

The North's People

1. In the early 1800s, what kind of things did factories produce? (p.391)
2. How many hours a day did the average worker work? (p.392)
3. What kind of conditions and what type of injuries were common? (392)
4. What are trade unions, and why did people join them? (392)
5. What is a strike? (392)
6. What does prejudice mean? (392)
7. What does discrimination mean? (392)
8. What type of discrimination did African-Americans face in the North? (392)
9. How were women discriminated against? (393)
10. As factories grew, what grew with them? (393)
11. What new urban centers grew in the Midwest after 1830? (393)
12. What is immigration? (393)
13. The largest group of immigrants came from what country and why? (393)
14. What kind of work did they do? (394)
15. Where did the second largest group of immigrants come from? (394)
16. Who were the nativists, and what people party did they start? (395)

SECTION 2

The North's People

Guide to Reading

Main Idea

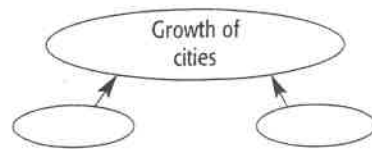
Many cities grew tremendously during this period.

Key Terms

trade union, strike, prejudice, discrimination, famine, nativist

Reading Strategy

Determining Cause and Effect As you read the section, re-create the diagram below and list two reasons for the growth of cities.



Read to Learn

- how working conditions in industries changed.
- how immigration affected American economic, political, and cultural life.

Section Theme

Geography and History Growth of industry and an increase in immigration changed the North.

Preview of Events

1820

1827

Freedom's Journal, first African American newspaper, is published

1830

1833

The General Trades Union of New York is formed

1840

1850

1854

American Party (Know-Nothings) forms

1860

1860

Population of New York City passes 800,000

AN American Story

"At first the hours seemed very long, but I was so interested in learning that I endured it very well; when I went out at night the sound of the mill was in my ears," a Northern mill worker wrote in 1844. The worker compared the noise of the cotton mill to the ceaseless, deafening roar of Niagara Falls. The roar of machinery was only one feature of factory life workers had to adjust to. Industrialization created new challenges for the men, women, and children who worked in the nation's factories.

Northern Factories

Between 1820 and 1860, more and more of America's manufacturing shifted to mills and factories. Machines took over many of the production tasks.

In the early 1800s, in the mills established in Lowell, Massachusetts, the entire production process was brought together under one roof—setting up the factory system. In addition to textiles and clothing, factories now produced such items as shoes, watches, guns, sewing machines, and agricultural machinery.

12-year-old factory worker

Working Conditions

As the factory system developed, working conditions worsened. Factory owners wanted their employees to work longer hours in order to produce more goods. By 1840 factory workers averaged 11.4 hours a day. As the workday grew longer, on-the-job accidents became more and more common.

Factory work involved many dangerous conditions. For example, the long leather belts that connected the machines to the factory's water-powered driveshaft had no protective shields. Workers often suffered injuries such as lost fingers and broken bones from the rapidly spinning belts. Young children working on machines with powerful moving parts were especially at risk.

Workers often labored under unpleasant conditions. In the summer, factories were miserably hot and stifling. The machines gave off heat, and

air-conditioning had not yet been invented. In the winter, workers suffered because most factories had no heating.

Factory owners often showed more concern for profits than for the comfort and safety of their employees. Employers knew they could easily replace an unhappy worker with someone else eager for a job. No laws existed to regulate working conditions or to protect workers.

Attempts to Organize

By the 1830s workers began organizing to improve working conditions. Fearing the growth of the factory system, skilled workers had formed trade unions—organizations of workers with the same trade, or skill. Steadily deteriorating working conditions led unskilled workers to organize as well.

In the mid-1830s skilled workers in New York City staged a series of strikes, refusing to work in order to put pressure on employers. Workers wanted higher wages and to limit their workday to 10 hours. Groups of skilled workers formed the General Trades Union of New York.

In the early 1800s going on strike was illegal. Striking workers could be punished by the law, or they could be fired from their jobs. In 1842 a Massachusetts court ruled that workers did have the right to strike. It would be many years, however, before workers received other legal rights.

History Through Art

Young Man in White Apron by John Mackie Falconer The artist of this painting was known for his watercolors depicting New York City workers such as this African American clerk. **How did prejudice affect the lives of African Americans in the North?**



African American Workers

Slavery had largely disappeared from the North by the 1830s. However, racial prejudice—an unfair opinion not based on facts—and discrimination—unfair treatment of a group—remained in Northern states. For example, in 1821 New York eliminated the requirement that white men had to own property in order to vote—yet few African Americans were allowed to vote. Both Rhode Island and Pennsylvania passed laws prohibiting free African Americans from voting.

Most communities would not allow free African Americans to attend public schools and barred them from public facilities as well. Often African Americans were forced into segregated or separate, schools and hospitals.

A few African Americans rose in the business world. Henry Boyd owned a furniture manufacturing company in Cincinnati, Ohio. In 1827 Samuel Cornish and John B. Russwurm founded *Freedom's Journal*, the first African American newspaper, in New York City. In 1845 Macon B. Allen became the first African American licensed to practice law in the United States. The overwhelming majority of African Americans, however, were extremely poor.

Women Workers

Women had played a major role in the developing mill and factory systems. However, employers discriminated against women, paying them less than male workers. When men began to form unions, they excluded women. Male workers wanted women kept out of the workplace so that more jobs would be available for men.

Some female workers attempted to organize in the 1830s and 1840s. In Massachusetts the Lowell Female Labor Reform Organization, founded by a weaver named **Sarah G. Bagley**, petitioned the state legislature for a 10-hour workday in 1845. Because most of the petition's signers were women, the legislature did not consider the petition.

Most of the early efforts by women to achieve equality and justice in the workplace failed. They paved the way, however, for later movements to correct the injustices against female workers.

Reading Check **Describing** How did conditions for workers change as the factory system developed?

The Rise of Cities

The growth of factories went hand in hand with the growth of Northern cities. People looking for work flocked to the cities, where most of the factories were located. The population of New York City, the nation's largest city, passed 800,000, and Philadelphia, more than 500,000 in 1860.

Between 1820 and 1840, communities that had been small villages became major cities, including St. Louis, Pittsburgh, Cincinnati, and Louisville. All of them profited from their location on the

Fact Fiction Folklore

Growth of Cities

Cities grow along fall lines A "fall line" is the boundary between an upland region and a lower region where rivers and streams move down over rapids or waterfalls to the lower region. Cities sprang up along fall lines for a number of reasons. Boats could not travel beyond the fall line, so travelers and merchants had to transfer their goods to other forms of transportation there. Early manufacturers also took advantage of the falls to power their mills. Fall-line cities include Richmond, Virginia; Trenton, New Jersey; and Augusta, Georgia.

Mississippi River or one of the river's branches. These cities became centers of the growing trade that connected the farmers of the Midwest with the cities of the Northeast. After 1830 the Great Lakes became a center for shipping, creating major new urban centers. These centers included Buffalo, Detroit, Milwaukee, and Chicago.

Immigration

Immigration—the movement of people into a country—to the United States increased dramatically between 1840 and 1860. American manufacturers welcomed the tide of immigrants, many of whom were willing to work for long hours and for low pay.

The largest group of immigrants to the United States at this time traveled across the Atlantic from Ireland. Between 1846 and 1860 more than 1.5 million Irish immigrants arrived in the country, settling mostly in the Northeast.

The Irish migration to the United States was brought on by a terrible potato famine. A famine is an extreme shortage of food. Potatoes were the main part of the Irish diet. When a devastating blight, or disease, destroyed Irish potato crops in the 1840s, starvation struck the country. More than one million people died.

Although most of the immigrants had been farmers in Ireland, they were too poor to buy land in the United States. For this reason many Irish immigrants took low-paying factory jobs in

MORE ABOUT...

Immigration

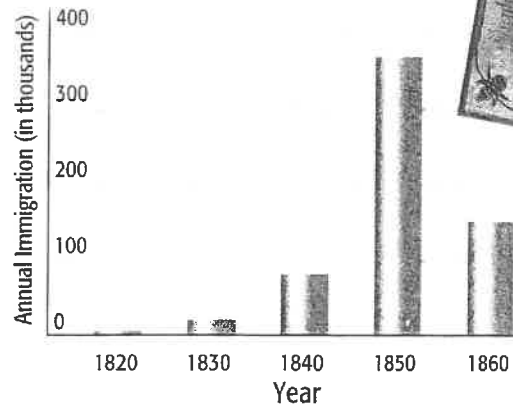
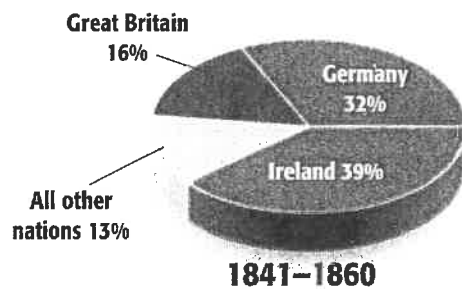
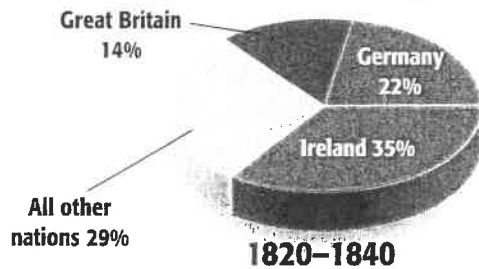
Newcomers came to America from many different countries in the mid-1800s, but the overwhelming majority came from Ireland and Germany.



Annual Immigration, 1820–1860

In Motion

Sources of U.S. Immigration



Graph Skills

Immigration to the United States increased dramatically between 1820 and 1860.

1. **Identifying** Which country provided the most immigrants between 1840 and 1860?
2. **Analyzing information** From the graph, in which years did immigration surpass 100,000?

Northern cities. The men who came from Ireland worked in factories or performed manual labor, such as working on the railroads. The women, who accounted for almost half of the immigrants, became servants and factory workers.

The second-largest group of immigrants in the United States between 1820 and 1860 came from Germany. Some sought work and opportunity. Others had left their homes because of the failure of a democratic revolution in Germany in 1848.

Between 1848 and 1860 more than one million German immigrants—many in family groups—settled in the United States. Many arrived with enough money to buy farms or open their own businesses. They prospered in

many parts of the country, founding their own communities and self-help organizations. Some German immigrants settled in New York and Pennsylvania, but many moved to the Midwest and the western territories.

The Impact of Immigration

The immigrants who came to the United States between 1820 and 1860 changed the character of the country. These people brought their languages, customs, religions, and ways of

with them, some of which filtered into American culture.

Before the early 1800s, the majority of immigrants to America had been either Protestants from Great Britain or Africans brought forcibly to America as slaves. At the time, the country had relatively few Catholics, and most of these lived around Baltimore, New Orleans, and St. Augustine. Most of the Irish immigrants and about one-half of the German immigrants were Roman Catholics.

Many Catholic immigrants settled in cities of the Northeast. The Church gave the newcomers more than a source of spiritual guidance. It also provided a center for the community life of the immigrants.

The German immigrants brought their language as well as their religion. When they settled, they lived in their own communities, founded German-language publications, and established musical societies.

Immigrants Face Prejudice

In the 1830s and 1840s, anti-immigrant feelings rose. Some Americans feared that immigrants were changing the character of the United States too much.

People opposed to immigration were known as nativists because they felt that immigration threatened the future of “native”—American-

born—citizens. Some nativists accused immigrants of taking jobs from “real” Americans and were angry that immigrants would work for lower wages. Others accused the newcomers of bringing crime and disease to American cities. Immigrants who lived in crowded slums served as likely targets of this kind of prejudice.

The Know-Nothing Party

The nativists formed secret anti-Catholic societies, and in the 1850s they joined to form a new political party: the American Party. Because members of nativist groups often answered questions about their organization with the statement “I know nothing,” their party came to be known as the **Know-Nothing Party**.

The Know-Nothings called for stricter citizenship laws—extending the immigrants’ waiting period for citizenship from 5 to 21 years—and wanted to ban foreign-born citizens from holding office.

In the mid-1850s the Know-Nothing movement split into a Northern branch and a Southern branch over the question of slavery. At this time the slavery issue was also dividing the Northern and Southern states of the nation.

Reading Check Identifying What two nations provided the largest number of immigrants to the United States during this era?

SECTION 2 ASSESSMENT

HISTORY
Online

Study Central™ To review this section, go to tarvo11.glencoe.com and click on Study Central™.

Checking for Understanding

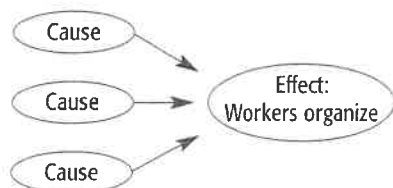
- Key Terms** Use each of these terms in a complete sentence that will help explain its meaning: trade union, strike, prejudice, discrimination, famine, nativist.
- Reviewing Facts** What was the nation’s largest city in 1860?

Reviewing Themes

- Geography and History** How did German and Irish immigrants differ where they settled?

Critical Thinking

- Making Inferences** How do you think nativists would have defined a “real” American?
- Determining Cause and Effect** Re-create the diagram below and list reasons workers formed labor unions.



Analyzing Visuals

- Graph Skills** Study the graphs on page 394. What country provided about 1 of 4 immigrants to the U.S. between 1820 and 1840?

Interdisciplinary Activity

Geographic Patterns Study the graphs on page 394. Create a quiz for your classmates based on the geographic patterns of immigration to the U.S. as shown on the graphs. Trade quizzes with a classmate and answer those questions.

