

America Through the Centuries: 1800s



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L-A18



America Through the Centuries: 1800s Lapbook

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How do I get started?

First, you will want to gather your supplies. Depending on which format you purchased from us, you will need different supplies. So, take what applies, and skip over the rest.

*** Printing:

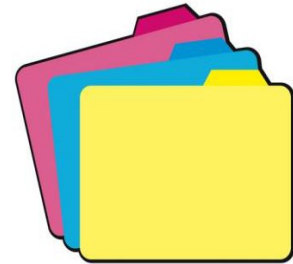
*Print instructions and study guide on white copy paper.

*Print the booklet templates on 24# colored paper.



*** Assembly:

***Folders:** We use colored file folders, which can be found at Wal-Mart, Sam's, Office Depot, Costco, etc. You will need 4 file folders. You may use manila folders if you prefer, but we have found that children respond better with the brightly colored folders. Don't worry about the tabs.... they aren't important. If you prefer, you can purchase the assembled lapbook bases from our website.



***Glue:** For booklet assembly, we use glue sticks and sometimes hot glue, depending on the specific booklet. We have found that bottle glue stays wet for too long, so it's not a great choice for lapbooking.



***Other Supplies:** Of course, you will need scissors. Many booklets require additional supplies. Some of these include metal brad fasteners, paper clips, ribbon, yarn, staples, hole puncher, etc. You may want to add decorations of your own, including stickers, buttons, coloring pages, cut-out clipart, etc. The most important thing is to use your imagination! Make it your own!!



Ok. I've gathered the supplies. Now how do I use this product?

Inside, you will find several sections. They are as follows:

1. **Student Assembly and Completion Instructions:** This section is written directly to the student, in language that he or she can understand. However, depending on the age of the child, there may be some parent/teacher assistance needed. These instructions will tell the student exactly how to assemble the lapbook base and how to cut out and assemble each booklet. Here, they will find a layout of where each booklet should be placed in the lapbook and pictures of a completed lapbook. They will also tell the student exactly what should be written inside each booklet as he or she comes to it during the study.
2. **Booklet Templates:** This section includes all of the templates for the booklets within this lapbook.
3. **Study Guide:** This section includes most of the information that you need to teach this subject. You may choose to teach directly from the Study Guide, or you may choose to allow your student to read the study guide himself. Either way, you will find all of the information here.

America Through the Centuries: 1800s Lapbook

Student Instruction Guide

Lapbook Base Assembly:

First, you will need to assemble the “Lapbook Base” for your project.

For this lapbook, you will need 4 file folders. Open the file folder, and lay it flat in front of you. Fold both sides of each folder toward the middle. The edges (or tabs) of the folded sides should touch the center original fold line on the folders. See **Figure 1**. **Figure 2** shows how all 4 folders should be assembled.

Figure 1

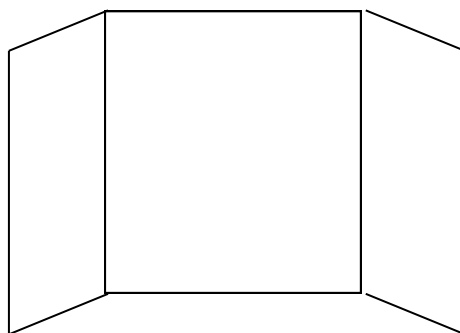
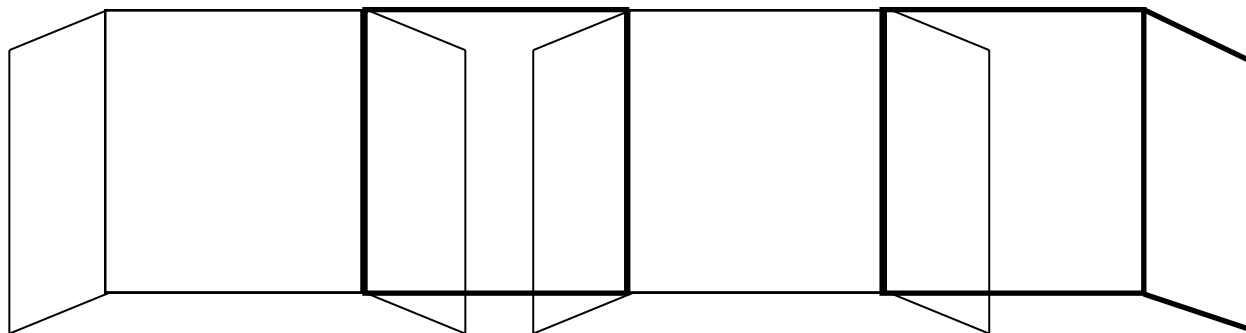


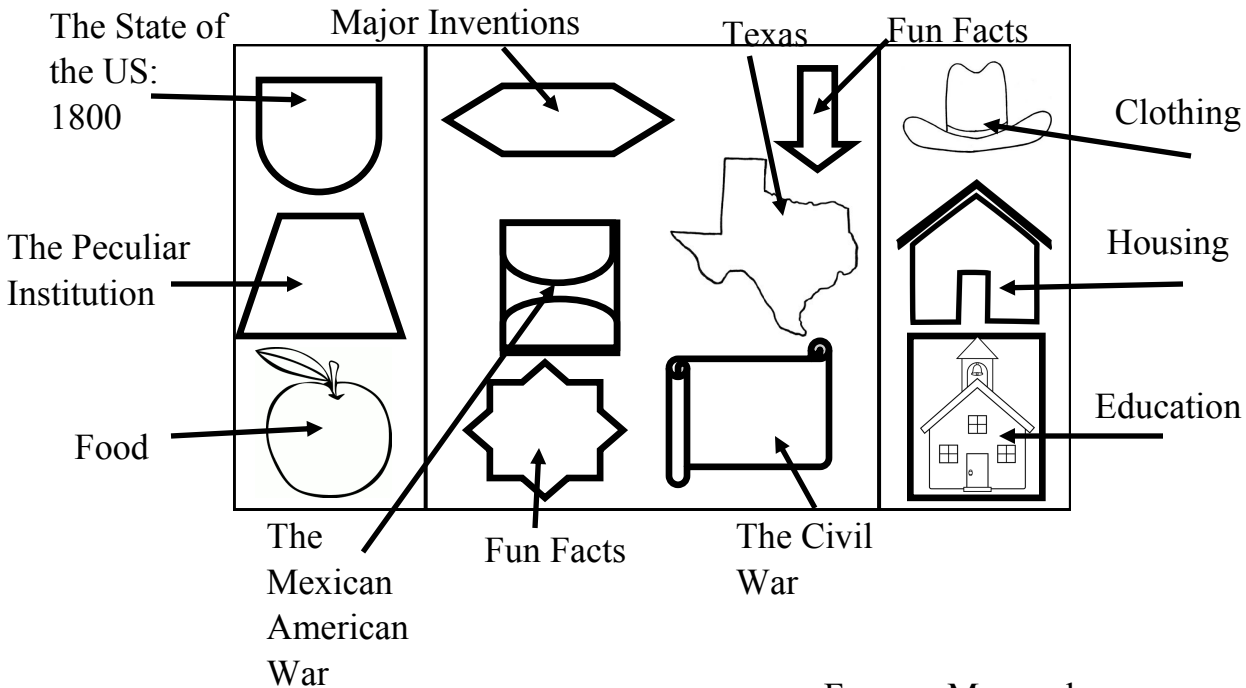
Figure 2



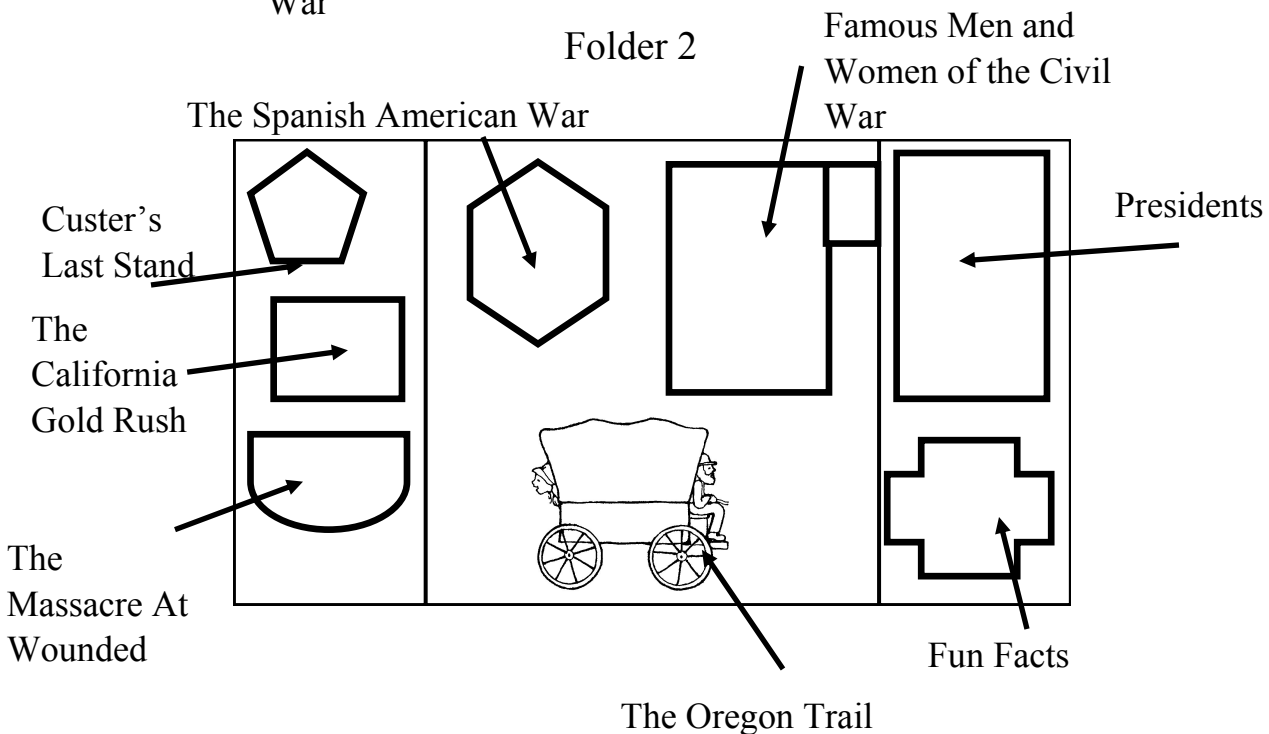
Lapbook Layout:

Below, you will see a layout for the lapbook. You may choose to glue the booklets into your Lapbook Base in any order that you like. However, you may have trouble fitting all of them in unless you follow the layout below. Some of the shapes aren't exactly the same on the layout as the booklets themselves.

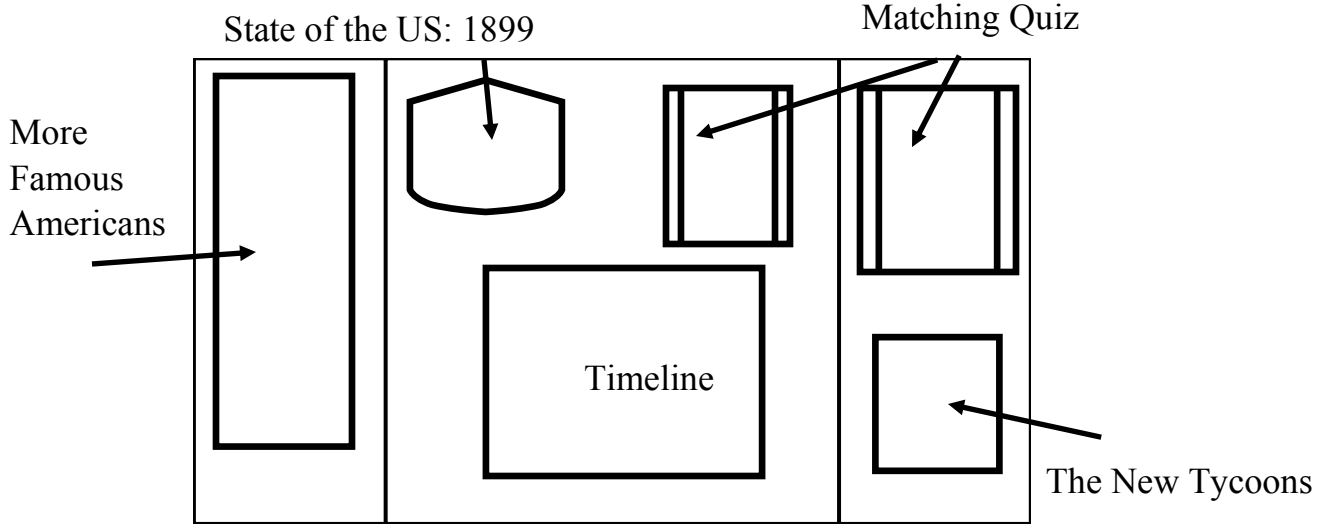
Folder 1



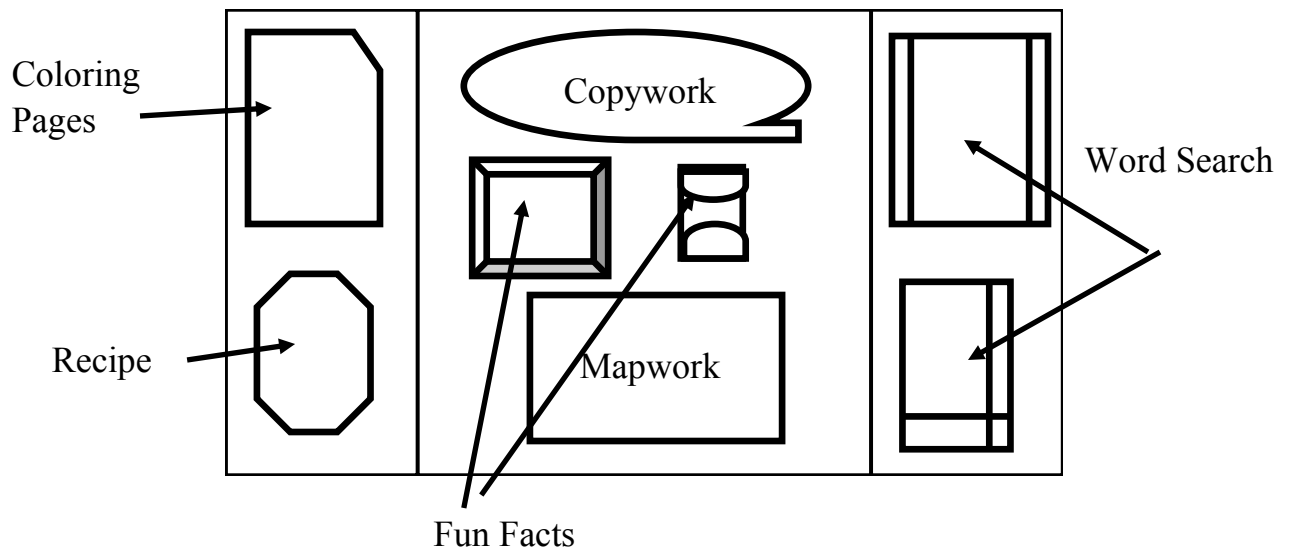
Folder 2



Folder 3



Folder 4



Below, you will find pictures of how the lapbook should look when you have completely assembled it.

Folder 1



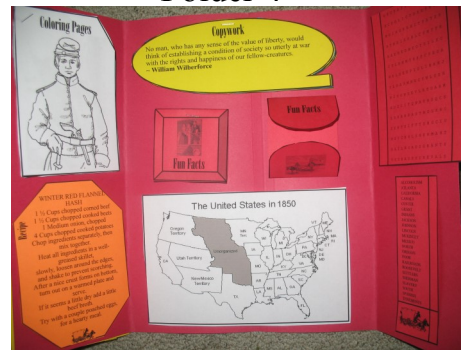
Folder 2



Folder 3



Folder 4



All Folders



America Through the Centuries:

1800s Lapbook

Student Instruction Guide

Booklet #1

***Booklet Title:** The State of the United States: 1800

***Student Instructions:** What were some of the changes beginning to happen in this century? What role did railroads and canals play in these changes? How was the role of women changing? Why did immigrants begin to come here in great numbers? Discuss your answers in this booklet.

****Assembly Instructions:** Cut out along the outer black line edges of all six pages. Stack with the title page on top, and secure with a staple at the top of the stack.

Booklet #2

***Booklet Title:** The Peculiar Institution

***Student Instructions:** What was meant by the “Peculiar Institution?” How did life differ between slave and master? Why was the nation of Liberia founded? What was the Underground Railroad. Discuss your answers in this booklet.

****Assembly Instructions:** Cut out along the outer black line edges of the booklet and additional pages. Insert the additional pages inside and secure with a staple at top.

Booklet #3

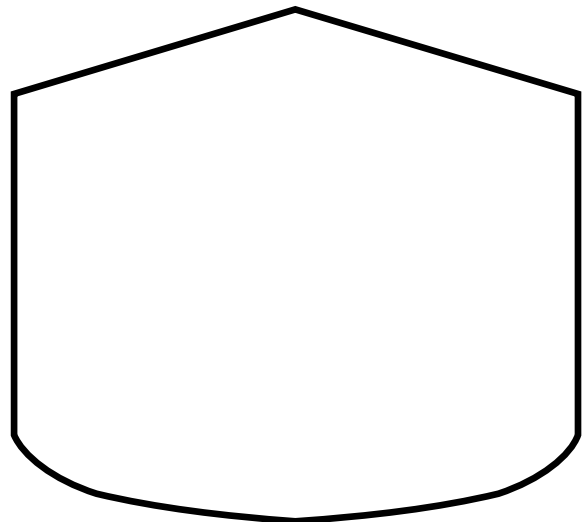
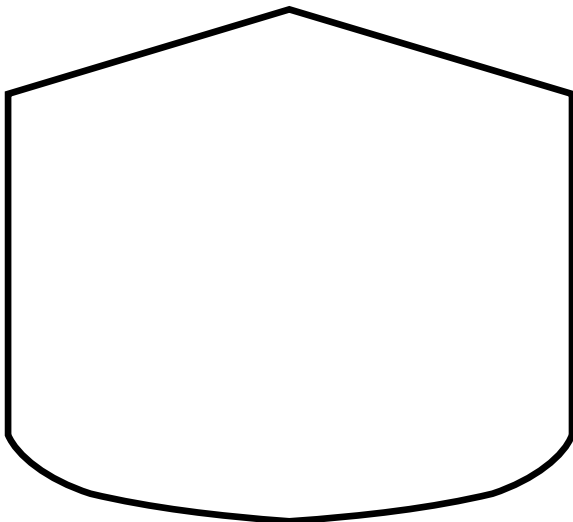
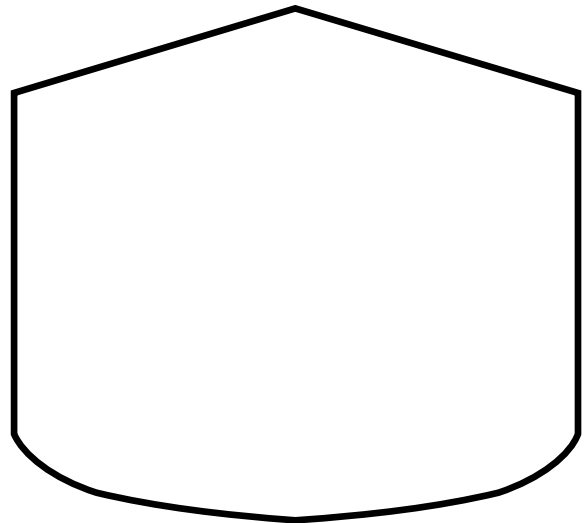
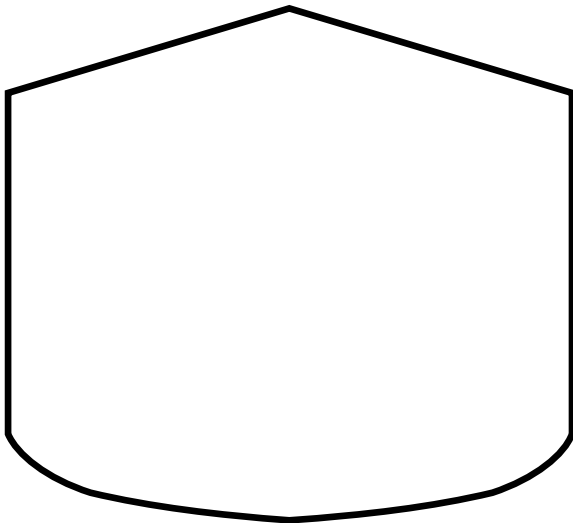
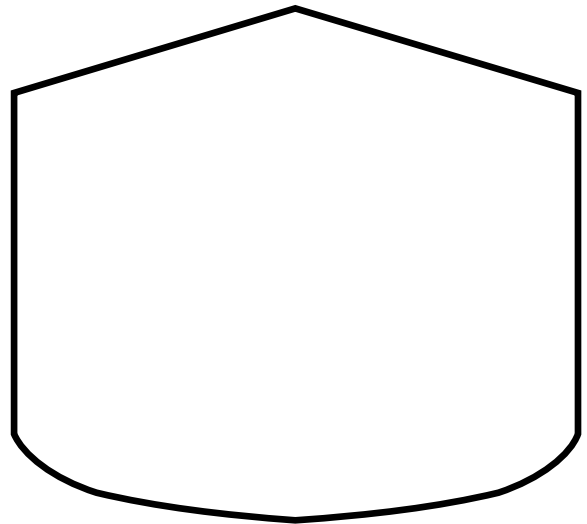
***Booklet Title:** Food

***Student Instructions:** How was most food obtained in the 1800s? How was food different in the West? Discuss your answers in this booklet.

****Assembly Instructions:** Cut out along the outer black line edges of all four pages. Stack with the title page on top, and secure with a staple at the top of the stack.

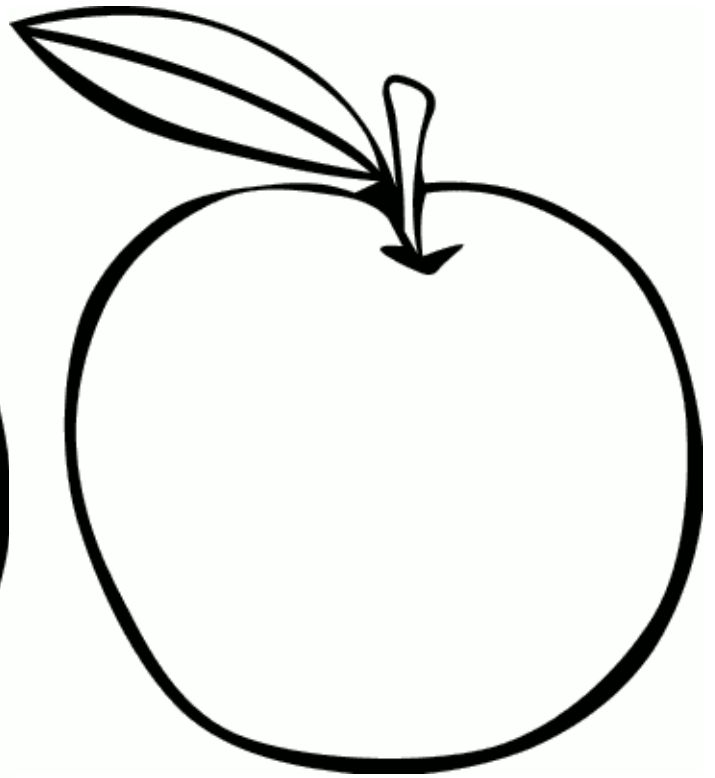
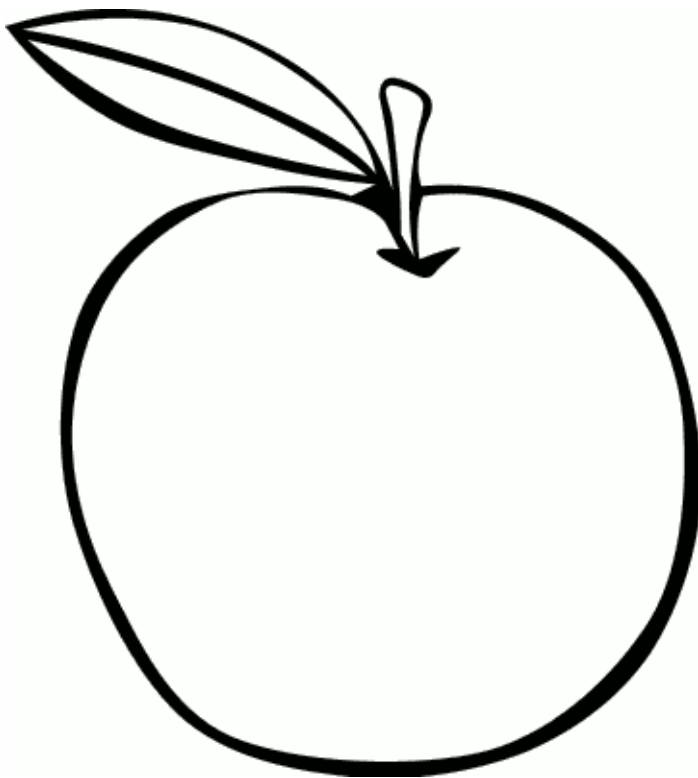
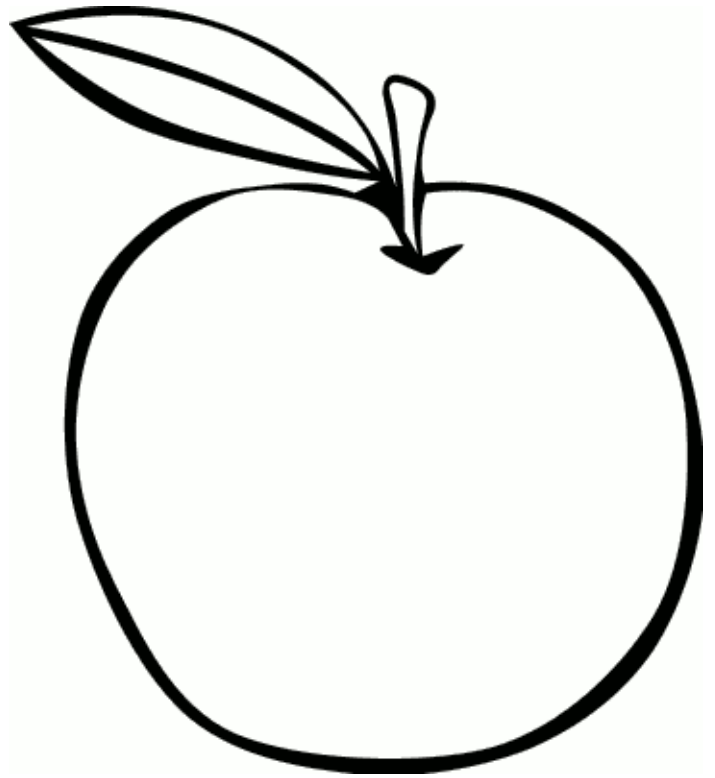
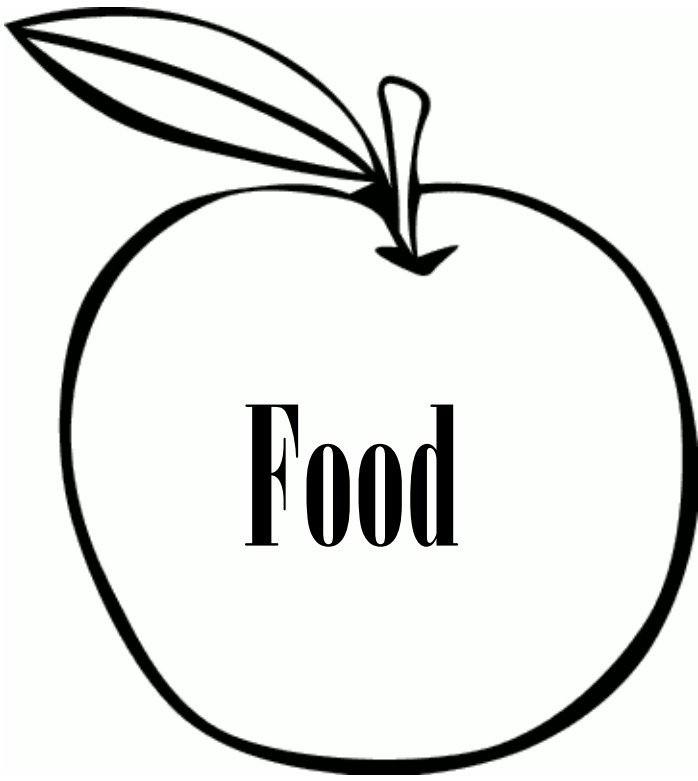


**The State of the United States:
1800**





The Peculiar Institution



America Through the Centuries: 1800s



State of the United States in 1800

The first 30 years of the 1800s saw the birth of American industry. While earlier manufacturing had been done in households, for local communities, giant factories produced goods for the whole nation and even the whole world by the 1800s. In 1790, Samuel Slater built the first US textile mill. Eli Whitney developed interchangeable parts, revolutionizing armaments manufacture. In Pennsylvania, large furnaces and rolling mills replaced smaller, local iron forges. In 1804, Oliver Evans of Philadelphia developed a high-pressure steam engine. This engine soon powered ships, sawmills, flour mills and printing presses.

Canal and railway construction enabled the still new nation to expand rapidly to the West. New industrialization and expansion were expensive. Corporations began out of the need for more money. Chartered under state laws, these corporations could gain capital from as many investors as were interested, and there was no limit to the amount the investors could earn. Canals and railways needed labor to build. Millions of new immigrants from Ireland, Germany and elsewhere helped satisfy this demand for labor.

Real growth and movement began with the building of the canals. Construction of the Erie Canal, linking the Great Lakes with the Hudson River, began in 1817 and was completed in 1825. The canal spanned 350 miles and opened the unsettled areas of Ohio, Indiana, and Illinois. Small industrial companies grew larger during the construction and operation of the canals. New western territories were converted to large scale grain farming, and the products shipped more easily back east. In 1834, Ohio built a canal linking the Great Lakes to the Mississippi Valley. Cleveland rose from a tiny frontier village to a Great Lakes port and goods could be sent down the Ohio and Mississippi Rivers, or east on canals to New York, all from Cincinnati.

The development of railroads had a profound effect on the new nation. The railroad was first created in England. Most engines and even rails were imported from that country until the Civil War. Baltimore, Maryland had not invested in canals, but was 200 miles closer to the frontier than New York. Baltimore soon realized it could benefit from becoming a railway center and set about doing so. On July 4, 1828, the first spadeful of earth was turned over by the last living signer of the Declaration of Independence, 91-year old Charles Carroll.

One of America's greatest feats was the building of the Transcontinental Railroad. The Central Pacific Railroad began in San Francisco, and the Union Pacific began in Omaha, Nebraska. The two railroads met at Promontory, Utah, on May 10, 1869. On this day a last, golden spike was driven to commemorate the joining of the nation by rail.

Those working on the railroads sometimes gave their lives, blasting through tough terrain. In addition, disease, high temperatures, low temperatures, Native American raids, and lawlessness and violence in frontier towns added to the danger. Tens of thousands of workers, often immigrants had to be housed and fed.

The growth of factories also fueled the growth of America. These large, power-driven machine shops produced goods previously produced in homes and small shops. Workers suffered long hours and excessive restrictions on their activities. Although the work was boring and repetitive, many women employed in these factories enjoyed the sense of freedom they had never had previously. In addition, factory wages were usually triple those for a domestic servant at the time.

During the Irish Potato Famine in the middle of the century, more than half of the population of Ireland immigrated to the US. An equal number of Germans left their homes for new homes in America as well. Likely causes were civil unrest, severe unemployment and extreme hardship. From 1820 to 1870, 7.5 million immigrants came to the US. This was more than the entire population in 1810.

Anti-Irish sentiment was common. The Irish could not buy property. As a result, they congregated in the cities, usually in the northeastern part of the country. Few other countries would take German immigrants, and they were often discriminated against as well. Some of the reasons for this may have been religious, as all of the Irish and many of the Germans were Roman Catholics. Chinese immigrants in the 19th century worked as laborers, particularly on the transcontinental railroad. They also worked as laborers in the mining industry, and suffered racial discrimination at every level of society. While industrial employers were eager to get this new and cheap labor, the ordinary white public was stirred to anger by the presence of what they called the "yellow peril". Political and labor organizations rallied against the immigration of what they regarded as a degraded race and "cheap Chinese labor". Newspapers condemned the policies of employers, and even church leaders denounced the entrance of these aliens into what was regarded as a land for whites only. So hostile was the opposition that in 1882 the United States Congress eventually passed the Chinese Exclusion Act, which prohibited immigration from China for the next ten years. This law was then extended by the Geary Act in 1892. The Chinese Exclusion Act was the only U.S. law ever to prevent immigration and naturalization on the basis of race. These laws not only prevented new immigration, but, also brought additional suffering as they prevented the reunion of the families of thousands of Chinese men already living in the United States. Laws in many states prohibited Chinese men from marrying white women.

Disease, poverty, and crime were rampant. Public institutions like schools, hospitals, orphanages, almshouses, and prisons were overwhelmed. Homes were seen as private havens away for the troubles of the world. Women were expected to maintain these havens. The husband had to be out in public, creating wealth, but the wife managed this private sphere. He developed skills for business, while she learned skills suited for her role. Together they created a picture of perfect harmony. A true man was concerned about success and moving up the social ladder. He was aggressive, competitive, and rational. All his time and energy went into his work. A woman's chief virtues were piety, purity, submissiveness, and domesticity. As teachers, women were expected to instill proper morals into future generations.

As women moved into factory jobs and away from home, there was more concern for women's rights. Women had been pushed to the sidelines as dependents. A woman was often seen as merely a way to enhance a man's social standing. By the 1830s and 40s, women championed social reforms and activists began to question women's subservience. Angelina and Sarah Grimke, two southern sisters, called for women to participate in the freeing and educating of slaves. In 1848, Elizabeth Cady Stanton organized the first convention for women's rights. This convention demanded improved laws regarding child custody, divorce, and property rights. Along with the right to vote, organizers believed that women deserved equal wages and career opportunities in law, education, medicine, and the ministry.

Expansion to the west of the continent seemed to be expected by the mid-1800s. Americans believed it was their "Manifest Destiny" to control the whole continent. American missionaries were among the first to cross the Mississippi River, attempting to Christianize the Native Americans. The desire to own land brought homesteaders to the frontier. At the heart of this manifest destiny was the belief in American cultural and racial superiority. In 1840, the entire southwestern corner of the US was controlled by foreign powers. By 1850, the US controlled almost all of today's continental US.

Once the colonists had thrown off the burdens of English control, uniquely American traditions in literature, art, thought, and social reform began to take hold. Evangelists believed that churches were the proper agents of social change, not violence or political movements. Many societies tried communal living arrangements with utopian goals, believing in the perfectibility of society. New religions, such as Joseph Smith's Church of Jesus Christ of Latter Day Saints, began to form. Old religions were revived and transformed in the Second Great Awakening. Soon, reform movements meant to improve the works of man sprang from the churches of America. Unfortunately, the idea that all men have a spark of divinity and should be treated equally did not fare well with the existence of slavery. With the exception of the Quakers, no church took a public stance against slavery.

The Peculiar Institution

Before the Civil War, two interdependent cultures grew in the American South; the slaveholders and the slaves. "The Peculiar Institution" refers to slavery. By the early 1800s, most other countries had outlawed slavery, but in the US, arguments still raged, for and against slavery. With the invention of the cotton gin, demand for cotton increased. Power looms could turn out great quantities of cloth. As demand grew, the slave population grew.

Slave life varied depending on many factors. Field slaves worked from sunup to sundown, six days a week. The quality of their food was very poor and they lived in dirt shacks with little or no furniture. Slaves who worked in plantation homes often had better living and working conditions. One could not do business with a slave without the permission of the owner. Slaves could be given away as prizes in raffles, wagered in gambling, or offered as security for loans. They could be given away as gifts to another person. Slaves could not carry guns. They were not allowed to act as witnesses in the trial of a white person. The education of slaves was against the law. Slaves could not assemble without a white person present. Additionally, slave marriages were not considered legally binding, so owners felt free to split up families for sale.

By 1860 there was an estimated 1.5 million free blacks in the southern states. Sometimes owners granted them freedom because they had outlived their usefulness or were held in special favor by their masters. Some freed themselves by escaping. Henry Box Brown had himself mailed to an abolitionist in Pennsylvania. Most horrifyingly, since free blacks could not testify in court, they could not defend themselves if a slave catcher said they were an escaped slave.

Southern slave owners often used the Bible to justify slavery, since Moses had slaves. They argued that a sudden end to slavery would kill the southern economy, leading to unemployment and chaos. Supporters argued that the Greeks and Romans both had had slaves. They also argued that by comparison to the poor of Europe and many northern workers, slaves were better taken care of. Slave owners could assist their slaves when they were sick and aged.

Abolitionists, those who opposed slavery, proposed various solutions. In the beginning, they proposed colonization, sending the slaves back to Africa. The nation of Liberia, in Africa, was created for former slaves. But, most blacks had never been to Africa, they had been born in America, and wanted to remain there.

Other abolitionists proposed a slow end to slavery, raising funds to free slaves from their owners. Most abolitionists felt that slavery was a stain on the honor of America, and wished to end it immediately, with no compensation to the slave owners. Many were physically attacked because of their anti-slavery views.

William Lloyd Garrison was one leader of the abolitionist movement. His newspaper, *The Liberator*, was read by thousands of people worldwide. He founded the New England Anti-Slavery Society in 1832.

The Underground Railroad was developed to help slaves escape from their owners and make their way to freedom in the North and even Canada. The Railroad operated at night, moving slaves from station to station by abolitionists. Harriet Tubman was a famous Underground Railroad "conductor." An escaped slave herself, she made nineteen trips into slave territory, rescuing family members and other slaves. Slave owners viewed the escaped slaves as stolen property.