

6.4 The "New South"

Theme: American and National Identity

Learning Objective 6.C: Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.

Results of the "New South"

KC-6.1.II.D Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a "New South"—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

- " _____ " vision for capitalist industrialized society
- Promoted by _____
 - Elements of white supremacy remain
- Success in some cities leading industries, ex. _____ - tobacco, _____ - lumber
- Largely financed by the North, profits leave the region. No expansion in education.
 - Dependency on cotton, _____ and _____ farming

Plessy v. Ferguson

KC-6.3.II.C The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction...

- _____ and the "Committee of Citizens" challenge law segregating railway cars in New Orleans
- Plessy was 1/8th black, deliberately sits in the white car to challenge law
- Supreme Court holds that the separate accommodations do not violate _____ of 14th amendment
 - Justice Harlan, lone dissenter
 - Creates " _____ " Doctrine

Fight for Equality

KC-6.3.II.C ...Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

- _____, 1883 - weakening of 14th and 15th amendments
- _____ active through the end of the century
- _____ study on lynching, aggregates statistics
- _____, graduate of Harvard, calls for action on equality - Niagara Movement
- _____ takes more pragmatic approach - "Atlanta Compromise"

Recap

- Attempts at industrialization the South were limited in their success
- Segregation became constitutional through the case *Plessy v. Ferguson*, 1896
- A new wave of African American reformers advocate for equality

Part II

Short Answer Questions

Answer the following in AT LEAST three sentences.

1. Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.

2. Explain the effects of technological advances in the development of the United States over time.

Ida B. Wells-Barnett, "Lynch Law in America" (1900)

Retrieved from: <http://www.americanyawp.com/reader/18-industrial-america/ida-b-wells-barnett-lynch-law-in-america-1900/>

...Not only are two hundred men and women put to death annually, on the average, in this country by mobs, but these lives are taken with the greatest publicity. In many instances the leading citizens aid and abet by their presence when they do not participate, and the leading journals inflame the public mind to the lynching point with scare-head articles and offers of rewards. Whenever a burning is advertised to take place, the railroads run excursions, photographs are taken, and the same jubilee is indulged in that characterized the public hangings of one hundred years ago. There is, however, this difference: in those old days the multitude that stood by was permitted only to guff or jeer. The nineteenth century lynching mob cuts off ears, toes, and fingers, strips off flesh, and distributes portions of the body as souvenirs among the crowd. If the leaders of the mob are so minded, coal-oil is poured over the body and the victim is then roasted to death. This has been done in Texarkana and Paris, Tex., in Bardswell, Ky., and in Newman, Ga. In Paris the officers of the law delivered the prisoner to the mob. The mayor gave the school children a holiday and the railroads ran excursion trains so that the people might see a human being burned to death. In Texarkana, the year before, men and boys amused themselves by cutting off strips of flesh and thrusting knives into their helpless victim. At Newman, Ga., of the present year, the mob tried every conceivable torture to compel the victim to cry out and confess, before they set fire to the faggots that burned him. But their trouble was all in vain—he never uttered a cry, and they could not make him confess.

1. **Provide an Attribution for the document:**
2. **Use the document to support the thesis: " The New South included a great deal of continuities in its treatment of newly-freed African Americans."**
3. **Choose one of the analysis topics from HAPP and provide a 2 sentence analysis of the document.**
4. **Give an A-C-E response on a piece of outside evidence that is relevant to the document and topic of the thesis**

Booker T. Washington Delivers the 1895 Atlanta Compromise Speech

Retrieved from: <http://historymatters.gmu.edu/d/39/>

A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal, "Water, water; we die of thirst!" The answer from the friendly vessel at once came back, "Cast down your bucket where you are." A second time the signal, "Water, water; send us water!" ran up from the distressed vessel, and was answered, "Cast down your bucket where you are." And a third and fourth signal for water was answered, "Cast down your bucket where you are." The captain of the distressed vessel, at last heeding the injunction, cast down his bucket, and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door neighbor, I would say: "Cast down your bucket where you are"— cast it down in making friends in every manly way of the people of all races by whom we are surrounded.

Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions... Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour, and put brains and skill into the common occupations of life; shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.

To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted I would repeat what I say to my own race, "Cast down your bucket where you are." Cast it down among the eight millions of Negroes whose habits you know, whose fidelity and love you have tested in days when to have proved treacherous meant the ruin of your firesides. Cast down your bucket among these people who have, without strikes and labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth, and helped make possible this magnificent representation of the progress of the South.

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"The Race Problem," Frederick Douglass, 1890

... The true problem is not the negro, but the nation. Not the law-abiding blacks of the South, but the white men of that section, who by fraud, violence, and persecution, are breaking the law, trampling on the Constitution, corrupting the ballot-box, and defeating the ends of justice. The true problem is whether these white ruffians shall be allowed by the nation to go on in their lawless and nefarious career, dishonoring the Government and making its very name a mockery. It is whether this nation has in itself sufficient moral stamina to maintain its own honor and integrity by vindicating its own Constitution and fulfilling its own pledges, or whether it has already touched that dry rot of moral depravity by which nations decline and fall, and governments fade and vanish. The United States Government made the negro a citizen, will it protect him as a citizen? This is the problem. It made him a soldier, will it honor him as a patriot? This is the problem. It made him a voter, will it defend his right to vote? This is the problem. This, I say, is more a problem for the nation than for the negro, and this is the side of the question far more than the other which should be kept in view by the American people.

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