

A New Nation – Part 2

A note from your teacher: This will be a long lesson. Please take your time getting through it. I've included all the information that you need up to the end of the third quarter. This does not need to be completed in one day but there is so much information that you need to know. Again, please take your time through it so that you can concentrate and remember it. One hour per day will be a good amount to spend on these units.

America's leaders met at a convention in Philadelphia and decided to write a radical new Constitution. Ben Franklin, in his final moment on the world stage, helped forge the "Great Compromise" on legislative representation. James Madison wrote much of the Constitution, the lawful embodiment of the promise of the Revolution (9/17/87). It includes the "odious compromise" on slavery that maintains the practice's legality in the



United States. George Washington is inaugurated as the first President (4/30/1789). Everyone looks forward to their [New Lives in the United States of America](#) (Ctrl & click)

The following link takes you to Kids Discover. There are many activities, resources, and games that you can work on as you review the Constitution.

Games and Activities

Benjamin Franklin was one of our most prolific inventors in his time. Try doing some research on him. How did he help keep homes warm? Did you know he created the first library and fire department? He also was the author of many very wise quotes.



The inventions of the 18th century began the first Industrial Revolution. The link below explains that this was the beginning of manufacturing and lists many of the inventions of the time. For our purpose, we focused on the cotton gin and

the reaper. This had significant effects on the production of cotton and of course, there were ramifications for slaves and the slave trade.



[Inventions and Inventors of the 18th Century](#) (Ctrl and click)

[How the Cotton Gin Works](#) (ctrl & click)

The reaper was a tool designed to cut stalks of grain and leave them on the ground in untied bundles. Early machines required a man to walk alongside the reaper to rake the bundles off the collecting platform and onto the ground. Later models had provisions for one or two men to ride on the reaper.



While watching the video about the [Mechanical Reaper](#), think about what effect these inventions had an effect on slavery.

We are now moving forward in time. George Washington has retired to Mount Vernon. John Adams has served time as our second President and now we see that Thomas Jefferson serves as our third President. He was very interested in



increasing the size of our country and many people decided that moving west-

ward would be best for themselves and their families. Learn how President Jefferson doubles the size of our country. [Lewis and Clark's Expeditions](#) [Westward Expansion](#) (Ctrl & click) was not easy for those that decided to move forward. Many people lost their lives in their travel.

The Civil War

As we began our unit on the Civil War, we focused on the events that led to Secession, the role of Virginia in the Civil War, also the role Virginians played in the Civil War. The following timeline will explain so many of the events that led up to the Civil War. Again, take your time reading through the material. It is quite important. [Major Events Leading to the Secession Crisis](#) Now, for a little fun, watch an enthusiastic student explain the Civil War from his perspective: [The Civil War](#).

As we saw in the previous video, President Lincoln was elected President. He wrote a very important and famous document called the Emancipation Proclamation. You can research the entire document but the words he spoke that freed the slaves are:



“And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.”
Abraham Lincoln

Enjoy some stories about Abraham’s early life. [Young Abe](#) The following gives you more information right up to his very sad death. [Gentleman Abe](#).

Reconstruction

A good introduction to this part of history will be to enjoy the following video. It will be a fun way to help you remember what you've learned: [Reconstruction to Ed Sheeran's Shape of You](#)

Below are true images of what parts of America looked like after the Civil War.



As you have learned, the time period after the Civil War is called Reconstruction. During Reconstruction, the United States had to rebuild and bring the states back together. Reconstruction lasted from 1865 to 1877. Virginia faced many challenges during

Reconstruction. Not only was Virginia on the losing side of the Civil War, the war had also caused serious problems with Virginia's economy and resources. As you learned early on, the economy has to do with the ways people make and spend money. After the Civil War, Virginia's economy was ruined. Virginia had been a part of the Confederate States of America. The Confederacy printed different currency (money) from what was used in the United States. After the war, the currency had no value. Since the money had no value, banks closed. Virginia was also in a lot of debt after the war. At the end of the war, Virginia had more debt than any other southern state. As you know, debt is when money is owed. Before the war, Virginia had borrowed about \$34 million. The money was borrowed to build canals, roads, and railroads. After the war, this large amount of money needed to be repaid.

Not only was Virginia's economy in ruins, Virginia's land and resources were in ruins too. More than 100 Civil War battles had taken place in Virginia. Railroads, bridges, plantations, and businesses had been destroyed. Virginia's leaders wanted to rebuild, but there was no money to make repairs and rebuild the state.

Many of Virginia's crops were also destroyed during the Civil War. Plantation owners and farmers could not afford to replant many of the crops. At the end of the war, Virginians were forced to let their enslaved African Americans go free. Plantation owners and farmers needed to hire new workers, but many could not afford to pay them.

At the end of the Civil War, more than four million enslaved African Americans were freed in the South. Most newly freed African Americans had no money and nowhere to go. Hundreds of thousands of African Americans in Virginia were in need of housing, education, clothing, food, and jobs.

To summarize the problems in Virginia at the time of Reconstruction were:

1. Railroads, bridges, businesses, plantations, and crops were destroyed.
2. Virginia's economic problems forced most banks to close.
3. Hundreds of thousands of newly freed African Americans were in need of housing, education, clothing, food, and jobs.
4. Virginia's currency had no value and Virginia was millions of dollars in debt.

What Was the Freedman's Bureau?

The Freedman's Bureau was an important agency that was established by President Abraham Lincoln. In just over 1 minute, see how this agency was created to help solve some of the problems that occurred during Reconstruction: [The Freedman's Bureau](#).

What is a Sharecropper?

As you saw on the previous video, most freed African Americans were forced into sharecropping. Watch the videos and get a first-hand account of what it meant to be and what it was like to be a [Sharecropper](#).

Who Were the Carpetbaggers?

Northerners who moved into the South after the Civil War became known as "carpetbaggers" for the luggage they carried. They came for economic gain, a desire to work on behalf of the newly emancipated slaves, or a combination of both. Resented by former Confederates, these new Virginians played a central role in shaping new southern governments during Reconstruction.



By 1870, all of the former Confederate states had been admitted to the Union, and the state constitutions during the years of Radical Reconstruction were the most progressive in the region's history. The participation of African Americans in southern public life after 1867 would be by far the most radical development of Reconstruction, which was essentially a large-scale experiment in interracial democracy unlike that of any other society following the abolition of slavery. Southern blacks won election to southern state governments and even to the U.S. Congress during this period. Among the other achievements of Reconstruction were the South's first state-funded, public school systems, more equitable taxation legislation, laws against racial discrimination in public transport and accommodations and ambitious economic development programs (including aid to railroads and other enterprises).

After 1867, an increasing number of southern whites turned to violence in response to the revolutionary changes of Radical Reconstruction. Though federal legislation

passed during the administration of President Ulysses S. Grant in 1871 took aim at those who attempted to interfere with black freedoms and other political rights. Racism was still a strong force in both the South and North. In 1874—after an economic depression placed much of the South into poverty—the Democratic Party won control of the House of Representatives for the first time since the Civil War.

Jim Crow: a symbol for racial segregation

Jim Crow segregation was a way of life that combined a system of anti-black laws and race-prejudiced cultural practices. The term "**Jim Crow**" is often used as a synonym for racial segregation, particularly in the American South. The Jim Crow South was the time when local and state laws enforced the legal segregation (separation) of white and black citizens from the 1870s into the 1960s. In the Jim Crow South, it was illegal for black Americans to ride in the front of public buses, eat at a “whites only” restaurant, or attend a “white” public school.

There was also an unspoken rule in the culture that required African Americans to act inferior, or like they had less value than whites, at all times. A black man who succeeded in business might find his shop burned to the ground. A black woman who failed to step off of the sidewalk to make way for a white man might be fired by her employer the following day. Most Southern whites believed any claim to pride or equality by African Americans as an insult. Learn more about segregation and [the Jim Crow Laws and Segregation](#) here.



The Civil Rights Movement Timeline

The civil rights movement was an organized effort by black Americans to end racial discrimination and gain equal rights under the law. It began in the late 1940s and ended in the late 1960s. The movement was mostly nonviolent and resulted in laws to protect every American's



constitutional rights, regardless of color, race, gender, or national origin.

July 26, 1948: President Harry Truman issues Executive Order 9981 to end segregation in the Armed Services.

May 17, 1954: *Brown v. Board of Education*, a group of five cases into one, is decided by the Supreme Court, effectively ending racial segregation in public schools. Many schools; however, remained segregated.

August 28, 1955: Emmett Till, a 14-year-old from Chicago is brutally murdered in Mississippi. His murderers are acquitted, and the case bring international attention to the civil rights movement.

December 1, 1955: Rosa Parks refuses to give up her seat to a white man on a Montgomery, Alabama bus. Her defiance prompts a year-long Montgomery bus boycott.

January 10-11, 1957: Sixty black pastors and civil rights leaders from several southern states—including Martin Luther King, Jr.—meet in Atlanta, Georgia to plan nonviolent protests against racial discrimination and segregation.

September 4, 1957: Nine black students known as the “Little Rock Nine” are blocked from integrating into Little Rock Central High School in Little Rock, Arkansas. President Dwight D. Eisenhower eventually sends federal troops to escort the students, however, they continue to be harassed.

September 9, 1957: Eisenhower signs the Civil Rights Act of 1957 into law to help protect voter rights. The law allows federal prosecution of those who suppress another person’s right to vote.

February 1, 1960: Four African American college students in Greensboro, North Carolina refuse to leave a Woolworth’s “whites only” lunch counter without being served. The Greensboro Four were Ezell Blair Jr., David Richmond, Franklin McCain and Joseph McNeil. The Greensboro Sit-In, as it came to be called, starts many “sit-ins” throughout the city and in other states.

November 14, 1960: Six-year-old Ruby Bridges is escorted by four armed federal marshals as she becomes the first student to integrate William Frantz Elementary School in New Orleans.

1961: Throughout 1961, black and white activists, known as freedom riders, took bus trips through the American South to protest segregated bus terminals and attempted to use “whites-only” restrooms and lunch counters. The Freedom Rides were marked by horrific violence from white protestors, they drew international attention to their cause.

June 11, 1963: Governor George C. Wallace stands in a doorway at the University of Alabama to block two black students from registering. The standoff continues until President John F. Kennedy sends the National Guard to the campus.

August 28, 1963: Approximately 250,000 people take part in The March on Washington for Jobs and Freedom. Martin Luther King gives his “I Have A Dream” speech as the closing address in front of the Lincoln Memorial, stating, “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident: that all men are created equal.’”

September 15, 1963: A bomb at 16th Street Baptist Church in Birmingham, Alabama kills four young girls and injures several other people prior to Sunday services. The bombing fuels angry protests.

July 2, 1964: President Lyndon B. Johnson signs the Civil Rights Act of 1964 into law, preventing employment discrimination based on race, color, gender, religion, or national origin. Title VII of the Act establishes the U.S. Equal Employment Opportunity Commission (EEOC) to help prevent workplace discrimination.

February 21, 1965: Black religious leader Malcolm X is assassinated during a rally by members of the Nation of Islam.

March 7, 1965: Bloody Sunday. In the Selma to Montgomery March, around 600 civil rights marchers walk to Selma, Alabama to Montgomery—the state’s capital—in protest of black voter suppression. Local police block and brutally attack them. After successfully fighting in court for their right to march, Martin Luther King and other civil rights leaders lead two more marches and finally reach Montgomery on March 25.

August 6, 1965: President Johnson signs the Voting Rights Act of 1965 to prevent the use of literacy tests as a voting requirement. It also allowed federal examiners to review voter qualifications and federal observers to monitor polling places.

April 4, 1968: Martin Luther King, Jr. is assassinated on the balcony of his hotel room in Memphis, Tennessee. James Earl Ray is convicted of the murder in 1969.

April 11, 1968: President Johnson signs the Civil Rights Act of 1968, also known as the Fair Housing Act, providing equal housing opportunity regardless of race, religion, or national origin.

Virginia Grows

Railroads and Factories

Virginia had faced many problems during Reconstruction. It took time for Virginia to rebuild and begin growing again. Railroads were key to the growth of business, agriculture, and industry in Virginia. Railroads were used to transport goods throughout the state and into other states.

The railroad allowed small towns to grow into major cities. For example, the railroad helped Roanoke grow into a city. Roanoke became a railroad center. Alexandria, Lynchburg, Newport News, Norfolk, and Petersburg also grew as the railroad brought new jobs.

As more jobs were created, more people began moving to the cities. Virginia had always been known for its agriculture. Now, it was known for its industries too. In the late 1800s and early 1900s, Virginia was home to hundreds of factories. The factories made goods such as shoes, steel, and textiles. The railroads transported these goods across the United States.

New Industries and Agriculture (Pictured below is Larus & Brother Tobacco Company, 1911)



The railroad and factories made it possible for cities to grow in Virginia. Other parts of Virginia also began to grow as new industries were developed. For example, coal deposits were found in the Appalachian Plateau region. Mining the coal deposits helped Tazewell County to grow. Tobacco played a role in Virginia's economic development early in

Virginia's history. Tobacco continued to play an important role in Virginia's economy in the late 1800s. Tobacco farming and the manufacture of tobacco products became important Virginia industries.



(Tobacco farming then and now)

The Industrial Revolution

Here we will learn about how people worked hard to provide everything that they had, from working fields to sewing their own clothes. During this period, home and many other goods were transferred into factories to help build things fast and much more efficiently. Click on the link to see how far people have come. [The Industrial Revolution](#)

Women's Suffrage

The women's suffrage movement was a decades-long fight to win the right to vote for women in the United States. It took activists and reformers nearly 100 years to win that right, and the campaign was not easy. On August 18, 1920, the 19th Amendment to the Constitution was finally ratified, declaring all American women, for the first time that they, like men, deserve all the rights and responsibilities of citizenship.

Women's Rights Movement Begins

The campaign for women's suffrage began in the years before the Civil War. During the 1820s and 30s, most states had extended the rights to all white men, regardless of how much money or property they had. At the same time, all sorts of reform groups were growing across the United States—temperance leagues, religious movements, moral-reform societies, anti-slavery organizations—and in many of these, women played a prominent role. With time, the movements and protests across the country led to a new way of thinking about what it meant to be a woman and citizen of the United States.

Put together, all of these contributed to a new way of thinking about what it meant to be a woman and a citizen of the United States. One of the most well-known women involved in Women's Suffrage was Susan B. Anthony. In this Susan B. Anthony Video for Kids Selena & Bird learn about her life with a mini bio on the school hologram machine. Enjoy learning about her life and how she became a leader for women's rights and anti-slavery. [Susan B. Anthony](#)



Finally, on August 18, 1920, the 19th Amendment to the Constitution was ratified. And on November 2 of that year, more than 8 million women across the United States voted in elections for the first time.

See what else went on in our country in the "[The Roaring 20's](#)"

The Great Depression

The Great Depression was a time of great economic crisis during the 1930s. It began in the United States, but quickly spread throughout much of the world. During this time, many people were out of work, hungry, and homeless. In the city, people would stand in long lines at soup kitchens to get a bite to eat. In the country, farmers struggled in the Midwest where a great drought turned the soil into dust causing huge dust storms.

How did it start?

The Great Depression began with the crash of the stock market in October of 1929. Historians and economists give various causes for the Great Depression including drought, over-production of goods, bank failures, people taking chances with the stock market, and consumer debt.

Change of Presidents

Herbert Hoover was President of the United States when the Great Depression began. Many people blamed Hoover for the Great Depression. They even named the shantytowns where homeless people lived "Hoovervilles" after him. In 1933, Franklin D. Roosevelt was elected president. He promised the people of America a "New Deal."

The New Deal

The New Deal was a series of laws, programs, and government agencies enacted to help the country deal with the Great Depression. These laws placed regulations on the stock market, banks, and businesses. They helped put people to work and tried to help house and feed the poor. Many of these laws are still in place today like the Social Security Act.

How did it end?

The Great Depression ended with the start of World War II. The wartime economy put many people back to work and filled factories to capacity.

Legacy

The Great Depression left a lasting legacy on the United States. The New Deal laws significantly increased the role of the government in people's everyday lives. Also, public works built up the infrastructure of the country with the construction of roads, schools, bridges, parks, and airports.

Interesting Facts About the Great Depression

- The stock market lost almost 90% of its value between 1929 and 1933. Around 11,000 banks failed during the Great Depression, leaving many with no savings.
- In 1929, unemployment was around 3%. In 1933, it was 25%, with 1 out of every 4 people out of work.
- The average family income dropped by 40% during the Great Depression.
- More than \$1 billion in bank deposits were lost due to bank closings.
- The New Deal created around 100 new government offices and 40 new agencies.
- The worst years of the Great Depression were 1932 and 1933.
- Around 300,000 companies went out of business.
- Hundreds of thousands of families could not pay their mortgages and were evicted from their homes.
- Millions of people migrated away from the Dust Bowl region in the Midwest. Around 200,000 migrants moved to California.
- President Roosevelt pushed 15 major laws through in his "First Hundred Days" of office.

To learn more about [The Great Depression](#), click on the link.

On a personal note, the Great Depression was a horrible time for the people of our country. Although I was not alive, both of my parents and Mr. Laramie's parents lived through that time, as very young couples. From our parents, we learned that their generation would do any kind of work, just to earn money to feed themselves and families. Mr. Laramie's dad was fortunate in that he had a job that was essential. He worked in a grocery store in Massachusetts as a meat cutter. Having that job meant that when people did shop, they needed to have their meat cut. So, he was very lucky.

Mrs. Laramie's Dad was not quite as fortunate. He lost his job but was lucky enough to be given a job shoveling snow to clear railroad tracks in Massachusetts. Back then, if their tracks were not cleared, the railroad could not run. If you have ever been to Massachusetts in the winter, you will know that the temperatures can be low enough to cause hypothermia and the snow could be piled well over the head of a grown man. Imagine having to stay out in that cold, shoveling all that snow, day after day. He considered himself lucky because at least, he had that job. That was changed by the beginning of World War II. He joined the Army and was sent to Europe.

As you learned, World War II brought an end to the depression. Men were drafted into the military or volunteered. This gave them a paycheck to help out. Because so many of the men working in factories were leaving for the War, women began taking

their place. This brought additional money to families. This was also an amazing transformation. Women that were always thought to belong in the home were now working in a man's world. They helped make ammunition and helped the War effort in many other ways. This generation has gone down in history as "America's Greatest Generation." Please watch as this generation of Americans are highly respected in this video.

[America's Greatest Generation](#)



(Rosie the Riveter Poster)

Final Thoughts

You may be asking, "Why do I need to know all this stuff? That was all long ago and has nothing to do with my life." You could not be more wrong. If you think about just what you have learned in this unit, you will see history repeating itself right now. It is always a hope that if we teach our children history, the same mistakes will not be made. For you, that is all a matter of choice.

Here is your assignment. What I would ask is, when you see a person from a different generation than yours or even your generation, show respect. When you see important memorials that have been dedicated to someone in history, respect those memorials. When you see a cemetery of any kind, respect the area and remember, these are all about people who all have stories. The stories may have been told and carried on or those stories may have been lost. The point is everyone does have a story to tell. You do and so do I. What you do with your life, will be your story. Make it spectacular!