

# Southern Cotton Kingdom

## Essential Question

How did the South's industry and economy differ from the industry and economy of the North?

## Reading Guide

### Content Vocabulary

cotton gin (p. 401) capital (p. 403)

### Academic Vocabulary

consequence (p. 402) process (p. 402)

### Key People and Events

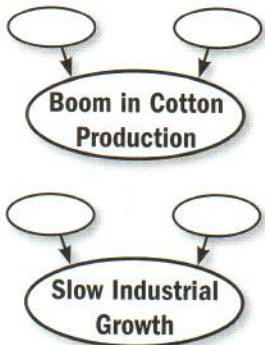
Eli Whitney (p. 401)

William Gregg (p. 403)

Joseph Reid Anderson (p. 403)

### Reading Strategy

**Taking Notes** As you read, use a diagram like the one below to show reasons cotton production grew but industrial growth was slower in the South.



## American Diary

"I have just returned from Philadelphia. My business there was to lodge a Model of my machine and receive a Patent for it. I accomplished everything agreeable to my wishes. I had the satisfaction to hear it declared by a number of the first men in America that my machine is the most perfect & the most valuable invention that has ever appeared in this Country. I have received my Patent."

—Eli Whitney, letter to his father, March 30, 1794





## Rise of the Cotton Kingdom

**Main Idea** The economy in the South, unlike that in the North, remained largely agricultural.

**History and You** What fabric is your favorite T-shirt or pair of sweats made of? Read to learn how cotton was a major economic asset to the Deep South.

**E**li Whitney transformed cotton production with his new invention, the cotton gin. To the cotton planters of the South, Whitney's cotton gin was indeed the "most perfect and the most valuable invention."

### Changes in the South

In 1790 the South seemed to be an underdeveloped agricultural region. Most Southerners lived along the Atlantic coast in Maryland, Virginia, and North Carolina. This area was known as the Upper South.

By 1850 the South had changed. Its population had spread inland to the Deep South—which included Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas.

The economy of the South was thriving. That economy depended, however, on slavery. Having all but disappeared from the North, slavery was growing stronger than ever in the South.

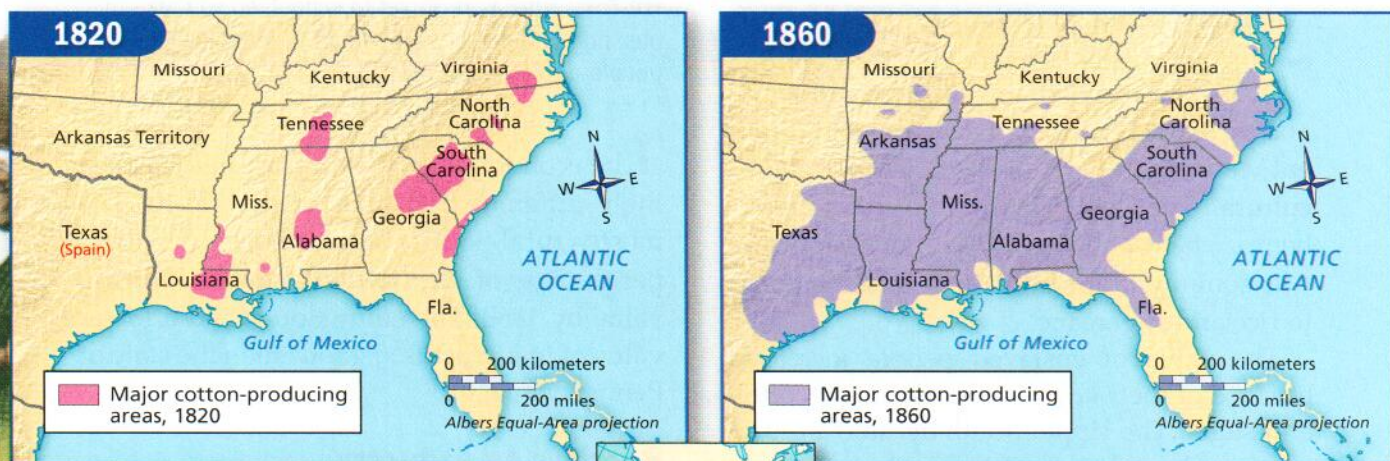
### Cotton Rules the Deep South

In colonial times, rice, indigo, and tobacco made up the South's main crops. After the American Revolution, demand for these crops decreased. European mills now wanted Southern cotton. However, cotton took time and labor to produce. After harvest, workers had to carefully separate the plant's sticky seeds from the cotton fibers.

Cotton production was revolutionized when **Eli Whitney** invented the cotton gin in 1793. The **cotton gin** was a machine that could remove seeds from cotton fibers, dramatically increasing the amount of cotton that could be processed. A worker could clean 50 times more cotton each day with the machine than by hand. Furthermore, the gin was small enough for one person to carry from place to place.

## By the Numbers Cotton Production, 1820–1860

**The South's Agricultural Economy** Agriculture was very profitable in the South. By 1860, cotton production made up 57.5 percent of U.S. exports.



### Critical Thinking

**Predicting** How might an agricultural economy increase the need for workers?



# Economics & History

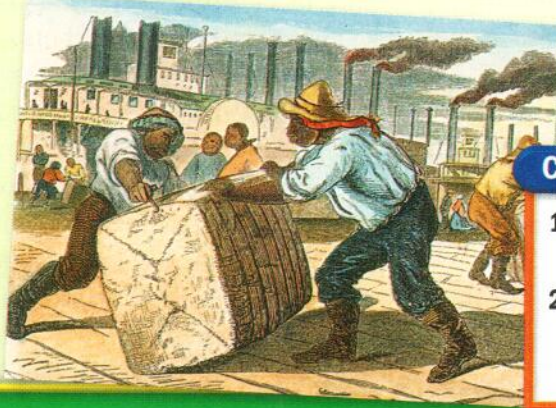
Productivity is the amount of goods and services a worker can produce in a given period of time, such as an hour or a day.



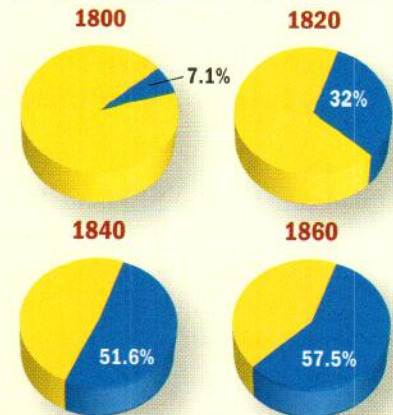
▲ Elias Howe's sewing machine enabled workers to make large amounts of clothing in a day.

Productivity in services increased too. The steamboat could move cotton goods to market faster. ▶

Advances in technology increased productivity in the 1800s. Before the invention of the cotton gin, a worker could produce 1 pound of cotton a day by hand. With the cotton gin, a worker could produce 50 pounds of cotton a day. This increase in productivity meant (a) farmers could grow more cotton to sell; and (b) the use of slave labor increased. By the mid-1800s, cotton made up more than one-half of U.S. exports.



## Cotton Production as a Percentage of U.S. Exports



Source: Historical Statistics of the United States

### Critical Thinking

- 1. Making Inferences** In addition to technology, what other factors might increase productivity?
- 2. Determining Cause and Effect** How do you think increases in productivity affected the price consumers paid for a cotton shirt? Why?

Whitney's invention had important **consequences**, or results. Because the cotton gin **processed**, or prepared, cotton fibers so quickly, farmers wanted to grow more cotton to increase their profits. Thus, they needed more laborers. Many Southern planters relied on slave labor to plant and pick their cotton.

By 1860 the economies of the Deep South and the Upper South had developed in different ways. Both parts of the South were agricultural. The Upper South produced tobacco, hemp, wheat, and vegetables. The Deep South was committed to cotton and, in some areas, to rice and sugarcane.

The value of enslaved people increased because of their key role in producing cotton and sugar. The Upper South became a center for the sale and transport of enslaved people throughout the region.

✓ **Reading Check** **Describing** What effect did the cotton gin have on the South's economy?

## Industry in the South

**Main Idea** Industry developed slowly in the South for a variety of reasons.

**History and You** To get to school, do you take the bus, ride in a car, or walk? Read to learn how the people of the South traveled.

**T**he economy of the South became increasingly different from that of the North. The mostly rural South contributed only a small percentage of the nation's manufacturing value by 1860. The entire South had a lower value of manufactured goods than the state of Pennsylvania.

### Barriers to Industry

There were many reasons why industry developed so slowly in the South. One reason was the boom in cotton sales. Agriculture, especially cotton, was extremely profitable.



Another stumbling block in the South was the lack of **capital**—money to invest in businesses. Planters would have had to sell enslaved people or land to raise the money to build factories. In addition, the market for manufactured goods in the South was small. The large population of enslaved people had no money to buy merchandise. This limited local market discouraged industries from developing. Yet another reason is that some Southerners simply did not want industry. One Texas politician, Louis Wigfall, summed up that Southern point of view:

**PRIMARY SOURCE**

“We want no manufactures: we desire no trading, no mechanical or manufacturing classes. As long as we have our rice, our sugar, our tobacco and our cotton, we can command wealth to purchase all we want.”

—quoted in *Louis T. Wigfall, Southern Fire-eater*

### Southern Factories

Some Southern leaders wanted to develop industry in the region. They argued that the South depended too much on the North for manufactured goods. These leaders also argued that factories would help the less prosperous economy of the Upper South.

Two Southerners shared this view. **William Gregg**, a South Carolina merchant, opened his own textile factory. In Virginia, **Joseph Reid Anderson** took over the Tredegar Iron Works and made it one of the nation’s leading iron producers. During the Civil War, Tredegar provided artillery and other iron products for the Southern forces. These industries, however, were the exception rather than the rule in the South.

### Southern Transportation

Natural waterways were used to transport goods in the South. Most towns were located on coasts or along rivers. Few canals existed, and roads were poor.

The South had fewer railroads than the North. Southern rail lines were short, local, and not interlinked. Thus Southern cities grew more slowly than Northern cities where railroads were major routes of commerce and settlement. By 1860 only about one-third of the nation’s rail lines lay within the South. This rail shortage would seriously hinder the South during the Civil War.



**Reading Check**

**Explaining** What is capital?

Why is it important for economic growth?

## Section 3 Review

**History ONLINE**  
Study Central™ To review this section, go to [glencoe.com](http://glencoe.com).

### Vocabulary

1. Use **cotton gin**, **consequence**, **process**, and **capital** in complete sentences to define the terms.

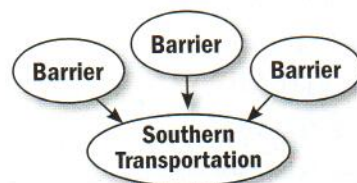
### Main Ideas

2. **Discussing** Discuss the similarities and differences between the economies of the Upper South and the Deep South around 1860.

3. **Explaining** Why did some Southerners feel that industrial growth would benefit the region?

### Critical Thinking

4. **Identifying** Re-create the diagram below to show the barriers to Southern transportation.



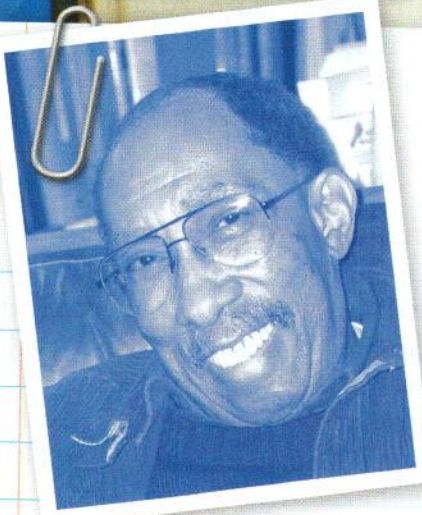
5. **Persuasive Writing** Look again at the words of the Texas politician who said, “We want no manufactures.” Add a second paragraph to his quotation that explains, in words you imagine could be his, why he opposes industry for the South.

### 6. Answer the Essential Question

How did the South’s industry and economy differ from the industry and economy of the North?



# America's LITERATURE



## Meet the Author

**Julius Lester** (1939– ) took inspiration for *Day of Tears* from several sources, one being a photograph of an enslaved girl, about nine years old, holding a white baby. This girl served as Emma, the main character of the novel, and Lester kept her photograph on his desk while he wrote the book.

## Building Background

In *Day of Tears*, Julius Lester uses dialogue to tell the story of the largest auction of enslaved people in U.S. history, which took place in Savannah, Georgia, in 1859. More than 400 enslaved people were put up for sale. The readers hear the words and thoughts of more than 20 characters, including the enslaved and their slaveholders, as they describe the horrors of the auction. This was known as the “weeping time.” As you read this excerpt from *Day of Tears*, consider how Lester’s use of dialogue affects the overall theme of humanity.

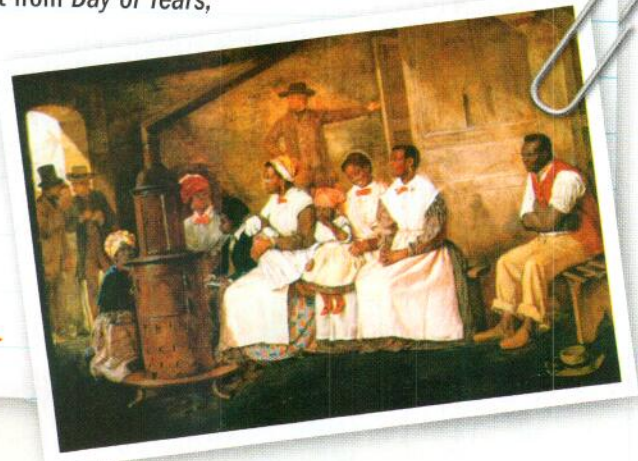
## Vocabulary

**strident** high-pitched

**verge** edge

**coach** carriage

*Slave Market*  
by Eyre Crowe ▶



## DAY OF TEARS

Julius Lester

### Characters

**Emma** 12-year-old enslaved girl

**Will** Emma’s father

**Mattie** Emma’s mother

**Pierce Butler** slaveholder

**Sarah** Master Butler’s daughter

**Frances** Master Butler’s daughter

emma

The lady in the long blue dress and slave-seller were looking in this direction. Ain’t nothing over here for them to see. Now the slave-seller say something to Master [Butler] and then Master and the lady start talking. Master shakes his head. She talks some more. Master don’t shake his head this time.



She talk some more. This time Master nods slowly. The woman holds out her hand and Master shakes it. The woman turn around and look over here again. Miss Frances is looking over this way, too. Master look like he found something very interesting on the floor to stare at. Master say something to Frances and she starts in this direction.

I see Papa. He's staring at Master and looks angry about something.

**FRANCES:** (Calls out loudly as she comes near.) Sarah! Papa wants you!

**SARAH:** (Starts toward her sister, still holding Emma's hand.) Come on, Emma. It's time to go home.

**FRANCES:** (Close enough to Sarah and Emma that she doesn't have to raise her voice.) Emma can't come.

**SARAH:** Why not?

**FRANCES:** Because. . .

**EMMA:** (Beginning to understand what she just witnessed.) Frances? Did Master Butler sell me to that lady? Is that what they was shaking hands about?

**FRANCES:** (Refuses to look at Emma.) Come on, Sarah! Now! (Her voice is **strident** and she is on the **verge** of tears.) Please, Sarah! Papa wants you to come with me!

**SARAH:** Emma? Papa wouldn't sell you. I know he wouldn't do that.

**EMMA:** (Puts her arms around Sarah and holds her tightly, blinking her eyes rapidly to hold back her own tears.) You go on with your sister. Your papa wants you. You go on now.

**SARAH:** But, what about you? I want you to come.

**EMMA:** You go on. Everything will be all right. (Takes her arms from

around Sarah, looks at Frances and opens her arms. Frances runs to Emma's embrace, tears trickling down her face. The two hug tightly. After a moment, Emma releases her.) You go on now. You don't want to keep your papa waiting.

\* \* \*

**mattie**

I knew something terrible had happened the minute I heard that girl [Sarah] screaming. From way down the road I could hear her, and the closer they got, the louder her screaming was. I ran outside and the **coach** had hardly stopped before she was out the door and running to me.

"Papa sold Emma! Papa sold Emma!" she sobbed. . . .

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*I knew something terrible had happened the minute I heard that girl screaming.*

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[Will] got down from the coach and come over to where I was outside the door to the kitchen and he hugged me real hard and kept saying over and over, "I'm sorry, Mattie. I'm sorry," like it was his fault. Sarah was there in between us like she wanted as much of the hugging as she could get, and Will picked her up. She put one arm around my neck and one around Will's and the three of us had ourselves a good cry.

### Analyzing Literature

1. **Respond** What surprised you most about Master Butler's sale of Emma?
2. **Recall and Interpret** What actions show Master Butler is unhappy about selling Emma?
3. **Evaluate**
  - (a) How does the dialogue structure affect point of view in the story?
  - (b) In your opinion, which character seems most sympathetic toward the slaves—Sarah, Frances, or Master Butler? Why?