

Georgia's History:

Civil Rights

SS8H11



Standards

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- c. Discuss the impact of Andrew Young on Georgia.

Teacher Directions – True/False Anticipation Guide

- Have students read each question BEFORE the lesson and circle the T or F (if they think the question is True or False) in the “Before column”.
- After the lesson, the students will read the questions again and correct their answers in the “After column”.
- Check the answers as a class.

Anticipation Guide: Civil Rights

Before	Questions	After
T or F	1. The Sibley Commission was formed to decide the new state flag.	T or F
T or F	2. Hamilton Holmes and Charlayne Hunter were the first African Americans admitted to the University of Georgia.	T or F
T or F	3. The Brown v. Board of Education case said that schools should be “separate but equal”.	T or F
T or F	4. Andrew Young helped bring the 1996 Olympic Games to Georgia.	T or F
T or F	5. Lester Maddox was Atlanta’s first African American mayor.	T or F
T or F	6. The March on Washington was the protest where African Americans refused to ride busses in Montgomery, Alabama until segregation of public transportation was outlawed.	T or F
T or F	7. Martin Luther King, Jr. believed in gaining civil rights through violent acts.	T or F
T or F	8. The Civil Rights Act banned discrimination of any American because of race, gender, or religion.	T or F
T or F	9. The Albany Movement was considered a great success for civil rights.	T or F
T or F	10. The Student Non-Violent Coordinating Committee was a group of college students who used sit-ins to protest segregation.	T or F

Anticipation Guide: Civil Rights

Questions	Key
1. The Sibley Commission was formed to decide the new state flag.	False
2. Hamilton Holmes and Charlayne Hunter were the first African Americans admitted to the University of Georgia.	True
3. The Brown v. Board of Education case said that schools should be “separate but equal”.	False
4. Andrew Young helped bring the 1996 Olympic Games to Georgia.	True
5. Lester Maddox was Atlanta’s first African American mayor.	False
6. The March on Washington was the protest where African Americans refused to ride busses in Montgomery, Alabama until segregation of public transportation was outlawed.	False
7. Martin Luther King, Jr. believed in gaining civil rights through violent acts.	False
8. The Civil Rights Act banned discrimination of any American because of race, gender, or religion.	True
9. The Albany Movement was considered a great success for civil rights.	False
10. The Student Non-Violent Coordinating Committee was a group of college students who used sit-ins to protest segregation.	True

Teacher Info – Who's & What's

- Print off the Who's & What's handout for each student.
- BEFORE the unit, 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.

Civil Rights: Who's & What's

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

<p>Herman Talmadge</p> <p>Who I think this is:</p> <p>Definition:</p>	<p>Benjamin Mays</p> <p>Who I think this is:</p> <p>Definition:</p>
<p>White Primary</p> <p>What I think this means:</p> <p>Definition:</p>	<p><i>Brown v. Board of Education</i></p> <p>What I think happened:</p> <p>Definition:</p>
<p>Martin Luther King, Jr.</p> <p>Who I think this is:</p> <p>Definition:</p>	<p>Student Non-violent Coordinating Committee</p> <p>What I think this means:</p> <p>Definition:</p>

Civil Rights: Who's & What's

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

<p>Sibley Commission</p> <p>What I think this is:</p> <p>Definition:</p>	<p>Albany Movement</p> <p>What I think happened:</p> <p>Definition:</p>
<p>Charlayne Hunter & Hamilton Holmes</p> <p>Who I think they are:</p> <p>Definition:</p>	<p>March on Washington</p> <p>What I think happened:</p> <p>Definition:</p>
<p>Civil Rights Act</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Maynard Jackson</p> <p>Who I think this is:</p> <p>Definition:</p>

Civil Rights: Who's & What's

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

Lester Maddox	Andrew Young
Who I think this is:	Who I think this is:
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.

Civil Rights CLOZE Notes 1

White Primary

- The white primary system helped _____ because it only allowed whites to vote in statewide primary elections.
- The white primary system completely _____ of the political process.
- In 1944, the Supreme Court struck down a similar white primary system in Texas, ultimately leading to the end of _____.

1946 Race

- 1946 also saw one of the most _____ in Georgia politics.
- _____ for the fourth time, but he died before he could take office.
- Many of his supporters knew that he was ill, so they scratched his name off the ballot and _____, Herman Talmadge.
- The state legislature chose between the two people with the _____ and Herman Talmadge won.
- Progressive Ellis Arnall, who was governor at the time, did not want Talmadge to win because he would continue his _____.
- Arnall resigned so that lieutenant governor Melvin _____.
- Talmadge took the _____ and seized control of the Governor's Mansion, while Thompson set up an alternate governor's office in downtown Atlanta.
- The Georgia Supreme Court finally stepped in and ruled that _____ as acting governor until a special election could be held to settle the matter.

Herman Talmadge

- Like his father, Herman Talmadge ran a race based on _____.
- He served as Georgia's governor from _____ and was incredibly popular among the state's white Democrats.
- Talmadge made significant _____ during his time in office.
- In 1956, Talmadge won a seat in the _____, where he served until 1980.

1956 State Flag

- In 1956, the Georgia Assembly approved the state's most _____.
- The 1956 flag greatly offended African Americans and progressive whites because two-thirds of it looked like a _____.
- Most people believed the legislature's new flag decision to be symbolic of Georgia's resistance to the federal government's _____.
- The flag represented Georgia for 45 years until it was finally _____.

Civil Rights CLOZE Notes 2

Civil Rights

- Throughout the US' history, many African Americans were treated like _____, especially in the South.
- They were forced to live in segregated housing, attend segregated movies, and _____ such as restrooms, water fountains, and waiting rooms.
- During the Civil Rights Movement, African Americans _____ and _____ segregation.

Benjamin Mays

- One of Georgia's early influential voices was Benjamin Mays, the son of former slaves who grew up to be a _____.
- Mays was a minister and educator who became president of Atlanta's _____.
- He spoke out against segregation and strongly believed that all human beings should be _____.
- Mays was a highly intelligent and influential man who became known for expressing his views on segregation during _____.
- He preached to his students about the changes that needed to occur in social policies because racial injustices went against the United States' _____.
- Mays also taught them to _____ that restricted their human rights.

Martin Luther King, Jr.

- Mays' lectures had a tremendous _____—Martin Luther King, Jr.
- King graduated from _____ and became an ordained minister.
- He became a national hero and the recognized leader of the Civil Rights Movement after successfully leading the _____.
- The Boycott ended when the Supreme Court ordered Montgomery to _____.
- King was an extremely gifted man who preached _____ against unfair laws.
- He believed that African Americans could gain their rights by protesting, but that the _____.
- King formed a group called the Southern Christian Leadership Conference to lead _____ and _____ protests throughout the South.

Civil Rights CLOZE Notes 3

Nonviolent Protests

- King believed that African Americans would win their rights quicker if they _____.
- Many African Americans and some whites held nonviolent marches and boycotts _____.
- At times, the nonviolent actions from civil rights workers received _____.
- As people around the nation saw peaceful protestors being beaten by angry mobs and policemen, the _____.

Schools

- Schools were another place where _____.
- In 1954, _____ the board of education in Topeka, Kansas because the schools were segregated.
- His third grade daughter, Linda, had to travel one mile to get to her black school, even though the _____.

Thurgood Marshall

- Linda Brown's lawyer was _____.
- He argued the case before the U.S. Supreme Court that having separate schools _____ to the Constitution.

Brown v. BOE

- The US Supreme Court heard the case _____.
- In 1954, the Supreme Court handed down a _____ that greatly impacted Georgia and the rest of the South.
- The court ruled that _____, and public schools across America began to integrate.
- This case overturned the earlier 1896 *Plessy v. Ferguson* case that declared the _____ doctrine.
- Even though all 9 of the justices ruled that any separation would not be equal, many southern states _____.
- Georgia's governor, Herman Talmadge, strongly opposed the decision and encouraged Georgia's legislature to _____.

Civil Rights CLOZE Notes 4

Sibley Commission

- After schools were forced to segregate by law in 1954, _____.
- In 1960, a commission was formed by Atlanta banker John Sibley that _____ to see how Georgians felt about integration.
- The Sibley Commission found that _____ would rather see schools closed that integrated.
- As a result, the commission recommended that _____ the desegregation matter for itself.

UGA Integration

- African American students _____ both applied several times to the University of Georgia.
- Each time, their _____ because the university was “full”.
- They took their case to court and the school was _____ under an order by the US District Court in Athens.
- When they entered, _____ by the student population and an angry crowd threw bricks through Hunter’s dorm window.
- Both Hunter and Holmes graduated and went on to have _____.
- _____ and Hunter is a writer/journalist.
- _____ soon followed throughout the state.
- Today, there is a _____ on UGA’s campus in their honor.

SNCC

- By the 1960s, the Civil Rights Movement was well underway and was _____.
- King’s strategy of peaceful protest was adopted by a _____ who formed the Student Non-Violent Coordinating Committee (SNCC) in 1960.
- SNCC used _____ where they refused to move in order to boycott businesses that wouldn’t serve blacks.
- SNCC also helped _____ throughout the South.

Civil Rights CLOZE Notes 5

Albany Movement

- From fall 1961 to summer 1962, a desegregation movement involving the NAACP and SNCC took place in _____.
- The movement's goal was to _____ in Albany (transportation, schools, libraries, hospitals, restaurants, juries, etc.) through mass protests, sit-ins, and boycotts.
- The police wanted to _____, so they arrested over 500 protestors.
- Martin Luther King, Jr. came to Albany to lend his support and bring national attention to the cause; however, _____.
- _____ in Albany, and King said it was because the groups tried to do too many things, instead of focusing on one aspect of segregation.
- It was considered more of a _____ than a success, but the city did eventually desegregate.

March on Washington

- In 1963, Martin Luther King, Jr. led more than 250,000 people on a _____ in Washington, D.C.
- They called on President Kennedy and Congress to pass a law that guaranteed _____.
- King gave his famous _____ speech at the gathering, inspiring Americans to strive for a world where black and white children could play together in peace.

Civil Rights Act

- The March on Washington _____ and Congress soon passed the Civil Rights Act in 1964.
- This _____ against any American because of that person's race, color, or religion.
- The law enforced the _____.
- It also said that people of all races, male and female, should have the _____.

Civil Rights CLOZE Notes 6

Lester Maddox

- Lester Maddox became a public figure when he chose to _____ rather than comply with the Civil Rights Act and serve African Americans.
- In 1966, he was _____, despite being a strict segregationist.
- Maddox surprised many people by _____ into office than any governor before him.
- Maddox also _____ and GBI.
- As governor, he _____ and increased spending for Georgia's universities.
- Maddox also started _____, a monthly event where average citizens could come talk to him in the Governor's office.
- He kept representatives nearby to help the _____.

Maynard Jackson

- In 1973, Maynard Jackson made history when he was elected as _____.
- As mayor, Jackson made sure that minority businesses received a _____, often upsetting established white business owners.
- Under his leadership, MARTA (Atlanta's mass transit system) began running and Hartsfield Airport added a new _____.
- The city of Atlanta added his name to the airport in 2003: _____.

Andrew Young

- Andrew Young became well known as a civil rights activist and _____.
- In 1972, he won a seat in Congress and was Georgia's _____ to the House since Reconstruction.
- In 1977, President Carter appointed Young to be America's _____.
- In 1981, he succeeded Jackson as _____.
- Young served two successful terms as mayor where he increased international investment in the city and brought the _____ to Georgia.
- He _____ in 1990, but lost to Zell Miller.
- Young played a key role in bringing the _____ to Atlanta.

Civil Rights CLOZE Notes 1 KEY

White Primary

- The white primary system helped **white supremacists control Georgia's politics** because it only allowed whites to vote in statewide primary elections.
- The white primary system completely **cut African Americans out** of the political process.
- In 1944, the Supreme Court struck down a similar white primary system in Texas, ultimately leading to the end of **Georgia's white primary in 1946**.

1946 Race

- 1946 also saw one of the most **controversial episodes** in Georgia politics.
- **Eugene Talmadge was elected governor** for the fourth time, but he died before he could take office.
- Many of his supporters knew that he was ill, so they scratched his name off the ballot and **wrote in his son's name**, Herman Talmadge.
- The state legislature chose between the two people with the **largest number of write-in votes** and Herman Talmadge won.
- Progressive Ellis Arnall, who was governor at the time, did not want Talmadge to win because he would continue his **father's harsh policies**.
- Arnall resigned so that lieutenant governor Melvin **Thompson could take over**.
- Talmadge took the **governor's office by force** and seized control of the Governor's Mansion, while Thompson set up an alternate governor's office in downtown Atlanta.
- The Georgia Supreme Court finally stepped in and ruled that **Thompson was to serve** as acting governor until a special election could be held to settle the matter.

Herman Talmadge

- Like his father, Herman Talmadge ran a race based on **white supremacy**.
- He served as Georgia's governor from **1948 to 1955** and was incredibly popular among the state's white Democrats.
- Talmadge made significant **advances in public education** during his time in office.
- In 1956, Talmadge won a seat in the **United States Senate**, where he served until 1980.

1956 State Flag

- In 1956, the Georgia Assembly approved the state's most **controversial flag**.
- The 1956 flag greatly offended African Americans and progressive whites because two-thirds of it looked like a **Confederate battle flag**.
- Most people believed the legislature's new flag decision to be symbolic of Georgia's resistance to the federal government's **integration laws**.
- The flag represented Georgia for 45 years until it was finally **replaced in 2001**.

Civil Rights CLOZE Notes 2 KEY

Civil Rights

- Throughout the US' history, many African Americans were treated like **second-class citizens**, especially in the South.
- They were forced to live in segregated housing, attend segregated movies, and **use segregated facilities** such as restrooms, water fountains, and waiting rooms.
- During the Civil Rights Movement, African Americans **fought against racial discrimination** and segregation.

Benjamin Mays

- One of Georgia's early influential voices was Benjamin Mays, the son of former slaves who grew up to be a **very educated man**.
- Mays was a minister and educator who became president of Atlanta's **Morehouse College in 1940**.
- He spoke out against segregation and strongly believed that all human beings should be **treated with respect and dignity**.
- Mays was a highly intelligent and influential man who became known for expressing his views on segregation during **lectures attended by his students**.
- He preached to his students about the changes that needed to occur in social policies because racial injustices went against the United States' **democratic principles**.
- Mays also taught them to **challenge the segregation laws** that restricted their human rights.

Martin Luther King, Jr.

- Mays' lectures had a tremendous **impact on one of his students** —Martin Luther King, Jr.
- King graduated from **Morehouse with a Ph.D.** and became an ordained minister.
- He became a national hero and the recognized leader of the Civil Rights Movement after successfully leading the **Montgomery Bus Boycott**.
- The Boycott ended when the Supreme Court ordered Montgomery to **desegregate their public transportation**.
- King was an extremely gifted man who preached **nonviolent civil disobedience** against unfair laws.
- He believed that African Americans could gain their rights by protesting, but that the **protests should be peaceful**.
- King formed a group called the Southern Christian Leadership Conference to lead **anti-discrimination marches** and protests throughout the South.

Civil Rights CLOZE Notes 3 KEY

Nonviolent Protests

- King believed that African Americans would win their rights quicker if they **refused to engage in violence**.
- Many African Americans and some whites held nonviolent marches and boycotts **across the country**.
- At times, the nonviolent actions from civil rights workers received **violent reactions from white people**.
- As people around the nation saw peaceful protestors being beaten by angry mobs and policemen, the **movement gained support**.

Schools

- Schools were another place where **blacks and whites were segregated**.
- In 1954, **Oliver Brown** sued the board of education in Topeka, Kansas because the schools were segregated.
- His third grade daughter, Linda, had to travel one mile to get to her black school, even though the **white school was a lot closer**.

Thurgood Marshall

- Linda Brown's lawyer was **Thurgood Marshall**.
- He argued the case before the U.S. Supreme Court that having separate schools **violated the 14th Amendment** to the Constitution.

Brown v. BOE

- The US Supreme Court heard the case ***Brown v. Board of Education***.
- In 1954, the Supreme Court handed down a **unanimous decision** that greatly impacted Georgia and the rest of the South.
- The court ruled that **segregation was unconstitutional**, and public schools across America began to integrate.
- This case overturned the earlier 1896 *Plessy v. Ferguson* case that declared the **"separate but equal"** doctrine.
- Even though all 9 of the justices ruled that any separation would not be equal, many southern states **refused to segregate** their schools.
- Georgia's governor, Herman Talmadge, strongly opposed the decision and encouraged Georgia's legislature to **rebel against the ruling**.

Civil Rights CLOZE Notes 4 KEY

Sibley Commission

- After schools were forced to segregate by law in 1954, **Georgia refused to cooperate**.
- In 1960, a commission was formed by Atlanta banker John Sibley that **held public hearings** to see how Georgians felt about integration.
- The Sibley Commission found that **2 out of 3 Georgians** would rather see schools closed that integrated.
- As a result, the commission recommended that **each local district decide** the desegregation matter for itself.

UGA Integration

- African American students **Charlayne Hunter and Hamilton Holmes** both applied several times to the University of Georgia.
- Each time, their **applications were denied** because the university was “full”.
- They took their case to court and the school was **integrated in 1961** under an order by the US District Court in Athens.
- When they entered, **they were treated harshly** by the student population and an angry crowd threw bricks through Hunter’s dorm window.
- Both Hunter and Holmes graduated and went on to have **very successful careers**.
- **Holmes was a surgeon** and Hunter is a writer/journalist.
- **High school integration** soon followed throughout the state.
- Today, there is a **Holmes/Hunter academic building** on UGA’s campus in their honor.

SNCC

- By the 1960s, the Civil Rights Movement was well underway and was **gaining fast momentum**.
- King’s strategy of peaceful protest was adopted by a **group of college students** who formed the Student Non-Violent Coordinating Committee (SNCC) in 1960.
- SNCC used **sit-ins at lunch counters** where they refused to move in order to boycott businesses that wouldn’t serve blacks.
- SNCC also helped **promote voter registration** throughout the South.

Civil Rights CLOZE Notes 5 KEY

Albany Movement

- From fall 1961 to summer 1962, a desegregation movement involving the NAACP and SNCC took place in **Albany, Georgia**.
- The movement's goal was to **end all types of segregation** in Albany (transportation, schools, libraries, hospitals, restaurants, juries, etc.) through mass protests, sit-ins, and boycotts.
- The police wanted to **avoid negative publicity**, so they arrested over 500 protestors.
- Martin Luther King, Jr. came to Albany to lend his support and bring national attention to the cause; however, **he was also arrested**.
- **Desegregation efforts failed** in Albany, and King said it was because the groups tried to do too many things, instead of focusing on one aspect of segregation.
- It was considered more of a **learning experience** than a success, but the city did eventually desegregate.

March on Washington

- In 1963, Martin Luther King, Jr. led more than 250,000 people on a **civil rights march** in Washington, D.C.
- They called on President Kennedy and Congress to pass a law that guaranteed **equal rights and quality education** for all citizens.
- King gave his famous **"I Have a Dream"** speech at the gathering, inspiring Americans to strive for a world where black and white children could play together in peace.

Civil Rights Act

- The March on Washington **got the government's attention** and Congress soon passed the Civil Rights Act in 1964.
- This **law banned discrimination** against any American because of that person's race, color, or religion.
- The law enforced the **desegregation of public places**.
- It also said that people of all races, male and female, should have the **equal opportunity to get a job**.

Civil Rights CLOZE Notes 6 KEY

Lester Maddox

- Lester Maddox became a public figure when he chose to **close his Atlanta restaurant** rather than comply with the Civil Rights Act and serve African Americans.
- In 1966, he was **elected as Georgia's governor**, despite being a strict segregationist.
- Maddox surprised many people by **hiring more African Americans** into office than any governor before him.
- Maddox also **integrated the Georgia State Patrol** and GBI.
- As governor, he **supported prison reform** and increased spending for Georgia's universities.
- Maddox also started "**People's Day**", a monthly event where average citizens could come talk to him in the Governor's office.
- He kept representatives nearby to help the **people solve their problems**.

Maynard Jackson

- In 1973, Maynard Jackson made history when he was elected as **Atlanta's first African American mayor**.
- As mayor, Jackson made sure that minority businesses received a **fair share of city contracts**, often upsetting established white business owners.
- Under his leadership, MARTA (Atlanta's mass transit system) began running and Hartsfield Airport added a new **international terminal that helped the economy**.
- The city of Atlanta added his name to the airport in 2003: **Hartsfield-Jackson Airport**.

Andrew Young

- Andrew Young became well known as a civil rights activist and **aide to Martin Luther King, Jr.**
- In 1972, he won a seat in Congress and was Georgia's **first African American representative** to the House since Reconstruction.
- In 1977, President Carter appointed Young to be America's **ambassador to the United Nations**.
- In 1981, he succeeded Jackson as **Atlanta's mayor**.
- Young served two successful terms as mayor where he increased international investment in the city and brought the **1988 Democratic Convention** to Georgia.
- He **ran for governor** in 1990, but lost to Zell Miller.
- Young played a key role in bringing the **1996 Olympic Games** to Atlanta.

1940s - 1950s

State Politics

SS8H11a

White Primary

- The white primary system helped white supremacists control Georgia's politics because it only allowed whites to vote in statewide primary elections.
- The white primary system completely cut African Americans out of the political process.
- In 1944, the Supreme Court struck down a similar white primary system in Texas, ultimately leading to the end of Georgia's white primary in 1946.

1946 Race

- 1946 also saw one of the most controversial episodes in Georgia politics.
- Eugene Talmadge was elected governor for the fourth time, but he died before he could take office.
- Many of his supporters knew that he was ill, so they scratched his name off the ballot and wrote in his son's name, Herman Talmadge.
- The state legislature chose between the two people with the largest number of write-in votes, and Herman Talmadge won.

1946 Race

- Progressive Ellis Arnall, who was governor at the time, did not want Talmadge to win because he would continue his father's harsh policies.
- Arnall resigned so that lieutenant governor Melvin Thompson could take over.
- Talmadge took the governor's office by force and seized control of the Governor's Mansion, while Thompson set up an alternate governor's office in downtown Atlanta.
- The Georgia Supreme Court finally stepped in and ruled that Thompson was to serve as acting governor until a special election could be held to settle the matter.

Herman Talmadge

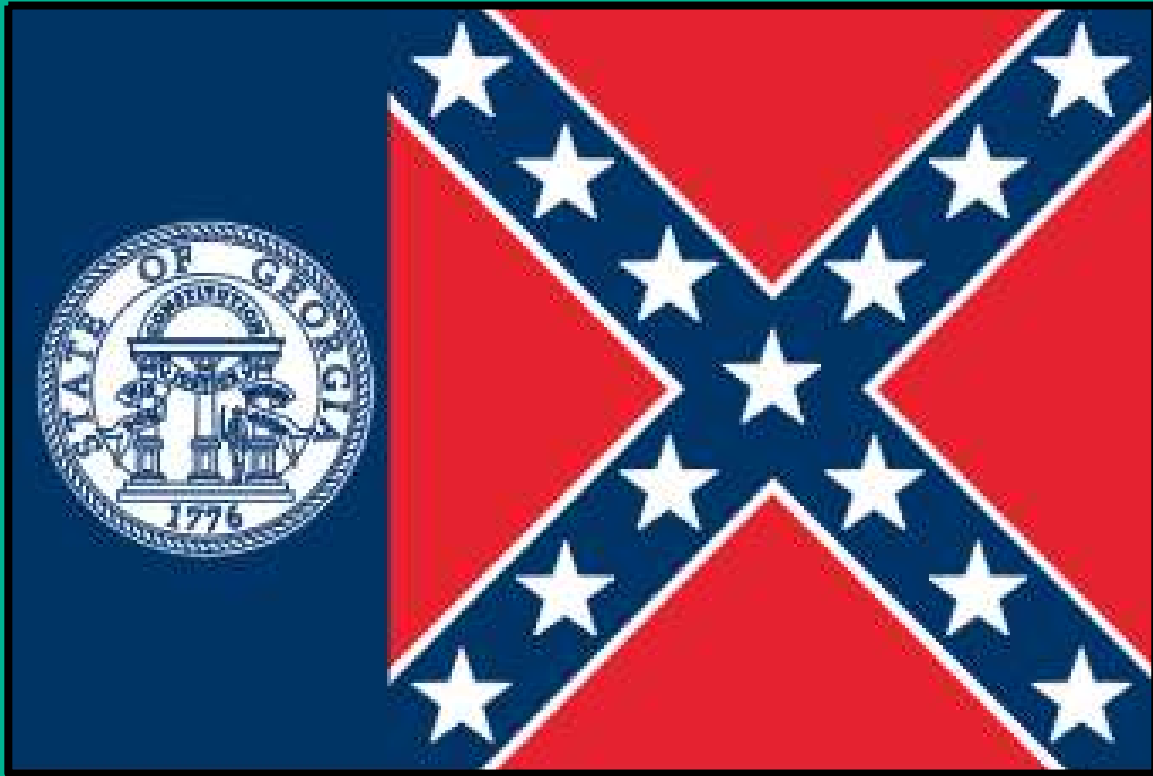
- Like his father, Herman Talmadge ran a race based on white supremacy.
- He served as Georgia's governor from 1948 to 1955 and was incredibly popular among the state's white Democrats.
- Talmadge made significant advances in public education during his time in office.
- In 1956, Talmadge won a seat in the United States Senate, where he served until 1980.

Herman Talmadge



1956 State Flag

- In 1956, the Georgia Assembly approved the state's most controversial flag.
- The 1956 flag greatly offended African Americans and progressive whites because two-thirds of it looked like a Confederate battle flag.
- Most people believed the legislature's new flag decision to be symbolic of Georgia's resistance to the federal government's integration laws.
- The flag represented Georgia for 45 years until it was finally replaced in 2001.



1956 to 2001 Flag

Present Flag



1940s & 1950s:

Civil Rights

SS8H11a

Civil Rights

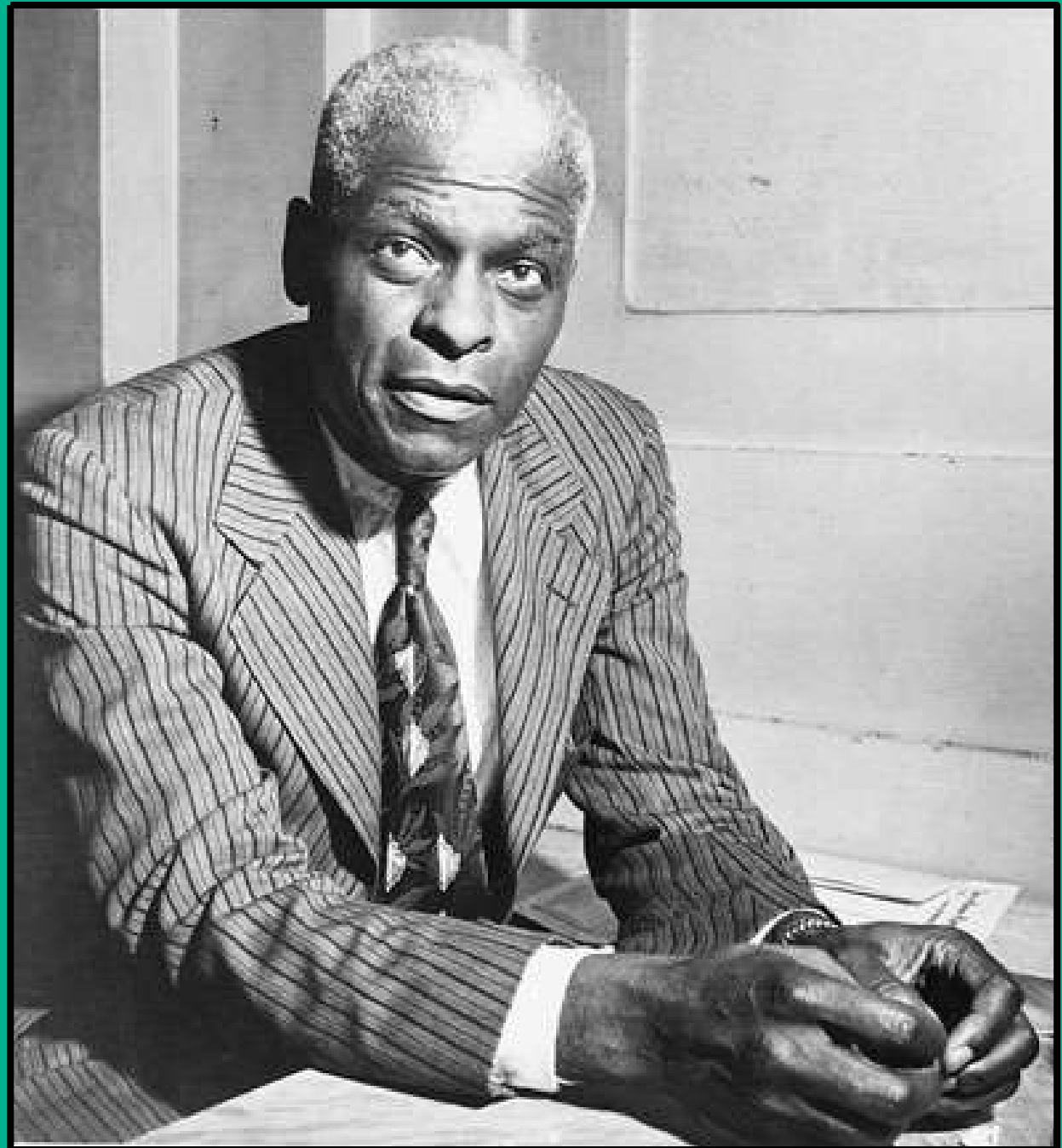
- Throughout the US' history, many African Americans were treated like second-class citizens, especially in the South.
- They were forced to live in segregated housing, attend segregated movies, and use segregated facilities such as restrooms, water fountains, and waiting rooms.
- During the Civil Rights Movement, African Americans fought against racial discrimination and segregation.



Benjamin Mays

- One of Georgia's early influential voices was Benjamin Mays, the son of former slaves who grew up to be a very educated man.
- Mays was a minister and educator who became president of Atlanta's Morehouse College in 1940.
- He spoke out against segregation and strongly believed that all human beings should be treated with respect and dignity.

In 1936, Benjamin Mays went to India to meet with Mohandas Gandhi, where he learned of nonviolent protest.



Benjamin Mays

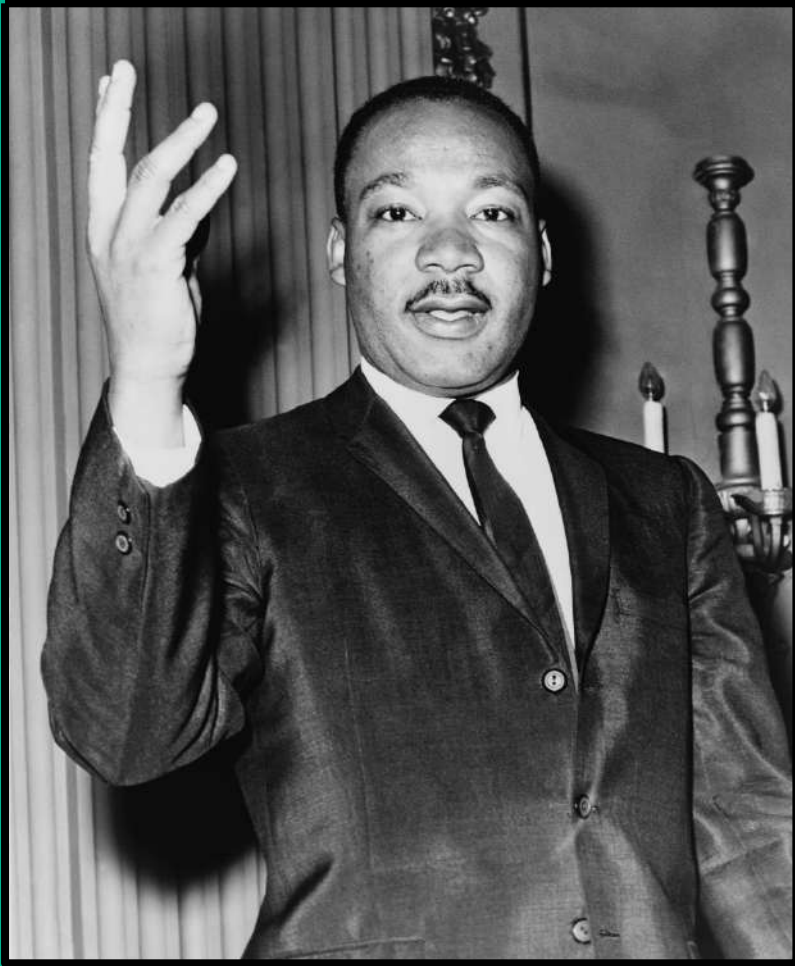
- Mays was a highly intelligent and influential man who became known for expressing his views on segregation during lectures attended by his students.
- He preached to his students about the changes that needed to occur in social policies because racial injustices went against the United States' democratic principles.
- Mays also taught them to challenge the segregation laws that restricted their human rights.



Benjamin Mays passed along his nonviolent ideas to his mentee, Martin Luther King, Jr.

Martin Luther King, Jr.

- Mays' lectures had a tremendous impact on one of his students—Martin Luther King, Jr.
- King graduated from Morehouse with a Ph.D. and became an ordained minister.
- He became a national hero and the recognized leader of the Civil Rights Movement after successfully leading the Montgomery Bus Boycott.
 - The Boycott ended when the Supreme Court ordered Montgomery to desegregate their public transportation.



Martin Luther King, Jr.

- King was an extremely gifted man who preached nonviolent civil disobedience against unfair laws.
- He believed that African Americans could gain their rights by protesting, but that the protests should be peaceful.
- King formed a group called the Southern Christian Leadership Conference to lead anti-discrimination marches and protests throughout the South.

Nonviolent Protests

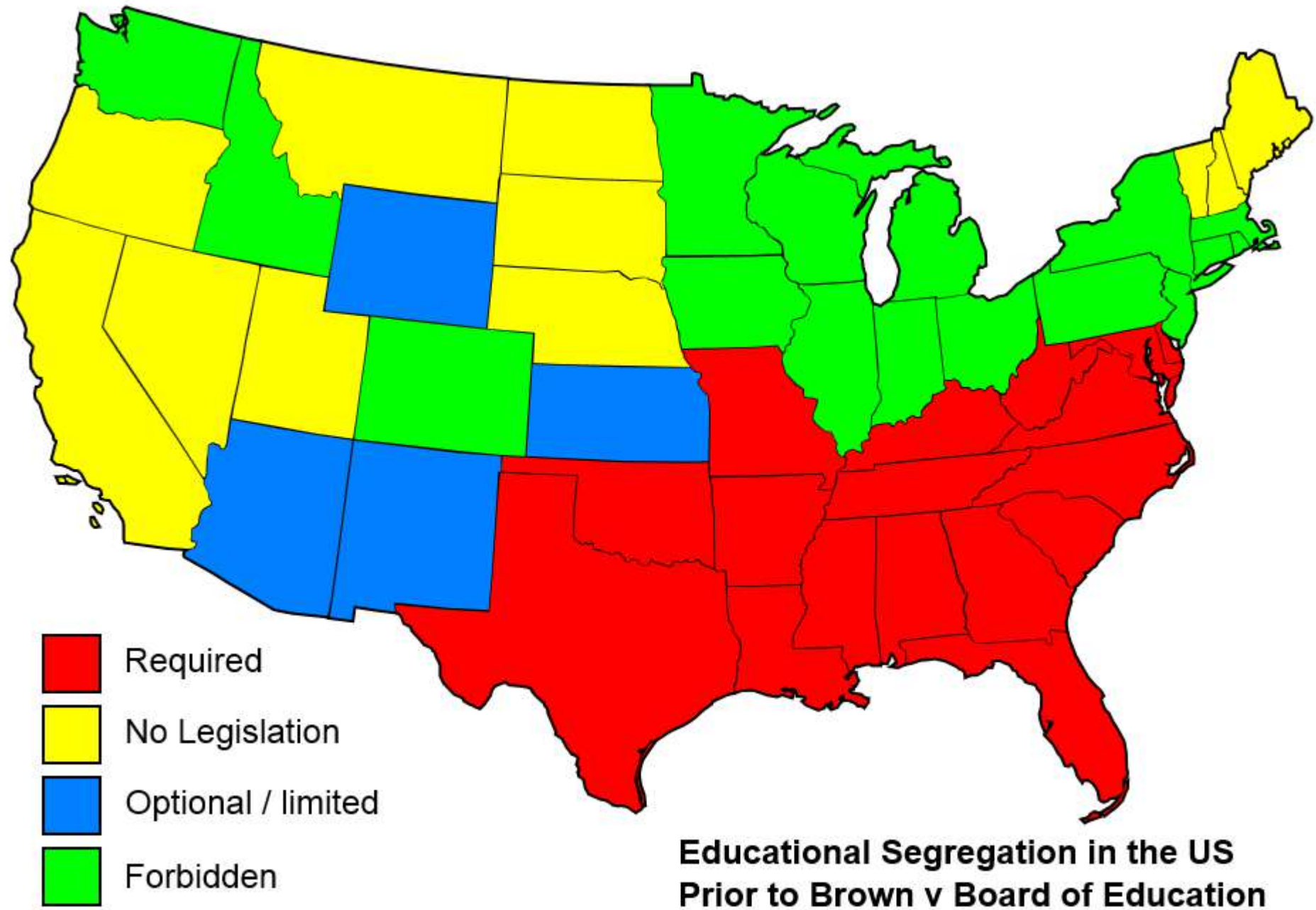
- King believed that African Americans would win their rights quicker if they refused to engage in violence.
- Many African Americans and some whites held nonviolent marches and boycotts across the country.
- At times, the nonviolent actions from civil rights workers received violent reactions from white people.
- As people around the nation saw peaceful protestors being beaten by angry mobs and policemen, the movement gained support.





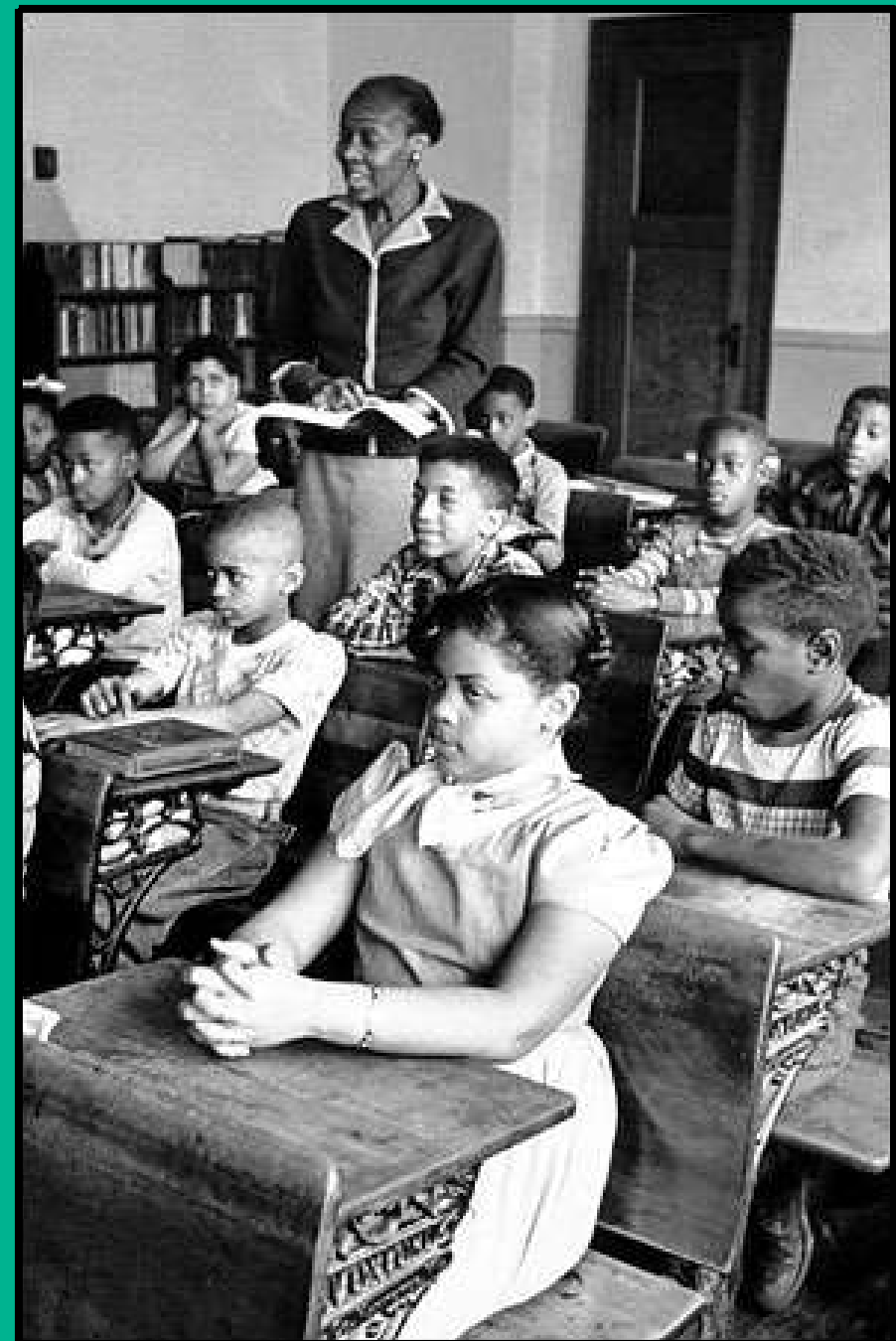
Schools

- Schools were another place where blacks and whites were segregated.
- In 1954, Oliver Brown sued the board of education in Topeka, Kansas because the schools were segregated.
- His third grade daughter, Linda, had to travel one mile to get to her black school, even though the white school was a lot closer.





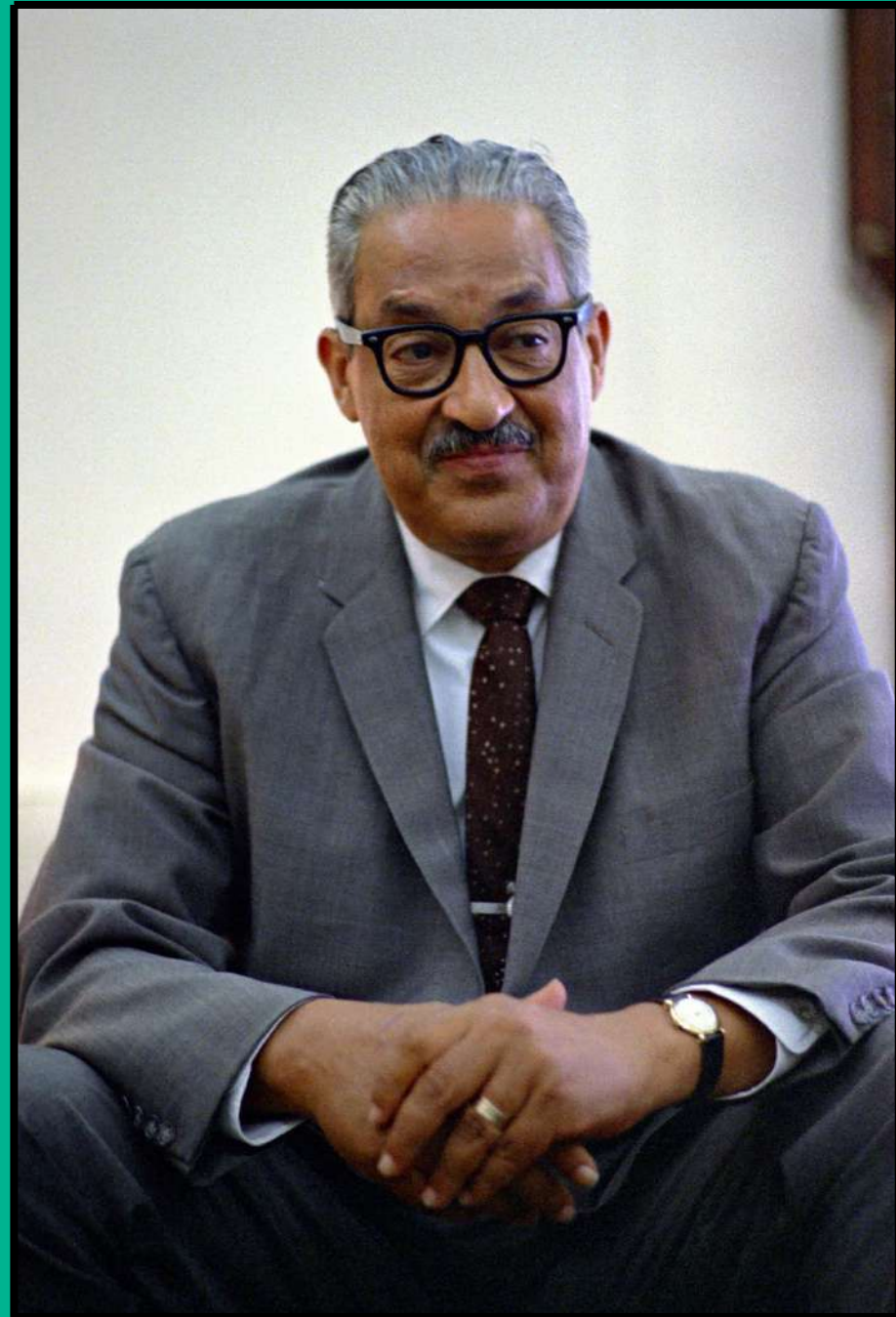
Linda
Brown



Thurgood Marshall

- Linda Brown's lawyer was Thurgood Marshall.
- He argued the case before the U.S. Supreme Court that having separate schools violated the 14th Amendment to the Constitution.

In 1967, Thurgood
Marshall became the first
African American
Supreme Court Justice.



Brown v. BOE

- The US Supreme Court heard the case *Brown v. Board of Education*.
- In 1954, the Supreme Court handed down a unanimous decision that greatly impacted Georgia and the rest of the South.
- The court ruled that segregation was unconstitutional, and public schools across America began to integrate.

McCarthy Calls Order 'Cover Up'

The National Guard escorts 9 African American students to their high school in Little Rock, Arkansas.



Brown v. BOE

- This case overturned the earlier 1896 *Plessy v. Ferguson* case that declared the “separate but equal” doctrine.
- Even though all 9 of the justices ruled that any separation would not be equal, many southern states refused to segregate their schools.
- Georgia’s governor, Herman Talmadge, strongly opposed the decision and encouraged Georgia’s legislature to rebel against the ruling.

1960s & 1970s:

Civil Rights

SS8H11bc

Sibley Commission

- After schools were forced to segregate by law in 1954, Georgia refused to cooperate.
- In 1960, a commission was formed by Atlanta banker John Sibley that held public hearings to see how Georgians felt about integration.
- The Sibley Commission found that 2 out of 3 Georgians would rather see schools closed than integrated.
- As a result, the commission recommended that each local district decide the desegregation matter for itself.

The Sibley Commission allowed local districts to make their own decision regarding desegregation, which made the process of integration very slow.



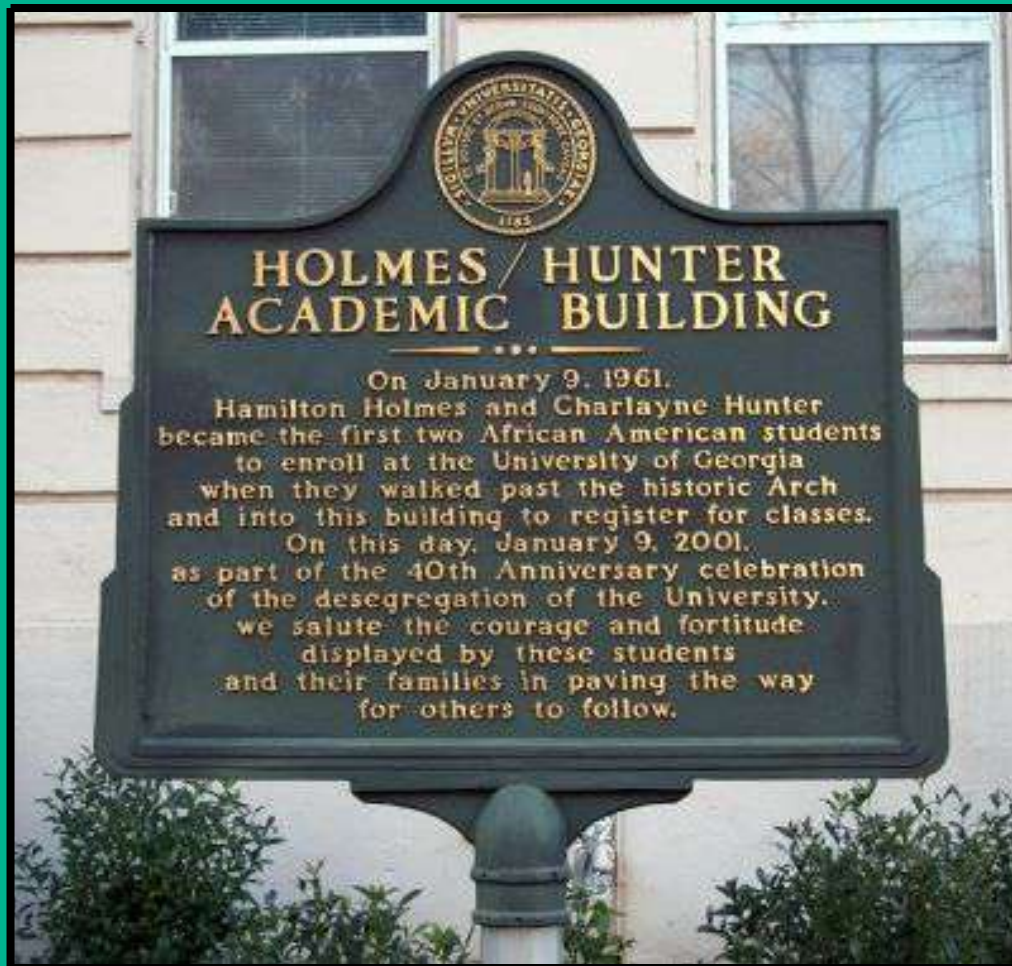
UGA Integration

- African American students Charlayne Hunter and Hamilton Holmes both applied several times to the University of Georgia.
 - Each time, their applications were denied because the university was “full”.
- They took their case to court and the school was integrated in 1961 under an order by the US District Court in Athens.
- When they entered, they were treated harshly by the student population and an angry crowd threw bricks through Hunter’s dorm window.



UGA Integration

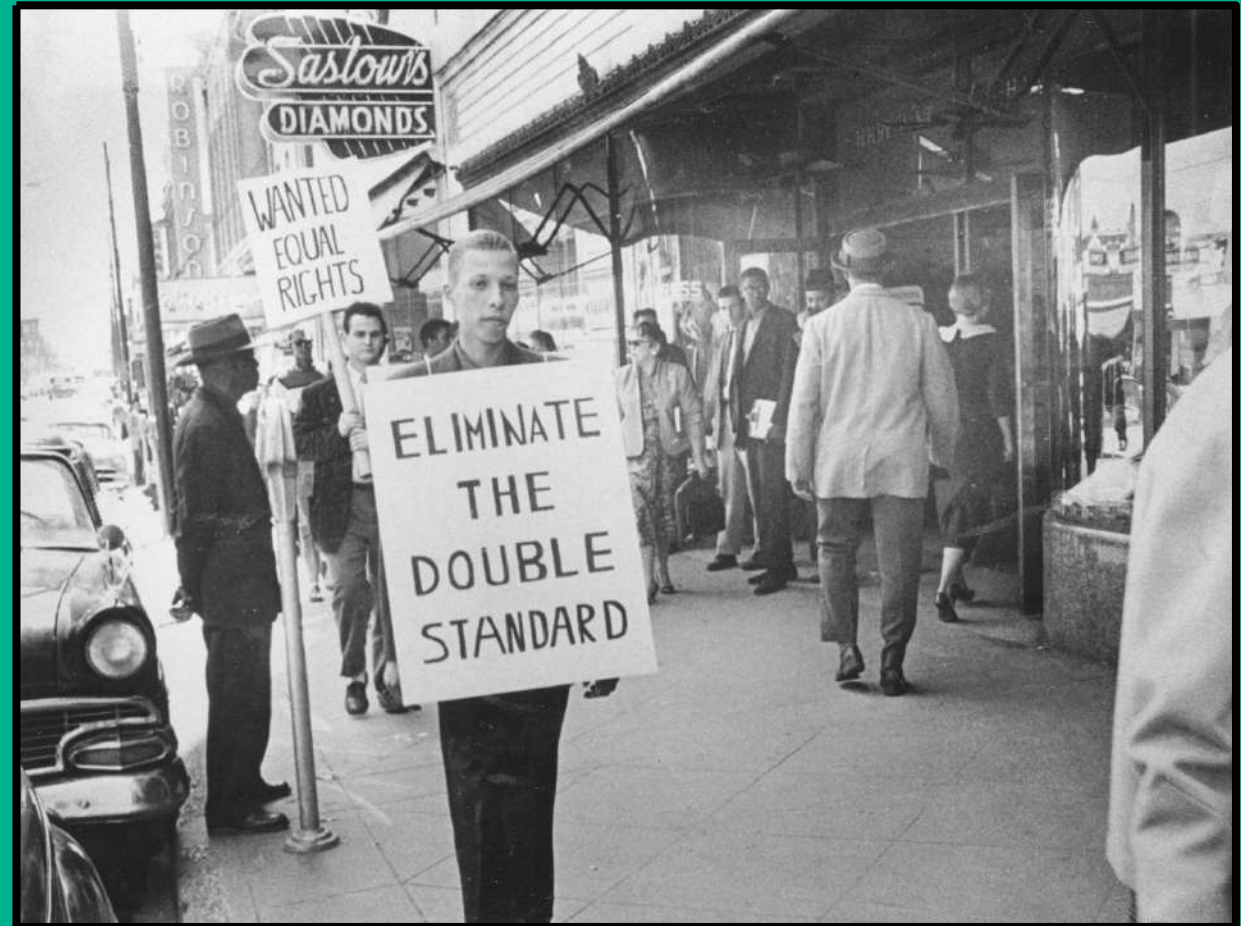
- Both Hunter and Holmes graduated and went on to have very successful careers.
 - Holmes was a surgeon and Hunter is a writer/journalist.
- High school integration soon followed throughout the state.
- Today, there is a Holmes/Hunter academic building on UGA's campus in their honor.



SNCC

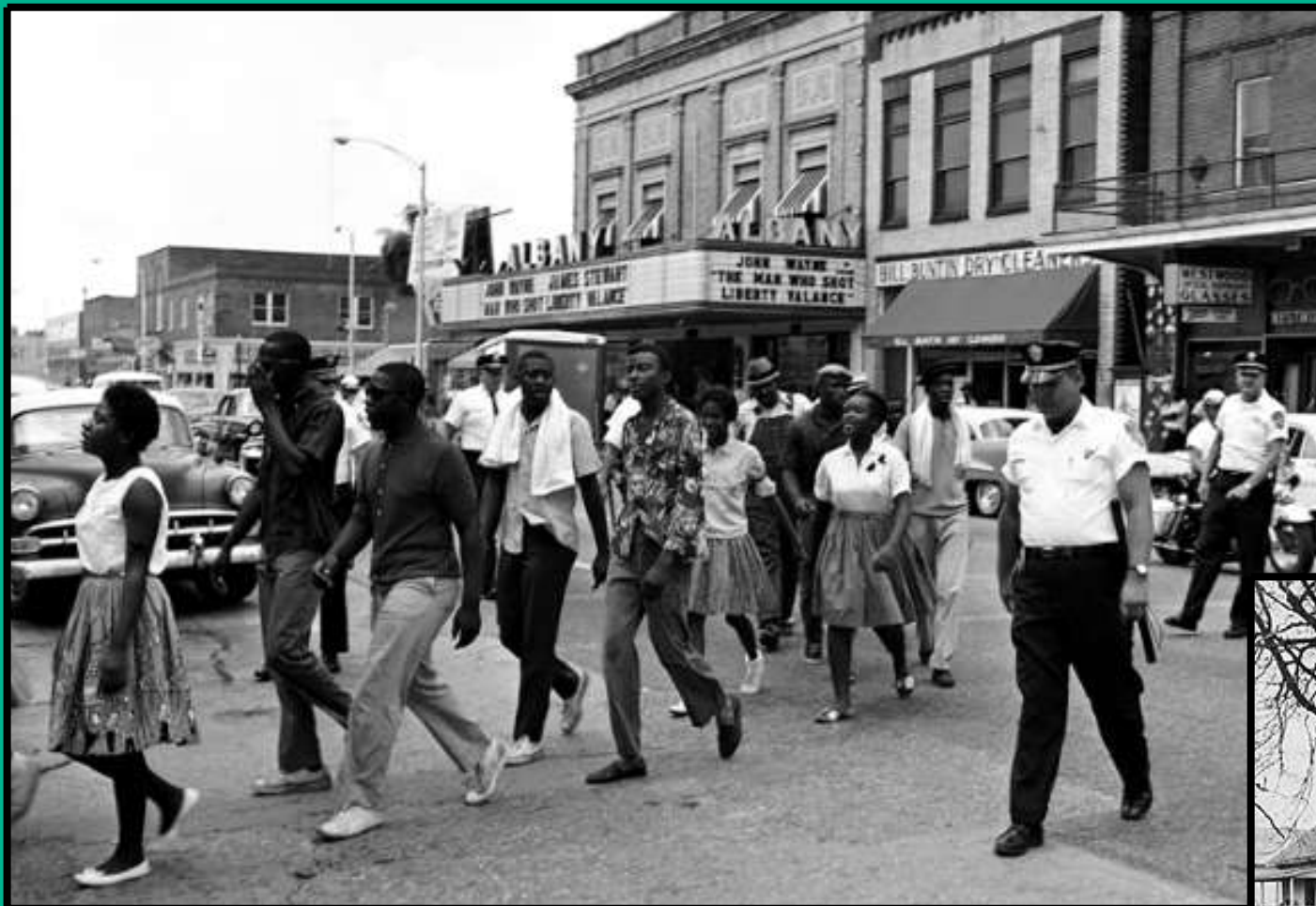
- By the 1960s, the Civil Rights Movement was well underway and was gaining fast momentum.
- King's strategy of peaceful protest was adopted by a group of college students who formed the Student Non-Violent Coordinating Committee (SNCC) in 1960.
- SNCC used sit-ins at lunch counters where they refused to move in order to boycott businesses that wouldn't serve blacks.
- SNCC also helped promote voter registration throughout the South.





Albany Movement

- From fall 1961 to summer 1962, a desegregation movement involving the NAACP and SNCC took place in Albany, Georgia.
- The movement's goal was to end all types of segregation in Albany (transportation, schools, libraries, hospitals, restaurants, juries, etc.) through mass protests, sit-ins, and boycotts.
- The police wanted to avoid negative publicity, so they arrested over 500 protestors.



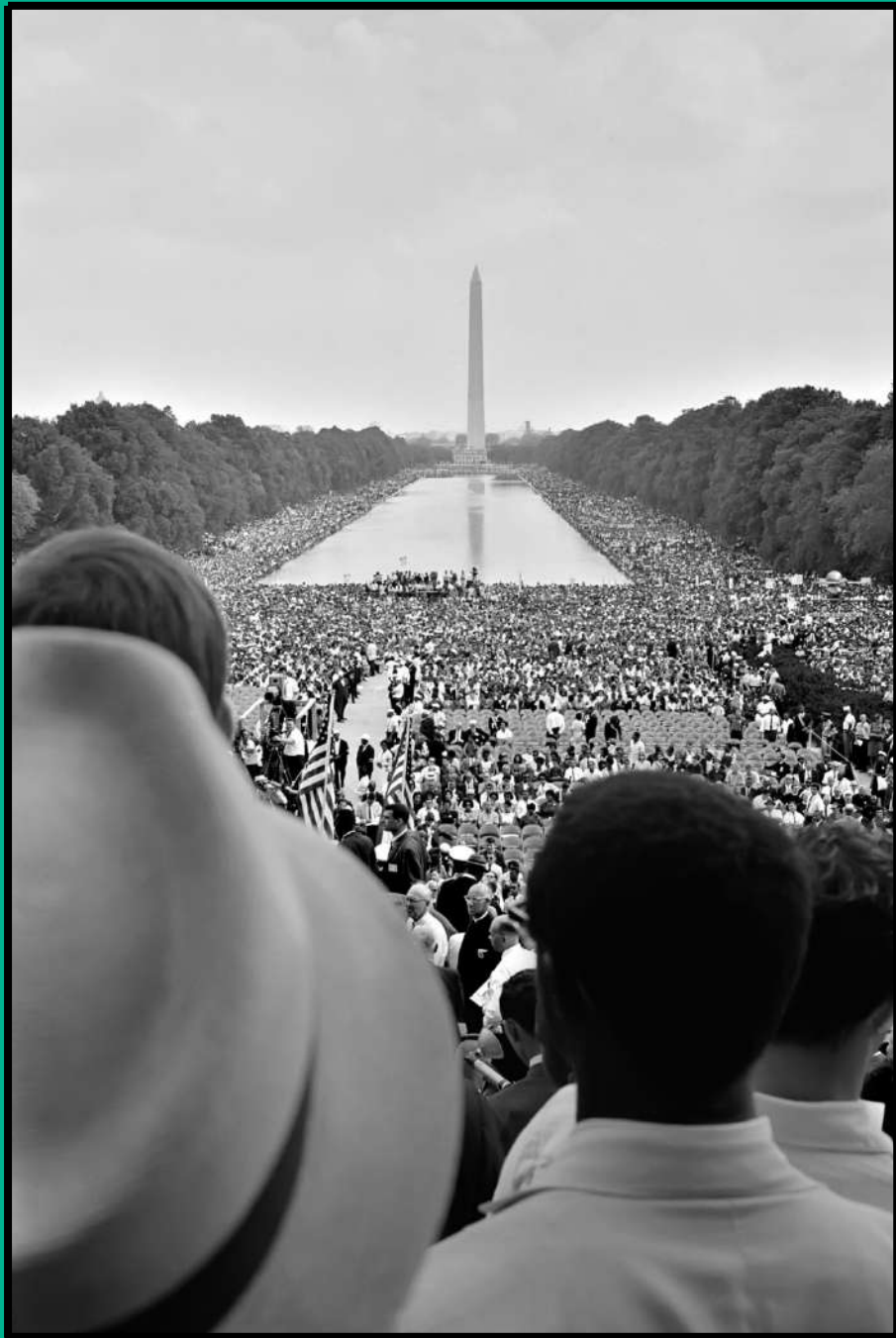
Albany Movement

- Martin Luther King, Jr. came to Albany to lend his support and bring national attention to the cause; however, he was also arrested.
- Desegregation efforts failed in Albany, and King said it was because the groups tried to do too many things, instead of focusing on one aspect of segregation.
- It was considered more of a learning experience than a success, but the city did eventually desegregate.



March on Washington

- In 1963, Martin Luther King, Jr. led more than 250,000 people on a civil rights march in Washington, D.C.
- They called on President Kennedy and Congress to pass a law that guaranteed equal rights and quality education for all citizens.
- King gave his famous “I Have a Dream” speech at the gathering, inspiring Americans to strive for a world where black and white children could play together in peace.



“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

Martin Luther King, Jr.



Civil Rights Act

- The March on Washington got the government's attention and Congress soon passed the Civil Rights Act in 1964.
- This law banned discrimination against any American because of that person's race, color, or religion.
- The law enforced the desegregation of public places.
- It also said that people of all races, male and female, should have the equal opportunity to get a job.

Lester Maddox

- Lester Maddox became a public figure when he chose to close his Atlanta restaurant rather than comply with the Civil Rights Act and serve African Americans.
- In 1966, he was elected as Georgia's governor, despite being a strict segregationist.
- Maddox surprised many people by hiring more African Americans into office than any governor before him.



Lester Maddox

Lester Maddox

- Maddox also integrated the Georgia State Patrol and GBI.
- As governor, he supported prison reform and increased spending for Georgia's universities.
- Maddox also started "People's Day", a monthly event where average citizens could come talk to him in the Governor's office.
 - He kept representatives nearby to help the people solve their problems.

Maynard Jackson

- In 1973, Maynard Jackson made history when he was elected as Atlanta's first African American mayor.
- As mayor, Jackson made sure that minority businesses received a fair share of city contracts, often upsetting established white business owners.
- Under his leadership, MARTA (Atlanta's mass transit system) began running and Hartsfield Airport added a new international terminal that helped the economy.
 - The city of Atlanta added his name to the airport in 2003: Hartsfield-Jackson Airport.

Maynard Jackson



Andrew Young

- Andrew Young became well known as a civil rights activist and aide to Martin Luther King, Jr.
- In 1972, he won a seat in Congress and was Georgia's first African American representative to the House since Reconstruction.
- In 1977, President Carter appointed Young to be America's ambassador to the United Nations.
- In 1981, he succeeded Jackson as Atlanta's mayor.



Andrew Young

Andrew Young

- Young served two successful terms as mayor, where he increased international investment in the city and brought the 1988 Democratic Convention to Georgia.
- He ran for governor in 1990, but lost to Zell Miller.
- Young played a key role in bringing the 1996 Olympic Games to Atlanta.

Teacher Info – Civil Rights Choice Board

- Project the following slide onto the screen.
- Decide how many activities you want your students to complete based on the amount of time that you have.
- The students should make their choice(s) and complete the task on their own paper.

Civil Rights Choice Board

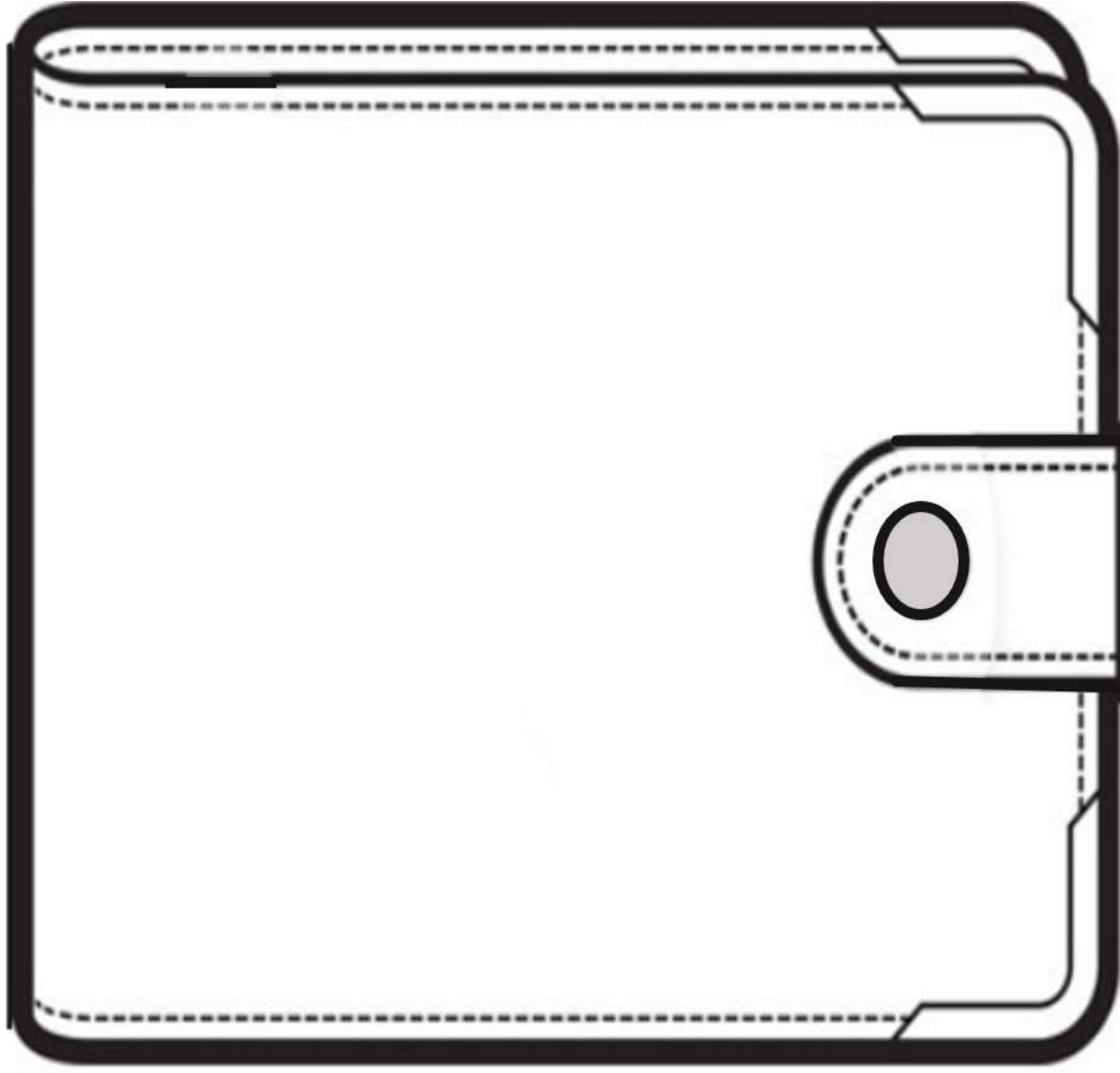
<p>A.</p> <p>Design a time capsule on your paper. Inside, draw 10-15 items that would help someone in the future learn about the Civil Rights Movement. On the back, summarize the importance of the items.</p>	<p>B.</p> <p>Write a series of journal entries as if you were an African American student living through the historical events of this time period. Describe your thoughts and feelings of the events that are occurring around you.</p>	<p>C.</p> <p>Write 20 test review questions about the Civil Rights Movement. Be sure to write their answers on the back of your paper.</p>	<p>D.</p> <p>Write a poem or song about any major event or significant person from the Civil Rights Movement. Draw an illustration to accompany your work.</p>
<p>E.</p> <p>Create an illustrated timeline of the significant events of the Civil Rights Movement.</p>	<p>F.</p> <p>Fold a piece of paper into 8 different sections. Design 8 frames to depict the historical events that occurred during this time period. Color your storyboard!</p>	<p>G.</p> <p>Conduct an interview with one of the leaders of the Civil Rights Movement. Include at least 5 good, thought-provoking questions and the person's responses.</p>	<p>H.</p> <p>Write down the vocabulary terms from this lesson. Use your notes to define the terms (in your own words). Next, draw a symbol to help you remember the definition of each word.</p>

Teacher Info – What's In Your Wallet?

- Have the students imagine that they found the wallet of one of the Civil Rights Leaders.
- The students will draw at least 4 things in the wallet that represent the person or the events from the time period.
 - Example – Olympic games flier for Andrew Young
- In the textbox, they will write the significance of each thing.

What's In Your Wallet?

Directions: Uh oh! One of the Civil Rights leaders has lost his wallet! Help him find it by creating a “Lost Wallet” poster that includes 4 to 5 pictures of the items in the wallet and why/how each are significant to his life.



Descriptions:

Teacher Directions – Volunteers Needed Flier

- The students will choose either the Albany Movement or the March on Washington to complete this activity.
- They will create a flier to get volunteers for the event (as if they are alive during the time period).
- The flier should tell about the event, why they are protesting, what they are protesting for, and what kind of skills the volunteers need.
- They will also draw a picture of the event in action.

Volunteers Needed

Event: Albany Movement or March on Washington
Date:

Event Description:

Describe the event. What will the protestors be doing? Where will they be protesting? What are they protesting for?

Skills Needed:

Describe the skills that the protestors will need for this event.

Draw an illustration of protestors in action.

Write a caption.

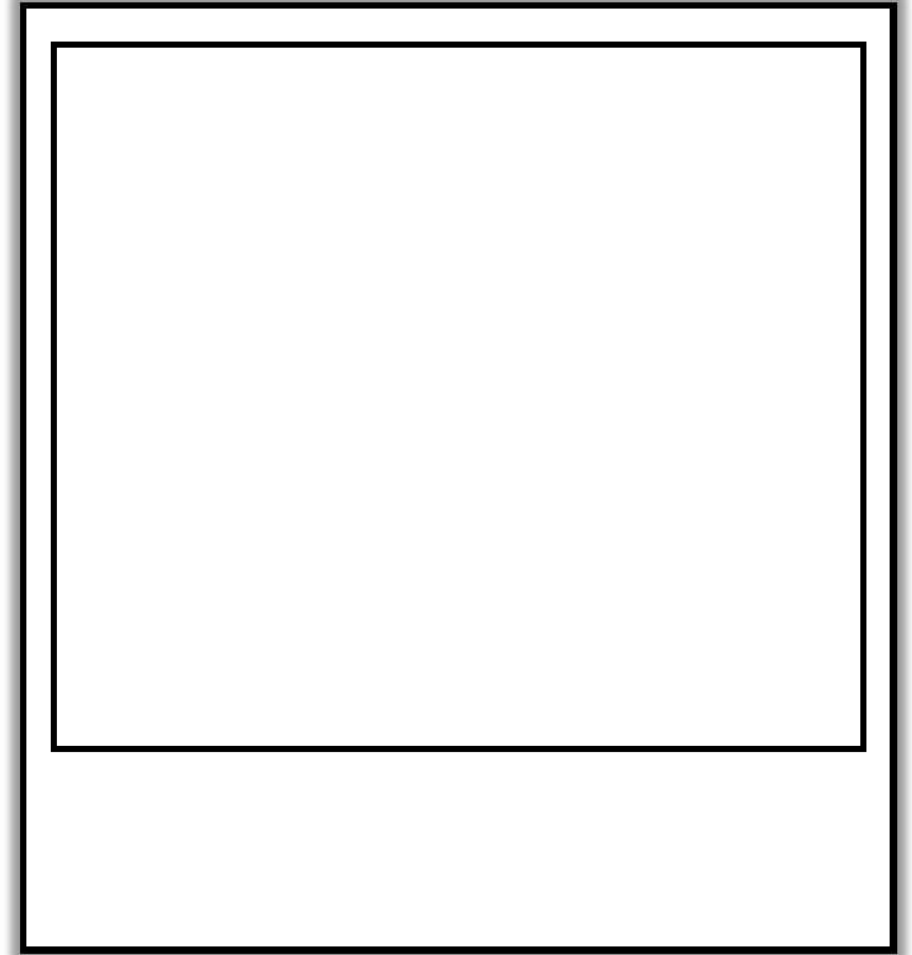
Volunteers Needed

Event:

Date:

Event Description:

Skills Needed:

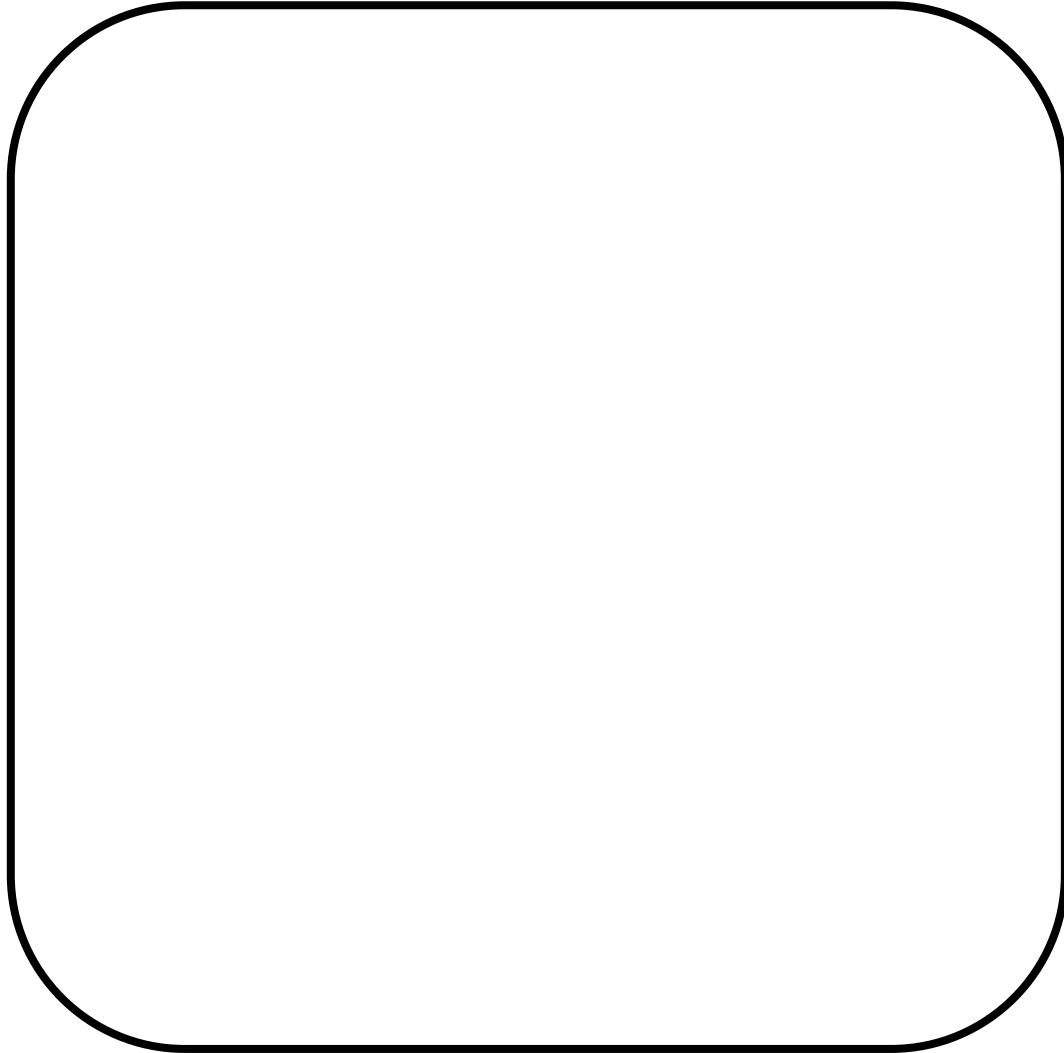


Teacher Directions – Civil Rights Snow Globe

- Have the students choose an important event from the Civil Rights Movement.
- They will “capture” the event by drawing it in the snow globe.
- In the textbox, the students will write what is happening in the scene and how it is significant to US history.

Civil Rights Snow Globe

Directions: Capture a significant event from the Civil Rights Movement by drawing a scene in the snow globe below. In the textbox, describe the scene and its significance to U.S. history.



Teacher Directions – Promote Peace

- Have the students honor Dr. Martin Luther King, Jr. by writing different ways that they can promote peace at home, school, and in the community.
- When students are finished, you can hang these around the room so that students can be reminded of their messages all year.

How Can I Promote Peace?

Directions: Honor Dr. Martin Luther King, Jr. by writing different ways that you can promote peace.

At Home

At School

In the
Community



“Sooner or later all the people of the world will have to discover a new way to live together in peace...”

~Martin Luther King, Jr.

Teacher Directions – 3.2.1. Ticket Out the Door

- Have students write down 3 facts about the lesson, 2 important vocabulary words, and 1 question that they have.
- You can quickly read all of the questions afterwards and go over the most important ones the next day.

3. 2. 1.

3 Interesting Facts:

2 Key Vocabulary Words:

1 Question You Still Have:

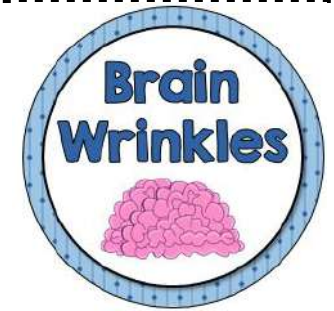
3. 2. 1.

3 Interesting Facts:

2 Key Vocabulary Words:

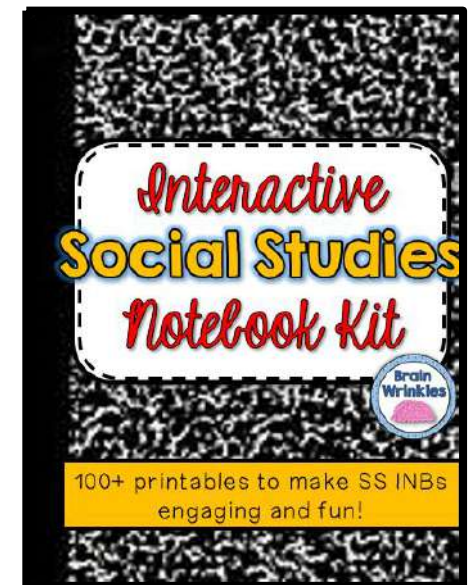
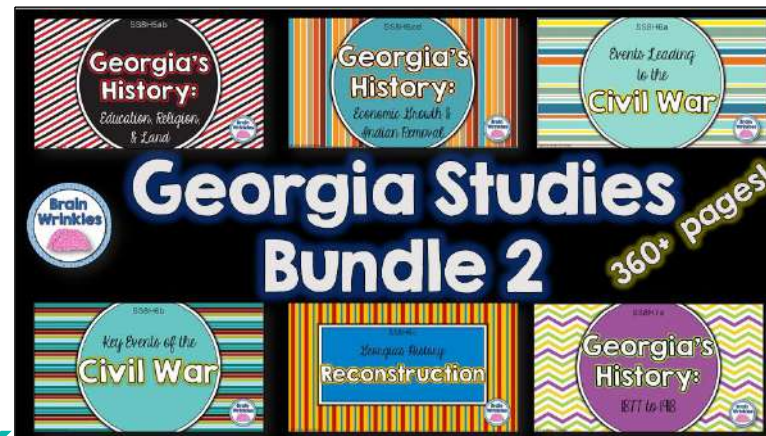
1 Question You Still Have:

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

Terms of Use



© 2015 Brain Wrinkles. Your download includes a limited use license from Brain Wrinkles. The purchaser may use the resource for **personal classroom use only**. The license is not transferable to another person. Other teachers should purchase their own license through my store.

This resource is **not** to be used:

- By an entire grade level, school, or district without purchasing the proper number of licenses. For school/district licenses at a discount, please contact me.
- As part of a product listed for sale or for free by another individual.
- On shared databases.
- Online in any way other than on password-protected website for student use only.

© Copyright 2015. Brain Wrinkles. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the **original purchaser** or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).

Clipart, fonts, & digital papers for this product were purchased from:

Thank you,

Ansley at Brain Wrinkles

