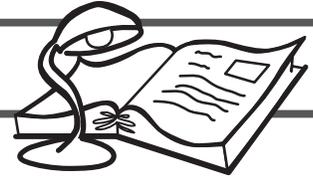


Study Guide

Chapter 13, Section 2



For use with textbook pages 391–395

THE NORTH'S PEOPLE

KEY TERMS

trade union	Organizations of workers with the same trade or skill (page 392)
strike	Refusing to work in order to put pressure on employers (page 392)
prejudice	An unfair opinion not based on facts (page 392)
discrimination	Unfair treatment of a group (page 392)
famine	An extreme shortage of food (page 393)
nativist	People opposed to immigration (page 395)

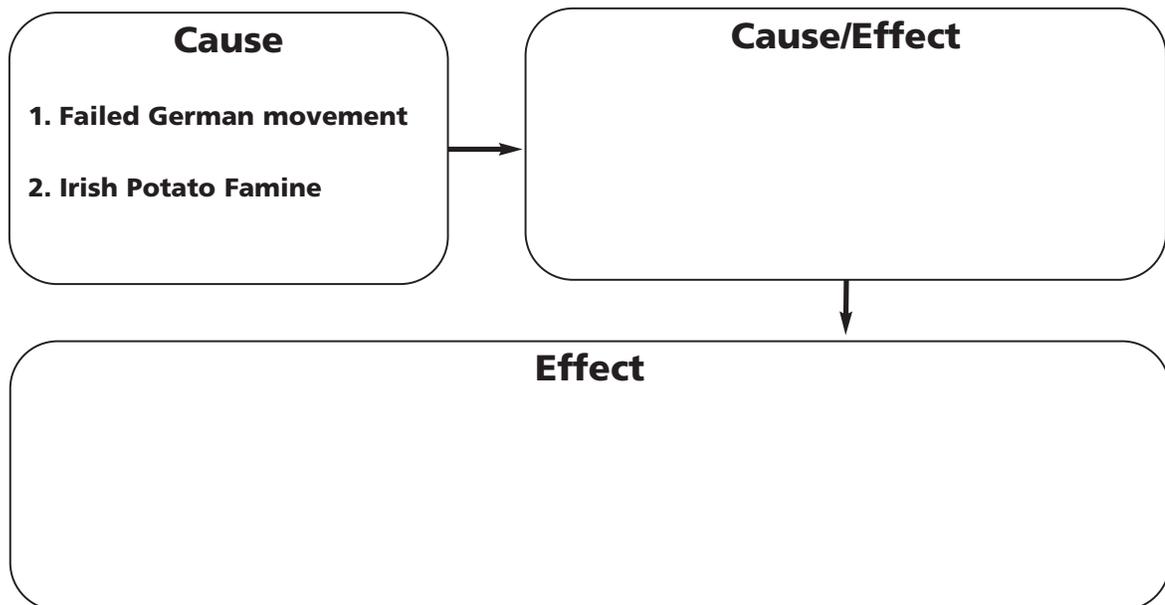
DRAWING FROM EXPERIENCE

Do you have a job? Perhaps you deliver newspapers, walk dogs, or baby-sit children. What kinds of working conditions do you have? How many hours a week do you work?

In the last section, you read about how advances in technology and transportation shaped the North's economy. This section focuses on how the growth of industry and increased immigration changed the North.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how cities grew during this period.



Study Guide



Chapter 13, Section 2 (continued)

READ TO LEARN

- **Northern Factories** (pages 391–393)

The development of the factory system changed the way goods were produced and the types of jobs available. Factory workers produced textiles, clothing, shoes, watches, guns, sewing machines, and farm machines. All steps in the manufacturing process took place under one roof. Working conditions were hard. Employees worked long hours for little pay. Accidents were common. Young children worked in factories. Factories had no air-conditioning or heating systems. Owners worried more about making a profit than the working conditions of their employees. There were no laws to protect workers.

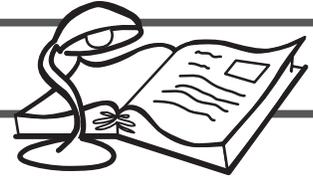
To fight for higher pay, shorter hours, and better working conditions, skilled laborers formed **trade unions**, organizations joined by workers with similar skills or trades. To convince factory owners to listen to their concerns and improve working conditions, factory workers went on **strike**. They refused to work to pressure the factory owners. In the early 1800s, workers who went on strike were breaking the law and could be punished. They could lose their jobs. That changed, however, when a Massachusetts court ruled that workers had the right to strike.

In the 1830s **discrimination**, or the unfair treatment of groups of people, was common. African Americans and women did not have the same rights as white males. Slavery was rare in the North at this time, but racial **prejudice**, unfair opinions not based on facts, remained. Few African Americans were allowed to vote, attend public schools, or enter many public facilities. Most were forced to use separate or segregated schools, hospitals, and other facilities. A few African Americans became successful business leaders, but most were poor.

Women received lower pay for the same factory work as men. They were not allowed to join the trade unions. Men wanted women out of the workforce to create more available jobs for men. Female workers in Massachusetts organized the Lowell Female Labor Reform Organization. They petitioned the legislature for a 10-hour workday. The legislature would not consider their petition because they were women. The early attempts by women to achieve justice and equality failed.

1. Why did factory workers organize trade unions?

Study Guide



Chapter 13, Section 2 (continued)

- **The Rise of Cities** (page 393–395)

Industrial cities grew as people moved closer to their jobs. Living in cities was expensive. Most workers lived in overcrowded, run-down buildings without plumbing or heat. Disease and fire were constant dangers.

People from other countries, or *immigrants*, moved to American cities in search of a better life. Immigration increased greatly between 1840 and 1860. Many immigrants agreed to work long hours for little pay. Between 1846 and 1850, most immigrants came from Ireland because of the potato *famine*. A famine is an extreme food shortage. Millions of Irish citizens died of starvation. Irish immigrants found work in factories in the Northeast, performed manual labor, or worked to build the railroad system. They were farmers from Ireland who could not afford to buy land in the United States. Women became servants or factory workers.

Germans were the second largest group of immigrants at this time. Some came to the United States for a better life. Others came after the democratic revolution in 1848 failed. More than one million German immigrants came, often in family groups. Many arrived with money to buy land or start businesses.

Immigrants brought their own languages, customs, and traditions with them. American culture began to change with the increase in immigration. A large percentage of Irish and German immigrants were Roman Catholic. The community life of immigrants revolved around the Church. Many immigrants settled together and formed communities in crowded slums.

Nativists, people born in America and opposed to immigration, felt threatened by and began to resent the immigrants. They were afraid the immigrants would take their jobs and change their way of life. They were upset that immigrants were willing to work for lower pay. Immigrants were blamed for crime and disease. Nativists formed secret anti-Catholic groups. They formed a new political party called the American or Know-Nothing Party. When they were asked about their group or organization, members replied, “I know nothing.” Their new political party wanted stricter citizenship laws and to make it impossible for immigrants to hold government offices. The American Party divided over the issue of slavery in the mid-1850s.

2. How did the large wave of Irish and German immigration impact life in the United States?
