

Name: _____

Hr: _____

8th Grade U.S. History

Chapter 13 Homework Packet The South



Requirements:

- All margin questions must be answered in complete thoughts and sentences.
- Chapter Summary must be completed to the best of your ability.
- Students must make at least three marginal annotations or “mental moves” per page. Marginal annotations should be purposeful and can take the form of any of the following:

Predicting:

I predict that...
In the next part I think...

Visualizing:

I picture...
I can see...

Questioning:

A question I have is...
Could this mean...

Making Connections:

This is like...
This reminds me of...

Identifying a Problem:

I got confused when...
I'm not sure of...

Fixing Problems:

I'll reread this part...
I'll read on and check back...

Summarizing:

The big idea is...
I think the point is...

The South

Section 1



MAIN IDEAS

1. The invention of the cotton gin revived the economy of the South.
2. The cotton gin created a cotton boom in which farmers grew little else.
3. Some people encouraged southerners to focus on other crops and industries.

Key Terms and People

cotton gin machine that separates cotton from its seeds

planters large-scale farmers who owned more than 20 slaves

cotton belt nickname for the region that grew most of the country's cotton crop

factors crop brokers who arranged transportation of goods aboard trading ships

Tredegar Iron Works in its day, the only large southern factory that made iron products

Academic Vocabulary

primary main, most important

Section Summary

REVIVING THE SOUTH'S ECONOMY

After the American Revolution, the use of slaves began to decline. Because crop prices fell, farmers planted less, so they needed less slave labor.

Cotton was not a new crop to the southern states. However, few farmers planted much, for the short-staple cotton that grew well there was very hard to separate from its seeds. Northerner Eli Whitney changed that when he invented the **cotton gin**.

This hand-cranked cylinder easily pulled cotton and seeds apart. With the cotton gin, cotton crops became profitable. A cotton gin could clean as much cotton as planters could plant and their slaves could pick. A **planter** was a large-scale farmer who owned more than 20 slaves.

Why was it difficult to harvest cotton before the invention of the cotton gin?

Section 1, *continued*

THE COTTON BOOM

For southern farmers cotton had many advantages over other crops. Unlike food products cotton could be stored for long periods of time. Plus its lightness made it fairly inexpensive to transport. As a result, the cotton-supported slave trade grew, even as Congress worked to limit slavery in the nation.

Most of the country's cotton was produced in the **cotton belt**, which stretched from South Carolina to Texas. Without transportation systems such as roads and canals, southern farmers relied on rivers to move their cotton. When the cotton reached a port, the farmers sold their cotton to merchants who then contacted **factors** to arrange transportation for the cotton aboard trading ships.

What were the advantages of cotton compared to other crops?

Why were the region's rivers especially important to southern farmers?

OTHER CROPS AND INDUSTRIES

Scientific agriculture, or the use of scientific methods to improve farming, encouraged southern farmers to rotate the kinds of crops they planted. The **primary** food crop of the South was corn, but farmers also grew rice, sugarcane, wheat, tobacco, hemp, and flax. Some southerners encouraged the growth of industry. As a result, some industries, such as the **Tredegar Iron Works**, also flourished. Still, most of the South focused on farming.

Circle the definition of scientific agriculture.

CHALLENGE ACTIVITY

Critical Thinking: Write to Explain What if a new fiber was discovered that replaced cotton in clothing? What effect would this development have on cotton planters? Write a paragraph explaining how falling cotton prices might lead to less demand for farm workers.

The South

Section 2



MAIN IDEAS

1. Southern society and culture consisted of four main groups.
2. Free African Americans in the South faced a great deal of discrimination.

Key Terms and People

yeomen owners of small farms

Section Summary

SOUTHERN SOCIETY AND CULTURE

Only about one-third of all southerners owned slaves. Far fewer were actually wealthy planters. However, those few planters were among the most influential southern citizens, and many were political leaders.

On the vast plantations, the planter ran the farm business. A wealthy planter would have overseers to help him. The planter's wife ran the household, which included many house slaves. She also was in charge of important social events such as dances and dinners.

Most southern farmers were yeomen. **Yeomen** owned small farms averaging about 100 acres, and often they worked side by side with the few slaves they might own.

Many white southerners were poor. They owned no slaves at all. Often they lived on land that could not grow crops. These farmers were at the bottom of the economic ladder.

Religion was central to southern life. One reason was its social impact. Often farm families only saw their neighbors at church functions. Some southerners also believed that Christianity justified slavery—a belief not shared by Christians in the North.

How was a yeoman different from a planter?

Why was religion central to southern life?

Section 2, continued

The economy of the South also depended on the businesses conducted in its busy cities. As in northern cities, southern cities provided many services to residents, including water systems and street maintenance. Southern cities used slave labor, too. Businesses either owned slaves or hired them out from nearby planters.

How were southern cities like northern cities?

FREE AFRICAN AMERICANS AND DISCRIMINATION

Not all African Americans were slaves. Some were free. Some had been born free. Others had bought their freedom from their slaveowners or had run away. About half of these free African Americans lived in the South.

Circle the sentence describing how many of the free African Americans lived in the South.

The presence of free African Americans concerned some white southerners. They worried that those who were free would incite those who were enslaved to rise up against their owners. As a result, southern cities and states passed laws aimed at limiting the rights of these free African Americans.

According to many southerners, how did free African Americans threaten the South's slave system?

Free African Americans posed a threat to the institution of slavery. Many whites believed the African American could not survive outside of slavery. They used this as justification for slavery. The free African Americans could prove this theory wrong.

CHALLENGE ACTIVITY

Critical Thinking: Evaluate How effective were the laws limiting the rights of free African Americans? Write five questions that could be answered by historical study and outline research that could help you answer your questions.

The South

Section 3



MAIN IDEAS

1. Slaves worked at a variety of jobs on plantations.
2. Life under slavery was difficult and dehumanizing.
3. Slave culture centered around family, community, and religion.
4. Slave uprisings led to stricter slave codes in many states.

Key Terms and People

folktales stories with a moral

spirituals songs that combine African and European music and religious beliefs

Nat Turner's Rebellion the name given to the 1831 rebellion led by Nat Turner

Nat Turner Virginia slave who led a rebellion against slaveholders in 1831

Academic Vocabulary

aspect part

Section Summary

SLAVES AND WORK

Most planters used the gang labor system to get their fields farmed. In this system enslaved men, women, and children over 10 years of age all did the same fieldwork from dawn until dark.

Slaves with special skills often were rented out by their owners. Sometimes these slaves were allowed to keep part of what they earned. As a consequence, some skilled slaves were able to save enough money to buy their own freedom.

How could skilled slaves buy their freedom?

What could happen to family members at a slave auction?

LIFE UNDER SLAVERY

To most southern slaveholders, slaves were property, not people. As property, slaves could be bought and sold. Usually, this business occurred at a slave auction. At these auctions family members could be sold away from each other forever.

Section 3, continued

Many slaveholders used cruel punishments to make sure their slaves stayed obedient. In addition, many states passed strict slave codes. These laws limited what slaves could do. For example, in some states it was illegal to teach slaves to read and write.

How were laws used to control slaves?

SLAVE CULTURE

For enslaved African Americans, the family was the most important **aspect** of their lives. Parents made sure their children knew the African part of their history, including African customs and traditions. Since they could not read and write, they passed this information verbally. Some of their stories were **folktales**—stories with morals—to teach children how to survive slavery.

How did slaves keep their culture alive?

Religion was also an important part of the culture of enslaved African Americans. Christian slaves believed that, in God's eyes, they were equal to anyone else. They held onto the hope that someday they would be freed. Often, these beliefs were expressed in the **spirituals** they sang.

SLAVE UPRISINGS

Enslaved African Americans found a variety of ways to protest their treatment. Some even ran away. But getting all the way North to freedom was filled with dangers and hardships. Most runaways were caught and forced to return.

Sometimes, slaves protested with violence. They risked certain punishment. This was true of Virginia slave **Nat Turner**. During **Nat Turner's Rebellion** in 1831, slaves killed about 60 white people. In the end, though, more than 100 slaves were killed, and Turner was executed. As a result, many states strengthened their slave codes.

When did Nat Turner's Rebellion occur?

CHALLENGE ACTIVITY

Critical Thinking: Analyze Write a paragraph explaining why southern slaveholders would want to keep slaves from learning to read and write.

The South

CHAPTER SUMMARY

CAUSE		EFFECT
The price of cash crops drops.	—————→	The need for slaves decreases.
Eli Whitney's cotton gin makes it profitable to grow cotton.	—————→	
	—————→	Most Southerners own few or no slaves.
Slave behavior is strictly controlled.	—————→	Slaves create their own culture, and some rebel.

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, complete the table above and answer the questions below.

1. Draw Conclusions How did Whitney's cotton gin affect the value of slaves?

2. Identify Cause and Effect Why did only one-third of southerners own slaves?

3. Make Judgments Do you think there was a time when southern farmers depended on cash crops? Why or why not?
