she could wear them. “Why did Jupiter give them to me if I should never use them, nor so much as look at them?” she asked.

- [30] The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

“Why should I care for what Athena told me?” she said at last. “She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know.”

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt²⁰ and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without any one seeing them, nestled down in the bosoms²¹ of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

18. **Toil (verb):** to work extremely hard and continuously

19. a small box

20. **Gaunt (adjective):** excessively thin, especially because of suffering or hunger

21. hearts

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

[35] And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

The Story of Prometheus and Pandora's Box by James Baldwin is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies a central theme of this myth? [RL.2]
 - A. Abuse of power
 - B. The necessity of curiosity
 - C. Violence and war
 - D. Beauty and art

2. PART B: Which TWO phrases from the text best support the answer to Part A? [RL.1]
 - A. "Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that." (Paragraph 3)
 - B. "It is best for them to be poor and ignorant, that so we Mighty Ones may thrive and be happy." (Paragraph 8)
 - C. "let them keep their fire. I will make them ten times more miserable than they were before they had it." (Paragraph 20)
 - D. "Then they called her Pandora, which means the all-gifted, because she had received gifts from them all." (Paragraph 24)
 - E. "Pandora was so beautiful and so wondrously gifted that no one could help loving her." (Paragraph 25)
 - F. "She opened the lid a very little, just to peep inside." (Paragraph 32)

3. How does the way Prometheus describes Jupiter differ from the way the narrator describes Jupiter? [RL.6]
 - A. Prometheus thinks Jupiter is disloyal while the narrator sees him as just
 - B. Prometheus does not understand Jupiter while the narrator knows Jupiter is evil
 - C. Prometheus reveres the king of the gods while the narrator treats Jupiter like any other character
 - D. Prometheus sees Jupiter as an unjust tyrant while the narrator calls him a "Mighty One" without judgment

4. How does the language and word choice in Paragraph 2 contribute to the tone of this myth? [RL.4]

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Would it have been better if Prometheus never came and gave the people fire? Was humanity better off because it had fire and civilization, or worse off because the cost was misery and disease?
2. Why did Jupiter want people to be miserable and why does Prometheus disobey him? Should people with power help the weak?
3. One way to interpret the gods in Greek myths is to see them as personifications of forces in nature like the sea or lightning, or of abstract concepts like wisdom or forethought. Yet Baldwin says this kind of reading is “an error” that takes the charm out of these tales and reduces their “precious gold into utilitarian iron.” Why might Baldwin believe this? What happens to characterization or other literary elements in the story if we read the gods as personifications instead of literally?
4. In the context of this myth, how does power corrupt? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. Is it fair for some people in society to have more power than others? Is it fair for those who disobey to be punished greatly? In the context of this text, what is fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

After Twenty Years

By O. Henry
1905

William Sydney Porter (1862-1910) was an American writer better known by his pen name, O. Henry. "After Twenty Years," published in 1908, is one of his better known short stories that shows how complicated friendship can be.

As you read, take notes on the imagery used in the story.

- [1] The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators¹ were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands — 'Big Joe' Brady's restaurant."

- [5] "Until five years ago," said the policeman. "It was torn down then."



"Night Walk" by Matthias Ripp is licensed under CC BY 2.0

1. **Spectator (noun):** someone who looks on or watches (a performance or other public event)

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition,² and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest³ old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

[10] The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder,⁴ though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

[15] "I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

2. **Proposition (noun):** something (such as a plan or offer) that is presented to a person or group of people to consider
3. Perhaps a form of "staunch," meaning of strong construction or conviction.
4. a person who works in a slow, uninspired manner; a person who plods

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally⁵ and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

[20] "Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! — twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

[25] "Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously⁶ to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

[30] "You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

5. **Dismal** (*adjective*): showing or causing sadness; very bad or poor

6. **Simultaneously** (*adverb*): happening at the same time

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

"Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY."

"After Twenty Years" by O. Henry (1905) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What does the word “stalwart” most closely mean as it is used in paragraph 2?
 - A. Loyal and dedicated
 - B. Rude and arrogant
 - C. Threatening and scary
 - D. Awkward and rigid

2. PART B: Which of the following phrases from paragraph 2 best supports the answer to Part A?
 - A. “Trying doors as he went, twirling his club”
 - B. “with many intricate and artful movements”
 - C. “cast his watchful eye adown the pacific thoroughfare”
 - D. “a fine picture of a guardian of the peace”

3. PART A: Which of the following best describes a central theme of the text?
 - A. Those who fight for justice will always be rewarded.
 - B. Loyalty is absolute and must allow no room for disagreement.
 - C. The decision between loyalty and doing what is right is a hard one to make.
 - D. Money can help one make new friends, but not old.

4. PART B: Which of the following quotes best supports the answer to Part A?
 - A. “The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few.” (Paragraph 1)
 - B. “But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget.” (Paragraph 9)
 - C. “The man from the West, his egotism enlarged by success, was beginning to outline the history of his career.” (Paragraph 27)
 - D. “When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.” (Paragraph 33)

5. Consider the imagery used in the story around darkness and light. Why is this imagery important?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Is this a strong friendship? How do you know?
2. How can morality (doing the right thing) complicate friendship?
3. Would you have done with Jimmy did to Bob? Why or why not?
4. In the context of this story, what is a friend? Use evidence from this text, your own experience, and other art, literature, or history in your answer.

Name: _____ Class: _____

The Golden Touch

By Nathaniel Hawthorne
1851

Nathaniel Hawthorne (1804-1864) was an American novelist and short story writer, best known for his work The Scarlet Letter. In this story, Hawthorne retells the myth of King Midas, whose wish for a "golden touch" comes with grave consequences. As you read, take notes on how Hawthorne foreshadows the danger of Midas' gift, and how this helps reveal the story's theme.

- [1] Once upon a time, there lived a very rich man, and a king besides, whose name was Midas; and he had a little daughter, whom nobody but myself ever heard of, and whose name I either never knew, or have entirely forgotten. So, because I love odd names for little girls, I choose to call her Marygold.

This King Midas was fonder of gold than of anything else in the world. He valued his royal crown chiefly because it was composed of that precious metal. If he loved anything better, or half so well, it was the one little maiden who played so merrily around her father's footstool. But the more Midas loved his daughter, the more did he desire and seek for wealth. He thought, foolish man! that the best thing he could possibly do for this dear child would be to bequeath¹ her the immensest pile of yellow, glistening coin, that had ever been heaped together since the world was made. Thus, he gave all his thoughts and all his time to this one purpose. If ever he happened to gaze for an instant at the gold-tinted clouds of sunset, he wished that they were real gold, and that they could be squeezed safely into his strong box. When little Marygold ran to meet him, with a bunch of buttercups and dandelions, he used to say, "Poh, poh, child! If these flowers were as golden as they look, they would be worth the plucking!"



"King Midas with his daughter" by Walter Crane is in the public domain.

1. **Bequeath (verb):** to give or hand down a valuable possession

And yet, in his earlier days, before he was so entirely possessed of this insane desire for riches, King Midas had shown a great taste for flowers. He had planted a garden, in which grew the biggest and beautifullest and sweetest roses that any mortal ever saw or smelt. These roses were still growing in the garden, as large, as lovely, and as fragrant, as when Midas used to pass whole hours in gazing at them, and inhaling their perfume. But now, if he looked at them at all, it was only to calculate how much the garden would be worth if each of the innumerable² rose-petals were a thin plate of gold. And though he once was fond of music (in spite of an idle story about his ears, which were said to resemble those of an ass),³ the only music for poor Midas, now, was the chink of one coin against another.

At length (as people always grow more and more foolish, unless they take care to grow wiser and wiser), Midas had got to be so exceedingly unreasonable, that he could scarcely hear to see or touch any object that was not gold. He made it his custom, therefore, to pass a large portion of every day in a dark and dreary apartment, underground, at the basement of his palace. It was here that he kept his wealth. To this dismal hole—for it was little better than a dungeon—Midas betook himself, whenever he wanted to be particularly happy. Here, after carefully locking the door, he would take a bag of gold coin, or a gold cup as big as a washbowl, or a heavy golden bar, or a peckmeasure of gold-dust, and bring them from the obscure corners of the room into the one bright and narrow sunbeam that fell from the dungeon-like window. He valued the sunbeam for no other reason but that his treasure would not shine without its help. And then would he reckon over the coins in the bag; toss up the bar, and catch it as it came down; sift the gold-dust through his fingers; look at the funny image of his own face, as reflected in the burnished circumference of the cup; and whisper to himself, “O Midas, rich King Midas, what a happy man art thou!” But it was laughable to see how the image of his face kept grinning at him, out of the polished surface of the cup. It seemed to be aware of his foolish behavior, and to have a naughty inclination to make fun of him.

- [5] Midas called himself a happy man, but felt that he was not yet quite so happy as he might be. The very tiptop of enjoyment would never be reached, unless the whole world were to become his treasure-room, and be filled with yellow metal which should be all his own.

Now, I need hardly remind such wise little people as you are, that in the old, old times, when King Midas was alive, a great many things came to pass, which we should consider wonderful if they were to happen in our own day and country. And, on the other hand, a great many things take place nowadays, which seem not only wonderful to us, but at which the people of old times would have stared their eyes out. On the whole, I regard our own times as the strangest of the two; but, however that may be, I must go on with my story.

Midas was enjoying himself in his treasure-room, one day, as usual, when he perceived a shadow fall over the heaps of gold; and, looking suddenly up, what should he behold but the figure of a stranger, standing in the bright and narrow sunbeam! It was a young man, with a cheerful and ruddy face. Whether it was that the imagination of King Midas threw a yellow tinge over everything, or whatever the cause might be, he could not help fancying that the smile with which the stranger regarded him had a kind of golden radiance in it. Certainly, although his figure intercepted the sunshine, there was now a brighter gleam upon all the piled-up treasures than before. Even the remotest corners had their share of it, and were lighted up, when the stranger smiled, as with tips of flame and sparkles of fire.

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2. **Innumerable** (*adjective*): too many to count
 3. a reference to another myth of King Midas: after questioning the Greek god Apollo's victory in a musical competition against the god of wilderness Pan, Midas was cursed by Apollo with the ears of a donkey

As Midas knew that he had carefully turned the key in the lock, and that no mortal strength could possibly break into his treasure-room, he, of course, concluded that his visitor must be something more than mortal. It is no matter about telling you who he was. In those days, when the earth was comparatively a new affair, it was supposed to be often the resort of beings endowed with supernatural power, and who used to interest themselves in the joys and sorrows of men, women, and children, half playfully and half seriously. Midas had met such beings before now, and was not sorry to meet one of them again. The stranger's aspect, indeed, was so good-humored and kindly, if not beneficent,⁴ that it would have been unreasonable to suspect him of intending any mischief. It was far more probable that he came to do Midas a favor. And what could that favor be, unless to multiply his heaps of treasure?

The stranger gazed about the room; and when his lustrous smile had glistened upon all the golden objects that were there, he turned again to Midas.

- [10] "You are a wealthy man, friend Midas!" he observed. "I doubt whether any other four walls, on earth, contain so much gold as you have contrived to pile up in this room."

"I have done pretty well,—pretty well," answered Midas, in a discontented tone. "But, after all, it is but a trifle, when you consider that it has taken me my whole life to get it together. If one could live a thousand years, he might have time to grow rich!"

"What!" exclaimed the stranger. "Then you are not satisfied?"

Midas shook his head.

"And pray what would satisfy you?" asked the stranger. "Merely for the curiosity of the thing, I should be glad to know."

- [15] Midas paused and meditated. He felt a presentiment⁵ that this stranger, with such a golden lustre in his good-humored smile, had come hither with both the power and the purpose of gratifying his utmost wishes. Now, therefore, was the fortunate moment, when he had but to speak, and obtain whatever possible, or seemingly impossible thing, it might come into his head to ask. So he thought, and thought, and thought, and heaped up one golden mountain upon another, in his imagination, without being able to imagine them big enough. At last, a bright idea occurred to King Midas. It seemed really as bright as the glistening metal which he loved so much.

Raising his head, he looked the lustrous stranger in the face.

"Well, Midas," observed his visitor, "I see that you have at length hit upon something that will satisfy you. Tell me your wish."

"It is only this," replied Midas. "I am weary of collecting my treasures with so much trouble, and beholding the heap so diminutive,⁶ after I have done my best. I wish everything that I touch to be changed to gold!"

4. **Beneficent (adjective):** generous, charitable, helpful

5. a feeling that something is about to happen; a premonition

6. **Diminutive (adjective):** very small

The stranger's smile grew so very broad, that it seemed to fill the room like an outburst of the sun, gleaming into a shadowy dell, where the yellow autumnal leaves—for so looked the lumps and particles of gold—lie strewn in the glow of light.

[20] "The Golden Touch!" exclaimed he. "You certainly deserve credit, friend Midas, for striking out so brilliant a conception. But are you quite sure that this will satisfy you?"

"How could it fail?" said Midas.

"And will you never regret the possession of it?"

"What could induce me?" asked Midas. "I ask nothing else, to render me perfectly happy."

"Be it as you wish, then," replied the stranger, waving his hand in token of farewell. "To-morrow, at sunrise, you will find yourself gifted with the Golden Touch."

[25] The figure of the stranger then became exceedingly bright, and Midas involuntarily closed his eyes. On opening them again, he beheld only one yellow sunbeam in the room, and, all around him, the glistening of the precious metal which he had spent his life in hoarding up.

Whether Midas slept as usual that night, the story does not say. Asleep or awake, however, his mind was probably in the state of a child's, to whom a beautiful new plaything has been promised in the morning. At any rate, day had hardly peeped over the hills, when King Midas was broad awake, and, stretching his arms out of bed, began to touch the objects that were within reach. He was anxious to prove whether the Golden Touch had really come, according to the stranger's promise. So he laid his finger on a chair by the bedside, and on various other things, but was grievously disappointed to perceive that they remained of exactly the same substance as before. Indeed, he felt very much afraid that he had only dreamed about the lustrous stranger, or else that the latter had been making game of him. And what a miserable affair would it be, if, after all his hopes, Midas must content himself with what little gold he could scrape together by ordinary means, instead of creating it by a touch!

All this while, it was only the gray of the morning, with but a streak of brightness along the edge of the sky, where Midas could not see it. He lay in a very disconsolate mood, regretting the downfall of his hopes, and kept growing sadder and sadder, until the earliest sunbeam shone through the window, and gilded the ceiling over his head. It seemed to Midas that this bright yellow sunbeam was reflected in rather a singular way on the white covering of the bed. Looking more closely, what was his astonishment and delight, when he found that this linen fabric had been transmuted to what seemed a woven texture of the purest and brightest gold! The Golden Touch had come to him with the first sunbeam!

Midas started up, in a kind of joyful frenzy, and ran about the room, grasping at everything that happened to be in his way. He seized one of the bed-posts, and it became immediately a fluted golden pillar. He pulled aside a window-curtain, in order to admit a clear spectacle of the wonders which he was performing; and the tassel grew heavy in his hand,—a mass of gold. He took up a book from the table. At his first touch, it assumed the appearance of such a splendidly bound and gilt-edged volume as one often meets with, nowadays; but, on running his fingers through the leaves, behold! it was a bundle of thin golden plates, in which all the wisdom of the book had grown illegible. He hurriedly put on his clothes, and was enraptured⁷ to see himself in a magnificent suit of gold cloth, which retained its flexibility and softness, although it burdened him a little with its weight. He drew out his handkerchief, which little Marygold had hemmed for him. That was likewise gold, with the dear child's neat and pretty stitches running all along the border, in gold thread!

Somehow or other, this last transformation did not quite please King Midas. He would rather that his little daughter's handiwork should have remained just the same as when she climbed his knee and put it into his hand.

- [30] But it was not worthwhile to vex⁸ himself about a trifle. Midas now took his spectacles from his pocket, and put them on his nose, in order that he might see more distinctly what he was about. In those days, spectacles for common people had not been invented, but were already worn by kings; else, how could Midas have had any? To his great perplexity,⁹ however, excellent as the glasses were, he discovered that he could not possibly see through them. But this was the most natural thing in the world; for, on taking them off, the transparent crystals turned out to be plates of yellow metal, and, of course, were worthless as spectacles, though valuable as gold. It struck Midas as rather inconvenient that, with all his wealth, he could never again be rich enough to own a pair of serviceable spectacles.

"It is no great matter, nevertheless," said he to himself, very philosophically. "We cannot expect any great good, without its being accompanied with some small inconvenience. The Golden Touch is worth the sacrifice of a pair of spectacles, at least, if not of one's very eyesight. My own eyes will serve for ordinary purposes, and little Marygold will soon be old enough to read to me."

Wise King Midas was so exalted by his good fortune, that the palace seemed not sufficiently spacious to contain him. He therefore went down stairs, and smiled, on observing that the balustrade¹⁰ of the staircase became a bar of burnished gold, as his hand passed over it, in his descent. He lifted the door latch (it was brass only a moment ago, but golden when his fingers quitted it), and emerged into the garden. Here, as it happened, he found a great number of beautiful roses in full bloom, and others in all the stages of lovely bud and blossom. Very delicious was their fragrance in the morning breeze. Their delicate blush was one of the fairest sights in the world; so gentle, so modest, and so full of sweet tranquility,¹¹ did these roses seem to be.

7. **Enraptured** (*adjective*): filled with delight
8. **Vex** (*verb*): to bother or distress
9. **Perplexity** (*noun*): confusion or bewilderment
10. A balustrade is an old term for a railing.
11. **Tranquility** (*noun*): calm or peace

But Midas knew a way to make them far more precious, according to his way of thinking, than roses had ever been before. So he took great pains in going from bush to bush, and exercised his magic touch most indefatigably;¹² until every individual flower and bud, and even the worms at the heart of some of them, were changed to gold. By the time this good work was completed, King Midas was summoned to breakfast; and as the morning air had given him an excellent appetite, he made haste back to the palace.

What was usually a king's breakfast in the days of Midas, I really do not know, and cannot stop now to investigate. To the best of my belief, however, on this particular morning, the breakfast consisted of hot cakes, some nice little brook trout, roasted potatoes, fresh boiled eggs, and coffee, for King Midas himself, and a bowl of bread and milk for his daughter Marygold. At all events, this is a breakfast fit to set before a king; and, whether he had it or not, King Midas could not have had a better.

- [35] Little Marygold had not yet made her appearance. Her father ordered her to be called, and, seating himself at table, awaited the child's coming, in order to begin his own breakfast. To do Midas justice, he really loved his daughter, and loved her so much the more this morning, on account of the good fortune which had befallen him. It was not a great while before he heard her coming along the passageway crying bitterly. This circumstance surprised him, because Marygold was one of the cheerfullest little people whom you would see in a summer's day, and hardly shed a thimbleful of tears in a twelvemonth. When Midas heard her sobs, he determined to put little Marygold into better spirits, by an agreeable surprise; so, leaning across the table, he touched his daughter's bowl (which was a China one, with pretty figures all around it), and transmuted¹³ it to gleaming gold.

Meanwhile, Marygold slowly and disconsolately¹⁴ opened the door, and showed herself with her apron at her eyes, still sobbing as if her heart would break.

"How now, my little lady!" cried Midas. "Pray what is the matter with you, this bright morning?"

Marygold, without taking the apron from her eyes, held out her hand, in which was one of the roses which Midas had so recently transmuted.

"Beautiful!" exclaimed her father. "And what is there in this magnificent golden rose to make you cry?"

- [40] "Ah, dear father!" answered the child, as well as her sobs would let her; "it is not beautiful, but the ugliest flower that ever grew! As soon as I was dressed I ran into the garden to gather some roses for you; because I know you like them, and like them the better when gathered by your little daughter. But, oh dear, dear me! What do you think has happened? Such a misfortune! All the beautiful roses, that smelled so sweetly and had so many lovely blushes, are blighted and spoilt! They are grown quite yellow, as you see this one, and have no longer any fragrance! What can have been the matter with them?"

"Poh, my dear little girl,—pray don't cry about it!" said Midas, who was ashamed to confess that he himself had wrought the change which so greatly afflicted her. "Sit down and eat your bread and milk. You will find it easy enough to exchange a golden rose like that (which will last hundreds of years) for an ordinary one which would wither in a day."

12. **Indefatigably** (*adverb*): without fatigue, untiringly

13. to apply the fabled alchemical process of changing base metals into gold

14. **Disconsolately** (*adverb*): without cheer, in a downcast or dejected manner

"I don't care for such roses as this!" cried Marygold, tossing it contemptuously¹⁵ away. "It has no smell, and the hard petals prick my nose!"

The child now sat down to table, but was so occupied with her grief for the blighted roses that she did not even notice the wonderful transmutation of her China bowl. Perhaps this was all the better; for Marygold was accustomed to take pleasure in looking at the queer figures, and strange trees and houses, that were painted on the circumference of the bowl; and these ornaments were now entirely lost in the yellow hue of the metal.

Midas, meanwhile, had poured out a cup of coffee, and, as a matter of course, the coffee-pot, whatever metal it may have been when he took it up, was gold when he set it down. He thought to himself, that it was rather an extravagant style of splendor, in a king of his simple habits, to breakfast off a service of gold, and began to be puzzled with the difficulty of keeping his treasures safe. The cupboard and the kitchen would no longer be a secure place of deposit for articles so valuable as golden bowls and coffee-pots.

- [45] Amid these thoughts, he lifted a spoonful of coffee to his lips, and, sipping it, was astonished to perceive that, the instant his lips touched the liquid, it became molten gold, and, the next moment, hardened into a lump!

"Ha!" exclaimed Midas, rather aghast.

"What is the matter, father?" asked little Marygold, gazing at him, with the tears still standing in her eyes.

"Nothing, child, nothing!" said Midas. "Eat your milk, before it gets quite cold."

He took one of the nice little trouts on his plate, and, by way of experiment, touched its tail with his finger. To his horror, it was immediately transmuted from an admirably fried brook-trout into a gold-fish, though not one of those gold-fishes which people often keep in glass globes, as ornaments for the parlor. No; but it was really a metallic fish, and looked as if it had been very cunningly made by the nicest gold-smith in the world. Its little bones were now golden wires; its fins and tail were thin plates of gold; and there were the marks of the fork in it, and all the delicate, frothy appearance of a nicely fried fish, exactly imitated in metal. A very pretty piece of work, as you may suppose; only King Midas, just at that moment, would much rather have had a real trout in his dish than this elaborate and valuable imitation of one.

- [50] "I don't quite see," thought he to himself, "how I am to get any breakfast!"

He took one of the smoking-hot cakes, and had scarcely broken it, when, to his cruel mortification,¹⁶ though, a moment before, it had been of the whitest wheat, it assumed the yellow hue of Indian meal. To say the truth, if it had really been a hot Indian cake, Midas would have prized it a good deal more than he now did, when its solidity and increased weight made him too bitterly sensible that it was gold. Almost in despair, he helped himself to a boiled egg, which immediately underwent a change similar to those of the trout and the cake. The egg, indeed, might have been mistaken for one of those which the famous goose, in the story-book, was in the habit of laying; but King Midas was the only goose¹⁷ that had had anything to do with the matter.

15. **Contemptuously** (*adverb*): expressing hatred or disapproval

"Well, this is a quandary!"¹⁸ thought he, leaning back in his chair, and looking quite enviously at little Marygold, who was now eating her bread and milk with great satisfaction. "Such a costly breakfast before me, and nothing that can be eaten!"

Hoping that, by dint of great dispatch, he might avoid what he now felt to be a considerable inconvenience, King Midas next snatched a hot potato, and attempted to cram it into his mouth, and swallow it in a hurry. But the Golden Touch was too nimble for him. He found his mouth full, not of mealy potato, but of solid metal, which so burnt his tongue that he roared aloud, and, jumping up from the table, began to dance and stamp about the room, both with pain and affright.

"Father, dear father!" cried little Marygold, who was a very affectionate child, "pray what is the matter? Have you burnt your mouth?"

[55] "Ah, dear child," groaned Midas, dolefully,¹⁹ "I don't know what is to become of your poor father!"

And, truly, my dear little folks, did you ever hear of such a pitiable case in all your lives? Here was literally the richest breakfast that could be set before a king, and its very richness made it absolutely good for nothing. The poorest laborer, sitting down to his crust of bread and cup of water, was far better off than King Midas, whose delicate food was really worth its weight in gold. And what was to be done? Already, at breakfast, Midas was excessively hungry. Would he be less so by dinner-time? And how ravenous would be his appetite for supper, which must undoubtedly consist of the same sort of indigestible dishes as those now before him! How many days, think you, would he survive a continuance of this rich fare?

These reflections so troubled wise King Midas, that he began to doubt whether, after all, riches are the one desirable thing in the world, or even the most desirable. But this was only a passing thought. So fascinated was Midas with the glitter of the yellow metal, that he would still have refused to give up the Golden Touch for so paltry²⁰ a consideration as a breakfast. Just imagine what a price for one meal's victuals!²¹ It would have been the same as paying millions and millions of money (and as many millions more as would take forever to reckon up) for some fried trout, an egg, a potato, a hot cake, and a cup of coffee!

"It would be quite too dear," thought Midas.

Nevertheless, so great was his hunger, and the perplexity of his situation, that he again groaned aloud, and very grievously too. Our pretty Marygold could endure it no longer. She sat, a moment, gazing at her father, and trying, with all the might of her little wits, to find out what was the matter with him. Then, with a sweet and sorrowful impulse to comfort him, she started from her chair, and, running to Midas, threw her arms affectionately about his knees. He bent down and kissed her. He felt that his little daughter's love was worth a thousand times more than he had gained by the Golden Touch.

[60] "My precious, precious Marygold!" cried he.

16. **Mortification** (*noun*): embarrassment, humiliation, or shame
17. The term "goose," besides referring to the animal, also means idiot.
18. **Quandary** (*noun*): a state of confusion or doubt
19. **Dolefully** (*adverb*): expressing grief or sadness
20. **Paltry** (*adjective*): unimportant, trivial, or inferior
21. food

But Marygold made no answer.

Alas, what had he done? How fatal was the gift which the stranger bestowed! The moment the lips of Midas touched Marygold's forehead, a change had taken place. Her sweet, rosy face, so full of affection as it had been, assumed a glittering yellow color, with yellow tear-drops congealing on her cheeks. Her beautiful brown ringlets took the same tint. Her soft and tender little form grew hard and inflexible within her father's encircling arms. Oh, terrible misfortune! The victim of his insatiable²² desire for wealth, little Marygold was a human child no longer, but a golden statue!

Yes, there she was, with the questioning look of love, grief, and pity, hardened into her face. It was the prettiest and most woeful sight that ever mortal saw. All the features and tokens of Marygold were there; even the beloved little dimple remained in her golden chin. But, the more perfect was the resemblance, the greater was the father's agony at beholding this golden image, which was all that was left him of a daughter. It had been a favorite phrase of Midas, whenever he felt particularly fond of the child, to say that she was worth her weight in gold. And now the phrase had become literally true. And now, at last, when it was too late, he felt how infinitely a warm and tender heart, that loved him, exceeded in value all the wealth that could be piled up betwixt²³ the earth and sky!

It would be too sad a story, if I were to tell you how Midas, in the fullness of all his gratified desires, began to wring his hands and bemoan himself; and how he could neither bear to look at Marygold, nor yet to look away from her. Except when his eyes were fixed on the image, he could not possibly believe that she was changed to gold. But, stealing another glance, there was the precious little figure, with a yellow tear-drop on its yellow cheek, and a look so piteous and tender, that it seemed as if that very expression must needs soften the gold, and make it flesh again. This, however, could not be. So Midas had only to wring his hands, and to wish that he were the poorest man in the wide world, if the loss of all his wealth might bring back the faintest rose-color to his dear child's face.

[65] While he was in this tumult²⁴ of despair, he suddenly beheld a stranger standing near the door. Midas bent down his head, without speaking; for he recognized the same figure which had appeared to him, the day before, in the treasure-room, and had bestowed on him this disastrous faculty²⁵ of the Golden Touch. The stranger's countenance²⁶ still wore a smile, which seemed to shed a yellow lustre all about the room, and gleamed on little Marygold's image, and on the other objects that had been transmuted by the touch of Midas.

"Well, friend Midas," said the stranger, "pray how do you succeed with the Golden Touch?"

Midas shook his head.

"I am very miserable," said he.

"Very miserable, indeed!" exclaimed the stranger. "And how happens that? Have I not faithfully kept my promise with you? Have you not everything that your heart desired?"

[70] "Gold is not everything," answered Midas. "And I have lost all that my heart really cared for."

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22. **Insatiable** (*adjective*): impossible to satisfy
 23. archaic term for "between"
 24. a state of agitation; a spasm of strong emotions
 25. **Faculty** (*noun*): ability, power
 26. **Countenance** (*noun*): a person's face or facial expression

"Ah! So you have made a discovery, since yesterday?" observed the stranger. "Let us see, then. Which of these two things do you think is really worth the most,—the gift of the Golden Touch, or one cup of clear cold water?"

"O blessed water!" exclaimed Midas. "It will never moisten my parched throat again!"

"The Golden Touch," continued the stranger, "or a crust of bread?"

"A piece of bread," answered Midas, "is worth all the gold on earth!"

[75] "The Golden Touch," asked the stranger, "or your own little Marygold, warm, soft, and loving as she was an hour ago?"

"Oh my child, my dear child!" cried poor Midas wringing his hands. "I would not have given that one small dimple in her chin for the power of changing this whole big earth into a solid lump of gold!"

"You are wiser than you were, King Midas!" said the stranger, looking seriously at him. "Your own heart, I perceive, has not been entirely changed from flesh to gold. Were it so, your case would indeed be desperate. But you appear to be still capable of understanding that the commonest things, such as lie within everybody's grasp, are more valuable than the riches which so many mortals sigh and struggle after. Tell me, now, do you sincerely desire to rid yourself of this Golden Touch?"

"It is hateful to me!" replied Midas.

A fly settled on his nose, but immediately fell to the floor; for it, too, had become gold. Midas shuddered.

[80] "Go, then," said the stranger, "and plunge into the river that glides past the bottom of your garden. Take likewise a vase of the same water, and sprinkle it over any object that you may desire to change back again from gold into its former substance. If you do this in earnestness and sincerity, it may possibly repair the mischief which your avarice²⁷ has occasioned²⁸."

King Midas bowed low; and when he lifted his head, the lustrous stranger had vanished.

You will easily believe that Midas lost no time in snatching up a great earthen pitcher (but, alas me! it was no longer earthen after he touched it), and hastening to the river-side. As he scampered along, and forced his way through the shrubbery, it was positively marvelous to see how the foliage turned yellow behind him, as if the autumn had been there, and nowhere else. On reaching the river's brink, he plunged headlong in, without waiting so much as to pull off his shoes.

"Poof! poof! poof!" snorted King Midas, as his head emerged out of the water. "Well; this is really a refreshing bath, and I think it must have quite washed away the Golden Touch. And now for filling my pitcher!"

27. **Avarice** (*noun*): greed

28. "Occasion," as a verb, means "to cause."

As he dipped the pitcher into the water, it gladdened his very heart to see it change from gold into the same good, honest earthen vessel which it had been before he touched it. He was conscious, also, of a change within himself. A cold, hard, and heavy weight seemed to have gone out of his bosom. No doubt, his heart had been gradually losing its human substance, and transmuting itself into insensible metal, but had now softened back again into flesh. Perceiving a violet, that grew on the bank of the river, Midas touched it with his finger, and was overjoyed to find that the delicate flower retained its purple hue, instead of undergoing a yellow blight. The curse of the Golden Touch had, therefore, really been removed from him.

- [85] King Midas hastened back to the palace; and, I suppose, the servants knew not what to make of it when they saw their royal master so carefully bringing home an earthen pitcher of water. But that water, which was to undo all the mischief that his folly had wrought, was more precious to Midas than an ocean of molten gold could have been. The first thing he did, as you need hardly be told, was to sprinkle it by handfuls over the golden figure of little Marygold.

No sooner did it fall on her than you would have laughed to see how the rosy color came back to the dear child's cheek and how she began to sneeze and sputter!—and how astonished she was to find herself dripping wet, and her father still throwing more water over her!

“Pray do not, dear father!” cried she. “See how you have wet my nice frock, which I put on only this morning!”

For Marygold did not know that she had been a little golden statue; nor could she remember anything that had happened since the moment when she ran with outstretched arms to comfort poor King Midas.

Her father did not think it necessary to tell his beloved child how very foolish he had been, but contented himself with showing how much wiser he had now grown. For this purpose, he led little Marygold into the garden, where he sprinkled all the remainder of the water over the rose-bushes, and with such good effect that above five thousand roses recovered their beautiful bloom. There were two circumstances, however, which, as long as he lived, used to put King Midas in mind of the Golden Touch. One was, that the sands of the river sparkled like gold; the other, that little Marygold's hair had now a golden tinge, which he had never observed in it before she had been transmuted by the effect of his kiss. This change of hue was really an improvement, and made Marygold's hair richer than in her babyhood.

- [90] When King Midas had grown quite an old man, and used to trot Marygold's children on his knee, he was fond of telling them this marvelous story, pretty much as I have now told it to you. And then would he stroke their glossy ringlets, and tell them that their hair, likewise, had a rich shade of gold, which they had inherited from their mother.

“And to tell you the truth, my precious little folks,” quoth King Midas, diligently²⁹ trotting the children all the while, “ever since that morning, I have hated the very sight of all other gold, save this!”

“The Golden Touch” by Nathaniel Hawthorne is in the public domain.

29. **Diligently** (*adverb*): attentive and persistent in doing something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. In the story, which of the following items, turned to gold, first foreshadows the damaging consequences of the Golden Touch? [RL.3]
 - A. The book
 - B. The handkerchief
 - C. The spectacles
 - D. Marygold's rose

2. PART A: What does the term "lustrous" most closely mean as used in paragraph 9? [RL.4]
 - A. Sneaky and mischievous
 - B. Kind and generous
 - C. Shining and sparkling
 - D. Dark and shadowy

3. PART B: Which phrase from the text best supports the answer to Part A? [RL.1]
 - A. "intending any mischief" (Paragraph 8)
 - B. "came to do Midas a favor" (Paragraph 8)
 - C. "the stranger gazed about the room" (Paragraph 9)
 - D. "glistened upon all the golden objects" (Paragraph 9)

4. PART A: Which of the following best identifies a theme in the text? [RL.2]
 - A. Greed can have dire consequences.
 - B. Love others more than you love yourself.
 - C. Nature should be valued over riches.
 - D. Too much pride makes a person unpopular.

5. PART B: Which quote best supports the answer to Part A? [RL.1]
 - A. "All the beautiful roses, that smelled so sweetly and had so many lovely blushes, are blighted and spoilt!" (Paragraph 40)
 - B. "'Ah, dear child,' groaned Midas, dolefully, 'I don't know what is to become of your poor father!'" (Paragraph 55)
 - C. "...Have I not faithfully kept my promise with you? Have you not everything that your heart desired?" (Paragraph 69)
 - D. "Gold is not everything," answered Midas. "And I have lost all that my heart really cared for." (Paragraph 70)

6. Which of the following best describes the narrator's point of view? [RL.6]
- A. The story is told in the third-person point of view, with an omniscient (all-knowing) narrator that can reveal the thoughts and secret desires of Midas.
 - B. The story is told in the third-person point of view, with a narrator who doesn't have access to certain details but can still impose a central message.
 - C. The story is told in the first-person point of view with a narrator who speaks directly to a young audience, injecting his own opinions throughout the story.
 - D. The story is told in the first-person point of view, with a reliable and objective narrator who maintains a serious tone throughout the story.

Name: _____ Class: _____

The Monkey's Paw

By W.W. Jacobs
1902

W.W. Jacobs (1863-1943) was an English writer of novels and short stories, most famous for his horror story, "The Monkey's Paw." In this text, Jacobs tells the story of an older couple, their adult son, and a visitor who brings them fantastic stories and a mysterious souvenir from his travels in India. As you read, take notes on each character's thoughts and feelings about the monkey's paw and how they differ from one another.

[1] Without, the night was cold and wet, but in the small parlour¹ of Laburnam Villa the blinds were drawn and the fire burned brightly. Father and son were at chess, the former, who possessed ideas about the game involving radical changes, putting his king into such sharp and unnecessary perils² that it even provoked³ comment from the white-haired old lady knitting placidly by the fire.



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"Hark at⁴ the wind," said Mr. White, who, having seen a fatal mistake after it was too late, was amiably desirous of preventing his son from seeing it.

"I'm listening," said the latter, grimly surveying the board as he stretched out his hand. "Check."

"I should hardly think that he'd come to-night," said his father, with his hand poised over the board.

[5] "Mate,"⁵ replied the son.

"That's the worst of living so far out," bawled Mr. White, with sudden and unlooked-for violence; "of all the beastly, slushy, out-of-the-way places to live in, this is the worst. Pathway's a bog,⁶ and the road's a torrent.⁷ I don't know what people are thinking about. I suppose because only two houses on the road are let,⁸ they think it doesn't matter."

"Never mind, dear," said his wife soothingly; "perhaps you'll win the next one."

Mr. White looked up sharply, just in time to intercept a knowing glance between mother and son. The words died away on his lips, and he hid a guilty grin in his thin grey beard.

1. a living room
2. **Peril (noun):** danger or serious risk
3. **Provoke (verb):** to stir up or bring about
4. an expression meaning to listen to
5. a reference to checkmate, which a chess player calls out when they have won the game by capturing their opponent's king
6. an area of wet or flooded ground that someone could easily sink in to
7. a huge or violent downpour of rain
8. an English term meaning leased or rented

"There he is," said Herbert White, as the gate banged to loudly and heavy footsteps came toward the door.

- [10] The old man rose with hospitable⁹ haste, and opening the door, was heard condoling¹⁰ with the new arrival. The new arrival also consoled with himself, so that Mrs. White said, "Tut, tut!" and coughed gently as her husband entered the room, followed by a tall burly man, beady of eye and rubicund¹¹ of visage.¹²

"Sergeant-Major¹³ Morris," he said, introducing him.

The sergeant-major shook hands, and taking the proffered seat by the fire, watched contentedly while his host got out whisky and tumblers¹⁴ and stood a small copper kettle on the fire.

At the third glass his eyes got brighter, and he began to talk, the little family circle regarding with eager interest this visitor from distant parts, as he squared his broad shoulders in the chair and spoke of strange scenes and doughty¹⁵ deeds; of wars and plagues and strange peoples.

"Twenty-one years of it," said Mr. White, nodding at his wife and son. "When he went away he was a slip¹⁶ of a youth in the warehouse. Now look at him."

- [15] "He don't look to have taken much harm," said Mrs. White, politely.

"I'd like to go to India myself," said the old man, "just to look round a bit, you know."

"Better where you are," said the sergeant-major, shaking his head. He put down the empty glass, and sighing softly, shook it again.

"I should like to see those old temples and fakirs¹⁷ and jugglers," said the old man. "What was that you started telling me the other day about a monkey's paw or something, Morris?"

"Nothing," said the soldier hastily. "Leastways, nothing worth hearing."

- [20] "Monkey's paw?" said Mrs. White curiously.

"Well, it's just a bit of what you might call magic, perhaps," said the sergeant-major off-handedly.

His three listeners leaned forward eagerly. The visitor absentmindedly put his empty glass to his lips and then set it down again. His host filled it for him.

-
9. **Hospitable** (*adjective*): kind and generous to guests or strangers
 10. to express sympathy with someone who has experienced trouble or misfortune
 11. red or reddish
 12. face
 13. a high-ranking officer in the British Army
 14. a drinking glass
 15. courageous
 16. a young and slender person
 17. a monk of the Muslim or Hindu religion, often thought to have supernatural powers

"To look at," said the sergeant-major, fumbling in his pocket, "it's just an ordinary little paw, dried to a mummy."¹⁸

He took something out of his pocket and proffered it. Mrs. White drew back with a grimace,¹⁹ but her son, taking it, examined it curiously.

- [25] "And what is there special about it?" inquired Mr. White, as he took it from his son and, having examined it, placed it upon the table.

"It had a spell put on it by an old fakir," said the sergeant-major, "a very holy man. He wanted to show that fate²⁰ ruled people's lives, and that those who interfered with it did so to their sorrow. He put a spell on it so that three separate men could each have three wishes from it."

His manner was so impressive that his hearers were conscious that their light laughter jarred somewhat.

"Well, why don't you have three, sir?" said Herbert White cleverly.

The soldier regarded him in the way that middle age is wont to regard presumptuous²¹ youth. "I have," he said quietly, and his blotchy face whitened.

- [30] "And did you really have the three wishes granted?" asked Mrs. White.

"I did," said the sergeant-major, and his glass tapped against his strong teeth.

"And has anybody else wished?" inquired the old lady.

"The first man had his three wishes, yes," was the reply. "I don't know what the first two were, but the third was for death. That's how I got the paw."

His tones were so grave²² that a hush fell upon the group.

- [35] "If you've had your three wishes, it's no good to you now, then, Morris," said the old man at last. "What do you keep it for?"

The soldier shook his head. "Fancy,²³ I suppose," he said slowly.

"If you could have another three wishes," said the old man, eyeing him keenly, "would you have them?"

"I don't know," said the other. "I don't know."

He took the paw, and dangling it between his front finger and thumb, suddenly threw it upon the fire. White, with a slight cry, stooped down and snatched it off.

18. the body or body part of a human or animal that has been dried and preserved after death

19. **Grimace (noun):** a facial expression that shows disapproval, disgust, or pain

20. **Fate (noun):** destiny; the universal force that determines what happens in a person's life

21. bold or arrogant

22. **Grave (adjective):** serious or solemn

23. a silly preference or whim

[40] "Better let it burn," said the soldier solemnly.

"If you don't want it, Morris," said the old man, "give it to me."

"I won't," said his friend doggedly. "I threw it on the fire. If you keep it, don't blame me for what happens. Pitch²⁴ it on the fire again, like a sensible man."

The other shook his head and examined his new possession closely. "How do you do it?" he inquired.

"Hold it up in your right hand and wish aloud," said the sergeant-major, "but I warn you of the consequences."

[45] "Sounds like the Arabian Nights,"²⁵ said Mrs White, as she rose and began to set the supper. "Don't you think you might wish for four pairs of hands for me?"

Her husband drew the talisman²⁶ from his pocket and then all three burst into laughter as the sergeant-major, with a look of alarm on his face, caught him by the arm.

"If you must wish," he said gruffly, "wish for something sensible."

Mr. White dropped it back into his pocket, and placing chairs, motioned his friend to the table. In the business of supper the talisman was partly forgotten, and afterward the three sat listening in an enthralled fashion to a second instalment of the soldier's adventures in India.

"If the tale about the monkey paw is not more truthful than those he has been telling us," said Herbert, as the door closed behind their guest, just in time for him to catch the last train, "we shan't make much out of it."

[50] "Did you give him anything for it, father?"²⁷ inquired Mrs. White, regarding her husband closely.

"A trifle,"²⁸ said he, colouring slightly. "He didn't want it, but I made him take it. And he pressed me again to throw it away."

"Likely," said Herbert, with pretended horror. "Why, we're going to be rich, and famous, and happy. Wish to be an emperor, father, to begin with; then you can't be henpecked."²⁹

He darted round the table, pursued by the maligned³⁰ Mrs. White armed with an antimacassar.³¹

Mr. White took the paw from his pocket and eyed it dubiously.³² "I don't know what to wish for, and that's a fact," he said slowly. "It seems to me I've got all I want."

24. to throw or toss

25. a collection of Middle Eastern folk tales, many of which featured magical people and places

26. an object thought to have supernatural powers

27. an affectionate way that wives often referred to their husbands during that time

28. a small amount of money or an item of little value

29. bullied or intimidated by one's wife or girlfriend

30. **Maligned (adjective):** spoken about as if evil or harmful, often untruthfully

31. a small fabric cover for upholstered furniture to prevent it from becoming dirty

32. **Dubious (adjective):** doubtful, questioning, or skeptical

[55] "If you only cleared³³ the house, you'd be quite happy, wouldn't you?" said Herbert, with his hand on his shoulder. "Well, wish for two hundred pounds, then; that'll just do it."

His father, smiling shamefacedly at his own credulity,³⁴ held up the talisman, as his son, with a solemn face somewhat marred by a wink at his mother, sat down at the piano and struck a few impressive chords.

"I wish for two hundred pounds," said the old man distinctly.

A fine crash from the piano greeted the words, interrupted by a shuddering cry from the old man. His wife and son ran toward him.

"It moved, he cried, with a glance of disgust at the object as it lay on the floor. "As I wished it twisted in my hands like a snake."

[60] "Well, I don't see the money," said his son, as he picked it up and placed it on the table, "and I bet I never shall."

"It must have been your fancy, father," said his wife, regarding him anxiously.

He shook his head. "Never mind, though; there's no harm done, but it gave me a shock all the same."

They sat down by the fire again while the two men finished their pipes. Outside, the wind was higher than ever, and the old man started nervously at the sound of a door banging upstairs. A silence unusual and depressing settled upon all three, which lasted until the old couple rose to retire for the night.

"I expect you'll find the cash tied up in a big bag in the middle of your bed," said Herbert, as he bade them good-night, "and something horrible squatting up on top of the wardrobe watching you as you pocket your ill-gotten gains."³⁵

[65] He sat alone in the darkness, gazing at the dying fire, and seeing faces in it. The last face was so horrible and so simian³⁶ that he gazed at it in amazement. It got so vivid that, with a little uneasy laugh, he felt on the table for a glass containing a little water to throw over it. His hand grasped the monkey's paw, and with a little shiver he wiped his hand on his coat and went up to bed.

II.

In the brightness of the wintry sun next morning as it streamed over the breakfast table Herbert laughed at his fears. There was an air of prosaic³⁷ wholesomeness about the room which it had lacked on the previous night, and the dirty, shrivelled little paw was pitched on the sideboard with a carelessness which betokened³⁸ no great belief in its virtues.

33. to settle a bill or pay off a loan

34. willingness to believe or trust to easily, especially without evidence

35. benefits obtained in an evil or dishonest way

36. characteristic of apes or monkeys

37. common or ordinary

38. to show or give a sign of

"I suppose all old soldiers are the same," said Mrs White. "The idea of our listening to such nonsense! How could wishes be granted in these days? And if they could, how could two hundred pounds hurt you, father?"

"Might drop on his head from the sky," said the frivolous Herbert.

"Morris said the things happened so naturally," said his father, "that you might if you so wished attribute it to coincidence."

- [70] "Well, don't break into the money before I come back," said Herbert, as he rose from the table. "I'm afraid it'll turn you into a mean, avaricious³⁹ man, and we shall have to disown you."

His mother laughed, and following him to the door, watched him down the road, and returning to the breakfast table, was very happy at the expense of her husband's credulity. All of which did not prevent her from scurrying to the door at the postman's knock, nor prevent her from referring somewhat shortly to retired sergeant-majors of bibulous⁴⁰ habits when she found that the post brought a tailor's bill.

"Herbert will have some more of his funny remarks, I expect, when he comes home," she said, as they sat at dinner.

"I dare say," said Mr. White, pouring himself out some beer; "but for all that, the thing moved in my hand; that I'll swear to."

"You thought it did," said the old lady soothingly.

- [75] "I say it did," replied the other. "There was no thought about it; I had just — What's the matter?"

His wife made no reply. She was watching the mysterious movements of a man outside, who, peering in an undecided fashion at the house, appeared to be trying to make up his mind to enter. In mental connection with the two hundred pounds, she noticed that the stranger was well dressed and wore a silk hat of glossy newness. Three times he paused at the gate, and then walked on again. The fourth time he stood with his hand upon it, and then with sudden resolution flung it open and walked up the path. Mrs. White at the same moment placed her hands behind her, and hurriedly unfastening the strings of her apron, put that useful article of apparel beneath the cushion of her chair.

She brought the stranger, who seemed ill at ease, into the room. He gazed at her furtively, and listened in a preoccupied fashion as the old lady apologized for the appearance of the room, and her husband's coat, a garment which he usually reserved for the garden. She then waited as patiently as her sex would permit, for him to broach his business, but he was at first strangely silent.

"I — was asked to call," he said at last, and stooped and picked a piece of cotton from his trousers. "I come from Maw and Meggins."

The old lady started. "Is anything the matter?" she asked breathlessly. "Has anything happened to Herbert? What is it? What is it?"

39. greedy for wealth

40. fond of or addicted to drinking

[80] Her husband interposed. "There, there, mother," he said hastily. "Sit down, and don't jump to conclusions. You've not brought bad news, I'm sure, sir" and he eyed the other wistfully.

"I'm sorry — " began the visitor.

"Is he hurt?" demanded the mother.

The visitor bowed in assent.⁴¹ "Badly hurt," he said quietly, "but he is not in any pain."

"Oh, thank God!" said the old woman, clasping her hands. "Thank God for that! Thank — "

[85] She broke off suddenly as the sinister meaning of the assurance⁴² dawned upon her and she saw the awful confirmation of her fears in the other's averted face. She caught her breath, and turning to her slower-witted husband, laid her trembling old hand upon his. There was a long silence.

"He was caught in the machinery," said the visitor at length, in a low voice.

"Caught in the machinery," repeated Mr. White, in a dazed fashion, "yes."

He sat staring blankly out at the window, and taking his wife's hand between his own, pressed it as he had been wont to do⁴³ in their old courting days nearly forty years before.

"He was the only one left to us," he said, turning gently to the visitor. "It is hard."

[90] The other coughed, and rising, walked slowly to the window. "The firm wished me to convey their sincere sympathy with you in your great loss," he said, without looking round. "I beg that you will understand I am only their servant and merely obeying orders."

There was no reply; the old woman's face was white, her eyes staring, and her breath inaudible; on the husband's face was a look such as his friend the sergeant might have carried into his first action.

"I was to say that Maw and Meggins disclaim⁴⁴ all responsibility," continued the other. "They admit no liability at all, but in consideration of your son's services they wish to present you with a certain sum as compensation."⁴⁵

Mr. White dropped his wife's hand, and rising to his feet, gazed with a look of horror at his visitor. His dry lips shaped the words, "How much?"

"Two hundred pounds," was the answer.

[95] Unconscious of his wife's shriek, the old man smiled faintly, put out his hands like a sightless man, and dropped, a senseless heap, to the floor.

41. **Assent** (*noun*): agreement

42. **Assurance** (*noun*): a promise or declaration

43. accustomed or inclined to do

44. **Disclaim** (*verb*): reject or deny

45. **Compensation** (*noun*): something given to make up for a loss, injury, or suffering

III.

In the huge new cemetery, some two miles distant, the old people buried their dead, and came back to a house steeped in shadow and silence. It was all over so quickly that at first they could hardly realize it, and remained in a state of expectation as though of something else to happen — something else which was to lighten this load, too heavy for old hearts to bear.

But the days passed, and expectation gave place to resignation — the hopeless resignation of the old, sometimes miscalled, apathy.⁴⁶ Sometimes they hardly exchanged a word, for now they had nothing to talk about, and their days were long to weariness.

It was about a week after that that the old man, waking suddenly in the night, stretched out his hand and found himself alone. The room was in darkness, and the sound of subdued weeping came from the window. He raised himself in bed and listened.

“Come back,” he said tenderly. “You will be cold.”

[100] “It is colder for my son,” said the old woman, and wept afresh.

The sound of her sobs died away on his ears. The bed was warm, and his eyes heavy with sleep. He dozed fitfully, and then slept until a sudden wild cry from his wife awoke him with a start.

“The paw!” she cried wildly. “The monkey’s paw!”

He started up in alarm. “Where? Where is it? What’s the matter?”

She came stumbling across the room toward him. “I want it,” she said quietly. “You’ve not destroyed it?”

[105] “It’s in the parlour, on the bracket,” he replied, marvelling. “Why?”

She cried and laughed together, and bending over, kissed his cheek.

“I only just thought of it,” she said hysterically. “Why didn’t I think of it before? Why didn’t you think of it?”

“Think of what?” he questioned.

“The other two wishes,” she replied rapidly. “We’ve only had one.”

[110] “Was not that enough?” he demanded fiercely.

“No,” she cried, triumphantly; “we’ll have one more. Go down and get it quickly, and wish our boy alive again.”

The man sat up in bed and flung the bedclothes from his quaking limbs. “Good God, you are mad!” he cried aghast.

46. **Apathy** (*noun*): lack of interest; absence of emotion or excitement

"Get it," she panted; "get it quickly, and wish — Oh, my boy, my boy!"

Her husband struck a match and lit the candle. "Get back to bed," he said, unsteadily. "You don't know what you are saying."

[115] "We had the first wish granted," said the old woman, feverishly; "why not the second."

"A coincidence," stammered the old man.

"Go and get it and wish," cried the old woman, quivering with excitement.

The old man turned and regarded her, and his voice shook. "He has been dead ten days, and besides he — I would not tell you else, but — I could only recognize him by his clothing. If he was too terrible for you to see then, how now?"

"Bring him back," cried the old woman, and dragged him toward the door. "Do you think I fear the child I have nursed?"

[120] He went down in the darkness, and felt his way to the parlour, and then to the mantelpiece. The talisman was in its place, and a horrible fear that the unspoken wish might bring his mutilated son before him ere he could escape from the room seized upon him, and he caught his breath as he found that he had lost the direction of the door. His brow cold with sweat, he felt his way round the table, and groped along the wall until he found himself in the small passage with the unwholesome thing in his hand.

Even his wife's face seemed changed as he entered the room. It was white and expectant, and to his fears seemed to have an unnatural look upon it. He was afraid of her.

"Wish!" she cried, in a strong voice.

"It is foolish and wicked," he faltered.

"Wish!" repeated his wife.

[125] He raised his hand. "I wish my son alive again."

The talisman fell to the floor, and he regarded it fearfully. Then he sank trembling into a chair as the old woman, with burning eyes, walked to the window and raised the blind.

He sat until he was chilled with the cold, glancing occasionally at the figure of the old woman peering through the window. The candle end, which had burnt below the rim of the china candlestick, was throwing pulsating shadows on the ceiling and walls, until, with a flicker larger than the rest, it expired.⁴⁷ The old man, with an unspeakable sense of relief at the failure of the talisman, crept back to his bed, and a minute or two afterward the old woman came silently and apathetically beside him.

47. **Expire (verb):** to come to an end; to die out

Neither spoke, but both lay silently listening to the ticking of the clock. A stair creaked, and a squeaky mouse scurried noisily through the wall. The darkness was oppressive,⁴⁸ and after lying for some time screwing up his courage,⁴⁹ the husband took the box of matches, and striking one, went downstairs for a candle.

At the foot of the stairs the match went out, and he paused to strike another, and at the same moment a knock, so quiet and stealthy as to be scarcely audible, sounded on the front door.

[130] The matches fell from his hand. He stood motionless, his breath suspended until the knock was repeated. Then he turned and fled swiftly back to his room, and closed the door behind him. A third knock sounded through the house.

"What's that?" cried the old woman, starting up.

"A rat," said the old man, in shaking tones — "a rat. It passed me on the stairs."

His wife sat up in bed listening. A loud knock resounded through the house.

"It's Herbert!" she screamed. "It's Herbert!"

[135] She ran to the door, but her husband was before her, and catching her by the arm, held her tightly.

"What are you going to do?" he whispered hoarsely.

"It's my boy; it's Herbert!" she cried, struggling mechanically. "I forgot it was two miles away. What are you holding me for? Let go. I must open the door."

"For God's sake, don't let it in," cried the old man trembling.

"You're afraid of your own son," she cried, struggling. "Let me go. I'm coming, Herbert; I'm coming."

[140] There was another knock, and another. The old woman with a sudden wrench broke free and ran from the room. Her husband followed to the landing, and called after her appealingly as she hurried downstairs. He heard the chain rattle back and the bottom bolt drawn slowly and stiffly from the socket. Then the old woman's voice, strained and panting.

"The bolt," she cried loudly. "Come down. I can't reach it."

But her husband was on his hands and knees groping wildly on the floor in search of the paw. If he could only find it before the thing outside got in. A perfect fusillade⁵⁰ of knocks reverberated through the house, and he heard the scraping of a chair as his wife put it down in the passage against the door. He heard the creaking of the bolt as it came slowly back, and at the same moment he found the monkey's paw, and frantically breathed his third and last wish.

48. **Oppressive** (*adjective*): causing discomfort or distress

49. an expression meaning to force yourself to be brave

50. an outpouring of repeated sounds, often referring to the sound of repeated gunfire

The knocking ceased suddenly, although the echoes of it were still in the house. He heard the chair drawn back and the door opened. A cold wind rushed up the staircase, and a long loud wail of disappointment and misery from his wife gave him courage to run down to her side, and then to the gate beyond. The street lamp flickering opposite shone on a quiet and deserted road.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the theme of the story?
 - A. It is not wise to trust strangers, even when they promise to be loyal to you.
 - B. Ignoring the wisdom and experience of others can lead to terrible consequences.
 - C. You should never give up, even if you think a problem is impossible to solve.
 - D. You can overcome tragedy if you rely on your family and friends.

2. PART B: Which TWO quotes from the story best support the answer to Part A?
 - A. "he began to talk, the little family circle regarding with eager interest this visitor from distant parts, as he squared his broad shoulders in the chair and spoke of strange scenes and doughty deeds" (Paragraph 13)
 - B. "'I won't,' said his friend doggedly. 'I threw it on the fire. If you keep it, don't blame me for what happens. Pitch it on the fire again, like a sensible man.'" (Paragraph 42)
 - C. "'Likely,' said Herbert, with pretend horror. 'Why, we're going to be rich, and famous, and happy. Wish to be an emperor, father, to begin with; then you can't be henpecked.'" (Paragraph 52)
 - D. "Mr. White dropped his wife's hand, and rising to his feet, gazed with a look of horror at his visitor. His dry lips shaped the words, 'How much?' / 'Two hundred pounds,' was the answer." (Paragraphs 93-94)
 - E. "But the days passed, and expectation gave place to resignation — the hopeless resignation of the old, sometimes miscalled, apathy. Sometimes they hardly exchanged a word, for now they had nothing to talk about, and their days were long to weariness." (Paragraph 97)
 - F. "'Go and get it and wish,' cried the old woman, quivering with excitement." (Paragraph 117)

3. PART A: How do paragraphs 63-72 contribute to an understanding of the mood at this point in the story?
 - A. They create a suspenseful mood with details about the old man's nightmares and Mrs. White's concern.
 - B. They establish a cheerful mood to show how the family feels about their wish being granted.
 - C. They build on the gloomy mood that was established in Part I of the story.
 - D. They show that the mood has changed from disturbing to light-hearted.

4. PART B: Which TWO details best support the answer to Part A?
- A. "The last face was so horrible and so simian that he gazed at it in amazement. It got so vivid that, with a little uneasy laugh, he felt on the table for a glass containing a little water to throw over it." (Paragraph 65)
 - B. "as [sunlight] streamed over the breakfast table Herbert laughed at his fears." (Paragraph 66)
 - C. "the dirty, shriveled little paw was pitched on the sideboard with a carelessness which betokened no great belief in its virtues." (Paragraph 66)
 - D. "'I suppose all soldiers are the same,' said Mrs. White. 'The idea of our listening to such nonsense!'" (Paragraph 67)
 - E. "'I'm afraid it'll turn you into a mean, avaricious man, and we shall have to disown you.'" (Paragraph 70)
 - F. "All of which did not prevent her from scurrying to the door at the postman's knock, nor prevent her from referring somewhat shortly to retired sergeant-majors of bibulous habits" (Paragraph 71)
5. How does the dialogue in paragraphs 78-94 develop the plot of the story?
- A. It reveals that Mr. White's wish has been granted but not in the way they expected.
 - B. It shows that the visitor is uncomfortable with what he has to say, even though he is bringing a gift.
 - C. It suggests that Mrs. White is concerned about her husband and takes steps to help him deal with the news he's received.
 - D. It shows the sergeant-major reappearing in the story and causing more problems within the family.
6. PART A: What impact do Mr. and Mrs. White's differing points of view in paragraphs 109-125 and paragraphs 133-139 have on Part III?
- A. Their differing points of view and resulting argument create suspense around what choice they will make and how they will respond to the knock at their door.
 - B. Their conversation resolves their disagreement and differing points of view, and it helps the story end in a hopeful way.
 - C. Their different points of view contribute to a lively but humorous dialogue between them and reinforces the characterization of them as a close family.
 - D. Their different points of view about the sergeant-major emphasize the idea that visitors are threatening, which is an important theme in the story.

7. PART B: Which TWO excerpts from the story best support the answer to Part A?
- A. "It was about a week after that that the old man, waking suddenly in the night, stretched out his hand and found himself alone. The room was in darkness, and the sound of subdued weeping came from the window." (Paragraph 98)
 - B. "'Get it,' she panted; 'get it quickly, and wish — Oh, my boy, my boy!' / Her husband struck a match and lit the candle. 'Get back to bed,' he said unsteadily. 'You don't know what you are saying.'" (Paragraphs 113-114)
 - C. "Neither spoke, but both lay silently listening to the ticking of the clock. A stair creaked, and a squeaky mouse scurried noisily through the wall." (Paragraph 128)
 - D. "His wife sat up in bed listening. A loud knock resounded through the house. / 'It's Herbert!' she screamed. 'It's Herbert!'" (Paragraphs 133-134)
 - E. "But her husband was on his hands and knees groping wildly on the floor in search of the paw. If he could only find it before the thing outside got in." (Paragraph 142)
 - F. "A cold wind rushed up the staircase, and a long loud wail of disappointment and misery from his wife gave him courage to run down to her side, and then to the gate beyond. The street lamp flickering opposite shone on a quiet and deserted road." (Paragraph 143)

8. How does the author use foreshadowing to contribute to the story's overall meaning? Explain at least two examples of foreshadowing and how they develop the theme of the story.

Unit 4



What forces unite and divide a nation?

Chapter 11
North and South Take Different Paths pp. 378–409

Chapter 12
An Age of Reform pp. 410–439

Chapter 13
Westward Expansion
pp. 440–471

History Interactive
Explore Historian's
Apprentice Online

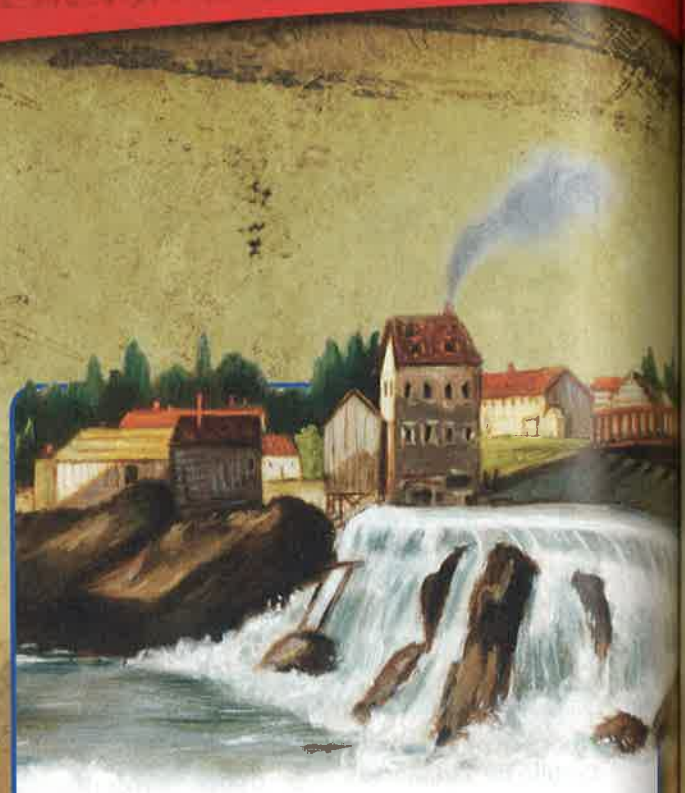
Visit: PearsonSchool.com/amhist

FL LA.8.1.6.2 Listen to, read, and discuss familiar and conceptually challenging text



Elizabeth Cady Stanton Stanton (shown here) and Lucretia Mott were the driving forces behind the 1848 Seneca Falls Convention in New York, a convention to advance women's rights.

1848



The Industrial Revolution Samuel Slater's textile mill in Pawtucket, Rhode Island, was the first successful water-powered mill in the United States. Before long, other manufacturers were putting up mills alongside northeastern rivers.

1793

The Nation Expands and Changes



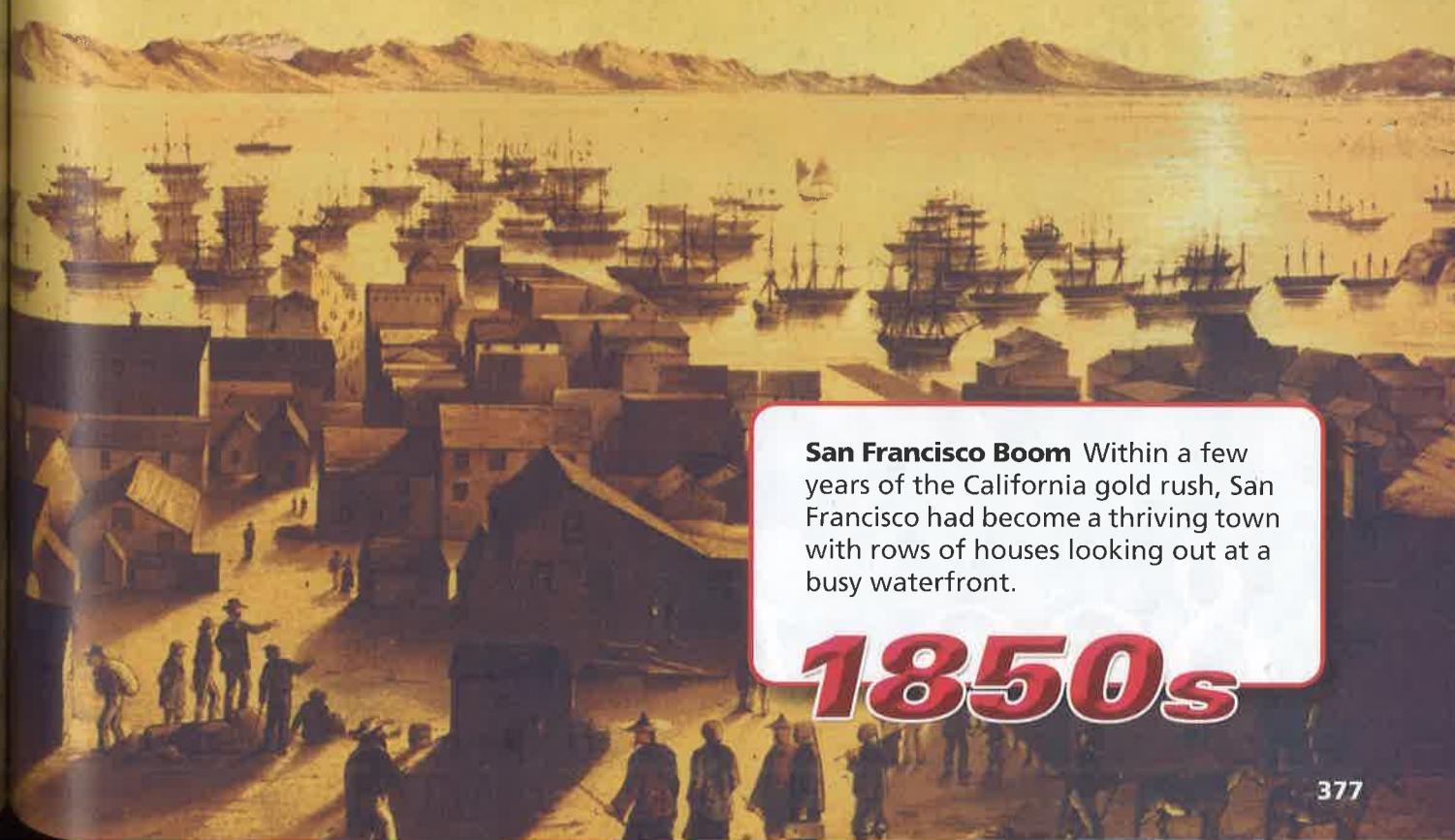
"Am I Not a Man and a Brother?" An emblem of a man in chains became the symbol of the struggle against slavery. In 1827, Samuel Cornish and John Russwurm set up an abolitionist newspaper called *Freedom's Journal*.

1827



Battle of Buena Vista Outnumbered two to one, an American force under General Zachary Taylor (on his white horse) forced General Santa Anna's Mexican army to retreat under cover of night back into central Mexico.

1847



San Francisco Boom Within a few years of the California gold rush, San Francisco had become a thriving town with rows of houses looking out at a busy waterfront.

1850s

North and South Take Different Paths

1800-1845

“We behold systematic efforts ...to excite the South against the North and the North against the South....”

—President Andrew Jackson, Farewell Address, 1837



Although scenes like this one spurred American nationalism, sectional differences grew during the first half of the nineteenth century.

CHAPTER 11

Next Generation Sunshine State Standards

Section 1
THE INDUSTRIAL REVOLUTION
FL SS.8.A.3.15, SS.8.A.4.7, SS.8.E.2.1, SS.8.G.4.5, SS.8.G.5.1

Section 2
THE NORTH TRANSFORMED
FL SS.8.A.3.15, SS.8.A.4.6, SS.8.A.4.7, SS.8.G.4.1, SS.8.G.5.1

Section 3
THE PLANTATION SOUTH
FL MA.8.A.1.3, MA.8.A.1.6, SS.8.A.3.15, SS.8.A.4.6, SS.8.A.4.10, SS.8.G.4.4, SS.8.G.5.1

Section 4
THE CHALLENGES OF GROWTH
FL LA.8.1.6.2, SS.8.A.4.1, SS.8.A.4.5, SS.8.G.1.1, SS.8.G.5.2

FL LA.8.1.6.2 Analyze familiar and conceptually challenging text

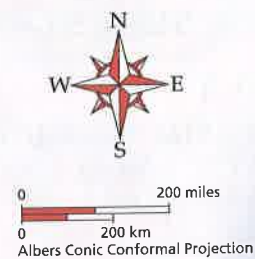
Reading Skill

Identify and Explain Central Issues In this chapter, you will learn to identify central issues and describe them in the context of the times and places in which they occurred.



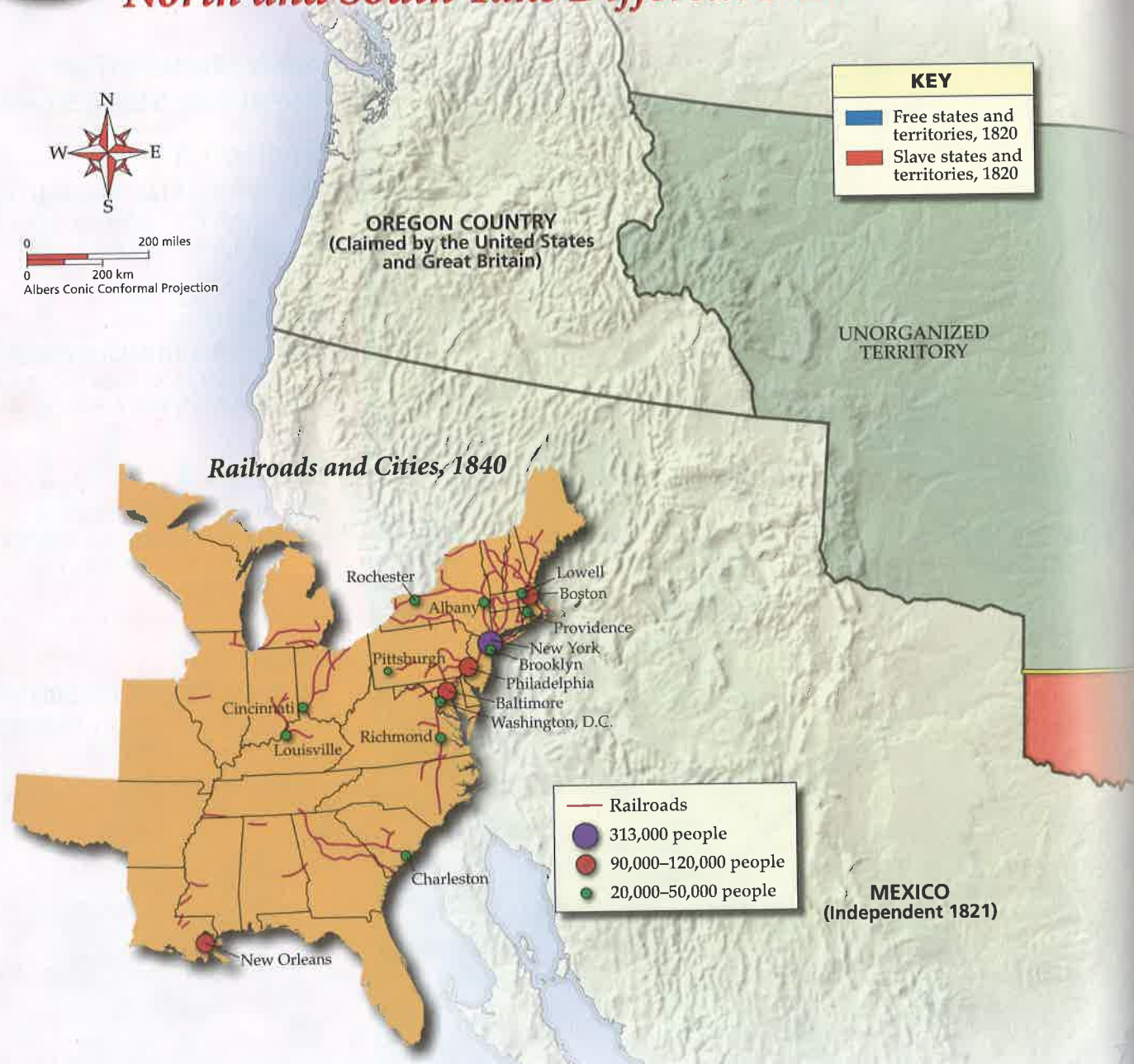
Why did Americans take different

North and South Take Different Paths



KEY

- Free states and territories, 1820
- Slave states and territories, 1820



U.S. Events

1794 Eli Whitney patents cotton gin.

1808 Importation of enslaved people is banned.

1812 War of 1812 helps boost American industries.

1790

1805

1820

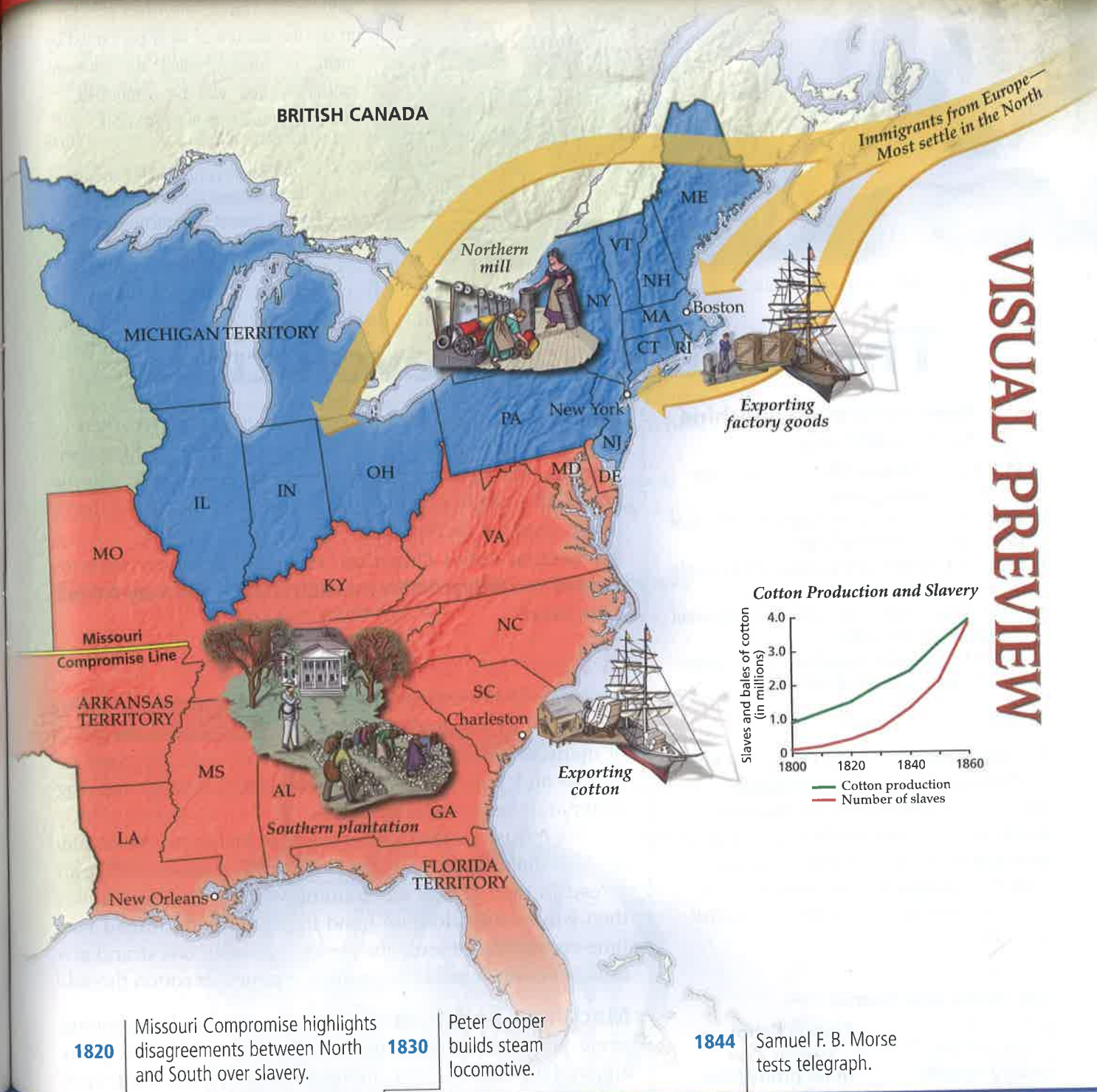


Florida Events

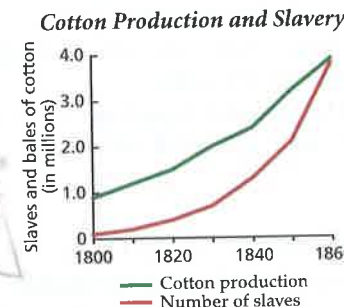
1817 Military action that becomes known as the First Seminole War begins.

Paths in the early 1800s?

INTERACTIVE Whiteboard



VISUAL PREVIEW



1820 Missouri Compromise highlights disagreements between North and South over slavery.

1830 Peter Cooper builds steam locomotive.

1844 Samuel F. B. Morse tests telegraph.

1820

1835

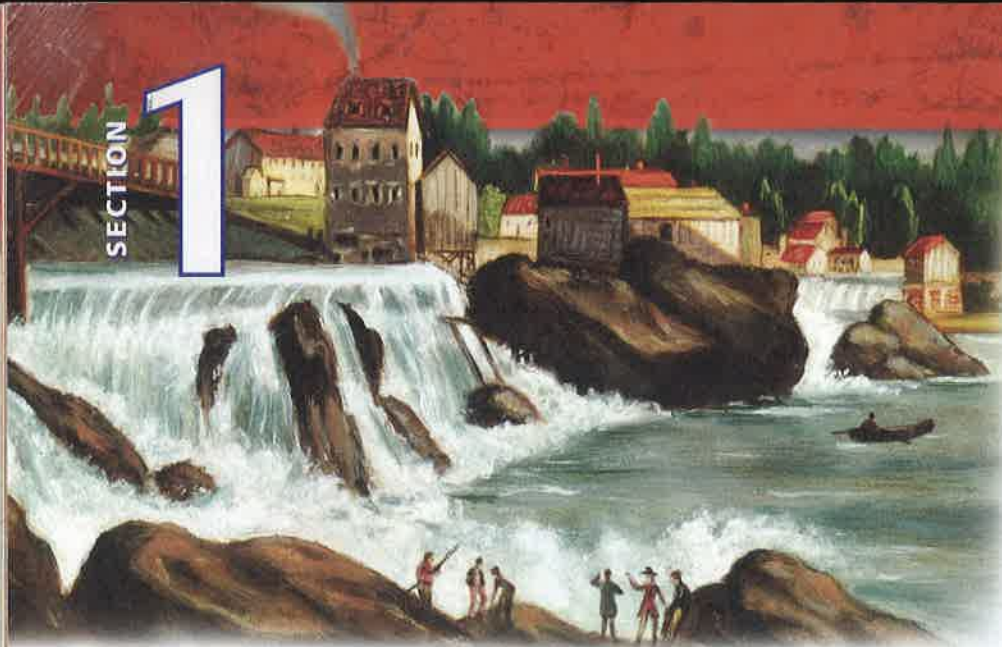
1850

1821 Florida becomes a United States territory.

1823 Treaty of Moultrie Creek forces Native Americans to reservation in South Florida.

1832 Some Seminole leaders sign Treaty of Payne's Landing.

1835 Second Seminole War begins.



▲ New England mill town, early 1800s

FL Next Generation Sunshine State Standards

- SS.8.A.3.15 Examine 1763–1815 from perspective of working class
- SS.8.A.4.7 Explain causes, course and effects of New England's textile industry
- SS.8.E.2.1 Analyze contributions of key people to developing U.S. economy
- SS.8.G.4.5 Analyze case studies of development and growth of U.S. cities
- SS.8.G.5.1 Describe dependence on the physical environment to satisfy basic needs

Reading Skill

Identify Central Issues From the Past

To effectively study history, you can identify important—or central—issues and then seek to make generalizations from them. To make a generalization, identify main points or ideas in a text. Then, devise a general principle or broad statement that applies to all of them and to other situations.

Key Terms and People

- | | |
|-----------------------|-----------------------|
| Industrial Revolution | Francis Cabot Lowell |
| factory system | mass production |
| capitalist | interchangeable parts |

You Will Be Astounded

“There are more than 5,000 females employed in Lowell; and when you come to see the amount of labor performed by them, in superintending the different machinery, you will be astonished. . . . Everything moves on like clockwork. . . .”

—Congressman Davy Crockett of Tennessee, after visiting mills in Lowell, Massachusetts, 1834

The Industrial Revolution

Why It Matters In early America, most people worked as farmers. Men worked in the fields to produce food for their families. Women helped in the fields and made simple goods, like candles and soap, at home. The Industrial Revolution changed all this.

Section Focus Question: How did the new technology of the Industrial Revolution change the way Americans lived?

A Revolution in Technology

In the 1700s, a great change began that we now call the **Industrial Revolution**. Gradually, machines took the place of many hand tools. Much of the power once provided by people and horses began to be replaced, first by flowing water and then by steam engines.

The Industrial Revolution began in Britain, in the textile, or cloth-making, industry. For centuries, workers had spun thread in their homes on spinning wheels. The thread was then woven into cloth on hand looms. Making thread was time-consuming. It took one person, spinning one strand at a time, almost two weeks to produce a pound of cotton thread.

Machines and Factories In the 1760s, the spinning jenny speeded up the thread-making process. The jenny allowed a person to spin many strands at once. However, thread still had to be made by hand.

Then, in 1764, Richard Arkwright invented the water frame, a spinning machine powered by running water rather than human energy. Other inventions speeded up the weaving process. To house the large machines, manufacturers built textile mills on the banks of rivers.

The new mills created a new way of working, known as the factory system. The **factory system brings workers and machinery together in one place**. Instead of spinning at home, textile workers had to go to the factories and begin and end work at specific hours. Workers now had to keep up with the machines instead of working at their own pace.

British mill owners soon recognized the potential of the new water frames and the factory system. However, the system required huge amounts of money to be **invested** in buildings and machines. Thus, the mill owners turned to **capitalists, people who invest capital, or money, in a business to earn a profit**. Factories proved to be a good investment for the capitalists and mill owners. By 1784, British workers were producing 24 times as much thread as they had in 1765.

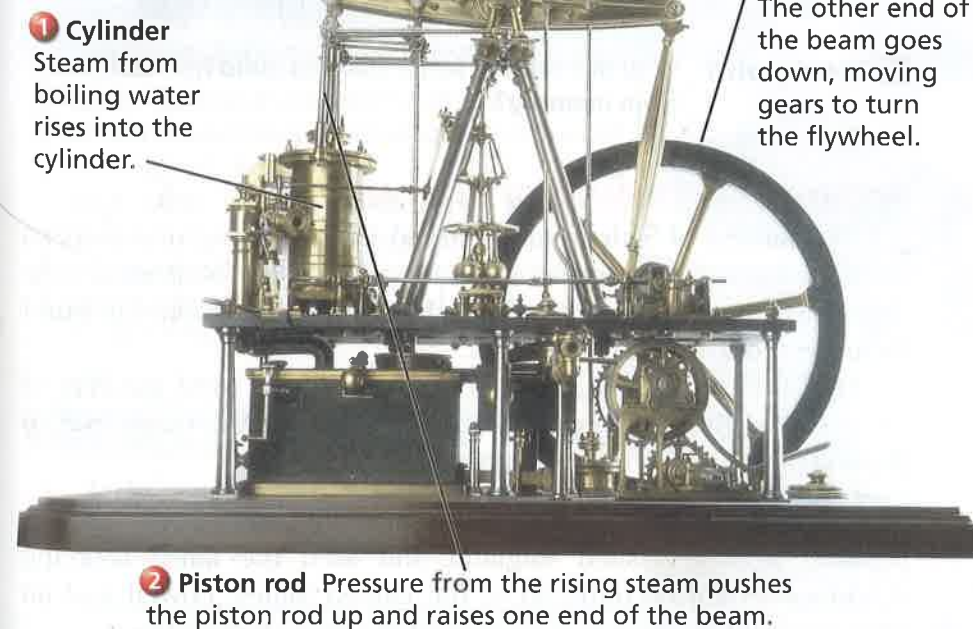
Steam Power Building factories on riverbanks had some disadvantages. In a dry season, the machines had no power. Also, most factories were far from cities, and labor was hard to find in rural areas.

In 1790, Arkwright built the first steam-powered textile plant. The steam engine was a reliable source of power. Factories no longer had to be built on riverbanks. They could be built in cities, where young women and children provided cheap labor.

Britain tried to guard the secrets of its industrial success. It forbade anyone to take information about textile machinery out of Britain. Skilled workers were forbidden to leave the country.

Checkpoint How did the Industrial Revolution change the way work was performed?

A Steam Engine



1 Cylinder Steam from boiling water rises into the cylinder.

2 Piston rod Pressure from the rising steam pushes the piston rod up and raises one end of the beam.

3 Flywheel The other end of the beam goes down, moving gears to turn the flywheel.

History Interactive
Study a Steam Engine in Action
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Steam Engine

Steam engines use the energy created by boiling water to push rods and wheels. **Critical Thinking: Identify Economic Benefits** What advantage would the steam engine have given to a manufacturer over competitors who depended on water power to operate their machinery?

FL SS.8.A.4.6 Identify technological improvements that contributed to industrial growth

Vocabulary Builder

invest (ihN VEHS) **v.** to supply money for a project in order to make a profit

Signs of Progress

The Industrial Revolution put people to work in large factories like the one shown here. **Critical Thinking: Distinguish Relevant Information** From the evidence in this picture, how might the presence of a factory affect the surrounding communities?



- FL • SS.8.A.4.6 Identify technological improvements that contributed to industrial growth
- SS.8.A.4.7 Explain the causes, course, and consequences of New England's textile industry

The American Industrial Revolution

In 1789, a young apprentice in one of Arkwright's factories decided to immigrate to the United States. Samuel Slater knew that his knowledge of Arkwright's machines could be worth a fortune. He studied hard and memorized the plans of Arkwright's machines. Then, he boarded a ship for New York.

In the United States, Slater joined forces with a wealthy merchant, Moses Brown. Brown had rented a textile mill in Pawtucket, Rhode Island. Relying entirely on his memory, Slater constructed a spinning machine based on Arkwright's. Slater's factory began producing cotton thread at a rate never before seen in the United States.

Checkpoint Why did Samuel Slater have to build his machines from memory?

American Industry Grows

The success of Slater's mill marked the beginning of American industrialization. Industrialization began in the Northeast. The region was home to a class of merchants who had capital to build factories and to buy raw materials.

Still, U.S. industry did not grow significantly until the War of 1812. As the British navy blockaded U.S. ports, Americans had to depend on their own industries to supply goods.

The Lowell Mills Francis Cabot Lowell found a way. Before the war, he had visited England and seen the latest weaving machines. When he returned to the United States, Lowell and an associate built an improved version of the English machines.

With several other capitalists, Lowell opened a mill in Waltham, Massachusetts. The mill was organized in a new way. Instead of obtaining thread from separate spinning mills, Lowell's factory brought together spinning and weaving in one building.

After Lowell died in 1817, his partners expanded the business. Wanting better lives for their workers, the partners built a new town, with boardinghouses, a library, and a hospital. They named their mill town Lowell after their late partner.

Lowell Girls The new factories were staffed with young women from nearby farms. "Lowell girls" lived in boardinghouses under strict supervision. After work, they might attend lectures or visit libraries. As a result, many women gained an education they probably would not have received on their family farms. The British novelist Charles Dickens was amazed when he saw Lowell:

"Firstly, there is a . . . piano in a great many of the boardinghouses. Secondly, nearly all these young ladies subscribe to circulating libraries. Thirdly, they have [created] a periodical called 'The Lowell Offering.' . . ."

—Charles Dickens, *American Notes*, 1842

Checkpoint How was the Lowell factory system different from the European factory system?



Identify Central Issues From the Past

What generalization can you make about the link between war, trade, and inventiveness?

Links Across Time

Technology and Work

1820s The Industrial Revolution opened the way for new developments in technology, which changed the way people worked.

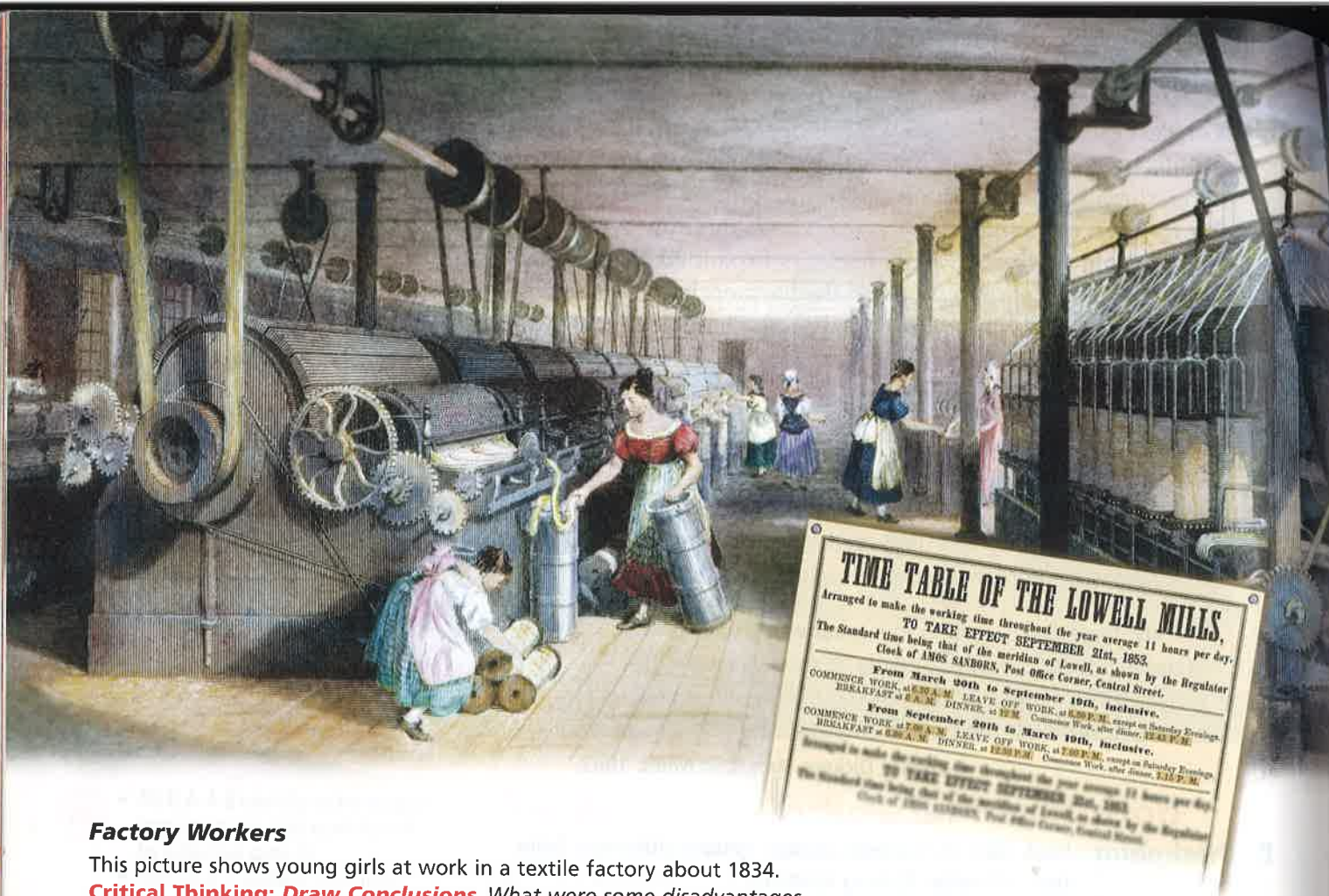
1981–2000s Since the invention of the personal computer, changes in technology have affected not only *how* people work but also *where* they work. With speedy laptops and hand-held devices, workers are able to work successfully at home or at the office.

Link to Today Online

Technology's Impact Technology continues to advance. How are technological innovations changing people's lives today?

For: Technology in the workplace
Visit: PearsonSchool.com/amhist

2000s Office workers and researchers use computers for much of what they do.



Factory Workers

This picture shows young girls at work in a textile factory about 1834.

Critical Thinking: Draw Conclusions What were some disadvantages for children who worked in early American factories?

The Revolution Takes Hold

The Lowell system was an example of a unique American outlook. Without a long tradition of doing things a certain way, Americans experimented with new methods. One of the most important developments was **mass production, or the rapid manufacture of large numbers of identical objects.**

Before the 1800s, skilled craftworkers manufactured clocks, guns, and other mechanical products. Each part of the gun or clock was handcrafted. When a part broke, a craftworker had to create a unique piece to fit the product. In the 1790s, American inventor Eli Whitney devised a system of **interchangeable parts, identical pieces that could be assembled quickly by unskilled workers.**

Interchangeable parts soon came to be used in the manufacture of other products. Manufacturing became more **efficient.** The price of many goods dropped. As people bought more goods, U.S. industry expanded to satisfy their needs.

Factory Life As you have read, the Lowell mills treated factory workers in a new and kinder way. However, this was not the general rule. Samuel Slater employed children in his textile mill, as had been done for decades in British factories. As time went on, working conditions for children and adults became harsher.

Vocabulary Builder

efficient (ee FISH ehnt) *adj.* acting effectively, without wasted cost or effort

Child Labor Children routinely worked on family farms in the 1800s. Their labor was often needed to help feed their families. Working on a home farm was different from working in a factory, however. American textile mills, coal mines, and steel foundries employed children as young as 7 or 8. These children had no opportunities for education. They often worked in unsafe conditions. By 1880, more than a million children between the ages of 10 and 15 worked for pay.

Factory Conditions Working conditions were appalling. Factories were poorly lit. There was little fresh air. Machines were designed to perform a task, not to protect the worker. As a result, many workers were injured on the job. A worker who lost a hand or a foot received no help. He or she needed to depend on family for support. Business owners provided no payments for disabled workers, as they do by law today.

To keep machines running as long as possible, workdays lasted 12 or 14 hours. By 1844, workers were demanding shorter days. "Eight hours for work, eight hours for sleep, and eight hours for God and the brethren" was an early slogan. Conditions gradually improved, but the 8-hour workday was far in the future.

Checkpoint How did Eli Whitney's system of interchangeable parts speed up the manufacturing process?

Looking Back and Ahead Although the new factories were hard on workers, industrialization led to vastly increased production and lower prices. In the next section, you will read how the growth of northern industry helped to widen the gap between the North and the South.

FL SS.8.A.4.7 Explain the causes, course, and consequences of New England's textile industry

FL SS.8.A.3.15, SS.8.E.2.1, SS.8.G.4.5

Progress Monitoring online

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Section 1 | Check Your Progress

Comprehension and Critical Thinking

- (a) Describe** How did the War of 1812 affect U.S. industry?
(b) Draw Conclusions Why did advances in industry occur mainly in the North?
- (a) Recall** What are interchangeable parts?
(b) Draw Conclusions How did the system of interchangeable parts affect employment in the United States?

Reading Skill

- 3. Identify Central Issues From the Past** Based on this section, what generalization can you make about the impact of inventiveness during the early Industrial Revolution?

Key Terms

- 4. Write two definitions for each key term: factory system, capitalist, interchangeable parts.** First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Writing

- 5. Rewrite the following lists of causes and effects, so that causes are correctly paired up with their effects.**

Causes: Francis Lowell; Arkwright's textile plant; Samuel Slater's emigration; Eli Whitney

Effects: efficiency in mass production; libraries for factory workers; factories built in cities; increased American production of cotton thread

Mill Workers

by Lucy Larcom

Prepare to Read

Introduction

Lucy Larcom was born in Massachusetts in 1824. After her father died when she was 11, Lucy went to work in the Lowell textile mills. Years later, she wrote about her experiences. The following selection is an excerpt from her memoirs.

Reading Skill

Analyze Setting In literature, a character's actions and attitudes often are affected by his or her surroundings. In the memoir below, we learn how the physical conditions in a textile mill affect Lucy Larcom's outlook on work. As you read, pay attention to her descriptions of the mill.

Vocabulary Builder

As you read this literature selection, use context clues to determine the meaning of the underlined words.



- **LA.8.1.6.3** Use context clues to determine meanings of unfamiliar words
- **SS.8.A.4.7** Explain the causes, course, and consequences of New England's textile industry

I went to my first day's work in the mill with a light heart. The novelty of it made it seem easy, and it really was not hard just to change the bobbins on the spinning-frames every three-quarters of an hour or so, with half a dozen other little girls who were doing the same thing. When I came back at night, the family began to pity me for my long, tiresome day's work, but I laughed and said, "Why, it is nothing but fun. It is just like play."

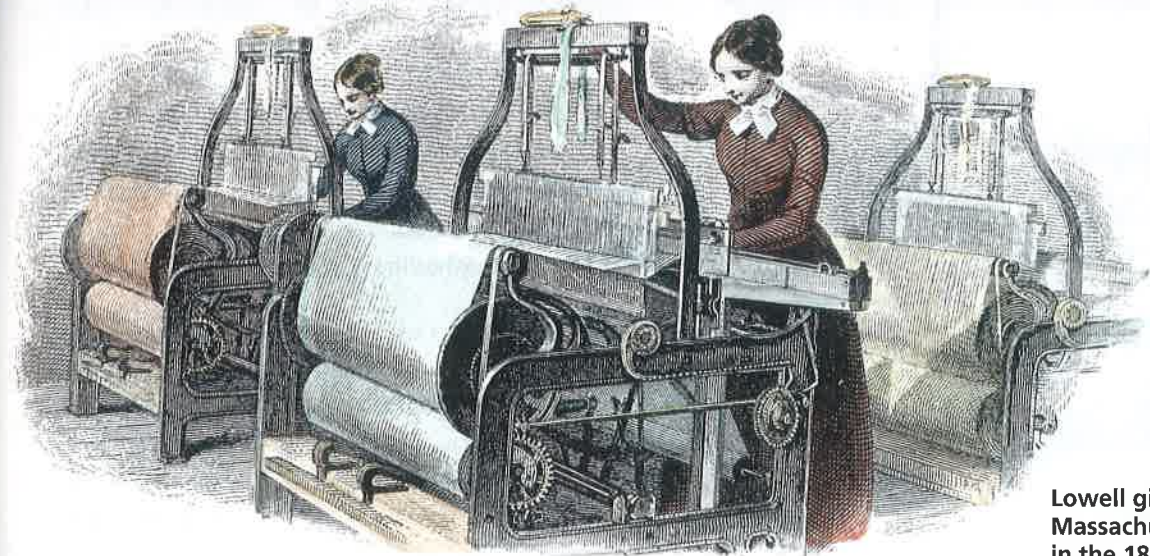
And for a while it was only a new amusement. . . . We were not occupied more than half the time. The intervals were spent frolicking around the spinning-frames, teasing and talking to the older girls, or entertaining ourselves with games and stories in the corner, or exploring, with the overseer's permission, the mysteries of the carding-room, the dressing-room, and the weaving-room.

I never cared much for machinery. The buzzing and hissing of pulleys and rollers and spindles and flyers around me often grew tiresome. I could not see into their complications, or feel interested in them. But in a room below us we were sometimes allowed to peer in through a sort of blind door at the great waterwheel that carried the works of the whole mill. It was so huge that we could only watch a few of its spokes at a time, and part of its dripping rim, moving with a slow, measured strength through the darkness that shut it in. It impressed me with something of the awe which comes to us in thinking of the great Power which keeps the mechanism of the universe in motion. . . .

When I took my next three months at the grammar school, everything there was changed, and I too was changed. . . . It was a great delight to me to study, and at the end of the three months the master told me that I was prepared for the high school.

Background

Women and girls who worked in northern mills were educated. Some mills published collections of workers' essays and poetry.



Lowell girls weaving in a Massachusetts textile mill in the 1850s

But alas! I could not go. The little money I could earn—one dollar a week, besides the price of my board—was needed in the family, and I must return to the mill. . . .

At this time I had learned to do a spinner's work, and I obtained permission to tend some frames that stood directly in front of the windows, with only them and the wall behind me, extending half the length of the mill. . . .

The last window in the row behind me was filled with flourishing houseplants—fragrant-leaved geraniums, the overseer's pets. . . . T[he] perfume and freshness tempted me there often. . . . On the whole, it was far from being a disagreeable place to stay in. The girls were bright looking and neat, and everything was kept clean and shining. The effect of the whole was rather attractive to strangers. . . .

Still, we did not call ourselves ladies. We did not forget that we were working girls, wearing coarse aprons suitable to our work, and that there was some danger to our becoming drudges. I know that sometimes the confinement of the mill became very wearisome to me. In the sweet June weather I would lean far out of the window, and try not to hear the unceasing clash of the sound inside. Looking away to the hills, my whole stifled being would cry out, "Oh that I had wings!"

From *A New England Girlhood*, by Lucy Larcom.
Peter Smith, 1973. First published in 1887 by Macmillan.

Checkpoint Why did Larcom return to the mill after finishing three months at grammar school?

Analyze LITERATURE

Lucy Larcom's words describe a mill in New England during the 1800s. Consider the sights and sounds around her, and how working in the mill made her feel. Write a paragraph in which you describe what it is like to work in a mill.

Background

The wages paid for millwork offered new opportunities to many women and girls, but workers lived apart from their families and often felt lonely.

Analyze Setting

Lucy's attitude toward the mill changes somewhat over the course of this excerpt. How does setting contribute to this change?

If you liked this passage from *A New England Girlhood*, you might want to read more first-person accounts in *Ordinary Americans: U.S. History Through the Eyes of Everyday People*, edited by Linda R. Monk. Close Up Foundation. 2003.

SECTION 2



▲ New York harbor, 1840

Plenty of Work to Be Had

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

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

The North Transformed

FL Next Generation Sunshine State Standards

- SS.8.A.3.15 Examine 1763–1815 from perspective of working class
- SS.8.A.4.6 Identify technological improvements that helped industrial growth
- SS.8.A.4.7 Explain the causes, course, and consequences of New England’s textile industry
- SS.8.G.4.1 Interpret population growth and other similar data for U.S. regions
- SS.8.G.5.1 Describe dependence on the physical environment to satisfy basic needs

Reading Skill

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

Key Terms and People

urbanization famine
telegraph nativist
Samuel F.B. Morse discrimination

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

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

Northern Cities

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

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

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

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

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

—Baron Axel Klinckowstrom of Sweden

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

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

The Growth of Northern Industry

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

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

Explain Central Issues From the Past

Explain the link between industrialization and urban problems.

Growing Cities

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



Biography Quest



Samuel F.B. Morse
1791–1872

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

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

Biography Quest online

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

Visit: PearsonSchool.com/amhist

- FL** • **SS.8.A.4.6** Identify technological improvements that contributed to industrial growth
- **SS.8.A.4.7** Explain the causes, course, and consequences of New England's textile industry

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

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

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

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

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

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

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

Checkpoint What new inventions helped northern industry to grow?

A Transportation Revolution

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

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

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

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

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

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

A New Wave of Immigrants

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

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

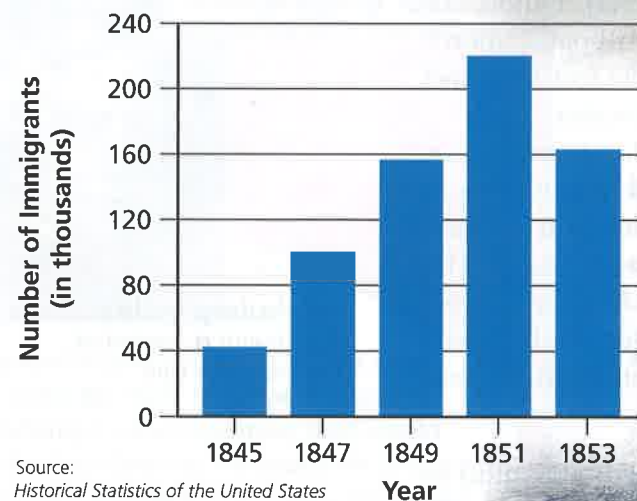
Fulton's Steamboat

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



Irish Immigration, 1845–1853

FL MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations



Source: Historical Statistics of the United States



Fleeing the Famine

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

The Great Hunger

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

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

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

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

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

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

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

African Americans in the North

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

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

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

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

Checkpoint What obstacles did African Americans face in the North?

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

Vocabulary Builder

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

FL SS.8.A.3.15, SS.8.A.4.6, SS.8.A.4.7, SS.8.G.5.1

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Section 2 | Check Your Progress

Comprehension and Critical Thinking

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

Reading Skill

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

Key Terms

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

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

Writing

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

SECTION 3



▲ The plantation owner's house was very different from the slaves' quarters.

The Slaves' Quarters

“As to beds to sleep on, they were known to none of the field hands; nothing but a coarse blanket . . . was given them, and this only to the men and women. The children stuck themselves in holes and corners, about the quarters; often in the corner of the huge chimneys, with their feet in the ashes to keep them warm.”

—Frederick Douglass, *My Bondage and My Freedom*, describing his early life as a slave

The Plantation South

FL Next Generation Sunshine State Standards

- MA.8.A.1.3 Analyze real-world problems related to linear equation systems
- MA.8.A.1.6 Compare linear and non-linear graphs for real-world situations
- SS.8.A.3.15 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness
- SS.8.A.4.6 Identify technological improvements that contributed to industrial growth
- SS.8.A.4.10 Analyze impact of technology on agricultural economy and slave labor
- SS.8.A.4.11 Examine aspects of slave culture
- SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States

Reading Skill

Explain Problems From the Past Why did problems occur in the past? Try to answer this question as you read. It will help you connect events and understand people's beliefs and actions. Put yourself in the shoes of the people about whom you read. What problems would you have with these same issues? Explain these problems to clarify them.

Key Terms and People

cotton gin spiritual
slave code Nat Turner

Why It Matters The Industrial Revolution brought change to both the North and South. In the North, industry, immigration, and cities all grew. But in the South, the economy became more dependent on cotton and slave labor.

Section Focus Question: How did cotton affect the social and economic life of the South?

The Cotton Kingdom

As the North became more urban and industrialized, the South remained largely rural. Two events changed life in the South. First, a boom in textiles caused by the Industrial Revolution created a huge demand for cotton. Second, a new invention allowed the South to satisfy that demand.

The Cotton Gin In 1793, Eli Whitney devised a simple machine that speeded the processing of cotton. His **cotton gin** used a spiked cylinder to remove seeds from cotton fibers.

Before the introduction of the cotton gin, the seeds had to be picked out of the cotton fibers by hand. This was a slow process. Working by hand, a laborer could clean only a pound of cotton a day.

The cotton gin was revolutionary technology. A worker could process fifty times more cotton fiber with the gin than by hand. Cotton growing became far more profitable.

Slave Labor To grow more cotton, planters used more slave labor. In 1790, there were about 698,000 enslaved African Americans in the United States. By 1860, the census recorded nearly 4 million. During that time, the price of a slave increased ten or twenty times.

Cotton became the greatest source of wealth for the United States. It enriched planters in the South, as well as bankers and shipowners in the North. Cotton production rose at an astonishing rate. Planters grew one and a half million pounds of cotton in 1790. In 1820, they grew ten times as much.

Southern states were not all alike. States like Alabama and Mississippi, which depended on cotton, had large populations of enslaved people. Other states, such as Kentucky, devoted less attention to cotton. Fewer enslaved people lived there.

In the southern “Cotton Kingdom,” society was dominated by owners of large plantations. This small but wealthy class lived in luxury and sent their children to the finest schools. But more than half of all southern farmers did not have slaves. They grew corn and raised hogs and chickens.

Defending Slavery Most southern whites accepted the system of slavery. Many feared that any weakening of controls over African Americans might encourage violent uprisings. By the 1830s, some people in the North were urging that slavery be banned. (You will read about the movement to end slavery in the next chapter.) In response, southern whites hardened their support for slavery.

Supporters of slavery said it was more humane than the free labor system of the North. Unlike northern factory workers, they argued, enslaved African Americans did not worry about unemployment.

FL SS.8.A.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States

Vocabulary Builder

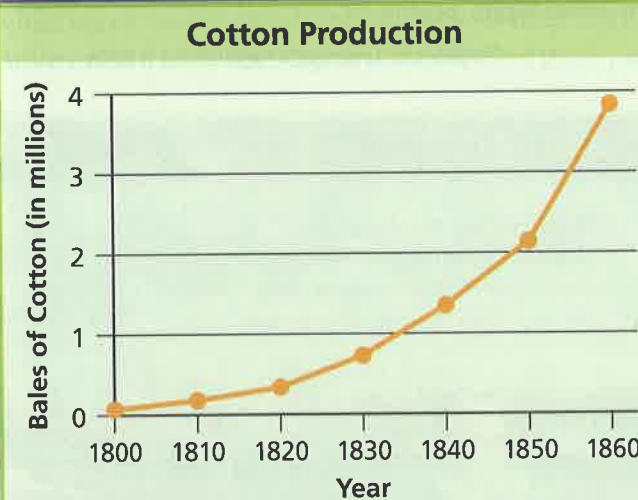
devote (dee VOHT) **v.** to commit; to apply (time and energy, for example)

Explain Problems From the Past

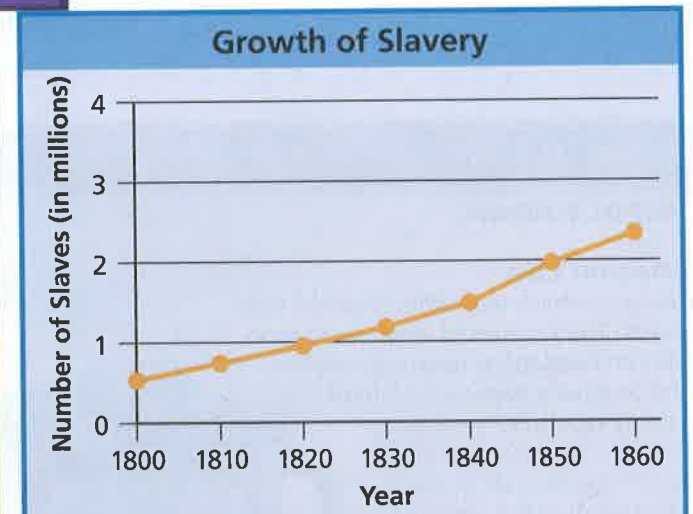
Explain the disagreements between supporters and critics of slavery.

FL MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations
MA.8.A.1.6 Compare the graphs of linear and non-linear functions for real-world situations

Cotton Production and Slavery



Source: Historical Statistics of the United States



Source: Historical Statistics of the United States

Reading Charts

Skills Activity

The rise in cotton production in the South was paralleled by a rise in the number of enslaved African Americans.

(a) **Read Graphs** How much did cotton production increase between 1800

and 1850? In what 10-year period did slavery grow the fastest?

(b) **Make Predictions** If cotton production had decreased, would the number of slaves have declined? Explain your reasoning.

Critics of slavery, however, challenged this reasoning. They argued that northern workers were free to quit a job and take another if conditions became too harsh. Also, the critics said, people held in slavery often suffered physical or other abuse from white owners. There was no satisfactory substitute for freedom.

✓Checkpoint How widespread was slave ownership?

African Americans in the South

Not all of the 4 million African Americans in the South were enslaved. About 253,000 (or 6 percent) were free. Many had purchased their freedom. A few did well, especially in cities like New Orleans. But most did not share in the prosperity around them.

Restrictions on Free African Americans Laws denied basic rights even to African Americans who were free. By law, they were excluded from all but the most menial jobs. Their children were denied the right to attend public schools. African Americans could not vote, serve on juries, or testify against white defendants in court.

Free African Americans were discouraged from traveling. In a petition, some described the conditions they faced:

“[When] we have occasion to . . . Travel . . . [b]y Steem boat or Stage, we have been exceedingly anoyd And put to very considerable inconvenience and eaven compeled to Leave the boat and thereby entirely defeated from accomplishing our just and lawful business because we have not [had] a certificate from some White person.”

—Petition to Delaware legislature, 1850s

- FL** • **SS.8.A.4.11** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system
- **SS.8.A.5.1** Explain the causes, course, and consequence of the Civil War

The freedom of African Americans in the South was never secure. Slave catchers prowled the streets looking for escapees. They often kidnapped free African Americans and sold them into slavery.

In spite of all the restrictions placed upon them, many free African Americans made valuable contributions to southern life. Norbert Rillieux revolutionized the sugar industry. His method of refining sugar made the process faster, safer, and less costly. Another African American inventor, Henry Blair, developed a seed-planting device that reduced the time a farmer spent sowing a crop.

Life Under Slavery For all the problems faced by free African Americans, those who were enslaved faced much greater trials. They had no rights at all. **Laws known as slave codes controlled every aspect of their lives.** As a Kentucky court ruled in 1828, “. . . a slave by our code is not treated as a person but as a . . . thing. . . .”

Many enslaved African Americans became skilled workers. Their skills kept the plantations operating efficiently. Others worked in the owners' homes as housekeepers, butlers, or nannies and became trusted house servants.

The vast majority did heavy farm labor. Most slaveholders stopped short of working a laborer to death. Some came close, however. On the large plantations, white overseers administered punishment—often a whipping—for many offenses.

Enslaved African Americans had only one real protection against mistreatment: Owners looked on them as valuable property that they needed to keep healthy and productive.

Families of enslaved African Americans were often broken apart when slave owners sold one or more of their family members. Many children had only the slightest memory of their parents.

- FL** • **SS.8.A.4.11** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system
- **SS.8.A.5.1** Explain the causes, course, and consequence of the Civil War

HISTORIAN'S APPRENTICE ACTIVITY PACK

To further explore the topics in this chapter, complete the activity in the Historian's Apprentice Activity Pack to answer this essential question:

How can a nation be united and divided at the same time?

INFOGRAPHIC

Plantation Life

Life on a southern plantation showed vast contrasts. The families of large plantation owners enjoyed many luxuries. Families bound to slavery experienced hard work and many cruelties.

Critical Thinking: Compare and Contrast How do these pictures support the view that plantation owners and enslaved African Americans lived very different lives?

Keeping Cool
Refreshing breezes from fans like this kept wealthy women cool. ▼

▼ **A Family on the Patio**
A wealthy southern family relaxes on their patio as they survey their estate.



▼ **A Family in the Fields**
Children worked in the fields with their enslaved parents. This Georgia family was picking cotton.



▼ **Bonds of Slavery**
Shackles such as these were used to restrain slaves who tried to escape or who otherwise displeased a master.



Nat Turner captured

Vocabulary Builder

revolt (ree VOHLT) *n.* uprising; rebellion

After 1808, it was illegal to import enslaved Africans to the United States. As a result, African Americans had little direct contact with Africa. Nevertheless, African customs, music, and dance survived in their daily lives from one generation to another.

Many African Americans found a message of hope in the Bible. African Americans composed **spirituals**, religious folk songs that blended biblical themes with the realities of slavery.

Resistance to Slavery Many African Americans did what they could to resist the slaveholders. Some worked slowly or pretended not to understand what they were told to do. Others deliberately broke farm equipment. The most daring fled north to freedom.

Sometimes, resistance became rebellion. **Nat Turner** led the most famous slave **revolt** in 1831. Turner said he had a vision that told him to kill whites. He and others killed about 60 whites. In reprisal, many innocent African Americans were executed.

Checkpoint How did enslaved African Americans adapt to slavery and resist it?

Looking Back and Ahead The more cotton they grew, the more southern planters depended on the labor of enslaved African Americans. At the same time, African Americans in the South struggled to endure or resist slavery. In the next section, you will read how the settling of western areas caused new tensions between North and South.

FL SS.8.A.3.15, SS.8.A.4.6, SS.8.A.4.11, SS.8.G.5.1

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Section 3 **Check Your Progress**

Comprehension and Critical Thinking

1. (a) Summarize How were northern textile mills and southern cotton plantations linked? What key invention deepened this connection?
(b) Understand Sequence Place the following events in the order in which they happened: population of cotton-producing states triples; Whitney invents the cotton gin; Nat Turner leads slave revolt; the need for slaves increases; northern textile factories have need for cotton; support for slavery hardens among southern whites.

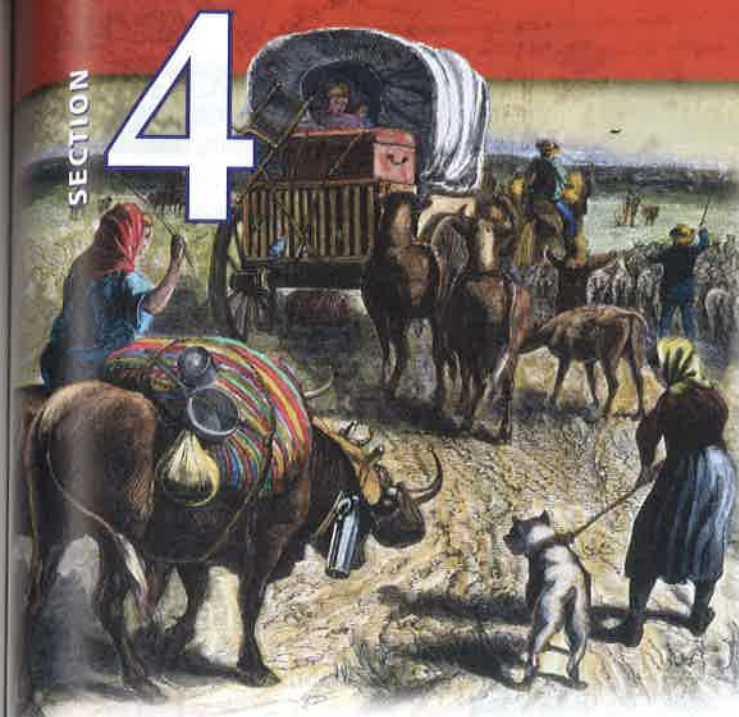
2. (a) Describe What might a typical workday be like for an enslaved African American on a southern cotton plantation?
(b) Draw Conclusions Why do you think enslaved people rebelled, even though the risk was so great and the likelihood of success so small?

Reading Skill
3. Explain Problems From the Past Connect the problems facing southern planters and southern African Americans.

Key Terms
Answer the following questions in complete sentences that show your understanding of the key terms.

4. How does the **cotton gin** work?
5. How did **slave codes** control every aspect of the lives of enslaved African Americans?
6. What would be a common theme of an African American **spiritual**?

Writing
7. Based on what you have read in this section, list as many effects as you can that resulted from the invention of the cotton gin by Eli Whitney. List the effects in the order in which they happened. If one effect led to another effect, draw an arrow between those two developments.



▲ Settlers heading west

The Wagons Were So Numerous

“The wagons were so numerous that the leaders of one team had their noses in the trough at the end of the next wagon ahead. . . . Besides the coaches and wagons, there were gentlemen travelling singly in the saddle, with all their luggage stuffed into their saddlebags. There were enormous droves of sheep and herds of cattle, which raised the dust like a cloud along their path.”

—A traveler’s recollection of traffic on the National Road, early 1800s

SECTION 4
The Challenges of Growth

FL **Next Generation Sunshine State Standards**

- LA.8.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
- SS.8.A.4.1 Examine U.S. westward expansion and the Missouri Compromise
- SS.8.A.4.5 Explain consequences of transportation revolution on growing economy
- SS.8.G.1.1 Use maps to explain attributes of major U.S. regions
- SS.8.G.5.2 Describe the impact of human modifications to the environment and ecosystem

Reading Skill

Place Events in a Matrix of Time and Place Each event in history takes place in the context of a specific time and place. As you read this textbook or other history textbooks, try to remember additional events from the same time or place. Then, look for possible connections among the events discussed in the different parts of a chapter or unit.

Key Terms and People

- Daniel Boone
- turnpike
- corduroy road
- canal
- Henry Clay

Why It Matters Americans kept moving westward. As northerners and southerners migrated and settled in new lands, they brought their differing ways of life with them.

Section Focus Question: How did Americans move west, and how did this intensify the debate over slavery?

Moving West

During colonial times, Americans looked on the backcountry between the Atlantic Coast and the Appalachian Mountains as the western frontier. By the 1750s, the Scotch-Irish and the Germans of Pennsylvania had begun to settle the backcountry.

The most famous early pioneer was **Daniel Boone**. In 1775, Boone and a party of 30 men cleared a new route to the West—the Wilderness Road. It crossed the Appalachian Mountains through the Cumberland Gap into Kentucky. The Wilderness Road became the main route across the Appalachians. In time, pioneers created many other routes for westward travel. (See the map on the next page.)

A Growing Population By the early 1800s, the flow of immigrants to the West had become a flood. As western populations grew, many areas applied to become states. From 1792 to 1819, eight states joined the Union: Kentucky (1792), Tennessee (1796), Ohio (1803), Louisiana (1812), Indiana (1816), Mississippi (1817), Illinois (1818), and Alabama (1819).

Roads and Canals, 1820–1850

MAP MASTER

Skills Activity

Roads and canals were needed to move raw materials and finished goods, as well as people.

- (a) **Read a Map** What were two major routes (land and water) between Philadelphia and Pittsburgh?
- (b) **Explain Problems** What problems did the builders of the Wilderness Road have to overcome?

MapMaster Online

For: Interactive map

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Vocabulary Builder

pursue (per syoo) *v.* to chase after; to try to capture

Traveling west was not easy. Many early roads began as paths for deer or bison. Indians used these well-worn paths to pursue game. Then, white settlers began to drive their wagons over these paths. Not surprisingly, the roads were terrible. They were unpaved, dotted with tree stumps, and easily washed out by rain.

- ✓ **Checkpoint** How did American settlers heading west reach their new homes?

Roads and Turnpikes

Clearly the nation needed better roads. Farmers and merchants had to have a way to move their goods to market quickly and cheaply. Some capitalists decided to provide that way.

Private companies began to build **turnpikes**, or toll roads. At certain points, a bar on a hinge swung out across the road. The bar resembled a spear, or pike. Travelers would have to stop and pay a toll in order to pass.

In 1795, a private company in Pennsylvania built a turnpike between Lancaster and Philadelphia. The Lancaster Turnpike was the first long-distance stone road in the United States. The road provided cheap, reliable transportation to isolated agricultural areas.

In marshy areas, wagons traveled on **corduroy roads**, roads made of sawed-off logs, laid side by side. This meant a bumpy ride as wagons bounced over each log. Corduroy roads were a hazard to horses, because they could break their legs if they slipped through the logs.

The National Road was the first federally funded road. Begun in 1811 in Cumberland, Maryland, it stretched to Wheeling, in western Virginia, by 1818 and reached Vandalia, Illinois, in 1850. The road crossed hundreds of miles of varying terrain. Bridges carried it over many rivers and streams.

- ✓ **Checkpoint** What was the National Road?

Canals

Slow road travel isolated western farmers from eastern markets. The fastest, cheapest way to ship goods was by water. However, the major rivers ran north and south. The solution was to build canals from east to west. **A canal is a channel that is dug across land and filled with water.** Canals allow boats to reach more places.

In 1816, New York Governor DeWitt Clinton proposed a canal from the Hudson River to Lake Erie. Critics scoffed at the idea. Still, work began on “Clinton’s Ditch” in 1817.

Building the canal was a challenge for canal engineers—and for workers, who were mostly Irish immigrants. The land in upstate New York is not level. Locks had to be built to raise or lower boats in the canal. Locks are chambers just big enough to hold a boat. When a boat enters a lock, gates close at both ends of the chamber. If the boat is to be raised, water flows into the lock. If the boat must be lowered, water drains out.

At Lockport, five double locks raised the canal 50 feet. One canal traveler wrote:

“As one passes along this deep cavern and sees . . . the rough perpendicular walls pierced in every part with drill-holes used for blasting the rock, he is astonished at the perseverance, labor, and expense which it cost.”

—from the *Diary of Jonathan Pearson*, 1833

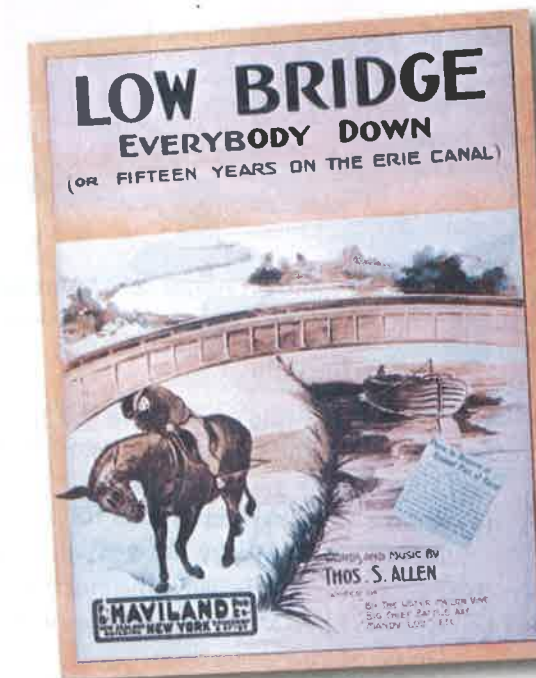
Within two years of its opening in 1825, the canal had paid for itself. Produce from the Midwest came across Lake Erie, passed through the Erie Canal, and was carried down the Hudson River to New York City. Because of its location at the end of the river, New York soon became the richest city in the nation.

Vocabulary Builder

isolated (i sah lay tehd) *adj.* set apart

Crazy Over Canals

American popular culture celebrated the new canals with songs, stories, and even jokes.



The success of the Erie Canal sparked a surge of canal building. In 1829, a canal was built through Delaware. Canals were soon underway in Virginia, Pennsylvania, Ohio, Indiana, and Illinois.

✓Checkpoint How did the building of the Erie Canal help farmers in the interior of the country?

The Extension of Slavery

Westward expansion strengthened the nation. It also caused problems. The most serious problem was the extension of slavery.

Slave and Free States In 1819, the nation consisted of 11 “slave states,” which permitted slavery, and 11 “free states,” which prohibited slavery. However, Missouri had been seeking admission as a slave state since 1817.

Northerners had reacted strongly. Adding another slave state would upset the balance in the Senate, where each state had two votes. Adding two more senators from a slave state would make the South more powerful than the North.

In 1819, Representative James Tallmadge of New York proposed that Missouri be admitted as a slave state. However, once it was admitted, no more slaves could be brought into the state.

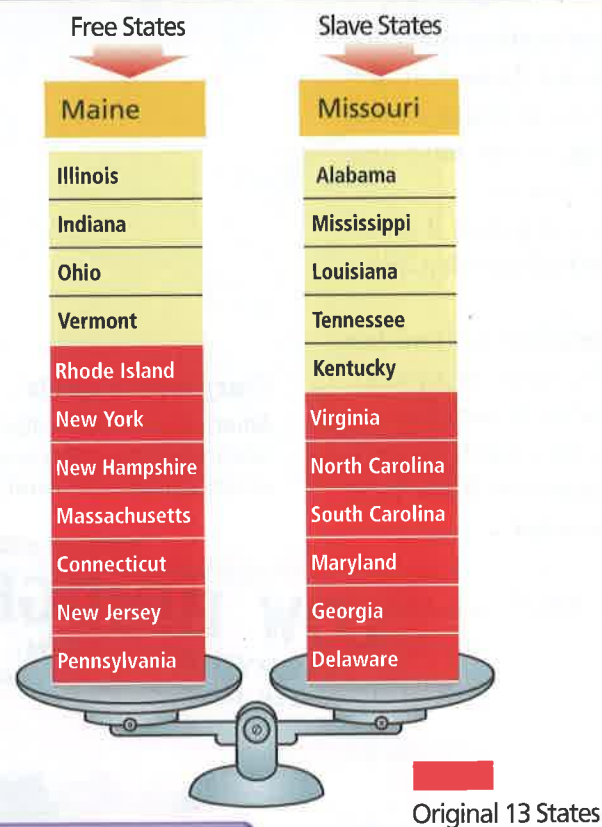
The bill passed the House of Representatives, but it failed in the Senate. Southern senators feared that slavery itself—and thus the South’s economic well-being—was being threatened.

The Missouri Compromise In the next session of Congress, Maine applied for admission to the Union. Unlike Missouri, Maine prohibited slavery. The admission of both a free state and a slave state would maintain the balance in the Senate.

In 1820, Senator **Henry Clay** persuaded Congress to adopt the Missouri Compromise. It permitted Maine to be admitted to the Union as a free state and Missouri to be admitted as a slave state. In addition, the compromise provided that the Louisiana Territory north of the southern border of Missouri would be free of slavery. The compromise had one other important feature. It gave southern slave owners a clear right to pursue escaped fugitives into “free” regions and return them to slavery.

- FL** **SS.8.A.4.1** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness
- SS.8.A.5.1** Explain the causes, course, and consequence of the Civil War

Free and Slave States



Reading Charts

Skills Activity

The addition of Missouri to the Union threatened to upset the balance between free states and slave states.

- Read a Chart** Which of the following was a free state: Kentucky, Tennessee, or Ohio?
- Explain Problems** Why did northern states wish to have Missouri and Maine enter the Union at the same time?

A Continuing Problem The Missouri Compromise revealed how much sectional rivalries divided the states of the Union. The compromise seemed to balance the interests of the North and the South. However, white southerners were not happy that Congress had given itself the power to make laws regarding slavery. Many northerners, in turn, were angry that Congress had allowed slavery to expand into another state.

Thomas Jefferson was alarmed by the fierce debate over the Missouri Compromise. The former President, much older now, saw that the issues raised by the compromise could tear the nation apart. He wrote to a friend:

“This momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. . . . [W]e have the wolf by the ears, and we can neither hold him, nor safely let him go.”

—Thomas Jefferson, letter of April 22, 1820

As Jefferson observed, the bitterness of feelings about slavery posed a serious threat to national unity. In time, the issue of slavery would indeed split the nation in two.

✓Checkpoint Why was Jefferson alarmed at the bitterness of the debate over the extension of slavery?

★ Looking Back and Ahead In this chapter, you learned about increasing differences between North and South. In the next chapter, you will read about the movement to end slavery and other efforts to bring social change.

- FL** **SS.8.A.5.1** Explain the causes, course, and consequence of the Civil War

Sectionalism

A cause of the Civil War was sectionalism between the states. As the economies, social structures, customs, and political values of different regions changed, so too did the growing tension between the states.

Section 4 Check Your Progress

Comprehension and Critical Thinking

- (a) Recall** How did building better roads and canals transform the United States?
(b) Identify Economic Benefits How did improved transportation lead to economic growth?
- (a) List** What were the main points of the Missouri Compromise?
(b) Make Predictions Why would the issues addressed by the Missouri Compromise continue to tear the nation apart?

Reading Skill

- Place Events in a Matrix of Time and Place** What event in the early nineteenth century led to the creation of the Missouri Territory and later to the state of Missouri? Describe this event.

Key Terms

- Draw a table with three rows and three columns. In the first column, list the key terms from this section: **turnpike, corduroy road, canal**. In the next column, write the definition of each term. In the

- FL** **LA.8.1.6.2, SS.8.A.4.1, SS.8.A.4.5**

Progress Monitoring Online

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last column, make a small illustration that shows the meaning of the term.

Writing

- Based on what you have read in this section, write a thesis statement about the most important change caused by the development of new routes to the West.



21st Century Learning

Political cartoons have been used throughout American history to comment on events and issues. Cartoonists often use symbols and exaggeration to make their points. Learning to analyze cartoons can help you better understand viewpoints on current and historical events.

FL SS.8.A.1.2 Analyze political cartoons and determine cause and effect



Learn the Skill

Use these steps to learn how to read a political cartoon.

- 1 Identify common symbols.** A symbol is an object that represents something other than itself. Sometimes, symbols are labeled to make the connection clear.
- 2 Determine the main idea.** What issue is being portrayed? What clues convey the issue?
- 3 Investigate point of view.** Is the cartoon pointing out a problem? What is the cartoonist's attitude toward the problem?
- 4 Draw conclusions.** Use the symbols, main ideas, and point of view to identify meaning: What is this cartoon saying?

Practice the Skill

Use the political cartoon above to answer the following questions.

- 1 Identify common symbols.** What symbols are used in this cartoon?
- 2 Determine the main idea.** What issue from this chapter is being portrayed in the cartoon?
- 3 Investigate point of view.** What point of view on the issue does the cartoon suggest?
- 4 Draw conclusions.** Explain the cartoon's meaning in your own words. What is your opinion of its message?

Apply the Skill

See the Review and Assessment at the end of this chapter.



Why did Americans take different paths in the early 1800s?

Section 1
The Industrial Revolution

- By the end of the 1700s, advances in technology allowed goods to be produced cheaply and quickly by machines.
- In the United States, the Industrial Revolution centered in the Northeast, which had an ample supply of labor and raw materials.
- Factory conditions became increasingly dangerous, and laborers fought for better working conditions.

Section 2
The North Transformed

- Cities grew rapidly during the 1800s, and crowding, disease, and fast-spreading fires were common problems.
- Northern industries grew due to advances in technology.

Section 3
The Plantation South

- Eli Whitney's cotton gin made possible a huge increase in cotton production.
- As cotton production grew, the number and value of enslaved African Americans increased dramatically.
- In the face of cruel conditions, many enslaved African Americans resisted slavery.

Section 4
The Challenges of Growth

- By the early 1800s, a flood of settlers westward helped many territories qualify for statehood.
- Better roads and canals further increased the rate of western settlement.
- Tension arose over slavery in the territories, but the Missouri Compromise settled the issue temporarily.

Exploring the Essential Question

Use the online study guide to explore the essential question.

Section 1
How did the new technology of the Industrial Revolution change the way Americans lived?

Section 4
How did Americans move west, and how did this intensify the debate over slavery?

Chapter 11 Essential Question
Why did Americans take different paths in the early 1800s?

Section 2
How did urbanization, technology, and social change affect the North?

Section 3
How did cotton affect the social and economic life of the South?

Key Terms

Fill in the blanks with the correct key terms.

- The _____ was the change in the way people made goods beginning in the late 1700s.
- People who wanted to keep immigrants out of the country were called _____.
- African Americans sang _____ to keep hope during their difficult lives.
- Travelers had to pay tolls on _____ in order to pass.

Comprehension and Critical Thinking

- (a) **Describe** Who were the Lowell girls?
(b) **Apply Information** How do you think the Lowell system affected production?
- (a) **Identify** What contribution did Eli Whitney make to manufacturing?
(b) **Identify Economic Benefits** How did this contribution benefit consumers?
- (a) **Summarize** How did the physical limitations of steamboats differ from those of railroads?
(b) **Draw Conclusions** Why were both means of transportation important to the growth of industry?
- (a) **Summarize** How did the cotton gin benefit southern planters? How did it benefit northern textile manufacturers?
(b) **Analyze Cause and Effect** How did the cotton gin change life for enslaved people?
- (a) **Contrast** What arguments did some southerners use to defend slavery? What were some points raised by northern critics of slavery to challenge those arguments?
(b) **Apply Information** What were some tactics that enslaved African Americans employed in order to endure or resist slavery?
- (a) **Describe** What were some of the difficulties Americans faced as they traveled west?
(b) **Analyze Cause and Effect** How did improved transportation affect western settlement? How did it affect industry?
(c) **Draw Conclusions** How were immigrants important to the transportation revolution?

- (a) **Recall** How was slavery an issue in the debate over Missouri's statehood?
(b) **Detect Points of View** Why did northerners believe that it would be damaging to the North if the South became more powerful in the Senate?

 **History Reading Skill**

- Identify and Explain Central Issues** Write a paragraph that explains the issues central to the Missouri Compromise. Orient the issues in the context of the times and places in which they occurred.

Writing

- Write a paragraph explaining either the causes or the effects of one of the following developments:**

- Industrialization of the North
- The cotton empire of the South

Your paragraph should:

- begin with a sentence that expresses your main idea;
- indicate whether you will focus on the subject's causes or its effects;
- expand on your main idea with facts, examples, and other information.

- Write a Narrative:**

Choose one of the inventions developed during the first half of the nineteenth century. Write a narrative that describes how people were affected by the invention.

Skills for Life

Build Political Cartoon Skills

Use the political cartoon on page 363 (Chapter 10) to answer the following questions.

- What symbols are used in this cartoon?
- What issue from this chapter is portrayed in the cartoon?
- What is the main idea of this cartoon?
- What does this cartoon say about the time period?

Document-Based Assessment 

- MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments

The Debate over Slavery

As the nation expanded, debate raged over whether slavery should extend to new territories and states. While people like Thomas Jefferson worried about how the argument would affect the nation, African Americans added their own voices, describing life under slavery.

Document A

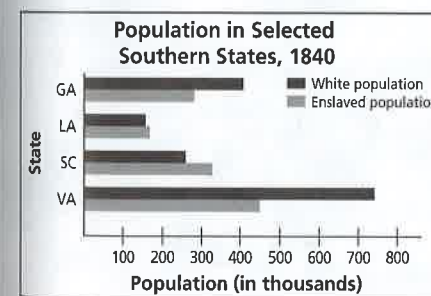
"Well, I belonged to B., when I was a slave. My mother belonged to B. But we was all slave children. . . .

Now I couldn' go from here across the street . . . [with]out I have a note, or something from my master. . . . Whoever he sent me to, they'd give me another pass an' I'd bring that back so as to show how long I'd been gone. . . . An' when I come back, why I carry it to my master an' give that to him, that'd be all right. But I couldn' jus' walk away like the people does now. . . .

We belonged to people. They'd sell us like they sell horses an' cows an' hogs an' all like that. Have a auction bench, an' they'd put you on, up on the bench an' bid on you jus' same as you bidding on cattle."

—Fountain Hughes, born a slave in Virginia in 1848

Document B



Source: U.S. Census of Population and Housing

This graph shows the populations of selected slave-holding states in 1840.

Analyzing Documents

Use your knowledge of the early 1800s and Documents A, B, C, and D to answer questions 1–4.

- What does the author of Document D object to about slavery?
 - Disagreement over it could tear the country apart.
 - There were too many slaves in the South.
 - It was inhumane.
 - There were too many runaway slaves.
- What can you infer from Document C?
 - Getting caught would not be a big deal.
 - Slavery was so horrible that some people ran away from their owners at great risk.
 - Slaves easily made the decision to run away.
 - The couple would make it out of slave territory in no time.
- In Document A, what does the author imply is the worst thing about being a slave?
 - being owned by someone else
 - having to get a pass to cross the street
 - sitting on an auction bench
 - belonging to "B."
- Writing Task** What factors influenced the debate over slavery in the United States? Use documents from this page and information from the chapter to write two paragraphs that answer this question.

Document C

"After this we rose and stood for a few moments in breathless silence,—we were afraid that some one might have been about the cottage listening and watching our movements. . . . I . . . whispered to my wife, "Come, my dear, let us make a desperate leap for liberty!" But poor thing, she shrank back, in a state of trepidation. I turned and asked what was the matter; she . . . burst into violent sobs, and threw her head upon my breast. . . . We both saw the many mountainous difficulties that rose one after the other before our view, and knew far too well what our sad fate would have been, were we caught and forced back into our slavish den. Therefore on my wife's fully realizing the solemn fact that we had to take our lives, as it were, in our hands, and contest every inch of the thousand miles of slave territory over which we had to pass, it made her heart almost sink within her."

—From *Running a Thousand Miles for Freedom* by William and Ellen Craft, 1860

Document D

"This momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. . . ."

—Thomas Jefferson, in a letter to John Holmes, 1820

RAFT NARRATIVES

What is a RAFT?

A RAFT writing project is a piece of narrative writing that you create in the first person perspective. The goal of a RAFT is to show your historical or literary knowledge through creating an original piece of writing as a person in history or a character in a story.

The key to a successful RAFT is to show your best thinking in a visual way through vivid descriptive details, accurate and precise language, analysis of the topic or essential question, and fantastic story telling.

In a RAFT, you must stick to real history and events. You may take some creative liberty on the person you choose to tell the real historical story, but you can not alter the history as you are evaluated on content accuracy.

REQUIREMENTS

- A piece of writing with clear labeling, introduction, supporting paragraphs, and conclusion.
- Your writing must be in the first person perspective.
- You must include a chart that explains your RAFT. (See below).
- Follow your rubric.

ROLE	
AUDIENCE	
FORMAT	
TOPIC	



ROLE

Select your role. Decide who's perspective you will write from. Make sure this person is one that was significant to the event in your writing.



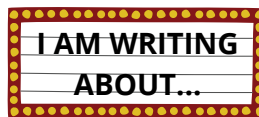
AUDIENCE

Who is your audience? A good writer always keeps their audience in mind as they write. If you are writing a letter, who are you writing to? If you write a newspaper column, who is the intended audience?



FORMAT

Choose a format that will help you present your thoughts in a creative way. A format is how you choose to present your writing. Some examples include: a diary correspondence, a letter, a newspaper column, a biography,



TOPIC

A topic is the main issue/event/or question you need to analyze in your writing. When analyzing the topic, think about the changes that occurred over time, the people involved, the social, political, and economic impact of the topic, and discuss all of these through the first person point of view.

Example:

Jan 1, 1942
To Dad,

Even though I know I can't give this to you it might take some days, weeks, months or maybe.....years. I know it's hard for everyone, it all feels terrible and so scary! I haven't seen you for 2 months. I want to write down my feelings as you once told me "no one can stop me from thinking". I'm going to write down everything as if you could be here right next to me, even though I do not know where you are after the Nazi's separated our family. It's hard to understand where life was better in the concentration camp or outside or maybe it doesn't matter since both were worse since 1941. Since we were Jewish, the German government and citizens started to discriminate against me at schools. Everything was separate for the Jews and non Jews, even markets suddenly we were less Jewish or no Jewish at all. I used to cry a lot hiding in the bathroom. I have witnessed terrible things on the streets. The streets I used to walk in peacefully became zones of danger for us Jewish people. They were so dangerous but I didn't talk about this with anyone out of fear. The SS police used to beat people brutally even little kids and it was so terrifying I have no one with me they even took me away 3 weeks ago to another camp. I don't know why being a Jew was such a crime for the Nazi government, sometimes I just wish.....

Yours lovingly daughter, Danielle |

March 8, 1942

I'm writing to you after almost 2 months is till have the first letter with me I still don't know where momI know she was last seen speaking ill of that terrib- guy Nazi Leader Hitler and one of the officers heard her and they took her away.... They dragged her out of her room in the middle of the night, and mom kept apologizing I didn't know what to do I was scared I should have protested! I stood quietly like a fool people say they took

Ideas & Suggestions for Book/Short Story Projects

Fiction/Literary Texts

- Map of where it takes place, labeling important events
- Detailed story map of its main events
- Crossword puzzle, using characters, setting and plot
- Diary as if you were a character
- Story board for a film about it
- Poem based in the book or about a character
- Biography of one of the characters
- Choose an excerpt and persuade others to read the book
- Explanation of why it would or would not make a good movie
- Interview questions and answers with a character or the author
- Multiple choice questions and answers about the book
- Compare characters or themes to another book
- Create a movie poster for the story with an objective summary.
- Design the setting.
- Write a final chapter to the story. Would you end this story in a different way?

Poetry/Other Texts

- Script for a scene or a commercial about the book
- Choose an important quote and analyze/explain it
- Letter of appreciation to the author, asking questions and sharing thoughts
- Collage of an idea or scene about it
- Poem based on the book or about a character

Book Project Rubric

4	3	2	1
<ul style="list-style-type: none"> - The title, author, genre and level of the book, is clearly labeled. - The project is neat and organized in the portfolio. - The content of the project demonstrates the student read and understood the entire book. - The student expressed creative and original ideas about the book. 	<ul style="list-style-type: none"> - The title, author, and genre of the book, is clearly labeled. - The project is neat and organized in the portfolio. - The content of the project demonstrates the student read and understood the book. - The student expressed their ideas about the book. 	<ul style="list-style-type: none"> - The title and author of the book is labeled. - The project may or may not be neat or organized. - The content of the project demonstrates the student read or understood only parts of the book. - The student expressed some ideas about the book. 	<ul style="list-style-type: none"> - The title and author of the book may be missing or incomplete. - The project is not neat or organized. - The content of the project demonstrates the student did not read or understand the book. - The student did not express their ideas about the book.