

SS8H7

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

THE NEW SOUTH

February 1st 2017

RIGHT NOW

Please get out a pencil/pen your notebook, folder, and any signed forms.

Before class begins write down what the focus of our work time today is as well as your homework.

OPENING: Leo Frank

WT:

1. Notes using the Graphic Organizer
2. Discussion

Closing:

Triple Venn Diagram: Plessy vs. Ferguson, Disenfranchisement, and Jim Crow laws.

HOMEWORK:

Frayer Models Vocabulary

Warm Up:

What was a positive outcome from the New South movement?

What was a negative outcome from the New South movement?

I will be able to:

I will be able to explain the impact and significance of events and people during the New South period in Georgia.

EQs:

Who were the civil rights activists of this period and how did their views differ?

How did society and politics deny rights to certain individuals and groups during this era?

Failure of the New South

- One of the failures was that the New South Era was a time of terrible racism and injustice.
 - The social and political gains made by African-Americans during the 1870s and 1880s began to be chipped away by white politicians in the 1890s.
 - Laws called *Jim Crow Laws*, named after a fictional character, took away most of the citizenship rights of African-Americans.

Jim Crow Laws Defined

- Jim Crow laws were state and local laws passed from the end of Reconstruction in 1877 through the mid-1950s by which white southerners reasserted their dominance by denying African Americans basic social, economic, and civil rights.
- Under these laws almost every aspect of life was segregated. This included separate schools, sections of public transportation, water fountains, bathrooms, and even separate grave yards and Bibles used to swear on in courts.
- As civil rights activist Fred Gray said, “We were segregated from the cradle to the grave, the toilet to the train, the classroom to the courtroom.”

Jim Crow and Voting

- The 14th and 15th amendments to the U.S. Constitution, which guaranteed citizenship rights to all African-Americans and voting rights to African-American men, were ratified by the U.S. Congress and included the votes of the Southern states.
- However, during the Jim Crow era, most blacks in the South lost these voting rights.
- Due to the lack of enforcement by the federal government, the southern states, including Georgia, established many laws that prevented blacks, and poor whites for that matter, from voting.
- This is known as...

Disenfranchisement

- To deprive of a legal right, or of some privilege;
especially : to deprive of the right to vote



Poll Taxes (1877)

- Voters had to pay a tax to vote.
- Most poor blacks and many poor whites could not pay this tax and were unable to vote.
- In some cases the poll was waived for poor whites.

No. **838** Birmingham, Ala. *4/9* 189*6*
Received of *J. M. Fisk* (Col.) (White.)
the sum of *Two 1/2* Dollars
in full of amount of Poll Tax for the year 1895.

Poll Tax,		<i>1</i>	<i>50</i>
Assessor's Fee,			<i>50</i>
Collector's Fee,			<i>50</i>

A. M. P. T. C.

The White Primary (1900)

- The White Primary did not allow African-Americans to vote in the primary elections.
- Due to the fact that the dominate party in the Georgia was the Democratic Party, most of the major decisions took place during the primary election.

Literacy Tests (1908)

- You had to pass a literacy test to vote.
- Intended to prevent African-Americans from voting. Due to the substandard education in the South for both poor blacks and whites, many Georgians could not read or write and could not pass these tests in order to vote. Some whites were “passed” by polling officials to allow them to vote, though others were not. However, many educated blacks were told that they still failed the test and were unable to vote.
- A famous folk tale is a Harvard educated man in Mississippi who was given the literacy test in English, German, and French and passed all three. Finally he was given a test in Mandarin Chinese, when asked “what does this say” the man said in disgust “It says you do not want me to vote.”

The Grandfather Clause (1890-1910)

- These laws usually said that if a person's father was able to vote before the Civil War then they could too, without paying a poll tax or taking a literacy test. The law in some states said that if a person's grandfather fought in the Civil War they could vote as well.
- Used to allow some poor white citizens the opportunity to vote while continuing to deny the right to blacks.

The County Unit System

- The county unit system was established in 1917 when the Georgia legislature, overwhelmingly dominated by the Democratic Party, passed the Neill Primary Act.
- The system allotted votes by county.
- All 159 counties were classified according to population into one of three categories: urban, town, or rural.
- Urban counties were the 8 most populous; town counties were the next 30 in population size; and rural counties were made up of the remaining 121.

The County Unit System

- Based upon this classification, each county received unit votes in statewide primaries.
- The urban counties received six unit votes each, the town counties received four unit votes each, and the rural counties received two unit votes each.

The County Unit System

County	Urban (8 Counties)	Town (30 Counties)	Rural (121 Counties)
Number of Unit Votes	6 each 48 TOTAL	4 each 120 TOTAL	2 each 242 TOTAL

Voting Scenario Task

The County Unit System

- Although the rural counties accounted for only 32 percent of the state population, they controlled 59 percent of the total unit vote.
- For example, the state's three least populous counties, Echols, Glascock, and Quitman, had a combined population of 6,980, while Fulton County, the most populous, had a population of 556,326. Collectively, the three smallest counties had a unit vote that equaled the unit vote of Fulton.

The County Unit System

- The significance of this system was that the rural counties enjoyed a control of statewide elections that **was out of proportion to their size.**
- As a result, rural votes served to protect such policies as legal segregation and other aspects of white supremacy by diluting the influence of more liberal urban voters and of blacks, who were concentrated in Georgia cities.

February 3rd 2017

RIGHT NOW

Please get out a pencil/pen your notebook, folder, and any signed forms.

Before class begins write down what the focus of our work time today is as well as your homework.

OPENING: Georgia Stories and the Riots

WT:

1. Notes using the Graphic Organizer
2. Discussion

Closing:

Triple Venn Diagram: Plessy vs. Ferguson, Disenfranchisement, and Jim Crow laws.

HOMEWORK:

Framer Models Vocabulary

Warm Up:

What is hysteria?

I will be able to:

I will be able to explain the impact and significance of events and people during the New South period in Georgia.

EQs:

Who were the civil rights activists of this period and how did their views differ?

How did society and politics deny rights to certain individuals and groups during this era?

Disenfranchisement

- To deprive of a legal right, or of some privilege;
especially : to deprive of the right to vote



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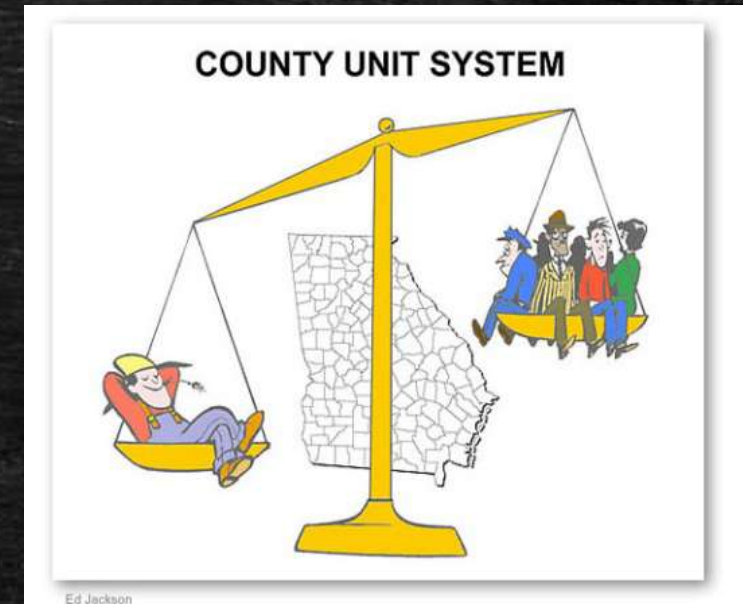
Voting Scenario Task

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The County Unit System

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Plessy v. Ferguson

- Staged as a way to test the constitutionality of the Jim Crow laws (Jim Crow Car Act of 1890)
 - Homer Plessy: 7/8 white, 1/8 black took a seat in the 'whites only' car of a train
 - When he refused to move, he was arrested under the above act which required separate but equal accommodations on train cars
- Heard by the US Supreme Court in 1896
- Upheld by a 7-1 vote (single dissenting vote: John Marshall Harlan, a Southerner)
- Plessy v. Ferguson gave states the right to control social discrimination and promote segregation

Plessy v. Ferguson

- 1899: Richmond County closed the only public high school in Georgia for descendants of enslaved Africans—purely for ‘economic reasons’ to create an elementary school
- Parents sued the school board based on the original Plessy v. Ferguson case that ensured separate-but-equal facilities
- Lower court agreed; overturned by GA Supreme Court
- December 1899: U.S. Supreme Court ruled:
 1. Africans had the right to be educated only to the 8th grade
 2. Closing the white high school did not relate to the equal rights granted by the 14th amendment
 3. The use of funds to open the elementary school by closing the high school was a state issue
- Ruling finally overturned in 1954 with Brown V. Board of Education which ended segregated schools

Atlanta Race Riot--1906

- Sept. 22, 1906: over 5000 whites and African Americans had gathered on Decatur Street
- Lasted 2 days: martial law declared
 - 18 African Americans killed
 - 3 whites killed
 - Hundreds injured
 - Value of property destroyed very high
- How did propaganda contribute to the riot?
 - Tom Watson: spread racial fears
 - Hoke Smith: used racial fears to gain votes during the governor's race that year
 - Atlanta Newspapers: printed story after story of African American violence against whites

February 6th 2017

RIGHT NOW

Please get out a pencil/pen your notebook, folder, and any signed forms.

Before class begins write down what the focus of our work time today is as well as your homework.

OPENING: Georgia Stories Alonzo Herndon

WT:

1. Notes using the Graphic Organizer
2. Discussion

Closing: Venn Diagram

W.E.B. Dubois, Booker T. Washington, and John Hope

HOMEWORK: Review

Warm Up:

How did the African American Community organize and rise up to initiate change for how they were treated?

I will be able to:

I will be able to explain the impact and significance of events and people during the New South period in Georgia.

EQs:

Who were the civil rights activists of this period and how did their views differ?

How did society and politics deny rights to certain individuals and groups during this era?

Booker T. Washington

- Important civil rights leader
 - President of Tuskegee Institute in Alabama
- Believed that economic independence was the only road to social and political equality
 - African Americans should focus on learning skills and gaining economic strength
 - Urged white Southerners to remember that the African American workforce had created the wealth of the South—feared that African Americans would be cast aside for immigrant labor
- Speech: Atlanta's Cotton States and International Exposition in 1895--condoned social segregation of the races, provided that educational and economic opportunities were equal.



Booker T. Washington



- Born in 1856, in Virginia as a slave.
- Established and became President of Tuskegee Institute in Alabama.
- Believed that education was very important to African Americans.
 - Especially vocational training which is learning a skill.



Booker T. Washington

1895 Atlanta Compromise Speech

- *In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.*

What does the quote suggest about his approach to equality?



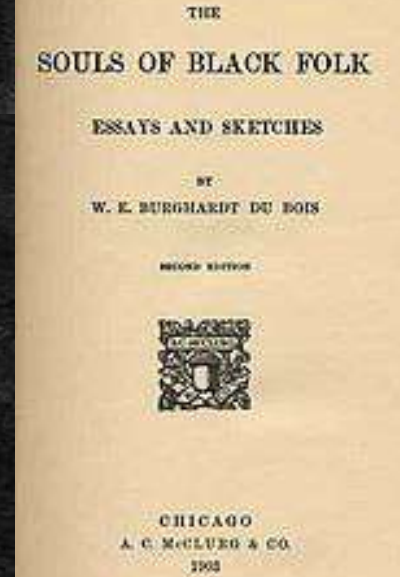
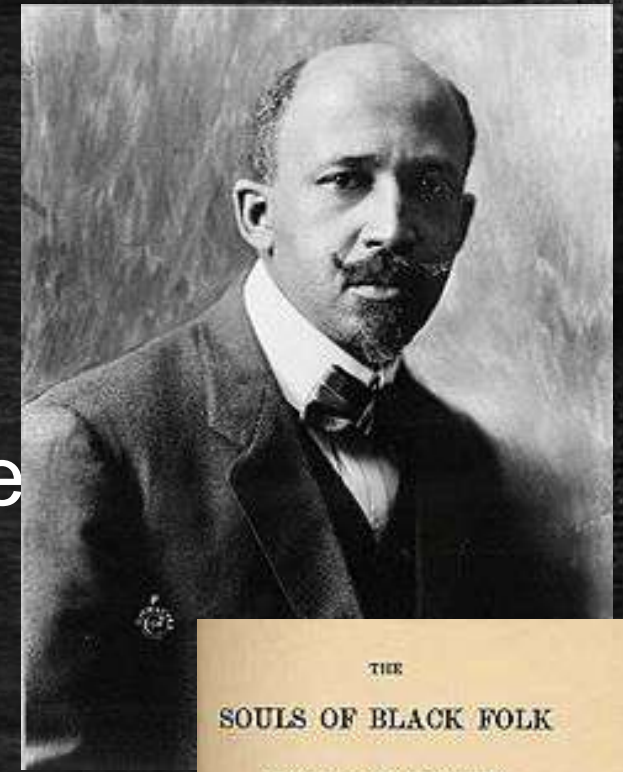
Booker T. Washington

- Gave Atlanta Compromise speech at International Cotton Exposition 1895. In his speech, he suggested cooperation and going slow to improve situation of African Americans... accept segregation in exchange for economic opportunities.
- Promoted idea that the best approach for African-Americans to gain a place in the white society was through hard work, education, and economic accomplishments.



W.E.B. Dubois

- Disagreed with Washington
 - Called for social and political integration
 - Talented 10th: higher education for 10% of the African American population—this group could become leaders for the community
 - Thought Washington was making decisions that affected all blacks negatively
 - Disagreed that blacks who became economically successful and waited long enough would help improve race relations





W.E.B. Dubois

- Born in 1868 in Massachusetts.
- First African American to receive a doctorate from Harvard University.

W.E.B. Dubois

- Now is the accepted time, not tomorrow, not some more convenient season.



What does the quote suggest about his approach to equality?

W.E.B. Dubois

- In 1905, he was founding member of the Niagara Movement. The meeting was held in Niagara Falls, Canada because hotels in New York would not allow them stay in them.
 - The goal of the Niagara Movement was to end discrimination and segregation.
- The Niagara Movement transforms into the NAACP. Goal is to ensure equality and end discrimination.



W.E.B. Dubois Quotes on the talented 10th

- Promoted the Talented Tenth... Educate the top 10% of the African American population who would then use their talents and position to become leaders and help guide the rest of the population.



W.E.B. Dubois Quotes on the talented 10th

- The Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races.
- All men cannot go to college but some men must; every isolated group or nation must have its yeast, must have for the talented few centers of training where men are not so mystified and befuddled by the hard and necessary toil of earning a living, as to have no aims higher than their bellies, and no God greater than Gold. This is true training, and thus in the beginning were the favored sons of the freedom

W.E.B. Dubois & Booker T. Washington



Booker T. Washington



W.E.B. Du Bois

V.S

John and Lugenia Hope Burns Civil Rights Power Couple



John Hope

- His father was a Scottish born immigrant and his mother was a free African American woman born in Georgia. Although Georgia law prohibited interracial marriages, Hope's parents lived openly as husband and wife until his father's death in 1876.
- He was an Educator, Civil Rights Leader, and a Social Reformer in Atlanta.



John Hope

- To accomplish his goals, Hope was active in several civil rights organizations, including W. E. B. DuBois's Niagara Movement, the National Association for the Advancement of Colored People (NAACP), and the southern-based Commission on Interracial Cooperation.
- He was also very active in such social service organizations as the National Urban League, the "Colored Men's Department" of the YMCA, and the National Association of Teachers in Colored Schools.
- First black president of both Morehouse and the Atlanta University.



Eugenia Burns Hope

- Community Organizer, Reformer, and Social Activist.
- She was more radical than her peers. In the era of Booker T. Washington, in which accommodation was more accepted than confrontation, she was headstrong and demanding. However, it was her social and economic position as the middle-class wife of a university professor that afforded her the authority to lead and to confront white institutionalized racism.
- Established the Neighborhood Union which fought for better conditions in African American neighborhoods and schools. It provided health centers and developed health education campaigns. It also provided recreational clubs for boys and girls.

Lugenia Burns Hope

- During WWI she became Special War Work Secretary for the YWCA's War Work Council. She organized services for returning black and Jewish soldiers and oversaw the training of hostess–house workers
- First vice-president of the Atlanta chapter of the NAACP. She oversaw the creation of "citizenship schools," basic six-week courses that introduced African Americans to the role of government and civic participation

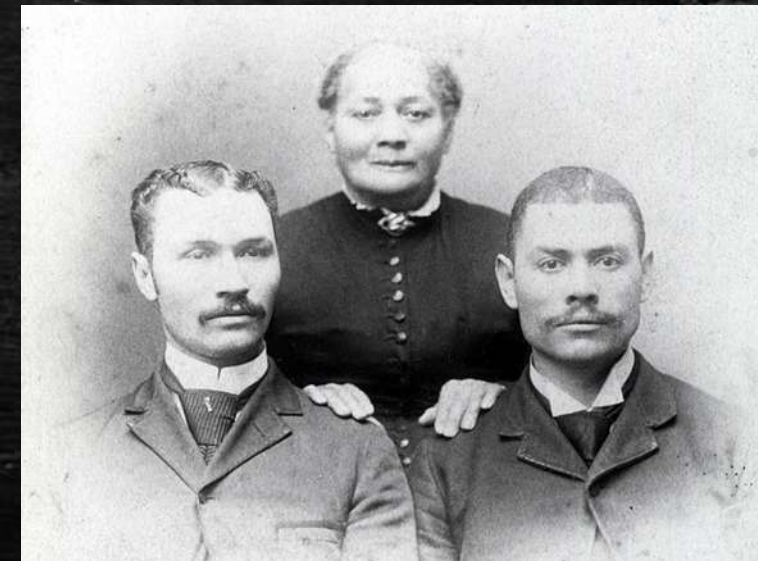
Lugenia Burns Hope

- After her husband's death in 1936, Hope moved to New York City.
- In 1937 she became an assistant to Mary McLeod Bethune, the director of Negro Affairs for the National Youth Administration, a New Deal program. She also continued to work for the NAACP, periodically visiting its headquarters in Washington



Alonzo Herndon

- Herndon was Atlanta's first black millionaire and the wealthiest black at the time of his death.
- Born into slavery in Walton County on June 26, 1858.
- He was the son of his white master, Frank Herndon, and a slave, Sophenie.
- Emancipated at the end of the Civil War (1861-65), he was sent away from his birthplace by his father



Alonzo Herndon

- Like many emancipated blacks, the Herndon family engaged in sharecropping—a system that kept them only a short step from slavery for many more years.
- Even as a boy, Herndon exhibited an entrepreneurial spirit. He spent his spare time peddling peanuts, homemade molasses, and axle grease to earn money to support the family.
- He learned how to be a barber and opened his own barber shop in Jonesboro.
- He eventually moved to Atlanta and became partner in an Atlanta barber shop.
- He expanded his business and opened 3 more of his own... including the Crystal Palace on 66 Peachtree Street that was marketed as “the largest and best barber shop in the South.”
- It became the barber shop of Atlanta’s white business and political leaders... serving only whites.

The Largest and Finest Barber Shop in the World



25 CHAIRS
20 BATHS
The Finest and Largest
BARBER SHOP
In the World

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

Location: Corner of 10th and 11th Streets, Atlanta, Ga.

HERNDON'S BARBER SHOPS

ANYONE who can "pull" a razor without cutting a person's throat 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.

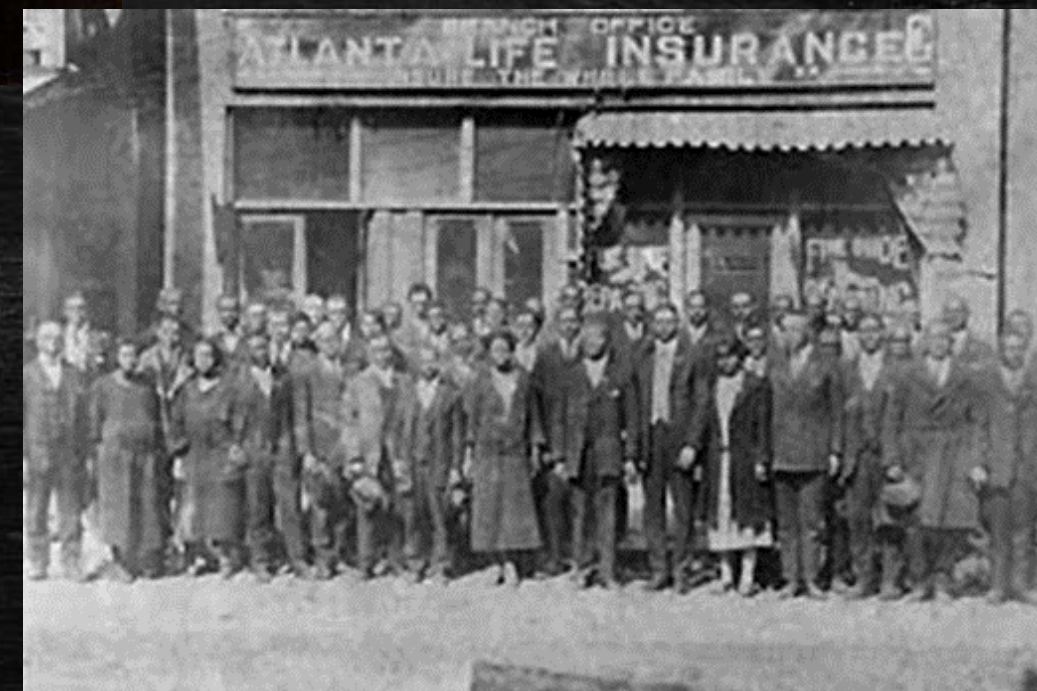
The conduct of a barber shop is a matter of cleanliness and workmanship.

Unsanitary tools are kept clean and sharp; the tools used. Herndon's shops are conducted on strictly sanitary lines. Every barber changes his white linen and drape. Every barber shaves his hands four times a day in a medicinal solution. Every towel, comb, brush and shaving brush is sterilized before and after using.

Comfortable, the finest in the South, and nearest to the country seat in the city.

HERNDON'S BARBER SHOPS

Peachtree Street 7 North Broad Street





Alonzo Herndon

- Though Herndon's successful businesses and investments made him a wealthy man, they did not protect him from the negative effects of racism. His barbershop's windows were smashed in the Atlanta Race Riots of 1906. Luckily, Herndon had already gone home for the day. Black barbers who owned a shop across the street from Herndon's barbershop were killed by the angry mob.

Alonzo Herndon

- He invested in real estate
 - At his death, he owned 100 homes and a large block of commercial property on Auburn Avenue
- Founded the Atlanta Mutual Life Insurance Company which offered insurance coverage to African Americans.
- Today, Atlanta Life Financial Group is worth over 100 million dollars and is constantly ranked as one of the top black owned financial companies

Alonzo Herndon

- Herndon's wealth Alonzo Herndon and business position brought with it a great deal of social responsibility, and the African American community looked to him for leadership in a number of areas.
 - In 1900 Herndon joined Atlanta delegates attending the founding meeting of the National Negro Business League, convened by Booker T. Washington in Boston.
 - When W. E. B. Du Bois called a meeting of selected black leaders to organize the Niagara Movement, Herndon was among the twenty-nine men who attended the founding meeting in 1905



Alonzo Herndon

- Herndon was most involved on the local level. He gave generous support and resources to such local institutions and causes as the YMCA; Atlanta University; the Leonard Street, Carrie Steele, and Diana Pace orphanages; the Herndon Day Nursery; and the First Congregational Church. He also supported commercial activities, including the Southview Cemetery Association and the Atlanta State Savings Bank.



Booker T.
Washington

W.E.B.
DuBois

John
Hope