



Name _____

Date: _____

Course: US History/Ms. Brown**Homeroom:**

7th Grade US History
Standard # – Do Now – Day #99

SWBAT explain how the structure of the factory system encouraged economic growth
 SWBAT evaluate how the Industrial Revolution transformed the Northern economy and society

DO NOW

Directions: Answer the following questions in complete and historically accurate sentences. You must attempt each question, there should be absolutely no blank spaces. Be sure to provide examples and evidence to support your answers.

1. The sewing machine was primarily used by women and children in textile factories. If you were a 20 year old woman, would you rather be a seamstress at home or working in a factory on a machine? Why?

2. What would life be like in your house if there were no lights? Describe the difference it would make without lights?

3. Below is the Morse Code Alphabet. Write your name below in Morse Code:

A	.-	B	-...	C	-.-.	D	-..
E	.	F	..-.	G	--.	H
I	..	J	.-.-.	K	-.-	L	.-..
M	--	N	-.	O	---	P	.-.-.
Q	--.-	R	.-.	S	...	T	-
U	..-	V	...-	W	.-.-	X	-.-.
Y	-.--	Z	--..				



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I. Picture Analysis: What do you notice in the picture?



II. Quick Notes

The North began to change in the following ways:

1. _____
2. _____
3. _____
4. _____

III. Factory Towns Develop

a. Details about Lowell:

- i. _____
- ii. _____
- iii. _____



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b. Life in Lowell

Evidence #1

Below is a chart that shows the average amount of hours a mill girl would work per day

	Hours	Minutes		Hours	Minutes
January	11	24	July	12	45
February	12		August	12	45
March	11	52	September	12	23
April	13	31	October	12	10
May	12	45	November	11	56
June	12	45	December	11	24

Remember, that this is the average number of hours per day. What do you notice about the hours of work? Would you like to work those hours? (Think about how many hours you spend in school)

Evidence #2

DISEASES	1840	1841	1842	1843	1844
Consumption	40	54	70	73	77
Inflammation of Lungs	17	20	38	16	24
Cholera Infantum	12	30	34	27	31
Scarlet Fever	7	43	32	6	3
Measles	0	4	12	0	10
Inflammation of Brain	7	11	6	8	4
Croup	7	10	12	6	11
Total mortality each year*	426	456	473	452	481



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What is the trend in mortality (death) from different diseases? What conclusion can you draw about life in the factories?

Evidence #3

It is well to digress here a little, and speak of the influence the possession of money had on the characters of some of these women. We can hardly realize what a change the cotton factory made in the status of the working women. Before, her labor got only small returns. If she worked out as a servant, or “help,” her wages were from 50 cents to \$1.00 a week; or if she went from house to house by the day to spin and weave, she could get 75 cents a week and her meals. As a teacher, her services were not in demand, and the arts, the professions, and even the trades and industries, were nearly all closed to her.

At this time women had no property rights. A widow could be left without her share of her husband’s (or the family) property. A father could make his will without mentioning his daughter’s share of the inheritance.

What was a woman’s working status in those days?

In what way did the Lowell jobs create an opportunity for young women?

IV. New Immigrants

Vocabulary Review:

a. **Push factor:** _____

a. **Example:** _____

b. **Pull factor:** _____

a. **Example:** _____

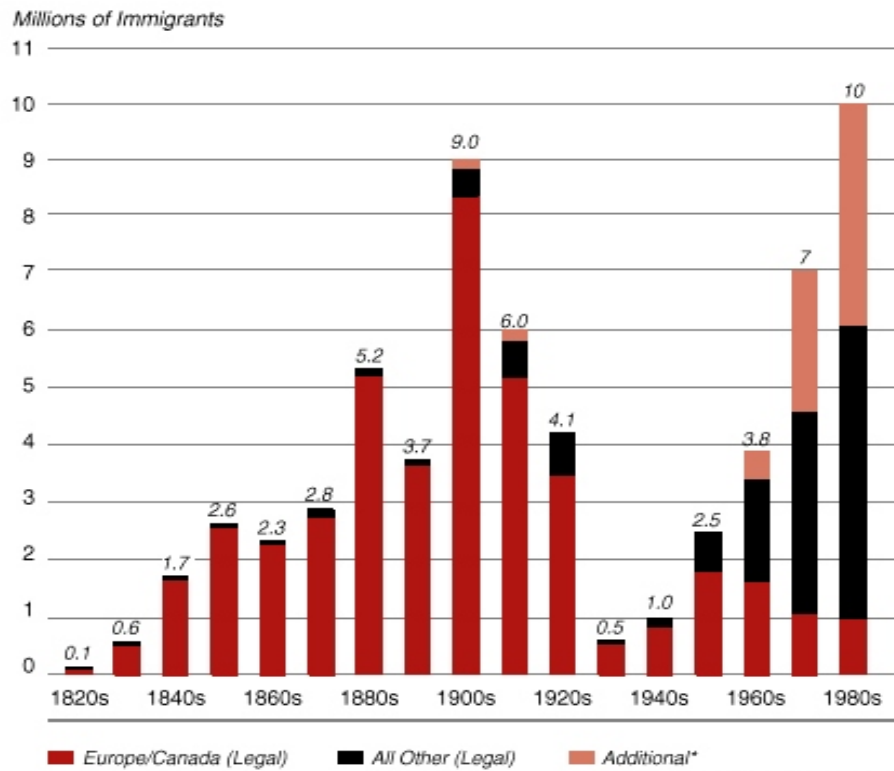


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Figure 1 Immigration to the U.S., by Decade, 1821–1830 through 1981–1990



* Additional immigrants include illegals, Special Agricultural Workers (SAWs), refugees, asylees, etc.

Source: Urban Institute and Immigration and Naturalization Service estimates.

As cities grew and factories developed, the United States became a more attractive country to move to. At the same time, events in certain countries like Ireland, England and Germany caused many people within those countries to leave. For example, England was facing overcrowding and Ireland was facing a potato famine. These new immigrants flocked to our country. However, these new immigrants also faced considerable prejudice.

Nativism, or anti-immigrant feelings, began to grow.

Evidence #1: An Argument for Immigration (Thomas L. Nichols, 1845)

It is not money alone that adds to the wealth of a country, but every day's productive labor. Every house built, every canal dug...has added to the actual wealth of society; and who has built more houses and dug more canals than the Irishmen?

American gets from Europe the most valuable of her people. It is the strong minded, the brave hearted, the free and the self-respecting...who break away from the ties of country...and brave the dangers of the ocean in search of liberty.



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1. According to the document, what is one way that America benefits from immigration?

2. According to Nichols, what characteristics do immigrants usually have?

Evidence #2: A Senator Speaks Out Against Immigration (Senator Garrett Davis)

The danger, though not great right now, needs attention...The German and the Slavic races are combining in New York to elect candidates of the their own blood to Congress. This is beginning of conflict on a large scale.

Look at the numbers pouring into the northwestern states from Germany, making large and exclusive settlements...which in a few years will number in the tens of thousands, living isolated from everyone else, speaking a strange language, having foreign manners, habits and religious faiths, knowing nothing of our government. In less than 50 years, they will be a separate people, a nation within a nation.

1. According to Senator Davis, what are two problems created by immigrants?



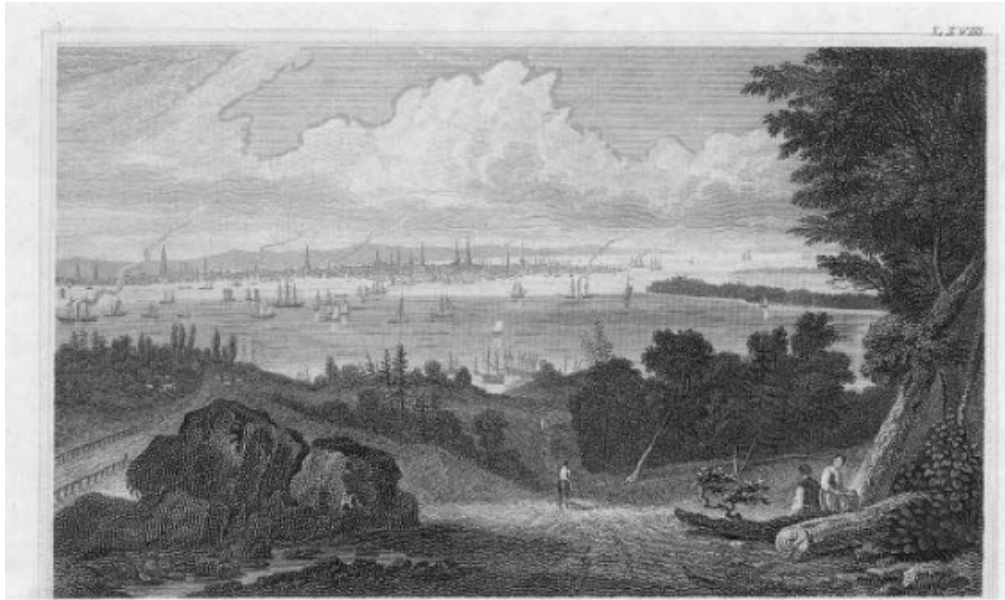
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HOMEWORK

_____/10 Mastered/Passing/Not Mastered



New York City, 1850

1. Where is this picture taken? In what year?

2. Describe what you see in this picture

3. Does this seem like a *rural* or *urban* environment? Explain

4. What does the local economy seem to be based on in this picture?



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New York City, 1900

1. Where is this a picture of? When was this picture taken?

2. Describe what you see in this picture

3. Does this seem like a *rural* or *urban* environment? Explain

4. What does the local economy seem based upon in this picture? Explain

5. What do you think caused the changes between the pictures shown in Document 1 and Document 2?



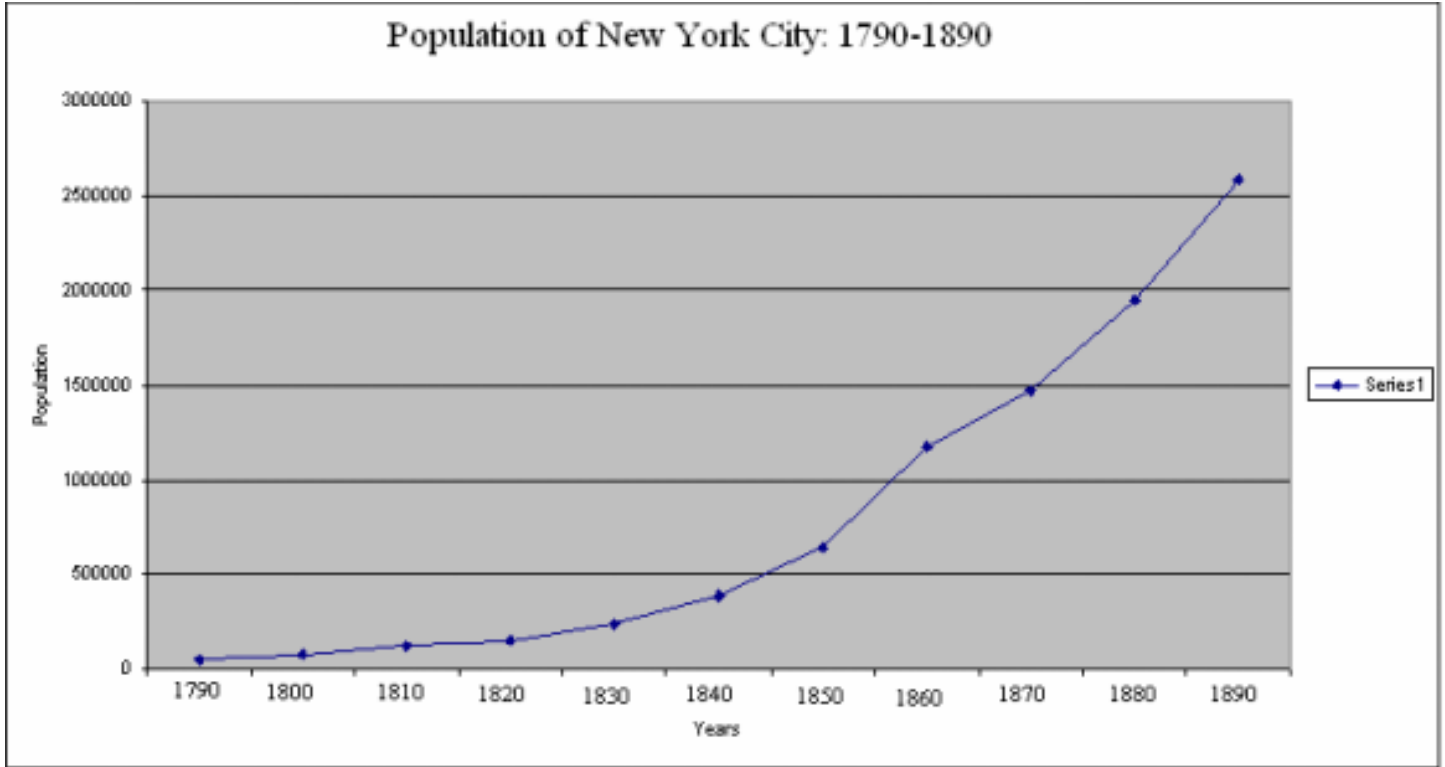
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EXIT TICKET

_____/5 Mastered/Passing/Not Mastered



1. What does this graph show? _____
2. What was the approximate population of New York City in 1810? _____
3. What was the approximate population of New York City in 1890? _____
4. After which year did the population of New York City begin to increase the most? _____
5. **CHALLENGE:** What do you think caused so many people to move to New York City?
