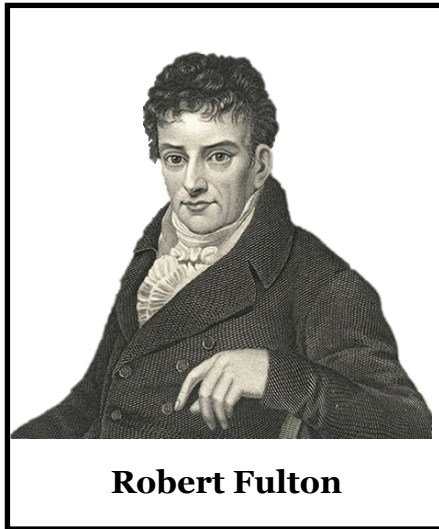
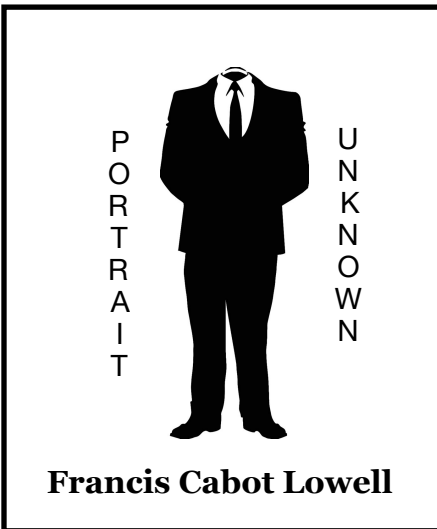
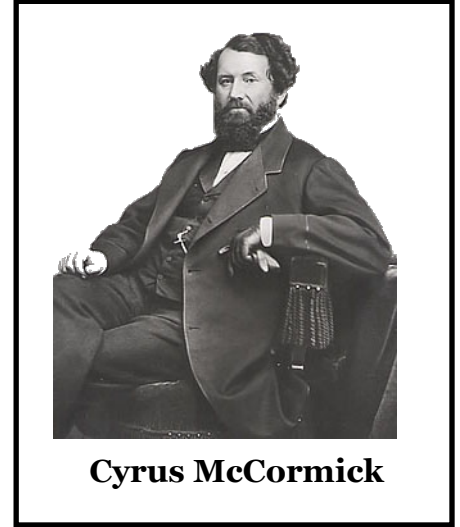
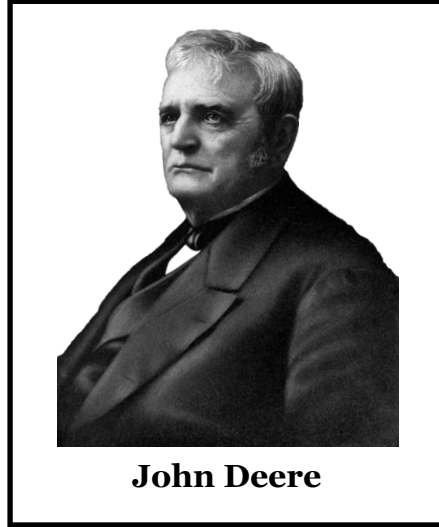
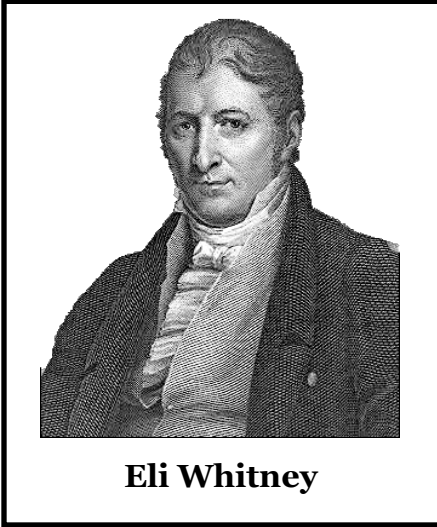


People to Know: Lessons 19 & 20

The following people played key roles in the time period they lived in. Paste their pictures on the left side of the assigned notebook page. To the right of the picture, write who the person was (ten words or less in one bullet) and why they were important (up to five bullets of ten words or less per bullet). Use the "People to Know Biographies sheet for information.



Example as to how information for each person should be organized in the notebook:



who:

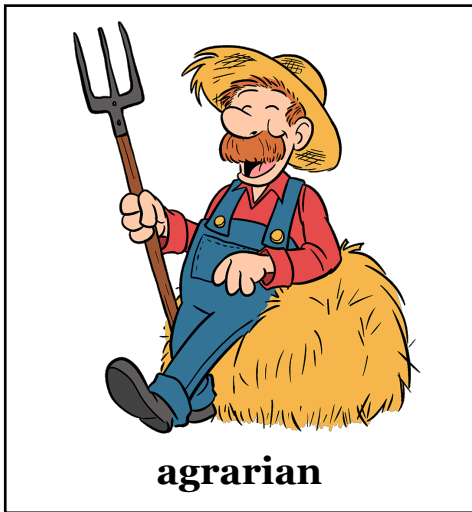
• Italian sailor, adventurer who sailed for Spain

importance:

- searched for a trade route to Asia
- discovered the New World
- established Spain as the great American power
- started European exploration of the Americas
- introduced European diseases to the New World

Vocabulary: Lessons 19 & 20

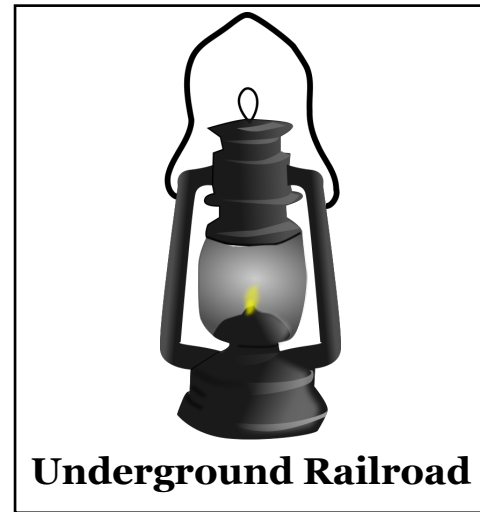
Directions: Cut out and paste onto the left side of the page. No more than three pictures per page. Write the definition next to each picture in ten words or less. Definitions are in the text glossary. If there is an asterisk (*), then the definition is at the bottom of this page.



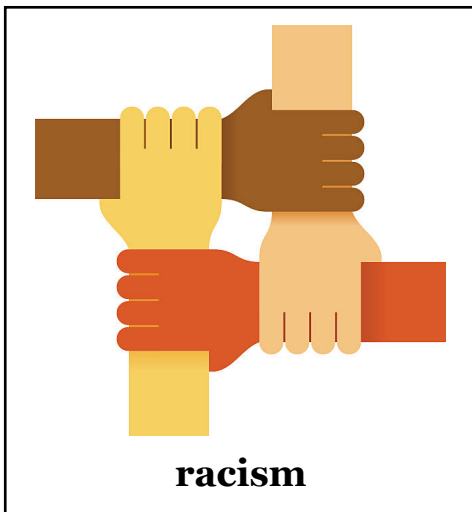
agrarian



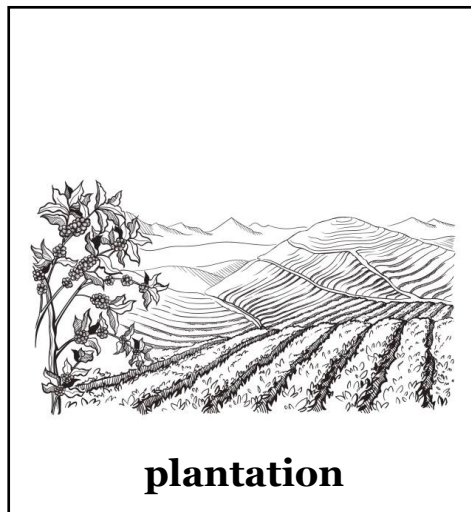
industrialist



Underground Railroad



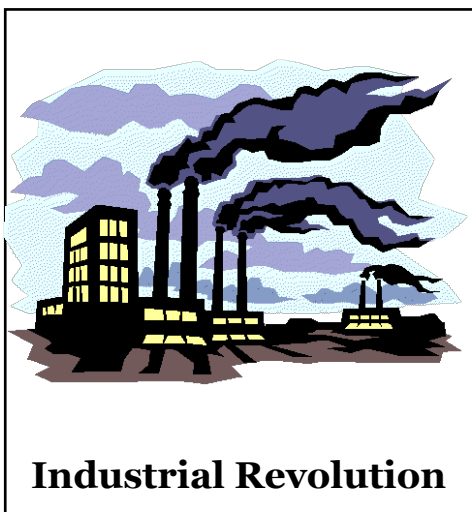
racism



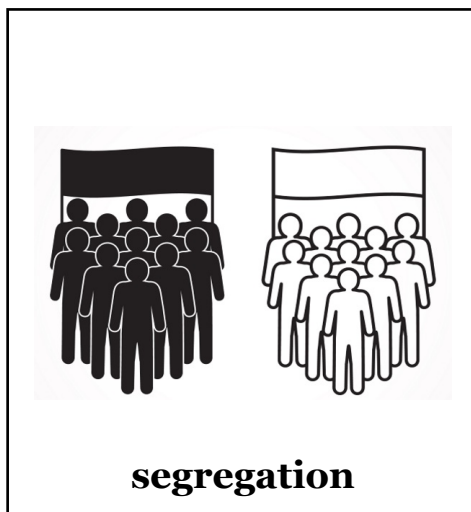
plantation



discrimination



Industrial Revolution



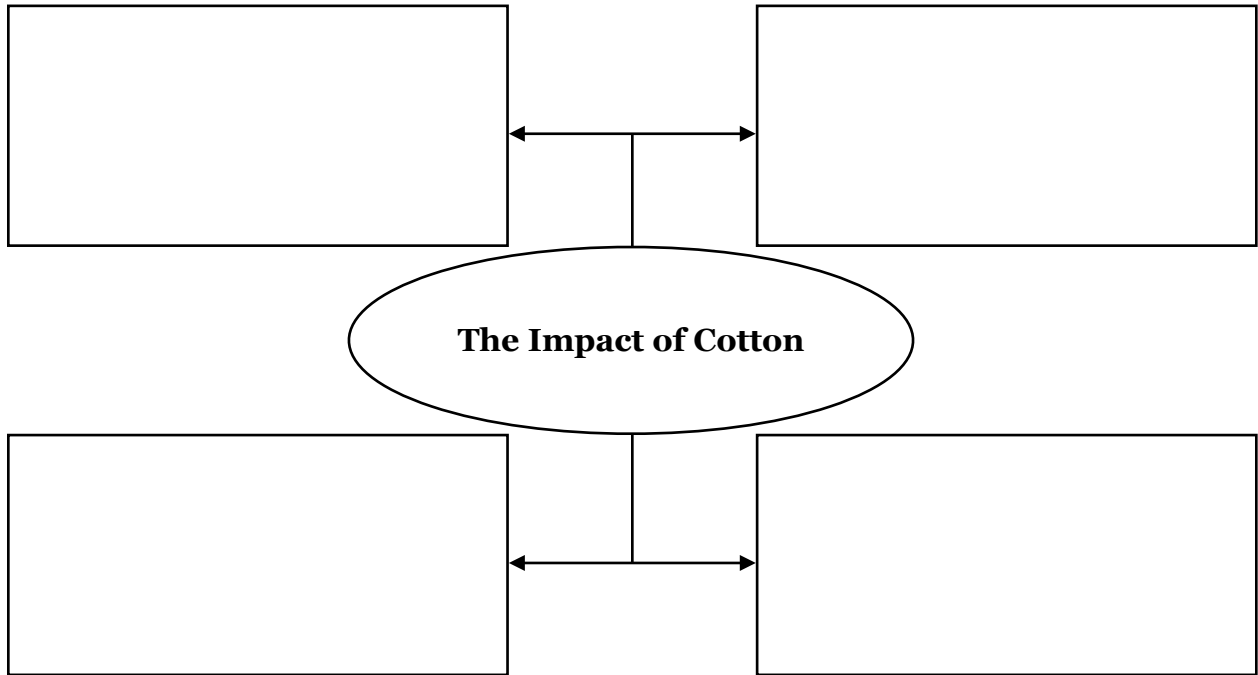
segregation



oppression

King Cotton

Directions: Read “Economy of the South” on pages 358-359. Cotton became the most important crop in the South. In each box, write a fact on how cotton affected the South. Cut out the graphic organizer and paste into your notebook.



Lowell's Mills

Directions: Read “Economy of the North” on pages 360-361. In the column “Lowell's Mills,” answer the questions on the left. Cut out and paste into notebook.

	Lowell's Mills
Francis Cabot Lowell Where did he get the idea for the mills?	
Location Where did Lowell build his mills?	
Production What did Lowell's mills produce?	
Workers Who worked in the mill?	

Inventions

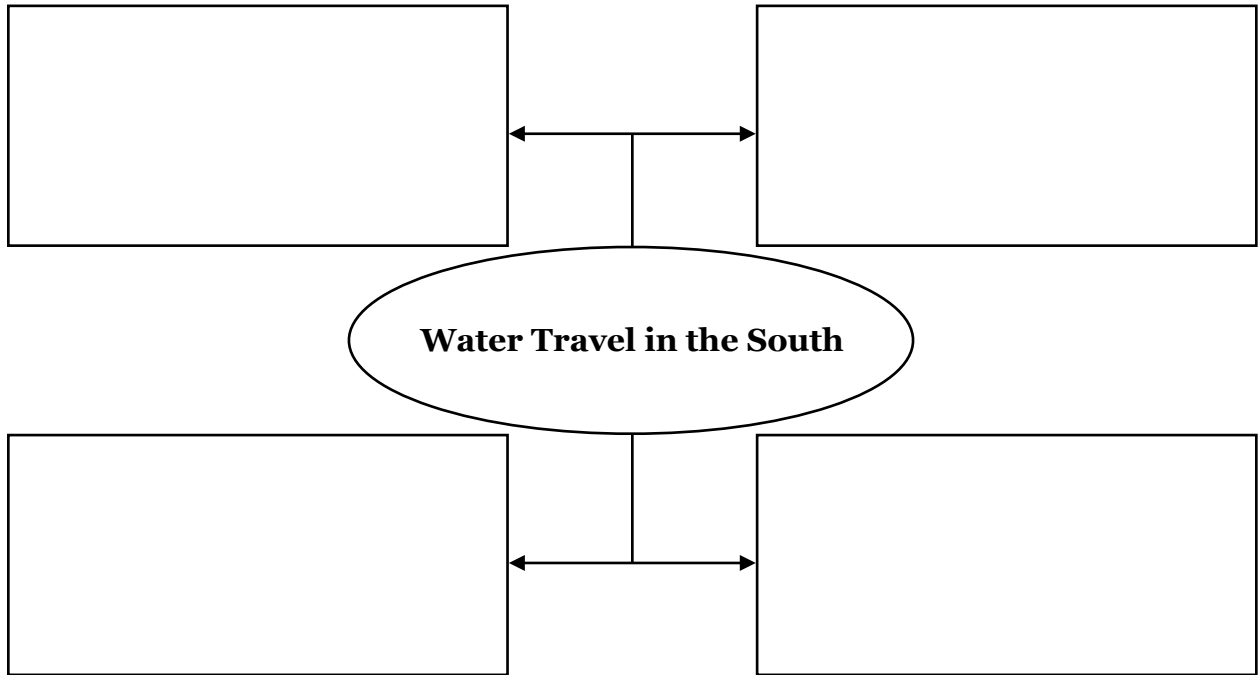
Directions: Read “Economy of the North” on pages 360-362. Fill in the empty boxes with information that completes each row. Cut out and paste into notebook.

Inventor	Invention	Positive	Negative
		assemble goods more cheaply	X
James Watt* (improved the steam engine)		could now build factories anywhere	X
		X	replaced skilled seamstresses who now worked for less money
Cyrus McCormick			X
	steel-tipped plow		X

*Not in the textbook...but should be.

Southern Travel

Directions: Read “Transportation in the South” on page 365. Water became the main form of transportation in the South. In each box, write a fact on how water travel affected the South. Cut out the graphic organizer and paste into your notebook.



Southern Society

Directions: Read “Society in the South” on pages 366. List facts about each group in each column. Cut out and paste into notebook.

Southern Society		
Plantation Owners	Farmers	African Americans

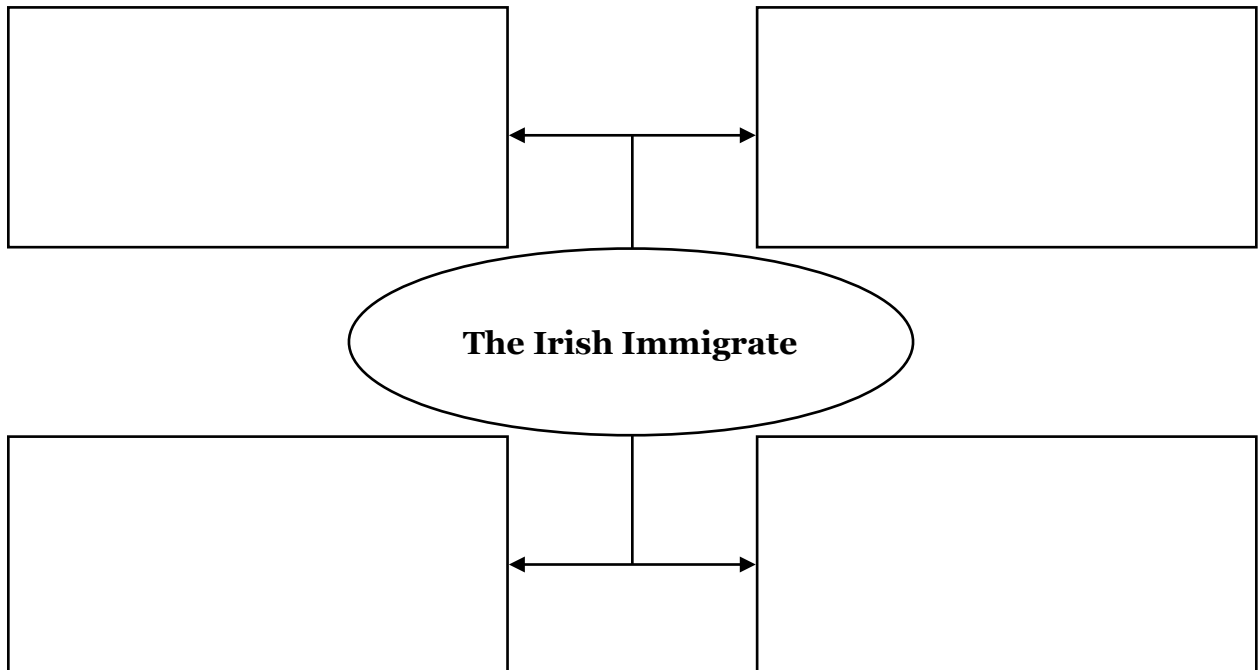
Northern Life

Directions: Read “Society in the North” on pages 367-368. In the column “Northern Life,” write facts that correspond to the topic on the left. Cut and paste into notebook.

	Northern Life
City Population	
Gender Roles	
City Living Conditions	
African Americans	

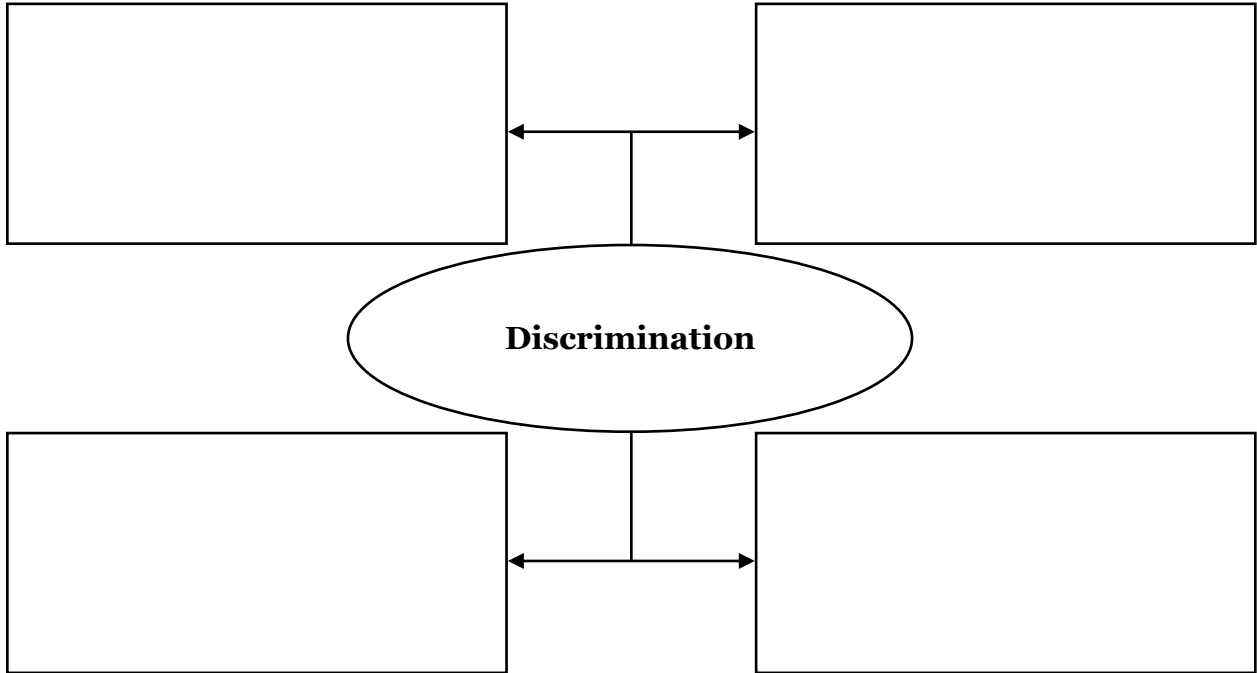
The Irish

Directions: Read “Society in the North” on pages 367-368. The Irish made up the largest immigrant group in the 1800s. In each box, write a fact about the Irish. Cut out the graphic organizer and paste into your notebook.



Slavery

Directions: Read “North and South...” on pages 376-377. Enslaved people were denied rights. In each box, write a fact on how the law discriminated against enslaved people. Cut out the graphic organizer and paste into your notebook.



Free Blacks

Directions: Read “North and South...” on pages 376-377. In the chart below, answer the questions applied to each column topic. Cut and paste into notebook.

	Southern Free Blacks	Northern Free Blacks
How many free blacks lived here?		
What kind of job discrimination did free blacks face?		
How did the white population try to control free blacks?		

Cotton Gin

Directions: Read “The Economics of Slavery” on pages 378-379. The invention of the cotton gin had far reaching unforeseen consequences. Use the words in the word bank and fill in the empty boxes. Cut out diagram and paste into notebook.

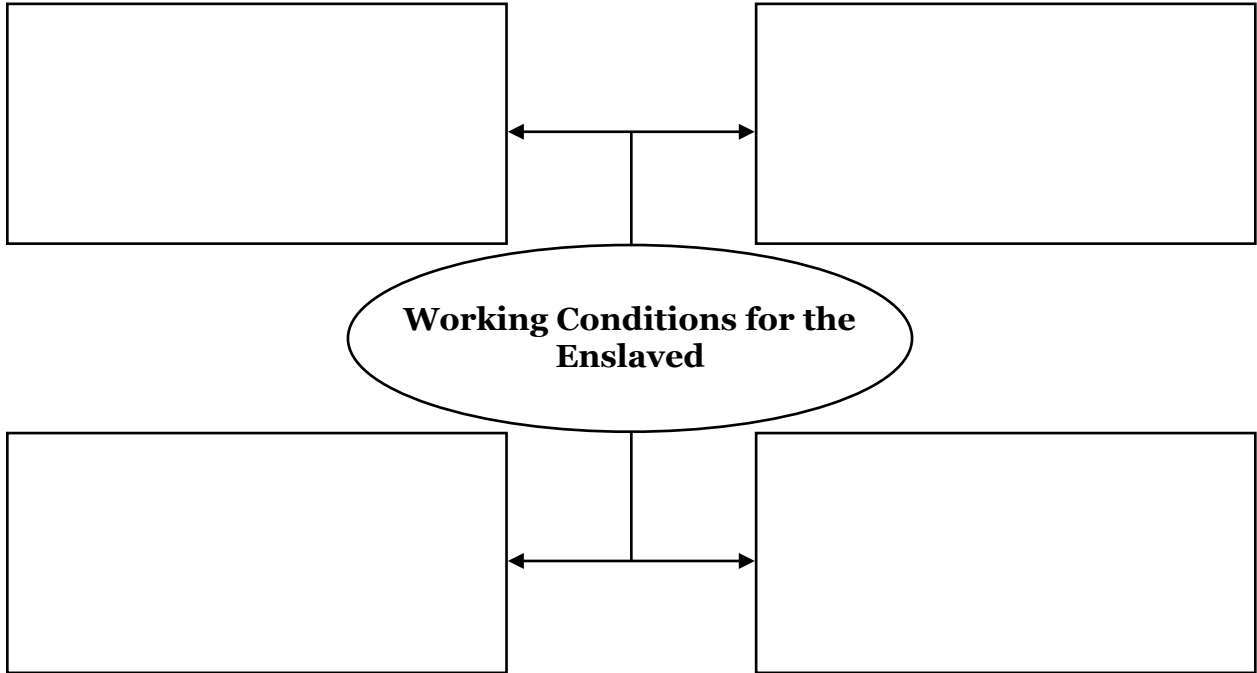
Before What started it?	Situation What happened?	After What was the impact?
<i>In 1790, cotton was not an important...</i>	<i>Cotton brought new wealth to the...</i>	<i>The high price of cotton increased the value of...</i>
<i>In 1793, Eli Whitney invented the...</i>	<i>The southern economy depended on the production of...</i>	<i>Slaveholders had so much invested in slave labor, they could not afford...</i>
<i>Over time, this new technology allowed the South to increase...</i>	<i>As cotton became more valuable, slaveholders depended on...</i>	<i>If slavery came to an end, for slaveholders, it would mean...</i>

Word Bank

slaves	cotton gin	slave labor
South	cash crop	financial ruin
emancipation	cotton	production

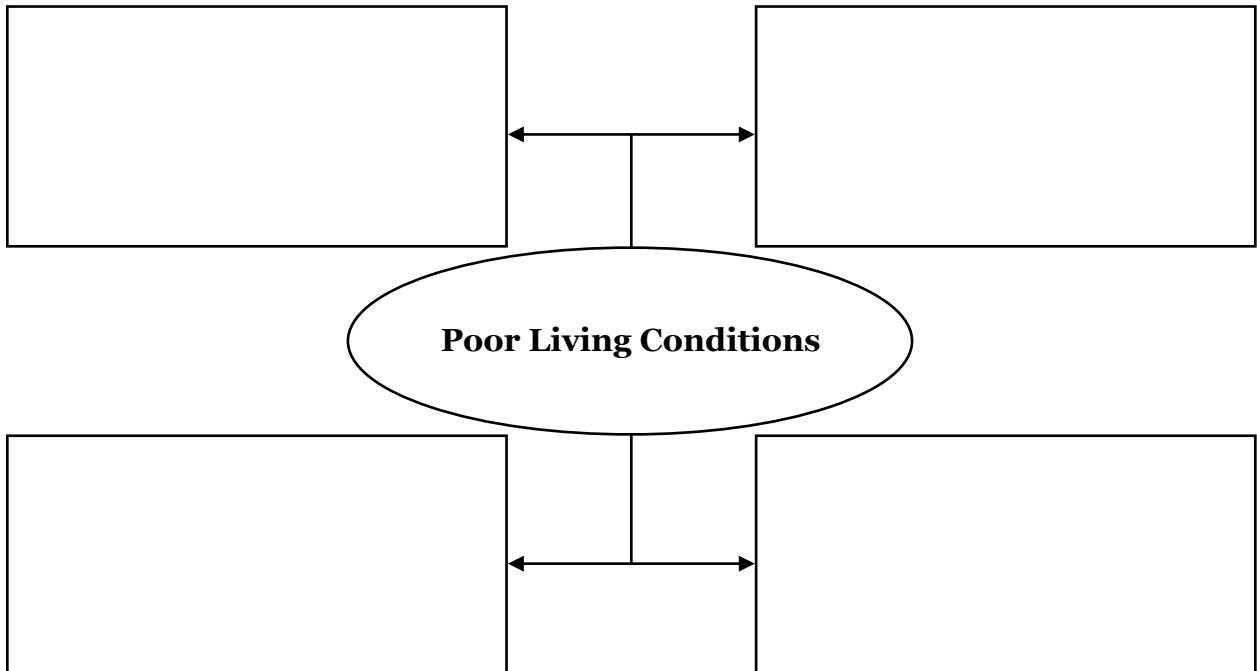
Working Conditions

Directions: Read “Working Conditions of Slaves” on pages 380. In each box, write a fact about the working conditions for enslaved people. Cut out the graphic organizer and paste into your notebook.



Living Conditions

Directions: Read “Living Conditions of Slaves” on page 381. In each box, write a fact on the poor living conditions of enslaved people. Cut out the graphic organizer and paste into your notebook.



Resistance

Directions: Read “Controlling Slaves” and “Resistance to Slavery” on pages 382-384.

Control: How did slaveholders maintain control of enslaved people?

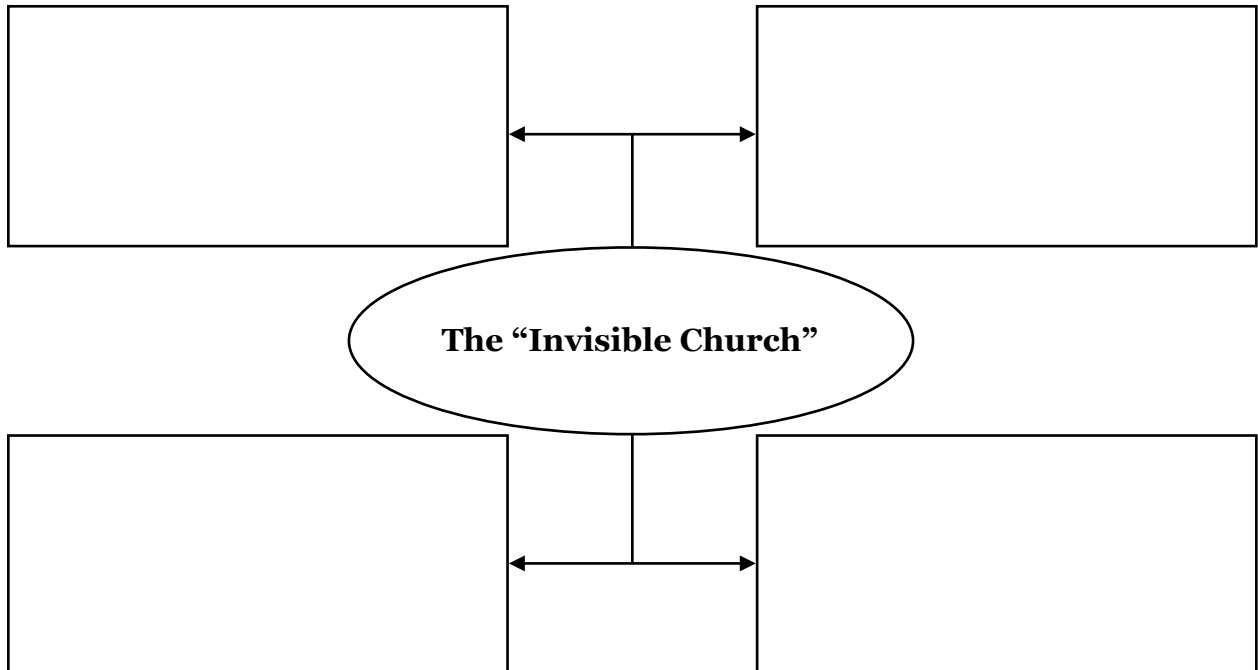
Passive Resistance: How did enslaved people quietly/nonviolently rebel against slaveholders?

Violent Resistance: How did enslaved people violently resist slaveholders?

Control	Passive Resistance	Violent Resistance

The Invisible Church

Directions: Read “Slave Churches” on page 387. In each box, write how the “invisible church” helped enslaved people preserve their African roots and survive slavery. Cut out the graphic organizer and paste into your notebook.



African American Culture

Directions: Read “African American Culture” on pages 388-389. In each box, write a fact about how African Americans combined both African and American cultures together. Cut out the graphic organizer and paste into your notebook.

