

**American History Curriculum
7th Grade Unit**

***The North and the South in the
1800s***



Compiled by Antonette Noble, 2005

Unit: The North and the South in the 1800s

Overview

In this unit of study students will study economic, social, and political experiences in the United States during the antebellum period. The focus of this unit is to prepare children to understand the multifarious causes that led to the Civil War. This unit will link the economic growth of the North and the South to the shaping of perspectives and experiences in the United States.

Time Frame

Three to four weeks

Guiding Questions

1. Why did the North and the South develop such different but intertwined economies?
2. What types of developments contributed to the growth of manufacturing and agricultural economies?
3. Why were immigrants attracted to the United States during the 1800s?
4. Why was slave labor such an integral part of the United States' economy?
5. How did the nature of the economy promote discrimination and racism?

Content Areas

History:

- The United States in the 1800s
- Important technological advances in the 1800s
- Family life in the Northern cities
- Immigration to the United States
- Emancipation of Northern slaves
- Demographic makeup of the South
- The growth of the Southern identity
- The history of New York City
- The history of the Bronx

Geography:

- Economic production maps
- Changes over time maps
- Environmental resources map
- Development of transportation

Economic:

- Development of the factory system
- Trade: domestic and international
- Raw materials-finished products
- Limited financial resources
- Economic sectors
- Agriculture versus manufacturing
- Inventions

Culture and Society:

- Slavery
- Nativist view: discrimination and racism
- Development of institutionalized racism

Politics and Government:

- Organization of factory workers
- Abolitionist movement: Freedom versus slavery
- Expanding/restricting rights

Assessments

Note-taking:

Students will be assessed on note-taking skills during independent reading, read-aloud, shared-readings, videos, and teacher lectures.

Quizzes:

Students will be regularly assessed on their understanding of the relevant content areas addressed in class and for homework.

Student Presentations/Culminating Projects:

Students will present information comparing and contrasting the North and the South in a Venn diagram. Students will present graphic information demonstrating the relationship between the growth of cotton production and the growth of slavery. Students will present posters about different historical landmarks in the Bronx.

Writing Research Project:

Students will be responsible for researching and writing up a report on how the changing economy of the United States affected perspectives and experiences in the North and the South. The students are going to write (inferentially) how the natures of the Northern and Southern economies laid the foundation for the conflict that led to the Civil War.

Resources

Books- Nonfiction:

- *Voices From Slavery: 100 Authentic Slave Narratives*
Yetman, Norman R.
- *American Slavery: 1619-1877*
Kolchin, Peter
- *From Slavery to Freedom: A History of African-Americans*
Franklin, John Hope
- *Everyday Life in the 1800s: A Guide for Writers, Students and Historians.*
McCutcheon, Mary
- *Coming to America: A History of Immigration and Ethnicity in American Life*
Daniels, Roger
- *History of Us* series
Hakim, Joy
- *The American Nation*
Davidson, James and Stoff, Michael.

Books- Historical Fiction:

- *Uncle Tom's Cabin*
Stowe, Harriet Beecher
- *The Slave Dancer*
Fox, Paula
- *So Far From Home: The Diary of Mary Driscoll, an Irish Mill Girl, Lowell, Massachusetts, 1847 (Dear America)*
Denenberg, Mary
- *A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, 1859 (Dear America)*
McKissack, Patricia C.

Films:

- *Africans in America*
Director: Susan Bellows, Noland Walker
Rating: NR
- *Great Trains of America: Eastern Railroad*
Director:
Rating: NR
- *Out of Ireland: The Story of Irish Immigration to America*
Director: Paul Wagner
Rating: NR
- *Underground Railroad (History Channel)*
Rating: NR

Fieldwork:**Museum of the City of New York**

The Museum of the City of New York offers programs and educational opportunities for a variety of audiences including school and group visits, concerts, lectures, book talks, walking tours, and family programs. For information on education programs, call 212-534-1672 x 3390.

<http://mcny.org/Education/Programs1.htm>

South Street Seaport Museum

Museum education programs take place throughout the historic district and piers, on sailing and stationary ships, in galleries and at off-site archaeology center, New York Unearthed.

<http://www.southstseaport.org/education/program.shtm>

Bronx County Historical Society

The Bronx County Historical Society invites teachers and students to participate in its stimulating education program. Activities are planned to complement and enhance classroom work by introducing students to the history of the Bronx.

<http://www.bronxhistoricalsociety.org/index17.html>

New York City Department of Parks and Recreation

Parks offers hundreds of programs for children including educational programs and environmental programs.

http://www.nycgovparks.org/sub_things_to_do/programs.html

Primary Documents:

- Painting of South Street Seaport
- Pictures of the Bronx River
- Slave Narratives
- Illustrations of the Slave Trade
- Slaves for Sale Advertisements
- Lowell Factory Descriptions

Recommended Lesson Aims

1. What made up the Northern economy in the early 1800s?
2. What made up the Southern economy in the 1800s?
3. What role did new inventions play in the United States during the early 1800s?
4. What were the experiences of Northern factory workers?
5. What were the experiences of African-Americans and immigrants in the North?
6. What was the demographic makeup of the South?
7. What were the experiences of Southern African-Americans?
8. What was the relationship between the growth of cotton production and the growth of slavery in the South?
9. How did New York City contribute to the economy of the United States?
10. How did Bronx County contribute to the economy of the United States?
11. What were the major differences and similarities between the North and the South in the 1800s?

Sample Lessons

1. Northern Experiences: Factory Workers pg 9
2. Northern Experiences: African-Americans and Immigrants pg 10
3. Southern Experiences pg 12
4. New York's Economic Role pg 13
5. The Bronx's Economic Role pg 14

Lesson 1

Learning Objective: Students will examine real-life experiences of factory workers in the North during the 1800s.

Aim: What were the experiences of Northern factory workers?

Do Now: What types of inventions did the North benefit from in the 1800s?

Standards: SS 1, SS4, SS5

Mini Lesson: Remind students that the North developed many factories during the 1800s. Review important vocabulary terms such as capitalist and Industrial Revolution. Inform the students that they are going to learn about the lives of factory workers in the north by examining primary and secondary sources. Inform the students that at the end of this lesson they will compose a letter in the voice of a factory worker.

Individual Work: Students will read pages 413-414 in *The American Nation*. They are to take notes on the working conditions of most Northern factories.

Group Work: Students will examine a primary source taken from <http://www.kentlaw.edu/ilhs/lowell.html> describing the conditions inside a Lowell factory in 1848. The account is written by a visitor. The students should read the highlighted sections, and then compose a group letter of complaint in the voice of an imaginary factory worker. They should use both readings for contextual information.

Lesson 2

Learning Objective: Students will create a draft of an abolitionist newspaper that shows the experiences of African-Americans in the North during the 1800s. Students will create a poster advertisement for Irish immigrants.

Aim: What were the experiences of African-Americans and immigrants in the North?

Do Now: How did factory workers achieve change in their working conditions?

Standards: SS1, SS2, SS4, SS5

Mini Lesson: Inform students that factory workers weren't the only group of people who experienced hardships in the North. African-Americans and immigrants faced hardships that some tried to overcome by speaking out against them. Support this by reading aloud from a letter written by Frederick Douglass to William Lloyd Garrison on September 16th 1845. This letter is taken from

http://www.gwindor.com/frederickdouglass/prenorthstar/45_09_16_ltr_garrison.html.

Tell students that these gentlemen were abolitionists living in the North and that, at the time, Frederick Douglass was visiting Ireland. Try to build a discussion around the last paragraph of the letter. Bring attention to it by asking the children to infer on the types of experiences Douglass probably had in the North.

Day 1

Individual Work: Students should read page 417 in The American Nation.

Group Work: Give students the handout entitled "In Pursuit of Freedom: African Americans in Brooklyn and the Emancipation Proclamation (Brooklyn Historical Society). Using the information within, they will design a rough draft of a front page

newspaper that informs the public on the experiences of African-Americans. Students should be provided with a model newspaper front-page. It should have a title, and each student should write a short paragraph on one of the following: Important News, Opportunities for African-Americans, Injustices faced by African-Americans and Accomplishments of African-Americans.

Day 2

Mini Lesson: Review what was learned in the previous lesson. Inform students that they will now be learning about the conditions faced by Irish immigrants to the United States. Keeping in tune with the letter read the day before, read aloud from another letter written by Frederick Douglass to William Lloyd Garrison discussing the living conditions in Ireland. This letter is taken from <http://www.yale.edu/glc/archive/1095.htm>.

Individual Work: Students will read pages 415-416 in *The American Nation*. Why did immigrants leave their native lands? What do you think they expected in their new homeland? What types of conditions did they face? How could these conditions be reformed?

Group Work: Students are going to design a poster that calls for better treatment of Irish immigrants. The posters should be a combination of print, pictures and artwork. Students should focus on issues brought up in the reading.

Lesson 3

Learning Objective: Students will analyze an historical piece of literature.

Aim: How did *Uncle Tom's Cabin* portray the lives of African-Americans in the South?

Do Now: How were African-Americans treated in the North?

Standards: SS1, SS4

Mini Lesson: Students have already learned about the dependency that the South developed on slaves. They also have already learned about the efforts of abolitionists to get rid of this form of labor. Inform the students that they are going to read excerpts from a novel written by Harriet Beecher Stowe which attempted to show what life was like for slaves. Read aloud from page 466 in *The American Nation*. This gives a brief overview of the novel and its impact.

Individual Work: Students should read chapter 3 of *Uncle Tom's Cabin*. They should then answer the following questions:

- What is Eliza's duty as a slave?
- Why is George so angry?
- How does George's master treat him?
- What happened to Carlo?
- According to page 63, are slaves protected under federal laws?
- What is your reaction to this reading?

Whole Group Share

Lesson 4

Learning Objective: Students will examine a photograph.

Aim: How did New York City contribute to the economy?

Do Now: What were some of the different economic sectors in the North?

Standards: SS1, SS2, SS4

Mini Lesson: Review the students' answers to the do now question. At this point, the children should realize that the North was diverse when it came to finding ways to make money. Ask children to think about their city and try to picture what it must have looked like in the 1800s. Ask them to infer on what type of businesses would have existed back then. Make a list of their responses. Read aloud from *The New York City Story: Then and Now* by Gloria Sesso and Chris Welles Feder. Read the section entitled New York's Port at South Street on page 95. Give the students some present day background on the Seaport, and tell them that they are going to examine a photograph of the seaport in the 1800s.

Group Work: Distribute the photographs published by the Museum of the City of New York. This photograph is a drawing of a typical day at the Seaport. Students will do the following:

- Identify the different groups in the picture, i.e. African-Americans
- Identify the different types of transactions taking place
- Identify the sectors based on the shop windows
- Explain the importance of the waterfront in the photograph

Whole Class Share: How did New York City contribute to the economy of the United States based on the photograph viewed?