

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 8th Georgia Studies Social Studies Course.

8th Grade Georgia Studies - Unit 6 – New South	
Elaborated Unit Focus	<p>This unit will focus on the social, economic, and political changes that occurred in Georgia between the end of the American Civil War and the end of WWI. Students will analyze conflicts, regional, national, and international, that resulted from many of these changes. The students will understand that when there is a conflict between or within societies, change is the result. Students will understand that the actions of individuals, groups, or institutions affect society through intended and unintended consequences. They will, additionally, understand that production, distribution, and consumption of goods influences our society.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, Institution: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>
GSE for Social Studies (standards and elements)	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p> <p>c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.</p> <p>d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.</p> <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <p>c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.</p>
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>

	<p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<ul style="list-style-type: none"> • Distinguish between fact and opinion • Identify main idea, detail, sequence of events, and cause and effect in a social studies context • Identify and use primary and secondary sources • Interpret timelines • Draw conclusions and make generalizations



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding Conflict and Change/ Individuals, Groups, Institutions	<ol style="list-style-type: none"> 1. How can individuals/groups impact change? <ol style="list-style-type: none"> a. How can one person cause so much turmoil for so many? b. How can one group cause conflict for Georgia? c. How can beliefs of one group cause change for society?
Enduring Understanding Production, Distribution, Consumption	<ol style="list-style-type: none"> 1. How does location impact beliefs and ideals? <ol style="list-style-type: none"> a) How does Georgia’s economic past influence its beliefs during this time period? b) How did location influence differing beliefs about integration and equality?
Enduring Understanding Conflict and Change/ Individuals, Groups, Institutions	<ol style="list-style-type: none"> 1. How does social change impact political changes? <ol style="list-style-type: none"> d. What were the beliefs of key individuals/groups in this time period? e. What were the goals of key individuals/groups in this time period?

Note: Students may be sensitive to some primary source images and text in this unit. As always please preview sources and activities in advance and adjust accordingly.

Sample Instructional Activities/Assessments

Bourbon Triumvirate

Description –Students will create an Acrostic Poem (directions listed below) demonstrating their understanding of the changes that occurred in Georgia during the time known as the Bourbon Triumvirate.

Background information regarding the Bourbon Triumvirate can be found here:

<http://www.georgiaencyclopedia.org/articles/government-politics/bourbon-triumvirate>

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Draw conclusions and make generalizations</p> <p>Conflict and change; Individuals, groups, institutions</p>

Acrostic Poem

Explanation: An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Your Task: Use your notes and the textbook to create an acrostic poem for the term: Bourbon Triumvirate. This poem should show that you understand how the Bourbon Triumvirate helped shape Georgia during the New South Era.

1. Write the word vertically along the side of your paper.
2. On each line give details and facts that help explain the word. Be sure to start each sentence with the proper letter.
3. You may continue your sentences onto the next line when appropriate (see example below.)
4. Make sure your poem reflects the expectations as described in YOUR TASK above.

Example:

How do you learn about things in the past?
Investigating primary documents,
Studying artifacts,
Translating primary text into words that you know,
Observing traits of people from the, and
Readng primary sources, since we can't time travel...
Yet we always seek more.

Henry Grady’s Contributions to Georgia during the New South Era

Description- Students will demonstrate their understanding of the influence that Henry Grady had on Georgia during the New South Era. Using what they have learned about Henry Grady, students will complete the activity: “Henry Grady’s Contribution to Georgia”-Bumper Sticker. All directions are provided below as well as an example for students.

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.</p>
Literacy Standards	<p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
Social Studies Matrices	<p>N/A</p>
Enduring Understanding(s)	<p>Individuals, groups, institutions</p>

Henry Grady's Contribution to Georgia BUMPER STICKER

Have you ever noticed that when you're out driving with your family and you probably see cars with bumper stickers what they mean sometimes? Bumper stickers are usually colorful, funny, and make an interesting point, but they can sometimes be serious in nature as well. This task will demonstrate your understanding of the contributions Henry Grady did to Georgia and how what he did shaped our state to be who we are today.

Your task: Create a short statement based on the Henry Grady and his contributions to Georgia during the New South Era.

1. BE CREATIVE. Create your bumper sticker. Make sure it is:
 - Related to the Henry Grady and his contributions to Georgia.
 - Colorful
 - Thoughtful
2. On the back of your bumper sticker write an explanation of what your bumper sticker means and why you wrote it. This explanation should include text evidence to support your position.

Example: This message is really about the importance of wearing a seatbelt, but it puts a funny twist on the concept.



Source for bumper sticker:

https://www.google.com/search?q=funny+bumper+stickers&safe=active&source=lnms&tbn=isch&sa=X&ved=0ahUKEwi64NrMqOXSAhXngVQKHedmDNIQ_AUICCgB&biw=1536&bih=687#safe=active&tbs=sur:fc&tbn=isch&q=bumper+stickers+*&imgsrc=zQBbFnLqDfvjhM:

Who was Tom Watson, and what was his connection to Georgia?

Description-Students will view the following video: http://www.gpb.org/georgiastories/stories/thomas_watson

As students view the video, they should be analyzing it using the video document analysis sheet from <https://www.archives.gov/education/lessons/worksheets>

Using the document analysis sheet will allow students to view the video from a critical stand point in order to answer the question, “How can one person make such a big impact?”

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw conclusions and make generalizations</p> <p>Individuals, groups, institutions</p>

Analyze a Video



Meet the video.

What do you see in the video?
Circle all that apply.



PEOPLE



ACTIVITIES



PLACES

Is there a title?

YES

NO

If so, what does the title tell you about the video?



Observe its parts.

Who do you see in the video?

What activities do you see happening in the video?

What places do you see in the video?

Write two words that describe this video.



Try to make sense of it.

Who do you think made this video?

Who do you think was supposed to see the video?

When is this video from?

What is the main idea of the video?
List two things (people, activities, or places) from the video that support the main idea.



Use it as historical evidence.

Where do you think you could find more information about the people, activities or places from this video?



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Georgia Department of Education

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Jim Crow and the impact of changes that occurred in Georgia

Description- After students have studied the impact that the Jim Crow laws had on Georgia, they are to complete this activity of analyzing the attached image to deepen their understanding of the atrocities and wrong-doings done to African Americans or Blacks during this time period.

Students will analyze the image created of Jim Crow using the Observe, Reflect, Question method.

Further explanation of the attached document can be found using this secondary source:

<http://www.blackpast.org/aah/jim-crow>

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p>
Literacy Standards	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Social Studies Matrices	<p>Interpret political cartoons</p>
Enduring Understanding(s)	<p>Individual, groups, institutions</p>

Tom Rice as Jim Crow



Source: https://upload.wikimedia.org/wikipedia/commons/a/af/Thomas_Rice_as_Jim_Crow.jpg

Observe:

- 1) Describe what you see.

Reflect:

- 1) Why do you think this image was made?
- 2) Who do you think the intended audience was for this image?

Question:

- 1) What do you wonder after analyzing this image?
- 2) What does this image make you think of today in relation to the society in which you live?

What are your top ten?

Description-Students shall complete the following activity after reading and analyzing the opinion as read by Justice Brown for the *Plessy v Ferguson* case. The activity and directions are listed below. The opinion as read by Justice Brown is attached below.

This assignment can be modified by running the verdict through the website: <https://rewordify.com/> in order to help struggling readers.

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, <i>Plessy v. Ferguson</i>, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p>
Literacy Standards	<p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
Social Studies Matrices	<p>Identify and use primary and secondary sources</p>
Enduring Understanding(s)	<p>Conflict and change</p>

What are your top ten?

Your Job: Create a list contributions and achievements that came out of the case of *Plessy v Ferguson*.

Directions:

1. Create a list of 10 achievements that came from the case of *Plessy v Ferguson*.
2. Rewrite your list in order of importance with your top item being the most important down to ten being the least important.
3. For each item write one sentence explaining why you ranked it where you did. (That would be 10 total sentences.) These can either be part of your ranking list or in a separate section at the bottom of your list.

Enrichment: Create a collage of images that represent your top ten list of achievements. This collage should be pictures only that depict what your list states.

Plessy v. Ferguson (1896)

Mr. Justice BROWN, after stating the facts in the foregoing language, delivered the opinion of the court.

This case turns upon the constitutionality of an act of the general assembly of the state of Louisiana, passed in 1890, providing for separate railway carriages for the white and colored races.

The first section of the statute enacts 'that all railway companies carrying passengers in their coaches in this state, shall provide equal but separate accommodations for the white, and colored races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations: provided, that this section shall not be construed to apply to street railroads. No person or persons shall be permitted to occupy seats in coaches, other than the ones assigned to them, on account of the race they belong to.'

By the second section it was enacted 'that the officers of such passenger trains shall have power and are hereby required to assign each passenger to the coach or compartment used for the race to which such passenger belongs; any passenger insisting on going into a coach or compartment to which by race he does not belong, shall be liable to a fine of twenty-five dollars, or in lieu thereof to imprisonment for a period of not more than twenty days in the parish prison, and any officer of any railroad insisting on assigning a passenger to a coach or compartment other than the one set aside for the race to which said passenger belongs, shall be liable to a fine of twenty-five dollars, or in lieu thereof to imprisonment for a period of not more than twenty days in the parish prison; and should any passenger refuse to occupy the coach or compartment to which he or she is assigned by the officer of such railway, said officer shall have power to refuse to carry such passenger on his train, and for such refusal neither he nor the railway company which he represents shall be liable for damages in any of the courts of this state.'

The third section provides penalties for the refusal or neglect of the officers, directors, conductors, and employees of railway companies to comply with the act, with a proviso that 'nothing in this act shall be construed as applying to nurses attending children of the other race.' The fourth section is immaterial.

The information filed in the criminal district court charged, in substance, that Plessy, being a passenger between two stations within the state of Louisiana, was assigned by officers of the company to the coach used for the race to which he belonged, but he insisted upon going into a coach used by the race to which he did not belong. Neither in the information nor plea was his particular race or color averred.

The petition for the writ of prohibition averred that petitioner was seven-eighths Caucasian and one-eighth African blood; that the mixture of colored blood was not discernible in him; and that he was entitled to every right, privilege, and immunity secured to citizens of the United States of the white race; and that, upon such theory, he took possession of a vacant seat in a coach where passengers of the white race were accommodated, and was ordered by the conductor to vacate said coach, and take a seat in another,

assigned to persons of the colored race, and, having refused to comply with such demand, he was forcibly ejected, with the aid of a police officer, and imprisoned in the parish jail to answer a charge of having violated the above act.

The constitutionality of this act is attacked upon the ground that it conflicts both with the thirteenth amendment of the constitution, abolishing slavery, and the fourteenth amendment, which prohibits certain restrictive legislation on the part of the states.

1. That it does not conflict with the thirteenth amendment, which abolished slavery and involuntary servitude, except a punishment for crime, is too clear for argument. Slavery implies involuntary servitude, —a state of bondage; the ownership of mankind as a chattel, or, at least, the control of the labor and services of one man for the benefit of another, and the absence of a legal right to the disposal of his own person, property, and services. This amendment was said in the *Slaughter-House Cases*, 16 Wall. 36, to have been intended primarily to abolish slavery, as it had been previously known in this country, and that it equally forbade Mexican peonage or the Chinese coolie trade, when they amounted to slavery or involuntary servitude, and that the use of the word 'servitude' was intended to prohibit the use of all forms of involuntary slavery, of whatever class or name. It was intimated, however, in that case, that this amendment was regarded by the statesmen of that day as insufficient to protect the colored race from certain laws which had been enacted in the Southern states, imposing upon the colored race onerous disabilities and burdens, and curtailing their rights in the pursuit of life, liberty, and property to such an extent that their freedom was of little value; and that the fourteenth amendment was devised to meet this exigency.

So, too, in the *Civil Rights Cases* it was said that the act of a mere individual, the owner of an inn, a public conveyance or place of amusement, refusing accommodations to colored people, cannot be justly regarded as imposing any badge of slavery or servitude upon the applicant, but only as involving an ordinary civil injury, properly cognizable by the laws of the state, and presumably subject to redress by those laws until the contrary appears. 'It would be running the slavery question into the ground,' said Mr. Justice Bradley, 'to make it apply to every act of discrimination which a person may see fit to make as to the guests he will entertain, or as to the people he will take into his coach or cab or car, or admit to his concert or theater, or deal with in other matters of intercourse or business.'

A statute which implies merely a legal distinction between the white and colored races—a distinction which is founded in the color of the two races, and which must always exist so long as white men are distinguished from the other race by color—has no tendency to destroy the legal equality of the two races, or re-establish a state of involuntary servitude. Indeed, we do not understand that the thirteenth amendment is strenuously relied upon by the plaintiff in error in this connection.

2. By the fourteenth amendment, all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are made citizens of the United States and of the state wherein they reside; and the states are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws....

In the *Civil Rights Cases*, 109 U.S. 3, 3 Sup. Ct. 18, it was held that an act of congress entitling all persons within the jurisdiction of the United States to the full and equal enjoyment of the

accommodations, advantages, facilities, and privileges of inns, public conveyances, on land or water, theaters, and other places of public amusement, and made applicable to citizens of every race and color, regardless of any previous condition of servitude, was unconstitutional and void, upon the ground that the fourteenth amendment was prohibitory upon the states only, and the legislation authorized to be adopted by congress for enforcing it was not direct legislation on matters respecting which the states were prohibited from making or enforcing certain laws, or doing certain acts, but was corrective legislation, such as might be necessary or proper for counter-acting and redressing the effect of such laws or acts. In delivering the opinion of the court, Mr. Justice Bradley observed that the fourteenth amendment 'does not invest congress with power to legislate upon subjects that are within the domain of state legislation, but to provide modes of relief against state legislation or state action of the kind referred to. It does not authorize congress to create a code of municipal law for the regulation of private rights, but to provide modes of redress against the operation of state laws, and the action of state officers, executive or judicial, when these are subversive of the fundamental rights specified in the amendment. Positive rights and privileges are undoubtedly secured by the fourteenth amendment; but they are secured by way of prohibition against state laws and state proceedings affecting those rights and privileges, and by power given to congress to legislate for the purpose of carrying such prohibition into effect; and such legislation must necessarily be predicated upon such supposed state laws or state proceedings, and be directed to the correction of their operation and effect.'

Much nearer, and, indeed, almost directly in point, is the case of the *Louisville, N. O. & T. Ry. Co. v. State*, 133 U.S. 587, 10 Sup. Ct. 348, wherein the railway company was indicted for a violation of a statute of Mississippi, enacting that all railroads carrying passengers should provide equal, but separate, accommodations for the white and colored races, by providing two or more passenger cars for each passenger train, or by dividing the passenger cars by a partition, so as to secure separate accommodations. The case was presented in a different aspect from the one under consideration, inasmuch as it was an indictment against the railway company for failing to provide the separate accommodations, but the question considered was the constitutionality of the law. In that case, the supreme court of Mississippi (66 Miss. 662, 6 South. 203) had held that the statute applied solely to commerce within the state, and, that being the construction of the state statute by its highest court, was accepted as conclusive. 'If it be a matter,' said the court (page 591, 133 U. S., and page 348, 10 Sup. Ct.), 'respecting commerce wholly within a state, and not interfering with commerce between the states, then, obviously, there is no violation of the commerce clause of the federal constitution. ... No question arises under this section as to the power of the state to separate in different compartments interstate passengers, or affect, in any manner, the privileges and rights of such passengers. All that we can consider is whether the state has the power to require that railroad trains within her limits shall have separate accommodations for the two races. That affecting only commerce within the state is no invasion of the power given to congress by the commerce clause.'

A like course of reasoning applies to the case under consideration, since the supreme court of Louisiana, in the case of *State v. Judge*, 44 La. Ann. 770, 11 South. 74, held that the statute in question did not apply to interstate passengers, but was confined in its application to passengers traveling exclusively within the borders of the state. The case was decided largely upon the authority of *Louisville, N. O. & T. Ry. Co. v. State*, 66 Miss. 662, 6 South, 203, and affirmed by this court in 133 U.S. 587, 10 Sup. Ct. 348. In the present case no question of interference with interstate commerce can possibly arise, since the East Louisiana Railway appears to have been purely a local line, with both its termini within the state of

Louisiana. Similar statutes for the separation of the two races upon public conveyances were held to be constitutional in *Railroad v. Miles*, 55 Pa. St. 209; *Day v. Owen* 5 Mich. 520; *Railway Co. v. Williams*, 55 Ill. 185; *Railroad Co. v. Wells*, 85 Tenn. 613; 4 S. W. 5; *Railroad Co. v. Benson*, 85 Tenn. 627, 4 S. W. 5; *The Sue*, 22 Fed. 843; *Logwood v. Railroad Co.*, 23 Fed. 318; *McGuinn v. Forbes*, 37 Fed. 639; *People v. King* (N. Y. App.) 18 N. E. 245; *Houck v. Railway Co.*, 38 Fed. 226; *Heard v. Railroad Co.*, 3 Inter St. Commerce Com. R. 111, 1 Inter St. Commerce Com. R. 428.

While we think the enforced separation of the races, as applied to the internal commerce of the state, neither abridges the privileges or immunities of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws, within the meaning of the fourteenth amendment, we are not prepared to say that the conductor, in assigning passengers to the coaches according to their race, does not act at his peril, or that the provision of the second section of the act that denies to the passenger compensation in damages for a refusal to receive him into the coach in which he properly belongs is a valid exercise of the legislative power. Indeed, we understand it to be conceded by the state's attorney that such part of the act as exempts from liability the railway company and its officers is unconstitutional. The power to assign to a particular coach obviously implies the power to determine to which race the passenger belongs, as well as the power to determine who, under the laws of the particular state, is to be deemed a white, and who a colored, person. This question, though indicated in the brief of the plaintiff in error, does not properly arise upon the record in this case, since the only issue made is as to the unconstitutionality of the act, so far as it requires the railway to provide separate accommodations, and the conductor to assign passengers according to their race.

It is claimed by the plaintiff in error that, in a mixed community, the reputation of belonging to the dominant race, in this instance the white race, is 'property,' in the same sense that a right of action or of inheritance is property. Conceding this to be so, for the purposes of this case, we are unable to see how this statute deprives him of, or in any way affects his right to, such property. If he be a white man, and assigned to a colored coach, he may have his action for damages against the company for being deprived of his so-called 'property.' Upon the other hand, if he be a colored man, and be so assigned, he has been deprived of no property, since he is not lawfully entitled to the reputation of being a white man.

In this connection, it is also suggested by the learned counsel for the plaintiff in error that the same argument that will justify the state legislature in requiring railways to provide separate accommodations for the two races will also authorize them to require separate cars to be provided for people whose hair is of a certain color, or who are aliens, or who belong to certain nationalities, or to enact laws requiring colored people to walk upon one side of the street, and white people upon the other, or requiring white men's houses to be painted white, and colored men's black, or their vehicles or business signs to be of different colors, upon the theory that one side [163 U.S. 537, 550] of the street is as good as the other, or that a house or vehicle of one color is as good as one of another color. The reply to all this is that every exercise of the police power must be reasonable, and extend only to such laws as are enacted in good faith for the promotion of the public good, and not for the annoyance or oppression of a particular class. Thus, in *Yick Wo v. Hopkins*, 118 U.S. 356 , 6 Sup. Ct. 1064, it was held by this court that a municipal ordinance of the city of San Francisco, to regulate the carrying on of public laundries within the limits of the municipality, violated the provisions of the constitution of the United States, if it conferred upon the municipal authorities arbitrary power, at their own will, and without regard to discretion, in the legal sense of the term, to give or withhold consent as to persons or places, without regard to the competency of

the persons applying or the propriety of the places selected for the carrying on of the business. It was held to be a covert attempt on the part of the municipality to make an arbitrary and unjust discrimination against the Chinese race. While this was the case of a municipal ordinance, a like principle has been held to apply to acts of a state legislature passed in the exercise of the police power. *Railroad Co. v. Husen*, 95 U.S. 465 ; *Louisville & N. R. Co. v. Kentucky*, 161 U.S. 677 , 16 Sup. Ct. 714, and cases cited on page 700, 161 U. S., and page 714, 16 Sup. Ct.; *Daggett v. Hudson*, 43 Ohio St. 548, 3 N. E. 538; *Capen v. Foster*, 12 Pick. 485; *State v. Baker*, 38 Wis. 71; *Monroe v. Collins*, 17 Ohio St. 665; *Hulseman v. Rems*, 41 Pa. St. 396; *Osman v. Riley*, 15 Cal. 48.

So far, then, as a conflict with the fourteenth amendment is concerned, the case reduces itself to the question whether the statute of Louisiana is a reasonable regulation, and with respect to this there must necessarily be a large discretion on the part of the legislature. In determining the question of reasonableness, it is at liberty to act with reference to the established usages, customs, and traditions of the people, and with a view to the promotion of their comfort, and the preservation of the public peace and good order. Gauged by this standard, we cannot say that a law which authorizes or even requires the separation of the two races in public conveyances [163 U.S. 537, 551] is unreasonable, or more obnoxious to the fourteenth amendment than the acts of congress requiring separate schools for colored children in the District of Columbia, the constitutionality of which does not seem to have been questioned, or the corresponding acts of state legislatures.

We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. The argument necessarily assumes that if, as has been more than once the case, and is not unlikely to be so again, the colored race should become the dominant power in the state legislature, and should enact a law in precisely similar terms, it would thereby relegate the white race to an inferior position. We imagine that the white race, at least, would not acquiesce in this assumption. The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals. As was said by the court of appeals of New York in *People v. Gallagher*, 93 N. Y. 438, 448: 'This end can neither be accomplished nor promoted by laws which conflict with the general sentiment of the community upon whom they are designed to operate. When the government, therefore, has secured to each of its citizens equal rights before the law, and equal opportunities for improvement and progress, it has accomplished the end for which it was organized, and performed all of the functions respecting social advantages with which it is endowed.' Legislation is powerless to eradicate racial instincts, or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the constitution of the United States cannot put them upon the same plane.

It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different states; some holding that any visible admixture of black blood stamps the person as belonging to the

colored race (State v. Chavers, 5 Jones [N. C.] 1); others, that it depends upon the preponderance of blood (Gray v. State, 4 Ohio, 354; Monroe v. Collins, 17 Ohio St. 665); and still others, that the predominance of white blood must only be in the proportion of three-fourths (People v. Dean, 14 Mich. 406; Jones v. Com., 80 Va. 544). But these are questions to be determined under the laws of each state, and are not properly put in issue in this case. Under the allegations of his petition, it may undoubtedly become a question of importance whether, under the laws of Louisiana, the petitioner belongs to the white or colored race.

Source: *Plessy v. Ferguson*, 163 U.S. 537 (1896).

W.E.B. DuBois Movie Madness

Description-

Students will use the poem written by W.E.B. DuBois “A Litany of Atlanta” to complete the activity. Students will need a copy of the poem in which to read and annotate the poem. After they have read the poem, students will create the activity in which they are to pretend that a movie is going to be made based on this poem.

All directions and expectations are on the attachment for the activity below, followed by the poem.

The poem can be found by going to the following site: <http://chroniclingamerica.loc.gov/lccn/sn83016810/1914-10-03/ed-1/seq-1.pdf>

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.</p>
Literacy Standards	<p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
Social Studies Matrices	<p>Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Individuals, groups, institutions</p>

W.E.B. DuBois: Movie Madness

Your task: *Imagine this poem, “A Litany of Atlanta”, by W.E. B. DuBois is being made into a Hollywood produced movie. You are to design the movie poster that you would use to advertise the movie and write a critique of the movie.*

Directions:

Part 1: Movie Poster

1. Draw and color your poster on a full page of white paper.
2. Include:
 - a. An image or scene that represents the poem.
 - b. A made-up title that makes the movie sound interesting.
 - c. The actors in the movie and the characters they would be playing.

Part 2: The Written Critique

1. Write your critique should be written on a separate sheet of lined paper.
2. Your critique must be at least 3 full paragraphs.
 - a. Paragraph 1 must summarize the major events of the poem as it represents what has happened in Georgia during.
 - b. Paragraph 2 must summarize the main people from the time period we have just studied (W.E.B. DuBois, Booker T. Washington and Alonzo Herndon).
 - c. Paragraph 3 must give your opinion on the events of the unit.
 - i. WHAT took place in Georgia during this time period?
 - ii. WHO was affected?
 - iii. HOW do you think people felt during this time period?
 - iv. Make a REAL WORLD connection to what took place during this time and to what our society we live in today. When doing this, you are to compare DuBois to someone you know that reminds you of the good things W.E.B. DuBois stood for and what he did for our country during this time period.
 - d. Include a rating of the unit out of four stars and explain why you would rate it that way.

SOURCE: <http://chroniclingamerica.loc.gov/lccn/sn83016810/1914-10-03/ed-1/seq-1.pdf>

A LITANY OF ATLANTA

BY DR. W. E. BURGHARDT DU BOIS
IN THE INDEPENDENT

A Litany of Atlanta

Silent God, Thou whose voice afar in mist and mystery hath left our ears an-hungred in these fearful days—
Hear us, good Lord!

Listen to us, Thy children: our faces dark with doubt, are made a mockery in Thy sanctuary. With uplifted hands we front Thy heaven, O God, crying:

We beseech Thee to hear us, good Lord!

We are not better than our fellows, Lord, we are but weak and human men. When our devils do deviltry, curse Thou the doer and the deed: curse them as we curse them, do to them all and more than ever they have done to innocence and weakness, to womanhood and home.

Have mercy upon us, miserable sinners!

And yet whose is the deeper guilt? Who made these devils? Who nursed them in crime and fed them on injustice? Who ravished and debauched their mothers and their grandmothers? Who bought and sold their crime, and waxed fat and rich on public iniquity?

Thou knowest, good God!

Is this Thy justice, O Father, that guile be easier than innocence, and the innocent crucified for the guilt of the untouched guilty?

Justice, O Judge of men!

Wherefore do we pray? Is not the God of the fathers dead? Have not seers seen in Heaven's halls Thine hearsed and lifeless form stark amidst the black and rolling smoke of sin, where all along bow bitter forms of endless dead?

Awake, Thou that sleepest!

Thou art not dead, but flown afar, up hills of endless light, thru blazing corridors of suns, where worlds do swing of good and gentle men, of women strong and free—far from the cozenage, black hypocrisy and chaste prostitution of this shameful speck of dust!

Turn again, O Lord, leave us not to perish in our sin!

From lust of body and lust of blood
Great God deliver us!

FROM lust of power and lust of gold,
Great God deliver us!

From the leagued lying of despot and of brute,
Great God deliver us!

A city lay in travail, God our Lord, and from her loins sprang twin Murder and Black Hate. Red was the midnight; clang, crack and cry of death and fury filled the air and trembled underneath the stars when church spires pointed silently to Thee. And all this was to sate the greed of greedy men who hide behind the veil of vengeance!

Bend us Thine ear, O Lord!

In the pale, still morning we looked upon the deed. We stopped our ears and held our leaping hands, but they—did they not wag their heads and leer and cry with bloody jaws: *Cease from Crime!* The word was mockery, for thus they train a hundred crimes while we do cure one.

Turn again our captivity, O Lord!

Behold this maimed and broken thing; dear God it was an humble black man who toiled and sweat to save a bit from the pittance paid him. They told him: *Work and Rise.* He worked. Did this man sin? Nay, but some one told how some one said another did—one whom he had never seen nor known. Yet for that man's crime this man lieth maimed and murdered, his wife naked to shame, his children, to poverty and evil.

Hear us, O heavenly Father!

Doth not this justice of hell stink in Thy nostrils, O God? How long shall the mounting flood of innocent blood roar in Thine ears and pound in our hearts for vengeance? Pile the pale frenzy of blood-crazed brutes who do such deeds high on Thine altar, Jehovah Jireh, and burn it in hell forever and forever!

Forgive us, good Lord; we know not what we say!

Bewildered we are, and passion-tost, mad with the madness of a mobbed and mocked and murdered people; straining at the armposts of Thy Throne, we raise our shackled hands and charge Thee, God, by the bones of our stolen fathers, by the tears of our dead mothers, by the very blood of Thy crucified Christ: *What meaneth this?* Tell us the Plan; give us the Sign!

Keep not thou silence, O God!

SIT no longer blind, Lord God, deaf to our prayer and dumb to our dumb suffering. Surely Thou too art not white, O Lord, a pale, bloodless, heartless thing?
Ah! Christ of all the Pities!

Forgive the thought! Forgive these wild, blasphemous words. Thou art still the God of our black fathers, and in Thy soul's soul sit some soft darkenings of the evening, some shadowings of the velvet night.

But whisper—speak—call, great God, for Thy silence is white terror to our hearts! The way, O God, show us the way and point us the path.

Whither? North is greed and South is blood; within, the coward, and without, the liar. Whither? To death?

Amen! Welcome dark sleep!

Whither? To life? But not this life, dear God, not this. Let the cup pass from us, tempt us not beyond our strength, for there is that clamoring and clawing within, to whose voice we would not listen, yet shudder lest we must, and it is red, Ah! God! It is a red and awful shape.

Selah!

In yonder East trembles a star.

Vengeance is mine; I will repay, saith the Lord!

Thy will, O Lord, be done!
Kyrie Eleison!

Lord, we have done these pleading, wavering words.
We beseech Thee to hear us, good Lord!

We bow our heads and hearken soft to the sobbing of women and little children.

We beseech Thee to hear us, good Lord!

Our voices sink in silence and in night.
Hear us, good Lord!

In night, O God of a godless land!
Amen!

In silence, O Silent God.
Selah!

Done at Atlanta, in the Day of Death, 1906.

W. E. BURGHARDT DU BOIS.

“Let’s be Creative-Line Art” 1906 Atlanta Riot

Description-After students have studied the 1906 Atlanta Riots and the changes that occurred in Georgia after this, they must use their imagination to complete this activity.

There are three options that students may choose from to complete this assignment (attached below) as each choice offers a different perspective to complete this assignment.

Once students complete the illustration part of the assignment, students must complete the written portion explaining their image.

NOTE: This activity has a creative part to the assignment as well as a written component.

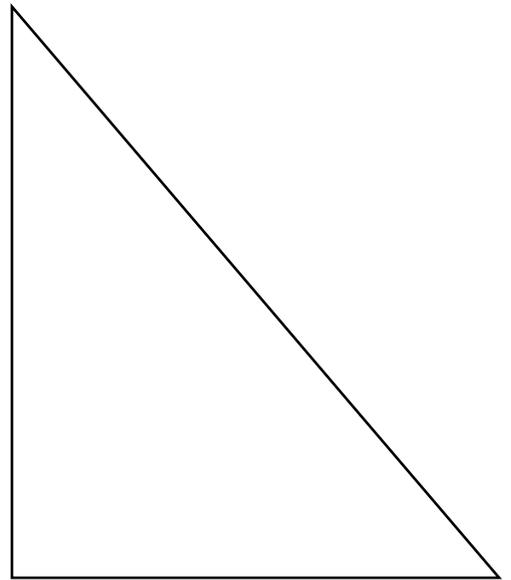
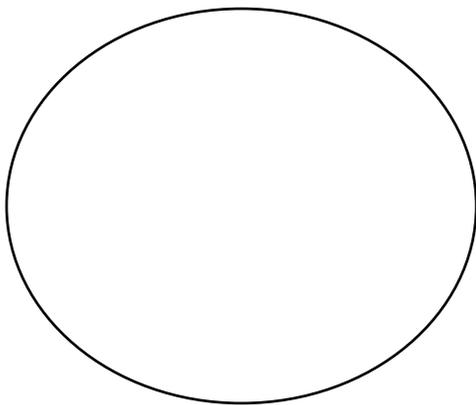
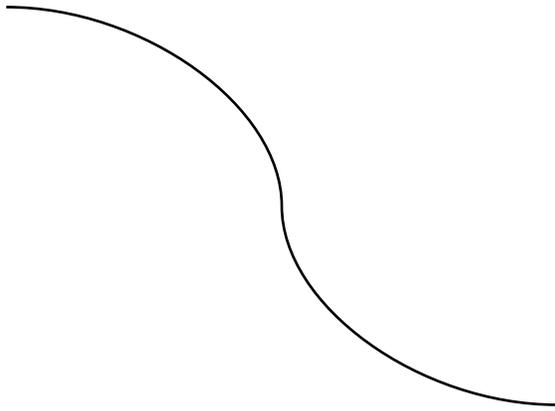
GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p>
Literacy Standards	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Social Studies Matrices	N/A
Enduring Understanding(s)	Conflict and Change

1) Let's Be Creative Line Art

Your Job:

1) Create a picture of something that comes to mind after studying what happened during the 1906 Atlanta Riots. You must do this by “completing” the picture below. You must draw directly on this paper. It must be colored and use all the pieces already on the paper below.

2) Once you have finished, you must complete the writing assignment in which you explain your drawing and why it represents something from the 1906 Atlanta Riots. Use details about what you learned regarding the 1906 Atlanta Riots to support your response.

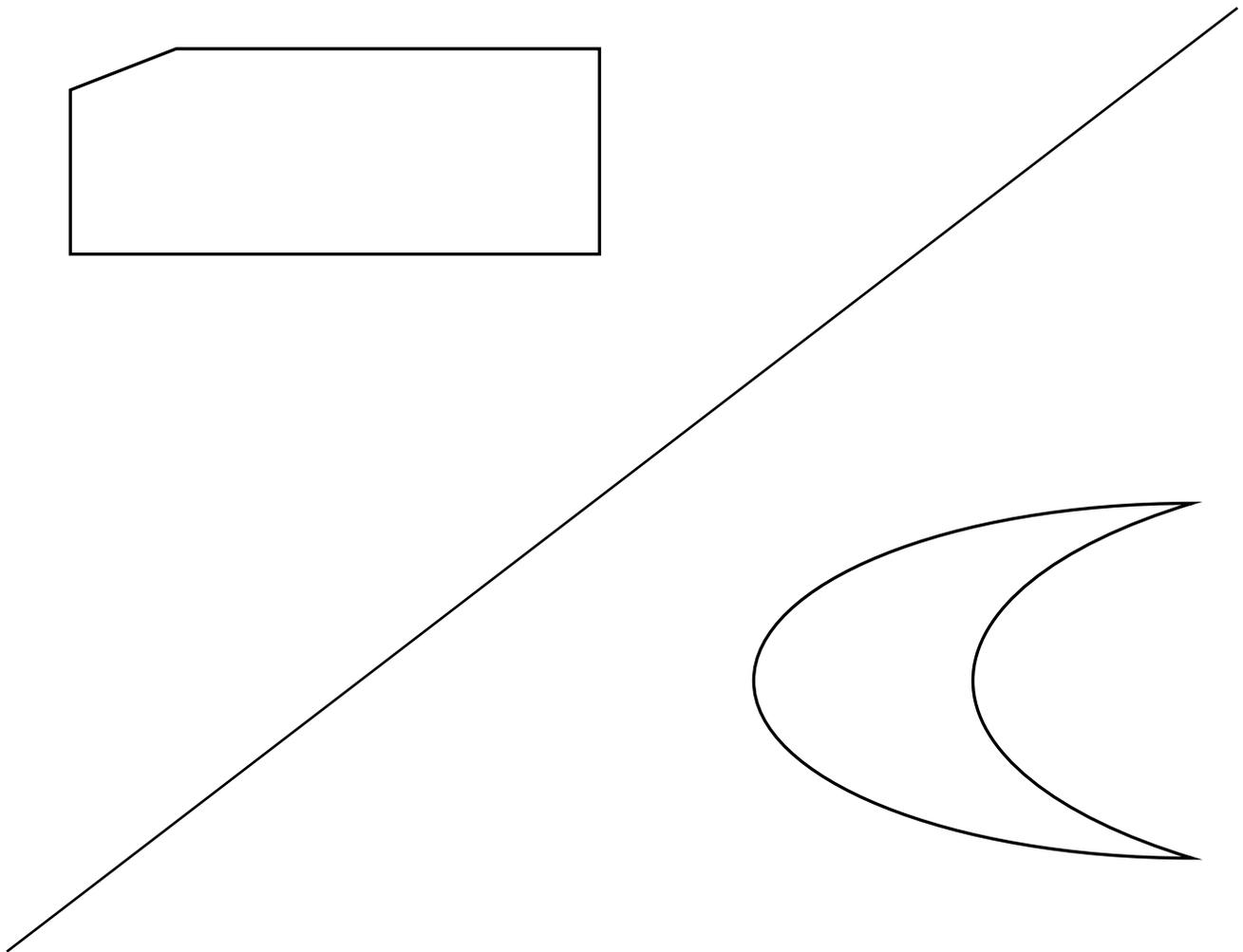


2) Let's Be Creative Line Art

Your Job:

1) Create a picture of something that comes to mind after studying what happened during the 1906 Atlanta Riots. You must do this by “completing” the picture below. You must draw directly on this paper. It must be colored and use all the pieces already on the paper below.

2) Once you have finished, you must complete the writing assignment in which you explain your drawing and why it represents something from the 1906 Atlanta Riots. Use details about what you learned regarding the 1906 Atlanta Riots to support your response.

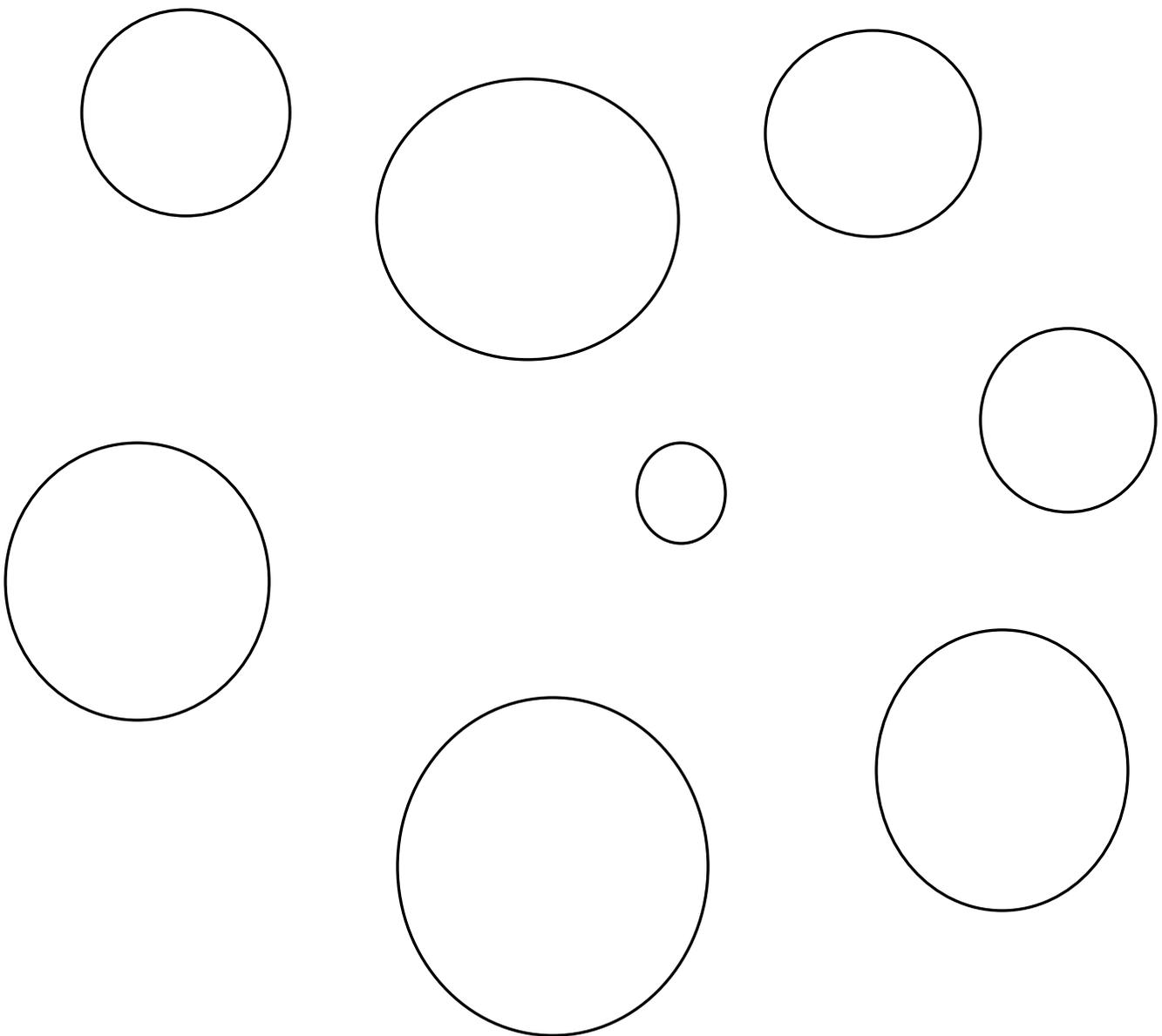


3) Let's Be Creative Line Art

Your Job:

1) Create a picture of something that comes to mind after studying what happened during the 1906 Atlanta Riots. You must do this by “completing” the picture below. You must draw directly on this paper. It must be colored and use all the pieces already on the paper below.

2) Once you have finished, you must complete the writing assignment in which you explain your drawing and why it represents something from the 1906 Atlanta Riots. Use details about what you learned regarding the 1906 Atlanta Riots to support your response.



iPhone Creation Activity

Description- Students will complete an activity in which they must think critically about what they learned while studying the impact that Booker T. Washington, W.E.B. DuBois and Alonzo Herndon had on Georgia during the New South Era. Document and instructions are attached below.

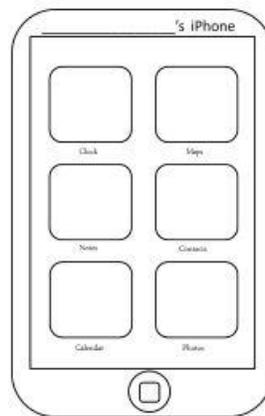
GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.</p>
Literacy Standards	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Social Studies Matrices	N/A
Enduring Understanding(s)	Individuals, groups, institutions

Washington, DuBois, or Herndon “iHistory” Activity

Your task: Follow the directions and templates below to create an iPhone for either Booker T. Washington, W.E.B. DuBois, or Alonzo Herndon.

Instructions:

1. Turn a white paper sideways and fold it in half taco/hamburger style.
2. On the front create the front screen of an iPhone like the example below. **Fill up the half sheet and draw it neatly!**



-Across the top of the phone write the name of the historical figure such as “George Washington’s iPhone.”

-Create a colored icon for each of the 6 apps. These should be historically accurate. Washington’s calendar would not say 2017!

-Draw a background image that would be appropriate for this figure. This should be drawn in “behind” the icons just like on an iPhone.

3. Open your folded paper. Divide the back of the paper into 6 boxes like this (the titles for each box are given to you, write these along the top of each box):

Clock	Significance
Notes	Contacts
Calendar	Photos

4. Each box will contain an “app.” Put them in the appropriate boxes. The instructions for each are:
 - a. *Clock*: Write the year the person was born, the year they died and the year of 3 significant events in his life that is important for the impact he had on Georgia.
 - b. *Notes*: Write 5 facts about the person using complete sentences.
 - c. *Calendar*: Write out 5 things the he would do in a typical day. Consider his job and what he did for Georgia when you think about what a normal day would look like you’re the person you have chosen to represent in this activity. (Don’t just put “eat food” instead be specific!)
 - d. *Significance*: Draw and color an image that would be of something significant to which ever person you have elected to represent that makes them unique to Georgia. For example, if it was James Oglethorpe, you may elect to draw a map of the colony of Savannah.
 - e. *Contacts*: List two other historical figures, places or objects that would be linked to this person. Explain how they are connected.
 - f. *Photos*: Draw and color a picture of the person or of a symbol that represents them.

Time Machine

Description-

Students will completed the following activity following the conclusion of SS8H7d. Students will need access to research to help them make their decisions about what our state would look like if they traveled back in time via a time machine. All directions are in the document attached below.

Suggested Websites For Student’s to Research:

- 1) Secondary Source: <http://www.georgiaencyclopedia.org/articles/history-archaeology/leo-frank-case>
- 2) Primary Sources: <https://www.loc.gov/rr/news/topics/leofrank.html>

GSE Standards and Elements	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.</p>
Literacy Standards	<p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
Social Studies Matrices	<p>Distinguish between fact and opinions; Interpret timelines; Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and change; Individuals, groups, institutions</p>

Time Machine

Your Job: *Imagine you (yes you) were transported back to fight for the rights of Americans in Georgia during the New South Era. Read the questions below and write your answers as if you were really there. Using what you have learned about Georgia during the New South Era in regards to antisemitism and the resistance to racial equality exemplified in the Leo Frank case.*

Instructions: Answer the questions below on your own paper in 3-5 sentences each after completing your research. Some suggestions on what to talk about are given in parentheses after each question.

1. What would be the first stop you take when you step out of the time machine? *(Would you be in a court house, in some type of public forum? Why? What would you be doing there? Who is the first person you want to talk with and why?)*
2. Draw or describe in words what clothing you would wear. *(What would it be made out of? Do you think it would be comfortable? Why are you dressed this way?)*
3. Describe your means of transportation.
4. Describe where would you be staying? *(Would you be staying with your family? With co-workers? With a husband or wife? What would your house be like?)*
5. Based on your answers and research would you want to go back in time to live in this time period? Why or why not?
6. How do you think you can make a difference for those being treated unequally?
7. Make a REAL WORLD connection to this unit of study to what is going on in our society today. What are two ways you can help today to make our country a better place to live?
8. Where did you get your information? *(List the books or websites used.)*

“Reporting live, from the courthouse on the famous Leo Frank case.”

History Newscast

Directions:

The setting is August, 1913, and you and your team have been tasked to report for your local community paper on the Leo Frank case. You must create a 3-5 minute video news report as if you were a news reporter, live and on the scene of the courthouse as the trial is taking place. This should include all of the key details of the events and at least one interview of a witness or person involved.

1. You must have a written script before you can report, and this must include the following: (The following questions are just here to give you an idea of what needs to be included in your report. You may add additional information you think someone with no knowledge of the case would need to hear in order to learn all about what has taken place.)
 - a. Who was Leo Frank? (include all the background needed to make sure the person watching your news report in another state will understand the seriousness behind what is taking place in our state at this time.)
 - b. Who was the girl Frank was accused of murdering? (Include all someone with no knowledge to this case would need to know to understand the seriousness of the case.)
 - c. What was the verdict?
 - d. What was the implication behind the verdict?
 - e. What happened to Frank?
 - f. Who have you interviewed? Why? What is his/her relation to Leo Frank? Is his/her opinion biased towards Frank one way or another? Why?
2. Determine what each group member will be doing for the video (director, writer, actor, editor, etc.) EVERYONE must participate. Therefore, everyone needs a job to make this presentation.
3. Create a story board and script for your video. **This will be turned in as your written component piece for this activity.**
4. Create any costumes, props or backgrounds you'll need for your video.
5. Rehearse, rehearse, and rehearse.
6. Film and edit your video to be shown to your classmates.

Culminating Unit Performance Task

Georgia Magazine Project

Description- Students will need access to all notes and materials presented throughout this unit to complete the final culminating task. Suggested rubric is attached, but can be altered to present the grading policy/requirements of your class.

Georgia Magazine Project

Background:

The teacher should lead an analysis of some of today's news magazines (i.e. Time, Life, Newsweek, etc.). The class should discuss content, layout, and editorial content. Then, working in small groups, the students will select a news magazine to mimic. They will then create a news magazine for the New South period of Georgia history. This magazine should cover aspects of culture, politics, economics, and lifestyle for the New South era. They should mimic the magazine's content and style, making a Georgia special interest edition that is reflective of a news magazine's format.

Guideline for Students:

You have been selected to work for a news magazine. Your job is to help create a magazine covering aspect of the culture, arts, music, lifestyle, politics, and economics of the New South. You will create this magazine within your own small group. Your magazine should reflect Georgia and the nation as it relates to Georgia during the era we call the New South era. In the course of the project you will mimic a news magazine's content and style, making a Georgia special interest edition.

Magazine Requirements

- 1) **COVER:** Your magazine must have an appropriate cover. The cover should give the reader your magazine title, date of publication and an indication of what your major story will be. There should be an illustration and the names of the editor and contributors.
- 2) **TABLE OF CONTENTS:** This will list the articles to be found in your magazine and should be created last so that it is accurate and in order. There should be a short description of the article to catch the reader's interest.
- 3) **LETTER FROM THE EDITORS/EDITORIAL:** This will be an important feature in your magazine. Letters from the editor(s) give the editors the opportunity to analyze the content of their magazine and explain the importance of the stories they choose to use. In a magazine provided by your teacher, find the letter that the editors wrote to the readers close to the front of the magazine. This letter explains why the editors choose to use the stories they did and why they led with the one major story they did. Each of your editors should write a letter to the readers explaining the theme of the time period and thus of your magazine. As an alternative, your group of editors may write an editorial that does the same, discusses the theme of the time period and of the magazine.
- 4) **NEWS ARTICLES:** What were the major events happening during the New South era? Each group member is responsible for one news article. Be sure to include your byline.
- 5) **FEATURE ARTICLES:** These articles may be about interesting people, inventions, or society of the day. Each member of the group is responsible for one feature article. Be sure to include your byline.
- 6) **BUSINESS ARTICLES:** These articles should be about the business or economic news or trends of the

	<p>time. Each group member is responsible for one business article. Be sure to include your byline.</p> <p>7) LAYOUT: Articles should be typed or printed in column format.</p> <p>8) GRAPHICS: You will need at least one graphic, photo, drawing, cartoon, graph, chart, table, etc. for each article. Be sure that what you choose is appropriate for the type of article and the content. More than one graphic is acceptable. Maps, for example, would be good graphics if writing about the expansion of the railroads.</p> <p>9) APPEARANCE: Your final product should be neat, clean, easy to understand and interesting. Your graphics must be relevant to the article</p> <p>10) ADVERTISING: Each editor/contributor is to provide one ad for the magazine. This ad should be original and appropriate for the time period. Real products already in existence or just developed should be your advertising.</p>
<p>GSE Standards and Elements</p>	<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p> <p>c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.</p> <p>d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.</p> <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <p>c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.</p>
<p>Literacy Standards</p>	<p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>

<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Identify main idea, detail, sequence of events, and cause and effect in a social studies context; Interpret timelines; Formulate appropriate research questions</p> <p>Conflict and change; Individuals, groups, institution; Productions, distribution, consumption</p>
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The New South Magazine Content Rubric

Scale Criteria	1 Standard Not Met	2 Needs Improvement	3 Meets Standard	4 Exceeds Standard
NEWS CONTENT shows analysis, understanding, and impact of the news of the time period.	The content is none existent or not at all appropriate for the time period.	The number of articles expected are not included or there are inaccurate facts in the ones that are presented.	All articles are present, accurate, and report on news events of the time period.	All articles are present and are rich in detail, factual evidence, and include analysis of the importance of the events or relates the events to beliefs and ideas of the time period.
FEATURE CONTENT shows analysis, understanding, and impact of the people, inventions, or society matters of the time period.	None existent or not at all appropriate	The number of articles expected are not included or there are inaccurate facts in the ones that are presented.	All articles are present, accurate, and report on feature stories of the time period.	All articles are present and are rich in detail, factual evidence, and includes analysis of the importance of the events or people. Additionally the articles relate the events to beliefs and ideas of the time period.
BUSINESS CONTENT Shows an analysis, understanding and impact of the business, commercial news of the time period.	None existent or not at all appropriate	The number of articles expected are not included or there are inaccurate facts in the one that are presented.	All articles are present, accurate, and report on business stories of the time period.	All articles are present, accurate, and report on business stories of the time period. Additionally, the articles are accurate, rich in detail, and interesting to read. They relate the business news to the beliefs and ideas of the time period.
ADVERTISING analyzes and shows an understanding of goods and services of the time period.	None existent or not at all appropriate.	All expected advertisements are not present or most are not relevant to the content	All advertisements are present and relevant to the time period.	All advertisements are present, relevant to the time period, and show an understanding of the impact of the product.
EDITORIAL shows an analysis and understanding of the time period and how various items or ideas relate an overall theme of the period.	None existent or not at all appropriate	The editorial or letter from the editors is missing or unrelated to the time period.	The editorial or letter from the editors reflects the lead story but does not explain its importance to the time period.	The editorial or letter from the editors accurately reflects the lead story and its importance to the time period. It is interesting to read and shows an understanding of a common theme.

The New South Magazine Product Rubric

Criteria	Below Expectations	Meets Expectations	Exceeds Expectations
COVER PAGE	Does not include all elements, sloppy, dull, uninteresting	Includes all elements but is not attractive or creative	Includes all elements and is attractive and creative
TABLE OF CONTENTS	Not included or out of correct pagination order or interest catching blurbs are missing	All stories are included and in the correct pagination order.	All stories are included and in the correct pagination order with interesting blurbs to increase our desire to read.
STYLE	Very little evidence of creativity either in writing or presentation	Evidence of imagination and creativity in some of the articles and presentation	Evidence of imagination and creativity, both in writing and presentation
GRAPHICS	None exists or incomplete	All graphics are included, but are of the same type or are uninteresting.	All graphics are included, relevant, and increase the reader's understanding of the story. There is a variety of graphic styles.