SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia. People inhabited Georgia long before its official “founding” on February 12, 1733. The land that became our state was occupied by several different groups for over 12,000 years. The intent of this standard is for students to begin to grasp some basic information related to the Prehistoric Native American cultures found in Georgia, the early explorers of the state and their treatment of the native peoples, and the rationale behind the major colonial powers who laid claims to the lands of the future state of Georgia.

a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

Native American Cultures

In addition to being able to identify the correct chronological order of each Prehistoric Native American culture, students should understand the technological and cultural changes for each society. In order to help students remember the chronological order of each group, use the mnemonic device: “Paleo Ate Wild Mammoth.”

For an interesting video clip about the archeological finds that have provided archeologists and historians with information about Georgia’s earliest people, see: GPB’s Georgia Stories “Archeology” http://www.gpb.org/georgiastories/story/archaeology

Paleo Indians

Students should know that the Paleo Indians were the first human beings in Georgia. There is evidence that they were in the state as early as 13,250 years ago, and they are often dated from 12,000-8,000 BCE. They were nomadic hunters and gatherers who followed large game such as mastodons and giant bison. Once these large animals (often called “Megafauna”) disappeared, the Paleo Indians began hunting smaller game, such as deer. The primary weapon they used was spears made of wood and stone or flint. These spear points are often called “Clovis” points after the town in New Mexico where they were initially discovered. Paleo homes were made out of animal skins, which allowed the Paleo Indians to easily move from place to place as they hunted. Artifacts produced by this group have been found throughout all five regions of Georgia.

It should be noted that students often find it interesting that the word “Paleo” means “very old,” and this factoid often helps them remember that this group was the first Native American culture in Georgia.

For more information about the Paleo Indian Period see: The New Georgia Encyclopedia: “Paleoindian Period: Overview” http://www.georgiaencyclopedia.org/nge/article.jsp?id=h-810&hl=y

Archaic Indians

The next prehistoric culture who lived in the state was the Archaic Indians (8,000 BCE- 1,000 BCE). This group descended from of the Paleo Indians, and they developed new technological tools due to their rapidly changing environment. The Archaic Indians were also nomadic, but they made several technological advancements, including the atlatl that allowed spears to be thrown at a high rate of speed. In addition, they invented other tools such as the grooved axe and pottery. They also made hooks and nets for fishing. This group is often divided into three distinct periods: Early, Middle, and Late. Similarly to the word “Paleo,” “Archaic means “old.”

Woodland Indians

The third prehistoric Native American culture was the Woodland Indians (1000 BCE-750 CE). This culture is also credited for technological advancements, including the use of the bow and arrow for hunting, and pottery for storage. This group is credited for being the first to rely on horticulture and farming as a major source of food. The Woodland Indians began to live in small villages with homes made of wood, leaves, and bark. Students should be told that this group depended on corn and that it was they, not the Mississippian Indians, who were the first mound builders.

For more information about the Woodland Indian Period see:
The New Georgia Encyclopedia: “Woodland Period: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-811&sug=y

Mississippian Indians

The last Prehistoric Native American culture was the Mississippian Indians (800 CE-1600 CE). This group is considered to be the most “complex” prehistoric culture in Georgia. They were large scale farmers and mound builders who traded extensively throughout North America. The Mississippian society was organized as a “chiefdom” society, or a structured hierarchical society with a small number of “elites” and the majority who were “commoners.” The “chief” held almost all of the power in the village. The people of the period lived in large “mound towns.”

This group was the first to encounter Europeans, such as Spanish explorer Hernando de Soto, whose army starved thousands of Mississippian Indians, and killed many others outright. However, this culture ultimately ended due to the impact of diseases that were brought to the region by the Europeans. Some experts argue that another factor for the end of the Mississippian Indians was a desire by these peoples to be closer to European centers for trade which broke up large villages. Remnants of the Mississippian Indian tribes went on to form modern tribes such as the Creek and Cherokee.

For more information about the Mississippian Indian Period see:
The New Georgia Encyclopedia: “Mississippian Period: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-707
GBP’s Georgia Stories “Green Corn, Native American Gold”
http://www.gpb.org/georgiastories/story/green_corn_native_american_gold

For more information about Native American technology see:
GBP’s Georgia Stories “Primitive Technology”
http://www.gpb.org/georgiastories/story/primitive_technology

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “The Only Way to Discover the Unwritten Past…” Before there was a Georgia.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council’s Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando de Soto.

Hernando de Soto

European contact had a dramatic impact on the Native American cultures in Georgia. Hernando de Soto, the first European explorer in Georgia, was directly responsible for starving and killing a large number Native Americans in his quest for God, gold and glory (1539-1542). Later, the diseases he and his men carried with them, such as influenza and smallpox, caused massive population losses and the end of the Mississippian culture. Ironically, the Spanish who chronicled the Mississippian chiefdoms provided us with the only written account of this culture.

A few facts that students tend to find interesting about de Soto’s journey throughout the Southeast
is that de Soto is credited with introducing pigs to the Southeast, his body was “buried” in the Mississippi in order to prevent the Natives from finding out that he had actually died, since they believed he was a god, and that the only way we know about his expedition today is based on the journals of three of his soldiers.

For an interesting video clip about Hernando De Soto’s expedition see: GPB’s Georgia Stories: “Hernando de Soto” 
http://www.gpb.org/georgiastories/story/hernando_de_soto

For more information about Hernando de Soto and the impact that his and other Spanish explorations had on the Native American cultures of Georgia see: 
The New Georgia Encyclopedia: “Spanish Exploration” 
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1012

Spanish Missions

After De Soto’s failed expedition (he did not find any gold and died on the journey), both the Spanish and the French explored the area that became Georgia, and both attempted to create colonies which failed nonetheless. However, the most successful Spanish colonization attempt was during the “Mission Period” from 1568-1684. During this period the Spanish set up several missions (churches) on both the Barrier Islands as well as in the interior of the state. Some of the sites included Cumberland Island, St. Catherine’s Island, and the Okefenokee Swamp. Many were also established near future Georgia cities, such as Lumber City and Valdosta.

The primary reason for establishing these missions was to convert the natives to Christianity (Catholicism). Consequently, the mission system was used to bring Native American cultures into the Spanish political and economic system. For instance, unmarried Indian males were required to work for the Spanish in Saint Augustine for several months out of the year. Once again, the close contact with the Spanish brought disease and death to many Native American villages. By the mid-1600’s, the Spanish mission system was crumbling due to the deaths of large numbers of natives, along with Indian raids often supported by the British. The last Spanish Mission in Georgia was destroyed by a pirate attack in 1684.

For more information about Spanish Missions in Georgia see: 
The New Georgia Encyclopedia: “Spanish Missions”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-572,
The New Georgia Encyclopedia: “Mission Santa Catalina de Guale”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2479&hl=y,
The New Georgia Encyclopedia: “List of Spanish Missions”
http://www.georgiaencyclopedia.org/nge/Table.jsp?id=i-6

c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

Spanish Exploration

Each of the three major European nations had different reasons for exploring North American and the Southeast. As discussed earlier, Spanish interest can be summed up with the three “G’s:” God, Glory, and Gold. Specifically, Spain wanted to convert Native Americans to Christianity, the conquistadors were looking for personal fortunate and fame, and the Spanish Monarchy wanted to bring as much gold into their treasury as possible.

For more information about the reasons for Spanish exploration of the Southeast see: 
The New Georgia Encyclopedia: “Spanish Exploration”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1012&hl=y

French Exploration

Though the French did explore southeastern North America, their primary focus was on the fur
trade and their sphere of influence was in Louisiana, the Ohio Valley, and Canada. However, the French had connections to the future Southeastern United States and the state of Georgia. For example, French sailors such as Jean Ribault sailed off the coastline of Georgia and South Carolina in 1562. In addition, French Protestants came to the “New World” in search of religious freedom. These settlers, called Hugenots, moved to South Carolina in the 1680’s, and crossed into Georgia in the 1730’s.

For more information about French exploration and colonization in the Southeast and Georgia see:
The New Georgia Encyclopedia “Spanish Exploration”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1012&hl=y,
The New Georgia Encyclopedia “French Presence in Georgia”

**English Exploration**

The English were interested in permanent colonization in North America due to the economic policy of mercantilism. In a mercantilist economy, a country sought to export more than it imported. Often, the “mother country” sought out colonies that could produce raw materials which would then be sent back for production. The colonies would then purchase the finished products. Other reasons for English settlement in the New World included “religious freedom” and the opportunity for colonists to begin “a new life.”

The first permanent English colony was Jamestown, Virginia, which was established in 1607. Though initially unsuccessful, the colony began to thrive after John Rolfe successfully developed a new form of tobacco. Based on the success of Virginia and the other northern and middle colonies, new southeastern English colonies were created and encouraged to produce agricultural products such as rice, tobacco, and indigo for England. These colonies included Maryland (1632), Carolina (1663: Divided in to North and South Carolina in 1712) and Georgia (1733).

For more information about Mercantilism see:
GPB’s Georgia Stories “Mercantilism”
http://www.gpb.org/georgiastories/story/mercantilism

For more information about these English motives for settling in the Southeast see:
The New Georgia Encyclopedia “English Trade in Deer Skins and Slaves”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-585&hl=y,
The New Georgia Encyclopedia “Fort King George”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2481&hl=y,
GPB’s Georgia Stories “Cultures Blend”

For more information about the major crops produced in the Southern colonies see:
The New Georgia Encyclopedia: “Indigo”
The New Georgia Encyclopedia: “Rice”
GPB’s Georgia Stories “Georgia’s Major Export: Rice”
http://www.gpb.org/georgiastories/story/georgias_major_export_rice

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Sample Question for **H1a** (OAS Database)
Which development resulted in increased population and permanent settlements among Georgia’s prehistoric Native Americans?
A. Improved weapons meant that more animals could be killed efficiently.
B. The Native Americans began to trade throughout eastern North America.
C. Improvements in agriculture meant food could be grown and stored.*

Sample Question for **H1b**
What was a misunderstanding that many times led to warfare between Europeans and Native Americans?
A. disagreement about a division of labor between men and women
B. differences about common ownership of land in North America*
C. wanting a common language and culture throughout North America
D. Native American insistence that white Europeans adopt Native
D. The tribes established more complicated social structures and ceremonies.

| c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. | The major European powers (Spain, France, and England) competed and sometimes fought over the land that would become the United States and Georgia. However, each nation had different reasons for exploring and settling North America. In an expository essay, explain the reasons for each country’s interest in the exploration of North America, where they settled, and how successful each country was in meeting its goals. |

SS8H2 The student will analyze the colonial period of Georgia’s history. The colony of Georgia was officially founded on February 12, 1733. Contrary to popular belief, Georgia was not a debtor’s colony and not a single debtor was released from prison to settle the 13th colony. In addition, James Oglethorpe was not the primary “founder” of Georgia nor was he the colony’s official “governor,” but one of 21 trustees who were responsible for governing the colony.

Nevertheless, the story of Georgia’s founding is still unique in comparison to the establishment of the other 12 colonies. It is an interesting narrative of people, events, and even rules that most students find fascinating. The intent of this standard is for students to gain a better understanding of the events that lead to the founding of Georgia and the captivating people that took part in Georgia’s colonial history. Additionally, students should learn about the difference between the Trustee and the Royal periods of the colony and how these changes shaped the future state of Georgia economically, politically, and socially.

a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

James Oglethorpe

James Edward Oglethorpe (1696-1785) is often given credit as the “founder” and “first governor” of Georgia. He is portrayed as a man who was so upset about the treatment of Britain’s debtors that he established a colony for the “worthy poor,” helping those released from debtors’ prison start a new life in Georgia. While this myth is historically inaccurate, it should be understood that Oglethorpe did play an important role in the establishment of Georgia and served as its unofficial leader during the colony’s early years.

Oglethorpe, a member of the British Parliament, was instrumental in an effort for British prison reform after his friend, Robert Castell, died from smallpox. Castell was sent to prison due to his inability to pay his debts and contracted the disease from his cellmate. Oglethorpe started a campaign to reform Britain’s prisons and considered the possibility of creating a colony for those in debtor’s prison as well as Britain’s “worthy poor.” Unfortunately, Oglethorpe’s dreams of a colony created to help debtors pay off their debts never came to pass.

Still, Oglethorpe lobbied to create a new colony and eventually he, along with 20 other Trustees, was granted a charter to establish Georgia. Today, Oglethorpe’s role in the creation of Georgia is heightened due to the fact that he was the only trustee to travel to the new colony. Oglethorpe took on the roles of both military and de facto civilian leader of the colony, and in many cases acted against the policies of the trustees. During his time in Georgia, Oglethorpe befriended Native Americans, Tomochichi and Mary Musgrove, allowed groups of Jewish, Scottish, and German immigrants to settle in the colony, created the towns of Savannah and Frederica, and fought the Spanish on three separate occasions. Oglethorpe left Georgia in 1743, never to return. Nonetheless, Oglethorpe was alive to witness the colony he “created” break away from England and become part of the United States of America—a fact that students often find fascinating.

The Charter of 1732

Georgia’s Charter of 1732 outlined in great detail the reasons for Georgia’s settlement and is a remarkable document based on its rules for the colonist and its uniqueness compared to the founding of the other 12 original English colonies. Georgia was founded for three reasons: charity, economics, and defense. Of the three, the only true success of the colony had under the trustees was Georgia’s defense of South Carolina.

For more information about the Charter of 1732 see:
*The New Georgia Encyclopedia*: “Trustee Georgia: 1732-1752”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-816

Reasons for Settlement

Arguably, the most important reason for Georgia’s founding was defense. In the 1730s, South Carolina was a profitable British colony that was constantly threatened by the Spanish in Florida. Georgia’s primary role was to serve as a military “buffer” between the two. In other words, Georgia was created to defend South Carolina from the Spanish. This is evident from the forts that Oglethorpe constructed and his bringing the martial Highland Scots to reoccupy the abandoned Fort King George. During the Battle of Bloody Marsh the Georgia colonists repelled a Spanish attack, and after this battle the Spanish threat to both Georgia and South Carolina was eliminated.

The second reason Georgia was founded was due to the economic policy of Mercantilism (see Teacher Notes: SS8H1c). The Trustees hoped that Georgia would be able to produce four agricultural products that could not be grown successfully in England. These products were rice, indigo, wine, and most importantly silk. In fact, silk was so important to the trustees that all colonists were required to set aside land to grow mulberry trees which the silk worms feed on. Like Virginia, and the other southern colonies, some Georgia colonists grew tobacco, but this did not become an important crop until the late colonial period and early statehood.

For the most part, none of these products reached the levels of success that the Trustees had hoped. Georgia’s wine industry never developed during the colonial period, and the silk industry, for the most part, was unsuccessful as well (though by 1767 the Salzburgers did produce and export over a ton of silk to England). Rice, indigo, and tobacco became more successful during the Royal period and early statehood.

Note: In order to help students remember these agricultural products used the acronym W.R.I.S.(T). and call them the “Wrist Crops.” (Wine, Rice, Indigo, Silk, Tobacco)

For more information about Georgia’s colonial W.R.I.S.(T) crops see:
*The New Georgia Encyclopedia*: “Agriculture in Georgia: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2056&hl=y,
*The New Georgia Encyclopedia*: “Indigo”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3509&hl=y,
*The New Georgia Encyclopedia*: “Rice”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-899&hl=y,
GPB’s Georgia Stories “Georgia’s Major Export: Rice”
http://www.gpb.org/georgiastories/story/georgias_major_export_rice

The final reason for Georgia’s founding was charity. As mentioned previously, Oglethorpe originally hoped to create a colony for debtors and the “worthy poor.” Unfortunately, this dream never became a reality and no debtor was ever released from prison to live in the colony. While most of Georgia’s first settlers were certainly not rich, many were skilled craftsmen who were looking for a “new start” in North America. Incentives such as 50 acres of land (500 acres if the colonists paid their own way), one year’s supply of food, and free seed and agricultural supplies for a year were simply more than could be expected in England. These incentives caused many settlers to try their luck in the new colony.
For more information about Georgia’s original colonists and their occupations see:
The Digital Library of Georgia: “A List of the Early Settlers of Georgia”
http://dlg.galileo.usg.edu/cgi/meta.cgi?query=id:dlg_ugapressbks_ugp9780820334394.
GBP’s Georgia Stories: “Daily Life in Georgia”
GBP’s Georgia Stories “Georgia’s Oldest Congregation”
http://www.gpb.org/georgiastories/252Fstory/georgias_oldest_congregation

The Charter of 1732 set up several rules that would eventually lead to discontent amongst the colonists. First, due to the idea that the colony would be one for the “worthy poor,” the Trustees forbade rum (alcohol) and slavery in fears that both would make the colonists lazy and unwilling to work hard. Second, the trustees barred liquor dealers, lawyers, and Catholics from the colony. Other rules of the colony included that the colonists were required to defend the colony, grow mulberry trees, they could not sell their land, their land could not be passed down to female heirs, and they had to obey all of the Trustees’ rules.

The Trustees also included a prohibition of Jews settling in Georgia in the original charter; however, a group of Portuguese Jews arrived in the colony soon after it was established. In the group was a doctor, Samuel Nunes, who is often credited for “saving the colony.” Against the rules of the Trustees, Oglethorpe allowed the Jewish immigrants to settle in Savannah.

Note: When discussing these rules with students it is important for a teacher to link the reasons for Georgia’s founding to the rules that the Trustees established. Based on their hopes for the colony, these rules make sense. Connecting the Trustee’s ideals to the rules they set up will help students remember the purposes for the creation of Georgia. Quite often students will become upset about how “unfair” (with the exception of the prohibition against slavery) most of these rules are. This will help them sympathize later with the complaints of the Malcontents.

Note: A teacher should keep in mind that some students will not understand and will ask about the fact that “alcohol” was not allowed in the colony, but the colonists were required to produce wine. The teacher can explain to students that during this time period, due to poor water supplies, beer and wine were viewed differently than they are today. Because of the unhealthy water quality, many people, including children, drank beer and wine. The trustees meant “hard liquor,” such as rum, was banned due to its higher alcohol content. Additionally, students may be confused about the rule against slavery and some will challenge a teacher because they have already learned about Georgia’s Confederate past in the 4th and 5th grades. This will be a good time to explain that due to the complaints made by the Malcontents, Georgia allowed slavery in 1751.

For more information about slavery in Georgia see:
The New Georgia Encyclopedia: “Slavery in Colonial Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-685&hl=y

Tomochichi

Two of the more interesting figures in the founding of Georgia were Chief Tomochichi and translator Mary Musgrove. Tomochichi was the chief of a tribe called the Yamacraw Indians. Tomochichi created this tribe in 1728 with members of the Creek and Yamasee Indians. Tomochichi’s group of around 200 believed that their best opportunities would come from an alliance with the English instead of the Spanish. Tomochichi allowed Oglethorpe to settle on “Yamacraw Bluff” (the future home of Savannah) in hopes that the English would serve as allies and trading partners.

Oglethorpe and Tomochichi developed a strong and long lasting friendship. Through the help of Mary Musgrove, who served as a translator, Tomochichi advised Oglethorpe on matters of Indian affairs and relations with the Spanish. He traveled with Oglethorpe to England and helped establish English speaking schools for Native Americans in Georgia. When Tomochichi died in 1739, he was said to be in his 90’s. Based on his achievements and service to the colony he was buried in Savannah with full English military honors.
Mary Musgrove

Primarily, students are required to learn about Mary Musgrove due to her service as the translator for James Oglethorpe and Tomochichi. However, Musgrove’s story is much more interesting and complicated. Musgrove was born to a Creek Indian mother and English father. Due to this fact, Musgrove spoke both languages and understood the norms of both cultures. In 1717, Mary married fur trader John Musgrove, and they set up a trading post near the Savannah River. Mary’s fluency in both Creek and English served her well in her role as a trader and business woman.

Musgrove became involved in the affairs of the colony of Georgia after her husband accompanied Oglethorpe on a trip to England. After this voyage, the trustees gave John land near Yamacraw Bluff. The Musgroves moved their trading post to this area and Mary continued to manage the successful business after John died in 1735. In addition to her business, Musgrove served as Oglethorpe’s personal interpreter from 1733-1743.

Musgrove continued to move up the ranks of colonial society, especially after her third and final marriage to the Reverend Thomas Bosomworth. She offered many years of service as the colony’s primary Indian ambassador. However, she became a thorn in the side of the colony’s leadership after the Trustee period. Throughout her life, she received land grants from Tomochichi and other Creek chiefs. Nonetheless, British and Georgia officials refused to recognize her claims. Musgrove took matters into her own hands and fought for her land by leading a group of 200 Creek Indians to Savannah to argue on her behalf. She also fought for her claim in English courts. In 1760, after several years of struggle, Musgrove and Royal Governor Henry Ellis compromised, and Musgrove received St. Catherine’s Island and a large sum of money. In turn, Musgrove gave up her other land claims. Musgrove died on St. Catherine’s Island sometime after 1763.

For more information about Mary Musgrove see:
The New Georgia Encyclopedia: “Mary Musgrove”
GBP’s Georgia Stories: “Mary Musgrove: A Georgia Biography”
The Georgia Historical Society: “Mary Musgrove”
The Historical Society site displays Mary (Musgrove) Bosomworth’s land grant for St. Catherine’s Island that was signed by Royal Governor Henry Ellis.

Savannah

The city of Savannah is Georgia’s first city and former capital. Savannah was founded 16 miles inland from the Atlantic Ocean on what was called Yamacraw Bluff. The city is unique due to the fact that it is one of North America’s first “planned towns,” though no one is quite sure who influenced its plan. A popular story is that it was inspired by architect Robert Castell, Oglethorpe’s friend who died in debtor’s prison. Savannah was Georgia’s capital until 1786 and has played an important social, economic, and political role in the state’s history from its creation in 1733.

For more information about the founding of the city of Savannah see:
The New Georgia Encyclopedia: “Savannah”
The New Georgia Encyclopedia: “Savannah City Plan”
GBP’s Georgia Stories: “Expectations vs. Reality”

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “A Colony for the ‘Worthy Poor’: Settling the New Land.” To receive this lesson,
b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.

<table>
<thead>
<tr>
<th>The Trustee Period</th>
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<tr>
<td>As described in Teacher Notes SSH2a the Trustee Period in Georgia's history was a unique though unsuccessful social and economic experiment. The trustees, who were for the most part religious men and social reformers, wanted to start a colony of self-sufficient yeomen farmers who did not involve themselves in alcohol and slavery. In turn, the British government hoped for a colony that could produce agricultural products that Britain had to import from other countries. These goods included silk and wine. Neither of these hopes proved to be successful. Nonetheless, as a buffer colony Georgia did prove its worth by successfully defending both South Carolina and itself from the Spanish threat from Florida. In the end, due to the permanent departure of James Oglethorpe in 1743 and the complaints made by the Malcontents concerning the selling of rum and their desire to institute slavery, the Trustee period ended one year before the Charter of 1732 was set to expire. In sum, the lofty goals of the trustees never came to pass.</td>
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For more information about the Trustee Period see:
- The New Georgia Encyclopedia: "Trustee Georgia: 1732-1752"

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<tr>
<th>The Salzburgers and Highland Scots</th>
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<tbody>
<tr>
<td>During the Trustee period, fascinating groups of people immigrated to Georgia. Two of these groups were the Salzburgers and Highland Scots. Both of these cultures made major contributions to the colony and to the history of Georgia.</td>
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</tbody>
</table>

| Note: Students often confuse these two groups and it is worthwhile to spend some time going over the similarities and differences between the Salzburgers and Highland Scots. Simple strategies include completing a Venn diagram after watching the Georgia Story clips about these two groups; have students act out some of the characteristics of the groups and have their peers guess which group they are describing; or have students create two acrostic poems using the letter from each of the groups names to describe their characteristics and contributions. |

<table>
<thead>
<tr>
<th>The Salzburgers</th>
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<tbody>
<tr>
<td>The Salzburgers were a group of peaceful and hard working German speaking protestant refugees from present day Austria. This group was being persecuted by the Catholic monarch of their province who issued the Edict of Expulsion, which gave the Salzburgers three months to leave their native land. King George II, who was himself a German Protestant, offered the Salzburgers the opportunity to settle in the colony of Georgia.</td>
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| Upon arriving in Georgia, the Salzburgers settled a town they named Ebenezer, meaning “Stone of Help.” However, this settlement was too far inland and located in an area that was too swampy with poor water. Many Salzburgers died during their first two years in Georgia. Eventually, the Salzburgers were given permission to relocate to a better location which they named “New Ebenezer.” Once they settled in this new town, they became some of the most successful and industrious colonists in Georgia. They are given credit for being the first group of Georgians to develop a water powered grist mill, a Sunday school, and an orphanage. They were also the only group to have any large scale success with silk production. |

| The Salzburgers remained strictly antislavery during the later colonial years and extremely loyal to the trustees. This was due to the help the trustees gave the Salzburgers during their immigration to the colony. It should also be noted that Georgia’s first Patriot governor, John Adam Treutlen, was a Salzburger. |

| The town of New Ebenezer was damaged during the Revolutionary and Civil Wars. However, the church they built in 1763 still stands today. It contains the longest running Lutheran Congregation in Georgia. |
the United States. Many of the Salzburgers' descendants still live in the area they settled over 250 years ago. Today a summer camp is located on the site that was New Ebenezer.

For more information about the Salzburgers, their community, and their impact on the colony see:
- *The New Georgia Encyclopedia*: “Salzburgers”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1593&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1593&hl=y)
- GBP’s *Georgia Stories* “Ebenezer: The Stone of Help”

### The Highland Scots

Though the Scottish Highlanders shared the Salzburgers’ antislavery beliefs and valued the importance of hard work and religion, they were quite different in many aspects. The Scottish Highlanders were brought to Georgia by James Oglethorpe based on their reputation for being some of the best soldiers in the world. The group was given land near the abandoned Fort King George, which they named Darien. With the promise of owning their own land, the Highland Scots fought in the Battle of Bloody Marsh and in two failed campaigns to capture St. Augustine, Florida. Many of the Scottish Immigrants’ ancestors played important roles in Georgia’s history. Today, McIntosh County is named in honor of one of these important families.

For more information about the Highland Scots see:
- *The New Georgia Encyclopedia*: “Darien”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-645&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-645&hl=y)
- *The New Georgia Encyclopedia*: “Colonia Immigration”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3215&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3215&hl=y)
- GBP’s *Georgia Stories* “The Scottish Highlanders”

### The Malcontents

Soon after the first colonists arrived in Georgia, they began to voice displeasure with the rules established by James Oglethorpe and the Trustees. These dissenters became known as the “Malcontents.” Most of the Malcontents were individuals who had paid their own way to the colony and were not financially obligated to the Trustees. The Malcontents complained about the limits the Trustees placed on land, the right to buy rum, and most importantly, the ban on slavery. After over 10 years of Malcontent complaints, in 1751, the Trustees ended restrictions on land ownership and legalized slavery; thus forever changing Georgia’s history.

For more information about the Malcontents see:
- *The New Georgia Encyclopedia*: “Malcontents”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-808&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-808&hl=y)

### The Spanish Threat from Florida

Though the War of Jenkins’ Ear has a comical name that often makes students laugh, this war was important to the survival of the colony of Georgia and helped Georgia serve its function as a buffer for South Carolina from the Spanish in Florida. The war was named after a British captain, Robert Jenkins, who had his ear cut off by the Spanish after he attempted to raid one of their ships. Jenkins, who survived the attack, brought his ear to the English Parliament which in turn caused the English public to demand retribution against the Spanish.

Once war was declared, James Oglethorpe made a failed attempt to capture St. Augustine. After the English retreated, Spain decided to attack and destroy the young Georgia colony. The Spanish attacked St. Simon’s Island but were soundly defeated by the colonist and their Indian allies during the Battle of Bloody Marsh. After this battle the Spanish never overtly threaten the colony again. In 1748 both sides agreed that the border between English Georgia and Spanish Florida would be the St. Johns River.
c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

<table>
<thead>
<tr>
<th>Georgia as a Royal Colony</th>
</tr>
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<tbody>
<tr>
<td>Rules concerning landownership, rum, and slavery were relaxed or ended during the twilight of the Trustee period and the colony of Georgia profoundly changed during the Royal period. The trustees, frustrated with the lack of economic and social success of the colony, returned the colony to the king; one year before the expiration of the Charter of 1732.</td>
</tr>
</tbody>
</table>

For more information about the Georgia’s development as a royal colony see:
*The New Georgia Encyclopedia*: “Royal Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-818&hl=y

<table>
<thead>
<tr>
<th>Royal Governors</th>
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<tbody>
<tr>
<td>Upon receiving the colony King George II appointed Naval Officer John Reynolds as the first Royal Governor of Georgia in 1754. Reynolds was warmly welcomed by the Georgia colonists when he first arrived. During this time period, Georgians, who had very little say in the affairs of the colony under the trustees, were given a new charter that allowed for an assembly, a court system, and elected officers for the first time. However, a series of political blunders both with the colonists and Native Americans proved Reynolds was too inept to be a royal governor. The complaints by the people of Georgia led to Reynolds’ recall in 1756.</td>
</tr>
</tbody>
</table>

The next royal governor was Henry Ellis. Though he was royal governor for only three years (1757-1760), Ellis is often credited for bringing self-government to Georgia after the debacle that was Reynolds’ administration. Ellis was a naturalist and scientist, and for five years, a slave trader. Ellis was successful as royal governor. He was instrumental in dividing Georgia into eight parishes (later counties) as well as working to keep the Creek Indians neutral during a war with Cherokee. After three years as royal governor, Ellis was forced to leave Georgia due to ill health. However, even after he left Georgia, Ellis played a role in forming Georgia’s modern boundaries. Due to Ellis’ successful plan in taking Cuba from Spain during the French and Indian War, England was able to leverage the gain and trade Cuba back to Spain in exchange for moving Georgia’s borders to the Saint Mary’s river. Ellis lived until 1806, dying at the age of 85. |

Note: It has been said that Ellis used to walk the streets of Savannah with a thermometer hanging around his neck, checking the temperature. He regularly claimed that Georgia was one of the hottest places on earth. Students enjoy this anecdote and it helps them remember Ellis.

Georgia’s third and final royal governor was James Wright. Wright, who spent much of his life in North America, was Georgia’s governor from 1760-1776 and then again from 1779-1782 when the British recaptured Savannah during the American Revolution. Until the Revolution, Wright was a popular governor. He is given credit for expanding Georgia by encouraging settlement into the state by other North American colonists and gaining land due to two Indian land cessions. During the early stages of the Revolution, Wright stayed loyal to the English and did his best to keep Georgia from joining the other colonies in their protests and revolt. It was due to his influence that Georgia was the only colony to sell stamps during the Stamp Act of 1765 and did not send a representative to the First Continental Congress in 1774. Eventually, Revolutionary fervor took hold of Georgia and Wright was arrested. He was able to escape to a British ship and returned to England. There he called for a full scale attack on the state which took place in 1778. After the war, Wright unsuccessfully lobbied the British government for loyalist financial losses during the Revolution. He died in 1785 at the age of 69. For more information about each of the three royal governors see: |
Land Ownership/Slavery

During the Royal Period, Georgia's population grew due to new land policies, land gains from Native Americans and the Spanish, and the surge of settlers and slaves this new land brought. Many of the new settlers were Scots-Irish immigrants who were considered “undesirable” by the established Georgia colonists and were given the derogatory name “crackers.” This group often worked and laid claim to lands in the frontier of the colony. Slaves, on the other hand, were forced to come to Georgia. With the restrictions on slavery removed, the colony's slave population increased from 500 in 1750 to 18,000 in 1775.

For more information about the Georgia's settlers during the royal period see:


Sample Question for H2a (OAS Database)

Why did early Georgia colonists work to maintain good relations with Native Americans?
A. The colonists believed they might need Native Americans to help defend themselves against Spain.*
B. The colonists wanted Native Americans to join them in a rebellion against Great Britain.
C. The colonists needed to convince Native Americans to give up their land without a treaty.
D. The colonists wanted to make up for past hostilities between themselves and Native Americans.

Sample Question for H2b

In the early years of the colony, what was one reason the colonists were dissatisfied with the policies of the trustees who governed colonial Georgia?
A. The colonists could not own slaves.*
B. The colonists were not allowed to practice their religion.
C. The colonists were not allowed to read books.
D. The colonists could not pay the high taxes required of them.

b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.

c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

There were vast differences between the Trustee and Royal period of colonial Georgia. In honor of Georgia’s 279th birthday (Feb 12, 2012) you have been invited by the University of Georgia to write an article on their Facebook page explaining how the two periods were different.

In an expository essay, discuss the differences between Georgia’s two colonial periods. Make sure to include details about what made the two time periods different and what events caused the transition between the two eras.

SS8H3 The student will analyze the role of Georgia in the American Revolution. The intent of this standard is for students to gain a better understanding of the events that led to the Revolutionary War and the significant people and events of the war in Georgia.

When compared to other colonies, such as Massachusetts, Pennsylvania, and Virginia, Georgia the youngest, smallest, and poorest colony played a relatively minor role during the American Revolutionary War period. For instance, Georgia was the only colony to sell stamps during the Stamp Act crisis and did not send a representative to the First Continental Congress in 1774. Once Georgia joined in the patriot cause, the city of Savannah was easily recaptured in 1778, and for all
a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.

The French and Indian War

The traditional immediate and long-term causes of the Revolution did not have the same direct impact on Georgia as they did on other colonies. For example, the French and Indian War (1754-1763), a conflict between France and England for control of the rich fur area of the Ohio river valley, was fought far from Georgia’s borders and initially had a small impact on the state. However, after the British won the French and Indian War, which was part of a larger worldwide war called the Seven Years War, they obtained Canada and all land west to the Mississippi River. Though not directly involved, Georgia’s borders expanded to the St. Mary’s River to the South, the Mississippi River to the West, and land around Augusta to the North. Due to the economic cost of this war, there were two important events that led to conflict between Britain and its colonies. The first was the Proclamation of 1763, and the second was a series of taxes, including the Stamp Act (1765), that led to colonial discontent.

For more information about Georgia’s role in the French and Indian War see:
The New Georgia Encyclopedia: “Royal Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-818

The Proclamation of 1763

The Proclamation of 1763 was issued by King George III and forbade colonists from settling lands west of the Appalachian Mountains. The Proclamation was issued in order to stabilize relations between Great Britain and the Native American tribes who lived in the area. Because the British were virtually bankrupt from the Seven Years War, they could not afford to fight another costly war with the Native Americans over territory. However, the colonists, many of whom participated in the war in hopes of gaining new land, were extremely upset by the Proclamation of 1763. In fact, many simply ignored the Proclamation and settled the new lands anyway.

The people of Georgia did not share the same reactions to the Proclamation of 1763 for two reasons. First, the young Georgia colony was small and most colonists were still nestled on the Georgia coastline, a major trade route. Secondly, Georgia gained land and resources from the Spanish and their Native American allies after the French and Indian war. This new land was located south of the line drawn by the Proclamation of 1763, opening new coastal land for Georgians to settle.

The Stamp Act

Due to the debt that the war caused the British government, members of Parliament believed that the colonists should be responsible for taking on some of the financial burden by paying new taxes. Up to that point, the British government had traditionally left the role of tax collection to the Colonial Assemblies. Being directly taxed for the first time, without colonial “representation” in the British Parliament, led to protests throughout the colonies.

One of the earliest and most controversial taxes was the Stamp Act of 1765. This act put a direct tax on items that were commonly used by almost every colonist, including newspapers, licenses, and legal documents. Reaction to this act in the colonies was swift and often violent. Colonial leaders made formal speeches against the act and joined to form the Stamp Act Congress. Average citizens
reacted more violently and protested by hanging effigies of Parliamentary leaders and royal governors, attacking the homes of British officials, and tarring and feathering tax collectors. Some of these citizens, mainly from the middle and upper classes, joined a group called the “Sons of Liberty” in response to these taxes. Eventually, due to colonial pressure, the British Parliament repealed the Stamp Act, but issued others. These acts caused even more discontent and set the stage for the Revolutionary War.

Due to Georgia’s small population, strong royal governor, James Wright, and economic dependence on Great Britain, its response to the Stamp Act was not as violent as it was in other colonies. In fact, Georgia was the only colony where a small number of stamps were sold. Nonetheless, there was some resistance to the Stamp Act. Several prominent Georgians spoke out against this act and on November 6, 1765, a group affiliated with the Sons of Liberty called the “Liberty Boys” was established to oppose the Stamp Act.

**The Intolerable Acts**

The 1773, the **Boston Tea Party** took place in Massachusetts as a protest of the Tea Act, another tax created to raise revenue for the British government. In response to the destruction of the tea, the British issued what the colonist called the *Intolerable Acts* which included four punitive acts designed to punish the Massachusetts colonist for the Boston Tea Party. The British refused to repeal these acts until the tea was paid for. Under these acts, the British closed the port of Boston, the Massachusetts colonists could not hold town meetings unless authorized by the Royal Governor, and any British official that committed a capital crime was sent back to England to stand trial. The final act made such an impression on the colonists that its prohibition was written into the **U.S. Bill of Rights**. This act, called the **Quartering Act**, forced the citizens of Massachusetts to house and feed British soldiers at the citizens’ expense.

The colonial reaction to these acts was even more intense than their reaction to the Stamp Act. These acts unified many colonial leaders in a belief that the British Parliament was violating their natural and constitutional rights. Due to their outrage, 12 colonies sent representatives to the **First Continental Congress** where the members agreed to support a colonial boycott of British goods and pledged military support to Massachusetts if they were attacked by the Great Britain.

Once again, Georgia’s response to the Intolerable Acts was minimal due to the colony’s divided loyalties. Royal governor James Wright was instrumental in slowing down the reactions of the Georgia colonist; however, those outraged by the Intolerable Acts and loyal to the patriot cause, such as Noble W. Jones and Peter Tondee, began to gather strength in Georgia. Nevertheless, Georgia was the only colony that did not send a representative to the First Continental Congress.

For more information about the effects of the Proclamation of 1763, The Stamp Act, and The Intolerable Acts see:
* The New Georgia Encyclopedia: “Royal Georgia”
* New Georgia Encyclopedia: “Revolutionary Georgia”
* The New Georgia Encyclopedia: “Noble W. Jones”
* The New Georgia Encyclopedia: “Peter Tondee”

**The Declaration of Independence**

The Declaration of Independence was the document officially declaring the colonies’ independence from Great Britain. It was adopted by the Continental Congress on July 4, 1776. The declaration was drafted by Thomas Jefferson.
By this point in Georgia, Royal Governor James Wright had been ousted from power and the colony was under patriot rule. Three Georgians, Button Gwinnett, Lyman Hall, and George Walton, attended the Second Continental Congress and signed the Declaration of Independence.

Note: When examining the signatures on the Declaration of Independence, one may notice that, almost symbolizing the separation Georgia had from the other colonies throughout much of the early Revolutionary Period, the signatures’ of Georgia’s three representatives are isolated on the far left hand corner of the document.

Students should understand that the Declaration of Independence is a document that is divided into three parts. The first part, the Preamble, explains to the reader about the natural rights of all people (though this has been debated), states the reasons for the document, and includes the famous quote “We hold these truths to be self-evident that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are life, liberty, and the pursuit of happiness.”

The second part includes a list of grievances against King George including “imposing taxes without our consent” and “quartering large bodies of troops among us.” The final part is the actual “declaration of independence” and is where the colonists officially severed ties from the mother country.

Note: Students should also understand that the patriots who signed this document, including John Adams, Thomas Jefferson, and Benjamin Franklin, put their lives on the line. Had Britain won the war, these men would more than likely have been executed as traitors to their country.

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “‘For Imposing Taxes without our Consent:’ The Revolutionary War in Georgia.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council’s Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

The Loyalist

The Loyalists, as their name implies, were loyal to England and did not want the colonies to break away from the mother country. Many influential colonial Georgians remained loyal to England including Royal Governor James Wright, land owner Thomas Brown, and minister John J. Zubly. Some, such as Brown, took up arms against their fellow Georgians who sided with the patriots. Most of the loyalist landowners forfeited their land to the patriots and left after the war. Note: Loyalists were also called Tories.

For more information about Georgia Loyalist and Patriots see:
The New Georgia Encyclopedia: “Revolutionary War in Georgia ”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2709&hl=y,
The New Georgia Encyclopedia: “Thomas Brown ”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1090&hl=y,
The New Georgia Encyclopedia: “John J. Zubly”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-662&hl=y,
GPB’s Georgia Stories: “The Liberty Boys” http://www.gpb.org/georgiastories/story/liberty_boys,
GPB’s Georgia Stories: “Mordecia Sheffhall: Colonial Hero”
http://www.gpb.org/georgiastories/story/mordecai_sheffhall_colonial_hero,

Elijah Clarke

One of the more well-known Georgia patriots was Lieutenant Colonel Elijah Clarke (1742-1799). Clarke was a poor farmer from North Carolina who moved to Georgia around 1773. Interestingly, his name was listed on a petition to support the King in 1774, but he quickly joined the Georgia militia
when the fighting broke out in the colony. Early in the war, Clarke fought both the Creek and Cherokee who had sided with the British.

Clarke's most famous act was his leadership during the patriot victory at the Battle of Kettle Creek. During this battle, Clarke led a charge against loyalist troops that helped win the battle and boost morale for the Georgia patriots. After this battle, Clarke led guerilla fighting against British troops in Georgia and South Carolina. Based on his military accomplishments, Clarke County was named in his honor.

Note: After the war, Clarke led a checkered life. In 1789, he tried to create his own country, called the "Trans-Oconee Republic," after defeating the Creek Indians in present day Walton County. He was also involved with the Yazoo Land Fraud, and became entangled in two plots to illegally invade East Florida. Clarke died in 1799, discredited and almost bankrupt. Nonetheless, despite his questionable actions, Clarke's descendants continued to be involved in Georgia politics, including his son John Clark, who became governor of the state.

For more information about Elijah Clarke his impact on had on Georgia's Revolutionary War effort see:
The New Georgia Encyclopedia: “Elijah Clarke”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-668&hl=y

Austin Dabney

Austin Dabney (1765-1830) was a slave who fought under Elijah Clarke during the Battle of Kettle Creek. Dabney served in the place of his master Richard Aycock, who used Dabney as a substitute in order not to fight himself. Dabney is thought to be the only African American who fought at the Battle of Kettle Creek. He was an artilleryman and was severely wounded during the fighting. One of his fellow soldiers, Giles Harris, took Dabney to his home and cared for Dabney while he recovered. Harris’s kindness fostered a close bond between Dabney and the Harris family, who Dabney continued to work for after he was granted his freedom. Dabney even paid for Giles Harris’ son’s college expenses at the University of Georgia.

Due to his bravery during the Battle of Kettle Creek, the state of Georgia paid for Dabney’s freedom from his former master. The state also gave Dabney a grant for 50 acres of land for his service during the Revolution; the only African-American to receive one. Later, Dabney received an additional 112 acres from the state and a federal “invalid pension” of 60 dollars a month (which was increased to 96 dollars a month) due to the wound he received at Kettle Creek.

For more information about Austin Dabney see:
The New Georgia Encyclopedia: “Austin Dabney”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3298

Nancy Hart

Nancy Hart was a Georgia patriot who is most well known for capturing and killing several loyalist soldiers who invaded her cabin during the Revolution. With a combination of bravery and deception, she was able to take the rifles of the men who barged in to her home. Besides this famous escapade, Nancy Hart was known for being a six foot tall, fiery red-haired and crossed-eyed “war woman.” A cousin of Revolutionary War General Daniel Morgan, Hart served as a patriot spy during the war and is rumored to have fought in the Battle of Kettle Creek. Hart County was created and named in her honor in 1853. In addition to the county, Hart has been honored in Georgia by both a town and lake being named after her, as well as a Georgia Highway.

Note: As discussed in the GPS Georgia Story “Nancy Hart,” there are many different versions of the Nancy Hart story. This offers teachers a great opportunity to discuss with their students how history is not always concrete series of dates and facts, but a collection of stories that need to be analyzed to gain a better understanding of what actually happened. One way to do this is to have students analyze several sources about Nancy Hart and have them develop their own version of the story based on the evidence they read.
Georgia’s Signers of the Declaration of Independence

Georgia’s three signers of the Declaration of Independence were interesting individuals who had very different fates after signing one of the nation’s most important documents.

**Button Gwinnett**

*Button Gwinnett* (1735-1777) was born in England and arrived in Georgia in 1765. Upon arriving in Georgia, he bought St. Catherine’s Island, Mary Musgrove’s former home. Gwinnett became involved in Georgia politics in 1769, though financial troubles caused him to withdraw from public life in 1773. During the Revolutionary War Period, Gwinnett reentered the political scene, and in 1776 was selected to attend the Continental Congress in Philadelphia. As a member of the Congress, he strongly supported independence from England. Upon his return from Philadelphia, he was instrumental in the creation and passage of the *Georgia Constitution of 1777*. He also became embroiled in a political rivalry with Lachlan McIntosh, which would prove to be deadly. After McIntosh publically criticized Gwinnett, Gwinnett challenged him to a duel. The duel took place in May 1777. Both men shot one another; however, Gwinnett’s wounds were fatal. He died on May 19, 1777. Gwinnett County was named in his honor.

Note: Because Gwinnett died shortly after singing the Declaration of Independence, he is the signer with the fewest known signatures in existence. Due to this, Gwinnett’s signature is highly sought after by autograph enthusiasts. In 2010, a letter he wrote sold for $722,500.

**Lyman Hall**

*Lyman Hall* (1734-1790) was born in Wallingford, Connecticut. He graduated from Yale University and became an ordained minister in 1747, but after several controversies, he gave up the ministry to practice medicine. Hall moved to Georgia in 1760. Hall was the only Georgia representative in the Second Continental Congress in 1775. Though he participated in debates he abstained from voting because he did not represent the entire state. Once Gwinnett and Walton joined him in 1776, he voted for independence from England and signed the Declaration. Upon returning to Georgia, Hall was elected Governor in 1783 and was instrumental in the founding of the *University of Georgia*. Hall county was named in his honor.

**George Walton**

*George Walton* (1749?-1804) was arguably the most politically successful of Georgia’s three signers. Walton was born in Virginia around 1749, though his exact year of birth is unknown. He moved to Georgia in 1769, and established himself as one of the most successful lawyers in the colony. In 1776, he was appointed as a representative to the Second Continental Congress where he signed the Declaration of Independence.

Upon returning to Georgia, Walton served in the Georgia militia and was eventually captured by the British. After being released in a prisoner exchange, Walton was elected governor. His first term was short lived, as he was elected to Congress after serving as governor for two months. Following the war, Walton served as Chief Justice of the Georgia Supreme Court, a second term as governor in 1789, as an U.S. Senator, and finally as a superior court judge. Walton died February 2, 1804. Walton county was named in his honor.

Note: A fun way to help students remember the individuals of the Revolutionary War, such as Hall, Gwinnett, and Walton, is to have them create mock “Facebook” pages for these men and women. There are several free “Fakebook” templates that can be located with a simple internet search.

For more information about the Georgia’s signers of the Declaration of Independence see:
The Battle of Kettle Creek

Though the Battle of Kettle Creek was not as important as other major American victories such as Trenton, Saratoga, and Yorktown, this battle raised the morale of the Georgia patriots, gave them much needed supplies, and set the stage for several victories in the southern back country toward the end of the Revolutionary War.

The Battle of Kettle Creek took place on February 14, 1779. The Georgia militia, led by Elijah Clarke and Thomas Dooly, attacked an encampment of 600 British Loyalist. Though outnumbered, the patriots routed the Loyalist troops, bringing a much needed victory to the patriot cause after several prior defeats. Based on their heroic actions in the battle both Clarke and Austin Dabney became Georgia heroes.

For more information about The Battle of Kettle Creek see: The New Georgia Encyclopedia: “The Battle of Kettle Creek” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1088

The Siege of Savannah

In 1778, the British recaptured Savannah making Georgia the only colony to be officially retaken by the British during the war. In reality, there were “two” Georgia's during the war. The patriot held countryside and the British held cities of Augusta and Savannah. In October 1779, a joint force of French and patriot troops attacked Savannah in hopes of retaking the city. This attack was a dismal failure. After five days of intense shelling from French ships and patriot batteries, little damage was done to the British military but several civilians in the city were killed. When the French and American troops finally attacked the city, they were easily defeated by the British troops. When the fighting ended, over 800 allied troops were killed compared to 18 British soldiers. Savannah stayed in British hands until 1782.

Though the Siege of Savannah was a failure for the patriots, several American heroes emerged from the battle. One was Count Casimir Pulaski, a Polish nobleman who was killed leading a charge. Another hero, Sergeant William Jasper, was also killed while attacking a British position. Additionally, a group of black soldiers from Haiti heroically protected the allied retreat and saving hundreds of allied soldiers' lives in the process.

For more information about the Siege of Savannah see: The New Georgia Encyclopedia: “The Revolutionary War in Georgia” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2709

Sample Question for H3a (OAS Database)
Which of the following statements most accurately describes Georgia at the beginning of the Revolutionary War?
A. The royal governor was very unpopular.
B. Georgia relied heavily upon trade with England.*
C. A strong tradition of self-government had developed.
D. Most Georgians strongly favored independence from England.

Sample Question for H3b
Hart County, Georgia, was named for Nancy Hart. What role did Nancy Hart play in Georgia history?
A. She started the first public school in Georgia.
B. She was the first female senator from Georgia.
C. She was a legendary heroine of the Revolutionary War.*
D. She was the wife of the first elected governor of Georgia.
**SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.** While Georgia played a relatively minor role during the American Revolution, it can be argued that Georgians were instrumental during the Constitutional Convention of 1787. In fact, their involvement shaped both the Constitution and the nation’s history. The Delegates’ ardent support of the institution of slavery led to the Three-Fifths’ Compromise which set the stage for future conflict between the Northern and Southern states. In turn, the vote of one Georgian, Abraham Baldwin, led to the Great Compromise which brought the large states and small states together concerning legislative representation. This agreement paved the way for the bicameral legislative branch of our government. Finally, the writings of one Georgia delegate, William Pierce, have offered historians a contemporary and candid view of the “Founding Fathers.” Though Pierce did not sign the U.S. Constitution, his contributions to our knowledge about those who did is invaluable.

The intent of this standard is for students to learn about the people and events that led to the United States discarding the troubled Articles of Confederation and creating the Constitution. This standard also requires that students learn about Georgia’s first state constitution and how the U.S. Constitution influenced its changes.

**a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.**

**The Georgia Constitution of 1777**

The Georgia Constitution of 1777 was a document similar to the Articles of Confederation. It was based on the idealistic principals of the Declaration of Independence and was not a constitution capable of meeting the realistic needs of governing a state. Though this constitution had three branches of government, most of the power was held by the unimaceral legislative branch. One of the legislative branch’s powers was the ability to appoint members of both the judicial and executive branch; including the state governor. The governor, in turn, had very little power and a term limit of only one year. Though this constitution offered the citizens of Georgia many freedoms such as freedom of the press, freedom of religion, and trial by jury, Georgians were not given the opportunity to ratify it. Nonetheless, with all of these weaknesses, the Georgia Constitution of 1777 was the state’s constitution for 12 years. Georgia’s second constitution, the Constitution of 1789, was changed to model the U.S. Constitution.

For more information about the strengths and weaknesses of the Georgia Constitution of 1777 see:

*The New Georgia Encyclopedia: “Georgia Constitution”*

*New Georgia Encyclopedia: “Constitutional Conventions”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3249&hl=y

**The Articles of Confederation**

America’s first written constitution was not the Constitution that we have today but another document called the Articles of Confederation (AOC). The AOC, which was America’s constitution from 1776-1789, provided Americans with an extremely weak central government. This was based on the Americans’ experience with Britain’s monarchy and their goal to give as much power as they could to the “people” through the autonomy of the states. Nevertheless, the AOC had too many limitations that hindered the smooth functioning of the government.
Some of the powers the national government **had** under the AOC:

- Declare war
- Coin money
- Establish post offices
- Send and recall Ambassadors

Some of the powers the national government **did not have** under the AOC:

- Levy (impose) taxes to fund the government (had to ask states for support)
- Could not regulate the trade of goods between the states (states could put tariffs on each other)
- Some of the more serious weaknesses of the articles included:
  - A strong legislative branch and no executive or judicial branches
  - Each state had its own currency
  - All 13 states had to approve a law for it to pass
  - One vote per state no matter the size of the state’s population

For more information about the strengths and weaknesses of the Articles of Confederation see: *The Library of Congress: “The Articles of Confederation”*  
http://www.loc.gov/rr/program/bib/ourdocs/articles.html

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “‘Restricting the Commercial Intercourse is Certainly Adverse to the Spirit of the Union:’ The Economic Weaknesses of the Articles of Confederation.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

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### b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

#### The Constitutional Convention of 1787

In 1787, the founders realized that the Articles of Confederation were far too weak to effectively govern the country, especially with the continual threat of attack from the European powers and the Native American tribes. In addition, states were constantly bickering about land and sea rights and in some cases almost coming to blows due to their disagreements. Since the national government could not raise revenue to support itself, it could not maintain an Army and Navy or build roads and canals. Due to the fact that all 13 states had to agree on any legislation, the United States government had a difficult time passing laws. Finally, there was no “separation of powers,” as the government under the AOC did not have an executive or judicial branch.

Due these weaknesses, many of the nation’s most important leaders, including Alexander Hamilton, James Madison, George Washington, and Benjamin Franklin, knew that they had to change or even completely discard the AOC and create a new constitution. In 1787, representatives from all 13 states meet to do just that. While most went into the proceedings hoping to revamp the AOC, when they departed, they had created a new constitution that has been the law of the land for over 200 years. Though there were several important people, events, and compromises that occurred during the *Constitutional Convention* the most important were the **Three-fifths Compromise**, a compromise agreed upon by the North and the South which allowed for slaves to count toward a state’s overall population by counting slaves as “3/5 of a person,” and the **Great Compromise** which created a bicameral legislature where each state had two members in the *Senate* but representation in the *House of Representatives* was based on the state’s population.

**The Role of Georgia at the Constitutional Convention**

*Georgians played two important roles* during the Constitutional Convention. The first was due to their unrelenting support of slavery. Based on the united stance of the southern delegates, including the delegates from Georgia, in favor of allowing states to include slaves in their population count,
the members of the Constitutional Convention agreed upon the Three-fifths Compromise. While this provided a temporary resolution to a slavery issue, it was the beginning of a great and lasting divide between the North and the South that would later lead to war.

The second important contribution was from Abraham Baldwin. He is given credit for changing his vote to side with the “small states” in the Congressional representation debate. This decision evened the numbers for and against the Virginia Plan and allowed for the Great Compromise. Baldwin claimed that this act was one of his greatest accomplishments.

For more information about Georgia’s role in the Constitution Convention see GPB’s Georgia Stories: “Georgia and the United States Constitution”
http://www.gpb.org/georgiastories/stories/georgia_and_the_united_states_constitution

Abraham Baldwin

Abraham Baldwin (1754-1807) was a native of Connecticut. A graduate of Theology from Yale University, Baldwin served as a chaplain in the U.S. Army during the American Revolution. After the war, he became a lawyer. Baldwin moved to Georgia in 1784 where he became a successful politician. In 1787, he was one of four Georgians sent to the Constitutional Convention and one of two who signed the document. Starting in 1789, Baldwin served 5 terms as a U.S. Congressman and later two terms as a U.S. Senator. He died in office in 1807. However, Baldwin is probably most famous for his role in the creation of the University of Georgia and his position as the University’s first president (1786-1801). Due to Baldwin’s influence, it has been said that many of the early building on the campus of the University of Georgia were modeled after buildings found at his alma mater Yale.

William Few

William Few, Jr. (1748-1828) was a soldier, signer of the U.S. Constitution, judge, and legislator for two states. Born in North Carolina, Few’s family moved to Georgia in the mid-1770’s. Few fought in the American Revolution, served as a state legislator, and was appointed as one of Georgia’s representatives to the Constitutional Convention. Though he did not make much of an impression during the proceedings, following the Convention, he had a successful political and private career in two states. When he lived in Georgia, he served as one of the state’s senators, a state representative, and as a judge. In 1799, due to the urging of his wife who was a native New Yorker, he moved to New York City where he became a member of the New York legislature for four years as well as a bank president. Few lived the remainder of his life in New York. Interestingly, in 1976, to honor the nation’s bicentennial, Few’s remains were moved back to Georgia.

For more information about the men who signed the U.S. Constitution see:
The New Georgia Encyclopedia: “Abraham Baldwin”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2710&hl=y,
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1092&hl=y,
GPB’s Georgia Stories: “Abraham Baldwin: A Georgia Bibliography”

Sample Question for H4a (OAS Database)
Which of the following is an accurate statement concerning the 1777 Constitution of Georgia?
A. A unicameral legislature was established.*
B. Broad powers were given to the governor.
C. There were only two branches of government.
D. The Georgia state government today is the same as in 1777.

Sample Question for H4b
At the Constitutional Convention in 1787, the Great Compromise was introduced in order to
A. end the debate over slavery.
B. separate Virginia and West Virginia.
C. maintain peace between England and America.
D. give equal representation to both large and small states.*

a. Analyze the strengths and weaknesses of both the Georgia
The Georgia Constitution of 1777 and the Articles of Confederation had many weaknesses. A weakness both shared concerned the role of the executive branch of government. In Georgia, the governor had very little power, was appointed by the...
Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.

legislative branch, and only served a one year term. Under the Articles of Confederation, the national government had no executive branch at all. In 5-7 sentences, describe two other similarities between the Georgia Constitution on 1777 and the Articles of Confederation. Make sure to explain if you think these similarities were strengths or weaknesses and why.

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840. Though it began as the smallest and poorest colony, after the American Revolution, Georgia quickly expanded. This was due to several factors including the invention of the cotton gin and railroads and the land cessions and forced removal of Native American tribes. During this time period, Georgia established the first state supported public University while at the same time being involved in one of the most infamous examples of government corruption in history.

The intent of this standard is for students to learn about the people and events that led to the establishment of the University of Georgia, Louisville, and the spread of the Baptist and Methodist Churches throughout the state. Students must also evaluate the land allocation policies that Georgia incorporated after the Revolution, and explain how the invention of the cotton gin and railroads impacted the growth of Georgia. Finally, students must analyze the people and events that led to one of the most tragic episodes in Georgia’s and the nation’s history, the Indian Removal and Trail of Tears.

### The University of Georgia

**The University of Georgia (UGA)** was established on January 27, 1785, when Georgia’s **General Assembly** approved the charter. UGA is America's first publicly supported institute of higher learning. The future signer of the U.S. Constitution, Abraham Baldwin, was chosen by Governor Lyman Hall (a signer of the Declaration of Independence) to draft the charter for the University. Baldwin was president of the University from 1785 until 1801. Unfortunately, many other events in the state caused UGA to exist on paper only. The University finally opened its doors to students in September, 1801. The University’s first permanent building, Franklin College, did not open until 1806. For many years, the University had only one college (the College of Arts and Science) and struggled with financial difficulties. Nevertheless, many important Georgia political and business leaders graduated from UGA during this time period. After the Civil War, the University was designated as a “land grant institution” under the Morrill Act of 1872 and expanded its size and academic reputation dramatically over the next 130 years.

Note: Though the University of Georgia was the first public university to be chartered, the University of North Carolina actually held classes first. Today there is a spirited debate between the two institutions about which one is actually the Nation’s first state sponsored University.

For more information about the establishment of the University of Georgia see:

**New Georgia Encyclopedia:** “University of Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1059&hi=y,

**New Georgia Encyclopedia:** "Abraham Baldwin"
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2710

### Louisville

**Louisville** was Georgia’s third state capital following Savannah and Augusta. The city, named after French King Louis XVI for his support during the American Revolution, was the capital from 1796-1807. Located in Jefferson County, Louisville was selected as the capital due to, what at the time was its location as the center of Georgia population. This was driven by the state's westward expansion. The state's legislators hoped that the town would also serve as a trading center due to its location on the Ogeechee River. Once it was established, Louisville developed both socially and financially. However, Louisville’s time as capital ended in 1807 due several factors including the malaria outbreaks the occurred in the city every year, the difficulty of using the Ogeechee River as a
trade route, and most importantly, the continual Northwestern movement of Georgia’s population.

Note: One of the most famous events in the city was when the state legislators publically set fire to the Yazoo Land Act with a magnifying glass.

Note: Georgia’s Louisville is not pronounced the same as the Louisville in Kentucky. In Georgia, it sounds like the name “Lewis.” In the same way most Americans pronounce St. Louis, Missouri.

Note: The primary reason that students should know about Louisville is it illustrates Georgia’s population growth and movement from the coast to the Northwestern part of the state.

Note: An easy way for students to remember the name of all of Georgia’s capital cities is to teach them the acronym S.A.L.M.A. which stands for Savannah, Augusta, Louisville, Milledgeville, and Atlanta.

For more information about Louisville, the former capital of Georgia see:
New Georgia Encyclopedia: “Louisville”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2762&hl=y

The Spread of the Methodist and Baptist Church

Though the founder of the Methodist church, John Wesley, preached in colonial Georgia, Georgians did not begin identifying themselves with the denomination until the Second Great Awakening (1790-1830). During the same time period, the Baptist Church also dramatically increased its numbers as well. By the 1830’s, these denominations became the largest in the state. Both churches gained popularity amongst working class Georgians in the frontier and small towns of the state. In addition, due to these denominations’ mission work on plantations, many slaves converted to either the Baptist or Methodist churches.

Both the Baptists and Methodists used revivals and camp meetings to help increase their membership. These meeting were all day affairs where farmers and other townspeople could listen to the sermon but also get together and socialize with their friends and family after weeks of laboring on their farms. The Methodist church also incorporated the use of circuit riders, ministers who would ride from small town to small town and preach. These circuit riders were instrumental in bringing new converts to the church.

For more information about the spread of the Baptist and Methodist churches in Georgia see:
New Georgia Encyclopedia: “Baptists: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2923,
New Georgia Encyclopedia: “Viewpoints: Georgia Baptist History”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3274,
New Georgia Encyclopedia: “Methodist Church: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3159&hl=y,
New Georgia Encyclopedia: “Revivals and Camp Meetings”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-759

b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.

Land Policies: The Headright System, Land Lotteries, and the Yazoo Land Fraud

After the Revolutionary War, Georgia gained access to a large amount of land from the Native Americans who sided with the British. The land Georgia claimed stretched all the way to the Mississippi River. In turn, Revolutionary War veterans, amongst others, believed that all citizens had the right to land ownership. Due to the ideas espoused by the Declaration of Independence, Georgia’s political leadership agreed. Though the people and their leaders were in agreement about the people’s need for land to support a healthy democracy, the question became what was the best way to allocate land to the people of the state.

The first approach was called the headright system. Under this system, Georgia gave thousands of acres of land to soldiers who had fought during the Revolution. An example of one of these land recipients is Austin Dabney. Under this system, men who did not fight in the Revolution also
received free land. Heads of households (white men over the age of 21) could receive up to 200 acres of land. Those men who had families or slaves received even more. This system ended when there were too many claimants and not enough land to offer.

The second approach was called the **Yazoo Act (1795)** which was named after a river in the present state of Mississippi. This act sold much of the land that would become Alabama and Mississippi to four land companies for $500,000. Soon after Georgia governor, George Mathews, signed the Yazoo Act into law, it was discovered that the land companies bribed members of the Georgia General Assembly to sell the land. Almost immediately, Georgians protested the sale.

Nevertheless, the legislators chose to continue with the arrangement. Upon hearing about this, one of Georgia’s U.S. senators, James Jackson, was so outraged he resigned from his seat and returned to the state. Once back, he and his political allies took control of the Georgia General Assembly and nullified the Yazoo Act. In 1802, Georgia ceded the land to the U.S. government for 1.25 million dollars and the promise that the U.S. would relinquish Indian land claims in the state and remove the Creek Indians from Georgia. The controversy surrounding the Yazoo Act is known as the **Yazoo Land Fraud**.

Note: One of the most famous images in Georgia’s history is the “Burning of the Yazoo Act” which shows James Jackson and others standing around the Yazoo document set ablaze. It is said that they used a magnifying glass to bring “fire from heaven” to destroy the act. This image can be found on GeorgiaInfo.com: [http://georgiainfo.galileo.usg.edu/yazooburn.htm](http://georgiainfo.galileo.usg.edu/yazooburn.htm)

The final approach Georgia used to allocate land was the **land lottery system**. From 1805-1833, Georgia had eight land lotteries. These lotteries gave the average Georgian the opportunity to gain a large amount of land for pennies on the dollar. To take part in a land lottery, a person would simply have to submit their names to the state and pay for ticket. On the day of the lottery, the participants’ names were placed in one drum while the lots bearing a number would be placed in a second drum. Participants could have their name placed in the drum more than once based on characteristics such as their age, marital status, and war service. According to the **New Georgia Encyclopedia**, the land lotteries gave three quarters of Georgia’s land to 100,000 families.

For more information about land policies pursued in Georgia see:

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “Land Land Everywhere...How do I Get My Share?” Populating the Young State.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See [http://www.gcee.org/workshops/about_the_workshops.asp](http://www.gcee.org/workshops/about_the_workshops.asp) for more details.

c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth.

<table>
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<th>The Cotton Gin</th>
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| The **cotton gin** had an immense impact of Georgia’s economic and population growth, but this growth came with a terrible cost, the expansion of slavery. According to some, the idea for the cotton gin was conceived by Eli Whitney, a northerner who moved to Georgia in 1793. During this time period, tobacco, which at the time was one of Georgia’s most important crops, was destroying the soil. As an alternative to tobacco the state was looking for ways to make growing cotton profitable. 

Until that point, cotton had to be, for a lack of a better word, “deseeded” by hand. This process took a long time to accomplish, and most farmers could not “clean” more than one pound of cotton a day. Eli Whitney “invented” a machine that was capable of removing the seeds from up to 50 pounds of cotton. Eli Whitney’s radical cotton gin made it possible for farmers to use much cheaper cotton that was grown on less fertile soil. The cotton gin is also widely credited for causing the expansion of slavery in the United States. As the price of cotton increased, so did the demand for slave labor. This was a major factor in the international slave trade and the development of the Southern agricultural economy. |

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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cotton a day. Due to the machine's efficiency the growth of cotton became profitable in Georgia and the rest of the South. This led to westward expansion as farmers began to seek out land capable of producing the crop. With the focus on growing cotton due to its profitability, the South grew a large majority of the world’s cotton by the end of the nineteenth century.

Nevertheless, there were two negative effects concerning the invention of the cotton gin. First, it made the South overly dependent on one crop. This dependence on cotton was true of the South before and after the Civil War. In fact, it took the devastating effects of the Boll Weevil early 1900s to diversify much of the South’s agricultural production. More importantly, due to the cotton gin’s effectiveness, slavery increased in Georgia and the Deep South. Due to cotton’s profitably more slaves were need in its production. This of course led to the South’s support and defense of the institution of slavery and later the Civil War.

Note: In explaining what the cotton gin actually did, the teacher should show a picture of the machine and explain how it was used. Sometimes students think the cotton gin actually “picked” the cotton.

Note: As referred to above there is some debate about if Eli Whitney actually “invented” the cotton gin. Some argue that versions of the cotton gin had been invented long before or that Whitney received the idea for someone else. Additionally, Whitney also dealt with several patent court cases later in life.

Similarly to the Nancy Hart story (see Teacher Note SS8H3b), this controversy offers teachers an opportunity to engage their students in a historical inquiry lesson. The teacher should find primary and secondary sources that both support and refute the claim that Eli Whitney invented the cotton gin and let students examine each source. Students should then be allowed to debate if they think Whitney was the inventor of the cotton gin and use the evidence they found in their sources to defend their conclusions.

For more information about the impact of the cotton gin on Georgia’s economy see:
The New Georgia Encyclopedia: “Cotton Gins”
The New Georgia Encyclopedia: “Eli Whitney in Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3497

The Railroads

Another important technological development that had a major impact on the state of Georgia was the invention of the railroad. Many of Georgia’s cities and towns were created due to the railroad, including the city of Atlanta. The first Georgia railroad was chartered in 1832. It was created in part by businessmen in Athens, who needed a better way to transport cotton to Augusta due to poor road conditions. In the 1840s and 1850s, railroads had spread across so much of the state, that Georgia ranked in the top 10 for railroad track millage. Georgia had the most miles of track in the Deep South.

The city of Atlanta was created as a railroad hub for the Western and Atlantic Railroad. This track ran from Chattanooga, Tennessee to a small hub called “Terminus,” which means “end of the line.” Later, two other railroad lines combined with this point, causing the city to grow even more. Terminus changed its name in 1843, to Marthasville, after the former governor Wilson Lumpkin’s daughter. Its name was changed again in 1845 to Atlanta, which many claim was simply a feminization of the name Atlantic. Due to the invention of the railroad, Atlanta became the first major American city to be built on a location without a navigable river.

For more information about the impact of the Railroad on Georgia’s economy see:
The New Georgia Encyclopedia: “Atlanta”
The New Georgia Encyclopedia: “Railroad”
GPS Georgia Stories: “The Railroads: Economic Boom”
http://www.gpb.org/georgiastories/stories/railroads_economic_boom

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “All Progress is Precarious…’ The Growth of Georgia: 1790-1840.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

**The Creeks and Cherokees**

One of the most tragic events in Georgia's history was the removal of the Creek and Cherokee tribes from the state, culminating with the Trail of Tears, where over 4000 Cherokee died on a forced march from Georgia to Oklahoma.

The Creek Nation was actually a confederation of several southeastern tribes. The Creeks were the most populous tribe in the state and held the largest amount of land. In the colonial period of Georgia, the Creek Nation became a major trading partner with the colony. Many white Georgians intermarried with the Creek and became members of the tribe. Due to these economic and social ties, Georgians initially hoped that the Creek would become members of the plantation economy. While some did, many chose to continue their traditional life style. Their interactions with runaway slaves also led many Creek to oppose the institution of slavery.

Earlier in Georgia’s history, the Creek chose to side with the English during the Revolution; thus, causing an antagonistic relationship with many Georgians. Once the deer trade ended, due to a decrease in animal’s population, many white Georgians coveted Creek land and pushed state and federal leaders for their removal. Due to this pressure, there were several major Creek land cessions after the Revolution including the Treaty of New York in 1790, which stipulated that the Creeks ceded most of land east of the Ocmulgee river to the United States.

In 1813, a civil war broke out between the Creek Indians. This war called the Red Stick War, was named after the faction of Creeks who wanted to fight the White settlers who were encroaching on their land (those that did not want to fight were called White Sticks). The war ended in a Creek defeat by future President Andrew Jackson at the Battle of Horseshoe Bend, in present day Alabama. Following this war, the Creek lost 22 million acres of land. In 1825, under the Treaty of Indian Springs, a Creek Chief named William McIntosh signed away the remainder of Creek land in Georgia after taking a bribe from an Indian agent. McIntosh was later killed by the Creek Indians for his actions.

The Cherokee lived in the mountains of North Georgia long before Spanish exploration. After the English settled South Carolina and Georgia, they became an important trading partner with England. While the Creek traded with both the French and the English, the Cherokee were exclusively loyal to the English; this loyalty caused much conflict between themselves and the Creek. During the Revolution, the Cherokee continued to support the British and fought the Americans even after the war officially ended. The hostilities continued until 1793.

Once peace was established, the Cherokee made several treaties with the United States government, including one that led to the Federal Road being built through their land. During this time period, the Cherokee began to believe that their best hope for maintaining their land would be to transform their society to resemble that of the United States. In the 1820s, the Cherokee developed a written language, a written constitution, and a newspaper. They invited Monrovian missionaries to set up schools and adopted an agricultural system that included the use of slavery. However, none of these changes stopped the whites in Georgia from demanding their removal. Once gold was discovered in 1828, the push for Cherokee removal west of the Mississippi River became greater.

In 1832, the Cherokee won the Supreme Court case Worcester v. Georgia. This decision should have protected the tribe from removal as it maintained that the Cherokee were an independent nation and were not subject to Georgia law. However, in 1835, a small group of Cherokees signed
the Treaty of New Echota without permission from the Cherokee government. Upon receiving it, Andrew Jackson signed the treaty and Congress approved it. In 1838, most of the Cherokee were forcefully removed from the state and suffered on the Trail of Tears to Oklahoma.

For more information about the Creek and the Cherokee Indians see:
The New Georgia Encyclopedia: “Creek Indians”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-579

The New Georgia Encyclopedia: “Creek Indian Leaders”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2550,

The New Georgia Encyclopedia: “Cherokee Indians”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3539

The New Georgia Encyclopedia: “Chief Vann House”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2726

GPS Georgia Stories: “Creek Myths and Legends”
http://www.gpb.org/georgiastories/story/cherokee_myths_and_legends,

GPS Georgia Stories: “Native Traditions, Past and Present”
http://www.gpb.org/georgiastories/story/native_traditions_past_and_present

Alexander McGillivray

Alexander McGillivray (ca. 1750-1793) was a Creek Chief who was of dual linage. His mother was a Creek Indian and his father was a Scottish trader named Lachlan McGillivray. Lachlan was a member of the Scottish Highlanders who came to Georgia with Oglethorpe. Alexander was considered to be a full member of both cultures so he received a traditional English education and, due to his mother’s ancestry, was also a leader in Creek society.

During the American Revolution, Alexander’s father remained loyal to the crown and, as most Creeks, Alexander fought for England as well. After the war, McGillivray focused on keeping as much Creek land as possible. He signed a treaty with Spain in 1784, which kept Georgia’s land ambitions at bay. Eventually in 1790, McGillivray signed the Treaty of New York which created a treaty of friendship between the United States and the Creek Nation. The treaty also ceded Creek land to the United States, in return the United States promised to honor the boundaries of the Creeks’ remaining lands. After the treaty, McGillivray continued in his role at the Creeks’ national leader until his death near Pensacola, Florida in 1793.

For more information about Alexander McGillivray see:
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-690

Georgia Info: “Treaty of New York”
http://georgiainfo.galileo.usg.edu/newyork.htm

William McIntosh

William McIntosh (1778-1825) was another Creek chief with a Scottish father and Creek mother. McIntosh was also first cousins with Georgia’s governor George Troop and was related by blood or marriage to several prominent Georgia families. McIntosh infuriated his Creek tribesmen by consistently siding with the United States on several occasions, even during the Red Stick War. After the war, the Creek Nation suffered through a terrible famine and McIntosh used this opportunity to regain his status in Creek society by befriending a U.S. Indian agent. Due to this alliance, McIntosh gained the influential position of allocating food and supplies to those Creeks in need.

McIntosh was in favor of changing the traditional Creek lifestyle by promoting the move to agriculture and slaveholding. McIntosh led this lifestyle himself and was the owner of two plantations. Most Creeks did not support his abandonment of traditional ways.

The final conflict between McIntosh and the Creek was his decision to sign the Second Treaty of Indian Springs (1825). McIntosh, along with six other Creek chiefs, agreed to sell the remainder of
Creek land in Georgia, without the tribe’s consent, for $200,000. McIntosh received extra cash for his personal lands in the treaty. Upon hearing about what they considered to be a bribe, the Creek Nation ruled to execute McIntosh for his actions. On April 30, 1825, 200 Creek warriors carried out McIntosh’s execution at his home by shooting and stabbing him repeatedly. Nevertheless, the Second Treaty of Indian Springs officially removed the Creek from Georgia’s borders.

An engraving of the attack on William McIntosh can be found in an early Georgia history textbook. The image is on The New Georgia Encyclopedia
http://www.georgiaencyclopedia.org/nge/Multimedia.jsp?id=m-4691

For more information about William McIntosh see:
The New Georgia Encyclopedia: “William McIntosh”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3541

Sequoyah

Sequoyah (ca. 1770-ca. 1840), was the nickname of George Gist and meant “little lame one” in Cherokee. Sequoyah is most well known for creating the Cherokee Syllabary, the first written language for a Native American tribe. Much is unknown about Sequoyah and there is much speculation about his lineage, his knowledge of English, and his reasoning behind creating the Cherokee written language.

The traditional story about Sequoyah’s life was that he was born to a Cherokee mother and white father. His father was said to be a soldier in the Continental army during the Revolution. Unlike Alexander McGillivray and William McIntosh, Sequoyah completely rejected white society and never learned English. However, he was impressed with the way that Whites were able to communicate over long distances and in 1821, created the Syllabary. After its creation, Sequoyah traveled throughout the entire Cherokee Nation, including Georgia, to teach and promote the use of the new written language. Within one generation of its development, it was used by nearly all Cherokees. This portrayal of Sequoyah is still widely accepted by most historians.

However, in 1971, a Native American named Traveler Bird, who claimed to be a descendant of Sequoyah, wrote a book called Tell Them the Lie: The Sequoyah Myth. In this book, Bird makes many claims including, Sequoyah was a “full blooded Cherokee,” and he spoke many languages. Most importantly, Bird argued that Sequoyah did not create the Syllabary and that he was a scribe of a written Cherokee language that had been invented long before the arrival of Europeans. Though many historians disregard this book as a work of fiction and have serious concerns about its lack of written sources, the New Georgia Encyclopedia states that “it has also gained a place and some credence in academic discourse.”

No matter what the actual version of Sequoyah’s life is, his Syllabary was important in the history of the Cherokee. It was the first time an individual in an illiterate civilization created a written language that became widely accepted and used within a generation. Secondly, the language was the basis of the Cherokee newspaper The Cherokee Phoenix and was used in the creation of a written Constitution. The Cherokee adopted in their hopes both to emulate white society and to be allowed to stay on their land.

Sequoyah, moved to Oklahoma in 1829, and later died in either Texas or Mexico. He was attempting to locate other Cherokee who had moved to these areas to withdraw further away from whites. Today, there are several schools and parks named in his honor. In addition, the giant Sequoia trees in California are also named after him.

Note: Similarly to the Nancy Hart story (Teacher Note 8SSH3) a teacher can use experts from Tell Them the Lie: The Sequoyah Myth and have students compare the traditional textbook account of Sequoyah and the information that was claimed in the book. Students could then debate which version they feel is the most accurate.

For more information about Sequoyah see:
John Ross

John Ross (1790-1866) was the principal chief of the Cherokee Nation. He was born in present day Alabama, and his family later moved to Georgia. Ross, similarly to McGillivray, McIntosh, and Sequoyah was also of mixed heritage. Like the Creek chiefs, Ross spoke English and practiced many European customs. Ross became a successful business man when he began selling goods to the U.S. Government in what became Chattanooga, Tennessee. He used the profits he earned to buy a plantation and create a ferry business.

Ross used his wealth and connections to win several governmental positions in the Cherokee Nation, eventually becoming principal chief in 1827. During the same time while Georgians were lobbying to remove the Cherokee from the state. When gold was discovered in Dahlonega in 1828, it all but assured that the Cherokee would eventually be displaced.

However, Ross had faith in the U.S. Government, primarily the U.S. Supreme Court, and believed that the government would protect the most “civilized” tribe in the Southeast. Even after Congress passed the Indian Removal Act (1830) it still appeared that the Cherokee would be able to stay in Georgia when the Supreme Court ruled in their favor in Worcester v. Georgia. This ruling declared that the Cherokee were a sovereign nation and were not under the jurisdiction of the United States or the state of Georgia. Nonetheless, this ruling did not protect the Cherokee from removal as President Andrew Jackson refused to enforce it.

Ross continued to fight removal until 1838, when he negotiated a deal with the U.S. Government to pay for his moving expenses. However, this still did not completely protect Ross from tragedy on the Trail of Tears. Ross’ wife died of exposure on the long journey to Oklahoma. After arriving in Oklahoma, Ross continued to serve as principal chief of the Cherokee. During the Civil War, Ross initially sided with the Confederacy, but soon supported the Union. This caused a split between the Cherokee in Oklahoma with Ross remaining chief of those Cherokee who supported the United States. After the war, Ross became chief of the reunited tribe and remained in this position until his death.

For more information about John Ross see:
* The New Georgia Encyclopedia: “John Ross”
* GPS Georgia Stories: “John Ross: A Georgia Biography”
  http://www.gpb.org/georgiastories/stories/john_ross

The Dahlonega Gold Rush

Legend has it that in 1828, a young man named Benjamin Parks kicked an unusual stone while deer hunting in North Georgia. This stone was actually a gold nugget, and Park’s find led to America’s first gold rush in Dahlonega. No matter if this story is true or not, (there are many others describing how gold was discovered) someone discovered gold around 1828, and soon almost everyone knew about it. This discovery did not bode well for the Cherokee.

Soon after the discovery, thousands of white gold miners began clamoring for Cherokee land and began to settle there without permission. So many whites wanted land in the area; Georgia held a land lottery in the region in 1832. It did not matter that the Cherokee still lived on the land that was being allocated. Hungry for land and gold, whites began to demand for their removal. In 1838, the Cherokee were removed from the region by the U.S. Army. This began the Trail of Tears.
For two decades gold was plentiful in and around Dahlonega. So much gold was found that in 1838, the U.S. government set up a mint. This mint, according to the New Georgia Encyclopedia, produced almost 1.5 million gold coins. Nevertheless, as the years passed, gold became much more difficult to mine in the area. In 1849, California’s more famous gold rush began and brought thousands of Americans out west to find their fortunes. Even though there was still “gold in them thar (sic) hills” the gold rush ended in Georgia as soon as the first nugget was found in California.

Note: According to the New Georgia Encyclopedia, the word Dahlonega is similar to a Cherokee word “Tahlonega” meaning “golden.”

For more information about the Dahlonega Gold Rush see:
The New Georgia Encyclopedia: “Gold Rush”

Worcester vs. Georgia

Worcester vs. Georgia (1832) was a land mark court case that should have protected the Cherokee from removal. The Supreme Court’s decision declared that the Cherokee Nation was sovereign and were subject to their own laws. As a sovereign nation, the state of Georgia could not interfere in their affairs. However, Andrew Jackson’s decision to not enforce the court’s ruling lead to the Cherokee’s removal.

As with many other Supreme Court decisions, this overarching recognition of the Cherokee’s rights as a sovereign nation started with the actions of a few people. In this case, several missionaries, including Samuel Worcester, who were living among and supporting the Cherokee were arrested (several times) for living amongst the tribe without Georgia’s permission. The state finally prosecuted the missionaries and sentenced them to four years of hard labor in a Milledgeville prison.

The Cherokee Nation hired lawyers to represent the missionaries to appeal their sentencing. The Supreme Court ruled in their favor and Chief Justice John Marshall condemned legislators of Georgia for their actions. However, due to President Jackson’s unwillingness to enforce the court’s decision, Georgia kept the missionaries in prison and continued to push the federal government for removal. In the end, after a small faction of Cherokee signed a treaty accepting removal in 1835, the entire tribe was eventually removed from the state.

Note: What happened to Worcester and the other missionaries? Due to local and national criticism of the state for keeping the missionaries in prison, governor Wilson Lumpkin pardoned the missionaries in 1833. Worcester continued his missionary work with the Cherokee and moved to Oklahoma with them. He died there in 1859.

Note: Though the Supreme Court’s ruling was unsuccessful in protecting the Cherokee from removal, the decision is still a precedent today in court decision concerning Native American tribal rights.

For more information about the Worcester vs. Georgia see:
The New Georgia Encyclopedia: “Worcester vs. Georgia”
Civics On-Line “Worcester vs. Georgia: 1832” (Text of Supreme Court Decision)
http://www.civics-online.org/library/formatted/texts/worcester.html

Andrew Jackson and John Marshall

Simply put, Andrew Jackson’s and John Marshall’s roles during the Indian Removal were on opposite ends of the spectrum. As discussed previously, Marshall ruled in favor of the missionaries and the Cherokee in general, in Worcester vs. Georgia. In his ruling, he condemned Georgia for its actions against the missionaries and wrote that Indian nations were “distinct, independent political communities retaining their original natural rights.”
On the other hand, Andrew Jackson, who had fought with and against Native Americans, believed that they should be moved to Indian Territory. One Cherokee man, who had fought with Jackson against the Creeks, is said to have stated that if he knew how Jackson would have treated Indians when he became president, he would have killed him when he had the chance. Some researchers have claimed that the primary reason that Jackson wanted to remove the Native American tribes out of the southeast was due to their past history of siding with the British and other European powers during wars against the United States. Others have said it was Jackson’s way of pacifying the Southern states after his threat to invade South Carolina during the Nullification Crisis. Still others have argued that it was Jackson’s intense racial prejudice of Native American’s that led to his actions. No matter the reason, or combination of reasons behind Jackson’s decision, by not enforcing the ruling of the Supreme Court, he did not meet his Constitutional requirements as president. When asked about his choice, Jackson is often quoted as saying “John Marshall has made the decision, now let him enforce it.”

Note: The New Georgia Encyclopedia claims that Jackson did not utter the famous quote about John Marshall, instead he said “The decision of the supreme court has fell stillborn, and they find that it cannot coerce Georgia to yield to its mandate.”

Note: Andrew Jackson was actually out of office during the Trail of Tears in 1838. His former vice president Martin Van Buren had been elected president in 1833.

Note: Jackson actions during the Indian Removal offers teachers the opportunity to create several interesting lessons including: examining Jackson’s famous quote to what he might have actually said and having students reflecting on why Jackson’s “John Marshall enforcing” quote has become the most well known than the “stillborn” version; diagramming Jackson’s decisions using a decision chart or grid, and allowing students to make their own decisions about historical events or their own lives using this graph organizer. Finally this is a great opportunity to discuss the U.S. president and what their actual power are and are not.

For more information about Andrew Jackson’s and John Marshall’s role in the Cherokee Removal see:
*The New Georgia Encyclopedia: “Cherokee Removal”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722

The Trial of Tears

In 1838, after a series of court cases, petitions, and treaties, President Martin Van Buren ordered the U.S. Army to forcefully remove the Cherokee from Georgia. Let by General Winfield Scott, the army rounded up as many Cherokee as they could find and put them in temporary stockades. Once they were satisfied that they found as many Cherokees as they could, the Army began the forced march to Oklahoma. This march was called the “Trail of Tears” due to the fact that the under supplied Cherokee lost over 4,000 people to disease and exposure.

Note: Cherokees who lived on private land, not tribal land, were not forcefully removed.

Note: In North Carolina, 400 Cherokee were able to escape removal. This group became known as the Eastern Band of the Cherokee. The Cherokee in Oklahoma are called the Western Band.

Note: The Cherokee Nation is now the largest tribe in the United States.

For more information about the Trail of Tears see:
*The New Georgia Encyclopedia: “Cherokee Removal”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722
*GPS Georgia Stories: “Trail of Tears”
http://www.gpb.org/georgiastories/story/trail_of_tears
*The Cherokee Nation: “Trail of Tears”
http://www.cherokee.org/AboutTheNation/History/TrailOfTears/Default.aspx
The National Park Service “Teaching with Historic Places Lesson Plans: The Trail of Tears and the Force Relocation of the Cherokee”
http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm

Sample Question for H5b  (OAS Database)
Which methods did Georgia use to distribute land in the late 1700s and early 1800s?
A. collective bargaining and issuing bonds
B. speculation and sharecropping
C. the headright system and the land lottery*
D. the land−use plan and the embargo system

Sample Question for H5c
Why did Georgia invest heavily in railroads before the Civil War?
A. to transport slaves
B. as a preparation for war
C. to attract Northern industry
D. to transport agricultural products*

**a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches**

The University of Georgia and The University of North Carolina both claim to be the first state sponsored public university in the United States. In a persuasive paragraph, explain why the University of Georgia should be the only school recognized for this accomplishment. Make sure to use specific details and facts to support your argument.

Sample Question for H5d
What is the name of the long, hard journey made by the Cherokees when they were forced to leave their lands in Georgia?
A. Oregon Trail  B. Trail of Tears*  C. Wilderness Road  D. Indian Removal Act

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.** The Civil War period is probably the most written about, researched, and discussed era in America’s history. The war’s causes and outcomes still affect Americans today.

Georgia played an important role in the events that led up to the Civil War, during the war itself, and following the war during the Reconstruction period. Though Georgia was an ardent slave holding state, it was relatively slow in demanding secession. During the Compromise of 1850, the state’s most important politicians developed the Georgia Platform which accepted the compromise and remained loyal to the union. Even after Abraham Lincoln was elected, the state had a heated debate between those legislators who were for and those who were against leaving the Union. One of the most well known opponents of secession was Alexander Stephens. Interestingly, Stephens became vice-president of the Confederate States after Georgia decided to leave the union with the rest of the Deep South.

During the war, Georgia produced much of the manufactured equipment for the CSA. For a large portion of the war, Georgia remained relatively untouched by US forces. However, once Grant and Sherman set their sights on the state, it suffered tremendously during Sherman’s Atlanta Campaign and March to the Sea. After the war, Georgia’s economy was devastated and there was much suffering throughout the state.

Early during Reconstruction, the freedmen received more liberties than they could have imagined during slavery. Organizations like the Freedmen’s Bureau assisted former slaves with food, education, and voting. In addition, some African Americans were elected into political office. Unfortunately, as Reconstruction continued, Southern whites began to reclaim power and took away many of the rights that the freedmen had gained. It would take almost 100 years for African Americans in Georgia, and the rest of the South, to regain the same rights.

The intent of this standard is for students to be able to explain the importance of the key issues and events that led to the Civil War. They should be able to discuss some of the important events and key battles that happened during the Civil War. Finally, students should be able to analyze the impact that Reconstruction had on Georgia and the other Southern states.

**a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Missouri**

<table>
<thead>
<tr>
<th></th>
<th>Slavery</th>
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<tr>
<td></td>
<td>Due to the rules of the Trustees, slavery was not allowed in Georgia until the early 1750's. Once it was legalized, slavery grew quickly due to Georgia's agriculture based economy. However, slavery grew exponentially with the invention of the cotton gin. The South's dependence on cotton led to a change of attitude about the evils of slavery. While many of the nation's founding fathers disliked slavery and</td>
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### Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.

Hoped that later generations would find a way to end it, their sons and grandson’s began to defend slavery as a necessary good and began infringing on the rights of those who spoke out against it in the South.

In turn, many in the North, led by the writings of abolitionist such as Fredrick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe, began to despise slavery and call for its end. While others simply became uncomfortable with its existence in the nation’s borders and disagreed with its expansion.

The gap between the two sections widened every time the U.S. gained more territory. The South hoped for slavery to expand into the new territories while many in the North wanted it, at the very least, to be contained to where it already existed. As with the other slave states, Georgia wanted slavery to expand and was distrustful of the abolitionist movement taking place in the North.

For more information about slavery in Georgia see:
- The New Georgia Encyclopedia: “Slavery in Antebellum Georgia”
- GPS Georgia Stories: “The Growth of Slavery”

### States’ Rights

One of the major conflicts in the history of the United States, from its creation to the present, is the issue of states’ rights. Basically, states’ rights are the amount of power a state government has in relation to the amount of power held by the federal government in making decisions. Early in the United States' history, the Articles of Confederation gave the individual states too much power and the nation could not even tax the states for revenue (see Teacher Note H4). All of the signers of the U.S. Constitution knew that the federal government needed to have more power than it did during the Articles of Confederation to run the country effectively. However, once the Constitution was ratified, Pandora’s box was opened and there were several instances before the Civil War that caused the country to almost break apart due to the issue of states’ rights. While the argument for states’ rights during the Civil War was often based on a state’s right to have slavery, there were other times in the nation’s history that issues tied to states rights became major concerns. For example, during the War of 1812 there was talk in New England about secession. This was due to the fact that the New England states were losing money with their inability to trade with Britain.

### Nullification

Another states’ rights issue, the nullification crisis in the early 1830s, was a dispute over tariffs. The North supported high tariffs to subsidize their fledgling manufacturing industry against the cheaper products that could be sent to the United States by Great Britain. The South was opposed to this tariff because it took away profits from cotton farmers based on Great Britain’s retaliatory tariff on cotton. When the Northern states, who dominated the House of Representatives, voted to renew the tariff, South Carolina threaten to nullify the tariff and even possibly to secede. However, Andrew Jackson’s threat to attack South Carolina if they attempted to leave the union worked well enough to keep the state in the fold.

The last states’ rights issue was in Georgia. Georgia lost the Worcester v. Georgia (see Teacher Note: H5) case but refused to release the missionaries or stop pushing for Cherokee removal. This test of states’ rights proved that a state could do as it pleased if there was not a unified attempt to by the federal government or other states to stop them.

However, it should be understood that most of the issues separating the North and South were due to slavery. Even issues like the tariff and the Indian Removal indirectly concerned slavery as it was based on the major economic differences between the two sections. In summary, the issues always involved the slave based agriculture system of the South and the manufacturing based economy of the North.
### Acts and Compromises

The issues of slavery tied with the concept of states’ right left a huge rift on the country. Controversy after controversy widened this gap, and for almost 40 years, members of the U.S. Congress tried to close this wound with compromises and acts that amounted to band-aids. Though these acts and compromises kept the country together in the short term, as Abraham Lincoln said “A house divided against itself cannot stand.” Over time, a war between the North and South appeared to be almost inevitable.

#### The Missouri Compromise

The first compromise was called the Missouri Compromise. This compromise was an agreement between the northern and southern states about allowing Missouri to enter the Union. The primary issue was that if Missouri was allowed in the Union, there would be more slave states than free. This would have altered the balance of power in the Senate to the side of the slave states. Though there were protests by both sides concerning this compromise, Missouri was allowed to enter the Union as a slave state. In return, Maine was allowed to enter as a free state. In addition, Congress forbade slavery north of the 36˚ 30’ parallel (the southern border of Missouri). This compromise tempered the debate for almost 30 years with states being admitted into the Union in free and slave parings.

#### The Compromise of 1850

This pattern changed in 1850 when California, due to the Gold Rush, had a population large enough to apply for statehood. With no slave state available to balance the entry of a free one, major conflict ensued between the North and South. The South, which had a smaller population than the North, was fearful that losing the balance of power in the Senate would one day give the North the opportunity to end slavery. Talk of secession was prevalent in the South and the Civil War almost started a decade earlier. However, Senators Henry Clay and Stephen A. Douglas wrote the compromise bill that both groups grudgingly agreed to.

Though there were several provisions in the Compromise of 1850, the two most important were that California was admitted as a free state resulting in a power imbalance in both the House and Senate. In turn, Northern congressmen agreed to pass the Fugitive Slave Act, which guaranteed the return of any runaway slave to their owners if they were caught in the North. There was much protest in the North to this act but the southern leaders believed it would protect the institution of slavery.

**Note:** Students sometimes confuse the detail of the two compromises. One way to help students remember them is to call the compromises the “M” and the “C” compromises. In the Missouri Compromise only states that start with an “M” (Missouri and Maine) entered the Union. In the Compromise of 1850, only a state that started with a “C” (California) entered the union.

#### The Georgia Platform

While debate over the Compromise of 1850 was raging in Congress, prominent Georgia politicians were deciding if the state should accept the terms of the Compromise. If passed, it would give the free states more representation in the U.S. Senate and end the balance of power that had been established for 30 years. Led by Alexander Stephens, Robert Toombs, and the promise of the passage of the Fugitive Slave Act, Georgia approved the Compromise of 1850. With Georgia leading the way, other southern states also accepted the Compromise preventing a civil war for 11 years.

For more information about the Georgia Platform see:

*The New Georgia Encyclopedia: “Georgia Platform”*

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-798&hl=y

#### The Kansas-Nebraska Act

Only four years after the Compromise of 1850 was passed, another conflict over slavery erupted. This
conflict can be considered a precursor or a “mini” civil war and it took place in Kansas. The violence began when the Kansas-Nebraska Act was passed in 1854. This act repealed the Missouri Compromise and permitted for the possibility of slavery being allowed above the 36˚ 30’ parallel. Senator Stephen Douglas believed in popular sovereignty, or the ability for the states to decide for themselves if they would be slave or free.

The territory of Kansas, which was being considered for statehood, was flooded by both pro and anti-slavery supporters who came to the state to vote for or against the institution in Kansas. Soon after their arrival, the violence between the two sides escalated. For instance, John Brown and his sons killed five proslavery farmers in retaliation for atrocities committed by proslavery forces. With all of the bloodshed, Kansas became known as “Bleeding Kansas.”

In the end, Kansas was admitted as a free state in 1861 (though its first Constitution was proslavery). The Kansas-Nebraska act greatly divided the nation and destroyed the Missouri Compromise and Compromise of 1850. It also allowed for the rise of the Republican Party, when the Whig party split into a northern and southern faction.

**The Dred Scott Case**

*The Dred Scott Case* (1857) ended in a Supreme Court ruling that greatly favored the southern view of slavery and lead to a greater ideological divide between the North and South. Dred Scott was a slave who was taken by his master to the free states of Illinois and Wisconsin. Upon his return to Missouri, Scott sued the state based on the belief that his time in the free states made him a free man. When the case made it to the Supreme Court, the court ruled on the side of Missouri. The Court went on to declare that slaves and freed blacks were not citizens of the United States and did not have the right to sue in the first place.

**The Election of 1860**

The final event that led to the Civil War was the *election of 1860*. Due to the dramatic sectionalism that was tearing the country apart, four presidential candidates ran for office in 1860. These men were Abraham Lincoln, John Breckenridge, John Bell, and Stephen Douglas. Due to the issue of slavery, Northern and Southern Democrats split into two parties with the nominee for the North being Stephen Douglas and the nominee for the South was John Breckenridge. John Bell was the candidate for the Constitutional Union Party whose primary concern was to avoid secession. Lincoln was the nominee of the Republican party, a party that began in 1854 and whose primary goal was to prevent the expansion of slavery.

Though Lincoln’s name was not on the ballot in most southern states, he won the election of 1860 with 180 electoral votes. After the election, the southern states, believing that Lincoln’s ultimate goal was to end slavery, voted one by one to secede from the Union. Georgia, after a three day debate voted to leave the Union on January 19, 1861.

Note: Georgian John C. Fremont was the Republican’s first presidential candidate in 1854.

For more information about Georgia during the sectional crisis of the Antebellum period and information about slavery, states’ rights, nullification, Missouri Compromise, Compromise of 1850, the Kansas-Nebraska Act, The Dred Scott Case and the election of 1860 see: *The New Georgia Encyclopedia: “Georgia and the Sectional Crisis”*

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3739&hl=y

**The Debate Over Secession in Georgia**

In 1861, there was a spirited debate in the Georgia General Assembly about if the state should join its southern brethren in breaking away from the Union. Though there were strong supporters for both sides of the issue, Georgia eventually seceded from the Union after several other southern states. It was part of the Confederacy from 1861-1865.
During the debate there were those who did not want to leave the Union, including representatives from the northern counties, small farmers and non-slave holders, and most importantly Alexander Stephens, who gave an eloquent speech against secession. On the other side, were large farmers and slave holders, Georgia Governor Joseph E. Brown, and powerful and influential men such as Robert Toombs, who had a social and economic stake in the continuation of the institution of slavery. In one of the first votes for secession the Assembly was split 166 to 130 in favor of secession. However, in the end, the General Assembly voted 208 to 89 in favor of seceding from the union.

For more information about the secession debate in Georgia see:
*The New Georgia Encyclopedia: “Secession”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1085,
*The New Georgia Encyclopedia: “Georgia Secession Convention of 1861”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3250&suq=y

**Alexander Stephens**

Alexander Stephens (1812-1873) served as Governor of Georgia, U.S. Congressman, U.S. Senator, and the Vice-President of the Confederacy. Stephens, though physically small and frail, was a major force in Georgia and U.S. politics. Born in Crawfordville, he graduated from the University of Georgia in 1832. In 1836, soon after passing the Georgia Bar, Stephens was elected to the Georgia Assembly where he served as a member of the Whig party. In 1843, Stephens was elected to the U.S. Congress. While in Congress, Stephens played a major role in assisting with the passage of the Compromise of 1850 and the Kansas-Nebraska Act. Though an advocate for slavery, Stephens was a Unionist who resisted secession until the very end.

After the election of 1860 and the secession debate in Georgia, Stephens remained the strongest advocate for staying with the United States. However, once the General Assembly voted for secession, Stephens signed the “Ordinance of Secession” and was immediately chosen as one of Georgia’s representatives to Confederate Congress. At the congress, he was elected vice president of the Confederate States of America. His election was due to his political experience and as a sign of Confederate unity based on his Unionist past. Stephens had a frustrating experience as the vice-president; though a brilliant statesman, his weak stature never allowed him any military experience. Once the CSA’s focus turned to fighting, Stephens had little to do.

After the war, Stephens was jailed for five months. Upon his release, the people of Georgia elected him as their U.S. Senator. However, the Senate Republicans refused to sit the former C.S.A. vice president so soon after the war was over. Stephens spent the next few years writing. He was elected to the U.S. House again in 1877, where he served until 1882. He was elected Governor of Georgia in 1882, but died shortly after. Stephens County is named in his honor.

For more information about Alexander Stephens and his role in the Secession debate see:
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2492

<table>
<thead>
<tr>
<th>b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia’s coast, Sherman’s Atlanta Campaign, Sherman's March to the Sea, and Andersonville.</th>
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<tbody>
<tr>
<td>In this standard, students are required to learn about some of the national events of the Civil War before learning about the direct effect that the war had on Georgia. Two important battles that happened outside of the state are included in this standard: Antietam and Gettysburg. In addition, students are asked to analyze the importance of the Emancipation Proclamation. All of these events played an important role in the outcome of the Civil War.</td>
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<tr>
<td><strong>The Battle of Antietam</strong></td>
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<td>The Battle of Antietam (September 17, 1862) was the bloodiest one day battle of the Civil War, claiming over 23,000 American lives. After a string of Confederate victories, General Robert E. Lee wanted to bring the war to the North. Lee also hoped to bring Maryland (a slave state) into the CSA and for British and French recognition with a major victory on northern soil. However, this victory did not happen. While the North and South fought to what can be considered a “draw” with no clear winner, Lee chose...</td>
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to withdraw from Maryland and return to Virginia. Abraham Lincoln saw this as the victory he needed to release the Emancipation Proclamation, thus keeping the British and French, who had abolished slavery, out of the war.

Note: One of the possible reasons for the Union victory at Antietam was “Special Order: Number 191,” a CSA dispatch that contained strategic plans concerning the movements of Lee’s army. According to legend, three Union soldiers discovered a copy of this order in an envelope containing three cigars. The soldiers read the orders and sent them to their commanders where they finally reached Major General George McClellan. Discovering this order allowed the U.S. Army to find Lee in Maryland. Since the Battle of Antietam is considered by some historians as the “turning point of the war” many authors of alternative history books have used this episode as the catalyst for a “what if” scenario where the South wins the Civil War. Using the strategy of alternative or counterfactual history in the classroom allows students to think more deeply about historic events and often makes them more interested in the topic being discussed.

The Emancipation Proclamation

After the Battle of Antietam, Abraham Lincoln issued the Emancipation Proclamation on September 22, 1862. Though often understood as the document that “freed the slaves,” the Proclamation actually said that all slaves in the rebellious states would be freed on January 1, 1863. At that point, all slaves in states that fought with the Union were not freed. Hypothetically, according to this document, if the South had surrendered before January 1, they would have been allowed to keep their slaves. However, Lincoln knew the CSA would not give up, and this document would end slavery once the war was over. It would also be the moral issue that kept other European powers out of the conflict.

For more information about the Emancipation Proclamation see:
National Archives and Records Administration “The Emancipation Proclamation”
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/

The Battle of Gettysburg

The battle that many historians believe was the true “turning point” of the Civil War was the Battle of Gettysburg. The battle was fought near the town of Gettysburg, Pennsylvania from July 1-3, 1863. Over 50,000 soldiers were killed on that day. Similarly to the Battle of Antietam, the South had won a series of victories and Lee wanted to again bring the war to the North. This time Lee hoped that a victorious campaign in the North would cause the North to give up and realize that they could not keep the South in the Union. During the battle, Lee’s outnumbered army failed to gain the high ground and the advantage. After three days of heavy losses, the Southern army retreated back to Virginia. Due to the loss of a large portion of Lee’s men, the South never invaded the North again. Combined with U.S. victories in the Western theater that were occurring at the same time, the South was demoralized. After this battle, the North began to put constant pressure on the South and was eventually able to invade and capture the rebellious states.

Note: After the battle, President Lincoln gave one of his most famous speeches: The Gettysburg Address. This short, 10 sentence speech offered a rationale for the war and a purpose for why so many men fought and died. This speech is considered one of the most important speeches in American history.

For more information about the Battle of Gettysburg see:
The Gettysburg Foundation: “Gettysburg”
http://www.gettysburgfoundation.org/

For more information about the Gettysburg Address see:
The Library of Congress: “Gettysburg Address”
http://myloc.gov/exhibitions/gettysburgaddress/Pages/default.aspx

The Battle of Chickamauga

For the first three years of the Civil War, Georgia was virtually left untouched. There were a few
skirmishes, though the Battle of Fort Pulaski in 1862 led to the North’s control of the Georgia coast and expansion of the Union Blockade of Southern ports. However, the major impact of war arrived on Georgia’s doorstep in 1863, during the Battle of Chickamauga. The town of Chickamauga is located in Walker County just 10 miles south of the Tennessee/Georgia line. The battle lasted three days from September 18-20 and was the second bloodiest battle of the Civil War with over 34,000 casualties. The battle was the largest ever fought in the state of Georgia.

The Generals that led this battle were William S. Rosecrans of the U.S. and Braxton Bragg of the CSA. This battle was part of a larger Northern objective to capture the city of Chattanooga, itself an important rail center, and to use its capture as a stepping stone to capture a more important rail road hub: Atlanta. While Rosecrans captured Chattanooga earlier that September, he wanted to circle around Bragg’s army and cut the Southern supply lines in Western Tennessee and Northwest Georgia.

However, the CSA discovered Rosecrans army in the area and attacked. This battle is significant for two reasons. First it was the largest Union defeat in the Western theater of the Civil War. Second, due to the South’s victory, General Bragg focused on recapturing Chattanooga. The attack on Chattanooga was a southern defeat that brought General Ulysses S. Grant more attention and led to his promotion to the Commanding General of the U.S. Army. Once Chattanooga was defended and securely in Union hands, it was used as a launching point for Sherman’s Atlanta Campaign.

Note: In many historical accounts of the battle it is often said that the name “Chickamauga” is a Cherokee word meaning “river of death.” Students tend to find this factoid interesting and useful in remembering the battle. However, many historians are critical of this story and claim that this may not be the case. In fact, one historian has argued that the name has lost all meaning in Cherokee, while another has argued that “Chickamauga” may mean “stagnant water” in Cherokee or even “good country” in Chickasaw.

For more information about the Battle of Chickamauga see:
The New Georgia Encyclopedia: “Battle of Chickamauga”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-642&hl=y

For more information about the Civil War in Georgia see:
The New Georgia Encyclopedia: “Civil War in Georgia: Overview”
The New Georgia Encyclopedia: “Ten Major Civil War Sites in Georgia”
http://www.georgiaencyclopedia.org/nge/Destination.jsp?id=p-59&hl=y

The Union Blockade of Georgia’s Coast

One of the United States’ most important strategies during the Civil War is often called the Union Blockade. Basically, the North’s objective was to use its superior navy to prevent the South from shipping its cotton to England and France in return for weapons and other supplies. The mastermind behind this strategy was General Winfield Scott and was often called the “Anaconda Plan” due to its intention of “squeezing” the CSA to death, though the press dubbed it the “Anaconda Plan” as a critique. Despite the initial criticism, this strategy proved to be a major factor in the US victory.

Note: Use the primary source “Scott’s Great Snake,” as a visual to describe the Union blockade. See if students can identify that of all the Southern states, Georgia is the only one shown with a factory. This image can be found on the Library of Congress’ website “History of Mapping the Civil War”
http://memory.loc.gov/ammem/collections/civil_war_maps/cwcmcm.html

At first, the Union blockade was not successful and almost 9 out of 10 “blockade runners,” private citizens who took the risk of evading the Union blockade for the chance at huge profits, were able to make it to Europe and back. However, things changed dramatically in Georgia when the North destroyed the brick Fort Pulaski with rifled cannon. Once this fort was obliterated the North was able to effectively “bottle up” the important port of Savannah. Though Georgians continued to attempt to sneak past the Union blockade, and build several gun boats, including three “ironclads,” Georgia was unable to deal with the power of the Union navy.
Note: The US also made several attacks on Georgia, including occupying St. Simons Island and attacking the port town of Darien. Savannah was finally captured by General William T. Sherman, in 1864, with assistance from the U.S. Navy which was operating in the port.

For more information about the Union blockade of Georgia's coast see:
The New Georgia Encyclopedia: “Union Blockade and Costal Occupation in the Civil War”
http://www.georgiaencyclopedia.org/enge/Article.jsp?id=h-3763&hl=y.
GPS Georgia Stories: “The Economics of War”
http://www.gpb.org/georgiastories/stories/economics_of_war

William T. Sherman

To many Georgians, General William T. Sherman’s actions during the Civil War makes him the most hated figure in the state’s history. However, as time has gone by, many historians are re-examining Sherman’s military campaigns and are developing varying viewpoints about the purposes and rationales behind his treatment of the South. No matter if Sherman was a truly a tyrant who reveled in his “mistreatment” of Georgia, or simply a military commander doing his job to swiftly end the war, Sherman’s military campaigns through Georgia left an enormous impact on the history of the state.

Sherman’s Atlanta Campaign

Though often called “Sherman’s March through Georgia” or simply “Sherman’s March,” Sherman actually led two separate military campaigns in the state. The first was called the Atlanta Campaign. Beginning in the spring of 1864, Sherman set out to capture Atlanta. Due to Atlanta’s role as the major railroad hub of the South, along with its industrial capabilities, the capture of the city would bring a mortal blow to the Confederacy. The campaign took almost 4 ½ months and several major engagements took place between the two armies including the Battles of Dalton, Resaca, and Kennesaw Mountain.

The southern army was led by General Joseph Johnston who believed that with his army being outnumbered almost two to one, he should use defensive tactics to slow down Sherman’s campaign. He primarily hoped to have his army dig in to defensive positions and lure Sherman into costly head on attacks. However, with the exception of the Battle of Kennesaw Mountain, where the North lost over 2000 men, Sherman chose to simply go around (“out-flank”) the CSA’s positions and continue to move toward Atlanta forcing the CSA to withdraw from their defensive strongholds.

As Sherman pushed his army closer and closer to the city, CSA President, Jefferson Davis, removed Johnston from command and replaced him with John B. Hood, a general that would attack Sherman’s larger army head-on to protect the city. Though Hood did as ordered, his attacks were unsuccessful and did not deter Sherman and his movements toward the city. It should be pointed out that there was not one major battle to take Atlanta but rather several small battles that eventually allowed Sherman the opportunity to move close enough to the city to bombard it with cannon fire. These battles include the Battle of Peachtree Creek (July 20, 1864), the Battle of Atlanta (July 22, 1864), and The Battle of Ezra Church (July 24, 1864).

On September 2, 1864, General Hood was forced to withdraw from Atlanta leaving the city open for Union occupation. Sherman held the city for more than two months planning for what was to be called The March to the Sea. On Nov 15, 1864, Sherman’s army left Atlanta. Whether or not he was solely to blame for the fire that spread through the city as he was withdrawing, or if some of the fires were started by Confederate soldiers or civilians, is a topic that has been debated from almost as soon as it happened. Regardless, as Sherman started his new campaign, the city of Atlanta was left smoldering and in ruins.

Note: The capture of Atlanta in September of 1864 was critical not only due to Atlanta’s industrial role for the South, but also because it gave the war weary North a victory to celebrate and the will power to continue fighting. With Sherman’s victory, Lincoln was assured a triumph in the 1864 presidential election.
Sherman's March to the Sea

After leaving the city of Atlanta utterly destroyed, Sherman set his sights on the rest of Georgia. Hoping to end the war as quickly as possible, while punishing the South for starting the war, Sherman began his infamous March to the Sea. The march began on November 15, 1864, and ended on December 21, 1864, with Sherman’s capture of Savannah. Due to the losses the CSA sustained during the battles of the Atlanta campaign, and Hood’s attempt to lure Sherman out of Georgia by marching toward Tennessee, Union troops had an unobstructed path to the Atlantic Ocean.

During the march, Sherman’s army created a path of destruction that was 300 miles long and 60 miles wide. Though it is disputed about how Union soldiers were ordered to behave during the march, many lived off civilian food supplies and took anything of value. Sherman burned buildings and factories, and in some cases destroyed towns. The city of Griswoldville, which produced a replica of the Colt Navy Revolver, serves as one such example. In the end, Savannah, not wanting to receive the same bombardment that happened to Atlanta, surrendered to Sherman without a fight on December 22, 1864. Sherman wrote to Abraham Lincoln that Savannah was his Christmas present.

Note: There were only two battles during Sherman’s March to the Sea and the battle of Griswoldville was the most tragic. Sherman’s battle-hardened army was attacked by a force of Georgia militia made up of men too old and boys too young to fight in the regular army. In this battle over 650 of the Georgians were killed in comparison to 62 Union soldiers. This battle is vividly reenacted in the Georgia Stories video listed below.

For more information about Sherman’s March to the Sea see:
The New Georgia Encyclopedia: “Sherman’s March to the Sea”
GPS Georgia Stories: “The March to the Sea”
http://www.gpb.org/georgiastories/stories/march_to_the_sea

Andersonville

Andersonville Prison is the most notorious prisoner of war camp from the Civil War era. Located in Macon County, the prison’s official name was “Fort Sumter” but became known as Andersonville after a nearby railroad station. Built to hold only 10,000 Union prisoners of war in 1864, the camp’s population tripled to over 30,000 at the peak of its occupancy.

Once the prison began to reach its occupancy limits, the main water source, a small creek that followed through the camp, began to back up with human waste and other sewage. Once this occurred, disease started running rampant throughout the prison. In addition, due to the success of the Union blockade, the south was running low on food and other supplies for the prisoners. Finally, the Union prisoners themselves began to turn on each other and a group of soldiers know as “the raiders” terrorized the fellow prisoners by robbing and beating them. Six of these raiders were later hanged for their crimes. With these horrible conditions more men died (over 13,000) at Andersonville than any other Civil War prison. Due to the awful conditions, Captain Henry Wirz, the commander of the camp, was executed by the North for war crimes. He was the only CSA official to meet this fate.

Note: While some support Wirz’s execution due to the harsh treatment of the Andersonville prisoners and the high death rate, others believed that Wirz did what he could to run the prison with the South’s lack of resources and the decision by his superiors to continue sending prisoners to the already
overcrowded camp. The Wirz trial offers teachers a great opportunity to use discussion and debate in the classroom. For example, one strategy that could be used for discussing Wirz’s guilt or innocence is to use a “line of contention.”

For more information about Andersonville see:
The New Georgia Encyclopedia: “Andersonville Prison”
GPS Georgia Stories: “Andersonville Prison”
http://www.gpb.org/georgiastories/stories/andersonville_prison,
http://www.loc.gov/rr/frd/Military_Law/Wirz_trial.html

Additionally, the Georgia Council on Economic Education has created two economic lesson plans for this time period titled “The War will be Over in a Few Days: The Impact of the Distribution of Resources on the Outcome of the Civil War” and “I Intend to Make Georgia Howl: The Economic Impact of Sherman’s March to the Sea.” To receive these lessons, along with 15 others, 8th grade teachers can attend the Georgia Council’s Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen’s Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

The Impact of Reconstruction on Georgia

Reconstruction in Georgia was a time of major change in the state following the devastation of the Civil War. Though this era lasted for a relatively short period of time (1865-1872), its impact on the state is still evident today. After the Civil War, much of Georgia was decimated after Sherman’s March and four years of fighting. Over 40,000 Georgians had been killed or wounded and many had lost their land entirely. Due to the damage inflicted the United States attempted to reconstruct the South and used three different plans to do so.

For a while, both African-Americans and Republicans gained power in the state. African-Americans were freed from slavery and briefly gained more freedoms and educational opportunities due to organizations like the Freedmen’s Bureau, though they faced new challenges in both the cities and rural areas. However, soon after Reconstruction ended, southern Democrats regained political authority and white supremacy and Jim Crow laws became the law of the land for over 90 years.

Reconstruction Plans/ 13th, 14th, and 15th Amendments

There were three Reconstruction plans enacted from 1865-1871. The first phase was called Presidential Reconstruction (1865-1866). During this plan, President Johnson, a native of Tennessee who stayed loyal to the Union, was extremely lenient with the southern states. His plan, based on that of Abraham Lincoln who had been assassinated in April of 1865, allowed the South readmission in into the Union if 10% of the population swore an oath of allegiance to the United States. They also were required to ratify the 13th amendment, which officially ended slavery in the United States.

Georgia, taking advantage of this moderate policy, held a constitutional convention in 1866. In the new constitution they repealed the Ordnance of Session and passed the 13th amendment. However, the Constitution was very similar to the one that of the Secessionist Constitution of 1861, including and amendment banning interracial marriage. Nonetheless, due to the passage of the 13th amendment, Georgia was readmitted into the Union in December of 1865. This proved to be temporary.

Trouble began brewing again between the southern states and the Republican controlled Congress when several former confederate leaders were elected back into the fold. In Georgia, former CSA Vice President Alexander Stephens, and CSA Senator, Hershel Johnson, were elected as the state’s two senators. The northern Senators, especially those called “Radical Republicans,” who favored harsher punishments for the South, were aghast at having these high ranking CSA officials in Congress and refused to seat them. Additionally, there began to be calls against President Johnson for abuse of power and proceeding for his impeachment started to take place.
Finally, the Radical Republicans were appalled at the South’s treatment of the freedmen under laws that were called **Black Codes**. Under these laws, blacks were not allowed to vote, testify against whites in court, and could not serve as jurors. With the South’s treatment of blacks, the Congress introduced the **14th amendment** which made African-Americans citizens of the United States and required that they were given the same rights as all U.S. citizens.

The next plan was called **Congressional Reconstruction** (1866-1867). Georgia, along with the other southern states, refused to ratify the 14th amendment. With this action, Georgia and the rest of the South was placed under the authority of Congress. As a result, southern states were required to pass this amendment in order to be readmitted into the Union. With the South continuing to refuse to pass this amendment, along with the rise of the Ku Klux Klan, Congress passed the Reconstruction Act of 1867. This act lumped the South into five military districts with Georgia, Alabama, and Florida making up the third district.

Under **Military Reconstruction** General John Pope served as the third district’s 1st military governor. During this period, Georgia held another constitutional convention, this time in Atlanta. Atlanta was chosen because it was more accepting of the state’s Republican delegates along with the 37 African American delegates that had been elected to serve in the convention. During this convention, Georgia created a new constitution that included a provision for black voting, public schools, and moving the capital to Atlanta.

After this convention, Republican Rufus Bullock was elected Governor and the Republican controlled General Assembly began its session. However, the military continued to be a presence in the state due to the continued actions of the KKK and Georgia’s refusal to pass the **15th amendment** which gave African-American men the right to vote. Georgia was finally readmitted into the Union in 1870 when reinstated Republican and black legislators voted for the passage of the 15th amendment. However, by 1872 southern Democrats called the “redeemers” were voted back into office and took control of the Governorship and General Assembly.

For more information and an overview about the impact of reconstruction on Georgia, Reconstruction plans, and the 13th, 14th, and 15th amendments to the Constitution see:

*The New Georgia Encyclopedia:* “Reconstruction in Georgia”  
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2533&hl=y  
*GPS Georgia Stories:* “The Saga of Reconstruction”  
http://www.gpb.org/georgiastories/stories/saga_of_reconstruction  
*The Library of Congress:* “13th Amendment to the U.S. Constitution”  
http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html  
*The Library of Congress:* “14th Amendment to the U.S. Constitution”  
http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html  
*The Library of Congress:* “15th Amendment to the U.S. Constitution”  
http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html

**The Freedmen’s Bureau**

The Freedmen’s Bureau, officially titled “The Bureau of Refugees, Freedmen, and Abandoned Lands,” was created to help African-Americans adjust to their newly gained freedom. This program also supported poor whites in the South. The program provided food to whites and blacks who were affected by the war, helped build freedmen’s schools and hospitals, and supervised labor contracts, and other legal disputes. Overall, the Freedmen’s Bureau was moderately successful. During its early years, the organization fed, clothed, and offered shelter to those most harshly affected by the war. There were also successes in its education programs. The Freemen’s Bureau created the first public school program for either blacks or whites in the state and set the stage for Georgia’s modern public school system. In addition, some of the schools created by the Freemen’s Bureau continue to this day throughout the South, including two of Atlanta’s historical black colleges: Clarke Atlanta University and Morehouse College.
Note: The common view concerning the Freedmen’s schools were that they were almost completely created by northerners and staffed primarily by white, northern women. However, Dr. Ronald E. Butchart, from the University of Georgia, has discovered that almost 1/5 of the teachers in the Freedmen’s schools were native Georgian’s of both races.

For more information about the impact of the Freedmen’s Bureau in Georgia see:
The New Georgia Encyclopedia: “Freedmen’s Bureau”
The New Georgia Encyclopedia: “Freedmen’s Education during Reconstruction”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-634

Sharecropping and Tenant Farming

After the Civil War, people in the former confederate states suffered a serious shortage of hard currency. Due to the printing of what would become worthless Confederate money, many of the major land owners were unable to pay their labor forces, while the members of the labor force were unable to find work that paid them wages. In theory, the labor institutions of sharecropping and tenant farming should have been mutually beneficial to both sides where “cash poor” land owners provided land and other resources to the laborer in return for the laborers’ work on the farm. However, landowners soon found ways to keep their employees indebted to them in hopes of preventing them (both poor Blacks and Whites) from gaining the ability to purchase their own land. This also stifled their ability to take leadership roles in the cultural, economic, and political arenas of the South.

There were many similarities between a sharecropper and tenant farmer. Both usually consisted of poor and illiterate blacks and whites. Both agreed to exchange their labor and a portion of their crops to a land owner in return for land to work. Finally, both groups had to buy certain necessities from the landowner’s store which caused many to find themselves deeply indebted to the landowner and decreased their chances of getting out of the system. However, the major difference between the two groups was that tenant farmers usually owned their own tools, animals, and other equipment, while the sharecropper brought nothing but their labor into the agreement.

Sharecropping and tenant farming were entrenched in Georgia’s agricultural system until the mid-twentieth century. The system began to erode for many reasons including the Great Migration of African-Americans, along with rural whites to the North and cities in the South during and after World War I, the devastation of the boll weevil in the 1910s and 1920s, and the technological advances in farming during the time period. Though this system has almost completely vanished in the state, according to the New Georgia Encyclopedia, there were still 2,607 Georgians who were classified as tenant farmers in 1997.

For more information about sharecropping and tenant farming see:
The New Georgia Encyclopedia: “Sharecropping”
The New Georgia Encyclopedia: “Poor Whites”
The New Georgia Encyclopedia: “Antebellum Tenancy”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-796

Henry McNeal Turner and Black Legislators

For a brief period during Reconstruction, African American freedmen were given more political rights than they had ever had and would not have again for 100 years. Primarily, the freedmen were given the right to vote. With this freedom, 32 black legislators were elected to the Georgia General Assembly in 1867. The most prominent of these legislators was Henry McNeal Turner.

Henry McNeal Turner (1834-1915) was born in 1834 in South Carolina. His family had been free for at least two generations. At the age of 15, he went to work for a law firm in South Carolina where his employers provided him with an education due to his intelligence. In 1853, he received his pre...
license and traveled throughout the South, including Georgia where he preached and held revivals. In 1858, fearing the possibility of being enslaved, he moved to St. Louis, Missouri, where he became a minister in the African Methodist Episcopal Church.

During the Civil War, Turner organized a unit of African-American troops and served as the chaplain of the regiment. After the war, Turner traveled throughout the state of Georgia, converting former slaves to the AME Church. In 1867, Turner helped organize the Republican Party in the state and was elected both to the Constitutional Convention of 1867 and the Georgia House of Representatives.

Turner’s life was not without controversy and disappointment. He received threats from the KKK and was expelled from his seat in 1868. In 1869, he was framed for unethical practices while serving as the postmaster of Macon. He was able to retain his senate seat with the help of Congress in 1870, but soon lost it in a fraudulent election a few months later. After being forced from the General Assembly, Turner became a bishop of the AME church, established his own newspaper and was a proponent of African-American migration to Africa, though this movement proved to be unsuccessful.

Similarly to Turner, the other black legislators suffered hardships during their time in office. They were constantly harassed, and many were expelled by both the Democrats and Republicans of the General Assembly in 1868. Several were threaten by the KKK and over one quarter of the black legislators were killed, beaten, or jailed during their term. By 1906, the last black legislator was elected before African-Americans were legally disenfranchised in 1908. It was not until 1962, with the election of Leroy Johnson, that African-Americans held seats in the Georgia General Assembly again.

Note: One of the most important contributions of the black legislators of the Reconstruction period was their support of public education. Due to their efforts, the 1868 Constitution called for free general public education in the State of Georgia (though it did not begin until 1872).

For more information about Henry McNeal Turner and black legislators see:
The New Georgia Encyclopedia: “Henry McNeal Turner”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-632,
The New Georgia Encyclopedia: “Black Legislators during Reconstruction”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-635,
The New Georgia Encyclopedia: “Tunis Campbell”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2903

The Ku Klux Klan

The 1st Ku Klux Klan (KKK) began in 1867 in Tennessee and was a loosely governed organization consisting mostly of Confederate veterans. This group began as a social club for former confederate soldiers; however, they became progressively more political and violent. Soon after their creation, they began to use terroristic actions to intimidate freed blacks and white Republicans (derogatorily called Carpetbaggers for those whites who moved from the North, and Scalawags, their white allies from the South) from voting and running for office during the Reconstruction period. This group also used tactics of intimidation, physical violence, and murder against black organizations such as the Freedmen schools and churches in hopes of establishing social control over African Americans and their white allies.

The KKK was successful in their political goals as Democrats (many who were members of the organization such as John B. Gordon) gained control of Georgia politics in 1871. It was over 100 years before Republicans gained a foothold in the state again. Socially, the KKK often used severe acts of violence against the freedmen. In some cases, blacks rebuilt burned schools and churches, and sometimes even fought back when attacked. Nonetheless, the KKK was a major force in the state during the Reconstruction Period and the white supremacy and racial segregation they championed became the norm in Georgia, and the rest of the South, for several decades.

The first KKK disbanded sometime around 1871, when Democrats regained political control of the state and Congress passed the Force Act of 1870 and Civil Rights Act of 1871 (also called the Ku Klux Klan Act). These acts authorized federal authority to fight and arrest members of the Klan. The Klan...
resurfaced in its second incarnation in 1915.

For more information about the KKK in Georgia during Reconstruction see:
The New Georgia Encyclopedia: “Ku Klux Klan in the Reconstruction Era”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-694

Sample Question for H6a  (OAS Database)
What was Abraham Lincoln's official stand on slavery during the presidential campaign of 1860?
A. The African slave trade should be ended immediately.
B. Slavery should not be allowed to spread into new territories.*
C. A constitutional convention should be held to resolve the issue.
D. All slaves within the United States should be freed within ten years.

Sample Question for H6b
Why was Georgia often referred to as the "heart of the Confederacy" during the Civil War?
A. Georgia was the site of most of the military victories.
B. Georgia's soldiers fought harder than those from other Confederate states.
C. Robert E. Lee once referred to Georgia by that term and the name remained.
D. Georgia had the best railroads and more industry than other Confederate states.*

c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

If you were a member of Congress, how would you have treated the South after the Civil War?
In one paragraph, outline your plan. In a second paragraph, compare your plan to one of the three Reconstruction plans that were actually used. In a third paragraph, justify why you think your plan is better than either Presidential, Congressional, or Military Reconstruction.

Sample Question for H6c
Which organization did the federal government create in 1865 to supervise the transition of slaves to freedom?
A. Howard University  B. Freedmen's Bureau*  C. American Civil Liberties Union  D. National Association for the Advancement of Colored People

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918. The years between 1877 and 1918 were a time of both great social and economic successes and failures in Georgia’s history. This standard requires students to learn about the key political, social, and economic changes that happened in Georgia during this time period. Examining this time period will give students and better understanding of the people and events that shaped the state today.

After the Civil War and Reconstruction period, Atlanta began its “rise from the ashes” and slowly became one of the more important cities in the South, proving it by hosting events such as the International Cotton Exposition. Henry Grady began to champion the cause of the “New South,” one that was industrial and self-sufficient. Entrepreneurs, both black and white, developed new services and products. One example was Alonzo Herndon, who rose from slavery to eventually own the most profitable African-American business in the country.

Unfortunately, the “New South Era” was also a time of terrible racism and injustice. Segregation and “Jim Crow” were the law of the land. The KKK reorganized after the murder of Mary Phagan, and this time targeted not only blacks, but Jews, Catholics, and immigrants as well. Tom Watson, once a champion of the “common man,” both black and white, gained greater notoriety after he changed his position and became an ardent segregationist and anti-Semite. Additionally, Atlanta the “city too busy to hate” experienced the worst race riot in its history.

During this period of racial strife, several successful African-American men became well known throughout the country for their work with civil rights. This group of men included educators W.E.B. DuBois, Booker T. Washington, along with Georgian John Hope. In addition, women, such as Rebecca Felton and Lugenia Burns Hope, made important contributions to the state.
Finally, some of the animosity that Georgia and the rest of the South felt toward the United States stemming from the Civil War and Reconstruction dissipated as thousands of southerners, including many from Georgia, joined the military during World War I. Along with supplying soldiers, Georgia made several contributions to the cause. From training the nation’s fighting men and women in the many military “camps” found in the state, to growing “Victory Gardens,” Georgians played a role in the Allied victory.

<table>
<thead>
<tr>
<th>a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.</th>
</tr>
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<tr>
<td>The Bourbon Triumvirate was a group of three politicians (Joseph E. Brown, Alfred H. Colquitt, and John B. Gordon) who dominated Georgia politics for over 20 years. These men, who all had been key figures during the Civil War, rotated positions as governor and U.S. Senator from the 1870s to 1890s. They held a common interest in developing the railroad and mining industries in Georgia, serving the interest of those men who were part of the old antebellum planter class, and instituting low taxes which resulted in few government services. In addition, all three of the men were white supremacists who supported and took advantage of the convict lease system. The power of the Bourbon Triumvirate began to wane as the ideals of the Populist Party and the New Democrats began to dominate the Democratic Party in 1890, as well as, the deaths or retirement of the three members.</td>
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<td>Members of the Bourbon Triumvirate</td>
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<td>Joseph E. Brown (1821-1894) was born in South Carolina, but spent most of his early years in the mountains of North Georgia. He attended Yale Law School and moved back to Georgia where he became a successful lawyer. He was elected to the Georgia General Assembly in 1849 and became a state judge in 1855. In 1857, he was elected governor of Georgia and remained in this position throughout the Civil War. During the Civil War he bickered with C.S.A. President Jefferson Davis on several occasions. Though a zealous secessionist before the war, Brown briefly joined the Republican Party after. As a Republican he served as the chief justice of Georgia’s Supreme Court. He later switched his allegiance back to the Democratic Party and served in the U.S. Senate from 1880-1890.</td>
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<td>Alfred H. Colquitt (1824-1894) was born in Walton County, Georgia. He graduated from Princeton University in 1844 and returned to Georgia and became a lawyer. In 1846, he joined the Army during the Mexican-American War. In 1853, he was elected a U.S. Representative where he served only one term before returning to Georgia where he became a member of the General Assembly in 1859. A fervent secessionist, he was elected to the Georgia Secession Convention in 1861 and joined the Confederate Army after Georgia seceded. Colquitt had a distinguished military career during the Civil War and fought in some of the major battles from 1861-1863. Due to his service, he was eventually commissioned as a major general. After the war, Colquitt served as Georgia’s governor from 1876-1882 and as a U.S. Senator from 1883-1894.</td>
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<td>John B. Gordon (1832-1904) was born in Upson County, Georgia. As a child he moved to Walker County with his family due to his father’s work in Georgia’s coal industry. After leaving the University of Georgia without graduating, he ended up managing his father’s coal mine before the start of the Civil War. Though receiving no military training, Gordon rose to prominence in the Confederate Army due to his fearless fighting style and made his mark as a military strategist. Gordon fought in several important battles and rose to the rank of major general at the end of the war. After the war, Gordon returned to Georgia where he was an outspoken opponent of Reconstruction and is thought to have been the leader of the Georgia chapter of the KKK. Gordon was elected as a U.S. Senator in 1872 and served in this position until 1880. He resigned his position amidst scandal to head the Western and Atlantic Railroad. However, Gordon remained popular among white Georgians and was elected governor in 1886 and back to the U.S. Senate in 1891, serving until 1897. Gordon spent the rest of his life writing and speaking about the Civil War, and, it has been said, embellishing his role in it.</td>
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<td>Note: Historians have contended that the Bourbon Triumvirate was not a unified and cohesive unit as was projected by the contemporary press or what was written about and discussed in later years. The members had many different views about several issues and, personally, had a strong dislike for one...</td>
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another.

Note: The rise of the Farmers Alliance and the Populist Party and the adoption of some of their ideals by the Democratic party can be compared and contrasted to the recent Tea Party movement and its influence on the Republican party. An activity such as this would allow a teacher to bring current events into the Georgia Studies classroom.

For more information about the impact of Bourbon Triumvirate on Georgia see:
The New Georgia Encyclopedia: “The Bourbon Triumvirate”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3592&hl=y,
The New Georgia Encyclopedia: “Joseph E. Brown”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-637,
The New Georgia Encyclopedia: “Alfred H. Colquitt”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2808,
The New Georgia Encyclopedia: “John B. Gordon”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2805

Henry Grady

Henry Grady (1850-1889), born in Athens, GA, is best known for his continual promotion of the “New South.” As managing editor of the Atlanta Journal, Grady was able to use the newspaper as a stage to promote his views concerning the industrialization of the South, the diversification of southern agriculture, and to lobby northern investors to help aid financially in both causes. Grady is given credit for being instrumental in bringing the International Cotton Expositions to Atlanta and for the creation of the Georgia Institute of Technology (Georgia Tech). He was also active in local politics assisting in the elections of liked minded politicians such as John B. Gordon and Joseph E. Brown.

Grady also had his critics. He was often attacked by Populist Tom Watson and Georgia’s farmers for his industrial focus. Elected officials of Georgia’s other cities such Athens, Augusta, and Macon, criticized Grady for his blatant bias in favor of Atlanta. Finally, many civil rights groups both in the North and South, were leery of his flagrantly inaccurate portrayal of racial relations in Georgia in order to bring in northern investment.

Nevertheless, Grady, who was a dynamic writer and speaker, has been identified as the most important figure in the New South movement. Though he only lived to the age of 39, he had several important accomplishments in his short life time. Due to his achievements, Grady has been honored in several ways throughout the state including having a county named for him. Grady Hospital and the University of Georgia’s Grady School of Journalism are also named in his honor.

For more information about Henry Grady see:
The New Georgia Encyclopedia: “Henry W. Grady”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2451&hl=y,
GPS Georgia Stories: “Henry Grady: A Georgia Biography”
http://www.gpb.org/georgiastories/story/henry_grady

The International Cotton Exposition

In 1881, 1885, and 1895, Atlanta was the site of three International Cotton Expositions. These expositions were similar to the World’s Fairs held during the same time period. Primarily, the Cotton Expositions were established to promote Atlanta’s rebuilding from the Civil War, its industrial capabilities and accomplishments, and to lure northern investment into the city and region. The first two were heavily promoted by Henry Grady, but the most memorable was the exposition held in 1895.

During the exposition of 1895, also known as the “Cotton States and International Exposition,” civil rights activist and educator, Booker T. Washington, gave his famous Atlanta Compromise Speech. This speech urged African-Americans to focus on economic improvement as opposed to political and social rights, an idea that was supported by white New South advocates, but not accepted by African-
American leaders such as W.E.B. DuBois. Though this event was heavily promoted, according to the New Georgia Encyclopedia, “only 800,000 people attended the three month” event and it suffered with financial struggles throughout. Still, all three of these events were effective in displaying Atlanta’s “rise from the ashes” and to establish it as the leading city of the New South.

Note: Due to the magnitude for the International Cotton Exposition of 1895, teachers should take the opportunity to allow their students to compare and contrast this event and its importance to the states’ other major international event: The 1996 Olympic Games.

For more information about the International Cotton Exposition see: The New Georgia Encyclopedia: “Cotton Expositions in Atlanta”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2913&sug=y

For more information about Booker T. Washington’s “Atlanta Compromise Speech” see: The New Georgia Encyclopedia: “The Atlanta Compromise Speech”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2554,
History Matters: “Booker T. Washington Delivers the 1895 Atlanta Compromise Speech”
http://historymatters.gmu.edu/d/39/

Tom Watson and the Populists

Tom Watson (1856-1922) was one of the most popular and most controversial figures in Georgia history. Born in Columbia County, his early law and political career was based on supporting the poor tenant farmer and sharecropper of both races. When he was elected to the Georgia General Assembly in 1882, he supported the end to the convict lease system and was a proponent of public education for all Georgians. However, due to his discontent with the policies of the New South advocates in the General Assembly, Watson resigned before the end of his term.

Though a Democrat, in 1890, he adopted some of the policies of the Farmers Alliance, a precursor to the Populist Party. On a platform of lower taxes for the poor farmer, Watson was elected to the U.S. Congress. In Congress, Watson gained national notoriety for his leadership role in the passage of the Rural Free Delivery Act. However, most of the other ideas he supported never came to fruition. In 1892, though supported by farmers of both races, he lost his reelection bid to Congress. It should be noted that Watson received the support of many rural black voters due to his condemnation of lynching and his defense of a black supporter that was almost lynched by a white mob.

Because of his support for the Framers’ Alliances’ ideals, the Populist or “People’s Party” selected him as their vice-presidential candidate in 1896, and presidential candidate in 1904 and 1908. Though nationally he was not a threat to the major parties, in Georgia he remained a political force in state and local politics.

Unfortunately, around 1904, Watson began to change his progressive views toward race and, by the end of his life he was a fervent white supremacist. He not only targeted African-Americans but Catholics and Jews as well. He used his newspaper and magazine, The Jeffersonian, to espouse his political, social, and economic viewpoints to Georgians, though it was popular throughout the South, and even in northern cities such as New York. According to some, his series of articles against Leo Frank led to his lynching. Ironically, it was Watson’s anti-capitalist articles and opposition to American’s entry into World War I that led to the U.S. postal service refusing to deliver his publications.

Watson remained popular amongst rural Georgians. In 1918, Watson again ran for Congress only to lose to Carl Vinson, who would remain in Congress for over 50 years. Watson eventually won his last election bid in 1920, when he was selected to be one of Georgia’s U.S. Senators. However, he died soon after in 1922. His seat was held for one day by America’s first female senator, Rebecca Latimer Felton.

For more information about the Tom Watson and the Populists see:
Rebecca Latimer Felton

Rebecca Latimer Felton (1835-1930) was a writer, political activist, reformer, and as mentioned above, the first female senator in U.S. history. Felton was born in Dekalb County, Georgia, and graduated first in her class at Madison Female College. During the graduating ceremony where she was the valedictorian, she met her husband, state legislator, William Felton.

After the Civil War, Felton’s primary focus was the political career of her husband who served three terms in the U.S. Congress and three terms in the Georgia General Assembly. As members of the Independent Democrats, the Felton’s spent years battling with the members of the Bourbon Triumvirate especially John B. Gordon, over their often self-serving policies. Felton supported many progressive causes, including abolishing the convicted lease system, prohibition, and, most importantly, Women’s Suffrage. In 1899, she began writing a column for the Atlanta Journal, which endeared her to rural Georgians for over 20 years. Upon the death of Tom Watson, Georgia governor Thomas Hardwick appointed her as a temporary U.S. Senator in honor of her work and achievements in the state.

Note: Though a Progressive, Felton shared some of the White Supremacist views of many other Georgians during the time period. For example, according to the New Georgia Encyclopedia, she was “instrumental” in the firing of Emory Professor Andrew Sledd for an article he published condemning the South’s racial policies. In addition, in her public speeches she supported lynching to “protect” the white women of the South.

For more information about Rebecca Latimer Felton see:
The New Georgia Encyclopedia: “Rebecca Latimer Felton”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-904&hl=y,
Georgia Women of Achievement: “Rebecca Latimer Felton”
http://www.georgiawomen.org/2010/10/felton-rebecca-latimer/,
GPS Georgia Stories: “Rebecca Latimer Felton: A Georgia Biography”
http://www.gpb.org/georgiastories/stories/rebecca_latimer_felton

The 1906 Race Riot

Atlanta has traditionally been viewed as a progressive southern city, whose relatively tolerant racial policies allowed for the rise of many successful African-American social leaders, institutions of higher education, and businesses. However, one tragic event in Atlanta’s history tarnishes this reputation. The 1906 Atlanta Race Riot resulted in the death of at least 25 African-Americans.

The immediate spark for this 48-hour riot (September 22-24) was a series of local newspaper articles alleging African-American male attacks on white women. These articles proved to be untrue. However, as with most historical events, there were many other deep-seated causes of the riot. These included the large number of unemployed and frustrated whites who viewed African-American as threats to jobs and the established social order. Whites were also jealous of successful African-American business leaders such as Alonzo Herndon. His barbershop, sometimes called the “Crystal Palace,” was one the first businesses targeted by the white mob. Additionally, Georgia gubernatorial candidates Hoke Smith and Clarke Howell fueled the racial fires as they based their campaigns on the platform of white supremacy.

On the morning of the riot, there were four articles published about assaults on white women. A group of mostly unemployed white men and boys gathered in downtown seeking revenge for the false attacks. Though city officials tried to calm the mob, the group of men began attacking any black that
they saw. Travelling into the black business, district the mob killed two barbers and beat several men to
death on street cars. Due to the violence, the Georgia militia was called in to the city. In turn, African-
Americans began to arm themselves and in some cases fought off their attackers. Despite these
efforts, sporadic fighting occurred throughout the next day.

The riot caused unwanted negative national and international attention for the “jewel of the New South.”
Atlanta business leaders, both black and white, quickly came together to end the riot and restore order.
Though this bi-racial committee was historic in itself, as a group such as this had rarely met in the
South, the end result led to deeper segregation in the city and more of an economic divide between the
African American social elite and lower class. It also proved that Booker T. Washington’s views
concerning the use of hard work and economic accomplishment as a means for African-American
equality would not work in the South and there needed to be more direct approaches for gaining civil
rights.

For more information about 1906 Race Riot see:
The New Georgia Encyclopedia: “Atlanta Race Riot of 1906”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3033&hl=y,
GPS Georgia Stories: “The Race Riot of 1906”

The Leo Frank Case

Another racially charged event during the New South period was the murder of Mary Phagan and the
Leo Frank Case. This time, a Jewish man from New York and manager of the National Pencil
Company, Leo M. Frank, was accused of murdering 13-year-old Mary Phagan, an employee of the
pencil factory. Frank’s appeals made it all the way to the Supreme Court, and the subsequent court
-case and his tragic lynching made national headlines.

On April 26, 1913, Mary Phagan went to the pencil factory to collect her $1.20 pay check for a 12 hour
work week. Phagan was the child of migrant farmers, who, like many poor farmers, moved to Atlanta to
improve their financial prospects. Phagan received her pay from her supervisor, Leo Frank, and then
left. She never returned home and, later that evening, her beaten body was found in the basement of
the factory. When newspaper reports were released that suggested that she had also been sexually
assaulted, the public demanded justice.

From the start there were three suspects in the case. One was the night watchmen who found the
body, the second was Jim Conley, the factory’s janitor who was arrested after being seen washing red
stains from his shirt, and the third was Leo Frank. There was evidence both for and against Frank’s
innocence. Frank appeared extremely nervous when the police came to his house for questioning
(though this seems to have been a part of his personality), he claimed to have stayed at the office for at
least 20 minutes after Phagan left but another employee who came to the office for her pay claimed he
was not in the office during that period of time. Finally, the night watchman claimed that Frank called
him that evening asking if everything was okay. According to the watchmen, this was the only time
Frank had ever done this.

However, Jim Conley was also a strong suspect. Along with the blood stained white shirt, he also gave
police detectives four different affidavits about how he had helped Frank “get rid” of the body. Some
have argued that due to the racial prejudices of the time, the police could not believe that the African-
American Conley had the capacity to develop the story on his own and promised him immunity for
testifying against Frank.

During the trial, Conley proved to be invaluable to the prosecution. Frank’s lawyers could not break
Conley’s testimony and his stories about Frank’s illicit affairs and harassment of the young, white,
southern female employees agitated an already hostile public and jury who already believed that Frank
was guilty of the murder. Frank was convicted of killing Phagan and was sentenced to death.

Upon his conviction, many Jewish groups from both the North and South began funding Frank’s court
appeals. In turn, Tom Watson began an anti-Semitic campaign against Frank and Northern Jewish interests in his newspaper and magazine. After several appeals, Frank did not receive a pardon. However, one of the prosecuting attorneys, William Smith, who helped convict Frank and defend Conley, began to believe in Frank’s innocence and conducted his own investigation of the case. With his work he was able to convince Governor John M. Slaton to look into reducing Frank’s sentence to life in prison in hopes that enough evidence could be found that would result in a full pardon. Slaton, after conducting an investigation on his own, agreed that Frank was innocent, and going against public opinion reduced Frank’s sentence to life in prison. This action resulted in public protest and Slaton, who had been a popular governor, had to declare martial law. At the end of his term, he left Georgia in secret and did not return for almost a decade.

Due to their fear that Frank would eventually be released, elite community members of Marietta, Mary Phagan’s hometown, drove to Milledgeville where Frank was being held. They managed to walk into a state prison, remove Frank, and drive him back up to Marietta. Calling themselves the “Knights of Mary Phagan” they lynched him. Later, residents posed for photographs next to his body and these photos, in the form of postcards, were sold as souvenirs. In 1986, primarily due to the testimony of Alonzo Mann, the Georgia State Board of Pardons finally pardoned Leo Frank. Mann claimed that as a boy, he saw John Conley carrying Phagan’s body and, when discovered, Conley threatened to kill him if he said anything.

This case displays deeper issues held by white Georgians during the New South period. Many poor Georgians were resentful of big business, especially those that represented Northern interest and were ran by Northern transplants like Frank. There was also an underlying hatred of immigrants, Jews, and Catholics in the Deep South during the time period. This hatred erupted in the Frank case and was fueled by Tom Watson’s propaganda. Soon after, members of the Knights of Mary Phagan formed the second incarnation of the Ku Klux Klan.

For more information about the Leo Frank Case see:
The New Georgia Encyclopedia: “Leo Frank Case”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-9066&hl=y
GPS Georgia Stories: “The New South and Leo Frank”
http://www.gpb.org/georgiastories/stories/new_south_and_leo_frank

The County Unit System

Simply put, the County Unit System, which was instituted in 1917, gave more power to rural, less populated counties than to urban ones. Due to the fact that Georgia was a solidly Democratic state, candidates who won the primary were guaranteed to win the election. Under the system, counties were divided into three categories and given a specific number of “unit votes.” Urban counties were given 6 votes, “town” counties were given 4 votes, and rural counties were given 2 votes. However, under this system there were 8 urban counties with 48 votes, 30 town counties with 120 votes, and 121 rural counties with 242 votes. When rural counties voted as a block, they had much more power than the more populous urban centers. Though obviously going against the concept of “one man, one vote” this system lasted for almost 50 years. This system, along with the “white primary,” was also used to limit the voting power of African-Americans.

For more information about the County Unit System see:
The New Georgia Encyclopedia: “County Unit System”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-13811&hl=y

The Georgia Council for Economic Education has created an economic lesson plan for this time period titled “The Least Likely Place for a Race Riot: The Economic Consequences of Discrimination.” In order to receive these lessons, along with 16 others, teachers can attend the free Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

Jim Crow Laws
b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.

The social and political gains made by African-Americans during the 1870s and 1880s began to be chipped away by white politicians in the 1890s. Laws called Jim Crow Laws, named after a fictional black ministerial character, took away most of the citizenship rights of African-Americans. Under these laws most blacks could not vote or serve on juries, and were denied many of the other rights of US citizens. After the Supreme Court decision in the Plessy v. Ferguson case, almost every aspect of life was segregated. This included separate schools, sections of public transportation, water fountains, bathrooms, and even separate grave yards and Bibles used to swear on in courts. As civil rights activist Fred Gray said, “We were segregated from the cradle to the grave, the toilet to the train, the classroom to the courtroom.” During this period, intermarriage between the races was strictly forbidden in the southern states and lynching was used in largely rural areas as a means to enforce the social order of segregation. According to the New Georgia Encyclopedia from 1882-1930, 482 African-American were lynched in Georgia, second only to Mississippi.

Though this system also inhibited the economic progress of most African-Americans, some such as Alonzo Herndon were able to use rise above the discrimination and become successful businessmen. Herndon, for example created the Atlanta Mutual Life Insurance Company, in response to white owned insurance companies refusing to sell policies to black customers. Many African-American educators also rose to prominence during this time period such as W.E.B. Du Bois and John and Lugenia Burns Hope. All the same, the Jim Crow laws inhibited the educational, economic, and social growth and opportunities for most Southerners, both black and white.

Plessy v. Ferguson

On June 7, 1892, Homer Plessy was arrested in Louisiana for sitting in the “Whites Only” section of a railcar. In this planned protest, Plessy, who was 1/8th black and “could pass for white” identified himself as a black man. This orchestrated event was planned by the “Committee of Citizens,” a group of well educated African-Americans who wanted to test Louisiana’s segregation laws. The case went all the way to the Supreme Court, where the court ruled in favor of Louisiana, based on the ”separate but equal” doctrine. The court determined that under the Constitution (14th and 15th Amendments) blacks had political rights, but social rights were not required. According to the court, as long as facilities were equal for both races they could be separate.

Upon this ruling most southern states, including Georgia, separated all aspects of life. This included separate theaters and movie houses, rail and street cars, and separate bathrooms. Though separate, these facilities were most certainly not equal. For example, according to the New Georgia Encyclopedia the average white school in the state spent about $43 dollars per student in 1930, in comparison to $10 per student in all black schools.

Note: Students often wonder what happened to Homer Plessy after the Court Case. Plessy, a shoemaker was born in 1862 and died in 1925. After the case he remained in New Orleans where he stayed active in his community and church. He became a salesman for the People’s Life Insurance Company and was a devoted husband and father for the remainder of his life.

Note: One of the best visual representations of the discrepancies between black and white facilities is the image of a water fountain in a Southern public area. This image, along with many others from the Jim Crow area can be found on Georgiainfo: “Georgia Studies Images” http://georgiainfo.galileo.usg.edu/gastudiesimages/SS8H7.htm

Disenfranchisement

The 14th and 15th amendments to the U.S. Constitution, which guaranteed citizenship rights to all African-Americans and voting rights to African-American men, were ratified by the U.S. Congress and included the votes of the Southern states. However, during the Jim Crow era, most blacks in the South lost these voting rights. Due to the lack of enforcement by the federal government, the southern states, including Georgia, established many laws that prevent blacks, and poor whites for that matter, from voting. These laws which led to black disenfranchisement in Georgia included:
Poll Taxes (1877): Taxes on voting. Most poor blacks and many poor whites could not pay this tax and were unable to vote. In some cases the poll was waived for poor whites.

The White Primary (1900): Due to the fact that the dominate party in the Georgia was the Democratic Party, most of the major decisions took place during the primary. The White Primary did not allow African-Americans to vote in the all-important primary elections.

Literacy Tests (1908): Used to prevent African-Americans from voting. Due to the substandard education in the South for both poor blacks and whites many Georgians could not read or write and could not pass these tests in order to vote. Some whites were “passed” by polling officials to allow them to vote, though others were not. However, many educated blacks were told that they still failed the test and were unable to vote. A famous folk tale is a Harvard educated man in Mississippi who was given the literacy test in English, German, and French and passed all three. Finally he was given a test in Mandarin Chinese, when asked “what does this say” the man said in disgust “It says you do not want me to vote.”

The Grandfather Clause (1890-1910): was used to allow some poor white citizens the opportunity to vote while continuing to deny the right to blacks. These laws usually said that if a person’s father was able to vote before the Civil War then they could too, without paying a poll tax or taking a literacy test. The law in some states said that if a person’s grandfather fought in the Civil War they could vote as well.

Racial Violence

Racial violence was rampant during the New South era. As mentioned previously, the 1906 Atlanta Race Riot was one of the largest demonstrations of this violence along with the over 400 lynchings that happened in the state from 1880-1930. These lynchings were often orchestrated by members of the KKK, who, during this time period, consisted of teachers, policemen, ministers, and other community leaders. As in the case of Leo Frank, men in the upper class of Marietta society were responsible for his lynching which included a judge, and according to some, a former governor. Some of the most famous Georgians during the time period supported racial violence and lynching including Tom Watson and Rebecca Latimer Felton.

For more information about Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence in Georgia see:
The New Georgia Encyclopedia: “Segregation”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3610&hl=y,
Jim Crow History: “Jim Crow Laws: Georgia”


Booker T. Washington

Booker T. Washington (1856-1915) was born a slave in Virginia. Washington was an educator, author, orator, and political activist. After emancipation, Washington moved to West Virginia where, after working in several manual labor jobs, was able to attend colleges that became Hampton University and Virginia Union University. Upon graduation for Virginia Union, he went back to Hampton as a teacher and was offered the job to head the Tuskegee Institute in Alabama.

Washington was an able fundraiser who received financial support from many northern business leaders and politicians to build several technical schools for African-Americans. He became a leader in the African-American community due to the support of a wide network of black ministers, teachers, and other civil and business leaders. Publically Washington promoted the idea that the best approach for African-Americans to gain a foothold in white society was through hard work, education, and economic accomplishments, before gaining full civil rights. Though he was criticized by individuals and groups such as W.E.B. Dubois and the NAACP for these ideals, Washington secretly provided financial support for many civil rights cases actively perusing voting and other rights for blacks.
Washington wrote 14 books, including *Up From Slavery*, his autobiography published in 1901. Along with his contributions to education and civil rights, Washington was the first African-American to be invited to a formal dinner at the White House. In Georgia history he is most well known for his *Atlanta Compromise Speech* which he presented at the International Cotton Exposition of 1895. This speech brought his ideas of cooperation and the “going slow” approach to the forefront of the early civil rights movement. Though, this approach was tarnished by the numerous lynchings during the time period and events such as the 1906 Atlanta Race Riot, many blacks and whites continued to support Washington and his ideals until his death in 1915. Washington was only 59.

For more information about Booker T. Washington see:
The New Georgia Encyclopedia: “Atlanta Compromise Speech”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2554&hl=y

**W.E.B. DuBois**

Often viewed as Booker T. Washington’s intellectual opposition, W.E.B. DuBois (1868-1963) supported many of Washington’s beliefs early in his career. However, after the actions of the southern states to prevent African-American civil rights along with events such as the Atlanta Race Riot, DuBois was determined to fight for immediate social and political rights of African-Americans.

William Edward Burghardt DuBois was born in Massachusetts. DuBois had a relatively happy and uneventful childhood. With the support of his mother and several community members who recognized DuBois’ brilliance at an early age, DuBois was successful in school and attended Fisk University in Nashville, Tennessee. There DuBois was exposed to the harsh realities of racial segregation and Jim Crow laws for the first time. Under this experience, he began to form his thoughts about combating these laws. At Fisk, Dubois developed the concept of “the talented tenth” or an elite group of college educated African-Americans who would use their talents and position to help eradicate segregation in American society. Graduating from Fisk in 1888, DuBois went on to receive a Master’s degree from Harvard University in 1891, and a Ph.D. from Harvard in 1896.

After working at Wilberforce University and the University of Pennsylvania for a time, DuBois accepted a position at Atlanta University (later Clark Atlanta). According to University of Georgia professor, Derrick P. Alridge, DuBois’s time in Atlanta was some of the most productive of his 70 year career. Serving at Clark from 1897-1910 and returning in 1934-1944, Du Bois wrote some of his most famous books, including *The Souls of Black Folk* (1903), began two literary magazines, and helped create the National Association for the Advancement of Colored People (NAACP) in 1906.

Dubois time in Atlanta during the New South period and later in the 1930s and 40s shape his views about civil rights. Seeing the impact of Jim Crow on the south through the eyes of a professor, while living through these laws as a black man, DuBois became an important figure in the early Civil Rights Movement. His organization, the NAACP, and his ideas for immediate social and political rights for all African-Americans, led to the successes of the Modern Civil Rights Movement of the 1950s and 1960s.

For more information about W.E.B. DuBois see:
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-905

**John and Lugenia Burns Hope**

John Hope (1868-1936) was an important educator, civil rights leader, and social reformer in Atlanta. Hope, who became the first black president of both Morehouse and Atlanta University, was also actively involved in NAACP and the southern-based Commission on Interracial Cooperation.

Hope was born in Augusta to a Scottish father and black mother. Though interracial marriage was illegal in Georgia, Hope’s parents lived openly as a married couple until his father’s death in 1876. After quitting school in the 8th grade to support his family, Hope later moved north to finish his studies. Eventually he completed a B.A. degree from Brown University in Rhode Island. After teaching in Tennessee for a few years, Hope returned to Atlanta where he accepted a position at Morehouse
In Atlanta, Hope befriended other civil rights leaders including W.E.B. DuBois and Booker T. Washington. Hope was extremely active in the community and was involved with such organizations as the Urban League and the YMCA. While offered jobs at the Urban League and NAACP, Hope decided to stay in his position as president of Morehouse and later Atlanta University. In these positions, Hope remained a leading figure in the early civil rights era, and was well known among both black and white civic leaders up to his death.

Lugenia Burns Hope (1871-1947) was John Hope’s wife and a community organizer, reformer, and social activist. Born in St. Louis, her family moved to Chicago in the 1880s. In Chicago, Hope began her career in social work and activism. In 1893, she met John Hope in Chicago and the two were married in 1897. They moved to Atlanta the following year.

While in Atlanta, Lugenia Burns Hope established the Neighborhood Union, which fought for better conditions in African-American schools and developed health education campaigns. In addition to her leadership role in the Neighborhood Union, she worked with the YWCA. In 1927, she was appointed to the Colored Advisory Commission to work with flood victims in the South, and in 1932 became the first vice-president of the Atlanta chapter of the NAACP. After her husband’s death, she moved to New York and worked with Mary McLeod Bethune in a New Deal program called the National Youth Administration. After her death in 1947, her ashes were released from a tower on the campus of Morehouse College.

For more information about John and Lugenia Burns Hope see:
The New Georgia Encyclopedia: “John Hope”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-855&hl=y,
The New Georgia Encyclopedia: “Lugenia Burns Hope”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3513,
Georgia Women of Achievement: “Lugenia Burns Hope”
http://www.georgiawomen.org/2010/10/hope-lugenia-burns/

Alonzo Herndon

Alonzo Herndon’s (1858-1927) life is a true “rags to riches story.” Herndon was born to a slave mother and white father in Social Circle, Georgia. After the Civil War and emancipation, Herndon’s father sent him and his family off the farm, where they found work as sharecroppers to survive. An entrepreneur from an early age, Herndon helped support his family by selling peanuts and molasses, saving as much of his earnings as possible.

In 1878, he left Social Circle with $11 dollars. He ended up in the city of Senioa, where he learned the barbering trade. Later, he moved to Jonesboro where he set up his own barber shop. Eventually, he made his way to Atlanta where he was hired as a barber, and soon became partner in the business. He eventually opened three barber shops, including one on 66 Peachtree street that was marketed as “the best barber shop in the South.” Herndon added to the ambiance of the shop by hanging crystal chandeliers with gold fixtures. Eventually, Herndon’s barber shop was the first choice of Atlanta’s white business and political leaders.

With the success of his barber shop, Herndon began to invest in real estate. According to the New Georgia Encyclopedia at the time of his death Herndon owned “100 homes and a large commercial block of real estate on Auburn Avenue.” However, Herndon proved to be more successful with his founding of the Atlanta Mutual Life Insurance Company, which offered insurance coverage to African-Americans. Herndon hired college educated African-Americans to work at his company and developed a reputation of running his business in a fair and equitable manner. In the 1920s the company changed its name to the Atlanta Mutual Life Insurance. Today, Atlanta Life Financial Group is worth over 100 million dollars and is constantly ranked as one of the top black owned financial companies.

Not only a business leader, Herndon was also active in social and political organizations. Nationally, he
was one of the 29 business men to help organize the Niagara Movement. Locally, he supported the YMCA, Atlanta University, and Diana Pace orphanages. His son, Norris, became CEO for Atlanta Mutual upon Herndon’s death.

For more information about Alonzo Herndon see:
The New Georgia Encyclopedia: “Alonzo Herndon”
The New Georgia Encyclopedia: “Atlanta Life Insurance Company”
GPS Georgia Stories: “The Alonzo Herndon Family”
http://www.gpb.org/georgiastories/stories/alonzo_herndon_family

The Reasons for World War I

There were several reasons for World War I. Nationalism, colonization, militarism, and the alliance system were all contributing factors that led to the war. All of these factors came to a head with the assassination of Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary at the hands of Yugoslavian nationalist. Believing that the Kingdom of Serbia was involved in the assassination, Austria-Hungary invaded the country. Due to the alliance system, Russia came to Serbia’s aid. This led to Germany and the Ottoman Empire coming into the war on the side of Austria-Hungary with France and England siding with Russia. The war lasted for four years (1914-1918) and resulted in the death of millions throughout Europe.

The United States did not become involved in the war until 1917. Though angered by the sinking of the passenger ship Lusitania by a German submarine in 1915, resulting in 128 American deaths, the last straw was the Zimmermann Telegram. This German message was sent to Mexico offering the country a chance to ally with Germany and attack the United States. In return, Germany promised the return of the territories that Mexico lost to the United States during the Mexican-American War. Upon discovering this telegram, the United States declared war on Germany on April 6, 1917.

Georgia’s Contributions During World War I

Georgia made several contributions to the U.S. war effort during World War I. One of these contributions included providing more military training camps than any other states. These camps included Fort McPherson, Camp Gordon, Camp Benning, and Camp Stewart. In addition, over 100,000 Georgians took part in the war effort, and over 3000 soldiers died in the fight in Europe. In turn, many of Georgia’s non-combatants bought war bonds and grew “victory gardens” to help supply the troops.

For more information about Georgia’s contributions to World War I as well as some of the negative impacts the war brought on the state see:
The New Georgia Encyclopedia: “World War I in Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3223&hl=y

Sample Question for H7a (OAS Database)
Which of the following would have been favored by such “New South” advocates as Henry Grady?
A. enforcing increased agricultural development
B. eliminating tariffs on imported goods
C. electing more black people to public office
D. increasing industrialization by using local resources*

Sample Question for H7b
Why were “Jim Crow” laws passed in Georgia?
A. to encourage industrial growth
B. to enforce the policy of segregation*
C. to protect the civil rights of minorities
D. to provide financial relief to farmers

d. Explain reasons for World War I and describe Georgia’s contributions.

You have been hired by the U.S. army to recruit Georgia soldiers for World War I. In a persuasive, paragraph explain to Georgians why they should fight in the war, and if they cannot fight what they can do to support it. Use and discuss specific examples that you learned in this unit to support your arguments.

Sample Question for H7c
Who was the son of a white master and a slave that went on to found the Atlanta Life Insurance Company, one of the most successful black-owned insurance businesses in the nation?
A. Alonzo Herndon*  B. W. E. B. DuBois  C. Maynard Jackson  D. Martin Luther King, Jr.
After World War I, Americans celebrated the victory throughout the nation. In this era, known as the “Roaring 20s” many Americans listened to jazz, danced the Charleston, and invested and hit it big in the stock market. However, these good times were not happening for most Georgians. Primarily a rural state, Georgia, was suffering though one of the worst droughts in its history. Additionally, a tiny insect called the boll weevil was devastating Georgia’s most important crop: cotton.

While Georgia was suffering through a “mini-depression” during the 1920s, after the stock market crash of 1929, American’s Great Depression hit the nation hard throughout the next decade. Georgia, already suffering from the effects of the drought and boll weevil, experienced more hard times during the Great Depression. In 1933, part-time Georgia resident Franklin Roosevelt became president. President Roosevelt and his “brain trust” developed several “New Deal” programs that directly affected Georgia. However, Georgia’s governor Eugene Talmadge was against the interference of the federal government in state policies and fought against the New Deal programs. Interestingly, both Roosevelt and Talmadge, though on opposite ends of the political spectrum, were popular amongst Georgians and the voters of the state helped elect them in their respective positions for four terms.

In examining this standard, students should learn about the impact of the boll weevil and drought on Georgia after World War I. They should also be able to explain the causes of the Great Depression, discuss the political career of Eugene Talmadge, and discuss four of the New Deal programs that had the largest impact on the state during the Depression.

a. Describe the impact of the boll weevil and drought on Georgia.

**The Boll Weevil**

The boll weevil is an insect whose larva feeds on the cotton plant. While the pest is thought to have originated in Central America, by the 1890s it had made its way into Mexico and then on to Texas. By 1915 it had migrated to Georgia and drastically reduced the states’ cotton crop. According to the New Georgia Encyclopedia, due to the destruction caused by the boll weevil, Georgia cotton farmers went from producing “5.2 million acres of cotton in 1914 to 2.6 million acres in 1923.”

The boll weevil had a huge impact on Georgia’s economy and rural population. Due to the loss of cotton acreage, along with the recruitment of northern companies, millions of African-Americans moved to northern cities. In addition, many sharecroppers and tenant farmers, both black and white left the farms and moved to Georgia cities such as Atlanta and Macon.

Additionally, the destruction of the cotton crop forced Georgians to diversify their economy. Cotton ceased to be Georgia’s primary agricultural product. In fact, by 1983, Georgia only produced 115,000 acres of cotton. Also, with the population movement into the cities, Georgia’s manufacturing continued to develop, though slowed greatly by the Great Depression.

**Note:** By 1987, Georgia farmers had successfully eradicated the boll weevil. In 2000, Georgia farmers harvested over 1 million acres of cotton.

For more information about the impact of the boll weevil on Georgia see:

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2088&hl=y

*The New Georgia Encyclopedia: “Great Depression”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3540&hl=y

*The New Georgia Encyclopedia: “Agriculture in Georgia: Overview”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2056

**Drought**

In addition to the damage caused by the boll weevil, Georgia farmers suffered through another natural disaster in the 1920’s and 1930’s: drought. The worst droughts in Georgia history were from 1924-1927 and 1930-1935. These droughts severely impacted Georgia farmers’ ability to produce...
b. Explain economic factors that resulted in the Great Depression.

**Economic Factors that Resulted in the Great Depression**

As with the recent economic recession, the Great Depression was not caused by one factor, but many. Though, Georgia, a predominantly rural state, was already suffering from a depression due to the boll weevil and drought, the economic boom experienced by the rest of the United States ended with the **Stock Market Crash of 1929**. In this downturn, stockholders lost over 40 billion dollars, and businesses were never able to recover from these losses throughout the 1930s. However, a series of other factors led to the continuation of a world-wide depression for almost a decade. Some of the other economic factors that led to the Great Depression were:

**Bank Failures:** During the 1920s and 1930s there was no insurance protecting deposits. If enough of the banks customers tried to withdraw their money, the bank would eventually run out. This was called a bank failure. After the stock market crash this actually happened and many banks failed in the early 1930s. In turn many people lost their life savings. Those banks that managed to stay in business were hesitant about making loans, thus slowing down the purchasing power of big business and the individual buyer.

**Reduction in Purchasing:** In what became a vicious cycle, after the stock market crash, and due to other economic fears, the average consumer stopped purchasing goods. When people stopped buying products, companies in turn lowered their production rates. With lower production rates, many consumers lost their jobs and had no money to spend. With an unemployment rate of 25%, this further lessened the purchasing power of the average consumer.

**Overproduction of Agriculture Products:** Before the major droughts that hit the Midwest causing the **Dust Bowl**, many farmers over-produced. In the 1920s Midwestern farmers produced record numbers of agricultural products. However, this over-production led to a tremendous drop in the price of agricultural products and dramatically limited the profit margins of farmers. During a period of time where millions were starving, farmers destroyed much needed food or stopped growing crops all together in order attempt to raise the price of agricultural products. A major drought hit the Midwest in the 1930s driving thousands of farmers from their homes and added to the millions of Americans already out of work.

Note: Have students compare and contrast the causes and details of the Great Depression to that of today's recession. Students can analyze important economic indicators such as GDP, stock market movements, price indexes, and unemployment rates to determine how the current recession compares to the Great Depression.

For more information about the economic factors that resulted in the Great Depression see:

*The New Georgia Encyclopedia:* “Great Depression”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3540&hl=y

*GPS Georgia Stories:* “The Great Depression”
http://www.gpb.org/georgiastories/stories/great_depression
c. Discuss the impact of the political career of Eugene Talmadge.

Eugene Talmadge

In his gubernatorial election campaigns of the 1930's *Eugene Talmadge*, wearing red suspenders and rounded glasses, promised Georgia's rural voters that they had three friends in the world "the Sears Roebuck Company, God almighty, and Eugene Herman Talmadge of Sugar Hill, Georgia." Though extremely popular in Georgia, historians debate whether his policies as governor did more harm than good for a state ravaged by the Depression.

Eugene Talmadge (1884-1946) was born in Forsyth County, Georgia on his parents’ farm. He attended the University of Georgia and earned a law degree in 1907. In 1920 and 1922 he unsuccessfully campaigned for the Georgia General Assembly. However, in 1926, he won his first election as Commissioner of Agriculture, a position he held until 1930. In his role as Agriculture Commissioner he was able to cement his standing with rural Georgia voters by presenting himself as an advocate for the farmer and common man in the Department of Agriculture’s widely read newspaper called the *Market Bulletin*. Though involved in a political scandal concerning the misappropriation of funds in the early 1930s, he ran for the office of governor in 1932. Due to his rural support and the power of the county unit system, he was elected in 1932 and again in 1934.

In his campaign, Talmadge promised Georgia voters he would balance the state's budget, lower the utility rate, reduce the price of auto tags, and reorganize the state highway board. Talmadge lived up to his promises, though his means were questionable. According to the *New Georgia Encyclopedia* "When the legislature refused to lower the price of automobile tags he did so by executive order. When the Public Service Commission, a body elected by the voters, refused to lower utility rates, he appointed a new board to get it done. When the highway board resisted his efforts to control it, he declared martial law and appointed more cooperative members to the board."

Talmadge also made decisions that hurt the state. He fought against Roosevelt’s New Deal policies, especially those that aided African-Americans, and opposed Roosevelt’s re-nomination in 1936. Due to a Georgia Constitutional Amendment barring Talmadge from being reelected in 1936, he made two unsuccessful campaigns for the U.S. Senate. However, in 1940, he was reelected and made a decision that greatly damaged to the state’s university system. His success in forcing the University System Board of Regents to remove two faculty members of the University of Georgia for “undermining the state’s racial status quo” (supporting integration) led to the Southern Association of College and Schools to remove the state’s accreditation of all white colleges. This led to Talmadge’s defeat in the next gubernatorial election.

Talmadge was down but not out. In the 1946 election, rural Georgians helped to reelect Talmadge, who was running on a segregationist platform, for a fourth term. However, Talmadge died before taking office. After Talmadge’s death, the Georgia General Assembly selected his son Herman as governor, though he had not run for governor in the election (This interesting event in Georgia’s history known, as the “Three Governors Controversy,” is discussed in more detail in Teacher Note 8SS10).

For more information about Eugene Talmadge see:
The *New Georgia Encyclopedia*: “Eugene Talmadge”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1393&hl=y

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d. Discuss the effect of the New Deal.

The New Deal

Though Georgia voters supported Governor Eugene Talmadge, a critic of the New Deal, in several elections Georgians also overwhelmingly supported President Franklin Roosevelt and his New Deal programs throughout the Great Depression. The New Deal Programs provided aid and support to many poor Georgians. Though these programs did not end the Great Depression, they helped many poor Georgians cope during the difficult economic times.
Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

<table>
<thead>
<tr>
<th>The Civilian Conservation Corps</th>
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<tbody>
<tr>
<td>One of the New Deal programs that had a major impact on the state was the Civilian Conservation Corps (CCC). The purpose of the program was to hire unemployed young men to work on public service projects. Some of these projects included erosion control, flood prevention, and public parks. Men who volunteered for this service signed six month contracts and were provided room and board. In addition, they also received $30 a month, $25 of which had to be sent back to their families.</td>
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<tr>
<td>Of all of the New Deal programs this was probably the most successful and popular. Over the nine years it was in existence, over 3 million young men worked in the program and planted millions of tree throughout the country. However, once the U.S. entered World War II, these men changed out of their CCC uniforms and into military ones. In 1942 the CCC was disbanded.</td>
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<tr>
<td>In Georgia the CCC had a lasting impact. According to the New Georgia Encyclopedia over “78,000 Georgians were employed by the CCC” and these men planted over 22 million trees and built or improved several state parks. These parks are still used today, including historic battle fields such as Chickamauga and Kennesaw Mountain, and “forest parks” such as A.H. Stephens and Hard Labor Creek.</td>
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<tr>
<td>Note: Segregation was incorporated in these federal groups. For example, an all black CCC unit helped to develop the infrastructure of the Okefenokee Wildlife Refuge.</td>
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<td>For more information about the impact of the CCC, on Georgia see:</td>
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<tr>
<th>Rural Electrification</th>
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<td>It is often said that while Roosevelt was staying at his home “the Little White House” in Warm Springs, GA, he was shocked at the cost of his electric bill. According to the story, Roosevelt claimed that he paid less at his large home in New York than he did for his small home in Georgia. Whether this story is true or not, Roosevelt had an interest in bringing electricity to all parts of the country. In 1935 the Rural Electric Administration was established to do just that. Though many members of Congress and state governors, such as Talmadge, fought against this program, fearing it would lead to socialism, many farmers benefited from it. According to the New Deal Network, by 1939 there was a 25% increase in the number of rural households that had electricity, and for a reasonable price. If they could afford it, many farmers bought appliances that used electricity which helped stimulate the economy. Since Georgia was a rural state during this time period, many Georgians also benefited from the program.</td>
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<tr>
<td>For more information about effect of the New Deal in terms of the impact of the rural electrification on Georgia see:</td>
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<tr>
<th>The AAA/Social Security</th>
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<td>Two additional New Deal programs had a lasting effect on Georgians. The first was the Agricultural Adjustment Act (AAA). The basic premise of the AAA was that since so many farmers continued to grow crops such as cotton and tobacco during the Depression, driving the prices of these products...</td>
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</table>
down, the federal government offered to pay farmers not to grow those crops. This caused the price of agricultural products to rise which helped farmers make more money and eliminate surplus production.

Yet, in many cases, this policy did more harm than good for sharecroppers and tenant farmers. Though the government told the land owner that the payments should be distributed to those who lived and worked the land, many land owners simply kept the money for themselves. The government could not enforce this rule and, as a result, many of the people who needed this aid never received it. Often, since the sharecropper or tenant farmer could not work the land, they were simply removed. This was one of the factors that led to urbanization and the end of sharecropping and tenant farming in the state.

The last program that had a lasting effect on Georgia was the Social Security Administration (SSA). Until 1935, those who were too old or unable to work were dependent on the charity of others. The Social Security Administration offers benefits for those over 65, those who are disabled, or those who are the survivors of a beneficiary who has died. This program is one of the longest running of the New Deal, and today most Georgians are connected to the SSA either through paying social security taxes or receiving social security benefits.


Sample Question for H8a (OAS Database)
Why is it sometimes said that some rural Georgians never realized there was a Great Depression that occurred during the late 1920s and 1930s?
A. Most farmers were self-reliant and did not need cash.
B. The Great Depression had little impact upon the state.
C. Many citizens had been struggling economically for years.*
D. Agricultural areas continued to prosper through the depression.

Sample Question for H8d
Lina Belle McCommons, a North Carolina citizen who formerly lived in Georgia, said the following about her younger days there:

"We benefited in this area (Greene County, Georgia) because it was chosen for a number of the CCC camps — the army of young workers, who worked in forests and fields, stopping erosion. Some people said it was a waste of money. But it kept a lot of young fellows employed."

To which period in Georgia's history is she referring?
A. World War I
B. the New Deal*
C. Progressive Era
D. the Square Deal

b. Explain economic factors that resulted in the Great Depression.
There were several causes of the Great Depression. In an expository paragraph, explain one of the causes for the Great Depression. Make sure to use specific details about the cause your choice and explain why it was a factor in the worst Depression in our nation's history.

c. Discuss the impact of the political career of Eugene Talmadge.
Though Eugene Talmadge used many questionable tactics to get what he wanted, he was an extremely popular governor who was elected four times. However, he was not elected to the U.S. Senate on two occasions. In a persuasive paragraph, explain to a 2nd grade student learning Georgia history why you think this was the case. Make sure to use specific facts about Talmadge to support your answer.
8H9 The student will describe the impact of World War II on Georgia’s development economically, socially, and politically. World War II had a major impact on the state of Georgia. While suffering though the Great Depression, many Georgians watched with interest or fear about the events that were taking place in Europe and Asia. Hitler’s Nazi Party had risen to power during the 1930s and sparked another world war with the 1939 attack on Poland. In the Pacific, Japan was focused on China, though Americans began to realize that they may set their sights on other islands in the Pacific, including American territories. Though America was technically neutral during the first years of the war, Roosevelt was “lending” military aid to Great Britain. America finally officially entered the war with the bombing of Pearl Harbor on December 7, 1941.

As with World War I, once war was declared Georgians sprang into action. Many Georgians fought and died in the Army, Navy, and Marines. The military camps that were in the state became bases due to the large influx of military men and material. Georgia also became more industrialized as the Bell Aircraft company started building bombers and the navy ship yards in Brunswick and Savannah built “Liberty Ships” to aid in the war effort.

Toward the end of the war, Georgia began to learn about the Holocaust and the horrific events that took place in Europe. Some of the survivors made their way to the United States, and to Georgia, to live and they told their stories. The unspeakable evil of the Holocaust led to some Georgians reevaluating their own racial policies and beliefs.

Finally, in 1945, popular president and adopted Georgian Franklin Roosevelt died at his home, “the Little White House,” in Warm Springs, Georgia. Roosevelt developed some of his New Deal programs, especially for rural farmers, based on his experiences in the state. Roosevelt’s death led to great mourning in Georgia and the rest of the United States. The man who was President during the Great Depression and World War II was gone.

For this standard, students should be able to describe the impact of the event lead to the American involvement in World War II, evaluate the importance of military installations in Georgia during the war, and the role played by Georgians Carl Vinson and Richard Russell. Students should also understand the impact of the Holocaust on Georgians. Finally, students should be able to Presidents Roosevelt’s ties to the state.

<table>
<thead>
<tr>
<th>a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.</th>
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**Events Leading up to American Involvement in World War II**

When World War II erupted in September 1939, many Americans saw it as a “European” problem and hoped to stay out of the conflict. As Germany continued to be victorious and take over nation after nation, the U.S. continued to watch from the sidelines. In the Pacific, Japan was taking over large portions of China and other countries of southeast Asia, and the U.S. continued to remain neutral.

**Lend-Lease Act**

Though America officially stayed out of the fight until December 1941, President Roosevelt and the U.S. Congress were anything but neutral. Fearing a victory of Japan and Germany, the U.S. lent support to allies who were at war with either. The U.S. sent billions of dollars worth of supplies to the United Kingdom, France, the Soviet Union, and China. In exchange, these countries gave the U.S. base rights in these countries military bases. The Lend-Lease Act was passed by Congress in February of 1941 and signed into law by Roosevelt in March. For the next four years, the U.S. continued to supply the countries supplies and military equipment while taking part in the war as well.

For more information about the Lend-Lease Act see: Our Documents: “Lend-Lease Act (1941)”

**The Bombing of Pearl Harbor**

One of the most tragic events in America’s history was the Japanese surprise attack on the Navy base in Pearl Harbor, Hawaii. On December 7, 1941, over 300 Japanese planes attacked Pearl Harbor in hopes of crippling the U.S. military to further their plan to take over more land in the Pacific. In the
attack over 2000 Americans were killed and the U.S. lost over 150 ships. While the attack accomplished its goal of damaging the U.S. Navy, it also changed the vast majority of opinion about staying out of the war. On December 8, 1941, in a moving speech, President Roosevelt called December 7, “a day that will live in infamy” and asked Congress to declare war on Japan, which it did. A few days later, Germany and Italy declared war on the U.S., which America did in turn. From December 8, 1941, until victory in 1945, America fought a two front war against Japan, Germany, and Italy.

For U.S. Navy images of the attack on Pearl Harbor see:
Navy History and Heritage Command: "Pearl Harbor Raid"
http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm

b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.

As American entered World War II, Georgia made several contributions to the effort. As it did in World War I, Georgia supplied thousands of soldiers and sailors as well as military bases. This time, however, Georgians contributed industrially with the construction of both airplanes in Marietta and ships in Brunswick and Savannah. Finally, before, during, and after the war, two Georgia political leaders, Richard Russell and Carl Vinson helped the country prepare and continue to fight a long and difficult two front war.

For more information about Georgia’s contributions during World War II see:
The New Georgia Encyclopedia: “World War II in Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3507&hl=y,
GPS Georgia Stories: “The Women of World War II”
http://www.gpb.org/georgiastories/stories/women_of_world_war_two

Bell Aircraft

In the short term, the arrival of Bell Aircraft company in Marietta, Georgia, was important for the production of the B-29 bomber, a bomber that was America’s most technologically advanced of the war. The company was able to produce over 650 of the bombers before the end of World War II. Some of the planes were used in World War II and later in the Korean War.

However, the Bell Aircraft company had an even more important impact on the economy of Georgia. During the war almost 30,000 people, many from Georgia, were employed at the largest plant to have ever been built in the Deep South. After the war the plant closed until 1951; however, the Lockheed Martin Company took over the facility that continues to employee Georgians today. Due to the proximity of the plant, the Dobbins Air Force based was located nearby, adding more employment opportunities to the area.

For more information about Bell Aircraft see:
The New Georgia Encyclopedia: “Bell Bomber”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1014

Military Bases

During World War I there were more military facilities in Georgia than any other state (see Teacher Note SSH7). During World War II, due to the number of men and women in uniform, many of these bases grew in size. They played an important role in training and supplying the military during the war. For example, Fort Benning near Columbus, Georgia, was the largest and viewed as the best infantry facility during the war. Interestingly, these bases also held thousands of enemy prisoners. Today, these bases provide thousands of jobs for Georgian and pump millions of dollars into the state’s economy.

For more information about Georgia’s World War II Military bases see:
The New Georgia Encyclopedia: “Fort Benning”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-822,
The New Georgia Encyclopedia: “Fort Gordon”
Savannah and Brunswick Shipyards

A major contribution during the war came from the large number of civilians (many women) who built “liberty ships” during the war. These ships were used to transport troops and supplies to both the European and Pacific fronts. In all, 187 ships used during the war were built in either Savannah or Brunswick.

For more information about the Savannah and Brunswick shipyards see:
The New Georgia Encyclopedia: “World War II in Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3507&hl=y

Richard B. Russell

Richard B. Russell Jr. (1897-1971) was a governor of Georgia and U.S senator, serving in the senate for 38 years. Born in Winder, Georgia, Russell was a graduate of the University of Georgia. After serving as a lawyer for a year, at the age of 23 he was one of the youngest people ever elected to the Georgia General Assembly. In 1931, Russell was elected Governor of the state, the youngest in the 20th century. Russell’s time as Governor was short lived however; the death of Senator William J. Harris vacated a Senate seat, which Russell won.

Russell played a major role as a senator. Serving on the Armed Services and Appropriations Committees, he gained a great amount of influence on U.S. military policy. An advocate for a strong military during the 1930s, he helped the U.S. prepare to fight in World War II. He was also influential in bringing or maintaining 15 military bases in the state, along with many other research facilities, including the Centers for Disease Control, and federal funding of other projects throughout the state.

Note: Russell was also a segregationist who opposed many civil rights bills during his career. Many historians argue that these beliefs prevented Russell from gaining the presidency.

Note: With all of Russell’s political accomplishments, he believed his most important was the National School Lunch Program.

For more information about Richard B. Russell Jr. see:
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1391&hl=y

Carl Vinson

Carl Vinson (1883-1981) is often quoted as saying “The most expensive thing in the world is a cheap Army and Navy.” In his 51 years in the U.S. House of Representatives (the longest in U.S. history), Vinson made it his mission to make certain that the U.S. spent funds on both, especially the Navy. The man known as the “Father of the Two Ocean Navy” was born in Baldwin County, Georgia. After graduating from Mercer University School of Law and serving a lawyer, he was elected to the Georgia General Assembly in 1908. In 1912, he lost his seat, but was elected to the U.S. House of Representatives. His biggest challenge in his 51 year career came from Tom Watson in 1918, but for the most part Vinson ran unopposed for much of his tenure.

Vinson earned his nickname due to his advocacy for a strong Navy during the 1920s and 1930s. Though his calls for strengthening the U.S. military were largely ignored during the isolationist period of
the 1920s, as war began to rage in both Europe and Asia, his policies became more accepted, and the nation started preparing for war. Vinson continued to be involved in military matters all the way up until his retirement for Congress in 1964. Due to his hard work for over 50 years, Vinson received the Presidential Medal of Freedom and had a U.S. nuclear powered aircraft carrier named after him.

For more information about Carl Vinson see:
The New Georgia Encyclopedia: “Carl Vinson”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-514&hl=v,
GPS Georgia Stories: “Carl Vinson: A Georgia Biography”
http://www.qpb.org/georgiastories/stories/carlvinson

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “The Most Expensive Thing in the World is a Cheap Army and Navy: Carl Vinson and the Cost/Benefits of Georgia’s Military Bases.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council’s Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

c. Explain the impact of the Holocaust on Georgians.

The Impact of the Holocaust on Georgians

The Holocaust was the systematic mass murder of over 6 million Jews in Europe. The Nazis used Concentration Camps to imprison, work, and execute Jews, gypsies, homosexuals, and political dissidents. The Holocaust had an impact on the state. Many Holocaust survivors moved to Georgia after the war. Their stories about the horrible events in Europe touched the lives of many Georgians. The Holocaust also made some Georgians rethink their treatment of minorities in the state. Though it took more than a decade for the modern civil rights movement to gain momentum in Georgia and the rest of the South, the horror of what happened in Europe made Georgians “look in the mirror” and re-examine their racial practices. In addition, former Governor Joe Frank Harris, established the Georgia Commission on the Holocaust to educate people about the Holocaust therefore creating an awareness of the events.

For more information about the impact of the Holocaust on Georgians and to hear the stories of Holocaust survivors who immigrated to Georgia see:
The Breman Jewish Heritage and Holocaust Museum: “New Lives: Coming to America”
http://www.thebreman.org/exhibitions/online/newlives/start.php

d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.

Roosevelt’s Ties to Georgia

Franklin Roosevelt visited Georgia over 40 times from 1913-1945. Primarily he came to Georgia and stayed at his home in Warm Springs, which became known as the “Little White House” during his presidency. Roosevelt exercised in the warm water pools of the spring to help ease the crippling effects of polio, a disease he contracted in 1924. Roosevelt used the seclusion of Warm Springs to take a break for the strain of his four terms in office.

While in Georgia, Roosevelt made several appearances and gave many speeches throughout the state. He was well loved by most Georgians due to his New Deal program which provided aid to many suffering from the effects of the Depression. He endeared himself to many Georgians when they heard that he became a friend to the locals in the Warm Spring Area and hosted a Thanksgiving dinner to all of the patients at the spring.

Georgians overwhelmingly supported Roosevelt in all four of his presidential contests. However, his visits to Georgia were not without controversy. Many in the North, including his wife Eleanor, did not think Roosevelt did enough to help end segregation and the lack of civil rights in Georgia and the rest of the South. He also angered many Georgians when he spoke against what he considered to be unfair labor practices in Georgia’s textile industry, and urged for them to remove conservative Democratic senator Walter F. George from office due to his efforts in blocking New Deal legislation.
SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970. After World War II ended Georgia experienced a huge population and industrialization boom. Georgia transformed from a rural to an urban state as the changes in farm technology ended the need for a large agricultural work force. Many World War II veterans came home, went to college with the help of the G.I. Bill, and began moving to suburban neighborhoods. During this time period, Atlanta became a large enough city to field three major league sports teams.

By studying this standard students should be able to analyze the impact that the transformation of agriculture had on Georgia’s growth, explain how the growth of Atlanta contributed to the growth of Georgia, and describe the efforts of three men who are given credit for helping Georgia develop from a poor agricultural based state to one that is economically diverse.

a. Analyze the impact of the transformation of agriculture on Georgia’s growth.

The Transformation of Agriculture

Several factors caused Georgia’s population to shift from rural to urban areas. These factors included the destruction of the cotton crop by the boll weevil, the great migration of African-Americans to northern cities, the movement of both blacks and whites to Georgia’s industrial centers and factories during both World Wars, and the AAA’s payments to farmers to stop them from growing crops during the Great Depression (see Teacher Notes SSH8 and SSH9).
However, another major factor occurred after World War II. A major technological change in agricultural equipment further lessened the need for large numbers of agricultural workers. Some of the more important technological changes were larger tractors, reapers, and other machinery, combined with better fertilizers that made it easier to grow and process crops with much less man power.

Note: Though the rural population in Georgia has decreased from almost 85% in 1900 to less than 25% today, according to the New Georgia Encyclopedia, farming is still the most important part of Georgia’s economy, bringing in $56 billion a year to the state.

For more information about the transformation of agriculture on Georgia’s growth see: The New Georgia Encyclopedia: “Agriculture in Georgia: Overview” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2056&sug=y

b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.

Atlanta (already a major rail hub) became a major air and trucking hub after World War II. In turn, starting with the Bell Aircraft Company, other major businesses moved into the city during the war. Though still racially segregated in the 1950s and 1960s, Atlanta Mayors William B. Hartsfield and Ivan Allen, Jr., along with important business leaders such as Coke Chairman Robert Woodruff, began to promote Atlanta’s “city too busy to hate” image and African-Americans began to gain civil rights in the city. With the city’s development, sports teams came to Atlanta making it a “major league” city. With Atlanta’s lead, Georgia has grown to become the 9th most populated state in the nation, and Atlanta has become one of the most important cities in the Southeast.


William B. Hartsfield

William B. Hartsfield (1890-1971) is primarily known for two things. The first was his active support in bringing air transportation to the state. The second was his coinage of the phrase often used to describe Atlanta’s racial tolerance: “the city too busy to hate.” Nevertheless, Hartsfield, who never graduated from high school or college, was significant for other reasons. Primarily he was Atlanta’s longest serving mayor (1937-1941; 1942-1961), and his support of civil rights kept Atlanta from the racial violence that engulfed many other southern cities.

Hartsfield was born in Atlanta and attended the city’s public schools. Though never finishing high school, as a young man Hartsfield found work in a law firm and spent his nights studying for the bar exam. After being admitted into the bar he opened his own law firm in 1921. In 1922, Hartsfield began his political career when he was elected to the Atlanta city council. As a member of the council, Hartsfield commenced his lifelong support of aviation and was instrumental in opening Atlanta’s first airport in 1925.

In 1937, Hartsfield became mayor of Atlanta. In his first term he did many things to help the city during the depression, including convincing Robert Woodruff, the president of the Coca-Cola company, to finance the city’s 1936 December payroll. Though Hartsfield lost the 1940 election he was reelected in 1942 when Atlanta mayor Robert Le Craw left to fight in World War II. Hartsfield remained in the mayor’s office for almost 20 years.

During his second tenure as mayor, Hartsfield was instrumental in the calm integration of Atlanta’s public schools, as well as, tripling Atlanta’s size by annexing several square miles, overseeing the building of many public parks, and expanding Atlanta’s expressway system. Hartsfield retired from public office in 1961. After his death in 1971 Atlanta named its airport Hartsfield International in his honor.

As mayor of Atlanta, Ivan Allen (1911-2003) continued William B. Hartsfield’s aggressive development policies. However, he was also more adamant in the fight for civil rights as well. For example, on Allen’s first day as mayor he had all of the white and “colored” signs removed from city hall and desegregated the building’s cafeteria.

Allen was the son of business leader Ivan Allen, Sr. Born in Atlanta, Allen graduated from Georgia Tech and worked in his father’s office products company. From 1942-1945 he served in World War II, and after the war became president of his father’s company in 1946. As a leading figure in Atlanta for many years after World War II, Allen decided to run for mayor in 1961. A proponent for civil rights, Allen worked with Martin Luther King Jr. and Atlanta’s business leaders to secure the city’s smooth transition into desegregation.

Allen also continued to bring growth to the city. He was instrumental in the building of Interstate 285, was an early advocate of the M.A.R.T.A. commuter rail line, and was responsible for 55 new building projects during his tenure as mayor.

Allen may be best known for his support of bringing major league sports teams to the city. He convinced Atlantans to financially support the construction of major league stadiums and brokered the deals to bring the Braves and Hawks to Atlanta. He also persuaded the NFL to start a new franchise in the city: the Atlanta Falcons. Allan retired from politics in 1970.

For more information about Ivan Allen Jr. see:
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1382&hi=y

Atlanta’s Major League Sports Teams

Though not always successful, the Atlanta Braves were the only team in the city’s history to win a major championship (though it should be noted that the Atlanta Chiefs soccer team won the NASL title in 1968). Atlanta’s sports teams have brought thousands of jobs to the state and millions of dollars into the economy. They also gave Atlanta an aura of being a “Major League City” and their facilities helped to bring the 1996 Olympic games. The first team to come to the city was the Atlanta Braves in 1966. They were followed in the same year by the Falcons, and in 1968 by the Hawks. While these sports teams have been mainstays since their arrival, Atlanta has been the home of many other professional sports teams including men’s hockey, arena league football, and women’s soccer and basketball.

Note: The Atlanta Braves are often thought of as the oldest professional sports team in the United States because they can trace their origins back to the 1869 Cincinnati Red Stockings. Though the Braves were one of the most successful baseball teams in the 1990s, they were the second team in Major League Baseball history to lose 10,000 games.

Note: Atlanta is the only city to lose two National Hockey League teams: the Atlanta Flames and the Atlanta Thrashers.

For more information about Georgia’s major league sports teams see:
The New Georgia Encyclopedia: “Atlanta Braves”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1964,
The New Georgia Encyclopedia: “Atlanta Falcons”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1993,
The New Georgia Encyclopedia: “Atlanta Hawks”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1971

c. Discuss the impact of Ellis Arnall.

As Governor, Ellis Arnall (1907-1992) made sweeping changes that modernized Georgia, and for a time, made it the most forward thinking and progressive of the southern states in terms of racial relations. However, after Arnall’s term ended, Georgia’s voters elected several segregationist governors for many more years.
Arnall was born in Newnan, Georgia and received a law degree from the University of Georgia in 1931. Arnall’s career in politics began with his 1932 election to the Georgia General Assembly. Six years later he was appointed as the nation’s youngest attorney general at 31 years of age. In 1942, he defeated Eugene Talmadge, for governor. Arnall’s victory was largely due to the state’s university system losing its accreditation because of Talmadge’s interference (see Teacher Note SS8H9).

As governor, Arnall is credited for restoring accreditation to the state’s institutions of higher learning, abolishing the poll tax, lowering the voting age, and establishing a teacher’s retirement system. However, Arnall lost support based on his support of liberal causes and leaders. One example was his acceptance of the Supreme Courts rulings against the white primary. He also lost popularity when he wrote two books that many southerners felt disparaged the South.

Due to Georgia law, Arnall could not run for another term in 1947. He played a key role in the “three governor’s controversy” by refusing to give up the governor’s office until the issue was worked out (see Teacher Note SS8H11). Though a strong candidate for Governor in 1966, Arnall lost to segregationist Lester Maddox. He never ran for office again. After this election, Arnall was a successful business man and lawyer until his death.

For more information about Ellis Arnall and his impact on the state see: The New Georgia Encyclopedia: “Ellis Arnall” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-597&hl=y

Sample Question for H10a (OAS Database)
After World War II in the United States, which of these trends contributed to the growth of Georgia?
A. a loss of confidence in exploring new scientific methods
B. a rapid increase in technological and industrial development*
C. a renewed focus on the importance of farming and agriculture
D. a turning away from cooperation between business and government

Sample Question for H10c
Which Georgia governor receives credit for these accomplishments
- Restoring accreditation to Georgia’s university system
- Abolishing the poll tax
- Lowering the voting age
A. Zell Miller  B. Ellis Arnall*  C. Jimmy Carter  D. Eugene Talmadge

H10b: Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.

Since World War II, Atlanta has become one of the most important cities in the United States for several reasons. In a persuasive paragraph, choose one factor that you think was the most important in Atlanta’s development. Be sure to include specific details about the person, thing, or event that you think was the most important in the city’s development.

SS8H11 The student will evaluate the role of Georgia in the modern Civil Rights Movement. After Reconstruction, Georgia, along with all of the southern states, created strict “Jim Crow” laws that took away many civil rights of African-Americans. In turn, these laws created a segregated society where blacks and whites could not sit next to one another on a bus, drink from the same water fountains, or even be buried in the same cemetery. Though African-Americans had been fighting for civil rights before the Civil War, the “modern” Civil Rights Movement of the 1940s-1970s finally achieved many of the goals that African-Americans had been working toward for centuries. These included achieving voting rights and the end to government sponsored segregation.

In examining this standard, students should learn about the important people, places, and events of the Civil Rights Movement from 1940-1959. Students will also examine the key figures places, and events of the Civil Rights Movement in the 1960s and 1970s. In addition, students will learn about the impact that one major figure in the Civil Rights Movement, Ambassador Andrew Young, had on the state politically, socially, and economically.

The Major Developments of the Civil Rights Movement (1940-1959)
The 1940s and 50s saw a major push by African-Americans to fight segregation and reclaim the civil rights that were taken from them during the Jim Crow era. While the Civil Rights Movement began from the moment the southern states passed the Jim Crow laws, the 1940s and 50s were a time of...
include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.

organized, and usually, peaceful resistance that helped to end these laws. African-Americans who were returning home from World War II began to push for civil rights. Based on their role in the war, President Harry Truman desegregated the armed forces. Nationally, organizations such as the NAACP went to court to combat unjust segregation laws and won many of the cases. In turn, leaders such as Dr. Martin Luther King, Jr. focused on ending segregation with the use of economic boycotts such as the Montgomery Bus Boycott of 1954.

In Georgia, African-Americans successfully ended the white primary in 1944, and for a time, were successful in helping to elect moderate white politicians who were supportive of their cause. However, after the 1946 governor's race and the election of Herman Talmadge, several segregationist politicians were elected by Georgia voters who wanted to continue and strengthen Jim Crow laws in the state. In protest of pro-civil rights court rulings such as Brown v. Board of Education, Georgia's legislators changed the state flag to incorporate the Confederate battle flag in 1956. Due to this “massive resistance” by many white Georgians, African-Americans in the state would not gain full civil rights for almost another decade.

For a general overview of the Civil Rights Movement in Georgia during the 1940s and 1950’s see:
The New Georgia Encyclopedia: “Civil Rights Movement”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2716&su=q=y,
Georgia Stories: “The Economic Aspects of the Civil Rights Movement”
www.gpb.org/georgiastories/stories/economic_aspects_of_the_civil_rights_movement

Herman Talmadge

Herman Talmadge (1913-2002) was the son of governor Eugene Talmadge (see Teacher Note 8SSH9). Before entering politics, Herman earned a law degree from the University of Georgia and practiced law until World War II, when he joined the Navy. After returning from the war in 1946, he served as the campaign manager for his father’s last gubernatorial campaign. Though Eugene won the election, he died before taking office. Though not running for election himself, the General Assembly appointed Herman governor where he served for a short time before the Georgia Supreme Court ruled his appointment unconstitutional. However, in 1948, he easily won in a special election.

As governor, Talmadge successfully lobbied for a state sales tax to support Georgia's public education system. He is also credited for bringing more industry to the state. He was also an unyielding segregationist who fought against the U.S. Supreme Court’s civil rights decisions, primarily the desegregation of schools.

In 1956, Talmadge was elected to the U.S. Senate where he served until 1981. As a senator, Talmadge supported agricultural programs and continued to oppose civil rights legislation. In 1979, he was charged with financial misconduct and was censured by the Senate. He lost the 1980 Senatorial election to Republican Mack Mattingly. After his defeat, Talmadge lived quietly in Henry county until his death at the age of 88.

For more information about Herman Talmadge see:
The New Georgia Encyclopedia: “Herman Talmadge ”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-590&hl=y

Benjamin Mays

Though most famous for his role as a mentor for Martin Luther King, Jr., Benjamin Mays (ca.1894-1984) was a leading advocate of civil rights before and after the modern Civil Rights Movement of the 1950s and 60s. Born to former slaves and share croppers in South Carolina, Mays focused on education throughout his life. Through overwhelming odds Mays earned a Bachelor’s degree from Bates College and a Master’s and Ph.D. from the University of Chicago. Before completing his Ph.D., Mays served as a teacher and dean. In 1936, Mays traveled to India and met with Mahatma Gandhi where they discussed many of the passive resistance strategies that Gandhi was using against the British. Many of these strategies would be adopted by the civil rights leaders in America.

In 1940, Mays became president of Morehouse College. Four years later Martin Luther King Jr. entered Morehouse and the two formed a mentor/mentee relationship that would last until King’s murder in
1968. In his time as president Mays strengthened the school's academic rigor and was a successful fundraiser. Mays retired in 1967, though he continued to be involved with organizations such as the NAACP and the YMCA. Additionally, he was an active writer and speaker until his death in 1984.

For more information about Benjamin Mays see: The New Georgia Encyclopedia: “Benjamin Mays”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2627

The 1946 Governor’s Race

One of the more embarrassing episodes in Georgia’s history was the 1946 governor’s race also known as the “Three Governors’ Controversy.” This episode made Georgia a nationwide laughing stock and further lowered its already tarnished reputation. More importantly, this election led to a series of segregationist governors who ended some of the progressive reforms made by Governor Ellis Arnall (see Teacher Note 8SSH10)

As the name implies, after the 1946 election three men claimed the governor’s office. Initially, Eugene Talmadge was elected for his fourth term. However, he died before taking office. Many of Eugene Talmadge’s supporters believed that due to his poor health that he may die before his election. They discovered that based on past Georgia law that the General Assembly would have the power to select the second or third leading vote-getter if the governor-elect died before taking office. With this in mind, many secretly wrote in Herman Talmadge for governor.

However, the new Georgia constitution stated that the lieutenant governor would take office if the governor died. In the 1946, election Melvin Thompson, who was a member of the Anti-Talmadge faction of the Democratic Party, was elected lieutenant governor and claimed the office for himself upon Talmadge’s death. Nonetheless, in January of 1947, the General Assembly selected Herman Talmadge as governor.

During the same time, the outgoing governor, Ellis Arnall, refused to abdicate the office until the issue was solved as he believed that the General Assembly did not have the authority to elect a governor. Due to Arnall’s affiliation with the anti-Talmadge democrats, many of his supporters were involved in physical altercations with Talmadge’s men. Talmadge eventually had state troopers escort Arnall out of the capitol and changed the locks of the governor’s office. Arnall, in turn, refused to give up the governors seal and set up a second “governor’s office” in a different location of the capitol. Arnall finally gave up his claim to the governorship and supported Thompson. In the end, the Georgia Supreme Court ruled that Thomas was the rightful governor and Talmadge left the governor’s office within two hours of the ruling. A special election was called in 1948 and Talmadge closely defeated Thompson.

For more information about the 1946 Governor’s Race/ “Three Governors Controversy” see: The New Georgia Encyclopedia: “Three Governors Controversy”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-591&sug=y

The End of the White Primary

The white primary was used by southern whites to keep African-Americans from voting in the Democratic primary. Due to the fact that Georgia was a one-party state at the time, the Democratic primary was essentially the election, thus keeping African-Americans from truly voting. In 1944, several African-Americans, led by Dr. Thomas Brewer and Primus E. King, a barber and minister, attempted to vote in the white primary in Columbus, Georgia. King was told that he could not vote and forcefully removed from the court house. In 1945, Brewer, King, and several other African-American sued the state. In the court case King v. Chapman et al., the federal district court ruled in favor of King and said the white primary was unconstitutional. Governor Ellis Arnall, did not fight the ruling and the white primary ended in Georgia.

Note: It should be noted that Eugene Talmadge ran on a platform to reinstate the white primary and
was elected for this fourth term.

For more information about the end of the white primary see:
The New Georgia Encyclopedia: “Black Suffrage in the Twentieth Century”
The New Georgia Encyclopedia: “Thomas Brewer”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3410.
The New Georgia Encyclopedia: “Primus E. King”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2921

**The Impact of Brown v. Board on Georgia**

In 1954, the U.S. Supreme Court declared segregated schools to be unconstitutional. The Georgia General Assembly was opposed to this ruling and declared the decision null and void. After the decision, the Assembly threatened to stop funding, and in some cases, allow the Governor to close, any school that desegregated. A year later in a case that is often referred to as *Brown v. Board II*, the court ruled that schools must be desegregated with “all deliberate speed.” This ruling allowed Georgia and many other southern states to “drag their heels” in integrating schools.

In 1958, some Atlantans fought against the legislature’s segregationist stance and formed a group called “Help Our Public Education” (HOPE) to demand that the government not shut down any school. In turn, in 1960, the Sibley Commission recommended that Georgia allow counties to decide if they would integrate their schools, or not, without state interference.

In 1961, Atlanta was the first system to integrate its schools followed by Savannah, Athens, and Brunswick. However, it was not until 10 years later that all school systems in the state were desegregated. According to the *New Georgia Encyclopedia*, many white Georgians even went so far as to set up many private academies to continue segregation in the state.

For more information about the impact of Brown v. Board on Georgia see:
The New Georgia Encyclopedia: “Public Education (PreK-12)”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2619&hl=y

**Dr. Martin Luther King Jr.**

Arguably, Dr. Martin Luther King, Jr. (1929-1968) is the most well-known Georgian. His work during the Civil Rights Movement earned him the Nobel Peace Prize and led to the national holiday created in his honor. Due to King’s tireless efforts and devotion to non-violent protest, he is often thought of as the “leader” of the modern Civil Rights Movement.

Born in Atlanta, King graduated from high school at the age of 15, and began his college studies at Morehouse. As the son and grandson of ministers, King eventually chose the same profession. He earned his Ph.D. in Divinity from Boston University. It was there that he met his wife Coretta Scott.

In 1954, King accepted an offer to become the pastor of Dexter Avenue Baptist Church in Montgomery, Alabama. A year later he found himself serving as the spokesman for the successful Montgomery Bus Boycott. After his success with the boycott, King, along with other civil rights groups, attempted a similar action in Albany that was considered to be less successful. According to the *New Georgia Encyclopedia*, King’s short career seemed to follow this pattern of brilliant victories such as the March on Washington, his creation of the Southern Christian Leadership Conference and winning the Nobel Peace Prize, followed by unsuccessful campaigns such as his focus on discrimination in Chicago.

Nonetheless, King was instrumental in ending segregation and changing America’s views on race and racial equality. Unfortunately, while he did not live to see the fruits of his labor, his efforts and leadership have led to an America where some of the ideals from his *I Have A Dream* speech have been met.
Note: Martin Luther King, Jr. is the only African-American to have a federal holiday named in his honor. Also, he is the only African-American and non-president to have a memorial created in his honor on the National Mall in Washington D.C.

Note: In 1958 an assassination attempt was made on Dr. King. An African-American woman in New York stabbed him in the chest during a book signing.

Note: Dr. King’s first name was actually Michael until his father took a trip to Europe and changed it in tribute of the protestant reformer Martin Luther.

For more information about Dr. Martin Luther King, Jr. see:
The New Georgia Encyclopedia: “Martin Luther King, Jr.”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1009&hl=y,
The New Georgia Encyclopedia: “The King Center”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2512,
The Martin Luther King Jr. Center: “About Dr. King”
http://www.thekingcenter.org/history/about-dr-king/

The 1956 State Flag

After the Brown vs. Board, ruling many southern states urged their white citizens to display acts of massive resistance against the federal mandates outlawing segregation. One of the ways the Georgia General Assembly showed their disdain for these federal regulations was by changing the state flag. Though the design of the pre-1956 flag was based on the first flag of the Confederate States of America, the 1956 flag was changed to include the Confederate battle flag, a flag that had been adopted by “hate groups” such as the KKK.

To this day there is debate on the reasoning behind the change of the flag. According to the New Georgia Encyclopedia some of the legislators favored the change to “mark the upcoming centennial of the Civil War.” However, many people believe the flag was changed to protest civil rights legislation. For example, after the flag was changed, legislator Denmark Groover said the flag would show “that we in Georgia intend to uphold what we stood for, will stand for, and will fight for.” Though denying it for many years Groover admitted toward the end of his life that anger over the Brown v. Board case was a factor in changing the flag.

In 2001, Governor Roy Barnes changed the flag based on the request of many of his supporters and civil rights activists. In 2003, the people of Georgia were allowed to vote on either the 2001 or a new 2003 flag. The 2003 flag won with over 70% of the vote. This flag looked very similar to the pre-1956 flag.

For more information about the 1956 state flag see:
The New Georgia Encyclopedia: “State Flags of Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2671&hl=y

b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of

The Major Developments of the Civil Rights Movement (1960-1970)

The struggle for civil rights in Georgia continued throughout the 1960s. At the beginning of the decade, the Sibley Commission recommended that each school district be given the opportunity to determine if it would integrate its schools or not. In 1961, Atlanta became the first system in the state to do so. In the same year, Martin Luther King Jr. attempted to conduct a civil rights campaign in Albany similar to the one he led in Montgomery. He believed this campaign to be unsuccessful but a learning experience.

Throughout the 1960s civil rights activists for the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) continued to target Georgia. In 1963, Savannah became one of the most integrated cities in the South, due to the efforts of the NAACP. Soon after, Atlanta Mayor Ivan Allen Jr., Coca-Cola president Robert Woodruff, and other business leaders, worked with civil rights leaders to insure that Atlanta desegregated peacefully. In the 1970s,
Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.

Governor Jimmy Carter called for an end to discrimination in Georgia, and African-Americans such as Maynard Jackson and Andrew Young were elected to high political office.

Still, Georgia was slow to change its segregationist polices, especially in the rural areas of the state. While the Civil Rights Act of 1964 and the Voting Rights Act of 1965 changed life for African-Americans in major cities, in rural portions of the state, the struggle continued for many more years.

For a general overview of the Civil Rights Movement in Georgia during the 1960s and 1970s see: The New Georgia Encyclopedia: “Civil Rights Movement” [link]
Georgia Stories: “Atlanta’s Example” [link]
Georgia Stories: “Civil Rights in the Classroom” [link]

The Student Non-Violent Coordinating Committee (SNCC)

The SNCC (pronounced “snick”) was one of the major civil rights organizations of the 1960s. A national organization formed in North Carolina, it worked with the Southern Leadership Conference and focused on orchestrating peaceful, non-violent protest. The group, made up of high school and college-aged students, became known for sit-ins, freedom rides, and the “freedom summer” in Mississippi.

In Georgia, the group began its focus on the cities of Albany and Atlanta. In Albany, the group was at the forefront of the Albany Movement, which many considered to be unsuccessful. However, the Albany Movement was beneficial in helping the group later organize more successful protests.

In Atlanta, the group organized successful sit-ins in the city in 1960. After moving their focus from Mississippi back to Atlanta in 1964, the group was victorious in helping African-Americans gain several General Assembly seats in the reapportionment election; for example, Julian Bond, who was the SNCC’s communications director.

For more information about the Student Non-Violent Coordinating Committee (SNCC) see: The New Georgia Encyclopedia: “Student Non-Violent Coordinating Committee” [link]

The Sibley Commission

After the Brown v. Board supreme court decision, the Georgia General Assembly supported “massive resistance” to the desegregation of Georgia’s public schools. By 1960, Georgia Governor Ernest Vandiver was facing the choice of following federal mandates or closing Georgia’s public schools. Not wanting to make the choice without the input of the voters, Vandiver pushed for legislation that would create a committee to investigate Georgians’ opinions on the matter.

John Sibley, a segregationist lawyer who also believed resistance to federal mandates was useless, led 10 hearings across the state to determine if the people felt that they should continue to resist the federal government or change laws to integrate schools (though Sibley wanted laws that would allow integration on a very small scale). After the sessions, 60% of Georgians claimed that they would rather close the public schools than to integrate.

Despite the findings, Sibley pushed for schools in Georgia to desegregate on a limited basis. Based on the commission’s findings, the legislature was set to vote on the matter in January 1961, but the integration of the University of Georgia shifted the governor’s and the legislature’s focus. After attempting to close the University of Georgia, only to be overruled by a federal judge, Vandiver gave in and asked the General Assembly to accept Sibley’s recommendations. Later that year, the city of Atlanta desegregated its schools.

For more information about the Sibley Commission see: The New Georgia Encyclopedia: “Sibley Commission” [link]
The Desegregation of the University of Georgia

In 1959, Hamilton Holmes (1941-1995) and Charlayne Hunter (b. 1942) did what many young people do after graduation: applied for college. Holmes was his school's valedictorian, president of the senior class, and co-captain of the football team. Hunter was involved in several organizations at her school including the school newspaper and honors society. She was elected homecoming queen and graduated third in her class. Obviously these two students would have been ideal candidates for any institution of higher learning.

However, both were not accepted by the University of Georgia based on their race. Publically the University claimed their rejection was due to lack of housing along with Holmes’ “evasiveness” during a campus interview. After numerous denials, the two students brought their case to federal court. After only three weeks, the court ruled in favor of Hunter and Holmes. They began classes on January 6, 1961.

Soon after arriving on campus, a mob of students, locals, and members of the KKK started a riot on campus and threw bricks and rocks through Hunter’s dorm window (Holmes lived off campus). The Georgia state patrol escorted both Hunter and Holmes back to Atlanta. A few days later, the court ruled that Hunter and Holmes be reinstated and allowed to return to the campus. Both Hunter and Holmes graduated from the University and though they were not treated well by their peers, they were never in physical danger after the initial riot.

Holmes became a successful doctor in the Atlanta area until his death in 1995. Hunter became a well-respected journalist and is still working in the profession today. In 2001, the University of Georgia celebrated the 40th anniversary of its desegregation by renaming the academic building after Hunter and Holmes.

Note: The first African-American to graduate from the University of Georgia was not Holmes or Hunter, but Mary Frances Early (b. 1936). Early was a graduate student who transferred from the University of Michigan in 1962. She graduated that same year with a Master’s degree in music education.

For more information about the Desegregation of the University of Georgia, Hamilton Holmes, and Charlayne Hunter (Gault) see:
The New Georgia Encyclopedia: “The University of Georgia”
The New Georgia Encyclopedia: “Mary Frances Early”
The New Georgia Encyclopedia: “Hamilton Holmes”
The New Georgia Encyclopedia: “Charlayne Hunter-Gault”

The Albany Movement

After the success of the Montgomery Bus Boycott in 1955, civil rights leaders in other southern cities sought to challenge segregation laws. One of the cities selected was Albany, in southwest Georgia. Starting in the fall of 1961, members of SNCC and the local community began to protest the segregationist policies of the city. Massive resistance from whites and the police department led to over 500 protesters landing in jail. However, unlike Montgomery, many of Albany’s black middle class did not initially support the protests. In turn, police chief Laurie Pritchett used non-violent tactics to arrest, but not harm the protestors.

To draw more national attention to the cause the SNCC invited Martin Luther King Jr. to take part in the protest. Though arrested many times, King was released from jail almost immediately (though against
his will). Chief Pritchett also made sure he had enough room to imprison all the protestors and worked with other counties to send the demonstrators to their jails as well. In the end most of the protestors were jailed leaving very few to protest.

By the summer of 1962, King viewed the Albany Movement as a failed attempt to desegregate an entire community, but a valuable learning experience. He used what he learned, including the power of protest songs, in his successful Birmingham campaigns. However, the black citizens of Albany believed that they had accomplished much. According to the New Georgia Encyclopedia, after King and the members of SNCC left the city, black voter registration led to a run-off election for an African-American nominee for a county commission seat. More importantly, the next spring the “county commission removed all segregation statutes from their books.” In 1998, the Albany Civil Rights Institute opened to commemorate the Civil Rights Movement and the role Albany played.

For more information about the Albany Movement see:
*The New Georgia Encyclopedia: “Albany Movement”*
*The New Georgia Encyclopedia: “Albany Civil Rights Institute”*
*Georgia Stories: “The Beat of Civil Rights”*
http://www.qpb.org/georgiastories/stories/beat_of_civil_rights

The March on Washington

In 1963, over 250,000 civil rights activists gathered in Washington D.C. to promote their cause and push for civil rights legislation. During the march, Martin Luther King, Jr. gave what is arguably his most famous speech: “I Have a Dream.” The March on Washington led to the passage of the Civil Rights Acts of 1964 and The Voting Rights Act of 1965, and made King the most well-known spokesperson of the Civil Rights Movement.

For more information about the March on Washington see:
*The New Georgia Encyclopedia: “Martin Luther King Jr.”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1009.
*Internet Archive: “I Have a Dream Speech, Martin Luther King Jr.”*
http://www.archive.org/details/MLKDream

The Civil Rights Acts

Due in part to the March on Washington, the U.S. Congress passed the Civil Rights Act of 1964, and the Voting Rights Act of 1965. All bills were signed into law by President Lyndon B. Johnson. The descriptions of these are as follows:

The Civil Rights Act of 1964: Forbade discrimination on the basis of sex and race in hiring, promoting, and firing.

The Voting Rights Act of 1965: Prohibited states from imposing any voting qualification on voting or deny the right of any citizen of the United States to vote on account of race or color.

For more information about the Civil Rights Acts see:
*The New Georgia Encyclopedia: “Civil Rights Movement”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2716&su=q=v.
http://www.archives.gov/education/lessons/civil-rights-act/
*The National Archives: “The Voting Rights Act (1965)”*
http://ourdocuments.gov/doc.php?flash=true&doc=100

Maynard Jackson

Maynard Jackson (1938-2003) was the first African-American mayor of a major southern city. Born in Dallas, Texas, Jackson and his family moved to Atlanta in 1945 when his father became the pastor of a...
local church. Jackson's mother taught French at Spelman College. His maternal grandfather, John Wesley Dobbs, was a civil rights activist and the founder of the Georgia Voters League.

Jackson attended Morehouse College and graduated in 1956 when he was only 18. He went on to Boston University to work on a law degree, which he did not compete. After working several jobs, he finished his law degree in 1964 at North Carolina Central University.

Jackson eventually moved back to Georgia and in 1968 ran against Herman Talmadge for Senate where he lost handily. However, he won the majority of votes from the city of Atlanta and became a force to be reckoned with in the city's politics. The next year, he became vice-mayor of Atlanta, and four years later was elected mayor. He was only 35 years old at the time of his election.

Jackson served as mayor of Atlanta from 1973-1981 and again from 1990-1994. While mayor he was instrumental in providing more contract work to black-owned businesses and expanding Hartsfield Atlanta International Airport. He also sought to add more black police officers to the city's police force and to make sure that more African-Americans were promoted in the department. During his term in the 1990s, he worked closely with Andrew Young and Billy Paine to bring the Olympics to the city.

Jackson retired from public life in 1994 due to health problems. He continued to be active in business and started his own security and bond company. There was discussion in 2003 of him running for the U.S. Senate but poor health caused him to withdraw from the race. Jackson died later that year in Washington D.C. In his honor, the city of Atlanta renamed Hartsfield Atlanta International Airport to Hartsfield-Jackson Atlanta International Airport.

For more information about the election of Maynard Jackson see:
The New Georgia Encyclopedia: “Maynard Jackson”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1385

**Lester Maddox**

During a period of great social and political change in Georgia, Lester Maddox (1915-2003) stands out as the last overtly segregationist governor in the state's history. Ironically, Maddox appointed more African-Americans to government positions than all prior Georgia governors combined. He also received support of both whites and blacks alike due to his “little people’s days.” Twice a month, average people could stand in line to meet with the governor. Nonetheless, Maddox was criticized for not allowing flags at state buildings to be flown at half-mast after the death of Martin Luther King, Jr., and for his fight against the civil rights platform of the Democratic Party at their 1968 National Convention.

Maddox was born in Atlanta. After dropping out of high school, he worked several jobs, including the Bell Bomber factory during World War II. In 1947, he opened the Pickrick restaurant near the campus of Georgia Tech. He gained fame throughout Georgia due to his advertisements for the restaurant that he placed in the Atlanta Journal newspaper. Later, he was known throughout the nation for his use of ax handles to forcefully remove African-Americans who tried to integrate his restaurant. He later closed the Pickrick rather than allow it to be integrated.

In the late 1950s and early 1960s he, ran two unsuccessful campaigns for mayor of Atlanta, losing to William B. Hartsfield and Ivan Allen, Jr. (see Teacher Note SS8H10). He also ran for Lieutenant Governor in 1962, losing to another segregationist candidate in the Democratic primary. In 1966, Maddox surprised many by beating Ellis Arnall (see teacher note SS8H10) for Governor in the Democratic primary. In the general election, he actually lost the popular vote to Republican candidate Bo Callaway, but was selected by the Georgia Legislature due to Callaway not gaining a majority. After his term as Governor was over, due to constitutional term limits, Maddox ran for Lieutenant Governor. Serving as Lieutenant Governor, he often clashed with Governor Jimmy Carter over many issues.

Maddox ran for governor again in 1974 but was defeated. He also ran for president in 1976. After retiring from politics, he operated several other businesses, but none were as profitable as the Pickrick. Throughout his life he never apologized for his defense of segregation. Maddox died of cancer at the age of 87.
c. Discuss the impact of Andrew Young on Georgia.

**Andrew Young**

Andrew Young (b. 1932) was born to middle class parents in New Orleans, Louisiana. He graduated from Howard University with a degree in biology. From there, he went on to Hartford, Connecticut, and earned a degree in divinity. He moved to Georgia when he accepted the position of pastor at Bethany Congregational Church, in Thomasville.

Living in Georgia, Young became active in the Civil Rights Movement and primarily focused on voter registration drives. In 1961, Young resigned from his job and started working for the SCLC and began organizing “citizenship schools” that helped trained civil rights volunteers in organizing and taking part in non-violent protest. Young soon became a close associate with Martin Luther King Jr. During his time at the SCLC, he successfully organized demonstrations and voter registration campaigns throughout the South. He was with Martin Luther King Jr. the day he was assassinated.

In 1972, Young began his political career. He was elected as Georgia’s first African-American Congressman since Reconstruction. In 1977, President Jimmy Carter appointed him ambassador to the United Nations. Though successful in the position, Young resigned in 1979 after meeting with members of the Palestine Liberation Organization, which at the time was considered to be a terrorist organization by the United States.

Young soon bounced back and was elected mayor of Atlanta in 1981. As mayor, Young was instrumental in the city's continued growth and national and international prestige. After leaving office in 1989, Young continued to work for Georgia’s economic development, served as co-chair of Georgia’s 1996 Olympic committee, and worked as a consultant for many international organizations which he continues to do today.

For more information about the impact of Andrew Young on Georgia see: The New Georgia Encyclopedia: “Andrew Young”

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1395&hl=y

**Sample Question for H11a (OAS Database)**

The Supreme Court's decision in *Brown v. Board of Education* (1954) struck down which practice that had been in place since Reconstruction?

A. the practice of requiring citizens to pass a literacy test in order to vote
B. the practice of using state tax money to fund public schools
C. the practice of "separate but equal" schools for black and white students*
D. the practice of integrating Georgia's public colleges and universities

**Sample Question for H11c**

Andrew Jackson Young, Jr. has held many positions of influence both in Georgia and the world. Among his accomplishments, which has he NOT been

A. a congressman
B. Mayor of Atlanta
C. a civil rights leader
D. Governor of Georgia *

b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission,

Chose one of the important individuals of the Civil Rights Movement in the 1960s and 1970s (i.e., Hamilton Holmes, Charlayne Hunter, Maynard Jackson, an SNCC Member). Then chose one of the important events that happened during this time period (i.e., Sibley Commission, the integration of the University of Georgia, the Albany Movement, the March on Washington, the passage of the Civil Rights Acts, the election of Maynard Jackson, the election of Lester Maddox) and write a journal article about the event from the perspective of one of the prominent Georgians or the event’s significance to Georgia.
SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970. Georgia has changed dramatically over the past 40 years. In 1970, Governor Jimmy Carter said that the time for segregation had ended and no one should “ever have to bear the burden of being deprived of the opportunity of an education, a job, or simple justice.” Both socially and politically, African-Americans gained many of the civil rights they had fought for in the 1950s and 1960s.

During this time period, Georgia has taken a leading role in the politics of the United States. Becoming the 9th largest state in the Union, Georgia has produced a President and a Speaker of the House. Georgia has also seen a shift in political alliances. For over 100 years, Georgia was a one party state, dominated by the Democrats. However, the Republican party gained a foothold in the state in the 1960s, and today, controls the state’s legislative and executive branches.

Economically, Georgia has become one of the wealthiest states in the South, and, in fact, the entire United States. Atlanta, being the headquarters of many national and international businesses, has helped Georgia prosper. Georgia has also benefited from its role in the transportation industry. Today, Georgia is still an important agricultural state, and for a time it was the third leading location to film television shows and movies in the United States.

One of the more important events that brought a significant change to the state was its hosting of the 1996 Summer Olympics. Not only did Georgia build several buildings, parks, and athletic facilities which are still in use today, but many people who came to either simply stayed after the games or eventually relocated to the state. Internationally, Georgians impressed the world with their “southern hospitality.”

In examining this standard, students should be able to evaluate the consequences of the end of the county unit system and reapportionment, describe the career of Jimmy Carter, and analyze the rise of the Republican party in Georgia. Students should also be able evaluate the effect of the Olympic games. Finally, students should able to evaluate the importance of immigrant communities on Georgia’s economy.

a. Evaluate the consequences of the end of the county unit system and reapportionment.

Consequences of the End of the County Unit System and Reapportionment

In 1917, the state of Georgia enacted the county unit system which gave each county a certain number of votes during the primary based on a classification of type (rural, town, and urban). This system effectively strengthened the power and the influence of the rural counties while minimizing that of those counties that held urban centers. Since many of these counties were the homes to more black and progressive white voters and were allowed fewer votes, officials with discriminatory and white supremacy practices tended to get elected and retain power (see Teacher Note 8SSH7).

In the 1940s and 1950s several Georgians and other southerners tried to bring cases to the Supreme Court in hopes of ending the county unit system. However, it was not until 1962, the Tennessee court case Baker v. Carr, brought an end to the county unit system. The Supreme Court ruled that the county unit system violated the principal of “one man, one vote” and it was unconstitutional.

At the same time, another lawsuit concerning the county unit system was being held in Atlanta. In this case, a Fulton County voter, James Sanders, sued the state’s Democratic party with the admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
complaint that his vote held less weight in Fulton than it would have in a rural county. The court agreed with Sanders’ argument and ended the county unit system in Georgia.

In 1964, another case was brought to the Supreme Court that further eroded the imbalance of power held by rural voters. In the reapportionment case Wesberry vs. Sanders, a group of Fulton county voters sued the state based on how their Congressional districts were drawn. Before the ruling, Georgia divided their voting districts by geography and not population. This once again allowed a collection of rural counties to have more influence and power than urban areas. The Supreme Court ruled that Congressional districts must be divided by population, with each district having a roughly equal number of voters.

Both the end of the county unit system and reapportionment had a lasting effect on Georgia. For one, elections were more fair as the ideal of “one man, one vote” came into full effect. African-Americans and whites who lived in urban areas finally had an equal say based on the large amount of people that lived in these areas. In turn, more African-Americans were elected into public office when counties were reapportioned. In addition, more elected positions were created for urban areas.

For a more information about the end of the county unit system and reapportionment see The New Georgia Encyclopedia: “County Unit System” [link]

b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

James E. “Jimmy” Carter (b. 1924) was a state senator, governor, and the only person from Georgia to be elected president. He is also a winner of the Nobel Peace Prize and the second Georgian to win the award (Martin Luther King Jr. was the first). Carter was a successful and popular governor, and his post presidential career has been arguably one of the most accomplished of any former president.

Carter was born in Plains, Georgia. Born to farmers and community leaders, Carter attended public school in Plains and went to Georgia Tech. While there he received an appointment from the Naval Academy and graduated in 1946. He received a commission and it appeared as if he would have a successful naval career. However, when his father died, he left the Navy to take over the family farm and business.

After becoming a community leader in Plains, Carter became interested in running for office. In 1962, he was elected to the state senate. In 1966, he ran for governor, finishing in third place to Lester Maddox and Ellis Arnall in the Democratic primary (see Teacher Note SS8H11). In 1970, he again ran for governor and this time was elected.

As governor, Carter is most well known for his reorganization of state government and his consolidation of state agencies. In addition, he focused on improving Georgia’s educational, justice, and mental health systems. Carter also appointed more women and minorities to governmental positions than all of Georgia’s previous governors combined.

After his four year term was complete, Carter began to set his sights on a presidential run. Due to his primary successes, Carter received the Democratic nomination for president and narrowly defeated President Ford in the 1976 election. The Watergate scandal and the nation’s poor economy were major factors in Carter’s election.

Carter’s successes and failures as president are well documented. His achievements include the Camp David Peace Accords between Egypt and Israel and the Strategic Arms Limitation Treaty
(SALT II) with the Soviet Union. His disappointments include his decision to boycott the 1980 Olympics based on the Soviet invasion of Afghanistan, his management of the Iranian Hostage Crisis, and the overall perception that he did not do enough to remedy the “stagflation” that was crippling the U.S. economy.

After losing the 1980 presidential election, Carter returned to Georgia where he founded the Carter Center. The Center has monitored elections, resolved conflicts, and treated diseases world-wide. Domestically, Carter has supported the Habitat for Humanity program. Carter has also written several books and was inducted to the Georgia Writers Hall of Fame in 2006. For more information about Jimmy Carter see: The New Georgia Encyclopedia: “Jimmy Carter” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-676&hl=y, Georgia Stories: “Habitat for Humanity” http://www.gpb.org/georgiastories/stories/habitat_for_humany

c. Analyze the impact of the rise of the two-party system in Georgia.

The Rise of the Two Party System in Georgia

After Reconstruction, the Democratic Party dominated Georgia politics for over 100 years. For the most part the Democratic primary was the state’s true election, as the Republicans often had a weak showing in the elections for Georgia’s top political offices. In some cases, Republicans did not put up a candidate at all. However, a political shift began to occur in the 1960s. This was based on several factors with the most important being the national Democratic Party’s support of the Civil Rights Movement. In turn, the end of the county unit system and reapportionment allowed for more representation in the state.

As early as the 1930s some white Georgians began to take issue with the National Democratic party and Roosevelt’s New Deal policies. As the national party began to become more and more progressive and favor civil rights laws, many white southerners began to leave the party. In the 1940s, some political leaders in the South created the “Dixiecrats” and fought federal civil rights legislation. Other southern Democrats such as George Wallace and Lester Maddox became independents. However, many white southerners simply shifted their allegiance to the Republican party, not because the party was openly hostile to civil rights and equality, but based on the Republican platform of “smaller federal government” and shifting some federal power back to the states. In turn, the end of the county unit system and reapportionment allowed for more representation in the state.

Nevertheless, the shift of Georgians to the Republican party was slow. The first sign of a shifting allegiance was in presidential elections. In 1964, Georgia’s electoral votes went to a Republican presidential candidate for the first time. Since then, the only Democratic presidential nominees to win Georgia were Jimmy Carter (1976/1980) and Bill Clinton (1992).

The switch to a two party system was a little slower in the Senate. However, in 1980, Republican Mack Mattingly defeated Herman Talmadge for the office. Mattingly was defeated by Democrat Wyche Fowler in 1987, who, in turn, lost to Republican Paul Coverdell in 1993. Today Georgia’s senators Johnny Isakson and Saxby Chambliss are both Republicans. Additionally, eight of Georgia’s 14 Congressional representatives belong to the Republican party.

The shift was slowest at the state and local level. Though Republican Bo Callaway won the popular election for governor in 1966 (see Teacher Note SS8H11), Jimmy Carter beat his Republican adversary in the gubernatorial election of 1970. It was not until 2002 that Georgia elected a Republican governor. Sonny Perdue, a former Democrat who switched parties, was the first Republican governor in Georgia since Reconstruction.

### d. Evaluate the effect of the 1996 Olympic Games on Georgia.

**The Effect of the Olympic Games on Georgia**

In 1990, it was announced that Atlanta “finally won something” and was chosen as the host of the 1996 Olympic Games. Not since the International Cotton Expositions had Atlanta hosted such a large event (see Teacher Note SS8H7). Beating odds-on favorite Athens, Greece, to host the games, Atlanta began to prepare to for this important international event. In order to be ready, the city built new or added to existing sports stadiums, repaired its sidewalks, built public parks, added more hotel rooms, and revitalized the downtown area with new homes and apartments.

The idea to host the Olympics was conceived by a former University of Georgia football player and lawyer, Billy Paine. Together with Andrew Young, Paine was able to create a successful bid for the games. The organizers hoped to show the world that Atlanta was an “international city” and ready to take part in the global economy. Once Atlanta was awarded the games, Paine and Young worked on securing funding for building projects, finding advertisers, and selling tickets.

The games began in Atlanta on July 19. While most of the events were in the metro Atlanta area, other cities took part in hosting events including Athens, Savannah, and even Birmingham, Alabama. For the most part, the games ran smoothly. Unfortunately, the excitement of the games was dampened when a bomb exploded and tragically killed two spectators.

In the end, most of the reviews about the games were mixed. The international press had trouble getting to some of the events and a glitch in the computer system did not allow them to instantly report the results as promised. On the other hand, many international and domestic visitors were impressed with the “southern hospitality” they received in Atlanta and with the effort that the city had put into preparing for the games. The IOC appreciated the record breaking attendance numbers and television ratings for the games.

The largest beneficiary of the games was Atlanta itself. Due to the games the number of hotel rooms in the city expanded to over 60,000. With the city showing that it was capable of hosting such a major event and being the home of the busiest airport in the world, Atlanta has become a hub for conventions and sporting events. The city also experienced growth for the first time in many years as many young, urban professionals moved from the suburbs to city limits based on their experiences at the games, and the improvements made to the city in preparation. According to the *New Georgia Encyclopedia* the Games have generated least 5.1 billion dollars for the city and state.

For more information about the effect of the Olympic games on Georgia see:

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “We Finally Won Something: How Special Events and the 1996 Olympics Contributed to Georgia’s Economic Growth.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council’s *Georgia Economic History* workshop. See [http://www.gcee.org/workshops/about_the_workshops.asp](http://www.gcee.org/workshops/about_the_workshops.asp) for more details.

### e. Evaluate the importance of new Immigrant Communities in Georgia

From its beginnings, immigrant groups made their way to Georgia to seek better opportunities.
<table>
<thead>
<tr>
<th>Immigrant Communities to the Growth and Economy of Georgia.</th>
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<tbody>
<tr>
<td>During the colonial period, the Salzburgers, Highland Scots, and Portuguese Jews all came to Georgia for a combination of religious, economic, and political freedoms (see Teacher Notes 8SSH2). Later, Scot-Irish colonists, usually from other colonies, migrated to the state.</td>
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<tr>
<td>After the Revolution, immigration slowed in Georgia. While blacks were forcefully brought into the state as slaves, relatively few immigrants came to Georgia, or to the rest of the South for that matter. Up to 1975, Georgia was primarily a “black and white” state. This all changed in the 1970s and 1980s when thousands of immigrants began to come to Georgia. Most were hoping to find greater economic opportunities than they had in their native lands. Some of the immigrants came from Asian countries, but the vast majority came from Latin America.</td>
</tr>
<tr>
<td>Three industries actively sought and helped bring Latinos to Georgia. The first was the agricultural industry, which viewed migrant workers as a source of cheap labor. For example, the poultry industry in Hall County actively recruited workers from Mexico to fill the vacancies in the chicken processing plants of Gainesville (known as the “poultry capital of the world”). Hall County recorded a 500% increase in the Latin American population during the 1990s.</td>
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<tr>
<td>The second rapidly growing industry was the carpet/textile manufacturers of Dalton located in Whitfield County Georgia. Needing to find cheaper labor in order to compete with world markets, business leaders also began to actively recruit Hispanic immigrants. The civic leaders of Dalton, known as the “carpet capital of the world,” did their best to provide the immigrants with a welcoming environment. For example, the Georgia Project brought in teachers from Mexico to work in Dalton city and Whitfield County schools, and sent their native teachers to Mexico to learn Spanish. Their goal was to help make the schools, which are over 50% Hispanic, truly bilingual.</td>
</tr>
<tr>
<td>Finally, the construction industry also sought immigrants. During their preparation for the 1996 Olympic Games, many companies used immigrant labor to meet their deadlines. Many of the new buildings and parks in Atlanta, as well as the many new subdivisions and houses in the suburbs, were built with the help of immigrants.</td>
</tr>
<tr>
<td>Today, many of Georgia’s mid-sized cities, as well as rural areas have large immigrant populations from all over the world. However, there is much debate amongst Georgia’s law makers and citizens about the influx of immigrants. Primarily, they are concerned with illegal immigration and the cost that they have on schools, health care, and public transportation. Many see illegal immigrants as costing the state more than they benefit, though the carpet, poultry, and agricultural industry are lobbying against strict immigration laws.</td>
</tr>
<tr>
<td>In 2011, the Georgia General Assembly passed an immigration law that is considered to be one of the toughest on illegal immigrants in the United States. For example, it allows police offers to question suspects about their immigration status and detain them if they are, in fact, illegally in the United States. To date, portions of this law have been blocked by a federal court.</td>
</tr>
</tbody>
</table>

**Note:** As of October 2011, Georgia’s agricultural industry has reported the loss of millions of dollars in revenue. The consensus is that this is partially based on the immigration law.

For more information about the importance of new immigrant communities in to the growth and economy of Georgia see:

*The New Georgia Encyclopedia: “Latino Immigration”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2728& sug=y,

*Georgia Stories: “El Dia De Los Muertos (The Day of the Dead)”*
http://www.gpb.org/georgiastories/stories/el_dia_de_los_muertos,

*Georgia Stories: “Land of Opportunity”*
http://www.gpb.org/georgiastories/stories/land_of_opportunity,

*Georgia Stories: “New Year’s Eve: Chinese Style”*
http://www.gpb.org/georgiastories/stories/new_years_chinese_style
Sample Question for H12a
In 1962 a court ruled that the County Unit System violated which principal?
A. Universal Suffrage
B. Freedom of Speech
C. Freedom of Religion
D. “One man, one vote”*

Sample Question for H12b
Which of the following is a correct statement about Jimmy Carter?
A. He was the only Georgian to serve as president of the United States.*
B. He established Georgia’s first permanent system of education.
C. He was the first Georgian to serve on the Supreme Court.
D. He established the HOPE Scholarship.

Sample Question for H12c
Ask students to write an essay explaining if they believe that Georgia is truly a “two party state” or, if now the Republican Party dominates the political landscape. Have students examine several sources of data (e.g., election results, political maps, political cartoons, interviews) to develop their conclusions. Make sure they use evidence from the sources to support their claims.

Sample Question for H12d
What 1996 event brought an economic boom to Atlanta, Georgia?
A. World’s Fair  B. Olympic Games*  C. Million Man March  D. Republican Convention

**SS8G1 The student will describe Georgia with regard to physical features and location.** Georgia is a state that has a diverse geography. With mountains to the north and the largest swamp in North America to the south, Georgia has a quite a unique physical landscape. After studying this standard, students should be able to describe Georgia’s relative and absolute location, describe its five regions, locate and evaluate the importance of some of Georgia’s physical features, and discuss how Georgia’s climate has impacted the state’s development.

| a. Locate Georgia in relation to region, nation, continent, and hemispheres. | **Georgia’s Location**
The state of Georgia is located in the southeastern United States. It is located on the continent of North America, and it is in the Northern (latitude) and Western (longitude) Hemispheres.

**Note:** Though knowing Georgia’s location appears rather simple it may be worth going over this information in depth with your students. For example, since Georgia is often referred to as a “Southern State” sometimes students will mistakenly answer that it is located in the “Southern Hemisphere.”

| b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain. | **Georgia’s Five Geographic Regions**
The state of Georgia is divided into five geographic regions. In the north, there are three small mountainous regions, each with a differing topography.
In the middle of the state is the hilly Piedmont area which is home to many of Georgia’s largest cities including Atlanta. Finally, the state is dominated by the Coastal Plain region, which takes up three-fifths of Georgia. The Coastal Plain, which is divided into an inner and outer section, was actually covered by water millions of years ago.

For an overview about Georgia’s five geographic regions see:
The New Georgia Encyclopedia: “Geologic Regions of Georgia: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1159&hl=y,
Georgia Stories: “The Geology of Georgia”
http://www.qpb.org/georiastories/story/geology_of_gerorgia,
Georgia Stories: “The Land and Fossils”
http://www.qpb.org/georiastories/story/land_and_fossils

**The Blue Ridge Region**
The Blue Ridge region is located in the northeastern portion of the state. The region is home to Georgia’s...
largest mountains, including Brasstown Bald which is the highest peak in the state and the southernmost point of the Appalachian Trail. Important cities in the region include Dahlonega, the site of America’s first Gold Rush (see Teacher Note SS8H5). In the past, the primary industry of the region was mining. Today, due to the region’s scenic beauty, it is tourism. The Blue Ridge receives the most precipitation in the state, with over 80 inches of rain annually and is the starting point of most of Georgia’s rivers.

For more information about the Blue Ridge Region see:
The New Georgia Encyclopedia: “Blue Ridge Geologic Province”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1160&sug=y

The Valley and Ridge Region

The Valley and Ridge region is characterized by low open valleys and narrow ridges. The area was traditionally a mining region, with the valleys being used for agriculture. The region has several cities and towns, including Cartersville and Calhoun. However, Dalton is probably the Valley and Ridge’s most important city due to its textile and carpet industry. Historically, this region was a major battle ground during the Civil War and is a major transportation route between Georgia and Tennessee.

For more information about the Valley and Ridge Region see:
The New Georgia Encyclopedia: “Valley and Ridge Geologic Province”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1163

The Appalachian Plateau

The Appalachian Plateau is located in the northwestern corner of the state and is Georgia’s smallest region. The region is sometimes called the “TAG” region, as the states of Alabama, Tennessee, and Georgia all connect at one point. This region includes all of Dade County and part of Walker County. The region has many scenic areas and is the location of Cloudland State Park. Lookout Mountain, the site of a major Civil War battle, is located in the region, though it is actually in the state of Tennessee. As with the other mountain regions of Georgia, mining was an important economic activity in the region. In the case of the Appalachian Plateau, coal was the most important product. However, unlike the other two northern regions, due to poor soil, agriculture in the Appalachian Plateau was limited.

For more information about the Appalachian Plateau Region see:
The New Georgia Encyclopedia: “Appalachian Plateau Geologic Province”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3561

The Piedmont Region

The Piedmont region is in the middle of the state and is the most populous of the five regions. With over 4.5 million people, almost one-half of Georgia’s population lives in the region. Many of Georgia’s most important cities are located in the region including Athens, Atlanta, Augusta, and Macon.

Due to these urban centers, manufacturing is important in the region, though agriculture, primarily in the form of poultry, is also a significant enterprise in the region. In addition, due to the large amount of granite found in the region, mining has been important (Stone Mountain may be the most obvious example of the large amount of granite that can be found in the region, but the town of Elberton is known as the “Granite Capital of the World”).

For more information about the Piedmont Region see:
The New Georgia Encyclopedia: “Piedmont Geologic Province”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1162&hl=y

The Coastal Plain Region

The largest region in Georgia is the Coastal Plain. Making up three-fifths of the state, this region is actually divided into two areas: the Inner and the Outer Coastal Plain. The Inner Coastal Plain is the agricultural heartland of the state. In this region peaches, peanuts, cotton and the famous Vidalia onions are important
c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

The Outer Coastal Plain is the home of Georgia’s oldest city, Savannah, which was founded in 1733. Due to the abundance of pine trees in the region, naval stores were an important industry in the state. Today, the trees are used in pulp and paper production; however Baxley, Georgia is the only naval stores producer in the nation today. With its location on the Atlantic Ocean, tourism, shipping, and seafood are all important industries in the region.

For more information about the Coastal Plain Region see:
The New Georgia Encyclopedia: “Coastal Plain Geologic Province”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1161

Note: An activity that teachers can use to help students familiarize themselves with Georgia’s five regions and physical features is to have them create a Georgia travel brochure. Creating a brochure allows students to research, learn, and create a project about these regions. In addition, students can be required to write the brochure in a “persuasive manner,” trying to convince people from other states and countries to visit the regions discussed in the brochure. This allows students to practice important writing skills.

The Fall Line

The fall line is a natural boundary that separates the Piedmont and the Coastal Plain regions. Due to the drop-off of the hilly Piedmont region into the flat Coastal Plain, the waterfalls found on the fall line caused many rivers in the area to be difficult to navigate. However, the waterfalls did offer sources of water power and many mills were located on the fall line. In addition, many of Georgia’s most important cities such as Columbus, Macon, and Augusta were located on the fall line due to their location as the last navigable upstream points in the state.

For more information about the Fall Line see:

The Okefenokee Swamp

The Okefenokee Swamp covers 700 square miles and is the largest freshwater swamp in North America. Located in southeastern Georgia, the swamp can be found in four Georgia counties (Chariton, Ware, Brantley and Clinch). Native Americans lived in the swamp dating back to the Archaic period (see Teacher Note SS8H1). The Choctaw Indians gave the swamp its name which means “land of the trembling earth”. The most famous Indian tribe that lived in the swamp was the Seminole, which fought two wars against the United States in the Okefenokee area. White families began settling in the area in 1805. From 1910 until 1937, before Franklin Roosevelt established 80% of the Okefenokee as a wildlife refuge, the swamp was a major source of timber. Now, protected by the federal government, over hundreds of animal species live in the area, the most well known being the American alligator.

For more information about the Okefenokee Swamp see:
The New Georgia Encyclopedia: “Natural History of the Okefenokee Swamp”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-649
The New Georgia Encyclopedia: “Human History of the Okefenokee Swamp”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-691
The New Georgia Encyclopedia: “Okefenokee Swamp Folklore”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-550
Georgia Stories: “The Okefenokee Swamp”
http://www.gpb.org/georgiastories/story/okefenokee_swamp
The Fish and Wildlife Service “The Okefenokee Swamp” http://www.fws.gov/okefenokee/
The Georgia Department of Natural Resources: “The Stephen C Foster State Park”
http://www.gastateparks.org/info/scfoster/
### The Appalachian Mountains

The southernmost point of the Appalachian Mountains is located in Georgia. Georgia's highest peaks are in the Appalachian Mountain ranges and they can be found in the three mountain regions. In the southern states, these mountains are often called the Blue Ridge due to the blue haze that appears around their peaks. Long ago, the Appalachians were some of the tallest mountains in the world, though millions of years of erosion have weathered them tremendously. Today, the highest peak in Georgia is Brasstown Bald, which has an elevation of over 4700 feet above sea level. In comparison, the highest peak in the continental United States is Mt. Whitney which is almost 14,500 feet.

For more information about the Appalachian Mountains see:

*The New Georgia Encyclopedia: “The Blue Ridge Mountains”*

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2141&sug=y

### The Chattahoochee River

The Chattahoochee River begins its journey to the Gulf of Mexico in the Blue Ridge Region of the state and forms part of the border between Alabama and Georgia. Native Americans long used the river as a food and water source, as did Georgia’s European settlers. Due to the Fall Line, the Chattahoochee becomes difficult to navigate between the Piedmont and Coastal Plain regions, though river traffic was important during the 1800s from the Gulf of Mexico to the city of Columbus. Today, the Chattahoochee is used primarily as a water source for the millions of Georgians living in the Piedmont area, though the river is also used for industry and recreation as well.

**Note:** The states of Florida and Alabama have sued Georgia due to its unrestricted rights over the use the river. Students can examine the arguments of all sides of the issue and then debate if Georgia should be allowed to have unrestricted rights to the river. Have students develop a plan that would be the most beneficial to all parties involved.

For more information about the Chattahoochee River see:

*The New Georgia Encyclopedia: “Chattahoochee River”*

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-950&hl=y

### The Savannah River

The Savannah River forms the border between Georgia and South Carolina. One of Georgia’s longest waterways, the Savannah River begins in Hart County, forms Lake Hartwell, and then flows to the Atlantic Ocean. The river has been a source of water, food, and transportation for thousands of years. Paleo Indians lived around the river and Spanish explorer Hernando De Soto was the first European to cross it (see Teacher Note SS8H1). James Oglethorpe chose a site 18 miles upriver to create Georgia’s first city, Savannah (see Teacher Note SS8H2). Today, the river is navigable for over 200 miles between the city of Savannah and Augusta. In addition to shipping, the river is used as a major source of drinking water for Savannah and Augusta, to cool two nuclear power plants in South Carolina, and to generate hydroelectric power.

For more information about the Savannah River see:

*The New Georgia Encyclopedia: “Savannah River”*

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2638&hl=y

### The Barrier Islands

The Barrier Islands, also known as the Sea Islands or Golden Isles, are a chain of sandy islands off the coastline of Georgia. These islands protect the mainland from wind and water erosion. There are 14 Barrier Islands off Georgia’s coast including Tybee, St. Simons, Jekyll, and Cumberland. Some of the islands, such as Cumberland, are wild life refuges and are national or state parks. Others, like St. Simons, have been developed and three (Little Cumberland, Little St. Simons, and St. Catherine’s) are still privately owned. People have lived on these islands for thousands of years. Indians lived on them and in the 1500s the Spanish set up missions there (see Teacher Note SS8H1). During the Colonial and Antebellum periods, plantations were set up on the island to grow products such as rice and indigo. Today, the islands are mainly tourist and recreation destinations though the fishing and paper industries are still important economic enterprises.
d. Evaluate the impact of climate on Georgia’s development.

**Georgia’s Climate**

Georgia has a **humid subtropical** climate with hot summers and mild winters, though the mountainous areas tend to be cooler than that of the rest of the state. Georgia usually has a large amount of precipitation throughout the year and ranges from 45 to 75 inches per year depending on the area, but receives very little snowfall. Georgia is prone to tornadoes and often feels the effects of hurricanes, though the state has not been hit directly since 1898.

Georgia’s warm, wet climate has made it an ideal location for agriculture. From its beginning, Georgia was established for growing crops, and James Oglethorpe and the rest of the trustees hoped its climate would allow for the cultivation of rice, indigo, wine and silk (see Teacher Note SS8H2). Though wine and silk proved to be unsuccessful, rice and indigo grew well in Georgia. Once slavery was allowed in the colony, Georgia developed the plantation-based agriculture of the rest of the South. Slavery became more entrenched when Eli Whitney invented the cotton gin in 1793, which in turn, caused the demand for cotton production to increase (see Teacher Note SS8H5).

After the Civil War, Georgia remained predominately an agricultural state until the 20th century. During this time period most of Georgia’s population was involved in agriculture, primarily working as sharecroppers or tenant farmers (see Teacher Notes SSH6 and SSH7). Today, while most Georgians are not involved in agriculture, it is still Georgia’s number one industry. In addition, Georgia’s relatively mild climate has brought many people and businesses to the state, making it the 9th most populous in the nation.

For more information about how Georgia’s climate impacted the development of the state see:

*The New Georgia Encyclopedia: “Georgia History: Overview”*
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3729&sug=y

**Sample Question for G1a (OAS Database)**
Which of the following correctly describes the location of Georgia?
A. northern longitude and western latitude
B. Southern Hemisphere and eastern latitude
C. North American continent and Western Hemisphere*
D. southeastern global quadrant and northern time zone

**Sample Question for G1b**
Which of the following would be considered a resource found in Georgia’s coastal plains?
A. rapidly flowing rivers
B. fertile soil for farming*
C. coal deposits and natural gas
D. bedrock such as granite and marble

SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, Georgia’s deepwater ports, and the railroads help drive the state’s economy. Georgia’s four transportation systems have played a major role in the state’s economic development. When the colony of Georgia was founded, its location on the Atlantic Ocean and its deepwater ports such as Savannah and Sunbury made it part of England’s international trading empire. Later, the development of the railroad created the city of Atlanta making it one of the first cities in America that was not built near a navigable water route. In the 1920s, Atlanta sought to and became a hub for the budding airline industry. During the 1950s, Atlanta continued to be a major player in transportation as it became the southeastern center for three major interstate highways.
After studying this standard, students will be able to explain how the four transportation systems interact to provide domestic and international goods to Georgia’s citizens. Students will also be able to explain how these four transportation systems interact to provide producers with the ability to send their goods to national and international markets. Finally, students will be able to explain how these four transportation systems create jobs for Georgians.

<table>
<thead>
<tr>
<th>a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets.</td>
</tr>
<tr>
<td>c. Explain how the four transportation systems provide jobs for Georgians.</td>
</tr>
</tbody>
</table>

### Georgia’s Four Transportation Systems

Georgia’s four major transportation systems (air, water, rail, and highway) have been instrumental in the economic growth and development of the state. The city of Savannah began as a major trading port, and with each new technological advance in Georgia has been at the forefront of bringing these transportation innovations to the state. Each of these advancements has made it easy for the state to be involved in national and international trade, while creating thousands of jobs in Georgia.

#### The Interstate Highway System

In the 1930s, the United States government began planning to create an interstate highway system that would connect the major cities of the nation. It hoped that these highways would encourage economic growth and development, along with improving the nation’s defense. However, the project did not go into full effect until the 1950s under President Eisenhower, who had seen the benefits of the German Autobahn firsthand during World War II.

The state benefited from the highway system even more when Georgian Lucius D. Clay was appointed to lead the development and construction. General Clay, who was from Marietta, made sure that three of the interstates (i.e., I-20, I-75, I-85) went through Atlanta. This continued the city’s role as the southeast’s most important transportation hub.

According to the New Georgia Encyclopedia, Georgia currently has 1,244 miles of interstate highway. Interstate 95 connects Georgia to 16 states and important cities such as Miami, Richmond, Washington D.C., New York City, and Boston. Interstate 75 connects Georgia to the cities of Chattanooga, Cincinnati, and Detroit. Both of these interstates make it easy to transport goods to and from these major manufacturing centers.

Six interstates are also used by Georgians to commute to their jobs in the metro Atlanta area. While these highways (I-20, I-75, I-85, I-285, I-675, and I-285) have been blamed for causing “urban sprawl” in the state, they can also be credited for bringing major national and international corporations to the city. In turn, suburbs were able to develop outside of Atlanta which has resulted in major road and housing construction throughout the area resulting in countless number of jobs throughout the area.

Note: Although interstates 24 and 59 enter the state in the northwestern corner, they do not impact the metro Atlanta area.

For more information about the Interstate Highway System see:


#### Hartsfield-Jackson International Airport

Atlanta’s Hartsfield-Jackson International Airport one of the busiest airports in the world and is often in competition with Chicago’s O’Hare International Airport for the title of “busiest,” with more than 1000 planes en route to or from the airport per day. According to the New Georgia Encyclopedia, an average month may have over 80,000 flights, 7 million passengers, and 53,700 metric tons of cargo that come into or out of Atlanta. As the interstate highways connect Georgia to the rest of the United States, the airport connects the state to the rest of the world. Flights from Atlanta go to five continents and are able to make it to these locations with no more than two stops.
With its 32 airlines and 200 concession outlets, the airport is one of the largest employers in the state. This does not include the thousands of other jobs such as M.A.R.T.A. employees, taxi-cab drivers, and rental car customer service representatives that stem from the airport’s existence. Today, Hartsfield-Jackson continues to expand and its most recent addition, a new runway, occurred in 2006 as well as an international terminal was opened in 2012.

_The New Georgia Encyclopedia:_ “Hartsfield-Jackson Atlanta International Airport”

_Georgia Stories:_ “The Second Busiest Airport in the World”


**Georgia's Deepwater Ports**

The vast majority of products that are imported and exported arrive to their destinations via shipping. Georgia’s deepwater ports in Brunswick and Savannah are important in America’s international trade.

The Brunswick port was key during World War II for building liberty ships (see Teacher Note SS8H9). Today, it has three terminals to import and export general cargo, dry bulk commodities, and seafood. It is also a primary port for the automobile industry, importing international brands such as Jaguar, Porsche, and Volvo, while exporting American brands Ford and General Motors.

The Savannah port is located on the same site as Mary Musgrove’s trading post (see Teacher Note SS8H2). It too was an important ship building facility during World War II. From 2001-2005, it was the nation’s fastest growing port and, as of 2007, it became the fourth busiest port in the United States. It primarily handles automobile and container cargo. In addition, national and international businesses such as Target and IKEA have built distribution centers at the port.

For more information about Georgia’s deepwater ports see:

_The New Georgia Encyclopedia:_ “Georgia Ports Authority”

**Railroads**

Georgia has a long history with the railroad industry. While South Carolina was the first state in the nation to build a railroad line in 1830, Georgia soon followed by creating several of their own, which were created to link cities such as Athens, Augusta, and Savannah. Eventually, Georgia had more rail lines than any other state in the Deep South. In turn, many of Georgia’s towns and cities, including Atlanta, were created due to the railroad (see Teacher Note SS8H5).

While the railroad dominated transportation in the state for over 130 years, the development of the interstate highway system led to a decline of the railroads in the 1960s and 1970s. However, railroads are still important to the state’s economy today. Georgia has over 5000 miles of railroad track bringing goods into and away from the state. For the most part Georgia’s railroad freight industry is dominated by two companies, CSX and Norfolk Southern, while Amtrak provides passenger service to New York, Washington D.C., and New Orleans.

_The New Georgia Encyclopedia:_ “Railroads”

_Georgia Stories:_ “The Railroads and the New Georgia”

_Georgia Stories:_ “The Railroads Economic Boom”


Note: Teachers should explain to students that all of these transportation systems are interconnected. For
example, automobiles that arrive in Georgia’s ports are loaded onto both trains and trucks (that use the interstate highway system) and are transported throughout the United States. In turn, American companies use trains and trucks to send their goods to the port of Savannah to be shipped to foreign markets.

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this standard titled “Planes, Trains, Boats and Automobiles: Driving Georgia’s Economy.” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council’s Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

Sample Question for G2a (OAS Database)
Which of Georgia’s transportation systems connects Georgia to the rest of the nation, links Georgia’s major cities, and helps move commuters to and from work centers?
A. Interstate Highway System *
B. Central of Georgia Railway
C. Georgia’s deep water port at Savannah
D. Hartsfield–Jackson International Airport

Sample Question for G2b
Which of these statements best describes Atlanta’s importance as a transportation center?
A. Atlanta is a major center for road and air transportation.*
B. River transportation has declined in recent years but is still important.
C. The rapidly expanding growth of railroads has given new importance to Atlanta.
D. Atlanta’s importance as a transportation center has declined in recent years.

c. Explain how the four transportation systems provide jobs for Georgians.

Sample Question for G2c
Why is the population of Georgia heavily concentrated in the Atlanta area?
A. Atlanta has a larger geographic area than other cities.
B. Agricultural areas are more productive than urban areas.
C. Other parts of the state have tried to maintain their historic populations.
D. The airport and highway systems make Atlanta a major transportation hub. *

SS8CG1 The student will describe the role of citizens under Georgia’s constitution. Georgia has had 10 state constitutions since 1777. Each of these constitutions set the guidelines for those who governed the state and outlined the rights and responsibilities of Georgia’s citizens. After studying this standard, students will understand and be able to explain several key concepts concerning Georgia’s present constitution. These concepts include the constitution’s basic structure, the separation of powers and checks and balances, the rights and responsibilities of citizens, and voting qualifications and elections in Georgia. Students will also be able to explain the role of political parties in government.

a. Explain the basic structure of the Georgia state constitution.

The Basic Structure of the Georgia State Constitution
Legislators began writing Georgia’s current constitution in 1977, and it was approved by the state’s citizens in 1983. The constitution is broken up into 11 articles and is 89 pages long. The articles outline the rights, rules, regulations, and procedures for both citizens and the state’s government. The articles include:

- Article I: Bill of Rights
- Article II: Voting and Elections
- Article III: Legislative Branch
- Article IV: Constitutional Boards and Commissions
- Article V: Executive Branch
- Article VI: Judicial Branch
- Article VII: Taxation and Finance
- Article VIII: Education
- Article IX: Counties and Municipal Corporations
- Article X: Amendments to the Constitution
- Article XI: Miscellaneous Provisions
According to the *New Georgia Encyclopedia* the Constitution of 1983 has several new provisions that were not in any of Georgia’s other constitutions. These include an equal protection clause, a division of the courts, and the nonpartisan elections of judges.

For more information about the basic structure of the Georgia state constitution see:
- *The New Georgia Encyclopedia: “Georgia Constitution”*
- *GeorgiaInfo: “Georgia Constitution Webpage”*
  [http://georgianinfo.galileo.usg.edu/gacontoc.htm](http://georgianinfo.galileo.usg.edu/gacontoc.htm)

### b. Explain the concepts of separation of powers and checks and balances.

**Separation of Powers**

Similarly to the federal government, the government of Georgia has separation of powers between the three branches of government, along with the powers to check and balance the actions of the other branches.

A simple way to describe these powers is that the legislative branch (*The Georgia General Assembly*) makes the laws, the executive branch (headed by the *Governor*) carries out and enforces the laws, and the judicial branch (headed by the *Georgia Supreme Court*) determines the constitutionality of the laws. In reality, the concept of the separation of powers is a bit more complicated, and the powers of each branch of government will be discussed in more detail in other teacher notes (CG2-CG6).

**Checks and Balances**

Similarly to the separation of powers, the concept of checks and balances has both a simple and a more complex explanation. The easiest way to explain this to your students is to discuss how a bill becomes a law. If the General Assembly) passes a law that the governor does not agree with he or she can veto it. Congress then has the option (if it can gather enough votes) to override the veto. Once the bill becomes a law, the Supreme Court determines if it is constitutional or not. If the law is ruled unconstitutional, then it is null and void. A more detailed explanation of the concepts of checks and balances will be discussed in teacher notes CG2-CG6.

For more information about the concepts of separation of powers and checks and balances see:
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&sug=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&sug=y)

### c. Describe the rights and responsibilities of citizens.

**The Rights of Citizens**

Both the Georgia and U.S. Constitutions include a *Bill of Rights* outlining the *rights of every citizen*. For the most part, both documents have similar rights and freedoms, such as freedom of religion, freedom of speech, and the freedom of the press. However, Georgia’s Bill of Rights has several differences as compared to the U.S. Bill of Rights including:

- **Paragraph I. Life, liberty, and property.** No person shall be deprived of life, liberty, or property except by due process of law.

- **Paragraph III. Freedom of conscience.** Each person has the natural and inalienable right to worship God, each according to the dictates of that person's own conscience; and no human authority should, in any case, control or interfere with such right of conscience.

- **Paragraph XXI. Banishment and whipping as punishment for crime.** Neither banishment beyond the limits of the state nor whipping shall be allowed as a punishment for crime.

- **Paragraph XXVIII. Fishing and hunting.** The tradition of fishing and hunting and the taking of fish and wildlife shall be preserved for the people and shall be managed by law and regulation for the public good.

**Note:** Have students compare and contrast the Georgia and the U.S. Bill of Rights. Have students choose one of the differing rights and explain what may have led to this additional “right” that the Georgia constitution provides. Students should use historical, geographic, economic, and/or social examples to defend their answers.
The Responsibilities of Citizens

In addition to rights, citizens of the state and nation also have civic responsibilities. Some of these responsibilities include:

- Paying taxes
- Serving on juries
- Volunteering
- Voting

For more information about the rights and responsibilities of citizens see: The New Georgia Encyclopedia: “Government and Laws: Overview” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&amp;sug=y,
The New Georgia Encyclopedia: “Georgia Bill of Rights” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3015&amp;sug=y,
The New Georgia Encyclopedia: “Writ of Habeas Corpus” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3741&amp;sug=y,

d. Explain voting qualifications and elections in Georgia.

Voting Qualifications in Georgia

There are three qualifications to be able to vote in the state of Georgia. They are:

- Voters must be a citizen the United States
- Voters must be 18 years old by election day
- Voters must be a legal resident of Georgia and the county where a person wants to vote in

In addition, the voter cannot currently be serving time in jail for a felony offense or ruled to be mentally incompetent.

Elections in Georgia

There are several locations where Georgians can register to vote. Some of these include city, county and state offices, and libraries. They can also download a voter registration form online and mail it to the Georgia secretary of state’s office. Students should be told that people are only allowed to vote at the Polling Place in their district (precinct), or via absentee ballot. Once they are registered, Georgians usually vote in three types of elections. These elections are:

- **Primary** - an election where members of the Republican and Democratic party vote for candidates to run for a specific office such as governor, lieutenant governor, and secretary of state. These are open elections and the voter does not have to be a member of the party to vote. These elections are held in July or August during even numbered years.
  
  **Note**: When Georgia was a one-party state these elections were the ones that truly counted. Democrats, the majority party at the time, regularly beat their Republican challengers in the General Elections. (See Teacher Note H12)).

- **General** - an election where the winners from both parties’ primaries, along with members of third parties and independents, compete for political offices. The elections are also held in even number years and take place on the second Tuesday of November.

- **Special** - an election that is used to present a special issue to voters or to fill a vacancy.

In Georgia, if a candidate does not receive more than 50% of the vote (i.e., 50% + 1 vote), then there is a run-off election. This can take place in the primary or the general election. Voters sometimes have the opportunity to vote on a law. This is called a Referendum.

For more information about voting qualifications and elections in Georgia see: The New Georgia Encyclopedia: “Government and Laws: Overview” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&amp;sug=y,
### e. Explain the role of political parties in government.

The Role of Political Parties

America's political system is often called a “two party” system. As the name implies, the political landscape is dominated by two parties. Since the 1860s the two major parties have been the Republican and the Democratic. However, in Georgia it was not until the latter half of the 20th century that Republicans became a political force in the state (see Teacher Note H12).

The role of political parties in the United States and Georgia is for groups of like-minded individuals who share common beliefs and ideas to work together in hopes of electing their members to political offices. As previously stated, Georgia was dominated by one party for much of its history, though today, Republicans and Democrats both hold elected offices. No matter what party someone belongs to, political parties offer voters a choice in deciding which elected official best represents their interests.

Note: Though two parties dominate the political scene there are several minor or “third parties” parties as well. In some elections, these political parties cause run-off elections. An example was in the 1992 U.S. Senate race, when a member of the Libertarian Party took 3% of the vote causing neither Wyche Fowler (D) nor Paul Coverdale(R) to win a majority of the vote. This happened again in the 2008 senate race when Libertarian Allen Buckley caused a run-off between Saxby Chambliss (R) and Jim Martin (D).


### CG1a. Sample Question

All of the following are sections included in the Georgia state constitution EXCEPT

- A. Amendments.
- B. Bill of Rights.
- C. Court Case Summaries.*
- D. Voting and Elections.

### CG1b. Sample Question

Which of the following is an example of how the system of checks and balances works in Georgia?

- A. reducing property taxes
- B. overriding a governor's veto*
- C. signing a petition to repeal a law
- D. appealing a case to a higher court

### CG1c. Malia writes a letter to the editor of her local newspaper, expressing her opinion on proposed legislation. Based on the rights guaranteed by the Georgia constitution, Malia is exercising her

A. freedom of conscience.  
B. right to keep and bear arms.  
C. right to assemble and petition.*  
D. freedom of speech and of the press.*

### CG1d. Dan is 19 years old and wants to register to vote. He must also meet all of the following requirements EXCEPT

- A. be a legal resident of Georgia.
- B. have a Georgia driver's license.*
- C. be a citizen of the United States.
- D. cannot be serving a felony conviction.

### CG1e. Which general statement is true about political parties in Georgia over the past fifty years?

- A. Georgia has been dominated by three parties.
- B. Georgia has been dominated by the Republican Party.*
- C. Georgia has changed from a one–party system to a two–party system.*
- D. Georgia has changed from being a two–party system to a one–party system.
S8CG2 The student will analyze the role of the legislative branch in Georgia state government. The legislative branch is the law making body of the state. In Georgia, laws are created in the General Assembly. Similarly to the U.S. Congress, the Georgia General Assembly is divided into two houses; the House of Representatives and the Senate.

After completing this standard, students will be able to explain the qualifications, terms, elections and duties of members of both the Georgia House and Senate, describe the organization of the General Assembly and the importance of the committee system, and how the legislative branch fulfills its role as the law making body of the state.

| Qualifications, Term, Election, and Duties of the Members of the General Assembly |
|------------------------------------------|------------------------------------------|
| **Qualifications** | **Georgia State Senate Member** | **Georgia State House of Representatives Member** |
| -25 years old | -21 years old |
| -Resident of GA for two years | -Resident of GA for two years |
| -Resident of the district for at least one year | -Resident of the district for at least one year |
| -U.S. citizen | -U.S. citizen |
| **Term** | - two years | -two years |
| **Election** | -November, even numbered years | -November, even numbered years |
| **Duties** | -Serving on standing committees | -Serving on standing committees |
| -Pass state’s operating budget | -Pass state’s operating budget |
| -Enacting laws | -Enacting laws |
| -Redistricting (every 10 years) | -Redistricting (every 10 years) |
| -Vote to place Constitutional Amendments on the election ballot (2/3 vote) | -Vote to place Constitutional Amendments on the election ballot (2/3 vote) |

For more information about the Georgia General Assembly see:

b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.

The Organization of the General Assembly (House of Representatives)

The Georgia House of Representatives is made up of 180 members. It is presided over by the Speaker of the House. The speaker is elected by all of the members of the House. The Speaker’s powers include scheduling debates, voting, and assigning House members to committees. The Speaker of the House has historically been a member of the party in power, though technically they do not have to be.

There are three other leaders in the General Assembly. This includes the Majority Leader, the Minority Leader, and the Floor leader. As the name implies, the Majority leader is responsible for making sure its members vote for the bills and agenda that majority party favors and the same is true for the minority leader. The Floor leader’s role is to promote the interest of the Governor on the house floor.

The Organization of the General Assembly (Senate)

The Georgia Senate is made up of 56 members. It is presided over by the Lieutenant Governor, who is
sometimes called the “President of the Senate.” The Lieutenant Governor is elected directly by Georgia’s voters. As the chief officer of the Senate, the Lieutenant Governor’s powers include promoting committee chairs. Since the Lieutenant Governor is voted for directly by the people, there is a chance that he or she may be a member of the minority party.

**The Committee System**

Most of the work conducted in both houses of the General Assembly is in the committee system. The House of Representatives is made up of 36 standing committees while the Senate is made up of 26. Each of these committees has a particular focus such as agriculture or education. Each member of the General Assembly is responsible for serving on at least two or three committees. Each of these committees can, create, amend, change, or kill legislation.

There are four types of committees in the General Assembly. These are:

- **Standing Committees:** Permanent committees or those that continue for every legislative session
- **Ad hoc Committees:** Committees created for a special purpose
- **Joint Committees:** A committee made up of members of the Senate and House
- **Conference Committees:** Created when the House and Senate create different versions of a bill. The members of each house must compromise and make one bill for it to become a law.

For more information about the organization of the General Assembly with emphasis on leadership and the committee system see:

  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3164&su=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3164&su=y),

- The New Georgia Encyclopedia: “Lieutenant Governor”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830)

**Lawmaking**

It is a complex and lengthy process for the legislative branch to fulfill its role as the lawmaking body for the state. The 16 step process is outlined below (adapted from Georgia Info: “Passing a Law in the Georgia General Assembly”)

1) A legislator introduces an idea for a law (this could be based on the needs of his or her constituents, suggestions made by the Governor or Floor Leader, or his or her own ideas or beliefs)
2) The legislator goes to the Office of Legal Council to determine and remedy any legal issues that the bill may face.
3) The legislator files the bill with the Clerk of the House or Secretary of Senate
4) **The bill is formally introduced (1st Reading)**
5) **The bill is assigned to a standing committee**
6) The bill receives a 2nd reading (process differs in House and Senate)
7) **The bill is considered by committee (bill can be engrossed, killed or amended)**
8) The bill is reported favorably by the committee and returned to the Clerk or Secretary
9) The bill is placed on a general calendar
10) The rules committee meets and prepares a rules calendar
11) The presiding officer calls up bills for calendar
12) **The bill receives a 3rd reading (bill is now up for debate and voting)**
13) **If bill is approved, it is sent to the other house**
14) If bill is passed by second house, it is returned. If bill is not accepted it is either killed or brought before a conference committee.
15) **If accepted by both houses, the bill is sent to the Governor for approval.**
   **The Governor may sign bill or do nothing (it becomes law). Governor may veto bill (Assembly can override with veto with 2/3 vote).**
16) **Bolded information is included to provide a basic understanding of the lawmaking process for students.**

For more information about how the legislative branch fulfills its role as the lawmaking body of the state see:
SS8CG3 The student will analyze the role of the executive branch in Georgia state government. The executive branch is the largest branch of Georgia’s government. The governor is the highest position of the executive branch and is primarily responsible for enforcing the law. However, the governor has many other formal and informal duties as well.

After completing this standard students will be able to explain the qualifications, term, election, and duties of the governor and lieutenant governor. In addition, they will be able to describe the organization of the executive branch and how the branch fulfills its duties to administer programs and enforce laws.

| Qualifications, Term, Election, and Duties of the Governor and Lieutenant Governor |
|---------------------------------|--------------------------------|--------------------------------|
| Qualifications                  | Governor                       | Lieutenant Governor            |
| -30 years old                   | -Resident of GA for six years  | -30 years old                  |
| -Resident of GA for six years   | -U.S. citizen for 15 years     | -Resident of GA for six years  |
| -U.S. citizen for 15 years      |                                | -U.S. citizen for 15 years     |
| Term                            | -four years (No more than 8 consecutive years) | -four years (unlimited terms) |
| Election                        | Every four years (even numbered) | Every four years (even numbered) |
| Duties (Formal Powers)          | -Oversees operation of executive branch | -Presides over the Senate |
| -Chief law enforcement officer  | -Act as the state’s chief executive when the governor is out of the state. |
| -Commander-in-chief of state’s military |                        |
| -Proposes annual budget         |                                |                                |
| -Recommends new laws            |                                |                                |
| -Gives “state of the state” address |                                |
| -Fills government vacancies     |                                |                                |
| -Can call special sessions of the General Assembly |                |
| Duties (Informal Powers)        | -Serves as spokesperson for the state of Georgia | N/A |

CG2b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.

Sample Question for CG2c
Which of these lists the correct order of the legislative process for a bill to become a law in Georgia?
A. proposal, floor action, committee action, conference, passage, action by governor
B. proposal, committee action, floor action, conference, passage, action by governor*
C. proposal, action by governor, floor action, committee action, conference, passage
D. proposal, action by governor, committee action, floor action, conference, passage
b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.

c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

The Organization of the Executive Branch

Due to the 236 members of the General Assembly, students often think that the legislative branch is the largest branch of the states government. However, due to the fact that so many state agencies and departments fall under its jurisdiction, the executive branch is the largest branch. Other than the Governor and Lieutenant Governor, there are elected officers who are part of the executive branch as well, including the secretary of state, the attorney general, the state superintendent of schools, the commissioner of insurance, the commissioner of agriculture, and the commissioner of labor.

For more information about the organization of the executive branch see:
The New Georgia Encyclopedia: “Executive Branch Officials: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-702

The Department of Education

Founded in 1870, the Georgia Department of Education (DOE) is responsible for overseeing all facets of public education in the state. According to the New Georgia Encyclopedia, its primary purpose is to ensure that “education-related laws are obeyed and that state and federal funds are properly allocated.”

The state superintendent of schools reports directly to the Governor. The superintendent is also the chief executive officer of the state’s Board of Education which is made up of 14 members (based on congressional districts). The Department of Education is made up of five offices: Curriculum and Instruction, Finance and Business Operations, Instructional Technology and Media, Policy and External Affairs, and Teacher and Student Support.

For more information about Georgia’s Department of Education see:
The New Georgia Encyclopedia: “Georgia Department of Education”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1492&hl=y,
The New Georgia Encyclopedia: “Public Education (PreK-12)”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2619

The Department of Public Safety

The Georgia Department of Public Safety was created in 1937 and was established to protect Georgia’s citizens and their property. This department, under the direct supervision of the Governor is made up of several departments. These include the Georgia Highway Patrol, the Capitol Police, and the Motor Carrier Compliance Division.

For more information about Georgia’s Department of Public Safety see:
Georgia Department of Public Safety: “Georgia Department of Public Safety”
http://dps.georgia.gov/02/dps/home/0,2228,5635600,00.html

The Georgia Department of Transportation

The Georgia Department of Transportation plays a role in all four of the major transportation systems in the state (see Teacher Note SS8G2). Primarily the GDOT is responsible for planning, constructing, and
maintaining Georgia’s roads and highways. However, it also offers financial support and planning to the other three transportation systems. The Department has eight offices throughout the state. One of the department’s most recognized contributions to the state are the yellow Highway Emergency Response Operators (HERO) trucks that quickly respond to highway accidents and stranded motorists.

For more information about Georgia’s Department of Transportation see:
*The New Georgia Encyclopedia:* “Georgia’s Department of Transportation” 
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2444&sug=y,
*Georgia Department of Transportation:* “GDOT” http://www.dot.state.ga.us/Pages/default.aspx

The Georgia Department of Economic Development

The Georgia Department of Economic Development (GDEcD) is responsible for bringing economic development to the state. According to its website, the department “markets Georgia to the world by encouraging investment and trade and attracting tourists to Georgia.” Interestingly, it also promotes Georgia as a “go-to location for film, music, digital entertainment, and the arts.” Many well known movies have been filmed in Georgia including *Forest Gump, The Blind Side,* and *Zombieland,* just to name a few.

For more information about Georgia’s Department of Economic Development see:
*Georgia USA:** “Georgia Department of Economic Development” http://www.georgia.org/Pages/default.aspx

The Georgia Department of Natural Resources

The Georgia Department of Natural Resources was created to administer and enforce the laws passed by General Assembly that relate to Georgia’s natural resources; primarily its rivers and lakes. The DNR also operates Georgia’s state parks and preserves the state’s historical sites. Finally, the DNR is responsible for enforcing Georgia’s hunting, fishing, and boating laws.

For more information about Georgia’s Department of Natural Resources see:
*Georgia Department of Natural Resources:* “GaDNR”
http://www.gadnr.org/

For more information about the executive branch see:
*The New Georgia Encyclopedia:* “Executive Branch: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2536&sug=y,
*Georgia Stories:* “Executive Branch”
http://www.gpb.org/georgiastories/stories/executive_branch

Sample Question for CG3b

Which of department of the executive branch is responsible for the Georgia Highway Patrol?
A. the Department of Education.
B. the Department of Public Safety.*
C. the Department of Transportation.
D. the Department of Economic Development.

c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

Research a state agency or department. Write a paper explaining how the programs that are provided by the agency or department directly affect you and your family.
The student will analyze the role of the judicial branch in Georgia state government. The judicial branch in Georgia is responsible for interpreting the laws created and passed by Georgia's legislative branch, then approved by the governor. It also ensures that Georgia citizens' rights are protected by the legal system.

After studying this standard, students will be able to explain the structure of the court system in Georgia and the difference between criminal and civil law. Students will also be able to describe the adult justice system and the ways that they can avoid trouble and settle disputes peacefully. Finally, students will be able to evaluate how the judicial branch interprets the laws of Georgia and ensures justice in the legal system.

### The Structure of Georgia’s Court System

<table>
<thead>
<tr>
<th>Court</th>
<th>How Judges are Selected</th>
<th>Number of Courts</th>
<th>Jurisdiction</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| State                  | Elected to four year terms (countywide, non-partisan elections) | 70               | Limited (One County) | - Misdemeanors  
- Preliminary criminal case hearings  
- Civil cases  
- Can also issue search warrants |
| Juvenile               | Appointed by superior court judges to four year terms. | 159              | Limited (One County) | - Delinquent and unruly offences by children under 17  
- Deprived and neglected children under 18  
- Minors seeking permission to marry or join military |
| Probate                | Elected to 4 year terms (countywide, non-partisan elections) | 159              | Limited (One County) | - Wills and estates  
- Marriage licenses  
- Firearms licenses  
- Appointing legal guardians  
- Traffic violations (for counties with no state courts)  
- Misdemeanors (for counties with no state courts)  
- Violations of game and fish laws |
| Magistrate             | Either elected or appointed. | 159              | Limited (One County) | - Issue warrants  
- Minor criminal cases  
- Civil cases ($15,000 or less)  
- Civil disputes  
- Search and arrest warrants |
| Superior               | Elected to 4 year terms (circuit-wide, non-partisan elections) | 49 (circuits)   | Original           | - Civil trials  
- Criminal trials  
- Felony trials  
- Divorce cases  
- Land titles |
| Court of Appeals       | 12 judges assigned to 4 panels. Elected to six year terms (statewide, non-partisan elections) | 4 (divisions)   | Appellate          | - Reviews civil and criminal cases previously heard by trial courts. |
| Supreme                | 6 Justices and 1 Chief Justice. Elected to six year terms (statewide, non-partisan elections). | 1                | Appellate          | - Reviews decisions made in civil or criminal cases by trial or Court of Appeals.  
- Determine if laws are constitutional  
- Challenges to elections  
- Death sentences |

For more information about Georgia’s trial and appellate courts see:
b. Explain the difference between criminal law and civil law.

**Explain the Difference Between Criminal and Civil Law**

**Criminal Law**: laws that are created to protect society from wrong-doers. **Crimes** are serious offenses that are punishable with fines, community service, prison, and sometimes even death.

**Civil Law**: laws created to deal with relationships amongst individuals. Civil laws usually involve compensation from one individual or group to another individual or group based on injury or wrong doing. A civil wrong doing against an individual is called a **tort**.

Note: A person can be charged with both criminal and civil wrong doing for the same action. For example a person can be acquitted of murder in his/her criminal case and can also be found guilty of wrongful death and ordered to pay damages in his civil trial.

For more information about civil and criminal law see:
*The New Georgia Encyclopedia: “Judicial Branch: Overview”*  
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841

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<table>
<thead>
<tr>
<th><strong>The Adult Justice System</strong></th>
</tr>
</thead>
</table>

The adult justice system is divided into civil and criminal law. In the case of criminal law, offenses are categorized into **felonies** and **misdemeanors**. Felonies are serious crimes such as arson, murder, rape and grand theft. The minimum sentence one can receive for committing a felony is no less than one year in jail. Felonies that can be punishable by death are called **capital crimes**. In Georgia, capital crimes include murder, kidnapping with bodily injury, aircraft hijacking, and treason. Misdemeanors are less serious crimes and are usually punished with less than a year in prison and a fine. Some misdemeanors are assault and battery, cruelty to animals, shop lifting, and trespassing.

For more serious crimes, **defendants** are given a trial by jury; for less serious crimes, defendants stand before a judge. Several courts hear civil and criminal court cases depending on their severity. However, the superior court hears all felony trials.

**Steps in Criminal Justice Process**

There are several steps in the criminal justice process. If an adult commits a serious enough crime they can go through two processes. The first is the pretrial and the second, if needed, is the trial. Below are the steps for the pretrial process with a brief description of each.

**Pretrial**

- **Arrest**: there is enough evidence that someone has committed a crime serious enough to warrant being taken in to custody.
- **Booking**: law enforcement officers make an official arrest report and hold the suspect in the local jail.
- **Initial appearance**: The suspect appears before a magistrate court where he or she goes before a judge to have the charges brought against them explained and to determine if they are to be released on bail.
- **Preliminary hearing**: the magistrate judge determines if there was a crime committed and if there is probable cause that the suspect was involved with the crime.
- **Grand Jury indictment**: a group of citizens, called a grand jury, examines the evidence in order to determine if the suspect should be charged with a crime. If they do decide there is enough evidence, they issue what is called an indictment.
- **Assignment before Superior Court**: upon receiving an indictment, the suspect is then arraigned and brought before a superior court judge. During the arraignment, the suspect
officially states that they are guilty or not guilty of the offense. If the suspect claims that they are not guilty, the case moves on to trial.

- **Admitting Guilt/Plea Bargaining:** The suspect also has the opportunity to plead guilty. If they plead guilty to the charge, the judge will sentence the individual and the case does not go to trial. The suspect also has the choice of plea bargaining and admitting guilt to a lesser offence. If the prosecutor agrees to the plea bargain, the suspect is sentenced for the lesser offense and the case will also not go to trial.

**Trial**

If the suspect (now the defendant) pleads not guilty in the arraignment then their case will go to trial. Below are the steps of the trial process.

- **Selecting a Jury:** In order to begin the trial, 12 citizens are selected as jurors for the case. In this process, the prosecuting and defending lawyers, along with the judge, can ask the juror questions to determine if they should serve on the trial.
- **Opening Statements:** once the trial begins, both attorneys are given the opportunity to speak directly to the jury to explain what they hope to prove in the case.
- **Presentation of evidence:** during the case, witnesses are called to the stand to give testimony. The process starts with the prosecuting attorney calling a witness who he or she hopes will prove the guilt of the defendant. The defendant’s attorney is given the opportunity to cross-examine the witnesses.
- **Closing statements:** after all of the witnesses have had a chance to speak, both attorneys present their final arguments in the case.
- **Jury deliberation and verdict:** after the final arguments, the jury is asked to discuss amongst themselves if they think the defendant is guilty or not. Once the make their decision, they notify the judge. If the verdict is not guilty, the defendant is released.
- **Sentencing:** If the jury finds the defendant guilty, the judge sentences the defendant, telling him/her the amount of time he/she will spend in prison and how much they owe in damages (if applicable).
- **Appeal:** if the defendant maintains his or her innocence or if there were mistakes made in the case, the defendant can make an appeal where an appellate court will review the case. If they overturn the ruling, the case goes back to the superior court for a new trial.

For more information about the adult justice system see:
The New Georgia Encyclopedia: "Judicial Branch: Overview"
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841

d. Describe ways to avoid trouble and settle disputes peacefully.

As anyone who has taught or is teaching middle school knows, students sometimes make bad decisions. Some of the poor decisions they make are relatively harmless like chewing gum or talking out of turn in class. Sometimes though, they make extremely poor decisions such as skipping school, fighting, shoplifting, or selling drugs. Students should be taught not only about the consequences of doing these things, but how to avoid these situations and settle disputes peacefully.

Teachers can and should discuss ways to avoid trouble and settle disputes peacefully. First, students need to understand the law and what penalties poor decision-making can do to their lives. Some of the information from this standard and standard SS8CG6 should aid in this understanding.

Second, teachers should use as many activities as possible that promote good decision making, higher order thinking skills, and consensus building. The more students are given these types of lessons, the better they will be in thinking through their personal decisions and making better choices. These types of activities also allow students to discuss and think of ways to solve different types of problems. If controversial issues are discussed, it may help students learn that not everyone is going to agree with their opinions and it is okay for people to have their own. Sometimes, just being able to “agree to disagree” is one of the best ways to settle disputes peacefully.

Finally, a third approach can be to invite guest speakers to talk to students to discuss why it is
important to avoid trouble and settle disputes peacefully. For example, a juvenile court judge can offer students real-world examples of what can happen if students their age make poor decisions. If a speaker cannot be secured, there are several movies, documentaries, and interviews that can be used to support this standard and make it more relevant to the student’s lives.

For more information about this standard see:
Georgia Stories: “Cops and Robbers”
http://www.gpb.org/georgiastories/stories/cops_and_robbers

### Interpreting Laws and Ensuring Justice

The Georgia Supreme Court is the state’s highest court and holds certain powers that no other court in Georgia has. These include **interpreting laws** passed by the Georgia General Assembly, resolving challenges to elections results, and reviewing cases where the death penalty was sentenced. Unlike the U.S. Supreme Court, the seven justices on the State Supreme Court are elected to 6 year terms by Georgia voters (the justices on the U.S. Supreme court are appointed by presidents for life, retirement, or impeachment).

While all courts in the judicial branch play a part in ensuring justice in our legal system, the Supreme Court plays the most important role by interpreting laws enacted by the legislative branch. The Supreme Court accomplishes this by reviewing court cases that challenge the laws. If the Georgia Supreme Court rules that the law is unconstitutional (not supported by the Georgia or U.S. Constitution) then the law is struck down. Though the Georgia Supreme Court is the highest court in Georgia, any decision can be brought to the U.S. Supreme Court for appeal. The power to interpret laws is one of the checks that the judicial branch has over executive and legislative branches and is a way to protect against “bad” laws and ensure justice for all of Georgia’s citizens.

For more information about the roles of the judicial branch see:
The New Georgia Encyclopedia: “Judicial Branch: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841
The New Georgia Encyclopedia: “The Supreme Court of Georgia”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1348

#### Sample Question for CG4a (OAS Database)

In the judicial system, appellate jurisdiction is the authority of a court to hear a case appealed from a lower court. In the Georgia judicial system, the court MOST LIKELY to hear an appeal from the Juvenile Court is the
A. Probate Court. B. Superior Court. C. Appeals Court.* D. Supreme Court.

#### Sample Question for CG4b

Under civil law, which of these is the ONLY punishment a defendant can receive?
A. The defendant can be incarcerated. B. The defendant must reimburse the plaintiff.* C. The defendant may be given the death penalty. D. The defendant must pay a fine to the government.

#### Sample Question for CG4e

Determine constitutionality
- Reviews death sentences
- Ensures justice for Georgia’s citizens

Which court is being described above:
A. Juvenile Court B. Magistrate Court C. The Supreme Court* D. The Court of Appeals

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**In your own words, describe the ways that you can avoid trouble and settle disputes peacefully in your social studies class.**
SS8CG5 The student will analyze the role of local governments in the state of Georgia.

Both county and city governments play an important role in the State of Georgia. Georgia’s 159 counties along with 535 cities and special purpose districts provide several services to the state’s citizens including education, law enforcement, and public transportation.

After studying this standard, students will be able to explain the origins, functions, purposes, and differences of county and city governments as well as be able to compare and contrast the weak mayor, strong mayor, and council forms of city government. Additionally, students will be able to describe the functions of special governments and evaluate how the state and local government work in conjunction to administer state programs.

### County Governments

Due to the historically rural economy of Georgia resulting in few major cities, the county-based government system of Georgia has been a mainstay in the state. As such, Georgia has the second most counties in the United States (Texas is first). Georgia’s first eight counties were created in 1777 during the Revolution. The 1983 Georgia Constitution set a limit for the amount of counties Georgia can have. Due to this cap, Georgia has a total of 159 counties in what is the 21st largest state in terms of land area. However, according to the New Georgia Encyclopedia, the most important benefit of having a large number of counties is that Georgia’s citizens have more representation in the state’s General Assembly. This is due to the fact that each county has at least one representative.

Today, Georgia’s counties serve several functions including providing courts of law, holding elections, building and repairing county roads, and administering welfare programs. Due to changes in the 1983 Georgia Constitution, counties can also provide services such as police and fire protection, libraries, and public transportation.

There are several positions that may be part of a county’s governmental organization. According to the New Georgia Encyclopedia these include:

- **The Sheriff** - enforces the law, maintains the peace, jailer.
- **The Tax Commissioner** - receives tax returns, maintains tax records, pays taxes
- **The Clerk of the Superior Court** - primary record keeper for the county
- **The Judge of the Probate Court** - oversees property deeds, marriage licenses, wills, and supervises elections.
- **The County Commissioner/Board of Commissioners** - power to adopt ordinances, daily operation of government.

**Note:** One of the more colorful stories about why Georgia has so many counties is that the state set a limit on county size by declaring that any farmer living in the county should be able to ride by horse or mule to the county seat, conduct business, and ride back all within a day.

For more information about County Government see: *The New Georgia Encyclopedia*: “Georgia’s County Governments”

http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-5898&suq=cy

### City Government

There are over 500 cities and towns in Georgia. Unlike other states, there is no legal difference between a city, town, or village. This is because cities and towns are approved and incorporated by the General Assembly.

A city or town (municipality) is established by a Municipal Charter, which is a written document that sets up its governmental structure including the type of government (see SS8CG5b), boundaries, and powers it will have. Some of the services a city may provide include police and fire protection, schools, taxes, and streets and water service.
b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.

<table>
<thead>
<tr>
<th>Type</th>
<th>Powers of the Mayor</th>
<th>Powers of the Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak Mayor</td>
<td>- Mayor may share duties with council</td>
<td>- Day to day operations</td>
</tr>
<tr>
<td></td>
<td>- Often &quot;figure head&quot; role</td>
<td>- Appoint council committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop cities budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Confirm and fire department heads</td>
</tr>
<tr>
<td>Strong Mayor</td>
<td>- CEO</td>
<td>- Adopt ordinances and resolutions</td>
</tr>
<tr>
<td></td>
<td>- Day to day operations</td>
<td>- Override Mayor’s veto</td>
</tr>
<tr>
<td></td>
<td>- Hiring and firing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Administer city’s budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Make appointments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Veto legislation passed by the city council</td>
<td></td>
</tr>
<tr>
<td>Council Manager</td>
<td>- Ceremonial-- actual day to day operations are conducted by the City Manager</td>
<td>- Set city’s policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hires city manager</td>
</tr>
</tbody>
</table>

Forms of City Government

There are three types of government a municipality may have. These are weak-mayor-council, strong mayor-council, and council-manager. The chart below offers more details about each of these forms of city government.

Special Purpose Districts

Simply put, special purpose districts are government entities created to serve a specific function for the state or community. The purpose of a special purpose district is to benefit the well-being of the people. Each of these districts is usually headed by a governing board of non-elected officials. Some examples of special purpose districts include the Metropolitan Atlanta Rapid Transit Authority (MARTA), The Georgia Ports Authority, local school systems, local housing authorities and the Hartsfield-Jackson International Airport.

For more information about the functions of special purpose governments see:
- The New Georgia Encyclopedia: “MARTA” http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-10233&hl=y,
- The Georgia Ports Authority: The Georgia Ports Authority http://www.gaports.com/
d. Evaluate the role of local government working with state agencies to administer state programs.

Local Government Working with State Agencies

In order for state agencies (see Teacher Note SS8CG3) to fulfill their functions, they must work with local governments. For example, in order for the Department of Labor to meet its goal of providing unemployment benefits and services, it has set up 53 offices in cities throughout Georgia. Another example is the Georgia Bureau of Investigations working with local law enforcement agencies to track down a suspected criminal.

For more information about the role of local government working with state agencies to administer state programs see:
*The New Georgia Encyclopedia: “Georgia Department of Labor”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3663&hl=y

<table>
<thead>
<tr>
<th>Sample Question for CG5a (OAS Database)</th>
<th>Sample Question for CG5b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why were counties originally created in Georgia?</td>
<td>The main governmental authorities in the counties of Georgia are</td>
</tr>
<tr>
<td>A. to provide one certain special service not provided by cities</td>
<td>A. mayors.</td>
</tr>
<tr>
<td>B. to serve as districts for carrying out state laws and programs*</td>
<td>B. sheriffs.</td>
</tr>
<tr>
<td>C. to collect taxes and finance local government</td>
<td>C. magistrates.</td>
</tr>
<tr>
<td>D. to be responsible for education across the state</td>
<td>D. commissioners.*</td>
</tr>
</tbody>
</table>

Research a state agency that has an office in your community. Interview a representative from the agency, and write a report based on the interview explaining what services and benefits the agency provides and how the agency administers its programs to the community.

Sample Question for CG5c
Which is an example of a special purpose government?
A. Delta  B. MARTA*  C. The Atlanta Braves  D. The Georgia Aquarium
SS8CG6 The student will explain how the Georgia court system treats juvenile offenders. The juvenile justice system was created to both protect and bring justice to child offenders who are under the age of 17. Since the juvenile justice system may affect 8th grade students directly, it is important for them to understand how the process works.

After completing this standard, students will be able to explain the differences and consequences of delinquent and unruly behavior, along with the seven delinquent behaviors that can cause a juvenile to be tried as an adult. Additionally, students will be able to describe the rights a juvenile has when they are taken to custody as well as the operation of the juvenile justice system in general.

### Delinquent and Unruly Behavior

**A delinquent act** is an act committed by a juvenile that would be a criminal offense according to adult law. These actions can include theft, assault, possession of drugs, rape, and murder. If the act is serious enough, the juvenile may be charged as an adult and be subject for adult penalties (see Teacher Note CG6d).

**An unruly act** is one that is committed by a juvenile that would not be a criminal offense according to adult law. These actions could include the possession of alcohol or cigarettes, leaving home without permission of their parents or guardians, breaking curfew, skipping or not attending school (truancy), driving without a license, or not abiding by the reasonable commands of parents or other adults. If a child commits these acts, they may be placed in a juvenile detention center.

For more information about delinquent and unruly behavior along with consequences of each see:
- Cobb County Juvenile Court: “Glossary of Terms” [http://juvenile.cobbcountyga.gov/glossary.htm#delinquent](http://juvenile.cobbcountyga.gov/glossary.htm#delinquent)
- Georgia Stories: “Criminal Justice and the Juvenile” [http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)

### The Rights of Juveniles

When a juvenile is taken into custody, he or she has several rights. The rights that are afforded to juveniles include:
- The right to have a parent or guardian present before they can be questioned by authorities
- The right not to have their names or photographs made public
- The right to two phone calls (parent and attorney)
- The right to not self-incriminate and to be counseled on what self-incrimination is
- The right not to be placed with adult offenders
- The right for parents to be contacted immediately

Note: Unlike adults, in order for a juvenile to be taken into custody, the law enforcement officer must only have probable cause that the juvenile committed an offense.

For more information about the organization of the executive branch see:
- Georgia Stories: “Criminal Justice and the Juvenile” [http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)
### c. Describe the juvenile justice system

**The Juvenile Justice System**

There are several steps in the juvenile justice process. These steps include:

- **Intake Officer**: juvenile is brought to an intake officer who decides if there is enough evidence to make a charge against them.
- **Release or Detained**: if there is not enough evidence, the juvenile is released to their parents or guardian; if there is enough evidence against the juvenile, they are held in a youth detention center or adult prison depending on the crime. If the juvenile is detained, there must be a hearing within 72 hours to determine if proceedings should continue.
- **Informal Adjustment**: (optional if a juvenile is a first time offender) juvenile must admit guilt to the judge and is under the supervision of the courts for 90 days.
- **Adjudicatory Hearing**: the judge determines the juvenile’s guilt or innocence. Juries do not hear juvenile cases.
- **Disposition Hearing**: judge hears witnesses and determines the punishment for the juvenile.
- **Sentencing**: the judge rules on the juvenile’s punishment, which can include boot camp, probation, the youth detention center, fines, and/or mandatory counseling and school attendance.
- **Appeal**: the juvenile can appeal the ruling if there is enough evidence to prove that they were innocent.

For more information about the juvenile justice system see:
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y)
- Georgia.gov: “Steps in the Juvenile Justice Process”  

### d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.

**The Seven Most Serious Delinquent Behaviors**

There are seven specific offenses that, if a child between the ages of 13-17 commits, will not be under the protection of the juvenile court. These include murder, voluntary manslaughter, rape, aggravated sodomy, aggravated child molestation, aggravated sexual battery, and armed robbery with a firearm. Each of these offenses is under the jurisdiction of the state Superior Court, and the juvenile will be charged as an adult. If sentenced the child may go to a juvenile detention center until they are old enough to be placed in an adult prison.

There are also offenses where the juvenile court can determine if a child should be charged as a juvenile or an adult. This can be if the child is 15 and is charged with a delinquent act or if the child is 13 or 14 and committed an act where the punishment would be the death penalty or life imprisonment for an adult. If the child commits one of these offenses, then a hearing is called to determine if the child will be tried in a juvenile or Superior court.

For more information about the seven delinquent behaviors see:
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y)
- Cobb County Juvenile Court: “Glossary of Terms”  
  [http://juvenile.cobbcountyga.gov/glossary.htm#delinquent](http://juvenile.cobbcountyga.gov/glossary.htm#delinquent)
- Georgia Stories: “Criminal Justice and the Juvenile”  
  [http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)
### Sample Question for CG6b
What rights do juveniles have when taken into custody?

A. The right to remain silent; the right to a trial by jury.
B. The right to a trial by jury; the right to one phone call.
C. The right for two phone calls; the right for counseling about self-incrimination.*
D. The right to remain silent; the right to not call their parents.

### c. Describe the juvenile justice system
Create a comic book showing the steps in the juvenile justice system from the perspective of a juvenile.

### Sample Question for CG6d
What happens to a juvenile if the commit one of the seven most serious delinquent behaviors?

A. They will be tried as an adult.*
B. They have the right to a trial by jury.
C. They will be sent to a juvenile detention center.
D. They will remain under the custody of their parents.

### SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
As both a colony and state, Georgia has produced a variety of goods and services. From its colonial beginnings, Georgia was established to produce wine, rice, silk, and indigo for England. Today, Georgia is a center for both agricultural and industrial international trading, and is well known for its production of the goods and services that people want.

This standard should be taught in conjunction with standards H1-H12 to provide students with a better understanding of the kinds of goods and services Georgia has produced throughout its history, and how the production of these goods and services impacted Georgia’s economy, culture, history, and government.

**Georgia’s Goods and Services**

While, Georgia has produced many goods and services over its long history as a colony and a state, there are several specific goods and services that a teacher should focus on when discussing the state’s history and geography standards.

#### Prehistory and the Colonial Period (10,000 B.C.E.-1790)

Georgia’s humid subtropical climate and rich soil made it ideal for agriculture, and the Woodland and Mississippian Indian cultures used this environment to grow corn amongst several other crops. The Mississippian Indians created huge villages based on their ability to grow corn (see Teacher Notes SS8G1 and SS8H1).

During Spanish exploration, Hernando De Soto searched the state far and wide for gold. Though the mineral was eventually found in Georgia, De Soto was unsuccessful in his search, and his expedition is considered to be a failure. Though Spain set up missions on the barrier islands, they never cultivated Georgia’s land to meet its agricultural potential (see Teacher Note SS8H1).

When the English arrived in Georgia, one of their purposes for establishing the colony was to produce agricultural products for their mercantilist economic system. The British hoped that Georgia’s climate would be ideal for producing wine and silk for the crown. Though the production of these crops proved to be unsuccessful, Georgia did produce rice, indigo, and later tobacco (see W.R.I.S.T. crops in Teacher Note SS8H2). Also, another important good and service during this time period was Georgia’s trade network with the Creek and Cherokee for deer skins.

#### The Antebellum Period (1790-1860)

The invention of the cotton gin set the stage for the development and cultivation of Georgia’s most important crop for much of its history. Eli Whitney’s invention caused the production of cotton to skyrocket in the South for use in European and Northern textile factories. The cotton gin was a factor in the increased need for slave labor, the Indian Removal in Georgia, and the South’s over-reliance on a single crop. During this time period, Georgia was also a leader in the railroad industry and, for a time, was a major gold producer (see...
Teacher Note 8SSH5).

The Civil War and Reconstruction (1861-1877)

During the Civil War, cotton remained king in Georgia and the rest of the South. However, due to the South’s need for manufactured goods (especially after the success of the Union blockade) many of Georgia’s most important cities began to produce textiles and weapons. For example, Atlanta, due to its rail lines, became a major center for transportation and manufacturing. This development was the very cause of its destruction by Sherman’s troops (see Teacher Note SS8H6).

During Reconstruction, Georgia, as well as most of the South, was economically in ruins. With the labor of sharecroppers and tenant farmers, land owners went back to cotton production as their primary agricultural product. This reliance on cotton lasted until the 1920s (see Teacher Note SS8H6).

The New South Period (1877-1918)

During the New South Period, Georgia continued to be primarily an agricultural state, with the most important crop being cotton. Additionally, the naval stores industry began to prosper, with Georgia leading the nation in production during this time period. The state’s leadership, including the three members of the Bourbon Triumvirate and newspaper editor Henry Grady, hoped to bring industry and northern investment to Georgia. The Cotton Expositions of the 1880s and 1890s were established to lure funding, mainly from Northern investors, for the textile and other industries to the region.

During this period, some of Georgia’s most well known companies were established. One of Georgia’s most famous products, Coca-Cola, was invented in 1886, and another cola company, Royal Crown Cola, was established in 1905. Additionally, entrepreneur Alonzo Herndon, a former slave and sharecropper, established the Atlanta Life Insurance company in 1905. Today, the company is called Atlanta Life Financial Group and is one of the most profitable and respected African-American owned businesses in the United States (see Teacher Note SS8H7).

The Depression Era (1919-1940)

In the 1920s, the arrival of the boll weevil led to the end of cotton as Georgia’s primary crop and put the South in an economic depression well before the rest of the country (see Teacher Note SS8H8). Though the state was caught up in a depression, two of Georgia’s largest companies were founded during this time period. Delta Airlines began as a crop dusting operation in Macon in 1924 (it moved to Louisiana in 1925 before relocating its headquarters to Atlanta in 1941), and the Augusta based lumber company that would become Georgia-Pacific was started by Owen R. Cheatham in 1927.

World War II (1941-1945).

World War II was a period of major industrial development for the state. To aid in the war effort, Georgia produced both “Liberty Ships” at the Brunswick and Savannah shipyards and the B-29 bomber at Bell Aircraft Company (which later became Lockheed Martin) in Marietta. Established companies such as Coca-Cola, Georgia-Pacific, and Delta Airlines also grew during the war as well (see Teacher Note SS8H9).

Postwar Georgia (1945-Present)

Since the end of World War II, Georgia’s traditionally agricultural based economy has become more diverse. However, agriculture is still the largest sector of the state’s economy. Today, Georgia ranks in the top 10 in the production of pecan, peanuts, cotton, peaches and the world famous Vidalia onion. The state is also a leader in the shrimp, cattle, and poultry industries. Due to its large number of poultry processing plants, Gainesville is known as the “poultry capital of the world.”

Several of Georgia’s well established companies are still going strong, including Coca-Cola, Delta Airlines, and Georgia-Pacific. More recently, additional well-known Georgia based companies have developed since the 1920s including the Home Depot, AFLAC, Chick-fil-A, UPS, and Waffle House.

Manufacturing still takes place in the state led by Lockheed-Martin. In 2010, the KIA motor company opened a manufacturing plant in West Point, Georgia. Many other national and international companies have their headquarters in the state. Georgia is also becoming a leader in tourism and the entertainment industry. Finally, Georgia is known for two additional products and is the home to two cities that are “capital of the
world” in their respective industries. The first, Dalton, is known “the carpet capital of the world,” based on its carpet and textile manufacturing centers. The second, Elberton, is known as “the granite capital of the world” based on its large granite quarries (see Teacher Notes SS8H10-12).

For more information about some of the goods and services produced in Georgia over different time periods see:

The New Georgia Encyclopedia: “Agriculture in Georgia: Overview”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2056&hl=y,
The New Georgia Encyclopedia: “Indigo”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3509&hl=y,
The New Georgia Encyclopedia: “Rice”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-899&hl=y,
The New Georgia Encyclopedia: “Cotton”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2087&hl=y,
The New Georgia Encyclopedia: “Peaches”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-962&hl=y,
The New Georgia Encyclopedia: “Shrimp Industry”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-794&hl=y,
The New Georgia Encyclopedia: “Granite”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1169&sug=y,
The New Georgia Encyclopedia: “The Naval Stores Industry”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3549&hl=y,
The New Georgia Encyclopedia: “Coca Cola Company”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1854&sug=y,
The New Georgia Encyclopedia: “Atlanta Life Insurance Company”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-862,
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1886&hl=y,
The New Georgia Encyclopedia: “Georgia-Pacific”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1839&hl=y,
The New Georgia Encyclopedia: “Delta Airlines”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1302&hl=y,
The New Georgia Encyclopedia: “Bell Bomber”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1014&hl=y,
GPB’s Georgia Stories: “Georgia’s Major Export: Rice”
http://www.gpb.org/georgiastories/story/georgias_major_export_rice,
GPB’s Georgia Stories: “African-American Inventors”
http://www.gpb.org/georgiastories/stories/african_american_inventors,
GPB’s Georgia Stories: “Agriculture and Technology”
http://www.gpb.org/georgiastories/stories/agriculture_and_technology,
GPB’s Georgia Stories: “America’s First Gold Rush”
http://www.gpb.org/georgiastories/story/americas_first_gold_rush,
GPB’s Georgia Stories: “The Computer Industry”
http://www.gpb.org/georgiastories/stories/computer_industry,
GPB’s Georgia Stories: “The Music Industry”
http://www.gpb.org/georgiastories/stories/music_industry

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “When Old Coke Became New Coke.” The Georgia Based Business Project. To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.
Sample Question for E1 (OAS Database)
How should the economy of Georgia in the late 1800s be described?
A. rural and agricultural*
B. based on mining
C. based on tourism
D. urban and industrial

Sample Question for E1
How have granite and marble contributed to the economic development of Georgia?
A. The state ranks first in the world in their production.
B. Georgia ranks first in the nation in the mining of these products.*
C. Almost half of the state’s economy is based on these products.
D. Mining of these materials provides most of the jobs in several regions of the state.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E2 The student will explain the benefits of free trade. Free trade is an important economic concept. For states like Georgia it allows for the export and import of goods without taxes, tariffs, or duties. Over its history, Georgia has traded goods to other states as well as other countries. Today, due to the Georgia’s four major transportation systems, the state continues to be an integral member of the global economy.

After studying this standard, students will be able to explain how Georgians have engaged in trade over different historical time periods and explain how Georgia’s four transportation systems have contributed to the states role in trade.

a. Describe how Georgians have engaged in trade in different historical time periods.

Georgians Engaging in Trade

As discussed in Teacher Notes SS8H1-H12 and SS8E1, Georgians have been engaging in trade since the colonial period with Georgia’s colonist being required to plant mulberry trees for silk production. For much of Georgia’s history as a state, its agricultural products, such as cotton, were shipped to the North or Europe in exchange for manufactured products. Today, Georgia continues to ship agricultural products all over the world, but with its diversified economy, the state also exports manufactured and technological based goods to almost every location on the globe.

For more information about how Georgians have engaged in trade over different historical time periods see:

The New Georgia Encyclopedia: “Agriculture in Georgia: Overview”
The New Georgia Encyclopedia: “Indigo”
The New Georgia Encyclopedia: “Rice”
The New Georgia Encyclopedia: “Cotton”
The New Georgia Encyclopedia: “Peaches”
The New Georgia Encyclopedia: “Shrimp Industry”
The New Georgia Encyclopedia: “Granite”
The New Georgia Encyclopedia: “Coca Cola Company”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1886&hl=y.
The New Georgia Encyclopedia: “Georgia-Pacific”
The New Georgia Encyclopedia: “Delta Airlines”
b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

How the Four Transportation Systems Contribute to Trade

As discussed in Teacher Note SS8G2, Georgia's four transportation systems impact the state greatly. The transportation systems have a local economic impact as they provide job opportunities, help in the development of many cities, and bring tourists to the state. Another major function of Georgia's interstate highway system, international airport, railroads, and deep water ports is trade. Each of these systems provide Georgians with the opportunity to ship their goods and services to other national and international locations, while bringing in goods and services from all over the world.

For more information about Georgia's four transportation systems and how they contribute to Georgia's role in trade see:

- The New Georgia Encyclopedia: "Interstate Highway System"
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2423&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2423&hl=y)
- Georgia Stories: “The Interstate Highway System”
- The New Georgia Encyclopedia: “Hartsfield-Jackson Atlanta International Airport”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-768&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-768&hl=y)
- Georgia Stories: “The Second Busiest Airport in the World”
  [http://www.gpb.org/georgiastories/stories/second_busiest_airport_in_the_world](http://www.gpb.org/georgiastories/stories/second_busiest_airport_in_the_world)

For more information about Georgia's deepwater ports see:

- The New Georgia Encyclopedia: “Georgia Ports Authority”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1298&hl=y](http://www.georgiaencylopedia.org/nge/Article.jsp?id=h-1298&hl=y)
- The New Georgia Encyclopedia: “Railroads”
  [http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1281&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1281&hl=y)
- Georgia Stories: “The Railroads and the New Georgia”
  [http://www.gpb.org/georgiastories/stories/railroads_and_the_new_georgia](http://www.gpb.org/georgiastories/stories/railroads_and_the_new_georgia)
- Georgia Stories: “The Railroads Economic Boom”

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this standard titled “Planes, Trains, Boats and Automobiles: Driving Georgia’s Economy” To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See [http://www.gcee.org/workshops/about_the_workshops.asp](http://www.gcee.org/workshops/about_the_workshops.asp) for more details.

Sample Question for E2a (OAS Database)

Why were early Georgia colonists urged to plant mulberry trees?

Sample Question for E2b

The interstate highway system has helped Georgia companies to...
SS8E3 The student will evaluate the influence of Georgia’s economic growth and development. As Georgia’s economy began to diversify, entrepreneurs in the state began to take risks in hopes of making profit that was based on several new goods and services. These entrepreneurs were the founders of many of Georgia’s most important companies such as Coca-Cola, Delta Airlines, Georgia-Pacific, and the Home Depot. Their entrepreneurial spirit continues today with many Georgians developing new inventions, services, and companies.

After studying this standard, students will be able to define profit and describe how it is an incentive for entrepreneurs. They will be able to explain how entrepreneurs take risks to develop new goods and services. Finally, they will be able to evaluate the importance of entrepreneurs who developed some of Georgia’s most important companies.

a. Define profit and describe how profit is an incentive for entrepreneurs.

Profit

Profit is simply the amount of money an entrepreneur or business makes after paying their expenses. Profit is the motivating factor for any entrepreneurs who seek to develop a new business. Most major corporations and businesses were created in hopes of making a profit.

b. Explain how entrepreneurs take risks to develop new goods and services to start a business.

Entrepreneurial Risk

For those who are able to create a successful business there are many benefits. Some of these benefits include being your own boss, working long hours for yourself as opposed to someone else, and receiving the majority of the profit. In some cases an extremely successful business is bought by someone else, providing the entrepreneur with a huge profit.

However, according to the U.S. Small Business Administration, over 50% of all businesses fail within their first five years. Factors include lack of experience, lack of capital, and too much competition. People who start their own businesses and fail often lose their own money and time in the process. These are just a few of the many risks that entrepreneurs take when starting their own businesses.

For more information about how entrepreneurs take risk to develop new goods and services to start a business see:

The New Georgia Encyclopedia: “Alonzo Hemdon”

The New Georgia Encyclopedia: “John Stith Pemberton”

The New Georgia Encyclopedia: “Bernie Marcus”

The New Georgia Encyclopedia: “Arthur Blank”

c. Evaluate the importance of entrepreneurs in Georgia's Entrepreneurs

Georgia’s Entrepreneurs

There have been several entrepreneurs from Georgia who have created national and international companies. For example, Ted Turner developed an international media empire with his creation of the 24 hour news network...
Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

CNN and other cable television networks. Another example is Truett Cathy, the founder of Chick-Fil-A, whose “eat more chicken” cows can be seen all over Georgia and many other states. However, there are four major enterprises that were created or headquartered in the state that offer the best examination of the importance that entrepreneurship has had on the state’s economy. These are the Coca-Cola Company, Delta Airlines, Georgia-Pacific, and the Home Depot.

### The Coca-Cola Company

Coca-Cola was invented in Atlanta by pharmacist John S. Pemberton in 1886, but it took the ideas of several entrepreneurs for the company to develop into the multinational corporation it is today. Though Pemberton’s product was locally successful, it did not grow nationally until businessman Asa Candler bought the company sometime between 1889 and 1891. Even Candler did not see the full potential of the company, and Coca-Cola reached new heights when two lawyers from Tennessee, Benjamin Thomas and Joseph Whitehead, purchased the rights to bottle the product in all states except Mississippi. Later Candler sold the company to Ernest Woodruff. His son, Robert W. Woodruff, became president of Coca-Cola. Woodruff sought to expand the brand worldwide, and during World War II, sold bottles of Coca-Cola to all American military personnel for “only five cents per bottle.” This strategy made the brand a favorite among those who served in America’s military and also set up several bottling plants throughout the world. Today, Coca-Cola is the world’s largest manufacturer of non-alcoholic beverages and operates in more than 200 countries.

For more information about the Coca-Cola Company see:


### Delta Airlines

Delta Airlines began as a crop-dusting operation in Macon, Georgia, in 1924. Founded by B.R. Coad and C.E. Woolman, the company was called Huff Daland Dusters, and was created to help fight the destruction that the boll weevil was causing to the nation’s cotton fields. The founders, who were natives of Louisiana, moved the company to Monroe, Louisiana, in 1925. In 1928, Woolman bought the company outright, and renamed it Delta in honor of the Mississippi delta region from which the company was based.

In 1929, the company began passenger service, though it was soon discontinued, and did not resume until 1934. In 1934, Delta also won a contract with the U.S. government to offer airmail service between Dallas and Charleston, with Atlanta serving as the base. In 1941, the company moved its headquarters to Atlanta. After World War II, Woolman continued to expand Delta’s routes, use the newest and best technology, and establish a reputation as a customer friendly airline.

In the late 1970s, Delta began international service to the U.K. and Germany and, in 1987, began service to Japan. Today, though recording severe financial losses after the September 11th terrorist attacks, Delta is the largest airline in the world (based on number of passengers) and employs over 80,000 people worldwide.

**Note:** Secretary Catherine Fitzgerald suggested the name “Delta.” She eventually became an executive in the company.

For more information about Delta Airlines see:


### Georgia-Pacific

Georgia-Pacific began in 1927 as the Georgia Hardwood Lumber Company. Established by Owen R. Cheatham in Augusta, the company grew based on Cheatham's business and social skills. In 1947, the company acquired...
its first west coast based lumber facility and changed its name to Georgia-Pacific Plywood and Lumber Company. The company’s name was changed again in 1956 to Georgia-Pacific. In 1957, the company added pulp and paper to its product line after acquiring several companies. In 1982, the company moved its headquarters from the west coast to Atlanta.

In 2005, the company was purchased by a private corporation called Koch Industries and was removed from the New York Stock exchange. Though owned by a larger company, Georgia-Pacific kept its name and its headquarters in Atlanta. Today it is the largest supplier of building products in North America. It also is a world leader in the production of paper, tissue, and construction based chemicals. The company employees 40,000 people worldwide.

For more information about Georgia-Pacific see: 
The New Georgia Encyclopedia: “Georgia-Pacific”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1839&hl=y

The Home Depot

The Home Depot was founded in Atlanta in 1978 by Arthur Blank and Bernie Marcus, coworkers who were fired on the same day. Blank and Marcus had several ideas that made the Home Depot extremely successful. These innovations to the hardware market included large stores filled with a variety of products, knowledgeable and highly trained customer service experts, and a marketing campaign that billed the stores as a “one-stop shop for home improvement do-it-yourselfers.” The company also offers free home improvement workshops to customers as a way to sell more products.

According to the New Georgia Encyclopedia, the company is the largest home improvement center and the second largest retailer in the United States. In 2011, the company had almost 70 billion dollars in sales, and, along with several locations in the United States, has stores in Canada, Mexico, China, the United Kingdom, and throughout South America. It was the youngest company to reach 30, 40, 50, and 60 billion dollars in sales.

For more information about The Home Depot see:
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1886&hl=y.
The New Georgia Encyclopedia: “Arthur Blank”
The New Georgia Encyclopedia: “Bernie Marcus”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1920

Additionally, the Georgia Council on Economic Education has created an economic lesson plan for this time period titled “When Old Coke Became New Coke.” The Georgia Based Business Project To receive this lesson, along with 16 others, 8th grade teachers can attend the Georgia Council’s Georgia Economic History workshop. See http://www.gcee.org/workshops/about_the_workshops.asp for more details.

Sample Question for E3b
In the founding of the Home Depot, Author Blank and Bernie Marcus were willing to take risks and saw an opportunity that others did not. Blank and Marcus are examples of
A. laborers
B. employers
C. employees
D. entrepreneurs*

Sample Question for E3c (OAS Database)
Which U.S. airline has its headquarters in Atlanta?
A. U.S. Airways
B. Delta Airlines*
C. United Airlines
D. American Airlines

a. Define profit and describe how profit is an incentive for entrepreneurs.

The Home Depot made almost 70 billion dollars in sales in 2011. Does this mean that the company made 70 billion dollars in profit? Make sure to explain your answer.
SS8E4 The student will identify revenue sources for and services provided by state and local governments. In order to provide services to the citizens of the state, as well as to maintain day to day operations, Georgia’s governments must have sources of revenue. These revenue sources include sales taxes, federal grants, personal income taxes, and property taxes.

After studying this standard, students will be able to trace sources of state and local revenue and explain how the state distributes sources of revenue to provide services. In turn, students will be able to evaluate how the governments make choices based on the limited revenue they receive.

### Sources of State and Local Revenue

#### a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.

#### b. Explain the distribution of state revenue to provide services.

<table>
<thead>
<tr>
<th>Sources of State and Local Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Though there are several sources of state and local revenue, four of these include sales taxes, federal grants, personal income taxes, and property taxes. Typically, taxes are deposited into a general fund and are distributed to many different government services such as education, public safety, transportation, economic development, and natural resources (see Teacher Note 8SSCG3). These revenue sources are described below.</td>
</tr>
</tbody>
</table>

#### Sales Taxes

Sales taxes are Georgia’s second largest source of income. These taxes are also important sources of revenue for local and county governments. The general sales tax is placed on most items sold in a retail store. The sales tax is a percentage of the price of the item. Georgia’s sales tax rate is four percent, although in many places the sales tax is greater due to local sales taxes, and is usually around seven or eight percent.

#### Federal Grants

Federal grants are awards of financial assistance from a federal agency to carry out a public purpose. Many groups can apply for a federal grant, including state, county, and city governments. For example, in 2010 Congress approved $234 million dollars for Georgia’s Medicare program and $322 million in education. In 2011, Georgia was awarded $400 million dollars in Race to the Top funds, with half of the money going to the State Board of Education, and the other half being divided among 26 school districts.

#### Personal Income Taxes

The personal income tax is Georgia’s largest source of revenue. The tax (also called the individual income tax) is based on a person’s or married couple’s annual income. The more someone makes, the more they pay in taxes. This is called a graduated tax. For those individuals or couples who make over $10,000 a year the state income tax rate is normally around six percent.

#### Property Taxes

Property taxes are taxes imposed on persons based on their ownership or possession of property. The amount of the tax is based on the market value of the property. While these taxes are important sources of local revenue (usually going toward education services), they make up a small percentage of Georgia’s revenue. Usually, county and city governments add a very small state property tax and forward the revenue to the state.

For more information about Georgia’s sources of state revenue see:
The New Georgia Encyclopedia: “State Revenue in Georgia”
[http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1353&hl=y](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1353&hl=y),
Georgia Department of Revenue: “Welcome to the Georgia Department of Revenue”
[https://etax.dor.ga.gov/](https://etax.dor.ga.gov/)

For more information about the distribution of state revenue to provide services see:
The New Georgia Encyclopedia: “State Revenue in Georgia”
Expenditure Choices

When studying how Georgia’s government makes decisions about how to spend limited revenues, it must be understood that, unlike the Federal government, the state, according to its Constitution, is required to have a balanced budget. Due to this, the state government cannot spend more money than it has taken in along with funds saved from previous years. Funding for education is usually the largest expenditure in the state’s budget, followed by health care, protection, transportation, and other spending. However, if the state does not raise enough revenue then government services receive funding cuts. During a recession, most state services have received funding cuts over a period of time.

The Georgia Council on Economic Education has created two economic lesson plan for this time period titled “In This World, Nothing is Certain Except Death and Taxes: Funding Georgia’s Government,” and “Why Do We Take so Many Tests: How the Federal, State and Local Government Funds Your School.” To receive these lessons, along with 15 others, 8th grade teachers can attend the Georgia Council's Georgia Economic History workshop. See [http://www.gcee.org/workshops/about_the_workshops.asp](http://www.gcee.org/workshops/about_the_workshops.asp) for more details.

Sample Question for E4a (OAS Database)
What is Georgia's largest source of state revenue?
A. poll tax
B. sales tax
C. income tax*
D. inheritance tax

Sample Question for E4b
Public schools in Georgia are funded PRIMARILY by
A. sales taxes.
B. income taxes. *
C. property taxes.
D. inheritance taxes.

c. Evaluate how choices are made given the limited revenues of state and local governments.

Providing students with a summary of the current state budget. Tell them that due to the lack of revenue collected, the state is going to have to cut funding in order to maintain a balanced budget. Tell students that they are going to have to cut spending by $20 million. Have them decide which programs they are going to cut. Have them write a summary of each cut and explain why they chose to make these cuts.

**SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.** In order to help students make better financial choices as adults, they should learn about the terms involved in helping them make personal money management choices.

After studying this standard, students should learn the terms listed above and how they can use this understanding to make better money management choices.

**Money Management Terms**

Due to the large amount of debt held by many Americans, primarily in the form of credit, students should be made aware of personal money management choices and the terms they may need to be aware of in order to make these decisions. These terms are defined below:

- **Income:** It should be explained to students that income is simply the total amount of money a person earns during the year. However, students should be told that one’s income or salary does not mean that this is how much they take home. Students should be aware that one’s income is lessened by taxes, expenses, savings, and investing. Students should be given the
opportunity to compare and contrast an individual’s income to that of a company’s profit.

- **Spending:** Students should be told that spending is simply the amount a person purchases. Students should be informed of the different types and categories of goods and services on which an adult spends their income. These include needs versus wants. Students should also be told that some necessities such as clothing can also become a want.

- **Credit:** Credit, and especially credit cards, should be discussed to help students make better money management choices. Students should be informed that the amount of money they receive in credit and/or what they spend with credit cards must be paid back, usually with interest. Students should be given hypothetical amounts of credit and the chance to figure out how much the amount will be with different interest rates. They should also have the chance to determine how much they will pay in interest on a credit card if they spend a certain amount of money and make only the minimum payments. Finally, students should be told about the difference between credit and debit cards.

- **Saving:** Students should be told about the importance of saving money. They should also be taught the difference between simple and compound interest and the different types of financial institutions where they can save their money. Students should also be informed about the low risk/low reward that a typical savings account offers.

- **Investing:** Students should be informed that another way to prepare for their financial future is through investing. They should learn about the different ways to invest (i.e., stocks, bonds, real estate) and the risk/reward that each type of investment offers.

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**Sample Question for E5 (OAS Database)**

You need to purchase a pair of sneakers since they are required for physical education class. Which of the following is an example of effective decision making?

A. You buy the first pair of sneakers you try on at the first store you visit.
B. You use your money to buy a pair of jeans instead of a pair of sneakers.
C. You buy a pair of sneakers after considering fit, appearance, and cost.*
D. You buy the most stylish and expensive pair of sneakers you find.

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**Sample Question for E5**

Which economic term best describes using money to earn more money?

A. selling
B. borrowing
C. trading
D. investing*

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**SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

Offer students the opportunity to choose a profession and research the amount of income that can be expected along with determining the expenditures that they may have to pay (i.e., taxes, rent, car payment, etc.). Have students write about what they discovered about how much money they would have after paying their expenditures. Have them discuss ways they could be saving and investing their remaining income.

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The 8th grade Teacher Notes were written by Dr. Scott Roberts, and vetted by a team of 8th grade teachers. Vetting team- Elaine Murphy, Gail Harris, Dr. Jim Barrett, Kelly Sloan, Kim Henson, and Sally Burkett.
8th Grade Teacher Notes Vocabulary List
* Words in Red are GPS Indicators

This vocabulary list is a guide for teachers and not an expectation of terms to be memorized by students. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information.

SS8H1

**Archaic Indians** (8000 B.C.E.-1000 B.C.E.) - second oldest Native American culture in Georgia; nomadic hunters who hunted smaller game; credited with developing grooved axes, fish hooks, and pottery.

**Atlatl** - a spear throwing device used perhaps as early as the Paleo Indian period; allowed spears to be thrown faster, further, and more accurately.

**Barrier islands** - several islands off Georgia's coast; inhabited by Native Americans; the Spanish built several missions on these islands.

**De Soto, Hernando** (1496-1542) - Spanish Conquistador who led an expedition through the Southeastern United States; credited as being the first European in Georgia.

**Indigo** - a plant used to produce a blue dye.

**Mercantilism** - the English economic policy focused on exporting more than importing.

**Missions** - churches set up by the Spanish in hopes of converting Native Americans to Christianity.

**Mississippian Indians** (800 C.E.-1600 C.E.) - the last major prehistoric Native American culture in Georgia; known for being large scale framers and mound builders who traded throughout North America.

**Okefenokee Swamp** - the largest swamp in North America; was the home to many Native Americans and a location for Spanish missions.

**Paleo Indians** (12,000 B.C.E.-8000 B.C.E.) - the first humans in Georgia; nomadic hunters and gathers who hunted large game such as wooly mammoth and giant bison.

**Woodland Indians** (1000 B.C.E.-700 C.E.) - the third prehistoric Native American culture in Georgia; credited for the development of the bow and arrow, pottery for storage, and intensification of horticulture, as well as building small mounds.

SS8H2

**Battle of Bloody Marsh** (July 7, 1742) - the decisive battle during the War of Jenkins Ear where the Georgia colonists stopped a Spanish invasion of St. Simmons Island. After this battle Spain never physically attacked Georgia again.

**Buffer Colony** - one of three reasons for Georgia’s founding; colony was to serve as a defensive buffer between Spanish Florida and the successful English colony of South Carolina.
Charity- one of the three reasons for Georgia’s founding. James Oglethorpe and the trustees hoped to bring debtors and England’s “worthy poor” to the colony to begin new lives. However, no debtor was ever released from debtors’ prison to come to Georgia.

Charter of 1732- the document that formally established the colony of Georgia; outlines the reasons for Georgia’s founding and the regulations set up by the trustees.

Debtor- someone who owed more money to creditors than they had. In 18th Century England, creditors could have those who owed them money that could not pay it back immediately placed in debtor’s prisons. James Oglethorpe had a friend who died in a debtors’ prison and fought for prison reform in England.

De facto- a term which means in practice but not necessarily ordained by law. In James Oglethorpe's case, he was never officially proclaimed a leader or governor of Georgia, but was the only trustee to come to the colony who took on the position.

Defense- one of the reasons for Georgia’s founding. See buffer colony.

Economics- one of the three reasons for Georgia’s founding. The English hoped that Georgia would be able to produce wine, rice, silk, and indigo.

French and Indian War (1754-1763)- a war between England, France, and their Native American allies for control of North America. The English won the war and gained large area of North American from the French. The war did not affect Georgia directly but the Georgia colony gained land after the conclusion of the conflict.

Highland Scots- from the Highlands of Scotland and known as some of the best fighters in Europe in the 1700’s. James Oglethorpe brought a group to Georgia to serve as soldiers for the colony. The Highland Scots founded the town of Darien.

Incentives- economic incentives are factors both financial and nonfinancial that motivate a particular course of action. In the Georgia colony there were several incentives that the trustees offered potential colonists. These included 50 acres of land, agricultural tools, and enough food for one year.

Malcontent- a group of colonists who complained about the trustee regulations for the Georgia colony; primary complaint was the ban on slavery and rum. Eventually the malcontents got their way as liquor and slavery were allowed in Georgia in the 1750s.

Mulberry Trees- used in the production of silk. The silk worms were placed on the trees and used the leaves as food. The Georgia colonists were required to set aside a portion of their land to grow the trees.

Musgrove, Mary (1700-1763)- Creek Indian woman who served as the translator for James Oglethorpe and Yamacraw Chief Tomochichi.

Oglethorpe, James (1696-1785)- one of the 21 members of the trustees who established Georgia; only trustee to come to the colony and served as the de facto military and governmental leader of the colony.

Patriot- see SS8H3
Royal governor- Governor appointed by the English Monarch to run a colony. Georgia had three royal governors. They were John Reynolds, Henry Ellis, and James Wright.

Royal period (colony)- the royal period in Georgia beginning in 1752 after the trustees gave authority of the colony to the king. The royal period lasted until the Treaty of Paris ended the American Revolution in 1783.

Salzburgers- a group of Protestants from Austria who were invited to settle in Georgia due to religious persecution they were experiencing in Europe; established the towns of Ebenezer and New Ebenezer; were some of the most successful colonists.

Savannah- The first capital of Georgia; founded in 1733 by James Oglethorpe.

Stamp Act- see SS8H3

Tomochichi- was the Chief of the Yamacraw Indians. Tomochichi befriended James Oglethorpe and allowed him to establish the colony of Georgia on Yamacraw territory.

Trustee- An individual or organization which holds or manages and invests assets for the benefit of another. A group of 21 men who established the colony of Georgia. Of the group, only one, James Oglethorpe, came to the colony.

Trustee period (1732-1751)- the time period when Georgia was governed by the trustees. The trustees created many regulations during the time period, including a ban on slavery, liquor and liquor dealers, lawyers, and Catholics.

War of Jenkins Ear- a conflict between England and Spain over naval rights. The war was named after Captain Robert Jenkins who had his ear cut off by the Spanish and showed his severed ear to the British Parliament. The world wide conflict made its way to Georgia where the Spanish and English fought in the New World. James Oglethorpe made two unsuccessful attempts to capture St. Augustine and the Spanish failed to capture Georgia.

Yeomen farmer- a freeman who owned his own land, usually small farms, and usually with no slaves; trustees hoped that the Georgia colonists would meet these qualifications.

SS8H3

Battle of Kettle Creek (February 14, 1779)- Small Revolutionary War battle in Georgia where patriot forces, led by Elijah Clarke, defeated 600 loyalist; one of the few patriot victories in the state.

Boston Tea Party- an act of protest that occurred in Boston, Massachusetts, on December 16, 1773; a group of colonists dressed as Indians dumped 342 chests of tea in Boston Harbor to protest the Tea Act. Due to this action, the British instituted the Intolerable Acts to punish the colonists for their actions.

Clarke, Elijah (1742-1799)- Lieutenant Colonel of patriot forces who led the victory at the Battle of Kettle Creek.

Constitution- a written document that outlines a country’s government.

Dabney, Austin (1765-1830)- slave who fought and was wounded at the Battle of Kettle Creek; awarded his freedom and a land grant by the state for his heroics.
Declaration of Independence - three part document that discusses natural rights, explains the wrongs committed by King George, and offers an official declaration of independence from England.

First Continental Congress (1774) - the first convention of delegates from 12 of the 13 colonies that gathered to discuss the colonists’ reaction to the Intolerable Acts.

Georgia Constitution of 1777 - see SS8H4

Gwinnett, Button (1735-1777) - Georgia signer of the Declaration of Independence; killed in a duel with Lachlan McIntosh.

Hart, Nancy (1735-1830) - Georgia Revolutionary War frontierswoman whose heroic actions led to the naming of a Georgia county in her honor.

Hall, Lyman (1724-1790) - Georgia signer of the Declaration of Independence; governor of Georgia.

Intolerable Acts - a group of five acts issued by the British Parliament designed to punish the Massachusetts colony for the Boston Tea Party.

Jasper, William (1750-1779) - an American soldier who was killed during the Siege of Savannah; was well known for his heroic actions during the war.

Liberty Boys - the Georgia chapter of the Sons of Liberty; established in protest of the Stamp Act.

Loyalists - colonists who were loyal to Great Britain.

Militia – citizen soldiers; the state’s armed forces.

Patriot - a colonist who wanted to become independent from Great Britain.

Pulaski, Casmir (1745-1779) - Polish nobleman who fought for the patriot cause; was killed during the Siege of Savannah.

Proclamation of 1763 - royal proclamation that forbade English colonists from settling newly acquired land west of the Appalachian Mountains.

Preamble - the beginning of a document that explains why the document exists. In the case of the Declaration of Independence the preamble explains natural rights.

Ratify - pass

Seven Years War (1756-1763) - global conflict between the European great powers; the French and Indian War was part of this larger conflict.

Siege of Savannah (September 16, 1779-October 18, 1779) - a failed attempt by the French and Americans to recapture Savannah during the Revolution.

Sons of Liberty - group established by Sam Adams in Boston, Massachusetts, to protest the Stamp Act and other English taxes.
Stamp Act (1765)- an act established by the British government to help repay the cost of the French and Indian War. This act was one of the first direct taxes placed on the colonies by the British Government causing much protest amongst the colonists. The act, which placed a tax on all legal documents, newspapers, and other paper products, was repealed in 1766.

Tories- another term for a loyalist

Trans-Oconee Republic- a short lived independent state established by Elijah Clarke.

University of Georgia- see SS8H5

U.S. Bill of Rights- The first 10 amendments to the U.S. Constitution.

Walton, George (1749-1804)- the youngest of the Georgia signers of the Declaration of Independence; Georgia governor, and U.S. Senator.

Yazoo Land Fraud- see SS8H5

SS8H4

Articles of Confederation- the first written constitution of the United States.

Baldwin, Abraham (1754-1807)- Georgia signer of the U.S. Constitution; also a U.S. Congressman, U.S. Senator, and the first president of the University of Georgia.

Constitutional Convention- meeting that took place in Philadelphia from May to September 1787; original intent was to revise the Articles of Confederation, though the entire document was soon scrapped and a new constitution was written.

Executive Branch- governmental branch responsible for enforcing laws.

Few, William (1748-1828)- Georgia signer of the U.S. Constitution; was also a judge and legislator for Georgia and New York.

Georgia Constitution of 1777- Georgia’s first state constitution; established three branches of government and basic liberties, though the executive and judicial branch had limited powers.

Great Compromise- a compromise made between the large and small states during the Constitutional Convention; allowed for a two house legislative branches with the number of senators for each state being equal (2 per state) and the number of members of the House of Representatives being based on the state’s population.

House of Representatives- one of the houses of the bicameral U.S. Congress; number of representatives is based on the state’s population. Today the U.S. House of Representatives as 435 members.

Judicial Branch- governmental branch responsible for interpreting laws.

Senate— one of the houses of the bicameral U.S. Congress; number of representatives is equal for all states no matter the state’s population. Today the senate is made up of 100 members (2 per state).
**Three-Fifths Compromise**- a compromise made between slave and free states during the Constitutional Convention; North and South agreed that a slave would count as $3/5$ of a person in a state’s population.

**Unicameral Legislature**- a one house legislature. Under the Articles of Confederation the U.S. legislative branch was unicameral.

**Virginia Plan**- a plan proposed by delegates from Virginia during the Constitutional Convention that favored population-weighted representation in the U.S. legislative branch.

**New Jersey Plan**- a plan proposed by delegates of smaller states during the Constitutional Convention that favored a unicameral house with each state having the same number of delegates in Congress in order to have equal representation regardless of state size; also wanted to regulate interstate and international trade.

**SS8H15**

**Baptist Church**- one of the major Protestant denominations in Georgia; grew rapidly from 1790-1830.

**Battle of Horse Shoe Bend** (March, 27, 1814)- battle between the U.S. and its Indian allies against the Red Creek Creeks; last battle of the Creek War.

**Boll Weevil**- see SS8H

**Camp Meetings**- religious and social gatherings used by the Methodist and Baptist churches to recruit members.

**Circuit Riders**- Methodist ministers who traveled from town to town to preach; were instrumental in recruiting converts.

**Cotton Gin**- machine invented by Eli Whitney in 1793 that quickly removed seeds from the cotton fibers.

**Cherokee Indians**- Native American tribe that lived in northwestern Georgia; forcefully removed from the state in the early 1830s

**Creek Indians**- Native American tribe that lived in southern Georgia; was removed from the state through treaties in the 1820s.

**Dahlonega Gold Rush**- Site of America’s first gold rush in 1828; discovery of gold in the area was a factor in the Cherokee removal.

**Federal Road**- a road that ran through Cherokee territory which connected eastern and western Georgia.

**Georgia General Assembly**: see SSCG2

**Headright System**- land allocation approach that provided the head of a family up to 200 acres of free land in the Georgia frontier.

**Indian Removal Act of 1830**- act signed into law by Andrew Jackson that required the removal of the Cherokee, Chickasaw, Choctaw, Creek, and Seminole to Indian Territory.
Jackson, Andrew (1767-1845)- seventh president of the United States who was an advocate of Indian Removal.

Land Lottery- land allocation approach that gave the average Georgian a chance to buy land at pennies on the dollar.

Louisville- Georgia’s third capital from 1796-1806; Selected as capital due to westward movement in the state.

Marshall, John (1755-1835)-Chief Justice of the U.S. Supreme court who ruled in favor of the Cherokee in the Worcester vs. Georgia case; President Andrew Jackson refused to enforce the Supreme Court’s ruling.

McGillivray, Alexander (1750-1793)- Creek chief who signed the Treaty of Indian Springs. Additionally, Chief Alexander McGillivray signed a deal with the U.S. Government that gave him a commission in the U.S. army along with trading rights.

McIntosh, William (1778-1825)- Creek chief who illegally signed the Second Treaty of Indian Springs; was murdered by his tribesmen for this action.

Methodist Church- one of the major Protestant denominations in Georgia; grew rapidly from 1790-1830.

Morrill Act of 1862- provided federal money to colleges identified as “land grant universities” throughout the United States.

Nullify- to make legally null and void; cancellation of a federal law

Nullification Crisis- a national emergency in 1832 when South Carolina attempted to make null and void the National Tariff of 1832. As tensions increased South Carolina threatened secession and Andrew Jackson threatened to send troops.

Rail Road- one of the major technological advances in the 19th century. Georgia was one of the leaders in railroad development in the 1830’s and many of Georgia’s towns and cities were established due to the railroad.

Red Stick War (1813-1814)- A Creek Indian civil war between the Red Stick and White Stick factions of the tribe. The Red Sticks want to resist white encroachment and return to their traditional society. The U.S. Army, the Tennessee and Georgia militia, and other Native American tribes joined in the war defeating the Red Sticks at the Battle of Horseshoe Bend in 1814.

Ross, John (1790-1866)- Principal Chief of the Cherokee Indians who tried to use legal means to fight against removal.

Second Great Awakening- Christian revival movement that led to the growth of many Protestant denominations, primarily the Baptist and Methodist churches.

Second Treaty of Indian Springs- treaty signed by William McIntosh that gave the remainder of Creek land to Georgia; McIntosh was killed for this act.

Sequoyah (1770-1840)- George Gist, inventor of the Cherokee Syllabary.
Syllabary- the written language of the Cherokee Indians. Within one generation after it was invented, over 90% of the tribe was literate in the language.

Trail of Tears- final removal of the Cherokee Indians from Georgia in 1838; over 4,000 people died on the forced march from Georgia to Oklahoma.

Treaty of Indian Springs- An 1821 treaty signed by the Creek Indians and the United States that forced the Creek Nation to cede all of its lands east of the Flint River in Georgia.

Treaty of New Echota (1835)- a treaty between the U.S. Government and a minority representation of the Cherokee tribe that ceded all Cherokee land in the Southeast to the United States and allowed for their move to Indian territory (Oklahoma); three of the Cherokee signers of the treaty (Major Ridge, John Ridge, and Elias Boudinot) were killed for signing over Cherokee land for personal profit.

Treaty of New York (1790)- treaty signed by the Creek Indians and the United States government that ceded land to the United States in return for allowing Creeks to punish non-Indian trespassers on Creek land.

University of Georgia- the first state sponsored public University in the United States; founded in 1785.

White Sticks- Creek Indians during the Red Stick War who were loyal to the United States.

Worcester vs. Georgia (1832)- landmark Supreme Court case which declared that the Cherokee were sovereign and not subject to the laws of the United States. However, Andrew Jackson refused to enforce the Court’s decision and the Cherokee were later removed from Georgia.

Yazoo Act (1795)- Georgia act signed by Georgia Governor George Mathews that transferred 35 million acres of land in present day Alabama to four land companies for $500,000; this led to the Yazoo Land Fraud.

Yazoo Land Fraud- an event where land companies bribed members of the Georgia General Assembly to sell land for pennies on the dollar.

SS8H6

13th Amendment (1865)- ended slavery in the United States.

14th Amendment (1868)- gave African-Americans United States citizenship.

15th Amendment (1870)- gave African-American men the right to vote.

Anaconda Plan- Union strategy during the Civil War which incorporated a plan to blockade Southern ports and capture the Mississippi River. It was called the Anaconda Plan as the strategy resembled an anaconda squeezing its prey to death.

Andersonville- infamous Civil War prisoner-of-war camp in Macon County, Georgia. Over 13,000 Union soldiers died in the camp.

Battle of Antietam (September 17, 1862)- Union victory; bloodiest one-day battle in the War.
Battle of Atlanta (July 22, 1864)- Union victory; this one day battle allowed Union forces to inch closer to the city in the Atlanta Campaign; was not the battle that allowed Union Troops to occupy the city.

Battle of Chickamauga (September 18-20, 1863)- Confederate victory; largest battle fought in Georgia; led to the battle of Chattanooga.

Battle of Dalton (1st Battle: February 22 & 27, 1864)- Union victory; battle during Sherman’s Atlanta Campaign.

Battle of Ezra Church (July 28, 1864)- Union victory; battle during Sherman’s Atlanta Campaign.

Battle of Fort Pulaski (April 10-11, 1862)- Union victory; the union used rifled cannons which destroyed the brick buildings that were part of the South’s coastal defense system.

Battle of Gettysburg (July 1-3, 1864)- Union victory; turning point of the Civil War; the North repelled a Southern invasion into Pennsylvania.

Battle of Kennesaw Mountain (July 27, 1864)- Confederate victory; battle during Sherman’s Atlanta Campaign; only Union loss during the campaign.

Battle of Peac'h'tree Creek (July 20, 1864)- Union victory; battle during Sherman’s Atlanta Campaign.

Battle of Resaca- (May 13-15, 1864)- Union victory; battle during Sherman’s Atlanta Campaign.

Black Codes- laws created by Southern legislatures during Reconstruction that took away the civil rights of freedmen.

Black Legislators- during the Reconstruction Period (1867-1876) sixty-nine African-Americans served as delegates to Georgia’s constitutional convention or served as members of the state legislature. These legislators were removed from their seats after 1876.

Blockade Runners- private Southern ships that attempted to “break” the Union blockade and trade cotton with European countries for manufactured goods.

Compromise of 1850- compromise between the North and South that allowed California to enter the union in exchange for the passage of the Fugitive Slave Act.

Congressional Reconstruction (1866-1867)- Reconstruction period where Congress took responsibility for bringing the South back into the Union.

Dred Scot Case (1857)- Supreme Court ruling that declared slaves were not citizens of the United States.

Election of 1860- election where Abraham Lincoln defeated three opponents to win the presidency; upon Lincoln’s election Southern states seceded from the Union.

Emancipation Proclamation- document that declared all slaves in the rebellious states would be freed if the South did not return to the Union by January 1, 1863.

Free States- states where slavery was illegal.
**Freedmen’s Bureau** - federal agency created in 1865 to provide aid to former slaves (freedmen).

**Fugitive Slave Act** (1850) - act that required runaway slaves to be returned to their masters if caught anywhere in the United States.

**Gettysburg Address** (1863) - speech given by President Abraham Lincoln to commemorate the Union victory at the Battle of Gettysburg.

**Georgia Platform** - position supported by several prominent Georgia politicians who supported the Compromise of 1850.

**Great Migration** - mass migration of six million African-Americans to the North between the years 1910-1970.

**Ironclads** - warships covered in steel and iron used in the Civil War.

**Kansas-Nebraska Act** (1854) - act that allowed the territories of Kansas and Nebraska to decide if they wanted to enter the union as free or slave states (popular sovereignty).

**Ku Klux Klan** - terrorist organization created to intimidate and prevent freedmen and Republicans from gaining political power in the South.

**Military Reconstruction** (1867-1877) - Reconstruction period where the military took responsibly for bringing the South back into the Union; the South was divided into military districts.

**Missouri Compromise** (1820) - compromise that brought Missouri into the Union as a slave state and Maine as a free state; in addition, Congress banned slavery north of the 36°20’ line of latitude.

**Nullification** - the act of making legally null and void (see Nullification Crisis SS8H5).

**Popular Sovereignty** - allowing political decisions to be made by the will of the people; concept behind the Kansas Nebraska act.

**Presidential Reconstruction** (1865-1866) - Reconstruction period where the President took responsibly for bringing the South back into the Union; most lenient of the Reconstruction plans; commonly known as 10% plan.

**Radical Republicans** - group of Northern Republicans who wanted to punish the Southern states and to insure civil rights for African-Americans.

**Redeemers** - name given to Southern Democrats who regained power in Georgia after Reconstruction.

**Sharecroppers** - farmers who agreed to work on a landowner’s property in exchange for land, farming equipment, and seed; sharecroppers were required to provide the land owner with a share of the crop.

**Sherman’s Atlanta Campaign** - Union military campaign led by William T. Sherman from May 1864-September 1864 with the Atlanta as the ultimate objective; Sherman’s army marched from Chattanooga to Atlanta.
Sherman’s March to Sea- Union military campaign led by William T. Sherman from November 15-December 25, 1864 with Savannah being the ultimate objective; more importantly Sherman used a “scorched earth” policy to end the South’s will to fight.

Slavery- involuntary servitude of African-Americans in the United States from 1619-1865.

Slave States- states where slavery was legal.

States Rights- the belief that a state’s sovereignty is more important that that of the national government.

Stephens, Alexander (1812-1873)- important Georgia politician who was a U.S. Senator, Georgia Governor, and Vice-President of the Confederate States of America (C.S.A.)

Tenant farmer- farmers who agreed to work on a landowner’s property were required to provide the landowner with a share of the crop; unlike sharecroppers, tenant farmers usually owned their own farming equipment.

Turner, Henry McNeal (1834-1915)-most well-known African-American Georgia legislator during the Reconstruction Period.

Whig Party- national political party originally formed in opposition to Andrew Jackson’s policies; influential second party in Georgia until the Civil War.

World War I (1914-1918)-see SS8H7

SS8H7

Atlanta Compromise Speech (1895)-speech made by Booker T. Washington and the International Cotton exposition which called for blacks to become proficient in agriculture, mechanics, and commerce, and for whites to trust blacks and provide opportunities for them to be successful economically.

Atlanta Race Riot (1906)- 48 hour riot in Atlanta caused by economic competition and false newspaper accounts of African-American men attacking white women; several African-Americans were killed during the riot.

Bourbon Triumvirate- three powerful Georgia politicians (Joseph E. Brown, Alfred H. Colquitt, and John B. Gordon) who dominated Georgia politics for over 20 years.

Convict Lease System- a system that provided convict labor to private parties such as railroad companies or plantation owners.

County Unit System- a voting system that gave more power to Georgia’s rural counties than urban ones.

Disenfranchisement- to deprive a person the right to vote or rights of citizenship.


Felton, Rebecca Latimer (1835-1930)- Georgia writer, political activist, social reformer, and first female U.S. senator.
Grady, Henry (1850-1889)- managing editor for the Atlanta Journal who promoted the concept of the “New South.”

Grandfather Clause- disenfranchisement law that said if a person’s father could vote before the Civil War they would be able to vote as well.

Herndon, Alonzo (1858-1927)- founder of the Atlanta Mutual Life Insurance Company.

Hope, John (1868-1936)- an important educator, civil rights leader, and social reformer; president of Morehouse and Atlanta University.

Hope, Lugenia Burns (1871-1947)- community organizer, reformer, and social activist; wife of John Hope.

Independent Democrats- group of Democrats in Georgia who were opposed to the policies of the Bourbon Triumvirate.

International Cotton Expositions- a series of three large events (1881, 1885, 1895) established to display Atlanta’s growth and industrial capabilities and to lure Northern investment to the region.

Jim Crow Laws- laws created by state legislatures to deny African-Americans citizenship rights.

Leo Frank Case- trial where a Northern Jewish pencil factory manager was accused of murdering 13 year old Mary Phagan; found guilty of the crime and sentenced to death, his sentence was later reduced to life due to additional evidence. However, a group of men calling themselves “the Knights of Mary Phagan” took Frank out of his prison cell and lynched him in Marietta.

Literacy Test- a disenfranchising tactic that required voters to pass a reading and writing test in order to vote.

Lusitania- British passenger ship that was sunk by the Germans in 1915. Over 100 Americans were killed; the sinking of the Lusitania contributed to America entering World War I.

New Democrats- another name for the Independent Democrats.

New South- period after Reconstruction where political and community leaders in the South sought to diversify Georgia’s economy and bring Northern technology and/or investments into the state.

Poll Tax- a disenfranchising tactic that required voters to pay a fee in order to vote; this prevented poor blacks and whites from voting.

Populist Party- a short lived political party (1892-1908) made up of farmers that were hostile to banks, railroads, and social elites. At the beginning, the party was made up of both whites and blacks. Georgian Tom Watson was a leader and presidential candidate for the party.

Plessy V. Ferguson (1892)- Supreme Court case that established the separate but equal doctrine thus promoting segregation.

Rural Free Delivery Act- legislation proposed by Georgia Congressman Tom Watson that provided free mail delivery to rural areas of the country.
Separate but Equal—Supreme Court ruling that legalized racial segregation as long as the facilities were equally funded; however, this was rarely the case.

The Talented Tenth—W.E.B. DuBois’ concept of an elite group of college educated African-Americans who would use their talents and position to eradicate segregation in American society.

Washington, Booker T. (1856-1915)—educator, author, political activist, and orator; promoted the idea that African-Americans should pursue economic and educational endeavors before seeking social and political equality.

Watson, Tom (1856-1922)—lawyer, writer, and politician from Georgia; most well-known for his rural free delivery bill; began his career in the independent democrat and populist party with a progressive view of racial policies; ended his career as an ardent segregationist and anti-Semite; died while serving a term as U.S. senator from Georgia.

White Primary—see SS8H

Women’s Suffrage—national political moment supporting women’s right to vote.

World War I—(1914-1918)—major war primarily between European powers; U.S. entered the war in 1917.

Zimmerman Telegraph—telegraph sent from Germany to Mexico offering the country the opportunity for an alliance. Germany urged Mexico to attack the United States in return for territory lost during the Mexican-American War.

SS8H8

Agricultural Adjustment Act—a New Deal program that paid farmers a stipend not to grow crops in order to increase the price of agricultural products.

Boll Weevil—insect whose larvae feed on cotton crops; decimated cotton production in the southeastern United States.

Bank Failures—one of the factors that led to the Great Depression; when a bank ran out of reserves to pay customers who wanted to withdraw their deposits.

Civilian Conservation Corps (CCC)—a New Deal program that hired unemployed young men to work on public works projects.

Drought of 1924—one of the worst droughts in Georgia’s history; led to a depression in the state that predated the Great Depression.

Dust Bowl—name given to a period of time in the Midwest (1930-1936) characterized by drought, gigantic dust storms, and major agricultural damage.

New Deal—name given to a series of federal programs spearheaded by President Franklin Roosevelt in order to help the nation recover from the Great Depression.

Overproduction—a factor that led to the Great Depression; farmers continued to produce record numbers of crop yield though the demand for agricultural products was limited; this drove the cost of these products down.
Reduction in Purchasing - a factor that led to the Great Depression; economic fears caused consumers to stop buying manufactured products, which led to companies losing money and laying off more employees.

Rural Electrification Act - New Deal program designed to build the capabilities to bring electricity to rural areas.

Social Security Act - New Deal program that provided retirement and unemployment insurance for American taxpayers.

The Smoot-Hawley Tariff (1930) - a factor that led to the Great Depression; a tariff on European goods that closed European markets to American businesses.

Stock Market Crash of 1929 - a factor that led to the Great Depression. A major stock market collapse that led to investors losing over 40 billion dollars.

Talmadge, Eugene (1884-1946): four time Georgia governor that fought against Roosevelt’s New Deal policies.

SS8H9

Bell Aircraft - factory located in Marietta, Georgia, that produced B-29 bombers for the U.S. war effort.

Concentration Camps - Nazi camps where Jews, along with other people the Nazi called undesirable, were incarcerated; the camps later became extermination camps where over 6 million Jews along with gypsies, homosexuals, and political prisoners were executed.

Holocaust – the genocide of over 6 million Jews along with gypsies, homosexuals, and political prisoners by Nazi Germany.

Lend-Lease Act (1941) - act that allowed the U.S. government to send billions of dollars in supplies and military equipment to allied countries in exchange for U.S. rights in their military bases.

Liberty Ships - U.S. cargo ships made during World War II. In all 187 of these ships were made in Georgia.

Pearl Harbor - American Naval base in Hawaii; a surprise attack on the base by Japanese forces on December 7, 1941 resulted in the U.S. entering World War II.

Roosevelt, Franklin (1882-1945) - 32nd president of the United States; had close ties to Georgia and died at his Georgia home, “The Little White House,” in Warm Springs.


Savannah and Brunswick Ship Yards - Georgia’s two deep water ports; during World War II, 187 Liberty Ships were constructed there.

Vinson, Carl (1883-1981) - Georgia Congressman who was an advocate for a strong U.S. military; served 25 terms in the U.S. House of Representatives, making him the longest serving Congressmen in U.S. history.
**Warm Springs**- Georgia city that was home to Roosevelt’s “Little White House;” site’s warm water mineral springs were used as a rehabilitation center for polio victims.

**World War II** (1939-1945)- The most destructive war in human history; America entered the war in 1941 after the Japanese attack on Pearl Harbor on December 7, 1941.

**SS8H10**

**Arnall, Ellis** (1907-1992)- progressive Georgia governor who is credited for restoring accreditation to the state’s institutions of higher education, lowering the voting age, and abolishing the poll tax.

**Allen, Ivan** (1911-2003)- mayor of Atlanta who was instrumental in the development of the city, bringing major league sports teams to Atlanta, and a key figure in the civil rights movement.

**Hartsfield, William B.** (1890-1971)- Atlanta’s longest serving mayor who was instrumental in bringing aviation to the city and worked with civil rights leaders during the civil rights movement.

**SS8H11**

**1946 Governors Race**- also called the Three Governors Controversy. Due to the death of the 1946 governor’s race winner Eugene Talmadge and recent changes to the Georgia state constitution, three men had a legitimate claim to the office; the matter was settled by the Supreme Court and a special election in 1948.

**1956 State Flag**- controversial flag that flew over Georgia from 1956-2001. The flag was controversial due to the flag’s prominent Confederate Battle emblem.

**Albany Movement**- an organized civil rights protest led by the Student Non-Violent Coordinating Committee, whose primary objective was to desegregate the city of Albany, Georgia, and the surrounding community.

**Brown v. Board of Education** (1954)- Supreme Court cases that struck down the policy of separate but equal and mandated the desegregation of public schools.

**Civil Rights Act** (1964)- federal legislation that forbade discrimination on the basis of race and sex in hiring, firing, and promotion.

**Holmes, Hamilton** (1941-1995)- one of the first African-Americans to integrate the University of Georgia; became a successful doctor.

**Hunter (Gault), Charlayne** (b. 1942)- one the first African-Americans to integrate the University of Georgia; became a successful journalist.

**Jackson, Maynard** (1938-2003)- first African-American mayor of a major southern city (Atlanta).

**King, Jr., Martin Luther** (1929-1968)- important civil rights leader and winner of the Nobel Peace Prize.

**Maddox, Lester** (1915-2003)- one of the last openly segregationist politicians in Georgia (Governor).

**March on Washington** (1963)- famous civil rights march led by Dr. Martin Luther King, Jr.; the famous “I Have a Dream” speech was given at the march.
Mays, Benjamin (1894-1984)- president of Morehouse College and mentor to Dr. Martin Luther King, Jr.

Sibley Commission (1961)- investigation by lawyer John Sibley to determine what should be done about integration in the state; though 60% of Georgians claimed they would rather close the public schools than integrate, Sibley recommended that public schools desegregate on a limited basis.

Student Non-Violent Coordinating Committee- civil rights organization by college students that urged non-violent protests to gain integration; the group became more militant in the late 1960s.

Talmadge, Herman (1913-2002)- segregationist Georgia Governor and U.S. Senator; son of Governor Eugene Talmadge.

Voting rights Act of 1965- prohibited states from imposing any voting qualifications on their citizens.

White Primary- tactic used by whites in Georgia to prevent blacks from voting in the Democratic primary; because Georgia was a one party state, this prevented African-Americans from having a voice in elections.

Young, Andrew (b. 1932)- important civil rights leader who served as U.S. ambassador to the United Nations and Mayor of Atlanta; was also instrumental in bringing the 1996 Olympic Games to Atlanta.

SS8H12

1996 Olympic Games- the Olympic Games are an international athletic event that occurs every four years; the 1996 Olympic Games were awarded to Atlanta and the state of Georgia; Georgia has benefited economically due to the games.

Carter, Jimmy (b. 1924)- only United States President from Georgia; also a Georgia state senator and governor, and winner of the Nobel Peace Prize.

County Unit System- a political policy that gave each county a certain number of votes based on three categories (rural, town, or urban); system was ended because it violated the “one man-one vote” doctrine.

Dixiecrats- a short lived southern segregationist political party that formed in 1948 as a splinter of the Democratic Party.

Immigrant Communities- communities that are made up of immigrants from the same country or those that speak the same language.

Reapportionment- part of a Supreme Court ruling that mandated congressional districts needed to be divided by population with each district having a roughly equal number of voters.

Stagflation- an economic term for a period when interest rates, inflation, and unemployment is high at the same time the economy is in a recession.

Strategic Arms Limitation Treaty (SALTII)- a 1979 agreement between the United States and the Soviet Union which sought to curtail the manufacture of nuclear weapons
Two Party System- a democratic form of government where two major parties dominate the political landscape.

SS8CG1

Bill of Rights- a list of rights and freedoms found in both the Georgia and United States Constitutions.

Checks and Balances- a political system that allows one branch of government to veto or amend the acts of another to prevent one branch from having too much power.

Felony- see SS8CG

General Election- an election where the winning candidates of each party’s primary, along with third party candidates and independents, run for political offices.

Georgia State Constitution- the document that outlines the rights, rules, regulations, and procedures for Georgia’s citizens and government.

Georgia Supreme Court- see SS8CG

Governor- see SS8CG

Juries- see SS8CG

Nonpartisan- an election where candidates are not officially affiliated with a political party.

Political Parties- a group of like-minded individuals who share common beliefs and ideas that work together in hopes of electing their members to political office.

Polling Place- location people are assigned to vote based on their residence.

Precinct- a voting district.

Primary Election- an election where members of the two major parties vote for candidates to represent them in the general elections; however, one does not have to be a member of a party to vote in a primary.

Referendum- a direct vote by the people.

Responsibilities of Citizens- duties that all citizens have; some are mandatory, like paying taxes and serving on juries; others are voluntary, such as voting.

Rights of Citizens- government protected rights found in the U.S. Bill of Rights and the Georgia Bill of Rights.

Runoff Election- an election between candidates that did not receive 50% +1 of the vote.

Separation of Powers- the constitutional principle that limits the powers vested in one person or branch of government.

Special Election- an election that is used to present a special issue to voters or fill an office vacancy.
Taxes- money paid by citizens to support the function of local, state, and/or the federal government.

Unconstitutional- see SS8CG

Veto- the power held by the executive branch to reject a law; vetoes can be overturned.

Volunteering- when someone offers a service out of their own free will without the benefit of payment.

Voting- a way for the electorate to select candidates for political office.

Voting Qualifications- required criteria a person must have in order to vote; these include being 18 years of age and being a citizen of the United States.

SS8CG2

Ad Hoc Committee- committee created for a special purpose

Conference Committee- created when the House and Senate writes differing versions of a bill; committee must compromise to make the bill the same.

Floor Leader- a representative whose role is to promote the interest of the Governor on the house floor.

Georgia General Assembly- Georgia’s legislative branch; made up of a bicameral legislature consisting of the House of Representatives and the Senate.

Georgia State Representative- a member of the Georgia House of Representatives; must be 21 years of age, a resident of Georgia and their district for two years, and a U.S. citizen.

Georgia State Senator- a member of the Georgia Senate; must be 25 years of age, a resident of Georgia and their district for two years, and a U.S. citizen.

Joint Committee- a committee made up of members of the Senate and House.

Legislation- acts passed by the legislative branch and approved by the executive branch or acts passed by the legislative branch, vetoed by the president, and overruled by the legislative branch.

Legislative Branch- governmental branch responsible for creating laws.

Majority Leader- leader who is responsible for making sure members of his or her party vote for bills and agendas that the majority party favors.

Minority Leader- leader who is responsible for making sure members of his or her party vote for bills and agendas that the minority party favors.

Speaker of the House- presiding officer of the House of Representatives.

Standing Committee- a permanent committee.
SS8C3

**Department of Economic Development** - department of Georgia’s executive branch responsible for bringing economic development to the state.

**Department of Education** - department of Georgia’s executive branch responsible for overseeing all facets of education in the state.

**Department of Human Resources** - department of Georgia’s executive branch, now part of the Department of Human Services, responsible for customer focused human services.

**Department of Natural Resources** - department of Georgia’s executive branch responsible for department of Georgia’s executive branch responsible for enforcing laws concerning the state’s rivers and lakes and operating the state’s public parks and preserving the state’s historic sites.

**Department of Public Safety** - department established to protect Georgia’s citizens and their property. The Georgia State Patrol is part of this department.

**Department of Transportation** - department of Georgia’s executive branch responsible for planning, constructing, and maintaining Georgia’s roads and highways.

**Executive Branch** - governmental branch responsible for enforcing laws.

**Governor** - head of the states executive branch responsible for overseeing the office of the executive branch.

**Lieutenant Governor** - second highest office of the executive branch; presides over the Georgia senate and takes on the role of the governor if the governor leaves the state; will take over the office if the governor dies or is impeached.

SS8CG4

**Appeal** - seeking a new trial after a court decision.

**Appellate** - courts whose responsibility is to review prior court cases.

**Arraigned** - a step in the criminal court pretrial process where the suspect has received an indictment and is brought before a superior court judge.

**Arrest** - when law enforcement has enough evidence to take a suspect into custody.

**Bail** - payment a suspect can pay to be released from custody until their trial date; bail is determined by the magistrate court.

**Booking** - stage at which law enforcement officers make an arrest report and hold the suspect in jail.

**Capital Crimes** - crimes that can be punished by the death penalty.

**Chief Justice** - presiding justice of the Supreme Court.

**Court of Appeals** - court that reviews civil and criminal cases that have been previously heard by trial courts.
Circuit- an area under the jurisdiction of the superior court.

Crimes- serious offenses that are punishable with fines, community service, prison, and sometime death.

Cross Examine- when an attorney for the plaintiff or the defendant asks questions of witnesses called by the opposing side.

Custody- when a suspect is being held based on evidence that they committed a crime.

Defendant- person or group being charged for a wrong doing.

Deliberation- when the jury discusses the guilt or innocence of a defendant.

Delinquent- a minor 17 years of age or under who has been charged with wrong-doing.

Division- an area under the jurisdiction of the Court of Appeals.

Felony- a serious crime that can be punishable by no less than one year in prison.

Grand Jury- a group of citizens look over evidence to determine if a suspect should be charged with a crime.

Indictment- when a grand jury determines that there is enough evidence to be charged with a crime.

Initial Appearance- when a suspect goes before a magistrate court to have charges against them explained and to determine bail.

Judicial Branch- branch of government responsible for interpreting the laws

Jurisdiction- area that a court is responsible for.

Justices- members of the Supreme Court; in the Georgia Supreme Court, justices hold six year terms and are selected by popular vote.

Juvenile Court- see SS8CG6

Limited Jurisdiction – a court with a jurisdiction of only one county.

Magistrate Court- a court with the powers to issue warrants and try minor criminal cases, civil cases for sum of $15,000 or less, and civil disputes.

Misdemeanor- a minor offense with a penalty of no more than one year in prison and/or a fine.

Opening Statements- in a trial, attorneys for both the plaintiff and defense are given the opportunity to speak directly to the jury to explain what they hope to prove in the case.

Plea Bargain- the ability for a defendant to plead guilty to a lesser charge.

Preliminary Hearing- when a magistrate judge determines if there was crime committed and if there is probable cause that the suspect was involved in the crime.

Presentation of Evidence- during a trial when witnesses are called to provide testimony.
Probable Cause- when there is sufficient evidence that the suspect was involved in a crime.

Probate Court- court with the power to rule on wills and estates, traffic violations, violations of game and fish laws, grant marriage and firearms licenses, appoint legal guardians, and misdemeanors.

Sentencing- after a jury finds a defendant guilty the judge determines the number of years the defendant will serve in prison or the amount of damages owed.

State Court- court responsible for ruling in misdemeanor cases, preliminary criminal cases hearings, civil cases, and can issue search warrants.

Superior Court- court responsible for hearing civil and criminal trials, divorce cases, felony cases, and land titles.

Supreme Court- court responsible for reviewing decisions made in civil or criminal cases, determining the constitutionality of laws, changes to elections, and death sentences.

Suspect- person who has been charged by law enforcement for committing a crime.

Tort- a civil wrong doing against an individual.

Unruly- see SS8CG6

Verdict- a determination of guilt or innocence by a jury.

SS8CG5

Board of Commissioners- a group of individuals that have the power to adopt ordinances and oversee the daily operations of a county’s government.

City Manager- an individual hired by a city government who is responsible for running the day to day operations for the city.

Clerk of the Superior Court- primary record keeper for a county government.

Council-Mayor System- a form of city government where the mayor plays a ceremonial role but holds little power; most decisions for the county are made by the city council, and often a city manager is responsible for day to day operations.

County Commissioner- an individual who has the power to adopt ordinances and oversee the daily operations of a county’s government.

Judge of the Probate Court- an individual who oversees property deeds, marriage licenses, wills, and supervises elections in a county government.

Weak Mayor System- a form of city government where the mayor holds some responsibilities, but the city council holds the majority of the power, duties, and responsibilities.

Municipal Charter- a written document that sets up the structure of a city government.

Municipality- a city or town.
Sheriff- an individual who is responsible for enforcing the law, maintaining the peace, and serving as the jailer for a county government.

Special Purpose District- government entities created to serve a special function for the state or community.

Strong Mayor System- a form of city government where the major holds major responsibilities and powers including acting as the city’s chief executive officer, administering the city’s budget, and vetoing legislation passed by the city council.

Tax Commissioner- an individual who is responsible for receiving tax returns, maintaining tax records, and paying taxes for a county government.

SS8CG6

Adjudicatory Hearing- a step in the juvenile justice process where the judge determines the juvenile’s guilt or innocence.

Appeal- a step in the juvenile justice process where the juvenile can challenge the ruling if there is enough evidence to prove that they were innocent.

Delinquent Act- an act committed by a juvenile that would be a criminal offense according to adult law.

Disposition Hearing- a step in the juvenile justice process where the judge hears witnesses and determines the punishment for the juvenile.

Informal Adjustment- an optional step in the juvenile justice process where a juvenile who is a first time offender must admit guilt to the judge and is under the supervision of the court for 90 days.

Intake Officer- a law enforcement agent who decides if there is enough evidence to bring a charge against a juvenile.

Release or Detain- a step in the juvenile justice process where it is determined if the juvenile should be released to their parent or guardian or if there is enough evidence to hold them in a juvenile detention center until trial.

Sentencing- a step in the juvenile justice process where a judge rules on a juvenile’s punishment.

Seven Delinquent Behaviors- seven crimes that will automatically result in the juvenile being tried as an adult; these include murder, rape, and armed robbery with a firearm.

Unruly Act- an act committed by a juvenile that would not be a criminal offense according to adult law.

SS8G1

Appalachian Mountains- a mountain chain that stretches from Georgia to Maine

Appalachian Plateau- Georgia’s smallest region located in the northwestern corner of the state.

Archaic Period- see SS8H1
Barrier Islands- see SS8H1

Blue Ridge Mountains- a name for a group of mountains located in the Appalachian chain that are characterized by a “blue” haze that surrounds their peaks.

Coastal Plain- Georgia’s largest region which makes up 3/5 of the state.

Continent- the world’s largest land masses.

Chattahoochee River- important Georgia river that forms part of the western boundary of the state.

Climate- a composite of prevailing weather conditions of a location.

Fall Line- a geographic boundary that separates the Piedmont and Coastal Plain regions; named for decrease in elevation

Hemispheres- lines of latitude and longitude that divide the earth into halves.

Humid Subtropical- Georgia’s climate, which is characterized by hot summers and mild winters.

Nation- a land mass inhabited by people who share a common territory and government.

Naval Stores- pitch, tar, and resin that is taken from pine trees and used in ship building.

Okefenokee Swamp- the largest swamp in North America; located in southeastern Georgia.

Piedmont Region- Georgia’s most populated region known for its red clay; also known as “foot of the mountains”

Savannah River- major river that is used for trade and makes up Georgia’s eastern border with South Carolina

Valley and Ridge- Georgia region characterized by low open valleys and narrow ridges.

SS8G2

Deepwater Ports- important water ways used for shipping cargo; Georgia’s two deepwater ports are in Savannah and Brunswick.

Hartsfield-Jackson International Airport- the world’s busiest airport; located in Atlanta; named after Atlanta mayors William B. Hartsfield and Maynard Jackson.

Interstate Highway System- national highway system established by the federal government in 1950s.

Railroads- an important mode of transportation used to ship a large amount of goods nationwide; many of Georgia’s cities were developed due to the railroad.

Urban Sprawl- a term used to negatively characterized the “movement” of elements of urban areas into rural and suburban communities.
SS8E1

**Goods**- products and materials that people want.

**Services**- actions people perform for economic benefit.

SS8E2

**Deepwater Ports**- see SS8G2

**Hartsfield-Jackson International Airport**- see SS8G2

**Interstate Highway System**- see SS8G2

**Railroads**- see SS8G2

SS8E3

**Coca-Cola Company**- the world’s largest producer of non-alcoholic beverages; founded in Atlanta in 1886.

**Delta Airlines**- the world’s largest passenger airline; founded in Macon in 1924.

**Entrepreneurial Risk**- personal and financial risk taken by a person in order to start a business.

**Georgia Pacific**- the world’s leading producer of paper, tissue, and construction-based chemicals; founded in Augusta in 1924.

**Home Depot**- the world’s largest hardware home improvement center and second largest retailer; founded in Atlanta in 1978.

**Innovative**- using or showing new and creative ideas.

**Private Companies**- a company owned by an individual or group that does not sell shares of stock to the general public.

**Profit**- the amount of money an entrepreneur or business makes after paying its expenses.

SS8E4

**Graduated Tax**- a tax based on a person’s income, with those making more money paying more taxes.

**Federal Grants**- financial assistance from a federal agency to carry out a public purpose.

**Personal Income Taxes**- a tax based on one’s income; Georgia’s largest source of revenue.

**Property Taxes**- a tax imposed on persons based on their ownership or possession of property.

**Sales Taxes**- a tax imposed on most items sold in retail stores; Georgia’s second largest source of revenue.

**State Revenue**- a state’s income that is used to fund governmental services.
SS8E5

Credit- an amount of money loaned to a person that must be paid back along with additional interest.

Income- the amount of money a person earns during a year.

Investing- using money in hopes of gaining more in the future by lending to businesses in exchange for a share of profits

Savings- setting aside of income for future use.

Spending- the amount a person purchases.