

## Georgia Studies Teacher Notes for the Georgia Standards of Excellence in Social Studies

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens. **Children's Literature:**

A list of book titles aligned to the 6<sup>th</sup>-12<sup>th</sup> Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: <http://www.gcss.net/uploads/files/Childrens-Literature-Grades-6-to-12.pdf>

The **glossary** 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. Terms in **Red** are directly related to the standards. Terms in **Black** are provided as background and enrichment information.

### **TEACHER NOTES** **GEORGIA STUDIES** **Historic Understandings**

#### **SS8H1 Evaluate the impact of European exploration and settlement on American Indians 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 recognize the long-standing occupation of the region that became Georgia by American Indians and the ways in which their culture was impacted as the Europeans sought control of the region.

#### **SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

Though three prehistoric American Indian cultures (the Paleo, Archaic and Woodland) lived in southeastern North America before 800 CE, it was the Mississippian American Indians who were living in Georgia when the Europeans, specifically the Spanish, arrived in the mid-1500's. The Mississippians rose to dominance about 800 CE and organized themselves into a very complex “chiefdom” society. This structured hierarchical society was comprised by a small number of “elites” (the power holders) and the majority were “commoners” (the work force). The Mississippians created large towns near rivers that featured a central plaza, residential zones and defense structures (palisades, guard towers and moats). The focus of the plaza was the earthen



Etowah Indian Mounds (Bartow County, GA)

mounds, dedicated to religious and social activity though some served as cemeteries. Thousands of families lived in these towns. One-room wattle and daub shelters (walls built of a network of interwoven sticks and covered with mud or clay) served as sleeping facilities as they usually spent their days in the open. A widespread trade network connected Mississippian towns. Trade with other towns consisted of raw materials as well as finished goods, including shell beads, pottery with abstract images, and stone tools. Early Mississippians practiced **horticulture** (garden cultivation) and eventually moved into large scale agriculture as their population swelled. Initially, maize (corn) was their dominant crop and they eventually added squash, sunflowers, pumpkins, and beans. Unlike today's

farmers, the Mississippians did not plant fields of individual crops. Instead, the fields were intermixed with a

variety of plants. Tall corn stalks provided a shield against damaging sun rays for ground level crops. Tobacco was planted for ritual usage. They did not abandon hunting and gathering, however. Using bows and arrows and chert (sedimentary rock) knives, bone evidence indicates that they hunted deer, rabbit, muskrat, beaver, raccoon, and turkey. Turtle and fish were also a part of their diet. They gathered seasonal fruits, including plums, grapes, blackberries, and raspberries as well as a variety of nuts. The Mississippians improved on the stone tools of previous cultures to use in hunting, farming, and human conflict. After interacting with the Spanish under Hernando DeSoto's leadership in the mid-1500's, many Mississippians succumbed to disease and the group eventually reorganized into the historic tribes of the Creek and the Cherokee.

### Glossary

- **Chert** - sedimentary rock used by the American Indians to make knives.
- **Commoners** - the work force in the Mississippian culture.
- **Elites** - the power holders in the Mississippian culture.
- **Horticulture** - garden cultivation; important to the Mississippian culture.
- **Maize** - another term for corn.
- **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.
- **Wattle and Daub** - walls built of a network of interwoven sticks and covered with mud or clay; used by early American Indian cultures and European settlers.

### **Resources:**

King, Adam. "Mississippian Period: Overview." *New Georgia Encyclopedia*. 11 October 2016. Web. 13 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/mississippian-period-overview>

This article provides a detailed overview of the main facets of the Mississippian culture from 800 CE to 1600 CE. Titles of other informative articles are provided.

Smith, Marvin T. "Late Prehistoric/Early Historic Chiefdoms (ca. A.D. 1300-1850)." *New Georgia Encyclopedia*. 02 Aug. 2016. Web. 13 October 2016.

<http://www.georgiaencyclopedia.org/articles/history-archaeology/late-prehistoricearly-historic-chiefdoms-ca-ad-1300-1850>

This article details the political organizations of the American Indians living in Georgia during the Mississippian period. Titles of other informative articles are provided.

### **SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.

European nations had different reasons for exploring North America, specifically the Southeast. Economic competition between the French, the Dutch, the Spanish, and the English was a primary cause for the exploration of North America. Each desired to build a large empire that would create political and economic dominance in the world.

**France**, interested in developing a serious fur trade in North America, was primarily interested in Louisiana, the Ohio Valley, and Canada. However, in 1562, Jean Ribault explored Georgia's coastline in search of the ideal location on which to establish a French colony. He chose a South Carolina location instead. French

Protestants eventually moved from South Carolina into Georgia as they sought religious freedom in the 1730's.

**Spain** was interested in North America (particularly the Southeast) for the three G's: God, Gold and Glory. Converting the American Indians to Christianity, filling the Spanish monarch's treasury with gold, and seeking personal fortune and fame were the goals of Spanish conquistadores. The Spanish never realized the need for self-sustaining colonies as they were preoccupied with their search for gold.

**England** desired to create permanent colonies in North America to support the economic policy of mercantilism (the economic policy in which a country seeks to export more than it imports). The "mother country" developed colonies that produced raw materials that would be shipped "home" for production into finished products. These products would be shipped back to the colony for purchase by the colonists. Other reasons for creating colonies included a desire for "religious freedom" and a place to begin a "new life".

### Glossary

- **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.

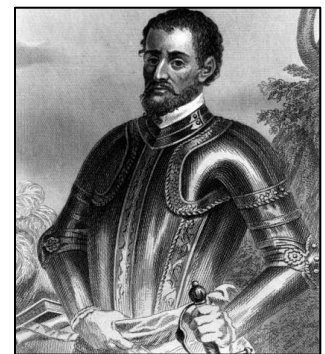
### **Resources:**

Worth, John E. "Spanish Exploration." *New Georgia Encyclopedia*. 10 March 2016. Web. 13 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/spanish-exploration>  
This article provides insight into the numerous Spanish expeditions in southeastern North America. Titles of other informative articles are provided.

## **SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

- c. Evaluate the impact of Spanish contact on American Indians, including the exploration of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

Spanish contact had a dramatic impact on the American Indian culture in Georgia. Hernando DeSoto, the first known European explorer in Georgia, was directly responsible for starving and killing a large number of American Indians in his quest for God, gold and glory. Without an established plan for exploration, DeSoto and his men moved from Florida into southwest Georgia in their search for gold. The American Indians often provided DeSoto false information regarding vast stores of gold further north in an attempt to protect their own villages/towns. Though DeSoto never found the gold he desired, he did introduce Europe to southeastern North America. The journals maintained by DeSoto's men are the first to give insight into the Mississippian chiefdom culture. DeSoto's journey is credited with introducing pigs to North America and devastating diseases to the American Indian culture. Smallpox was spread by the extensive trade network utilized by the Mississippians. Measles and influenza also attacked the Mississippians at alarming rates.



Hernando DeSoto

DeSoto's failed expedition (his men never found gold and he died near the Mississippi River and was buried in the river) led to increased efforts by the French and Spanish to explore the southeast coastline and to establish colonies. Colonization efforts were not met with great success. However, the most successful Spanish colonization attempt was during the "Mission Period" from 1568 – 1684. It was during this period that Spain built several **missions** (churches) on the barrier islands as well as on the mainland. These sites

included missions on Cumberland Island, St. Catherine’s Island, and near the Okefenokee Swamp. Missions built on the mainland were located as far inland as the current cities of Valdosta and Lumber City.

Spanish missions were located near Mississippian towns so the priests and friars could achieve their primary goal: the conversion of the American Indians to Christianity (Catholicism). Consequently, the missions encouraged the American Indians to embrace Spanish political and economic systems. As an example, to show allegiance to the Spanish, unmarried American Indian males were required to work in Saint Augustine for several months out of the year, causing considerable change to the American Indian society. The close contact with the Spanish brought disease and death to the American Indians, who were increasingly disturbed by the changes to their own culture. By the mid-1600’s, the Spanish mission system was crumbling. British influence (based in the South Carolina colony) often stirred American Indians to raid the missions and, by 1680’s, coastal missions were abandoned by the Spanish. A pirate raid in 1684 pushed the remainder of the mission American Indians into Florida, ending the Spanish mission period in Georgia.

### **Glossary**

- **Barrier islands** - several island 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.

### **Resources:**

“Hernando De Soto.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 15 Oct. 2008, [www.gpb.org/georgiastories/story/hernando\\_de\\_soto](http://www.gpb.org/georgiastories/story/hernando_de_soto).

This video investigates the impact of De Soto on the American Indian population of Georgia.

Nystrom, Elsa A. “Hernando de Soto in Georgia.” *New Georgia Encyclopedia*. 16 August 2016. Web. 13 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/hernando-de-soto-georgia>

Providing a timeline of his southeastern journey, this article describes DeSoto’s interactions with the Mississippian American Indians and the impact of his journey on the Mississippians. References to other articles are provided as well as web links to other information.

## **SS8H2 Analyze the colonial period of Georgia’s history.**

The colony of Georgia was officially founded on February 12, 1733. Historical research has concluded that, contrary to popular belief, Georgia was not a debtor’s colony and not a single debtor was released from prison to settle the 13<sup>th</sup> colony. In addition, James Oglethorpe was not the primary “founder” of Georgia nor was he the colony’s official “governor.” He was one of 21 trustees who was 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. The intent of this standard is for students to gain a better understanding of the events that led to the founding of Georgia and the people and circumstances that created Georgia’s colonial history. Additionally, understanding the differences between the Trustee and the Royal Periods of the colony will help students identify how these changes shaped the future state of Georgia economically, politically, and socially.

### Glossary

- **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.
- **Savannah** - The first capital of Georgia; founded in 1733 by James Oglethorpe.
- **Trustee(s)** - An individual or organization that 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.

### **SS8H2 Analyze the colonial period of Georgia's history.**

- a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).

Georgia's **Charter of 1732** outlined in detail the **reasons for Georgia's settlement** and is a remarkable document based on its provisions for the colonists. Georgia was founded for three primary reasons: **philanthropy, economics, and defense**. Of the three, the only true success the colony had under the Trustees was Georgia's defense of South Carolina against Spanish invasion.

**Philanthropy.** Moved to action by his concern for the treatment of prison conditions for indebted people, James Oglethorpe was hopeful to create a colony for debtors and the "worthy poor." His dream, however, never became a reality as no debtor was ever released from prison to live in the colony. Philanthropic work in the colony was guided by the details of the Charter of 1732. The charter provided the guidelines for the colonists of the new colony. While most of Georgia's first settlers were not wealthy, many were skilled craftsmen who were looking for a "new start" in the new colony. Incentives, including 50 acres of land (500 acres if the colonists paid their own passage), one year's supply of food, and free seed and agricultural supplies for a year, were too enticing for many people to disregard and was more than they could expect to have if they remained in England. This philanthropic gesture caused many to try their luck in the new colony.

**Economics.** Mercantilism was a guiding factor in the establishment of the colony of Georgia. The Trustees hoped that the colonists of Georgia would be able to produce four agricultural products that could not be grown successfully in England. Rice, indigo, wine, and, most importantly, silk were the crops that were desired in England. In fact, silk was so important to the trustees that all colonists were required to set aside land on which to grow mulberry trees. The mulberry leaves were the food of choice for silkworms. Tobacco, as in other southern colonies, was grown by some Georgia colonists but this crop was not an important crop until the late colonial period and early statehood period.

None of these products reached the level of success desired by the Trustees. During the colonial period, Georgia's wine industry never produced sufficient quantities for successful export and the silk industry did not return the profits that were desired. Rice, indigo, and tobacco were more successful during the Royal period and early statehood period. A helpful mnemonic for these crops is the W.R.I.S.T. crops (wine, rice, indigo, silk, and tobacco).

**Defense.** The most important reason for Georgia's founding was defense, primarily against the Spanish in Florida. In the 1730's, South Carolina was a profitable British colony that was threatened by Spanish military

outposts in Florida. The Georgia colony's role was to serve as a military "buffer" between the two. Evidence of the buffer zone includes the forts that Oglethorpe constructed between Spanish Florida and Georgia and his bringing the highly-skilled Highland Scots to reoccupy the abandoned Fort King George (near modern-day Darien) in 1736.

The War of Jenkins' Ear 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, whose ear was 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 British retreated, Spain decided to attack and destroy the young Georgia colony. The Spanish attacked St. Simon's Island but were soundly defeated by the colonists and their Indian allies during the Battle of Bloody Marsh. After this battle, the Spanish never overtly threatened the colony again. In 1748 both sides agreed that the border between English Georgia and Spanish Florida would be the St. Johns River.

The **Charter of 1732** created strict guidelines for Georgia colonists. To ensure an unbiased role in the colony, Trustees were not paid, could not own land, or hold office in the colony. The Trustees genuinely believed the guidelines of the charter to be beneficial to the colonists. Because the colony was to support the "worthy poor," the Trustees initially forbade rum (hard alcohol) as they feared hard liquor would cause the colonists to become idle and avoid hard work. Slavery was also forbidden as the Trustees hoped to avoid what had happened in South Carolina: the creation of large plantations versus the small farmers who struggled (the wealthy v. the poor). The Trustees also barred liquor dealers and Catholics from the colony. Some historians indicate that lawyers may have been banned as well. Defending the colony against Spanish, French or American Indian attack was a requirement of the colonists, a major provision of the Charter of 1732. The production of silk forced the colonists to grow mulberry trees. Colonists could not sell their land and their land must be passed down to male heirs, and they had to obey all Trustee rules. The original Charter also included a prohibition of Jews settling in the colony. However, when the colonists were besieged with medical concerns, a group of Portuguese Jews arrived with a doctor. Oglethorpe, violating Trustee rules, allowed the Jews to settle in Savannah and Dr. Samuel Nunes was credited with "saving the colony."

The provisions detailed in the Charter of 1732 eventually caused discontent among the colonists. Believing that the provisions were causing few opportunities for economic success, some colonists petitioned for changes in the charter.

### Glossary

- **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.
- **Defense** - one of the reasons for Georgia's founding.
- **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.
- **Indigo** - a plant used to produce a blue dye
- **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.

- **Philanthropy** - 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. At one time, the term *charity* was used.
- **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. It is not necessary for students to know the specific names of the royal governors.
- **Worthy poor** - people in debtor's prison who Oglethorpe believed that, if given a chance, could be farmers and businessmen in Georgia.
- **W.R.I.S.T. crops** - crops produced in the Georgia colony: wine, rice, indigo, silk, and tobacco.
- **Yeoman farmer** - a farmer who owned his own land, usually a small farm, and usually with no slaves; Trustees hoped that the Georgia colonists would meet these qualifications.

**Resources:**

Cashin, Edward J. “Trustee Georgia, 1732-1752.” *New Georgia Encyclopedia*. r02 September 2015. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/trustee-georgia-1732-1752>

The Trustee period is analyzed from the Charter of 1732 until the early demise of the Trusteeship. The article provides insight into the decline of the Trustee leadership.

Saye, Albert B. (ed.), “Georgia’s Charter of 1732.” Athens: University of Georgia Press, 1942. [http://georgiainfo.galileo.usg.edu/topics/history/related\\_article/georgia-as-an-english-colony-1732-1775/timeline-georgia-as-an-english-colony/georgia-charter-of-1732](http://georgiainfo.galileo.usg.edu/topics/history/related_article/georgia-as-an-english-colony-1732-1775/timeline-georgia-as-an-english-colony/georgia-charter-of-1732)

Text is from a copy of the original charter in the British Public Record Office. Spelling, punctuation, and capitalization are as found in the document.

**SS8H2 Analyze the colonial period of Georgia’s history.**

- b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.

The positive relationship between Oglethorpe, Tomochichi and Musgrove was essential to the development of the city of Savannah at Yamacraw Bluff. Without Tomochichi’s generous gift of land to Oglethorpe, the colony’s initial location would have been elsewhere. The relationship was mutually beneficial to all three. Oglethorpe provided protection to the Yamacraw and trade opportunities to both Tomochichi and Musgrove. Musgrove used her language skills to bring the British Oglethorpe and Yamacraw Tomochichi to a land agreement as well as a lifelong friendship. Musgrove benefitted by expanding her trade opportunities with both the British colonists and the Yamacraw. Her assistance was rewarded with land grants from Oglethorpe and Tomochichi. The establishment of Savannah at Yamacraw Bluff was dependent on the genuine friendship forged between Oglethorpe, Tomochichi and Musgrove.

**James Edward Oglethorpe** (1696-1785) is often credited 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.



James Oglethorpe

Oglethorpe, a member of the British Parliament, was instrumental in the push for British prison reform after his friend, Robert Castell, died from small pox. Castell was sent to prison due to his inability to pay his debts and ultimately suffered from a disease acquired from his cellmate. Oglethorpe campaigned 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. 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 Tomochichi, Mary Musgrove, and American Indians, allowed groups of Jewish, Scottish, and German immigrants to settle in the colony, created the towns of Savannah and Fredericka (on St. Simons Island), 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 helped realize break away from England and become part of the United States of America.

**Tomochichi** was the chief the Yamacraw Indians. Having created this tribe in 1728 with members of the Creek and Yamasee Indians, Tomochichi's people (around 200) believed that future opportunities would come from an alliance with the British instead of the Spanish. Tomochichi allowed Oglethorpe to settle on Yamacraw Bluff (the future home of Savannah) in hopes that the British 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 American Indians 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 British military honors.

**Mary Musgrove** is best known for her service as the translator for James Oglethorpe and Tomochichi. Born to a Creek Indian mother and British father, 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.

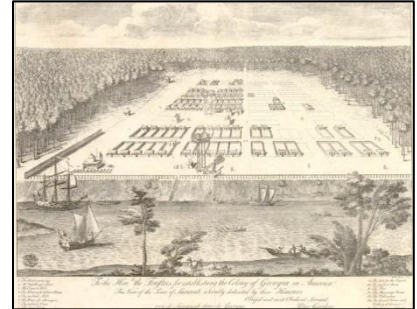
Musgrove became involved in the affairs of the colony of Georgia after her husband accompanied Oglethorpe on a trip to England. After this voyage, the Trustees gave John land near Yamacraw Bluff. The Musgroves moved their trading post to this area and Mary continued to manage the successful business 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 liaison. 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. Taking matters into her own hands, Musgrove lead a group of 200 Creek Indians to Savannah to argue for her land rights. She also took her land claim fight to the British courts.



In 1760, after several years of struggle, Musgrove and Georgia 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.

The city of **Savannah** was the first step in realizing the colony of Georgia. Due to the cordial relationship between Oglethorpe and Tomochichi, aided by the translating skills of Musgrove, the city began its life on February 12, 1733 when the settlers arrived at Yamacraw Bluff. Chief Tomochichi agreed to move his people upstream from the bluff so that Oglethorpe could establish his inaugural town at that location. Located on the Savannah River about 15 miles inland, the forty-foot-high bluff was the last colonial capital to be developed by the British in America. Construction of the city was based on European design influences of the day with which Oglethorpe was well acquainted. The city, designed by Oglethorpe, was laid out in a series of grids that allowed for wide streets intertwined with tree-covered squares and parks. Colonists located businesses on the squares and built places for public town meetings. As the city grew, the design was repeated. Of the original 24 squares, 22 still exist today. Savannah is recognized as one of the most outstanding examples of eighteenth century town planning.



Savannah

### Glossary

- **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.
- **Ebenezer/New Ebenezer** - towns established by the Salzburgers.
- **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.
- **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.
- **Tomochichi** - was the Chief of the Yamacraw Indians. Tomochichi befriended James Oglethorpe and allowed him to establish the colony of Georgia on Yamacraw territory.

### Resources:

Frank, Andrew K. "Mary Musgrove (c. 1700-c. 1763)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/mary-musgrove-ca-1700-ca-1763>

This article brings to life the businesswoman and translator for early Georgia. Titles of other informative articles are provided.

Jackson, Edwin L. "James Oglethorpe (1696-1785)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/james-oglethorpe-1696-1785>

Featuring photographs of drawings of Oglethorpe, this article reviews Oglethorpe's life from his early childhood to his return to England. Titles of other informative articles are provided.

“Mary Musgrove, A Georgia Biography.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 26 May 2009, [www.gpb.org/georgiastories/stories/mary\\_musgrove](http://www.gpb.org/georgiastories/stories/mary_musgrove). This video describes the contributions of Mary Musgrove to the establishment of the colony of Georgia.

Reiter, Beth. “Savannah City Plan.” *New Georgia Encyclopedia*. 10 March 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/savannah-city-plan> This article details the development of Georgia’s first city and how the colonists lived there. Titles of other informative articles are provided.

Sweet, Julie A. “Tomochichi (ca. 1644-1739).” *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/tomochichi-ca-1644-1739> This informative article tells the story of Georgia’s giver of her first land grant. Titles of other informative articles are provided.

**SS8H2 Analyze the colonial period of Georgia’s history.**

- c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.

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 were not influenced by alcohol and not dependent on slavery. In turn, the British government hoped that the colony that would produce agricultural products that Britain had been forced to import from other countries. These goods, including silk and wine, proved to be lackluster in terms of generating profit. Nonetheless, as a buffer colony, Georgia did prove its worth by successfully defending both South Carolina and itself from the Spanish threat in 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 in Georgia, the Trustee period ended one year before the Charter of 1732 was set to expire. The lofty goals of the Trustees never came to pass.

**Jews** first arrived in the Georgia colony five months after Oglethorpe landed at Yamacraw Bluff. Though originally banned from the colony by the Charter of 1732, Oglethorpe made an exception to the Trustee’s provisions because one of the 42 Jews was a doctor. Having lost the colony’s only doctor and at least 20 colonists to fever, Oglethorpe was pleased to have medical assistance to slow the yellow fever from spreading. Dr. Samuel Nunes offered his services to the colonists and those who followed his prescription of cold baths and cool drinks survived. Another Jew, Abraham de Lyon, was experienced in viticulture (wine making). Oglethorpe hoped he would be able to assist the colonists in wine production. Fourteen of the Jews were offered land by Oglethorpe and the group remained in the colony, even though they suffered from language, cultural, and religious differences. The Jews eventually established Congregation Mickve Israel, which is the oldest Jewish congregation in the South and the third oldest in the United States.

The **Salzburgers** were a group of peaceful, hard-working German-speaking Protestant refugees from present day Austria. Persecuted by the Catholic monarch of their province who had issued the Edict of Expulsion, giving 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.

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 anti-slavery during the later colonial years and were 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’s home to the longest existing Lutheran Congregation in the United States. Many of the Salzburgers’ descendants still live in the area in which they settled over 250 years ago.

Though the **Highland Scots** (Scottish Highlanders) shared the Salzburgers’ anti-slavery beliefs and valued the importance of hard work and religion, they were quite different in many aspects. The Highland Scots 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 Highland Scots’ ancestors played important roles in Georgia’s history. Today, McIntosh County is named in honor of one of these important families.

The provisions created by the Charter of 1732 eventually caused discontent among the colonists. Dissenters, known as the **Malcontents**, argued that they were not financially obligated to Oglethorpe and the Trustees as they had paid their own way to the colony. They complained that the limitations placed on land ownership and the ban on slavery stifled their economic opportunities. They resented the restriction on purchasing rum. The ban on rum was lifted in 1732. Having petitioned the Trustees to allow slavery and being declined on multiple occasions, many Malcontent leaders moved from the Georgia colony. However, through written pamphlets demanding change, the Malcontents eventually made their voices known in Georgia and Great Britain. In response to these vocal and written demands, by 1750, the Trustees had passed a law that allowed slavery. The Trustee period would end by 1751, one year before the end of the Charter of 1732 was designed to end.

### Glossary

- **Darien** - town established by the Highland Scots.
- **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.
- **Malcontents** - 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 1750’s.
- **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.

**Resources:**

Barlament, James. "Salzburgers." *New Georgia Encyclopedia*. 19 October 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/salzburgers>

The arrival of the Salzburgers and the establishment of Ebenezer and New Ebenezer are described in this article. It describes the success and failures of these cities. Titles of other informative articles are provided.

Cashin, Edward J. "Trustee Georgia, 1732-1752." *New Georgia Encyclopedia*. 02 September 2015. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/trustee-georgia-1732-1752>

The Trustee period is analyzed from the Charter of 1732 until the early demise of the Trusteeship. The article provides insight into the decline of the Trustee leadership.

Ebel, Carol. "Samuel Nunes (ca. 1667-ca. 1741)." *New Georgia Encyclopedia*. 20 October 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/samuel-nunes-ca-1667-ca-1741>

Dr. Samuel Nunes's life is detailed in this article. His struggles as a Jew in Catholic Portugal, his eventual flight to England, and his difficulties in the Georgia colony are described. Titles of other informative articles are provided.

"Ebenezer: The Stone of Help," *Georgia Stories*. Georgia Public Broadcasting, 2016.

[http://www.gpb.org/georgiastories/story/stone\\_of\\_help](http://www.gpb.org/georgiastories/story/stone_of_help).

This video provides a visual representation of the Salzburgers attempt to settle in early Georgia.

Runyon, Shane A. "Malcontents." *New Georgia Encyclopedia*. 02 September 2015. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/malcontents>

This article describes the actions of the Malcontents and their desire for fewer restrictions in their efforts to seize economic opportunity in the Georgia colony. Titles of other informative articles are provided.

"The Scottish Highlanders." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 4 Sept. 2008, [www.gpb.org/georgiastories/story/scottish\\_highlanders](http://www.gpb.org/georgiastories/story/scottish_highlanders).

This video establishes the importance of the Scottish Highlanders in the colony of Georgia.

**SS8H2 Analyze the colonial period of Georgia's history.**

- d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.

Rules concerning land ownership, the sale of 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, officially surrendered Georgia's charter to the British government, one year before the expiration of the Charter of 1732.

**Land ownership** rules were relaxed in the royal colony. More land could be purchased as slavery was creating the need for more fertile land. Women were allowed to own land. Georgia's population grew due to improved land policies, land gains from American Indians and the Spanish, and the surge of settlers and slaves that land availability brought to the colony. Some new settlers were considered undesirable by

established Georgia colonists and were given the derogatory name “crackers.” This group laid claims to the western frontier of the colony. More settlers improved Georgia’s economy and this eventually led to increases in the colony’s borders.

**Slavery** was desired by many of the Georgia colonists as they believed that they would more effectively compete with other colonies, specifically South Carolina. In 1749, just prior to the royal period, slavery was allowed in Georgia. Between 1750 and 1775, the number of slaves increased from 500 to 18,000. Slaves had no rights, were not allowed to marry, and were not allowed to live where they wanted. Slaves who broke these rules were punished. Slavery was a boon to the colony’s economy as agricultural production began to explode, particularly on rice plantations.

**Alcohol** was transported into the Georgia colony by way of South Carolina, causing disputes between the colonies. By 1742, the prohibition against rum was no longer enforced in the Georgia colony, and by 1749, the Rum Act was repealed by Parliament. During the Royal Period, rum production increased in the colony.

**Teacher Note:** Information about the royal governors is provided as background for understanding the difference between the Trustee Colony and Royal Colony. It is not necessary for students to know the details of the royal governors but, instead, should know of the changes that occurred as the Trustee Colony transitioned to the Royal Colony.

As a royal colony, governance of the colony was returned to the king. He utilized royal governors to administer the colony. Trustee laws were repealed. In 1754, **John Reynolds** was appointed to be Georgia’s first royal governor. During his tenure, Georgia’s bi-cameral General Assembly, comprised of an elected Commons House of Assembly and an appointed Upper House of Assembly, met to determine laws for the colony. A first act was to require all males between 16 and 60 to be organized into militias; another act required all males to work on building roads at least 12 days per year. White males who owned property could vote and a court system was established to settle disputes. Reynolds often found himself at odds with the General Assembly and many colonists were not fond of him. Complaints about him found their way to the British government and, in 1756, he was recalled to Britain to address the complaints but he did not relinquish his position.

Appointed to govern in Reynolds’s place was **Henry Ellis**, who would become a more popular governor than Reynolds. It was under his leadership that eight parishes were established along Georgia’s coast and a workable friendship was established with the leaders of the Creek nation, who were long irritated by the land claims of Mary Musgrove. His ability to manage trade agreements between the Creek and local traders encouraged stability in the colony. His poor health, due to Georgia’s heat, forced him to take on other responsibilities, including a governorship in Nova Scotia, though he never fulfilled the appointment. He was, instead, called to Britain, where he influenced American colonial affairs as an advisor to the Prime Minister.

The most able of the royal governors was **James Wright**, a practicing attorney and plantation owner in South



Royal Governor  
James Wright

Carolina (his father was South Carolina's chief justice). His appointment as Ellis's replacement happened as Georgia was experiencing westward growth. He encouraged neighboring American Indians to cede land to the colony. As revolutionary feelings ignited, Wright was determined to maintain his loyalties to Britain and he enforced the Stamp Act. In fact, Georgia was the only colony in which stamps were actually sold. Though he was popular and thought to be an efficient leader, Wright was powerless to stop the advancing revolutionary spirit in the Georgia colony. Placed under house arrest in 1776, he fled captivity and made his way to London where he encouraged a full-scale British attack on the Georgia colony in 1778. Under British control again, Wright's return to Georgia did not generate the support he once enjoyed in the colony. Revolutionary radicals were increasing in numbers and they did not support Wright's efforts to govern. Wright sailed for London when the British evacuated Savannah in July 1782. He never returned to the Georgia colony and died in England in 1785.

### Glossary

- **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.

### **Resources:**

Cashin, Edward J. "Henry Ellis (1721-1806)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/henry-ellis-1721-1806>

This article tells the story of Georgia's second royal governor, including his accomplishments and his decision to leave the colony. Titles of other informative articles are provided.

Deaton, Stan. "James Wright (1716-1785)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/james-wright-1716-1785>

Detailing the most popular royal governor's life, this article provides details about his support of and desire for the colony's success to his loyal support of Great Britain as revolution encompasses the colony. Titles of other informative articles are provided.

Ebel, Carol. "John Reynolds (ca. 1713-1788)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/john-reynolds-ca-1713-1788>

This article relates the struggles of Georgia's first royal governor. Titles of other informative articles are provided.

"Timeline: Georgia as an English Colony 1732-1775", *Georgia Info: An Online Georgia Almanac*, 2016. <http://georgiainfo.galileo.usg.edu/topics/history/article/georgia-as-an-english-colony-1732-1775/timeline-georgia-as-an-english-colony>

Detailing the Trustee and Royal periods of Georgia's history, this article is written in a timeline format.

“Timeline: Revolution & Early Republic: 1776-1800”, *Georgia Info: An Online Georgia Almanac*, 2016. <http://georgiainfo.galileo.usg.edu/topics/history/article/revolution-early-republic-1776-1800/timeline-revolution-early-republic>

Focusing primarily on the period of the Revolutionary War and its aftermath, information about James Wright’s devotion to the British war effort are discussed.

**SS8H2 Analyze the colonial period of Georgia’s history.**

- e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

Colonial Georgia had the shortest colonial experience when compared to other British colonies. It had the smallest population and was the least developed. With the removal of economic restrictions, Georgia’s economy was almost immediately improved. During Georgia’s colonial period, colonists were determined to find economic success through agriculture.

**Silk** production, encouraged by the Trustees, was an effort to compete with the successful silk industries of France and Italy. Colonists planted mulberry trees in an effort to provide sustenance for silk worms. As many Georgia colonists were untrained in silk production, skilled Italian silk makers were brought to the colony, and within a year, silk was exported to Britain. The Salzburgers attempted to establish a silk industry, but seasonal temperatures were harmful to the sensitive silkworms. Georgia’s silk industry, though hopeful at first, never became the lucrative industry the colonists desired. Eventually, the hardier crop of cotton replaced the silk industry.

**Rice**, Georgia’s first staple crop, became a profitable agricultural commodity along the coast and encouraged the rise in great wealth for producers of the grain. As Georgia’s ban on slavery ended in 1750, conditions became favorable for the establishment of large rice plantations to be harvested by slave labor. Rice was initially grown in inland freshwater swamps in coastal Georgia and along Georgia’s principal tidal rivers. The rice rivers (the Savannah, the Ogeechee, the Altamaha, and the Satilla) eventually saw the rise of production increase to 40,000 acres.

**Indigo**, the plant that produced a bluish-purple dye, was highly desired by British textile producers. The British government offered a bounty (a bonus) of six pence per pound to ensure the production of large quantities of indigo. By 1755, Georgia was in the very early stages of indigo production, exporting 4,500 pounds that year. The exportation of indigo peaked in 1770, with more than 22,000 pounds. It’s interesting to note that long-term exposure to noxious vapors produced by indigo production and the disease-carrying insects the plants gave support to may have reduced the length of the lives of slaves involved in indigo processing by five to seven years.

Other products produced in colonial Georgia included timber products, tobacco, and furs. Trades included blacksmiths, silversmiths, tailors, and potters, but most were involved in small scale farming.

Trade partners included American Indians (furs), nearby South Carolina, and Britain and other European nations.

**Glossary**

- **Bounty** - a bonus; an extra payment.
- **Rice Rivers** - the rivers that supported rice production during the early years of the colony: the Savannah, the Ogeechee, the Altamaha, and the Satilla

- **Silk Industry** - an industry encouraged by the Trustees to support mercantilism; colonists planted mulberry trees to support the silkworms; the silk industry never developed into a profitable venture.

**Resources:**

Bitler, James. "Indigo." *New Georgia Encyclopedia*. 02 August 2016. Web. 21 October 2016.

<http://www.georgiaencyclopedia.org/articles/history-archaeology/indigo>

Detailing the production process of indigo, this article provides insight into how the plant gave rise to one of Georgia's early crops.

Coclanis, Peter A. "Rice." *New Georgia Encyclopedia*. 11 October 2016. Web. 21 October 2016.

<http://www.georgiaencyclopedia.org/articles/business-economy/rice>

This article provides a detailed examination of rice production in Georgia and its ultimate demise.

"Georgia's Major Export: Rice." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 1 Oct. 2014, [www.gpb.org/georgiastories/story/georgias\\_major\\_export\\_rice](http://www.gpb.org/georgiastories/story/georgias_major_export_rice).

This video recognizes the impact of one of Georgia's major exports during colonial Georgia.

Williams, Arden. "Textile Industry." *New Georgia Encyclopedia*. 20 October 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/business-economy/textile-industry>

While this article details many decades of Georgia's textile industry, it highlights Georgia's attempt at silk production. It highlights the types of textile industries that ultimately replace silk production.

**SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

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 the patriot cause, the city of Savannah was easily recaptured by the British in 1778, and for all intents and purposes, Georgia's coastal cities remained firmly in British hands for the remainder of the war.

However, there was much more to the Revolutionary period in Georgia than the traditional narrative describes. Georgia's revolutionary history includes men and women who challenged British authority at a potential cost to themselves, their families, and their businesses. Taking a side would place these men and women in difficult circumstances. Several of these men and women (Elijah Clarke, Austin Dabney, Nancy Hart) were featured in our standards in the past. While they are no longer a focus of our standards, they can be used as examples of Georgia heroes and legends of this time period.

**Glossary**

- **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.



**SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

**a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.**

The traditional immediate and long-term causes of the Revolution did not have the same 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 region of the Ohio River valley, was fought far from Georgia's borders and initially had a very 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, the British obtained Canada and all land west to the Mississippi River. Though the colony was 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.

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 American Indian tribes who lived in the river valley. Because the British were virtually bankrupt from the Seven Years War, they could not afford to fight another costly war with the American Indians over territory. However, the colonists, many of whom participated in the war in hopes of gaining new western lands, were extremely upset by the Proclamation of 1763. In fact, many colonists simply ignored the Proclamation and settled in the river valley 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, with major trade routes and ports. Secondly, Georgia gained land and resources from the Spanish and their American Indian 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 lands on which Georgians could settle.

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. After the French and Indian War, colonists were being directly taxed for the first time without colonial "representation" in the British Parliament. This 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 other acts to collect taxes. These acts caused even more discontent and set the stage for the Revolutionary War.



Repeal of the Stamp Act

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.

### Glossary

- **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.
- **Proclamation of 1763** - royal proclamation that forbade English colonists from settling newly acquired land west of the Appalachian Mountains.
- **Seven Years War** (1756-1763) - global conflict between the European great powers; the French and Indian War was part of this larger conflict.

### **Resources**

Cashin, Edward J. "Royal Georgia, 1752-1776." *New Georgia Encyclopedia*. 02 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/royal-georgia-1752-1776>

This article deals with the Royal governors of the Georgia and how they dealt with events and issues. Included is a short discussion of the impact of the French and Indian War and Stamp Act on Georgia colonists.

Morton, William J. "Boundaries of Georgia." *New Georgia Encyclopedia*. 03 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/boundaries-georgia>  
Providing a very detailed account of Georgia's changing boundaries through the years, this article does explain how Georgia's boundaries were changed by the Proclamation of 1763.

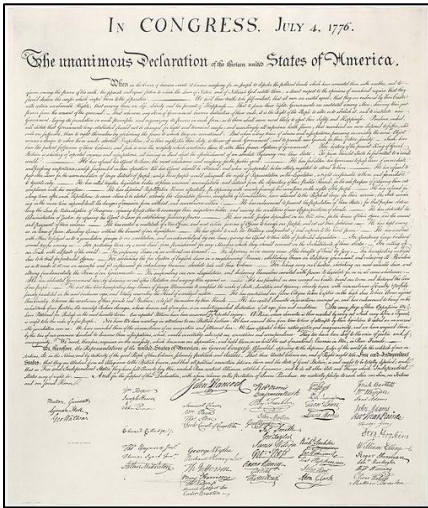
### **SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

- b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.

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 July 1776 in Georgia, Royal Governor James Wright had been ousted from power and the colony was under the rule of the Patriots. Three Georgians, Button Gwinnett, Lyman Hall, and George Walton, attended the Second Continental Congress and signed the Declaration of Independence on behalf of the Georgia colony.

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.



Declaration of Independence

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.”

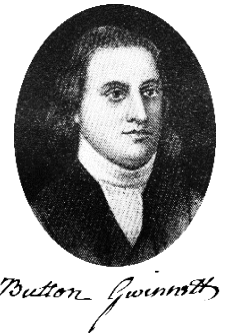
The second part includes a list of grievances against King George III including “imposing taxes without our consent” and “quartering large bodies of troops among us.” The list details why the colonies deemed independence necessary.

The final part is the actual “declaration of independence” and is where the colonists officially severed ties from Great Britain, the mother country.

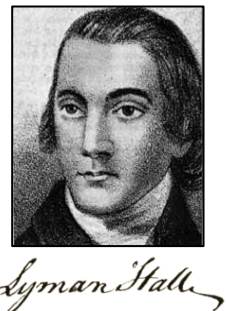
Note: Students should also understand that the patriots who signed this document, including John Adams, Thomas Jefferson, and Benjamin Franklin, put their lives on the line. Their signing the document made them officially guilty of treason. Had Britain won the war, these men would more than likely have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

Three men signed the Declaration of Independence on behalf of the Georgia colony.

**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 embedded 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. Because Gwinnett died shortly after signing the Declaration of Independence, he is the signer with the fewest known signatures in existence today. Because he died so young, Gwinnett’s signature is highly sought after by autograph enthusiasts. In 2010, a letter he wrote sold for \$722,500.



**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 regarding his ministry, he moved south 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** (1749?-1804) was arguably the most politically successful of Georgia's three signers. Walton was born in Virginia around 1749. 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 of Georgia. 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.



*Geo Walton.*

### Glossary

- **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.
- **Georgia Constitution of 1777** - Georgia's first constitution.
- **Grievances** - an official statement of a complaint over something believed to be wrong or unfair.
- **Gwinnett, Button** (1735-1777) - Georgia signer of the Declaration of Independence; killed in a duel with Lachlan McIntosh.
- **Hall, Lyman** (1724-1790) - Georgia signer of the Declaration of Independence; governor of Georgia.
- **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.
- **Walton, George** (1749-1804) - the youngest of the Georgia signers of the Declaration of Independence; Georgia governor, and U.S. Senator.

### **Resources:**

Commissions, State Officers Appointments, Assembly, Colony of Georgia, RG 49-1-10, Georgia Archives. <http://vault.georgiaarchives.org/cdm/ref/collection/adhoc/id/979>  
This five-page copy of the Declaration of Independence can be downloaded to print.

Deaton, Stan. "Button Gwinnett (1735-1777)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/button-gwinnett-1735-1777>

This article provides information about Button Gwinnett's contributions to the colony of Georgia.

Deaton, Stan. "George Walton (ca. 1749-1804)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/government-politics/george-walton-ca-1749-1804>

This article provides information about George Walton and his contributions to the colony of Georgia.

Deaton, Stan. "Lyman Hall (1724-1790)." *New Georgia Encyclopedia*. 16 August 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/government-politics/lyman-hall-1724-1790>

This resource provides insight into the life and accomplishments of Lyman Hall.

**SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

- c. Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.

The Loyalists, as their name implies, were loyal to Britain and did not want the colonies to break away from the mother country. Because many Georgians prospered under royal leadership, many were reluctant to rise up against Britain. Many influential colonial Georgians remained loyal to Britain including Royal Governor James Wright, landowner 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 Georgia after the war. Loyalists were also called Tories.

Patriots were outnumbered by the Loyalists in the Georgia colony. However, as other colonies experienced Britain's wrath after multiple Tea Parties and the Intolerable Acts, Georgia radicals were moved to action, many joining the Liberty Boys. Leading the charge included John Houstoun, George Walton, Archibald Bulloch and Noble W. Jones. By publishing a broadside

(a sizable sheet of paper printed on one side) inviting Georgians to a meeting at Tondee's Tavern on July 27, 1774, these men were encouraging others to join the radical movement in the colony. Georgians were more interested, however, in providing a strong British presence on Georgia's frontier as protection against the American Indians. They were still concerned that South Carolina would cut off trade if they did not remain "radical" enough. As the war progressed, Georgia fell into the hands of Britain as had Philadelphia and New York. Loyalist spies and their outnumbered status confounded the Patriots, but they stood their ground. Enjoying a boost in morale after experiencing military success at Kettle Creek, the Patriots were able to take control of British-held Augusta.

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, replenished 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 Loyalists. Though outnumbered, the Patriots routed the Loyalist troops, bringing rejuvenation to the Patriot cause after several prior defeats. Based on their heroic actions in the battle, both Clarke and Austin Dabney (a slave who served in the Georgia militia) became Georgia heroes.

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.

### Glossary

- **Battle of Kettle Creek** (February 14, 1779) - Small Revolutionary War battle in Georgia where patriot forces, led by Elijah Clarke, defeated 600 loyalists; one of the few patriot victories in the state.
- **Broadside** - a sizable sheet of paper printed on one side.
- **Clarke, Elijah** (1742-1799) - Lieutenant Colonel of patriot forces who led the victory at the Battle of Kettle Creek.
- **Dabney, Austin** (1765-1830) - slave who fought with the Patriots and was wounded at the Battle of Kettle Creek; awarded his freedom and a land grant by the state for his heroics.
- **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; also known as Tories.
- **Patriot** - a colonist who wanted to become independent from Great Britain.
- **Pulaski, Casimir** (1745-1779) - Polish nobleman who fought for the patriot cause; was killed during the Siege of Savannah.
- **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.
- **Tondee's Tavern** - the gathering place in Savannah for the Liberty Boys.

### **Resources:**

Bragg, William H. "Noble W. Jones (ca. 1723-1805)." *New Georgia Encyclopedia*. 16 September 2014. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/noble-w-jones-ca-1723-1805>

Describing the multitudes of ways in which Noble W. Jones was instrumental in helping the colony secure independence, this article details his efforts to procure and secure independence for the Georgia colony.

Cashin, Edward J. "Revolutionary War in Georgia." *New Georgia Encyclopedia*. 11 October 2016. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/revolutionary-war-georgia>

This article details the Georgia colony's reactions to events that occurred during the Revolutionary War. It showcases British military actions and the reactions of Loyalists and Patriots. The Battle of Kettle Creek is briefly mentioned but there is a sizeable discussion about the Siege of Savannah. Other articles are identified for further research.

Cashin, Edward J. "Thomas Brown (1750-1825)." *New Georgia Encyclopedia*. 25 September 2014. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/thomas-brown-1750-1825>

This article discusses how Thomas Brown's loyalty to the British crown caused him to actively fight against patriot actions in the Georgia colony. Other reference articles are identified as well.

Davis, Robert S. "Battle of Kettle Creek." *New Georgia Encyclopedia*. 11 October 2016. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/battle-kettle-creek>  
Detailing the events of the battle of Kettle Creek, this article provides insight into the victory of the Patriots over the Loyalists in this needed victory. The article provides a map that helps recreate the battle.

Davis, Robert S. "Elijah Clarke (1742-1799)." *New Georgia Encyclopedia*. 16 August 2016. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/elijah-clarke-1742-1799>

This analysis of the hero of Kettle Creek details his continued efforts to secure a patriot victory despite battle wounds and illness.

Ebel, Carol. "Casimir Pulaski in Georgia." *New Georgia Encyclopedia*. 18 October 2016. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/casimir-pulaski-georgia>

Having been accused of treason against the Russian-controlled king of Poland, Pulaski, with the help of Benjamin Franklin, obtains an officer's commission in the patriot's effort to defeat the British. The article describes Pulaski's efforts in the campaign to re-take Savannah from the British. Also included is a map of the Siege of Savannah and a picture of Fort Pulaski.

"The Liberty Boys." *Georgia Public Broadcasting*, 10 June 2010. [http://www.gpb.org/georgiastories/story/liberty\\_boys](http://www.gpb.org/georgiastories/story/liberty_boys).

This video provides a visual account of the Georgia branch of the Sons of Liberty. It discusses the meeting at Tondee's Tavern and their reaction to the Stamp Act. This video lasts 8:25 minutes.

"Savannah Under Attack." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 4 Sept. 2008, [www.gpb.org/georgiastories/story/savannah\\_under\\_attack](http://www.gpb.org/georgiastories/story/savannah_under_attack).

This video provides details about the siege of Savannah and the personalities involved in this war effort.

Schmidt, Jim. "John Houstoun (ca. 1747-1796)." *New Georgia Encyclopedia*. 01 October 2014. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/government-politics/john-houstoun-ca-1747-1796>

John Houstoun joined the call for American independence and spent his life defending American liberty. This article describes his political and military efforts to ensure that all citizens were afforded liberty.

Schmidt, Jim. "John J. Zubly (1724-1781)." *New Georgia Encyclopedia*. 15 September 2014. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/john-j-zubly-1724-1781>

The Calvinist minister-turned-pamphleteer helped clarify stands for liberty and constitutional government for early Americans. His stand against independence from Britain, however, branded him a traitor. This article details his continued efforts to help the colonists realize that their move to independence was "an illegal and unjust rebellion of which God disapproved."

Weeks, Carl S. "Peter Tondee (ca. 1723-1775)." *New Georgia Encyclopedia*. 09 May 2014. Web. 21 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/peter-tondee-ca-1723-1775>

This article details the impact of Tondee's Tavern as the location of political drama during the Revolutionary War era and afterwards as the state's new seat of government.

**SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

- d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of the new federal Constitution.

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 served as America's constitution from 1776-1789, provided Americans with an extremely weak central government. This stems from 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; and
- Send and recall Ambassadors.

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

- Levy (impose) taxes to fund the government (the national government had to ask states for support); and,
- Could not regulate the trade of goods between the states (states could place 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;
- A unanimous vote of all 13 states was required for the Articles to be amended; and,
- One vote per state no matter the size of the state's population.

In 1787, the nation's 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 American Indians. 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 thirteen 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.

These weaknesses caused many of the nation's most important leaders, including Alexander Hamilton, James Madison, George Washington, and Benjamin Franklin, to consider revising or even completely discarding the AOC in order to create a new constitution. In 1787, representatives from all 13 states met to do just that.



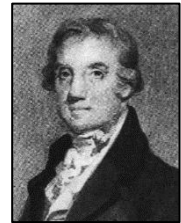
While most in attendance believed that the proceedings would simply revamp the AOC, when they departed, they had created a new constitution that has been the law of the land for over 200 years. Though there were several important people, events, and compromises that occurred during the Constitutional 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 role was 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 the 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 to be determined. Baldwin claimed that this act was one of his greatest accomplishments.

**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.



Abraham Baldwin

**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-1770s. 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.



William Few

### **Glossary**

- **Articles of Confederation** - America's first written constitution; had many limitations that hindered the smooth functioning of the government.
- **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.
- **Constitution** - a written document that outlines a country's government.

- **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.
- **Few, William** (1748-1828) - Georgia signer of the U.S. Constitution; was also a judge and legislator for Georgia and New York.
- **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.
- **Judicial Branch** - governmental branch responsible for interpreting laws.
- **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.
- **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.

**Resources:**

“Abraham Baldwin, A Georgia Biography.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 14 Mar. 2016, [www.gpb.org/georgiastories/stories/abraham\\_baldwin](http://www.gpb.org/georgiastories/stories/abraham_baldwin). This video identifies the contributions of Abraham Baldwin to the state of Georgia and to the United States.

Congress of the Confederation. 3/2/1781-3/4/1789. The Articles of Confederation. *The National Archives Catalog*. Document Identifier 301687. <https://catalog.archives.gov/id/301687> This primary source can be downloaded, exported, or printed. It is in its original format and can be difficult to read.

“Georgia and the United States Constitution.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 26 May 2009, [www.gpb.org/georgiastories/stories/georgia\\_and\\_the\\_united\\_states\\_constitution](http://www.gpb.org/georgiastories/stories/georgia_and_the_united_states_constitution). This video describes Georgia's role in the development of the US Constitution.

Smith, Gerald J. “Abraham Baldwin (1754-1807).” *New Georgia Encyclopedia*. 16 August 2016. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/abraham-baldwin-1754-1807>

This article details Baldwin's contributions to the political development of Georgia as a state, including the Three-Fifths Compromise, as well as his interests in creating a valuable educational resource in the University of Georgia.

Smith, Gerald J. “William Few Jr. (1748-1828).” *New Georgia Encyclopedia*. 16 August 2016. Web. 28 October 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/william-few-jr-1748-1828>

This article describes Few's small role at the Constitutional Convention and his opposition to the Yazoo Land Fraud.

The Library of Congress: “The Articles of Confederation”

<http://www.loc.gov/rr/program/bib/ourdocs/articles.html>

This website provides a list of important milestones in the creation of the Articles of Confederation. It also provides many links to other sites, including a Teachers Page and Younger Readers.

Foundations of Government, Law, and the

American Political System: Weaknesses of the Articles of Confederation

[http://www.stlucie.k12.fl.us/Curriculum/resources/ss/files/ss5c14\\_2.pdf](http://www.stlucie.k12.fl.us/Curriculum/resources/ss/files/ss5c14_2.pdf)

**SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.**

- a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals.

Georgia’s General Assembly approved the charter for the **University of Georgia** in January 1785, making it the first state created school of higher education in the United States. Abraham Baldwin (one of Georgia’s signers of the US Constitution) was appointed by Governor Lyman Hall (a signer of the Declaration of Independence) to pen the charter documents for the University. In the charter, he contended that an educated populace was necessary for a free government and that the government should make education available to all, not just the wealthy. He served as president of UGA from 1785 until 1801. The University, however, remained an institution on paper only for the next sixteen years as the state’s government was challenged by creating a functioning state. In 1801, the doors to the University finally welcomed students, and, in 1806, the first permanent building, known as Franklin College, held classes. As the school grew, the name changed from Franklin College to the University of Georgia. For many years, the only college in the University to operate was the Franklin College of Arts and Sciences. Though the University struggled with financial difficulties in its early years, this did not prevent many important Georgia political and business leaders from receiving their higher education. The University’s School of Law was started in 1859. The Civil War saw the University close for two years, and, after the war, the University was saved from potential bankruptcy when it was declared a “land grant institution” by the Morrill Act of 1872. This Act made agriculture and mechanical arts classes available at the University. The early twentieth century brought new schools of learning to the University. Pharmacy, education, business, journalism, and graduate schools, among others, broadened opportunities for Georgia students. In 1918, women attended UGA as regular students. In 1961, UGA was integrated when Hamilton Holmes and Charlayne Hunter were the first Black students to enroll. Since that time, UGA has continued to expand learning opportunities and its public service programs.

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 United States’ first state sponsored University.

The focus of this standard should be the westward movement of the state capitals as American Indian territory was ceded to the state of Georgia. The information provided goes beyond the time period of 1790-1840. It is included to ensure that students recognize the continued westward movement of the state capital as the state’s population moves west.

There have been five cities that have served as the state capital of Georgia.

**Savannah** served as the colonial “capital” of Georgia. Official power, however, was maintained by the Trustees who remained in England. When the Trustee period ended, Savannah was deemed the “seat of government” and the royal governor, legislative assembly and courts were headquartered there. Georgia’s first

state constitution (1777) directed the legislature to meet there but gave the government some latitude in determining the assembly's meeting places.

The advancement of the British military encouraged the Patriots to move the state capital upriver to **Augusta**. This was the beginning of the rotating capitals; war activities would cause the seat of government to move back and forth between Savannah and Augusta. Ultimately, many believed that Augusta was located too far east as the population of the new state was rapidly moving west into American Indian territory. The desire was to locate the capital in a central, accessible location.

**Louisville**, named after French King Louis XVI for his assistance during the American Revolution, was Georgia's third state capital from 1796-1807. Located in Jefferson County, Louisville was selected as the capital because its location was the center of Georgia's population. 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 that 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. One of the most famous events in Louisville was when the state legislators publically set fire to the Yazoo Land Act with a magnifying glass.

Creek lands west of Louisville were ceded to the state in 1802, and, without delay, the push to move the state capital westward was underway. **Milledgeville**, named after the current governor John Milledge, served as the state capital for sixty years. The capital remained in Milledgeville during the Civil War, but it was abandoned as General Sherman made his way toward the city. Government documents were loaded onto trains to be evacuated to safety. After the war, the Union troops denied the meeting of the legislature, and took charge of Georgia's government. A new constitution was adopted and elections were held and the legislature reconvened in Milledgeville.

The final state capital was eventually located in **Atlanta**. The removal of the Cherokees in 1838 led state lawmakers to anticipate another westward move for the state capital. The chartering of the Western and Atlantic Railroad led to the development of the town of Terminus. Renamed Marthasville, after former Governor Wilson Lumpkin's daughter Martha, residents soon protested that the name was too feminine for the frontier. In 1847, the General Assembly renamed the town Atlanta, in deference to the Western and Atlanta Railroad. It wasn't until after the Civil War that the state capital was officially moved to Atlanta. In 1868, a new constitutional convention was ordered to meet in Atlanta by General Pope. Better rail accessibility and a growing population were touted as reasons for moving the state capital to Atlanta. The move was ratified in 1868 and Atlanta became the final state capital.

It is interesting to note that, in 1919, a suggestion was floated to move the state capital to Macon, a more centrally-located city. While some state offices have since moved to the Macon and Tifton areas, the state capitol complex remains in Atlanta.

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.

### **Glossary**

- **Morrill Act of 1862** - provided federal money to colleges identified as "land grant universities" throughout the United States.
- **S.A.L.M.A.** - an acronym for the capitals of Georgia: Savannah, Augusta, Louisville, Milledgeville, and Atlanta.
- **Terminus** - an early name for the city of Atlanta; in 1837, this was the site where the end of the Western and Atlantic Railroad "terminated," hence the name Terminus; this name was never an official name.

- **University of Georgia** - the first state sponsored public University in the United States; founded in 1785.

**Resources:**

Dendy, Larry B. "University of Georgia." *New Georgia Encyclopedia*. 31 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/education/university-georgia>

This article provides a detailed history of UGA, particularly information about UGA's involvement with public service and research.

Jackson, Edwin L. "Georgia's Historic Capitals." *New Georgia Encyclopedia*. 02 August 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/government-politics/georgias-historic-capitals>

Providing detailed accounts of Georgia's state capitals, this article navigates the movements of the state capitals.

Reed, Thomas Walter. *History of the University of Georgia*. Athens, Georgia: University of Georgia, ca. 1949. Digital Library of Georgia. <http://dlg.galileo.usg.edu/reed/>

Thomas Walter Reed was a member of the UGA community from 1885 – 1950 as the University's registrar. This document details the administrations of the University presidents from the beginning of the University until his retirement in 1950.

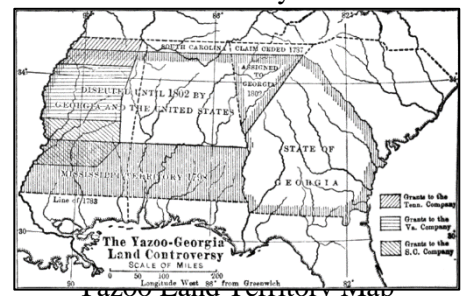
**SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.**

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

After the American Revolution, Georgia gained access to a large amount of land from the American Indians who sided with the British. The land Georgia claimed stretched all the way to the Mississippi River. Revolutionary War veterans, among others, believed that all citizens had the right to land ownership in these newly claimed lands. Georgia's political leadership believed that the ideas espoused by the Declaration of Independence supported these land ownership considerations. Though the people and their leaders were in agreement about the people's need for land to support a healthy democracy, however, the allocation of the land to the people became a debatable issue. These land policies were known as the headright system, land lotteries and the Yazoo Land Act.

The first approach employed was called the **headright system**. By 1783, under this system, Georgia gave thousands of acres of land to soldiers who had fought during the Revolution. Under this system, men who did not fight in the Revolution could also receive free land. Heads of households (white men over the age of 21) could receive up to 200 acres of land. Men who had families or slaves received even more. This system ended when there were too many claimants and not enough land to offer.

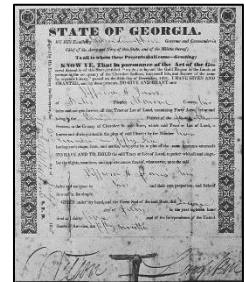
The second approach was called the **Yazoo Act** (1795) which was named after a river in the present state of Mississippi. This act sold much of the land that would become Alabama and Mississippi to four land companies for \$500,000. Soon after Georgia governor, George Mathews, signed the Yazoo Act into 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. The "Burning of the Yazoo Act" at Louisville 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.

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 a ticket. On the day of the lottery, the participants' names were placed in one drum while the land 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. The land lotteries gave three quarters of Georgia's land to 100,000 families.



Cherokee Land Lottery Deed

### Glossary

- **Creek Indians** - American Indian tribe that lived in southern Georgia; was removed from the state through treaties in the 1820's.
- **Headright System** - land allocation approach that provided the head of a family up to 200 acres of free land in the Georgia frontier.
- **Land Lottery** - land allocation approach that gave the average Georgian a chance to buy land at pennies on the dollar.
- **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.

### **Resources:**

Georgia Archives. *Land Lottery Records*. University System of Georgia. 2016.

[http://www.georgiaarchives.org/research/land\\_lottery](http://www.georgiaarchives.org/research/land_lottery)

This database provides a bulleted list of important facts about the land lotteries that occurred in Georgia. Readers can click on the years of each lottery and find more specific information about that year's lottery.

Gigantino, Jim. "Land Lottery System." *New Georgia Encyclopedia*. 02 August 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/land-lottery-system>

This article provides detailed information about each of the eight land lotteries that occurred in Georgia.

Laplugh, George R. "Yazoo Land Fraud." *New Georgia Encyclopedia*. 31 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/yazoo-land-fraud>  
The actions of the land speculators and their fraudulent transactions are detailed in this article. Also provided is a map of the Yazoo land area and the well-known illustration of the burning of the Yazoo documents. Included are references to other print resources.

**SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.**

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

Of the hundreds of technological developments in the early nineteenth century, there were two that profoundly changed the way of life for Georgians. The development of the **cotton gin** transformed the production of cotton into an economic windfall for the state, however, at an immense human cost in the form of slavery. Aiding in the transport of raw cotton to the ports on the coast were the **railroads** that crisscrossed the state. These two developments would change Georgia forever.

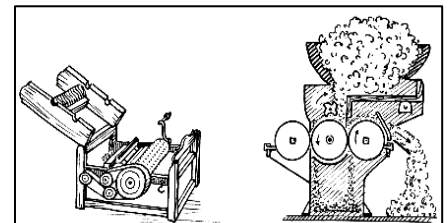
The **cotton gin's** impact on Georgia's economic and population growth came with a terrible cost, the expansion of slavery. According to historical tradition, the idea for the cotton gin was conceived by Eli Whitney, a northerner who had moved to Georgia in 1793. During this time period, tobacco, which 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 a more profitable crop.



*Eli Whitney*

Until the development of the cotton gin (short for engine), seeds in the cotton lint had to be removed by hand. This tedious process was time consuming, and most farmers could not "clean" more than one pound of cotton a day. Eli Whitney "developed" a machine that was capable of removing the seeds from up to 50 pounds of cotton a day. (Be sure to explain to students that the machine did not pick the cotton; it was used to separate the seed from the lint. Showing a photograph of a cotton gin would help in their understanding.) Due to the machine's efficiency, the growth of cotton became profitable in Georgia and in the rest of the South. This led to westward expansion as farmers sought land capable of producing the crop. With the focus on growing cotton due to its profitability, the South became a dominant force in producing much 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 led to the South becoming 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 in the early 1900s to encourage diversification of southern agricultural production. Second, and more importantly, due to the cotton gin's effectiveness, slavery increased in Georgia and throughout the South. Due to cotton's profitability, more slaves were needed in its production. This led to the South's support and defense of the institution of slavery.



Cotton Gin (Engine)

The controversy of Whitney's involvement in the development of the cotton gin offers teachers an opportunity to engage students in a historical inquiry lesson. The teacher should locate 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 could 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.

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 ten for railroad track mileage. Georgia had the more miles of track than any other of the southern states.

As mentioned earlier in this standard, Atlanta was first known as Terminus, the "end of the line". As a railroad town from its beginning, Atlanta became the first major American city to be built on a location without a navigable river.

### Glossary

- **Railroad** - 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.
- **Whitney, Eli** - created an early cotton gin that separated the cotton seeds from the cotton lint.

### **Resources:**

Hargrett, Elizabeth. "Cotton Gins." *New Georgia Encyclopedia*. 03 August 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/cotton-gins>

This article discusses the invention of the cotton gin, Whitney's involvement and the patent claims made by other individuals. Also included are photographs of Whitney and a cotton gin. References to other resources are included.

"King Cotton and the Cotton Gin." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 8 Sept. 2008, [www.gpb.org/georgiastories/story/king\\_cotton\\_and\\_the\\_cotton\\_gin](http://www.gpb.org/georgiastories/story/king_cotton_and_the_cotton_gin).

This video analyzes the impact of the cotton gin on the production of cotton in Georgia.

Storey, Steve. "Railroads." *New Georgia Encyclopedia*. 18 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/business-economy/railroads>

This article provides detailed information about specific rail lines and their impact on the economic development of the state.

"The Railroads: Economic Boom." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 8 Oct. 2008, [www.gpb.org/georgiastories/stories/railroads\\_economic\\_boom](http://www.gpb.org/georgiastories/stories/railroads_economic_boom).

This video describes the benefits of the railroad as a form of transportation.



**SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.**

d. Describe the role of William McIntosh in the removal of the Creek from Georgia.

A confederation of several southeastern tribes, the Creek Nation was 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 cede 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 resulted 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.



William McIntosh

**William McIntosh** (1778-1825) was a Creek chief with a Scottish father and Creek mother. McIntosh was also first cousins with Georgia's governor George Troup and was related by blood or marriage to several prominent Georgia families. This helped solidify his political connections and loyalty to the United States. 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 befriendng an 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 encouraging the move to agricultural production and slaveholding. McIntosh led this lifestyle himself, being the owner of two plantations. Most Creeks did not support his abandonment of their 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 for \$200,000, without the tribe's consent. 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.

### Glossary

- **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.
- **McIntosh, William** (1778-1825) - Creek chief who illegally signed the Second Treaty of Indian Springs; was murdered by his tribesmen for this action.
- **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.
- **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.
- **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.
- **White Sticks** - Creek Indians during the Red Stick War who were loyal to the United States

### **Resources:**

Frank, Andrew K. "Creek Indian Leaders." *New Georgia Encyclopedia*. 02 August 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/creek-indian-leaders>

This article describes many of the Creek chiefs throughout Georgia's history. It includes McIntosh and his involvement in the Treaty of Indian Springs.

Saba, Natalie D. "George Troup (1780-1856)." *New Georgia Encyclopedia*. 11 September 2014. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/government-politics/george-troup-1780-1856>

This article describes Troup's involvement with the removal of the Creek Nation from Georgia. It discusses his support of the Treaty of Indian Springs and his refusal to back down in his removal efforts.

Stock, Melissa. "William McIntosh (ca. 1778-1825)." *New Georgia Encyclopedia*. 16 August 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/william-mcintosh-ca-1778-1825>

McIntosh's political connections and their impact on the Creek Nation are discussed in this article. Provided also are pictures of McIntosh and references to other print resources.

### **SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.**

- e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and *Worcester v. Georgia*) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

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.

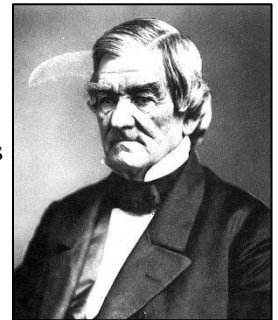
Once peace was established, the Cherokee made several treaties with the United States government, including one that led to the Federal Road being built through their land. During this time period, the Cherokee began to believe that their best hope for maintaining their land would be to transform their 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 Moravian missionaries to set up schools and adopted an agricultural system that included the use of slavery. However, none of these changes stopped the White settlers in Georgia from demanding their removal. Once gold was discovered in 1828, the push for Cherokee removal to 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.

**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, similar to McIntosh, was also of mixed heritage. Like many of 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, White 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.

John Ross



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 in 1866.

The **Dahlonega Gold Rush** sped the removal of the Cherokee from north Georgia. 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 to claim land in the area that 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 through the lottery. Hungry for land and gold, Whites began to demand the removal of the Cherokee. 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 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 north Georgia, Georgia's gold rush ended as soon as the first nugget was found in California.

**Worcester v. Georgia** (1832) was a landmark court case that should have protected the Cherokee from removal. The Supreme Court's decision declared that the Cherokee Nation was sovereign and was 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 led 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.

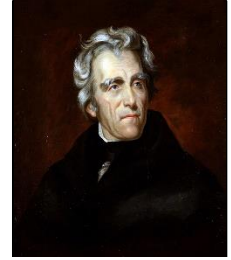
The Cherokee Nation hired lawyers to represent the missionaries to appeal their sentencing. The Supreme Court ruled in their favor and Chief Justice John Marshall condemned legislators of Georgia for their actions. However, due to President Jackson's unwillingness to enforce the court's decision, Georgia 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.

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.

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.

**Andrew Jackson** and **John Marshall** played significant roles during the Indian Removal on opposite ends of the spectrum. As discussed previously, Marshall ruled in favor of the missionaries and the Cherokee in general, in the *Worcester v. Georgia* decision. 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 American Indians, believed that they should be moved to Indian Territory. One Cherokee, who had fought with Jackson against the Creeks, is said to have stated that if he knew how Jackson would have treated American 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 American Indian 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.



Andrew Jackson

Still others have argued that it was Jackson's intense racial prejudice of American Indians 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." 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." 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.

The **Trail of Tears** is the end result of many years of litigation between the state of Georgia and the United States government. 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. Cherokee who lived on private land, not tribal land, were not forcefully removed. Led by General Winfield Scott, the army rounded up as many Cherokee as they could locate and housed them in temporary stockades. Once they were satisfied that they found as many Cherokee 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. 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. The Cherokee Nation is now the largest tribe in the United States.

### Glossary

- **Cherokee Indians** - Native American tribe that lived in northwestern Georgia; forcefully removed from the state in the early 1830's.
- **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.
- **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.
- **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.
- **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 threaten to send troops.
- **Ross, John** (1790-1866) - Principal Chief of the Cherokee Indians who tried to use legal means to fight against removal.
- **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 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.
- **Worcester v. 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.

**Resources:**

Boulware, Tyler. "Cherokee Indians." *New Georgia Encyclopedia*. 19 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/cherokee-indians>  
This very detailed account of the Cherokee describes their nation from its beginnings to their removal from Georgia in the Trail of Tears. Included are John Ross, *Worcester v. Georgia*, the discovery of gold in Dahlonega, and the Treaty of New Echota. Also included are photos and drawings of people and events in Cherokee history.

Garrison, Tim A. "Cherokee Removal." *New Georgia Encyclopedia*. 19 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/cherokee-removal>  
This article details the origins of the removal policy regarding the Cherokee. It describes the acculturation efforts of the Cherokee in their attempt to remain in their homeland.

Garrison, Tim A. "Worcester v. Georgia (1832)." *New Georgia Encyclopedia*. 19 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/government-politics/worcester-v-georgia-1832>  
This article outlines the events that led to the Supreme Court decision that has impacted American Indian policy since 1832. Included is information about Samuel Worcester, John Ross, John Marshall and Andrew Jackson.

"John Ross, A Georgia Biography." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 29 May 2009, [www.gpb.org/georgiastories/stories/john\\_ross](http://www.gpb.org/georgiastories/stories/john_ross).  
This video provides insight into the life of Chief John Ross and his attempt to keep Cherokee lands in north Georgia.

Johnson, Edward A. "Dahlonega." *New Georgia Encyclopedia*. 09 September 2014. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/dahlonega>  
This article relates the impact of the discovery of gold on the small town of Dahlonega. It details the town's growth and decline during and after the gold rush.

Taylor-Colbert, Alice. "John Ross (1790-1866)." *New Georgia Encyclopedia*. 16 August 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/john-ross-1790-1866>  
This article relates John Ross's deep belief in the U.S. government and his never wavering belief that his Cherokee nation would be protected by the government.

Williams, David. "Gold Rush." *New Georgia Encyclopedia*. 11 October 2016. Web. 02 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/gold-rush>  
Included in this article are accounts of the Great Intrusion and the process of gold mining. Also discussed are the gold mint, the Trail of Tears and the impact of the difficulties in harvesting gold.

**SS8H5 Analyze the impact of the Civil War on Georgia.**

The Civil War is likely the most researched and analyzed period of American history. The causes, events, and outcomes still impact and resonate with Americans today.

Georgia's role in the years leading up to the war, during the war itself, and during Reconstruction was significant. Slow to secede from the Union, this slave-holding state encouraged compromise through the Georgia Platform when confronted with the Compromise of 1850. 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. A well-known opponent of secession was Georgia's own 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 Confederate States of America (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.

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 that happened during the Civil War.

**SS8H5 Analyze the impact of the Civil War on Georgia.**

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.

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 economic 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 hoped that later generations would find a way to end it, their sons and grandsons 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 abolitionists such as Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe, began to despise slavery and call for its end. Others simply became uncomfortable with its existence in the nation's borders and disagreed with its expansion.

The gap between the two regions 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.

A major conflict in the history of the United States, from its creation to the present, is the issue of **states' rights**. States' rights regard 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. All of the signers of the U.S. Constitution knew that the federal government needed to have more power than it had under the Articles of Confederation to run the country effectively. However, once the Constitution was ratified, 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.

A states' rights issue, the **nullification** crisis in the early 1830's, 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 threatened to nullify the tariff and even possibly 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 for the time being.

Another states' rights issue occurred in Georgia. Georgia lost the *Worcester v. Georgia* 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.

The issues of slavery, tied with the concept of states' rights, left a huge rift in the country. Controversy after controversy widened this gap, and for almost 40 years, members of the U.S. Congress tried to close wounds with **compromises and acts** that amounted to temporary 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 physical war between the North and South appeared to be almost inevitable.

The first compromise was called the Missouri Compromise, an agreement between the northern and southern states about allowing Missouri to enter the Union. The issue with this compromise focused on disrupting the balance of power between the slave and free states in Congress. Allowing Missouri to enter as a slave state and Maine to enter as a free state enabled the balance of power to remain the same for almost 30 years as states were entered into the Union in free and slave pairings. 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 than it did. However, Senators Henry Clay and Stephen A. Douglas wrote the Compromise of 1850, a bill that both groups grudgingly agreed to approve.

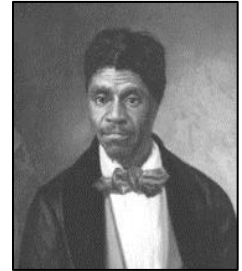
Though there were several provisions in the **Compromise of 1850**, the two most important were that California was admitted as a free state resulting in a power imbalance in both the House and Senate. In turn, Northern congressmen agreed to pass the **Fugitive Slave Act**, which guaranteed the return of any runaway slaves 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.

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 US 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 provided a response to the compromise, known as the **Georgia Platform**. This document outlined southern rights as well as the South's devotion to the Union. It established Georgia's conditional acceptance of the Compromise of 1850. With Georgia leading the way, other southern states also accepted the Compromise preventing a civil war for 11 years.

**The Dred Scott Case** (1857) ended in a Supreme Court ruling that greatly favored the southern view of slavery and led 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 spent 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. It's interesting to note that Georgia native, Justice James Moore Wayne, was instrumental in rendering this decision as he concurred with Chief Justice Taney. Maintaining his loyalty to the United States, Wayne remained on the Court for the duration of the war even though the Confederacy deemed him a traitor and seized his property. He was the only justice from the Deep South to remain on the Court during the war years.



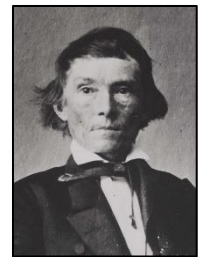
Dred Scott

The final situation that plunged the United States into the Civil War was **Abraham Lincoln's election in 1860**. Due to the dramatic sectionalism that was dividing the country, four presidential candidates ran for office in 1860. These men were Abraham Lincoln, John Breckenridge, John Bell, and Stephen Douglas. Because of 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. Georgia would ultimately stand with candidate John Breckenridge. Lincoln was not on the ballot in Georgia as he was not in most southern states

Lincoln won the election of 1860 with 180 electoral votes (152 electoral votes were needed to win at that time). 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.

In 1861, there was a spirited **debate over secession** in the Georgia General Assembly to determine if Georgia 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. Georgia 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 an early vote 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.



Alexander Stephens

As information: 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 the 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 military engagement, 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.

### Glossary

- **Cotton Gin** - machine invented by Eli Whitney in 1793 that quickly removed seeds from the cotton fibers.
- **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.
- **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.
- **Election of 1860** - election where Abraham Lincoln defeated three opponents to win the presidency; upon Lincoln’s election Southern states seceded from the Union.
- **Free States** - states where slavery was not legal.
- **Fugitive Slave Act** (1850) - act that required runaway slaves to be returned to their masters if caught anywhere in the United States.
- **Georgia Platform** - position supported by several prominent Georgia politicians who supported the Compromise of 1850.
- **Lincoln, Abraham** (1809 – 1865) - The 16th president of the United States, Lincoln preserved the Union during the U.S. Civil War and brought about the emancipation of slaves.
- **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.
- **Secession** - the act of separating from a nation or state and becoming independent; the withdrawal of eleven southern states from the Union in 1860, leading to the Civil War.
- **Slave States** - states where slavery was legal.
- **Slavery** - involuntary servitude of African-Americans or Blacks in the United States from 1619-1865.
- **States’ Rights** - the belief that a state’s sovereignty is more important than 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.).
- **Whig Party** - national political party originally formed in opposition to Andrew Jackson’s policies; influential second party in Georgia until the Civil War.

**Resources:**

Carey, Anthony G. "Secession." *New Georgia Encyclopedia*. 02 August 2016. Web. 11 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/secession>

Providing a detailed summary of Georgia's role in secession, this article describes the difficult decision of the cooperationists (pro-Union) and the secessionists (pro-separation).

"Dred Scott Decision." *Today in Georgia History*. Georgia Historical Society and Georgia Public Broadcasting. 2011-2013. <http://www.todayingeorgiahistory.org/content/dred-scott-decision>

This short video relates Georgia's connection to the Dred Scott decision, Justice James Moore Wayne.

Inscoc, John C. "Georgia in 1860." *New Georgia Encyclopedia*. 03 August 2016. Web. 11 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/georgia-1860>

This article provides a description of Georgia's population, class and wealth structure, agriculture and industrial development in 1860, just as the Civil War is gaining momentum.

Justice, George. "Georgia Secession Convention of 1861." *New Georgia Encyclopedia*. 02 August 2016. Web. 11 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/georgia-secession-convention-1861>

This article provides a detailed account of the proceedings of Georgia's journey toward secession. It lists other resources and provides pictures of the actual Secession Ordinance.

Osborn, Kyle. "Georgia and the Sectional Crisis." *New Georgia Encyclopedia*. 02 August 2016. Web. 11 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/georgia-and-sectional-crisis>

This article provides a detailed analysis of Georgia's role in the developing sectional crisis before the Civil War. Also addressed is the Georgia Platform and the Election of 1860.

"The Growth of Slavery." *Georgia Stories*. Georgia Public Broadcasting, 2016.

[http://www.gpb.org/georgiastories/story/growth\\_of\\_slavery](http://www.gpb.org/georgiastories/story/growth_of_slavery)

This video provides a visual account of slavery in Georgia. It details specifically the Underground Railroad and the secret codes, passwords, and the use of signal lights used to help slaves move to freedom. There are teacher resources to support this video.

Young, Jeffrey R. "Slavery in Antebellum Georgia." *New Georgia Encyclopedia*. 17 October 2016.

Web. 11 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/slavery-antebellum-georgia>

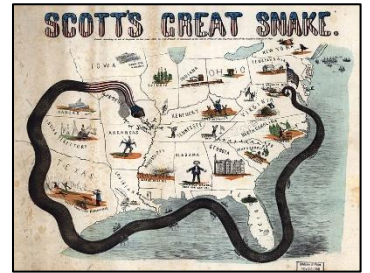
This article provides a detailed account of slavery and its impact in Georgia.

**SS8H5 Analyze the impact of the Civil War on Georgia.**

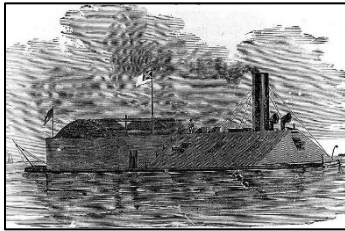
- b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

In this standard, students should focus on the role of Georgia during the Civil War. While it may be helpful to student understanding to relate national events of the war period, the focus should be on Georgia's involvement in the war effort.

One of the United States' most important strategies during the Civil War is often called the **Union Blockade** of Georgia's coast. The North's primary 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. General Winfield Scott was the mastermind behind the strategy, often called the "**Anaconda Plan**" due to its intention of "squeezing" the CSA to death. The press dubbed it the "Anaconda Plan" as a critique, believing it to be too passive and too difficult and slow to implement. Despite initial criticisms, this strategy proved to be a factor in the US victory.



Anaconda Plan Map



Example of a southern ironclad

At first, the Union blockade was not successful and almost nine out of ten "**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-barrel cannon. Once this fort was destroyed, the North was able to effectively restrict continued to attempt to sneak past the Union blockade, and build several gun boats, including three "ironclads," Georgia was unable to effectively deal with the power of the Union Navy. 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.

The Battle of Antietam (1862), the bloodiest one day battle of the Civil War and considered a draw with no clear winner, was the "victory" Abraham Lincoln needed to release his **Emancipation Proclamation**. One week after this battle, 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 discouraged other European powers from involvement in the Civil War.



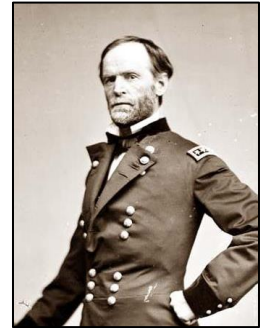
Emancipation Proclamation

For the first three years of the Civil War, Georgia was virtually left untouched by the war. 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 USA 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 significant 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's army in the area and attacked.

This battle is significant for several reasons. It was the largest Union defeat in the Western theater of the Civil War. After the battle, Bragg, who was preoccupied with his enormous losses, failed to follow the Union forces back into Chattanooga. Eventually, the Confederates turned their attention to Chattanooga but were soundly defeated by Union troops and reinforcements under the leadership of General Ulysses Grant. This southern defeat provided Grant the stepping stone which 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.

To many Georgians, General William T. Sherman's actions during the Civil War make him the most hated figure in the state's history. However, 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 social, economic and political history of the state.



William T. Sherman

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. Capturing the city would bring a devastating blow to the Confederacy because Atlanta's was the major railroad hub of the South and had adequate industrial capabilities. The campaign took almost four and one-half 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 out numbered almost two to one, he should use defensive tactics to slow down Sherman's aggressive campaign. He 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 2,000 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 Atlanta, CSA President Jefferson Davis removed Johnston from command and replaced him with General John B. Hood, who would attack Sherman's larger army head-on in order to protect the city. Though Hood did as ordered, his attacks were unsuccessful and did not deter Sherman and his movements toward Atlanta. It should be pointed out that there was not one major battle to take Atlanta but instead 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 to Union occupation. Sherman held the city for more than two months, while planning for what was to be the March to the Sea. On Nov 15, 1864, Sherman's army left Atlanta. Whether or not the Union army was solely to blame for the fire that spread through the city as it 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. 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 boosted the will-power to continue fighting. With Sherman's victory, Lincoln was assured a triumph in the 1864 presidential election.

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 implemented the Union's hard-war philosophy, creating a path of destruction that was 300 miles long and 60 miles wide. His plan to wreak havoc on Georgia's infrastructure (railroads [Sherman's neckties], roads, cotton gins and mills, warehouses) that assisted in supplying Confederate troops was intentional and deliberate. However, it is widely disputed about how Union soldiers were ordered to behave during the march. Per written orders from Sherman before leaving Atlanta, Union troops were permitted to "forage liberally on the countryside", but were prohibited from trespassing and entering homes. Sherman's ill-disciplined men burned buildings and factories, looted civilian food supplies and took civilian valuables as treasures of the march. Modern historians believe that violent aggression was not the norm, but rather the exception. Sherman's lack of tolerance of violence led to prosecution but, there is ample evidence that the invading army often intimidated Georgians. Sherman believed that destroying the morale of Georgians would lead to a quick end of the war.

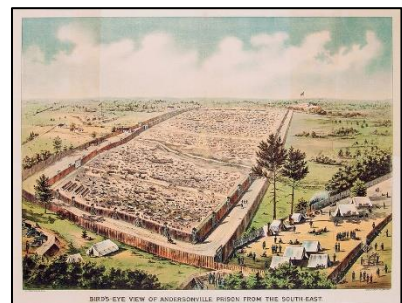


Sherman's Neckties

The only major infantry battle during the march happened at Griswoldville, a small town that produced the Colt Navy Revolver. Sherman's men encountered a Georgia militia unit comprised of men too old and boys too young for service in the regular army. The rather lopsided result (Union losses: 62 soldiers v. Georgia militia losses: over 650 men and boys) allowed Sherman's forces to continue their move toward Savannah. Calvary skirmishes along the way resulted in the same, an unobstructed path toward the port city. In the end, Savannah, not wanting to receive the same bombardment and destruction that beset Atlanta, surrendered to Sherman without a fight on December 22, 1864. Sherman wrote to Abraham Lincoln that Savannah was his Christmas present (along with about twenty-five thousand bales of cotton that was ultimately shipped to Northern factories).

**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 flowed through the camp, became infested with diseased human waste and other sewage. This encouraged disease to spread rapidly throughout the prison camp. 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 turned on each other and a group of soldiers known as "the raiders" terrorized the fellow prisoners by robbing and beating them. Their crimes were countered by the regulators, a band of men who tried to stop the raiders. Six of these raiders were later hanged for their crimes. With these horrible conditions, more men died (over 13,000) at Andersonville than at 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. While some supported 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 prison. There was an effort to relieve the overcrowded conditions at Andersonville by building Camp Lawton near Millen, Georgia, but the advancing of Sherman's



Andersonville Prison (Fort Sumter)

army through southeast Georgia kept the CSA from moving men from Andersonville to the less crowded location.

### Glossary

- **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.
- **Atlanta Campaign** - a series of battles fought in the Western Theater of the American Civil War throughout northwest Georgia and the area around Atlanta during the summer of 1864; a 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. Included the battles of Dalton (Union victory), Resaca (Union victory), and Kennesaw Mountain (Confederate victory; only Union loss during the campaign).
- **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 Ezra Church** (July 28, 1864) - Union victory; battle during Sherman's Atlanta Campaign.
- **Battle of Peachtree Creek** (July 20, 1864) - Union victory; battle during Sherman's Atlanta Campaign.
- **Blockade Runners** - private Southern ships that attempted to "break" the Union blockade and trade cotton with European countries for manufactured goods.
- **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.
- **Ironclads** - warships covered in steel and iron used in the Civil War.
- **March to the 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.
- **"Scorched Earth" Policy** - all of the assets that are used or can be used by the enemy are targeted, such as food sources, transportation, communications, industrial resources, and even the people in the area; Sherman employed this policy during his March to the Sea campaign.
- **Sherman, William T.** (1820–1891) - a U.S. Civil War Union Army leader known for "Sherman's March," in which he and his troops laid waste to Georgia and other Southern states.
- **Union Blockade** - a naval strategy by the United States to prevent the Confederacy from trading. The Union wanted to try and choke off resupply to the South, and to prevent the shipment of arms, ammunition and material to the Southern States.

### **Resources:**

"Andersonville Prison." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 2 Oct. 2008, [www.gpb.org/georgiastories/stories/andersonville\\_prison](http://www.gpb.org/georgiastories/stories/andersonville_prison).

This video discusses the conditions found in the overcrowded Civil War prison.

Bailey, Anne J. "Sherman's March to the Sea." *New Georgia Encyclopedia*. 19 October 2016. Web. 28 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/shermans-march-sea>

This article details the events of Sherman's March to the Sea. Listed are nine print resources and

numerous Georgia Historical Society and NPR resources. Included is a listing of “partner links” to the Digital Library of Georgia, Georgia Info sites, as well as a video of The Stories of Atlanta: Sherman.

Bohannon, Keith S. “Battle of Chickamauga.” *New Georgia Encyclopedia*. 01 November 2016. Web. 28 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/battle-chickamauga>

This article details the events of the Battle of Chickamauga. The bibliography on the website provides several other print and web resources.

Davis, Robert S. “Andersonville Prison.” *New Georgia Encyclopedia*. 18 October 2016. Web. 28 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/andersonville-prison>

This article describes in detail the atrocities that occurred at Andersonville.

Davis, Stephen. “Atlanta Campaign.” *New Georgia Encyclopedia*. 12 October 2016. Web. 28 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/atlanta-campaign>

Providing an extensive accounting of the battles to secure the city of Atlanta by Union forces, this article also lists ten print resources and a variety of web resources.

Elliott, J. B. Scott's Great Snake. Entered according to Act of Congress in the year 1861. [S.l., 1861] Map. Retrieved from the Library of Congress. <https://www.loc.gov/item/99447020/>

This site provides the map of the Union’s Anaconda Plan.

History.com Staff. “Sherman’s March.” *History.com*. A&E Television Networks, 2010. Web. 28 Nov. 2016. <http://www.history.com/topics/american-civil-war/shermans-march>

This video provides insight into Sherman’s March and the continuing struggles by historians to determine what was to be tolerated on the march, how violence was treated and the truth about what happened as the state of Georgia was invaded.

O'Donovan, Susan E. “Emancipation.” *New Georgia Encyclopedia*. 02 August 2016. Web. 28 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/emancipation>

This article describes the piecemeal approach of liberating Georgia’s slaves throughout the Civil War and the impact of freedom on the newly freedmen.

“The March to the Sea.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 20 Nov. 2008, [www.gpb.org/georgiastories/stories/march\\_to\\_the\\_sea](http://www.gpb.org/georgiastories/stories/march_to_the_sea).

This video examines Sherman’s March to the Sea. Also provided are teacher resources including a teacher’s guide.

### **SS8H6 Analyze the impact of Reconstruction in 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



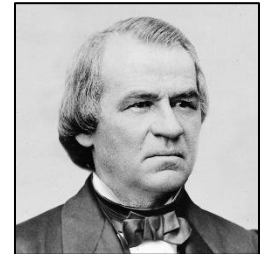
after Reconstruction ended, southern Democrats regained political authority and white supremacy and Jim Crow laws became the law of the land for over 90 years.

**SS8H6 Analyze the impact of Reconstruction in Georgia.**

- a. Explain the roles of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments in Reconstruction.
- b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.

From 1865–1872, three Reconstruction plans were enacted in Georgia and three Constitutional amendments were intertwined with these plans. Therefore, standard elements A and B will be addressed together.

The first Reconstruction phase was called **Presidential Reconstruction** (1865-1866). During this plan, President Andrew Johnson, a native of Tennessee who remained 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 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.



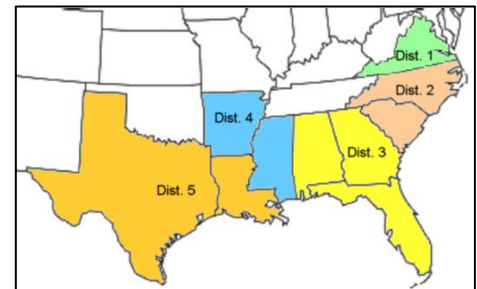
President  
Andrew Johnson

Georgia, taking advantage of this moderate policy, held a constitutional convention in 1866 to secure readmission to the Union. In the new state Constitution, the Ordinance of Secession was repealed and the convention passed the 13th amendment. However, the Constitution was very similar to the one that of the Secessionist Constitution of 1861, including an amendment banning interracial marriage. Nonetheless, because the state passed the 13th amendment, Georgia was readmitted into the Union in December of 1865. This proved to be a temporary situation.

Trouble began brewing again between the Southern states and the Republican controlled Congress when several former Confederate leaders were elected back into the state and national governments. In Georgia, former CSA Vice President Alexander Stephens, and CSA Senator Hershel Johnson, were elected Georgia's two U.S. Senators. 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 proceedings 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 known as **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 created five military districts in the South, with Georgia, Alabama, and Florida making up the third district.



Reconstruction Act Districts

Under **Military Reconstruction** General John Pope served as the third district's first 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 Ku Klux Klan 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.

### Glossary

- **13th Amendment** (1865) - ended slavery in the United States.
- **14th Amendment** (1868) - gave African-Americans or Blacks United States citizenship.
- **15th Amendment** (1870) - gave African-American or Black men the right to vote.
- **Black Codes** - laws created by Southern legislatures during Reconstruction that took away the civil rights of freedmen.
- **Congressional Reconstruction** (1866-1867) - Reconstruction period where Congress took responsibility for bringing the South back into the Union.
- **Military Reconstruction** (1867-1877) - Reconstruction period where the military took responsibility for bringing the South back into the Union; the South was divided into military districts.
- **Ratify** - to pass.
- **Repeal** - to revoke or withdraw formally or officially; usually refers to a law
- **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.

### **Resources:**

Bragg, William H. "Reconstruction in Georgia." *New Georgia Encyclopedia*. 19 October 2016. Web. 20 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/reconstruction-georgia>

Bragg's article provides an overview of the Reconstruction period in Georgia. Included are passages about Presidential and Congressional Reconstruction, former slaves, carpetbaggers and scalawags and Governor Bullock.

"Primary Documents in American History." 13th Amendment to the U.S. Constitution: Primary Documents of American History (Virtual Programs & Services, Library of Congress), Library of Congress, 30 Nov. 2015, [www.loc.gov/rr/program/bib/ourdocs/13thamendment.html](http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html). This Library of Congress database features references to many websites related to the 13th amendment.

### **SS8H6 Analyze the impact of Reconstruction in Georgia.**

- c. Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.

During the Reconstruction period, two organizations emerged that would have an impact on the newly freed slaves. **The Freedmen's Bureau** was designed to give freedmen and poor whites an economic boost and an opportunity to learn to read and write through formal education. On the other hand, the **Ku Klux Klan (KKK)** terrorized freedmen through violence and intimidation. By burning schools and intimidating freedmen, the KKK was at odds with the economic and social improvement desired by 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 Freedmen'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 Freedmen's Bureau continue to this day throughout the South, including two of Atlanta's historical black colleges: Clarke Atlanta University and Morehouse College.



Freedmen's Bureau school

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 concluded that almost 1/5 of the teachers in the Freedmen's schools were native Georgians of both races.

The first incarnation of the **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, the Carpetbagger's white allies from the South) from voting and running for office during the Reconstruction period. Using tactics of intimidation, physical violence and murder against Blacks, the KKK tormented Black organizations such as the Freedmen schools and churches in hopes of establishing social control over African Americans or Blacks and their white allies.

The KKK was successful in their political goals as Democrats gained control of Georgia politics in 1871. Many of the Democrats were members of the Klan, such as former Civil War soldier John B. Gordon. 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, African Americans or 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 around 1871, when Democrats started to regain 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 after the death of Mary Phagan.

## Glossary

- **Freedmen's Bureau** - federal agency created in 1865 to provide aid to former slaves (freedmen).
- **Ku Klux Klan** - terrorist organization created to intimidate and prevent freedmen and Republicans from gaining political power in the South.

**Resources:**

Bryant, Jonathan M. "Ku Klux Klan in the Reconstruction Era." *New Georgia Encyclopedia*. 10 November 2016. Web. 20 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/ku-klux-klan-reconstruction-era>

Bryant details the origins, organization of, and the actions of the KKK. Provided are other resources that extend knowledge about this pivotal organization.

Butchart, Ronald E. "Freedmen's Education during Reconstruction." *New Georgia Encyclopedia*. 13 April 2016. Web. 20 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/freedmens-education-during-reconstruction>

Butchart provides a general examination of the development of education by the Freedmen's Bureau during Reconstruction. He details information about how efforts were organized and supported by the Bureau, the teachers employed to implement Freedmen's programs and how the state of Georgia dealt with the funding of public education in Georgia. Other resources are identified and pictures are included.

Butchart, Ronald E. "Susie King Taylor (1848-1912)." *New Georgia Encyclopedia*. 29 July 2013. Web. 20 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/susie-king-taylor-1848-1912>

This article provides a look into the life of Susie Taylor King, the daughter of slaves who grew up to work in a freedman's school and to write *Reminiscences of My Life in Camp with the 33d United States Colored Troops, Late 1st S.C. Volunteers*, the only memoir published by an African-American woman of her Civil War experiences.

*The Freedmen's Bureau Online*. <http://www.freedmensbureau.com/georgia/index.htm>

This website is a Freedmen's Bureau database that includes information about labor records, marriages and murders and outrages committed against freed Blacks. It includes Georgia records and records from other Southern states.

**SS8H6 Analyze the impact of Reconstruction in Georgia.**

- d. Examine the reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.

For a brief period during Reconstruction, African American or Black 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 African Americans or Blacks were elected to the Georgia General Assembly in 1867. However, within days of convening of the General Assembly, these African American or Black legislators were expelled from the legislature.

The **reasons for the expulsion** of the African American or Black legislators were numerous. As recorded in the Journal of the Senate in 1868, the African Americans or Blacks were simply "persons of color" and, as "non-citizens", were not entitled to hold office under Georgia's Constitution. Georgia's Democratic legislators scoured the state Constitution for any passage that supported the expulsion. Some of the expelled legislators were said to be ineligible for a variety of reasons and were summarily discredited by extreme judgements on their personal characters. Examples included Senator A. A. Bradley, who was declared

ineligible due to his conviction in New York for “seduction” (the Georgia Supreme Court later ruled him innocent of the charges). Senator George Wallace was said to be illiterate. Representative J. T. Costin was determined to be a non-resident of the county for which he was elected. Representative Henry M. Turner was framed for unethical practices while serving as postmaster of Macon. Republican friends of the African American or Black legislators were not numerically strong enough to prevent the expulsion. When the two houses of the General Assembly brought the vote for removal to the floors of the chambers, some Republicans voted with the Democrats to ensure that their removal would happen. Four members, considered to be mulattos (persons of mixed black and white ancestry), were allowed to retain their seats because their African American or Black ancestry could not be proven.

The **effects of the removal** were far-reaching. Republican Governor Rufus Bullock was at odds with the removal and expressed indignation at the action. He ultimately took the expulsion case to Congress, soliciting their help to reinstate the legislators. Led by Robert Toombs, Bullock was censured (an official expression of disapproval) by Georgia’s political leaders due to his attempt to un-do the expulsion. As a result of the expulsion, in the eyes of the U. S. Congress, Georgia remained unreconstructed and was not granted legal return to the United States. The ousted African Americans or Blacks also appealed to Congress for federal intervention before Georgia could be readmitted to the Union.

Dissenting opinions on the questions of removal and reinstatement were printed in Georgia newspapers, also stirring up strong feelings about the action throughout the country. Some papers believed that the courts should render a decision in a test court case and that the decision should be final. Other papers believed that each body of the General Assembly should be the sole judge regarding the eligibility of its members. Through the media of the day, the entire country was agitated by the “act of hostility on the part of the Georgia Legislature.” Georgia was negatively compared to other Southern states as a result.

Meanwhile, African American and Black political leaders suffered “outrages” (an act of wanton cruelty or violence; any gross violation of law or decency). Representative A. Colby was removed from his home and beaten after he requested military protection for a Freedmen’s school. Representative Alf Richardson was murdered by the Ku Klux Klan. Purported charges of rape, murder, and the use of counterfeit money by the African American or Black political leaders kept them at odds with the white population. They were constantly harassed and threatened by the Klan.

African American or Black leaders met in Macon, Georgia in 1868 in a Colored State Convention. Over 135 delegates representing 82 counties met to criticize the Legislature, calling it “illegal and revolutionary.” The main purpose of the convention, however, was to inform the freedmen of the political standing and to offer guidance for the upcoming fall election. Another meeting was scheduled to occur in Southwest Georgia in the town of Camilla. Ousted Representative Philip Joiner led over 200 African Americans or Blacks on a 25-mile march from Albany to Camilla to attend a Republican political rally. Locals in Camilla, who were determined that the Republican rally would not happen, ambushed the marchers as they arrived in Camilla, killing almost a dozen marchers and wounding over 30 others. News of the Camilla Massacre shaped the state and national opinions about the fall elections, causing both Republicans and Democrats to solidify their positions about the 1868 Presidential election. The violence at Camilla intimidated many African Americans or Blacks from participating in the election. In some places, like Albany, African American or Black votes were either destroyed or changed to Democratic votes (Georgia did not use the secret ballot at that time). Republican members of Congress were appalled at the violence and fraud and required Georgia to once more undergo military rule and Radical Reconstruction.

The postponement of restoring Georgia to the United States was delayed as the state was placed under military control per the Georgia Bill. In December, 1869, Federal troops, under the leadership of General Alfred H. Terry, returned to Georgia. Terry ordered the removal of the General Assembly’s ex-Confederates (24 Democrats who could not pass the test-oath about returning to the Union) and replaced them with Republican runners-up. This was known as Terry’s Purge. The expelled African American or Black

legislators were reinstated, thus creating a heavy Republican majority in the legislature. By early 1870, Georgia's General Assembly ratified the Fifteenth Amendment and chose new Senators to send to Washington. In July, 1870, Georgia was readmitted to the Union.

**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).

### Glossary

- **Black Legislators** - during the Reconstruction Period (1867-1876) sixty-nine African-Americans or Blacks 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.

### **Resources:**

Bragg, William Harris. "Reconstruction in Georgia." *New Georgia Encyclopedia*. New Georgia Encyclopedia, 19 Oct. 2016. Web. Mar. 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/reconstruction-georgia>

This website details the events of the Reconstruction period in Georgia.

Christler, Ethel Maude. *The Participation of Negroes in the Government of Georgia, 1867 - 1870*. Atlanta University Center, 1932.

<http://digitalcommons.auctr.edu/cgi/viewcontent.cgi?article=1208&context=dissertations>

Drago, Edmund L. "Black Legislators during Reconstruction." *New Georgia Encyclopedia*. 13 April 2016. Web. 20 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/black-legislators-during-reconstruction>

Drago introduces Black members of Georgia's Reconstruction government. Turner, Tunis Campbell, and Aaron Bradley were the most prominent of these legislators.

Formwalt, Lee W. "Camilla Massacre." *New Georgia Encyclopedia*. 01 August 2016. Web. 13 April 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/camilla-massacre>  
his website provides information about Georgia's Camilla Massacre, an event unknown to common Georgia history until revealed in 1998. Other print resources are identified.

Jackson, Edwin L., and Mary E. Stakes. *The Georgia Studies Book: Our State and the Nation*. Athens, GA: Carl Vinson Institute of Government, U of Georgia, 2004. Print.

This textbook provides basic information of Reconstruction Georgia and the expulsion of the African American or Black legislators.

Klein, Patricia, and Craig Pascoe. *Georgia in the American Experience*. Evanston, IL: McDougal Littell, 2005. Print.

Like the textbook above, this book provides basic information of Reconstruction Georgia and the expulsion of the African American or Black legislators.

Lynch, Matthew. *Before Obama: A Reappraisal of Black Reconstruction Era Politicians*. Santa Barbara, Calif.: Praeger, 2012. Print.

This resource provides information about Reconstruction in Georgia and some of the individuals who were expelled from the legislature.

Meyers, Christopher C. *The Empire State of the South: Georgia History in Documents and Essays*. Macon (Ga.): Mercer UP, 2008. Print.

This print resource discusses the details about the removal of the African American or Black legislators.

**SS8H6 Analyze the impact of Reconstruction in Georgia.**

- e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

**Good and Services Produced – 1865 – 1872**

The end of the Civil War left Georgia in dire straits. From northwest Georgia to Savannah, the state was scarred by Sherman’s devastation of the region. Warehouses, factories and railroads were burned as well as farm implements and other means with which to produce were destroyed. Burdened with a serious labor problem and a banking structure that suffered from the failure of war, Georgia’s economic outlook was dismal.

As the war ended, Georgia farmers (particularly those in Southwest Georgia) were determined to sell the cotton they had in storage. Farmers and plantation owners speculated that future cotton crops would depend on an adequate labor supply. As time progressed, large plantations were sub-divided into smaller farms but the total acreage planted dwindled. The number of coastal farms increased as rice plantation lands were subdivided and sold to new owners.

Georgia’s over-emphasis on cotton production, however, continued to leave the state in distress and to endure continued hardships. Even though it was suggested to “cultivate less land, use more fertilizer, and economize on labor” in 1867, Georgia farmers continued to plant enormous amounts of cotton as cotton prices suggested grand profits. However, the season would be a failure. Repeated crop failures left the state struggling for many years.

During 1865 – 1872, Georgia farmers did grow wheat and corn but diversification of agricultural crops was not to come until the appearance of the boll weevil in the late 1910s.

As restrictions on trade were removed, goods from Northern manufacturers filled shelves of burgeoning businesses in Georgia cities. Buying goods on credit allowed Georgians to purchase items that they did without during the war. Banks eventually opened to take care of the monetary needs of Georgia’s people. Retail stores, often operated by Jews, Northerners and sutlers (people who, during war, followed armies and sold provisions to soldiers), populated the major cities of Atlanta, Savannah, Columbus, Augusta and Macon. Atlanta, though three-quarters destroyed by Sherman’s army during the war, experienced rapid growth due to the dedication of rebuilding the railroads. With 20,000 people moving to Atlanta by 1867, the city was experiencing growth better than ever. Becoming an economic center was essential to the decision to make Atlanta Georgia’s new state capital. As the rail systems in Georgia were reestablished, Columbus revitalized its manufacturing importance in the state. In Savannah, shipping cotton resumed. Textile mills became a vital part of Georgia’s economy. While some of Georgia’s citizens were benefitting from the rebuilding explosion, many citizens struggled to make ends meet, particularly agriculturally based businesses.

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 adequate 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.

### Glossary

- **Sharecropping** - 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.
- **Tenant farming** - 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.

### **Resources:**

Ambrose, Andy. "Atlanta." *New Georgia Encyclopedia*. 04 August 2016. Web. 20 January 2017.  
<http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/atlanta>

This article details the birth, destruction and re-birth of Atlanta into the large metropolis it is today.

Bode, Frederick A. "Tenant Farming." *New Georgia Encyclopedia*. 11 October 2016. Web. 21 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/tenant-farming>

Bode provides insight into the role of tenancy in antebellum Georgia as well as the dead-end nature of tenant farming after the Civil War. Other resources are listed and several pictures of tenant houses are included.

Boney, F. N. "Poor Whites." *New Georgia Encyclopedia*. 16 May 2016. Web. 21 January 2017.  
<http://www.georgiaencyclopedia.org/articles/history-archaeology/poor-whites>

F. N. Boney, UGA professor emeritus of history at the University of Georgia, details the historic nature of Georgia's poor. He discusses stereotypes often associated with economic struggle in Georgia.

## **SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.**

The years between 1877 and 1918 were a time of both great social and economic successes and failures in Georgia's history. 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.

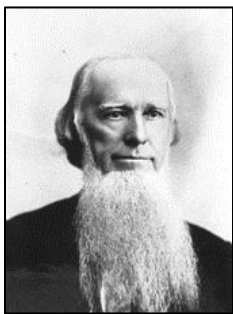
Unfortunately, the “New South Era” was also a time of terrible racism and injustice. Segregation and “Jim Crow” were the law of the land. The resurgence of the Ku Klux Klan (KKK) after the murder of Mary Phagan targeted not only blacks, but Jews, Catholics, and immigrants as well. Tom Watson, once a 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 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 and Booker T. Washington.

**SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.**

- 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.

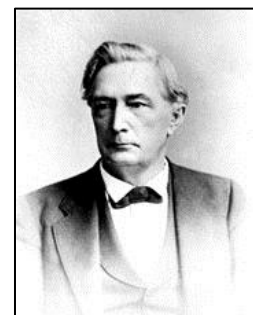
**The Bourbon Triumvirate** was a group of three politicians (Joseph E. Brown, Alfred H. Colquitt, and John B. Gordon) who dominated Georgia politics for over 20 years. These men, who all had been key figures during the Civil War, rotated positions as governor and U.S. Senator from the 1870’s to 1890’s. They held a common interest in developing the railroad and mining industries in Georgia, serving the interests 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 system of leasing convicts to business owners who in turn would provide housing, food and clothing for the convicts). 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.



Joseph E. Brown

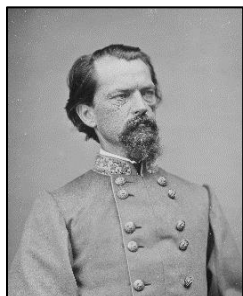
**Joseph E. Brown** (1821-1894) was born in South Carolina, but spent most of his early years in the mountains of North Georgia. He attended Yale Law School and moved back to Georgia where he became a successful lawyer. He was elected to the Georgia General Assembly in 1849 and became a state judge in 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 CSA 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.

**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 as 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.



Alfred H. Colquitt

**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 Ku Klux Klan. 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.



John B. Gordon

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 had a strong dislike for one another.

**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.



Henry Grady

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 major cities such as 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.

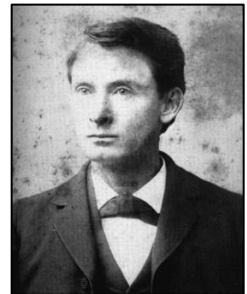
In 1881, 1885, and 1895, Atlanta was the site of three **International Cotton Expositions**. These expositions were similar to the World's Fairs held during the same time period. Primarily, the Cotton Expositions were established to promote Atlanta's rebuilding from the Civil War, its industrial capabilities 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.

**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** (the delivery of mail directly to rural farm families). 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.



Thomas Watson

Because of his support for the Framers' Alliances' ideals, the Populist Party (also known as the People's Party) selected him as their vice-presidential candidate in 1896, and presidential candidate in 1904 and 1908. The Populist Party supported changes in banking policies to benefit farmers, government control of the railroads, and the end of the convict lease system. The Populist Party began to wane in Georgia in the late 1890's. Watson's foray into national politics was never successfully realized but, 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, Georgian Rebecca Latimer Felton.

### Glossary

- **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.
- **Brown, Joseph E.** (1821-1894) - an attorney and politician, serving as the 42<sup>nd</sup> Governor of Georgia (1857-1865), the only governor to serve four terms; Georgia's Civil War governor.
- **Bourbon Triumvirate** - three powerful Georgia politicians (Joseph E. Brown, Alfred H. Colquitt, and John B. Gordon) who dominated Georgia politics for over 20 years.
- **Colquitt, Alfred** (1824-1894) - a lawyer, preacher, soldier, 49th Governor of Georgia (1877-1882) and two-term U.S. Senator from Georgia (1883-1894), dying in office. He served as an officer in the Confederate army, reaching the rank of major general.
- **Convict Lease System** - a system that provided convict labor to private parties such as railroad companies or plantation owners.
- **Gordon, John B.** (1832-1904) - prominent Confederate major general; member of the U.S. Senate (1872-1880 and 1891-1897); Governor of Georgia (1886); possible leader of the Ku Klux Klan in Georgia.
- **Grady, Henry** (1850-1889) - managing editor for the *Atlanta Journal* who promoted the concept of the "New South."
- **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.
- **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.
- **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.
- **Rural Free Delivery Act** - legislation proposed by Georgia Congressman Tom Watson that provided free mail delivery to rural areas of the country.
- **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.

### **Resources:**

Boney, F. N. "Joseph E. Brown (1821-1894)." *New Georgia Encyclopedia*. 16 August 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/joseph-e-brown-1821-1894>

This biography details Brown's entry into Georgia politics, his dedication to the secession movement, his leadership during the Civil War years, and his post-war career as a member of the Bourbon Triumvirate. A list of other resources is provided.

Grem, Darren. "Henry W. Grady (1850-1889)." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/arts-culture/henry-w-grady-1850-1889>  
Grem outlines Grady's intense involvement in promoting the "New South" concept through his work

as a journalist and editor. Grady's portrayal of Georgia's "benign racial climate" is a focus of the article.

Groce, W. T. "John B. Gordon (1832-1904)." *New Georgia Encyclopedia*. 18 October 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/john-b-gordon-1832-1904>

Groce discusses Gordon's early years and his introduction to military service as the Civil War begins. The majority of the article focuses on his post-war career as a part of Georgia's political leadership for over 20 years. The author lists other print resources.

"Henry Grady, A Georgia Biography." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 26 May 2009. [www.gpb.org/georgiastories/story/henry\\_grady](http://www.gpb.org/georgiastories/story/henry_grady).

This video allows insight into the impact of Henry Grady and his New South ideals.

Hild, Matthew. "Bourbon Triumvirate." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/bourbon-triumvirate>

This article challenges the appropriateness of the term Bourbon Triumvirate considering the lack of unity in New South interests. It suggests that a more appropriate term should be the Atlanta Ring and should include Henry Grady and Evan Howell, preeminent journalists in Atlanta.

Myers, Barton. "Alfred H. Colquitt (1824-1894)." *New Georgia Encyclopedia*. 14 April 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/alfred-h-colquitt-1824-1894>

Myers outlines Colquitt's active participation in Georgia politics before the Civil War, his involvement in the secession movement, and his service in the Confederate military. As an ardent opponent of Republican Reconstruction policies, his political leadership lasted for the next 20 years.

Newman, Harvey K. "Cotton Expositions in Atlanta." *New Georgia Encyclopedia*. 02 August 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/cotton-expositions-atlanta>

Newman describes the contributions of the three expositions held in Georgia. Other print resources are identified, including Washington's Atlanta Compromise Speech.

Pierannunzi, Carol. "Thomas E. Watson (1856-1922)." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/thomas-e-watson-1856-1922>

This evaluation of Tom Watson details his early childhood, his rise to legal and political prominence in Georgia, and his association with the Farmers' Alliance and the Populist movement and the resulting conflicts with proponents of the New South. Also addressed is Watson's denouncement of enfranchisement of African Americans or Blacks as well as other groups.

Shaw, Barton C. "Populist Party." *New Georgia Encyclopedia*. 05 November 2015. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/populist-party>

Shaw outlines the development of the Populist Party in Georgia. Beginning with the Farmers' Alliance and the support of Thomas Watson, the Populist Party was only briefly an impact in Georgia. However, it gave rise to the political career of Thomas Watson. Other print resources are identified as well as web resources.

"Thomas Watson, A Georgia Biography." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 1 June 2009, [www.gpb.org/georgiastories/stories/thomas\\_watson](http://www.gpb.org/georgiastories/stories/thomas_watson).

This video describes the champion of the farmer and his ultimate shift to a divisive and racist politician.

Washington, Booker T. "Progressive Era." *Teaching American History*, Teaching American History.org, 2006 - 2017. <http://teachingamericanhistory.org/library/document/speech-before-the-atlanta-cotton-states-and-international-exposition/>

This site provides the text of Washington's speech before the Atlanta Cotton States and International Exposition on September 18, 1895 in Atlanta, Georgia.

**SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.**

- 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.

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 cemeteries and Bibles used to swear oaths 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. Dubois and Georgians 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.

The landmark court case, *Plessy v. Ferguson*, had a far-reaching impact on Georgia. 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 U. S. 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.

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 African American or Blacks in the South lost these voting rights. Due to the federal government's lack of enforcement, southern states, including Georgia, established many laws that prevented 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 tax 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 major political decisions took place during the primary. The White Primary did not allow African-Americans or Blacks to vote in the all-important primary elections.
- **Literacy Tests (1908):** Used to prevent African-Americans or Blacks 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.
- **The Grandfather Clause (1890-1910):** was used to allow some poor white citizens the opportunity to vote while continuing to deny the right to African Americans or 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.

The **1906 Atlanta Riot** resulted in the death of at least 25 African-Americans or Blacks. The immediate spark for this 48-hour riot (September 22-24, 1906) was a series of local newspaper articles alleging African-American or Black 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 or Black as threats to jobs and the established social order. Whites were also jealous of successful African-American or Black 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 and used their newspaper publications to encourage racial tensions.

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 African American or Black that they saw. Travelling into the African American or 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 or Blacks 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, African American or 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 or Black 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 or Black equality would not work in the South and there needed to be more direct approaches for gaining civil rights.

The 1906 Atlanta 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 Ku Klux Klan, who, during this time period, consisted of teachers, policemen, ministers, and other community leaders. Some of the most famous Georgians during the time period supported racial violence and lynching included Tom Watson.

### Glossary

- **Disenfranchisement** - to deprive a person the right to vote or rights of citizenship.
- **Atlanta Race Riot** (1906) - 48 hour riot in Atlanta caused by economic competition and false newspaper accounts of African-American or Black men attacking white women; several African-Americans or Blacks were killed during the riot.
- **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.
- **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.
- **Jim Crow Laws** - laws created by state legislatures to deny African-Americans or Blacks citizenship rights
- **Literacy Test** - a disenfranchising tactic that required voters to pass a reading and writing test in order to vote.
- **Poll Tax** - a disenfranchising tactic that required voters to pay a fee in order to vote; this prevented poor blacks and whites from voting.
- **Plessy v. Ferguson** (1892) - Supreme Court case that established the separate but equal doctrine thus promoting segregation.
- **Separate but Equal** - Supreme Court ruling that legalized racial segregation as long as the facilities were equally funded; however, this was rarely the case.
- **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 or Blacks from having a voice in elections.

### **Resources:**

Hatfield, Edward A. "Segregation." *New Georgia Encyclopedia*. 24 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/segregation>  
Hatfield's lengthy article about Jim Crow laws in Georgia describes life for African Americans or Blacks and the challenges they endured. The article references Jim Crow laws, Plessy v. Ferguson, the Atlanta Riot of 1906, and the legacy of the Jim Crow laws. A lengthy print resource list is provided as well as websites to enhance knowledge.

Mixon, Gregory, and Clifford Kuhn. "Atlanta Race Riot of 1906." *New Georgia Encyclopedia*. 29 October 2015. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/atlanta-race-riot-1906>



Mixon’s analysis of the Atlanta Riot (also known as the Atlanta Race Riot) includes the causes, events during, and the aftermath of the riot. Included is the impact of journalism as a contributor to the riot events. Links to print and visual media are included.

“*Progressive Era: Plessy v. Ferguson.*” Teaching American History, Teaching American History.org, 2006-2017. <http://teachingamericanhistory.org/library/document/plessy-v-ferguson-excerpts/>  
This website includes the opinion of the court and the dissenting opinion of the *Plessy v. Ferguson* case. An abridged document of the court decision is included, as well as a summary and related documents.

“The Race Riot of 1906.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 8 Oct. 2008, [www.gpb.org/georgiastories/stories/race\\_riot\\_of\\_1906](http://www.gpb.org/georgiastories/stories/race_riot_of_1906).

This video describes the Atlanta Riot and its impact on the city. Teacher resources are provided.

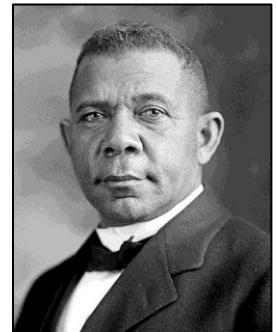
**SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.**

- 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.

The period of the New South saw the rise of differing opinions regarding the advancement of the rights of African Americans or Blacks in the United States. Of course, these ideas filtered into Georgia and activated great discussion amongst African Americans or Blacks and white society.

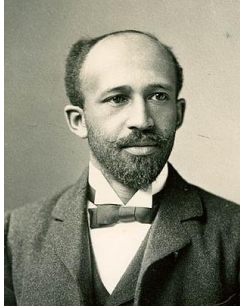
**Booker T. Washington** (1856-1915) was born a slave in Virginia. Washington was an educator, author, orator, and political activist. After emancipation, Washington moved to West Virginia where, after working in several manual labor jobs, was able to attend colleges that became Hampton University and Virginia Union University. Upon graduation from Virginia Union, he went back to Hampton as a teacher and was offered the opportunity to lead the Tuskegee Institution 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 or Blacks. He became a leader in the African American community due to the support of a wide network of African American or Black ministers, teachers, and other civil and business leaders. Publicly, Washington promoted the idea that the best approach for African-Americans or Blacks to gain a foothold in white society was through hard work, education, and economic accomplishments, before gaining full civil rights (the concept of accommodationism). 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 pursuing voting and other rights for African Americans or 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 or Black 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 Riot, many African Americans or Blacks and whites continued to support Washington and his ideals until his death at age 59 in 1915.



Booker T.  
Washington

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 or Black civil rights along with events such as the 1906 Atlanta Riot, DuBois was determined to fight for immediate social and political rights of African Americans or Blacks.



W.E.B. DuBois

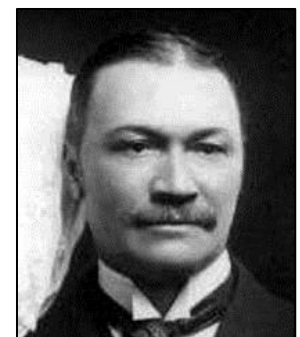
William Edward Burghardt DuBois was born in Massachusetts. DuBois had a relatively happy and uneventful childhood. With the support of his mother and several community members who recognized DuBois' brilliance at an early age, DuBois was successful in school and attended Fisk University in Nashville, 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 or Blacks 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's time in Atlanta during the New South period and later in the 1930s and 40s shaped 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 ideals for immediate social and political rights for all African-Americans or Blacks, led to the successes of the Modern Civil Rights Movement of the 1950s and 1960s.

**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 share croppers 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, Herndon left Social Circle with \$11 dollars. He ended up in the city of Senoia, 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 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.



Alonzo Herndon

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 or Blacks. Herndon hired college educated African-Americans or Blacks 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 an Atlanta business leader, Herndon was active in social and political organizations. Nationally, he was one of the 29 business men to help organize the Niagara Movement (a movement to oppose Booker T. Washington's accommodationist philosophy). Locally, he supported the YMCA, Atlanta University, and Diana Pace orphanages. His son, Norris, became CEO for Atlanta Mutual upon Herndon's death.

### **Glossary**

- **Dubois, W.E.B.** (1868-1963) - civil rights leader and college professor who fought for immediate social and political rights for African-Americans or Blacks.
- **Herndon, Alonzo** (1858-1927) - founder of the Atlanta Mutual Life Insurance Company.
- **The Talented Tenth** - W.E.B. Dubois' concept of an elite group of college educated African-Americans or Blacks 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 or Blacks should pursue economic and educational endeavors before seeking social and political equality.

### **Resources:**

Alridge, Derrick P. "Atlanta Compromise Speech." *New Georgia Encyclopedia*. 29 October 2015. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/atlanta-compromise-speech>

Alridge analyzes Washington's Compromise Speech and its intent. He also describes the criticism by both African Americans or Blacks and white citizens.

Henderson, Alexa B. "Alonzo Herndon (1858-1927)." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/business-economy/alonzo-herndon-1858-1927>

Henderson describes Herndon's rise from slavery to his entrepreneurial success in Atlanta.

Henderson, Alexa B. "Atlanta Life Insurance Company." *New Georgia Encyclopedia*. 11 October 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/business-economy/atlanta-life-insurance-company>

This article describes the development of one of Atlanta's premier businesses established by Alonzo Herndon and its continuation into recent years.

"The Alonzo Herndon Family." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 8 Oct. 2008, [www.gpb.org/georgiastories/stories/alonzo\\_herndon\\_family](http://www.gpb.org/georgiastories/stories/alonzo_herndon_family).

This video describes the entrepreneurial spirit of the Herndon family and their influence in Atlanta.

Williams, Robert W. "Primary Sources: W E B DuBois.Org." *Primary Sources: W E B DuBois*, 2004-2017. <http://www.webdubois.org/index.html>

This website, maintained by Robert W. Williams, Ph.D., contains a wealth of information about DuBois's social impact through his literary works. Included are biographical details, his writings and his activities. He also includes full texts by other authors that contribute to an understanding of DuBois's work.

**SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.**

- d. Examine anti-Semitism and the resistance to racial equality exemplified in the Leo Frank case.

A racially charged event during the New South period was the murder of Mary Phagan and the **Leo Frank** case. In this case, a Jewish man, who had moved to Atlanta 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.



Mary Phagan

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 financial prospects. Phagan received her pay from her supervisor, Leo Frank, and then left the pencil factory. 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.



Leo Frank

From the beginning, there were three suspects in the case: the night watchman who found the body, Jim Conley, the factory's janitor who was arrested after being seen washing red stains from his shirt, and Leo Frank, the factory's manager. There was evidence both for and against Frank's innocence. Frank appeared extremely nervous (considered by some a part of his personality) when the police came to his house for questioning. 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 watchman, 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 or Black 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 growing 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. The pardon did not declare Frank's innocence or guilt, but was issued on the basis that the state failed to protect him while in custody.

Note: Leo Frank was born in Texas, but his family moved to Brooklyn, New York when he was a few months old.

This case displays deeper issues held by white Georgians during the New South period. Frank's lynching invaded the sense of security owned by Atlanta's Jews. Excluded by Atlanta's elite social organizations, Jews were attacked by the Klan and other right-wing groups. Many poor Georgians were resentful of big business, especially those that represented Northern interests and were operated 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 during the course of 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.

### **Glossary**

- **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.

### **Resources:**

Bauman, Mark K. "Jewish Community of Atlanta." *New Georgia Encyclopedia*. 11 October 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/jewish-community-atlanta>

Bauman's article examines the history of the Jewish community in Atlanta and its contributions to Atlanta's economy. The Atlanta Riot of 1906 and the Leo Frank case are mentioned as causes of prejudices experienced by the Jewish community.

Pou, Charles. "The Leo Frank Case." *Georgia Info*, Galileo, 2017.

<http://georgiainfo.galileo.usg.edu/topics/history/article/progressive-era-world-war-ii-1901-1945/the-leo-frank-case>

This website provides biographical notes about Leo Frank and Mary Phagan as well as a chronological list of the events of the murder of Mary Phagan, the trial of Leo Frank and the appeals, commutation and lynching of Frank. The site also provides a list of printed resources as well as numerous pictures of the people involved in this infamous case.

"The New South and Leo Frank." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 8 Oct. 2009, [www.gpb.org/georgiastories/stories/new\\_south\\_and\\_leo\\_frank](http://www.gpb.org/georgiastories/stories/new_south_and_leo_frank).

This video presents information about the Leo Frank sensationalized court case and its broad implications for Georgia.

**SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.**

Initially, Georgians were rather indifferent to the events of World War I. The assassination of Archduke Franz Ferdinand, the sinking of the Lusitania, and the interception of the Zimmerman Telegram caused little concern for many Georgians. However, when the United States entered World War I on April 6, 1917, war sentiment shifted to one of panic and suspicion. Georgia provided more military training camps for the war effort than any other state.

After the war, 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, America’s Great Depression hit the nation with devastating outcomes 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 among Georgians and the voters of the state helped elect them in their respective positions for four terms.

**Glossary**

- **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.
- **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.
- **Zimmerman Telegram** - 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 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.**

- a. Describe Georgia’s contributions to World War I.

Georgia made several contributions to the U.S. war effort during World War I. The state supported five major federal military installations as the United States entered the war in 1917. Fort McPherson (south of Atlanta), Fort Oglethorpe (near the Tennessee border), Fort Screven (Tybee Island), the Arsenal at Augusta and Camp Hancock (Augusta) provided the US military necessary training and supplies.

Georgia provided 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.

Georgia training camps were impacted by the Spanish Influenza epidemic. The camps quarantined the sick in an effort to keep the flu from spreading to surrounding communities. Unlike other east coast states, Georgia escaped the enormous numbers of people who were impacted by the flu.

### Glossary

- **World War I** (1914-1918) - major war primarily between European powers; U.S. entered the war in 1917.

### **Resources:**

Womack, Todd. "World War I in Georgia." *New Georgia Encyclopedia*. 04 August 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-i-georgia>  
Womack provides insight into Georgia's reaction to initial World War I events, the U.S. entrance into the war, and Georgia's contributions to the war effort.

**SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.**

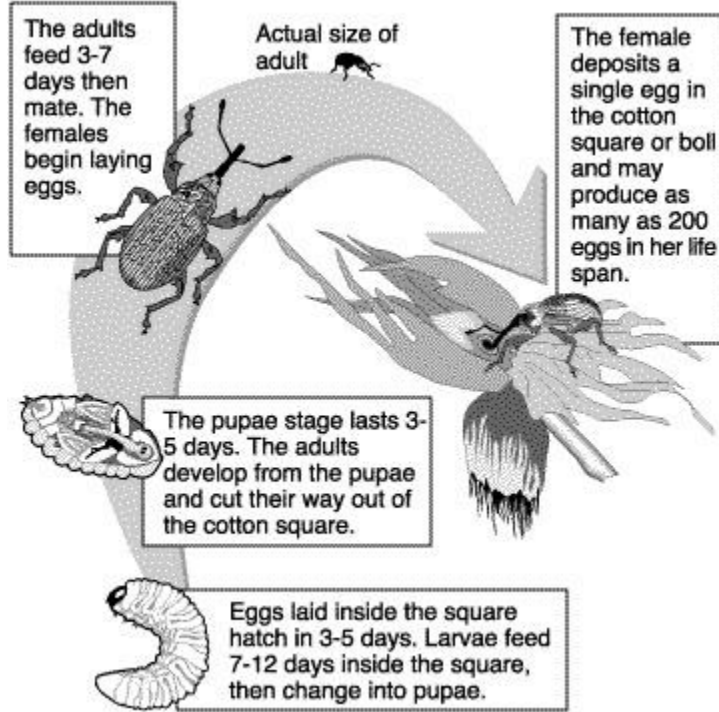
- b. Explain economic factors that resulted in the Great Depression (e.g., boll weevil and drought).

Georgia experienced an agricultural economic downturn in the years prior to the Great Depression. The invasion of the boll weevil and serious droughts caused farmers to be launched into serious loss of income and the need to examine agricultural practices.

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 into Texas. By 1915 it had migrated to Georgia and drastically reduced the state's 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 or Blacks 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 or migrated into northern cities in search of employment.



*The boll weevil has four stages in its life cycle: egg, larva, pupa and adult. Under favorable conditions, it completes the cycle in 2-1/2 to 3 weeks. <http://extension.missouri.edu/p/g4255>*

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 were developing successful strategies to eradicate the boll weevil. In 2000, Georgia farmers harvested over 1 million acres of cotton.

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 agricultural products. With the damage caused by the boll weevil and the droughts, Georgia began to suffer from a depression long before the rest of the United States.

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, stock-holders lost over 40 billion dollars, and businesses were never able to recover from these losses throughout the 1930’s. 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 1920’s and 1930’s, 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 1930’s. 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 1920's 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 1930's 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 recent recession. Students can analyze important economic indicators such as GDP, stock market movements, price indexes, and unemployment rates to determine how the recent recession compares to the Great Depression.

### Glossary

- **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.
- **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.
- **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.

### **Resources:**

Roberts, Phillip M. "Boll Weevil." *New Georgia Encyclopedia*. 12 October 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/business-economy/boll-weevil>  
This article describes the impact of the boll weevil on Georgia's economy and its eventual eradication in Georgia. The article provides several print resources as well as other web resources, including the Boll Weevil Song by Brook Benton.

"The Great Depression." *Georgia Public Broadcasting*, Georgia Public Broadcasting, 14 Jan. 2009, [www.gpb.org/georgiastories/stories/great\\_depression](http://www.gpb.org/georgiastories/stories/great_depression).  
This video discusses the economic impact of the Great Depression on Georgia. Teacher resources are provided.

Trimble, Stanley W., and R. H. Brown. "Soil Erosion." *New Georgia Encyclopedia*. 31 May 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/soil-erosion>  
This article references the drought of 1930-31 and its impact on soil erosion. Other resources are identified as well.

Zainaldin, Jamil S. "Great Depression." *New Georgia Encyclopedia*. 01 February 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/great-depression>  
While this article's focus is the Great Depression, it does reference the impact of the boll weevil and the series of droughts that reduced Georgia's agricultural production.

**SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.**

- c. Describe Eugene Talmadge's opposition to the New Deal Programs.

In his gubernatorial election campaigns of the 1930's **Eugene Talmadge**, wearing red galluses (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** - 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 the 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, 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.

Talmadge also made decisions that hurt the state. He fought against Roosevelt's **New Deal policies**, especially those that aided African-Americans or Blacks. As Georgia's governor, Talmadge's lack of cooperation in the implementation of the New Deal programs reflected his opposition of increased federal spending and economic regulation by the federal government. He did not support federal relief programs, especially those that paid African American or Black employees as much as whites. His continued attacks on Roosevelt's programs polarized Georgia in the 1936 Democratic primary. Though Talmadge was not able to run for re-election to the governorship in that election, he threw his support behind the candidate that would ultimately lose to supporters of the New Deal. In that election, Talmadge's attempt to unseat Richard Russell, Jr. for the U.S. Senate allowed Russell, a strong New Deal supporter, to retain his seat in the Senate. Talmadge would again run for a seat in the U.S. Senate in 1938, this time against Walter F. George, a Republican who was seeking to move away from the New Deal reform programs. Again, Talmadge would see defeat, indicating that Georgia was becoming more conservative and moving away from New Deal programs.



Eugene  
Talmadge

**Teachers may choose to use the following content concerning Eugene Talmadge as information to supplement teaching this element. However, students are not responsible for the specific information that follows.**

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 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 became known as the Three Governors Controversy.

### Glossary

- **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.
- **Talmadge, Eugene** (1884-1946) - four time Georgia governor that fought against Roosevelt's New Deal policies.

### **Resources:**

Henderson, Harold P. "Eugene Talmadge (1884-1946)." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017.

<http://www.georgiaencyclopedia.org/articles/government-politics/eugene-talmadge-1884-1946>

This biography of Eugene Talmadge discusses his family, his education and his foray into politics. It provides insight into his outspoken personality as he becomes Governor of Georgia and his long-standing lack of support for racial equality. References to print resources are included.

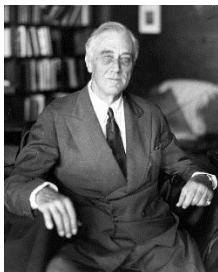
Mazzari, Louis. "New Deal." *New Georgia Encyclopedia*. 01 February 2016. Web. 26 January 2017.

<http://www.georgiaencyclopedia.org/articles/history-archaeology/new-deal>

Mazzari writes about Roosevelt's New Deal policies and their impact on Georgia's population. He also details Eugene Talmadge's ardent resistance to the implementation of the social and economic policies of the New Deal. Included are references to print resources.

### **SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.**

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



Franklin D.  
Roosevelt

New Yorker Franklin D. Roosevelt's devotion to Georgia began in 1913 when he travelled to Brunswick, Georgia to conduct business for the U.S. Navy. Eight years later, he contracted poliomyelitis (polio) at the family vacation home at Campobello Island, New Brunswick, Canada. In 1924, Roosevelt learned of the potential curative qualities of the waters at Warm Springs, Georgia. Seeking treatment for his polio condition, Roosevelt began a years-long relationship with the small community of Warm Springs and with the state of Georgia. As he moved toward his re-entry into New York politics and, in 1932, the presidential election, Georgians enthusiastically supported their adopted son.

As a result of his time spent in rural Georgia, he witnessed first-hand the poverty that enveloped the state during the late 1920s and early 1930s. As president, he created several New Deal programs, including the Agricultural Adjustment Administration and the Rural Electrification Administration, which was clearly impacted by his association with rural Georgia. He also delved into state politics in Georgia, causing some polarization that would cost him votes in his 1940 and 1944 re-election attempts.

Georgians gave him their votes, however, indicating an overall positive response to Roosevelt. With the years of war wearing on his health, Roosevelt was absent from the waters of Warm Springs, as he attended to the details of war. During his fourth term, Roosevelt died at his Warm Springs home from a stroke. As his body was removed from his home, Georgians were “plunged into gloom by the death of its literal patron saint.”

Roosevelt’s inspiration to fellow “polios” allowed the Georgia Warm Springs Foundation to be established in 1927. This facility, known today as the Roosevelt Warm Springs Rehabilitation Center, continues to provide care for those suffering from lingering effects of polio, stroke victims, spinal cord injuries and a great variety of disabilities.



FDR at  
Warm Springs

Roosevelt’s home at Warm Springs, the Little White House, is maintained by the Parks, Recreation and Historic Sites Division

of the Georgia

Department of Natural Resources. This is the only home that Roosevelt ever built for himself.

### Glossary

- **Roosevelt, Franklin D.** (1882-1945) - commonly known as FDR, was an American statesman and political leader who served as the 32nd President of the United States from 1933 until his death at Warm Springs, Georgia in 1945; visited Georgia more than 40 times for his treatment of polio at Warm Springs.
- **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.

### **Resources:**

Smith, Merriman. “President Roosevelt Dies at Home in Warm Springs.” *Atlanta Constitution*, 13 April 1945. <http://georgiainfo.galileo.usg.edu/topics/history/article/progressive-era-world-war-ii-1901-1945/president-roosevelt-dies-at-home-in-warm-sprints-april-13-1945>

This contemporary article about Roosevelt’s death indicates the depth of his commitment to the local community of Warm Springs.

Minchew, Kaye L. “Franklin D. Roosevelt in Georgia.” *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/franklin-d-roosevelt-georgia>

Minchew details the interactions of FDR with the community of Warm Springs and the state of Georgia. The article includes pictures and other print resources. Also included are references to links websites.

**SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.**

- e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

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.

These New Deal Programs significantly impacted Georgia during the Great Depression:

- **The Civilian Conservation Corps (CCC) 1933-1942**

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.



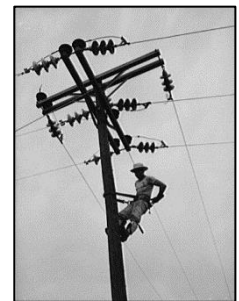
CCC in Georgia

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 trees 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.

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. Segregation was incorporated in these federal groups. For example, an all-black CCC unit helped to develop the infrastructure of the Okefenokee Wildlife Refuge.

- **Rural Electrification Administration (REA) 1936**

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 Electrification Administration was established by presidential Executive Order 7037 to do just that. Though many members of Congress and state governors, such as Georgia’s Eugene Talmadge, fought against this program, fearing it would lead to socialism, many farmers benefited from it. The Rural Electrification Act was passed by Congress in 1936. 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.



REA Lineman

- **The Agricultural Adjustment Act (AAA) 1933**

One of the New Deal programs to have a lasting effect on Georgia 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 which drove the prices of these products down, the federal government offered to pay farmers not to grow those crops. This caused the price of agriculture 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 landowner that the payments should be distributed to those who lived on and worked the land, many landowners 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.

- **Social Security Administration (SSA) 1935**

Another 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.

### Glossary

- **Agricultural Adjustment Act (AAA)** - a New Deal program that paid farmers a stipend not to grow crops in order to increase the price of agricultural products.
- **Civilian Conservation Corps (CCC)** - a New Deal program that hired unemployed young men to work on public works projects.
- **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.
- **Rural Electrification Act (REA)** - the New Deal program designed to build the capabilities to bring electricity to rural areas.
- **Social Security Act (SSA)** - New Deal program that provided retirement and unemployment insurance for American taxpayers.

### **Resources:**

Davis, Ren. "Civilian Conservation Corps." *New Georgia Encyclopedia*. 16 May 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/civilian-conservation-corps>

Davis discusses the impact of the CCC on Georgia's forestry, erosion control, flood prevention, and park development programs. The article identifies specific state/national parks that were constructed by the CCC. Print and web resources are identified.

Dobbs, Chris. "Agricultural Adjustment Act." *New Georgia Encyclopedia*. 04 August 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/agricultural-adjustment-act>

This article provides insight into the concerns regarding agriculture in the years prior to the Great

Depression. It examines how the AAA was able to boost crop prices and its negative impact on sharecroppers. Several web resources are identified.

Dobbs, Chris. "Rural Electrification Act." *New Georgia Encyclopedia*. 20 May 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/rural-electrification-act>

This article provides some insight into the REA program and its impact on the urban and rural regions of the United States. It details how the development of the electric cooperatives brought electricity to rural areas in Georgia, despite the initial opposition by Governor Eugene Talmadge.

Dobbs, Chris. "Social Security Act." *New Georgia Encyclopedia*. 02 August 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/social-security-act>

Dobbs's analysis of the Social Security Act includes the creation and implementation of the program and the criticisms associated with the program.

Mazzari, Louis. "New Deal." *New Georgia Encyclopedia*. 01 February 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/new-deal>

Mazzari's article provides an overview of Roosevelt's New Deal programs.

Woolner, David, editor. "New Deal Network: The Great Depression, the 1930s, and the Roosevelt Administration." *New Deal Network*. 2015 <http://newdeal.feri.org/>

This web database provides over 20,000 documents, including photographs, political cartoons, and texts (speeches, letters, and other historic documents from the New Deal period).

### **SS8H9 Describe the role of Georgia in WWII.**

The focus of this standard should be Georgia's role in the events of World War II.

### **SS8H9 Describe the role of Georgia in WWII.**

- a. Describe the key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.

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.

Though America officially stayed out of the fight until December 7, 1941, President Roosevelt and the U.S. Congress were anything but neutral. Fearing a victory by Japan and Germany, the U.S. lent support to allies who were at war with the Japanese and the Germans. The U.S. sent billions of dollars in supplies to the United Kingdom, France, the Soviet Union, and China. In exchange, these allied countries gave the U.S. the privilege to use military bases in their countries if necessary. **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. Though there was considerable opposition to the Lend-Lease Act by opponents of war, this program successfully helped Great Britain defend against German invasion.

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 in order 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 opinions 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 responded in turn. From December 8, 1941, until victory in 1945, America fought a two-front war against Japan, Germany, and Italy.



December 7, 1941  
Ford Island, Pearl Harbor

### Glossary

- **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.
- **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.
- **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.

### **Resources:**

Hatfield, Edward A. "World War II in Georgia." *New Georgia Encyclopedia*. 23 December 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-ii-georgia>

Hatfield provides an overview of the impact of World War II on the state of Georgia. Focuses include Georgia's economy and war efforts as well as the impact of politics and its impact on civil rights.

History.com Staff. "Lend-Lease Act." *History.com*, A&E Television Networks, 2009, [www.history.com/topics/world-war-ii/lend-lease-act](http://www.history.com/topics/world-war-ii/lend-lease-act).

This History website provides a succinct description of the Lend-Lease Act. A link to a video is provided.

History.com Staff. "Pearl Harbor." *History.com*, A&E Television Networks, 2009, [www.history.com/topics/world-war-ii/pearl-harbor](http://www.history.com/topics/world-war-ii/pearl-harbor).

Providing a description of events that happened at Pearl Harbor, this site also includes multiple videos that provide visual impact of the destruction of the attack.

### **SS8H9 Describe the role of Georgia in WWII.**

- b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.



Georgia was instrumental in providing military support to the war effort. From building aircraft and Liberty ships to the quality training that the infantry received, Georgia's participation in the war effort was essential to the allied success of World War II.



B-29B Superfortress bombers at the Bell Bomber plant 1945

In the short term, the arrival of the **Bell Bomber plant** 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. These planes were used in World War II and later in the Korean War.

However, the Bell Bomber 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 employ Georgians today. Due to the proximity of the plant, the Dobbins Air Force base was located nearby, adding more employment opportunities to the area.

During World War I there were more **military facilities** in Georgia than any other state. 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 Georgians and pump millions of dollars into the state's economy.

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.

Launching a Liberty ship from Brunswick,



The economic impact of the Savannah and Brunswick shipyards on Georgia communities was huge. More than 15,000 employees, many of which were women, built 88 Liberty ships at the Savannah shipyard. The J. A. Jones shipyard in Brunswick turned out 99 Liberty ships in just two years. Local economies were boosted when thousands of Georgia citizens earned paychecks that were ultimately re-invested in community businesses.

### Glossary

- **Bell Bomber Plant** - factory located in Marietta, Georgia, that produced B-29 bombers for the U.S. war effort.
- **Liberty Ships** - U.S. cargo ships made during World War II. In all 187 of these ships were made in Georgia.
- **Savannah and Brunswick Ship Yards** - Georgia's two deep water ports; during World War II, 187 Liberty Ships were constructed there.

### Resources:

Hatfield, Edward A. "World War II in Georgia." *New Georgia Encyclopedia*. 23 December 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-ii>

[ii-georgia](#)

This overview of the impact of World War II in Georgia describes the impact of the Bell Bomber plant, military bases and the building of liberty ships on the state. There are also references to print and visual media.

Scott, Thomas A. "Bell Bomber." *New Georgia Encyclopedia*. 16 May 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/bell-bomber>

Scott's article describes how the Bell Bomber plant transformed Marietta, Georgia and Cobb County into a major industrial center in the Southeast. The article describes the efforts to bring Bell to Georgia from Buffalo, New York and the impact of the plant on the war effort.

**SS8H9 Describe the role of Georgia in WWII.**

c. Explain the economic and military contributions of Richard Russell and Carl Vinson.

**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.



Richard B.  
Russell, Jr.

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. This attention to the acquisition of military installations for the state had a major economic impact.

Russell's strong segregationist beliefs caused him to oppose many civil rights bills during his career. Historians argue that these beliefs likely prevented Russell from gaining the presidency. However, with all of Russell's political accomplishments, he believed his most important was the creation of the National School Lunch Program.

**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 as an attorney, 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.



Carl Vinson

Vinson earned his nickname, the Admiral, 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 from 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.

Vinson's insistence on developing and maintaining a strong Army and Navy has economically impacted many communities. As the chairman of the House Naval Affairs Committee (1931-1947), before the Japanese attack on Pearl Harbor, Vinson pushed through Congress two bills to expand naval aviation by building 10,000 planes, the training of 16,000 pilots and the establishment of 20 air bases as well as the construction of naval facilities. The economic impact on Georgia, especially coastal Georgia, during World War II was evident. Over 90% of the workforce on Georgia military installations were civilians. Over 20,000 jobs were brought to local communities. As chairman of the Armed Services Committee (1949-53 and 1955-56), in 1955, Vinson encouraged construction at Fort Benning in Columbus, the Marine Supply Center in Albany, and the Naval Ordnance Plant in Macon at a cost of \$36,861,000. This financial impact into the local economies of these cities was important as the civilian workforce was utilized for the construction projects. Throughout his congressional career (the longest of any person serving in Congress), Carl Vinson was loyal to providing U. S. military support in Georgia and throughout the nation and world.

### Glossary

- **Russell, Richard** (1897-1971) - Georgia governor and influential long term U.S. Senator.
- **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.

### **Resources:**

“Carl Vinson, A Georgia Biography.” *Georgia Public Broadcasting*, Georgia Public Broadcasting, 21 Feb. 2012, [www.gpb.org/georgiastories/stories/carl\\_vinson](http://www.gpb.org/georgiastories/stories/carl_vinson).

This video highlights the political career of Carl Vinson and his attention to creating a superior Navy.

Cook, James F. “Carl Vinson (1883-1981).” *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/carl-vinson-1883-1981>

This article details the lengthy career of Carl Vinson and his dedication to developing a strong Army and Navy.

Cook, James F. *Carl Vinson: Patriarch of the Armed Forces*. Macon, GA: Mercer U, 2004. Print. [https://books.google.com/books?id=d6J4Ro7YYOkC&pg=PA275&lpg=PA275&dq=Military+bases+and+carl+vinson&source=bl&ots=4HBjLqzCRf&sig=JKdS1AT9AkrdZD4sZvMzJ\\_ua9AI&hl=en&sa=X&ved=0ahUKEwiT0I7Qwf7SAhVBbSYKHZb-AZc4ChDoAQhRMAk#v=onepage&q=Military%20bases%20and%20carl%20vinson&f=false](https://books.google.com/books?id=d6J4Ro7YYOkC&pg=PA275&lpg=PA275&dq=Military+bases+and+carl+vinson&source=bl&ots=4HBjLqzCRf&sig=JKdS1AT9AkrdZD4sZvMzJ_ua9AI&hl=en&sa=X&ved=0ahUKEwiT0I7Qwf7SAhVBbSYKHZb-AZc4ChDoAQhRMAk#v=onepage&q=Military%20bases%20and%20carl%20vinson&f=false)

This book describes Vinson's impact on local economies by utilizing his political influence in passing legislation to build military installations in Georgia and around the world.

Vogt, Sheryl B. “Richard B. Russell Jr. (1897-1971).” *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/richard-b-russell-jr-1897-1971>

Vogt's article about Richard Russell describes his public service that spanned 50 years. It details his foray into state politics and his election to the U.S. Senate during the Great Depression years and his support of Roosevelt's New Deal. Another focus is Russell's dedication to military affairs.

**SS8H10 Evaluate key post-World War II developments in Georgia.**

World War II brought many changes in agriculture and technology in Georgia. Diversification in agriculture became necessary for farmers to provide income for their families. The Great Migration of African Americans or Blacks caused changes in farm labor. Not only were African Americans or Blacks escaping farm life, many whites flocked to cities in search of a better life. Atlanta's population grew rapidly due to the economic opportunities encouraged by progressive mayors. The state endured the 1946 governor's race and saw the end of the white primary.

**SS8H10 Describe the role of Georgia in WWII.**

- a. Explain how technology transformed agriculture and created a population shift within the state.

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 or Blacks 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.

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.

**Glossary**

- **Great Migration** - the mass migration of six million African-Americans or Blacks to the North between the years 1910-1970.

**Resources:**

Flatt, William P. "Agriculture in Georgia: Overview." *New Georgia Encyclopedia*. 17 October 2016. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/agriculture-georgia-overview>  
Though this article provides an overview of agriculture in Georgia, it does address the state of agriculture after World War II. Other print and web resources are identified for use.

**SS8H10 Describe the role of Georgia in WWII.**

- b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.

**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 the civil rights movement kept Atlanta from the racial violence that engulfed many other southern cities.

Born in Atlanta, Hartsfield attended the city's public schools. Though he never finished 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.



William Hartsfield

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 Crow 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. It was during his administration that Atlanta's political and business leaders called Atlanta "The City Too Busy to Hate." Hartsfield retired from public office in 1961. After his death in 1971, Atlanta named its airport Hartsfield International in his honor.

**Ivan Allen, Jr.**, Atlanta's mayor from 1962-1970, 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. (Metropolitan Atlanta Rapid Transit Authority) commuter rail line, and was responsible for 55 new building projects during his tenure as mayor.

Perhaps Allen may be best known for his support of bringing major league sports teams to the city. He convinced Atlanta's political, economic and social leaders to financially support the construction of major league stadiums. This gave Atlanta an aura of being a "Major League City" and their facilities ultimately helped to bring the 1996 Olympic Games to the city. Allen brokered the deal to bring the Braves to Atlanta in 1966. He also persuaded the NFL to start a new franchise in the city, which became known as the Atlanta Falcons. The basketball team, the Hawks, would follow in 1968. 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.

### Glossary

- **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 bring aviation to the city and worked with civil rights leaders during the civil rights movement.

**Resources:**

Galloway, Tammy H. "Ivan Allen Jr. (1911-2003)." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/ivan-allen-jr-1911-2003>

This article describes the contributions of Ivan Allen, Jr. to the growth of Georgia. Several articles and web resources are provided for use.

Williams, Louis. "William B. Hartsfield (1890-1971)." *New Georgia Encyclopedia*. 09 January 2017. Web. 26 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/william-b-hartsfield-1890-1971>

Williams examines the contributions of Hartsfield in Atlanta and the state of Georgia.

**SS8H10 Describe the role of Georgia in WWII.**

c. Describe the relationship between the end of the white primary and 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. More importantly, this election led to a series of segregationist governors who ended some of the progressive reforms made by Governor Ellis Arnall.

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, he may die before he could be sworn in as governor. They discovered that, based on past Georgia law, 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.



Herman Talmadge

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 relinquish the office until the issue was resolved 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, physical altercations resulted with some of Talmadge's followers. Talmadge eventually had state troopers escort Arnall out of the State Capitol and changed the locks of the governor's office. Arnall, in turn, refused to give up the governor's seal and set up a second "governor's office" in a different location of the State Capitol.

Arnall finally gave up his claim to the governorship and supported Thompson. In the end, the Georgia Supreme Court ruled that Thompson 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 Herman Talmadge closely defeated Thompson.

The **white primary** was used by Southern whites to keep African-Americans or Blacks 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 or Blacks from truly voting. In 1944, several African-Americans or Blacks, 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 was forcefully removed from the court house. In 1945, Brewer, King, and several other African-Americans or Blacks 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: Eugene Talmadge ran on a platform to reinstate the white primary and was elected for a fourth term.

### Glossary

- **1946 Governor's 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 (Herman Talmadge, Melvin Thompson, and Ellis Arnall) had a legitimate claim to the office; the matter was settled by the Supreme Court and a special election in 1948.
- **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.
- **Talmadge, Herman** (1913-2002) - Georgia Governor and U.S. Senator; son of Governor Eugene Talmadge.
- **Thompson, Melvin** (1903-1980) - the first person elected to the office of lieutenant governor of Georgia; served as the state's governor in 1947-1948. He is best remembered for his fight with Herman Talmadge over the governorship after the death of Governor-elect Eugene Talmadge in 1946.

### **Resources:**

Buchanan, Scott E. "Herman Talmadge (1913-2002)." *New Georgia Encyclopedia*. 18 November 2016. Web. 30 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/herman-talmadge-1913-2002>

This biography of Herman Talmadge provides insight into his political career, including the controversial Three Governors Controversy.

Buchanan, Scott E. "Three Governors Controversy." *New Georgia Encyclopedia*. 18 November 2016. Web. 30 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/three-governors-controversy>

Buchanan sheds light on the 1946 political drama that featured attempts to be Georgia's governor. Print and web resources are identified.

Henderson, Harold P. "Ellis Arnall (1907-1992)." *New Georgia Encyclopedia*. 09 January 2017. Web. 30 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/ellis-arnall-1907-1992>

Henderson analyzes Ellis Arnall's political career, including the Three Governor's Controversy.

Henderson, Harold P. "Melvin E. Thompson (1903-1980)." *New Georgia Encyclopedia*. 09 January 2017. Web. 30 January 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/melvin-e-thompson-1903-1980>

This article outlines the political career of Melvin Thompson. Focuses include the Three Governors Controversy, his brief tenure as Georgia's governor and his lack of election success.

Lloyd, Craig. "Primus E. King (1900-1986)." *New Georgia Encyclopedia*. 02 August 2016. Web. 30 January 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/primus-e-king-1900-1986>

Lloyd details the events of King's attempt to vote in Columbus in 1944 and the results of the court cases that ultimately ensued.

Lloyd, Craig. "Thomas Brewer (1894-1956)." *New Georgia Encyclopedia*. 04 December 2013. Web. 30 January 2017.

<http://www.georgiaencyclopedia.org/articles/history-archaeology/thomas-brewer-1894-1956>

This article explains the life of political activist Thomas Brewer and his challenges to the white primary in Georgia.

**SS8H11 Evaluate the role of Georgia in the modern civil rights movement.**

The 1940's and 50's saw a major push by African-Americans or Blacks to fight segregation and reclaim the civil rights that were denied them during the Jim Crow era. While the Civil Rights Movement began from the moment the southern states passed the Jim Crow laws, the 1940's and 50's were a time of organized, and usually, peaceful resistance that helped to end these laws. African-Americans or Blacks 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 NACCP went to court to combat unjust segregation laws and won many of the cases. In turn, leaders such as **Dr. Martin Luther King, Jr.** and **John Lewis** of Georgia focused on ending segregation with the use of economic boycotts similar to the Montgomery Bus Boycott of 1954.

**SS8H11 Evaluate the role of Georgia in the modern civil rights movement.**

- a. Explain Georgia's response to *Brown v. Board of Education* including the 1956 flag and the Sibley Commission.

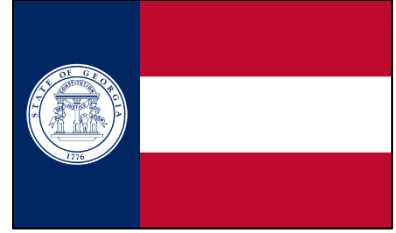
In 1954, Georgia's response to the Supreme Court decision in *Brown v. Board of Education* was deliberate and extreme. Segregationist politicians had tirelessly worked to continue and strengthen the years-old Jim Crow laws in the state, and, upon hearing the Court's 9 - 0 decision that racial segregation violated the 14<sup>th</sup> Amendment, determined that Georgia schools would not integrate. The Georgia General Assembly supported "massive resistance" (white opposition to court ordered desegregation) and maintained a strong opposition to the forced integration of public schools. By 1960, however, federal mandates were strongly encouraging Georgia to desegregate, and Governor Ernest Vandiver asked the citizens of the state to render their input regarding the controversy via the Sibley Commission.

John Sibley, a segregationist lawyer who also believed resistance to federal mandates was useless, led ten 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 (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.

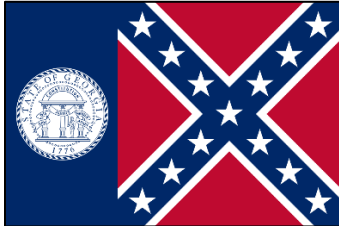
Despite the findings, Sibley pushed for schools in Georgia to desegregate on a limited basis. Based on the commission's findings, the legislature was set to vote on the matter in January 1961, but the integration of the University of Georgia shifted the governor's and the legislature's focus. After attempting 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.



Meanwhile, in an attempt to show disdain to Supreme Court decisions such as *Brown v Board of Education*, in 1956, Georgia’s legislators voted to change the state flag to incorporate the Confederate battle flag. The state constitution provided the legislature the sole authority to change the flag so no public referendum was necessary to make the change. While legislators denied that the change in flag design was an overt display of opposition to desegregation, the new flag design was almost certainly racially motivated.



Georgia Flag  
1920 - 1956



Georgia Flag  
1956 - 2001

During the height of the civil rights movement in the late 1960’s, suggestions to return to the pre-1956 flag were stirring. By the 1980’s, legislative sessions considered restoring the pre-1956 flag. Sentiment for keeping the 1956 flag was stronger than the state legislators anticipated, however, and, in 1993, Governor Zell Miller’s attempt to change the flag almost cost him re-election. Even the impending 1996 Atlanta Olympic Games and Atlanta business leaders were unable to persuade the General Assembly to change the flag.

Finally, Governor Roy Barnes attempted to put the issue of the 1956 flag to rest. Before coalitions could be organized to slow or stop the change of the flag, Barnes encouraged the legislature to pass HB 16. After it was passed and the new flag design was revealed, supporters of the 1956 flag were livid, with some calling the new flag the “Barnes Rag”. With the upset victory of Sonny Perdue over Barnes in 2002, the flag issue continued to be debated. By 2004, citizens of Georgia voted to choose the current state flag over the Barnes flag.



Georgia Flag  
2001 - 2004



Georgia Flag  
2004 - present

### Glossary

- **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.
- ***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.
- **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.

### **Resources:**

Henderson, Harold P. “Ernest Vandiver Jr. (1918-2005).” *New Georgia Encyclopedia*. 19 `January 2017. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/ernest-vandiver-jr-1918-2005>

Vandiver's life is examined in this article. A particular focus is his attention to the movement toward desegregation. Other articles are identified and pictures of Vandiver are included.

Huff, Christopher A. "Sibley Commission." *New Georgia Encyclopedia*. 17 May 2016. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/education/sibley-commission>

This article details the efforts of John Sibley and the Sibley Commission to identify Georgia's response to the federal mandate of desegregation

Jackson, Edwin L. "State Flags of Georgia." *New Georgia Encyclopedia*. 31 October 2016. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/state-flags-georgia>

This article provides a detailed account of the state flags of Georgia. Other articles are referenced as well.

**SS8H11 Evaluate the role of Georgia in the modern civil rights movement.**

- b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and, events (Albany Movement and March on Washington) in the Civil Rights Movement.

Essential to the success of the Civil Rights Movement was leadership. While many leaders were working to effectively seek change, Georgians Martin Luther King, Jr. and John Lewis were at the forefront of the movement.

Arguably, **Dr. Martin Luther King, Jr.** (1929-1968) is the most well-known Georgian for his tireless leadership in the Civil Rights Movement. His work and his devotion to non-violent protest earned him the Nobel Peace Prize and led to the national holiday created in his honor.

Born in Atlanta, King graduated from high school at the age of 15, and began his college studies at Morehouse College, a historically black institution of higher learning. 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.



Dr. Martin Luther King, Jr.

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 spokesperson for the successful Montgomery Bus Boycott. When Alabama prosecuted King for violating the state's anti-boycotting statute, his attorneys transformed a hostile courtroom into an empowering forum in which the target of state power fared better politically than the state itself. Without the suit and the eventual support of the Supreme Court, the boycott may well have ended without attaining any of its goals, a result that may have been cruelly discouraging. Eventually, the Supreme Court made segregation on Montgomery busses unconstitutional. After the successful boycott, King, along with other civil rights groups, attempted a similar action in Albany, Georgia 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 (SCLC), his voter registration campaign in Selma, Alabama (which ultimately led to the Voting Rights Act of 1965), and winning the Nobel Peace Prize. However, these victories were followed by unsuccessful campaigns such as his focus on discrimination in Chicago, Illinois.

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. Martin Luther King,

Jr. is the only African-American or Black to have a federal holiday named in his honor. Also, he is the only African-American or Black and non-president to have a memorial created in his honor on the National Mall in Washington D.C.



John Lewis, 1964

**U. S. Representative John Lewis** (b. 1940), born to sharecroppers in Pike County, Alabama, Lewis became an integral part of Georgia’s history through his leadership in the Civil Rights Movement. Active in the 1960’s sit-ins to protest Jim Crow laws, Lewis also participated in the Freedom Rides of the early 1960’s. He became the chair of the new organization, the Student Nonviolent Coordinating Committee (SNCC - pronounced “snick”), an Atlanta-based organization of young college students devoted to civil rights change. With Dr. King, Lewis was a keynote speaker at the 1963 March on Washington for Jobs and Freedom. In 1965, Lewis also led over 600 marchers across the Edmund Pettus Bridge in Selma, Alabama only to be beaten by Alabama state troopers. Television coverage of this “Bloody Sunday” event brought much needed attention to the Civil Rights Movement.

In the late 1960’s and 70’s, Lewis continued his dedication to seeking civil rights through voter registration and volunteer programs. Elected to the Atlanta City Council in 1981, he advocated for ethics in government and community preservation. In November 1986, Lewis was elected to the United States Congress from the Fifth Congressional District where he continues to serve today. Lewis has won numerous awards through the years that reflect his dedication to seeking civil rights for all. He has co-authored *MARCH*, a trilogy of graphic novels for young people to help explain the Civil Rights Movement.



John Lewis, 2017

The **Student Nonviolent Coordinating Committee** (SNCC - pronounced “snick”) was an important element in the struggle for civil rights. The SNCC was one of the major civil rights organizations of the 1960’s. 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 1960. After moving their focus from Mississippi back to Atlanta in 1964, the group was victorious in helping African-Americans or Blacks gain several General Assembly seats in the reapportionment election. An example of this was the election of Julian Bond, who was the SNCC’s communications director. Bond retained his seat in the General Assembly for 20 years.

The **Southern Christian Leadership Conference** (SCLC) was created in 1957 in Montgomery, Alabama in reaction to the Montgomery Bus Boycott. Led by Dr. Martin Luther King, Jr., who was living in Montgomery at the time, the organization eventually was supported by Southern religious leaders. The headquarters for the SCLC was moved to Atlanta. Filing class-action law suits against the federal government for sustaining segregated employee cafeterias, the SCLC planned rallies, marches, and boycotts to end such scenarios. The SCLC organized protests (the Albany Movement) and opportunities for the economic improvement of African-Americans or Blacks throughout the South. Though active throughout the Civil Right Movement, the SCLC continues to strive to change and impact lives. Never forgetting its original goal of civil rights equality, the SCLC today focuses on causes such as health care, prison reform, fair treatment of refugees, and job site safety.

**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 African-American or 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 or Black 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.

**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 on Washington for Jobs and Freedom, Martin Luther King, Jr. gave what is arguably his most famous speech: "*I Have a Dream.*" The March on Washington encouraged 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.

Throughout the 1960's, 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 National Association for the Advancement of Colored People (NAACP). Soon after, Atlanta Mayor Ivan Allan, Jr., Coca-Cola president Robert Woodruff, and other business leaders, worked with civil rights leaders to ensure that Atlanta desegregated peacefully. In the 1970's, Governor Jimmy Carter called for an end to discrimination in Georgia, and African-Americans or Blacks such as Maynard Jackson and Andrew Young were elected to high political office. Still, Georgia was slow to change its segregationist policies, especially in the rural areas of the state.

### Glossary

- **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.
- **Civil Rights Act** (1964) - federal legislation that forbade discrimination on the basis of race and sex in hiring, firing, and promotion.
- **King, Jr., Martin Luther** (1929-1968) - important civil rights leader and winner of the Nobel Peace Prize.
- **Lewis, John** (b. 1940) - leader in the Civil Rights movement; leader of the Student Non-Violent Coordinating Committee; U.S. Representative (1986-present).
- **March on Washington** (1963) - the famous jobs and civil rights march led by Dr. Martin Luther King, Jr.; the famous "I Have a Dream" speech was given at the march.

- **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 1960's.

**Resources:**

Cooksey, Elizabeth B. "Southern Christian Leadership Conference (SCLC)." *New Georgia Encyclopedia*. 02 August 2016. Web. 19 March 2017.

<http://www.georgiaencyclopedia.org/articles/history-archaeology/southern-christian-leadership-conference-sclc>

This article provides information about the origins, early years and efforts in Georgia by the SCLC. It also addresses post-civil rights movement work. Seven other resources are identified as well.

Helm, Frances. "Black Leaders of the Civil Rights Movement." *New Georgia Encyclopedia*. 02 May 2016. Web. 19 March 2017. <http://www.georgiaencyclopedia.org/special-collections/black-leaders-civil-rights-movement>

This site is part of the Special Collections of the New Georgia Encyclopedia. It provides photographic images of African-American or Black leaders of the Civil Rights Movement including, Martin Luther King, Jr., John Lewis, Andrew Young and many others.

Holliman, Irene V. "Student Nonviolent Coordinating Committee (SNCC)." *New Georgia Encyclopedia*. 28 February 2017. Web. 17 March 2017.

<http://www.georgiaencyclopedia.org/articles/history-archaeology/student-nonviolent-coordinating-committee-sncc>

This article details the efforts of the SNCC in Albany and Atlanta. Other articles are included as resources.

Huff, Christopher A. "Student Movements of the 1960s." *New Georgia Encyclopedia*. 28 February 2017. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/student-movements-1960s>

This article provides information regarding movements supported by college students in the 1960's. The Civil Rights Movement, University of Georgia activism, student antiwar protests and other movements are outlined. Other print resources are provided as well.

Kirk, John A. "Martin Luther King Jr. (1929-1968)." *New Georgia Encyclopedia*. 20 January 2017. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/arts-culture/martin-luther-king-jr-1929-1968>

Information about the work of Martin Luther King, Jr. is provided in this article. Other resources are identified as well.

Lewis, John. "Congressman John Lewis." Congressman John Lewis. *U. S. House of Representatives*, n.d. Web. Mar. 2017. <https://johnlewis.house.gov/>

This website is the official site of Representative John Lewis. It provides biographical information as well as current information about his ongoing work in Congress.

"Martin Luther King Jr. - Biography". Nobelprize.org. *Nobel Media* AB 2014. Web. 19 Mar 2017. [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)

This official site of the Nobel Prize Organization provides a biography on Martin Luther King, Jr.

Moye, J. T. "John Lewis (b. 1940)." *New Georgia Encyclopedia*. 16 January 2017. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/john-lewis-b-1940>

This article shares information about Lewis’s early life, his civil rights activism and his eventual service in the political arena. Other print resources are provided.

Tuck, Stephen. “Civil Rights Movement.” *New Georgia Encyclopedia*. 19 October 2016. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/civil-rights-movement>

This article describes the history of the Civil Rights Movement, starting with the movement in the Reconstruction years through recent years. Twelve resources are provided to help with understanding this years-long movement.

**SS8H11 Evaluate the role of Georgia in the modern civil rights movement.**

c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

Encouraged by the March on Washington, the U.S. Congress passed the **Civil Rights Act of 1964**. This bill was signed into law by President Lyndon B. Johnson. **The Civil Rights Act of 1964** forbade discrimination on the basis of sex and race in hiring, promoting, and firing.



President Johnson signing the Civil Rights Act of 1964

Southern Congressional Democrats, led by Senator Richard Russell, strongly opposed the passage of the legislation. The Republican Party welcomed segregationists who no longer felt comfortable in the Democratic Party. Some segregationists were determined to ignore the new law and responded with physical violence. However, without violence, most southerners accepted the controversial passage of the Civil Rights Act of 1964. It was during this period of great social and political change in Georgia that future governor, Lester Maddox (1915-2003), gained notoriety for his strong, unshakable segregationist stand.

Born in Atlanta in 1915, Maddox dropped out of high school and he worked several jobs, including the Bell Bomber factory during World War II. In 1947, he opened the Pickrick Cafeteria near the campus of Georgia Tech. Open only to white customers, Maddox refused to serve African-Americans or Blacks and anyone who suggested integration. His restaurant featured segregationist literature and a wishing well labeled “Make a Wish for Segregation.” He gained fame throughout Georgia due to his advertisements for the restaurant that he placed in the *Atlanta Journal* newspaper. His open defiance of the Civil Rights Act of 1964 caused him national exposure as well as the time when he chased three African-Americans or Blacks out of his restaurant with a gun. Later, he was known throughout the nation for his use of ax handles (“Pickrick drumsticks”) to forcefully remove African-Americans or Blacks who tried to integrate his restaurant. Maddox temporarily closed the Pickrick and later opened it as the Lester Maddox Cafeteria, claiming that he was not in contempt of court because he would serve “acceptable Georgians”, not out-of-state travelers or integrationists. When the courts upheld the Civil Rights Act, Maddox was found in contempt of court due to his refusal to serve African-Americans or Blacks. Being fined \$200 per day, two months later, he closed the cafeteria rather than allow it to be integrated.

Maddox’s initial entry into politics was met with defeat. In the late 1950’s and early 1960’s, he ran two unsuccessful campaigns for mayor of Atlanta, losing to William B. Hartsfield and Ivan Allen, Jr. 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 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. As the last overtly segregationist governor in the state’s history, ironically, Maddox appointed more African-Americans or Blacks 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. After his term as Governor was over, due to constitutional term limits, Maddox ran for Lieutenant Governor. As Governor Jimmy Carter’s Lieutenant Governor, he often clashed with Carter over many issues.

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

### Glossary

- **Maddox, Lester** (1915-2003) - one of the last openly segregationist politicians in Georgia (Governor).

### **Resources:**

Briggs, Fred. WSB-TV news film clip of a news report about continued segregation at the Lester Maddox Cafeteria, with comments by segregationist Lester Maddox and African American civil rights lawyer Donald Hollowell, Atlanta, Georgia, 1965, *WSB-TV Newsfilm Collection*, reel 1390, 31:28/34:01, Walter J. Brown Media Archives and Peabody Awards Collection, The University of Georgia Libraries, Athens, Ga, as presented in the Digital Library of Georgia.

[http://crdl.usg.edu/cgi/crdl?format= video&query=id%3Augabma\\_wsbn\\_51708&Welcome](http://crdl.usg.edu/cgi/crdl?format= video&query=id%3Augabma_wsbn_51708&Welcome)

This site includes written and video information about Maddox’s Pickrick Cafeteria. The video includes Maddox responding to reporter Fred Briggs’s questions about his defiance of the Civil Rights Act. Users can choose from three video formats.

“Freedom on Film: Civil Rights in Georgia.” *Freedom in Film: Civil Rights in Georgia*. Ed. Barbara McCaskill. Digital Library of Georgia, 2008. Web. 2017.

[http://www.civilrights.uga.edu/cities/atlanta/pickrick\\_cafe.htm](http://www.civilrights.uga.edu/cities/atlanta/pickrick_cafe.htm)

This site provides information about Maddox’s stand against integration in his Pickrick Cafeteria.

History.com Staff. “Civil Rights Act.” *History.com*. A&E Television Networks, 2010. Web. 2017.

<http://www.history.com/topics/black-history/civil-rights-act>

This History Channel website has written and video information regarding the steps leading to the creation of the Civil Rights Act. A video is provided that details the events leading to the adoption of the Civil Rights Act. Also provided are other videos that provide information about the time period, including the Voting Rights Act of 1965. Adobe Flash Player is required to view the videos.

Mintz, S., & McNeil, S. (2016). The Civil Rights Act of 1964. *Digital History*. Retrieved March 2017. [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3329](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3329)

This site provides information on the southern reaction to the Civil Rights Act of 1964.

Nystrom, Justin. “Lester Maddox (1915-2003).” *New Georgia Encyclopedia*. 09 January 2017. Web. 21 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/lester-maddox-1915-2003>

This article describes Lester Maddox’s early years, his ownership of the Pickrick Cafeteria, his entry into politics, and his leadership as governor of Georgia. Also provided are references to other articles.

The Civil Rights Act of 1964. July 2, 1964; Enrolled Acts and Resolutions of Congress, 1789- ; General Records of the United States Government; Record Group 11; National Archives.

<https://www.ourdocuments.gov/doc.php?doc=97>

This site provides a transcript of the Civil Rights Act of 1964. PDF downloads are available as well. Lesson plans and links to other related documents are provided.

**SS8H12 Explain the importance of developments in Georgia since the late 20<sup>th</sup> century.**

City leaders in Atlanta and state officials tried to meet the economic changes and related growth that occurred in Georgia in the late 20<sup>th</sup> century.

**SS8H12 Explain the importance of developments in Georgia since the late 20<sup>th</sup> century.**

- a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.

During the years of the late 20<sup>th</sup> century, Atlanta experienced great political, economic, and cultural change as it grew into a metropolis. Its physical and economic growth was encouraged by leaders such as Maynard Jackson and Andrew Young.

**Maynard Jackson** (1938-2003) was the first African-American or Black mayor of a major southern city. Born in Dallas, Texas, Jackson and his family moved to Atlanta in 1945. Jackson attended Morehouse College in Atlanta, and spent time seeking a law degree in Massachusetts and North Carolina.

Jackson eventually moved back to Georgia and, in 1968, ran against Herman Talmadge for the U.S. 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 Atlanta'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.

Serving as mayor of Atlanta from 1973-1981 and again from 1990-1994, Jackson was instrumental in providing more contract work to black-owned businesses and expanding Hartsfield Atlanta International Airport. He also sought to add more African American or Black police officers to the city's police force and to make sure that more African-Americans or Blacks were promoted in the department. Jackson encouraged Atlanta to become a financial center and distribution hub for the southeast. He also expanded international convention facilities and sold Atlanta's image as a major convention center to the state, nation and world. He improved city housing and social conditions through Affirmative Action programs. Jackson also improved the mass transit system, making it one of the most modern in the United States. During his term in the 1990's, he worked closely with Andrew Young and Billy Payne to bring the Olympics to the city. All of his accomplishments affected the entire state of Georgia.

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. His dedication to the development of Atlanta's international airport has benefitted the state. It provides approximately 500,000 jobs in the metro area as well as providing national and international air service to passengers as well as cargo transport.





Andrew  
Young

**Andrew Young** (b. 1932) moved to Georgia when he accepted the position of pastor at Bethany Congressional Church, in Thomasville. 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 train 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. on the day he was assassinated.

In 1972, Young began his political career. He was elected as Georgia’s first African-American or Black 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 returned to politics and was elected mayor of Atlanta in 1981. As mayor, Young was instrumental in the city’s continued growth and national and international prestige. His accomplishments as the mayor of Atlanta include bringing \$70 billion in new private investment to the city of Atlanta, 1,100 new businesses and one million jobs to the region. He expanded programs for including minority and female-owned businesses in all city contracts. Young tripled college scholarships given to Atlanta public school graduates and was instrumental in overhauling and privatizing Zoo Atlanta and hosted the 1988 Democratic National Convention. 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.

### Glossary

- **Jackson, Maynard** (1938-2003) - first African-American or Black mayor of a major southern city (Atlanta).
- **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.

### **Resources:**

Boldt, David, and Mary Mathewes Kassis. *A Historical Perspective of Georgia's Economy*. Rep. no. FRC Report No, 100. Fiscal Research Center of the Andrew Young School of Policy Studies, 1 Feb. 2005. Web. Mar. 2017.

[http://cslf.gsu.edu/files/2014/06/historical\\_perspective\\_of\\_georgias\\_economy.pdf](http://cslf.gsu.edu/files/2014/06/historical_perspective_of_georgias_economy.pdf)

This report published by the Georgia State University Fiscal Research Center details the economic development of Georgia.

“Jackson, Maynard 1938–2003.” Contemporary Black Biography. *Encyclopedia.com.*, Apr. 2017

<http://www.encyclopedia.com/people/social-sciences-and-law/social-reformers/maynard-jackson>

This article addresses the accomplishments of Jackson during his time as Atlanta’s mayor.

Moye, J. T. “Andrew Young (b. 1932).” *New Georgia Encyclopedia*. 09 January 2017. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/andrew-young-b-1932>

This article provides biographical information about Andrew Young. His early life, his devotion to the Civil Rights Movement and his political career are detailed. Other print resources are identified.

Newman, Harvey K. "Olympic Games in 1996." *New Georgia Encyclopedia*. 18 October 2016. Web. 21 March 2017. <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/olympic-games-1996>

This article details the 1996 Olympic Games held in Atlanta. The city's proposal to the Olympic Committee, the preparation for the games, and the legacy of the games for the city and for Georgia are discussed. Other print resources are provided.

Rice, Bradley R. "Maynard Jackson (1938-2003)." *New Georgia Encyclopedia*. 09 January 2017. Web. 21 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/maynard-jackson-1938-2003>

Maynard Jackson's life is detailed in this article. His family connections, education, his entry into politics, his leadership of Atlanta and his continued support of the city are the primary focus of this article. Other print resources are provided.

Yamanouchi, Kelly. "Airport Economic Clout Pegged at \$64B." *Atlanta Journal-Constitution* 19 Nov. 2014. My AJC. Cox Media Group, 2017. Web. Mar. 2017.

<http://www.myajc.com/business/airport-economic-clout-pegged-64b/jJFui4a5YJ7sTLpVurKaP/>  
This article provides information about the importance of the Atlanta Hartsfield-Jackson International Airport on the metropolitan region. The article is supported by advertisements that should be examined before use in the classroom.

**SS8H12 Explain the importance of developments in Georgia since the late 20<sup>th</sup> century.**

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

James Earl "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 schools 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. As a state senator, Carter advocated for education and served as the chairman of the Senate Education Committee. His encouragement of integration and his pro-environment stand resulted in mixed reviews from the state electorate. He was, however, re-elected to the State Senate for a second term in 1964.

By 1966, Carter was interested in running for governor. He finished in third place, behind Lester Maddox and Ellis Arnall in the Democratic primary. 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 as governor was complete, Carter began to set his sights on a presidential run. Due to primary successes, Carter received the Democratic nomination for president and narrowly defeated President Ford in the 1976 election. The lingering disillusionment created by the Watergate scandal and the nation's poor economy were major factors in Carter's election.



President Jimmy Carter

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 (the 1979 seizure of 52 American hostages by Iranian students who were held for 444 days), and the overall perception that he did not do enough to remedy the "stagflation" (persistent inflation and a stagnant economy) 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 and increased awareness of the Habitat for Humanity program. Carter has also written several books and was inducted to the Georgia Writers Hall of Fame in 2006.

### Glossary

- **Carter, Jimmy** (b. 1924) - only United States President from Georgia; also a Georgia state senator and governor, and winner of the Nobel Peace Prize.

### **Resources:**

Fink, Gary M. "Jimmy Carter (b. 1924)." *New Georgia Encyclopedia*. 09 January 2017. Web. 22 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/jimmy-carter-b-1924>  
This article provides information about Carter's life from his early childhood and education in Plains, his involvement in the family business and community service in his hometown, his introduction into state politics (in the Senate and as Governor), his eventual term as the U. S. President and his prolific post-presidential civic involvement.

"Jimmy Carter." *Jimmy Carter*. Golden Ink, 2017. Web. Mar. 2017.  
<http://www.ourgeorgiahistory.com/people/carter.html>  
This article provides insight into Carter's life. Also provided is a timeline of his life events.

"Jimmy Carter." *The Carter Center*. The Carter Center, 2017. Web. Mar. 2017.  
[https://www.cartercenter.org/about/experts/jimmy\\_carter.html](https://www.cartercenter.org/about/experts/jimmy_carter.html)  
This website provides information about Carter's involvement in national and international policy-making regarding his "fundamental commitment to human rights and the alleviation of human suffering."

**SS8H12 Explain the importance of developments in Georgia since the late 20<sup>th</sup> century.**

- c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth.

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. Beating the odds-on favorite Athens, Greece, to host the games, Atlanta began to prepare for this important international event. In order to be ready, the city built new or added to existing sports venues, repaired its sidewalks, built public parks, added more hotel rooms, and revitalized the downtown area with new homes and apartments.



Centennial Olympic Park

The **short-term impacts** of the Olympic Games in Atlanta included the removal of the urban decay that downtown Atlanta was experiencing. The creation of Centennial Olympic Park led to the development of the area to include new apartments, hotels and business structures. Infrastructure developments, such as roadway improvements, the addition of sidewalks, and streetlights to name a few, brought people into the city for the games. The general clean-up of the city benefitted the local economy as people desired to visit and enjoy the games and food establishments and hotels. The improvements also created interest in developing new attractions such as the Georgia Aquarium. International recognition of Atlanta as a progressive city encouraged international economic status.

The **long-term impacts** have benefitted Atlanta itself. Due to the games the number of hotel rooms in the city expanded to over 60,000. The Olympics gave Atlanta international name recognition 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. The population of the city increased dramatically from 3.5 million in 1996 to 5.5 million in 2011. According to the *New Georgia Encyclopedia*, the Games have generated least 5.1 billion dollars for the city and state. Increased population, along with a recent recession, has led to a declining housing market and increased traffic concerns. Positive economic impacts remain in parts of Atlanta, however, some neighborhoods that were neglected during the Olympic preparation period, remain blighted.

**Glossary**

- **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.

**Resources:**

“Atlanta Mayor Hails Legacies of 1996 Olympic Games.” *International Olympic Committee*. International Olympic Committee, 20 July 2016. Web. Mar. 2017.  
<https://www.olympic.org/news/atlanta-mayor-hails-legacies-of-1996-olympic-games>  
This article reviews the impact of the Olympic games 20 years after the event.

Glanton, Dahleen. "Olympics' Impact on Atlanta Still Subject to Debate." *Tribunedigital-chicagotribune*. *Chicago Tribune*, 21 Sept. 2009. Web. Mar. 2017. [http://articles.chicagotribune.com/2009-09-21/news/0909200352\\_1\\_centennial-olympic-games-billy-payne-atlanta-committee/2](http://articles.chicagotribune.com/2009-09-21/news/0909200352_1_centennial-olympic-games-billy-payne-atlanta-committee/2)

This article discusses the positive and negative impacts that the Olympic Games had on the city of Atlanta.

Lohr, Kathy. "The Economic Legacy of Atlanta's Olympic Games." *NPR*. NPR, 04 Aug. 2011. Web. Mar. 2017. <http://www.npr.org/2011/08/04/138926167/the-economic-legacy-of-atlantas-olympic-games>

This article details the economic impact of the Atlanta games on the state. Included is a print transcript as well as an audio recording (5.5 minutes) of the NPR interview.

Newman, Harvey K. "Olympic Games in 1996." *New Georgia Encyclopedia*. 18 October 2016. Web. 21 March 2017. <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/olympic-games-1996>

This article provides insight into the bid for, preparation for and the hosting of the 1996 Atlanta Olympic Games. Other print materials are identified.

**SS8H12 Explain the importance of developments in Georgia since the late 20<sup>th</sup> century.**

- d. Analyze Georgia's role in the national and global economy of the 21<sup>st</sup> Century, with regard to tourism, Savannah port expansion, and the film industry.

**Tourism** in Georgia has become one of the state's largest industries. Because of the great geographic diversity in the state, over 100 million visitors traveled to Georgia's mountains, beaches and major cities with unique attractions. With Atlanta as the top destination and Savannah and the Georgia coast following close behind, these cities and regions provide job opportunities for community members. Tourism has become the fifth largest employer in the state with revenues in the neighborhood of \$59 billion providing 439,000 jobs. In 2016, the tourism industry generated \$3 billion in direct and indirect taxes. The tourism industry employed 10.2% of Georgia's workforce in 2016. One third of the tourists visiting Georgia were Georgians who enjoyed overnight stays at regional attractions.

**The Savannah Harbor Expansion Project (SHEP)** is finally under construction after a 15-year study to determine the impact on the economy of Georgia and the nation. Savannah's port is the fourth-busiest container port in the U. S. and is the fastest growing port.

According to the Ports Authority, Savannah handles more than "3 million twenty-foot equivalent container units per year for more than 21,000 U. S. businesses." The completion of the project will deepen the outer harbor to 49 feet when water is at its lowest point. The shipping industry is serving larger vessels with heavier loads now that the Panama Canal expansion is complete. The new locks will send ships to Savannah that are as much as three times the capacity of ships currently able to transit the Canal. American businesses ship products from this critical port in their supply chains. The expansion will allow greater scheduling flexibility for the port. The Savannah Harbor Expansion Project will support jobs throughout the nation. Its economic impact on Georgia's deep-water ports generates \$67 billion in revenue.



Container Ship, Savannah

More than 350,000 jobs will be impacted and about \$18.5 billion in personal income will impact the region. The impact of SHEP will help manufacturers on the national and global horizon.

Georgia's **film industry** is rapidly becoming a major player in the industry. Due to encouraging financial incentives, the diversity of locations for filming, and growing production resources and professional support, Georgia is the destination in the southeast for film production. The moderate climate allows for year-round production and the airport in Atlanta provides for quick transportation for members of the industry. Since its creation in 1973 by then-governor Jimmy Carter, the Georgia Film Commission has grown to rank third behind California and New York. With a \$7 billion economic impact in 2016, Georgia's film industry is likely to continue to grow. Twenty-five thousand people in Georgia are directly involved in the industry and 30,000 people benefit through industries and businesses that are indirectly related. The Georgia Film Academy and colleges and universities, including the Savannah College of Arts and Design (SCAD), will help fill the projected 3,500 - 5,500 job opportunities by 2021. Tyler Perry, producer and actor, is currently converting the former Fort McPherson location into one of the largest film studios in the United States. With 800 film and television projects since 1972, Georgia's film industry is likely to continue to grow.

### Resources:

Cunneff, Tom, and Special to CNBC.com. "A Film Mecca in the Deep South Is Rising, Rivaling Hollywood." *CNBC*. CNBC, 01 Nov. 2016. Web. Mar. 2017.

<http://www.cnbc.com/2016/11/01/atlanta-rivals-hollywood-to-become-major-film-mecca.html>

This article details the rise of the film and television industry in Georgia.

"How Big Was Tourism's Economic Impact in Georgia?" *Bizjournals.com*. *Atlanta Business Chronicle*, 14 Sept. 2016. Web. Mar. 2017.

<http://www.bizjournals.com/atlanta/news/2016/09/14/how-big-was-tourism-s-economic-impact-in-georgia.html>

This short article provides 2016 statistics about the tourist industry in Georgia.

"Georgia Film and TV Production." Georgia Department of Economic Development. *Georgia Department of Economic Development*, 2017. Web. Mar. 2017.

<http://www.georgia.org/industries/entertainment/georgia-film-tv-production/>

This article relates the advantages of producing films and television programs in Georgia.

Georgia Ports Authority. "Gateway to The World." *Georgia Ports Authority Media Publications* Gateway to The World. Georgia Ports Authority, 2017. Web. Mar. 2017.

<http://www.gaports.com/Media/Publications/GatewayToTheWorld.aspx>

This Georgia Ports Authority website provides print material as well as video information about the impact of the ports of Georgia. This site provides a video that runs about 5:45.

Georgia Ports Authority. "Savannah Harbor Expansion Project." SHEP. *Georgia Ports Authority*, 2017. Web. Mar. 2017.

<http://www.gaports.com/Media/Publications/GatewayToTheWorld/SavannahHarborExpansionProject.aspx>

Langston, Kevin. "Tourism Industry Research." *Georgia Department of Economic Development*. Georgia Department of Economic Development, 2017. Web. Mar. 2017.

<http://www.georgia.org/industries/georgia-tourism/industry-research/>

This short article provides 2015 statistics on Georgia's tourist industry.

Roberts, Holly L. "Facts on Tourism in Georgia." USA Today. *Gannett Satellite Information Network*, 2011. Web. Mar. 2017. <http://traveltips.usatoday.com/tourism-georgia-54382.html>  
This article reviews who is visiting Georgia and their destinations within the state.

## Geographic Understandings

### SS8G1 Describe Georgia's geography and climate.

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.

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.

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."



Georgia in the  
Southeastern USA



Northern  
Hemisphere



Western  
Hemisphere

### Glossary

- **Continent** - the world's largest land masses.
- **Hemispheres** - lines of latitude and longitude that divide the earth into halves.
- **Nation** - a land mass inhabited by people who share a common territory and government.

### SS8G1 Describe Georgia's geography and climate.

- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contributions.

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.

### **The Appalachian Plateau Region**

**Location:** This region is located in northwest Georgia; known as the TAG corner (the region connects with Tennessee and Alabama).

**Physical Characteristics:** This region features flat or gently sloping land sitting above surrounding valleys.

**Climate:** The climate of this region has cooler temperatures due to its higher elevation (1800-2000 feet above sea level) and northern latitude. Summer temperatures can reach to the 80's and occasionally the 90's while during the winter months, temperatures span from the 20's to the 40's. During winter months, some snow (average of 5 inches per year) and ice cover the region.

**Agriculture:** Agriculture is limited due to poor soil. However, some corn and soybeans are produced in this region.



**Economic Contributions:** The most profitable industries in this region include tourism and forestry. The production of coal and limestone are productive as well. This region is the only known source of coal in the state.



Cloudland Canyon

**Interesting features:** Located in Georgia's smallest region are Cloudland Canyon and Lookout Mountain. No significant rivers are located in the Appalachian Plateau region. Caving is a popular pastime; however, most caves are located on private property.

### The Valley and Ridge Region (or Ridge and Valley Region)

**Location:** Located in northern Georgia, this region lies between the Appalachian Plateau region and the Blue Ridge region.

**Physical Characteristics:** Long, parallel ridges separated by wide, fertile valleys. While ridges can appear to be mountains, the ridges range in height from 700 to 1600 feet above sea level.

**Climate:** The climate is similar to that of the Appalachian Plateau region. The climate of this region has cooler temperatures due to its higher elevation and northern latitude. Summer temperatures can reach to the 80's and occasionally the 90's while during the winter months, temperatures span from the 20's to the 40's. During winter months, some snow and ice cover the region.

**Agriculture:** Approximately 4% of the valleys is farmed and used as pastures. Crops include corn, soybeans, wheat and cotton. Hardwood and pine timber is harvested as well.

**Economic Contributions:** Textiles and carpets are produced in this region. Some mining occurs as well.

**Interesting features:** Dalton, Georgia is the "carpet capital of the world." Numerous caves are located in this region.

### The Blue Ridge Region

**Location:** This region is located in the northeastern corner of Georgia.

**Physical Characteristics:** The Blue Ridge Mountains are the highest in the Appalachian Highlands (between 2000 and 5000 feet). Brasstown Bald (4784 feet above sea level), Georgia's highest peak, is located in this region. The beginning of the Appalachian Trail is marked by Springer Mountain (3782 feet). The name of this region comes from the blue haze that seems to envelop the mountains.



Visitors Center at  
Brasstown Bald

**Climate:** Like the other regions with high elevation, the Blue Ridge region features cooler weather in the summer and winter months than the southern portion of the state. It is the region that has the highest precipitation rate at over 80 inches of rain per year. As a result, the major rivers, including the Chattahoochee and Savannah Rivers, originate in the Blue Ridge region.

**Agriculture:** Small farms, located in the region's valleys, produce apples, corn, and vegetables. Pastures are home to large animals.

**Economic Contributions:** Historically, mining has been important to the economy of the region. Gold mining opportunities have encouraged tourists to enjoy the region. The harvesting of timber is profitable for the region.

**Interesting features:** Brasstown Bald, Georgia’s highest peak, and the beginning of the Appalachian Trail brings tourists to the region. Dahlonega, the home to the United States’ first gold rush, offers mining opportunities to willing tourists.

### The Piedmont Region

**Location:** The Piedmont region is located in the central part of the state and occupies approximately 30% of the land in the state. The Appalachian Mountain regions (Appalachian Plateau, Valley and Ridge, and the Blue Ridge) are north of the Piedmont while the **Fall Line** separates the Piedmont from its southern neighbor, the Coastal Plain. (**Note: More information on the Fall Line is found in notes for SS8G1c**)

**Physical Characteristics:** The Piedmont is characterized by gently rolling hills. The term *Piedmont* means “foot of the hills”. Also, featured in this region are major rivers flowing toward the Coastal Plain. These rivers tend to be shallow and can feature waterfalls or rapids. Red clay, formed when water mixes with the iron rust, is a characteristic of this region.

**Climate:** This region’s climate can be steamy and hot in the summers and can deliver snow in the winters. Temperatures can reach into the 90’s in the summers and into the 20’s during the winter months.

**Agriculture:** This region is home to significant agricultural production. Crops produced include cotton, soybeans, and wheat. Poultry/eggs, hogs, and cattle/beef are products of this region.

**Economic Contributions:** Timber is harvested in the Piedmont region. This highly industrialized region is devoted to the production of a diverse type of products, including carpet milling, aircraft and automobile manufacturing, and poultry processing. While agriculture is still economically important in this region, animal products such as poultry, eggs, and beef are dominant.



Midtown Atlanta Skyline

**Interesting features:** The Piedmont region is the second largest in the state. This region features the urban cities of Atlanta, Columbus, Macon and Augusta among others. Tornadoes can exact destruction in this region.

### The Coastal Plain Region

**Location:** The Coastal Plain region is the southernmost region in the state.

**Physical Characteristics:** This region, 60% of the state, can be divided into two regions: the Inner Coastal Plain and the Outer Coastal Plain. The Inner Coastal Plain (in the western part of the region) is the agricultural heartland of the state. The Outer Coastal Plain includes the coast of Georgia and the Okefenokee Swamp. Major rivers flow through this region to the Georgia coast or the Gulf of Mexico.

**Climate:** This region of Georgia is characterized by hot, steamy summers and cool winters. Snowfall and ice are less likely to occur in this region.

**Agriculture:** The Inner Coastal Plain features fertile soil that produces peanuts, peaches, soybeans, cotton, Vidalia onions, and pecans. Other row crops are grown as well. The Outer Coastal Plain is less fertile due to the sandy soil. However, pine trees are harvested. Some row crops are produced in this region in areas away from the coast.

**Economic Contributions:** The pulp and paper industry is prominent in this region. Commercial fishing and seafood processing occurs in coastal regions. Tourism and recreation is important to the barrier islands and coastal towns. The impact of agriculture on the state's economy is critical. The deep-water ports of Savannah and Brunswick and the inland ports of Bainbridge and Columbus connect Georgia products with global markets.

**Interesting features:** The barrier islands protect mainland Georgia from hurricanes. In recent years, tornadoes have wreaked havoc on this region.



Jekyll Island Marshes

### Glossary

- **Appalachian Plateau** - Georgia's smallest region located in the northwestern corner of the state.
- **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.
- **Blue Ridge Region** - Georgia's northeastern region; receives more rainfall than any other region; many major rivers begin here.
- **Climate** - a composite of prevailing weather conditions of a location.
- **Coastal Plain** - Georgia's largest region which makes up 3/5 of the state.
- **Piedmont Region** - Georgia's most populated region known for its red clay; also known as "foot of the mountains".
- **Valley and Ridge** - Georgia region characterized by low open valleys and narrow ridges.

### **Resources:**

Chowns, Timothy. "Appalachian Plateau Geologic Province." *New Georgia Encyclopedia*. 28 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/appalachian-plateau-geologic-province>

This article provides an in-depth analysis of the geology of the Appalachian Plateau region. Other resources are identified.

Chowns, Timothy. "Valley and Ridge Geologic Province." *New Georgia Encyclopedia*. 02 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/valley-and-ridge-geologic-province>

This article provides an in-depth analysis of the geology of the Valley and Ridge region. Other resources are identified.

Frazier, William J. "Coastal Plain Geologic Province." *New Georgia Encyclopedia*. 28 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/coastal-plain-geologic-province>

This article provides an in-depth analysis of the geology of the Coastal Plains region. Other resources are identified.

Geography - Geographic Regions of Georgia - GeorgiaInfo. *Digital Library of Georgia*, 2017. Web. Mar. 2017. <http://georgiainfo.galileo.usg.edu/topics/geography/article/geographic-regions-of-georgia>  
This article describes the five regions of Georgia.

"Georgia Geography from NETSTATE." Georgia Geography from NETSTATE. *NetState*, 25 Feb. 2016. Web. Mar. 2017. [http://www.netstate.com/states/geography/ga\\_geography.htm](http://www.netstate.com/states/geography/ga_geography.htm)  
This list features characteristics of Georgia's regions. There are advertisements in this website.

Hanley, Thomas. "Piedmont Geologic Province." *New Georgia Encyclopedia*. 20 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/piedmont-geologic-province>

This article provides an in-depth analysis of the geology of the Piedmont region. Other resources are identified.

Kirkman, L. K. "Upper Coastal Plain." *New Georgia Encyclopedia*. 02 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/upper-coastal-plain>

This article provides insight into the physical environment of the Inner (Upper) Coastal Plain. Other print resources are identified.

LaTour, Timothy E. "Blue Ridge Geologic Province." *New Georgia Encyclopedia*. 19 October 2016. Web. 21 March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/blue-ridge-geologic-province>

This article provides an in-depth analysis of the geology of the Blue Ridge region. Other resources are identified.

Sand, Janice. "Georgia Overview." *Natural Resources Spatial Analysis Lab*. Natural Resources Spatial Analysis Lab, 2017. Web. Mar. 2017. <http://narsal.uga.edu/gap/georgia/#ridgeandvalley>

This article provides general information about the five regions of Georgia.

Seabrook, Charles. "Lower Coastal Plain and Coastal Islands." *New Georgia Encyclopedia*. 11 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/lower-coastal-plain-and-coastal-islands>

This article provides insight into the physical environment of the Outer (Lower) Coastal Plain. Other print resources are identified.

Usery, E. L. "Geographic Regions of Georgia: Overview." *New Georgia Encyclopedia*. 31 May 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/geographic-regions-georgia-overview>

This overview provides general information about the five regions of Georgia. Other print materials are identified.

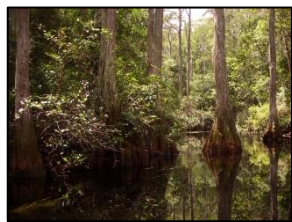
**SS8G1 Describe Georgia's geography and climate.**

- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

**The Fall Line** is a natural boundary (a wide zone) 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 cause many rivers in the area to be difficult to navigate. In the past, waterfalls offered sources of water to create power so many mills were eventually located on the fall line. In addition, many of Georgia's most important cities such as Columbus, Macon, and Augusta are located on the fall line due to their location as the

last navigable upstream points in the state. Early settlers off-loaded goods at these points and settled in the area, creating towns that developed into cities that populate the Fall Line region today.

**The Okefenokee Swamp** covers 700 square miles and is the largest freshwater swamp in North America.



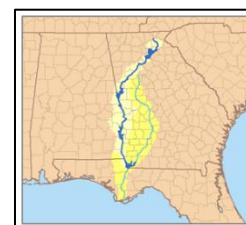
Okefenokee Swamp

Located in southeastern Georgia, the swamp can be found in four Georgia counties (Charlton, Ware, Brantley and Clinch). American Indians lived in the swamp dating back to periods before the Mississippian period. The Choctaw American Indians gave the swamp its name which means “land of the trembling earth”. The most famous American Indian tribe that lived in the swamp was the Seminole, who 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. The importance of the Okefenokee Swamp lies in its natural and human heritage. As one of the world’s largest intact fresh water ecosystems, the swamp provides habitats to threatened and endangered species. Those species, now protected by the federal government, include amphibians that are bio-indicators of global health. Over 600 plant species are found in this ecosystem. Another importance relates to human activity. Over 30 employees maintain this natural region to ensure that the 40,000 yearly visitors leave the habitat as natural as possible. Visitors to this region spend \$64 million in the surrounding counties. While visitors are important to the local economy, the primary emphasis is the protection of the wildlife and habitat.

**The Appalachian Mountains** are located in north Georgia. The southernmost point of the mountain range (that extends into the northeastern part of the United States) forms the high peaks found in the Appalachian Plateau, Valley and Ridge, and Blue Ridge regions of the state. In the southern states, these mountains are 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 that is almost 14,500 feet. The Appalachian Mountains are important because they lie in the path of moist, warm air currents from the Gulf of Mexico that produce high rainfall patterns in the spring and summer and frequent snowfalls in the winter. The high elevation of the region, combined with a solid rock foundation beneath the surface and higher rainfall/snowfall, affects the formation of Georgia’s major rivers and tributaries. Another importance is the tourism industry that has developed in the region due to the scenic terrain.

**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. American Indians 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. In recent years, the states of Florida and Alabama have sued Georgia due to its unrestricted rights over the use of the river.



Chattahoochee River watershed

**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. American Indians lived around the river and Spanish explorer Hernando De Soto was the first European to cross it. James Oglethorpe chose a site 18 miles upriver to create Georgia's first city, Savannah. 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 nuclear power plants in Georgia and South Carolina, and to generate hydroelectric power. Other uses include irrigation for agricultural crops and recreation.



Savannah River watershed

**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 wildlife 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. American Indians lived on them and, in the 1500's, the Spanish set up missions there. During the Colonial and Antebellum periods, plantations were developed on the islands 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.



Cumberland Island

### Glossary

- **Appalachian Mountains** - a mountain chain that stretches from Georgia to Maine.
- **Barrier Islands** - islands located off the coast of Georgia; provides protection from hurricanes to the Georgia coast.
- **Chattahoochee River** - important Georgia river that forms part of the western boundary of the state.
- **Fall Line** - a geographic boundary that separates the Piedmont and Coastal Plain regions; named for decrease in elevation.
- **Okefenokee Swamp** - the largest swamp in North America; located in southeastern Georgia.
- **Savannah River** - major river that is used for trade and makes up Georgia's eastern border with South Carolina.

### **Resources:**

Bullard, Mary. "Cumberland Island." *New Georgia Encyclopedia*. 09 September 2014. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/cumberland-island>  
The natural environment and the human history of Cumberland are included in this article.

Duncan, Mack S. "Fall Line." *New Georgia Encyclopedia*. 01 September 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/fall-line>  
This review of Georgia's Fall Line includes information about its history, its geology and its economic history. One other resource is identified.

Gibbons, Whit. "Natural History of the Okefenokee Swamp." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/natural-history-okefenokee-swamp>

This article delves into the natural history of the swamp and the flora and fauna of the region.

Hunter, John. "Jekyll Island." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/jekyll-island>

Detailed in this article is the early history of the island, as well as the development of the island by the millionaires who traveled to the island for recreation. Other resources are provided.

Koon, Mary D. "St. Simons Island." *New Georgia Encyclopedia*. 08 December 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/st-simons-island>

This article provides information on the most developed of the barrier islands. Its early history, colonial history, antebellum history and 20<sup>th</sup> century history are provided. Other resources are identified.

Seabrook, Charles. "Savannah River." *New Georgia Encyclopedia*. 31 May 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/savannah-river>

This lengthy article describes the path of the river, its historical uses and the environmental concerns regarding the river today.

"The Okefenokee Swamp." Georgia Public Broadcasting. *Georgia Public Broadcasting*, 22 Oct. 2008. Web. Mar. 2017. [http://www.gpb.org/georgiastories/story/okefenokee\\_swamp](http://www.gpb.org/georgiastories/story/okefenokee_swamp)

This video provides visual information about the Okefenokee. Teacher resources are provided. The video lasts for approximately 12:00 minutes.

Trowell, C. T. "Human History of the Okefenokee Swamp." *New Georgia Encyclopedia*. 20 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/human-history-okefenokee-swamp>

Provided in this article is a review of the natural history of the swamp, its use by American Indians and the arrival of white settlers, and the preservation attempts to preserve the swamp. Other resources are identified.

Willoughby, Lynn. "Chattahoochee River." *New Georgia Encyclopedia*. 21 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/chattahoochee-river>

Details of the Chattahoochee's prominence in history are provided in this article. Other print resources are provided.

### **SS8G1 Describe Georgia's geography and climate.**

- d. Analyze the importance of water in Georgia's historical development and economic growth.

#### **Historical Importance of Water in Georgia**

Water sources in Georgia have historical significance. Much of Georgia's boundaries are bodies of water. The Chattahoochee River, the Savannah River and the St. Mary's River create natural boundaries for our state. American Indians and early settlers depended on the rivers and streams for food and transportation. As farming increased in the state, water sources were necessary to adequately serve the crops. Rice production in the southeastern Coastal Plains provided the first staple crop. The ports of Savannah and Brunswick supported the concept of mercantilism as they exported and imported goods necessary for life in the colony. Rivers were used to transport goods and people as the state's population expanded into American Indian territory. Control

of major rivers during the Civil War often determined economic success or failure. Steamboats moved people and goods to the head of navigation (the Fall Line). Man-made lakes (reservoirs), primarily located in the northern half of the state, have benefited flood control, hydroelectricity, and have provided recreational outlets for Georgians. Georgia ports, having suffered from the boll weevil's devastating impact on cotton exports, have rebounded to be major ports on the Eastern seaboard. Legislation has been passed to protect Georgia's waterways though pollution concerns still exist. Water wars with neighboring states, drought conditions and shifting courses of rivers create concerns for Georgia today.

### **Economic Growth and Water in Georgia**

American Indians recognized the importance of rivers and streams to trade. These early cultures used the rivers to transport animal pelts and trinkets to other settlements for trade. Trading posts were established and, when the Europeans arrived, many settled in the areas of these posts. Early settlers developed a rice trade and naval stores in coastal Georgia. When malarial waters pushed settlers inland, the rivers and streams were used to provide water to "King Cotton", a phrase used before the Civil War to illustrate the economic and political importance of cotton. Before the arrival of the railroad, rivers were used to transport raw cotton to the coastal ports. Steamboats provided transportation for goods and passengers on Georgia. Factories and mills were powered by the rushing waters of Piedmont Georgia; however, the Civil War strangled production as the Union and Confederate forces struggled for control of the rivers. Rebounding from the war, the rivers saw the rise, once again, of steamboats and the improvement of inland ports on the Chattahoochee River, increasing the economic value of the river. As the turn of the century occurred, river usage for trade was impacted by the rise of the automobile and the airplane. The negative impact of the boll weevil and cotton exports on the deep-water ports of Savannah and Brunswick almost devastated the ports.

Eventually, new businesses located near the ports and the resurgence of economic success was underway. Georgia's ports saw men and women produce Liberty ships during World War II. The ports today are among the most successful of the Eastern seaboard ports. Reservoirs were built to aid businesses dependent on hydroelectricity and have provided recreational facilities for Georgians. Water scarcity in Georgia today due to drought impacts agricultural production.

### **Extended Notes for Teachers**

Georgia's rivers, streams and lakes are steeped in historical relevance and economic importance to the growth of Georgia. Rivers and streams flow from the rugged terrain of north Georgia to the flat lands of the coastal plains. The surface waters and underground aquifers have helped Georgia's human population determine where to settle and how to effectively utilize the land.

Pre-historic American Indians used rivers and streams as an important part of their daily survival. Rivers provided essentials: food, an avenue of transportation, and a connection to their spiritual world. Evidence of their occupation remains in an occasional find of **Clovis points** (a prehistoric tool that looks like a spearhead which was used for hunting) and crude pottery found along rivers.

As Europeans began to migrate to the state, their settlement patterns developed around rivers and large streams. Established in 1735, the town of Augusta was located on the Savannah River in an effort to provide the Carolina colony with protection from the Spanish and American Indians. This location is where the river became difficult to navigate (the Fall Line). The rushing waters would ultimately power grist mills, saw mills, and, in the years just before the Civil War, textile mills. A large rice plantation culture developed in the southeastern part of Georgia, providing the colony's first staple crop. The "rice rivers", the Savannah, the Ogeechee, the Altamaha, the Satilla, and the St. Mary's, produced 95% of total rice output in Georgia until just before the Civil War. It was during this time that boundaries were established - landowner's personal property, parishes (counties) and colony – often delineated by a river or stream.



As the population moved further inland due to bouts with malarial waters, **headright grants** (land given to settlers during royal rule and early statehood), and land lotteries at the American Indians expense, rivers again saw the location of settlement. At the head of navigation on the Chattahoochee River, the town of Columbus was established in 1828. During the antebellum period, steamboats travelled the Chattahoochee, delivering cotton to markets. The southernmost river's direct, unimpeded connection to the Gulf of Mexico allowed the markets along its path to grow. The northern part of the river saw the development of saw mills and grist mills near taverns and ferries.

After the invention of Whitney's cotton gin, cotton production increased dramatically in the Piedmont and upper Coastal Plain. The production of cotton and corn for livestock cleared land, which led to the erosion of barren fields. Soil washed into the streams, and, over time, higher stream beds caused widespread flooding. This untamed agricultural practice continued until the 1920's and the devastation of the boll weevil.

Control of the Chattahoochee River and Savannah River became a necessity during the Civil War. Each river generated power for factories that were important to the Confederacy. The Savannah River was blockaded by the Union forces which ultimately strangled the port of Savannah. When General Sherman's army crossed the Chattahoochee near Atlanta, he moved his armies toward Savannah, crisscrossing the Ocmulgee, Oconee, and Ogeechee rivers. As Savannah was Georgia's major port city, thousands of bales of cotton waiting to be shipped were confiscated by Union forces. By 1864, the factories and mills at Columbus and West Point were ordered to be destroyed.

After a recovery period from the destruction of war, steamboats began to travel again on Georgia's rivers. However, cotton was no longer the only product transported on steamboats as Georgians began to diversify their production. Fertilizers and naval stores (lumber, railroad ties, rosin and turpentine) became prominent products produced and shipped on steamboats. Passenger steamboats were popular during the latter part of the 1800s until other methods of transportation (railroads, air travel) became more fashionable.

The decline of the use of steamboats did not sway Georgians from using rivers and streams, however. In the early 1900's, as industrialization gained a foothold in the state, Georgia Power Company created large reservoirs (also known as impoundments) to cool coal-fired electrical plants and hydropower. The 1930's New Deal program, the Tennessee Valley Authority (TVA), built additional reservoirs to control flooding and to provide jobs for Georgians during the Great Depression. These reservoirs were built primarily in the northern half of the state. The construction of dams by the U.S. Army Corps of Engineers began in the 1940's and 1950's to aid in navigation, flood control, and to produce hydropower. Impounding rivers continues to fragment the natural river system in the state, causing concern as to the benefits to the environmental costs and financial relevance. These lakes, however, have provided recreational facilities for Georgians.

As the boll weevil decimated cotton crops in Georgia, cotton exports plummeted and the ports suffered a serious economic downturn. The economic upheaval improved as major industries brought their operations to Savannah and Brunswick. Savannah Sugar Refinery (Dixie Crystals) and Union Bag (a Kraft paper mill) began the revitalization of the Savannah River. As World War II raged in Europe and the Pacific, the ports of Savannah and Brunswick constructed over 175 Liberty Ships to support the U.S. war effort. Brunswick was home to the Navy blimps that searched for German U-boats off the coast of the state. After the war, the Georgia Ports Authority was developed to bring economic revitalization and rapid expansion to Georgia's deep water and inland ports. Many natural wetlands in southeast Georgia, including parts of the Okefenokee Swamp, were drained for the development of pine plantations and agriculture. Many of the forest products from this period were shipped from the Savannah and Brunswick ports. The Savannah port is currently a major container-operations facility and, as of 2015, is the fourth busiest container port in the United States. Other products shipped from this facility includes forest and solid wood products, steel, automobiles and farm equipment. The Brunswick port now exports and imports dry bulk commodities as well as shipments of

automobiles. The inland ports of Bainbridge and Columbus feature barge facilities where dry commodities and liquid bulk commodities, such as petroleum products, petrochemicals and crude oil, are exported.

After the Great Depression and World War II, Georgians rebounded with the diversification of agricultural crops. Instead of “King Cotton”, Georgia farmers now depend on adequate water resources to produce peanuts, soybeans, blueberries, pecans and peaches.

In Georgia, few water pollution controls existed prior to 1960. Toxic chemicals were released into the water supply and drinking-water quality was not regulated. Seventy percent of municipal sewage entered Georgia’s rivers untreated. Georgia began to aggressively address these concerns through legislation that required an adherence to strict environmental law.

Georgia has serious water concerns. The state currently is facing water scarcity. As our water resources remain fairly constant, our population has exploded and has created a higher demand for water. This has led to “water wars” with the neighboring states of Alabama and Florida in a decades-long court fight over how to share regional water resources. This particular feud started in 2013 when Florida sued Georgia, claiming that metro Atlanta residents and southwest Georgia farmers hurt downstream aquatic species by using too much water. Alabama, concerned about water consumption in Georgia, has cautiously watched the legal actions of Georgia and Florida. As of February, 2017, the state of Georgia was victorious in a recommendation to the U.S. Supreme Court when a judicial official urged the Court to reject strict new water consumption limits that Georgia said would have struck a devastating blow to the state’s economy. While the decision by the Court is not final, Georgia has secured one more notch in the Tri-State water wars. Coupled with droughts, the economic impact on agriculture is devastating. Lack of available water also increases fire hazards, reduces water levels, and causes damage to wildlife and fish habitats. Over the years, the shifting water course of the Savannah River has caused litigation between the states of Georgia and South Carolina.

### **Glossary**

- **Naval Stores** - pitch, tar, and resin that is taken from pine trees and used in ship building.
- 

### **Resources:**

Barber, Henry E. "Brunswick." *New Georgia Encyclopedia*. 04 August 2016. Web. March 2017.

<http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/brunswick>

This article provides information about the port in Brunswick and its impact in Georgia’s economy.

Barber, Henry E. "Georgia Ports Authority." *New Georgia Encyclopedia*. 17 October 2016. Web.

March 2017. <http://www.georgiaencyclopedia.org/articles/business-economy/georgia-ports-authority>

This article reveals the purpose of the Authority, its facilities and its impact on Georgia’s economy.

Bluestein, Greg. "Georgia Scores Major Victory in Water Wars Feud with Florida." *Atlanta Journal-*

*Constitution*. Cox Media Group, 2017. Web. Apr. 2017. [http://www.ajc.com/news/state--regional-](http://www.ajc.com/news/state--regional-govt--politics/georgia-scores-major-victory-water-wars-feud-with-florida/kOdvkyyRf6yBFYLsx3bCML/)

[govt--politics/georgia-scores-major-victory-water-wars-feud-with-](http://www.ajc.com/news/state--regional-govt--politics/georgia-scores-major-victory-water-wars-feud-with-florida/kOdvkyyRf6yBFYLsx3bCML/)

[florida/kOdvkyyRf6yBFYLsx3bCML/](http://www.ajc.com/news/state--regional-govt--politics/georgia-scores-major-victory-water-wars-feud-with-florida/kOdvkyyRf6yBFYLsx3bCML/)

This article provides information about the hopeful conclusion of the Florida court case against Georgia concerning water consumption.

Edwards, Leslie. "Environmental History of Georgia: Overview." *New Georgia Encyclopedia*. 28

January 2016. Web. March 2017. [http://www.georgiaencyclopedia.org/articles/geography-](http://www.georgiaencyclopedia.org/articles/geography-environment/environmental-history-georgia-overview)

[environment/environmental-history-georgia-overview](http://www.georgiaencyclopedia.org/articles/geography-environment/environmental-history-georgia-overview)

This article relates how American Indians and European settlers used the environment. The impacts

of early crops, such as rice, cotton and logging, on the environment are identified. Concerns regarding urbanization and the regulation of human activity are provided. Other print resources are provided.

Parker, Amanda K. "Reservoirs." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017.

<http://www.georgiaencyclopedia.org/articles/geography-environment/reservoirs>

Parker discusses the history of the construction of reservoirs in the state and their impact on the economy. Print resources are identified to extend information.

Seabrook, Charles. "Savannah River." *New Georgia Encyclopedia*. 31 May 2016. Web. March 2017.

<http://www.georgiaencyclopedia.org/articles/geography-environment/savannah-river>

This lengthy article describes the path of the river, its historical uses and the environmental concerns regarding the river today.

Sullivan, Buddy. "Naval Stores Industry." *New Georgia Encyclopedia*. 02 August 2016. Web. March 2017.

<http://www.georgiaencyclopedia.org/articles/business-economy/naval-stores-industry>

Sullivan provides insight into the history of naval stores in Georgia. Other print resources are provided.

Sullivan, Buddy. "Savannah." *New Georgia Encyclopedia*. 25 October 2016. Web. March 2017.

<http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/savannah>

This article provides insight into the port in Savannah and its impact on the state's economy.

Willoughby, Lynn. "Chattahoochee River." *New Georgia Encyclopedia*. 21 November 2016. Web.

March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/chattahoochee-river>

Details of the Chattahoochee's prominence in history are provided in this article. Other print resources are provided.

## Government/Civics Understandings

### SS8CG1 Describe the foundations of Georgia's government.

Georgia has had ten 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. Key concepts concerning Georgia's present constitution 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.

### SS8CG1 Describe the foundations of Georgia's government.

- a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.

Legislators began writing Georgia's current constitution in 1977, and it was approved by the state's citizens in 1983. This was the largest re-write of Georgia's constitution since 1877. The goal was to create a brief, clear, and flexible constitution. The basic structure of the constitution includes the preamble, bill of rights, 11 articles, and amendments.

The **preamble** is a brief statement that identifies the fundamental purposes and principles for which the Georgia Constitution stands. The preamble follows:

*To perpetuate the principles of free government, insure justice to all, preserve peace, promote the interest and happiness of the citizen and of the family, and transmit to posterity the enjoyment of liberty, we the people of Georgia, relying upon the protection and guidance of Almighty God, do ordain and establish this Constitution.*

The **bill of rights** is found in Article I of the Georgia Constitution. A bill of rights enumerates certain individual liberties and protects those liberties from governmental intrusion, unless there is a sufficiently compelling justification for government action. Some rights from the original constitution of 1777 remain, however, the current bill of rights, originally written in 1861 by T. R. R. Cobb, has been "remarkably stable." The Georgia Bill of Rights consists of forty paragraphs, which constitute Article I of the Constitution of 1983. Twenty-eight paragraphs enumerate individual rights, nine deal with the origins of government, and three are devoted to "general provisions." Due to social changes through the years, however, some rights have been added to the bill of rights.

The eleven **articles** comprise the bulk of the constitution and include paragraphs that outline the rights, rules, regulation, 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 (free from party ties or bias) elections of judges.

The process to amend Georgia's Constitution are outlined in Article X. **Amendments** can be proposed by the General Assembly (the proposed amendment appears on the state's ballot for voter consideration) or by a state constitution convention (elected delegates meet to propose revisions or amendments).

State constitutions have to meet the U.S. Constitution. The federal government does allow for states to make laws good for states as long as it follows the U.S. constitution.

The Georgia Constitution contains many similarities as well as differences to the U. S. Constitution.

**Similarities** include:

- Each constitution contains a bill of rights.
- Each adopts the concept of separation of powers with specific legislative, executive and judicial branches.
- Executive leaders have power to appoint officials and veto bills.
- The legislative branches (the U.S. Congress and the Georgia General Assembly) are bicameral and each calls its two chambers the Senate and the House of Representatives.
- Both governments allow judicial review (the power of the courts to declare acts unconstitutional.)

**Differences** include:

- Georgia's Constitution is longer in length due to the specific, detailed policies.
- Georgia voters must approve any amendments to the constitution while there is no comparable role for amending the U. S. Constitution.
- Georgia's Constitution requires that the state maintain a balanced budget while the U.S. Constitution does not place that limitation on the federal government.
- According to the Georgia Constitution, the Georgia Governor has line-item veto power (can cut a specific item in a spending bill) while the U. S. President does not have the same power.
- Georgia elects almost all of its judges on non-partisan ballots while the President nominates judges for Senate approval.
- Legislators (both Senators and Representatives) in Georgia serve two-year terms while at the national level, Representatives serve two-year terms and Senators serve six-year terms.
- The Georgia Governor does not function with a cabinet of advisors as does the President.
- The Georgia Constitution provides detailed information regarding how local governments should function. The U. S. Constitution does not mention local government.

**Glossary**

- **Amendments** - changes made to the Georgia and/or the U.S. Constitutions.
- **Bill of Rights** - a list of rights and freedoms found in both the Georgia and United States Constitutions.
- **Georgia State Constitution** - the document that outlines the rights, rules, regulations, and procedures for Georgia's citizens and government.
- **Nonpartisan** - an election where candidates are not officially affiliated with a political party.
- **Preamble** - the opening statements of the Georgia and the U.S. Constitutions; states the fundamental purposes of the documents.

**Resources:**

Bratcher, Stewart D. "Georgia Bill of Rights." *New Georgia Encyclopedia*. 18 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-bill-rights>  
This article provides the historical background of the Georgia Bill of Rights. Three additional print resources are identified.

Fleischmann, Arnold and Carol Pierannunzi. *Georgia's Constitution and Government*. 6<sup>th</sup> Edition. 2006. <http://www.clayton.edu/portals/290/Content/Fleischmann%206th%20Edition.pdf>  
This resource provides detailed information about the Georgia Constitution and its relationship to the U. S. Constitution.

"Georgia Constitution." Ballotpedia. *The Encyclopedia of American Politics*, 2017. Web. Mar. 2017. [https://ballotpedia.org/Georgia\\_Constitution](https://ballotpedia.org/Georgia_Constitution)  
This entry reveals information about Georgia's Constitution. Some advertisements are on the website.

Government - 1983 Georgia Constitution (as Ratified without Subsequent Amendments) - GeorgiaInfo. *Digital Library of Georgia*, 2017. Web. Mar. 2017. [http://georgiainfo.galileo.usg.edu/topics/government/related\\_article/constitutions/georgia-constitution-of-1983-as-ratified-without-subsequent-amendments#Article\\_VI](http://georgiainfo.galileo.usg.edu/topics/government/related_article/constitutions/georgia-constitution-of-1983-as-ratified-without-subsequent-amendments#Article_VI)  
This website provides the text of the 1983 Georgia Constitution.

Hill, LaVerne W., and Melvin B. Hill. "Georgia Constitution." *New Georgia Encyclopedia*. 20 January 2017. Web. 28 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-constitution>  
This lengthy article details all of the constitutions that have served Georgia since 1777. Other print resources are identified.

**SS8CG1 Describe the foundations of Georgia's government.**

- d. Explain separation of powers and checks and balances among Georgia's three branches of government.

Like 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.

**Separation of powers** allows our state government to maintain separate branches of government in order to keep any one branch from exercising the distinct functions of another. 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) interprets and 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.

**Checks and balances** is a concept that the framers of the U. S. Constitution created and that the state of Georgia adopted when creating its own constitution. Not only did they separate the powers of government, they created a system for each branch to check each other's power. An example of checks and balances can be observed in the process of how a bill becomes a law. If the General Assembly passes a law that the governor does not agree with, the governor can veto (reject) it. The General Assembly 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.

## Glossary

- **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.
- **Governor** - the elected executive of the state; serves a four year term.
- **Separation of Powers** - the constitutional principle that limits the powers vested in one person or branch of government.
- **Veto** - the power held by the executive branch to reject a law; vetoes can be overturned.

## Resources:

"Separation of Powers - An Overview." *National Conference of State Legislatures*, 2017. Web. Mar. 2017. <http://www.ncsl.org/research/about-state-legislatures/separation-of-powers-an-overview.aspx>  
This article provides information about the concept of separation of powers. It provides traditional examples of how the powers are divided in most governments.

Stakes, Mary E. "Government and Laws: Overview." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/government-and-laws-overview>

Stakes provides insight into the origins of Georgia's state government, milestones in state government, the structure of Georgia's state government and local government in Georgia. Other print resources are identified.

### **SS8CG1 Describe the foundations of Georgia's government.**

- e. Describe the rights and responsibilities of citizens according to the Georgia Constitution.

## **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.

## **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

## Glossary

- **Juries** - a body of people (typically twelve in number) sworn to give a verdict in a legal case on the basis of evidence submitted to them in court.
- **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.
- **Volunteering** - when someone offers a service out of their own free will without the benefit of payment.

## Resources:

Bratcher, Stewart D. "Georgia Bill of Rights." *New Georgia Encyclopedia*. 18 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-bill-rights>  
This article provides the historical background of the Georgia Bill of Rights. Three additional print resources are identified.

Stakes, Mary E. "Government and Laws: Overview." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/government-and-laws-overview>  
Stakes provides insight into the origins of Georgia's state government, milestones in state government, the structure of Georgia's state government and local government in Georgia. Other print resources are identified.

Wilkes, Donald E. "Writ of Habeas Corpus." *New Georgia Encyclopedia*. 25 July 2016. Web. 28 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/writ-habeas-corpus>  
This article describes the use of the writ in Georgia and provides examples of how the writ is applied in courts of law. Other print resources are listed.

### **SS8CG1 Describe the foundations of Georgia's government.**

- f. List voting qualifications for elections in Georgia.

Voting qualifications in Georgia are determined by Georgia's constitution. The three qualifications 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 in which a person wants to vote

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

There are several locations where Georgians can register to vote. Some of these include city, county and state offices, and libraries. Voters can also download a voter registration form online and mail it to the Georgia Secretary of State's office. Voters are only allowed to vote at the polling place in their district (precinct), or via absentee ballot.



**Teachers may choose to use the following content concerning voting in Georgia as information to supplement teaching this element. However, students are not responsible for the specific information that follows.**

Once they are registered, Georgians usually vote in three types of elections. These elections are:

- **Primary elections** - 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.
- **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.

### **Glossary**

- **Felony** - a crime, typically one involving violence, regarded as more serious than a misdemeanor, and usually punishable by imprisonment for more than one year or by death.
- **General Election** - an election where the winning candidates of each party's primary, along with third party candidates and independents, run for political offices.
- **Misdemeanor** - a minor offense with a penalty of no more than one year in prison and/or a fine
- **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.
- **Runoff Election** - an election between candidates that did not receive 50% +1 of the vote.
- **Special Election** - an election that is used to present a special issue to voters or fill an office vacancy.
- **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.

### **Resources:**

"Georgia Voting Guide." State Voting Guide | Vote411.org. *League of Women Voters*, 2006. Web. Apr. 2017. [http://www.vote411.org/state\\_guide?state\\_id=georgia#.WPWMS9JVn4Z](http://www.vote411.org/state_guide?state_id=georgia#.WPWMS9JVn4Z)

This website provides information about voting in Georgia. Provided are links to questions about voting.

Grant, Chris. "Election Structures and Reform." *New Georgia Encyclopedia*. 19 October 2016. Web. 29 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/election-structures-and-reform>

Grant discusses elected offices in Georgia, voter registration and voting technology. Other print resources are listed.

**SS8CG1 Describe the foundations of Georgia’s government.**

- g. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia flag.

Governor Eugene Talmadge signed a joint resolution of the General Assembly adopting a pledge of allegiance to the Georgia flag on March 28, 1935. The Georgia flag, at that time, featured three bars - two red and one white - and a vertical field of blue that featured the Georgia state seal. This pledge stated:

*“I pledge allegiance to the Georgia flag and to the principles for which it stands; Wisdom, Justice, and Moderation.”*

Though never formally adopted as an official motto for the state, wisdom, justice and moderation became a part of the state seal in 1799.

As information, some historians have concluded that the words in the motto mean the following:

Wisdom - applies to the Legislative branch and its making of state laws

Justice - applies to the just and fair decisions made by the Judicial branch

Moderation - applies to the use of moderation in administering laws by the Executive branch

**Resources:**

Government - Georgia State Motto (Wisdom, Justice, and Moderation) - GeorgiaInfo. *Digital Library of Georgia*, 2017. Web. Mar. 2017.

<http://georgiainfo.galileo.usg.edu/topics/government/article/georgia-state-symbols/georgia-state-motto-wisdom-justice-and-moderation>

This article discusses the origins of the “state motto”.

"This Day in Georgia History - Pledge of Allegiance to Georgia Flag Legislation - GeorgiaInfo." GeorgiaInfo. *Digital Library of Georgia*, 2017. Web. Mar. 2017.

<http://georgiainfo.galileo.usg.edu/thisday/gahistory/03/28/pledge-of-allegiance-to-georgia-flag-legislation>

This site provides information about the adoption of the Georgia pledge to the flag.



Georgia State Seal

**SS8CG2 Analyze the role of the legislative branch in Georgia.**

- a. Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.

**Qualifications, Term, Election, and Duties of the Members of the General Assembly**

	Georgia State <b>Senate</b> Member	Georgia State <b>House of Representatives</b> Member
Qualifications	<ul style="list-style-type: none"> <li>• 25 years old</li> <li>• Resident of Georgia for two years</li> <li>• Resident of the district for at least one year</li> <li>• U. S. citizen</li> </ul>	<ul style="list-style-type: none"> <li>• 21 years old</li> <li>• Resident of Georgia for two years</li> <li>• Resident of the district for at least one year</li> <li>• U. S. citizen</li> </ul>
Term	<ul style="list-style-type: none"> <li>• Two-year term</li> </ul>	<ul style="list-style-type: none"> <li>• Two-year term</li> </ul>
Election	<ul style="list-style-type: none"> <li>• November, even numbered years</li> </ul>	<ul style="list-style-type: none"> <li>• November, even numbered years</li> </ul>
Duties	<ul style="list-style-type: none"> <li>• Serving on standing committees</li> <li>• Pass state’s operating budget</li> <li>• Enacting laws</li> <li>• Redistricting - Every 10 years members draw legislative district lines to create maps for the Senate and House of Representatives district boundaries. These are also used for district lines to send Georgia representatives to the U.S. House of Representatives.</li> <li>• Vote to place constitutional amendments on the election ballot (2/3 vote)</li> </ul>	<ul style="list-style-type: none"> <li>• Serving on standing committees</li> <li>• Pass state’s operating budget</li> <li>• Enacting laws</li> <li>• Redistricting - Every 10 years members draw legislative district lines to create maps for the Senate and House of Representatives district boundaries. These are also used for district lines to send Georgia representatives to the U.S. House of Representatives.</li> <li>• Vote to place constitutional amendments on the election ballot (2/3 vote)</li> </ul>

The primary function of the General Assembly is to make the laws that govern Georgia. This involves the proposal of legislation, committee consideration, and finally action by the full house—a series of steps that have to be repeated in both houses.

**Teachers may choose to use the following content concerning the organization of the General Assembly as information to supplement teaching this element. However, students are not responsible for the specific information that follows.**

**The Organization of the General Assembly - the 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 - the Senate

The Georgia Senate is composed of 56 members. It is presided over by the Lieutenant Governor, who is also known as 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.

### Glossary

- **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.
- **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 General Assembly’s House of Representatives.

### Resources:

Buchanan, Scott E. "Lieutenant Governor." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/lieutenant-governor>  
This article details the qualifications, terms, duties and history of the office of the lieutenant governor.

Grant, Chris. "Georgia General Assembly." *New Georgia Encyclopedia*. 11 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-general-assembly>  
This article describes the history of the General Assembly, the bicameral houses, how the Assembly operates and notable Assembly members. Other print materials are identified.

### **SS8CG2 Analyze the role of the legislative branch in Georgia.**

- b. Describe the purpose of the committee system within the Georgia General Assembly.

Most of the work conducted in both houses of the General Assembly is in the committee system. The House of Representatives is comprised 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.

### Glossary

- **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.
- **Joint Committee** - a committee made up of members of the Senate and House.
- **Standing Committee** - a permanent committee.

### Resources:

Buchanan, Scott E. "Lieutenant Governor." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/lieutenant-governor>  
This article details the qualifications, terms, duties and history of the office of the lieutenant governor.

Grant, Chris. "Georgia General Assembly." *New Georgia Encyclopedia*. 11 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-general-assembly>

This article describes the history of the General Assembly, the bicameral houses, how the Assembly operates and notable Assembly members. Other print materials are identified.

### **SS8CG2 Analyze the role of the legislative branch in Georgia.**

- c. Explain the process for making a law in Georgia.

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. **Bolded information** is included to provide a basic understanding of the lawmaking process for students.

- 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 Counsel 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 the bill is approved, it is sent to the other house.**
  - 14) If the 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 the bill or do nothing (it becomes law). Governor may veto the bill (Assembly can override with veto with 2/3 vote).**
- 16) Act is printed in the Georgia Laws Series and becomes law the following July 1.

**Resources:**

How a Bill Is Passed in the Georgia Legislature. *Carl Vinson Institute of Government*, 2014. Web. Mar. 2017. <http://georgiainfo.galileo.usg.edu/documents/HowaBillRevision.pdf>  
This pdf is a visual representation of the legislative process.

Jackson, Edwin L. "Legislative Process: Overview." *New Georgia Encyclopedia*. 11 December 2015. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/legislative-process-overview>

This article provides a written description of the stages of the legislative process.

"The Moment of Silence." *Georgia Public Broadcasting*. Georgia Public Broadcasting, 13 Jan. 2009. Web. Mar. 2017. [http://www.gpb.org/georgiastories/stories/moment\\_of\\_silence](http://www.gpb.org/georgiastories/stories/moment_of_silence)

This video relates how the bill regarding the Moment of Quiet Reflection Act passed through the Georgia legislature.

**SS8CG2 Analyze the role of the legislative branch in Georgia.**

- d. Describe how state government is funded and how spending decisions are made.

In order for the state government to function effectively, the government must generate revenue (money) to operate. This is necessary for many government-sponsored programs to meet the needs of the citizens of the state. The General Assembly determines the types of revenue sources and the terms by which they operate. The Department of Revenue, an agency of the state government, is charged with the responsibility of administering and collecting revenue while the governor, the state's budget director, is also involved in revenue decisions.

Georgia's government collects tax and non-tax revenues. **Tax revenues** are generated from the following types of tax sources:

- **Individual income taxes** - a graduated tax based on income that individuals or married couples generate in the form of salaries, wages and/or investments. These graduated taxes rise as taxable income increases. This tax generates 40% - 45% of the state's revenue.
- **Corporate income taxes** - a flat tax (6 percent since 1969) on income that a corporation generates within state boundaries. This form of tax generates about 3% - 5% of the state's revenue.

- **Insurance premium taxes** - placed on insurance companies that sell insurance in Georgia. These companies are not subject to corporate income taxation. This type of tax generates approximately 2% of Georgia's yearly revenues.
- **General sales taxes** - a tax placed on customer purchases in retail stores. This tax is a percentage of the price of the item purchased. Georgia's sales tax rate is 4% but local governments have increased the percentage of sales tax based on optional sales taxes at the local level. This usually brings the sales tax rate to 7% or 8%. When most food items were exempt from sales tax, this form of tax was the leading source of revenue for the state. However, it is now the second highest source of revenue, producing about 30% of the state's revenues.
- **Property taxes** - this form of tax generates revenue for local government and adds only a small portion to the state's revenue funds (less than 1%). Once county and city governments collect taxes, they share a small portion with the state in the form of a state property tax. The Department of Revenue guides local governments to ensure that there is some uniformity from county to county.
- **Excise taxes** - special taxes placed on items such as gasoline, alcoholic beverages, and tobacco products. These taxes are usually fixed amounts per item as opposed to a percentage of the price of the item. Excise taxes generate about 1% - 2% of the state revenues and are applied to the state's general fund.
- **Estate (Inheritance) taxes** - these taxes are payable from the estate of deceased persons and are related to the federal government's estate tax. Adjustments in federal law have caused the estate taxes to generate less revenue than in the past. Currently, estate taxes provide less than 1% of state revenues.

**Non-tax revenues** are generated from fees, the state lottery, and settlement funds.

- **Fees** - generated from entrance fees into state parks, fees for occupational and recreational licenses (also known as regulatory fees - the government regulates the occupation or activity). These fees generate about 3% - 4% of state revenues.
- **The state lottery** - this third-largest revenue source for the state generates 5% of the state revenues per year. By law, lottery revenue can be spent for special programs including college and technical-school HOPE scholarships, pre-kindergarten programs and technology for education programs.
- **Settlement programs** - the following two programs generate more than 2% of state revenues. Since 1998, to off-set costs to the state from cigarette smoking health issues, Georgia and other states participate in the tobacco-settlement-fund program. The state also supports an indigent-care trust fund. In conjunction with federal funds, this trust fund helps hospitals cover the costs of providing health care to the poor.

- This list is generated from the *New Georgia Encyclopedia*

### Glossary

- **Taxes** - money paid by citizens to support the function of local, state, and/or the federal government.
- **Tax revenues** - money generated for the state through taxes.

### **Resources:**

Digby, Michael F. "State Budgeting." *New Georgia Encyclopedia*. 02 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/state-budgeting>  
Digby provides information about the participants in the budget process, the stages of the budget process, and the implementation and evaluation of the budget processes.

Digby, Michael F. "State Revenues in Georgia." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/state-revenues-georgia>  
This article provides a comprehensive list of ways Georgia generates revenue.

**SS8CG3 Analyze the role of the executive branch in Georgia state government.**

- a. **Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.**

**Qualifications, Terms, Election, and Duties of the Governor and Lieutenant Governor**

	<b>Governor</b>	<b>Lieutenant Governor</b>
Qualifications	<ul style="list-style-type: none"> <li>• 30 years old</li> <li>• Resident of Georgia for six years</li> <li>• U. S. citizen for 15 years</li> </ul>	<ul style="list-style-type: none"> <li>• 30 years old</li> <li>• Resident of Georgia for six years</li> <li>• U. S. citizen for 15 years</li> </ul>
Term	<ul style="list-style-type: none"> <li>• Four years (no more than 8 consecutive years)</li> </ul>	<ul style="list-style-type: none"> <li>• Four years (unlimited terms)</li> </ul>
Election	<ul style="list-style-type: none"> <li>• Every four years (even numbered years)</li> </ul>	<ul style="list-style-type: none"> <li>• Every four years (even numbered years)</li> </ul>
Duties (Formal Powers)	<ul style="list-style-type: none"> <li>• Oversees operation of the executive branch</li> <li>• Chief law enforcement officer</li> <li>• Commander-in-Chief of the state's National Guard and the Georgia State Patrol</li> <li>• Proposes annual budget</li> <li>• Recommends new laws</li> <li>• Gives "state of the state" address</li> <li>• Fills government vacancies</li> <li>• Can call special sessions of the General Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Presides over the Senate</li> <li>• Acts as the state's chief executive when the governor is out of the state</li> </ul>
Duties (Informal Powers)	<ul style="list-style-type: none"> <li>• Serves as spokesperson for the state of Georgia</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**Glossary**

- **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.

**Resources:**

Allen, Lee M. "Executive Branch Officials: Overview." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/executive-branch-officials-overview>

This article offers information about the members of the executive branch and their responsibilities. Other print materials of offered as references.

Allen, Lee M. "Executive Branch: Overview." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/executive-branch-overview>



This article describes in detail the responsibilities of the executive branch. It also identifies other print resources.

**SS8CG3 Analyze the role of the executive branch in Georgia state government.**

- b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

The executive branch is charged with the responsibility to enforce the laws passed by the legislative branch. In order to do so, the state government is comprised of agencies to support the implementation of Georgia law. Because the many state agencies and departments fall under the jurisdiction

of the executive branch, the executive branch is the largest branch in the state. The Georgia Constitution requires voters to elect six department heads in addition to the governor and lieutenant governor. These eight officials are referred to as the state's "elected constitutional officers." Like most states, Georgia elects an attorney general and secretary of state. However, Georgia is among the few states that allow voters to elect a state school superintendent and individuals to lead departments of agriculture, insurance, and labor. According to the state constitution, the General Assembly is charged with determining the power and duties of these officers and to fund their agencies.

State agencies that administer programs and enforces laws include:

- **The Office of the Secretary of State** - The Secretary of State, an elected constitutional officer, is the keeper of Georgia's Great Seal and the custodian of the state flag and other state symbols. A significant role this office provides is the supervision and monitoring of elections in the state. His office is the official state entity where corporations and not-for-profit organizations are registered to conduct business in the state of Georgia. This office oversees over 30 state boards.
- **The Attorney General** - The Attorney General, an elected constitutional officer, is the state's chief legal officer. As the advisor to the executive branch, the attorney general's office deals with contracts and legal concerns for the state. The attorney general represents the state in capital felony cases (death penalty cases) and can represent the state in any civil action in any court. The attorney general is also responsible for the investigation and prosecution of any state official or any one working for the state if accused of wrongdoing.
- **The State Department of Education** - The Department of Education is led by the State School Superintendent, an elected official. The State School Superintendent is 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, managed by the state school superintendent, 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.
- **The Department of Insurance** - The commissioner, an elected constitutional official, licenses and regulates insurance companies in the state to guarantee that insurance rates, rules, and forms comply with state law. This office investigates concerns of insurance fraud. As the office concerned with state fire safety, this office inspects buildings and houses to prevent fire outbreaks.
- **The Department of Agriculture** - The Commissioner of Agriculture, an elected constitutional official, is responsible for regulating and promoting Georgia's agriculture industry. The commissioner's department regulates, monitors and assists with such businesses and programs as convenience stores, food processing and bottling plants, pest eradication programs, nurseries and garden businesses and state farmers' markets.

- **The Department of Labor** - The commissioner of labor, an elected constitutional official is, responsible for the administration of the state's workforce programs. These include unemployment issues, rehabilitation programs, and the requirements of the Workforce Investment Act (WIA), a program that utilizes federal funds to promote employment opportunities and job training. The commissioner's department also provides workforce education to the public and monitors the enforcement of law governing work conditions, safety on the job and child labor issues.

Other agencies that fall under the executive branch include:

- **The Department of Transportation (GDOT)** - The Georgia Department of Transportation is responsible for planning, constructing, and maintaining Georgia's roads and highways.
- **The Department of Economic Development** - This department is responsible for encouraging economic development in the state.
- **The Department of Natural Resources (DNR)** - This department administers and enforces the laws that relate to Georgia's natural resources.
- **The Department of Public Safety** - Created in 1937, this department was established to protect Georgia's citizens and their property. It oversees the Georgia State Patrol, the Capitol Police and the Motor Carrier Compliance Division.
- **The Public Service Commission (PSC)** - The PSC monitors the safe, dependable, and reasonably priced telecommunications, electric, and natural gas services from competent companies.
- **The Department of Revenue** - This department administers the tax laws in the state.
- **The Georgia Bureau of Investigation (GBI)** - This agency provides assistance to the state's criminal justice system in the areas of criminal investigations, forensic laboratory services and computerized criminal justice information.
- **The Georgia Forestry Commission (GFC)** - This agency seeks to protect and conserve Georgia's forest resources.
- **The Department of Juvenile Justice (DJJ)** - This department seeks to hold young offenders accountable for their actions and to be supportive of youth in their communities to become productive citizens.
- **The Board of Regents** - The board oversees the public colleges and university that make up the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.
- **The Department of Corrections** - This department protects Georgia's citizens by operating safe and secure facilities while reducing recidivism (the tendency of a criminal to reoffend).
- **The State Board of Pardons and Paroles** - This board is responsible for reviewing requests for parole, pardons, reprieves, remissions and commutations. They can restore civil and political rights for released offenders.

### Glossary

- **Attorney General** - the state's chief legal officer

### **Resources:**

Allen, Lee M. "Executive Branch: Overview." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/executive-branch-overview>

This article describes in detail the responsibilities of the executive branch. It also identifies other print resources.

Allen, Lee M. "Executive Branch Officials: Overview." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/executive-branch-officials-overview>

This article identifies the current elected officials of the executive branch. Other print materials are identified.

Beran, Jackie. "Georgia Commissioner of Agriculture." *Ballotpedia*. *Ballotpedia*, 2017. Web. Mar. 2017. [https://ballotpedia.org/Georgia\\_Commissioner\\_of\\_Agriculture](https://ballotpedia.org/Georgia_Commissioner_of_Agriculture)

This brief article provides basic information about the Commissioner of Agriculture. Some advertisements appear on the web page.

Hardy, Paul T. "Attorney General." *New Georgia Encyclopedia*. 18 November 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/attorney-general>

This article provides detailed information about the requirements of running for the office of attorney general and examples of the kinds of legal cases the attorney general will oversee.

Huff, Christopher A. "Georgia Department of Education." *New Georgia Encyclopedia*. 24 February 2013. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-department-education>

This article provides information about the responsibilities of the Georgia Department of Education.

Koon, Mary D. "Georgia Department of Labor." *New Georgia Encyclopedia*. 24 February 2013. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-department-labor>

Koon details the responsibilities of the state's Department of Labor. Other print materials are referenced.

Saunders, Martha A. "Secretary of State." *New Georgia Encyclopedia*. 25 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/secretary-state>

This article describes the regulatory responsibilities of the office of the secretary of state. Also discussed are the attention to elections, maintenance of public records and the support of educational programs. Other web links are included.

**SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

Under the 1983 Constitution of Georgia, the judicial power of the state is vested in seven levels or classes of courts.

**SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

- a. Describe the ways that judges are selected in Georgia.

Teachers may choose to use the content concerning the number of courts, jurisdiction and responsibilities as information to supplement teaching this element. However, students are only responsible for describing the ways judges are selected in Georgia.

**The Selection of Judges in Georgia’s Court System**

Type	Court	How Judges are Selected	# of Courts	Jurisdiction	Responsibilities
Trial	<b>State</b>	Elected to four year terms (countywide, non-partisan elections)	71	Limited (one per county)	<ul style="list-style-type: none"> <li>• Misdemeanors</li> <li>• Preliminary criminal case hearings</li> <li>• Civil cases</li> <li>• Can also issue search warrants</li> </ul>
	<b>Juvenile</b>	Appointed by superior court judges to four year terms  (No jury)	159	Limited (one per county)	<ul style="list-style-type: none"> <li>• Delinquent and unruly offenses by children under 17</li> <li>• Deprived and neglected children under 18</li> <li>• Minors seeking permission to marry or join military</li> </ul>
	<b>Probate</b>	Elected to four year terms (countywide, non-partisan elections)	159	Limited (one per county)	<ul style="list-style-type: none"> <li>• Wills and estates</li> <li>• Marriage licenses</li> <li>• Firearms licenses</li> <li>• Appointment of legal guardians</li> <li>• Traffic violations and misdemeanors (for counties with no state courts)</li> <li>• Violations of game and fish laws</li> </ul>
	<b>Magistrate</b>	Can be elected or appointed  (No jury)	159	Limited (one per county)	<ul style="list-style-type: none"> <li>• Issues warrants</li> <li>• Minor criminal cases</li> <li>• Civil cases (\$15,000 or less)</li> <li>• Civil disputes</li> <li>• Search and arrest warrants</li> </ul>
	<b>Superior</b>	Elected to four year terms (circuit-wide, non-partisan elections)	49 circuits	Original	<ul style="list-style-type: none"> <li>• Civil trials</li> <li>• Criminal trials</li> <li>• Felony trials</li> <li>• Divorce cases</li> <li>• Land titles</li> </ul>
Appellate	<b>Court of Appeals</b>	15 judges assigned to 4 panels. Elected to six year terms (statewide, non-partisan elections)	4 divisions	Appellate	<ul style="list-style-type: none"> <li>• Reviews civil and criminal cases previously heard by trial courts</li> </ul>

	<b>Supreme</b>	8 Justices and 1 Chief Justice. Elected to six year terms (statewide, non-partisan elections)	1	Appellate	<ul style="list-style-type: none"> <li>• Reviews decisions made in civil or criminal cases by trial court or Court of Appeals</li> <li>• Determine if laws are constitutional</li> <li>• Challenges to elections</li> <li>• Upholds or removes death sentences</li> </ul>
--	----------------	---	---	-----------	---

**Glossary**

- **Appeal** - seeking a new trial after a court decision.
- **Appellate** - courts whose responsibility is to review prior court cases.
- **Chief Justice** - presiding justice of the Supreme Court.
- **Circuit** - an area under the jurisdiction of the superior court.
- **Division** - an area under the jurisdiction of the Court of Appeals.
- **Judicial Branch** - branch of government responsible for interpreting the laws.
- **Jurisdiction** - area that a court is responsible for.
- **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.
- **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.
- **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.

Resources:

Wood, Gwen Y. "Judicial Branch: Overview." *New Georgia Encyclopedia*. 27 September 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/judicial-branch-overview>

This article provides insight into all the courts created by Georgia’s constitution. Other print materials are referenced.

**SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

- b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.

The Georgia Supreme Court is the state’s highest court and holds certain powers that no other court in Georgia has. These include **resolving constitutional challenges** to laws passed by the Georgia General Assembly, resolving challenges to elections results, and reviewing cases where the death penalty **has been**

imposed. If the Supreme Court rules that a particular law is unconstitutional (not supported by the Georgia or U.S. Constitution), then the law is struck down. The Georgia Supreme Court also ensures that the state's lower courts properly **interpret the laws** of Georgia, *i.e.*, determine their meaning in accordance with the expressed intent of the General Assembly. Unlike the U.S. Supreme Court, the seven justices on the Georgia 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 **or until they retire or are impeached**).

Though the Georgia Supreme Court is the highest court in Georgia, **the losing party in any case has the opportunity to seek further review by the U.S. Supreme Court**. The power to interpret laws is one of the checks that the judicial branch has over **the** executive and legislative branches, **protecting** against "bad" laws and **ensuring** justice for all of Georgia's citizens.

The state of Georgia **administers justice** by prosecuting many kinds of crimes, **from murder to possession of illegal drugs, and punishing those who are convicted**. The state also administers justice by resolving civil disputes, **where one party sues another party to recover for an injury suffered**. In both criminal and civil cases, the courts act in an impartial manner, without respect to the race or economic status of the parties involved.

Justice is administered through the many levels of the state court system. The Georgia state court system has five classes of trial-level courts: the magistrate, **probate**, juvenile, state, and superior courts. In addition, there are approximately 350 municipal courts operating locally. There are two appellate-level courts: the Supreme Court and Court of Appeals.

### Glossary

- **Court of Appeals** - court that reviews civil and criminal cases that have been previously heard by trial courts.
- **Justices** - members of the Supreme Court; in the Georgia Supreme Court, justices hold six year terms and are selected by popular vote.

### **Resources:**

"Northern District of Georgia." Northern District of Georgia. *The United States Department of Justice*, 07 Apr. 2017. Web. Apr. 2017. <https://www.justice.gov/usao-ndga>  
This website provides information about the administration of justice in the state of Georgia.

Rankin, Bill. "A New Era for the Georgia Supreme Court." MyAJC. *Atlanta Journal-Constitution*, Jan. 9, 2017. Web. Mar. 2017. <http://www.myajc.com/news/local/new-era-for-georgia-highest-court/U8aXCg22yOsshBPrGJtfCO/>  
This news article relates the recent changes to the Georgia Supreme Court.

"Southern District of Georgia." *Southern District of Georgia*. The United States Department of Justice, 14 Apr. 2017. Web. Apr. 2017. <https://www.justice.gov/usao-sdga>  
This website provides information about the administration of justice in the state of Georgia.

Surrency, Erwin. "Supreme Court of Georgia." *New Georgia Encyclopedia*. 25 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/supreme-court-georgia>  
This article provides historical information about the Supreme Court of Georgia. The article needs to be updated to reflect the current number of justices (9 justices as of January 2017). Other print materials are referenced.

**SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

c. Explain the difference between criminal law and civil law.

**Criminal Law** deals with 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. The majority of citizens understand more about criminal law than civil law.

**Civil Law** deals with 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**.

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.

**Glossary**

- **Civil Law** - deals with laws created to deal with relationships amongst individuals.
- **Crimes** - serious offenses that are punishable with fines, community service, prison, and sometime death.
- **Criminal Law** - deals with laws that are created to protect society from wrong-doers.
- **Tort** - a civil wrong doing against an individual

**Resources:**

Wood, Gwen Y. "Judicial Branch: Overview." *New Georgia Encyclopedia*. 27 September 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/judicial-branch-overview> This article provides insight into all the courts created by Georgia's constitution. Other print materials are referenced.

**SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

d. Explain the steps in the adult criminal justice system beginning with arrest.

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.

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** (police detention).
- **Booking** - Law enforcement officers make an official arrest report and hold the suspect in the local jail.
- **Initial appearance** - The **suspect** (a person thought to be guilty of a crime) 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** (the temporary release of a prisoner in exchange for security given for the prisoner's appearance at a later hearing).
- **Preliminary hearing** - The magistrate judge determines if there was a crime committed and if there is **probable cause** (a reasonable ground for supposing that a charge is well-founded) 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** (a formal charge of a serious crime).
- **Arraignment**- formal reading of the charges
- **Assignment before Superior Court** - Upon receiving an indictment, the suspect is brought before a superior court judge. 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 potential jurors 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 the case amongst themselves to determine if they think the defendant is guilty or not. Once the jury makes 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 by the legal team or court 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.

## Glossary



- **Arraigned** - a step in the criminal court pretrial process where the suspect has received an indictment and is brought before a superior court judge.
- **Bail** - payment a suspect can pay to be released from custody until their trial date; bail is determined by the magistrate court.
- **Capital Crimes** - crimes that can be punished by the death penalty.
- **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.
- **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.
- **Plea Bargain** - the ability for a defendant to plead guilty to a lesser charge.
- **Probable Cause** - when there is sufficient evidence that the suspect was involved in a crime.
- **Suspect** - person who has been charged by law enforcement for committing a crime.
- **Verdict** - a determination of guilt or innocence by a jury

**Resources:**

"Criminal Process and Procedures in Georgia." Lawyers.com. Lawyers.com, 09 Apr. 2015. Web. Apr. 2017. <http://research.lawyers.com/georgia/criminal-process-in-georgia.html>

This website provides a list of procedures in the Georgia criminal process.

"Georgia Code Title 17. Criminal Procedure." Findlaw. *Thomson Reuters*, 2017. Web. Apr. 2017. <http://codes.findlaw.com/ga/title-17-criminal-procedure/>

This site provides information for adult criminal cases.

**SS8CG5 Explain how the Georgia court system treats juvenile offenders.**

The Georgia General Assembly set the legal precedent for a “children’s court” in 1906. Fulton County was the first county in Georgia to create a juvenile court in 1911. Every county in Georgia has a juvenile court today.

Georgia juvenile courts are governed by the 1971 juvenile code. More protective of the child rather than punitive (punishment oriented), the juvenile courts are charged with doing what is best for the child and for society. There is some difference of opinion among citizens as to whether juveniles are treated appropriately. Some believe that more juveniles should be tried as adults; others believe that since juveniles are not yet adults, adult court would be inappropriate. A 1994 amendment to the juvenile code does provide for the treatment of juvenile offenders charged with certain violent offenses as adults.

**Resources:**

"The Juvenile Justice System." Georgia. *Carl Vinson Institute of Government*, 12 Apr. 2005. Web. Mar. 2017. <http://www.georgialegalaid.org/resource/the-juvenile-justice-system>

**SS8CG5 Explain how the Georgia court system treats juvenile offenders.**

- a. Explain the difference between delinquent and unruly behavior and the consequences of each.

A **delinquent act** is an act committed by a juvenile that would be a criminal offense if committed by an adult. 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 can be subject to adult penalties. If the child is adjudicated as delinquent, the consequences include placing the juvenile on probation, incarceration for up to 60 days, or committing the child to the custody of the Department of Juvenile Justice.

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. The consequences of being guilty of an unruly act include:

- **Releasing the child to the custody of the parent or legal guardian with no court supervision.**
- **Placing the child on probation with certain restrictions.**
- **Committing the child to the Department of Juvenile Justice.**
- **Detaining the juvenile at a Youth Detention Center (YDC) for up to 90 days.**
- **Sending the juvenile to an outdoor program or boot camp.**

**Glossary**

- **Delinquent** - a minor 17 years of age or under who has been charged with wrong-doing.
- **Delinquent Act** - an act committed by a juvenile that would be a criminal offense according to adult law.
- **Unruly Act** - an act committed by a juvenile that would not be a criminal offense according to adult law.

**Resources:**

"DJJ - Overview of Juvenile Laws." DJJ - Overview of Juvenile Laws. *Georgia Department of Juvenile Justice*, 2017. Web. Mar. 2017.

<http://www.djj.state.ga.us/ResourceLibrary/resFactSheetsJuvLaws.shtml>

This website provides information about the laws pertaining to juveniles in the state of Georgia.

"Criminal Justice and the Juvenile." Georgia Public Broadcasting. *Georgia Public Broadcasting*, 05 Feb. 2009. Web. Mar. 2017.

[http://www.gpb.org/georgiastories/stories/criminal\\_justice\\_and\\_the\\_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)

This video provides information about the juvenile justice process in Georgia. A study guide for the teacher is provided.

"Juvenile Delinquency Cases." Juvenile Delinquency Cases | Athens-Clarke County, GA - Official Website. Athens-Clarke County Unified Government, n.d. Web. Apr. 2017.

<https://www.athensclarkecounty.com/441/Juvenile-Delinquency-Cases>

This website provides information about the definition of and consequences of delinquency cases.

"The Juvenile Justice System." Georgia. *GeorgiaLegalAid.org*, 2005. Web. Apr. 2017.

<http://www.georgialegalaid.org/resource/the-juvenile-justice-system>

This website details the consequences of juvenile court cases.

**SS8CG5 Explain how the Georgia court system treats juvenile offenders.**

**b. Describe the rights of juveniles involved in the juvenile justice system.**

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

Unlike adults, in order for a juvenile to be taken into custody, the law enforcement officer must only have reasonable grounds to believe that the juvenile committed an offense.

**Resources:**

"Criminal Justice and the Juvenile." Georgia Public Broadcasting. *Georgia Public Broadcasting*, 05 Feb. 2009. Web. Mar. 2017.

[http://www.gpb.org/georgiastories/stories/criminal\\_justice\\_and\\_the\\_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)

This video provides information about the juvenile justice process in Georgia. A study guide for the teacher is provided.

Wood, Gwen Y. "Judicial Branch: Overview." *New Georgia Encyclopedia*. 27 September 2016. Web. 29 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/judicial-branch-overview>

[overview](http://www.georgiaencyclopedia.org/articles/government-politics/judicial-branch-overview)

This article provides insight into all the courts created by Georgia's constitution. Other print materials are referenced.

**SS8CG5 Explain how the Georgia court system treats juvenile offenders.**

- c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.

There are several steps in the juvenile justice process. These steps include:

- **Intake Officer** - The 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) The 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** - The 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.

**Resources:**

Shuler, Jim. "The Juvenile Justice Process." Georgia Department of Juvenile Justice. *Georgia Department of Juvenile Justice*, 3 Mar. 2013. Web. Mar. 2017.

<http://www.djj.state.ga.us/ResourceLibrary/PDFfiles/JuvenileJusticeProcess2013.pdf>

This document provides information regarding the juvenile justice process.

**SS8CG6 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.

**SS8CG6 Analyze the role of local governments in the state of Georgia.**

- a. Explain the origins and purposes of city, county, and special-purpose governments in Georgia.

**City Government.** There are over 500 cities and towns in Georgia. Unlike other states, Georgia makes no legal distinction 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**, a written document that sets up its governmental structure including the type of government, 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.

**County Government.** Counties were created by a rural society that expected government to keep the records straight and to provide swift justice. To help counties administer state programs and conduct state courts, the state constitution originally created four elected county officers: the sheriff, the tax commissioner, the clerk of the superior court, and the judge of the probate court.

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 American 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. 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.

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** - an individual who is responsible for enforcing the law, maintaining the peace, and serving as the jailer for a county government.
- **The Tax Commissioner** - an individual who is responsible for receiving tax returns, maintaining tax records, and paying taxes for a county government.
- **The Clerk of the Superior Court** - primary record keeper for the county
- **The Judge of the Probate Court** - an individual who oversees property deeds, marriage licenses, wills, and supervises elections in a county government.

- **The County Commissioner/Board of Commissioners** - power to adopt ordinances, oversee the daily operations of a county’s government.

Through the years, cities and counties have had to decide on who provides services to avoid duplication of services. Some city and county governments have merged to consolidate and streamline services. Examples of consolidated city/county include Augusta - Richmond County, Athens - Clarke County, and Macon - Bibb County.

**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.

**The following information is provided to better understand content, however, students are not responsible for this information.**

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.

### Forms of City Government

Type of Government	Powers of the Mayor	Powers of the Council
Weak Mayor Council	<ul style="list-style-type: none"> <li>• Mayor may share duties with council</li> <li>• Often “figure head” role</li> </ul>	<ul style="list-style-type: none"> <li>• Day to day operations</li> <li>• Appoint council committees</li> <li>• Develop cities budget</li> <li>• Confirm and fire department heads</li> </ul>
Strong Mayor Council	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Day to day operations</li> <li>• Hiring and firing</li> <li>• Administer city’s budget</li> <li>• Make appointments</li> <li>• Veto legislation passed by the city council</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt ordinances and resolutions</li> <li>• Override Mayor’s veto</li> </ul>
Council Manager	<ul style="list-style-type: none"> <li>• Ceremonial-- actual day to day operations</li> </ul>	<ul style="list-style-type: none"> <li>• Set city’s policy.</li> <li>• Hires city manager</li> </ul>

### Glossary

- **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.
- **Special Purpose Districts** - government entities created to serve a special function for the state or community.

- **Strong Mayor Government** - a form of city government where the mayor 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.
- **Weak Mayor Council** - a form of city government where the mayor holds some responsibilities, but the city council holds the majority of the power, duties, and responsibilities.
- **Municipality** - a city or town.
- **Municipal Charter** - a written document that sets up the structure of a city government.

### Resources:

Chambers, Raymond L. "Municipal Services." *New Georgia Encyclopedia*. 02 August 2016. Web. 29 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/municipal-services>  
Chambers details general information about the services that municipalities in Georgia provides. This article identifies web links to specific organizations such as the Georgia Municipal Association.

Hiott, Perry. "Georgia's City Governments." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgias-city-governments>

This article discusses municipal charters and types of municipal government. Other print resources and web links are identified.

Jackson, Edwin L. "Public Authorities and Public Corporations." *New Georgia Encyclopedia*. 20 August 2013. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/public-authorities-and-public-corporations>

Jackson describes the impact of public authorities and public corporations in Georgia. Other website links to specific authorities/corporations (examples: Georgia Ports Authority and the Georgia Lottery Corporation) are provided.

Vyas, Ameer. "Georgia's County Governments." *New Georgia Encyclopedia*. 03 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgias-county-governments>

Vyas describes the shift from rural districts into urban governments and how county governments are organized.

**SS8CG6 Analyze the role of local governments in the state of Georgia.**

b. Describe how local government is funded and how spending decisions are made.

Local governments generate revenue for programs through tax and non-tax programs. In the chart below, the types of tax and non-tax revenue sources are identified:

**How Local Governments are Funded**

Kind of Revenue	Type of Revenue	Definition	Information
Taxes	<b>Ad Valorem Tax</b> means “according to value”	<ul style="list-style-type: none"> <li>A tax based on the value of a transaction or of property; usually paid at the time of transaction</li> </ul>	<ul style="list-style-type: none"> <li>Real property - land, buildings</li> <li>Personal property - cars, boats</li> <li>Inventoried goods of a business</li> <li>Intangible goods - real estate notes</li> <li>Exemptions - public property, places of worship, household furniture, personal clothing</li> </ul>
	<b>Sales and Use Tax</b>	<ul style="list-style-type: none"> <li>A tax placed on the purchase, sale, rental, storage, use or consumption of tangible property</li> </ul>	<ul style="list-style-type: none"> <li>Local Option Sales Tax (LOST) - used to reduce millage rate</li> <li>Special Purpose Local Option Sales Tax (SPLOST) - a tax on identified projects; referendum establishes purpose of tax, length of time the tax is in place, and amount of revenue desired</li> <li>sales tax for educational purposes (STEP) - a one percent sales tax levied by boards of education for educational use only</li> </ul>
	<b>Franchise Tax</b>	<ul style="list-style-type: none"> <li>a tax placed on public utilities</li> </ul>	<ul style="list-style-type: none"> <li>tax on electric, gas, telephone, cable television and other public utilities</li> <li>franchise fees are negotiated between the local government and the franchisee</li> </ul>
	<b>Excise Tax</b>	<ul style="list-style-type: none"> <li>a tax paid when purchases are made on a specific good, such as gasoline</li> </ul>	<ul style="list-style-type: none"> <li>taxes on alcoholic beverages, insurance premiums, hotel-motel rooms, and rental cars</li> </ul>
	<b>Regulatory Fees</b>	<ul style="list-style-type: none"> <li>mandatory fees that are required for a business or a professional to operate within a county</li> </ul>	<ul style="list-style-type: none"> <li>Business and professional fees</li> </ul>
Non-Tax Revenue	<b>Revenues generated from non-tax sources</b>	<ul style="list-style-type: none"> <li>Non-tax sources can generate funds for municipalities and counties to operate.</li> </ul>	<ul style="list-style-type: none"> <li>Federal grants</li> <li>Fines, court fees and costs</li> <li>Interest earned on idle funds</li> <li>Service fees on water, sewage, and solid-waste collection</li> <li>911 user fees</li> <li>Building permit fees</li> </ul>

Spending decisions are based on the financial needs of the municipalities and counties. Spending decisions are impacted on availability of funds, as in Federal grants, and whether referendums are voted for by citizens. Economic influences, such as inflation, economic downturns, interest rates and competition among local



governments, all can impact how revenue is generated and applied. Social and demographic change, population age and personal income shifts, can determine the use of revenue.

**Resources:**

Digby, Michael F. "State Revenues in Georgia." *New Georgia Encyclopedia*. 03 August 2016. Web. 29 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/state-revenues-georgia>

Digby discusses the ways in which revenue is generated for the state of Georgia. Includes references to local governments. Other print materials are identified.

Hudson, Betty J. "Local Revenue Sources." *New Georgia Encyclopedia*. 02 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/local-revenue-sources>

This article reveals how municipalities in Georgia receive funding. Two sources from the Georgia Historical Society are linked but these provide very specific information about McIntosh, Madison, and Macon Counties tax information as well as the city of Savannah's records.

ICMA: Leaders at the Core of Better Communities. *4 Factors Influencing Local Government Financial Decisions*. *International City/County Management Association*, 27 Apr. 2016. Web. Mar. 2017.

[http://icma.org/en/icma/knowledge\\_network/blogs/blogpost/4611/4\\_Factors\\_Influencing\\_Local\\_Government\\_Financial\\_Decisions](http://icma.org/en/icma/knowledge_network/blogs/blogpost/4611/4_Factors_Influencing_Local_Government_Financial_Decisions)

This article provides insight into the factors that influence how spending decisions are made at the local government level.

## Economic Understandings

**SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.**

Georgia’s four transportation systems impact the state in numerous ways. 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.

**SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.**

- h. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

The **interaction of the four transportation systems** is essential to the state’s economy. Georgia, being the “transportation hub” of the Southeast, transports people and products quickly and efficiently via air, road, railway and sea to national and global markets, helping businesses save time and money. These systems together receive 7.6% of Georgia’s 2017 fiscal year budget.



Interstate Highway – Atlanta  
Spaghetti Junction

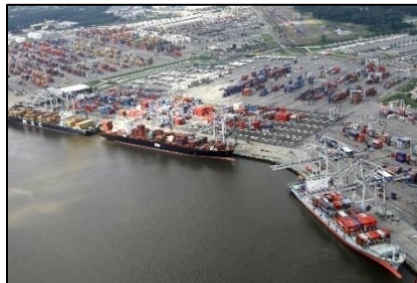
The **interstate highway system** is essential to Georgia’s economic success. Georgia boasts highways that facilitate speed and reliability for shipments to the rest of the United States and the world. Shippers in all industry sectors depend on Georgia’s roadways to safely and efficiently transport more than \$620 billion cargo each year on the 20,000 miles of high performance roadways and 1,200 interstate highways, including I-75, I-85, and I-20 in the Atlanta area and I-95 along coastal Georgia. Approved funding for new roadway infrastructure in Atlanta and near the ports of Savannah and Brunswick will create 150 miles of new roadway capacity. These roadways enable Georgia companies to speedily and efficiently distribute products using over 100 motor freight carriers and extensive rail and highway systems. Using the nation’s interstate

highway system, Georgia’s products can now reach approximately 80% of Americans overnight. Many industries have relocated to Georgia because of the easy access to interstates that are well-maintained and rarely closed due to inclement weather. Interstate highways (I-85, I-75 and I-285) pass near Hartsfield-Jackson Atlanta International Airport, one of the busiest airports in the nation. Arriving in Atlanta via the airport, business travelers and tourists impact the state’s economy by utilizing the interstates to travel to beaches, mountains, and other tourist and business destinations. Airport cargo areas have docks that have convenient access to the interstate highways for the quick and efficient transport of goods to their destination. Nearly all freight shipments by Georgia businesses (85%) are carried to their destination via truck. Truck shipments in Georgia are expected to reach \$993.6 billion by 2040. The connection between the airport and interstate highways allows Georgia products to be transported quickly to U. S. consumers.

**Hartsfield-Jackson Atlanta International Airport** is the conduit for 100 million passengers per year and handles more than 625,000 metric tons of cargo on 32 air carriers including Georgia's own Delta Airlines (headquartered in Atlanta). More than 100 trucking companies expedite cargo deliveries via ground (interstate and local roads) and rail transportation throughout the state and the U. S. Three cargo complexes enable rapid handling of goods so that they can be moved to their destinations or ports by roadways and by rail. Also, located at the airport is a 250 acre Georgia Foreign Trade Zone that streamlines low cost international commerce. The Perishables Complex, approved by the U. S. Department of Agriculture and the only one in the Southeast, expedites fast and efficient inspection of time-sensitive shipments to ground transportation. Eighty percent of the U. S. market is within a two-hour flight from Georgia. The airport's impact on the regional economy of Georgia (particularly the Atlanta region) generates \$23.5 billion per year.



Terminal at Hartsfield-Jackson Atlanta International Airport



Port of Savannah

Another component of Georgia's transportation system that is vital to the state's economy is the **deepwater ports** of Savannah and Brunswick. Georgia products are exported to all parts of the world via these ports, while foreign products enter the U. S. through these ports. Governed and operated by the Georgia Ports Authority, Georgia's ports are among the fastest growing ports in the U. S. The port of Savannah handles approximately 80% of the goods entering Georgia via ship and has immediate access to interstates I-95 and I-16. The port's two terminals handle bulk cargoes, large containers and roll on/roll off items, such as automobiles and other wheeled vehicles. The smaller port in Brunswick handles a significant amount of products, including general cargo, bulk items, and automobiles, through three terminals. The Georgia Ports Authority also support the inland barge facilities of Bainbridge and Columbus. Liquid and dry bulk commodities, including chemicals and oil, are transported through these port facilities to ground transportation for delivery to Georgia and U. S. companies.

Historically, **railroads** have been essential to the economy of Georgia. While the other forms of transportation have taken the lead in moving people and goods throughout our state and the nation, railroads still operate rail lines successfully in Georgia. Georgia, ranked #3 in the U. S. in rail accessibility in 2015, has access to more rail miles (4,700 miles) than any other state in the Southeast. **Intermodal** (transportation involving more than one form of carrier, such as truck and rail, or truck, ship and rail), bulk, and automotive shipments utilize the rails that connect to a national market. Though currently operating on a smaller scale than the other forms of transportation, railroads are an essential component to the success of moving goods to destinations throughout the state and the rest of the country.



CSX Railroad

## Glossary

- **Deepwater Ports** - important water ways used for shipping cargo; Georgia's two deepwater ports are in Savannah and Brunswick.
- **Goods** - products and materials that people want.
- **Hartsfield-Jackson International Airport** - the world's busiest airport; located in Atlanta; named after Atlanta mayors William B. Hartsfield and Maynard Jackson.
- **Intermodal** - transportation involving more than one form of carrier, such as truck and rail, or truck, ship and rail.
- **Interstate Highway System** - national highway system established by the federal government in 1950's.
- **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.
- **Services** - actions people perform for economic benefit.

### Resources:

“Advanced Manufacturing.” Georgia Department of Economic Development. *Georgia Department of Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/industries/advanced-manufacturing/>

This webpage provides information about manufacturing in Georgia and focuses on the workforce, logistics, and business strategies. Included are videos about manufacturing in Georgia that might be helpful.

“Food Processing.” Georgia Department of Economic Development. *Georgia Department of Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/industries/food-processing/>

This webpage details information about food processing and how transportation impacts that industry. Videos are provided about food processing in Georgia.

“Logistics.” *Georgia Department of Economic Development*, 2017. PDF. <http://www.georgia.org/wp-content/uploads/2013/09/16GC04160-Logistics-Brochure-Update-2016-final.pdf>

This Logistics PDF brochure provides great visuals about Georgia's “logistics ecosystem”. It provides current information that would be useful in a classroom.

“Logistics & Transportation.” Georgia Department of Economic Development. *Georgia Department of Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/industries/logistics-services/>

This website provides details about the benefits of logistics in Georgia. Also included are videos that reflect how transportation impacts the economy.

“Transportation and the Economy.” - *GeorgiaInfo*. Galileo: Digital Library of Georgia, 2017. Web. Apr. 2017. <http://georgiainfo.galileo.usg.edu/topics/economy/article/transportation-and-the-economy>

This website provides a detailed review of transportation in Georgia. Also included is a map featuring the interstates in Georgia.

“Transportation.” Georgia Chamber of Commerce. *Georgia Chamber of Commerce*, 2017. Web. Apr. 2017. <https://www.gachamber.com/priority/transportation/>

The Georgia Chamber of Commerce provides information regarding the impact of transportation on the state in this short webpage.

“Travel & Access.” Georgia Department of Economic Development. *Georgia Department of Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/competitive->

[advantages/lifestyle/travel-access/](#)

This webpage provides information about the four transportation systems in Georgia.

**SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.**

- i. Explain how the four transportation systems provide jobs for Georgians.

A factor that impacts the economy regarding transportation is job creation. It takes an enormous number of people doing specialized jobs to create, prepare, transport, and sell all of the products imported and exported from Georgia. The transportation systems are either directly or indirectly responsible for the employment of thousands of people and a strong, employed workforce is always the basis of a sound economy. Over 5000 companies employ 110,000 Georgians to move goods, generating over \$50 billion in revenue. Over 30,000 companies rely on cargo movers. Private transportation companies employ over 700,000 people in Georgia and contribute over 500 billion dollars of yearly revenue.

The design, construction and maintenance of Georgia’s transportation infrastructure supports the equivalent of almost 110,000 full-time jobs across all sectors of the state’s economy. These workers earn \$3.9 billion annually. Over 1,900,000 full-time jobs in Georgia in key industries like tourism, retail sales, agriculture and manufacturing are completely dependent on the state’s transportation infrastructure network. These employees earn \$70.4 billion in wages and provides an estimated \$12.8 billion in state and local income, corporate and unemployment insurance taxes and the federal payroll tax.

Georgia’s deepwater ports support over 350,000 full and part-time jobs, which is 8.4 percent of Georgia’s total employment (as defined by a survey of households). This means that one job out of every twelve is in some way dependent on the ports.

Hartsfield-Jackson Atlanta International Airport is “the economic jewel” of Georgia as it generates \$34.8 billion in economic impact for Atlanta and provides more than 63,000 jobs onsite, making it the state’s largest employer. Over the next 20 years, the airport plans to modernize its Domestic Terminal, expand cargo operations and concourses, replace parking facilities, and develop a hotel and mixed-use complex that will further solidify Hartsfield-Jackson as a beacon of economic strength and customer service in Georgia.

Clearly, abundant job opportunities requiring specialized skills are a direct and indirect result of Georgia’s transportation systems.

**Resources:**

“About ATL.” *Hartsfield-Jackson Atlanta International Airport*, 2017. Web. Apr. 2017.

<http://www.atl.com/about-atl/>

This is the website that is the official site for the Hartsfield-Jackson Atlanta International Airport. It does provide current information about on-going improvements that affect employment opportunities.

Georgia Transportation Facts—Economic Impact. *U.S. Transportation Construction Industry*, 2015.

PDF. [http://www.artba.org/wp-content/uploads/2016/08/econ\\_profile\\_2015\\_Georgia.pdf](http://www.artba.org/wp-content/uploads/2016/08/econ_profile_2015_Georgia.pdf)

This PDF provides information about transportation jobs in Georgia.

“Rail.” *Georgia Department of Transportation*, 2017. Web. Apr. 2017. <http://www.dot.ga.gov/IS/Rail>

This Georgia Department of Transportation provides insight into how the rail industry impacts the state. This site also provides transportation statistics.

Georgia Ports Authority. *Georgia Ports Authority*, 2017. Web. Apr. 2017. <http://www.gaports.com/>  
This website, maintained by the Georgia Ports Authority, provides details about the ports in Savannah and Brunswick. Employment information is provided. Video links about the ports are provided.

**SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.**

- a. Describe how profit is an incentive for entrepreneurs.

As entrepreneurs create new business plans, a major goal is to establish protocols that will generate a **profit** (the amount of money an entrepreneur or business earns after paying their expenses). The expectation of earning a profit motivates entrepreneurs to accept the risk of acquiring and organizing resources to meet market opportunities. The entrepreneur deals with whatever profit or loss results from business enterprises. Avoiding a loss and making a profit requires innovation in reducing the cost of providing goods and services and to attempt to improve product quality and service.

The entrepreneur must remain focused on consumer wants in order to build a dynamic, profit-oriented business. Entrepreneurs must have innovative skills in acquiring and managing the factors of production (labor, natural resources – raw materials, and capital – factories and equipment). The power of profit is used in market economies as an incentive and ensures that consumer demand is met. Some entrepreneurs share profits with employees, which helps to generate employee dedication to and support of the business.

**Teachers may choose to use the following information as examples of successful entrepreneurs in Georgia. However, students are only responsible for understanding how profit is an incentive for entrepreneurs.** Georgia is known for producing entrepreneurs of great skill and success. The following list includes Georgia entrepreneur from different historical periods and their areas of success:

- **Alonzo Herndon** (1858-1927) - founder and president of the Atlanta Life Insurance Company
- **Anne Cox Chambers** (b. 1919) - primary owner of Cox Enterprises, a privately held media empire that includes newspapers, television, radio, cable television, and other businesses
- **Ted Turner** (b. 1938) - media titan, cable-TV pioneer, father of the Goodwill Games, owner of a World Series champion baseball team, skipper of a yacht that won the America's Cup, feature film producer, and restaurateur
- **Arthur Blank** (b. 1942) - cofounder of the Home Depot corporation and the owner of the Atlanta Falcons football team
- **Bernie Marcus** (b. 1929) - cofounder of the Home Depot and a well-known philanthropist
- **Truett Cathy** (1921-2014) - founder and chairman of the Chick-fil-A restaurant chain
- **John Stith Pemberton** (1831-1888) - the inventor of the Coca-Cola beverage
- **Asa Candler** (1851-1929) - founder of the Coca-Cola Company, a banker and real estate developer and noted for his philanthropy
- **Robert W. Woodruff** (1889-1985) - made Coca Cola a world-renowned corporation and known for his philanthropy

**Glossary**

- **Entrepreneur** - a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.
- **Innovative** - using or showing new and creative ideas.
- **Profit** - the amount of money an entrepreneur or business earns after paying their expenses.

**Resources:**

“Lesson 6: Incentives, Innovations, and the Role of Institutions.” Economics for Teachers. *Foundation for Teaching Economics*, 2017. Web. 14 Apr. 2017. <http://www.fte.org/teacher-resources/lesson-plans/eflessons/lesson-6-incentives-innovations-and-roles-of-institutions/>

This website provides a lesson plan that features information about entrepreneurship. Other lessons are easily accessed on the webpage.

Seth, Shobhit. “Entrepreneurs Make Money: Why, How, Where & When.” *Investopedia*, Aug. 2016. Web. Apr. 2017. <http://www.investopedia.com/articles/personal-finance/101414/why-how-where-and-when-entrepreneurs-make-money.asp>

This article provides information that determines how entrepreneurs seek to earn profits when creating businesses.

**SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.**

- b. Explain how entrepreneurs take risks to develop new goods and services to start a new business.

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 that the business earns. In some cases, an extremely successful business is purchased by someone else, providing the entrepreneur with a huge profit.

However, the U. S. Small Business Administration indicates that over 50% of all businesses fail to be productive within their first five years in operation while other resources indicate that 60% - 90% fail within the first 18 months of operation. Factors include:

- lack of experience in operating a business
- lack of capital
- too much competition in the market region
- lack of consumers
- lack of unique product offerings
- misguided marketing strategies
- failure to innovate
- bad hiring decisions

Entrepreneurs who start their own businesses and fail often lose their own money and time in the process. Protecting personal financial security (and that of your family) should be a priority for entrepreneurs. An entrepreneur can minimize financial risks by limiting how many assets are risked.

**Resources:**

Bram, Thursday. “The Real Risks of Entrepreneurship.” *Investopedia*. Investopedia, 23 Dec. 2012. Web. Apr. 2017. <http://www.investopedia.com/financial-edge/0113/the-real-risks-of->

[entrepreneurship.aspx](#)

This article explains the risks that entrepreneurs often encounter and ways to avoid risk pitfalls.

Small Business Profile: Georgia. *U. S. Small Business Administration, Office of Advocacy*, 2017. PDF. Web. Apr. 2017. [https://www.sba.gov/sites/default/files/advocacy/Georgia\\_1.pdf](https://www.sba.gov/sites/default/files/advocacy/Georgia_1.pdf)

This Small Business Administration publication provides statistics for Georgia regarding topics such as business growth rates and unemployment.

Wagner, Eric T. "Five Reasons 8 Out Of 10 Businesses Fail." *Forbes. Forbes Magazine*, 02 Sept. 2015. Web. Apr. 2017. <https://www.forbes.com/sites/ericwagner/2013/09/12/five-reasons-8-out-of-10-businesses-fail/#6304e8816978>

This article provides a list of reasons as to why businesses are not successful.

**SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.**

- c. Evaluate the economic impact of various industries to Georgia including agricultural, entertainment, manufacturing, service, and technology.

**Economic Impact of the Agriculture Industry**

Blessed with a relatively mild year round climate, Georgia offers tremendous opportunities for the agriculture industry. Taking pride in their work, farmers utilize modern conservation and production practices that help protect the environment and grow healthier, safer crops. As Georgia's leading industry, a well-established business infrastructure combined with the resources of higher education facilities enable agribusiness firms to take new products to market faster. Georgia is a leading producer of commodities like soybeans, peanuts, cotton, broilers (chickens) and blueberries and is developing new products such as wine, cheeses, ice creams, peach products among other goods. During 2012, the Census of Agriculture indicates that Georgia's agriculture industry sold more than \$9.2 billion worth of agricultural products. The census reveals that more than 42,000 farms operated with 9.6 million acres in production. More than 17,000 of the farms raised cattle, both beef and dairy cows. The state's forestry industry contributes \$17.7 billion to Georgia's economy and supports 73,300 jobs in the state. Georgia boasts the most commercial forest land than any other state. In 2011, \$72.5 billion of Georgia's \$786.5 billion economy was related to Georgia's agriculture industry. This industry, however, is a primary source of unemployment in the state.

**Economic Impact of the Entertainment Industry**

A variety of enterprises comprise the entertainment industry. The arts, film/TV, music and tourism businesses impact the state each in its unique way.

The **arts and arts organizations** are important to tourism and local economic growth. The arts significantly offer cultural opportunities to Georgia's citizens, creates jobs, supports arts education, and helps revitalize communities. Creative industries in Georgia represent a combined \$37 billion in revenue, and includes 200,000 employed generating \$12.1 billion in earnings, and \$62.5 billion in total economic impact.

The **film, television, and interactive entertainment industry** is booming in Georgia. Since 1972, 800 film and television projects (short term and long term) have provided job opportunities to 30,000 working



professionals. A growing digital media industry, university developed talent, abundant tax incentives, proximity to a well-connected transportation system, and location diversity for filming are among the reasons that Georgia has become a “camera ready” state. In 2015, Georgia feature films and television production generated an economic impact of \$7 billion. Qualifying productions can earn 20% tax credits and additional credit for embedding a Georgia promotional logo in the film’s title or credits.

The **music production industry** in Georgia has a well-known history of producing celebrated musicians. Metro Atlanta has recently become recognized as an industry hub for music production. The industry has generated approximately 9,500 job opportunities in the state and approximately \$3.5 billion in revenue per year. The music industry generates about \$50 million in tax revenues for the state per year. The industry has impacts beyond the music production industry. The network of support industries that are associated with music production increases the overall impact of the industry on Georgia’s economy.

The **tourism industry** in Georgia provides a \$59 billion impact on the state’s economy. As the fifth largest employer in the state, the industry supports 439,000 job opportunities, or 10.3% of all payroll employment in the state. Taxes of \$3 billion from the tourism industry were pumped into Georgia’s economy in 2015. If Georgia’s tourism industry was absent from the economy, each Georgia household would have to be taxed an additional \$843 by state and local governments each year.

Domestic travel to Georgia brought over 102 million visitors to the state in 2012, an increase of almost 4% over 2014. Leisure travel was up 3.3%, while business travel increased at 4.8%. International visitors increased by 2.4% to an estimated \$3 billion in 2015. While visitor volume increased by 13.8%, visitor spending impacted the state’s economy by \$767.9 million. In response to the upward projection of tourism in the state, hotel revenue is tracking in the same direction. Hotel revenue in Georgia is enjoying another consecutive year of upward trending growth, growing by 10% to \$3.9 billion. Demand for hotel facilities is rising as occupancy rose to 64.4%, an increase from 2014. Clearly, the hotel industry is reacting to the positive growth in the travel and tourism industry.

### **Economic Impact of the Manufacturing Industry**

The manufacturing industry employs 6.4 million people creating a large workforce. However, representatives from the manufacturing sector have concluded that the industry is suffering in finding employees that have the right skills and experience to fill available positions. While many people perceive jobs in the manufacturing industry to be blue-collar and “dirty”, most manufacturing jobs pay better than average salaries, offer clean work environments, and offer significant opportunities to advance within the industry. According to Hire Dynamics, the demand in Georgia’s manufacturing industry has increased 30%, but the manufacturing workforce is not keeping up with the demand for workers. It is believed that this shortage of workers will become more severe in the coming years. The industry has become more efficient due to automation, resulting in a smaller workforce that requires skilled workers who require years of training to perform the industry jobs efficiently and effectively.

Regardless of the downward trend in the number of job opportunities, manufactured goods exports are a very strong part of Georgia’s economy. Manufacturers in Georgia produced 11.50% of the total output in the state and employed 8.75% of the workforce, a significant impact on Georgia’s economy.

### **Economic Impact of the Service Industry**

The service industry provides a type of economic activity that is intangible, does not require storage, and does not result in ownership. Services are consumed at the point of sale. As a major component of economics (the other component being *goods*), services are vital to the successful functioning of Georgia's economy. The service industry is difficult to define because it encompasses a wide variety of industries and businesses. The industry, however, can be divided into two broad, general subdivisions: customer services and professional services.

Service industries are the largest sector of Georgia's economy led by wholesale (food, petroleum products, transportation equipment) and retail (automobile dealerships, discount stores, grocery stores, restaurants) trade activities.

Most professional services, which include legal, accounting, investment management, engineering and health care, have seen a steady increase in new positions in recent years. The growth in this division is linked to three broad economic developments relevant to those services: contractual arrangements, expanding construction activity, and innovations in technology. Of the professional services, health services are expected to grow the fastest, with an estimated 30% or more rise in employment. In 2015, it was predicted that the professional services industry would maintain a 1.5% - over 4% growth rate, higher than the Georgia statewide totals.

### **Economic Impact of Technology**

Georgia's technology industry is growing and is currently one of the nation's top 10 U.S. technology employment markets. Compared to other states with similar industry characteristics, employment in Georgia's technology industry grew 2.5% in 2016. Most industry leaders anticipate that this growth trend will continue. Georgia's major strengths in the technology industry include health technology, medical devices, software development, digital entertainment and network and cyber security. While the cities of Atlanta (the technology hub), Savannah and Columbus are the leading technology locales, the technology industry is spreading throughout the state. The payroll impact of the technology industry in the state could reach \$30 billion by 2020. Georgia's technology industry wages fall below the national average; however, technology wages are growing rapidly. From 2015 to 2016, the wage increase rate was over 6.5%, significantly higher than the national average growth rate.

While the outlook for the technology industry is promising, a major concern is the ability of the industry to attract and retain key talent to the state. Finding enough employees with the right skills to fill vacancies is a very real problem for technology companies in Georgia. Many employers have had to recruit from talent pools outside of the state, resulting in relocation costs and potential satellite offices. Industry leaders believe that a focus on re-structuring technology learning opportunities in the state's K-12 educational system will help produce a highly skilled technology workforce. A talent pool is being groomed for the workforce in the nationally ranked programs at the Georgia Institute of Technology and Georgia State University.

### **Glossary**

- **Economic Impact** - the effect that an event, policy change, or market trend will have on economic factors such as interest rates, consumer confidence, stock market activity, or unemployment.
- **Revenue** - income, especially when of a company or organization and of a substantial nature; a state's annual income from which public expenses are met.

**Resources:**

2015 Annual Report Georgia Economic Highlights from Traditional and Real-time LMI. N.p.: *Workforce Statistics and Economic Research*, 2015. PDF.

[https://www.doleta.gov/performance/results/AnnualReports/docs/2016\\_State\\_Plans/Economic\\_Reports/Georgia/2015\\_PY14\\_Annual\\_LMI\\_Report\\_Economic\\_Highlights\\_from\\_Real\\_time\\_and\\_Traditional\\_LMI.pdf](https://www.doleta.gov/performance/results/AnnualReports/docs/2016_State_Plans/Economic_Reports/Georgia/2015_PY14_Annual_LMI_Report_Economic_Highlights_from_Real_time_and_Traditional_LMI.pdf)

This site features charts and graphs related to Georgia's workforce statistics.

"Agriculture - Georgia's \$74 Billion Industry." Georgia Farm Bureau - About Georgia Agriculture. *Georgia Farm Bureau Federation*, 2017. Web. Apr. 2017.

[http://www.gfb.org/aboutus/georgia\\_agriculture.html](http://www.gfb.org/aboutus/georgia_agriculture.html)

This Farm Bureau webpage details the current status of Georgia's agriculture as well as the history of agriculture in the state. A video entitled Georgia Agriculture can be accessed on the webpage.

"Arts." Georgia Department of Economic Development. *Georgia Department Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/industries/arts/>

This website provides information about the benefits of art programs and how grants can impact the arts. Also provided are videos.

"At the Crossroads of Technology." Georgia Centers for Innovation, 2017. Web. Apr. 2017.

<http://www.myvirtualpaper.com/doc/georgia-brochures/coi-information-technology-1-pager/2014091101/#0>

This document reviews the current state of technology in Georgia.

"Companies & Industries." *New Georgia Encyclopedia*, 2017. Web. Apr. 2017.

<http://www.georgiaencyclopedia.org/topics/companies-industries>

This website features links to many established businesses and companies in Georgia. Also provided are links to Georgia entrepreneurs. This site would be helpful for student research on specific entrepreneurs and/or businesses.

"Financial Services." Georgia Department of Economic Development. *Georgia Department Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/industries/financial-services/>

This website provides information about Georgia's financial services industry as well as videos on business in Georgia.

"Georgia Economy." Economy of Georgia. NetState.com. *NetState*, 25 Feb. 2015. Web. Apr. 2017.

[http://www.netstate.com/economy/ga\\_economy.htm](http://www.netstate.com/economy/ga_economy.htm)

This site provides information about the service industry as well as agriculture, manufacturing, mining and fishing.

"Geography and Economic Development." Economic Development and the Division of Labor (n.d.): 1-204. *Georgia Department Economic Development, Workforce Division*. State of Georgia, 2017.

Web. Apr. 2017. <http://www.georgia.org/wp-content/uploads/2015/11/2016-State-Plan.pdf>

This extensive document developed by the State of Georgia provides detailed information about the current status of Georgia's workforce

“Georgia Film and TV Production.” Georgia Department of Economic Development. *Georgia Department Economic Development*, 2017. Web. Apr. 2017.

<http://www.georgia.org/industries/entertainment/georgia-film-tv-production/>

This website provides information about Georgia’s burgeoning film/TV industry.

"Georgia Manufacturing Facts." *Georgia Association of Manufacturers*, Feb. 2015. Web. Apr. 2017.

<http://www.nam.org/Data-and-Reports/State-Manufacturing-Data/2014-State-Manufacturing-Data/Manufacturing-Facts--Georgia/>

This PDF, produced by the Georgia Association of Manufacturers, provides information and charts regarding manufacturing output, employment statistics and Georgia export facts.

Simmering, Marcia J. "Service Industry." Reference for Business. *Advameg*, 2017. Web. Apr. 2017.

<http://www.referenceforbusiness.com/management/Sc-Str/Service-Industry.html#ixzz4eK7uvRiD>

This article reviews the outlook of the service industry in the United States.

Smith, Corey, and Evan Cross. 2015 Annual Dimensions - Measuring Georgia's Workforce XLI.12 (2015): Dimensions. *Georgia Department of Labor*, 2015. Web. Apr. 2017.

<https://explorer.gdol.ga.gov/vosnet/mis/current/lmitanncurrent.pdf>

This Department of Labor PDF details the current situation of Georgia’s workforce. Included are statistics for regional metropolitan statistical areas (MSAs).

Tasic, Nikola, and Sally Wallace. “Economic Impact of the Commercial Music Industry in Atlanta and the State of Georgia: New Estimates.” Fiscal Research Center 159 (2007) *Georgia State University Fiscal Research Center*. Andrew Young School of Policy Studies, Aug. 2007. Web. Apr. 2017.

[http://cslf.gsu.edu/files/2014/06/economic\\_impact\\_of\\_the\\_commercial\\_music\\_industry\\_in\\_atlanta\\_and\\_the\\_state\\_of\\_georgia\\_new\\_estimates.pdf](http://cslf.gsu.edu/files/2014/06/economic_impact_of_the_commercial_music_industry_in_atlanta_and_the_state_of_georgia_new_estimates.pdf)

This article is a review of the music industry in Atlanta and the State of Georgia, providing insight into its impact on the state.

“Technology Association of Georgia: State of the Industry 2017.” *Technology Association of Georgia*, 2017. Web. Apr. 2017. <http://tagstateoftheindustry.com/2017/>

This current resource details the positive growth and concerns of technology industry sectors. A video and print material reveal the status of this industry in Georgia.

“Tourism.” Georgia Department of Economic Development. *Georgia Department Economic Development*, 2017. Web. Apr. 2017. <http://www.georgia.org/industries/georgia-tourism>

This resource provides information about visitors to the state and benefits of tourism as well as several videos.

“What Is a Service? Definition and Meaning.” *InvestorWords.com*. Web Finance, Inc., 2017. Web. Apr. 2017. <http://www.investorwords.com/6664/service.html>

This resource provides a strong definition for the term *service*.

**SS8E3 Explain the principles of effective personal money management.**

- a. Explain that income is the starting point for personal financial management.

Developing a personal financial management plan is unique to every individual. Spending and saving goals should be considered in making a realistic, workable plan. Perhaps the most important factor when first developing a financial plan should be the individual's income. **Income** is the money received (coming in) for labor or services, the sale of property or goods, from financial investments, or other services. Knowing monthly income allows the individual to know how much money is available to take care of **expenditures** (to spend). This allows the individual to maintain control of his money and helps to achieve long- and short-term financial goals.

**Glossary**

- **Expenditure** - an amount of money spent, as a whole or on a particular thing.
- **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.
- **Saving** - setting aside of income for future use.
- **Spending** - the amount a person purchases.

**Resources:**

Caldwell, Miriam. "5 Steps to Managing Your Personal Finances." The Balance. The Balance, 2017. Web. Apr. 2017. <https://www.thebalance.com/manage-your-personal-finances-2385812>

This article provides information for financial goal setting and creating and managing a budget. Links to other articles are provided. Some advertisements are found on this site.

Ravenscraft, Eric. "How to Start Managing Your Money, For Those Who Never Learned Growing Up." *Lifehacker.com*, 12 May 2015. Web. Apr. 2017. <http://lifehacker.com/how-to-manage-your-money-for-those-who-never-learned-g-1703892260>

This resource provides information about managing money basics.

**SS8E3 Explain the principles of effective personal money management.**

- b. Describe the reasons for and the benefits of a household budget.

Individuals should create household budgets and start tracking expenses as soon as they begin their first full-time job. There are many **reasons for creating a household budget**. Creating a budget for spending and saving helps to monitor financial resources so that an individual does not become over-extended. A budget offers an organized way to establish short and long-term savings opportunities. By carefully monitoring the budget, an individual can adjust expenses and savings if there is a change in income or expenditures. A budget helps to compare annual income with annual expenses in order to meet financial goals.

The benefits of creating a household budget are diverse. An individual gains increased financial freedom when in control of personal finances. A budget encourages an individual to save so that long-term financial goals can be achieved. Budgets help adapt to changes in financial circumstances, whether it be an emergency, loss of a job, or extended sickness. Budget analysis allows an individual to understand where money is spent and to identify unnecessary expenditures.

### Glossary

- **Budget** - a plan for spending
- **Spending** - the amount a person purchases.

### Resources:

“Five Things You Need to Know about Money and Budgeting.” *Money Management International*, 2016. Web. Mar. 2017. <https://www.moneymanagement.org/Budgeting-Tools/Credit-Articles/Money-and-Budgeting/Five-Things-You-Need-to-Know-About-Money-and-Personal-Budgeting.aspx>

This short webpage provides a list of budgeting strategies to encourage financial stability.

“Make a Personal Budget and Keep Track of Spending.” *Money Management International*, 2016. Web. Mar. 2017. <https://www.moneymanagement.org/Budgeting-Tools/Credit-Articles/Money-and-Budgeting/Make-a-Personal-Budget-and-Keep-Track-of-Spending.aspx>

This webpage details steps in creating a budget. Also provided is a link to a budget worksheet.

### **SS8E3 Explain the principles of effective personal money management.**

- c. Describe the reasons for and the benefits of saving.

**Savings** is the portion of income not spent on current expenditures. Because a person does not know what will happen in the future, saving money should be a priority to make provisions for unexpected events or emergencies that might occur. **Reasons for saving** include:

- Providing a cushion for emergencies. The sudden loss of income, unexpected medical expenses, or the breakdown of a necessary appliance can strain a budget and savings can help avoid going into debt.
- Planning for retirement. Adequate savings and/or investments often take the place of the income that you will no longer get from your job, or when you retire.
- Longer life expectancy. As a result of advances in geriatric medicine and public health, people are living longer and need additional income on which to live.
- Volatility of Social Security. Social Security should not be considered the primary source of retirement income and, therefore, savings can be used to supplement income.
- Education. Costs for private and public education rise every year and savings can provide a means to meet the increased financial demands.
- Making large, expensive purchases. Savings can assist in the purchase of items that are too costly to purchase with monthly income. Buying major appliances, purchasing an automobile, or paying for a vacation can all be paid for by saving a portion of income.

Without savings, unexpected events can result in large financial burdens.

**Benefits of saving money** are diverse. Savings can provide a “financial backstop,” encourage feelings of security, and peace of mind. Benefits of saving include:

- Provides “seed money”. Allows for higher-yielding investments in stocks, bonds, and mutual funds.
- Encourages a sense of control over life events. Saving money to live a better, more fulfilling life can be a great motivator.

- Lowers the stress level. Financial security decreases health concerns.
- A positive example for children. Children learn strong lessons when they observe parents saving for the future.
- Wealth building. Being able to accumulate wealth provides the opportunity to multiply wealth through investments.
- The ability to pursue opportunities. Whether it is a personal dream, family travel, or a job opportunity in a foreign country, financial success through saving can make opportunities a reality.

### Glossary

- **Saving** - setting aside of income for future use

### Resources:

Caldwell, Miriam. “7 Reasons You Need to Save Your Money.” The Balance. *About, Inc.*, 2017. Web. Mar. 2017. <https://www.thebalance.com/learn-the-most-important-reasons-to-save-money-2386123>

This list of seven reasons to save provides valid information that can lead to financial security.

“The Importance of Saving Money.” Pocket Smart. Pocket Smart, 2013. Web. Apr. 2017.

[http://pocketsmart.org/financial\\_management/save/](http://pocketsmart.org/financial_management/save/)

This site provides a list of important reasons for saving money.

“What is Savings and Why is it Important?” *Family Economics and Finance Education*, Dec. 2010. PDF. The University of Arizona. Mar. 2017.

<http://financeintheclassroom.org/downloads/WhatSavingswhyimportant.pdf>

This document defines the term *saving*, how to save, and when to begin saving

### **SS8E3 Explain the principles of effective personal money management.**

- d. Describe the uses of debt and associated risks.

**Debt** is an amount of money borrowed by one party from another party. While we typically think of debt as a negative consequence of poor planning or circumstances beyond one’s control, debt can provide positive opportunities for individuals. **Acceptable uses of debt** include purchasing a home (mortgage), advancing education, starting or expanding a business, and fulfilling dreams. However, fulfilling a dream is not a license to debt-finance lavish spending without regard for the future. Debt allows for the delayed payment for goods or opportunities and usually comes with a cost, known as **interest** (an additional amount you pay to use borrowed money). For example, if you finance a vehicle for \$20,000 with an interest rate of 3% for a 60 month period, the entire loan total would be \$21,562. The interest would amount to \$1,562.

**Associated risks of debt** include having to make payments on a loan even when you are not financially able to make the payment. Credit ratings can be adversely affected because as you borrow more, the risk to the lender increases, so you’ll pay a higher interest rate on subsequent loans. **Bankruptcy** (a legal proceeding involving a person or business that is unable to repay outstanding debts) is a very real concern with uncontrolled debt. In certain occupations, including the military, industrial, and medical research, prolonged excessive debt will cause negative impacts that can lead to dismissal from a job. Unchecked debt can lead to stress and other health related issues, including stroke, hypertension, and mental health issues.

Identifying areas of debt is important so that it can be managed before it becomes detrimental to financial security.

### Glossary

- **Bankruptcy** - a legal proceeding involving a person or business that is unable to repay outstanding debts.
- **Credit** - an amount of money loaned to a person that must be paid back along with additional interest.
- **Debt** - an amount of money borrowed by one party from another party.
- **Interest** - an additional amount you pay to use borrowed money.

### **Resources:**

“Georgia's Debt Clock.” *State of Georgia Debt Clock*. N.p., 2017. Web. Apr. 2017.

<http://www.usdebtclock.org/state-debt-clocks/state-of-georgia-debt-clock.html>

Interesting to use with a classroom of students! Also has a world debt clock tab.

Mientka, Matthew. “The Far-Reaching Health Effects of Debt [Infographic].” *Medical Daily*. *Medical Daily*, 13 July 2014. Web. 14 Apr. 2017. <http://www.medicaldaily.com/effects-debt-reach-further-just-stress-include-heart-disease-stroke-and-mental-illness-292720>

This short article relates how an individual’s health is impacted by the search for wealth and incurred debt.

Naylor, Tabitha Jean. “4 Good Reasons to Go Into Debt.” *Benzinga*, 1 Aug. 2014. Web. Apr. 2017.

<https://www.benzinga.com/general/topics/14/08/4749498/4-good-reasons-to-go-into-debt>

This article lists four acceptable reasons for debt. Some advertisements are included on this webpage