

1 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how the southern economy changed in the late 1800s.
- Analyze how southern farmers consolidated their political power.
- Describe the experience of African Americans in the changing South.


Prepare to Read

Background Knowledge **L3**

Have students recall the state of the South after the Civil War. Point out the section title, and ask students to predict in what ways a “new South” might develop.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud, or play the audio.

 AUDIO **Witness History Audio CD,**
Creating a “New South”

Ask **According to Henry Grady, what were the main aspects of the “old South”?** (*slavery and agriculture*) **How did Grady want the new South to be different?** (*He wanted it to be more democratic and have a more diverse economy.*)

- **Focus** Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **Reading Skill** Have students use the *Reading Strategy: Identify Supporting Details* worksheet. **Teaching Resources**, p. 11
- **NoteTaking** Using the Paragraph Shrinking strategy (TE, p. T20), have students read this section. As they read, have students identify supporting details about the changing South. **Reading and Note Taking Study Guide**

1



▲ Workers in a Mississippi textile mill

WITNESS HISTORY AUDIO

Creating a “New South”

After the Civil War, forward-looking southern businessmen sought ways to diversify the southern economy and develop more industry. Henry Grady, editor of an Atlanta newspaper, described his vision of a “New South”:

“There was a South of slavery and secession—that South is dead. There is a South of union and freedom—that South, thank God, is living, breathing, growing every hour. . . . The old South rested everything on slavery and agriculture, unconscious that these could neither give nor maintain healthy growth. The new South presents a perfect democracy, . . . a social system compact and closely knitted, less splendid on the surface, but stronger at the core . . . and a diversified industry that meets the complex needs of this complex age.”

—Henry Grady, 1886

The New South

Objectives

- Explain how the southern economy changed in the late 1800s.
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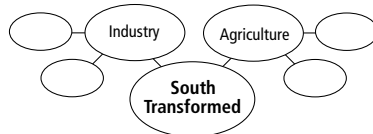
Terms and People

cash crop Civil Rights Act of 1875
Farmers’ Alliance

NoteTaking

Reading Skill: Identify Supporting

Details As you read, fill in a concept web like the one below with details about how the South changed after the Civil War. Add additional circles as needed.



Why It Matters After Reconstruction ended, the South struggled to develop its industry. Although there were pockets of success, the South was not able to overcome its economic and social obstacles to industrial development overall. As a result, the South remained largely agricultural and poor. **Section Focus Question:** How did the southern economy and society change after the Civil War?

Industries and Cities Grow

During the Gilded Age, many southern white leaders envisioned a modernized economy that included not only agriculture but also mills and factories. Henry Grady was among those who called for a “New South” that would use its resources to develop industry.

New Industries Spread Through the South Before the Civil War, the South had shipped its raw materials—including cotton, wood, and iron ore—abroad or to the North for processing into finished goods. In the 1880s, northern money backed textile factories in western North Carolina, South Carolina, and Georgia, as well as cigar and lumber production, especially in North Carolina and Virginia. Investment in coal-, iron-, and steel-processing created urban centers in Nashville, Tennessee, and Birmingham, Alabama.

During this time, farming also became somewhat more diversified, with an increase in grain, tobacco, and fruit crops. Even the landscape of farming changed as smaller farms replaced large plantations.

Vocabulary Builder

Use the information below and the following resource to teach students the high-use word from this section. **Teaching Resources**, Vocabulary Builder, p. 10

High-Use Word

Definition and Sample Sentence

component

n. any of the main parts of a whole
Its greater population was a main **component** in the North’s victory over the South in the Civil War.

Railroads Link Cities and Towns A key component of industrialization is transportation. To meet this need, southern rail lines expanded, joining rural areas with urban hubs such as Mobile and Montgomery in Alabama and the bustling ports of New Orleans, Louisiana, and Charleston, South Carolina. Yet, by the 1880s, only two rail lines—from Texas to Chicago and from Tennessee to Washington, D.C.—linked southern freight to northern markets.

To combat economic isolation, southerners lobbied the federal government for economic help and used prison labor to keep railroad construction costs down. Gradually, rail connections supported the expansion of small hubs such as Meridian, Mississippi, and Americus, Georgia. The new cities of Atlanta, Dallas, and Nashville developed and began rivaling the old.

Southern Economic Recovery Is Limited Despite these changes, the southern economy continued to lag behind the rest of the country. While the North was able to build on its strong industrial base, the South first had to repair the damages of war. Moreover, industry rests on a three-legged stool: natural resources, labor, and capital investment. The South had plenty of the first but not enough of the second and third.

Sustained economic development requires workers who are well trained and productive as well as consumers who can spend. Public education in the South was limited. In fact, the South spent less than any other part of the country on education, and it lacked the technical and engineering schools that could have trained the people needed by industry. At the same time, low wages discouraged skilled workers from coming to the South, and the lure of higher wages or better conditions elsewhere siphoned off southern workers.

Additionally, very few southern banks had survived the war, and those that were functioning had fewer assets than their northern competitors. Most of the South's wealth was concentrated in the hands of a few people. Poor tenant farmers and low-paid factory workers did not have cash to deposit. With few strong banks, southern financiers were often dependent on northern banks to start or expand businesses or farms. The southern economy suffered from this lack of labor and capital.

✔ **Checkpoint** What factors limited southern economic recovery?

Vocabulary Builder

component—(kuhm POH nuht)
n. any of the main parts of a whole

Industry Develops in the South

With large deposits of iron ore and coal, Alabama became a center of the steel industry in the late 1800s. This photograph shows workers outside the ironworks at Ensley, Alabama. What evidence of a “New South” can you see in this photograph?



Differentiated Instruction Solutions for All Learners

11 Special Needs Students 12 English Language Learners 12 Less Proficient Readers

To aid students in mastering vocabulary, have them list key terms and people and any high-use words in this section or in the chapter as a whole. Tell students to list any other words or phrases with which they are unfamiliar, such as *envisioned*, *diversified*, *siphoned*, and *philanthropists*. Then, have students make flashcards with the term on one side and its

definition (or in the case of a person, an identifying statement) on the other. English Language Learners may add explanations in their first language to the flashcards. Pair students, and have partners use the cards as part of their test preparation. You may wish to pair English Language Learners with proficient English speakers.

Teach

Industries and Cities Grow

L3

Instruct

- **Introduce: Vocabulary Builder** Write the vocabulary term **component** on the board. Ask volunteers to use their prior knowledge to compose a sentence containing the word. Then, ask students to read to find out what **components** might be necessary to rebuild the South's economy.
- **Teach** Discuss the development of new industries in the postwar South. Ask **What new industries arose in the South in the late 1800s?** (*textile manufacturing; cigar and lumber production; coal, iron, and steel processing; grain, fruit, and tobacco farming*) Display Color Transparency: *Railroads Connect the South*. Have students discuss the importance of railroads to the southern economy in the late 1800s. Ask **What was lacking in the South's first round of railway development?** (*Southern lines did not connect to northern lines, and there were no large southern hubs.*) **Color Transparencies A-57**
- **Analyzing the Visuals** Refer students to the photograph on this page. Ask **What does this photograph imply about the roles of African American workers and white workers? Explain.** (*Sample response: The African American workers appear to be laborers, and the white workers seem to be in management positions—they are better dressed, one holds papers or a clipboard and seems to be in charge, and the white workers are in front.*)

Independent Practice

Have students complete *Reading a Chart: Southern Economic Recovery*. **Teaching Resources**, p. 18

Monitor Progress

As students fill in their concept webs, circulate to make sure that they understand how the South was changing after the Civil War. For a completed version of the concept web, see **Note Taking Transparencies, B-68**.

Answers

Caption a factory, railroad tracks

✔ the lack of workers and investment capital

Southern Farmers Face Hard Times/Black Southerners Gain and Lose

L3

Instruct

- **Introduce:** **Key Term** Write the key term **Civil Rights Act of 1875** on the board. Tell students that this legislation was passed to protect the rights of African Americans in the South. Have students read to find out about the effectiveness of the law.
- **Teach** Using the Think-Write-Pair-Share strategy (TE p. T23), discuss how the dependence on cotton restricted economic growth in the South. Ask **Why did dependence on cotton cause serious problems for the South's economy?** (*The dependency on cotton caused problems when European textile companies found other suppliers during the Civil War and the boll weevil destroyed the crop in the 1890s. Cotton prices were depressed, and this depressed the entire southern economy.*) **For what did the Farmers' Alliances lobby?** (*lower freight rates and regulation of interest rates*) **What was the most important gain for African Americans at this time?** (*access to education*) **How did the Supreme Court erode the rights of African Americans?** (*It left the implementation of the law up to state and local governments, some of which used it to legalize segregation.*)

Independent Practice

Have students make a two-column chart, and in one column list the gains and in the second column the losses that African American southerners experienced at this time.

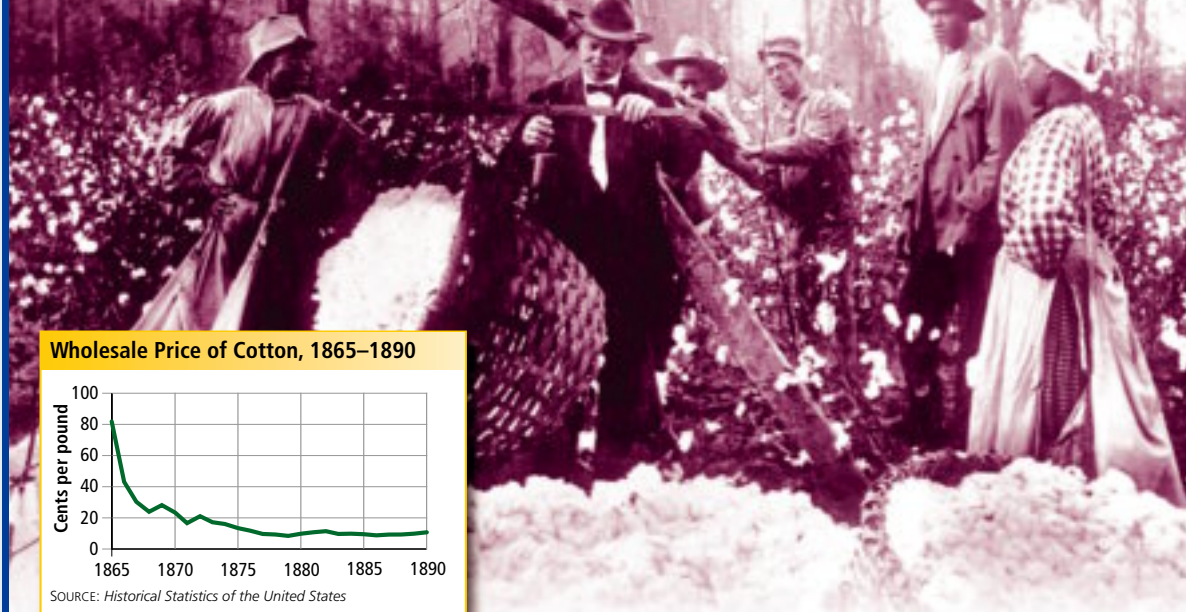
Monitor Progress

As students complete their charts, circulate to make sure that they are categorizing the information correctly.

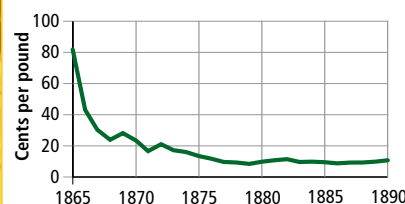
Answers

Caption The economy depended on cotton, and when cotton prices fell, the per capita income fell, indicating a weak economy.

- ✓ When cotton prices fell because of a lack of buyers and the boll weevil infestation, southern farmers, whose main crop was cotton, suffered.

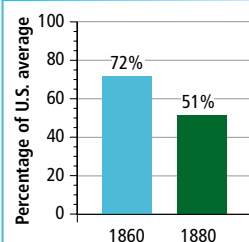


Wholesale Price of Cotton, 1865–1890



SOURCE: Historical Statistics of the United States

Per Capita Income in the South, 1860 and 1880



SOURCE: American Economic History, ed. Seymour E. Harris (1961).

Farming in the New South

After the Civil War, farmers in the South continued to rely heavily on cotton. This made them particularly vulnerable when pests such as the boll weevil threatened their crops. What do the graphs indicate about the economic situation in the South after the Civil War?

Southern Farmers Face Hard Times

Before the Civil War, most southern planters had concentrated on such crops as cotton and tobacco, which were grown not for their own use but to be sold for cash. The lure of the **cash crop** continued after the war, despite efforts to diversify. One farm magazine recommended that “instead of cotton fields, and patches of grain, let us have fields of grain, and patches of cotton.”

Cotton Dominates Agriculture Cotton remained the centerpiece of the southern agricultural economy. Although at the end of the Civil War cotton production had dropped to about one third of its prewar levels, by the late 1880s, it had rebounded. However, during the war, many European textile factories had found suppliers outside the South, and the price of cotton had fallen. Now, the South's abundance of cotton simply depressed the price further.

Dependence on one major crop was extremely risky. In the case of southern cotton, it was the boll weevil that heralded disaster. The boll weevil, a beetle which could destroy an entire crop of cotton, appeared in Texas in the early 1890s. Over the next decade, the yield from cotton cultivation in some states dropped by more than 50 percent. By 1900, cotton's appeal and its problems dominated the southern economy, much as they had before the Civil War.

Farmers Band Together Faced with serious difficulties, Texas farmers in the 1870s began to organize and to negotiate as a group for lower prices for supplies. The idea spread. Local organizations linked together in what became known as the **Farmers' Alliance**. These organizations soon connected farmers not only in the South but also in the West. Farmers' Alliance members tried to convince the government to force railroads to lower freight prices so members could get their crops to markets outside the South at reduced rates. Because of regularly rising rates, the Alliances also wanted the government to regulate the interest that banks could charge for loans.

✓ **Checkpoint** Why did southern farmers face hard times?

Differentiated Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented Students

The boll weevil infestation that descended on the cotton crop in the South during the 1890s decimated agriculture across large areas. Crops were destroyed and farm families were ruined. Have students research the boll weevil and its impact on the farms and people of one area or state of the South. Then, have each student take the part of a farmer affected

by the blight and write a journal entry about the experience. Encourage students to include descriptive language, details, and facts about daily life in the period to make their writing more interesting and vivid. Ask volunteers to share their journal entries with the class.

Black Southerners Gain and Lose

The Thirteenth, Fourteenth, and Fifteenth amendments had changed African Americans' legal status. Over time, however, these legal gains were pushed back by a series of Supreme Court decisions.

Political and Economic Gains Citizenship afforded black southerners the right to vote in local and federal elections, and for a few black people it provided the means to serve their country in government or in the military. Some African Americans opened urban businesses or bought farmland. In developing the Farmers' Alliances, white leaders in some places invited black farmers to join, reasoning that the alliance would be stronger if all farmers took part. In this way, the Farmers' Alliances offered a glimpse of the political possibilities of interracial cooperation.

Perhaps the most important gain for southern African Americans, however, was access to education. Hundreds of basic-literacy schools and dozens of teachers' colleges, supported by the federal government or by northern philanthropists, enabled African Americans to learn to read and write.

White Backlash Begins Many realities of southern black lives did not change much, however. Some white southerners focused their own frustrations on trying to reverse the gains African Americans had achieved during Reconstruction.

Groups such as the Ku Klux Klan used terror and violence to intimidate African Americans. Meanwhile, many African American freedoms were whittled away. Churches that were once integrated became segregated. New laws supported the elimination of black government officials.

With Congress's enactment of the **Civil Rights Act of 1875**, they guaranteed black patrons the right to ride trains and use public facilities such as hotels. However, in a series of civil rights' cases decided in 1883, the Supreme Court ruled that decisions about who could use public accommodations was a local issue, to be governed by state or local laws. Southern municipalities took advantage of this ruling to further limit the rights of African Americans.

✓ **Checkpoint** How did southern blacks lose their rights?



Going to School

After the Civil War, African Americans for the first time had an opportunity to get an education, although usually in segregated classrooms like this one.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
Teaching Resources, p. 22
- To further assess student understanding, use **Progress Monitoring Transparencies**, 76.

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide

L3

Adapted Reading and Note Taking Study Guide

L1 L2

Spanish Reading and Note Taking Study Guide

L2

Extend

L4

Have students review the information in the section about the Farmers' Alliances and do additional research if necessary. Then, have them use what they have learned to create a Farmers' Alliance leaflet that encourages southern farmers to join the organization.

Answer

- ✓ Some white southerners tried to reverse the gains African Americans had made during Reconstruction by segregating churches and passing laws that supported the elimination of black government officials. Also, the Supreme Court made a decision that allowed segregation at the local level.

SECTION

1

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-1501

Comprehension

1. **Terms and People** For each term below, write a sentence explaining its role in southern life.
 - cash crop
 - Farmers' Alliance
 - Civil Rights Act of 1875
2. **NoteTaking Reading Skill: Identify Supporting Details** Use your concept web to answer the Section Focus Question: How did the southern economy and society change after the Civil War?

Writing About History

3. **Quick Write: Define a Topic for an Oral Presentation** Begin planning an oral presentation on the economic recovery of the South after the Civil War. First, make a list of what you already know about that topic. Then, narrow down the list to focus on a specific topic. Describe this topic in one sentence.

Critical Thinking

4. **Categorize** What positive steps did the South take to industrialize after the Civil War?
5. **Recognize Cause and Effect** How did southern agriculture suffer from the domination of cotton?
6. **Make Comparisons** How did southern African Americans both gain and lose civil rights after the Civil War?

Section 1 Assessment

1. Sentences should reflect an understanding of each term's role in southern life.
2. Some attempt was made to diversify southern industry by using investment capital from the North; however, southern farmers suffered because of the continued dependence on cotton as the main cash crop. African Americans gained access to education, but later their rights were limited by localized segregation and by the terror tactics of groups such as the Ku Klux Klan.

3. Students should provide a topic sentence on one aspect of the southern recovery after the Civil War.
4. The South diversified industry by using northern money to start coal-, iron-, and steel-processing companies. The South built more railway lines to connect small towns and create larger southern railway hubs.
5. Southern farmers faced hard times when cotton prices fell because of loss of buyers during the Civil War and the boll weevil infestations of the 1890s.

6. Three constitutional amendments passed after the Civil War extended civil rights for African Americans, and black people also gained access to education. However, some white people tried to reverse that progress with terror tactics, and localized segregation made legal by Supreme Court decisions weakened the effect of the Civil Rights Act of 1875.

For additional assessment, have students access **Progress Monitoring Online** at Web Code **nca-1501**.