

SS8H7bc

Georgia's History: Race Relations & Reform



Standards

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

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

c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.

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>Jim Crow laws</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Plessy v. Ferguson</p> <p>What I think happened:</p> <p>Definition:</p>
<p>Disenfranchisement</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Racial Violence</p> <p>What I think this means:</p> <p>Definition:</p>
<p>Booker T. Washington</p> <p>Who I think this is:</p> <p>Definition:</p>	<p>W.E.B. DuBois</p> <p>Who I think this is:</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.

<p style="text-align: center;">John Hope</p> <p>Who I think this is:</p> <p>Definition:</p>	<p style="text-align: center;">Lugenia Burns Hope</p> <p>Who I think this is:</p> <p>Definition:</p>
<p style="text-align: center;">Alonzo Herndon</p> <p>Who I think this is:</p> <p>Definition:</p>	

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!

RACE RELATIONS CLOZE NOTES

Segregation

- Discrimination against African Americans continued in the South
_____.
- To _____, Georgia and many other southern states, passed _____.
- Georgia's first Jim Crow law required whites and blacks to ride in _____.

Jim Crow Laws

- Jim Crow laws _____ to have separate drinking fountains, telephone booths, restrooms, hospitals, hotels, and schools.
- African Americans _____ on trains, eat in certain restaurants, or attend certain theaters or parks.
- These laws _____ of African Americans, but it would be almost 100 years before they were abandoned.

Plessy v. Ferguson

- In 1892, Louisiana had a law saying that blacks and whites _____.
- A man named _____ for sitting in the "Whites Only" section of the East Louisiana Railroad.
- Plessy was seven-eighths white and _____.
- Plessy took his case to court, saying that his rights under the _____ had been violated.
- He sued all the way to the Supreme Court, where they _____.
- The Court ruled that segregation was constitutional as long as African American facilities are _____.
- The case upheld Jim Crow laws and established a legal doctrine known as " _____ ".

RACE RELATIONS CLOZE NOTES

KEY

Segregation

- Discrimination against African Americans continued in the South **after Reconstruction**.
- To **ensure segregation**, Georgia and many other southern states, passed **Jim Crow laws**.
- Georgia's first Jim Crow law required whites and blacks to ride in **separate railroad cars**.

Jim Crow Laws

- Jim Crow laws **made it legal** to have separate drinking fountains, telephone booths, restrooms, hospitals, hotels, and schools.
- African Americans **could not sit with white people** on trains, eat in certain restaurants, or attend certain theaters or parks.
- These laws **violated the newly won rights** of African Americans, but it would be almost 100 years before they were abandoned.

Plessy v. Ferguson

- In 1892, Louisiana had a law saying that blacks and whites **could not share the same railway cars**.
- A man named **Homer Plessy was jailed** for sitting in the “Whites Only” section of the East Louisiana Railroad.
- Plessy was seven-eighths white and **one-eighth black**.
- Plessy took his case to court, saying that his rights under the **13th and 14th Amendments** had been violated.
- He sued all the way to the Supreme Court, where they **ruled against Plessy**.
- The Court ruled that segregation was constitutional as long as African American facilities are **equal to whites' facilities**.
- The case upheld Jim Crow laws and established a legal doctrine known as “**separate but equal**”.

RACE RELATIONS CLOZE NOTES

Disenfranchisement

- Although the Fifteenth Amendment protected black men's right to vote, many southern whites came up with ways to _____.
- By 1900, disenfranchisement, or _____, was almost complete.
- Some legislatures passed a poll tax, which required voters to _____ before they could vote.
- Many African-Americans were _____ and could not vote.
- Literacy test laws required voters to be able to _____ before voting.
- At the time, about half of African-Americans _____ so they could not vote.

Racial Violence

- When these laws failed to disfranchise African Americans, groups like the _____, intimidation, and lynchings to keep blacks from exercising their 15th Amendment rights.
- Klansmen often surrounded polling places, so many black voters stayed away from the polls for _____.

RACE Relations CLOZE Notes

KEY

Disenfranchisement

- Although the Fifteenth Amendment protected black men's right to vote, many southern whites came up with ways to **keep blacks from voting**.
- By 1900, disenfranchisement, or **blocking the black vote**, was almost complete.
- Some legislatures passed a poll tax, which required voters to **pay money** before they could vote.
- Many African-Americans were **too poor to pay the tax** and could not vote.
- Literacy test laws required voters to be able to **read a passage** before voting.
- At the time, about half of African-Americans **could not read** so they could not vote.

Racial Violence

- When these laws failed to disfranchise African Americans, groups like the **Ku Klux Klan used violence**, intimidation, and lynchings to keep blacks from exercising their 15th Amendment rights.
- Klansmen often surrounded polling places, so many black voters stayed away from the polls for **fear of racial violence**.

Reform CLOZE Notes

Booker T. Washington

- Booker T. Washington was influential in the _____ during the late 1800s.
- He was a former slave who believed that blacks should focus on _____.
- Washington felt that by proving themselves in different fields, African Americans would eventually be _____.
- He accepted social separation and felt that African Americans could advance faster _____ than by demanding equal rights.

W.E.B. DuBois

- W.E.B. DuBois was another influential African American during this time period; however, his views on gaining equal rights _____.
- He taught at Atlanta University and _____ within the black community.
- He felt that African Americans should _____ and that college-educated African Americans should lead the fight against it.
- W.E.B. DuBois was a founder of the National Association for the Advancement of Colored People (_____), an organization that works to _____ for African Americans.
- Even today, the NAACP remains a _____ for the African American community.

John Hope

- John Hope, along with his wife Lugenia, _____ and social activism to Atlanta's African American community.
- Hope was born to a white father and black mother, and was so light-skinned that he could have taken the easy road and _____.
- He was _____ and presented himself as a black man.
- John Hope served as the first African American professor at Morehouse College and became the _____.
- He also helped _____, housing, and job opportunities for African Americans during this time.
- During World War I, the YMCA appointed him as special secretary to improve the _____ serving in France.

Reform GLOZE Notes

KEY

Booker T. Washington

- Booker T. Washington was influential in the **struggle for equal rights** during the late 1800s.
- He was a former slave who believed that blacks should focus on **learning a trade**.
- Washington felt that by proving themselves in different fields, African Americans would eventually be **treated as equal citizens**.
- He accepted social separation and felt that African Americans could advance faster **through hard work** than by demanding equal rights.

W.E.B. Du Bois

- W.E.B. Du Bois was another influential African American during this time period; however, his views on gaining equal rights **differed from Washington's**.
- He taught at Atlanta University and **promoted college education** within the black community.
- He felt that African Americans should **speak out against discrimination** and that college-educated African Americans should lead the fight against it.
- W.E.B. Du Bois was a founder of the National Association for the Advancement of Colored People (**NAACP**), an organization that works to **protect equal rights** for African Americans.
- Even today, the NAACP remains a **key political voice** for the African American community.

John Hope

- John Hope, along with his wife Lugenia, **provided intellectual leadership** and social activism to Atlanta's African American community.
- Hope was born to a white father and black mother, and was so light-skinned that he could have taken the easy road and **passed for a white man**.
- He was **proud of his African American heritage** and presented himself as a black man.
- John Hope served as the first African American professor at Morehouse College and became the **first black president of Atlanta University**.
- He also helped **improve health care**, housing, and job opportunities for African Americans during this time.
- During World War I, the YMCA appointed him as special secretary to improve the **welfare of African American soldiers** serving in France.

Reform CLOZE Notes

Lugenia Burns Hope

- John Hope's wife, Lugenia, was a social activist and _____, a black social organization in Atlanta, which included a health clinic, clubs for boys and girls, and _____.
- She also worked with the city to _____, streets, and sanitary facilities.

Alonzo Herndon

- Alonzo Herndon was _____ and grew up to become a barber.
- By 1907, he owned _____ in Atlanta that had crystal chandeliers and gold fixtures.
- Herndon used his wealth to start the _____, one of the few companies that would _____.
- Herndon gave large sums of _____ and became the largest donor to Atlanta University, where he served on the Board of Trustees.
- When he died in 1927, he was the _____.

Reform CLOZE Notes

KEY

Lugenia Burns Hope

- John Hope's wife, Lugenia, was a social activist and **welfare worker**.
- She **founded the Neighborhood Union**, a black social organization in Atlanta, which included a health clinic, clubs for boys and girls, and **job training classes**.
- She also worked with the city to **improve schools**, streets, and sanitary facilities.

Alonzo Herndon

- Alonzo Herndon was **born a slave** and grew up to become a barber.
- By 1907, he owned **three barber shops** in Atlanta that had crystal chandeliers and gold fixtures.
- Herndon used his wealth to start the **Atlanta Life Insurance Company**, one of the few companies that would **insure African Americans**.
- Herndon gave large sums of **money to many charities** and became the largest donor to Atlanta University, where he served on the Board of Trustees.
- When he died in 1927, he was the **wealthiest African American in Atlanta**.

SS8H7bc

Georgia's History: Race Relations & Reform

Segregation

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- To ensure segregation, Georgia and many other southern states, passed Jim Crow laws.
- Georgia's first Jim Crow law required whites and blacks to ride in separate railroad cars.



Jim Crow Laws

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- African Americans could not sit with white people on trains, eat in certain restaurants, or attend certain theaters or parks.
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Plessy v. Ferguson

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- A man named Homer Plessy was jailed for sitting in the “Whites Only” section of the East Louisiana Railroad.
- Plessy was seven-eighths white and one-eighth black.



Homer Plessy



EAST LOUISIANA RAILROAD CO.
EXCURSIONS | —TO THE— | **E. S. FERGUSON,**
\$1.00. | **GREAT ABITA SPRINGS.** | **G. P. A.**

A black and white illustration of a steam locomotive pulling a passenger train. The locomotive is on the left, emitting smoke from its chimney. The train consists of several passenger cars. The scene is set on a track with a landscape in the background. Below the illustration is a block of text advertising the East Louisiana Railroad Co. excursions to Great Abita Springs, with a price of \$1.00 and the name of the General Passenger Agent, E. S. Ferguson.

Plessy v. Ferguson

- Plessy took his case to court, saying that his rights under the 13th and 14th Amendments had been violated.
 - He sued all the way to the Supreme Court, where they ruled against Plessy.
- The Court ruled that segregation was constitutional as long as African American facilities are equal to whites' facilities.
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Disenfranchisement

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- By 1900, disenfranchisement, or blocking the black vote, was almost complete.

Disenfranchisement

- Some legislatures passed a poll tax, which required voters to pay money before they could vote.
 - Many African-Americans were too poor to pay the tax and could not vote.
- Literacy test laws required voters to be able to read a passage before voting.
 - At the time, about half of African-Americans could not read so they could not vote.

No. **538** Birmingham, Ala. 4/9 1896

Received of J. M. Kirkland (Col.) (White.)

the sum of Two 00 50 Dollars
in full of amount of Poll Tax for the year 1895.

Poll Tax,	1	50
Assessor's Fee,		50
Collector's Fee,		50
<u>\$ 1.50</u>		

A. M. ... P. T. C.

Poll Tax Receipt & Literacy Rate Test

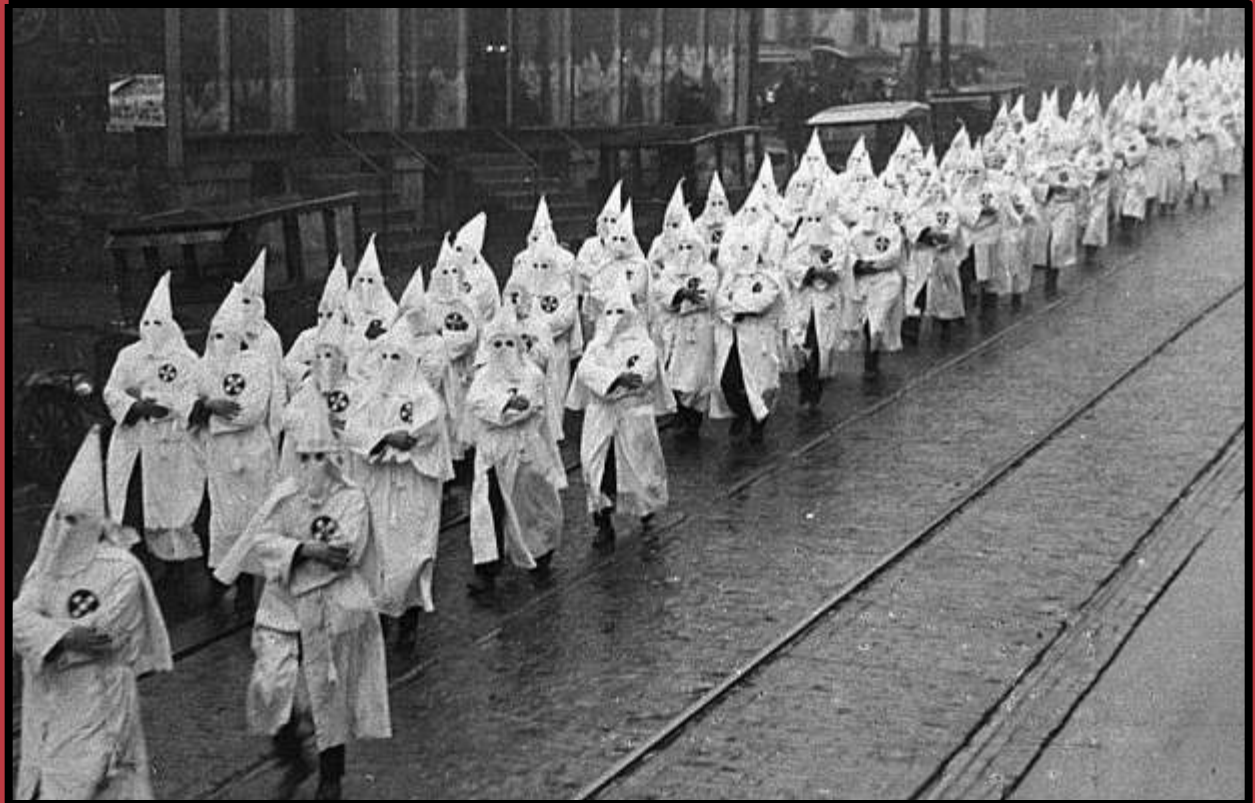
- List the places you have lived the past five years, giving town or county and state _____
- Have you ever been known by any name other than the one appearing on this application? _____ If so, state what name _____
- Are you employed? _____ If so, state by whom. (If you are self-employed, state this.) _____
- Give the address of your present place of employment _____
- If, in the past five years, you have been employed by an employer other than your present employer, give name of all employers and cities and states in which you worked _____
- Has your name ever been stricken for any reason from any list of persons registered to vote? _____ If so, where, when and why? _____
- Have you previously applied for and been denied registration as a voter? _____ If so, when and where? _____
- Have you ever served in the Armed Forces? _____ If so, give dates, branch of service, and serial number _____
- Have you ever been dishonorably discharged from military service? _____
- Have you ever been declared legally insane? _____ If so, give details _____
- Give names and addresses of two persons who know you and can verify the statements made above by you relative to your residence in this state, county and precinct, ward or district _____
- Have you ever seen a copy of this registration application form before receiving this copy today? _____ If so, when and where? _____
- Have you ever been convicted of any offense or paid any fine for violation of the law? _____ (Yes or No) If so, give the following information concerning each fine or conviction; charge, in what court tried, fine imposed, sentence, and, if paroled, state when, and if pardoned, state when. (If fine is for traffic violation only, you need write below only the words "traffic violation only.") _____

(Remainder of this form is to be filled out only as directed by an individual member of the Board of Registrars.)

PART III
Part III of this questionnaire shall consist of one of the forms which are Insert Part III as herein below set out. The insert shall be fastened to the questionnaire. The questions set out on the insert shall be answered according to the instructions therein set out. Each applicant shall demonstrate ability to read and write as required by the Constitution of Alabama, as amended, and no person shall be considered to have completed this application, nor shall the name of any applicant be entered upon the list of registered voters of any county until after such Insert Part III of the questionnaire has been satisfactory completed and signed by the applicant.

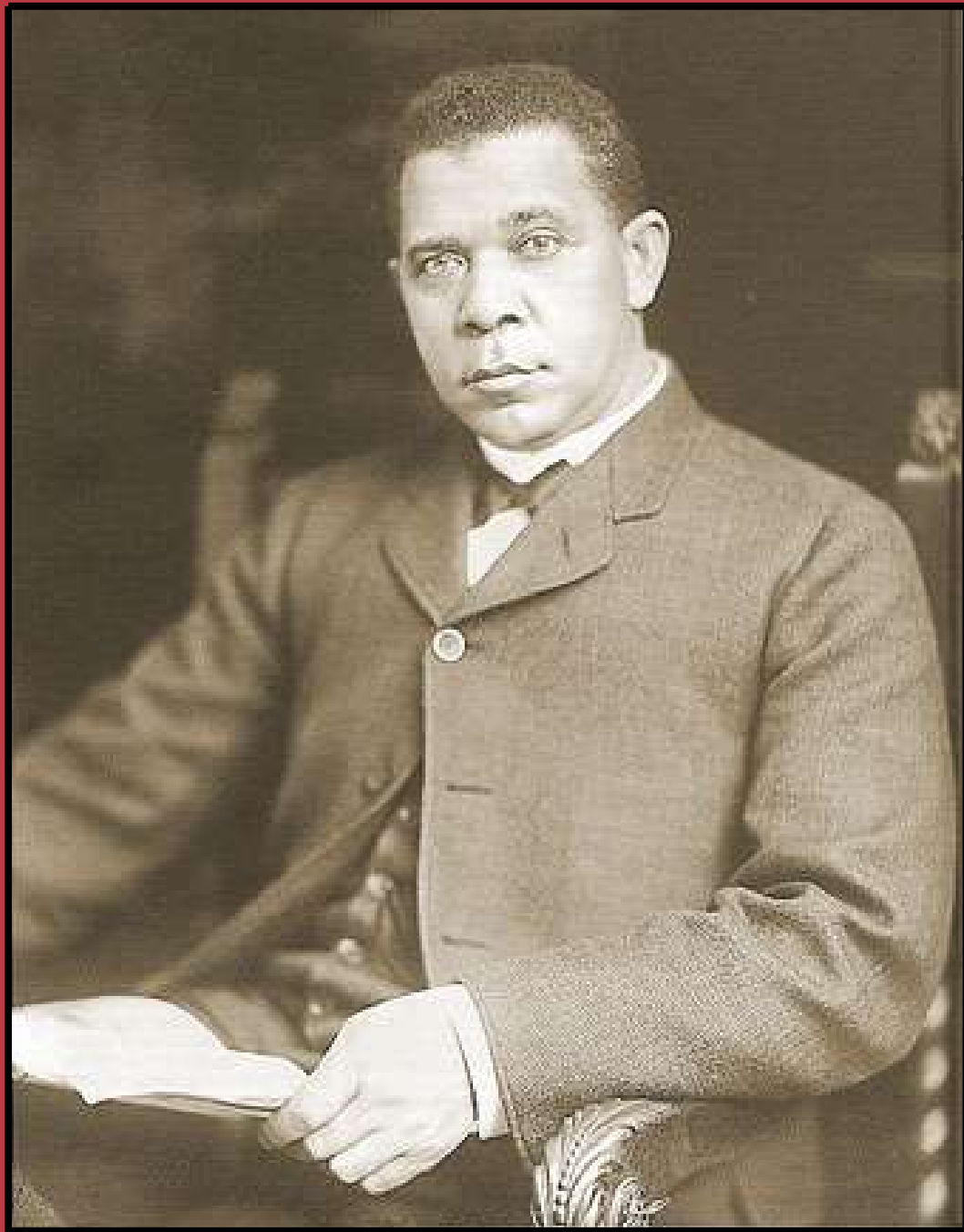
Racial Violence

- When these laws failed to disfranchise African Americans, groups like the Ku Klux Klan used violence, intimidation, and lynchings to keep blacks from exercising their 15th Amendment rights.
- Klansmen often surrounded polling places, so many black voters stayed away from the polls for fear of racial violence.



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- He accepted social separation and felt that African Americans could advance faster through hard work than by demanding equal rights.



Booker T. Washington

W.E.B. DuBois

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- He taught at Atlanta University and promoted college education within the black community.
- He felt that African Americans should speak out against discrimination and that college-educated African Americans should lead the fight against it.

W.E.B. DuBois



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- Even today, the NAACP remains a key political voice for the African American community.

John Hope

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- He was proud of his African American heritage and presented himself as a black man.



John Hope

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- He also helped improve health care, housing, and job opportunities for African Americans during this time.
- During World War I, the YMCA appointed him as special secretary to improve the welfare of African American soldiers serving in France.

Lugenia Burns Hope

- John Hope's wife, Lugenia, was a social activist and welfare worker.
- She founded the Neighborhood Union, a black social organization in Atlanta, which included a health clinic, clubs for boys and girls, and job training classes.
- She also worked with the city to improve schools, streets, and sanitary facilities.

Lugenia Burns Hope





Alonzo Herndon

- Alonzo Herndon was born a slave and grew up to become a barber.
- By 1907, he owned three barber shops in Atlanta that had crystal chandeliers and gold fixtures.
- Herndon used his wealth to start the Atlanta Life Insurance Company, one of the few companies that would insure African Americans.



Alonzo Herndon

The Largest and Finest Barber Shop in the World



Western View of Shop at 100 North Pryor Street

25 CHAIRS
20 BATHS

The Finest and Largest
BARBER SHOP
In the World



A. F. HERNDON
Proprietor of
HERNDON'S
BARBER SHOPS



Eastern View of Shop at 7 North Broad Street



Western View of Shop at 100 North Pryor Street

HERNDON'S BARBER SHOPS

ANYONE who can "pull" a razor without cutting a person's thumb can OPEN a barber shop. It is the man who "knows how" to CONDUCT a barber shop that keeps his place open. Herndon's Barber Shops in Atlanta have stood this test.

The conduct of a barber shop is a matter of cleanliness and workmanship.

Shave tools are kept clean and sharp the trade ends. Herndon's shops are conducted on strictly sanitary lines. Every barber changes his white linen suit daily. Every barber brushes his lunch face seven a day in a medicinal solution. Every towel, soap, comb, brush and shaving brush is sterilized before and after using.

Comounds, calculated to kill any possible germ, are used in washing the floors in Herndon's Barber Shops. Patrons are required to clean all linen and brushes twice daily.

There are the reasons why Herndon's Barber Shops are known the country over as the finest establishments of their kind in the universe.

HERNDON'S BARBER SHOPS

100 Peachtree Street 7 North Broad Street 100 North Pryor Street



Alonzo Herndon

- Herndon gave large sums of money to many charities and became the largest donor to Atlanta University, where he served on the Board of Trustees.
- When he died in 1927, he was the wealthiest African American in Atlanta.

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. What were the laws called that prevented white men and black men from sitting together on a train?
2. What was the outcome of *Plessy v. Ferguson*?
3. What does “disenfranchisement” mean?
4. What were poll taxes and literacy tests intended to do?
5. Which group used racial violence to keep African Americans from voting?
6. How did Booker T. Washington think that African Americans could gain equal rights?
7. Which African American leader believed that blacks should strive to be intellectuals and helped found the NAACP?
8. Who was the first African American president of Atlanta University?
9. Who established the Neighborhood Union and helped African American citizens in Atlanta?
10. Alonzo Herndon founded which company?

Comprehension

Questions - KEY

1. What were the laws called that prevented white men and black men from sitting together on a train?
Jim Crow laws
2. What was the outcome of *Plessy v. Ferguson*?
The Supreme Court ruled that separate facilities for blacks and whites were legal as long as they were equal.
3. What does “disfranchisement” mean?
To take away the right to vote
4. What were poll taxes and literacy tests intended to do?
Disfranchise blacks
5. Which group used racial violence to keep African Americans from voting?
Ku Klux Klan
6. How did Booker T. Washington think that African Americans could gain equal rights?
Through hard work and developing a trade
7. Which African American leader believed that blacks should strive to be intellectuals and helped found the NAACP?
W.E.B. DuBois
8. Who was the first African American president of Atlanta University?
John Hope
9. Who established the Neighborhood Union and helped African American citizens in Atlanta?
Lugenia Burns Hope
10. Alonzo Herndon founded which company?
Atlanta Life Insurance Company

Teacher Info – Jim Crow Laws Graffiti Wall

- Print off the Graffiti Wall handout for each student.
- The students will write down all the facts that they've learned about Jim Crow Laws ALL over the wall.
- Next, they will switch papers with a partner.
- They will read their partner's wall and respond with their **thoughts and feelings** about the information.
- *Have the students use different colors so it looks like real graffiti!



Graffiti Wall

Directions: Write down everything that you've learned about Jim Crow Laws ALL over the wall. Afterwards, switch papers with a partner. Read your partner's wall and respond with your **thoughts and feelings** about the information. Use different colors so it looks like real graffiti!

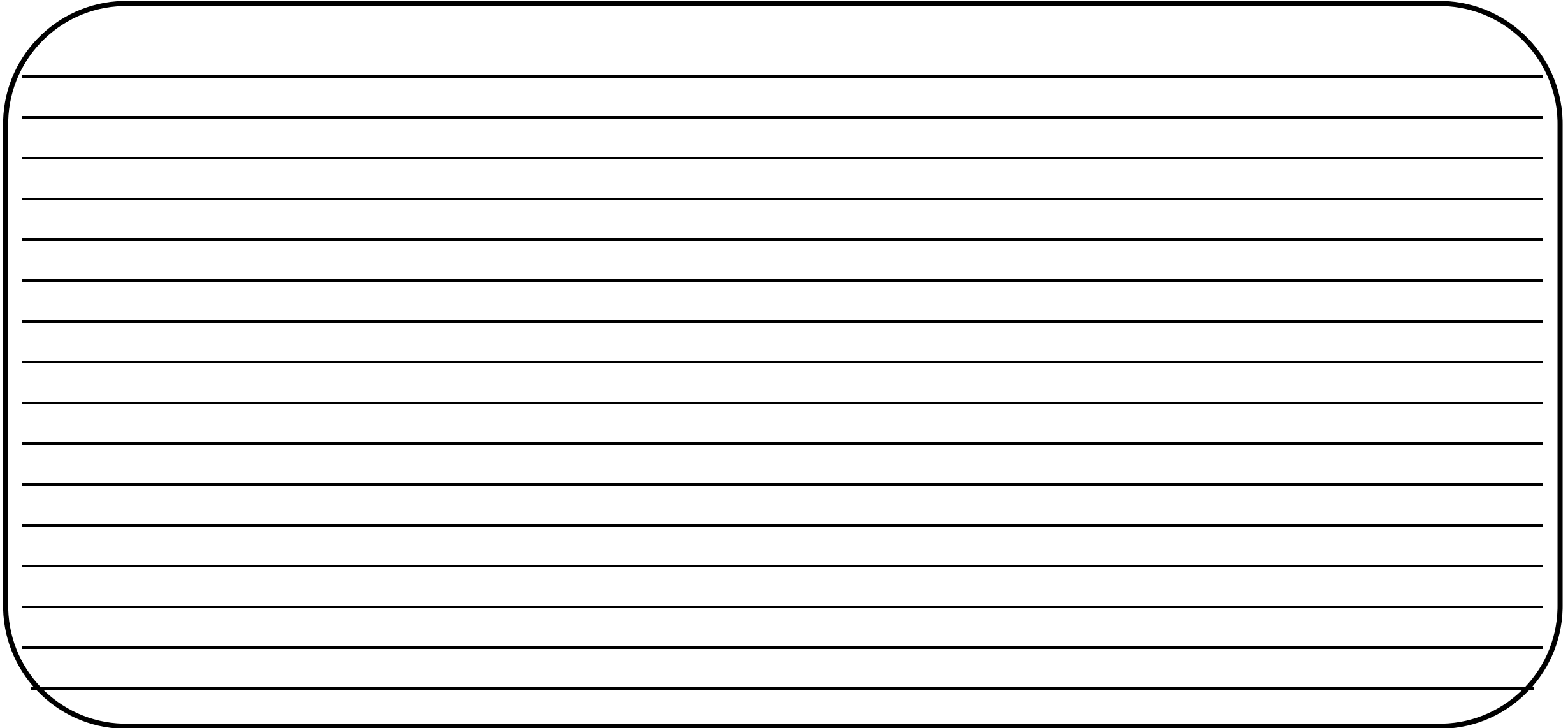
Jim Crow Laws

Teacher Info – A Violation of Rights

- Have the students write a letter from the perspective of Homer Plessy after being arrested for sitting in the “Whites Only” section of the train.
- The students should think about why Plessy believed that the arrest violated his rights under the 13th and 14th Amendments when writing the letter.

A Violation of Rights

Directions: Imagine that you are Homer Plessy and you are in jail after being arrested in Louisiana. Write a letter to your friend that explains why you plan to challenge the arrest in court. Be sure to include information about the 13th and 14th Amendments in your letter to explain why your rights have been violated.

A large, rounded rectangular box with a thick black border. Inside the box, there are 20 horizontal lines spaced evenly, providing a writing area for the student's letter.

Teacher Directions – Foldable

- Print out the foldable page for each student.
- The students will cut the template out along the thick outside lines.
- Next, they will cut along the thin lines that divide each word, stopping at the gray rectangle.
- They should attach the side of the template (gray rectangle) to their notebooks.
- They will now be able to open up each flap and write information about each person underneath.
- *If time allows, have students color the flaps.

Key People

**Booker T.
Washington**

**W.E.B.
DuBois**

**John
Hope**

**Lugenia Burns
Hope**

**Alonzo
Herndon**

Teacher Info – Venn Diagram

- Have the students compare and contrast Booker T. Washington and W.E.B. DuBois and how responded to discrimination and Jim Crow laws.
- The students may work with a partner and share answers as a class when finished.

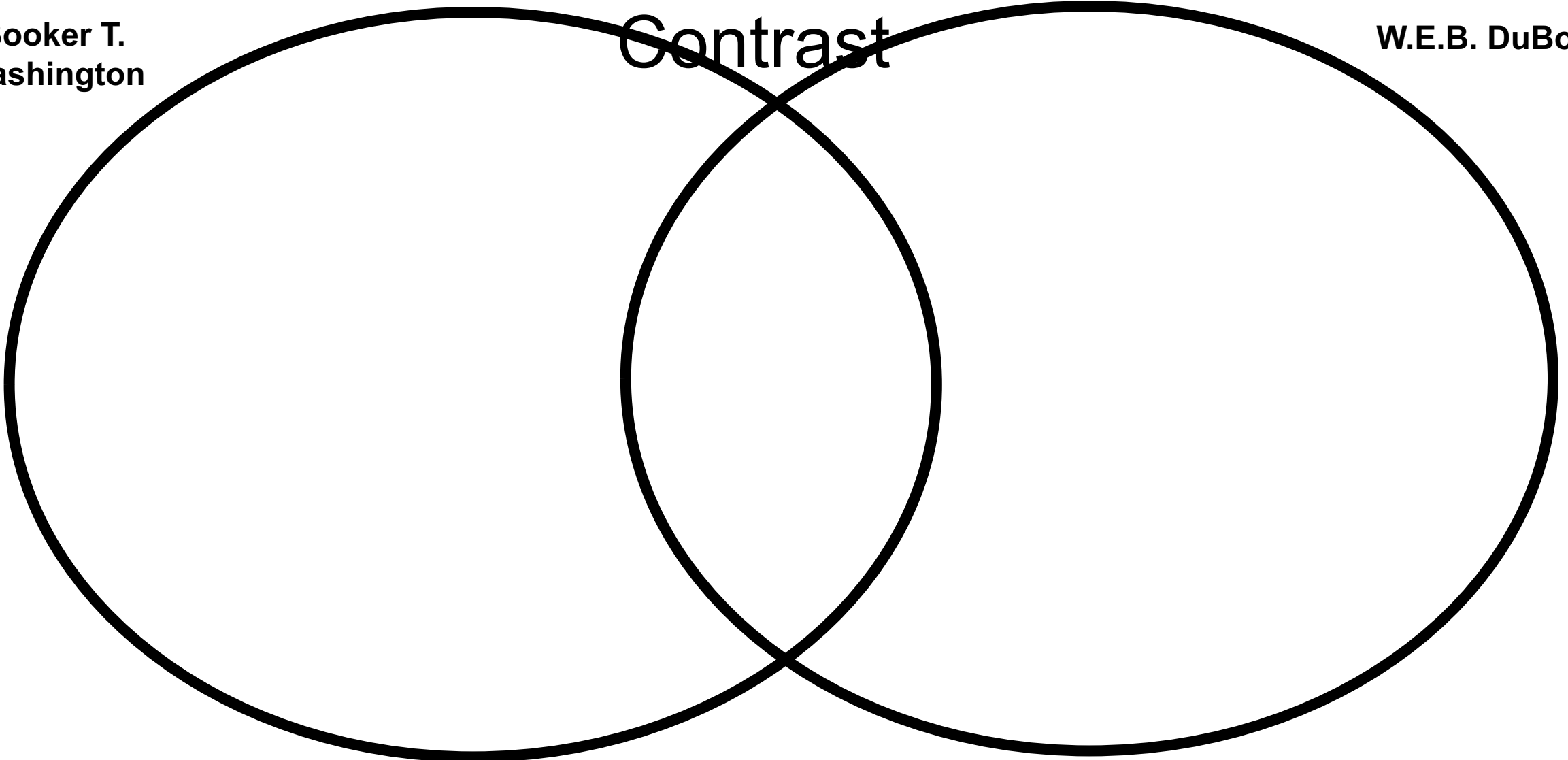
Two Important Leaders

Compare and

Contrast

Booker T.
Washington

W.E.B. DuBois

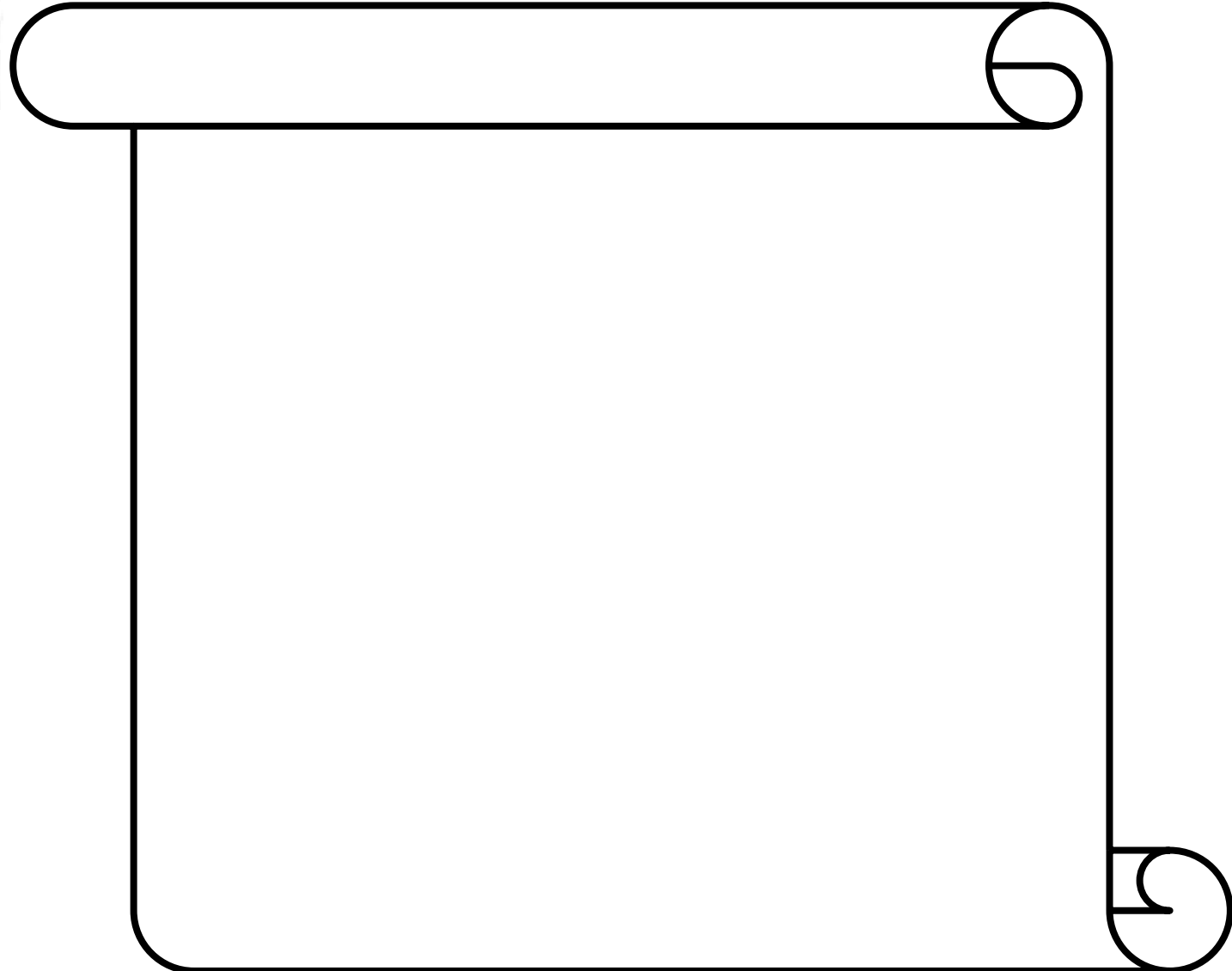


Teacher Directions – The Award Goes To...

- Have the students create an award for a person from this unit.
- They should create a design for the trophy and write a speech about why the person is being honored with the award and what he did to earn this recognition.
- Example – “Hardest Worker” award goes to Lugenia Burns Hope. And the speech would be about how she worked hard to bring positive changes to the lives of African Americans in Atlanta.

The Award Goes To...

Directions: Choose one of the people from this unit that you think deserves an award. Create the award and design the trophy. Next, write a speech about why the person is being honored with the award and what he (or she) did to earn this recognition.

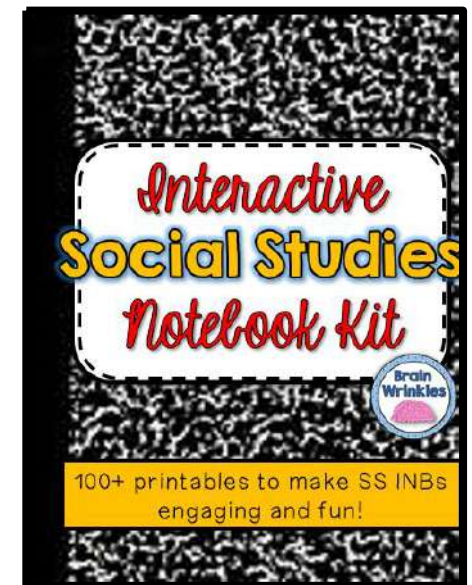
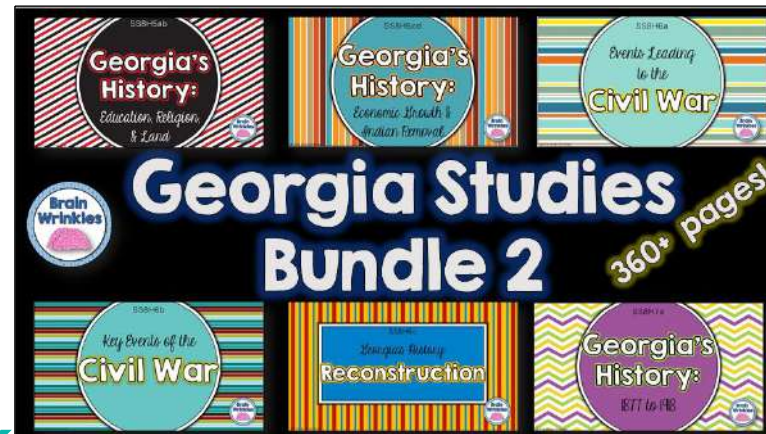


Thank You!



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Best of luck to you this school year,

Ansley at Brain Wrinkles

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