

SS8H7a

Georgia's History:

1877 to 1918



Standards

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

Teacher Info – Who's & What's

- Print off the Who's & What's handout for each student. (Print front and back to save paper.)
- BEFORE the lesson, have students fill in the squares with what they *think* each term means.
- AFTER the presentation, the students will write down new (factual) information about each term.
- Check the answers as a class.

Who's & What's

Directions: BEFORE the lesson, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p>Bourbon Triumvirate</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Henry Grady</p> <p>Who I think this is:</p> <p>Definition:</p>
<p>International Cotton Expo</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Tom Watson & Populists</p> <p>Who I think this is:</p> <p>Definition:</p>
<p>Rebecca Latimer Felton</p> <p>Who I think this is:</p> <p>Definition:</p>	<p>1906 Atlanta Riot</p> <p>What I think happened:</p> <p>Definition:</p>

Who's & What's

Directions: BEFORE the lesson, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

Leo Frank Case	County Unit System
What I think happened:	What I think this means:
Definition:	Definition:

Teacher Directions – CLOZE Notes

- The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save paper and ink.)
- Check the answers as a class after the presentation.
- *Please note – the slides in this presentation are content-heavy. Feel free to open the editable file if you'd like to delete anything. I've found that it's better to have too much than not enough!

1877 to 1918 - CLOZE Notes 1

Bourbon Triumvirate

- After Reconstruction, _____ rose to power in the South.
- Bourbons believed that the South should rely _____ and more on industry.
- In Georgia, three Bourbon leaders _____ from 1872 to 1890: Joseph E. Brown, John B. Gordon, and Alfred H. Colquitt.
- The _____ supported policies that replaced Georgia's former large plantation-owning class with a new middle and business class.
- They also expanded railroads and increased industrialization, _____ in Georgia.
- They promoted " _____ " in order to keep the political support of white racists.

Joseph E. Brown

- Joseph Brown was a _____ who was Georgia's governor during the Civil War.
- He served four terms as the state's governor until he was named _____ of the Georgia Supreme Court.
- Brown eventually served Georgia as a _____ from 1880-1891.
- He became one of the state's _____.

John B. Gordon

- John B. Gordon was a Civil War general who later became the _____ in Georgia.
- He became a _____ in 1872 and resigned in 1880.
- In 1886, Gordon became _____ for two terms.
- He returned to the Senate for one more term before _____.

Alfred H. Colquitt

- Alfred H. Colquitt was educated at _____.
- He owned slaves before the Civil War and served in the _____.
- Colquitt was a _____ and often taught Sunday school in black churches.
- Colquitt served as the state's _____ after Reconstruction from 1877 to 1882.

Henry Grady

- Henry Grady was _____ from 1880 to 1889, and used his newspaper to promote what he labeled the " _____ " _____.
- Grady believed the South needed to _____ and become more like the North economically.
- He tried to get northern businesses to _____, and convinced many northerners to invest in Atlanta.

1877 to 1918 - CLOZE Notes 2

Cotton Expo

- In 1881, Henry Grady promoted Georgia's first International Cotton Exposition, an industrial fair that spotlighted attention on the _____.
- The exposition attracted 200,000 paid visitors and showed the country that Georgia was _____.
- Georgia went on to _____, attracting people from 33 states and 7 countries.

Tom Watson

- During the 1880s, most farmers were _____ and falling further and further into debt.
- _____ dramatically and labor was hard to find after slaves were freed.
- Georgia lawyer Tom Watson criticized Grady's New South because he claimed it _____.
- In 1890, Watson won a seat in Congress and _____ in Washington.

Populists

- In 1891, the _____ (commonly known as Populist Party) was organized by farmers and Tom Watson became the party's leader in Georgia.
- Watson's greatest reform was the _____ which provided free mail delivery to rural farmers.
- Populists _____ and urged farmers to work together for their cause.
- The Populists challenged the dominate Democratic Party in Georgia by threatening to split the white vote and to _____.

County Unit System

- Many rural Georgians came to fear that they were being _____ of the political process.
- In response, the state adopted the _____ for its political primaries.
- Under the unit system, the candidate that won the _____ won the election.
- The eight most populous counties _____, with each of the remaining counties receiving less.
- Whoever won the most votes in the county, _____.
- The effect was that small, rural counties ended up _____ over who won than heavily populated counties.
- Even though most of the population lived in a handful of counties, the rest of the counties had enough unit votes to _____ all by themselves.
- Many saw the _____ because it meant that certain candidates could win even if the majority of the people in the state voted for someone else.
- The system did _____ and in 1962, the U.S. Supreme Court ruled against the county unit system.

1877 to 1918 - GLOZE Notes 3

Rebecca Felton

- Rebecca Latimer Felton was the wife of progressive congressman William H. Felton, who _____.
- Felton was active in politics and was the South's best-known campaigner for _____.
- Although Georgia disappointed her by rejecting the 19th Amendment, enough states eventually ratified it and women won their _____.
- Two years later, 87-year-old Felton served as one of Georgia's US Senators when the governor appointed her to fill the _____ until a special election could be held.
- Although she served for only two days, Felton made history as the _____.

1906 Atlanta Riot

- The period from 1890 to 1930 was the _____ in Georgia's history.
- In September 1906, growing racial tensions resulted in the _____ Atlanta Race Riot.
- A white mob started the riot, in part due to _____ that black men had assaulted several white women.
- Hoke Smith was running for governor and _____ with his appeals to white racism in an attempt to win votes.
- The mob _____ and killed several business owners.
- At least _____ during the violence.

Leo Frank Case

- African-Americans were not the only _____ during the early 1900s.
- Leo Frank was a _____ in Atlanta.
- In 1913, he was convicted of _____, a 13-year-old female worker.
- The trial was filled with conflicting testimony and _____.
- Frank was sentenced to life in prison, but two years later, citizens from Mary's hometown in Marietta _____ from an oak tree.
- Decades later, new evidence revealed that the murder was most likely _____.
- The state _____ after his lynching, but the case symbolized Southerners' strong anti-Semitic feelings at the time.

SS8H7a

Georgia's History:

1877 to 1918

Bourbon Triumvirate

- After Reconstruction, Democrats known as “Bourbons” rose to power in the South.
- Bourbons believed that the South should rely less on agriculture and more on industry.
- In Georgia, three Bourbon leaders dominated the state’s politics from 1872 to 1890: Joseph E. Brown, John B. Gordon, and Alfred H. Colquitt.

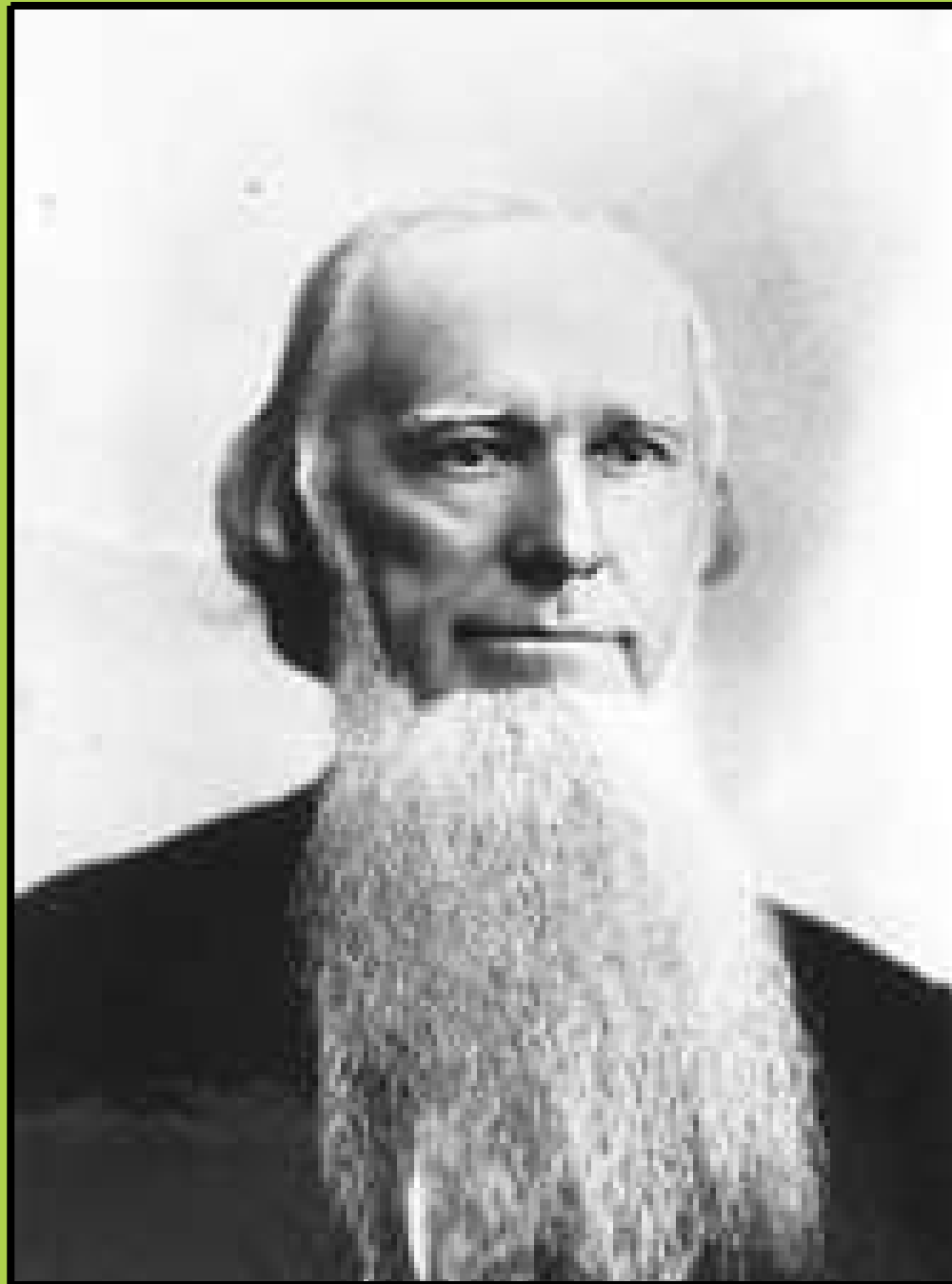
Bourbon Triumvirate

- The Bourbon Triumvirate supported policies that replaced Georgia's former large plantation-owning class with a new middle and business class.
- They also expanded railroads and increased industrialization, and gained wealth as railroads, cities, and factories flourished in Georgia.
- They promoted "white supremacy" in order to keep the political support of white racists.

Joseph E. Brown

- Joseph Brown was a secessionist who was Georgia's governor during the Civil War.
- He served four terms as the state's governor until he was named chief justice of the Georgia Supreme Court.
- Brown eventually served Georgia as a US Senator from 1880-1891.
- He became one of the state's wealthiest men.

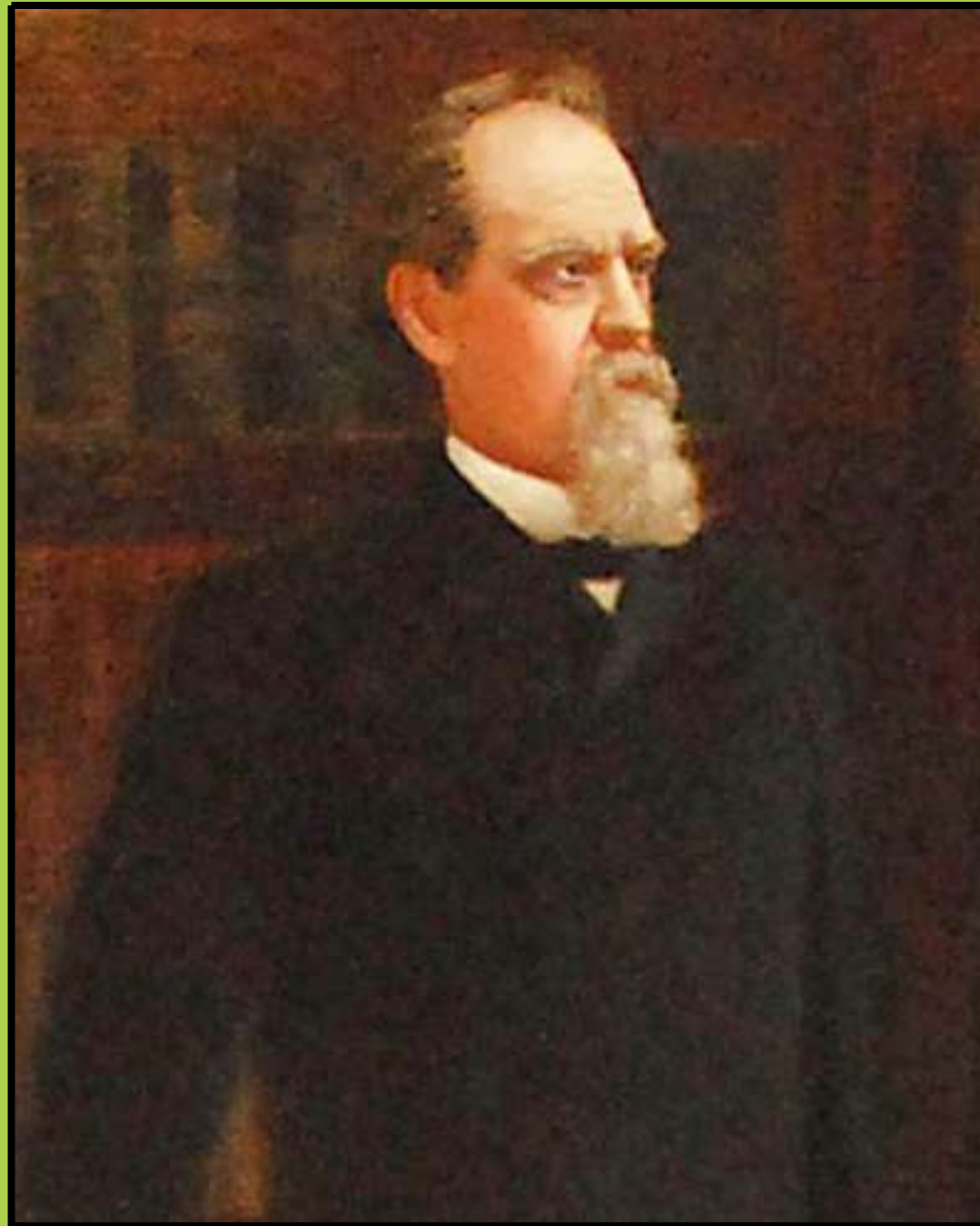
Joseph E. Brown



John B. Gordon

- John B. Gordon was a Civil War general who later became the leader of the Ku Klux Klan in Georgia.
- He became a US Senator in 1872 and resigned in 1880.
- In 1886, Gordon became Georgia's governor for two terms.
- He returned to the Senate for one more term before leaving politics.

John B. Gordon



Alfred H. Colquitt

- Alfred H. Colquitt was educated at Princeton University.
- He owned slaves before the Civil War and served in the Confederate army.
- Colquitt was a Methodist Minister and often taught Sunday school in black churches.
- Colquitt served as the state's first democratic governor after Reconstruction from 1877 to 1882.



Alfred H. Colquitt

Henry Grady

- Henry Grady was editor of the *Atlanta Constitution* from 1880 to 1889, and used his newspaper to promote what he labeled the “New South”.
- Grady believed the South needed to stop relying on farming and become more like the North economically.
- He tried to get northern businesses to invest in the South, and convinced many northerners to invest in Atlanta.

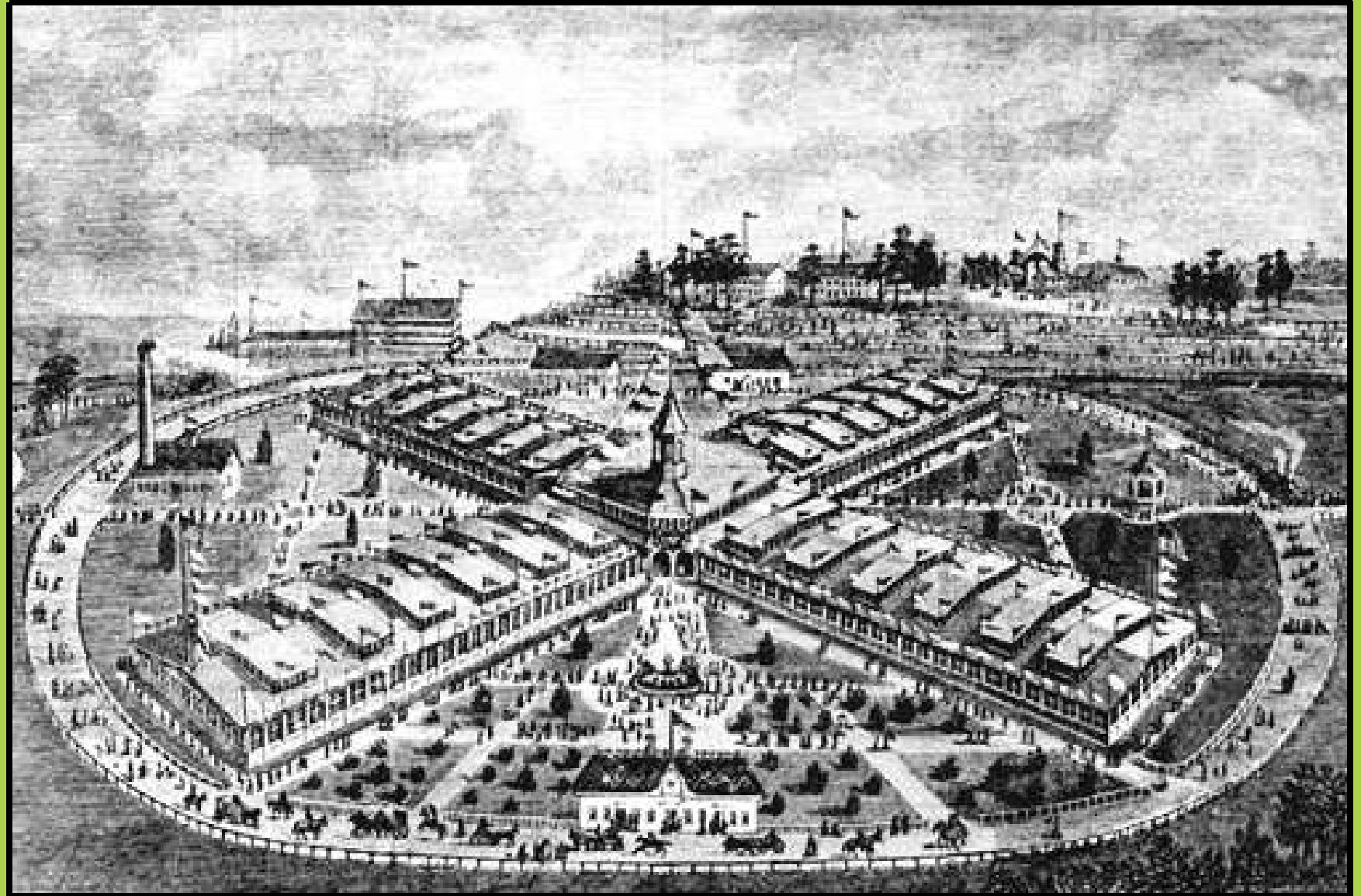
Henry Grady



Cotton Expo

- In 1881, Henry Grady promoted Georgia's first International Cotton Exposition, an industrial fair that spotlighted attention on the state's cotton textile industry.
- The exposition attracted 200,000 paid visitors and showed the country that Georgia was ready for more industry.
- Georgia went on to host more expositions, attracting people from 33 states and 7 countries.

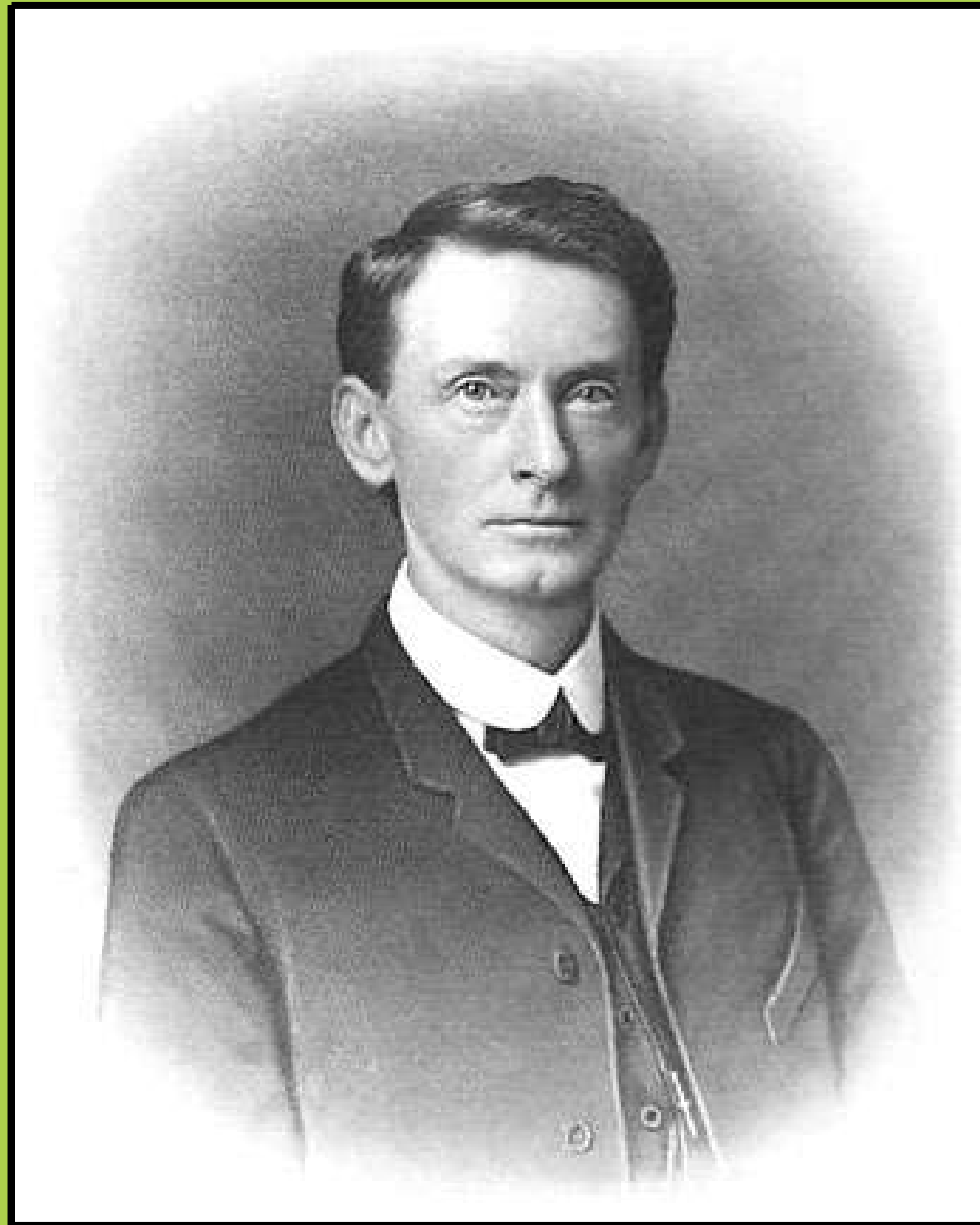
1881 Atlanta
International Cotton
Expo



Tom Watson

- During the 1880s, most farmers were suffering economically and falling further and further into debt.
- Cotton prices had dropped dramatically and labor was hard to find after slaves were freed.
- Georgia lawyer Tom Watson criticized Grady's New South because he claimed it hurt small farmers.
- In 1890, Watson won a seat in Congress and argued for farmers' issues in Washington.

Tom Watson



Populists

- In 1891, the People's Party (commonly known as Populist Party) was organized by farmers and Tom Watson became the party's leader in Georgia.
- Watson's greatest reform was the Rural Free Delivery Bill which provided free mail delivery to rural farmers.
- Populists fought to help farmers and urged farmers to work together for their cause.
- The Populists challenged the dominate Democratic Party in Georgia by threatening to split the white vote and to bring in black Republicans.

People's Party

VOTE UNDER THE LIBERTY BELL



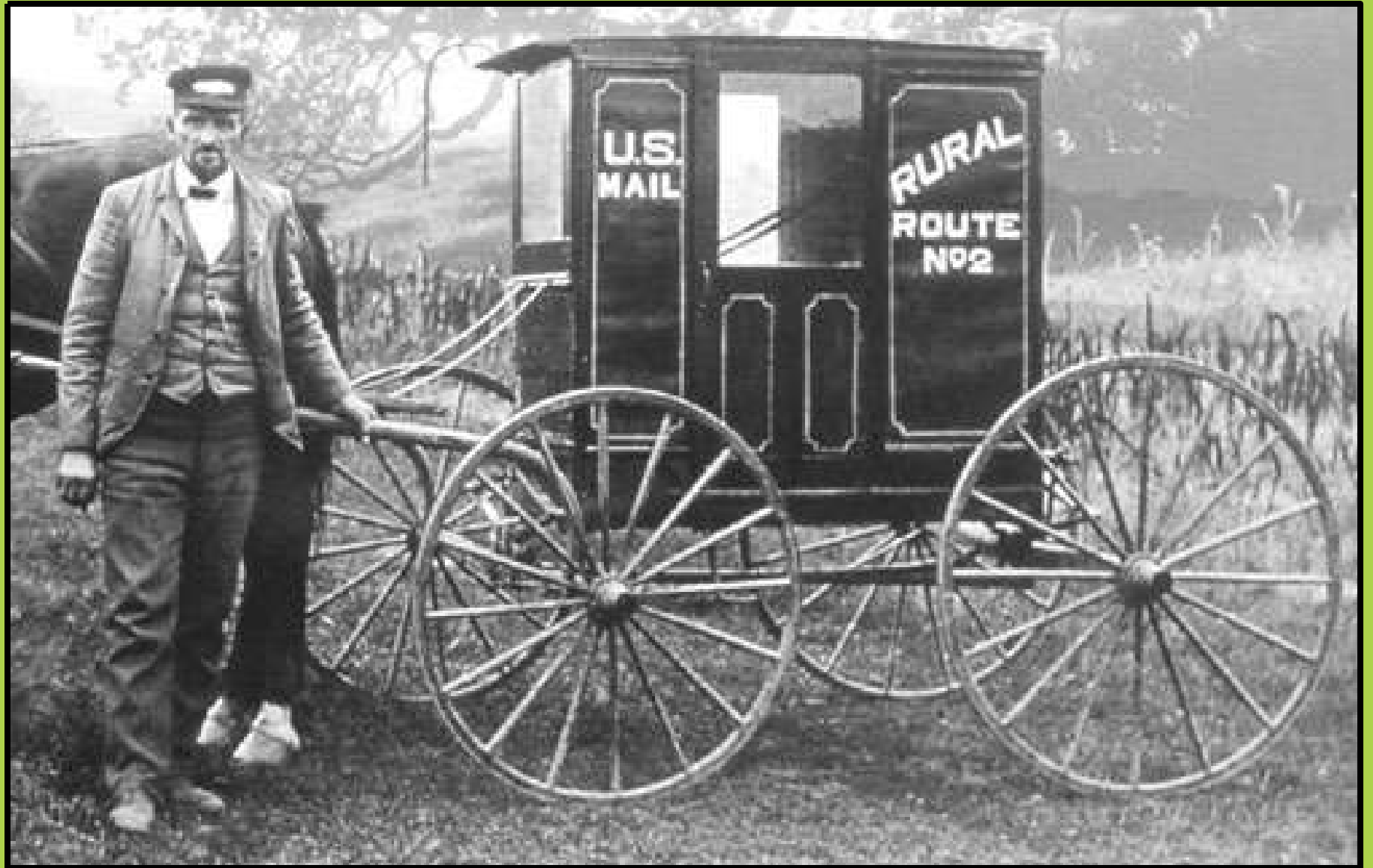
FOR PRESIDENT

Thomas E. Watson

OF GEORGIA



Rural Free Delivery Service



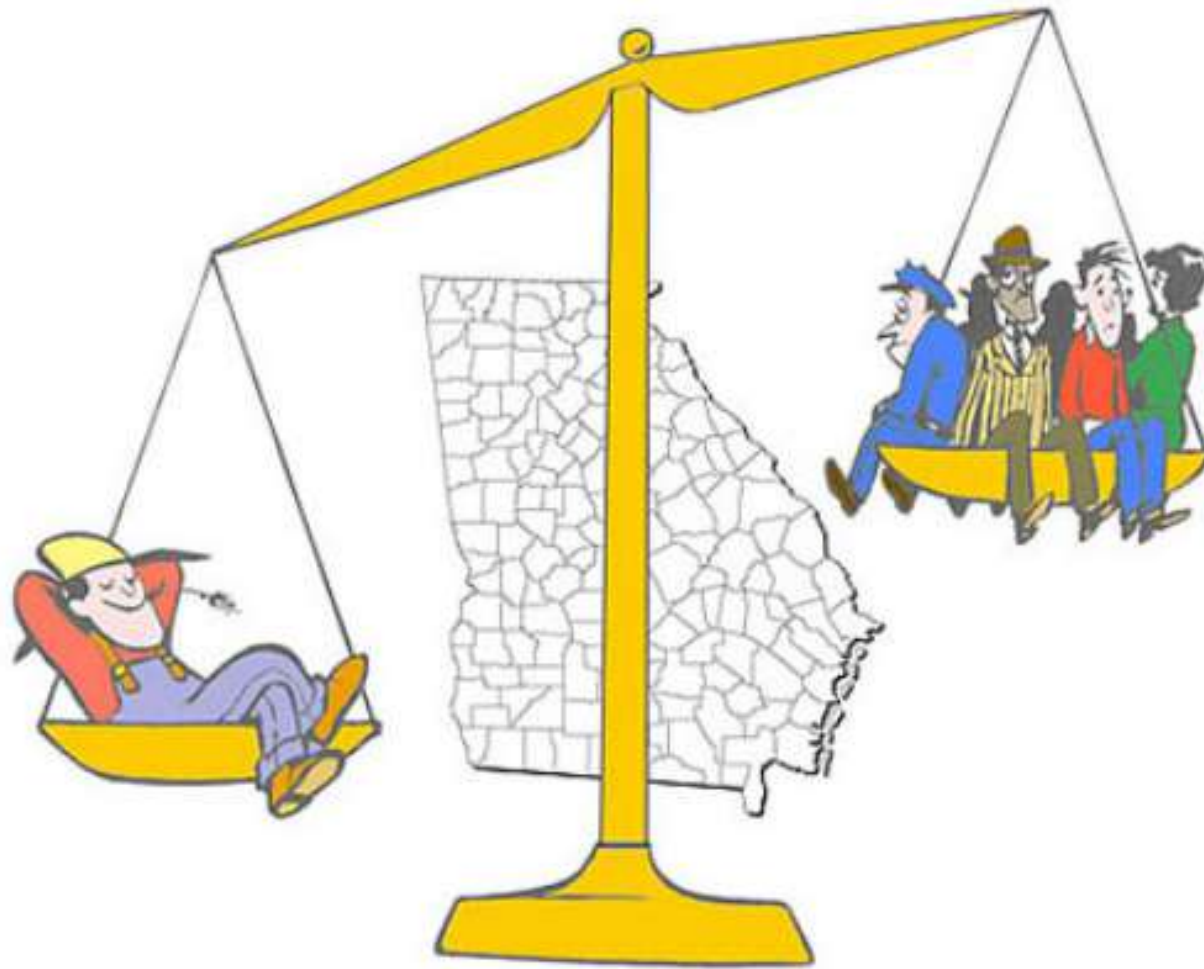
County Unit System

- Many rural Georgians became to fear that they were being pushed out of the political process.
- In response, the state adopted the county unit system in 1917 for its political primaries.
- Under the unit system, the candidate that won the most unit votes won the election.
- The eight most populous counties received 6 votes, with each of the remaining counties receiving less.

County Unit System

- Whoever won the most votes in the county, got all of the county's unit votes.
- The effect was that small, rural counties ended up having more say over who won than heavily populated counties.
- Even though most of the population lived in a handful of counties, the rest of the counties had enough unit votes to determine the winner all by themselves.

COUNTY UNIT SYSTEM



County Unit System

- Many saw the county unit system as unfair because it meant that certain candidates could win even if the majority of the people in the state voted for someone else.
- The system did not represent the population fairly and in 1962, the U.S. Supreme Court ruled against the county unit system.

Rebecca Felton

- Rebecca Latimer Felton was the wife of progressive congressman William H. Felton, who opposed the Bourbon Democrats.
- Felton was active in politics and was the South's best-known campaigner for women's suffrage.
- Although Georgia disappointed her by rejecting the 19th Amendment, enough states eventually ratified it and women won their right to vote in 1920.



Rebecca Latimer Felton

Rebecca Felton

- Two years later, 87-year-old Felton served as one of Georgia's US Senators when the governor appointed her to fill the seat of deceased Tom Watson until a special election could be held.
- Although she served for only two days, Felton made history as the first woman to sit in the US Senate.

1906 Atlanta Riot

- The period from 1890 to 1930 was the bloodiest period of racial violence in Georgia's history.
- In September 1906, growing racial tensions resulted in the three-day Atlanta Race Riot.
- A white mob started the riot, in part due to unproven reports that black men had assaulted several white women.



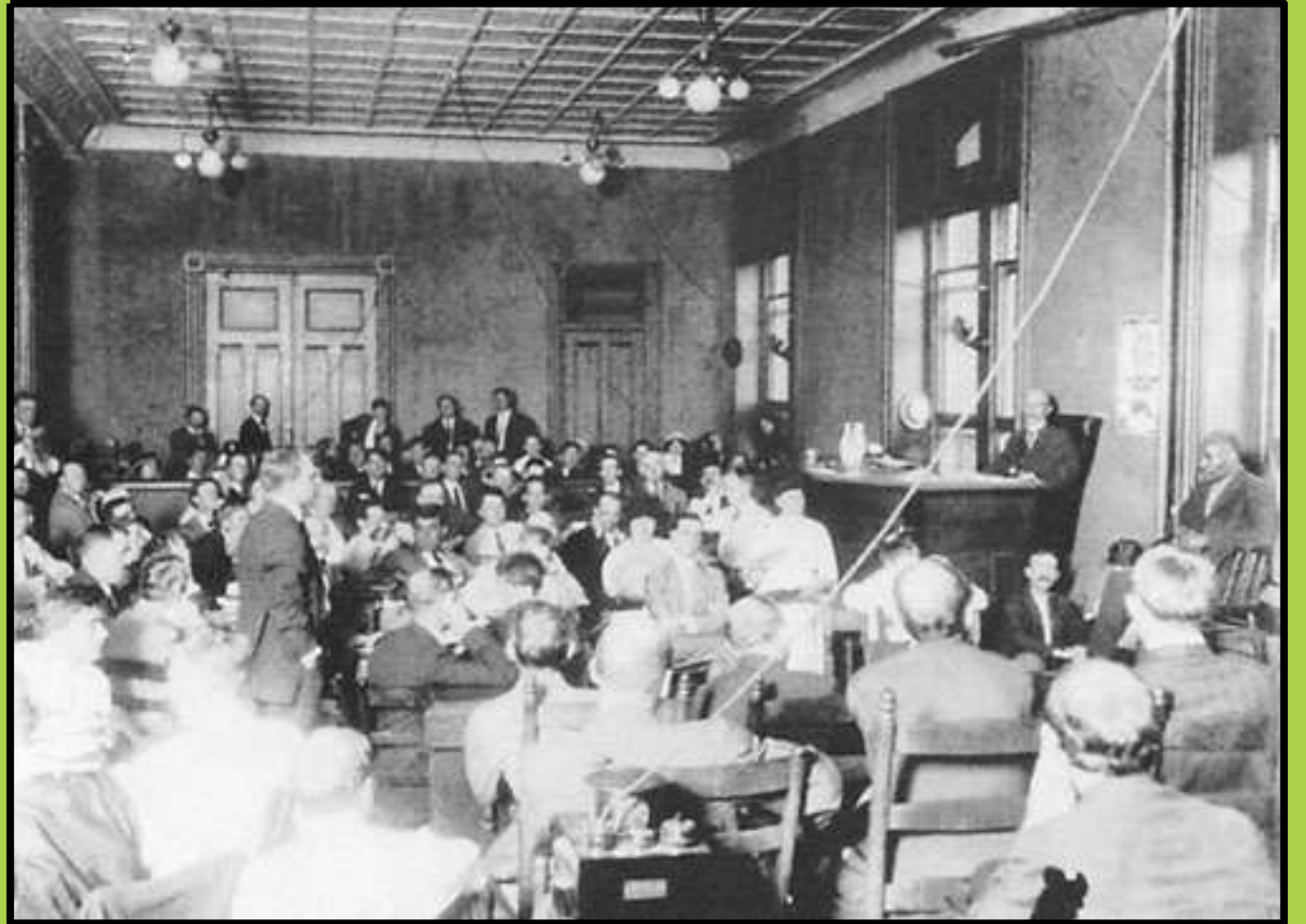
1906 Atlanta Riot

- Hoke Smith was running for governor and contributed to the racial tension with his appeals to white racism in an attempt to win votes.
- The mob attacked black-owned businesses and killed several business owners.
- At least 12 people died during the violence.

Leo Frank Case

- African-Americans were not the only targets of ethnic violence during the early 1900s.
- Leo Frank was a Jewish factory superintendent in Atlanta.
- In 1913, he was convicted of murdering Mary Phagan, a 13-year-old female worker.
- The trial was filled with conflicting testimony and unanswered questions.

Leo Frank Trial



Leo Frank Case

- Frank was sentenced to life in prison, but two years later, citizens from Mary's hometown in Marietta kidnapped him and hanged him from an oak tree.
- Decades later, new evidence revealed that the murder was most likely committed by someone else.
- The state pardoned Frank 71 years after his lynching, but the case symbolized Southerners' strong anti-Semitic feelings at the time.



LEO M. FRANK DRAGGED FROM PRISON CELL AND LYNCHED BY GEORGIA MOB

GALVESTON STRUCK BY FURIOUS STORM

FLOOD AND FIRES DESTROY
LIVES AND PROPERTY
IN TEXAS

WATER TEN FEET IN STREETS

Practically All Homes Are Evacuated
and People Gather in Hotels—
City Left in Darkness Because
of Damaged Wires

New Orleans, La., Aug. 15.—Galveston, Tex., is safe, and the water in the streets is two feet deep, according to a wireless message from Galveston. The message estimated the damage to the island at more than \$1,000,000. The island is isolated. Two huge fires are being set to dissipate the attention of the fire department. The advertised transport hospital had been reported to have been destroyed.

A party of religious workers here from Galveston, having made the trip by an automobile. Members of the party will be unable to reach the island when they left, but that the food was short and water is scarce. The wind velocity they said was less than thirty miles an hour. The religious reported numerous wells were destroyed in Galveston harbor, and that many of the larger ships were sunk.

Ship With 500 Men

Galveston, Aug. 15.—Eleven days have been following since the city first was struck by the storm. No definite news of any of the 500 men reported, but the department officials in this the amount of Galveston's food supply.

LEO M. FRANK



Leo M. Frank, who was lynched within sight of the home of Mary Phagan, the little factory girl he was found guilty of murdering.

HANGED IN SIGHT OF PHAGAN HOME

STATE'S PRISONER DRAGGED
FROM CELL AND HANGED
BY MOB

HUNDREDS VIEW REMAINS

Women and Children Weep With
Crowd—No Effort Made to Get
Down Body—Many Urge Ma-
jority of Cases

Marietta, Ga., Aug. 15.—Leo M. Frank was lynched two miles out side of Marietta, within sight of the home of Mary Phagan, the little factory hand Frank was found guilty of murdering.

Chastened by the law and a governor with a conscience of his prey, the mob spirit of the Middle Ages triumphed against justice by executing a spineless bunch of prison guards, who permitted the night riders to enter the state prison, seize the scrawny pale and injured man and drag him off to his Cavalry without firing a shot.

Dragged from Prison

A mob dragged him from the cell block on the Marietta prison here just before midnight. All the crowd gathered on the farm, and one raised a hand to protect him.

By midnight the mob forced their prisoner to the spot where they had chosen to kill him.

Of his last hours none but those who happened into Marietta anything that he was dead. One man even carried him to the jail, but found him long dead a few hours before the hanging. The hanging was witnessed by the highest law Marietta.

British Transport Torpedoed in the Aegean; 1,000 Die

LONDON, Aug. 15.—About 1,000 lives are believed to have been lost by the sinking of the British transport, Dorset, en route to the Dardanelles, by a German submarine. The

Teacher Info – Comprehension Questions

- Students should answer the questions after discussing the presentation. Afterwards, check and share answers as a class.
- *You can also use this as a quiz!

Comprehension Questions

1. The Democratic political leaders who dominated Georgia after Reconstruction were called what?
2. Who fought to help farmers who were suffering economically during the 1890s?
3. Which political party was formed during this time period to represent interests of farmers?
4. What did Henry Grady want the South to do?
5. What was the purpose of the International Cotton Exposition?
6. Rebecca Latimer Felton the first woman to do what?
7. Who was the editor of the *Atlanta Constitution* who urged Georgians to create a “New South”?
8. A white mob started the Atlanta Race Riot due to what?
9. The murder of Leo Frank was an example of what?
10. What was the problem with the county unit system?

Teacher Info – I “Mustache” You Some Questions

- Print off the I ‘Mustache’ Your Some Questions handout for each student.
- The students will imagine that they are journalists who are interviewing three significant people from this lesson (Watson, Grady, & Felton).
- They will write down a question that they would like to ask each person.
- Finally, they will write down what each person might say in response to the question.

I 'Mustache' You Some Questions!

Directions: Imagine that you are a journalist that is interviewing significant people that we have studied. Write three good, thought-provoking questions that you would ask these influential people. Next, write down what you think each person might say in response to the question.



Tom Watson



Henry Grady



Rebecca Felton

Teacher Info – Facebook

- Give each student a copy of the blank Facebook handout and project the directions slide (red) onto the screen. I like to leave this up while the students work so that they know exactly what goes in each box.
- The students should choose one of the significant people from this lesson and create a profile as if they are that person.



Draw a picture of the person



Name:

Age:

Birthday:

Location:

Status Photo / Video Place Life Event

What's on your mind?

Write a status about something the person *could* be doing.



Three important things that you should know about me...

What are important things that we should know about the person? Write a status about those things.



I strongly believe in...

Write a status about the person's goals and beliefs.



I am fighting against...

Write a status about what the person does NOT believe in.



Sponsored

Draw picture of something that represents the person

Write the name of it

#2

Write the name of it

#3

Write the name of it

FRIENDS

Draw picture of possible friend

#2

#3

#4



Search for people, places and things



Home

Find Friends



Status
Photo / Video
Place
Life Event

What's on your mind?

Three important things that you should know about me...

I strongly believe in...

I am fighting against...

Sponsored

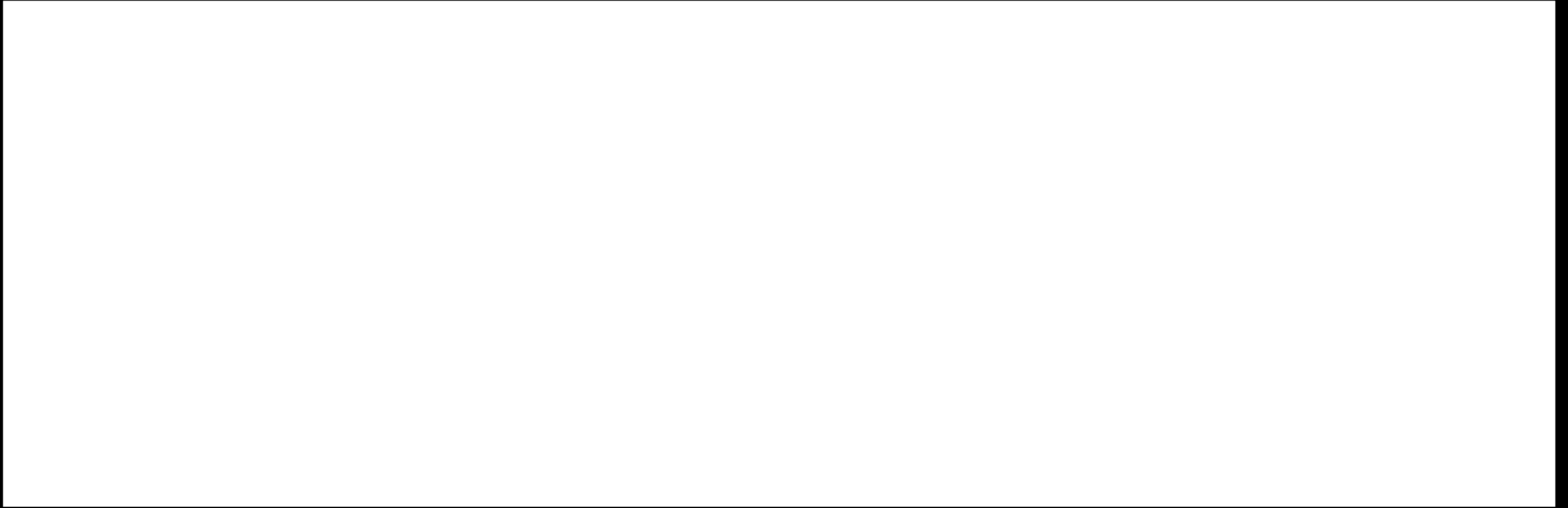
FRIENDS

Teacher Info – Instant Replay

- Print off the Instant Replay handout for each student.
- The students will draw a scene from one of the events from this lesson inside of the TV.
- In the textbox, they will write a play-by-play breakdown of the scene.

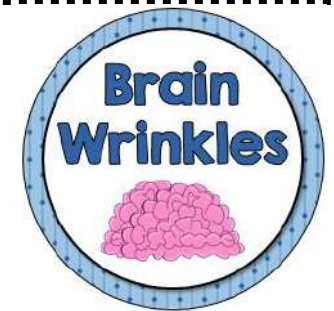
Instant Replay

Directions: Review one of the events from this unit by drawing a scene depicting the event on the TV below. Next, write a play-by-play breakdown of the scene in the textbox.



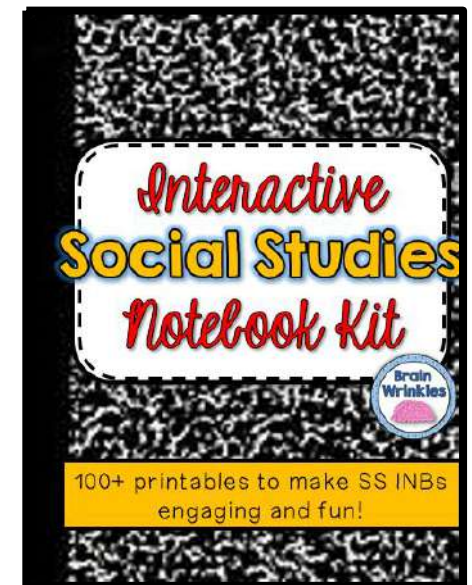
A large, empty rounded rectangular box with a thick black border, intended for writing a play-by-play breakdown of the scene.

Thank You!



Thank you so much for downloading this file. I sincerely hope you find it helpful and that your students learn a lot from it! I look forward to reading your feedback in my store.

If you like this file, you might want to check out some of my other products that teach social studies topics in creative, engaging, and hands-on ways.



Best of luck to you this school year,

Ansley at Brain Wrinkles

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