

Alabama: Our Beautiful Home

A photograph of the Alabama State Capitol building, a large white neoclassical structure with a prominent dome and a portico supported by columns. The building is set against a blue sky with scattered white clouds. Lush green trees are visible on both sides of the building, and a well-manicured lawn with colorful flowers is in the foreground.

Chapter 9: A Changing Alabama STUDY PRESENTATION



Section 1: Agriculture

Section 2: The Changing Role of Industry

Section 3: Transportation and Changes in the Cities

Section 4: Changes in Education, Religion, and Culture

Section 5: Politics and Civil Rights

Section 1: Agriculture

- Essential Question: How did farming change after the Civil War in Alabama?



Section 1: Agriculture

- What terms do I need to know?
 - agricultural economy
 - sharecropper
 - credit
 - tenant farmer
 - normal school



Introduction

- From 1865 to 1900, most Alabamians lived on farms and the state had an **agricultural economy**. The state's wealth depended on farming.
- Cotton was the state's major crop.



Cotton market
Montgomery, 1900



Freedmen

- Many freedmen left plantations and moved to towns.
- Few of them could read or write, so they had limited job choices.
- The Freedmen's Bureau tried to help, but there were few jobs to be found in the South.



Small Farmers

- Many small farms were in bad shape after the war.
- Farmers did not have money to make repairs or start farming again.



Plantation Owners

- Plantation owners had their lands, but the farms were in bad shape. They did not have workers to farm the land.
- They had houses for workers, but they had no money to pay them.
- Freedmen, poor whites, and plantation owners came up with two solutions: sharecropping and tenant farming.



Sharecroppers and Tenant Farmers

- **sharecropper** – a farmer who lived on the property of a landowner and used the owner's seeds and tools. The worker agreed to give part of the crop to the landowner. The farmer could supply other needs with **credit** from the owner.
- **tenant farmer** – tenants owned their own tools and animals, but farmed the land of a landowner. Tenants bought their own seed. Tenants paid the landowner at the end of the year.
- Life was hard but each plan made it possible for farmers to feed their families and sometimes make a little money. Plantation owners could keep their farms going.



Farm Improvement

- Bad weather, poor soil, insects, and low prices affected farmers' lives.
- Two schools were started to study new ways to farm the land.
- The schools taught ways to harvest bigger crops, take care of land, and grow different crops.



Cabbages grown at the experiment farm at Tuskegee Institute



Schools to Help Farmers and Train Teachers

- Bad weather, poor soil, insects, and low prices affected farmers' lives.
- Two schools were started to study new ways to farm the land.
- The schools taught ways to harvest bigger crops, take care of land, and grow different crops.
- Congress passed the Morrill Act to increase learning in agriculture, engineering, and military training.



Auburn University

- The town of Auburn and the Alabama Methodists donated land and buildings for a college.
- It was called Agricultural and Mechanical College of Alabama. In 1899, the name was Alabama Polytechnic Institute, and finally, in 1960, Auburn University.



Alabama A&M University

- Blacks were not allowed to attend Auburn.
- The State Colored Normal and Industrial School was started in Huntsville in 1873 for black students.
- The school grew and was renamed Alabama Agricultural and Mechanical University (Alabama A&M) in 1969.
- **Normal schools** were started to train teachers.



Tuskegee University

- The Negro Normal School in Tuskegee, now Tuskegee University, was started. Booker T. Washington was the first president.
- Dr. George Washington Carver joined the staff in 1896. He helped farmers grow potatoes, peanuts, and soybeans. Farmers learned to rotate crops.
- A Movable School went across the state teaching farmers how to grow better crops and take care of farm animals.



The Grange

- The Grange was a group that worked to help farmers and their families.
- The group worked for rural mail delivery and other programs to help farmers.



Mail delivery to rural areas was an important issue in the early 1900s.



Section 2: The Changing Role of Industry

- Essential Question: How did Alabama produce and distribute goods to help its economy after the war?



Section 2: The Changing Role of Industry

- What terms do I need to know?
 - expand
 - coke
 - impurity



Introduction

- New industries began to **expand** after the Civil War. Many farmers left the land and looked for jobs in factories and mines.



The Iron and Steel Industry

- After the Civil War, people learned to make steel – a metal stronger than iron.
- Central Alabama had coal (for **coke**), iron ore, and limestone. These resources caused the growth of the city of Birmingham.
- Iron and steel were shipped all over the world from Alabama.



Steel mills near Birmingham



Birmingham, “The Magic City”

- Industry pushed Birmingham to be the fastest-growing and largest city in the state.
- It grew so fast it was called “the Magic City.”
- The city was laid out in 1871 by the Elyton Land Company.
- The city began to manufacture cloth, bricks, cottonseed oil, and railroad equipment.



Birmingham, 1885



Gadsden, “The City of Champions”

- Gadsden was founded in 1845 on the banks of the Coosa River.
- The city became a large iron- and steel-making city.



Gadsden, 1887



Anniston, “The Model City”

- Anniston started as a manufacturing town called Woodstock.
- Later the town became Anniston and was the fourth-largest city in the state.
- A large industry grew making pipes of iron, steel, and clay.



Anniston, 1888



Bessemer, “The Marvel City”

- Bessemer was founded in 1887 and was named for Henry Bessemer, the Englishman who invented a way to make steel at a lower cost.
- The “Bessemer process” removed **impurities** in the steel.
- The city’s main industries were railroads and making iron and steel.



The Coal Mining Industry

- Birmingham, Bessemer, Gadsden, and Anniston had industry that created many jobs.
- Coal mining increased to power the industry.
- The work was hard and pay was low, but many thought it was better than farming.
- Immigrant workers came from Italy, England, Scotland, Ireland, Holland, and Russia to work in mines.
- Mines helped cities grow such as Alden, Bayview, Ishkooda, Ruffner, Aetna, and Central City.



The Textile Industry

- Mills were built in Alabama after the war.
- These mills used Alabama's cotton and provided jobs.
- When workers have jobs, they have extra money to spend, and the economy improves.



Workers leaving a cotton mill in Mobile, 1914



Mill Villages

- Villages grew near mills in company-owned houses and paid little or no rent.
- Mill villages had schools, churches, and stores nearby.
- Most mill workers were women, one of the few jobs women could get.
- Children also worked in mills.
- The women and children were cheap labor and this attracted many textile mills.

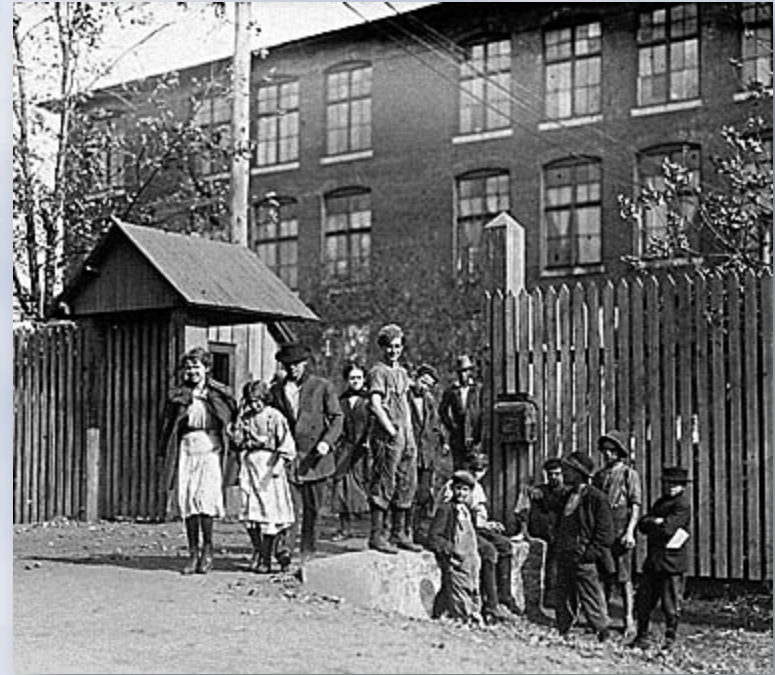


Workers sometimes lived in houses owned by the company.



Child Labor

- Many children worked in mills and had little time for school or play.
- Laws to protect children began in 1887. Children under age 14 could not work longer than 8 hours per day.
- Factory owners did not like the law and were able to get it repealed.
- Rev. Edgar Murphy worked to get a law passed in 1907 that said children under age 12 could not work.



Child workers at a mill in Huntsville



The Lumber Industry

- The Coastal Plain was known as the "Timber Belt." Sawmills expanded there after the war since people needed wood to rebuild.
- The lumber industry grew, and Alabamians were able to sell it to other states and countries.



Section 3: Transportation and Changes in the Cities

- Essential Question: What were results of improved transportation in Alabama?



Section 3: Transportation and Changes in the Cities

- What terms do I need to know?
 - **suburb**



Introduction

- In the late 1800s, roads were mostly dirt and people traveled by horse, carriage, or wagon.
- Steamboats traveled on rivers but were not as popular as before the war.
- Railroads became the best way to travel from town to town.



Steamboat at Gadsden



Railroads Crisscross the State

- As the war ended, there was only about 962 miles of railroad left in Alabama.
- From 1875 to 1900, the length grew to 4,226 miles.
- Most track connected industries in the northern part of the state.
- Southern Railway and Louisville & Nashville Railroad connected the state in 1900.
- Lumber, steel, and textiles could be sent all over the country by rail. This was good for the economy of Alabama.

[Click for 1893 Railroad Map](#)



Streetcars in Towns

- Streetcars provided transportation in towns and cities. At first these were pulled by horses, but later by electric motors.
- Electric wires overhead provided power, and the Montgomery the streetcars were called "The Lightning Route."



Streetcars in Montgomery, 1906



Changes in Cities

- At first, families moved in cities to work.
- Crowded towns caused some people to move just outside the town to **suburbs**.
- Streetcars, and later automobiles, allowed adults to work in a city but live outside of it.
- The invention of the elevator allowed for construction of taller buildings. These allowed more workers to use the same amount of valuable land.



The invention of the elevator encouraged the building of tall buildings in Birmingham, 1899



Section 4. Changes in Education, Religion, and Culture

- Essential Question: How did the time after Reconstruction change the lives of Alabamians?



Introduction

- The time after the Civil War brought many changes. People saw changes in their education, religion, and social lives.
- People had to change in order to live and do well economically.



Education Starts Over in Alabama

- At first, most schools had one room and one teacher.
- Schools were in session only four months each year because children were needed to work on the farms.
- By 1890, the schools were better and the school year longer.



The One-Room Schoolhouse

- Older students in these schools helped younger students learn.
- Teachers taught math, reading, writing, spelling, and geography. Teachers cleaned and filled the oil lamps and brought in firewood or coal to warm the school. A water bucket was filled for students' thirst.
- Teachers followed strict rules. Some were allowed to date once a week; if women teachers married they lost their job.
- Students were not allowed to talk without permission. They were punished for misbehavior.



Private Schools and Colleges

- Some private schools were started, sometimes by churches.
- Normal schools were started to increase the number of teachers.
- In 1872, that State Normal School in Florence was the first school to educate teachers. It is now the University of North Alabama.
- Jacksonville Normal School was formed from other schools and is today Jacksonville State University.
- Opportunities expanded for women to get an education.
- Schools were separate for black and white people.



Religion and Culture

- With the war over, people had more time for social activities.
- They also had more time for church activities and helping people.



Worshippers Work Together

- Churches began to rebuild after the war.
- Black members often wanted their own churches after the war, and members worked together to build their new churches.
- The African Methodist Episcopal (AME) and AME Zion groups were important in the black community.



Social Life

- Social life was limited during the war. Many recalled a hard time of working in fields, factories, and trying to stay alive.
- Churches were a center of social life with “dinner on the grounds” after church. Sometimes they hosted parties on Friday or Saturday nights.
- Weddings, revivals, and Christmas parties were social events.
- Reading books, and writing them, became more common.



Section 5: Politics and Civil Rights

- Essential Question: How did people's rights change after at the turn of the century?



Section 5: Politics and Civil Rights

- What terms do I need to know?
 - civil rights
 - Jim Crow laws



Politics

- The struggle for **civil rights** was just beginning after Reconstruction.
- Many farmers supported Populism and the Populist Party. This group wanted the government to help farmers and common workers.
- They wanted better schools and better prices for the crops they sold.
- The Democrat candidate for governor beat the Populist, but votes were very close. Some people did not trust the fairness of the vote.



Civil Rights

- Three amendments were added to the Constitution to protect rights for all citizens.
 1. The 13th Amendment did away with slavery.
 2. The 14th Amendment stated all persons born or naturalized in the United States are citizens.
 3. The 15th Amendment stated that no one can be denied the right to vote based on their race, color, or previous condition of servitude (former slaves).



Booker T. Washington speaks to a New York audience, 1906



The Struggle Continues

- In 1875, Congress passed a law allowing black citizens to serve on juries.
- Alabama and other states passed laws called **Jim Crow laws** to keep blacks and whites apart.
- These laws separated people in railcars, schools, and other public places.
- The U.S. Supreme Court ruled in a case called *Plessy v Ferguson* that separate-but-equal places were legal.
- Many black leaders worked to see that all persons had their full civil rights including Booker T. Washington and Adam Daniel Williams, the grandfather of Dr. Martin Luther King, Jr.





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