

Section 3

Step-by-Step Instruction

Review and Preview

The Industrial Revolution led the North to develop factories and cities. Students will now learn how the South became more dependent on cotton and slavery.

Section Focus Question

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

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The invention of the cotton gin made growing cotton more profitable, resulting in a need for more workers and increasing the South's dependence on slavery.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will read about the development of an agrarian economy in the South. Remind students that they read in Section 2 about new technology and industrial developments in the North. Ask: **How do you think these developments will affect the rest of the country?** (*Answers will vary but may refer to more effective transportation and communication, as well as the increased availability of goods.*) Use the Give One, Get One strategy (TE, p. T25) to encourage discussion.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.
All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 18
- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



▲ 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

Objectives

- Explain the significance of cotton and the cotton gin to the South.
- Describe what life was like for free and enslaved African Americans in the South.

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.

Differentiated Instruction

L1 English Language Learners

Word Meanings English language learners may have difficulty understanding the term *cotton kingdom*. Looking up *kingdom* in the dictionary will tell students that it is “a government, country, state, or popula-

tion ruled by a king or queen.” Explain that in the term *cotton kingdom*, the South is the kingdom and cotton is the king. Ask students to explain why cotton “ruled” the South.

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.

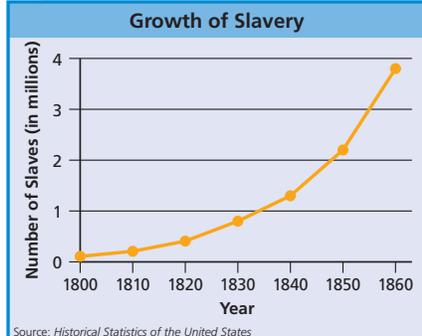
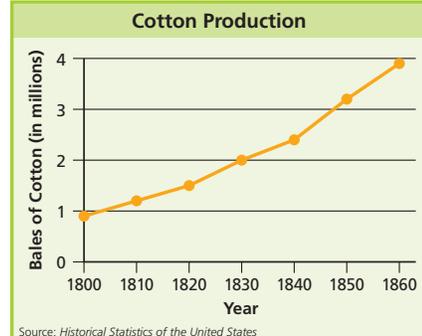
Vocabulary Builder

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.

Cotton Production and Slavery



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.

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word	Definition and Sample Sentence
devote , p. 397	<i>v.</i> to commit; to apply (time and energy, for example) To become a judge, one must devote many years to the study of law.
revolt , p. 400	<i>n.</i> uprising; rebellion Slaveholders feared times when enslaved African Americans would rise up in revolt and fight for freedom.

Teach

The Cotton Kingdom

p. 396

Instruction

12

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **devote** and **revolt**, using the strategy on TE p. T21.
- **Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.
- Read The Cotton Kingdom with students, using the Paragraph Shrinking strategy (TE, p. T23). Remind students to look for support of the main idea.
- Tell students that southerners grew tobacco, rice, sugar cane, and cotton. Ask: **Why was there an increased demand for cotton?** (*The Industrial Revolution led to a growth in textiles, which in turn demanded more cotton.*) **How did the cotton gin make growing cotton more profitable?** (*Workers could process fifty times more cotton with the gin than by hand.*)
- Discuss the impact of the cotton boom. (*increased wealth for planters, bankers, ship-owners; plantation owners dominated southern society; spread of slavery*)
- Point out that the graphs show the parallel growth of cotton production and slave labor. Discuss the use of slave labor on cotton plantations. Ask: **Why did cotton production and the number of slaves in the United States both increase at the same time?** (*Having more slaves allowed southern plantation owners to produce more cotton.*)

Answers

Reading Skill Supporters of slavery claimed that it was humane and that slaves did not have to worry about unemployment. Critics of slavery pointed out that slaves did not have the basic right to leave their work if conditions became too harsh, that slaves were often mistreated, and that all people should be free.

Reading Charts (a) by about two million bales; 1840–1850 (b) Possible answer: Yes, because fewer workers would be needed.

Instruction (continued)

- Students may have the misconception that most white southerners lived on large plantations and owned many slaves. Ask: **Why did most southern white people support slavery even though many of them did not own slaves?** (Possible answers: Many feared slave uprisings and violence, felt superior to enslaved people, resented the interference of the North, or believed that enslaved workers were better off than northern factory workers.)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 3 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate to make sure that individuals understand the importance of cotton in the southern economy. Provide assistance as needed.

Explore More Video

Discovery School Video

Have students view Plantation Life to help with their understanding of slavery in the United States. The video points out the harsh lives that enslaved people lived and the ways they tried to maintain their spirits. It also examines how enslaved African Americans tried to resist and rebel against slavery.

Answers

 **Checkpoint** Fewer than half of white southerners owned slaves.

Compare and Contrast Possible answer: The pictures show that owners were free to enjoy the comforts of life. Slaves, on the other hand, were not free, and they spent their days doing backbreaking labor.

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 annoyd 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



Explore More Video

To learn more about southern plantations, view the video.

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.

398 Chapter 11 North and South Take Different Paths

Differentiated Instruction

L3 Advanced Readers

Oral History Tell students that one major source of information about the life of enslaved African Americans is a series of interviews conducted in the late 1800s. Tell students that at this time, people interviewed former slaves to record their recollections of life under slavery. In pairs, have

L3 Gifted and Talented

students research some of these accounts. Then have them role-play, with one person as the interviewer and the other as the subject interviewed. Have them write a script and present a brief interview for the class.

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.

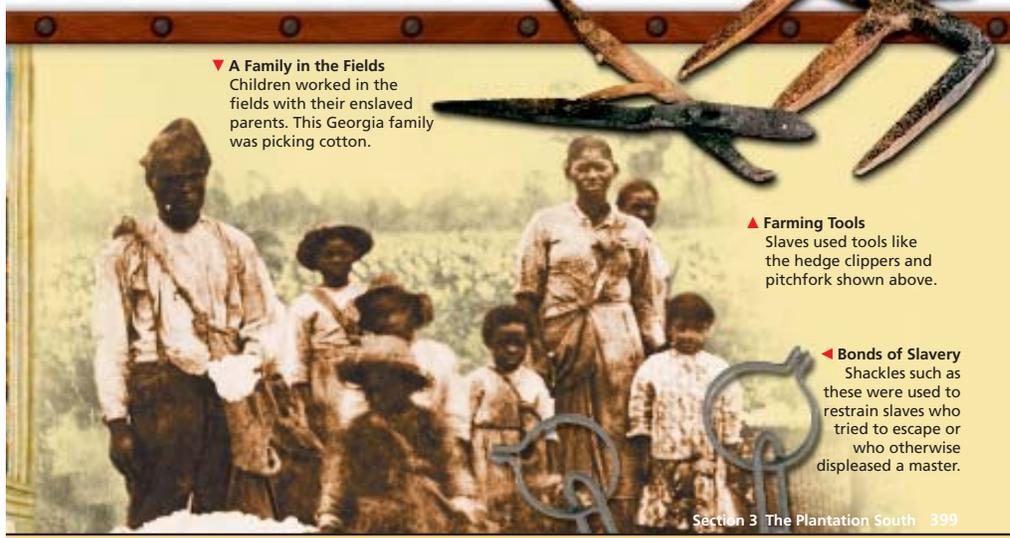
Life Under Slavery For all the problems faced by free African Americans, those who were enslaved faced much greater trials. They had no rights at all. **Laws known as slave codes controlled every aspect of their lives.** As a Kentucky court ruled in 1828, "... a slave by our code is not treated as a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



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

▲ **Farming Tools**
Slaves used tools like the hedge clippers and pitchfork shown above.

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

Section 3 The Plantation South 399

History Background

Nat Turner Nat Turner, leader of the 1831 slave revolt in Virginia, saw himself acting as a divine agent to free his people. He believed that an eclipse of the sun was a sign that the time for his revolt had arrived. In response to his revolt, slave laws became more severe in the South. More than 50 whites were killed before

Turner and his followers were stopped. News of the revolt spread, encouraging more slave rebellions. In South Carolina, two slaves were executed for plotting a revolt. In response, most southern states enacted tougher laws regarding emancipation, freedom of movement, and all aspects of slave behavior.

African Americans in the South

p. 398

Instruction

L2

- Have students read African Americans in the South. Remind students to look for causes and effects.
- Ask: **What was one way for an enslaved person to gain freedom?** (*purchase it*)
- Ask students who have completed the History Reading Skill Worksheet to share what they learned about spirituals and the central issues those spirituals addressed.
- Discuss with students the life of free and enslaved African Americans in the South. Ask: **Why do you think slave codes make it illegal to teach enslaved workers?** (*Owners felt they had more control if slaves were illiterate.*)
- Ask: **Why do you think there were so many restrictions on free blacks in the South?** (*Possible answer: White southerners did not want free African Americans to have equal rights because white people wanted to stay in power.*)
- Ask: **How did life for free blacks in the South compare with life for free blacks in the North?** (*Possible answer: Some free blacks in the North could vote, and some went to school. No free blacks in the South could vote or go to school. But free blacks in the North, like free blacks in the South, faced discrimination in employment.*)

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 3 (Adapted Version also available.)

Monitor Progress

- As students fill in the study guide, circulate and make sure individuals understand the challenges that enslaved and free African Americans faced in the South. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 4**, Reading Readiness Guide, p. 18

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 4, Section Quiz, p. 29

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 11, Section 3

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 3 (Adapted Version also available.)

Extend

Fanny Kemble was an English actress and abolitionist married to an American who later inherited a plantation and hundreds of slaves. To better understand plantation life from the perspective of an “outsider,” have students research and summarize Fanny Kemble’s *Journal of a Residence on a Georgian Plantation*.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

✓Checkpoint Many adapted to slavery by finding support in the Bible, African customs, and music. Some worked slowly or badly on purpose, some turned to violence, and some escaped.

Section 3 Check Your Progress

- (a)** Possible answer: Northern mills needed cotton; southern plantations supplied this cotton; the cotton gin

(b) Northern textile factories need cotton; Whitney invents cotton gin; need for slaves increases; population of cotton-



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.

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-4073

Section 3 Check Your Progress

Comprehension and Critical Thinking

- (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.

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

Writing

- 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.

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.

- producing states triples; support for slavery hardens among southern whites; Nat Turner’s slave revolt.
- (a)** Possible answer: up before dawn, work in fields until dark, work after dark

(b) Possible answer: They may have felt that freedom was worth any risk.
 - Possible answer: Southern planters needed cotton to survive and large labor forces to grow it. Slaves provided that

labor force but suffered terrible conditions and inhumane treatment.

- The cotton gin uses a cylinder with spikes to remove seeds from cotton fibers.
- Slave codes were laws that controlled what enslaved people could and could not do.
- the Bible and the realities of slavery
- Answers will vary but should be in sequence.