

Unpacking the Standards on Unit 9: The New South

The “Big Idea”: Students should understand how our political system was shaped by the individuals and groups of this time period and how their actions also negatively impacted minorities in an attempt to reinforce the beliefs of the “old south”. Students should also understand how and why some attempted to modernize Georgia’s economy and why they were met with resistance. Lastly, students should understand the roles of influential African-Americans in advocating for civil rights for African-Americans.

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

Elements:

a. Evaluate the impact the following had on Georgia during this period.

1. Bourbon Triumvirate
2. Henry Grady
3. International Cotton Exposition
4. Tom Watson
5. The Populists
6. Rebecca Latimer Felton
7. The 1906 Atlanta Riot
8. The Leo Frank Case
9. The county unit system

b. Analyze how rights were denied to African-Americans through

1. Jim Crow laws
2. Plessy v. Ferguson
3. Disenfranchisement
4. Racial violence

c. Explain the roles of

1. Booker T. Washington
2. W. E. B. DuBois
3. John and Lugenia Burns Hope
4. Alonzo Herndon

Answer the following questions using the information listed above:

1. According to the big idea, some individuals and groups had a negative impact on the political system of Georgia. Look at the elements and pick 3 individuals and/or groups you think will have a negative influence. _____

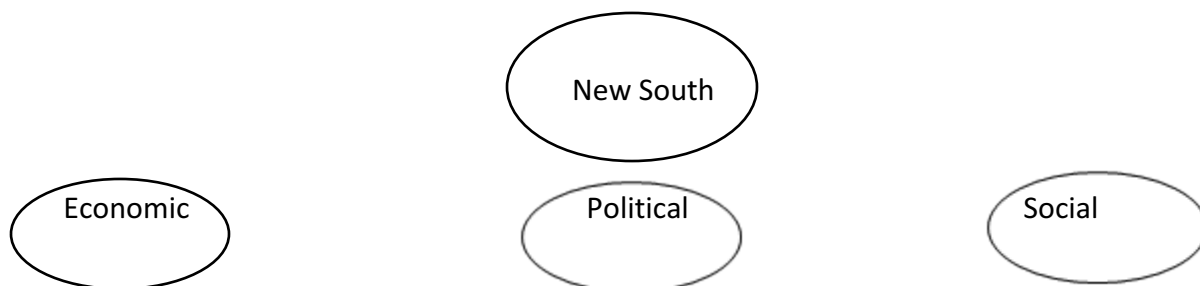
2. Some individuals attempted to modernize Georgia. What do you think they mean by “modernize” Georgia? (remember to look at the years this unit covers listed in the standard) _____

3. Pick 3 people and/or events you think will modernize Georgia at the time. _____

4. Pick 2 names you think will become African American leaders during this time. _____

5. This unit is called the New South. What has happened that has caused the south to have to become new and what are some problems the south is facing? (think back to the unit we have just finished)

6. Complete the web below as a class showing the economic, political and social changes that will take place during the New South.



Unit Essential Questions:

- ❖ What key political and social issues affected the development of the state during the New South era?
- ❖ What key economic developments occurred in Georgia during the New South era?
- ❖ What was the impact of the Bourbon Triumvirate on Georgia during this era?
- ❖ 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?

Assessments (What will students do to show mastery of the standards?)

- ❖ Traditional Test
 - ❖ Mural or Magazine (Group assessment)
 - ❖ Challenge Investigation (Individual assessment)
- > Performance Tasks

Tasks (What will students do to work towards mastery of the standards?)

- ❖ Read the New South speech by Henry Grady and answer discussion questions- Handout A
- ❖ Students will take Cornell notes on the New South from PowerPoint introducing the New South
- ❖ Rotate students through stations 1-8 to complete various tasks on the New South and to gather information for performance tasks; individually students will complete a reflection after rotating through stations- Handout B
- ❖ Guided notes (if needed for review or as an alternative to stations)

The New South- a speech by Henry Grady

A few years ago I told, in a speech, of a burial in Pickens County, Georgia. The grave was dug through solid marble, but the marble headstone came from Vermont. It was in a pine wilderness, but the pine coffin came from Cincinnati. An iron mountain overshadowed it, but the coffin nails and screws and the shovels came from Pittsburgh. With hard woods and metals abounding, the corpse was hauled in a wagon from South Bend, Indiana. A hickory grove grew near by, but the pick and shovel handles came from New York. The cotton shirt on the dead man came from Cincinnati, the coat and breeches from Chicago, the shoes from Boston; the folded hands were encased in white gloves from New York, and round the poor neck, that had worn all its living days the bondage of lost opportunity, was twisted a cheap cravat from Philadelphia. That county, so rich in undeveloped resources, furnished nothing for the funeral except the corpse and the hole in the ground, and would probably have imported both of these if it could have done so. And as the poor fellow was lowered to his rest, on coffin bands from Lowell (Massachusetts), he carried nothing into the next world as a reminder of his home in this, save the halted blood in his veins, the chilled marrow in his bones, and the echo of the dull clods that fell on his coffin lid.

There are now more than \$3,000,000 invested in marble quarries and machinery around that grave. Its pitiful loneliness is broken with the rumble of ponderous machines, and a strange tumult pervades the wilderness. Twenty miles away, the largest marble-cutting works in the world put to shame in a thousand shapes its modest headstone. Forty miles away four coffin factories, with their exquisite work, tempt the world to die. The iron hills are gashed and swarm with workmen. Forty cotton mills in a near radius weave infinite cloth that neighboring shops make into countless shirts. There are shoe factories, nail factories, shovel and pick factories, and carriage factories to supply the other wants, and that county can not get up as nice a funeral, native and home-made, as you would wish to have.

Henry W. Grady, The New South, New York: Robert Bonner's Sons, 1890, pp. 188-91.

Henry Grady Speech- The New South Reading Questions

1. What is Henry Grady saying about the South by using his description of a funeral in Pickens County, Georgia as an example?
2. What is the purpose of this speech, particularly towards the end of the speech?
3. During what other period of early American history has this same argument been made? Who made it?

New South Unit

This unit focuses on how the beliefs and ideals of a society influences the social, political, and economic decisions of that society. Your culminating task will be to create either a mural (instructions to follow) or a magazine (instructions to follow). In addition to the mural or magazine, you will complete the assignments in Stations #1-8 with your group. The information gathered in these stations will help you compile the information needed to complete your mural or magazine. Individually, you will also choose from the list of tasks to complete for a total of 10 points. Bonus points can be obtained by completing additional tasks. Lastly, you will individually complete the reflection of this time period listed at the bottom.

Mural Instructions:

Working with your group, you will create an annotated mural that pictures the New South era of Georgia history and answers the essential question, "***What are the most important ideas about the New South?***"

Your mural must include these sections:

1. An overview of the New South movement (Centered on your poster) that answers the essential question.
2. Political Changes
3. Economic Changes
4. Social Changes
5. Influential African-Americans

In addition, you must also incorporate a variety of elements- symbols, timelines, illustrations, quotes, captions- to demonstrate what you have learned. Much of the work will be done in class. What you can not complete in class, must be completed at home with your partner.

Due Date:

Checklist

- _____ Five sections
- _____ Variety of elements that demonstrate you adequately understand the New South era
- _____ Overview of the New South (centered) that answers the E.Q.
- _____ Neat, colorful, organized
- _____ Free of grammatical, mechanical, and spelling errors

Available Resources:

- Georgia Studies textbook and Coach book
- www.georgiaencyclopedia.org
- www.ngeorgia.com
- www.leofrankcase.com
- <http://georgiainfo.galileo.usg.edu>

Magazine Instructions

As a class we will analyze some of today's news magazines (i.e. Time, Newsweek, etc.) and discuss content, layout, and editorial content. Then, with your group, you will select a magazine to mimic and create a news magazine covering the social, political, and economic aspects of the New South.

Procedures:

- Use your class resources and the internet to research the New South period of Georgia, specifically the people and events listed in the standard.
- Decide as a group how to layout your magazine keeping in mind the magazines analyzed in class. Make sure your content focuses on the social, political, and economic changes of this society (what caused these changes and what were the effects?) Your final product should be typed/printed using Microsoft Word or Publisher.
- In addition to the general content listed above, you should also include:
 - Cover- this should give the reader your magazine title, date of publication and an indication of what your major story will be. There should be an illustration and the names of the editor and contributors
 - Table of Contents- this will list the articles to be found in your magazine and should be created last so that it is accurate and in order. There should be a short description of the article to catch the reader's interest.
 - Letter from the editors- this should include an explanation of the importance of the stories you choose to use. This should also explain the theme of the time period and magazine. (What are the most important ideas of the New South era?)
 - An illustration, graphic, drawing, picture, cartoon, graph, map, chart or table for each article should be included and relevant to the article it is paired with.
 - As a part of your "economic changes" section, identify at least 2 scientific developments that occurred and explain how these developments impacted Georgia's economy.
 - Compare the population of Georgia in 1880 to the population in 1910. Include a graph showing the rate of change. Give an explanation as to why you think the population changed the way it did. Relate it to the changes that occurred in Georgia society during this time.
 - Conclusion- What are the most important ideas of the New South era?

Due Date:

New South- Station 1

Use the resources provided to complete the chart on the political parties in the New South and to answer the questions that follow.

New South- Station 2

You have been asked to give a dedication speech for Rebecca Latimer Felton at a ceremony honoring her induction into the Georgia Women of Achievement. Read the resources provided and write a speech that addresses her career and accomplishments. Specifically address her education, career, and efforts while working on the convict lease system, prohibition, and women's suffrage. Also be sure to include what she is most known for accomplishing.

New South- Station 3

Use the resources provided to research the 1906 Atlanta Race Riot. Make a newspaper report on the events that unfolded. Include a publication date, a major headline, and then report on what the catalyst was for the riot as

well as what the other underlying causes were for the riot. What were the results/aftermath of the riot? Study the picture provided and include a summary in your newspaper about how this event might impact the image and economy of Georgia.

New South- Station 4

Research the Leo Frank Case (background, events, people involved, etc.) and make a history frame using the template provided about this case. Then, write a short paragraph about what you think this case symbolizes in southern society during this time period.

New South- Station 5

Use the resources provided to answer the following questions. Then, complete the handout "Black Reformers in Conflict".

Questions:

- 1) What are Jim Crow laws?
- 2) What was the point of Booker T. Washington's "Atlanta Compromise" speech he gave at the 1895 Cotton States and International Exposition?
- 3) What is the significance of *Plessy v. Ferguson*?
- 4) List three examples of Jim Crow laws.

New South- Station 6

Use the resources provided to complete the web handout on disenfranchisement. Provide specific details about each method and explain specifically how each of these methods prevented African-Americans from having equal rights. What amendments in the U.S. Constitution could you argue are being violated by these methods?

New South- Station 7

After researching the 1895 International Cotton Exposition that was held in Georgia, create an advertisement for the event. Include the purpose of the event, a list of key speakers with topics, a list of businesses and industries that will be showing off new products (ex. Coca-Cola), and any other information you can gather from your research.

New South- Station 8

Research the following people and make a Facebook page or encyclopedia entry for each one. Be sure to include biographical information, their significance to the time period, and major contributions to Georgia society.

- 1) John Hope
- 2) Lugenia Burns Hope
- 3) Alonzo Herndon

Reflection: Think about how the beliefs and ideals of the New South society influenced the decisions they made. What are some examples of how the beliefs and ideals of our society today have influenced: 1. Our social decisions? 2. Our political decisions? 3. Our economic decisions?

Write a reflection that answers these questions.

New South Task Options: Individually, you will complete several of the tasks listed below. You must earn a total of 10 points.

Task	Point Value	Check When Completed
Research when each of the methods of disenfranchisement ended. Include a written summary of what brought each method to an end (ex. A court case).	1	
You attended the 1895 Cotton States Exposition. Write a reflection of what you saw and heard during this exposition.	1	
Conduct an interview with one of the significant figures of the New South era. Include at least 6 questions and answers.	1	
Conduct additional research on the Leo Frank case and provide an updated account of the case (What has happened in the decades since the execution of Leo Frank?)	2	
Write a song or poem about the experience of African-Americans in the Jim Crow era.	2	
Create a PowerPoint presentation on a significant event or person of the New South era OR a presentation on the New South era as a whole.	2	
Write a journal entry from the point of view of someone who experienced the 1906 Atlanta Race Riot. What do you think caused it? How has it impacted you?	3	
Choose the women's suffrage movement, the Leo Frank case, or Jim Crow laws. Create a protest sign to protest the denial of rights to these people.	3	
Make a brochure advertising some of the new products of the New South period. Include pictures, descriptions, and why people should buy these products. (ex. Coca-Cola, new agricultural products, etc.)	3	
Conduct a WebQuest on the New South era. Provide a link to the website you used and a copy of the task completed for the WebQuest.	3	
Use MovieMaker or other production software and make a documentary about significant events or people of the New South era.	4	
Research some of the major political parties today and some of the controversial issues they have taken on. What groups or organizations have challenged them on these issues? How?	4	

Due Date:

Total Points Earned:

New South Political Parties Comparison Chart

Directions: Use your the textbook or Coach book to complete the chart comparing/contrasting the major political parties of the New South era. Then, use the information you found to answer the questions.

	Democrats and the Bourbon Triumvirate Pgs. 330 - 333	Populists Pgs. 333-334	Progressives Pgs. 341-344
What led to the establishment of these parties?			
Who were the leaders of these parties in Georgia?			
What did they support? (Platform)			
What areas of society supported them? How did they get support?			

1. How did the county-unit system work? How did this ensure that the Democrat party, particularly the Bourbon Triumvirate, would remain in power?
2. Why do you think people grew tired of the Bourbons and formed other parties and organizations to challenge them?
3. In the end, the Democrats (Bourbons) defeated the Populists. What led to the decline and end of the Populist Party? Why were the Democrats able to maintain control?
4. What became of Tom Watson, leader of the Populist Party in Georgia?

(Station 8)

Welcome- (Person's Name will go here)

Draw a picture of the person here.

Biographical Information

Recent Activity

1. Status update- make an important statement about what this person has done in their life each time you see "status update"

2. This person is significant to the era of the New South because...

3. Status update

4. Status update

Here you will place something that he or she may have said at the time.

(Station 5)

Black Reformers in Conflict

List the main ideas of Washington and Dubois in terms of their views on economic and social equality.

Booker T. Washington	W.E.B Dubois

Fill in which point belongs to which Reformer
(write either Washington or Dubois in the space provided)

1. _____ Urged accommodation, not agitation.
2. _____ Stressed gradualism.
3. _____ Found Jim Crow Laws to be totally unacceptable.
4. _____ Urged for blacks to strive for the top in education and jobs.
5. _____ Wanted blacks to train for manual labor.
6. _____ Urged protest and agitation.
7. _____ Demanded black rights immediately.
8. _____ Believed blacks needed to prove that they deserved rights.

History Frame

Title of Event:

Participants/Key Players:

Problem or Goal:

Where:

When:

Key Episodes or Events:

Resolution or Outcome:

Themes/Lessons/So What?

White Primary

Poll Tax

Disenfranchisement

Literacy Test

Grandfather Clause

Station 1: Politics in the New South

Task: Copy and complete the chart on the political parties in the New South and answer the questions that follow.

Resources Needed:

- √ Textbooks- Old and New
- √ Coachbook

Station 2: Rebecca Latimer Felton

Task: You have been asked to give a dedication speech for Rebecca Latimer Felton at a ceremony honoring her induction into the Georgia Women of Achievement. Read the resources provided and write a speech that addresses her career and accomplishments. Specifically address her education, career, and efforts while working on the convict lease system, prohibition, and women's suffrage. Also be sure to include what she is most known for accomplishing.

Resources Needed:

- √ Encyclopedia Article- Rebecca L. Felton
- √ Textbooks- Old and New
- √ Coachbook

Station 3: 1906 Atlanta Race Riot

Task: Use the resources provided to research the 1906 Atlanta Race Riot. Make a newspaper report on the events that unfolded. Include a publication date, a major headline, and then report on what the catalyst was for the riot as well as what the other underlying causes were for the riot. What were the results/aftermath of the riot? Study the picture provided and include a summary in your newspaper about how this event might impact the image and economy of Georgia.

Resources Needed:

- √ Article on 1906 Atlanta Race Riot
- √ Picture- Atlanta Race Riot of 1906
- √ Textbooks- Old and New
- √ Coachbook
- √ Printer Paper

Station 4: Leo Frank Case

Task: Research the Leo Frank Case (background, events, people involved, etc.) and make a history frame using the template provided about this case. Then, write a short paragraph about what you think this case symbolizes in southern society during this time period.

Resources Needed:

- √ Article on the Leo Frank Case
- √ History Frame Template
- √ Textbooks- Old and New
- √ Coach book
- √ Laptop with Leo Frank video clip

Station 5: “Jim Crow” and Equal Rights

Task: Use the resources provided to answer the following questions. Then, complete the handout “Black Reformers in Conflict”.

Questions:

- 5) What are Jim Crow laws?
- 6) What was the point of Booker T. Washington’s “Atlanta Compromise” speech he gave at the 1895 Cotton States and International Exposition?
- 7) What is the significance of *Plessy v. Ferguson*?
- 8) List three examples of Jim Crow laws.

Resources Needed:

- a. Article on “Segregation”
- b. Handouts on Booker T. Washington and W.E.B DuBois
- c. “Black Reformers in Conflict” handout
- d. Textbooks- Old and New
- e. Coachbook

Station 6: Disenfranchisement

Task: Use the resources provided to complete the web handout on disenfranchisement. Provide specific details about each method and explain specifically how each of these methods prevented African-Americans from having equal rights. What amendments in the U.S. Constitution could you argue are being violated by these methods?

Resources Needed:

- √ Methods of Disenfranchisement Web handout
- √ Textbooks- Old and New
- √ Coachbook
- √ Constitution handbook in new textbook

Station 7: International Cotton Exposition

Task: After researching the 1895 International Cotton Exposition that was held in Georgia, create an advertisement for the event. Include the purpose of the event, a list of key speakers with topics, a list of businesses and industries that will be showing off new products (ex. Coca-Cola), and any other information you can gather from your research.

Resources Needed:

- √ Article on Cotton Exposition
- √ Construction paper/printer paper
- √ Textbooks- Old and New
- √ Coachbook

Station 8: Significant Individuals

Task: Research the following people and make a Facebook page or encyclopedia entry for each one. Be sure to include biographical information, their significance to the time period, and major contributions to Georgia society.

- 4) John Hope
- 5) Lugenia Burns Hope
- 6) Alonzo Herndon

Resources Needed:

- a. On-line articles
- b. Facebook template
- c. Textbooks- Old and New
- d. Coach book
- e. Printer paper/construction paper

New South Unit Test

Section I: Multiple Choice- For each statement or question, write the letter of the one best answer.

1. What was the name of the movement that sought to expand industries, to diversify agriculture beyond cash crops such as cotton, and grow more food crops? (H7a)
 - a. The Lost Cause
 - b. The New South
 - c. The Old South
 - d. The Lintheads

2. Who promoted the New South by writing editorials and articles in the Atlanta Constitution? (H7a)
 - a. John B. Gordon
 - b. Joseph Brown
 - c. Alfred Colquitt
 - d. Henry Grady

3. The Bourbon Triumvirate supported all of the following **EXCEPT**: (H7a)
 - a. Growth in industry
 - b. Modernization
 - c. raising taxes as often as possible
 - d. the New South movement

4. The county unit system benefited which of the following? (H7a)
 - a. Counties with large populations
 - b. Cities with growing populations
 - c. new settlers in Georgia
 - d. small rural counties

5. What is the correct definition of the term “disenfranchisement”? (H7b)
 - a. A literacy test that determined if people could read and understand the Constitution.
 - b. A tax that had to be paid before a person could vote.
 - c. A way of depriving a person of one of the rights of citizenship, especially the right to vote
 - d. A rule that said a person could only vote if his or her grandparents had voted

6. In response to the passage of Jim Crow laws, African-Americans took their complaints to the courts. The Supreme Court ruled what in the *Plessy v. Ferguson* case? (H7b)
 - a. “separate but equal” facilities were unconstitutional
 - b. “separate but equal” facilities were lawful
 - c. “separate but equal” applied only to rail cars for African-Americans and whites in their travels across the country.
 - d. “separate but equal” was a problem that needed immediate attention.

7. What was the immediate cause of the Atlanta Race Riot of 1906? (H7a)
 - a. The election of Hoke Smith as governor
 - b. Disenfranchisement
 - c. Stories of black violence against whites in the Atlanta newspaper
 - d. An increase in lynchings

8. Booker T. Washington believed that African-Americans: (H7c)
 - a. Should focus on learning vocational skills
 - b. Should focus on gaining economic strength
 - c. Should not expect immediate social equality
 - d. All of the above

9. W.E.B. DuBois and Booker T. Washington were two key voices in the debate over the future of African-Americans. What did W.E.B. DuBois believe? (H7c)
 - a. That African-Americans should focus on learning skills and gaining economic strength
 - b. That Southerners should never forget that the African-American workforce was responsible for the wealth of the South.
 - c. That African-Americans needed more technical training
 - d. That African-Americans should receive the same education and social rights as whites

10. In Georgia, who actively campaigned for prohibition, antilynching, equal status for women, and condemned the convict lease system? (H7a)
- a. Selena Sloan Butler
 - b. Juliette Gordon Low
 - c. Francis Smith Whiteside
 - d. Rebecca Latimer Felton
11. During the 19th and early 20th century _____ laws segregated public facilities in the South. (H7b)
- a. Black codes
 - b. desegregation
 - c. Jim Crow
 - d. white primary
12. Which of the following is **NOT** one of the reforms supported by the Populist Party? (H7a)
- a. An income tax
 - b. Allowing women to vote
 - c. railroad rate reform
 - d. allowing big businesses tax exemptions
13. _____ was one of the strategies used in the South to keep African-Americans from exercising their political rights by preventing them from running in the primary elections. (H7b)
- a. Poll tax
 - b. Grandfather Clause
 - c. Literacy test
 - d. White primaries
14. Which Georgian and his achievements are matched correctly? (H7a)
- a. Tom Watson – Civil Rights leader
 - b. Hoke Smith – inventor of the steam engine
 - c. Henry Grady – editor of the Atlanta Constitution
 - d. Robert Toombs – mayor of Atlanta after the Civil War
15. Which description BEST explains how the Bourbon Triumvirate might have described the redemption period? (H7a)
- a. a time for black and white southerners to come together and work in harmony to rebuild the state’s economic, social, and political systems
 - b. a blending of the new and the old, keeping southern traditions while building new traditions around industries to rival the north
 - c. a New South Progressive era when farms had to be replaced by business and industry in order for the South to prosper
 - d. a time for social, economic, and political reform to ease the suffering caused by the war
16. The main purpose of the International Cotton Exposition that was held in Atlanta in 1895 was to: (H7a)
- a. showcase the industries of the New South
 - b. get ideas from foreign countries
 - c. showcase the cotton gin
 - d. bring visitors to Atlanta
17. What Georgia Populist leader called on black and white farmers to unite in an effort to gain fair treatment from the state and national governments? (H7a)
- a. Joseph Brown
 - b. Henry Grady
 - c. Hoke Smith
 - d. Tom Watson
18. The Populist party in Georgia was the party of the: (H7a)
- a. wealthy
 - b. abolitionists
 - c. small farmers
 - d. federal bureaucrats
19. Rebecca Latimer Felton did NOT support the: (H7a)
- a. educational reform movement
 - b. temperance movement
 - c. suffrage movement
 - d. convict lease system
20. The trial and conviction of Leo Frank for the murder of Mary Phagan shows: (H7a)
- a. the fairness of the southern judicial system
 - b. Georgia’s resistance to Reconstruction
 - c. Georgia’s support for governor Hoke Smith
 - d. racial unrest and anti-Jewish feelings prevailed in Georgia in the early 1900s.

21. What happened to Leo Frank after his trial? (H7a)
- | | |
|---------------------------------------|---|
| a. he was sentenced and put to death | c. he spent the rest of his life in prison |
| b. he was taken from jail and lynched | d. he was found guilty, but was later freed |
22. *Plessy v. Ferguson* gave states the right to promote: (H7b)
- | | |
|-----------------|-----------------------------|
| a. equal rights | c. terrorism |
| b. segregation | d. voting rights for blacks |
23. Which voting qualification was designed to prevent African-Americans from voting? (H7b)
- | | |
|----------------------|---------------------------|
| a. party affiliation | c. identification numbers |
| b. literacy tests | d. residency requirements |
24. Alonzo Herndon was an example of which of the following? (H7c)
- the role Georgia farmers played in World War I
 - the financial success some African-Americans achieved despite racism in the early 1900s
 - the success of the Populist movement in Georgia
 - the important role played by the Bourbons in the “New South”
25. What would be the BEST heading for the following list? (H7c)
- John and Lugenia Burns Hope
 - Alonzo Herndon
 - Henry McNeal Turner
- | | |
|--|---|
| a. Political Leaders During Reconstruction | c. Sponsors of the Atlanta Compromise |
| b. Leaders of the Populist Movement | d. Influential African-Americans in Georgia |

Section II: Essay- Choose ONE of the following questions and answer it in paragraph form. Be sure to include all of the information asked for.

- What strategies, both legal and illegal, did Georgia implement to enforce racial segregation politically, socially, and economically?
- What were the differing views of Booker T. Washington and W.E.B. DuBois on racial segregation and equality for African-Americans?
- Who was Henry Grady? What were the goals of the New South movement? Who were the politicians that made up the Bourbon Triumvirate? What were their political views? Why were some people opposed to the New South movement?
- What were the causes and effects of a one-party political system in Georgia following Reconstruction? How did the county unit system help ensure the state would maintain a one-party political system?

