

North and South

Lesson 2 People of the North

ESSENTIAL QUESTION

How do people adapt to their environment?

GUIDING QUESTIONS

1. *Why did many Americans push for reform in the workplace during this era?*
2. *What challenges did European immigrants face in Northern cities?*

Terms to Know

trade union group of workers with the same trade, or skill

strike a refusal to work in order to force an employer to make changes

prejudice an unfair opinion not based on facts

discrimination unfair treatment

emigrant person who leaves his or her homeland to move elsewhere

famine an extreme shortage of food

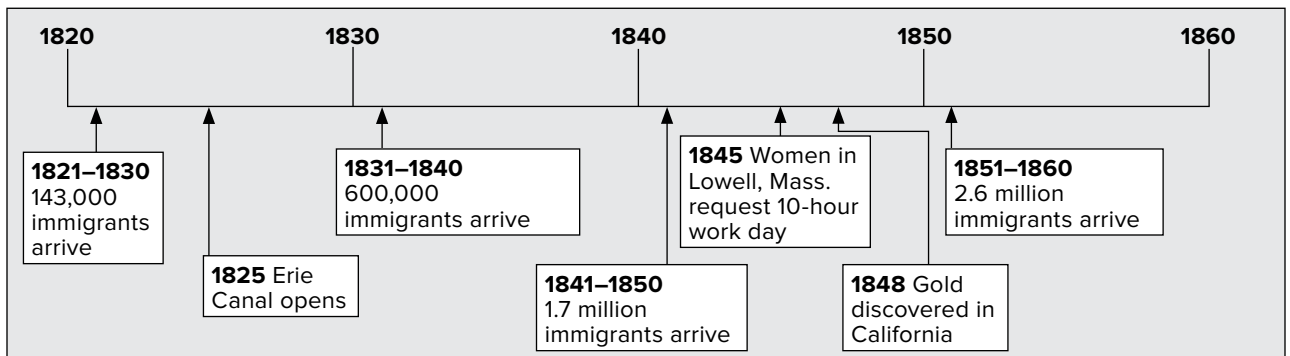
nativist person opposed to immigration

Where in the world?



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When did it happen?



North and South

Lesson 2 People of the North, *Continued*

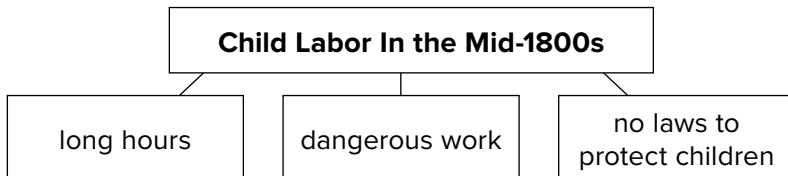
The Factories of the North

By the mid-1800s, more and more things were made by machine. Clothing, shoes, watches, guns, and farming machines were made by machine. Conditions for factory workers were bad. By 1840, the average workday was 11.4 hours. Workers became very tired and more likely to have work accidents. Many factory machines had rapidly moving parts. Workers, especially children, were often hurt by the machines.

Factories had no cooling or heating systems. In the summer, they were very hot. In the winter, workers were often cold.

There were no laws to control working conditions or protect workers. Factory owners often cared more about making money than about employees' comfort and safety.

Children worked in factories. They worked six days a week and 12 hours or more a day. The work was dangerous and hard. Young workers operated machines. They worked underground in coal mines. Reformers called for laws that would make factories have shorter hours and better conditions. It was many years before such laws were passed.



Workers tried to improve their working conditions. They thought that they would have more power to change working conditions if they joined together. By the 1830s, they began forming unions. Skilled workers started **trade unions**. All the workers in these groups had the same trade, or skill.

In New York City, skilled workers wanted higher pay. They wanted to limit their workday to 10 hours. These workers began to hold strikes in the mid-1830s. A **strike** is a refusal to work. The goal is to force employers to make changes. Groups of skilled workers formed the General Trades Union of New York.

Going on strike was against the law in the early 1800s. Workers who went on strike could lose their jobs and be punished for breaking the law. In 1842, a Massachusetts court ruled that workers did have the right to strike. Workers would not get other legal rights for many years.

In the North, slavery was mostly ended by the 1830s. However, racial **prejudice**—an unfair opinion of a group—and



Determining Cause and Effect

1. What were three changes that workers hoped to make by forming trade unions?



Reading Check

2. What kinds of conditions did workers face in factories?



Mark the Text

3. Underline the meaning of *strike*.

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Lesson 2 People of the North, *Continued*



Mark the Text

- 4. Underline the meanings of *prejudice* and *discrimination*.



Explaining

- 5. What change was the Female Labor Reform Organization trying to make?

- 6. How successful were they?

discrimination—unfair treatment of a group—continued. For example, white men in New York could vote even if they did not own property. Few African Americans had the right to vote, however. Rhode Island and Pennsylvania even passed laws to keep them from voting.

Most **communities** in the North did not allow African Americans to go to public schools. African Americans often had to go to lower-quality schools. They had to go to hospitals that were just for them.

A few African Americans did well in business. In 1845, Macon B. Allen became the first African American **licensed**, or given the official right, to practice law in the United States. Most African Americans were poor in the mid-1800s.



Women also faced discrimination. They were paid less than men. Men stopped women from joining unions. Men wanted to keep women out of the workplace.

In the 1830s and 1840s, some female workers tried to organize for better working conditions. Sarah G. Bagley was a weaver from Massachusetts. She started the Lowell Female Labor Reform Organization. In 1845, her group asked the state legislature for a 10-hour workday. Because most of the workers were women, the legislature ignored the request.

The Growth of Cities

Industrialization caused big changes in cities. Factories were usually in cities. Because factories attracted workers, Northern cities became much bigger in the early 1800s. Industrialization caused small Western cities to grow.

Between 1820 and 1840, some Midwestern towns grew into major cities. These towns were located along rivers. St. Louis was one. It is located on the Mississippi River, just south of the Illinois and Missouri rivers. By the mid-1800s, many steamboats stopped at St. Louis. Pittsburgh, Cincinnati, and Louisville also were located on waterways. These cities became centers of trade. They linked farmers in the Midwest with cities in the Northeast.

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Lesson 2 People of the North, *Continued*

Between 1840 and 1860, immigration to the United States increased greatly. Immigration means to enter a new country in order to live there. The greatest number of immigrants came from Ireland. About 1.5 million people came. They left because there was **famine**, or an extreme shortage of food. Over a million people had died in Ireland.

The second-largest group of immigrants came from Germany. Some wanted work and opportunity. Others left to escape political problems.

European immigrants brought their languages, customs, religions, and traditions to the United States.

In the 1830s and 1840s, some Americans were against immigration. These Americans were called **nativists**. They believed that immigrants would make life hard for “native,” or American-born, citizens. They said immigrants would take jobs from “real” Americans. They said immigrants brought crime and disease.

In 1849, nativists formed a new political party. Their members often answered questions about their group by saying, “I know nothing.” That is why they were known as the Know-Nothing Party. The Know-Nothings wanted laws that would make it harder to become a citizen. In 1854 the Know-Nothings became known as the American Party.

////////// Glue Foldable here //////////

Check for Understanding

Give three reasons that many Americans wanted reform in the workplace.

How did Americans feel about immigrants?



Mark the Text

7. Circle what nativists believed.



Reading Check

8. Which two nations did most immigrants come from in the mid-1800s?



9. Place a Venn-diagram Foldable along the dotted line to cover Check for Understanding. Label the anchor tab *Dealing with Difficulties*. Label the left tab *Workers*, the middle tab *Both*, and the right tab *Immigrants*. Write what you remember about difficulties faced by each group and determine what they had in common. Use the Foldable to answer Check for Understanding.