CHAPTER TWELVE
INDUSTRY AND THE NORTH, 1790s–1840s

CHAPTER OVERVIEW
This chapter covers the way in which the North was affected by commercialization and industrialization. Instead of a society of yeomen, the North became an urbanized society of workers. In coping with the changes, the urban citizens developed certain values and attitudes that made the North markedly different from the South.

CHAPTER OBJECTIVES
After reading the chapter and applying the study methods recommended, students should be able to:

1. Use the Lowell, Massachusetts, mill women to illustrate the development of a community of workers.
2. Compare the preindustrial ways of working to the changes brought on by the Industrial Revolution.
3. Trace the beginning of the Industrial Revolution in America.
4. Outline the transition from an artisan to a worker.
5. Explain the changes in the social order due to the Industrial Revolution.
6. Describe the changes in values and attitude in people as they experienced the Industrial Revolution.
7. Discuss how evangelical religion, sentimentalism and transcendentalism helped the new Middle Class adjust to change.
8. Making Connections: Discuss how the North and South developed different types of regional cultures due to the changes in their economic systems.

CRITICAL THINKING/READING SKILLS
AMERICAN COMMUNITIES: Women Factory Workers Form a Community of Lowell, Massachusetts. What societal change does the Lowell Community epitomize? How did this occur in the nation in general and in Lowell in particular? In what way was Lowell unique? Why did young women come to Lowell? What was the Market Revolution? To what things did workers find it hard to adjust?

PREINDUSTRIAL WAYS OF WORKING: What were the traditional preindustrial ways of working on the farm and in the city? Where did 97 percent of Americans live in 1800?

Rural Life: The Springer Family: How does the Springer family illustrate the impact of commercial change on farm families? What changes had occurred in slavery in the North and in Delaware in particular? What were the roles of family members? How did they interact with the larger community?
The Family Labor System: What were the characteristics of the traditional family labor system? Which ones disappeared first? How were home and work regarded?

Urban Artisans and Workers: How did a boy go from apprentice to artisan? What was the pace of work? What niche did women have in the occupational structure?

Patriarchy in Family, Work and Society: What was patriarchy and how did it dominate family, work, and society? What were the roles for women in this system? How was an urban household organized?

The Social Order: What was the accepted social order? How did some individuals begin to upset it? What economic conditions enabled them to do this?

THE MARKET REVOLUTION: What was the Market Revolution? What effects did it have? How did it develop?

The Accumulation of Capital: How was capital raised in the early period of the Industrial Revolution? What was the nature of the business community in the 1790s in the North? How did the difficulties leading up to the War of 1812 encourage some merchants to change tactics and what did they do? What were the statistics of trade from 1790-1807? What is the significance of cotton to capital?

The Putting-Out System: What was the putting-out system and how was it a departure from preindustrial manufacturing? How did the Lynn, Massachusetts shoe trade illustrate this? To what other crafts was this applied? In what ways did this affect the family? What were the longer-term consequences of industrial capitalism? What did this putting-out system share with the older master apprentice system?

British Technology and American Industrialization: What type of inventions revolutionized industry in England and how were they transferred to American industry? What was the factory system like and how did it transfer to America? What advantageous conditions for industrialization existed in New England?

Slater’s Mill: What was Slater’s mill and its significance to the beginning of American industrialization? What British practices did Slater continue? Why did New Englanders clamor for a tariff?

The Lowell Mills: Who was Francis Lowell and what was his significance to early American industrialization?

Family Mills: What was the nature of the family mill system? What percentage distribution was found in the work force? How was the family mill similar to farming? What problems were there between family mills and the surrounding community? What new social distinctions developed? How mobile were early workers?

“The American System of Manufactures”: What was the American system of manufactures and what was the result? What was the role of Eli Whitney, Simeon North, and John Hall? What products was the system extended to? What connection did this have to changes in values and attitudes?

Other Factories: What other factories developed? Where were they located? What happened in Cincinnati? How did they combine old and new techniques?

Sentimentalism: What was the essence of sentimentalism? How did the sentimental novel provide a guide for middle class women? What were the subjects of women’s novels? What transformation took place with sentimentalism?

Transcendentalism and Self-Reliance: What was the essence of transcendentalism? Why did it appeal to the middle class? Who was Ralph Waldo Emerson and what significant
ideas did he present? What were the ideas of Thoreau and Fuller? What three things helped the new middle class forge new values and beliefs?

CONCLUSION: What was the spirit of the age and what encouraged that view? What was the role of the cities in this new age? What changes occurred?

KEY TERMS/VOCABULARY
Identify the following terms:

1. Lowell, Massachusetts
2. “turnout”
3. barter system
4. community network
5. family labor system
6. “just price”
7. apprenticeship
8. journeyman
9. master status
10. domestic skills
11. patriarchal
12. social order
13. Duncan Phyfe
14. Stephen Allen
15. Robert Morris
16. craftsmen
17. American Fur Co.
18. Moses Brown
19. Stephen Gibrard
20. Francis Cabot Lowell
21. Putting-out system
22. “ten footers”
23. Micajah Pratt
24. “manufactory”
25. Samuel Slater
26. doffing
27. interchangeable parts
28. American System of Manufactures
29. Eli Whitney
30. Simeon North
31. John Hall
32. Harpers Ferry
33. Springfield
34. Samuel Colt
35. mass production
36. Isaac Singer
37. Cincinnati
38. steamboat
39. child labor
40. “wage slaves”
41. mechanization
42. working class amusements
43. cash economy
44. turnouts
45. New England Female Labor Reform Association
46. “lighting up”
47. ten hour a day law
48. Alexis de Tocqueville
49. Boston Brahmins
50. “middling sort”
51. Charles Finney
52. A Voice to the Married
53. Ladies’ Magazine
54. Godey’s Lady’s Book
55. Catherine Beecher
56. mother’s role
57. sentimentalism
58. Susan Warner
59. Transcendentalism
60. Ralph Waldo Emerson
61. Henry David Thoreau
62. Margaret Fuller

STUDY SKILLS ACTIVITIES

1. Making Connections: Role-playing. Assign students to play the roles of a Boston Brahmin and a Natchez Nabob who are debating one another. Allot ten minutes for students to prepare a three-minute skit that quickly gives the views and arguments of a Brahmin and a Nabob. Have students view the painting of the Boston Brahmins in Chapter Twelve and have this as the setting of the skit.

2. Analysis: In Lecture Suggestion Number Three, the New Social Order is discussed. One method to aid in the discussion is to draw on the board or make a transparency of the chart on p. 181. Have students read the tables Wealth in Boston and Wealth in New York to facilitate student understanding of the social order.

3. Cooperative Learning: After reading from the Documents Set, Employers Advertise for Help Wanted in the 1820s, divide students into random groups. Require each group to compose three advertisements for employment. Use an 8 1/2” x 11” paper. Students may decorate their advertisements. Place advertisements in the room to be judged by students for accuracy and creativity.
4. Compare and Contrast: Have students compare and contrast the Second Great Awakening discussed in Chapter Ten and Charles Finney’s Revivals. How were they similar and different?

5. Role of Women: After reading Chapter Twelve have students review the maps, graphs and charts. Require students to read from the Documents Set, A Young Woman Writes of the Evils of Factory Life in 1845, A Woman Worker Writes Home to Her Father in 1845, and A New England Woman Describes the Responsibilities of American Women in 1847. Have students describe the different occupations available to women. What options did a young woman have in the 1840s in the United States?

6. Writing Skills: Use the essay prompt at the end of Chapter Twelve. Remind students to READ THE QUESTION several times before attempting to answer the question. NOTE TO TEACHERS: Here again, after the introduction and thesis statement, it would be wise for a student to construct a clear definition that describes the market revolution. Only after that definition can the student then suggest how that event impacted the three areas: status of labor, class structure, and family life. Remind the student that although they are describing American life, they must also analyze the status of labor or class structure and/or family life. They must evaluate relationships between causes and effects. How did the market revolution result in a specific change? Again, avoid expressing opinions—keep well grounded in outside facts and facts from the documents as the proof of your position.

7. FREE RESPONSE essays might include:
   a. Trace the development of the early labor movements.
   b. Evaluate the statement: The lives and status of Northern middle-class women changed from the American Revolution to the mid-nineteenth century.
What was the major change of preindustrial and postindustrial society?
MAP SKILLS/Critical Viewing Activities

1. Lowell, Massachusetts, 1832
   a. Why are the mills located on the river?
   b. Who lived in the nearby boardinghouses?
   c. Which mills are located on the Concord River?
   d. Who lived in the row houses?
   e. Why do you think the company agent lived away from the mills?

2. The Growth of Cotton Textile Manufacturing, 1810–1840
   a. Which section of the country led in textile manufacturing?
   b. How did the proportion of wage laborers change from 1800 to 1860?
   c. How widespread were cotton mills according to the map?

3. Occupations of Women Wage Earners in Massachusetts, 1837
   a. What was the occupation of the majority of women wage earners?
   b. What was a new occupation for women in 1837?

4. In Chapter Twelve locate the photograph by Matthew Brady of the Gallaudet family. Compare the photograph to the painting titled The Happy Home, also located in Chapter Twelve. What do the painting and the photograph reveal about the middle-class family? Who is in the center of each work of art? What other observations can you make?

5. Enrichment Activity: The photograph by Matthew Brady is a portrait of the Edward Miner Gallaudet family. Research the contribution of the Gallaudet family to the education of the deaf.

6. Enrichment Activity: Locate the photograph and illustration of the first gun with interchangeable parts. Investigate the significance of this advancement on gun manufacturing and its application to other inventions.

Reading Quiz

Multiple Choice

1. One difference between North and South can be seen in Delaware in 1861 in that while it was a slave state, it only had this percentage of slaves:
   a. two  
   b. four  
   c. five  
   d. seven

2. A traditional farming community like that of the Springers was
   a. not susceptible to commercial agriculture.
   b. based on barter and mutual obligation.
   c. not very typical of the population in 1800.
   d. based on an artisan system

3. Which one of the following was the LEAST likely paid job for a woman to hold in the preindustrial world?
   a. domestic service  
   b. sewing  
   c. running a boardinghouse  
   d. teaching

4. John Jacob Astor was an example of someone who was able to accumulate capital in the changing economy. He made his first fortune in furs and his second one in
   a. real estate.  
   b. textile mills.  
   c. rifle manufacturing.  
   d. iron mills.
5. Which one of the following is the RESULT of the others?
   a. first protective tariff
   b. Embargo Act excludes British manufactures
   c. Francis Lowell builds textile mill
   d. War of 1812 ends

6. This individual left England illegally and brought his cotton spinning machine construction skills to the United States:
   a. Moses Brown
   b. Samuel Slater
   c. Thomas Springer
   d. Francis Lowell

7. While Ely Whitney’s role in developing the cotton gin is well known, he was also a pioneer in
   a. steamboat construction.
   b. the putting-out system.
   c. interchangeable parts.
   d. mass-produced watches.

8. There were many difficulties for workers unaccustomed to factory work, but the one they liked least and had most trouble getting used to was
   a. machinery noises and frightening sizes.
   b. physical demands of tending several machines at once.
   c. hot, humid air full of dust and lint.
   d. keeping to a precise timetable.

9. In a typical small rural spinning mill, children made up this percentage of the work force
   a. 10
   b. 25
   c. 50
   d. 75

10. Disdaining the mill workers for their poverty and transiency, rural community people called them
    a. operatives.
    b. strolling poor.
    c. poor white trash.
    d. the middling sort.

11. You are an enterprising merchant in Cincinnati in 1816 with capital to invest. You most likely invest it successfully in
    a. rifle manufacturing.
    b. textile mills.
    c. steamboat industry.
    d. iron mills.

12. Which one of the following was NOT one of the ways middle class couples were likely to use to limit family size?
    a. condoms
    b. abstinence
    c. rhythm method
    d. coitus interruptus

13. Which one of the following was NOT likely to be a topic of women’s sentimental novels in the early 1800s?
    a. religious feeling
    b. romantic love
    c. coping with difficulty
    d. caring family life

14. Which one of the following is NOT correctly matched to their work?
    a. Margaret Fuller/Women in the Nineteenth Century
    b. Susan Warner/The Wide, Wide World
    c. Catherine Beecher/Treatise on Domestic Economy
    d. Sarah Josepha Hale/A Voice to the Married
CHRONOLOGY AND MAP QUESTIONS:

15. Which one of the following gives the CORRECT chronological order of events?
   (1) Cotton Gin invented
   (2) Slater’s first textile mill opens
   (3) New England Female Labor Reform Association formed
   (4) Lowell builds his cotton textile factory
   a. 1,2,4,3 c. 4,2,1,3
   b. 2,1,4,3 d. 4,1,2,3

16. Charles Finney’s revivals are held in Rochester in
   a. 1820. c. 1830.
   b. 1825. d. 1845.

17. While many states had cotton mills, regions with the greatest concentration of them by 1839 was
   a. the South. c. Old Northwest.

SHORT ESSAY:

18. What developments led to the market revolution?
19. Explain what is meant by the term the “putting-out system” of home manufacture.
20. How did the market revolution end the old social order?

EXTENDED ESSAY

21. What parallels can be drawn between the religion of the Second Great Awakening and the new political order established by the Americans?
22. On the whole, did the market revolution better or worsen the life of a typical American woman? Defend your position.
23. How did the market revolution allow for social mobility? Give specific examples. Was this mobility limited to only certain segments of society, or did all people have the potential to better their economic states?