

The South



California Standards

History–Social Science

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

English–Language Arts

Writing 8.2.1.c Employ narrative and descriptive strategies.

Reading 8.2.2 Analyze text that uses proposition and support patterns.

FOCUS ON WRITING



Biographical Sketch In this chapter you will learn about life in the South during the first half of the nineteenth century. Read the chapter, and then write a two-paragraph biographical sketch about a day in the life of a person living on a large cotton farm in the South. You might choose to write about a wealthy male landowner, his wife, or an enslaved man or woman working on the farm. As you read, think about what life would have been like for the different people who lived and worked on the farm. Take notes about farm life in your notebook.



1793

Eli Whitney invents the cotton gin.



1800



1794 France ends slavery in its colonies.



HOLT

History's Impact

▶ video series

Watch the video to understand the impact of regional economies on national culture.



What You Will Learn...

These enslaved people were photographed on a South Carolina plantation in the year 1861. The issue of slavery would have a serious and dramatic impact on the history of the entire United States. In this chapter you will learn how the South developed an agricultural economy, and how that economy was dependent on the labor of enslaved people.

1808 A congressional ban on importing slaves into the United States takes effect.

1831 Nat Turner's Rebellion leads to fears of further slave revolts in the South.

1848 Joseph R. Anderson becomes the owner of the Tredegar Iron Works, the South's only large iron factory.



1820

1807 Parliament bans the slave trade in the British Empire.

1835 Alexis de Tocqueville publishes *Democracy in America*.

1840

1837 Victoria is crowned queen of Great Britain.



1860

1858 A treaty at Tianjin, China, gives Hong Kong to the United Kingdom.

Reading Social Studies

by Kylene Beers

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes This chapter takes you into the heart of the South from 1800 through the mid-1800s. As you read, you will discover that the South depended on cotton as its **economic** backbone, especially after the invention of the

cotton gin. You will also read about the slave system in the South during this time and about the harsh living conditions slaves endured. As you will see, the South was home to a variety of **societies and cultures**.

Online Research

Focus on Reading Researching history topics on the Web can give you access to valuable information. However, just because the information is on the Web doesn't mean it is automatically valuable!

Evaluating Web Sites Before you use information you find online, you need to evaluate the site it comes from. The checklist below can help you determine if the site is worth your time.

Additional reading support can be found in the  **Interactive Reader and Study Guide**

Evaluating Web Sites

Site: _____ URL: _____ Date of access: _____

Rate each item on this 1–3 scale. Then add up the total score.

	No	Some	Yes
I. Authority			
a. Authors are clearly identified by name.	1	2	3
b. Contact information is provided for authors.	1	2	3
c. Author's qualifications are clearly stated.	1	2	3
d. Site has been updated recently.	1	2	3
II. Content			
a. Site's information is useful to your project.	1	2	3
b. Information is clear and well-organized.	1	2	3
c. Information appears to be at the right level.	1	2	3
d. Links to additional important information are provided.	1	2	3
e. Information can be verified in other sources.	1	2	3
f. Graphics are helpful, not just decorative.	1	2	3
III. Design and Technical Elements			
a. Pages are readable and easy to navigate.	1	2	3
b. Links to other sites work.	1	2	3

Total Score _____

36–28 = very good site

28–20 = average site

below 20 = poor site



ELA Reading 8.2.0 Read and understand grade-level-appropriate material.

Key Terms and People

Chapter 12

Section 1

cotton gin (p. 377)
 planters (p. 378)
 cotton belt (p. 379)
 factors (p. 379)
 Tredegar Iron Works (p. 379)

Section 2

yeomen (p. 384)

Section 3

folktales (p. 389)
 spirituals (p. 389)
 Nat Turner (p. 390)
 Nat Turner's Rebellion (p. 390)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

primary (p. 380)
 aspect (p. 388)

You Try It!

The passage below is from the chapter you are about to read.

Cotton Becomes Profitable

Cotton had been grown in the New World for centuries, but it had not been a very profitable crop. Before cotton could be spun into thread for weaving into cloth, the seeds had to be removed from the cotton fibers.

*From
Chapter 12,
p. 376*

Long-staple cotton, also called black-seed cotton, was fairly easy to process. Workers could pick the seeds from the cotton with relative ease. But long-staple cotton grew well in only a few places in the South. More common was short-staple cotton, also known as green-seed cotton. Removing the seeds from this cotton was difficult and time consuming. A worker could spend an entire day picking the seeds from a single pound of cotton.

After you read the passage, complete the following activity.

Suppose that after reading this passage you decide to do some research on cotton growing. You use a search engine that directs you to a site. At that site, you find the information described below. Using the evaluation criteria listed on the previous page, decide if this is a site you would recommend to others.

- The authors of the site are listed as “Bob and Mack, good friends who enjoy working together.”
- The site was last updated on “the last time we got together.”
- The title of the site is “Cotton Pickin’.” There are few headings.
- This ten-page site includes nine pages about the authors’ childhood on a cotton farm. No illustrations are included.
- Pages are very long; but, they load quickly as there are no graphics. There is one link to a site selling cotton clothing.

As you read Chapter 12, think about what topics would be interesting to research on the Web. If you do some research on the Web, remember to use the evaluation list to analyze the Web site.

Growth of the Cotton Industry

What You Will Learn...

Main Ideas

1. The invention of the cotton gin revived the economy of the South.
2. The cotton gin created a cotton boom in which farmers grew little else.
3. Some people encouraged southerners to focus on other crops and industries.

The Big Idea

The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor.

Key Terms and People

cotton gin, p. 377

planters, p. 378

cotton belt, p. 379

factors, p. 379

Tredegar Iron Works, p. 381



HSS 8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

If YOU were there...

You are a field-worker on a cotton farm in the South in about 1800. Your job is to separate the seeds from the cotton fibers. It is dull, tiring work because the tiny seeds are tangled in the fibers. Sometimes it takes you a whole day just to clean one pound of cotton! Now you hear that someone has invented a machine that can clean cotton 50 times faster than by hand.

How might this machine change your life?

BUILDING BACKGROUND Sectional differences had always existed between different regions of the United States. The revolutionary changes in industry and transportation deepened the differences between North and South. The South remained mainly agricultural. New technology helped the region become the Cotton Kingdom.

Reviving the South's Economy

Before the American Revolution, three crops dominated southern agriculture—tobacco, rice, and indigo. These crops, produced mostly by enslaved African Americans, played a central role in the southern economy and culture.

After the American Revolution, however, prices for tobacco, rice, and indigo dropped. When crop prices fell, the demand for and the price of slaves also went down. In an effort to protect their incomes, many farmers tried, with little success, to grow other crops that needed less labor. Soon, however, cotton would transform the southern economy and greatly increase the demand for slave labor.

Cotton Becomes Profitable

Cotton had been grown in the New World for centuries, but it had not been a very profitable crop. Before cotton could be spun into thread for weaving into cloth, the seeds had to be removed from the cotton fibers.

Cotton Gin

SCIENCE AND TECHNOLOGY

Eli Whitney's cotton gin enabled workers to easily remove seeds from cotton fibers. The result was a dramatic increase in cotton production in the South.

How did the cotton gin remove seeds from cotton fibers?

- 1 The operator turned the crank.
- 2 The crank turned a roller with teeth that stripped the seeds away from the cotton fiber.
- 3 Brushes on a second roller lifted the seedless cotton off the teeth of the first cylinder and dropped it out of the machine.
- 4 A belt connected the rollers so that they would both turn when the crank was turned.



Long-staple cotton, also called black-seed cotton, was fairly easy to process. Workers could pick the seeds from the cotton with relative ease. But long-staple cotton grew well in only a few places in the South. More common was short-staple cotton, which was also known as green-seed cotton. Removing the seeds from this cotton was difficult and time consuming. A worker could spend an entire day picking the seeds from a single pound of short-staple cotton.

By the early 1790s the demand for American cotton began increasing rapidly. For instance, in Great Britain, new textile factories needed raw cotton that could be used for making cloth, and American cotton producers could not keep up with the high demand for their cotton. These producers of cotton needed a machine that could remove the seeds from the cotton more rapidly.

Eli Whitney's Cotton Gin

Northerner Eli Whitney finally patented such a machine in 1793. The year before, Whitney had visited a Georgia plantation owned by Catherine Greene where workers were using a machine to remove seeds from long-staple cotton. This machine did not work well on short-staple cotton, and Greene asked Whitney if he could improve it. By the next spring, Whitney had perfected his design for the **cotton gin**, a machine that removes seeds from short-staple cotton. ("Gin" is short for engine.) The cotton gin used a hand-cranked cylinder with wire teeth to pull cotton fibers from the seeds.

Whitney hoped to keep the design of the gin a secret, but the machine was so useful that his patent was often ignored by other manufacturers. Whitney described how his invention would improve the cotton business.

THE IMPACT TODAY

The same patent law that protected Whitney's invention of the cotton gin protects the rights of inventors today.

“One man will clean ten times as much cotton as he can in any other way before known and also clean it much better than in the usual mode [method]. This machine may be turned by water or with a horse, with the greatest ease, and one man and a horse will do more than fifty men with the old machines.”

—Eli Whitney, quoted in *Eli Whitney and the Birth of American Technology* by Constance McLaughlin Green

Whitney’s gin revolutionized the cotton industry. **Planters**—large-scale farmers who held more than 20 slaves—built cotton gins that could process tons of cotton much faster than hand processing. A healthy crop almost guaranteed financial success because of high demand from the textile industry.

READING CHECK Drawing Conclusions

What effects did the cotton gin have on the southern economy?

The Cotton Boom

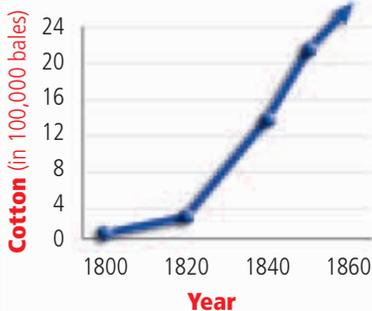
Whitney’s invention of the cotton gin made cotton so profitable that southern farmers abandoned other crops in favor of growing cotton. The removal of Native Americans opened up more land for cotton farmers in the Southeast. Meanwhile, the development of new types of cotton plants helped spread cotton production throughout the South as far west as Texas.

Production increased rapidly—from about 2 million pounds in 1791 to roughly a billion pounds by 1860. As early as 1840, the United States was producing more than half of the cotton grown in the entire world. The economic boom attracted new settlers, built up wealth among wealthy white southerners, and helped keep in place the institution of slavery in the South.

The Cotton Kingdom

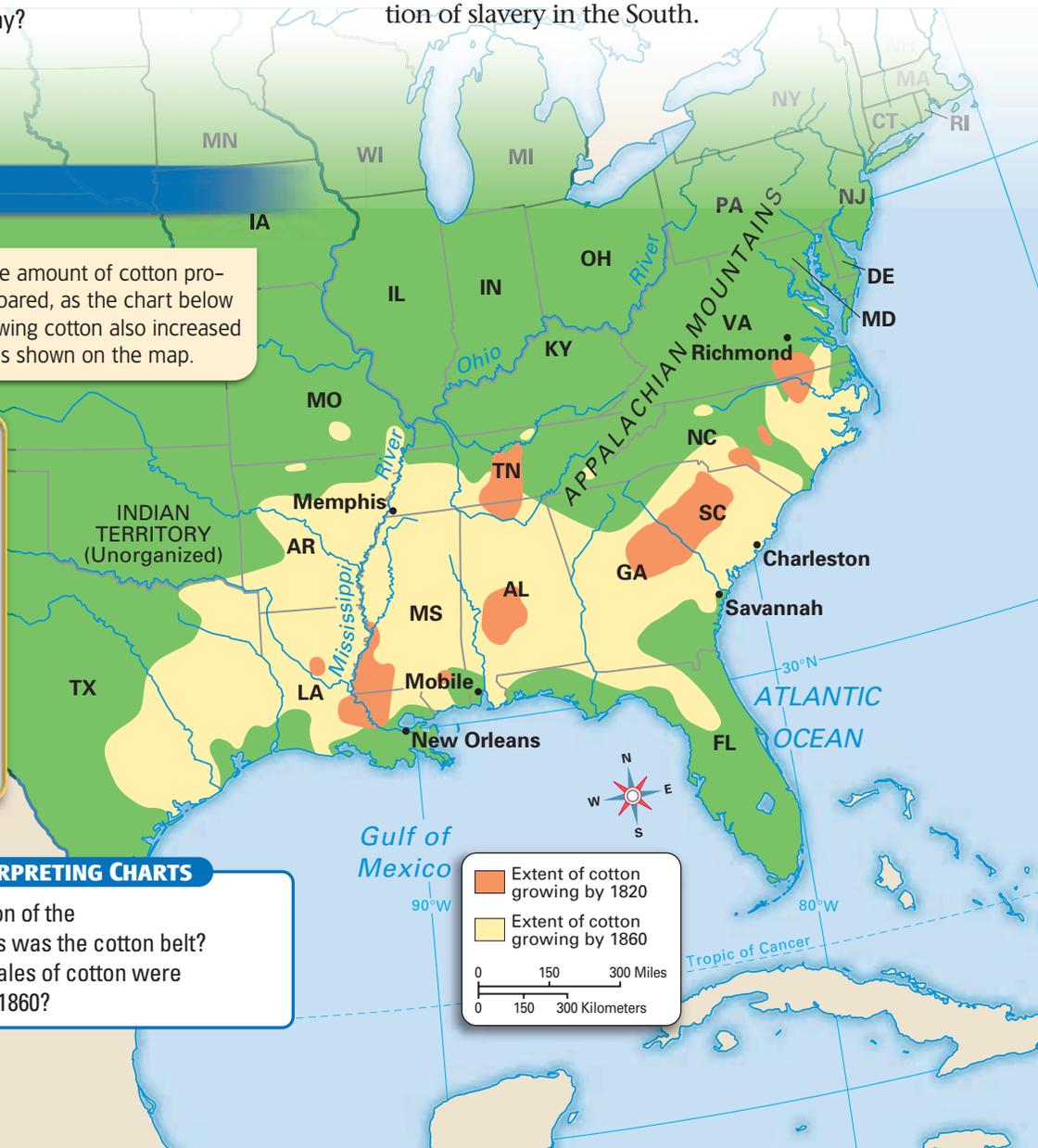
After the invention of the cotton gin, the amount of cotton produced each year in the United States soared, as the chart below shows. The area of land devoted to growing cotton also increased dramatically between 1820 and 1860, as shown on the map.

U.S. Cotton Production, 1800–1860



ANALYSIS SKILL INTERPRETING CHARTS

1. In what region of the United States was the cotton belt?
2. How many bales of cotton were produced in 1860?



Cotton Belt

Cotton had many advantages as a cash crop. It cost little to market. Unlike food staples, harvested cotton could be stored for a long time. Because cotton was lighter than other staple crops, it also cost less to transport long distances.

Farmers eager to profit from growing cotton headed west to find land. Farmers also began to apply scientific methods to improve crop production. Cotton had one disadvantage as a crop—it rapidly used up the nutrients in the soil. After a few years, cotton could make the land useless for growing anything. Some agricultural scientists recommended crop rotation—changing the crop grown on a particular plot of land every few years. Different crops needed different nutrients, so crop rotation would keep the land fertile longer. Other agricultural scientists began to study soil chemistry, in an effort to keep the land rich and productive.

The area of high cotton production became known as the **cotton belt**. As this area grew, farmers continued trying to improve the crop. Agricultural scientists worked at crossbreeding short-staple cotton with other varieties. Soon, new, stronger types of cotton were being grown. This led to expansion of the cotton industry through the 1860s.

The cotton boom involved much more than growing and harvesting cotton. Harvested cotton had to be ginned, pressed into bales, and then shipped to market or to warehouses. Special agents helped do everything from marketing cotton to customers to insuring crops against loss or damage. Factories were built to produce items needed by cotton farmers, such as ropes to bale cotton.

Growing and harvesting cotton required many field hands. Rather than pay wages to free workers, planters began to use more slave labor. Congress had made bringing slaves into the United States illegal in 1808. However, the growing demand for slaves led to an increase in the slave trade within the United States.

Cotton Trade

In an 1858 speech before the U.S. Senate, South Carolina politician James Henry Hammond declared, “Cotton is King!” Without cotton, Hammond claimed, the world economy would fail. He believed that southern cotton was one of the most valuable resources in the world. Southern cotton was used to make cloth in England and the North. Many southerners shared Hammond’s viewpoints about cotton. Southerner David Christy declared, “King cotton is a profound [educated] statesman, and knows what measures will best sustain [protect] his throne.”

The cotton boom made the South a major player in world trade. Great Britain became the South’s most valued foreign trading partner. Southerners also sold tons of cotton to the growing textile industry in the northeastern United States. This increased trade led to the growth of major port cities in the South, including Charleston, South Carolina; Savannah, Georgia; and New Orleans, Louisiana.

In these cities, **crop brokers called factors** managed the cotton trade. Farmers sold their cotton to merchants, who then made deals with the factors. Merchants and factors also arranged loans for farmers who needed to buy supplies. They often advised farmers on how to invest profits. Once farmers got their cotton to the port cities, factors arranged for transportation aboard trading ships.

However, shipping cotton by land to port cities was very difficult in the South. The few major road projects at the time were limited to the Southeast. Most southern farmers had to ship their goods on the region’s rivers. On the Ohio and Mississippi rivers, flatboats and steamboats carried cotton and other products to port. Eventually, hundreds of steamboats traveled up and down the mighty Mississippi River each day.

READING CHECK Identifying Cause and Effect

What effect did the cotton boom have on the slave trade within the United States?

THE IMPACT TODAY

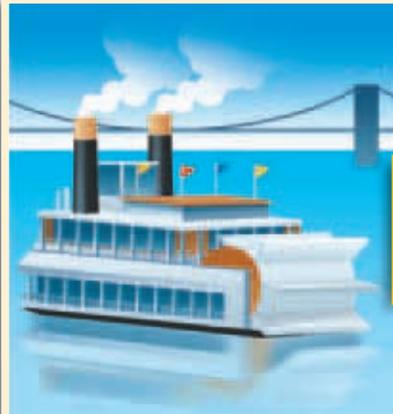
The Port of New Orleans remains a major seaport. It handles about 85 million tons of cargo annually.

The South's Cotton Economy

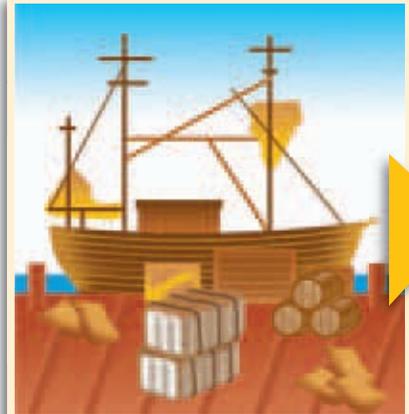
Eli Whitney's cotton gin began the cotton boom. Soon, the Cotton Kingdom stretched across the South. For the cotton planters to succeed, they had to get their cotton to market.



Enslaved African Americans did most of the planting, harvesting, and processing of cotton.



Cotton was shipped on river steamboats to major ports such as Charleston.



From southern ports, sailing ships carried the cotton to distant textile mills.

Other Crops and Industries

Some leaders worried that the South was depending too much on cotton. They wanted southerners to try a variety of cash crops and investments.

ACADEMIC VOCABULARY

primary
main, most important

Food and Cash Crops

One such crop was corn, the **primary** southern food crop. By the late 1830s the top three corn-growing states in the nation were all in the South. The South's other successful food crops included rice, sweet potatoes, wheat, and sugarcane.

Production of tobacco, the South's first major cash crop, was very time consuming because tobacco leaves had to be cured, or dried, before they could be shipped to market. In 1839 a slave discovered a way to improve the drying process by using heat from burning charcoal. This new, faster curing process increased tobacco production.

Partly as a result of the cotton boom, hemp and flax also became major cash crops. Their fibers were used to make rope and sackcloth. Farmers used the rope and sackcloth to bundle cotton into bales.

Industry

Many of the first factories in the South were built to serve farmers' needs by processing crops such as sugarcane. In 1803 the nation's first steam-powered sawmill was built in Donaldsonville, Louisiana. This new technology enabled lumber companies to cut, sort, and clean wood quickly.

In Georgia, entrepreneurs—individuals who organize and manage businesses—had begun investing in cotton mills. In 1840, there were 14 cotton mills; by the mid-1850s, there were more than 50. A few mill owners followed the model established by Francis Cabot Lowell. However, most built small-scale factories on the falls of a river for water power. A few steam-powered mills were built in towns without enough water power.

Southerners such as Hinton Rowan Helper encouraged industrial growth in the South.

“We should . . . keep pace with the progress of the age. We must expand our energies, and acquire habits of enterprise and industry; we should rouse ourselves from the couch of lassitude [laziness] and inure [set] our minds to thought and our bodies to action.”

— Hinton Rowan Helper, *The Impending Crisis of the South: How to Meet It*



A large amount of cotton was sold to textile mills in the northeastern United States.



Textile mills in Great Britain were the largest foreign buyers of southern cotton.

ANALYSIS SKILL

DRAWING CONCLUSIONS

Why do you think cotton was so important to the South's economy?

Joseph R. Anderson followed Helper's advice. In 1848 he became the owner of the **Tredegar Iron Works** in Richmond, Virginia—one of the most productive iron works in the nation. It was the only factory to produce bridge materials, cannons, steam engines, and other products.

Industry, however, remained a small part of the southern economy and primarily supported agrarian interests. Southern industry faced stiff competition from the North and from England, both of which could produce many goods more cheaply. And as long as agricultural profits remained high, southern investors preferred to invest in land.

READING CHECK Making Inferences Why were there fewer industries in the South?

SUMMARY AND PREVIEW You have read about how southern farmers worked to improve farming methods. In the next section you will read about the structure of southern society.

FOCUS ON READING

What kind of Web site would you look for to learn more about the Tredegar Iron Works?

Section 1 Assessment

go.hrw.com
Online Quiz

KEYWORD: SS8 HP12

Reviewing Ideas, Terms, and People

HSS 8.7.1, 8.7.2

- a. Describe** How did the **cotton gin** make processing cotton easier?

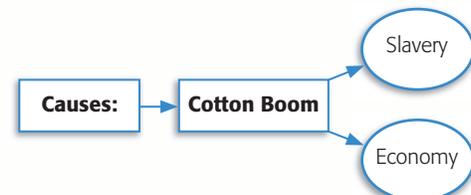
b. Draw Conclusions Why had slavery been on the decline before the invention of the cotton gin? How did slavery change as a result of the cotton gin?
- a. Identify** What areas made up the **cotton belt**?

b. Evaluate Do you think the South should have paid more attention to its industrial growth? Why?
- a. Describe** What other crops and industries were encouraged in the South?

b. Make Inferences Why were some southern leaders worried about the South's reliance on cotton?

Critical Thinking

- Identifying Cause and Effect** Copy the graphic organizer below. Use it to show events that led to the cotton boom and to list the effects of increased cotton production on slavery and the southern economy.



FOCUS ON WRITING

- Noting Life on the Cotton Farm** In your notebook, note how Whitney's gin changed life on the farm. Also note other details about cotton farming you could include in your sketch.

Southern Society

What You Will Learn...

Main Ideas

1. Southern society and culture consisted of four main groups.
2. Free African Americans in the South faced a great deal of discrimination.

The Big Idea

Southern society centered around agriculture.

Key Term

yeomen, p. 384



HSS 8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

If YOU were there...

Your family owns a small farm in Georgia in the 1840s. Sometimes you work in the fields, but more often you tend the vegetable garden and peach orchard. Since you have no close neighbors, you look forward to Sundays. Going to church gives you a chance to socialize with other young people. Sometimes you wonder what it would be like to live in a city like Savannah.

How would life be different if you left the farm for the city?

BUILDING BACKGROUND Although the South had some industry, agriculture was the heart of the southern economy. Cotton was king. As a result, wealthy plantation families were the most prominent social class in southern society. Small farmers, however, made up the largest part of the population.

Southern Society and Culture

Popular fiction often made it seem that all white southerners had many slaves and lived on large plantations. Many fiction writers wrote about wealthy southern families who had frequent, grand parties. The ideal image of the South included hospitality and well-treated slaves on beautiful plantations that almost ran themselves.

This romantic view was far from the reality. During the first half of the 1800s, only about one-third of white southern families had slaves. Fewer families had plantations. Despite their small numbers, these planters had a powerful influence over the South. Many served as political leaders. They led a society made up of many different kinds of people, including yeomen farmers, poor whites, slaves, and free African Americans. Each of these segments of society contributed to the economic success of the South.

Planters

As the wealthiest members of southern society, planters also greatly influenced the economy. Some showed off their wealth by living in beautiful mansions. Many others chose to live more simply. A visitor described wealthy planter Alexander Stephens's estate as "an old wooden house" surrounded by weeds. Some planters saved all of their money to buy more land and slaves.

Male planters were primarily concerned with raising crops and supervising slave laborers. They left the running of the plantation household to their wives. The planter's wife oversaw the raising of the children and supervised the work of all slaves within the household. Slave women typically cooked, cleaned, and helped care for the planter's children. Wives also took on the important

social duties of the family. For example, many southern leaders discussed political issues at the dances and dinners hosted by their wives.

Planters often arranged their children's marriages based on business interests. Lucy Breckinridge, the daughter of a wealthy Virginia planter, was married by arrangement in 1865. Three years earlier, she had described in her journal how she dreaded the very thought of marriage. "A woman's life after she is married, unless there is an immense amount of love, is nothing but suffering and hard work." How Breckinridge's life in her own arranged marriage would have turned out cannot be known. She died of typhoid fever just months after her wedding.

History Close-up

A Southern Plantation

A typical plantation had fields as well as many buildings where different work was done. This picture shows some of the more important buildings that were a part of the plantation system.



Slave Cabins

Slaves lived crowded together in small cabins. Cabins are crude, wooden structures with dirt floors.

Fields

Barn

Warehouse

Smokehouse

Cotton-Ginning Shed

This sizable plantation had several large cotton gins. The vital machines were housed in a shed to protect them from the weather.

Overseer's House

Plantation House

The planter and his family lived in the plantation house. The planter's wife was in charge of running the household.

Stable

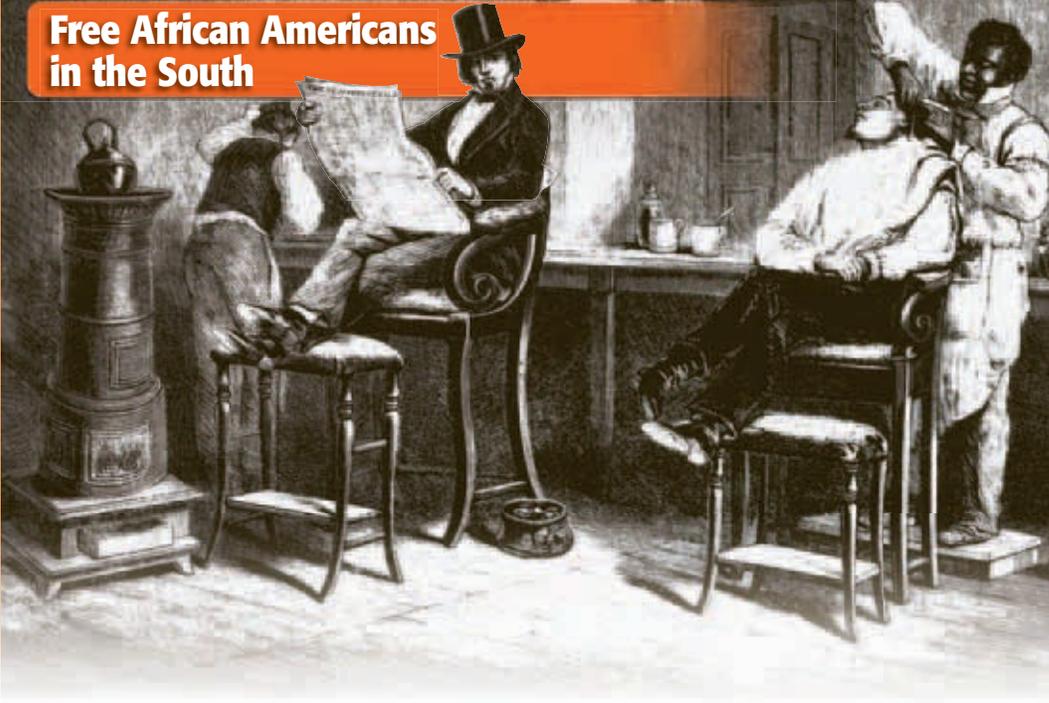
Fields

ANALYSIS SKILL

ANALYZING VISUALS

How can you tell that the owner of this plantation was wealthy?

Free African Americans in the South



Collection of The American Numismatic Society, New York

In 1860 about 1 out of 50 African Americans in the South was free. Many worked in skilled trades, like this barber in Richmond, Virginia. In Charleston, South Carolina, a system of badges was set up to distinguish between free African Americans and slaves.

How would the work of the free African American in this picture be different from that of slaves in the South?

Yeomen and Poor Whites

Most white southerners were **yeomen**, owners of small farms. Yeomen owned few slaves or none at all. The typical farm averaged 100 acres. Yeomen took great pride in their work. In 1849 a young Georgia man wrote, "I desire above all things to be a 'Farmer.' It is the most honest, upright, and sure way of securing all the comforts of life."

Yeoman families, including women and children, typically worked long days at a variety of tasks. Some yeomen held a few slaves, but worked along side them.

The poorest of white southerners lived on land that could not grow cash crops. They survived by hunting, fishing, raising small gardens, and doing odd jobs for money.

Religion and Society

Most white southerners shared similar religious beliefs. Because of the long distances between farms, families often saw their neighbors only at church events, such as revivals or socials. Rural women often played volunteer roles in their churches. Wealthy white southerners thought that their religion justified their position in society and the institution of

slavery. They argued that God created some people, like themselves, to rule others. This belief opposed many northern Christians' belief that God was against slavery.

Urban Life

Many of the largest and most important cities in the South were strung along the Atlantic coast and had begun as shipping centers. Although fewer in number, the southern cities were similar to northern cities. City governments built public water systems and provided well-maintained streets. Public education was available in some places. Wealthy residents occasionally gave large sums of money to charities, such as orphanages and public libraries. Southern urban leaders wanted their cities to appear as modern as possible.

As on plantations, slaves did much of the work in southern cities. Slaves worked as domestic servants, in mills, in shipyards, and at skilled jobs. Many business leaders held slaves or hired them from nearby plantations.

READING CHECK Summarizing What different groups made up southern society?

Free African Americans and Discrimination

Although the vast majority of African Americans in the South were enslaved, more than 250,000 free African Americans lived in the region by 1860. Some were descendants of slaves who were freed after the American Revolution. Others were descendants of refugees from Toussaint L'Ouverture's Haitian Revolution in the late 1790s. Still others were former slaves who had run away, been freed by their slaveholder, or earned enough money to buy their freedom.

Free African Americans lived in both rural and urban areas. Most lived in the countryside and worked as paid laborers on plantations or farms. Free African Americans in cities often worked a variety of jobs, mostly as skilled artisans. Some, like barber William Johnson of Natchez, Mississippi, became quite successful in their businesses. Some free African Americans, especially those in the cities, formed social and economic ties with one another. Churches often served as the center of their social lives.

Free African Americans faced constant discrimination from white southerners. Many

governments passed laws limiting the rights of free African Americans. Most free African Americans could not vote, travel freely, or hold certain jobs. In some places, free African Americans had to have a white person represent them in any business transaction. In others, laws restricted where they were allowed to live or conduct business.

Many white southerners argued that free African Americans did not have the ability to take care of themselves, and they used this belief to justify the institution of slavery. "The status of slavery is the only one for which the African is adapted," wrote one white Mississippian. To many white southerners, the very existence of free African Americans threatened the institution of slavery.

READING CHECK **Finding Main Ideas** What challenges did free African Americans face in the South?

SUMMARY AND PREVIEW Southern society was led by rich planters but included other groups as well. In the next section you will read about life under slavery.

Section 2 Assessment

go.hrw.com
Online Quiz
KEYWORD: SS8 HP12

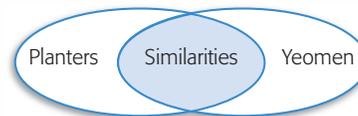
Reviewing Ideas, Terms, and People

HSS 8.7.3, 8.7.4, 8.9.6

- Identify** What was the largest social group in the South? How did its members make a living?
 - Compare** In what ways were southern cities similar to northern cities?
 - Elaborate** Which southern social class do you think had the most difficult life? Why?
- Describe** What jobs were available to free African Americans in the South?
 - Analyze** Why did many white southerners fear free African Americans?
 - Elaborate** Why do you think that discrimination against free African Americans was harsher in the South than in the North?

Critical Thinking

- Comparing and Contrasting** Copy the Venn diagram below. Add to it lines which you will fill in to identify ways in which planters' and yeomen's lives were similar and different.



FOCUS ON WRITING

- Describing the Life of Cotton Farmers** In your notebook, describe the different roles played by male planters and their wives. What challenges would female planters have faced? When would the planters have had a chance to socialize?

The Slave System

What You Will Learn...

Main Ideas

1. Slaves worked at a variety of jobs on plantations.
2. Life under slavery was difficult and dehumanizing.
3. Slave culture centered around family, community, and religion.
4. Slave uprisings led to stricter slave codes in many states.

The Big Idea

The slave system in the South produced harsh living conditions and occasional rebellions.

Key Terms and People

folktales, p. 389

spirituals, p. 389

Nat Turner, p. 390

Nat Turner's Rebellion, p. 390



HSS 8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

If YOU were there...

You are a reporter for a newspaper in Philadelphia in the 1850s. You are writing a series of articles about the slave system in the South. To get background for your stories, you are planning to interview some former slaves who now live in Philadelphia. Some have bought their freedom, while others have successfully escaped from slavery.

What questions will you ask in your interviews?

BUILDING BACKGROUND While most white southern families were not slaveholders, the southern economy depended on the work of slaves. This was true not only on large plantations but also on smaller farms and in the cities. Few chances existed for enslaved African Americans to escape their hard lives.

Slaves and Work

Most enslaved African Americans lived in rural areas where they worked on farms and plantations. Enslaved people on small farms usually did a variety of jobs. On large plantations, most slaves were assigned to specific jobs, and most worked in the fields. Most slaveholders demanded that slaves work as much as possible. Supervisors known as drivers, who were sometimes slaves themselves, made sure that slaves followed orders and carried out punishments.

Working in the Field

Most plantation owners used the gang-labor system. In this system, all field hands worked on the same task at the same time. They usually worked from sunup to sundown. Former slave Harry McMillan had worked on a plantation in South Carolina. He recalled that the field hands usually did not even get a break to eat lunch. "You had to get your victuals [food] standing at your hoe," he remembered.

Men, women, and even children older than about 10 usually did the same tasks. Sickness and poor weather rarely stopped the work. "The times I hated most was picking cotton when the frost was on the bolls [seed pods]," recalled former Louisiana slave Mary Reynolds. "My hands git sore and crack open and bleed."

Working in the Planter's Home

Some slaves worked as butlers, cooks, or nurses in the planter's home. These slaves often had better food, clothing, and shelter than field hands did, but they often worked longer hours. They had to serve the planter's family 24 hours a day.

Working at Skilled Jobs

On larger plantations, some enslaved African Americans worked at skilled jobs, such as blacksmithing or carpentry. Sometimes planters let these slaves sell their services to other people. Often planters collected a portion of what was earned but allowed slaves to keep the rest. In this way, some skilled slaves earned enough money to buy their freedom from their slaveholders. For example, William Ellison earned his freedom in South Carolina by working for wages as a cotton gin maker. For years, he worked late at night and on Sundays. He bought his freedom with the money he earned. Eventually, he was also able to buy the freedom of his wife and daughter.

READING CHECK Summarizing What were some types of work done by enslaved people on plantations?

Life Under Slavery

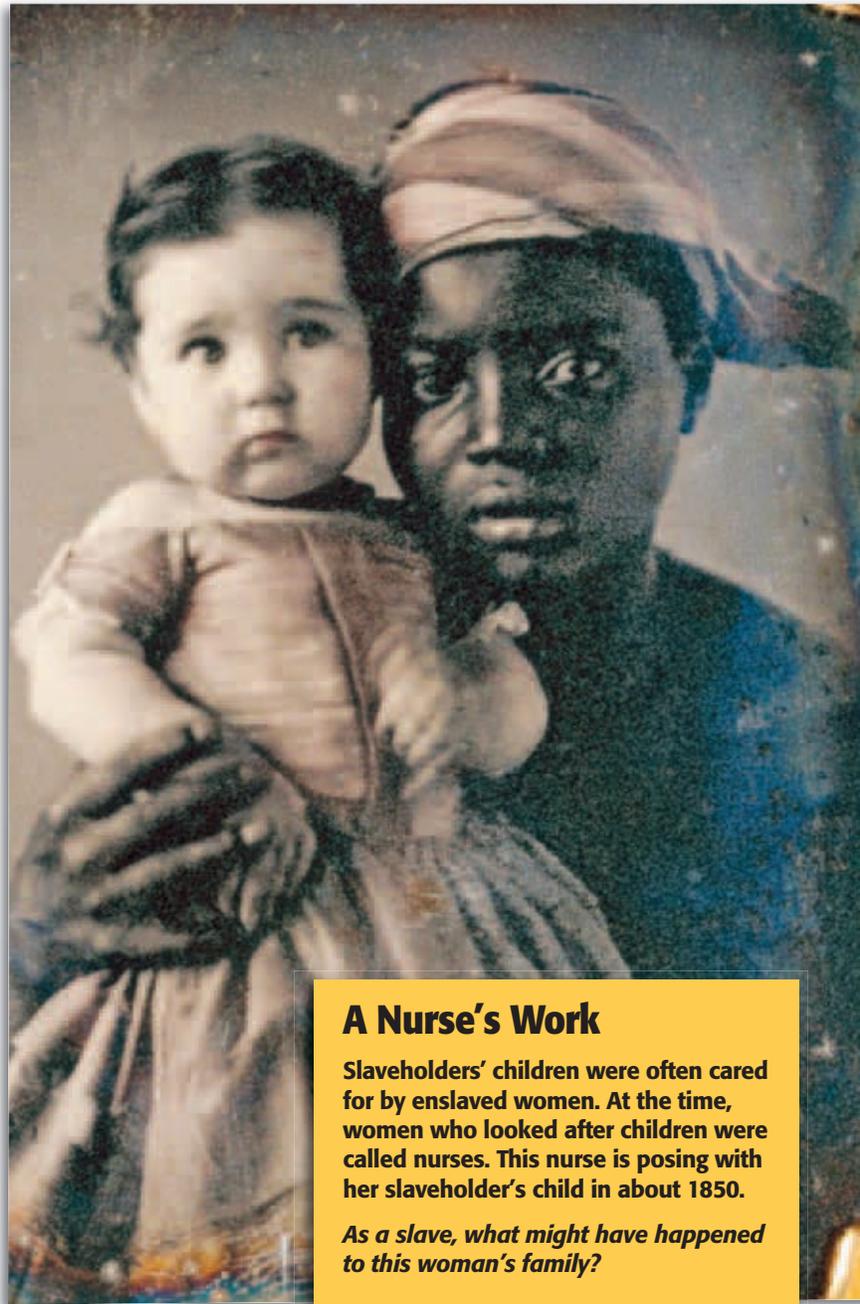
Generally, slaveholders viewed slaves as property, not as people. Slaveholders bought and sold slaves to make a profit. The most common method of sale was at an auction. The auction itself determined whether families would be kept together or separated. Sometimes a buyer wanted a slave to fill a specific job, such as heavy laborer, carpenter, or blacksmith. The buyer might be willing to pay for the slave who could do the work, but not for that slave's family. Families would then be separated with little hope of ever getting back together.

Slave traders sometimes even kidnapped free African Americans and then sold them into slavery. For example, Solomon Northup,

a free African American, was kidnapped in Washington, D.C. He spent 12 years as a slave until he finally proved his identity and gained his release.

Living Conditions

Enslaved people often endured poor living conditions. Planters housed them in dirt-floor cabins with few furnishings and often leaky roofs. The clothing given to them was usually simple and made of cheap, coarse fabric. Some slaves tried to brighten up their



A Nurse's Work

Slaveholders' children were often cared for by enslaved women. At the time, women who looked after children were called nurses. This nurse is posing with her slaveholder's child in about 1850.

As a slave, what might have happened to this woman's family?

clothing by sewing on designs from discarded scraps of material. In this way, they expressed their individuality and personalized the clothing assigned to them by the planters.

Likewise, many slaves did what they could to improve their small food rations. Some planters allowed slaves to keep their own gardens for vegetables, and chickens for eggs. Other slaves were able to add a little variety to their diet by fishing or picking wild berries.

Punishment and Slave Codes

Some planters offered more food or better living conditions to encourage slaves' obedience. However, most slaveholders used punishment instead. Some would punish one slave in front of others as a warning to them all. Harry McMillan recalled some of the punishments he had witnessed.

“The punishments were whipping, putting you in the stocks [wooden frames to lock people in] and making you wear irons and a chain at work. Then they had a collar to put round your neck with two horns, like cows' horns, so that you could not lie down . . . Sometimes they dug a hole like a well with a door on top. This they called a dungeon keeping you in it two or three weeks or a month, or sometimes till you died in there.”

—Harry McMillan, quoted in *Major Problems in the History of the American South, Volume I*, edited by Paul D. Escott and David R. Goldfield

To further control slaves' actions, many states passed strict laws called slave codes. Some laws prohibited slaves from traveling far from their homes. Literacy laws in most southern states prohibited the education of slaves. Alabama, Virginia, and Georgia had laws that allowed the fining and whipping of anyone caught teaching enslaved people to read and write.

READING CHECK Summarizing How did slaveholders control slaves?

A Slave's Daily Life

Typical Daily schedule:

3:00 a.m.	Out of bed, tend animals
6:00 a.m.	Prayers
7:00 a.m.	Start work
12:00 p.m.	Lunch
1:00 p.m.	Return to work
7:00 p.m.	Dinner
8:00 p.m.	Return to work
11:00 p.m.	Lights out

Slave Culture

Many enslaved African Americans found comfort in their community and culture. They made time for social activity, even after exhausting workdays, in order to relieve the hardship of their lives.

Family and Community

Family was the most important aspect of slave communities, and slaves feared separation more than they feared punishment. Josiah Henson never forgot the day that he and his family were auctioned. His mother begged the slaveholder who bought her to buy Josiah, too. The slaveholder refused, and Henson's entire family was separated. "I must have been then between five or six years old," he recalled years later. "I seem to see and hear my poor weeping mother now."

**ACADEMIC
VOCABULARY**
aspect part



Hauling the Whole Week's Pickings by William Henry Brown, The Historic New Orleans Collection



The lives of slaves revolved around the work that was required of them. For many, this meant doing the backbreaking work of harvesting and loading tons of cotton. Most slaves found hope and a short escape from their daily misery in Sunday church services. Others sought to escape permanently and ran away, hoping to reach the freedom of the North. A failed escape attempt, however, could result in a cruel whipping—or worse.

What different aspects of slavery are shown in these pictures?

Enslaved parents kept their heritage alive by passing down family histories as well as African customs and traditions. They also told **folktales**, or stories with a moral, to teach lessons about how to survive under slavery. Folktales often included a clever animal character called a trickster. The trickster—which often represented slaves—defeated a stronger animal by outwitting it. Folktales reassured slaves that they could survive by outsmarting more powerful slaveholders.

Religion

Religion also played an important part in slave culture. By the early 1800s many slaves were Christians. They came to see themselves, like the slaves in the Old Testament, as God's chosen people, much like the Hebrew slaves in ancient Egypt who had faith that they would someday live in freedom.

Some slaves sang **spirituals**, emotional Christian songs that blended African and European music, to express their religious beliefs. For example, “The Heavenly Road” reflected slaves’ belief in their equality in the eyes of God.

“Come, my brother, if you never did pray,
I hope you pray tonight;
For I really believe I am a child of God
As I walk on the heavenly road.”

—Anonymous, quoted in *Afro-American Religious History*,
edited by Milton C. Sernett

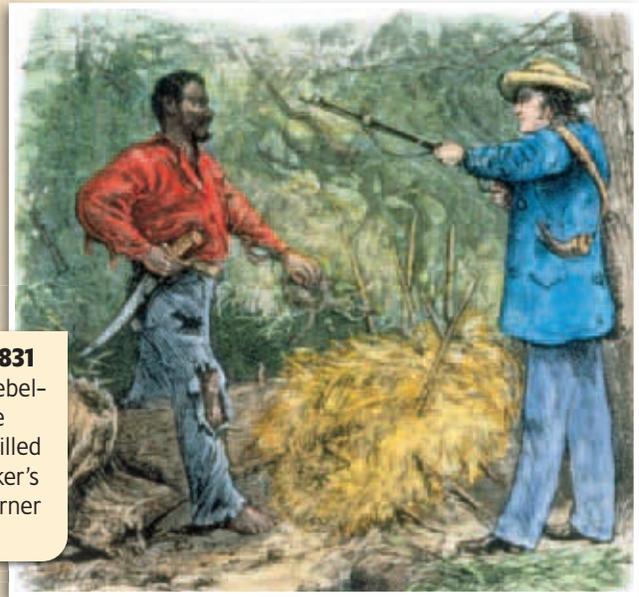
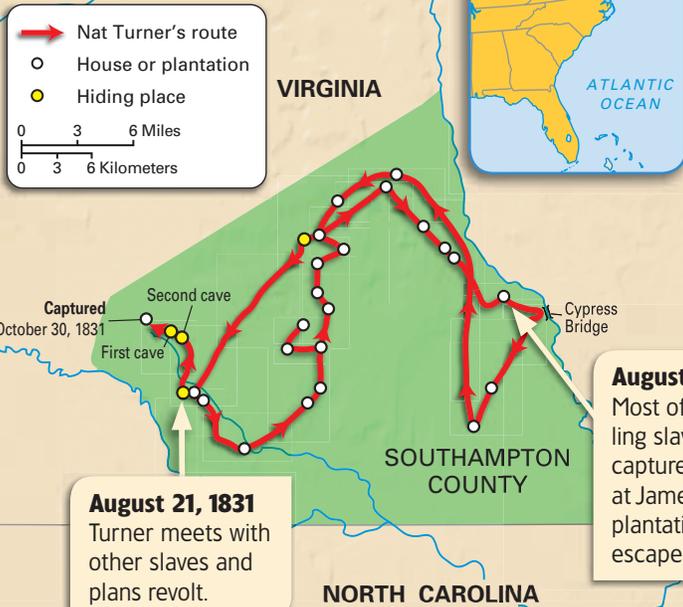
Slaves blended aspects of traditional African religions with those of Christianity. They worshipped in secret, out of sight of slaveholders. Some historians have called slave religion the invisible institution.

THE IMPACT TODAY

The musical influence of these inspirational slave songs can be heard today in gospel music.

Nat Turner's Rebellion

Slave Nat Turner led a revolt against white slaveholders in 1831. This is a map of his route and a depiction of his capture.



ANALYSIS SKILL

ANALYZING VISUALS

Location Where did Nat Turner's Rebellion take place?

Seeds of Rebellion

Maintaining their own religious beliefs and practices was only one way in which enslaved people resisted slaveholders' attempts to control them completely. In small ways, slaves rebelled against the system daily. Sometimes they worked slower to protest long hours in the fields. Other times they ran away for a few days to avoid an angry slaveholder. Some slaves tried to escape permanently, but most left only for short periods, often to go and visit relatives.

Gaining freedom by escaping to the North was hard. If discovered, slaves were captured and sent back to their slaveholders, where they faced certain punishment or death. However, thousands of enslaved people succeeded in escaping.

READING CHECK Summarizing How did slaves' religious beliefs affect their attitudes toward slavery?

Slave Uprisings

Although violent slave revolts were relatively rare, white southerners lived in fear of them. Two planned rebellions were stopped before they began. Gabriel Prosser planned a rebellion near Richmond, Virginia, in 1800. Denmark Vesey planned one in Charleston, South Carolina, in 1822. Authorities executed most of those involved in planning these rebellions. Though Vesey was executed as the leader of the Charleston conspiracy, several accounts written after his death by anti-slavery writers claimed he was a hero.

The most violent slave revolt in the United States occurred in 1831 and is known as **Nat Turner's Rebellion**. Nat Turner, a slave from Southampton County, Virginia, believed that God had told him to end slavery. On an August night in 1831, Turner led a group of slaves in a plan to kill all of the slaveholders and their families in the county. First, they

attacked the family that held Turner as a slave. Soon they had killed about 60 white people in the community.

More than 100 innocent slaves who were not part of Turner's group were killed in an attempt to stop the rebellion. Turner himself led authorities on a chase around the countryside for six weeks. He hid in caves and in the woods before he was caught and brought to trial. Before his trial, Turner made a confession. He expressed his belief that the revolt was justified and worth his death: "I am willing to suffer the fate that awaits me." He was executed on November 11, 1831. After the rebellion, many states strengthened their slave codes. The new codes placed stricter control on the slave population. Despite the resistance of enslaved people, slavery continued to spread.

READING CHECK Finding Main Ideas

What was Nat Turner's Rebellion, and what happened as a result?

SUMMARY AND PREVIEW Several groups of African Americans attempted to end slavery by rebellion. All of the attempts failed. In the next chapter you will read about efforts to reform American society.

Primary Source

LETTER

Nat Turner's Rebellion

In 1831 a white southerner who had escaped the rebellion wrote a letter describing the mood of the area where Nat Turner had killed slaveholders.

"The oldest inhabitants of our county have never experienced such a distressing [terrible] time, as we have had since Sunday night last. The [slaves], about fifteen miles from this place, have massacred from 50 to 75 women and children, and some 8 or 10 men. Every house, room and corner in this place is full of women and children, driven from home, who had to take to the woods, until they could get to this place. We are worn out with fatigue [tiredness]."

—*Richmond Enquirer*, quoted in
The Southampton Slave Revolt of 1831
by Henry I. Tragle

The author believes no one in the county has been through a worse event.

The author says that many people went into hiding when the rebellion began.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What emotions do you think the author of this letter was feeling?

Section 3 Assessment

go.hrw.com
Online Quiz

KEYWORD: SS8 HP12

Reviewing Ideas, Terms, and People

HSS 8.7.2

- a. Identify** What different types of work were done by slaves on plantations?

b. Elaborate Do you think that skilled slaves had advantages over other slaves? Why or why not?
- a. Describe** What were living conditions like for most slaves?

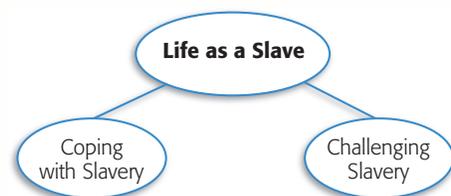
b. Summarize In what different ways did slaveholders encourage obedience from their slaves?
- a. Recall** What was the purpose of **folktales**?

b. Explain How did slaves try to maintain a sense of community?
- a. Describe** What was the outcome of **Nat Turner's Rebellion**?

b. Elaborate What do you think were some reasons why slaves rebelled?

Critical Thinking

- Evaluating** Copy the graphic organizer below. Then add information to describe life under slavery.



FOCUS ON WRITING

- Describing the Life of Slaves** Add notes about the life of slaves to your notebook. What would it have been like to be a slave? How would it have felt to have been separated from your family?

Social Studies Skills

Analysis

Critical Thinking

Participation

Study

Interpreting Graphs

Define the Skill

Graphs are drawings that classify and display data in a clear, visual format. There are three basic types of graphs. *Line graphs* and *bar graphs* plot changes in quantities over time. Bar graphs are also used to compare quantities within a category at a particular time. *Circle graphs*, also called *pie graphs*, have a similar use. The circle represents the whole of something, and the slices show what proportion of the whole is made by each part.

Being able to interpret graphs accurately lets you see and understand relationships more easily than in tables or in written explanations. This is especially true if the information is detailed or the relationships are complicated.

Learn the Skill

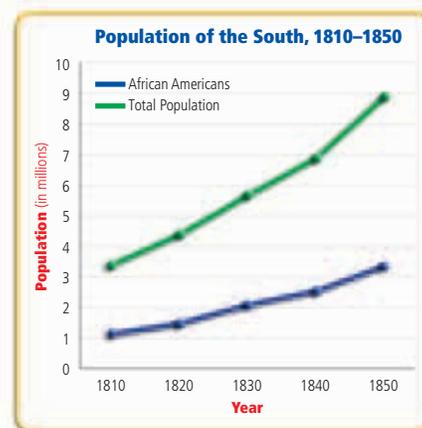
The following guidelines will help you interpret data that is presented as a graph.

- 1 Read the title to identify the subject and purpose of the graph. Note the kind of graph, remembering what each type is designed to indicate. Also note how the graph's subject relates to any printed material that accompanies it.
- 2 Study the graph's parts. Place close attention to the labels that define each axis. Note the units of measure. Identify the categories used. If there are different colors on bars or lines in the graph, determine what those differences mean.
- 3 Analyze the data in the graph. Note any increases or decreases in quantities. Look for trends, changes, and other relationships in the data.

- 4 Apply the information in the graph. Use the results of your analysis to draw conclusions. Ask yourself what generalizations can be made about the trends, changes, or relationships shown in the graph.

Practice the Skill

The graph below is a double-line graph. It shows both changes and relationships over time. This type of graph allows you to see how changes in one thing compare with changes in something else. Apply the guidelines to interpret the graph and answer the questions that follow.

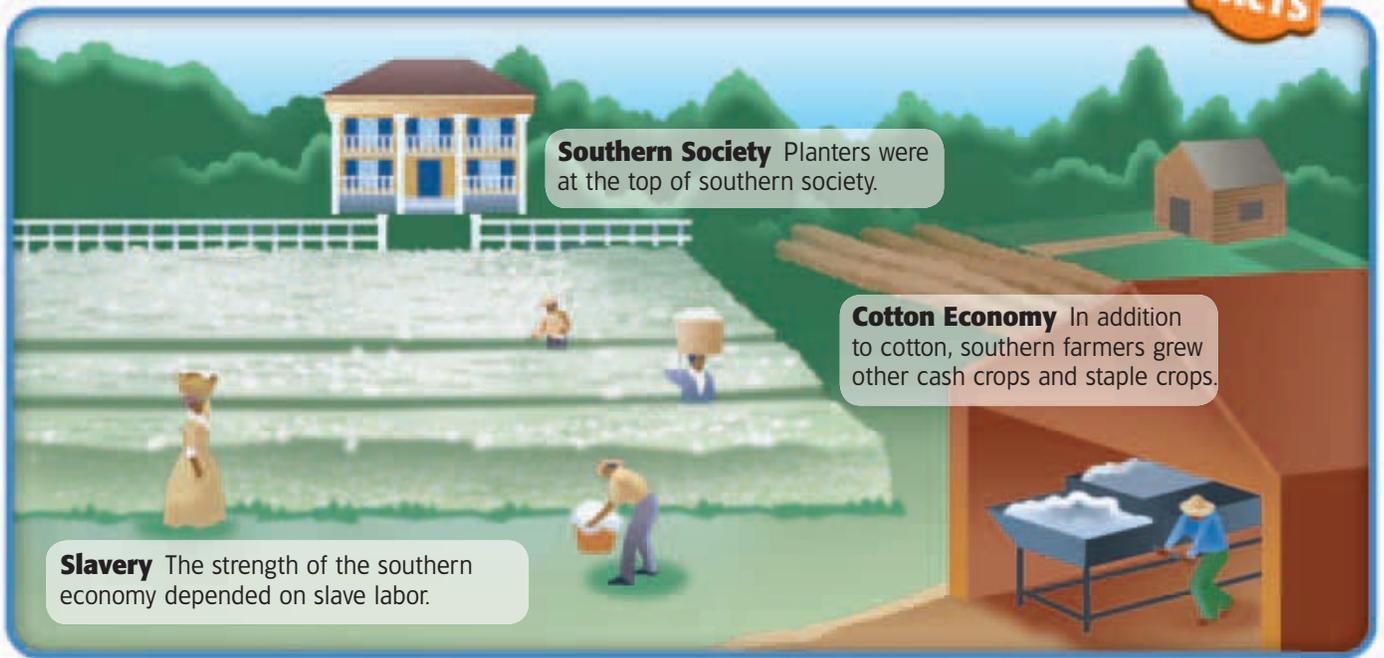


1. What is shown on each axis of this graph? What are the units of measure on each axis?
2. What do each of the lines represent?
3. What was the total population of the South in 1810? in 1850? By how much did the African American population grow during that period?
4. Was the white population or the black population growing faster? Explain how you know.

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS



Southern Society Planters were at the top of southern society.

Cotton Economy In addition to cotton, southern farmers grew other cash crops and staple crops.

Slavery The strength of the southern economy depended on slave labor.

Reviewing Vocabulary, Terms, and People

Match the definition on the left with the correct term on the right.

- | | |
|--|----------------|
| 1. A region of cotton-producing areas that stretched from South Carolina to Texas | a. cotton belt |
| 2. Emotional songs that mixed African and European music and expressed religious beliefs | b. factors |
| 3. Owners of small farms who made up the largest social class in the South | c. planters |
| 4. Crop brokers who often managed the cotton trade in the South | d. spirituals |
| 5. Wealthy farmers and plantation owners | e. yeomen |

Comprehension and Critical Thinking

SECTION 1 (Pages 376–381) HSS 8.7.1, 8.7.2

6. a. **Describe** How did the cotton gin lead to a cotton boom in the South?
 b. **Analyze** What were the positive and negative results of the cotton boom?
 c. **Evaluate** Do you think that the South suffered as a result of its reliance on cotton? Why or why not?

SECTION 2 (Pages 382–385) HSS 8.7.3, 8.7.4, 8.9.6

7. a. **Describe** What three groups made up white southern society?
 b. **Compare and Contrast** In what ways were the lives of free African Americans and white southerners similar and different?
 c. **Predict** What might have been the attitude of yeomen and poor white southerners toward slavery? Why?

SECTION 3 (Pages 386–391) **HSS 8.7.2**

- 8. a. Identify** What are some small ways in which slaves tried to challenge the slave system?
- b. Make Inferences** How did religion and family help slaves cope with their lives?
- c. Predict** What could be some possible results of stricter slave codes in the South?

Reviewing Themes

- 9. Society and Culture** How were the different social classes in the South affected by the cotton boom?
- 10. Economics** How did the cotton boom affect the economy of the South?
- 11. Technology and Innovation** What effects did the cotton gin and scientific agriculture have on life in the South?

Using the Internet

go.hrw.com

KEYWORD: SS8 US12

- 12. Activity: Writing Diary Entries** Enslaved African Americans faced harsh working and living conditions. Many tried to escape the slave system. Enter the activity keyword and research the attempts by enslaved African Americans to reach the North and the people who assisted them. Imagine you were trying to help slaves travel to freedom. Write four entries into a diary. In each entry, describe your experiences. Include thumbnail maps to trace their trip.

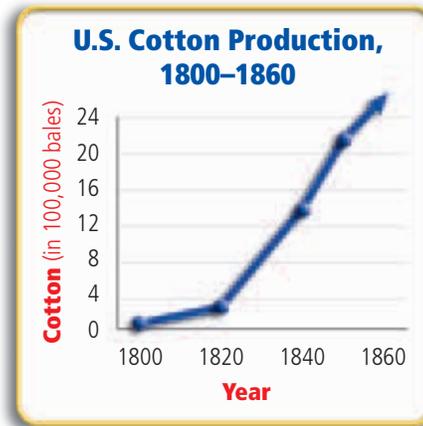
Reading Skills

Evaluating Web-Based Information Use the Reading Skills taught in this chapter to answer the question below.

- 13.** Which of the following would be the best Web site to find information about life in the South before the Civil War?
- a Civil War historian's homepage
 - a collection of autobiographies written by slaves
 - a site with information about how to grow cotton
 - a collection of biographies of inventors

Social Studies Skills

Interpreting Graphs Use the Social Studies Skills taught in this chapter to answer the questions about the graph below.



- 14.** What span of time saw the largest increase in cotton production?
- 1800 to 1820
 - 1820 to 1840
 - 1840 to 1860
 - after 1860
- 15.** About what year did cotton production reach 1.2 million bales per year?
- 1800
 - 1820
 - 1840
 - 1860

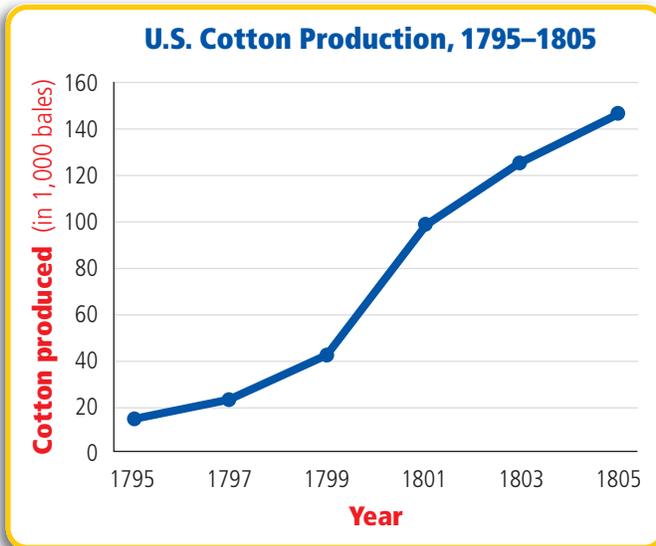
FOCUS ON WRITING

- 16. Writing Your Biographical Sketch** Look over your notes about life on a cotton farm. Then choose an imaginary person to write about. Think about what life would have been like for this person. What might he or she have looked like? How might he or she have spoken? What might a typical day have been like? Once you have answered these questions, write two paragraphs about a day in the life of this person.

Standards Assessment

DIRECTIONS: Read each question and write the letter of the best response.

1



The *main* reason for the changes shown in the graph was

- A the invention and use of the cotton gin.
- B a decline in the number of slaves.
- C the end of the international slave trade.
- D a switch from food crops to cash crops.

2 All of the following helped enslaved African Americans to endure and survive slavery *except*

- A religion.
- B slave codes.
- C spirituals.
- D folktales.

3 Because some southerners feared farmers had become too reliant on cotton, they encouraged farmers to

- A stop using the cotton gin.
- B try growing a variety of cash crops.
- C demand higher tariffs.
- D introduce cotton and slavery to the West.

4 Which statement accurately describes southern society in the mid-1800s?

- A Very few white southerners owned slaves.
- B Few white southerners owned the land they farmed.
- C All African Americans in the South were held in slavery.
- D Most white southerners were small farmers.

5 Free African Americans in the South in the early and mid-1800s

- A had the same rights and freedoms as white southerners.
- B had few rights and freedoms.
- C usually had escaped from slavery.
- D did not exist as a class of people.

Connecting with Past Learning

6 In Grade 7 you learned about the manors that developed in Europe during feudalism. Who in the South in the 1800s would have been most like the head of a manor in the Middle Ages?

- A a factor
- B a yeoman farmer
- C a planter
- D a slaveholder

7 In 73 BC a gladiator named Spartacus led a slave revolt against Rome. His action can be compared to that of which American in the mid-1800s?

- A Alexander Stephens
- B Eli Whitney
- C Nat Turner
- D Frederick Douglass