

**CHAPTER ELEVEN:** National and Regional Growth (1800-1844) **LESSON 11-1:** Early Industry and Inventions, pgs. 364-369 **OBJECTIVE(S):** For the student to be able to:

1. identify factors that led to the industrial revolution
2. explain how major inventions changed the lives of Americans in the 1800s

**VOCABULARY, TERMS AND NAMES TO UNDERSTAND FOR THIS LESSON:**

**Samuel Slater(366)-** builder of the first water-powered textile mill in America

**factory system(366)-** method of production using many workers and machines in one building

**Lowell mills(367)-** textile mills located in the factory town of Lowell, Massachusetts; entire process under one roof

**Robert Fulton(368)-** inventor of America’s first widely successful steamboat

**Peter Cooper(368)-** builder of America’s first successful steam-powered locomotive

**Samuel F. B. Morse(368)-** inventor of the telegraph

# **threshing machine(369)-** person who takes extreme political positions

**mechanical reaper(369)-** a device that cuts grain

**Industrial Revolution(365)-** the economic changes of the late 1700s, when manufacturing replaced farming as the main form of work

**Complete the following items.**

**The Industrial Revolution**

1. **TRUE / FALSE:** The **Industrial Revolution** is the name for the period when manufacturing changed from handmade items to machine-made, mass-produced goods. Life shifted for many Americans from farm to city life. [365]

1. List reasons why the **Industrial Revolution** had gotten its start in the colonies.

|  |
| --- |
|  |
|  |
|  |

1. Why was New England and the other northern colonies a great starting place for factories?

|  |
| --- |
|  |
|  |
|  |

1. **TRUE / FALSE:** Mill workers worked few hours on a flexible schedule. (see illustration pg. 367) long, structured

1. What method of manufacturing did Eli Whitney perfect that made making a large number of products faster, made them easier to repair and required less skilled workers? interchangeable parts [367]

1. **TRUE / FALSE:** The inventions of the steamboat, steam locomotive and telegraph made transporting people, goods and information much easier and faster. Inventions like the steel plow and mechanical thresher and reaper made farm work faster and more efficient. [368-369]

**LESSON 11-2:** Plantation and Slavery Spread, pgs. 372-377 **OBJECTIVE(S):** For the student to be able to:

1) explain how the factory system and the invention of the cotton gin impacted life in the Southern States

**VOCABULARY, TERMS AND NAMES TO UNDERSTAND FOR THIS LESSON: cotton gin(373)-** machine that made cleaning the seeds from cotton faster

**Eli Whitney(373)-** inventor of the cotton gin

# **Nat Turner(376)-** leader of an 1831 slave rebellion in

**spirituals(377)-** religion folk songs

**Complete the following items.**

**Plantation and Slavery**

1. List four ways that life in the South changed after **Eli Whitney**'s invention of the **cotton gin**.

|  |  |
| --- | --- |
|  |  |
|  |  |

1. **TRUE / FALSE:** By 1840 most white families in the south had slaves. [374, only about 1/3 had slaves]

1. **TRUE / FALSE:** Most families without slaves in the south supported slavery because they hoped at some point that they would be able to afford some slaves and be able to grow more crops. [374]

1. List examples of the hardships that slaves had to endure.

# long hours, harsh treatment/beatings, family could be sold/split, ns - poor living conditions [374, 376]

5. Who was **Nat Turner** and what is he known for?

slave who led a rebellion in Virginia that resulted in the killing of 55 whites. He was later caught and hanged. [376]



**LESSON 11-3:** Nationalism and Sectionalism, pgs. 378-384 **OBJECTIVE(S):** For the students to be able to:

1. identify factors that promoted national unity in the early 1800s.
2. explain how economic differences increased sectionalism.

**VOCABULARY, TERMS AND NAMES TO UNDERSTAND FOR THIS LESSON: nationalism(379)-** a feeling of pride, loyalty, and protectiveness toward one’s country

**protective tariff(379)-** a tax on imported goods that protects a nation's businesses from foreign competition

**Henry Clay(379)-** nationalist Representative from Kentucky

**American System(379)-** plan introduced in 1815 to make America economically self-sufficient

**James Monroe(380)-** fifth president of the United States, who proclaimed the Monroe Doctrine

**sectionalism(381)-** loyalty to the interests of one's own region or section of the country

**Erie Canal(381)-** waterway that connected New York City with Buffalo, New York

**Missouri Compromise(382)-** laws enacted in 1820 to maintain balance of power between slave and free states

# **Monroe Doctrine(384)-** U.S. policy opposing European interference in the Western hemisphere

**Complete the following items.**

**Nationalism Unites the Country**

1. **TRUE / FALSE:** After the War of 1812 there was great deal of pride in what America had accomplished. The idea of loyalty to your country and a desire to protect it is called **Nationalism**.

1. The goal of the **American System** plan was to make the country economically independent. List the main three parts of **Henry Clay**'s **American System** plan that were introduced into congress by **James Madison** in 1815. [379]

|  |
| --- |
|  |
|  |
|  |

transportation system - make moving American goods and materials easier

**Sectional Tensions Increase**

# 3. **TRUE / FALSE:** **Sectionalism** is just another name for **Nationalism**. [381] support/loyalty for an area of a country

1. **TRUE / FALSE:** The increasing demand and value for cotton increased **sectionalism** in the United States. This fueled the need for slaves to help with cash crops in the south while the opinion that slavery was wrong continued to grow in the north (where slaves were not as important). [381]

1. If Missouri were to join the union as a slave state, it would upset the balance between the eleven slave states and eleven free states. How did the **Missouri Compromise** help settle the issue? [382]

|  |
| --- |
| **Maine-** |
| **Missouri-** |
| **a line at the 36**° **30' (minute) latitude line would determine...** |

**National Boundaries and Foreign Affairs**

1. **TRUE / FALSE:** The United States was able to acquire Florida from Spain since they struggled in controlling the pirates and Native Americas there. The **Adams-Otis Treat of 1819** gave control of Florida to America. [383-384]

1. In his 1823 State of the Union address (speech), **President James Monroe** warned European countries to stay out of the affairs of the Western Hemisphere (North America, Latin America and South America). This position against European activity in the West became known as the... Monroe Doctrine. [385]