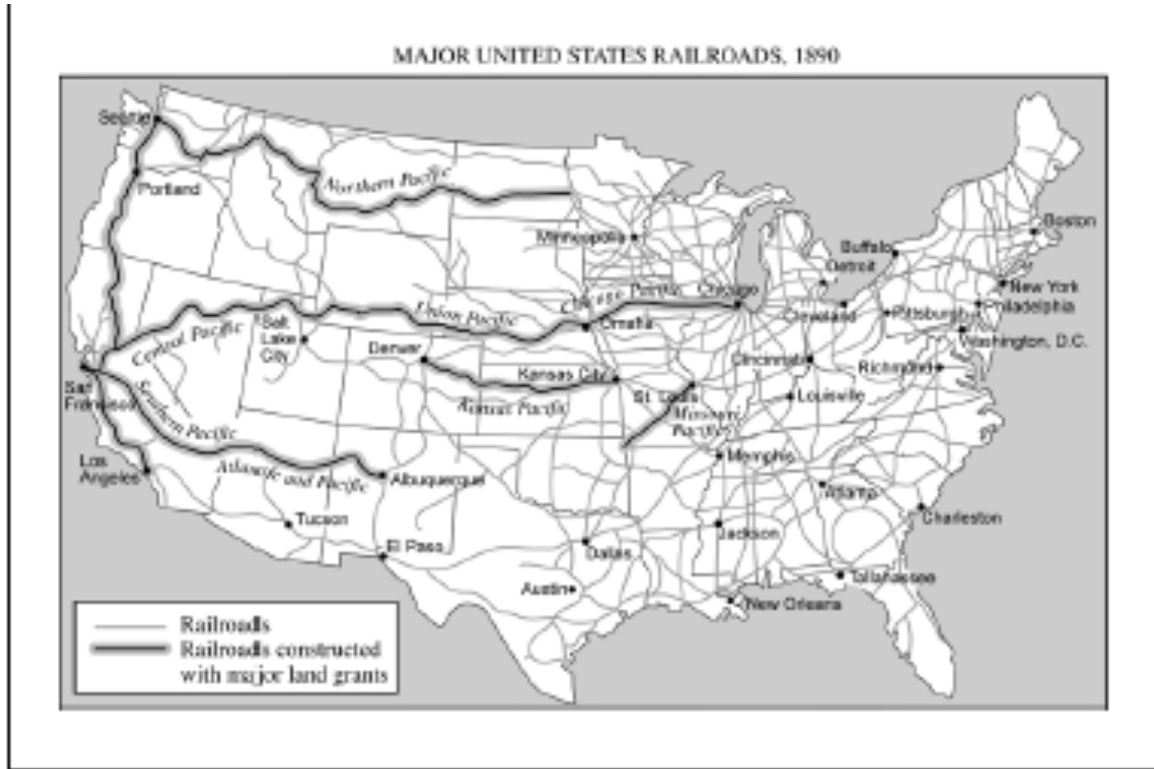


Document A



Document B

Agricultural Prices in Dollars per Unit, 1865–1900

Source: Historical Statistics of the United States

Year	Wheat		Cotton		Corn	
	Price per Bushel	Millions of Bushels Produced	Price per Pound	1,000 Bales Produced	Price per Bushel	Millions of Bushels Produced
1865	2.16	NA	.83	2,094	NA	NA
1870	1.04	254	.24	4,352	.52	1,125
1875	1.01	314	.15	4,631	.42	1,450
1880	.95	502	.12	6,606	.39	1,707
1885	.77	400	.11	6,576	.32	2,058
1890	.84	449	.11	8,653	.50	1,650
1895	.51	542	.07	7,162	.25	2,535
1900	.62	599	.10	10,124	.35	2,662

Document C

Source: Speech by Mary Elizabeth Lease, 1892

Money rules . . . The parties lie to us and the political speakers mislead us. We were told two years ago to go to work and raise a big crop that was all we needed. We went to work and plowed and planted; the rains fell, the sun shone, nature smiled, and we raised the big crop that they told us to; and what came of it? Eight-cent corn, ten-cent oats, two-cent beef, and no price at all for butter and eggs—that's what came of it.

Then the politicians said we suffered from overproduction. Overproduction, when 10,000 little children, so statistics tell us, starve to death every year in the United States.

Document D

Source: In Kansas, Susan Orcutt to Lorenzo D. Lewelling, June 29, 1894.

I take my Pen In hand to let you know that we are Starving to death It is Pretty hard to do without any thing to eat in this God for saken country we would have had Plenty to Eat if the hail hadent cut our rye down and ruined our corn and Potatoes I had the Prettiest Garden that you Ever seen and the hail ruined It and I have nothing to look at my Husband went a way to find work and came home last night and told me that we would have to Starve he has bin in ten countys and did not Get no work It is Pretty hard for a woman to do with out any thing to Eat

Document E



Document F

Source: Philip Wells – mixed blood Sioux who was an interpreter for the Army
“...When the smoke cleared and the shooting stopped, approximately 300 Sioux were dead, Big Foot among them. Twenty-five soldiers lost their lives. As the remaining troopers began the grim task of removing the dead, a blizzard swept in from the North. A few days later they returned to complete the job. Scattered fighting continued, but the massacre at Wounded Knee effectively squelched the Ghost Dance movement and ended the Indian Wars.”

Document G

Source: James Keyes, farmer, 1874

I have no objection to miners digging out all the gold they can find, but I don't want them to send the whole side of a hill down upon my ranch. And that is just what they have done. I don't know much about law. If it is the law that one man shall use his property so as not injure his neighbor, I shall like to see that law put in force.

Document H

The Dawes Act, February 8, 1887, U.S. Statutes at Large, Vol XXIV, p. 388

An act to provide for the allotment of lands in severalty to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes.

To each head of a family, one-quarter of a section;
To each single person over eighteen years of age, one-eighth of a section;
To each orphan child under eighteen years of age, one-eighth of a section; and,
To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section; . . .

Document I

Source: Excerpt from speech by Atlanta journalis Henry Grady, December 22, 1886.

In speaking to the toast with which you have honored me, I accept the term, "The New South," as in no sense **disparaging** to the Old. Dear to me, sir, is the home of my childhood and the traditions of my people. I would not, if I could, dim the glory they won in peace and war, or by word or deed take aught from the splendor and grace of their civilization—never equaled and, perhaps, never to be equaled in its chivalric strength and grace. There is a New South, not through protest against the Old, but because of new conditions, new adjustments and, if you please, new ideas and **aspirations**.

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, the oligarchs leading in the popular movements social system compact and closely knitted, less splendid on the surface but stronger at the core—a hundred farms for every plantation, fifty homes for every palace, and a diversified industry that meets the complex needs of this complex age.

Document J



Source: Thomas Nast, 1882

Document K



Source: Tuskegee History class, 1902

Document L

Source: Khan Academy.org

Following the Civil War, the North experienced a period of rapid industrialization and technological advancement known as the Second Industrial Revolution. But the dynamic and expansive economic growth that came to the North in consequence of the Second Industrial Revolution largely bypassed the South. Proponents of the New South wanted the nation's southern states to remake themselves along similar lines. By 1900, per-capita income in the South was forty percent less than the national average, and rural poverty persisted across much of the South well into the twentieth century.

Document M

Source: Ida Wells Barnett, a Black civil rights activist, feminist, and newspaper editor, "Booker T. Washington and His Critics" (1904)

"Industrial education for the Negro is Booker T. Washington's hobby. . . .

"That one of the most noted of their own race should join with the enemies to their highest progress in condemning the education they had received, has been to . . . [college educated Negroes] a bitter pill. . . .

"No human agency can tell how many black diamonds lie buried in the black belt of the South, and the opportunities for discovering them become rarer every day as the schools for thorough training become more cramped and no more are being established.

"Does this mean that the Negro objects to industrial education? By no means. It simply means that he knows by sad experience that industrial education will not stand him in place of political, civil and intellectual liberty, and he objects to being deprived of fundamental rights of American citizenship to the end that one school for industrial training shall flourish. To him it seems like selling a race's birthright for a mess of pottage."