**🛑You do not need permission to download this file🛑
Google Doc: To make a copy of this document: Go to File and select- “Make a copy”.
Word Doc: To download a copy of this document- Go to File and select “Download as” choose .doc or .rtf. Save it on your computer and you can then complete your work. You may need to click “enable editing”.**

6.01 Innovations—Guided Notes

Directions: Your Guided Notes are a tool to use as you read your lesson pages in the course. These important notes will help you complete your lesson assessment, as well as prepare you for Discussion-Based Assessments, unit exams, and segment exams. You do not need to submit your Guided Notes for grading.

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Detrimental |   |
| Entrepreneurs |   |
| Capital |   |
| Cotton gin |   |

Why did the Industrial Revolution begin in New England? Discuss the five main reasons below.

1.

2.

3.

4.

5.

**Impact Chart**

Use the chart below to keep track of the important inventions during the Industrial Revolution. Analyze the positive and negative impacts that these changes had to American society.

| **Person** | **Contribution to the Industrial World** | **Impact to America** |
| --- | --- | --- |
| *Samuel Slater* | *Smuggling textile secrets used in British factories into America; set up a textile factory in America.* | *Families moved out of the house in search of factory jobs; not as much diversity in clothing; environmental impact* |
|    |  *Cotton gin*—*It was inexpensive to make and allowed an unskilled person to remove seeds from cotton quickly.* |    |
|  | *Interchangeable parts*— |    |
|  *Francis Cabot Lowell* |  |    |
|  *Samuel F.B. Morse* |  |    |
|  *Cyprus Field* |  |    |
|  | *Industrial lubricator*— |    |
|    | *Sewing machine*— |    |

6.02 Factory Workers—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Consolidated |   |
| Deteriorated |   |

**Factory Life Notes**

Use the chart below to record your notes from the key topics in the lesson.

| **Topic** | **Notes** |
| --- | --- |
| Factory Life |     |
| Child Labor |     |
| Lowell Girls |     |

**Double Journal Entry**

**Directions for double entry journals:**

As you read, copy and paste key ideas and phrases that you find interesting or puzzling from the text into the first column. If you are using “real” text, highlight or underline those key ideas as you read, or mark them with sticky notes before transferring them to the first column of the chart.

Think and react: Think about what each key idea means to you, why the author may have included it, and what connections you can make to it. What reactions do you have? (Note: You can add additional ideas from the lesson.)

| **Ideas from Text Key Words and Phrases** | **My Reactions, Thoughts, Feelings, and/or Connections** |
| --- | --- |
|  Voices from the Factory:· Source A: Massachusetts Investigation into Labor Conditions· Source B: Average Hours Worked Per Day· Source C: A Description of Factory Life by an Associationist in 1846   |  |

6.03 Growing Cities!—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Urban |   |
| Sanitation |   |
| Urbanization |   |
| Immigrants |   |

**Urbanization Questions**

Answer the questions below in your own words.

Why were cities growing?

What were some of the challenges of urbanization?

**The Philadelphia Experience**

In your own words, describe how growth brought challenges to the city of Philadelphia in the areas listed below.

| **Challenges in Philadelphia** |
| --- |
| **Housing** |   |
| **Public Health** |   |
| **Diversity** |   |
| **Resources** |   |
| **Work** |   |
| **Violence** |   |
| **Southwark Soup Society** |   |
| **Transportation** |   |
| **Services** |   |

6.04 A Southern View—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Yeoman farmers |   |
| Internal improvement |   |

**Question and Answer**

1. Explain the difference between renewable and non-renewable resources.

2. Thinking of urbanization, how was the South different from the North in the 1820s through the 1850s?

Describe the important events from Florida’s history using the dates below:

· Over 12,000 years ago

· 1500s

· 1600s–1800s

· 1821

· 1824

· 1835–1842

· 1838

· 1845

6.05 Jacksonian Democracy—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Contentious |   |

**Democratic Republicans and National Republicans**

View the table below and examine both sides of the debate. Record your thoughts and ideas in the bottom row.

|  | **Democratic-Republicans** | **National Republicans** |
| --- | --- | --- |
| **Famous Political Leaders** | Andrew Jackson, Thomas Jefferson, James Madison | John Adams, Alexander Hamilton, Henry Clay |
| **Supported by** | Southerners and Westerners | Northerners and Easterners |
| **States Right vs. Federal Rights** | A powerful central government poses a threat to individual liberties. | A strong central government is essential to the survival of the nation. |
| **National Bank** | The National Bank of the United States is unconstitutional because the Constitution does not specifically grant the right to establish a bank. | The national government may establish the bank because the federal government has “implied powers” not specifically stated in the Constitution. |
| **Interpretation of the Constitution** | The Constitution should be strictly followed to allow law-abiding citizens to go about their business without government interference. | The Constitution is a flexible document that should change with the country as it grows. |
| **Internal Improvements** | Government should only pay for internal improvements that relate to national defense and national benefit. Individual state projects create conflict and divide the nation. | Government should pay for the building of roads, canals, and anything else that would help bind together diverse interests of different regions. This promotes national unity and harmony. |
| **My thoughts and ideas** |   |   |

**Questions and Answers**

What happened in the 1824 presidential election?

What was the "corrupt bargain” of 1824?

What factors led to Jackson's election for president in 1828?

6.06 War on the Bank!—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| **Injunction** |  |
| **Interstate** |  |
| **Commerce** |  |
| **Nullification** |  |
| **Economy** |  |
| **Regulation** |  |

**1800s Supreme Court Cases**

| **McCulloch v. Maryland (1819)** |
| --- |
| Briefly describe the case: |  |
| What was the judgment in this case? |  |
| **Gibbons v. Ogden (1824)** |
| Briefly describe the case: |  |
| What was the judgment in this case? |  |

**Questions and Answers**

Who was John Marshall? What were his beliefs?

What did Andrew Jackson believe about the role of the federal government in economic activity?

**Jackson's Key Ideas and Influences**

Briefly describe the events that lead to the following "headlines":

· VP argues with Congress

· Maysville Road: No Go

· Jackson says No! to Bank

· Jackson: Four More Years

· No more nullification

· Sky high inflation!

· Panic attack!

· Out with the old, in with the new!

6.07 Set Sail Discussion-Based Assessment—Guided Notes

### **Reviewing the Lessons**

Use your guided notes, the interactive on the introduction page of the lesson, and what you remember from Module Six to complete this chart.

| **Island of Exploration** | **Lesson** | **What is something you learned in this lesson that you think is important?** |
| --- | --- | --- |
| New Gadgets Museum | 06.01 Innovations |       |
| Factory Kingdom | 06.02 Factory Workers |       |
| Urban Bay | 06.03 Growing Cities! |       |
| Southern Valley | 06.04 A Southern View |       |
| Jackson Mountain | 06.05 Jacksonian Democracy |       |
| Economic Harbor     | 06.06 War on the Bank! |       |

###

### **Making Connections**

Use your guided notes, the interactive on the introduction page of the lesson, and what you remember from Module Six to complete this chart.

| **Question** | **Response** |
| --- | --- |
| **How did the Industrial Revolution begin?** | Why did the Industrial Revolution start in New England? How did Samuel Slater, Eli Whitney, and Francis Cabot Lowell impact the Industrial Revolution?   |
| **Who worked in the factories?** | What was life like for child factory workers? Who were the “Lowell Girls”?  |
| **How did the Industrial Revolution change cities?** | How does Philadelphia represent the changes cities underwent? What were the negative effects of urbanization?    |
| **How did life change in Florida throughout the 1800s?** | What’s the difference between renewable and non-renewable resources? What are examples of each?  Who are the Seminoles and Black Seminoles?  |
| **What happened in the elections of 1824 and 1828?** | What were the differences between Democratic-Republicans and National Republicans?    |
| **Why was there a power struggle between the states and the federal government?** | Why is the case of *McCulloch v. Maryland* important? Why is the case of *Gibbons v. Ogden* important?  How does the government influence the economy?   |

 Unless Otherwise Noted All Content © 2022 Florida Virtual School. FlexPoint Education Cloud™ is a trademark of Florida Virtual School.