

Chapter 8

Missouri After the Civil War



The Civil War divided Missourians. Neighbors fought against neighbors, friends against friends, and brothers against brothers. The war damaged the state's economy and interrupted the state's growth and progress. With the war over, could Missourians put their feelings behind them? What would freedom bring the former slaves?





Opposite Page: Former slaves still worked hard on farms. This Page, Lower Left: An artist's drawing of St. Louis in 1876. Bottom: Many buildings were damaged during the war.



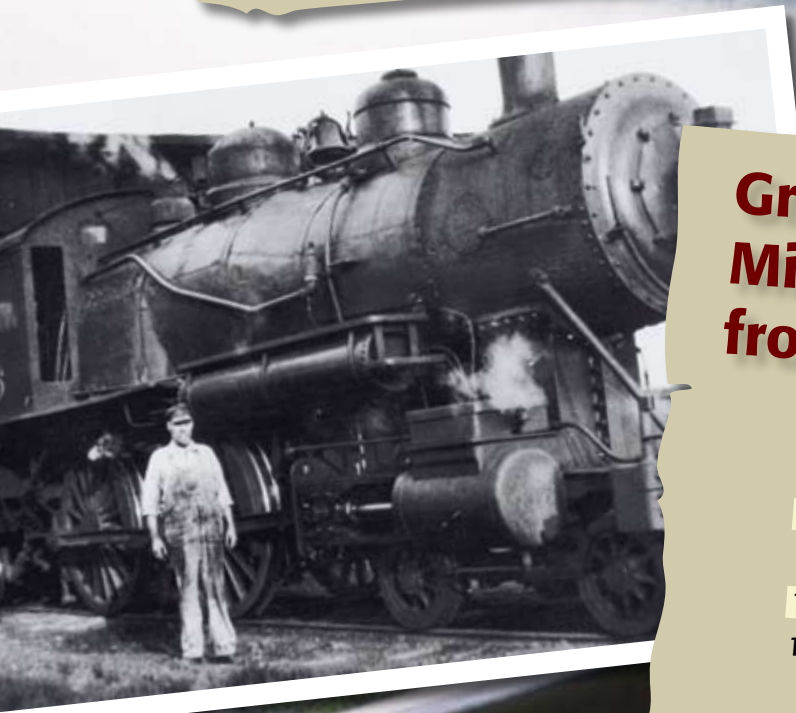
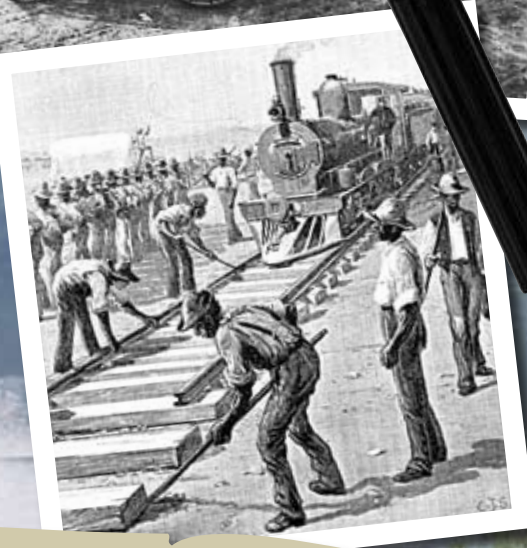
Missouri Close Up

Missouri's Population 1860 vs. 1870

| | 1860 | 1870 |
|------------|-----------|-----------|
| White | 952,150 | 1,603,224 |
| Free Black | 3,572 | 118,071 |
| Slaves | 114,931 | 0 |
| Total | 1,067,081 | 1,721,295 |

Growth of Missouri's Railroads from 1852 to 1892

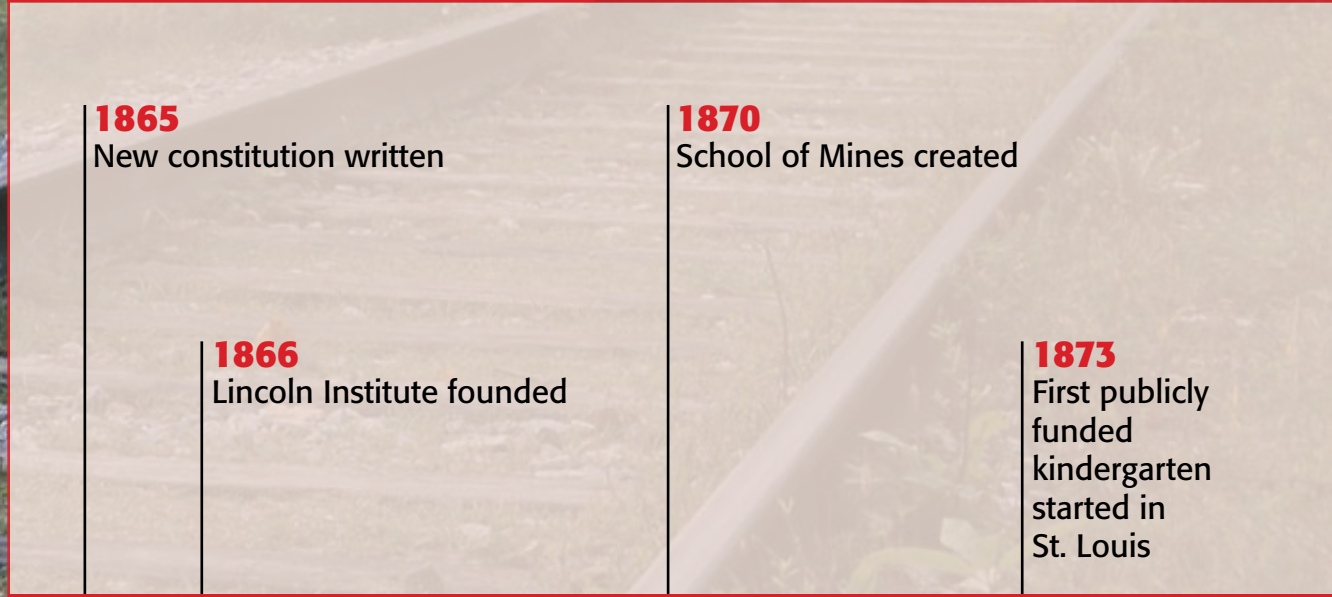
| Year | Miles of rails |
|------|----------------|
| 1852 | 5 |
| 1862 | 838 |
| 1872 | 2,673 |
| 1882 | 4,501 |
| 1892 | 6,404 |





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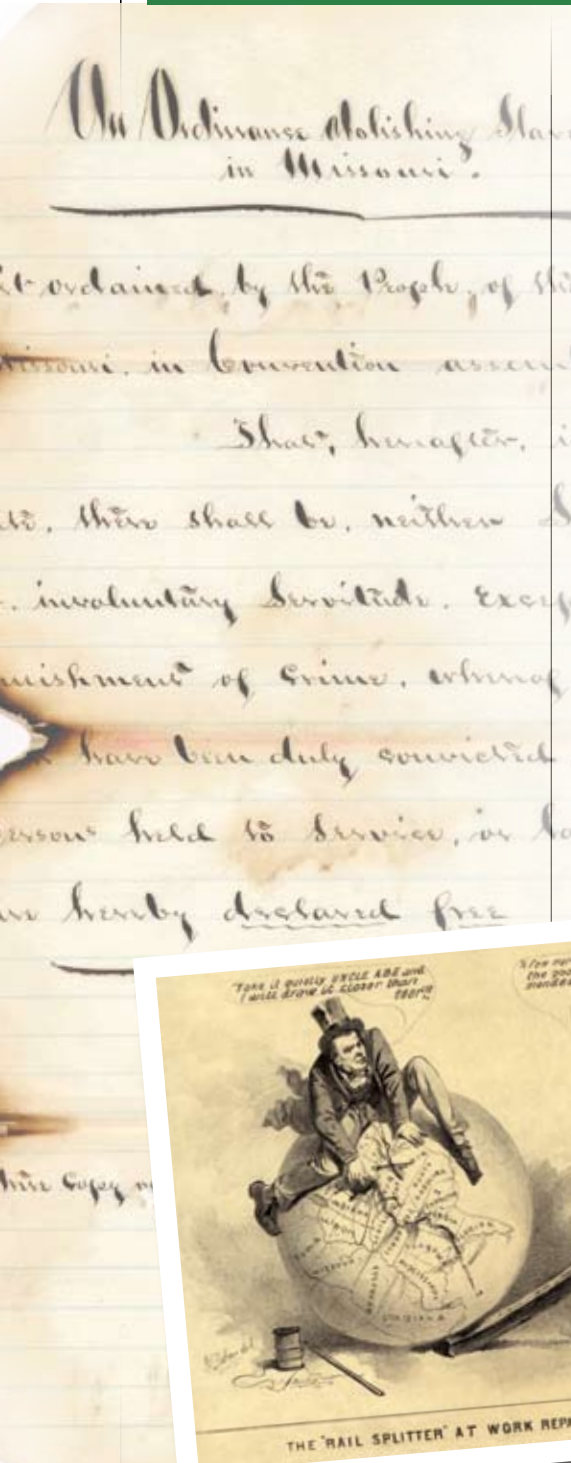
Figure 17
Timeline: 1865-1875



1865 **1867** **1869** **1871** **1873** **1875**

Section 1

Building Again



As you read, look for the following:

- how the people of Missouri came together after the Civil War
- what the former slaves faced in freedom
- the changes in the state's culture and education
- vocabulary terms **Reconstruction, freedmen, test oath, discrimination, racism, Freedmen's Bureau, tenant farmer, suffrage, segregate**

The time after the Civil War is called **Reconstruction**.

The word *reconstruction* means “building again.” Missourians did indeed have to build again—their homes and farms, their towns, their roads, and their government.

Rebuilding the State Government

Even before the war ended, a new state government had been elected. It was led by a political group called the Radicals. One meaning of the word *radical* is a person who acts harshly. The Radicals were people who opposed slavery and who thought those who supported slavery were responsible for the war and should be punished.

The first thing the Radicals did was write a new state constitution and laws abolishing slavery. The 1865 constitution had many new ideas that encouraged economic growth and gave people more say in how their state was run.



But while the new constitution outlawed slavery, it did not give **freedmen**—the former slaves—equal rights. They still could not vote or hold government office. The new document punished the former Confederates and people who had supported the Confederacy. It stopped them from voting or holding office. They also could not become lawyers, teachers, or ministers. The constitution required the rest of Missourians to take a **test oath**, swearing that they had never supported the Confederacy.

The test oath and other punishments in the constitution led to hard feelings. Some former Confederates even felt unwelcome in their home state. This feeling and the hard economic times after the war led some of the former Confederates to become outlaws, robbing banks and holding up trains. In some parts of the state, people took the law into their own hands, arresting and punishing people without giving them trials.

Life after Slavery

For those who had been slaves, the Civil War brought freedom. But it also left them with no homes, no land, and no jobs. The freedmen were largely unwelcome in Missouri. They were driven from some areas by threats of death or serious harm.

The freedmen found that life after slavery was little better than before. In some ways, it was worse. Many of them no longer had a place to live or work. Many remained on the farms where they had been slaves, working for little or no wages. Others moved to the towns and cities. There they found only low-paying jobs as servants or laborers. They faced restrictions or barriers on where they were allowed to live. There was discrimination in other areas of their lives. **Discrimination** is unequal and unfair treatment that denies people their rights because of their race, sex, religion, or any other reason. Much discrimination is rooted in **racism**, a belief that one's own race is better than all others.

Opposite Page, Background: In 1865, the Radicals wrote an ordinance abolishing slavery. **Bottom:** A political cartoon from 1865 showing President Lincoln and Vice President Johnson trying to put the country back together after the Civil War. **This Page, Bottom:** Many of the former slaves had no homes, no land, and no jobs.



Did you know?

The Freedmen's Bureau established a branch of the National Freedmen's Savings and Trust Company (a bank) in St. Louis in 1868.

The federal government tried to help. It had started the **Freedmen's Bureau** in 1865. This organization provided food, clothing, medical care, and other help to former slaves. In Missouri, it also served as a go-between for black laborers and former slave owners who could no longer farm without slave labor. The Freedmen's Bureau, largely through the efforts of James Milton Turner, also helped start schools for the former slaves and their children.

Many blacks found themselves working for white farmers as **tenant farmers** in ways that were not much different from slavery. The white landowner gave the tenant farmer a place to live, seed for crops, and tools to work the land. Sometimes the landowner paid the tenant farmer a wage. The tenant farmer might receive a part of the money earned when the crops were sold.



This Page: African Americans worked in the fields as tenant farmers. **Opposite Page, Top:** Pennytown Freewill Baptist Church was attended by freed slaves. **Bottom:** Churches remained segregated, with whites and blacks going to their own churches.

The lives of tenant farmers, many of whom were white, were only a little better than those of slaves. Their houses were usually shacks. There was so little money that the tenant farmer's family often dressed in rags and went hungry. The children rarely went to school because they were needed to work in the fields.

Meanwhile, African Americans in Missouri were helping themselves. After the Civil War, they organized the Missouri Equal Rights League to work for **suffrage** (the right to vote). When the Fifteenth Amendment to the U.S. Constitution was finally approved in 1870, African American men gained the right to vote. (Women, black or white, still could not vote in most elections.)

During this time, many black people left Missouri. Some moved to larger cities in the East, where there were more jobs. Some moved to unsettled lands in Kansas and other western states. Still others started their own settlements in Missouri. Three such towns were Eldridge in Laclede County, Three Creeks in Boone County, and Pennytown in Saline County. Only Eldridge remains as a town today. The church at Pennytown has been restored and is on the National Register of Historic Places. Three Creeks is now a conservation area.

Blacks and whites remained **segregated**, or separated by race. They sat in separate sections of churches or went to separate churches altogether. They lived in separate parts of town. Their children went to separate schools.



Spotlight

Settling in Missouri

It is not unusual to walk into a store today and see signs in both English and Spanish. As more and more people from Central and South America move to Missouri, businesses are adding signs in two languages to attract and help Spanish-speaking customers.

At another time in Missouri's history, it would not have been unusual to see signs in German, or to be able to buy a German-language newspaper, or to hear a sermon in church in German. In the 19th century, people from Germany were the fastest-growing group of immigrants resettling in Missouri.

Not too long after Missouri became a state in 1821, a German immigrant named Göttfried Duden bought land in Warren County along the Missouri River. He wrote a book about Missouri, describing it as being a lot like Germany. Poverty and a lack of freedom in Germany led a number of Germans to believe Duden's description of Missouri, even

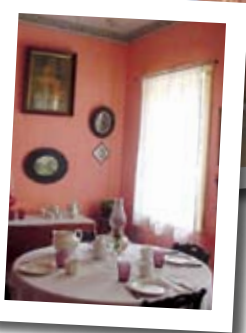
though he exaggerated a lot. Between 1830 and 1860, more than 80,000 Germans came to Missouri.

Many of the newcomers bought farms. Others settled in St. Louis. Still others started towns such as Hermann in 1837. They started wineries, opened gun-

smith and sausage-making shops, and went to work for breweries. They brought with them new ideas about farming and education (including kindergarten) and strong beliefs, including opposition to slavery.

German-language newspapers and sermons in German started to fade away after the United States entered the First World War against Germany and its allies. German-speaking Americans wanted to prove they were loyal to their new country, and they began speaking only English, at least in public.

At the same time that large numbers of Germans were moving to Missouri, a slightly



smaller group of immigrants were coming from Ireland to escape famine and poverty. Hundreds of thousands of Irish immigrants came to this country, and more than 40,000 of them came to Missouri. Most of them settled in cities like St. Louis, St. Joseph, and Kansas City. Some tried to farm in southern Missouri, and many went to work building railroads.

Missouri has seen waves of immigrants from other countries throughout its history. In the early 20th century, many Italians made their way to Missouri. In St. Louis, they established a neighborhood called “The Hill” that is still home to many Italian restaurants, groceries, and bakeries and where Italian is still spoken in some homes. Kansas City also has its “Little Italy.” Smaller numbers of immigrants from countries in eastern Europe, especially Poland and Czechoslovakia, also came to Missouri. More recently, Missouri has seen groups of refugees from South Vietnam, Bosnia, Serbia, Sudan, Sierra Leone, and Somalia.

Many of the immigrant groups who have come to Missouri have had to overcome discrimination from the people already here. Their different languages, customs, and beliefs were not always understood, and the people already here were sometimes afraid of the newcomers. In most cases, the discrimination took the form of not hiring the newcomers or not letting them live where they desired. But in the case of one group, the discrimination turned violent.



In the early 1800s, members of the Church of Jesus Christ of Latter Day Saints (sometimes called Mormons or Saints) moved from New York to northwest Missouri. The Mormons ended up settling in Caldwell County. People in neighboring counties tried to force them to leave.

The Mormons’ different religious beliefs led to misunderstandings that sometimes turned violent. Both sides raided the farms and towns of the other, burning buildings and fields of crops. People were sometimes killed in what has been called the Mormon War. In 1838, the governor ordered the state militia to “exterminate (kill) or drive the Mormons from Missouri.” Realizing their situation was hopeless against the state of Missouri, the 15,000 Mormons surrendered, giving up all their property before migrating to western Illinois. You can visit a historic marker at Far West, the site in Caldwell County where the Mormons surrendered.

Opposite Page, Right: Ambrose Church in the area of St. Louis known as “The Hill.”
Left: The dining room of the Pommer-Gentner House, built in 1840, which is part of the Deutschheim State Historic Site.
This Page, Top: This engraving depicts the Mormons leaving their land and property as they were forced to move west.

Top: University of Missouri. Below: Susan Blow was an important figure in education in Missouri. Bottom: City schools like this one, were generally larger to meet population needs. Opposite Page, Bottom: Steamboat races on the Mississippi River were popular events.

Education

Before the war, education for blacks was against the law. After the war, schools for blacks were started in many communities. The state provided funding (money) for schools, either white or black, and for the University of Missouri (founded in 1839) for the first time in 1866. The first publicly funded kindergarten in the United States was started in St. Louis in 1873 by Susan Blow.

State funding for education was one of the new ideas the Radicals had included in the 1865 constitution. To train teachers for white schools, the state opened teachers' colleges in Kirksville (now Truman State University) and Warrensburg (now the University of Central Missouri). Later, another teachers' college was started in Cape Girardeau (now Southeast Missouri State University). Black teachers were trained at Lincoln Institute, a college started in 1866 in Jefferson City by black Civil War veterans. It later became a state school and is now Lincoln University.

Schools in the cities were usually brick buildings, sometimes two or three stories high. Few of them had a gymnasium or a cafeteria. Physical education was not part of the lessons. Children went home for lunch. Schools in rural areas were often wood-frame buildings in which grades one through eight met in one room. In some parts of southern Missouri, the schools were made of logs and had dirt floors. The students sat on benches.



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Rural schools only met a few months of the year because the children were needed to work on the farm most of the time. Teachers in rural schools were sometimes just older girls who had finished the eighth grade. Because it was often a long walk or horse ride from farm to school, the students brought their lunches to school in pails.

A number of private schools also started in Missouri after the Civil War. Many parts of Missouri did not have high schools after the war. Boys often went to work when they finished the eighth grade. Girls were not expected to work outside the home. A town or a church might start a school called an *academy* where girls learned housekeeping, cooking, nursing, and sewing. The girls at an academy might also learn to play the piano. Sometimes the academy had religious classes. Often, the academy became a junior college when a high school was finally built in the town.

Cultural Activities

Better public education encouraged many people to improve other parts of their lives. A number of communities started libraries. Other communities built lecture halls and concert halls. People in the towns could go to the halls to hear speeches and music, to see plays, and even to watch circus acts.

Missourians had fun at such sports as ice skating, bike riding, hunting, fishing, horse racing, and a new sport—baseball. There were also steamboat races on the Mississippi River.

The first county fair west of the Mississippi had been held in Boone County in 1835. After the Civil War, county fairs became very popular. Farmers would show off their best animals and crops. Merchants from town would show off their goods, and there would be demonstrations of farming and ranching skills. There would be food and treats and entertainment for the whole family.

Did you know?

Former teachers' colleges such as Southeast Missouri State University were once called "normal schools." The term comes from the French name for a teachers' school, *école normale*, which means "model school" in English. The schools had model classrooms and model teachers demonstrating the model, or best, ways to teach.

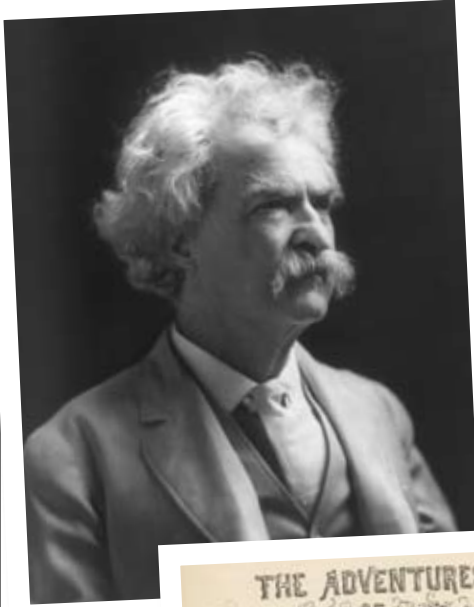


Religion became even more important to Missourians after the Civil War. Church membership grew as more ministers settled in the state. The number of churches in Missouri doubled in the first decade (a period of ten years) after the war to more than 3,000.

Missouri's natural beauty and life on the frontier inspired a number of artists and writers living in Missouri. One famous painter was George Caleb Bingham. He painted scenes of life along the Missouri River near his home in Arrow Rock as well as portraits of famous people. Perhaps the most famous writer of the period was Samuel Clemens, who was better known as Mark Twain. Clemens was born in the small Missouri village of Florida, but he grew up in Hannibal. Many of his stories, such as *Tom Sawyer* and *The Adventures of Huckleberry Finn*, were about growing up and working on the Mississippi River.

A famous poet after the Civil War was Eugene Field.

This newspaper reporter born in St. Louis wrote poetry for children. Among his poems were "Little Boy Blue" and "Wynken, Blynken, and Nod."



Do You Remember?

1. What was the Reconstruction period?
2. How were blacks and whites segregated in Missouri?

Top: Samuel Clemens, whose pen name was Mark Twain. Bottom: Fur Traders on the Missouri River, as painted by George Caleb Bingham.



Section 2

Rebuilding the Economy

As you read, look for the following:

- how Missouri's economy changed after the Civil War
- how railroads played a key role in Missouri's growth
- inventions and new technology that changed the economy
- vocabulary terms **raw materials, tenements, epidemic**

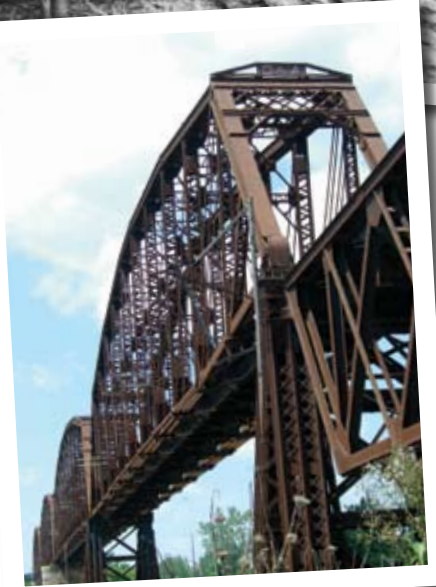
The 35 years after the Civil War saw tremendous changes in Missouri. During that period, the state went from a land made up mostly of small farms to being one of the country's major manufacturing states. As you learned earlier, manufacturing involves taking a natural resource, such as wood or iron, and turning it into a product, such as furniture or steel.

Transportation

Railroads were just beginning to cross Missouri when the Civil War stopped much of the work. After the war, railroad construction boomed (grew rapidly). Rail lines were completed between St. Louis and Kansas City, St. Louis and Springfield, and St. Louis and Arkansas.

Below: The railroad industry grew rapidly and helped Missouri make progress.





This Page, Top: Steel bridges were constructed for trains to cross over rivers. **Above:** The world's first all-steel railroad bridge was built over the Missouri River at Glasgow in 1878. **Right:** Eads Bridge in St. Louis. **Opposite Page, Bottom:** Many raw materials were transported using railroads. **Right:** St. Joseph Mining Company.

Rivers had been important transportation routes in the days of keel-boats and steamboats. But they were obstacles (something in the way) for the railroads. Bridges had to be built over them. Important railroad bridges were built in Kansas City and at Hannibal and St. Charles. Famous bridges were built in Glasgow (the first all-steel bridge over the Missouri River) and at St. Louis. The Eads Bridge at St. Louis was the first bridge anywhere to use steel arches. It was also the first bridge over the Mississippi at St. Louis. Workers had to brave a dangerous river current and to dig 90 feet down to solid rock to anchor the piers for the bridge. Several workers died during its construction.

Rail lines reached into every part of the state. Often towns competed to have a rail line go through them. In some cases, towns moved to be near a railroad. New towns, such as Sedalia and Joplin, grew up along the railroads, especially where two lines crossed or a rail line branched out. Railroads turned a number of small towns into big cities. Springfield, for example, went from just over 3,000 residents in 1860 to nearly 22,000 in 1890 after the railroad reached it. St. Louis became an important rail center as it doubled in population from 1860 to 1870. By the end of the 19th century, it had more than a half million people and was the eighth-largest city in the country. Kansas City grew from a town of 500 people before the war to a city of 60,000 by 1880. On the other hand, towns that were bypassed by the railroads often became ghost towns (towns where people no longer lived).



Manufacturing and Mining

The railroads made it possible to ship raw materials to factories and mills. **Raw materials** are any materials that are processed to make another product. For example, trees are the raw material for wooden furniture. The railroads then carried the manufactured goods from the factories to buyers all over the country.

Kansas City became famous for its large stockyards, where cattle, pigs, horses, and mules were bought and sold. Meatpacking plants were built near the stockyards, and meat was shipped around the country in refrigerated cars (ice was used to keep the cars cold). Kansas City was also an important grain center. Wheat, corn, and oats were brought by rail from farms on the Great Plains and turned into flour, cornmeal, corn syrup, oatmeal, and other cereals.

St. Louis was important for its iron mills, breweries, and clothing, furniture, and shoe factories. St. Louis also was home to leading manufacturers of streetcars, chemicals, medicine, and bricks.

Smaller cities also had factories. Hannibal was famous for cigars and boats. Cotton, woolen goods, and wagons were made in Springfield. St. Joseph was known for meatpacking and candy.

Did you know?

The first rolled process flour mill (in which metal rollers replaced mill stones) in the United States was built in 1886 in Dexter by Andy Cooper and Albert Jorndt.



Below: Modern coal mining methods are taught at the Missouri University of Science & Technology. Bottom Right: Steam-driven tractors made it easier to farm.

Mining grew in importance in Missouri during this time. There were large lead mines around Bonne Terre and Joplin. There were limestone quarries around St. Louis and Carthage. There were coal mines in northeast and west-central Missouri and zinc and other ore mines in southwest Missouri. Clay for bricks was found near Fulton, Mexico, and Vandalia. Brick factories were built nearby. Mining was so important that the state legislature created a School of Mines in Rolla (now Missouri University of Science & Technology) in 1870.

Agriculture

With railroads reaching most parts of Missouri, farmers found it easier to ship their crops and livestock to market. As more land was cleared and more immigrant farmers from Europe settled in the state, the number of farms in Missouri grew. In 1860, there were 93,000 farms; in 1890, there were 238,000.

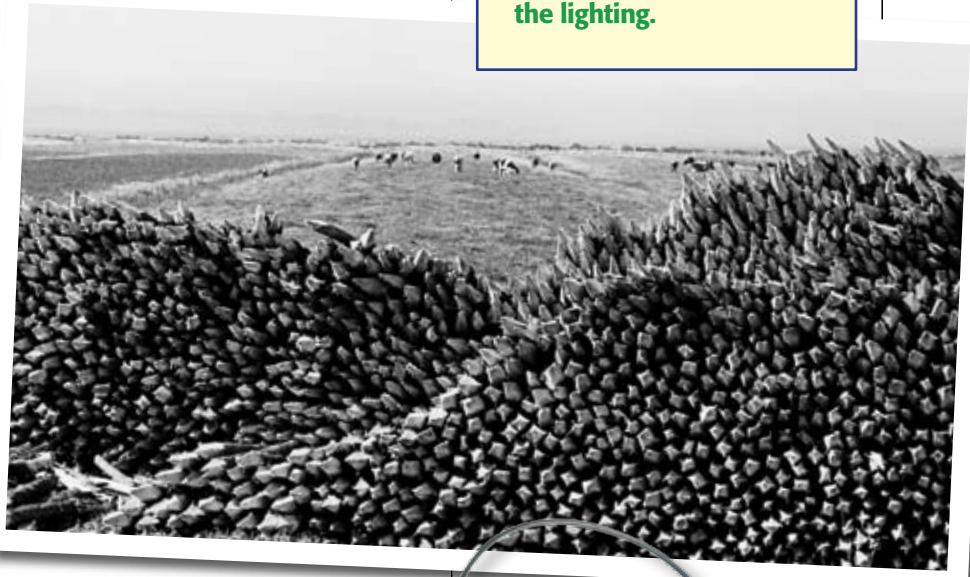
New and improved machinery meant farmers could farm more land. The average size of the farms grew from 40 acres to about 130 acres. The new machinery included threshers and better plows and planters. Horses and mules still supplied most of the power, but steam-driven tractors were beginning to take over some of the work. By 1890, Missouri farmers grew five times more corn, ten times more oats, and nine times more wheat than they had in 1866.

Other important crops were cotton in the Bootheel, tobacco and hemp along the Missouri River, and grapes and fruit trees in the Ozarks and along the Missouri River.



Farmers began to receive expert help from the College of Agriculture at the University of Missouri in Columbia and from the State Board of Agriculture. Experts at the college and state board exchanged, or traded, information and ideas. They shared their knowledge at county fairs and in the many magazines and weekly newspapers written for farmers and their families.

Lumbering and sawmills were important in southern Missouri. Lumberjacks (those whose job it is to cut and prepare lumber) built railroads into the pine forests, set up sawmills, and cut down all the trees they could find. They then tore up the tracks, tore down the sawmill, and moved to the next forest. By the end of the 19th century, most of the state's forests had been cut. Most of the lumber companies had moved on to other states.



Below: Lumbering was an important industry in southern Missouri.

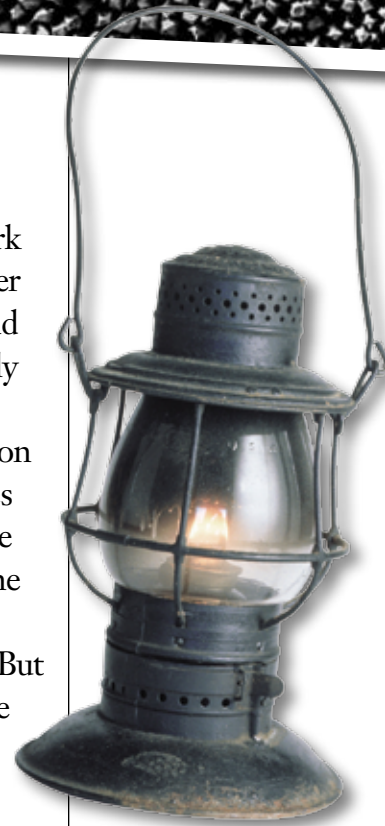
Bottom: Electricity was still rare, and lanterns provided much of the lighting.

Telephones and Electricity

We take for granted that we will have lights in the dark and that we can call our friends on the telephone whenever we please. But just over a century ago, electric lights and telephones were still rare in Missouri and enjoyed by only a few.

In the years after the Civil War, most families still relied on candles, lanterns, or kerosene lamps for light. Farm families often went to bed shortly after sundown and awoke before dawn. In that way, they were able to start work as soon as the sun was up.

City dwellers used candles and kerosene lamps in homes. But many houses, businesses, and factories had gaslights. The natural gas was found underground in wells or produced by heating coal. It was piped into homes and other buildings. Gas was also used to light street lamps. Men called “lamplighters” went around at dusk to light the lamps and then turned them off at dawn.



Below: St. Louis postcard from 1907. Bottom: The Great Kansas City market in 1890.



Electricity was only beginning to be used. Before 1890, few houses or buildings were wired for electricity or connected to an electric line. Electric lights and appliances were rare.

Telephones were more common. The first long-distance call made from Missouri was placed in Cape Girardeau in 1877. Hannibal became the first city in Missouri to have a telephone *exchange*, a network of wires connecting homes and businesses. By 1885, telephone lines linked Kansas City to St. Louis. By 1890, most large cities and many small towns in Missouri were linked by telephone.

City Life

For young boys and girls on the farm, life in the city seemed glamorous and exciting compared to their lives of getting up early, doing chores, going to school, and going to bed early. But life in the city for children was often hard and dangerous.

The cities were crowded as more and more people moved from the farms or immigrants from other countries came to America. Only the wealthier people had houses. Most families lived in buildings called **tenements**. Tenements are like apartment buildings, but they usually only had three or four families in each building.

The tenements were three or four stories high, sometimes higher, with one family living on top of another. Each family had perhaps a kitchen, a living room, and a couple of bedrooms. All of the families might share one bathroom in the building. However, many of the buildings did not have indoor plumbing.

The buildings were very close to one another and right next to the street. The children played on the sidewalks or in the streets. The streets could be dangerous because they were filled with horse-drawn wagons and coaches.



Most children went to school. When they were old enough to work, many quit and joined their fathers, brothers, and sometimes mothers and sisters in the factories. They often did dangerous jobs, and some were injured or killed by the machinery. The children worked as many as 12 hours a day, 6 days a week, sometimes for as little as 25 cents a day. In winter, the factories were damp and cold. In the summer, they were hot and sweaty. They were always noisy. The air was often filled with lint, dust, or smoke.

Because so many factories burned coal for power or heat and many homes did as well, the air in the cities was dirty and unhealthy. Because people lived and worked so close together, when someone became ill the illness soon spread in an **epidemic** to many other people in the community. There were none of the modern medicines we have today. Many people, including many children, died from diseases that are easily cured or prevented today.

But there were fun times too. Families rode the horse-drawn streetcars or walked to the city parks on Sundays. Some took buggy rides into the countryside to see the farms and have picnics. There were sports to watch, games to play, and theaters and libraries to visit.

Life could be colorful, with so many immigrants speaking the different languages of their homelands. Markets were filled with many kinds of fruits and vegetables. In the cities, department stores replaced general stores. Department stores were filled with all kinds of goods. People selling nuts or collecting old rags went up and down the street yelling or singing to attract customers.

Do You Remember?

1. Why would a town want a railroad to run through or by it?
2. What was a lamplighter?
3. Why did some epidemics take place in the cities after the Civil War?

Did you know?

A cholera epidemic caused by unsanitary conditions and polluted drinking water killed 3,527 people in St. Louis in the summer of 1866.



Bottom: Horse-drawn carriages were a popular way to get around town after the Civil War, and are still a fun way to tour historic streets.

Missouri Places

Watkins Woolen Mill

These days, we wear clothes made from a wide variety of natural and manmade materials. But in the mid and late 1800s, where you lived determined to a large extent how your clothes were made. For instance, if you lived in the South, where cotton was grown, much of your clothing was made of cotton cloth. This was good because cotton is better suited for the warmer climate of the South.

But in much of Missouri, the growing season is not hot enough long enough to grow cotton. The weather, though, is very good for raising sheep. Many farmers in the 19th century had flocks of sheep on their farms. They would shear (cut) the wool from the sheep and take it to a woolen mill. There it was turned into yarn or cloth. Some of the cloth went to factories and was turned into clothing. But much of it was sold to families who made their own clothes. Most of the clothes worn by Missourians during this time were made of wool.



Before there were mills, the women of a farm family used to process the wool themselves. It was long and tedious work. Just before the Civil War, however, machines were invented that could do the work faster and in greater quantities. That made it cheaper for farmers to take their wool to a mill for processing. The farm family could sell their wool to the mill and earn enough money to buy yarn and cloth to make their own clothes or to buy

factory-made clothes at the store.

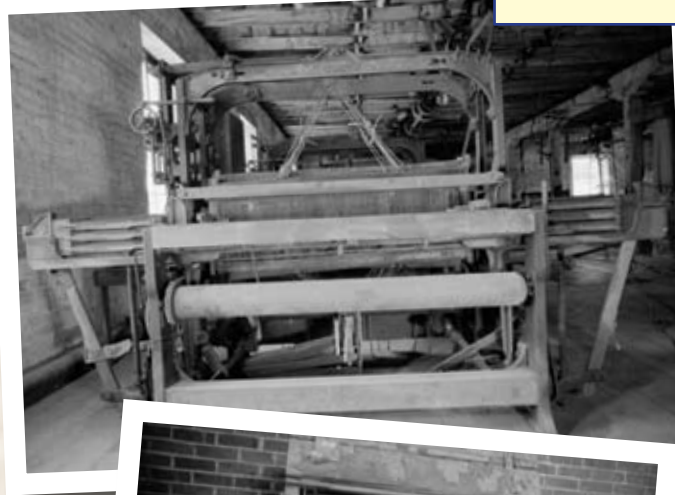
At one time, there were more than 2,400 small woolen mills in the United States serving farmers and the towns around them. As larger factories were built and transportation became better, the small woolen mills could not compete and went out of business. Today, there is only one woolen mill left that you can visit to see the original equipment and to learn how wool was turned into yarn and cloth. That mill is at the Watkins Woolen Mill State Park near Liberty.



Opposite Page: The mill as it appears today in Lawson. This Page, Below: A weaving loom at the mill. Bottom: Wool was cleaned by duster/willower machines such as the one pictured here.

Waltus Watkins, a Kentucky native, built a plantation north of Liberty called Bethany. Along with his house and barn and other farm buildings, he also built a church, a school, and a woolen mill. The mill was built around 1860 and operated until 1898. A grist mill for grinding grain operated in the lower level until 1905. When the sons of Waltus Watkins closed the mill, they simply locked the doors and left it just as their late father had built it.

That is what makes the mill so special. When other woolen mills closed, they were either torn down, had their equipment removed, or were turned into some other type of factory. So Watkins Woolen Mill is the only place where you can see what a 19th-century woolen mill looked like and how it worked. That is one reason it was designated a National Historic Landmark in 1966, two years after the mill and



the other buildings on the plantation became a state park.

You can tour the buildings and the museum. At the mill, you can see where the wool was cleaned and dyed and formed into mats. You can see the picking machines, which turned the mats of wool into small fluffy pieces. Those

were placed on the carding machines to be pulled into fibers and long strands that were then spun into yarn or placed on the looms to be made into cloth.

After your tour, you and your family can enjoy a picnic in the park. If it's a cool day and you're wearing a wool sweater, you might stop and think about how it would have been made back in the days when the Watkins Woolen Mill was in operation.

Chapter Review

Summary



After the Civil War, Missouri had to rebuild, not only things destroyed by war, but also the state's government. A new constitution in many ways helped with Reconstruction. But it also punished those who had supported the Confederacy and did not go far enough to help the newly freed slaves.

This chapter told about the hardships faced by the freedmen—the lack of jobs, housing, and educational opportunities.

Changes in transportation, especially the expansion of the railroads, helped both agriculture and manufacturing and led to the growth of the state and some of its cities. Other advances in technology made Missouri farmers more productive. You also learned how the telephone and electricity became more widespread in Missouri.

During this period, the state invested more money in education and the training of teachers. A better-educated population was able to pursue more cultural pastimes. Missouri was home to several prominent authors, poets, and painters during this time.

Remember



Make flash cards for the following vocabulary words. Practice with a classmate or family member.

1. discrimination
2. epidemic
3. freedmen
4. Freedmen's Bureau
5. racism
6. raw materials
7. Reconstruction
8. segregation
9. suffrage
10. tenant farmer
11. tenements
12. test oath

Understand



Use complete sentences to answer the following questions.

1. Who were the Radicals? What was the first thing they did after they were elected to office?
2. How did African Americans in Missouri help themselves after the Civil War?
3. What right did the 15th Amendment to the U.S. Constitution guarantee?
4. Why did many African Americans leave Missouri after the Civil War?
5. Why were railroads important to the growth of Missouri?
6. What improvements were made in farm machinery in the late 1800s?
7. Why was air in cities dirty and unhealthy in the 1890s?

Think About It



1. How did segregation continue to separate people after the Civil War? Is there evidence of segregation in your community today?
2. Compare life in the city to that on the farm after the Civil War.

Write About It



1. In a short paragraph, describe what life was like for the freedmen after the Civil War.
2. Research and write a short report on one of the following important Missourians: George Caleb Bingham (artist), Samuel Clemens (Mark Twain, writer), or Eugene Field (writer and poet).

Use The Internet



1. Visit the Museum of Transportation's website at www.museumoftransport.org to learn more about early transportation in Missouri. Make a list of five interesting facts to share with your classmates.
2. Learn more about mining in Missouri by visiting www.momic.com. Make a list of minerals that are mined in Missouri.

Work Together



1. With a partner or in a small group, create a diorama or poster showing what life may have been like before the invention of electricity.
2. Communication changed in the 1890s in Missouri. With a partner, research and create a display that shows these changes. Include headings, pictures, and captions.