

History
UNFOLDING

THE INDUSTRIAL REVOLUTION IN THE EARLY REPUBLIC



MindSparks[®]
CHALLENGING STUDENTS TO THINK HISTORICALLY

Contents

Introduction	2
Lesson 1	A Growing National Marketplace	4
Lesson 2	Mechanical Power and Factory Production	8
Lesson 3	Labor and Labor Unrest	12
Lesson 4	Industry and Social Change	16
Appendix	Image Close-ups	21

Introduction

America's Industrial Revolution

In 1800, the United States of America was a sparsely populated young republic. Nearly everyone in that republic lived in a rural area and farmed or depended directly on farming for survival. Only a handful of towns had more than 10,000 people living in them. Land was plentiful. Labor was in short supply.

The Industrial Revolution would transform this rural society. And yet these features of the young republic—its huge size, its agrarian nature, its constant need for labor and labor-saving technology—would shape that industrial transformation throughout the 1800s. By 1860, on the eve of the Civil War, the young republic was still mainly agricultural. Yet this nation of 31 million was filling up rapidly. And industrialization had already changed it in significant ways. East of the Mississippi, the country was tied together by a rapidly growing system of canals, roads and rails. It had several cities with populations of more than 100,000 each. And a steadily increasing standard of living was becoming the norm.

The twelve illustrations in this booklet focus on a number of central themes in the early history of the industrial transformation of American society. The illustrations are presented in four lessons. Each lesson uses three of the illustrations to explore one broad topic in the overall story. Briefly, the four lessons are as follows:

A Growing National Marketplace

The illustrations for this lesson focus attention on the role of innovation in transportation and communication as an essential spur to economic development in the large and widely dispersed early American republic.

Mechanical Power and Factory Production

America was an agrarian society in the early 1800s. And it was constantly short of labor. These were two additional factors that had major effects on the way the nation industrialized. Industrialization depended heavily on agricultural production—and, tragically, on plantation slavery as well.

Labor and Labor Unrest

A shortage of labor in America actually gave workers here an advantage over their European counterparts. But industrialization still created new pressures and uncertainties for workers. The three illustrations here focus on a number of these pressures and uncertainties, and on the response of American workers to them.

Industry and Social Change

While it is true that industrialization meant low wages and miserable working conditions for some, it also meant a better and steadily rising standard of living for most. And this prosperity attracted millions of immigrants—despite the fact that their reception was not always friendly. Tensions about immigration, about family life, and about many other aspects of life reflected the disruptive force of industrial growth.

Using Photos, Cartoons, and Other Visuals to Teach History

Many textbooks are full of colorful visuals. However, all too often these visuals function primarily as window dressing. They make the text more entertaining, or at least more palatable. Only occasionally do the visuals in textbooks do more than offer simple pictorial reinforcement of ideas already presented in the text. In many cases, they pander to the visual orientation of the young while doing little to help young people master the challenges of the visual media that dominate their lives.

By way of contrast, our approach to using visual materials emphasizes their unique strengths as historical documents. The lessons in this booklet focus students on the visual symbols and metaphors in editorial cartoons, the dramatic qualities of certain photographs, the potential of many images to make abstract ideas more specific and concrete, the implicit biases and stereotypes in certain images, their emotional power, and their ability to invoke the spirit of a time and place. In the process, we make every effort to strengthen students' visual literacy skills in general, as well as their ability to think critically and engage in spirited but disciplined discussions.

How to Use This Booklet

The booklet is divided into four lessons, with three illustrations per lesson. Each lesson consists of the following:

A BACKGROUND INFORMATION SHEET This page provides brief summaries explaining the three illustrations on which the lesson is based and their relevance to the lesson's objectives.

DIGITAL IMAGES The booklet's PDF allows you to project the images for use in your class discussions.

DISCUSSION-ACTIVITY SHEETS

Each sheet displays one illustration. It includes a sequence of questions to help you plan an all-class discussion while using the projected images. The questions take students step by step through an analysis of the illustration. If you wish, you may reproduce these pages and hand them out. In addition to the discussion questions on the illustration itself, one or two follow-up activities are suggested. Some of these can be made into individual assignments. Others will work best as small-group or all-class activities.

OBJECTIVE

1. Students will better understand the central role played by new modes of transportation in the early industrialization of the United States in the mid-1800s.
-

A Growing National Marketplace

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

the Industrial Revolution began in England with the use of steam power to drive machinery in mining and textiles. The biggest need there was for faster and cheaper ways to make basic goods for a large population. England was already the master of the seas, and its land area was small. So transportation was not a big problem. In the United States, however, a vast territory was just being settled in the early 1800s. High transportation costs made it hard to ship goods from one part of this territory to another. That's why many early mechanical inventions in America had to do with transportation. The steamboat, for example, made it far easier to carry goods up the Mississippi and many other rivers. Canals were also vital, especially the Erie Canal, shown in the bottom drawing here. Roads, canals, and steamboats made the nation a huge single market for the products of farms and factory.

Illustration 2

Economic hard times after 1837 brought an end to the canal building frenzy. But by then the railroad era had already begun. In fact, by 1840 there were as many miles of rail lines as canals. By 1860, rail lines had increased ten times more, to 30,626 miles. All settled parts of the nation were linked. It was now easy for farmers in Illinois to ship produce to New York, for northern textile mills to get cheap cotton from Mississippi, or for Massachusetts shoe makers to send shoes to Kentucky or Missouri. After the Civil War, the building of transcontinental railroads, shown here, tied the nation together from coast to coast.

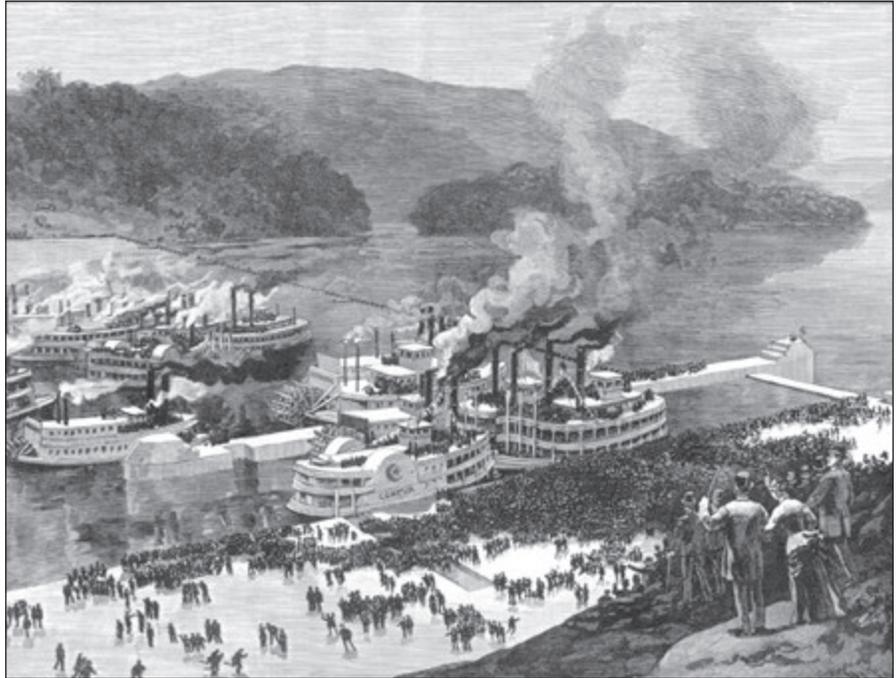
Illustration 3

Another important device was the one invented by Samuel B. Morse, shown here with his invention. Morse was actually a painter. But in the 1830s, he began to perfect the telegraph. In 1844, he proved its value by sending the words "What hath God wrought" from Washington to Baltimore. The telegraph quickly became a necessity for companies doing business across long distances. It was a prime example of how American ingenuity was meeting the challenge of America's huge, wide open spaces. And it began a process, still under way today, in which information transfer is instantaneous and no longer depends on the transporting of any physical object.

Illustration 1

Discussing the Illustrations

1. The boats in the top picture were important in the early Industrial Revolution in America. What form of power moved these boats?
2. What do historians mean by the phrase “Industrial Revolution?”
3. In the early 1800s, a number of key transportation inventions helped to link all parts of the U.S. as never before. For example, steamboats were able to sail upstream on their own power. From what you know about U.S. geography, why would this have been important in linking the nation together more?
4. The drawing below is of the Erie Canal, which opened in 1825. Why was this canal so important in linking the nation economically?
5. What transportation advantages did steamboats have over canals? What advantages did canals have over steamboats?



Courtesy of Dover Publications

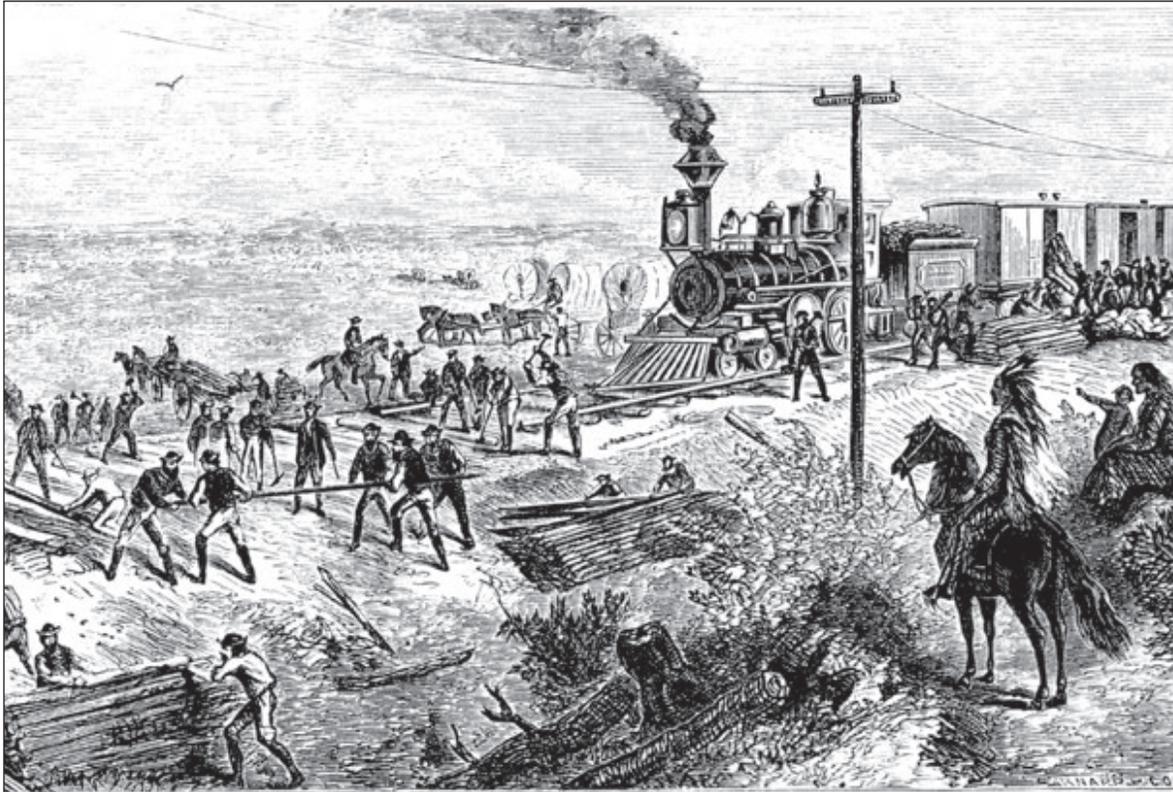
Follow-up Activity

1. **Small-group activity:** Pretend you are merchants in Boston in 1840. You have a huge supply of new John Deere steel plows. They are in demand in Indiana, Illinois, and Missouri. You want to sell the plows there. But you first have to send an agent to Cincinnati and St. Louis to find wholesalers who will buy large amounts of your plows. Use your library to find out what kinds of transportation were available in 1840. Create a map of the U.S., and plot a route for your agent to take to the two cities mentioned. Then plot a route you would use to ship the plows to the wholesalers. Explain and defend your choice of routes in a brief talk to the class.



Courtesy of the Library of Congress

Illustration 2



Courtesy of the Library of Congress

Discussing the Illustration

1. Starting in the 1830s, railroads began to be built in the United States. What reasons might a business owner have for shipping goods on railroads instead of on steamboats or canal barges? What disadvantages might the railroad have over these other means of transportation?
2. By 1860s, thousands of miles of railroads already covered much of the U.S. east of the Mississippi River, especially in the northern half of the country. But the railroad shown in this 1869 drawing was unique. From the drawing and your history reading, can you explain what made this railroad so different from all the others, and so important?
3. The railroads did a great deal to speed up the Industrial Revolution in America. Aside from carrying people and goods, railroads helped industrialization because of what was needed to build them. Can you explain why just building the railroads gave a big boost to the Industrial Revolution in America?

Follow-up Activities

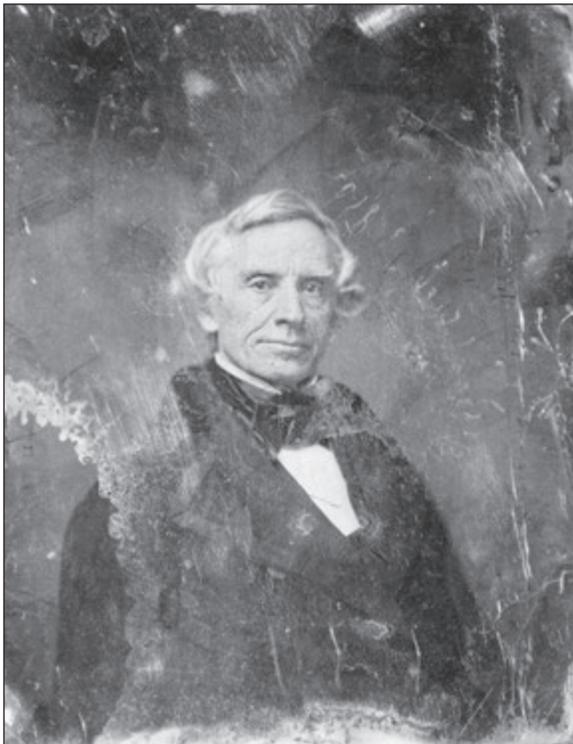
1. Ask your teacher or librarian for help in finding a map showing the nation's railroads in 1860. Using this map, think about the problems a business owner might have in shipping products from:

Chicago, Illinois, to Boston, Massachusetts
Detroit, Michigan, to Charleston, South Carolina
Mobile, Alabama, to Atlanta, Georgia
St. Louis, Missouri, to Richmond, Virginia

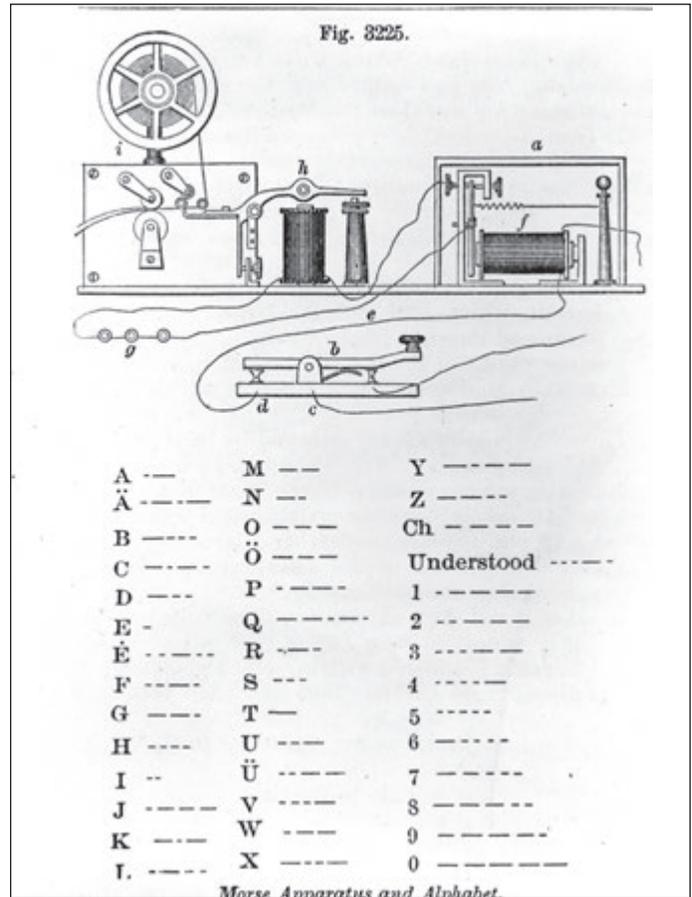
What do these different problems show about how the rail system had developed and which regions it helped most? Discuss your findings in class.

2. The first transcontinental railroad made it possible to travel from coast to coast in eight days, instead of months by wagon train or sea. Read more about train travel in the late 1800s. Use history books to find maps of U.S. railroad lines in 1880. Plan a route you might have taken that year from an eastern city to San Francisco. Now write eight long diary entries describing your trip across the country in detail.

Illustration 3



Courtesy of the Library of Congress



Courtesy of the Library of Congress

Discussing the Illustrations

1. This man on the left invented one of the most important devices of the early 1800s. In 1844, he used this device to send the words “What hath God wrought” from Washington to Baltimore. Can you name this man and identify the device he used to send this message?
2. Using the drawing on the right, explain how Morse's telegraph transforms electrical current into written language.
3. Why would the telegraph have been especially useful to many growing businesses in the United States in the 1840s and 1850s?
4. One writer has said, “Canals, roads, and railways helped Americans conquer space. But Morse helped Americans conquer time as well.” What did this writer mean? Of the various transportation or communications inventions in the 1800s, which one seems most important to you? Why?

Follow-up Activity

1. **Small-group activity:** Inventing a new device is one thing. Producing it as a product and successfully selling that product is another thing. Some inventors never got rich from their inventions. Others did. In other words, they were also good entrepreneurs. As a group, learn more about the following:

Samuel B. Morse
 Oliver Evans
 Robert Fulton and Robert R. Livingston
 Elias Howe
 Isaac Merrit Singer
 Gail Borden
 Charles Goodyear

Discuss these people and label them either as “Inventors Only” or “Inventor/Entrepreneurs.” Find pictures of these men, their inventions, and the uses to which those inventions were put. Use these to create a colorful bulletin board display labeled “Inventors and Entrepreneurs in the Early Republic.”

OBJECTIVE

1. Students will understand the way in which agriculture and a constant shortage of labor shaped America's early industrial development.

Mechanical Power and Factory Production

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

America's huge size led to its stress on transportation. Two other key factors affected its industrial development: First, America was still largely a farming society. Secondly, it was constantly short of labor. These factors may explain Americans' talent for inventing labor saving devices, especially for farmers. New plows, planters, reapers, threshers and more brought industrialism to the fields. One device had huge, and tragic, importance—Eli Whitney's Cotton Gin, shown here. A simple device, it separated seeds from raw cotton very quickly. This vastly reduced the labor time needed to get cotton ready for sale. Cotton soon became "King Cotton" throughout the South. And as it spread, it gave an enormous new boost to the use of slave labor in that region.

Illustration 2

Cotton's role in the Industrial Revolution was similar to that of oil in today's world economy. Cotton was the key raw material on which industrial development was based—not as a fuel, but as fiber to be made into clothing in textile factories. Demand for cheap, comfortable cotton goods seemed endless. It soon linked the textile factories of New England (and Great Britain) to the cotton plantations of the U.S. South. Costly power-driven machinery made factories necessary. But some new inventions actually delayed the spread of factories. For a while, Elias Howe's sewing machine kept alive the so-called "putting out" system in which owners took raw materials to workers in their homes. But as this drawing shows, even sewing machines were soon at work in factory settings. The drawing also calls attention the important role female labor played from the start in the emerging factory system.

Illustration 3

This illustration captures the full range of technological changes under way in America by the 1860s. Steamboats, rail transport, and improved roads are all shown. Together, they made it possible to deliver raw materials to the mill in the drawing. They also justified this mill's use of large-scale power-driven machinery by giving it access to distant markets that could buy all its output. This mill was located in Pittsburgh, where a major rail line to the east met the Ohio River. As the illustration shows, cities were starting to grow rapidly at such points in an industrializing America.

Lesson 2—Mechanical Power and Factory Production

Illustration 1



Courtesy of the Library of Congress

Discussing the Illustration

1. In this drawing, two men are working with a machine. The machine is a very simple one, but it was also one of the most important inventions in U.S. history. Can you identify this machine and explain what it did?
2. The Cotton Gin, and the Industrial Revolution in Great Britain and New England, caused cotton plantations to spread rapidly throughout the U.S. South. Can you explain why?
3. The Cotton Gin mainly affected life in the South. But a northerner invented it. Can you name him?
4. The Cotton Gin, and the new industrial textile mills, made cheap cotton cloth available to millions of people throughout the world. But along with this benefit, the Cotton Gin also had one very bad effect on U.S. history. From the drawing and your knowledge of history, can you explain?
5. How does this drawing help to show some of the key differences between slave labor and free labor in America in the early 1800s?

Follow-up Activities

1. Make a photocopy of this drawing. Based on what you know about the Cotton Gin and about slavery in America, try to imagine what the thoughts and feelings of each figure in the drawing might be. Write your own “thought bubbles” (like those in comic strips) for each figure. As a class, share some of the altered versions of the drawing in a discussion about the Cotton Gin and slavery in the South.
2. The Cotton Gin was only one of several important new farming tools developed in the late 1700s and early 1800s. Find out more about the following:
 - Jethro Wood’s plow (1819)
 - John Deere’s steel plow (1837)
 - Mechanical seeders (1840s)
 - The McCormick reaper (1840s)
3. As part of your research, make photocopies of drawings of these tools and the ways that farmers used them. Create a bulletin board display called “The Industrial Revolution on the Farm.”

Lesson 2—Mechanical Power and Factory Production

Illustration 2



Courtesy of Dover Publications

Discussing the Illustration

1. The Cotton Gin helped spread cotton plantations throughout the South. Meanwhile, factories making cotton clothing soon began to appear in New England. And at first, many of the workers in these factories were women, such as the women sewing in this factory. Why do you think so many women in New England wanted to go to work in these factories?
2. Many women wanted jobs in the factories. And factory owners were also often especially interested in hiring women workers. Why do you think that was so?
3. Women like those shown here usually came to the factories from farm homes in rural areas. What do you think they liked most about their new lives as factory workers? What do you think they liked least?
4. Do you think the scene in this drawing is typical of most factories in the mid-1800s? Why or why not? How accurate a view of working conditions in many factories do you think you get from this drawing? Explain your answer.

Follow-up Activities

1. Pretend you are a young woman from a rural farm in New England in the mid-1800s. You are in your early 20s. A month ago, you moved to a city to work in the factory shown in the above drawing. A local newspaper asked you to write an article about your past rural life, your new city life, and your work in the foundry. Write this article and post it on the bulletin board along with this drawing.
2. Ask your librarian for help in finding a book about the textile mills set up in Lowell, Massachusetts, starting in 1822. These famous mills were among the first to hire large numbers of young women from surrounding farms. (One good booklet of documents is *The Lowell Mill Girls: Life in the Factory*, edited by JoAnne B. Weisman, Discovery Enterprises, Ltd., 1991). Write a brief essay about Lowell's early industrial experiment. In your essay, be sure to explain how this drawing does or does not seem similar to what factory life at Lowell was like.

Illustration 3



Courtesy of the Library of Congress

Discussing the Illustration

1. This drawing shows the “Fawcett Saw & Planing Mill and Boat Yard” in Pittsburgh, Pennsylvania, in the mid-1800s. The drawing includes many of the key changes that were helping to industrialize America in those decades. How many of these changes or features of industrialization can you identify in the drawing?
2. The drawing shows that Pittsburgh was starting to grow into a big city. From what you know about Pittsburgh’s location, and the region and natural resources near it, why do you think it began to grow into a big city in the mid-1800s?
3. Why do you think the owners of the Fawcett Saw & Planing Mill and Boat Yard decided to locate their particular business where you see it?
4. What other types of businesses do you think might have decided to set up factories in this part of Pittsburgh at around this time? Why?

Follow-up Activities

1. **Small-group activity:** Pretend you are a group of business owners in the mid-1800s and you want to start a factory somewhere in America. What would you have to do? As a group, answer the following questions: What kind of a factory would you start? What would it produce? What kinds of workers would you want? What else would you have to know to start your factory? What kinds of skills would you need? What would you have to spend money on? How would you get that money? Where would you locate the factory? What other key decisions would you have to make, and in what order would you have to make them? Present a list of your answers to the class.
2. A great many occupations are shown in the above drawing. Which one would you have chosen if you had been alive in the mid-1800s? Pick one of the activities shown in this drawing. Learn more about it. Now write a letter about your life to a relative who left to buy a farm in Illinois a few years ago.

OBJECTIVES

1. Students will better understand the changing role of labor in America's early Industrial Revolution.
2. Students will debate the pros and cons of various efforts to organize labor in the 1800s.

Labor and Labor Unrest

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

The growth of industry made life better for millions. But it also made life more risky. Business owners and farmers alike had to borrow money to buy land, factories, or costly machinery. They could never be sure of selling enough in distant markets to pay back their debts. If demand for goods suddenly dropped, businesses might close and banks would fail. Hard times in 1819 and again in 1837 caused many to lose their jobs. This 1837 cartoon shows an unhappy out-of-work mechanic. His wife pleads for food for the children. A landlord is at the door to collect the overdue rent. One child asks for "specie claws," a harsh reference to President Andrew Jackson's "Specie Circular." It said federal lands had to be paid for in specie (gold or silver) only. Enemies of Jackson and his successor, Martin Van Buren, said this made it hard for millions to pay for land, causing banks to fail and bringing on hard times.

Illustration 2

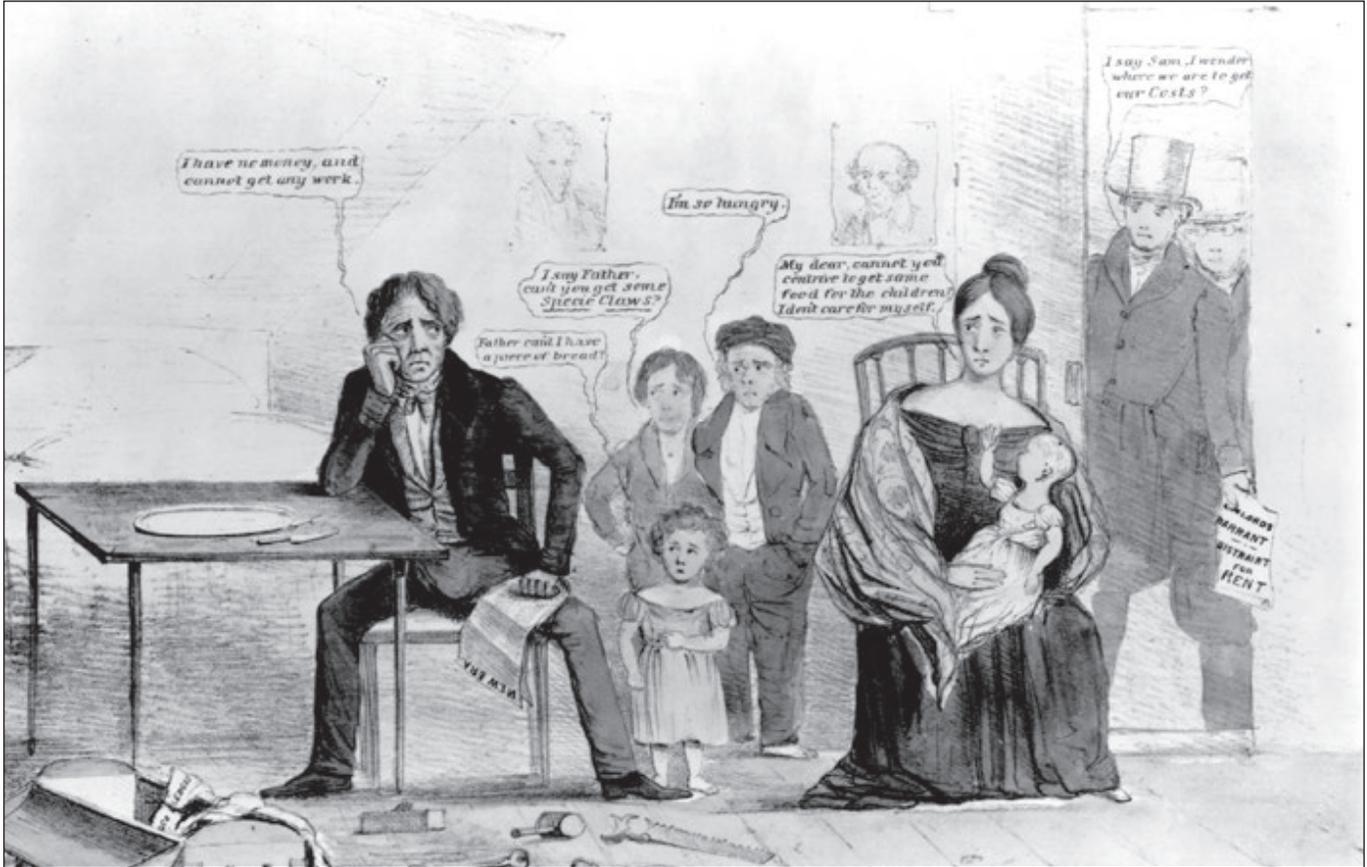
By the 1850s, many Americans worked in large factories run by owners they hardly knew. Conditions could be harsh. Wages were often low. If sales dropped, workers could be fired without notice. These problems angered skilled workers, in particular. They saw factories as a threat to their status and pay. In Lynn, Massachusetts, most shoemakers still worked in their homes or in tiny shops. But they worked for increasingly wealthy and powerful owners who supplied them with materials. In 1860, the Lynn shoemakers went on strike for higher wages. This drawing of a parade of female shoemakers on strike suggests that the strike involved the whole community, not just the workers.

Illustration 3

The spread of wage labor soon led to efforts to organize unions. The first unions were local organizations of workers in skilled crafts. Some workingmen's political parties also appeared. Just after the Civil War, a national labor organization was set up, the National Labor Union, or NLU. At first, organized labor did not stress bargaining with employers. Instead, it fought for broader reforms, such as the eight-hour working day. (Many wage earners then still labored 12 hours a day, or more.) This illustration celebrates an 1868 law requiring the eight-hour day for all federal government workers.

Lesson 3—Labor and Labor Unrest

Illustration 1



Courtesy of the Library of Congress

Discussing the Illustration

1. This editorial cartoon appeared in 1838. In it, an unhappy worker, or mechanic, sits at a table telling his family, “I have no money, and cannot get any work.” From your knowledge of history, can you explain why many American workers were faced with this problem in 1838?
2. When an industrial economy is growing rapidly, it can also sometimes stop growing suddenly. Many businesses shut down, and thousands lose their jobs. How does this cartoon help to show what that must feel like to the worker? What effect do the economic hard times appear to be having on his family as a whole?
3. In the cartoon, the landlords have arrived at the door to collect rent, which is overdue. The children are saying they are hungry. And the wife is asking her husband, “My dear, cannot you contrive to get some food for the children? I don’t care for myself.” What kinds of things do you think families like this one did, or could have done, to cope with these hard times?

Follow-up Activity

1. **Small-group activity:** Economic troubles like those of the late 1830s were confusing and troubling to many Americans. What advice do you think could have been given to workers like the one in the above cartoon. Read more about one of the following figures in U.S. history.

Thomas Jefferson
Abraham Lincoln
Francis Cabot Lowell
Susan B. Anthony
Frederick Douglass
Harriet Beecher Stowe
Horace Greeley
Robert Owen

As you read about one of these figures, try to imagine what this person might say about this cartoon, the worker in it, his family, and their plight. Now, as if you were this person, write a letter to the editor of the newspaper expressing your thoughts about the cartoon and the problem it presents.

Lesson 3—Labor and Labor Unrest

Illustration 2



Courtesy of the Library of Congress

Discussing the Illustration

1. This drawing shows a huge protest march in Lynn, Massachusetts, in 1860. It is actually a drawing of one of the nation's earliest strikes. What is meant here by the term "strike"?
2. The drawing shows some of the female workers marching together. In what ways does this drawing look like a modern-day strike? In what ways does it seem different from modern-day strikes?
3. In this strike, thousands of shoemakers in Lynn said they would refuse to work until the owners of the shoemaking businesses agreed to give them higher wages. Much of the town of Lynn supported the workers. How does the drawing help to show that many others in the town were supporting the strikers?
4. Do you think the artist who drew this illustration was in favor of the strikers and their cause, against the strikers and their cause, or had no strong feelings about the strikers at all? Explain your answer.

Follow-up Activities

1. Lynn was famous in the mid-1800s for its shoemaking industry. Early in the 1800s, owners in Lynn often worked along side their hired workers to make shoes. However, after the 1830s, more and more of the wealthier owners stopped doing this. The economic and social differences between most shoemakers and these wealthier owners grew greater. How might this change help to explain the growing conflict between workers and owners in Lynn? How typical do you think this change was in other industries in America during the mid-1800s? As a class, discuss your answers to these questions.
2. By 1860, shoes in Lynn were still not being made in huge factories. Instead, the owners brought materials to small shops or to the workers' homes, and the workers were paid to make these materials into shoes. Would this way of working have made it harder or easier for Lynn's workers to organize a protest of the sort shown in this drawing? Discuss this question in class.

Lesson 3—Labor and Labor Unrest

Illustration 3



Courtesy of the Library of Congress

Discussing the Illustration

1. This illustration is an elaborate work of art celebrating one of the earliest victories for organized labor. What is usually meant by the phrase “organized labor”?
2. The illustration celebrates an 1868 law that limited the working day for federal government workers to eight hours. From what you know about work in the mid-1800s, why would this idea have appealed to many workers?
3. In the 1860s, the eight-hour day was backed by the National Labor Union, one of the first national organizations of labor leaders. Until the Civil War, most labor unions were local, like the one in Lynn, Massachusetts. That was also true of Working Men’s political parties in cities like New York or Philadelphia. Why do you think early labor organizations were mainly local up to the Civil War?
4. What other reforms or changes do you think most workers would have favored in the decades before the Civil War? Why?

Follow-up Activities

1. Read more about the eight-hour campaign by the National Labor Union. Read also about the federal government’s decision to accept the eight-hour day for its workers in 1868. Use this illustration as part of a newspaper page you design about this new law. Create your own headline. Then write a story to accompany the illustration as if the new law had just been passed yesterday.
2. **Small-group activity:** How would labor leaders of the late 1800s have viewed the National Labor Union and its campaign for the eight-hour day? Each group member should read more about one of the following: Terence V. Powderly, Eugene Debs, Samuel Gompers, William D. “Big Bill” Haywood. In your group, talk about these leaders and their ideas. Also discuss the above illustration. Prepare and the put on a role-playing debate as if your were these four men. In the debate, discuss this illustration and your views on, or memories of, the National Labor Union and labor just before and after the Civil War.

OBJECTIVES

1. Students will appreciate the wide variety of ways in which the Industrial Revolution affected life in the early republic.
2. Students will debate the pros and cons of industrialism and its varied effects on American life.

Industry and Social Change

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

As industry grew, America's need for workers grew also. In response, more and more immigrants from an overcrowded Europe set out for this country seeking a better life. In the 1840s and '50s, more than a million came from Ireland. This cartoon shows an Irishman climbing the ladder to success. His upward climb presents a somewhat hopeful view of immigration. But his baboon-like face is an insulting stereotype of the Irish all too common at the time. The cartoon thus reveals both the positive and negative attitudes Americans held toward newcomers to what was, in any case, a land of real opportunity.

Illustration 2

The growth of towns and cities meant that more workers took jobs in shops and factories away from the home. While many women did work in factories, it was mainly men who took jobs outside the home. This separation of the world of paid labor from household labor left many women at home-by themselves. Most people felt this was fine. They saw woman as best suited to care for children and to make the home a place of refuge from the world. Keeping women in this domestic realm could limit their lives. On the other hand, it also gave many of them time and leisure to read, study, and educate themselves. Even many early crusaders for women's rights saw home life this way. Their middle class homes may well have given them the freedom and space they needed to begin their long struggle for equal rights.

Illustration 3

By the early 1800s, America was expanding. Factories and farms were spreading across the land. Cities were getting larger. And the nation was producing enough wealth to create a growing middle class able to live in some comfort. Central heating, cast-iron stoves, canned food, better plumbing, even new kinds of soap—all of these things made life better for millions of people. And advertising was an important way to let them know about new products from all over the nation. As this ad shows, advertising could play on hopes and fears in ways that had little to do with the real value of the products being sold. Yet it also set styles. And it may have helped people dream of a better life and work to make those dreams a reality.

Lesson 4—Industry and Social Change

Illustration 1



Courtesy of the Library of Congress

Discussing the Illustration

1. The caption under this cartoon says: “Paddy’s Ladder to Wealth in a Free Country.” “Paddy” was a name used for an immigrant group that came to America in the mid-1800s. What immigrant group was that?
2. More than a million Irish came to America in the 1840s and 1850s. From your knowledge of history, can you explain why so many of them came then?
3. Look at the face in this 1857 drawing. This way of drawing the Irish was a common stereotype in the 1850s. It is also a very insulting stereotype. What is a stereotype, and what makes this one so insulting?
4. The cartoon shows the Irishman just starting to climb a ladder. This ladder is a symbol of something. What is it a symbol for? (Hint: The caption should help you understand this). What point about Irish laborers does this symbol help the cartoon to make?
5. While this cartoon insults the Irish, some people say it also seems hopeful about them. Why do you think people say this? Do you agree? Why or why not?

Follow-up Activities

1. In the mid-1800s, many Americans began to worry about the large number of immigrants coming into the country. Many of these Americans wanted strict limits placed on immigration. The American Party was formed in 1854 as a protest against high levels of immigration. Do some reading about the American Party, also called the “Know-Nothings.” Learn more about one or two of its leaders. Then pretend you are an Irish immigrant who has just seen the cartoon shown above. Write a letter to a leader of the American Party. Send him a copy of the cartoon, along with your thoughts about the cartoon and its attitude toward Irish immigrants.
2. Use your library to look through collections of recent editorial cartoons. Find five about different groups in society that you think present stereotyped views of those groups. (You need not limit the groups just to racial or ethnic minorities, or women.) Make copies of the five cartoons and share your thoughts about them in a brief talk in class.

Lesson 4—Industry and Social Change

Illustration 2



The Grocer.

Courtesy of the Library of Congress

Discussing the Illustration

1. In the early 1800s, the U.S. economy started to grow rapidly. The Industrial Revolution helped to make life more comfortable for a growing group of middle-class Americans. What does the term “middle class” mean to you? In what ways does this 1847 drawing show that life then was getting more comfortable for many middle-class Americans?
2. As cities expanded, more men worked in factories, shops, or offices away from home. From this drawing, can you guess what tasks this woman normally did during her day? How would her daily life have differed from that of her husband's? How would it have differed from that of a pioneer woman on the frontier then—or from the daily life of a farmer's wife in a settled area?
3. Not all women in America's towns and cities stayed home while their husbands worked. Many took jobs as nurses and teachers, in shops and textile mills, etc. Do you think the woman in this drawing was better off than these other women? Why or why not?

Follow-up Activities

1. **Small-group activity:** Harriet Beecher and Elizabeth Cady Stanton both had a lot to say about women and their place in the home. These two women were both active in the mid-1800s. Your group's task is to read more about these two women and discuss their ideas. Then take turns role-playing a discussion between Beecher and Stanton about the above drawing. In the discussion, have the role-players give their views about life in the home for women such as the one in the drawing. After everyone in the group has a chance at this role-playing exercise, pick two of your group's members to perform it in front of the entire class.
2. Read more about family life in America in the early and mid-1800s. Now pretend you are the woman in the above drawing. Based on what you have read, write a long diary entry for the day when “you” visited this grocer with your child. The entry should give an idea of what your day was like, but it should also show your thoughts about your life in general.

Illustration 3



Courtesy of the Library of Congress

Discussing the Illustration

1. Advertising became much more common in the early and mid-1800s than ever before. That was partly because of growing numbers of newspapers and magazines in America then. Why would that have affected the amount of advertising?
2. A bigger reason for the growth of advertising was the developing national economic market, in which a business might sell goods all over the country, not just in one local area. Why might that trend make advertising more common?
3. The ad shows two scenes: an “Old Washing Day,” on the left, and a “New Washing Day,” on the right. What do you think this soap company wants women to notice about these two scenes? Why?
4. What do these contrasting scenes suggest about the concerns many women in America felt in the 1850s? What do they help to make clear about daily life in general in America in those years?

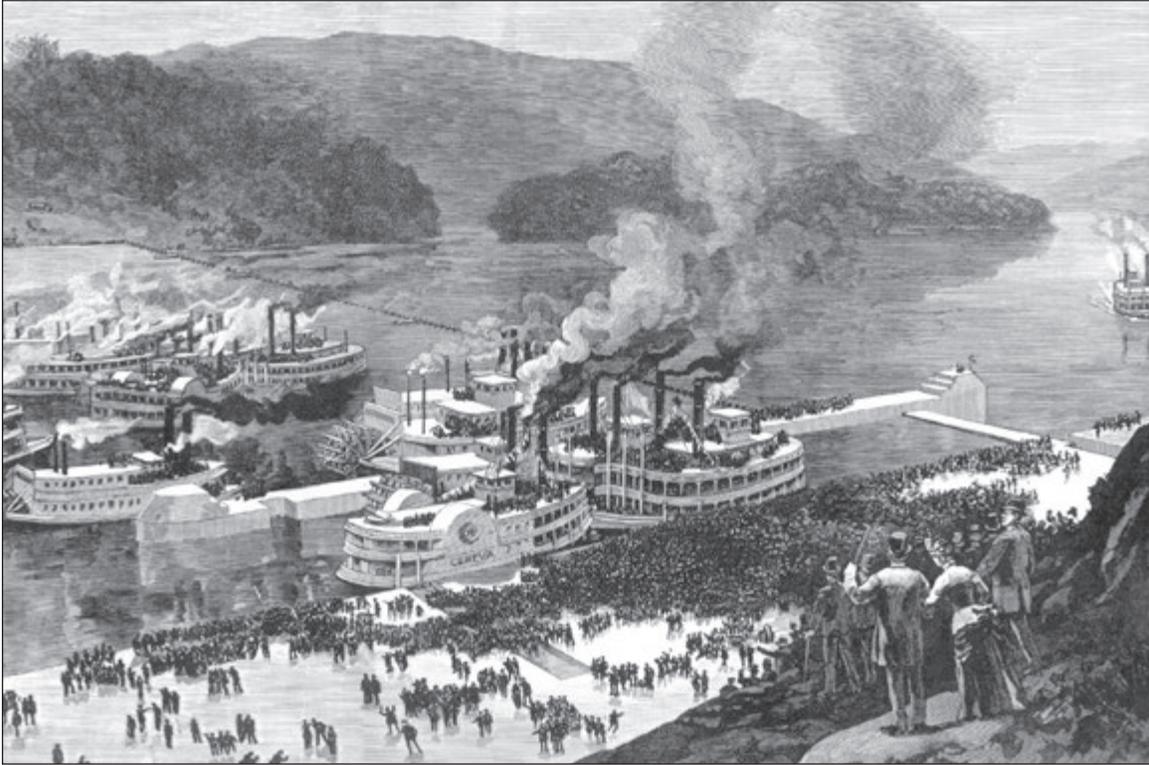
Follow-up Activities

1. **Small-group activity:** Ads often reveal the strongest hopes, fears, beliefs, and values people hold at any given time. Ask your librarian to help you locate old books and magazines with ads from the nineteenth century. Find five ads directed at consumers in that century. Try to choose ads that reveal the deepest concerns of people in those years. Then choose five ads from recent magazines or newspapers that do the same for today. Write your own brief comments about these ads and use them in a colorful bulletin board display called “Advertising: What it Tells Us about the Past and Present.”
2. Some people say ads like the one shown above trick people into buying a product that cannot possibly be as good as the ad says it is. But others say ads still serve a useful purpose by giving people ideas about how to make life better. With which point of view do you agree more? As a class, debate this by focusing on this ad and what it shows about the early Industrial Revolution in America.

Image Close-ups

A Growing National Marketplace

Illustration 1



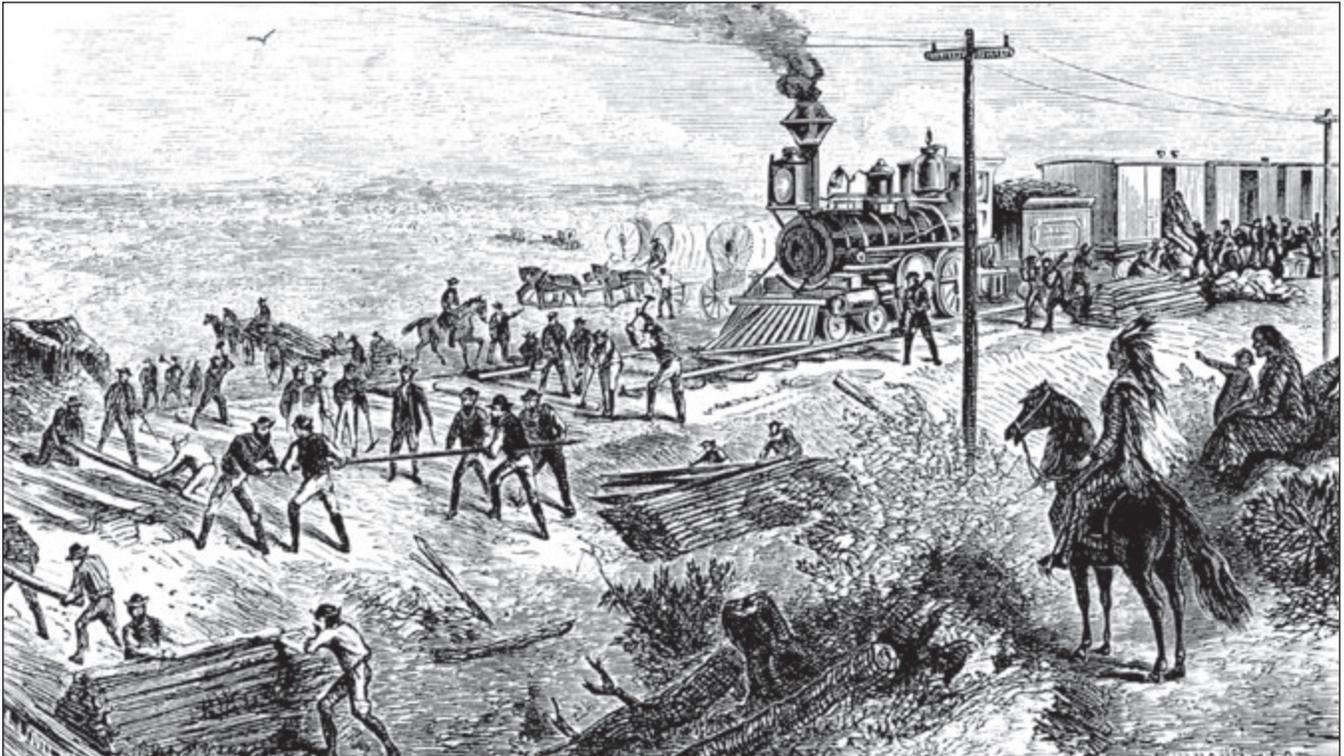
Courtesy of Dover Publications



Courtesy of the Library of Congress

A Growing National Marketplace

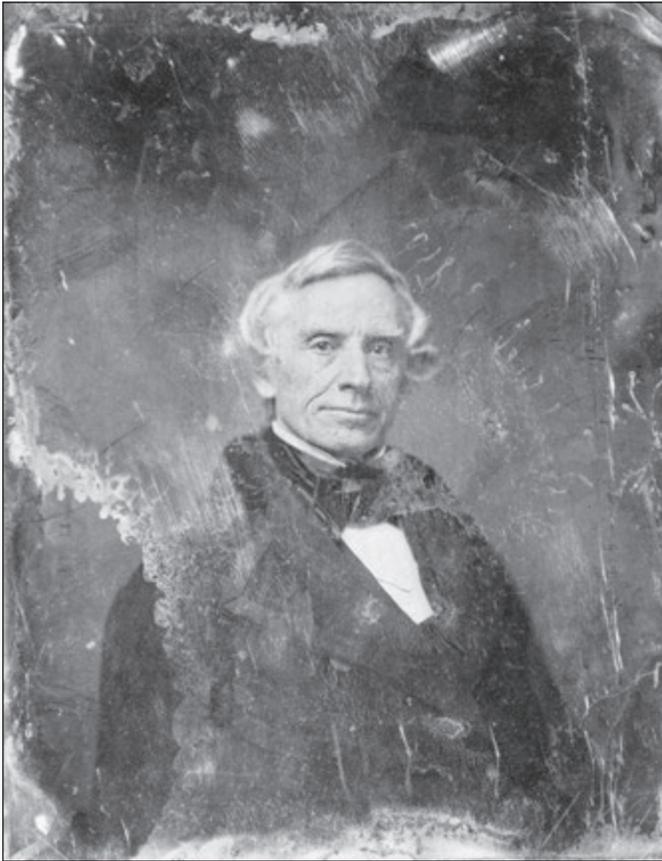
Illustration 2



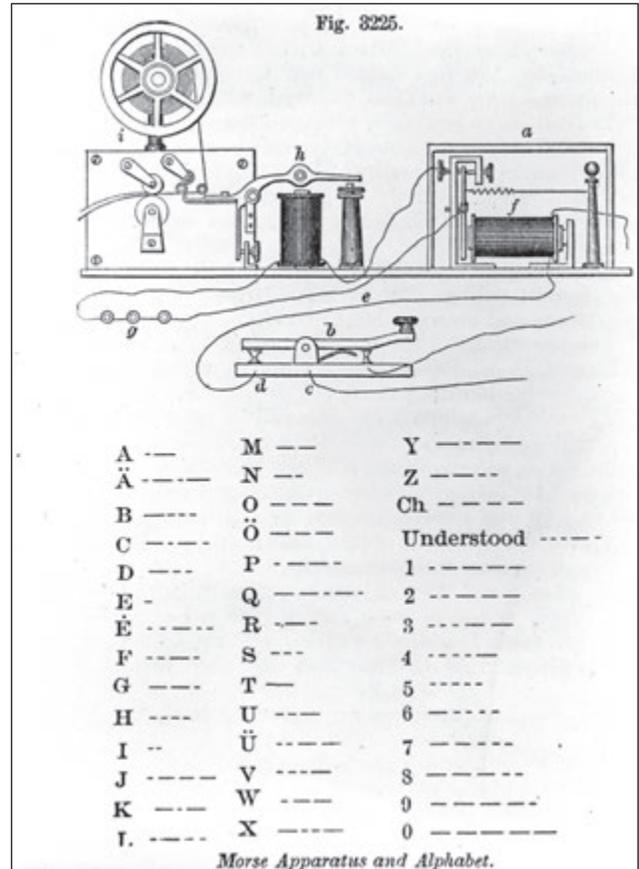
Courtesy of the Library of Congress

A Growing National Marketplace

Illustration 3



Courtesy of the Library of Congress



Courtesy of the Library of Congress

Mechanical Power and Factory Production

Illustration 1



Courtesy of the Library of Congress

Mechanical Power and Factory Production

Illustration 2



Courtesy of Dover Publications

Mechanical Power and Factory Production

Illustration 3



Courtesy of the Library of Congress

Labor and Labor Unrest

Illustration 1



Courtesy of the Library of Congress

Labor and Labor Unrest

Illustration 2



Courtesy of the Library of Congress

Labor and Labor Unrest

Illustration 3



Courtesy of the Library of Congress

Industry and Social Change

Illustration 1



Courtesy of the Library of Congress

Industry and Social Change

Illustration 2



Courtesy of the Library of Congress

Industry and Social Change Illustration 3

AMERICAN SOAP COMPANY
DEPOT
 284 Washington-street,
 Between Warren and Chambers Street,
 NEW YORK.

LOOK ON THIS PICTURE! THEN ON THIS!



THE OLD WASHING DAY

The tub is full of water, and the woman is washing clothes. The room is dark and cluttered. A child is playing with a dog in the foreground.



THE NEW WASHING DAY

The tub is full of water, and the woman is washing clothes. The room is bright and clean. A child is playing with a dog in the foreground.

AMERICAN LAUNDRY SOAP, MANUFACTURER'S SOAP, CREAM SOAP, PREPARATION.

MANUFACTURERS OF AMERICAN CREAM SOAP!

AMERICAN TOILET SOAP, AMERICAN SHAVING SOAP, IMPROVED TRANSPARENT SOAP

FOR WASHING, BLEACHING AND CLEANSING,
And is decidedly the best article for Labor Saving, Time Saving & Clothes Saving ever discovered.

It is presented to the public as an article without competition. Washing is done in the best manner, by simply Soaking the Clothes for a short time (Without Boiling) in a tub of Cold Water, (either Hot, Warm or Cold,) with a **Suds** made from this Preparation, with an incredible small amount of Lard.

FUEL IS ENTIRELY DISPENSED WITH.

All Grease and Ink Spots are instantly removed, as by magic. Fading Prints, when washed in this Preparation, do not change, but the colors remain fast. It will not injure any Fabric or any Cloth - on the contrary renders them more permanent. It will remove all specks from Maps, Gliding, Mirrors, or Paint, and make them bright as new.

For Sale by Grocers generally in City & Country. All orders must be addressed to
 \$7 Premium Awarded at the late Fair of the American Institute, N. Y.
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COWLES & CO. Proprietors.
284 WASHINGTON STREET,
 Between Warren and Chambers N. Y.

Courtesy of the Library of Congress

