At Levine Museum of the New South, we look at how Charlotte and the surrounding area has changed since the end of the American Civil War in 1865. These changes range from the types of jobs people have held to the constitutional rights we hold dear today. When we think about the New South, we like to define it as:

• A Time — The New South is the period of time from 1865, following the Civil War, to the present.
• A Place — The New South includes areas of the Southeast U.S. that began to grow and flourish after 1865.
• An Idea — The New South represents new ways of thinking about economic, political and cultural life in the South.

This lesson plan explores the rise of Jim Crow segregation and the disfranchisement of African Americans.

Objective: Students will read a passage and study political cartoons to learn how Jim Crow segregation and disenfranchisement stripped African Americans of their democratic rights and freedoms.

Essential Question: How did Southern states limit the rights and freedoms of African Americans after the Civil War?

Standards Addressed:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>4.G.1</td>
<td>Understand how human, environmental and technological factors affect the growth and development of North Carolina.</td>
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<tr>
<td>4.E.1</td>
<td>Understand how a market economy impacts life in North Carolina.</td>
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<tr>
<td>4.C.1</td>
<td>Understand the impact of various cultural groups on North Carolina.</td>
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<tr>
<td>5.C&amp;G.2</td>
<td>Analyze life in a democratic republic through the rights and responsibilities of citizens.</td>
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<tr>
<td>6.H.2</td>
<td>Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.</td>
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<tr>
<td>7.C.1</td>
<td>Understand how cultural values influence relationships between individual, groups and political entities in modern societies and regions.</td>
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<tr>
<td>8.H.1</td>
<td>Apply historical thinking to understand the creation and development of North Carolina and the United States.</td>
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<tr>
<td>8.H.3</td>
<td>Understand the factors that contribute to change and continuity in North Carolina and the United States.</td>
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<tr>
<td>AH1.H.1.2</td>
<td>Use historical comprehension to reconstruct meaning of a passage, differentiate between facts and interpretation, analyze data in maps and analyze visual literary and musical sources.</td>
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<tr>
<td>AH1.H.1.4</td>
<td>Use historical research to formulate historical questions obtain data from a variety of sources, support interpretations with evidence and construct analytical essays using evidence to support arguments.</td>
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<tr>
<td>AH1.H.4/ AH2.H.4</td>
<td>Analyze how conflict and compromise have shaped politics, economics and culture in the United States.</td>
</tr>
<tr>
<td>AH1.H.5/ AH2.H.5</td>
<td>Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.</td>
</tr>
<tr>
<td>AH1.H.7/ AH2.H.7</td>
<td>Understand the impact of war on American politics, economics, society and culture.</td>
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</table>
Glossary:

- **Reconstruction Era (1865-1877)** - the time period after the Civil War during which the federal government worked to rebuild the south. Farming was reinvented and African Americans gained new rights.
- **Segregation** - the separation of different racial groups in society.
- **Jim Crow** - laws that segregated whites and African Americans in the United States.
- **Disenfranchise** - to deny someone the right to vote.
- **Poll Tax & Literacy Test** - two disfranchisement tactics used to stop African Americans from voting.
- **Ku Klux Klan (KKK)** - a group of people that used fear against African Americans to stop them from using their new rights, mainly the right to vote.
- **Inequality** - being unequal in society

**New Rights Gained and Lost**

During the Reconstruction era, three new constitutional amendments gave African Americans new democratic rights. The 13th Amendment abolished slavery. The 14th Amendment made African Americans U.S. citizens. The 15th Amendment gave African American men the right to vote and hold political offices.

Those who had held all the power before the Civil War, mostly white male landowners, did not like sharing power with African Americans and began to use tactics to disenfranchise them.

In order to vote, people had to pass intentionally confusing literacy tests. These were difficult for many farmers and others who may not have had a good education. People also had to pay poll taxes to vote. Many people could not afford the taxes and, therefore, could not vote. Groups such as the Ku Klux Klan used terrorism and violence to keep African Americans and their white allies from voting.

White Southerners also passed laws to segregate African Americans and whites. The laws were named after Jim Crow, a fictional African American entertainment character, usually portrayed by white men wearing blackface. In 1896, the Supreme Court case *Plessy v. Ferguson* upheld the South’s right to segregation as long as facilities were equal, but in fact, they were quite unequal. Segregation reinforced inequality throughout the South. For example, white and African American students attended different schools and white schools received more money to spend on their students, which meant newer and better supplies, books and facilities for the white children. Beginning in 1916, many African Americans left the South, hoping for a better life, during the Great Migration.
**Farming Transformed:**
*Segregation Part 1*
1860s-1920s

**Activity 1: Studying Political Cartoons**

A. What is a political cartoon?
   - They prompt people to think about political, societal, or economic issues.
   - They typically emphasize one side of an issue.
   - They use drawings and often humor to make a point.
   - They play an important part in telling the history of a given time period.

B. How do they work? Political cartoons use the following techniques to make a point:
   - **Symbolism** – using symbols to represent ideas or qualities
   - **Exaggeration** – overstating something as better or worse than it really is
   - **Labeling** – clearly naming objects or people
   - **Analogy** – comparing two things to help readers understand a point of view
   - **Irony** – using language or images to express the opposite of what is expected, usually humorously

C. Use the “**SCAMS**” approach to study these political cartoons.

   **S - Subject:** What is the topic of the cartoon?

   **C - Caption:** What title, caption or words are included in the cartoon?

   **A - Activities:** What is happening in the cartoon? Look for movement, actions and speech. They provide clues to the message and meaning behind symbols.

   **M - Message:** What is the author’s point of view? What is the theme or main idea of the cartoon? What is the purpose for making this cartoon?

   **S - Symbols:** What do the symbols in the cartoon represent?
#2: “Of Course He Wants to Vote the Democratic Ticket,” Harper’s Weekly, October 21, 1876.
"Eddikashun qualifikashun. The Black man orter be eddikated afore he kin vote with us Wites, signed Mr. Solid South," *Harper’s Weekly*, January 18, 1879.
#5: Segregated streetcars, by John T. McCutcheon, 1904.
PLESSY VS. FERGUSON

Separate but not equal

#6: Source unidentified.
Farming Transformed: Segregation Part 1
1860s-1920s

Democracy’s Turnstile

#7: “Democracy’s Turnstile,” by Dr. Seuss, PM Magazine, October 12, 1942, courtesy of the UC San Diego Library.