

# Chapter 9

# The South

Bob Krist/CORBIS

▼ Drayton Hall Plantation,  
near Charleston, South Carolina



NATIONAL  
GEOGRAPHIC

## Where & When?



1790

**1793**  
The cotton gin  
is invented

1825

**1831**  
Nat Turner's slave  
revolt strikes fear  
in Southerners

1860

**1860**  
Baltimore's  
population is  
over 200,000

CONTENTS

# The Big Ideas

## Section 1

### Southern Cotton Kingdom

Geography shapes the physical, economic, and political challenges a region faces. Cotton was vital to the economy of the South.

## Section 2

### Life in the South

Geography shapes the physical, economic, and political challenges a region faces. Most of the people in the South worked in agriculture in the first half of the 1800s.

## Section 3

### The Peculiar Institution

Differences in economic, political, and social beliefs and practices can lead to division within a nation and have lasting consequences. Enslaved African Americans developed a unique culture and fought against slavery.

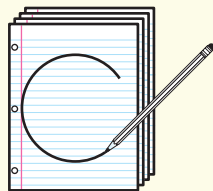


View the Chapter 9 video in the Glencoe Video Program.

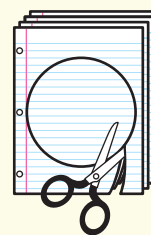
## FOLDABLES™ Study Organizer

**Summarizing** Make this foldable and use it as a journal to help you take notes about the South during the period from 1800 to 1850.

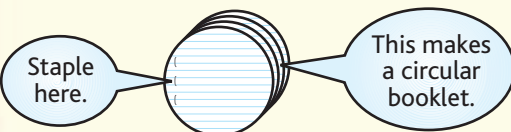
**Step 1** Stack four sheets of paper, one on top of the other. On the top sheet of paper, trace a large circle.



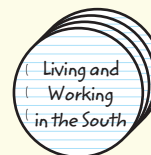
**Step 2** With the papers still stacked, cut out all four circles at the same time.



**Step 3** Staple the paper circles together at one point around the edge.



**Step 4** Label the front cover as shown and take notes on the pages that open to the right.



### Reading and Writing

As you read the chapter, write what you learn about the South in your foldable.



# Chapter 9

## Get Ready to Read

### Questioning



READING  
SKILL



Learn It!

One way to understand what you are reading is to interact with the text by asking questions. What questions would you like answered? What are you curious about? As you read, you may be able to locate the answer in the next paragraph or section. Practice asking questions by turning headings into questions. For instance, a heading that reads “Life Under Slavery” can be turned into the question “What was life like under slavery?” Read this selection from Chapter 9. What questions do you have?

Enslaved people faced constant uncertainty and danger. American law in the early 1800s did not protect enslaved families. At any time, a husband or wife could be sold to a different owner, or a slaveholder’s death could lead to the breakup of an enslaved family. Although marriage between enslaved people was not recognized by law, many couples did marry. Their marriage ceremonies included the phrase “until death or separation do us part”—recognizing the possibility that their life together might end with the sale of one spouse.

— from page 433

### Reading Tip

Good questions start with key words such as *who*, *what*, *when*, *where*, *why*, and *how*.

## 2 Practice It!

Read the following paragraph, and answer this question with a partner: What were the economic goals of a plantation owner?

The main economic goal for large plantation owners was to earn profits. Such plantations had fixed costs—regular expenses such as housing and feeding workers and maintaining cotton gins and other equipment. Fixed costs remained about the same year after year.

Cotton prices, however, varied from season to season, depending on the market. To receive the best prices, planters sold their cotton to agents in cities such as New Orleans, Charleston, Mobile, and Savannah. The cotton exchanges, or trade centers, in Southern cities were of vital importance to those involved in the cotton economy. The agents of the exchanges extended credit—a form of loan—to the planters and held the cotton for several months until the price rose. Then the agents sold the cotton. This system kept the planters always in debt because they did not receive payment for their cotton until the agents sold it.

—from page 429

### Read to Write.....

Write a *What If* paragraph based on what you read in this chapter. For example, *what if* the South had become industrialized like the North? Your paragraph should answer your *What If* question.



▲ Plantation in the South

## 3 Apply It!

As you read the chapter, look for answers to section headings that are in the form of questions. For the other sections, turn the headings into questions that you can answer as you read.

# Southern Cotton Kingdom

## Guide to Reading



### History Social Science Standards

**US8.7** Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

### Looking Back, Looking Ahead

In the last chapter, you learned about life in and the economy of the Northeastern states. In this section, you will learn about the economy of the South.

### Focusing on the **Main Ideas**

- Unlike the North, the Southern economy remained mainly agrarian. (page 423)
- For many reasons, industry developed slowly in the South. (page 424)

### Locating Places

Upper South  
Deep South

### Meeting People

Eli Whitney  
William Gregg  
Joseph Reid Anderson

### Content Vocabulary

**cotton gin**

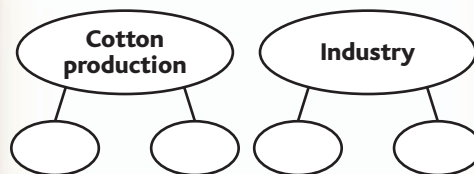
**capital** (KA • puh • tuhl)

### Academic Vocabulary

**predominant** (prih • DAH • muh • nuhnt)  
**sum**

### Reading Strategy

**Comparing** As you read the section, re-create the diagram below. In the ovals, give reasons why cotton production grew but industrial growth was slower.



## Who & When?

1780

1800

1820

1840



**1793**  
Eli Whitney  
invents  
cotton gin  
*Cotton gin*

**1820**  
Cotton makes  
up one-third of  
all U.S. exports

**1840s**  
Joseph Reid  
Anderson's Tredegar  
Iron Works is a lead-  
ing iron producer





**US8.7.1** 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.

## Rise of the Cotton Kingdom

**Main Idea** Unlike the North, the Southern economy remained mainly agrarian.

**Reading Connection** Check the label on your pants or shirt. What materials are found in the fabric? Chances are you wear something at least partly made of cotton. Read on to find out how cotton was a major economic asset to the Deep South.

### An American Story

Cotton was not the only crop grown in the South, but it was the crop that fueled the Southern economy. Southerners began saying, rightly, “Cotton is king.” “Look which way you will, you see it; and see [cotton] moving,” wrote a visitor to Mobile, Alabama. “Keel boats, ships, brigs, schooners, wharves, stores, and press-houses, all appeared to be full.”

**Cotton Rules the Deep South** Most Southerners lived along the Atlantic coast in Maryland, Virginia, Tennessee, and North Carolina in what came to be known as the **Upper South**. By 1850 the South had changed. Its population had spread inland to the states of the **Deep South**—Georgia, South Carolina, Alabama, Mississippi, Louisiana, Florida, Arkansas, and Texas.

In colonial times, rice, indigo (a plant used to make blue dye), and tobacco made up the South’s main crops. After the American Revolution, demand for these crops decreased. European mills, however, wanted Southern cotton to make into cloth. But cotton was difficult to produce. After cotton was harvested, workers had to painstakingly separate the plant’s sticky seeds from the cotton fibers.

In 1793 **Eli Whitney** invented the cotton gin. The **cotton gin** was a compact machine that removed seeds from cotton fibers much more quickly than could be done by hand. Because cotton could be processed more easily, Southern planters wanted to grow more. As a result, they depended on slave labor to plant and pick cotton.

By 1860 the economies of the Deep South and the Upper South had developed in different ways. Both parts of the South were agricultural, but the Upper South still produced tobacco, hemp, wheat, and vegetables. The Deep South was committed to cotton and, in some areas, to rice and sugarcane.

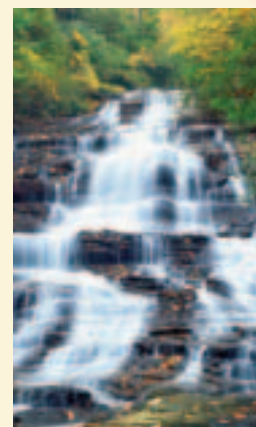
The value of enslaved people increased because of their key role in producing cotton and sugar. In time, the Upper South became a center for the sale of enslaved people.

**Reading Check** **Describe** What effect did the cotton gin have on the South’s economy?

## HISTORY MAKERS

### Fall Lines

In the eastern United States, many cities developed along fall lines. A “fall line” is the boundary between an upland region and a lower region where rivers and streams move down over rapids or waterfalls to the lower region. Cities sprang up along fall lines for a number of reasons. Boats could not travel beyond the fall line, so travelers and merchants had to transfer their goods to other forms of transportation there. Early manufacturers also took advantage of the falls to power their mills. Cities in the South that grew along fall lines include Richmond, Virginia, and Augusta, Georgia.



▲ Waterfall in central Georgia



**US8.7.1** 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.

## Industry in the South

**Main Idea** For many reasons, industry developed slowly in the South.

**Reading Connection** How do you get to school each morning? Do you take the bus or ride in a car, or do you walk to school? Read on to find out what modes of transportation transported people and goods in the South.

The economy of the South prospered between 1820 and 1860. Unlike the industrial North, however, the South remained **predominantly** rural, and its economy became increasingly different from the Northern economy. The South accounted for only a small percentage of the nation's manufacturing in the 1850s. In fact, the entire South produced fewer manufactured goods than the state of Massachusetts.

**Barriers to Industry** Why was there little industry in the South? One reason was the boom in cotton sales. Because agriculture was so profitable, Southerners remained committed to farming rather than starting new businesses.

Another reason was the lack of **capital** (KA•puh•tuhl)—money to invest in businesses—in the South. To develop industries required money, but many Southerners had their wealth invested in land and slaves. Planters would have had to sell slaves to raise the money to build factories. Most wealthy Southerners were unwilling to do this. They believed that an economy based on cotton and slavery would continue to prosper.

In addition, the market for manufactured goods in the South was smaller than it was in the North. A large portion of the Southern population consisted of enslaved people with no money to buy merchandise. So the limited local market discouraged industries from developing.

(l) Bettmann/CORBIS; (r) Smithsonian Institution

## TECHNOLOGY & History

### The Cotton Gin

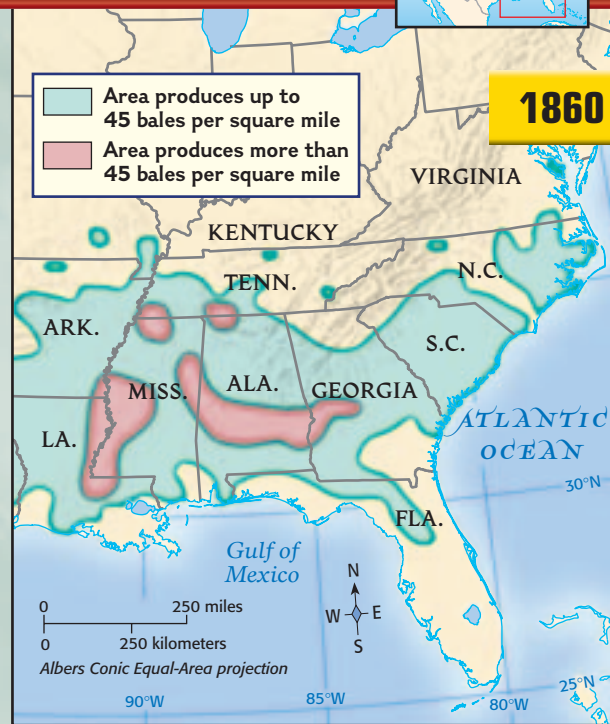
In 1793 Eli Whitney visited Catherine Greene, a Georgia plantation owner. She asked him to build a device that removed the seeds from cotton pods. Whitney called the machine the cotton gin—*gin* being short for “engine”.

**How did the invention of the cotton gin affect slavery?**

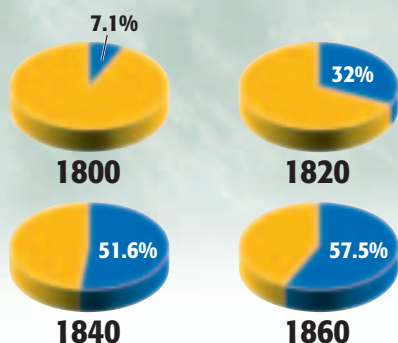
*Eli Whitney*



## Cotton Production, 1820–1860



### Cotton production as a percentage of U.S. exports



Source: Historical Statistics of the United States.

### Using Geography Skills

Cotton was the nation's top export in the mid-1800s.

- Human-Environment Interaction** What states included areas that produced more than 45 bales of cotton per square mile in 1860?
- Human-Environment Interaction** Describe the changes in South Carolina's areas of cotton production from 1820 to 1860.

Another reason for the lack of industry is that some Southerners did not want industry to flourish there. One political leader **summed** up the Southerners' point of view this way:

“As long as we have our rice, our sugar, our tobacco, and our cotton, we can command wealth to purchase all we want.”

—quoted in *Louis T. Wigfall, Southern Fire-Eater*

**Southern Factories** While most Southerners felt confident about the future of the cotton economy, some leaders wanted to develop industry in the region. These leaders argued that by remaining committed to cotton production, the South was becoming dependent on the North for manufactured goods. These Southerners also argued that factories and workshops would revive the economy of the Upper South, which was less prosperous than the cotton states.



One Southerner who shared this view was **William Gregg**, a merchant from Charleston, South Carolina. After touring New England's textile mills in 1844, Gregg opened his own textile factory in South Carolina.

In Richmond, Virginia, **Joseph Reid Anderson** took over the Tredegar Iron Works in the 1840s and made it one of the nation's leading producers of iron. Years later, during the Civil War, Tredegar provided artillery (weapons) and other iron products for the Southern forces.

The industries that Gregg and Anderson built were the exception rather than the rule in the South. For the most part, the South remained a region of rural villages and plantations with only three large cities: Baltimore, Charleston, and New Orleans.

**Cotton Production Moves West** To keep up with the demand for raw cotton, cotton plantations sprang up to the west, in the fertile "black belt" (so called for its rich, black soil) of Mississippi and Alabama, and in the rich

bottomlands along the Mississippi River and its tributaries. The growing population in these areas led to statehood for Mississippi in 1817, for Alabama in 1819, and for Arkansas in 1836.

**Southern Transportation** Natural waterways provided the chief means for transporting goods in the South. Most towns were located on the seacoast or along rivers. There were few canals, and roads were poor.

Like the North, the South also built railroads but to a lesser extent. Southern rail lines were short, local, and did not connect all parts of the region in a network. As a result, Southern cities grew more slowly than cities in the North and Midwest, where railways provided the major routes for commerce and settlement. By 1860 only about one-third of the nation's rail lines lay within the South. The railway shortage would have devastating consequences for the South during the Civil War.

**Reading Check Explain** What is capital? Why is it important for economic growth?

**HistoryOnline**  
**Study Central** Need help understanding the economy of the South? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section I Review

### Reading Summary

#### Review the Main Ideas

- The success of cotton production in the South kept it an agrarian region.
- Lack of capital, a small market for manufactured goods, and a desire to remain agrarian hindered the growth of industry in the South.

### What Did You Learn?

1. What were the major crops in the Deep South?
2. Why did the invention of the cotton gin increase the demand for enslaved people?

### Critical Thinking

3. **Compare** How did agriculture in the Upper South differ from agriculture in the Deep South? Re-create the diagram below and describe the differences.

Agriculture	
Upper South	Deep South

4. **The Big Ideas** How might the banning of slavery have affected the South's economy? **CA HI.6**

5. **Cause and Effect** Describe transportation in the South during this period. How did transportation affect or limit other areas of Southern life? **CA HI.2**

6. **READING Asking Questions** Turn the two Main Ideas listed in the Reading Summary into questions and then answer them. **CA 8RC2.0**

# Life in the South

## Guide to Reading

### Looking Back, Looking Ahead

In the last section, you learned about the economy of the South. In this section, you will read about the way of life of the Southern people.

### Focusing on the **Main Ideas**

- Most farmers in the South did not own slaves and lived in poor rural areas. (page 428)
- Plantations varied in size and wealth and contained varying numbers of enslaved people. (page 429)
- The South was home to several large cities, and education began to grow in the mid-1800s. (page 430)

### Locating Places

New Orleans  
Charleston  
Mobile  
Savannah  
Columbia  
Chattanooga  
Montgomery  
Atlanta

### Content Vocabulary

**yeoman** (YOH • muhn)  
**tenant farmer** (TEH • nuhnt)  
**fixed cost**  
**credit**  
**overseer** (OH • vuhr • SEE • uhr)

### Academic Vocabulary

**purchase**  
**exceed** (ihk • SEED)

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe the work that was done on Southern plantations.



**History  
Social Science  
Standards**

**US8.7** Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.



## Where & When?



1800

**1800**

Charleston, South Carolina, is nation's fifth-largest city

1830

**1830s**

Southern states pass laws to limit rights of free African Americans

1860

**1860**

Population of Baltimore reaches 212,000



## Life on the Small Farms

**Main Idea** Most farmers in the South did not own slaves and lived in poor rural areas.

**Reading Connection** When you think about the South during the height of slavery, what images come to mind? Read on to find out what the South was really like during the 1800s.

Popular novels and films often portray the South before 1860 as a land of stately plantations owned by rich white slaveholders. In reality, most white Southerners were either small farmers without slaves or planters with a handful of slaves. Only a few planters could afford the many enslaved people and the lavish mansions shown in fictional accounts of the Old South. Most white Southerners fit into one of four categories: yeomen, tenant farmers, the rural poor, or plantation owners.

**Small Farmers and the Rural Poor** The farmers who did not have slaves—**yeomen** (YOH•muhn)—made up the largest group of whites in the South. Most yeomen owned land. Although they lived throughout the region, they were most numerous in the Upper South and in the hilly rural areas of the Deep South, where the land was unsuited to large plantations.

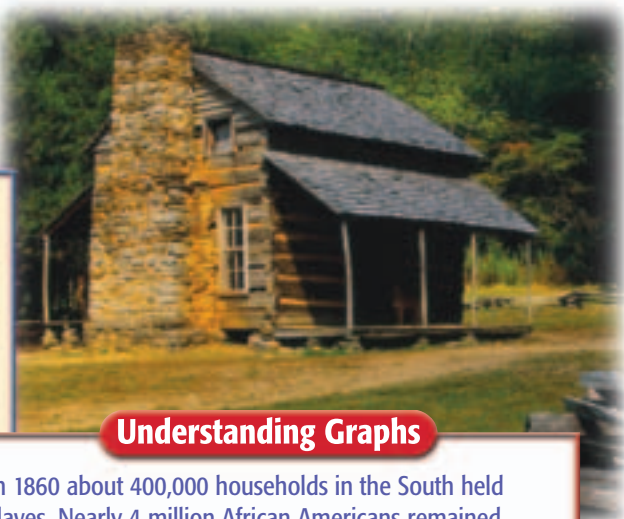
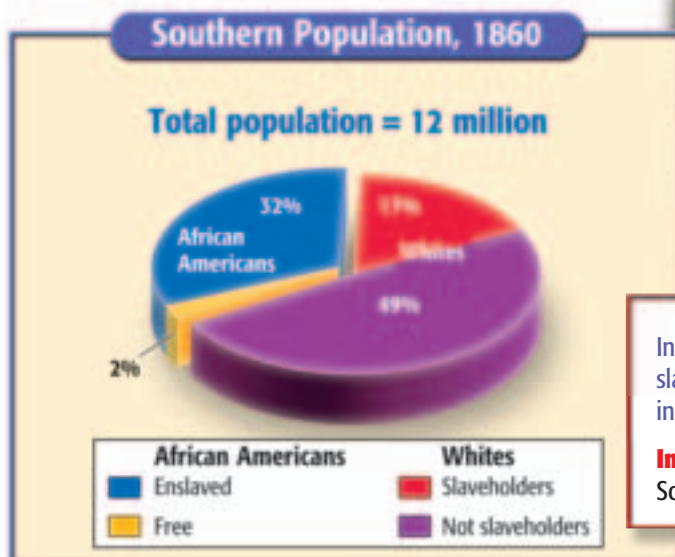
A yeoman's farm usually ranged from 50 to 200 acres. Yeomen grew crops both for their own use and to sell, and they often traded their produce to local merchants and workers for goods and services.

Most Southern whites did not live in elegant mansions or on large plantations. They lived in far simpler homes, though the structure of their homes changed over time. In the early 1800s, many lived in cottages built of wood and plaster with thatched roofs. Later many lived in one-story frame houses or log cabins.

Not all Southern whites owned land. Some rented land or worked as **tenant farmers** (TEH•nuhnt) on landlords' estates. Others—the rural poor—lived in crude cabins in wooded areas where they could clear a few trees, plant some corn, and keep a hog or a cow. They also fished and hunted for food.

The poor people of the rural South were fiercely independent. They refused to take any job that resembled the work of enslaved people. Although looked down on by other whites, the rural poor were proud of being self-sufficient.

**Reading Check Identify** What group made up the largest number of whites in the South?



### Understanding Graphs

In 1860 about 400,000 households in the South held slaves. Nearly 4 million African Americans remained in slavery.

**Interpreting a Graph** What total percentage of the Southern population did whites make up?





## Plantations

**Main Idea** Plantations varied in size and wealth and contained varying numbers of enslaved people.

**Reading Connection** Imagine that you want to open your own business. What things do you need to get your business started? Read on to find out what plantation owners needed to keep their plantations running.

A large plantation might cover several thousand acres. Well-to-do plantation owners usually lived in comfortable but not luxurious farmhouses. They measured their wealth partly by the number of enslaved people they controlled and partly by such possessions as homes, furnishings, and clothing. A small group of plantation owners in the South—about 12 percent of the population—held more than half of the slaves. About half of the planters held fewer than five enslaved workers.

A few free African Americans possessed slaves. The Metoyer family of Louisiana owned thousands of acres of land and more than 400 slaves. Most often, these slaveholders were free African Americans who **purchased** their own family members in order to free them.

**Plantation Owners** The main economic goal for large plantation owners was to earn profits. Such plantations had **fixed costs**—regular expenses such as housing and feeding workers and maintaining cotton gins and other equipment. Fixed costs remained about the same year after year.

Cotton prices, however, varied from season to season, depending on the market. To receive the best prices, planters sold their cotton to



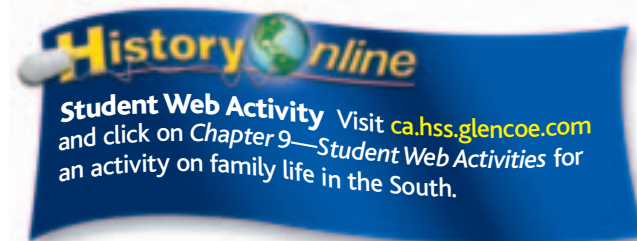
### Picturing History

Although wealthy planters were not numerous, they dominated the economy and political system of the South. **What were the duties of the wife of a plantation owner?**

agents in cities such as **New Orleans, Charleston, Mobile, and Savannah**. The cotton exchanges, or trade centers, in Southern cities were of vital importance to those involved in the cotton economy. The agents of the exchanges extended **credit**—a form of loan—to the planters and held the cotton for several months until the price rose. Then the agents sold the cotton. This system kept the planters always in debt because they did not receive payment for their cotton until the agents sold it.

**Plantation Wives** The wife of a plantation owner generally was in charge of watching over the enslaved workers who toiled in her home and tending to them when they became ill. Her responsibilities also included supervising the plantation's buildings and the fruit and vegetable gardens. Some wives served as accountants, keeping the plantation's financial records.

Women often led a difficult and lonely life on the plantation. When plantation agriculture spread westward into Alabama and Mississippi, many planters' wives felt they were moving into a hostile, uncivilized region. Planters traveled frequently to look at new land or to deal with agents in New Orleans or Memphis, so their wives spent long periods alone at the plantation.



**Student Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Chapter 9—Student Web Activities for an activity on family life in the South.



**US8.7.3** Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. **US8.7.4** Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**Work on the Plantation** Large plantations needed many different kinds of workers. Some enslaved people worked in the house, cleaning, cooking, doing laundry, sewing, and serving meals. They were called domestic slaves. Other enslaved people were trained as blacksmiths, carpenters, shoemakers, or weavers. Still others worked in the pastures, tending the horses, cows, sheep, and pigs. Most of the enslaved African Americans, however, were field hands. They worked from sunrise to sunset planting, cultivating, and picking cotton and other crops. They were supervised by an **overseer** (OH•vuhr•SEE•uhr)—a plantation manager.

**Reading Check Explain** Why were so many slaves needed on a plantation?



### **Picturing History**

This photo shows businesses along a street in Atlanta, Georgia, around 1860.

**Why did cities such as Atlanta and Columbia, South Carolina, grow as centers of trade?**

## **City Life and Education**

**Main Idea** The South was home to several large cities, and education began to grow in the mid-1800s.

**Reading Connection** Imagine living in a town of only a few hundred people. The closest school is miles away—too far to walk—and transportation is not readily accessible. Read on to find out why it was hard for many families to send their children to school in the South.

Although the South was primarily an agricultural region, it was the site of several large cities by the mid-1800s. By 1860 the population of Baltimore had reached 212,000 and the population of New Orleans **exceeded** 165,000. The ten largest cities in the South were either sea-ports or river ports.

With the coming of the railroad, many other cities began to grow as centers of trade. Among the cities located at the crossroads of the railways were **Columbia**, South Carolina; **Chattanooga**, Tennessee; **Montgomery**, Alabama; Jackson, Mississippi; and **Atlanta**, Georgia. The population of Southern cities included white city dwellers, some enslaved workers, and many of the South's free African Americans.

The cities provided free African Americans with opportunities to form their own communities. African American barbers, carpenters, and small traders offered their services throughout their communities. Free African Americans also founded their own churches and institutions. In New Orleans, many of them were well-educated and prosperous. They used their resources to form an opera company.

Although some free African Americans prospered in the cities, their lives were far from secure. Between 1830 and 1860, Southern states passed laws that limited the rights of free African Americans. Most states would not allow them to migrate from other states. Although spared the horrors of slavery, free African Americans were denied an equal share in economic and political life.

**Education** Plantation owners and those who could afford to do so often sent their children to private schools. One of the best known was the academy operated by Moses Waddel in Willington, South Carolina. Students attended six days a week. The Bible and classical literature were stressed, but the courses also included mathematics, religion, Greek, Latin, and public speaking.

In many smaller rural areas, classes met in small schoolhouses or in church buildings. School terms lasted only three to four months. Due to poverty, few books were available for study.

During this era, no statewide public school system existed. However, cities such as Charleston, Louisville, and Mobile did establish excellent public schools.

By the mid-1800s, education was growing. Hundreds of public schools were operating in North Carolina by 1860. Even before that, the Kentucky legislature set up a funding system for public schools. Many states in the South also

had charity schools. There are schools for students whose parents could not afford to pay.

Although the number of schools and teachers in the South grew, the South lagged behind other areas of the country in literacy, the number of people who can read or write. One reason for this was the geography of the South. Even in the more heavily populated Southern states there were few people per square mile. Virginia and North Carolina had fewer than 15 white inhabitants per square mile. In contrast, Massachusetts had 127 inhabitants per square mile.

It was too great a hardship for many Southern families to send their children great distances to attend school. In addition, many Southerners believed education was a private matter, not a state function; therefore, the state should not spend money on education.

**Reading Check Identify** What Southern city had surpassed 200,000 in population by the year 1860?

**History Online**  
Study Central Need help understanding Southern life in the mid-1800s? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 2 Review

### Reading Summary

#### Review the Main Ideas

- Many farmers in the South were yeomen who lived on small farms.
- Many plantations were small and had relatively few slaves.
- By the mid-1800s, the number of cities in the South was increasing, and education was growing.

### What Did You Learn?

1. List two differences between yeoman and plantation owners.
2. Explain why some free African Americans might own slaves.

### Critical Thinking

3. **Compare** Create a chart like the one below and compare the life of a plantation owner to that of a small farmer.

CA HI.2.

Plantation Owner	Small Farmer

4. **The Big Ideas** Describe the life of free African Americans in Southern cities.

CA CS.3.

5. **Descriptive Writing** Study the pictures on pages 429 and 430. Write a paragraph explaining what you think the pictures portray about life in the South.

CA 8WA.2.4

6. **ANALYSIS Explain** Write a short paragraph explaining the relationship between the plantation owner and the cotton exchange. Then, discuss which job you would choose.

CA HI.6.



# The Peculiar Institution

## Guide to Reading



### History Social Science Standards

**US8.7** Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

**US8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

### Looking Back, Looking Ahead

In Section 2, you learned about the life of Southern whites in the country, as well as about life in Southern cities.

In this section, you will learn about slavery and the lives of African Americans in the South.

### Focusing on the **Main Ideas**

- Enslaved African Americans faced many hardships but were able to create family lives, religious beliefs, and a distinct culture. (page 433)
- Many enslaved people fought against slavery. (page 434)

### Meeting People

Nat Turner

Harriet Tubman

Frederick Douglass

### Content Vocabulary

**spiritual** (SPIHR • ih • chuh • wuhl)

**slave codes**

### Academic Vocabulary

**constant**

**communicate**

### Reading Strategy

**Organizing Information** Create a chart like the one below to list aspects of African American life in the South.

Way of Life	Aspects
Family Life	
Culture	
Religion	



## Who & When?

1820

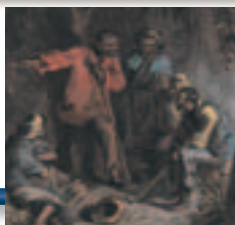
1821

Denmark Vesey plots uprising in South Carolina

1831

Nat Turner leads slave revolt

1840



1850s

Harriet Tubman helps enslaved people escape

1860





**US8.7.2** 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).

## Life Under Slavery

**Main Idea** Enslaved African Americans faced many hardships but were able to create family lives, religious beliefs, and a distinct culture.

**Reading Connection** Imagine being taken to a foreign land where you do not speak the language and do not understand the customs. How would you adapt to such a situation? Read on to find out how enslaved Southerners developed family and social ties to cope with their situation.

### An American Story

Planters gathered in the bright Savannah sunshine. They were there to bid on a strong slave who could plow their fields. Fear and grief clouded the enslaved man's face because he had been forced to leave his wife and children. Later, he wrote this letter:

“My Dear wife I [write] . . . with much regret to inform you that I am Sold to a man by the name of Peterson. . . . Give my love to my father and mother and tell them good Bye for me. And if we Shall not meet in this world, I hope to meet in heaven. My Dear wife for you and my Children my pen cannot Express the [grief] I feel to be parted from you all.”

—as quoted in *The Black Family in Slavery and Freedom, 1750–1925*

**Family Life** Enslaved people faced constant uncertainty and danger. American law in the early 1800s did not protect enslaved families. At any time, a husband or wife could be sold to a different owner, or a slaveholder's death could lead to the breakup of an enslaved family. Although marriage between enslaved people was not recognized by law, many couples did marry. Their marriage ceremonies included the

phrase “until death or separation do us part”—recognizing the possibility that their life together might end with the sale of one spouse.

To provide some measure of stability in their lives, enslaved African Americans established a network of relatives and friends, who made up their extended family. If a father or mother were sold away, an aunt, uncle, or close friend could raise the children left behind. Large, close-knit extended families became a vital feature of African American culture.

**African American Culture** Enslaved African Americans endured their hardships by extending their own culture, fellowship, and community. They fused African and American elements into a new culture.

The growth of the African American population came mainly from children born in the United States. In 1808 Congress had outlawed the slave trade. Although slavery remained legal in the Southern States, no new slaves could enter the United States. By 1860 almost all the enslaved people in the South had been born there.

These native-born African Americans practiced their African customs. They continued to enjoy African music and dance. They passed traditional African folk stories to their children. Some wrapped colored cloths around their heads in the African style. Although a large number of enslaved African Americans accepted Christianity, they often followed the religious beliefs and practices of their African ancestors as well.

**African American Christianity** For many enslaved African Americans, Christianity became a religion of hope and resistance. They prayed fervently for the day when they would be free from bondage.

The passionate beliefs of the Southern slaves found expression in the **spiritual** (SPIHR • ih • chuh • wuhl), an African American religious folk song. The song “Didn’t My Lord Deliver Daniel,” for example, refers to the biblical story of Daniel, who was saved from the lions’ den.





**US8.7.2** 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.)

“Didn’t my Lord deliver Daniel,  
deliver Daniel, deliver Daniel?  
Didn’t my Lord deliver Daniel, And  
why [not] every man?”

— from *Wade in the Water*

Spirituals provided a way for the enslaved African Americans to **communicate** secretly with one another. The spirituals often reflected the connection African American enslaved people felt to enslaved people who were depicted in the Bible. Passed down through the oral tradition, spirituals helped form an African American culture. They also became one of the best-known forms of American music.

**Reading Check Explain** How did the African American spiritual develop?

## Resisting Slavery

**Main Idea** Many enslaved people fought against slavery.

**Reading Connection** How do you react when someone treats you unfairly? Read on to find out how enslaved people resisted.

Enslaved people had few legal rights. Between 1830 and 1860, life under slavery became even more difficult because the **slave codes**—the laws in the Southern states that controlled enslaved people—became more severe. In existence since the 1700s, slave codes were written to prevent the event white Southerners dreaded most—the slave rebellion. For this reason slave codes prohibited slaves from assembling in large groups and from leaving their master’s property without a written pass.

## Primary Sources

### Working the Cotton Fields

Solomon Northup was a free black who was kidnapped and sold into slavery. He picked cotton on a Louisiana plantation for 12 years before winning his freedom. His description of picking cotton follows.

When a new hand, one unaccustomed to the business, is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty. . . . The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to

swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be, until the order to halt is given by the driver. . . .

—from *Twelve Years a Slave*  
by Solomon Northup



▲ Solomon Northup



Document-Based Question

Why do you think it seems like Northup’s perspective is that of an outsider?



# MORE ABOUT...

## Living Under Slavery

Enslaved workers reached the fields before the sun came up, and they stayed there until sundown. Planters wanted to keep the slaves busy all the time, which meant long and grueling days in the fields. Enslaved women as well as men were required to do heavy fieldwork. Young children carried buckets of water. By the age of 10, they were considered ready for fieldwork.



Cabins were usually made of small logs, about 10 to 20 feet square. Often, two or three families shared a cabin.



Heavy iron leg shackles were used to punish workers, especially those who tried to run away.



When rented to other masters, enslaved people wore identification tags.



Enslaved people had few personal possessions.

Slave codes also made it a crime to teach enslaved people to read or write. White Southerners believed a slave who did not know how to read and write was less likely to rebel.

**Rebellions** Some enslaved African Americans did rebel openly against their masters. One was **Nat Turner**, a popular religious leader among his fellow slaves. Turner had taught himself to read and write. In 1831 Turner led a group of followers on a brief, violent rampage in Southampton County, Virginia, that resulted in the death of at least 55 whites. Nat Turner was hanged, but his rebellion frightened whites and led to more severe slave codes.

Even before the rebellion led by Nat Turner, other enslaved persons had plotted uprisings. In 1800 Gabriel Prosser planned a rebellion to capture Richmond, Virginia, and massacre whites. An informer gave the plot away, and Prosser and 35 others were convicted and executed.

Denmark Vesey, a Charleston, South Carolina, carpenter, who had earlier purchased his freedom, was outraged by the existence of slavery. His reading of the Bible and the Declaration of Independence fueled his hatred of slavery. His 1821 plan for a slave revolt failed when it was betrayed at the last moment by some of his followers.

**US8.9.1** Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

## HARRIET TUBMAN

1820–1913

Born a slave in Maryland, Harriet Tubman worked in plantation fields until she was nearly 30 years old. Then she made her break for freedom, escaping to the North with the help of the Underground Railroad. While jubilant over the success of her escape when she crossed the line from Delaware into Pennsylvania, Tubman's happiness was short-lived. She explained, "I was *free*, but there was no one to welcome me to the land of freedom. . . . [M]y home, after all, was down in Maryland, because my father, my mother, my brothers, my sisters, and friends were there. But I was free and *they should be free!*"

Settling in Philadelphia, Tubman met many abolitionists who shared her desire to bring Southern slaves to the North. Realizing the risks of being captured, Tubman courageously made 19 trips back into the South during the 1850s to help other enslaved people escape. Altogether she assisted about 70 individuals—including her parents—to escape from slavery.

Tubman did not establish the Underground Railroad, but she certainly became its most famous and successful conductor. Tubman was known as the "Moses of her people" for leading slaves to freedom in the North. Despite huge rewards offered in the South for her capture and arrest, Tubman always managed to elude her enemies.

During the Civil War, Tubman assisted the Union army as a nurse and a spy, caring for the sick and wounded and making trips behind enemy lines to scout out Confederate troops. Tubman continued to experience discrimination at the end of the war and was never paid for her services in the army. Despite financial difficulties, Tubman opened her home in New York to African Americans journeying North after the war. Many were sick or near starvation, and she fed them, clothed them, and cared for them. In 1896 Tubman opened a center for the sick and needy on land across from her home. Until her death in 1913, Tubman continued to help those in need and continued to support civil and women's rights.



*"I was the conductor of the Underground Railroad for eight years, and . . . I never ran my train off the track and I never lost a passenger."*

—Harriet Tubman,  
from *Women's Voices:  
Quotations by Women*

### Then and Now

Many African Americans relied on Tubman and other abolitionists to survive in the North. If a present-day family moved to a new city, what resources could they use to help them find work, shelter, and other necessities?



**Other Forms of Resistance** Armed rebellions were rare, however. African Americans in the South knew that they would only lose in an armed uprising. For the most part enslaved people resisted slavery by working slowly or by pretending to be ill. Occasionally resistance took more active forms, such as setting fire to a plantation building or breaking tools. Resistance helped enslaved African Americans endure their lives by striking back at white masters—and perhaps establishing boundaries that white people would respect.

**Escaping Slavery** Some enslaved African Americans tried to run away to the free states in the North. A few succeeded. **Harriet Tubman** and **Frederick Douglass**, two African American leaders who were born into slavery, gained their freedom when they fled to the North.

Yet for most enslaved people, getting to the North was almost impossible, especially from the Deep South. Most slaves who succeeded in

running away escaped from the Upper South. The Underground Railroad—a network of “safe houses” owned by free blacks and whites who opposed slavery—offered assistance to runaway slaves. Some slaves ran away to find relatives on nearby plantations or to escape punishment.

Most runaways were captured and returned to their owners. Discipline was usually severe. The most common punishment for captured runaways was whipping.

Even if an enslaved man or woman escaped to the free states in the North, they were not always safe there. In some Northern communities, fugitive slaves were captured and returned to the South. This prevented many slaves from settling in free states and forced them to escape to Canada, where slavery was banned in 1834.

**Reading Check Summarize** Besides rebellions, what other forms did resistance to slavery take?

## Section 3 Review

### Reading Summary

#### Review the Main Ideas

- Enslaved Southerners developed a culture and religion that had both African and American elements.
- While some enslaved people attempted to rebel openly against slavery, others resisted by running away, refusing to work, or destroying farm tools.

### What Did You Learn?

- Why were extended families vital to African American culture?
- What was the Underground Railroad?

### Critical Thinking

- Classify** Re-create the diagram below. In the boxes, briefly explain how the slave codes operated. **CA HR3.**

Slave Codes	
Education	Assembly

- The Big Ideas** Trace the development of the unique elements of African American slave culture in the South. **CA HI3.**
- Summarize** Who were Denmark Vesey and Nat Turner? Write a short paragraph about their efforts against slavery. **CA HI1.**
- Creative Writing** Imagine you are enslaved on a Southern plantation. Write a description of a typical day that you might experience. **CA 8WA2.1**

**History online**

**Study Central** Need help understanding how African Americans in the South lived? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.



# Analyzing Primary Sources



**US8.7** Analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

## Cotton and Slavery in the South

*Industry boomed in the North, but agriculture reigned in the South. Cotton was the South's most important crop. The production of cotton depended on a large supply of cheap labor. In the South, enslaved African Americans supplied that labor.*

*Read the passages on pages 438 and 439 and answer the questions that follow.*

Many people copied Eli Whitney's cotton gin and ignored his patent because the gin was so easy to make.



## Reader's Dictionary

**patent:** a document that gives the inventor the sole legal right to an invention for a period of time

**miry** (MYR • ee): muddy

**pigsty:** enclosed area where pigs live

**speculator** (SPEH • kyuh • LAY • tuhr): an individual who buys or sells land in hopes of making a profit

## A New Invention

**E**li Whitney had invented a workable cotton gin by 1793. One of his next steps was to apply for a patent for the machine. In the following letter, Whitney tells his family, who live in Westboro, Massachusetts, about the progress he is making and his plans.

March 30, 1794

It is with no small satisfaction that I have in my power to inform you I am in good health. I have just returned from Philadelphia. My business there was to lodge a Model of my machine and receive a **Patent** for it. I accomplished everything agreeable to my wishes. I had the satisfaction to hear it declared by a number of the first men in America that my machine is the most perfect & the most valuable

invention that has ever appeared in this Country. I have received my Patent. . . .

I wish very much to see you before I go. But should I come to Westboro' now I must neglect my business so much as to lose several Hundred Dollars. If you come [here] I shall be able to show you my machine. I have six of them nearly complete which I expect to carry to the Southward with me. I shall leave this place for Georgia in about twelve or fourteen days at the farthest. . . . Though I have as yet expended much more money than profits of the machine have been heretofore, and am at present a little pressed for money, I am by no means in the least discouraged. And I shall probably gain some honour as well as some profit by the Invention. . . .

—from *The World of Eli Whitney*

## The Living Conditions of Enslaved Persons

**J**osiah Henson was an enslaved person. He escaped and later wrote about his life. In this excerpt, he describes the area where the slaves lived.

We lodged in log huts, and on the bare ground. Wooden floors were an unknown luxury. In a single room were huddled, like cattle, ten or a dozen persons, men, women, and children. . . . Our beds were collections of straw and old rags, thrown down in the corners and boxed in with boards; a single blanket the only covering. . . . The wind whistled and the rain and snow blew in through the cracks, and the damp earth soaked in the moisture till the floor was miry as a pigsty.

—from *Uncle Tom's Story of His Life. An Autobiography of the Rev. Josiah Henson*



▲ Slave quarters were usually gathered together in one area of a plantation.

## News From the South

**T**he American Anti-Slavery Society published *American Slavery As It Is* by Sarah and Angelina Grimké and Angelina's husband Theodore Weld in 1839. For this book, Weld gathered newspaper ads from Southern papers to show the effects of slavery.

From the "Richmond (Va.) Compiler," Sept. 8, 1837. Ranaway from the subscriber, Ben. He ran off without any known cause, and I suppose he is aiming to go to his wife, who was carried from the neighborhood last winter.  
JOHN HUNT.

From the "Jackson (Tenn.) Telegraph," Sept. 14, 1838. Committed to the jail of Madison county, a negro woman, who calls her name Fanny, and says she belongs to William Miller, of Mobile. She formerly belonged to John Givins, of this county, who now owns several of her children.  
DAVID SHROPSHIRE, Jailor.

From the "Richmond (Va.) Enquirer," Feb. 20, 1838. Stop the Runaway!!!—\$25 Reward. Ranaway from the Eagle Tavern, a negro fellow, named Nat. He is no doubt attempting to follow his wife, who was lately sold to a *speculator* named Redmond. The above reward will be paid by Mrs. Lucy M. Downman, of Sussex county, Va.



### Document-Based Questions

#### A New Invention

1. What has Whitney recently obtained?
2. How successful has Whitney been in making money from the cotton gin?

#### The Living Conditions of Enslaved Persons

3. How weatherproof are the cabins? Why do you think that?

#### News From the South

4. According to the ads, why do slaves run away?

#### Read to Write

5. Imagine that you are living in the early 1800s. You know nothing about slavery. Then you read "The Living Conditions of Enslaved Persons" and "News from the South." Write an editorial to your local newspaper about slavery. What do you think about the fact that there is slavery in the United States? **CA 8WS1.1**

# Chapter 9

## Assessment

### Standard US8.7

### Review Content Vocabulary

Write the vocabulary word that best completes each sentence. Write a sentence for each word not used.

- a. yeomen                      d. slave codes
- b. capital                      e. tenant farmers
- c. cotton gin                  f. spiritual

1. The South lacked the \_\_\_\_ needed to develop industries.
2. \_\_\_\_ farmers owned land and lived mostly in the Upper South.
3. A(n) \_\_\_\_ is an African religious folk song.
4. The South's \_\_\_\_ made it difficult for enslaved African Americans to gain an education.

### Review the Main Ideas

#### Section 1 • Southern Cotton Kingdom

5. How did the cotton gin affect cotton production?
6. Why was there little industry in the South?

#### Section 2 • Life in the South

7. What were the main duties of plantation wives?
8. What obstacles existed to gaining an education in the South?

#### Section 3 • The Peculiar Institution

9. Why were escaped slaves not always safe in the North?
10. What was the purpose of the slave codes?

### Critical Thinking

11. **Analyze** How did enslaved African Americans hold on to their African customs? **CA HI1.**
12. **Conclude** Why was the production of cotton so lucrative in the South? **CA HI6.**

13. **Explain** How did African Christianity help slaves cope with their situation? **CA HI2.**
14. **Summarize** What was life like for most whites in the South? **CA HI1.**

### Geography Skills

The map shows Southern cities with more than 10,000 people in 1850. Study the map and answer the following questions. **CA CS3.**



15. **Location** Which state had four of the South's major cities?
16. **Region** Which of the major cities shown were in the Deep South?
17. **Human-Environment Interaction** What do the locations of many of the Southern cities have in common? Why is that significant?



## Read to Write

### 18. **The Big Ideas** Expository Writing

Use the Internet or library resources to identify arguments Southerners used to defend slavery. Write a short paper in which you explain why these arguments may have found support in the South. **CA 8WA2.3**

### 19. **Narrative Writing** Imagine that you are a slave who has been sold away from your family to another plantation. Write a letter to your family telling them how you feel about your separation. **CA 8WA2.1**

### 20. **Using Your FOLDABLES** Use the information you created in your foldable to create a summary of the chapter. In your summary, be sure to cover the main ideas and events that were discussed. **CA 8RC1.0**

## Using Academic Vocabulary

Read the following sentences. Then, in your own words, write the meaning of the underlined academic vocabulary word.

21. The doctor's patients were predominantly elderly.
22. The estimate noted that the cost was not to exceed \$75.

## Building Citizenship

23. **Explain** Choose an issue you think is important to your community or the nation today. Explain why you think it is important and how you would take steps to resolve that issue. Compare your solutions with steps government officials are taking to address the issue. **CA 8WS1.1**

## Reviewing Skills

24. **Asking Questions** Using your local newspaper or an Internet news site, find an article about human rights. Write questions about any elements of the story you do not understand. Then describe how you could get your questions answered. **CA 8RC2.0**

25. **Inferring** Read the following quote, then identify the region you think the speaker might be from and explain your answer:

"We are an agricultural people. . . . We have no cities—we don't want them. . . . We want no manufactures: we desire no trading, no mechanical or manufacturing classes. As long as we have our rice, our sugar, our tobacco, and our cotton, we can command wealth to purchase all we want." **CA HR5**

## Standards Practice

Select the best answer for each of the following questions.

- 26 The economy of the Deep South was based on
- A growing cotton.
  - B growing tobacco.
  - C manufacturing.
  - D growing vegetables.
- 27 The white supervisor of enslaved workers on a plantation was known as a(n)
- A blacksmith.
  - B yeoman.
  - C overseer.
  - D tenant.
- 28 The Southern laws that controlled enslaved people were called
- A spirituals.
  - B overseers.
  - C credits.
  - D slave codes.